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A CASE STUDY ON THE ROLE OF ADMINISTRATORS IN TEACHER MOTIVATION

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ABSTRACT

The aim of this research is to determine the role of school administrators in the motivation of teachers. This research is designed in the case study pattern from qualitative research designs. The research was carried out with a study group of 18 people. The study group of this study was selected by stratified sampling method. The research data were collected by semi-structured interview method. Data were analyzed by using the content analysis method. Data were encoded, the codes were combined to create categories, and the themes were written, analyzed and interpreted using the resulting categories. As a result of the findings of the research, it was concluded that the leadership styles, administrative, technical and humanistic qualities of the administrators greatly affected the motivation of the teachers. In the context of leadership style, it has been shown that the most motivating style is democratic leadership. Conflict management skills in the context of administrative qualifications, professional competencies in the context of technical qualifications, and communication skills in the context of humanitarian competencies emerged as the main qualities that positively contribute to teacher motivation. Based on the findings obtained from the research; It is recommended to organize practical activities for the development of administrators' communication skills and conflict management skills.

Keywords: Administrator, motivation, teacher, conflict management.

INTRODUCTION

There are different definitions and descriptions in the literature on the concept of motivation. However, it is generally possible to define motivation as "influencing employees to reach the intended quality and quantity while performing their duties" (Başaran, 1994). Indeed; motivating has the function of providing a person with the necessary motivation and impulses to do an action (Adair, 2016, p. 17). Motivation has a quality that initiates the effect on interests, attitudes, behaviors and ensures the sustainability of this effect; the intensity of effort that is applied to the chosen action (Erkılıç, 2008, p.111; Sayan, 2020, p.167). The motivation of the employees in the organization is critical in achieving organizational goals.

School administrators are leaders of educational organizations. In this context, the professional/technical, humanistic and administrative skills and leadership styles of school administrators are the guide line for the effective, efficient and economical use of material and human resources to achieve the organizational goals of the school and for the effective employment of management processes and management processes in connection processes (Daft, 2006). In this study, teachers' opinions were taken in the context of administrative role in the motivation of teachers. In this context, it is an important problem area to reveal the extent to which the effect and role of administrators in the motivation of teachers are handled based on the opinions of teachers, the role of the administrator in providing motivation from the teachers' point of view and the nature of the assignments.

In the twenty-first century, effective management of material and human resources is becoming increasingly important for educational organizations to achieve their goals more effectively. The management of human resources in organizations is closely related to executive competencies and leadership styles of administrators. Especially in social open systems whose object is human, administrators' human resource management and directing styles provide important clues about the degree of achieving organizational goals (Boone & Kurtz, 2005). In this context, the motivation of the employees is also a predictor of critical attitudes such as organizational commitment and job satisfaction. Especially in educational organizations, teachers' professional identity shows its features according to features of settings where it is defined and managed accordingly (Kavrayıcı, 2020).

When the quantitative and qualitative academic studies conducted in the context of teachers' motivation and the role of administrators are reviewed, it is observed that the following findings and conclusions are generally reached: Demir (2018) determined that there is a relationship between administrators' use of motivational language and teacher motivation and suggested that administrators who want to increase the motivation of their teachers use motivational language. In this research, it is among the findings that how administrators say rather than what they say in line with teacher opinions, and the language and style they use greatly affect teacher motivation.

Doğan & Koçak (2014) concluded that there is a positive and highly significant relationship between the communication skills of school administrators and teacher motivation. Özgan & Aslan (2008) concluded in their study that there is a significant relationship between the verbal communication style of administrators and teacher motivation. Yıldırım (2015) in his research titled "The Relationship Between the Professional Competencies of School Principals and Teacher Motivation" found that there is a high level and significant relationship between the professional competencies of school administrators and teacher motivation. Yüksel (2020); In the research titled "Conflict Management Styles: An Examination in terms of Teacher Motivation", it is shown that the fact that administrators take a conciliatory role in conflict situations that arise in schools increases motivation, and that adopting an approach in the style of avoidance or domination leads to low motivation in teachers.

Motivation has a critical role in teacher performance and in relative school effectiveness. School effectiveness and performance are closely related with organizational commitment (Kavrayıcı & Ağaoğlu, 2020). It is of critical importance for a school administrator to take into account the wishes, expectations, emotions, attitudes and behaviors of teachers and the internal and extracurricular factors that affect them. Effective administrators stand out from others by raising teachers' morale and creating a fulfilling learning environment suitable for every student's learning at the school (Bay Dönertaş & Balcı, 2023, p.81). In the research, according to the perceptions of pre-school, primary and secondary school teachers working in Tepebaşı district of Eskişehir province, it was tried to determine the role of administrators in teacher motivation.

In the research, it is considered important to determine the factors such as perception, attitude, leadership style, administrative skills that have a positive and negative effect on the motivation of the administrators and the motivational factors and the motivation-increasing attitudes and attitudes by analyzing the factors that break motivation. In addition, it is important to determine the administrative roles in the dimensions of increasing the motivation of teachers in schools, ensuring the effectiveness and efficiency of educational and administrative processes, increasing job satisfaction and organizational commitment.

In the research, based on the opinions of teachers, the roles of the administrator in teacher motivation are examined and the factors affecting teacher motivation are determined. For this purpose, answers to the following questions were sought: According to the opinions of the teachers;

- 1) How
 - a) the qualifications and leadership styles of the administrators,
 - b) administrative attitudes and behaviors of administratorsare evaluated to ensure teacher motivation?
- 2) How are the qualities of administrators that negatively affect teacher motivation evaluated?

METHOD**Research Model**

This research is a qualitative study of the type of case study. In this study, which was carried out by conducting a case study through a study group, interviews were conducted with preschool, primary and secondary school teachers and data were collected through a semi-structured interview form. Case studies in social sciences are employed to understand a complex social phenomenon and current and real life events such as organizational-administrative processes, international relations, and individual life cycles (Yin, 2003). In this research, the stories and experiences of a small working group regarding the role of administrators in teacher motivation were examined in depth. "Providing an in-depth understanding of the situation is a hallmark of a good qualitative case study" (Creswell, 2013, p. 100).

Study Group

The study group of this research consists of pre-school, primary and secondary school teachers working in Tepebaşı district of Eskişehir province in the 2019-2020 academic year. This research was carried out on a study group of 18 people consisting of pre-school, primary and secondary school teachers. In this study, stratified sampling, which is one of the possible sampling types, was used in the selection of the study group. "Stratified sampling is a sampling method that guarantees the representation of different subgroups in the universe at the rate in the universe" (Turan, 2019, p. 86). "What is important here is to work on the universe based on the existence of substrates in the universe" (Yıldırım & Şimşek, 2005: 105). A study group is formed by using random sampling from the subsets selected in stratified sampling (Tanrıöğen, 2014: 123). In this study, pre-school, primary and secondary school teachers from Tepebaşı district of Eskişehir province were considered as a subgroup and the study group of the study was formed by using stratified sampling method. The data obtained from this study, which was carried out with a case study pattern over a small working group, were tried to be collected without the aim of generalization to the universe.

The study group of this research consists of 18 service teachers. Demographic information of the study group is presented in Table 1.

Table 1. Distribution of Participants According to Demographic Variables

Participant Code	Gender	Age	Education	Professional Seniority
P1	Male	38	License	13
P2	Female	35	MA.	10
P3	Female	36	License	14
P4	Female	43	License	22
P5	Female	45	MA.	17
P6	Male	42	License	19
P7	Male	36	Doctorate	13
P8	Female	28	MA.	4
P9	Male	61	License	41

P10	Male	35	License	10
P11	Female	26	MA.	2
P12	Female	51	License	30
P13	Female	42	License	14
P14	Male	32	MA.	9
P15	Male	36	License	13
P16	Female	24	License	2
P17	Male	36	MA.	13
P18	Female	54	License	32

Of the 18 teachers selected as a study group in the study, 8 were male and 10 were female. When the table is examined, it is seen that the age range of the participants varies between 24 and 61 and in this context, the study group offers a relatively homogeneous structure. When the table is examined in the context of professional seniority, the participant group varies between 2 and 41 years, and it is considered as a positive situation in terms of reflecting the opinions about each period of professional seniority to the study. When the distribution in the context of education status was evaluated, 11 participants had a bachelor's degree; It was observed that 7 participants had a master's degree and 1 participant had a doctorate degree.

Data Collection

In this study, data were collected through face-to-face interview technique from qualitative data collection techniques. In the study, "semi-structured interview", one of the interview types, was used. Data of the study were collected in October 2019. In this type of interview, interview questions are directed to the interviewers in a form-bound but flexible framework and the questions are not tied to a strict rule and order (DiCicco-Bloom & Crabtree, 2006). In the study, firstly, the source scan was made regarding the structure and creation of data collection tool, and then an interview form was prepared depending on the objectives. Interview form; It was presented to the opinion of a total of five faculty members working in the field of educational sciences and the form was finalized by making the necessary arrangements in line with the expert feedback. In the study, data were collected by using verbal interview during the data collection phase. Thus, beyond the words of the interviewers, the feelings and thoughts behind what they want to say by making gestures, gestures and eye contact with them are captured and the data are collected from a rich source of information.

As a result of the interview, the participants were reminded of their answers to the questions. Participant confirmation was provided by asking whether there was anything they wanted to add or remove from their answers to the questions. Thus, the credibility of the study was increased by obtaining participant confirmation and the internal validity of the research was increased.

Analysis of Data

Data obtained in qualitative researches do not have the goal of generalization to the universe and qualitative researches do not have purposes such as measurement and proof (Turan, 2019). The main purpose of qualitative research is to understand and interpret the content.

These study data were carried out by content analysis method from qualitative data analysis types. In content analysis, data is subjected to a more detailed processing to discover the deep meanings underlying superficial concepts" (Yıldırım & Şimşek, 2005). In order to examine and analyze the data obtained from the participants, Kuckartz's (2014) content analysis method, which consists of five stages, was used. In this direction, in the first stage of the data analysis, the answers received from the teachers participating in the research to the interview questions were read and interpreted. At the second stage, categories were created for the classification of existing data. Findings of the research; It was examined on the basis of interview questions; data were divided into sections around sub-problems and named. In the third stage, the data are coded in detail and the generated codes are listed and brought together around the sub-problems. Codes with similar characteristics have been collected under a common heading and shaped the categories. In the data analysis, direct quotations are included and the data are described. In line with an ethical requirement, the names of the teachers were not given when quoting directly, and instead of names, symbols such as P1 and P2 were used to represent each teacher. The symbols, the responses of the identified teachers to the interview questions were transferred without comment and the content was interpreted. In the fourth stage, the data divided into categories and coded were analyzed. The individually coded data were interpreted in the findings section in the light of the themes obtained. In the fifth stage, the results were revealed. The overlap between the direct responses of the participants and the categories and themes specified in the content analysis increased the internal validity of the research.

During the content analysis, a data analysis framework was shaped based on the theoretical framework of the research and the questions in the interview. The data examined by content analysis were handled more deeply and comprehensively, and the data were interpreted and integrated. The opinions of the participants were interpreted in detail and examined in depth. The main purpose of content analysis in this research is to ensure that the participants understand what they want to say and their real thoughts. The findings obtained as a result of the data analysis were discussed analytically in the discussion section on the basis of the literature. Demographic information about the study group was examined by descriptive analysis method. "Descriptive analysis is a type of analysis that is performed at the simplest level, where data are exhibited and depicted without undergoing any change" (Turan, 2019, p. 147). The information of the study group was collected through the demographic questions posed to the participants before the interview and tabulated without any change in the answers received.

Trustworthiness

In the study, data were collected, analyzed and interpreted in order to ensure credibility from internal validity elements. At the end of the interviews, participant confirmation was obtained in order to increase internal validity. The fact that the information and data collected from the participants are generalizable to similar situations shows that the research is transferable, that is, its external validity is high. The finalization of the

interview form by taking the opinions of 5 experts is a step towards ensuring the validity of the scope of the research.

The strategies such as credibility, transferability, consistency and confirmability strategies are used to ensure validity and reliability in qualitative research (Lincoln & Guba, 1985). In this research, credibility is used for ensuring the trustworthiness. For this aim the process of collecting data was continued until the replies of the participants started to become repetitive. In the research, transferability is used as another method for ensuring the trustworthiness. The transferability, which is also expressed as the generalizability of qualitative research, is ensured through detailed descriptions and purposeful sampling (Lincoln & Guba, 1985; Erlandson, Harris, Skipper & Allen, 1993).

The interview questions prepared were directed to three Turkish teachers from outside the participant group and the structure of the questions was examined by these language experts and in this way, language validity was tried to be ensured. In order to ensure that the research data is reliable, the data are deeply coded and themed are created. Internal and external consistency of the created themes is ensured. The consistency of the data with the results increased the external reliability of the research.

FINDINGS

In this section, the analysis of the data collected as a result of the application of the interview as a data collection tool, the findings and interpretations obtained as a result of the analyzes are included. Findings and comments on the sub-problems of the research are presented.

Qualifications and Leadership Styles of Administrators

The findings obtained in line with the answers given to the questions about the administrative characteristics and leadership styles affecting the motivation of the teachers directed to the participants are shown in Table 2:

Table 2. Findings on Qualifications and Leadership Styles of Administrators

Subtheme	Codes
Leadership style	Democratic
	Visionary
	Transformational
	Ethics
	Instructional
Administrative Qualifications	Conflict management
	Discipline
	Delegation of authority
	Organizational communication
	Innovation
	Decision competencies
	Transparency/Accountability
Technical Specifications	Flexibility
	Professional qualification
	Technological competence

	Efficient use of resources
	Regulatory information
Humanistic Qualities	Communication
	Susceptibility

When the findings on the qualifications and leadership styles of the administrators were examined, the participant opinions presented on the theme of the leadership styles and the qualifications of the school administrators; Leadership style is shaped in four dimensions: administrative qualities, technical qualities and humanitarian qualities. They stated that the school administrator who would motivate them in the leadership style dimension should take on a leadership role. Participants generally underlined that they need a leader who can guide them. When the views in the context of leadership style are examined, it is observed that democratic, visionary, transformational, ethical and instructional leadership sub-dimensions are highlighted by the participants. Some of the opinions of this size are as follows:

"When administrators make decisions, the participation of us teachers in the decision positively affects our motivation. After all, the school is an institution that requires working cooperatively, and it is important to be able to act together and make joint decisions in order to achieve the goals of the organization. If this happens, everyone will be very happy, if everyone is happy, this situation will be reflected in the jobs, everyone will do their job better and productivity will increase. I would like my administrator to adopt a modern democratic leadership style" (P2).

"I expect my principal to be a leader and to improve himself. Our administrator should be so dedicated to learning that he should be an example to us teachers. I also think they should be able to manage their feelings and thoughts in accordance with ethical principles." (P3)

"Administrators should be an inspiration to teachers. They should foresee the path they will take and walk on this path. We, the teachers, must follow the path they have opened and pioneered. So they should be leaders to us." (P14)

"Principals need to be open to new things. They should be able to create new ideas and put forward different ideas. They should not only stay in thought, but also put them into practice. They must keep up with change in such a rapidly changing world." (P16)

In the dimension of administrative qualifications; the participants determined that their administrators' skills and competencies in conflict management, discipline, delegation of authority, organizational communication, innovation, decision competencies, transparency and accountability and flexibility sub-dimensions were effective in providing teacher motivation. They stated that they expected their administrators to assume a conflict reconciliation role in the event of a conflict that arose in educational organizations in the sub-dimension of conflict management. Referring to the importance of the conflict resolution skills of their administrators, the participants emphasized that this skill is of vital importance in terms of organizational

culture and climate; They emphasized that problems, conflicts or crises that cannot be resolved in a timely and effective manner become chronic over time and destroy motivation and make it impossible to achieve organizational goals in the long term. Referring to the conflict management skills of administrators, the opinions of one participant are as follows:

"After a certain period of time, conflict between two teachers who are not intervened can lead to grouping, etc., and an undesirable situation occurs. By listening to the incident and comparing the event from both sides, the conciliatory leader should show an attitude and be able to manage the crisis situation well. Otherwise, the school culture will weaken and a negative atmosphere will blow in the school. I think it is the administrator's duty to manage the crisis with the least damage." (P18)

In the discipline sub-dimension, the participants stated that administrators should be consistent in the implementation of the rules, that the rules apply to all teachers, not just some teachers, and that attitudes and decisions such as taking sides and bending the rules should not be entered:

"There are rules, and the rules should apply to every teacher. The rules should not be stretched too much. For example, if a teacher is given too many favors and the rules are constantly relaxed for this teacher, at that point there will be a loss of confidence in other teachers and the desire and motivation of teachers to follow the rules will decrease. It is more effective if the opinions of the teachers are taken a little while the discipline is put and the rules are taken together. Discipline should be absolute, but not too harsh." (P11)

Two different views have emerged on the issue of administrators delegating authority: first, that the delegation of authority will motivate them because they are self-confident; the second is that it would be demoralizing if they were given a certain job just to complete the task. On this issue, the participants expressed their opinion as follows:

"... If he is delegating his duties to do only the work that has an effect on his motivation, I think this is the wrong attitude. But if the school delegates authority with a sense of doing something together for the purposes of the school, I think it will have positive results." (P17)

"I've worked with five different principals in three schools. In remote schools like ours, the principal has little experience or may not be a permanent administrator. The administrator replaces the previous outgoing administrator. A principal with little experience may have things that he does not know in writing additional courses, creating programs, writing cover letters. It does this with the help of previous teachers, that is, it can delegate its authority. I think that this cooperation does not lower my motivation when it is in good faith, but when it is in the form of putting things on someone else, it is de-motivating. I think intention is important here." (P4)

When the findings are examined, it is seen that the organizational communication skills of the administrator have a critical importance in ensuring the motivation of the teachers. Participants stated that in the absence of effective and healthy organizational communication in general, they were not motivated to strive to achieve the objectives of the organization and observed that the educational processes were reduced to the problem of performing certain procedures. In addition, within the framework of the system approach, they stated that making the communication processes effective with other stakeholders of the school such as assistant staff, parents, external environment, local administrations as well as teachers contributed positively to the organizational climate and therefore to the motivation of teachers. As a matter of fact, this situation; One participant described the contribution of the administrator to the visibility of the school and the teachers with the following words:

"The administrator should not only be present at the school, but often monitor us and the students. For example, if my administrator only came to school and waited for the end of work in his room, never left his room during the day, and was not interested in what was happening at school, it would reduce my motivation. I think he should visit the classrooms once in a while, visit the corridors, spend time in the teachers' room, so he should appear once in a while, show himself. But of course, he should not make his class visits to criticize us harshly, to find deficiencies, but to show us the value and attention he gives us. It should also take our opinion in the decisions." (P8)

From executive qualities, transparency and accountability are effective in teacher motivation by P1, *"I think transparency and accountability are absolutely important."* It is expressed in his words.

When the findings were examined in the dimension of the technical competencies of the administrators, these competencies of the participants; professional competencies, technological competencies, effective use of resources and legislative knowledge were observed in sub-dimensions. In the sub-dimension of professional qualifications, it was seen that the teaching profession knowledge, special field knowledge and pedagogical competencies were mostly emphasized on the role of instructional leader with the expert power. Opinions on this issue are as follows:

"... I think that professional competence has a positive effect on teacher motivation. That is, in our business, as in every stage of this life, if a person who knows more than you and has lived more than you, who is more experienced than you, if he is not your superior, this motivation is a little lower. Because the administrator needs to set an example. I think that the stronger the professional competence of the school administrator, the further he can take his staff." (P5)

"The school administrator; must be developed in terms of professional competence, know the teaching methods and techniques, and also dominate the theories of management administratively. Administrators should know the definition of the profession and take it into all the responsibilities of their profession..." (P10)

"I expect my administrator to constantly improve and train himself. This, of course, affects my motivation. Administrators should understand our expectations and needs, improve themselves professionally and work to make the school productive." (P12)

"The fact that the school administrator knows his profession naturally affects motivation. By profession, I mean if we have taught before, we need to know what behaviors we will be uncomfortable with and pay attention to them. A school is as much a school as its principal." (P15)

In the context of technological competencies, participants were informed that the school administrator; They pointed out that they have the skill sets required by the information age, and technological competencies point to an important dimension of these skill sets. On the effective use of resources, the participants made a distinction between human resources management and financial resources management/budget management and emphasized that the most important resource in organizations is human resources. They emphasized that loss of motivation is inevitable if human resources cannot be managed effectively and efficiently, and in addition, skills in the context of management of financial resources cannot compensate for losses caused by the inability to manage human resources. In the context of human resources management, it was observed that the participants focused more on the rights to protection and negative status. One participant expressed his views in the following way:

"For example, when a teacher has a problem, a problem or something he did wrong, it can be humiliating for the principal to publicly mention it in meetings. Instead, I think he should call him to his room and personally discuss the problem with that teacher one-on-one. I think that the problems that are raised in front of everyone's eyes in the meetings, the fact that all eyes are turned to themselves, that everyone is exposed to their gaze as if waiting for an explanation is a factor that reduces the motivation for that teacher very much." (P5)

In the dimension of legislative knowledge, the participants generally mentioned that the administrator's knowledge and competence of the legislation is a guide line for them. It was stated by the participants that it is reassuring and motivation-increasing for the administrator to know what, for what purpose, how and on the basis of which legislation he does it.

"... it needs to dominate the legislation, it needs to dominate the legislation for us, it needs to dominate the functioning and it needs to constantly update itself. Because the regulations are changing, the statutes are changing, they need to constantly update themselves. A competent administrator in the field of legislation is reassuring both professionally and socially." (P14)

When the findings are analyzed in the context of the administrator's humanistic competencies, it is seen that the most prominent issue by the participants is communication skills. Although it is possible to evaluate it as a dimension of communication, the concept of sensitivity is also discussed in a separate sub-dimension in the

context of being a subject emphasized by the participants. Participants expressed the opinion that the fact that their administrators are strong in informal relationships as well as in formal relationships, and that the communication between the administrator and the teacher is positive and healthy positively affects motivation. Some of the opinions of this size can be listed as follows:

"At the school where I work, my relationship with my administrator is very good, he is a valuable friend. This way of communicating with my administrator positively affects my motivation. Because the healthier our communication, the better it is, or the higher our level of openness, the better I motivate myself, I feel that my responsibility is heavier, so I try to do my best to prevent my friend from being in a difficult situation. Our informal relationships with my administrator affect my motivation as much as my formal relationships. No matter how professional we are doing what we do, this work is what we do, so these informal relationships inevitably affect our formal situation." (P7)

"Effective communication requires communication with all teachers in the same way and by listening. Seeing that you are listened to and understood by your administrator can make a teacher's whole day beautiful. I think that's why listening to teachers is so important for their motivation..." (P16)

"When expressing an opinion, I make it important that the teacher is listened to, listened carefully and with value without being passed over. When my administrator passes me by without listening, my motivation drops a lot and this is even reflected in my performance in the current class." (P18)

In the sensitivity sub-dimension, the participants pointed out that special days and birthdays, marriages, deaths, illnesses should be used as a tool by the administrator to increase motivation. In this context, the participants should; It can be said that creating organizational culture and a positive organizational climate through sensitivity refers to the positive effect on motivation in a way. One participant expressed his views in the following way:

"One of the things that affects my motivation the most is not being remembered on special occasions and not showing sensitivity in this regard. For example, on my birthday. The fact that my administrator knew it was my birthday or didn't celebrate it with a nice wish or a simple congratulatory sentence even though he heard it next to me lowered my motivation a lot. Or it saddens me that he does not congratulate me on special occasions such as teachers' day and women's day and that he remains insensitive. Last year, on Women's Day, all female teachers received a gift from the governor's office. Our school principal called us female teachers to his room and said that this gift came to you from the governor's office for Women's Day, and he handed over the gifts without any verbal celebration. This lowered our motivation a lot. I think administrators should be sensitive and tactful about days like this." (P9)

When the teachers' opinions on the qualifications and leadership styles of the administrators shown in Table 2 were evaluated, the majority of the participants in the dimension of leadership styles of school administrators stated that adopting a democratic leadership style of school administrators would increase their motivation. In addition, the participants emphasized that the transformational, visionary, ethical and instructional leadership styles of the administrator had a positive effect on the motivation of the teachers. In line with the teachers' opinions, it has been revealed that issues such as administrators having conflict management skills, being far from personal in the implementation of rules, considering the benefit of the teacher in defining the delegation of authority and delegation of authority, competence in organizational communication skills, being innovative, transparency and accountability quality and flexibility in decision processes are important administrative skills in the context of motivation. The professional and technological competencies of the administrators, the skills and competencies related to the effective use of resources and the knowledge of legislation are listed as important technical skills in increasing motivation. Although communication skills are seen as fundamental among humanistic skills, the concept of sensitivity is also seen as an important motivational factor for the participants.

Findings on Qualities of Administrators That Negatively Affect Teacher Motivation

Findings on administrative qualities that negatively affect the motivation of teachers are given in Table 3:

Table 3. Qualities of Administrators That Negatively Affect Teacher Motivation

Subtheme	Codes
Communication barriers	Using the order mode
	Non-motivational style
	Being closed to communication
	Inadequate information and information retention
Personal factors	Injustice
	Inconsistency
	Devaluation
	Lack of understanding
	Insecurity
Occupational factors	Inexperience
	Insufficient professional knowledge
	Lack of planning

When the findings regarding the qualifications of the administrators who adversely affect the motivation of the teachers were examined, the participants' opinions; communication barriers, personal factors and professional factors are discussed in dimensions. In the dimension of communication barriers; The use of command mode intensively in communication, non-motivational style, being closed to communication, inadequate information and information retention are among the main communication barriers that discourage motivation. The fact that the administrator constantly or intensively communicates using the command mode and mostly

unilaterally is considered to be disturbing for the participants. It is seen that the style and word choice of administrators greatly affect the motivation of teachers. All participants agreed that how school administrators say it is more important than what they say. Participants who shared some negative memories with their administrators listed stylistic problems among the important communication barriers that lowered their motivation. When participants were confronted with a negative and non-motivational style, they stated that they did the work without sloppiness when they had to, although they were not willing to do it. It was concluded that teachers were motivated in the work and processes they were asked to do in the dimension of request and in cases where it made sense for them to do that job.

Some of the opinions of this size are as follows:

"When I look at the way my school principal communicates, I think it would be better if he used soft language. I think they should prefer language that motivates their teachers" (P2).

"... In other words, if he says it in a beautiful style, we teachers will fulfill that task in the best way because we teachers already know our duty. For this reason, the way the school administrators say and style are very important. It's definitely how the administrator says it, rather than what he says." (P10)

"I care a lot about the way my administrator says a task or a job that needs to be done. The message that if a job is not done, the result will be bad actually means that the work is bad from the beginning. The fact that the school administration forces me to do a job or says that if you don't do it, the result will not be good affects my motivation very much. For example, at a meeting at my old school, my principal said that he would not give free days to teachers who did not voluntarily take part in activities, and that these teachers would make their shifts on the day when they were fullest. Since then, almost all of us as teachers have tried to volunteer at events. But when I look back now, I realize very well how unfortunate the things that are done when they are demoralized and not sincere are failing." (P11)

Being closed to communication and not being able to use body language and tone of voice from non-verbal communication elements are described as a high-level demotivational by the participants. Obstacles such as not saluting / not taking, not using body language in accordance with the environment and situation, disproportionate use of tone and intensity of voice and leaving the administrative power distance disproportionately high with the organizational structure and scale are listed in this context. Withholding information from employees and inadequate information are characterized as uncertainty by the participants. What is meant by the word ambiguity here is the loss of the sense of openness in the case of inadequate information or information retention and the loss of awareness of what is being done, for what purpose and why. Although it is used in close terms, it is observed that the reasons for inadequate information and information retention are taken from different sources. As a matter of fact, when inadequate information is evaluated in the context of the communication barrier, it emphasizes the lack of a administrative and communicative value. The issue of information retention is reminiscent of a deliberate intervention in the

communication process. Some of the views on non-communication and inadequate information and information retention are as follows:

This is also the case in all human relationships. If you approach the other person in a positive manner, he will stay close to you, but if you stay away and distant, the other person will also stay distant. Communication is mutual. Even though I greet my administrator, ask him about the situation, try to communicate, but my administrator does not respond, this of course reduces my motivation" (P1)

"It is an important factor that administrators are open to communication. In other words, since I am a sincere, talking, talkative person myself, I am a person who attaches importance to communication that can understand by talking, so the other person is more motivated by the fact that the other person is like that." (P7)

"The negative attitudes of the school administrator affect. The negative attitude is that we are primarily performing a profession here. We are performing an educational profession, we have certain duties and responsibilities that we have to do here, and they are updated over time. The administrator has a serious role in delivering them to us, in accessing them. It has a role when it comes to being both informative and educational. These, the way they play this role, affect our motivation." (P15)

"In schools, uncertainty can sometimes negatively affect my motivation. For example, sometimes there is a change in class hours. Situations such as not being informed about what time this will start or not specifying when there is a change of teacher on duty cause uncertainty in me and reduce my motivation. This is what I expect from the administrator that the work to be done in the school is determined in advance." (P16)

When the qualities of the administrators who negatively affect the motivation of teachers are evaluated in the context of personal factors, the lack of a sense of justice is seen as the most critical element. The fact that administrators exhibit an unfair management approach in their decisions, work and transactions leads to a decrease in motivation by causing a loss of confidence in teachers and a relative waste of human resources. One participant expressed his views in the following way:

"...The concept of justice is essential for me. I pay a lot of attention to that. What I mean by justice is this: When I put in the work of something, it is ignored and not appreciated, but the same work done by another teacher is appreciated. If I cannot trust in the justice of my boss, there is no difference between making an effort and not making an effort, because..."(P3)

Along with a lack of a sense of fairness, inconsistency, devaluation, lack of understanding, and distrust were ranked by participants among other important personal factors. The inconsistency sub-dimension is associated with the unpredictability of the administrator's words and behaviors and his different reactions to similar situations. One participant expresses an opinion on this issue as follows:

"Administrative attitudes and behaviors affect teacher motivation as follows: the more consistent the attitudes and behaviors, the better the teacher's motivation will be. In the same situation, different reactions to one teacher and different reactions to another create a balance problem. I think consistency is important here" (P18).

Administrators' insecure attitudes towards teachers is another sub-dimension that stands out among negative motivational factors. On the issue of distrust, some of the participants said that administrators do not trust the skills and competencies of their teachers; others exemplified teachers' concern about a possible negative approach to them. Some of the opinions on this subject are as follows:

"So feeling that my administrator trusts me, feeling that he's behind me in an incident, increases my motivation. The fact that we communicate well and talk in mutual understanding and respect increases my motivation. But the most important thing, I think, is trust. If I trust my administrator and I know that he trusts me, I'll be more motivated, so I'll feel better." (P4)

"Since I was a guidance counselor in the 8th grade because of the exam, I realized that the administrator had a little negative opinion for me in that direction. There was insecurity, it created a negativity in me. I wonder if he doesn't trust me, if he thinks I can't, and he's affected me a little bit negatively." (P9)

When the findings regarding the qualifications of administrators that adversely affect the motivation of teachers were examined in the context of professional factors, inexperience, lack of professional knowledge and unplanned sub-dimensions emerged. Although professional knowledge and experience seem to be mutually reinforcing elements, the participants evaluated the sub-dimensions of inexperience and lack of professional knowledge in the practical and theoretical background. Indeed; In the context of professional knowledge, it was also emphasized by the participants that the reflection of the theoretical background on teaching professional knowledge, special field knowledge and management to practice through experience reveals a different and special situation. One participant expressed his views in the following way:

"Every profession has its own values, different responsibilities and principles. Administrators must be proficient in professional knowledge and skills. They should know their own job descriptions, the requirements of their profession and try to fulfill them properly." (P5)

When the findings regarding the qualifications of the administrators that adversely affect the motivation of the teachers are evaluated in general; communication barriers, personal factors and professional factors come to the fore. The biggest demotivational factor in the context of communication barriers is shown to be the fact that administrators prefer a limited verbal communication, mostly one-way, through the command mode. Nevertheless; Non-motivational style and non-verbal communication elements, being closed to communication, inadequate information/information retention are listed among other negative administrative qualities. Among personal factors, the lack of a sense of justice is noted as the main negative administrative quality. Inconsistent behavior in relationships, work and transactions, devaluation, lack of understanding and

distrust are expressed by the participants as other important negatives. The dimension of insecurity is that of the administrator; It concerns two different sub-dimensions: teachers' distrust of their professional competence and individual distrust in interpersonal communication. Inexperience and lack of professional knowledge are ranked among the most important professional factors. In this context, it can be said that the inexperience of the administrator indicates the field of application of the management process, while the lack of professional knowledge means that he lacks a theoretical background.

CONCLUSION and DISCUSSION

Based on the findings of the research, it was concluded that in order for administrators to motivate and influence teachers, they should adopt a fair attitude towards teachers, develop a sense of mutual trust, make them feel valued and establish a sincere communication in order to motivate and influence teachers.

Among the factors that positively affect motivation is that administrators are effective in human relations, have effective communication skills, can put themselves in the place of their teachers by establishing empathy so that they can meet their needs and expectations in the best way at the right time by understanding them correctly and that administrators are fair. Demir (2018) determined that there is a relationship between administrators' use of motivational language and teacher motivation and suggested that administrators who want to increase the motivation of their teachers use motivational language. In this research, it is among the findings that how administrators say rather than what they say in line with teacher opinions, and the language and style they use greatly affect teacher motivation. Doğan and Koçak (2014) concluded in their research that there is a positive and highly significant relationship between the communication skills of school administrators and teacher motivation. In this research, it is emphasized in the opinions of teachers that the communication skills of administrators greatly affect motivation. Özgan & Aslan (2008) concluded that there is a significant relationship between the verbal communication style of administrators and teacher motivation. The findings of this research coincide with the findings of Demir (2018), Doğan & Koçak (2014) and Özgan & Aslan (2008). In this research, among the administrative roles that affect teacher motivation, communication, effective communication, being open to communication, not being closed to communication and style are among the most emphasized administrative qualities.

In the context of administrative skills and competencies, in case of conflict, they should be conciliatory instead of postponing, ignoring or avoiding the problem and being able to offer permanent solutions; their ability to communicate healthily with students, teachers, parents and all stakeholders of the school such as them; be professionally proficient; It has been concluded that keeping their informal as well as informal relationships with their teachers strong will increase teacher motivation and administrators should be sensitive. Yüksel (2020) shows that administrators taking a conciliatory role in conflict situations that arise in schools increases motivation, while adopting an approach of avoidance or domination leads to low motivation in teachers. In this research, the data obtained and interpreted in line with the opinions of the teachers are that in case of a conflict in educational institutions, the adoption of a conciliatory approach by the administrators affects the

motivation of the teachers. In this context, the results of this research coincide with the findings of Yüksel (2020).

In this research, it was tried to determine what are the administrative qualities affecting teacher motivation from the elements related to teacher motivation. Yıldırım (2015) found that there is a high level and significant relationship between the professional competencies of school administrators and teacher motivation. In line with the teachers' opinions, the findings of this research show that administrators should have professional knowledge, and if they have insufficient professional knowledge, teachers' trust in their administrators is damaged and therefore their motivation is negatively affected. In this context, the findings of this research coincide with the findings of Yıldırım (2015).

All participating teachers in whom the fact that administrators have merit in the context of administrative attitudes and behaviors, exhibit positive organizational behavior, are effective in human relations skills, announce to all teachers individually or collectively to all teachers in providing news flow, so that no teacher is left behind in news transportation and that they are in emotional cooperation with their teachers positively affects teacher motivation expressed by.

It is seen that the findings of this research generally coincide and show similarities with the findings of the studies in the literature. In this research, unlike the studies of the literature examined, it was found that administrators should be sensitive and visible, and they should have an entrepreneurial spirit.

SUGGESTIONS

In this part of the research, the research findings are discussed within the framework of the literature and the recommendations developed for research and application are included.

Suggestions for Implementation

In line with the findings obtained from this research, the following suggestions have been developed for implementation:

- According to the results of the research, it is seen that the inadequacy of the administrators in teacher motivation, especially in communication and problem solving, adversely affects teacher motivation. For this reason, training activities can be developed for managers to develop communication skills and problem-solving skills to allow them to improve themselves.
- According to the results of the research, the language and style used by the administrators have a great role in teacher motivation. Managers can be trained to use motivational language and non-commanding language.

- According to the results of the research, inadequate administrators in the context of managerial skills adversely affect teacher motivation. Therefore, in the selection of school heads, the theoretical background of the candidates should also be taken into account.
- According to the results of the research, the fact that administrators are not innovative, flexible, transparent and accountable leads to a loss of motivation in teachers. That's why managers must be open to 21st century skills and new ideas.
- According to the results of the research, the visibility of school administrators is important for the motivation of teachers. School administrators are required to make frequent classroom visits, conduct parent meetings, interviews or parent home visits, constantly walk around the hallways within the school and in the yard outside the school, and be visible to students, teachers, parents, and staff. Administrators should seek the advice and opinions of other school stakeholders, both on academic issues and on all other issues related to the school.

Suggestions for Research

In line with the findings obtained from this research, the following suggestions have been developed for the next researchers on teacher motivation:

- In this research, only teacher opinions about teacher motivation were discussed. The opinions and suggestions of other stakeholders of the school such as students, administrators, parents and senior administrators regarding the determination of the factors affecting teacher motivation in schools can be taken and examined.
- This research was conducted in Tepebaşı district of Eskişehir province. This study can be applied in other provinces and districts and studies can be carried out to compare the research results.
- This research was conducted in a public school. However, the culture and climate of public and private schools, the motivations and expectations of teachers may vary. The motivation perceptions of teachers in private schools and the motivation perceptions of teachers in public schools and their expectations from their administrators can be discussed in comparison with the researches.

ETHICAL TEXT

"In this article, journal writing rules, publication principles, research and publication ethics rules, journal ethics rules have been followed. The responsibility for any violations that may arise regarding the article belongs to the author." Since the data of the research were collected in October 2019; ethics committee approval could not be obtained.

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