

EXAMINING TEACHING MOTIVATIONS OF PHYSICAL EDUCATION TEACHERS

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ABSTRACT

The purpose of this study was to determine the factors which have influence on teaching motivations and teaching motivation levels of PE teachers. Qualitative and quantitative methods were used to determine the factors that affect teaching motivation and teaching motivation levels of PE teachers. Research group comprised of 166 physical education teachers. Teaching Motivation Scale was used as a quantitative data collection tool. Nine PE teachers participated for qualitative section of research. Semi-structured interview form was used in order to obtain data of scale's qualitative section. Independent t test, and One Way Anova tests were used to statistical analysis. Significance level was accepted as $p < .05$. Content analysis was used to reach conceptions and relations which can explain intrinsic and extrinsic factors will affect teaching motivations of PE teachers. There was no any statistical difference between the intrinsic, extrinsic and teaching motivations according to gender and school level variables. According to PE teachers' years of professional seniority there were significant differences between intrinsic motivation and teaching motivation scores. PE teachers with 1-10 years of professional seniority had a higher intrinsic and teaching motivation scores than PE teachers with 11-20 and 21 or above years of professional seniority. According to data related to interviews, theme of intrinsic factors which affect teaching motivation comprised of sense of responsibility, conscience, loving to teach, being successful, being useful and to deserve the salary they get categories. Theme of extrinsic factors which affect teaching motivation were; students interest in course, approaches of parents, approaches of school administration, sufficiency of facility and equipments, views of public toward physical education course and work mates categories. It was concluded that motivations of physical education teachers were low, and intrinsic motivation levels were moderate. As causes affecting motivations of physical education teachers; sense of responsibility, conscience, loving to teach, being successful, being useful and deserving salary they receive were found.

Keywords: Motivation, physical education, teacher, teaching.

INTRODUCTION

Teacher motivation is one of the most important factors in reaching educational targets. The performance Physical Education (PE) teachers demonstrate is directly associated with reaching educational targets (Karadeniz & Yavuz, 2009). Teacher motivation is directly associated with many factors like job satisfaction (Karadeniz & Yavuz, 2009; Moynihan & Pandev, 2007), organizational commitment (Ertürk, 2014), school life quality (Sarı, Canoğulları & Yıldız, 2018) and school culture (Çevik & Köse, 2017). It was stated that working conditions, social relations, psychological status having a good career ladders will increase the motivations of teachers (Mansfield & Beltman, 2014). In this regard, it was determined that teachers who have higher motivations are the individuals who are loyal to their work, and able to make quick decisions on their own (Remijan, 2014).

In literature, motivation is generally defined in two ways; these are intrinsic and extrinsic motivations. In intrinsic motivation, while behaviour of an individual itself is a motivator, causes like punishment, working conditions and award are the motivation sources in extrinsic motivation (Barbuto, 2005; Littlejohn, 2008). Teaching motivation is also approached as intrinsic and extrinsic motivations. While salary they get or to have a relation who is a Teacher in one's life can be among the extrinsic motivation sources teachers have towards teaching, for teachers who have intrinsic teaching motivation, it can be a desire to have the feeling of self satisfaction without any expectation (Kauffman, Yılmaz-Soylu & Duke, 2011; Gün & Turabık, 2019). When literature is examined, it can be seen that there are plenty of researches related to motivation levels and sources of physical education teachers (Lindholm, 1997; Spittle, Jackson & Casey, 2008, Uğraş, 2018; Carson & Chase, 2007; Moreira, Fox & Sparkes, 2002; Van De Berghe et al., 2013). According to these studies, it can be suggested that sources of intrinsic and extrinsic motivation of physical education teachers are different compared to other branch teachers. The root cause of this is just because course has a different structure (Temel, 2016). A lot of extrinsic factors like positive and negative characteristics of schools' physical conditions, parents' points of view have influence on the motivations of PE teachers (Özcan & Mirzeoğlu, 2014; Jenkinson & Benson, 2010; Demirhan, Bulca, Saçlı & Kangalgil, 2014). In a study of Spittle, Jackson and Casey (2008) which the reasons of becoming a physical education teacher is researched, there were relationships found between intrinsic motivation with the sense of serving other individuals and extrinsic motivation with desire to participate in physical activity. Uğraş (2018) in his study found that inner motivation of physical education teachers were high while extrinsic factors arising from school environment decrease motivation level. Lindholm (1997) stated that physical education teachers were less encouraged for success and recognition, in addition this situation made their organizational commitment level low. One of the significant findings in studies is that decreasing motivations of physical education teacher candidates (Gençay & Gençay 2007; Spittle, Jackson & Casey, 2008).

In recent years, besides intrinsic and extrinsic motivations of teachers, teaching motivation became a subject to scientific studies (Ayık & Ataş, 2014; İlğan, Canoğlu, Karamert & Şensoy, 2018; Gün & Turabık, 2019; Retelsdorf, Butler, Streblov & Schiefele, 2010; Roth, Assor, Kanat-Maymon & Kaplan, 2007). When studies examining

teaching motivation were examined, it can obviously be seen that studies that examine teaching motivations of physical education teachers are in a limited availability (Hein, Ries, Pires, Caune, Ekler, Emeljanovas & Valantiniene, 2012; Koka, 2013). There is one more thing to come to mind that PE teachers who are stated to have different intrinsic and extrinsic motivation sources, may also have different teaching motivations. One of the most important factors In order to provide a productive learning environment in physical education courses is to have a optimum level of teaching motivation in teachers. Having a good teaching motivation is directly proportionate to quality of education. If a teacher would not have a sufficient motivation the quality of learning environment will be effected negatively. When the effects of extra-curricular activities were considered Besides teaching programmes in Physical Education courses, the role of physical education teachers becomes more significant. It is a well-known fact that physical education and sports activities have benefits on physical, affective properties and social developments of students (Hekim, 2016; Houwen, Hartman & Visscher, 2009; McPhie & Rawana, 2009). In recent years, when concerns related to participation of youth in exercise are thought to increase teaching motivation of physical education becomes more important (Hein et al., 2012). In this context, in our research it is purposed to determine the factors which have influence on teaching motivations and teaching motivation levels of physical education teachers.

METHOD

In this research, mixed method which qualitative and quantitative approaches were used in order to determine the factors that affect teaching motivation and teaching motivation levels of physical education teachers. Quantitative approach was used to determine teaching motivation levels and whether these levels might differ according to some demographical characteristics of physical education teachers. In order to determine the factors which affect teaching motivations of physical education teachers; qualitative method was used. Basing on these qualitative data, first of all quantitative data obtained and analysed, and explanatory sequential design was used which qualitative data were obtained (Creswell & Clark, 2014). In this research's design, qualitative and quantitative data are being interpreted all together. Qualitative data are the supporter of quantitative data (Creswell, 2009).

Research group

Quantitative Research group comprised of 166 PE teachers who work at schools affiliated to Malatya Yeşilyurt District National Education Directorate. While 121(72,9%) of PE teachers comprised of male teachers, 45(27,1%) were female teachers. 77 [46,4%] of teachers from secondary schools, 89 [53,6%] of teachers from secondary education and according to years of professional seniority respectively; teachers who had 1-10 years 54 [32,5%], 11-20 years 75 [45,2%] and 21 or above 37 [22,3%] of work experience comprised the research group.

For qualitative section of research, 9 PE teachers participated who have different years of professional seniority, from different schools. In order to obtain rich data, maximum variation sampling method was used to choose teachers. In small samples in maximum variation sampling method, it is required to choose sample who have experiences and have diversity of principles (Glesne, 2014).

In this research, attention paid to have participants who have different years of professional seniority, different genders, and from different schools in order to provide diversity. With this sampling method, what important was to point out the similarities among the situations which show diversities instead of generalizing (Yıldırım ve Şimşek, 2011). Nicknames were used to have more clear understanding. Qualitative sample group were given in Table 1.

Table 1. Qualifications of Teachers Attending Qualitative Part of the Research

Nick Name	School Type	Gender	Professional seniority (year)
Barış	Private Secondary School	Male	1
Ahmet	Religious Secondary School	Male	4
Selim	Religious High School	Male	7
Nuray	Health Vocational High School	Female	11
Hatice	Anatolian High School	Female	13
Fethi	Private Anatolian High School	Male	14
Ayşe	Science High School	Female	17
Serhan	Vocational and Technical High School	Male	22
Leyla	Secondary School	Female	29

Data collection tools

Teaching Motivation Scale developed by Kauffman, Yılmaz, Soylu and Duke (2011) and adapted to Turkish by Candan, Güzel, and Gencil (2015) was used as a quantitative data collection tool. Teaching motivation scale comprised of two dimensions as intrinsic and extrinsic. While 7 items comprised intrinsic motivation dimension, extrinsic motivation dimension comprised of 6 items. Scale was prepared as six point likert. Cronbach Alpha values of scale were intrinsic dimension .90, extrinsic dimension .79, and scale total were calculated as .92 respectively. In this research, Cronbach Alpha values were as; intrinsic dimension .80, extrinsic dimension .90, and scale total were calculated as .73 respectively. Minimum score that can be obtained from scale is 12 and maximum score is 72.

Semi-structured interview form was used in order to obtain data of scale's qualitative section. The reason why this semi-structured scale was chosen is that it consists of questions that are goal-oriented and it has a flexible structure which can be changed during interview (Merriam, 2013). Interview form was prepared intrinsic motivation and extrinsic motivation context and questions consisted of 10 items and sub question. In order not to lose data during interview, voices were recorded by a recorder device. Later, it was transferred to word to make content analysis.

Data analysis

In quantitative section of research, Skewness and Kurtosis values were checked in order to comprehend whether data showed normal distribution or not. According to Tabachnick and Fidell (2017), skewness and kurtosis values are accepted to be between +1.5 and -1.5 in order to show a normal distribution. As skewness values were in these reference ranges, in intrinsic and extrinsic motivation dimensions it was determined that data showed a normal distribution. In statistical analysis, independent t test, and for the group that are more than two One Way Anova tests were used. In order to determine where the difference occurs from, Tukey test from Post-Hoc test was used. Significance level was accepted as $p < .05$.

Content analysis was used to reach conceptions and relations which can explain intrinsic and extrinsic factors will affect teaching motivations of Physical Education teachers (Yıldırım & Şimşek, 2011). While transferring content analysis to readers, content was given as themes and direct citations were given place congruent to themes. In order to increase reliability in qualitative section of research teachers that fit for purpose were chosen as the participants. In addition, participant confirmation was provided through sending research finding to teachers.

FINDINGS

In this section of the research qualitative and quantitative findings were given place separately.

Quantitative findings

Table 2. Independent T test Results According to Gender Variables of Participants

Sub-Dimensions	Gender	n	X	SD	t(164)	p
Intrinsic Motivation	Male	121	27.43	6.43	1.122	.263
	Female	45	28.64	5.49		
Extrinsic Motivation	Male	121	16.35	5.05	-.080	.936
	Female	45	16.42	4.00		
Teaching Motivation	Male	121	43.78	10.37	-.746	.457
	Female	45	45.07	8.23		

When Table 2 was examined, it was determined that there was no any statistical difference between intrinsic motivations [$t(164) = 1.12$, $p = .263$], extrinsic motivations [$t(164) = 0.08$, $p = .936$], and teaching motivations [$t(164) = 0.746$, $p = 0.453$] according to gender variables.

When Table 3 was examined there were no significant difference between intrinsic motivation [$t(164) = 1.83$, $p = .069$], extrinsic motivation [$t(164) = 0.170$, $p = .865$], and teaching motivation of teachers who work at and high schools [$t(164) = 1.065$, $p = .289$].

Table 3. Independent T test Results According to School Level Variable of Participants

Sub-Dimensions	School Level	n	X	SD	t(164)	p
Intrinsic Motivation	Secondary School	77	26.82	6.33	1831	.069
	High School	89	28.57	6.01		
Extrinsic Motivation	Secondary School	77	16.44	5.06	0.170	.865
	High School	89	16.31	4.56		
Teaching Motivation	Secondary School	77	43.26	10.36	1.065	.289
	High School	89	44.89	9.33		

According to One Way Anova test results of participants according to years of professional seniority; While there was no significant difference between extrinsic motivations ($p > .05$), it was determined that there were significant differences between intrinsic motivation and teaching motivation scores ($p < .05$). According to Tukey results; significant differences were determined between teachers with 1-10 years of professional seniority and teachers with 11-20 and 21 or above years of professional seniority.

Table 4. One Way Anova Test Results According to Years of Professional Seniority of Participants

Sub-Dimensions	Professional seniority (year)	n	X	SD	f	p	Post-Hoc Tukey
Intrinsic Motivation	1-10 ^a	54	29,74	5,78	4.258	.016	a>b,c
	11-20 ^b	75	26,87	6,64			
	21 or above ^c	37	26,67	5,26			
Extrinsic Motivation	1-10 ^a	54	17,37	4,63	1.962	.144	
	11-20 ^b	75	16,09	4,59			
	21 or above ^c	37	15,48	5,24			
Teaching Motivation	1-10 ^a	54	47,11	9,12	3.888	.022	a>b,c
	11-20 ^b	75	42,96	10,08			
	21 or above ^c	37	42,16	9,54			

According to One Way Anova test results of participants according to years of professional seniority; While there was no significant difference between extrinsic motivations ($p > .05$), it was determined that there were significant differences between intrinsic motivation and teaching motivation scores ($p < .05$). According to Tukey results; significant differences were determined between teachers with 1-10 years of professional seniority and teachers with 11-20 and 21 or above years of professional seniority.

Qualitative findings

According to data related to interviews made with participants, theme of intrinsic factors which affect teaching motivation comprised of sense of responsibility, conscience, loving to teach, being successful, being useful and to deserve the salary they get categories. Theme of extrinsic factors which affect teaching motivation were;

students interest in course, approaches of parents, approaches of school administration, sufficiency of facility and equipments, views of public toward physical education course and work mates categories.

Intrinsic Factors Theme Affecting Teaching Motivation

Sense of Responsibility: In interviews carried out with participants, they stated that one of the reasons which prompt them to work was the sense of responsibility. They stated that, when they were assigned with a mission, they felt that they needed to act with responsibility conscious. Participants pointed that as they have this sense of responsibility, they felt that they needed to teach something to students. Ahmet from participants said that *"I was assigned with this job so this job i have is a very blessed job, so i need to be responsible. So i need to give something to students"*. After this interview, they said that some of the teachers agreed with this. Nuray, stated the importance of sense of responsibility as *"I think that a teacher should not work if he/she doesn't have a sense of responsibility. There should not be any teacher who does not have a sense of responsibility"*. As it can be seen from the statements of participants, it can be inferred that sense of responsibility affects teaching motivation.

Conscience: Participants stated that sense of conscience which affects teaching motivation was very important. In the statements of Physical Education teachers they said that they raise human first of all, and teaching is a job that requires sense of conscience, for this reason it becomes a motivating factor for them. Some participants stated that when they are reluctant to teach lesson, sense of conscience interfered them and pushed them to teach lesson. Hatice, stated how sense of teacher conscience motivated her; *"At times, I don't want to teach a lesson, then i inspire myself like this; Nobody teaches lesson, and students want to stay free, and i tell myself no problem if i don't teach lesson. But i feel myself disturbed. When i stay on my own, i try to do my job as a result of judgement"*. According to statements of participants; sources where conscience was fed were different.

For some of participants the reason of this was inner discipline, for some moral values, and for some religious factors and feeling in peace. As an example to this, Ahmet, *"I feel more at peace when i do my job, when i don't do it i feel disturbed conscientiously."*

Becoming a Successful Teacher: Participants claimed that while they were doing their job, because of the reason which affect their motivations, direct them to do best in their job. They stated that when they are successful, they feel themselves both happy and they quickly get approved by everyone. In participant statements; it can be understood that teaching motivation for sports competitions and need of becoming successful, intersected with eachother. Teaching motivation of Serhan is understood from his statement; *"Normally, teaching for six hours in a week is enough for extra-curricular activities. Yet I train students or athletes more than ten hours in a week. As school, when we succeed prompted me to work more."* It can be understood that when participants

become successful at school, provide more job satisfaction and this affects their teaching motivations positively.

Feeling Useful: While physical education teachers doing their job, they stated that to be in an effort to be useful to students and people affect their teaching motivation positively. It can be inferred from participants statements that positive changes in students make teachers feel themselves better and useful. Leyla stated this situation as "A teacher must fulfill the responsibilities and teach lessons. But what important is how much we become useful for a student. To feel that i was useful when i teach makes me so happy. This happiness increases my teaching motivation. Another participant Ayşe stated that "when we see these changes in students, our love increases towards our job. No matter how much facility and equipment problems we had, to be able to contribute to a student's life makes us more willing to do our job." As it can be understood from statements, to feel useful intrinsically affects teaching motivation positively.

Loving to Teach: Participants stated that the main purpose of being a teacher was to teach. In order to fulfill this need, teacher should love to teach, and those who don't love to teach will encounter problems to be successful. Some of the participants stated that one of the reasons why they chose to become a teacher was to love teaching. Barış, "As the name implies on profession; we are who teach. So if we don't love to teach, we don't have a chance to be successful. Serhan "One of the reasons why i chose this job was that i love teaching. To give something to students and see the changes in them make me so happy. I think especially witnessing your students' achievements in team sports becomes a motivation source for a physical education teacher. Because you made a great effort for it". Participant statements demonstrated the importance of loving to teach and this is a pushing factor for them in this profession. It can be understood that loving to teach is one of the most important intrinsic motivations.

Deserving Salary: Participants stated that teaching profession was a high-spirit profession however they receive a salary to provide for themselves. Participants said that the salary they receive was not enough but alleging the salary if they don't work willingly, this will be in the wrong. Less or more, no matter how much salary they receive, they must fulfil professional responsibilities. Hatice "Some teachers friends of mine say that they don't work well because of the salary they get. I believe this is a fallacy. If we are teachers, whatever the amount of salary we receive is, we must give our job its due". Selim said "We need to give our job its due if we are earning Money from it'. According to the statements of participants, salaries received motivated them intrinsically, and and it can be understood that teaching motivation affected their conscience.

Theme of Extrinsic Factors Affecting Teaching Motivation

Students' Interest in Course: Participants stated that students' desire and excitements in learning while we teach were one of the most extrinsic factors affecting their teaching motivations. "students gather around me when i take the class, so when this happens, teaching becomes more enjoyable. For example, I can barely teach

with 8th grades, they can not participate in any activity as they prepare for examinations. Then we lose our joy to teach." Leyla, "I think that no matter how much we want to teach, here what more important is students' wish to take the lesson. It is enjoyable to teach with children groups, they seem to be willing but as they grow older, they don't want to take lessons. And this affects a teacher's motivation negatively." As it is understood from participants' statements, the interest of students towards lesson, have effects on teachers' teaching motivations positively and negatively. In addition, it was observed that secondary school teachers were more pleased than high school teachers.

Approach of Parents: Participants stated that value given to physical education lesson, and approach towards physical education have affect on teaching motivations. When parent see physical education lesson as important, teachers were affected positively and felt themselves valuable. When participant teachers saw parents did not give value to physical education lesson, stated that they felt themselves worthless. Hatice from participants stated this situation as "At parent-teacher meetings, some of parents don't even visit us. As Physical Education lesson was not included for their upper grade examinations, they see this lesson as unnecessary. Ahmet "We train students for school team. Parents don't allow students to join team during competitions. I came across this many times. For this reason, I don't usually team up. In time a sense occurs in a teacher; if parents don't care for students why should I care for them? So this cause motivation loss in teacher."

In interviews, teachers who at private schools were more pleased from approaches of parents and the reason of this they have higher sports awareness. Barış, parents visit us, and ask whether their children were active or they had any sportive skills. I can say that we have a lot of parent who encourage their children and ask for making them participate in school teams."

Approaches of School Administrators: Most of the participants stated that they had some problems with their school administrators and for that reason their motivations were negatively affected. Participants also stated that for many years, school administrators have not been seen physical education course as an important course. And some participants said that they did not participate in some sportive activities or tournaments because they were affected negatively by their school administrators. Selim, "when supporting courses were distributed among teachers, the least course hours were given to physical education. Then they expect us to be more productive. We always live problem with school administration about extra-curricular activities. So this affects our teaching motivation negatively. Barış, "When our school teams go to competitions, principal not only refuse helping us but also interfere us not to join competitions." In some participant statements, as in Mrs. Ayşe example, school administrators who gave support, contributed positively on teaching motivation. "Our principal, besides equipment supply he also helped us in every kind of activity. In return for this we tried to do our best in our professions." According to interview observations with participants it can be understood that attitudes of administrators are effective for teacher's teaching motivations.

Facility and Equipment Sufficiency: Participants stated that most of the times they could not teach lessons and carry out extra-curricular activities because of facility and equipment lack and this made their performance decrease. Hatice expressed this as “We need to prepare annual plan according to school’s facilities. As our schools facilities were not sufficient, we could not put many course subjects in lessons. Our lessons diversity decreased with current facilities. This affected our productivity and motivation negatively.” Fethi, who works for a private school where facilities are sufficient, “we don’t have any facility and equipment problems, we can do whatever we would like to and this made lessons more enjoyable and this definitely affected our motivation positively.” According to statements of participants physical education teachers, when they face a problem with facility and equipment, they disappoint as they could not do what they planned for lesson and for this reason their teaching motivation were affected negatively.

View of Public Towards Physical Education Lesson: Physical education teachers have a thought that the thought of physical education lesson is not perceived as much important lesson by public. The reason why physical education teachers have this thought, problems they faced throughout their lives, thought of pushing it into the background, thought of government policies had a low opinion of physical education lesson, students would like to play freely instead taking the class. Leyla, “I think that nobody have an expectation from physical education lesson. We don’t even have a budget and this explains how much government cares for this lesson. People reproach how their students get “4” or lower marks from physical education lesson.” As in this example, these experiences which participants lived make physical education teachers have the perception that people don’t care for physical education lesson.

Workmates: In interviews with participants it was understood that workmates relationships especially among physical education teachers and others’ manners of work are associated with teaching motivations. Participants, stated that the atmosphere which workmates established affected physical education lessons’ and extra-curricular activities’ productivity. Some participants stated that when group friends from their school had good communication, distribution of tasks, good sharing of responsibilities, supports for eachother affected their teaching motivations positively. Serhan, said how his workmates affected his teaching motivation as “*In our school, everybody tends to do best in their job. So you have to do the best because the atmosphere at school requires doing so. We always share new activities or new informations with eachother. This atmosphere drove us working more productive.*” Some participants, talked about negative effects of their workmates. Hatice expressed this as “We work as 6 physical education teachers in here. While only two of us were teaching lessons, other ones did not..As time went by we began to behave like them. In my old school there was nobody who did not teach lessons. Everybody was doing their job excellently. In my view, the performance of other teachers have an effect on us.” The consequence to infer from participants’ statement is that the performance, communication, task distribution of workmate of a teacher may have indirect positive and negative effects on teaching motivations.

CONCLUSION and DISCUSSION

In this research, teaching motivation levels of PE teachers were examined. According to quantitative findings, extrinsic motivation levels of participants were found to be lower than their intrinsic motivation levels. In qualitative section of research, in the interview with participants, it was observed that participants dwelled mostly on extrinsic factors. While intrinsic motivation levels were found as medium, extrinsic motivations were found as low. In other studies carried out teaching motivation supports these findings (Argon & Ertürk, 2013; Ayık & Ataş, 2014; Gün & Turabik, 2019; Hein ve ark., 2012). As in other branch teacher's teaching motivations, in this study it can be claimed that physical education teachers had better intrinsic motivations. In qualitative section of study, participants stated that categories like sense of responsibility, conscience, loving to teach, being successful, being useful, and deserving salary they receive had positive effects on their teaching motivations. Hatice from participants stated "i feel more useful as we have achievement with school team. It encouraged me to work better. This aroused the feeling of i am a more useful teacher" and she added how intrinsic factors affected her teaching motivation.

In qualitative section of research, it was observed that extrinsic teaching motivation of participants were affected significantly. In the first years of teaching; student interest in class, approach of parents, approach of school administration, facility and equipment sufficiency, view of public towards physical education and motivations of workmates from extrinsic factors affected PE teachers' teaching motivation positively and negatively in a significant way. Many causes like some needs related to facility and equipment (Demirhan et al., 2014; Jenkinson & Benson, 2010; Özcan & Mirzeoğlu, 2014), decreasing attitudes toward physical education lesson of students (Ryan, Todorovich, Bridges & Mokgwathiand, 2009; Yıldız & Özbek, 2018), being unwilling to join classes (Mirzeoğlu, Yaralı, Çoknaz & Özmen, 2019), not caring of school administration, having no functional teacher groups (Demirhan et al., 2014), might have caused to have low scores from extrinsic motivations of PE teachers. In qualitative section of research some of participants stated that they were not able to teach lessons because of facility and equipment needs. As in Selim example; "Due to behaviours of school administration i have no desire remained to join school competitions. So i don't do extra-curricular activities as i used to do". With this, teachers stated how school administrations affected physical education teachers negatively. Both qualitative and quantitative findings show that participants had low extrinsic teaching motivations.

According to research findings, there were no significant results related to gender between teaching motivations. In many researches which other branch teachers' motivation levels were examined, it was seen that there was no any significant difference according to gender variable (Akman, 2017; Can, 2015; Çevik ve Köse, 2017; Receptoğlu, 2013). These findings are an indicator that teaching motivation perception did not change according to gender variable. Working at a same place and living under similar circumstances can be demonstrated as a reason to this. In qualitative section of research it was observed that male and female teachers used same statements, and look at the situation from the same window. It can be suggested that

qualitative findings supported quantitative findings. It was determined that there were no significant differences between physical education teachers with regard to school levels which they work for. As primary school and secondary schools have the same structures, same facility and equipments might have been a reason for teachers for to have the same teaching motivations. Although there were no difference in quantitative section, in qualitative section; participants working at secondary schools stated that they were more pleased about the interest of students for class than those who work at high schools. Ryan et al., (2009) and Yıldız & Özbek (2018) stated that as years went by students' interest in physical education class were getting more and more decreased. This showed a parallelism with findings of research. The reason why qualitative and quantitative findings showed difference might be the worries of high school students for university entrance exams.

It was determined that there were significant difference between intrinsic motivation and teaching motivation levels. This difference were between teachers who had 11-20 years and 21 or above work experiences. It was observed that scores of intrinsic motivation and teaching motivations decreased as years of professional seniority increased. While PE teachers start working with high motivations, increasing of professional fatigue (Cemaloğlu & Şahin, 2007; Çağlar, 2011) through the years might have affected working motivation. In the studies of Can (2015) and Receptoğlu (2013) they determined that as years increased at work, working motivations decreased. Participants in qualitative section, stated that the reason why their motivation decreased was coming across with extrinsic factors and problem which they live have not been resolved for years. "We had equipment issues when i first started to work, and still there is no any significant change. We are keep working admitting this issue. I don't try to solve problems anymore. I am trying to do with what i currently have". As it is understood from teacher's statement, While exerting effort in the first years of teaching, then it is understood that these efforts try to decrease as years go by.

According to research results, it was concluded that motivations of PE teachers were low, and intrinsic motivation levels were moderate. As causes affecting motivations of PE teachers; sense of responsibility, conscience, loving to teach, being successful, being useful and deserving salary they receive were found. Interest of students towards class, approaches of parents, approaches of school administrators, facility and equipment sufficiency, view of people towards physical education lesson, and working motivations of workmates were determined to be extrinsic factors. It was determined that intrinsic, extrinsic and teaching motivations of PE teachers did not show a significant difference with regard to gender and school they work for. However it was determined that as working years increased, teaching and intrinsic motivations decreased. It was seen that teachers who have worked for 1-10 years, had more higher motivation levels than teachers who have worked for 11-20 or above years. Therefore, it can be suggested that PE teachers who had more 10 years of work experience may need activities that will increase their intrinsic and teaching motivations. On the other hand, according to qualitative findings of research, in order to decrease the factors that affect extrinsic motivations of PE teachers negatively, fulfilling facility and equipment needs, decreasing physical differences

between schools, budgeting for physical education lesson and extra-curricular activities from Ministry of National Education can be recommended. In addition, in increasing extrinsic motivation it can be stated that PE teachers may communicate healthily with school administrators may affect teaching motivation positively. A reward system that fictionalised for physical education teachers may be useful in increasing their motivations.

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