



Motivation Status of Social Studies Teachers

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Abstract

Teaching quality is closely related to teacher qualifications. Motivation, which plays a significant role in teaching, affects the teacher's performance positively or negatively, which is in turn reflected in student learning. The purpose of this study is to determine the motivational situations of social studies teachers on the basis of their motivations to choose the teaching profession and their satisfaction with their choice, their self-efficacy beliefs and student qualities. In this study, which was conducted according to the case study design, semi-structured interviews were held with 7 teachers. The data obtained were analyzed using content analysis. As a result of the research, important motivation factors that were effective in the selection of teaching as a career were found to be intrinsic career value, prior teaching and learning experiences and a fallback career. Factors of work with children, time for family and having a job were also effective in choosing the teaching profession. It was determined that the teachers were satisfied with their decision to become teachers. In addition, it was found that the teachers' self-efficacy perceptions were not generally high. It was further determined that student qualities had a positive or negative effect on teacher motivation, including low student motivation for the lesson.

Keywords

Social Studies
Teacher motivation
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Introduction

Although studies have been conducted in areas such as job satisfaction, stress, and burnout situation of teachers, the subject of teacher motivation received little attention until recently (Dörnyei & Ushioda, 2011). It has been proven in studies conducted on teacher motivation that teacher motivation is an important factor that is closely correlated with the variables of student motivation, teaching practice, education reform, and the psychological satisfaction and well-being of teachers (Han & Yin, 2016). Teacher motivation, a multifaceted construct having a high potential to affect the behaviors of teachers, is a psychological process that explains why the teacher chooses the profession, how much effort s/he makes and how long s/he will remain in the profession (Carson & Chase, 2009).

Motivation is a complex construct (Rodriguez-Keyes, Schneider, & Keenan, 2013) which is seen as a mobilizer or a cause of behavior (Roness & Smith, 2010; Ryan, Bradshaw, & Deci, 2019). Motivational constructs are used to express the initiation, direction (choice), intensity (effort, persistence) and success of behavior (Pintrich, 2013). Motivation, which attracts individuals to teaching, determines the extent to which they are interested in the profession and the possible length of their stay in the profession, is described as the first step towards being a teacher (Sinclair, 2008). It is argued that

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the quality of an education system cannot outperform the quality of teachers (Harris & Jones, 2010), and the quality of the education which the students receive is linked to motivated teachers (Gemedá & Tynjälä, 2015). Teacher motivation plays a vital role in the teaching-learning process by influencing teachers' job performance and hence student learning (Gemedá & Tynjälä, 2015). Indeed, teacher motivation is important in motivating students to learn (de Jesus & Lens, 2005) and increasing their effectiveness in the classroom (Carson & Chase, 2009). The behavior of teachers to motivate students for activities related to learning is an important factor in determining teachers' efficacy (Reynolds & Miller, 2013).

Motivation is a precondition for effective learning according to experienced or inexperienced teachers, and the biggest challenge faced by many teachers is the willingness/desire of students to learn (Petty, 2009). Since students who do not want to learn will have low learning competencies, teachers need to know how to motivate their students (Petty, 2009). Higher learning success generally depends on higher motivation and motivating learning environments in students, whereas failure to achieve academic goals or tasks is due to low student motivation and factors that hinder student motivation (Chen, 2001). Motivation is the energy that motivates students to learn, study hard and succeed (Martin, 2001). Csikszentmihalyi (1982) maintains that students' getting enjoyment from learning depends on teachers' enjoying teaching. He further argues that the student of a teacher who does not believe in his/her job or does not get enjoyment from teaching will feel this and make the inference that that particular subject is not worth learning. A similar situation can be considered for teachers. As a matter of fact, students' interest in learning (Fidan, 2014) and involvement in the class (Emiroğlu, 2017; Kızıltepe, 2008) positively affect teacher motivation. It was found in a study conducted in this regard that when students were motivated to learn, their teachers came well prepared for the lesson and they used various activities and materials to engage students (Fidan, 2014). On the other hand, it was determined that students' not being interested in the lesson (Kızıltepe, 2008; Sugino, 2010), failure to attend the classes and their lack of motivation eliminated teacher motivation (Kızıltepe, 2008). In addition to student motivation, another factor affecting teacher motivation is teacher self-efficacy (Thoonen, Slegers, Oort, Peetsma, & Geijsel, 2011). Teacher self-efficacy has been conceptualized in the literature as an expectancy component of motivation (Thoonen et al., 2011). Motivation has a mediating role in individuals' expectations and beliefs in their competence (Ryan et al., 2019). The concept of expectation reflects the beliefs of the individual about how to perform a task (Wigfield & Tonks, 2002) and quite overlaps with Bandura's concept of self-efficacy (Wigfield & Eccles, 2000). Self-efficacy is a judgment that individuals make about their capacity to accomplish future tasks (Pintrich, 2013; Ryan et al., 2019; Zimmerman, 1997). Individuals with low self-efficacy perception in a certain area perceive difficult tasks as a personal threat, and focus on personal deficiencies and obstacles instead of successfully performing the tasks. In contrast, high self-efficacy belief helps individuals to approach difficult tasks safely, to execute the task, and increase and continue their efforts in the face of failure (Dörnyei & Ushioda, 2011). Research has shown that teachers with high efficacy beliefs are more likely to remain in the profession (Harris & Jones, 2010).

Research in the field of professional motivation has revealed that individuals have various reasons to choose teaching as a career (Roness & Smith, 2010). These reasons are generally tried to be explained on the basis of three different types of motivation, namely intrinsic motivation, extrinsic motivation and altruistic motivation (Fokkens-Bruinsma & Canrinus, 2012; Heinz, 2015; Roness & Smith, 2010). Those who want to be teachers because of their intrinsic motivation experience inner satisfaction or pleasure by focusing on the nature of the profession (Dörnyei & Ushioda, 2011; Roness & Smith, 2010), and motivate themselves to feel competent in teaching and satisfy their curiosity (Fokkens-Bruinsma & Canrinus, 2012). The fact that teaching is closely related to intrinsic motivation rather than different behavioral goals is linked to the nature of the act of 'teaching' (ways of deriving inner satisfaction such as educating people, conveying knowledge and values to them, advancing a society or a nation) as a professional goal (Dörnyei & Ushioda, 2011). A teacher who does not find his/her profession valuable in itself but who performs it for external reasons (such as salary, prestige), conveys the message that learning is devoid of intrinsic value and is only a means to achieve other goals (Csikszentmihalyi, 1982).

Extrinsic motivation is associated with extrinsic rewards and other job-related benefits (Fokkens-Bruinsma & Canrinus, 2012; Roness, 2011; Roness & Smith, 2010). Finally, altruistic motivation involves becoming motivated for teaching to make social contribution (Fokkens-Bruinsma & Canrinus, 2012), and a desire to help children succeed because of seeing teaching as a socially valuable and important profession (Rones, 2011; Roness & Smith, 2010). The reasons of individuals from different fields and branches for choosing the teaching profession have been an important research topic in the literature. Studies conducted in this regard indicate that intrinsic motivation is effective in the selection of teaching as a career by teachers (Altay, 2019; Claeys, 2011; Emiroğlu, 2017; Roness, 2011) and by student teachers (Ayık & Ataş, 2014; Boz & Boz, 2008; Ekinci, 2017; Gün & Turabik, 2019; Kartal & Taşdemir, 2012; Papanastasiou & Papanastasiou, 1997; Sinclair, 2008; Spittle, Jackson, & Casey, 2009). There are also studies that indicate first and foremost the effect of extrinsic (Gemedá & Tynjälä, 2015) and altruistic motivations (Claeys, 2011) in individuals' selection of teaching as a career. On the other hand, it has been determined that extrinsic motivation (Bastick, 2000; Çermik, Doğan, & Şahin, 2010; Kaya & Yıldırım, 2015) and altruistic motivation (Buldur & Bursal, 2015) are important factors in the occupational preferences of student teachers.

Addressing the issue of the factors affecting individuals' choosing teaching in more detail, Richardson and Watt (2006) and Watt and Richardson (2007) developed the model of Factors Influencing Teaching Choice (FIT-Choice), taking into consideration the expectancy-value theory of motivation (Eccles, 2005; Eccles & Wigfield, 2002). The model consists of the higher order constructs of "socialization influences, task perceptions, self-perceptions, values and fallback career" and nine sub-components (prior teaching and learning experiences, expert career, social status, salary, satisfaction with the choice, perceived teaching abilities, intrinsic career value, personal utility value, social utility value, etc.). The first construct, e.g. socialization influences, explains the role of taking others as models, the family and social dissuasion in individuals' teaching as a career. The second construct depicts task perceptions such as expertise, task demand (heavy workload, high demand) and task return (such as social status and salary). The third construct is the perception of ability (teaching ability), and the fourth construct involves the values. The value construct is related to the interest in teaching, the personal goals (such as job security, time for family) that may be related to the teaching profession, and the social utility of teaching (such as shaping future of children/adolescents, making social contribution). Finally, the fifth construct is fallback career. The fallback career construct is the view of the teaching profession as a reserve career or as a last resort/ready choice (Watt & Richardson, 2007). In this study, the "The Factors Influencing Teaching Choice" model was used as a reference point in the investigation of the motivational factors in teachers' choosing the profession and their satisfaction with the choice. According to the results of the research in the literature conducted on the basis of this model, the most important motivation factors in choosing teaching as a career were belief in teaching skills. (Bilim, 2014; Fokkens-Bruinsma & Canrinus, 2012; Richardson & Watt, 2006; Watt & Richardson, 2012), intrinsic career value (Bilim, 2014; Fokkens-Bruinsma & Canrinus, 2012; Richardson & Watt, 2006; Watt & Richardson, 2007, 2012; Wong, Tang, & Cheng, 2014), social utility value (Bilim, 2014; Dündar, 2014a; Watt & Richardson, 2007; Wong et al., 2014), and time for family (Bilim, 2014; Richardson & Watt, 2005; Watt & Richardson, 2007), whereas the least important component was found to be perception of teaching as a fallback career (Fokkens-Bruinsma & Canrinus, 2012; Watt & Richardson, 2012; Wong et al., 2014). As a result of a study which Kılınç, Watt, and Richardson (2012) conducted on a Turkish sample of 1577 pre-service teachers, it was found that the most effective factors in pre-service teachers' choosing teaching as a career were making social contribution, job security, work with children, prior teaching and learning experiences, intrinsic career value and satisfaction with the choice, whereas the least effective factor was the perception of teaching as a fallback career.

In a study in which they examined studies related to teacher motivation, Han and Yin (2016) reported that quantitative studies in this field were more predominant than qualitative studies, and research methods like the interview technique were needed to obtain a more detailed picture of teacher

motivation. Thus, instead of reducing the data to just a few categories, the researchers will access in-depth and various different pieces of information about the complexity of teacher motivation. In this research, which was conducted using the interview technique, the motivation status of social studies teachers was tried to be determined on the basis of their motivation for choosing teaching and their satisfaction with it, their self-efficacy perceptions and student qualities. In line with this general purpose of the research, answers to the following questions were sought:

1. What are the motivation factors that are effective in social studies teachers' choosing to become teachers?
2. What are the perceptions of social studies teachers about satisfaction with choosing teaching?
3. What are the social studies teachers' self-efficacy perceptions?
4. What are the student qualities that affect teacher motivation?

Method

Research Model

Since the motivation status of social studies teachers was tried to be determined in terms of motivation for choosing teaching, satisfaction with the choice, self-efficacy perceptions and student qualities, the case study design was used in the research.

The Sample

The research was conducted with social studies teachers working in public secondary schools in the provincial capital and provincial districts of Siirt. The maximum variation sampling method, which is one of the purposive sampling methods, was used to determine the participants. 4 teachers from the provincial capital schools and 3 teachers from district schools participated in the study, which was thus conducted with 7 teachers (2 females, 5 males) in total. The purpose here is find out whether there are common or shared facts among the situations that show variation to make generalizations, and try to reflect different dimensions of the problem according to variation (Yıldırım & Şimşek, 2018). Table 1 shows the distribution of teachers by gender, age and years of experience.

Table 1. Personal Information about the Teachers

Teacher	Gender	Age	Years of experience
T1	Male	32	9
T2	Male	35	8
T3	Male	28	2
T4	Male	30	7
T5	Female	40	8
T6	Female	39	18
T7	Male	32	8

Data Collection and Analysis

The data were collected through a semi-structured interview form prepared by the researcher. The draft form was originally composed of 8 items prepared after an examination of the related literature. In order to check to what extent the questions in the form served the purpose of the study and how comprehensible they were, two academicians who were Guidance and Psychological Counseling experts were consulted. The form was given its final shape in accordance with the suggestions of the experts requiring that some items should be omitted as they could cause repetition, some probing questions should be added and the statements should be clear and understandable. The ultimate form contained 5 open-ended questions and probing questions. The interviews were held according to the interview schedule arranged with the teachers in the first break of the 2019-2020 academic year. Table 2 shows the interview schedule and total interview time.

Table 2. Interview Schedule and Total Interview Time

Teacher	Date / hour	Duration
T1	19.11.2019 / 09:30	22'
T2	19.11.2019 / 11:45	30'
T3	20.11.2019 / 09:00	20'
T4	20.11.2019 / 11:00	19'
T5	21.11.2019 / 10:40	20'
T6	21.11.2019 / 12:30	18'
T7	22.11.2019 / 11:30	27'

The interviews conducted in the schools where the participants worked were recorded using a voice recorder with prior permission. The interview data transferred to the computer were analyzed via content analysis. In the study, data collection and analysis were performed simultaneously, and data analysis was made on the day the data were obtained and continued throughout the study. As data collection and analysis is a dynamic process in qualitative research, the researcher may not be able to predict exactly what questions to ask within the scope of the study or what to look for next in the course of the data collection process before analyzing the data (Merriam, 2013). Since data analysis is aimed at revealing experiences and meanings in case studies, it is possible to reach themes that can define the phenomenon in the content analysis made (Yıldırım & Şimşek, 2018). The process of content analysis was carried out in four stages in the study: coding the data, finding themes, editing the codes and themes, and identifying and interpreting the findings (Yıldırım & Şimşek, 2018). In the coding phase, the research questions and the conceptual framework related to the subject were taken into consideration and Watt and Richardson's (2007) The Factors Influencing Teaching Choice model was used in determining the factors effective in teachers' choosing teaching as a career. The resulting codes were gathered and examined, and themes and sub-themes that could group the codes in certain categories were reached. The results were presented in a descriptive narration and supported by direct quotations (Yıldırım & Şimşek, 2018). Teachers were coded as T1, T2 ... T7 in reporting the findings.

Validity and Reliability

The participant confirmation strategy was used to ensure the internal validity (credibility) of the study, and the accuracy of the comments made was checked by presenting the findings to three of the participants. In order to increase the external validity (transferability) of the study, the research process and the procedures followed in this process (such as the research model, the sample, data collection and analysis) were tried to be explained in detail, and direct quotations were made from the participants' opinions. Internal reliability (consistency) was achieved by re-coding by another expert experienced in qualitative research of the data obtained, creating themes and then the researcher and the expert reaching an agreement on the results by comparing the coding and the themes. Finally, for external reliability (confirmability), the raw data and the conclusions reached were submitted for confirmation to the assessment of a specialist with studies in the field of motivation.

Results

This section includes the findings obtained from the responses given by the interviewed teachers to the interview questions. The themes forming the findings of the research and their frequency distributions are given in Figure 1. In the presentation of the findings, first, the motivation factors affecting the teachers' choice of profession and their satisfaction with the choice were given. Then, as a motivation component, the student qualities that were effective in professional self-efficacy perceptions and motivations were presented.

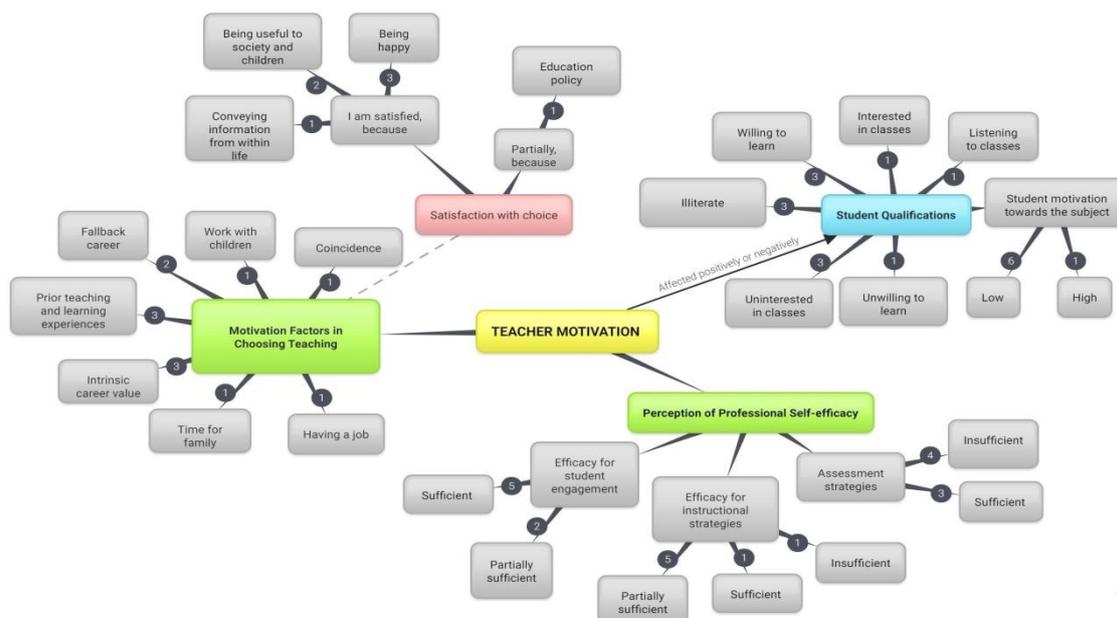


Figure 1. Themes

Motivation Factors Effective in Choosing Teaching and Satisfaction with the Choice

The primary motivation factors that influence teachers' choosing teaching as a career are prior teaching and learning experiences, intrinsic career value and fallback career. According to the opinions of the teachers, the presence of teachers who inspire individuals and who individuals take as models (prior teaching and learning experiences due to socialization), their taking an interest in the field and their love of teaching (intrinsic career value) were effective factors in their decision to become teachers. The teachers also stated that the university entrance examination score was effective in their preferences -as a last resort -, that is, they chose teaching as a fallback/reserve career, which is a negative motivation factor. Opinions of some of the teachers who referenced these themes are as follows:

"I had a teacher named M... M. S. was a social studies teacher. I was particularly impressed by him/her. This is the biggest factor: Modeling, modeling in education. S/he was teaching in a fun way and engaging us in the class." (T7)

"I chose teaching because I love this department. I can say that I chose this department mostly because I feel an affinity for history, I love history, and because I know geography. I chose it because current issues concern me, and because generally it involves social issues." (T3)

"Even if we went as far back as the university selection process, well, of course, we did not know then, we did not know whether we had adequate information about the profession or not. At the time, we chose the department according to the score we got in the student selection examination. Since the score I got from the SSE was enough only for this department, it was effective in my choosing it." (T4)

Factors of working with children, time for family and having a job were also effective in the selection of teachers. This situation shows the effect of value constructs (social utility value and personal utility value) in choosing teaching as a career. The students' enjoying working in the environment where they live, having more time for the family due to the shorter working time and having a job immediately due to financial concerns were cited as being effective in choosing teaching as a career. Emphasizing that work with children and time for family were motivating factors in her professional preference, T5 said, *"I get along well with children; I love being with them ... Actually, I wanted it because of my children, yes. This was actually the reason I transferred from civil service to teaching to take care of my children. Civil service was a full-time job, eight in the morning, six in the evening; a very busy schedule for a woman. To have time for my family."* Stating that the idea of getting a job immediately had priority due to financial concerns, T7

expressed his opinion as follows: *“We were a family that emigrated from the East; it was due to poverty, finding a job immediately.”* Emphasizing that he chose the teaching profession entirely by coincidence, T2 explained in the following words that being a social sciences student and feeling empty after high school played a role in this choice: *“Let’s be a bit realistic, it was a coincidence. Frankly, I did not have the teaching profession in my mind; partly the disadvantage of being a social sciences student, and also one feels empty after high school, wondering what I should do; I said, well, let me take my chances.”*

During the interviews, it was determined that the teachers were mostly satisfied with their decision to become teachers. The teachers’ indicating as reasons for this the fact that they were happy to do the profession, wanted to contribute to the society and children and to convey real-life information to children reflects the effects of intrinsic career value and social utility value, which were the motivation factors that played a role in their choosing teaching. The teachers’ views on the themes are presented below:

“Well, I don’t regret it. I have always worked in beautiful environments; it is also nice to get a reward for your labor. For example, I have students now who go to university or even got married. In short, I am happy to do the profession.” (T6)

“After starting my professional life... for example, helping the society, the children. Since I, too, experience the problems the children have, it makes me very happy to help them both financially and spiritually. I think I’m in the right place right now. I am happy because, for example, being useful makes me very happy. It makes me very happy to work in the suburbs and help the children there.” (T2)

“The social studies subject is really good. Its scope is very wide, sir. I don’t just teach social studies; how shall I put it? Well, my subject is the life itself. I teach them everything. Sometimes I stop teaching to give them general information, information about life. I tell them about how to be a good person, how to behave properly, where and how they should behave. In this respect, social studies is very good. For example, if I were a mathematics teacher, I would only teach mathematics; I would not be able to explain to them how to be a good person. In this sense, social studies teaching is a good decision for me.” (T5)

Only T1 of the teachers, though not regretting his decision, was partially satisfied with his occupational choice and stated, holding the education system responsible, that teaching had priority over education and the teachers were rendered worthless by being held accountable for everything in the education system:

“I don’t regret, but if I had had an alternative, I might have changed it. Since we are in direct dialogue with students, we are held responsible for everything because we face the students directly. If I give an example, erm, in the middle of the night, a parent can call and threaten readily, bring me to account, like “what kind of teacher are you?” The system makes us like this. In the past, when the student got his/her school report, the child could be asked to account for the poor state of the report, but today when the school reports are distributed, it is the teacher who is questioned like “what kind of report is this?, what kind of teacher are you?” Now, if the teacher is not in a strong position and the system tells me “just teach your lesson and go out”, then let us exclude education and only consider teaching, but teaching and education are indeed never separate from each other.”

Perception of Professional Self-efficacy

Most of the teachers interviewed (T1, T3, T4, T6, T7) reported that they had professional self-efficacy. While T2, one of the teachers, perceived himself as partially sufficient, T5 stated that she did not have self-efficacy. Teachers’ self-efficacy perceptions were examined in areas of efficacy for student engagement and using different instructional and assessment strategies. When teachers’ general self-efficacy perceptions and their perceptions related to self-efficacy areas are evaluated together, it can be said that teachers’ self-efficacy perceptions are not high in areas other than the area of efficacy for

student engagement. On the other hand, it can be argued that this situation may negatively affect the professional motivation of teachers.

Efficacy for student engagement: While most of the teachers (T1, T2, T4, T6, T7) considered themselves sufficient regarding efficacy for student engagement in the classes, two teachers (T3, T5) found themselves partially sufficient, stating that they had difficulty due to students who did not like the lesson and were bored. Teachers who found themselves sufficient in this regard stated that they resorted to methods such as peer support, current examples, discussion techniques, project assignments and map games, etc. to enable students to participate actively in class. Some of the opinions of the teachers referring to this theme are as follows:

“I find myself sufficient. It is like this; each student has a different level of readiness, you know, and the good student is already on track. We engage intermediate students in the class, we may have students that we call inclusive; we offer them additional education in the support education rooms... We also receive peer support.” (T1)

“I give the student an assignment to come prepared. When s/he comes to class having studied the next topic and is prepared, s/he is more interested in the class. Also, I am doing project work with the students; I had all the 7th graders that I teach prepare projects, that is, having the child prepare a project but a group project. Thus, they have some knowledge about that subject. For example, I gave the topic of Ottoman army to two girls and two boys, all of whom quickly learned about it, and became more knowledgeable about it thanks to the project assignment. I attach great importance to projects. I support my classes with map games.” (T7)

“I always engage students who are interested. In other words, I include every student who likes social studies lesson. And also, because it is abstract, it is really hard for them to understand and they ask why, why do we learn them, they ask this a lot. What do we do about them? Well, I stop teaching when they are bored; indeed, they are bored with everything these days anyway; well, I have them watch EBA, I have them watch documentaries, but they do not want to watch documentaries; they get bored with EBA. I cannot teach when there are kids who don't like it.” (T5)

Efficacy for instructional strategies: Teachers found themselves partially sufficient (T2, T3, T4, T5, T6), sufficient (T1) and insufficient (T7) regarding the use of different instructional strategies. The teachers who stated that they were partially sufficient in this area reported that they taught through the presentation technique, using the question-answer and discussion techniques, and utilized the smart board. Arguing that he was sufficient in terms of instructional strategies, T1 stated that he utilized the drama method, observation technique and instructional technologies in accordance with the content of the subject. T7 of the teachers found himself insufficient and cited the students' failure as its cause. The opinions of the teachers referring to this theme are given below:

“I always have shortcomings here, but there are some applications that we perform. I mostly use the question-answer technique. Especially in social studies, discussion technique is one of the methods I use a lot. I can apply it as much as I can, as much as the curriculum allows, but the technique I use the most is question and answer.” (T4)

“I'm sufficient, to be frank. As part of our lesson, we try to do it sometimes with the drama method and sometimes by observing the environment. For example, we prepare one exhibition of the members of the council of state in the Ottoman history, and we also benefit from technological amenities. For example, we introduce students simultaneously to things that they cannot see elsewhere using the internet, EBA and Morpa. We make use of various websites.” (T1)

“Through the presentation technique; I use the map a lot and the smart board. The presentation is a method in which only the teacher is active and they fail because of the student or I do not consider myself sufficient.” (T7)

Assessment strategies: Three of the teachers (T3, T6, T7) perceived themselves sufficient in the assessment of student learning, while the others (T1, T2, T4, T5) felt insufficient. Teachers who thought that they were sufficient in the field of assessment frequently used traditional assessment methods such as multiple choice, true-false, fill in the blanks and matching; it has been observed that they also made use of performance assessment and project assessment. The teachers stated that they also provided feedback to their students regarding the assessment results. Teachers who found themselves insufficient in this field stated that they used traditional assessment methods but did not use alternative assessment methods. Some of the views that refer to this theme are as follows:

"I find myself sufficient. The strategy I apply the most is multiple choice or performance-based assessment. In performance assessment, I look at the content of the assignment, the sources used, I look at them. I give written exams, multiple choice tests, fill in the blanks, all in one. I call the students, tell them you have made such and such mistakes, you can make up for them like this etc., I give feedback to the students." (T3)

"I see myself sufficient. I have a project assignment scale; I evaluate assignments according to the scale. Now, I hand out the papers to the students first; there are multiple choice questions, there are open-ended questions, true-false, matching. I definitely ask a question from among each of the exam question methods. I distribute the exam sheets to them and answer together. They can get feedback and the student can understand where s/he made a mistake. In this regard, I really think about this issue, especially about feedback." (T7)

"No, I am not sufficient. We give mostly written exams; other than that, sometimes there are tests that we do in courses. I haven't used alternative techniques." (T2)

"Frankly, I am insufficient in them. So I don't think I'm making good assessments. For example, I do not evaluate students on the basis of individual questions. We need to do it but we don't. In general, I tell kids, you have failed to answer these questions; I have taught you this before, I have done like this etc. but it is superficial." (T5)

Student Qualities Affecting Teacher Motivation

Among the positive student qualities that affected their motivation, the teachers stated that students listened to the teacher, were interested in the class and willing to learn. As for the negative qualities, they stated that students' motivation and reading and writing skills were low, that they were not interested in the lesson and were unwilling to learn. During the interviews, it was understood that the motivational status of the students (interest in the lesson and willingness or unwillingness to learn) affects teacher motivation (willingness and effort to teach) positively or negatively. The existence of considerable number of students who did not have literacy skills at the secondary school level was another issue that negatively affected the motivation of the teachers. T1 of the teachers stated that a classroom environment with students who are willing to learn is effective in the teacher's willingness and effort to teach, saying, *"The motivation of the students affects me. If the mood of the students is good, the class is completely different. When there are enthusiastic students, we work harder and get ready."* T3, on the other hand, explained in the following words that students' listening to the lesson increased his motivation, but when he encountered students who were not literate, he became depressed:

"If the class listens in general, my motivation increases. Students' illiteracy affects me motivationally. Now, when I first started teaching, there was one student; s/he was not writing whatever I was teaching; for example, when I was explaining or dictating something, s/he always looked strangely at me. One day I wondered and I asked, "Why are you looking at me like that?" They said "s/he is illiterate", I was shocked, felt bad. S/he listens to me with great attention, but is illiterate."

T5 of the teachers stated in the following terms that the students were indifferent to the classes and unwilling to learn, so her desire to teach disappeared because of not getting the worth of her efforts and consequently, her motivation decreased:

“The generation is changing day by day, so there is an empty generation. They listen to you blankly, and when we can’t get the worth of our efforts, our motivation decreases a lot; frankly mine diminishes. When the student is reluctant and always says “Teacher, that’s enough etc.”, then I lose my enthusiasm. You are better motivated with the good student, but if the student is empty, we lose our motivation. For example, when I first started teaching, the teachers did not complain so much, but now every time I go to the teachers’ room, all the teachers complain, that is, they leave the classroom ruined. The students are not motivated, they are causing me to lose my motivation. When they say “oh, no ma’am” I do not want to teach there anymore. There is no problem with my knowledge and teaching, but students’ reluctance reduces my motivation.”

According to the teachers, students' motivation towards social studies is generally low. It was stated that student motivation varied in terms of grade level. T1 of the teachers stated that motivation was lower in lower grades, saying, *“There is more low motivation at lower grades, for example in the fifth and sixth. Motivation in higher grades is exam-indexed!”*. Unlike T1, however, T4, stated that motivation was higher in the lower classes compared to the upper classes: *“Of the 6th and 8th grades I teach, we can say that 6 graders take more interest in the classes.”* The low level of student motivation for the lesson was attributed to the fact that students were not interested in the lesson and - especially in the higher grades – the coefficient of the examination score received from the T.R. (The Turkish Republic) History of Revolution and Kemalism subject was low in the High School Entrance Examination (HEE; LGS in Turkish). It can be concluded that low student motivation will also decrease teacher motivation. On the other hand, advocating that students' motivation towards the lesson was high, T3 stated that some topics covered in the lesson were boring for students, but that students loved the lesson and were interested in the lesson. Some of the teachers' views on this theme are presented below:

“In general, they like the social studies subject, but there are some units, there are some topics, let me tell the truth, that the students find boring. For example, in the 7th grade, I am currently teaching the Culture and Heritage unit; for instance, we are doing the Ottoman Empire topic, the establishment of the Ottoman state, and the expansion period, for example, there are words they do not know, and the students sometimes get bored... The fifth graders are very enthusiastic, because they are new. The fifth graders are extremely interested because they are in the adaptation period. I began to teach the seventh graders later, and the seventh graders are also good, motivation is good in the seventh graders, too.” (T3)

“Well, it’s very low right now. If you do the following with them academically as a teacher, you will achieve something. When I say, “Study for HEE! If you give such and such number of correct answers, you will go to this or that high school.”, this raises their interest, but it is not very effective. There is more low motivation at lower levels, such as fifth and sixth graders. Motivation is exam-indexed among the seniors.” (T1)

“Only a few hardworking students are interested; the majority is indifferent. In the previous system, since all students took the TEOG, i.e. HEE of the time, they took it seriously. TEOG motivated the students. Students who you would never have expected to do so sat and studied, but HEE is different this time, and the eighth graders focus more on the exam.” (T6)

Conclusion, Discussion and Suggestions

The important motivation factors influencing the social studies teachers’ choosing teaching as a career were the intrinsic career value, prior teaching and learning experiences and fallback career. In addition, the factors of work with children, time for family and having a job were found to be effective in choosing teaching. These results are consistent with the findings of other studies (Bilim, 2014; Deniz, Doğan, & Şahin, 2018; Fokkens-Bruinsma & Canrinus, 2012; Jugović, Marušić, Ivanec, & Vidović, 2012; Kılınc et al., 2012; Richardson & Watt, 2006; Thomson & Palermo, 2018; Topkaya & Uztosun, 2012; Yüce, Şahin, Koçer, & Kana, 2013). One of the important results of the study is that the fallback career, which is a negative motivation factor, is effective in teachers' choice of teaching. In contrast to this study, fallback career emerged as the motivation factor with the lowest level of influence on the decision of

individuals to be teachers in the previous studies (Bilim, 2014; Dündar, 2014a; Fokkens-Bruinsma & Canrinus, 2012; Jugović et al., 2012; Kılınc et al., 2012; König & Rothland, 2012; Topkaya & Uztosun, 2012; Watt & Richardson, 2012; Wong et al., 2014). During the interviews, almost all of the teachers were found to be satisfied with their decision to choose teaching as a career. Based on the findings in the relevant literature suggesting a negative relationship between satisfaction with the choice and the fallback career construct (Dündar, 2014b; Eren & Tezel, 2010; Jugović et al., 2012), it can be inferred that the initial choice motivations of the teachers in the study changed after they started the profession. The teachers proposing as grounds for satisfaction with their choice the fact that “they are happy to do the profession, being beneficial to society and children and convey information to children from within life” reflect the effect of the intrinsic career value and social utility value, which are motivation factors that play a role in teaching. This result is in parallel with the findings of the studies in the literature (Altay, 2019; Deniz et al., 2018; Jugović et al., 2012; Richardson & Watt, 2006). Jugović et al. (2012) found a moderate and positive correlation between satisfaction with the choice and social utility value and intrinsic career value. Similarly, in Richardson and Watt’s study (2006), pre-service teachers who emphasized the intrinsic value of teaching reported a high level of satisfaction with the choice. Torsney, Lombardi, and Ponnock (2019) stated as a result of their study that pre-service teachers who emphasize social utility value should be highly satisfied with their career choice and spend more effort as teachers.

In this study, teachers generally reported that they had professional self-efficacy. Teachers’ self-efficacy perceptions were examined according to the areas of efficacy for student engagement and using different instructional and assessment strategies. When the general self-efficacy perceptions and their perceptions about self-efficacy areas were evaluated together, it was understood that the teachers’ self-efficacy perceptions were not sufficient in the fields other than efficacy for student engagement. On the other hand, it was thought that this situation could negatively affect the professional motivation of teachers. As a matter of fact, the findings of Alemdağ, Öncü, and Yılmaz (2014), Gök and Atalay Kabasakal (2019), Kaldi and Xafakos (2017), Saracaloğlu and Dinçer (2009) and Kutluca (2018) revealed a positive relationship between motivation and teacher self-efficacy. It was found in a study conducted by Ada, Akan, Ayık, Yıldırım, and Yalçın (2013) that the perception of inefficacy reduced teacher motivation. It has been shown in the relevant literature that motivation can be an important indicator of effective teaching practices (Perlman, 2013). The teaching strategies (mostly teaching through presentation), methods and techniques (question-answer, discussion, drama) and assessment practices (traditional assessment), which teachers mostly use to ensure student engagement in their classes, show that their professional self-efficacy and teaching motivations are not at the desired level. The finding of a study conducted by Yıldızlı, Saban, and Baştuğ (2016) indicating that teachers’ traditional and constructivist teaching-learning approaches affected their motivation is in support of the present study. On the other hand, the self-efficacy perception emerged as the most important motivation factor in explaining teaching and learning practices of teachers in a study by Thoonen et al. (2011) conducted with primary school teachers.

It was understood in the study that the motivation status of the students (being interested in the classes and willingness or unwillingness to learn, low motivation) affects teacher motivation (willingness and effort to teach) positively or negatively. Similar results were obtained in the studies in the literature, and it was found that students’ interest (Ada et al., 2013; Aktekin & Kuzucu, 2019; Fidan, 2014; Karabağ, Köse, Taş, Küçükçene, & Karataş, 2018; Kızıltepe, 2008) and the levels of effort they spent positively affected teacher motivation. (Ada et al., 2013; Kızıltepe, 2008), whereas their lack of interest (Aktekin & Kuzucu, 2019; Kızıltepe, 2008), engagement and motivation were found to eliminate teacher motivation (Kızıltepe, 2008). It was observed that motivated teachers were well prepared for the class and used additional classroom materials with different activities to engage students. In the reverse case (non-motivation), on the other hand, the teachers did not prepare for the class, used the textbook as the only material and wanted to finish the class as early as possible (Fidan, 2014). The teachers found their students’ motivation towards the social studies subject low. Moreover, they stated that student motivation varied according to grade level. Lack of student motivation for the lesson was attributed to the fact that students were not interested in the lesson and –especially in the higher grades – the

coefficient of the subject T.R. History of Revolution and Kemalism was low in the HEE. In previous studies, it was revealed that the motivation of the students decreased in the higher classes (Özkal, 2013; Sun, Ding, & Chen, 2013; Tünkler, 2019a, 2019b; Yli-Piipari & Kokkonen, 2014; Wigfield et al., 1997). In his study, Tünkler (2019a) found that elementary school students had low expectations of competence for the social studies subject, and that their value perceptions were moderate and differed according to grade level. In another study, it was seen that middle school students wanted to spend time and effort in classes such as mathematics, science and Turkish instead of social studies in the final year (Tünkler, 2019b). Unlike these studies, Çetin (2019) found that the primary school fourth grade students' motivation towards the social studies subject was quite high. In the same direction, Özkal (2013) found that the students' intrinsic motivations regarding social studies were quite high and their extrinsic motivations were moderate, but as the grade level increased, the intrinsic and extrinsic motivation levels of the students decreased significantly.

Students' lack of literacy skills was another factor negatively affecting teachers' motivation. Primary school period is the period in which the literacy skill is gained (Saltık, 2018). This skill is important in terms of students' success not only in Turkish but also in other subjects (Öz, 1999). Academic achievement levels of students who have not acquired sufficient skills in this field will be low (Taşkaya, 2010). Considering the research findings in the literature indicating that student success and failure affect teacher motivation differently (Ada et al., 2013; Aktekin & Kuzucu, 2019; Karabağ et al., 2018; Kızıltepe, 2008), it can be said that students who do not have literacy skills will have low achievements in the social studies subject, and therefore teacher motivation will be negatively affected by this.

It should be kept in mind that these results cannot be generalized because the research is limited only to the opinions of the teachers included in the study. Based on the results obtained in the study, the following suggestions have been made:

- A study can be conducted on a large sample to identify the motivation sources that are effective in social studies teachers' decision to become teachers.
- It can be investigated whether or not the fallback career factor, which is effective in social studies teachers' choosing teaching as a career, varies depending on the teaching experience.
- The extent to which social studies teachers are satisfied with their decision to become teachers can be addressed by other researchers.
- The relationship between social studies teachers' professional self-efficacy perceptions and their teaching motivations can be examined.
- Further qualitative research that will be conducted to determine the factors affecting the motivations of social studies teachers may contribute to the professional development of teachers.
- Factors affecting the low motivation of secondary school students for the subject (such as HEE exam, teacher self-efficacy and motivation and grade level) can be investigated.

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