Teacher Views on Performance and Rewards in the Framework of Expectancy Theory[1]

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ABSTRACT

The current study aimed to identify teachers' expectation levels regarding performance rewards in their profession and to present their beliefs in the framework of expectancy theory. The working group was composed of 40 primary school teachers employed in Düzce, Turkey, during the 2013-2014 academic year. The study utilized the qualitative research method, and descriptive and content analyses were used in data analysis. The obtained results are as follows: Administrators' expectations from teachers in terms of teaching profession are classroom management, love for the teaching profession, students' academic achievement, teamwork, time management and counseling services to students. School administrators have high expectations from teachers almost in all areas. While half of the teachers commented that their performances were recognized, approximately half of them reported that their performances were only considered partially, or not considered at all. In terms of reward types, teachers mentioned morale rewards, monetary rewards, verbal recognition, and acknowledgement and appreciation certificates for improved performance. Recommendations developed are that a performance appraisal system should be applied, that the career path should be determined by developing a rewarding performance system, that the current reward system should be enhanced, adding more attractive tangible and intangible rewards, and that the rewards should be distributed objectively.

Key Words: Expectancy theory, Performance appraisal, Reward expectation, Teacher

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INTRODUCTION

While motivation is a process that prompts and canalizes behavioral responses towards channels that benefit the organization (Miner, 2008), it is a force which is partly inner that needs to be purposefully directed to reach specific aims (Greenberg, 2011; Lunenburg & Ornstein, 2013). When views on related content, elements, outcomes, results and models included in studies regarding motivation literature are taken into consideration, it is observed that theories on motivation are classified under two groups: content and process theories. Theories such as Maslow's Hierarchy of Needs, Alderfer's ERG Theory composed of existence, relatedness and growth, Herzberg's Two-factor and McClelland's Achievement Motivation Theory are included in the content theories group. Whereas theories such as Vroom, Lawler and Porter's Expectancy, Adam's Equity and Locke's Goal Setting Theory are included in the process theories group (Koçel, 2005; Barutçugil, 2004; Yüksel, 2000; Efil, 2006). While content theories focus on the power that prompts and motivates human needs and their types (Luthans, 1992) and aims to explain motivation-based on the outcomes of observed behavior, process theories seek to define motivation-based on external factors, by focusing on the introduction, continuity and termination of behavior.

According to process theories, needs are only one of the factors that guide individuals for a certain behavior. Many elements especially external factors affect motivation in addition to needs (Barutçugil, 2004). Expectancy theory which is a process theory was developed by Vroom, Laeler and Porter (1994) and has brought the most valid and reliable discussions until now about what motivates people to work (Hoy & Miskel, 2012; Tozkoparan, 2008). Vroom addressed motivation from three fundamental aspects such as goals of the individual, individual's perception of the relationship between productivity and personal goal realization and individual's power to affect personal productivity (Argon & Eren, 2004). In this theory, staff evaluate both their capabilities regarding their own work performances and the type of rewards that they will receive as a result of successful performance (Adler, 2002). Accordingly, individuals strive more to achieve highly desired goals with high achievement expectancy, but do not make so much effort for goals that include low outcome expectations.

Expectancy theory was founded on several assumptions. The first assumption states that expectations based on individuals' motivation, needs and past experiences affect their response to the organization. While the second assumption suggests that individuals' behaviors are the result of conscious choices, and the third assumption asserts that individuals expect different things (for instance, good salary, job security, career advancement) from their organizations. The fourth assumption claims that individuals select from among many alternatives, since they opt to maximize the best outcomes. The four key elements of the expectancy theory founded on these assumptions are expectations, outcomes, instrumentality and valence (Lunenburg & Ornstein, 2013). Hoy and Miskel (2012) argue that expectancy theory is based on three assumptions. The first of these three assumptions is related to the extent of an individual's belief that performing more difficult tasks will lead to good performance. The individual seeks answers to the question "Will I be successful if I work harder?" The second assumption is related to the belief that good performance will be noticed and rewarded. This assumption asks the following basic question: "What will I receive for my performance?" The third assumption is based on the perceived value or

attractiveness of a reward. What people believe to be beneficial or important for their own advantage is valuable. The question about valence is; "How do I feel about the rewards provided for my efforts?". According to this theory, the motivation to act in a specific way is achieved at the highest level when the individual believes in the following: The individual has the capacity to perform at the desired level (high expectation), the behavior will bring expected results and rewards (high instrumentality) and these outcomes include positive personal values (high valence). As can be seen from the explanations about the theory, expectations are significant for individuals. Individuals' expectations form the body of their beliefs related to outcomes because expectations point to beliefs about what will lead to what in the organization (for instance, hard work leads to rapid career advancement). At the same time, expectations act like a road map for the individual in planning how to meet needs in the organization and how to achieve goals. Therefore, expectations are unique and a crucial body of beliefs that determines the relationship between the actions in the organization and the outcomes.

Employee responses are one of the aspects that can be examined in order to comprehend employee behavior and their reasons. Studies generally present three types of emotional responses for the employee: job satisfaction related to part of, or a whole task, psychological vitality in organizational life, and value attributed to various benefits gained from the organization (Aydın, 1991). In this case, mutual expectations between the organization and the individual can be regarded as one of the issues that need to be considered in the realization of both organizational and personal goals. The value attributed to the benefits that will be gained from the organization is closely related to the expectations and it will not only provide vitality in organizational life but will also increase job satisfaction. The fact that the employees know that their performances are or will be rewarded in organizations where the concept of motivation is taken seriously will ensure desired behaviors and satisfaction of expectations related to their needs (Koçel, 2005).

Various national and international studies have been conducted on educational staff about expectancy theory. For instance, Mowday (1978) identified that school administrators with high motivation more actively participate in regional decision-making compared to school administrators with low motivation, and Landy and Becker (1987) stated that individuals measure costs and acquisitions by considering the alternatives and select the actions with the maximum benefits. While Miskel, McDonald and Bloom (1983) determined that teachers' expectancy motivations are related to their job satisfactions, and student attitudes towards school and perceived school efficiency. Kottkamp and Mulhern (1987) presented that expectations both explain the school climate and have positive relationships with humanistic attitudes in controlling students. Graham (1980) reported that expectancy theory can be used to predict satisfaction, participation in activities, and student acquisitions. Although no direct studies exist in Turkey regarding expectancy theory, similar studies can be found. These studies pointed out that an increase in the quality of education is related to teacher motivation, and therefore a quantifiable, objective, clear, accurate and tangible reward system should be established (Balcı, 1991; Sarpkaya, 2003; Yılmaz & Aslan, 2013), that school administrators do not have sufficient information about teacher motivation (Sarpkaya, 2006), that teacher roles and expectations should be taken into consideration (Gürbüz, Erdem & Yıldırım, 2013), and that teachers' external environments and characteristics are important factors that affect motivation in terms of process theories (Erdem, 1998).

The most important goal in motivational theories in general and in expectancy theory in particular is to satisfy employee needs as much as possible, and to have them come to work every day with positive feelings by identifying the factors that will create willingness and desire in them to work harder. Employees are generally motivated on the first day of work, but gradually lose their enthusiasm due to workplace conditions. Only administrators' leadership attributes can ensure ongoing motivation (Yılmaz & Aslan, 2013). In this respect, schools need administrators and leaders with the required skills to motivate their employees in order to increase performance, expand professionally and transform. It is not rational to expect contributions from unmotivated employees. It is crucial for their achievement, that school administrators are informed of fundamental motivation theories and have the necessary capacity to implement them (Lunenburg & Ornstein, 2013). Administrators should help their employees grasp the organizational goals and present organizational and individual contributions to them in a concrete manner. This is a very important point, to persuade the employees and ensure they obtain their effort as a way to create expectations and see results.

Since expectation is the belief that efforts related to work will end with a specific level of performance (Lunenburg & Ornstein, 2013), presenting the expectations may be said to motivate teachers towards the organization and educational activities. Tangible or intangible rewards that will be provided by the organization to incentivize employees and to meet their needs will motivate them. In the framework of expectancy theory, this study aims to identify teachers' expectation levels regarding performance rewards related to their profession, and to present their beliefs on the rewards they will achieve.

METHOD

Research Model

This study has utilized the qualitative research method. The most basic characteristic of qualitative case studies is the in-depth research of one or more cases. Case studies are used to study a contemporary concept in its own life circle when more than once evidence or data source is present. Case studies are used when "target situation" is to be examined in depth and in detail (Yin, 2003). In case studies, factors related to one or more cases are examined holistically and the focus is on how they affect or are affected from the related situation (Yıldırım & Şimşek, 2005). In this context, this study identified teacher and administrator expectations towards the profession based on teacher views and it was examined whether or not teacher performances were taken into consideration by school administrators, and whether or not teachers expected rewards based on their performances.

Working Group

Criterion sampling (Yıldırım & Şimşek, 2005) and maximum variation sampling method (Büyüköztürk et al., 2012), which are purposeful sampling techniques, were used in identifying the working group of the study. Criterion for participation included being assigned to permanent staff and to have taught for at least one year. The rationale for these criteria was based on the belief that permanent staff working at the same school for at least for one year would have higher levels of awareness related to the school and school administration. In order to ensure maximum variation, not more than five teachers were included in the study from the same school and selection ensured fair gender distribution. In this context, the working group of the study was comprised of 40 primary school teachers

employed in the Düzce province of Turkey during the 2013-2014 academic year. Only teachers who voluntarily participated were included in the study. Table 1 presents information about the working group.

Table 1. *Personal Information for the Participants*

Variable		f	%
Gender	Female	20	50
	Male	20	50
Age	20-30	5	12
	31-40	15	36
	41-50	12	32
	50 and higher	8	20

According to Table 1, an equal number of female (n=20) and male (n=20) teachers participated in the study. The majority of participant teachers were in the age range of 31-40 (n=15), however other age groups also participated in the study.

Data Collection Tool

A semi-structured interview form was developed by the researchers for this study. Semi-structured interview forms are often preferred by researchers since they have specific standards, provide opportunities to collect in-depth information on a specific issue, enable the participation of a higher number of individuals and facilitate data collection and analysis (Yıldırım & Şimşek, 2005). In the preparation phase, related literature was reviewed and open-ended questions were generated, which were later confirmed by two experts in the field of educational sciences in order to ensure internal validity. The form presented to experts to check for content validity were then reorganized based on the expert's feedback and corrections suggested by Turkish teaching experts. A pilot implementation was then provided to 10 teachers who were not included in the actual working group. The form was finalized following some conceptual corrections.

The study ensured voluntary participation continued with the distribution of semi-structured interview forms composed of three questions. Teachers were asked to respond accordingly. Interview forms were handed out and collected by the researchers. In addition to the demographic information, teachers were asked the following questions in the interview form:

1.   Regarding the teaching profession;

  a) What are the expectations of school administrators?

  b) What are the expectations of teachers?

2.   Regarding the school administration you work with;

  a) Do they give consideration to your performance and related expectations?

  b) Do they need to give consideration to your performance and related expectations?

  c) Do you have such expectations? Please provide your rationale in writing.

d) What are the benefits of school administration's consideration of your performance and evaluation?

3.   a) Do you have expectations for rewards in return for your performance at school?

b) Are the rewards provided by your school up until now attractive to you? Why do you think so?

c) What do you think the rewards should be?

Data Analysis

Descriptive and content analyses were used in data analysis as qualitative data analysis techniques. Teachers were coded as T1, T2… in order to ensure confidentiality. Obtained data were classified under themes identified through content analysis. The themes were determined based on related literature, codes were generated and content analysis suitable for qualitative analysis was undertaken in order to present the findings. Since one individual may have reported more than one view, total numbers were not included in the tables.

Validity and Reliability

Since the concepts of validity and reliability in the qualitative research tradition are found as dogmatic and criticized as products of deductive approach based on positivist paradigm's hypotheses testing practices, concepts such as plausibility and transmissibility are generally the more preferred (Corbin & Strauss, 2008; Yıldırım & Şimşek, 2005). In this context, research process and the practices undertaken in the process were explained in detail in order to increased external validity (transmissibility) of the study. All findings were presented directly, without commentary, in order to increase the internal validity (plausibility) of the study. Also, two research experts in educational management (TA, SG) separately coded the data, the codes were then compared and consistency among coders was established to be 80%. Miles and Huberman's (1994) reliability formula [reliability=Agreement/ Agreement +Disagreementx100] was used in calculating reliability. Two experienced educational sciences experts coded the data separately to ensure reliability and these codes were later compared. Reliability of the study was found to be 80% and since the figure was above 70%, the study was regarded as reliable. Agreement rate of 70% or higher is accepted to be sufficient to ensure reliability for the purposes of data analysis (Miles & Huberman, 1994).

FINDINGS AND INTERPRETATION

This section presents teacher views identified in the framework of the themes and codes (sub-themes) obtained in line with the research questions.

School Administrators' and Teachers' Expectations Regarding the Teaching Profession Based on Teacher Views

Table 2. *Expectations Regarding the Teaching Profession*

Theme	Codes	f
School Administrators' Expectations	Good classroom management	20
	Love of the profession	18
	Academic achievement in students	18
	Teamwork	17
	Time management	16
	Student counseling services	16
Teachers' Expectations	Administration's support	24
	Healthy physical environment	23
	In-service training	19
	Objective behaviors	18
	Healthy communication	17
	Social-cultural activities	15

Table 2 presents administrators' most frequently cited expectations from the teaching profession as; good classroom management (f=20), followed by love of the profession (f=18), academic achievement in students (f=18), teamwork (f=17), time management (f=16), and student counseling services (f=16). According to teachers, school administrators have expectations almost in every field. The highest administrator expectations form teachers focus on classroom management, by love of the profession and academic achievement in students. This finding shows that teachers are aware of administrators' expectations from them. Teachers' awareness about administrators' expectations during their professional practice and administrators' clarity about these expectations will provide important clues in increasing performance and providing motivation.

Some teacher views regarding administrator expectations about classroom management are provided below:

T5 *"School administrators do not want classroom problems to be brought to the attention of the administration since these issues are supposed to be under the teachers' control. They do not want to keep reminding about additional tasks and deadlines so as not to appear unlikable".*

T6 *"Providing order and control in the classroom, supporting information flow and desire to learn among all students, ensuring that students are informed of school rules, practices and similar issues (for instance school rules and practices, passing grades and letters of recognition, issues about acceptance into universities, etc.)".*

T17 *"There are high expectations especially related to ensuring command and orderliness in the classroom, achievement, adaptation to school rules, school management, communicating with students and parents, participation in school activities, performing tasks, and responsibility".*

On the other hand, teacher views about the expectations regarding love of the profession can be presented in the statement below:

T1 *"Mastery of subject matter, the teacher needs to have students like learning, the teacher will have the love of teaching and vitality to support the development of students' personal and academic interests."*

One teacher expressed administrator expectations related to academic achievement in the following words:

T5 *"They want teachers to embrace the organization and ensure the highest level of academic performance about the subject matter. They expect a common attitude to correct student errors and they expect teachers to take roles in implementing correctional measure as persistently as the administrators."*

Examples of expectations regarding teamwork and time management are presented below:

T8 *"They (teachers) are expected to ensure timely and respectful communication with other teachers, subject matter group leaders, administrators and personnel, and they are expected to share any problem with the interested party in order to solve the problem at hand."*

T2 *"Having the habit of being in the classroom on time."*

One teacher expressed administrator expectations related to providing student counseling services in the following statement:

T7 *"Discussing issues related to student development (or lack of development) with parents or other interested parties."*

Teacher expectations regarding the teaching profession are as follows: administrations' support [regarding the profession] (f=24), healthy physical environment (f=23), in-service training (f=19), behaving objectively (f=18), healthy communication (f=17), and social-cultural activities (f=15). Although teachers have expectations in various areas, it is observed that the highest expectation is related to the administration's support, followed by expectations about the physical environment. The least frequently cited expectation type is social-cultural activities. The fact that teachers have expectations in many areas related to their profession is important since these expectations will lead them to motivation and increases in performance.

Some of the teacher views on expectations regarding administrative support are provided below:

T4 *"I expect school administration to pay attention to my efforts. The administration should not regard teachers as ordinary personnel during teaching and training activities and their tasks should go beyond monitoring if the teachers go to the classroom on time. Teachers should be in communication with students, parents and administrators. In this context, as a teacher, I also have expectations from my administrators, as I should."*

T2 *"Upper management generally takes our efforts into consideration. But of course there are times when this does not happen. Human beings act with their instincts in general. The desire to achieve and to be sufficient exists in human beings instinctively. When this instinct is not supported with external motivation, it may decrease over time. Therefore, upper management should pay attention to efforts as external motivation, and provide various rewards in its capacity. I have expectations about having my efforts taken into consideration."*

T32 *"When school administration notices my efforts, it increases my motivation. When there is motivation, success will develop on its own."*

T40 *"It is necessary for upper management to notice our efforts."*

T13 *"I believe that my efforts are not noticed by the upper management and they are not engaged in such activities."*

Examples of teacher views reflecting objective behavior can be found below:

T1 *"School administration generally takes my efforts into consideration. However, they do not grant me any privileges that will differentiate me from teachers who do not exert any effort, let alone undertaking their roles and responsibilities. What the school administration gives me is only recognition (for my efforts)."*

T17 *"Especially respect for the profession, work that would support professional development, well equipped school-classroom environments, recognition for performance and fairness in this respect."*

T5 *"Working in harmony with school staff, frank and fair behavior from the school administration, working with administrators who are at peace with themselves, who can think positively and who do not have communication problems."*

On the other hand, examples of statements that reflect the expectations for healthy physical environments and communication are provided below:

T17 *"Appropriate classroom environments and sufficient technical equipment."*

T7 *"Having thoughts and requests taken into consideration."*

T6 *"Peace at the workplace is the most important element. Being a teacher who is understood and listened to. Being able to adequately benefit from educational tools."*

Recognition of Teacher Performance by School Administrators and Its Results According to Primary School Teachers

Table 3. *Recognition of Performance*

Theme	Codes	f
Recognizing performance	Yes	20
	Partly	18
	No/it should be	18
Result of recognition	Increased productivity	21
	Morale and motivation	17
	It acts as a model	10
	Contentment	9

According to Table 3, while half of the teachers (f=20) state that their performances are recognized, about half of them believe that their performance is either partially recognized (f=18) or not recognized (f=18) at all, but should be. As the data presents, the number of participating teachers who believe that performance is recognized, and those who believe that performance is not recognized, are almost equal. The reason behind these different results may be related to the fact that participating teachers are employed at different schools in which their administrators may be presenting different practices. It is also observed that performance-based practices may change from school to school, as well as from administrator to administrator.

Two of the views that reflect the belief that administrators recognized teacher performance are:

T7 *"If I am doing my job in the best possible manner, what I expect from the other party is only respect. In my opinion, the administrator should analyze and know their staff well. Administrators' performance will be recognized as much as they recognize their staff's performance. I believe administrators recognize performance. I do not experience any problems in this regard at my school. Performance should definitely be taken into consideration. I definitely have an expectation in this context."*

T17 *"School administration is aware of my efforts. I only expect fairness (for my efforts). (Administration) should not keep quiet against teachers with low performance, teachers with high performance should be appreciated."*

Additionally, the following are two examples of teachers' views focusing on lack of recognition for teacher performance:

T13 *"In recent years, our administrators present completely union based and political approaches, rewards are only given to the members of the union who support the ruling party. Educators are not classified as successful or unsuccessful or devoted or selfish any more. They are classified as the ones who are with us or the ones who are against us."*

T18 *"Although my efforts and success are recognized by the administration of the organization I work for, they do not appreciate them for two reasons. First (one is related to) not evoking a sense of discrimination among the others, not demotivating*

them. Second (is related to) bias and prior bad experiences towards staff who present individual efforts, the fact that administrators cannot get over being sentimental towards the staff and not overcome prior criticisms."

On the other hand, teacher views that focus on lack of recognition for teacher performance, but stress the need for recognition are provided below:

T19 *"Teaching is not a profession that can be done with expecting things in return. However it is necessary to see the pluses and minuses of the work that is accomplished, and to develop oneself accordingly. I also expect performance to be recognized and appreciated in order to obtain new ideas, be creative and set new goals."*

T18 *"Teachers' performance should be recognized. It is important to be appreciated in order to ensure the continuity of performance and to prevent low motivation."*

According to Table 3, results of recognizing teacher performance is related to increases in productivity (f=21), morale and motivation (f=17), contentment/happiness (f=9), and it provides a model (f=10). In this context, it can be argued that recognition of teacher performance by administrators will provide them with many professional and personal benefits and that the situation will be reflected on professional productivity the most.

Examples of teacher views that state recognizing teacher performance leads to increases in productivity are given below:

T27 *"An attractive rewarding (system) that will increase effort among teachers will allow everyone to fully use their capacities and result in productivity."*

T20 *"It (recognition of my performance) provides me with opportunities to be aware of my professional skills and competence and correct my errors. It increases my motivation."*

T8 *"When the teacher is rewarded financially, performance will rise and productivity will increase."*

Increase in morale and motivation is reflected by some teachers in the following comments:

T29 *"When school administration rewards the teacher, the teacher will experience moral satisfaction, it will motivate the teacher and results in them going to work with more enthusiasm and willingness, to develop oneself."*

T36 *"As a result of their inherent natures, human beings want to be rewarded. Some of these rewards are in the form of a thank you, sometimes it is a smile and sometimes it is a document. I believe it is important for motivation."*

T6 *"It is necessary to keep motivation and ensure continuity for the desire to work. It is also necessary for working peacefully. It will prevent negative thoughts."*

Examples of views that focus on the feelings of happiness are provided below:

T3 *"I don't think that school administration's recognition of my efforts will benefit me financially, but it will provide moral benefits. Because it will instill the feeling that the administration, I mean the administrator, is supporting my work. This feeling will develop trust at my workplace and make me happy."*

T6 *"Actually, it would be very nice. Being recognized, taken into consideration is flattering. It makes one happy. Using the opportunities in the best manner affects success and motivation."*

T5 *"I would be happy when my work is recognized and is regarded as valuable."*

One teacher mentioned that recognition of performance will provide a model in the following comment:

T5 *"It allows other staff to have awareness as well. Other than that, I would not have financial expectations. It will make me feel valuable, increase my desire to work and provides morale and motivation. It will also change the perspectives of my students and parents. I can allow myself to be a model for other staff."*

Teachers' Reward Expectations for Their Performances

Table 4. *Expectation, attractiveness and variety*

Theme	Codes	f
Expectation	Yes	*26*
	No	*9*
Attractiveness	Not attractive but should be	*20*
Variety	Spiritual/verbal rewards	26
	Salary	18
	Financial rewards	*15*
	Recognition, acknowledgement	9

Examination of the themes presented in Table 4 shows that teacher views on motivating rewards and their attractiveness mostly focus on expectation for rewards, their attractiveness and variety.

The theme related to expectation shows that the majority (f=26) of teachers has expectations regarding rewards that they find motivating. Nine of the participating teachers stated that they have no expectations for receiving rewards. In this context, it can be argued that to a large extent, teachers expect rewards based on their beliefs and attention regarding the necessity for rewards.

Two of the teachers with no expectations regarding rewards expressed themselves in the following manner:

T6 *"No."*

T5 *"I do not work expecting rewards but I expect to be verbally appreciated."*

Views presented below are examples of expectations regarding rewards:

T7 *"I have no expectations for my regular performance, besides, it is my job. However if I feel I display higher performance than my regular performance, of course I will expect to be rewarded; at least for my motivation."*

T9 *"My school principals' recognition of my efforts is only verbal. One would like to realize the recognition with financial rewards instead of verbal recognition."*

T13 *"Being recognized for my efforts will increase my motivation. It will help me feel part of the organization and work with more devotion."*

The theme regarding the attractiveness of rewards shows that half of the teachers (f=20) do not find rewards attractive, but believe that they should be so. Although there are many examples for teacher views in this regard, the following are the most significant:

T5 *"It depends on the spiritual-financial dimension of the reward. If the reward can satisfy our needs and interests, it may be attractive. I would do my best to earn that reward. I believe it will add a new level of excitement to my work."*

T7 *"In my opinion, rewards are not attractive. Because I believe rewards should be provided that will be professionally beneficial."*

T1 *"In my opinion, the things that can be the reward for my efforts are not attractive, because everyone receives those rewards. Something that everyone can receive has no attraction."*

T3 *"There has been no rewards for my efforts I have exerted until now at my school. Verbal recognition or presentation of a plaque can be motivating for me."*

T23 *"I have never witnessed a teacher being rewarded at my school. Administration only verbally thanks them during activities. This does not create a privilege for teachers with higher performance."*

T11 *"The effort I exert at school is only verbally acknowledged. This makes one happy, makes one feel good. But I wish merit-based system worked as well as it should and all teachers benefit from it."*

The theme related to variety in terms of rewards presents views that focus on spiritual-verbal rewards (f=26), salary (f=18), verbal recognition (f=15), and acknowledgement and appreciation certificates (f=9). When this is examined in connection with expectations, it is observed that during their professional work, teachers mostly expect spiritual-verbal rewards followed by salary, acknowledgement and appreciation certificates. Teachers have lower expectations regarding acknowledgement and appreciation certificates which are the most common rewards in the educational system. Teachers believe that they are provided mostly with verbal rewards. They believe that verbal recognition is important but not sufficient and this finding shows that a system that includes financial rewards should be established. Detailed examination of teacher views shows that rewards are limited and not objectively distributed.

Two teachers expressed the following views related to financial and verbal recognition:

T13 *"Rewards for the efforts that we exert in our organization are morally attractive. Recognition of success always increases motivation. However, a merit system should definitely exist and should be established. Rewards are not financial at the moment. The present rewards only contribute as scores when one is assigned as an administrator."*

T6 *"Recognition even in the form of verbal acknowledgement and voicing the successes of that person in a group will affect motivation."*

Examples that reflect expectations regarding salary and financial rewards are provided below:

T34 *"I received recognition only once based on my efforts at school. And one salary reward after working for fourteen years. I don't think it is sufficient."*

T5 *"Rewards provided in the teaching profession should be moral rewards that address the feelings of honor, pride and professional satisfaction in the first place. Additionally, financial rewards for instance extra salaries would be attractive for individuals who undertake work that requires extra hours - identified as a result of discussions during the first teachers meeting held at school at the beginning of the year."*

T7 *"I think salary rewards are the best."*

T2 *"Rewards are not attractive. Normally, rewards are in the form of recognition or acknowledgement (verbal or written). Hierarchy of needs shows the most important needs of human beings as physiological (finance based) needs. Only when these needs are met, fulfillment of other needs (for success, to be acknowledged) will be sought. Therefore, financial rewards should definitely exist."*

On the other hand, teachers who specified recognition and acknowledgement as the type of rewards expressed themselves in the following comments:

T25 *"They (rewards) should be oriented towards motivating teachers. Criteria should be identified. Not everyone should receive rewards. Recognition should be given when it is appropriate. Recognition and acknowledgement, making success an example, rather than rewarding, the teachers should be honored. Rewards with social content can be provided."*

T30 *"If our work is recognized and appreciated by the administration, first of all it means we are not stagnant which is the best present a teacher can get. Of course, although verbal acknowledgements can provide moral satisfaction, receiving a document of recognition is important when one is changing organizations or for career progression".*

RESULTS, DISCUSSION AND SUGGESTIONS

As in all professions, expectations towards their careers and awareness of the types and levels of these expectations are important for teachers to be motivated for their tasks at school, because work related expectations affect efforts, efforts will affect performance which then closely affect motivation. It is not rational to expect efforts from individuals with no expectations from their work. Research results show both teacher expectations regarding their profession and administrator expectations from teachers. According to the results, teacher expectations center on management support, healthy physical environments, in-service training, objectivity, healthy communication and social-cultural activities. Administrators, however, expect classroom management from teachers, followed by love for the teaching profession, academic achievement in students, teamwork, time management and counseling services to students. Although teachers have a variety of expectations in different areas, management support is the first and foremost expectation, followed by expectations related to healthy physical environments. The least frequently cited expectation by teachers is related to social-cultural activities. As can be seen from the findings, teachers believe that school administrators have high expectations of teachers almost in all areas. They expect that teachers will successfully achieve classroom management first and have high regard for their profession, effectively generate academic achievement, be involved in teamwork, ensure good time management and provide counseling services.

It is important to present the types of expectations in the teaching profession because individuals select their organizations based on specific expectations, and are only satisfied from their work and organization as long as they can realize those expectations. While this increases individual productivity and performance, it also increases organizational productivity and performance (Erdil, Keskin, İmamoğlu, & Erat, 2004). Lack of overlap between expectations and reality, or their tasks, may cause job dissatisfaction and burnout in teachers (Ertürk & Keçecioğlu, 2012). Correspondence between expectations and qualities of the profession is a crucial factor in the satisfaction that teachers will gain from their work, because job satisfaction exists when an individual is happy with their existing work situation and that is generated when the benefits and expectations are in agreement (Bingöl, 1997). Job satisfaction includes variables such as wages, management policies, job characteristics and work conditions (Luthans, 1992), and all these variables are similar to those related to teacher expectations investigated in this study. Considering the fact that teacher behaviors are the foundation of successful tasks and actions undertaken at schools, it will be apparent that the identification of expectations will increase the level of realization in these behaviors. In this case, recognition of expectations can be regarded as important data for school administrators to increase teacher performance and motivation, to provide job satisfaction and to prevent disillusionment and to ensure teachers do not struggle with hardships. School administrators should take teacher and staff roles and expectations into consideration in order to undertake their jobs successfully (Taymaz, 1986). Recognition of teacher roles and expectations by the school administrator is also important to ensure feelings of worth on the part of teachers (Gürbüz, Erdem & Yıldırım, 2013). School administrators need to form relationships with elements such as teachers, personnel, students, parents, community leaders and local government, central organization and politicians with different educational and cultural backgrounds and with different expectations, and to harmonize various expectations to ensure democratic management at schools (Küçükali, 2003). As reported by Durkan Şimşek (2013), teachers' emotional health, professional commitment levels, knowledge and skills,

motivation and job satisfaction directly affect the quality of education and training activities and therefore their professional expectations should be met.

While half of the teachers commented that their performances are recognized, approximately half of them reported that their performances are only partially recognized or not recognized at all, though they should be. All teachers stated that performance should be taken into consideration. This finding may be regarded as an indicator that recognition of teacher performance is not at the desired level in schools. However, expectancy theory identifies that staff can only be satisfied when their expectations are met (Taştan, 2003) and that their performance will be based on job satisfaction (Ersözlü, 2008). This study also points out that recognition of performance will result in productivity, morale, motivation and feelings of contentment.

Recognition of performance also leads to role modeling between administrators and staff. Recognition of teacher performance by the administrators provides various benefits to teachers in professional and personal terms and this is reflected by professional productivity the most. On the other hand, lack of recognition towards their expectations will negatively affect teachers. However, different opinions about recognition of performance as seem in this study may be related to the fact that the participant teachers are employed at different schools, which may therefore include different administrator practices. Another study in this field, undertaken by Helvacı and Başın (2013), identified that school principals utilize organizational, administrative and psycho-social motivation approaches at high levels. Lack of complete fit in the findings may be related to the general studies in this area as well.

The study shows that the majority of teachers expect rewards which they think are motivational. Only nine of the participating teachers have no expectations regarding rewards. Teachers have a high esteem for rewards and believe rewards should be provided. On the other hand, half of the teachers do not find the current rewards attractive and believe that rewards should therefore be more attractive. According to expectancy theory, employees exert efforts to reach goals that they find attractive and that they believe are reachable, and that the attractiveness of the task is related to the value and the importance of the outcome (Yücel & Gülveren, 2008). Power of motivation is equal to the multiplication of expectations to reach a specific goal and the value assigned to this outcome (Eroglu, 2000). This study shows that teachers are expecting rewards for their efforts and the rewards that need to be provided are spiritual rewards, salary, verbal recognition and acknowledgement and appreciation certificates. These rewards already exist in the system. However, expectations towards acknowledgement and appreciation certificates are lower than expectations towards other types of rewards. When this finding is examined in the context of the reward process of the National Education system, it can be regarded as an indicator that the rewards exist in the system but they are not provided at the desired levels and amounts. This finding also proves that verbal rewards are not sufficient and the system should be reorganized to include financial rewards.

Detailed examination of teacher views shows that teachers think rewards are limited and not objectively distributed. While the reward system contributes to the realization of school aims, it allows transmission of school values, expectations and achievement standards to teachers and it is an important tool which encourages meeting their justice and equality expectations as well (Sarpkaya, 2003). Similarly, Naldöken, Ekinci and Biçer's (2011) study, which supports the findings of this research, found that additional payments to employees

motivate them and that financial reward tools will positively motivate staff to work more productively. Sabancı (1999) reported that different rewards systems have been used for teachers since the establishment of the Turkish Republic and that pursuits of new approaches are ongoing, however even though there is a 15-year gap between these two studies, the arrangements are still insufficient and this is an important and negative outcome for the current reward system.

Suggestions presented below are developed based on the results of this study: in order to motivate teachers and increase their performances, school administrators should have high expectations from them and that teachers should be aware of these expectations. In-service training that focuses on teachers' classroom management, teamwork, time management and counseling services should be increased. Physical climate at schools and classrooms should be improved and social and cultural activities should be increased. A performance appraisal system should be established and teachers should be evaluated based on their performance in order to identify their career paths, since it is presented that recognition of teacher performances provide many benefits in professional and personal areas and it is mostly reflected in the area of professional productivity. Since teachers expect rewards, the reward system should be reorganized and tangible and intangible rewards that will be attractive for teachers should be identified and distributed objectively.

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Beklenti Kuramı Kapsamında Performans ve Ödüllere Yönelik Öğretmen Görüşleri[4]

Süleyman GÖKSOY[5] & Türkan ARGON[6]

Giriş

Genelde motivasyon kurumlarında özelde ise beklenti kuramında en önemli amaç çalışanlarda daha çok çalışma istek ve arzusu yaratabilecek faktörleri bularak, onların gereksinimlerini elverdiğince doyurmak ve her gün görevlerine istekle gelip, istekle çalışmalarını sağlamaktır. Bu doğrultuda okullar, performanslarını artırmak, profesyonel olarak büyümek ve değişmek için çalışanlarını motive etme becerisine sahip yönetici ve liderlere ihtiyaç duymaktadırlar. Çünkü motive olmamış çalışanlardan kuruma katkısını beklemek akılcı bir yaklaşım değildir. Okul yöneticilerinin temel motivasyon kuramlarını bilmesi ve uygulama kapasitesine sahip olması elde edilecek başarı açısından son derece önemlidir (Lunenburg & Ornstein, 2013). Yöneticiler çalışanlarına eğitim kurumlarının amaçlarını hissettirmeli, kurumsal ve bireysel düzeyde kazandıracaklarını somut olarak ortaya koymalıdırlar. Bu durum çalışanların ikna edilmesi ve beklentilerini oluşturup karşılığını almada gösterecekleri gayret açısından oldukça önemlidir. Beklentinin işle alakalı çabaların belli bir performans seviyesiyle sonuçlanacağına inanma gücü (Lunenburg & Ornstein, 2013) olduğu göz önüne alınırsa, çalışanlarda oluşacak beklenti aynı zamanda öğretmenleri kuruma ve eğitim öğretim faaliyetlerine motive edecektir. Bu doğrultuda yapılan çalışma ile beklenti kuramı çerçevesinde öğretmenlerin mesleğe yönelik, performanslarının ödüllendirileceğine ilişkin beklenti düzeyleri belirlenmeye çalışılarak, elde edecekleri ödüllere ilişkin inançları ortaya konulmaya çalışılmıştır.

Yöntem

Bu çalışmada nitel araştırma yöntemi kullanılmıştır. Nitel durum çalışmasının en temel özelliği bir ya da birkaç durumun derinliğine araştırılmasıdır. Durum çalışması güncel bir olgunun kendi yaşam çerçevesi içinde çalışılması ve birden fazla kanıt veya veri kaynağının mevcut olduğu durumlarda kullanılabilmektedir. Durum çalışması "hedeflenen durumu" derinlemesine ve ayrıntılı olarak irdelemek istediğinde kullanılmaktadır (Yin, 2003). Araştırmanın çalışma gurubunu 2013-2014 eğitim-öğretim yılında Düzce ili ilkokullarında görev yapan 40 ilkokul öğretmeni oluşturmaktadır. Verilerin analizinde betimsel ve içerik analiz kullanılmıştır.

Bulgular

Öğretmen görüşlerine göre yöneticiler öğretmenlik mesleğine yönelik beklentileri incelendiğinde yöneticilerin en fazla sınıf yönetimi (n=20) beklentisine sahipken, bu beklentiyi meslek sevgisi (n=18), öğrencilerde akademik başarı (n=18), takım çalışması (n=17), zaman yönetimi (n=16), öğrenci rehberlik hizmetleri (n=16) izlemektedir. Görüldüğü gibi öğretmenlere göre okul yöneticileri hemen hemen tüm alanlarda yüksek beklentiye sahip olup, öğretmenlerden sınıf yönetimi başta olmak üzere, meslek sevisi, akademik

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[4] Bu makale 9. International Balkan Education and Science Congress'de (16-18 Kasım 2014) sunulan bildirinin geliştirilmiş halidir.

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başarı, takım çalışması, zaman yönetimi ve rehberlik hizmetlerini etkili bir şekilde yerine getirme beklentisinin taşımaktadırlar.

Öğretmenlerin öğretmenlik mesleğine yönelik beklentileri, bir anlamda kendilerine yönelik beklentiye ulaşılmıştır. Buna göre öğretmenler mesleğe yönelik yönetimin desteği (n=24), sağlıklı fiziki ortam (n=23), hizmet içi eğitim (n=19), objektif davranma (n=18), sağlıklı iletişim (n=17) ve sosyal-kültürel faaliyetler (n=15) beklentisini taşımaktadırlar. Öğretmenlerin yarısının (n=20) performanslarının dikkate alındığını belirttiği görülürken; yaklaşık yarısının ya kısmen dikkate alındığını (n=18) ya da alınmadığını ama alınması gerektiği (n=18) yönünde görüş belirttikleri görülmektedir. Öğretmenlerin performanslarının dikkate alınmasının sonucunda verimlerinin (n=21), moral ve motivasyonun (n=17), mutluluğun (n=9) arttığı belirtmiş aynı zamanda bu durum model oluşturduğuna değinmişlerdir (n=10).

Ödül beklentisi teması incelendiğinde öğretmenlerin çoğunda (n=26) kendilerini motive ettiğini düşündükleri ödüle yönelik beklentilerinin olduğu anlaşılmaktadır. Araştırmaya katılan 9 öğretmen ise ödül beklentisinin olmadığını belirtmiştir. Ödüllerin çekiciliğine yönelik tema incelendiğinde öğretmenlerin yarısının (n=20) ödülleri çekici bulmadıkları ama aynı zamanda çekici olmasına yönelik görüş belirttikleri anlaşılmaktadır. Ödül çeşidine yönelik öğretmen görüşleri incelendiğinde öğretmenlerin manevi ödüller (n=26), maaş ödülü (n=18), sözlü takdir (n=15), takdir ve teşekkür (n=9) şeklinde görüş belirttikleri görülmektedir.

Sonuç ve Tartışma

Öğretmenlere göre yöneticilerin mesleğe yönelik öğretmenlerden beklentileri sınıf yönetimi, meslek sevgisi, öğrencilerde akademik başarı, takım çalışması, zaman yönetimi ve öğrenci rehberlik hizmetleri şeklindedir. Okul yöneticileri hemen hemen tüm alanlarda öğretmenlerden yüksek beklentiye sahiptirler. Bu durum yöneticilerin öğretmenlerin sınıf yönetimi başta olmak üzere, meslek sevgisi, akademik başarı, takım çalışması, zaman yönetimi ve rehberlik hizmetlerini etkili bir şekilde yerine getirme beklentisini taşıdıklarını göstermektedir. Öğretmenlerin mesleğe yönelik beklentileri ise yönetimin desteği, sağlıklı fiziki ortam, hizmet içi eğitim, objektif davranma, sağlıklı iletişim ve sosyal-kültürel faaliyetler şeklindedir. Öğretmenler birçok alanda farklı beklenti içerisinde olmakla beraber en çok yönetimin desteği beklentisini taşırlarken, bu beklentiyi en yakından fiziki ortama yönelik beklenti izlemektedir. Öğretmen beklentileri içinde en az belirtilen beklenti türü ise sosyal kültürel faaliyetlerdir.

Araştırma kapsamındaki öğretmenlerin yarısı performanslarının dikkate alındığını belirtirken, diğer yarısı ya kısmen dikkate alındığını ya da alınmadığını ama alınması gerektiği belirtmiştir. Öğretmenlerin performans konusunda farklı görüş farklı okullarda görev yapmaları ve okul yöneticilerini farklı uygulamalar sergilemeleri olabilir. Öğretmenlere göre performanslarının dikkate alınmasının sonucunda verimlilik, moral ve motivasyon ve mutluluk artışı şeklindedir. Aynı zamanda performansının dikkate alınması kurumda model oluşturmaktadır. Bu durumda öğretmenlerin yöneticileri tarafından performanslarının dikkate alınması onlara mesleki ve kişisel yönlerden birçok fayda sağladığı, bu durumun en fazla mesleki verimliliğe yansıdığı anlaşılmaktadır. Benzer şekilde Helvacı ve Başın (2013) tarafından yapılan kamu ilköğretim okullarında görevli öğretmenlerin görüşlerine göre okul müdürlerinin uyguladıkları motivasyon yaklaşımlarını belirlenmesi araştırmasında; öğretmenlerin görüşlerine göre, okul müdürlerinin örgütsel ve

yönetsel motivasyon yaklaşımlarını ve psikososyal motivasyon yaklaşımlarını çok düzeyinde kullandıkları belirlenmiştir. Bununla birlikte, öğretmen görüşlerinin cinsiyet, branş ve kıdem değişkenlerine göre anlamlı bir farklılık göstermediği tespit edilmiştir.

Öğretmenlerin çoğunun kendilerini motive ettiğini düşündükleri ödüle yönelik beklentileri bulunmaktadır. Araştırmaya katılan 9 öğretmenin ödül beklentisi yoktur. Bu bulgu öğretmenlerin ödüle önem verdiklerini olmasına gerektiğini düşündüklerini göstermektedir. bunula birlikte öğretmenlerin yarısı verilen ödülleri çekici bulmadıkları ama aynı zamanda çekici olmasına yönelik görüş belirttikleri görülmektedir. Öğretmenler verilmesi gereken ödül çeşidine yönelik manevi ödüller, maaş ödülü, sözlü takdir, takdir ve teşekkürü belirtmişlerdir. Bu bulgu ödül beklentisi içinde olan öğretmenlerin mesleklerini yürütürken kendilerine verilmesini istedikleri ödüllerin manevi ödüller, maaş ödülü ve sözlü ödüller şeklinde verildiğini göstermektedir. Daha çok sözel ödüllerin verildiğini düşünen öğretmenlerin takdir ve teşekküre yönelik beklentileri diğer ödül beklentilerinden daha düşüktür. Bu durumda sözel ödüllerin yeterli olmadığı maddi ödüllere yönelik sisteminin kurulması gerektiği ortaya çıkmaktadır. Ayrıca öğretmen görüşleri ayrıntılı incelendiğinde ödüllerin sınırlı olduğu ve objektif dağıtılmadığı kanaatinde oldukları anlaşılmaktadır. Benzer şekilde Naldöken, Ekinci ve Biçer (2011) yaptıkları araştırmada; ek ödeme yapılmasının işgören motivasyonuna etkisini değişik kriterlere göre ölçmek ve hangi yönde ve ne derecede etkilediğinin araştırılması amacıyla yapılan araştırmada, çalışanlara yapılan ek ödemenin onları motive ettiği, çalışanların daha verimli çalışabilmesi için maddi ödüllendirme araçlarının kullanılmasının onları olumlu yönde motive ettiği sonucu elde edilmiştir.

Öneriler

Öğretmenlerin motive edilmeleri ve performanslarının artırılması için okul yönetiminin öğretmenlerden yüksek beklentilere sahip olması ve bu durumun da öğretmenler tarafından bilinmesi gerekmektedir. Öğretmenlerin sınıf yönetimi, takım çalışması, zaman yönetimi ve rehberlik hizmetleri ile ilgili hizmet içi eğitimler artırılmalıdır. Öğretmenlerin görev yaptıkları okul ve sınıflarda fiziki ortamlar iyileştirilmeli, sosyal, kültürel faaliyetler artırılmalıdır. Öğretmenlerin yöneticileri tarafından performanslarının dikkate alınması onlara mesleki ve kişisel yönlerden birçok fayda sağladığı, bu durumun en fazla mesleki verimliliğe yansıdığı anlaşıldığından performans değerlendirme sistemi oluşturulmalı ve öğretmenler performanslarına göre değerlendirilerek ödüllendirilmeli ve kariyerleri belirlenmelidir. Öğretmenler ödül beklentisi içerisinde olduklarından, öğretmenlerin ödül sistemi yeniden düzenlenmeli ve onlar için çekici olacak maddi ve manevi ödüller belirlenmeli, objektif bir şekilde dağıtılmalıdır.

Anahtar Sözcükler: Beklenti kuramı, Performans değerlendirme, Ödül beklentisi, Öğretmen