

SCHOOL CLIMATE PERCEPTION AND TEACHER MOTIVATION (Isparta Example) *

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Abstract

In the study, it was aimed to examine the relationship between primary school teachers' perception of school climate and teacher motivation. 162 primary school teachers selected randomly among 714 teachers working in central primary schools affiliated to Isparta Provincial Directorate of National Education participated in the research. During the data collection process, the participants were informed about the study and questionnaires in line with the permission obtained from the Isparta Governorate and were asked to fill in the personal information form, school climate scale and primary school teacher motivation scales. The obtained data were analyzed in the computer environment, the variables were expressed using mean \pm standard deviation, percentage and frequency values, and Pearson correlation analysis was applied for the dependent variables.

In conclusion, the research proves the existence of an effect on teacher motivation. The results are in line with previous studies highlighting the important role that school climate and perceived positive motivation play in increasing teacher job satisfaction. A healthy interaction between school climate factors creates an enriching environment that pushes teachers to achieve higher goals of excellence. Based on these findings, at school, education district and provincial level; school climate perception, which is considered as an important determinant of teachers' perceptions and motivations regarding workplace conditions, needs to be made into an education policy.

Keywords: School climate, motivation, teacher performance.

INTRODUCTION

Teachers are the leaders of success in education. They have a strategic position in the educational process and play a key role in learning and teaching activities. This means that it should play an important role in guiding students to acquire knowledge and skills suitable for their educational goals and encouraging them to have mental and intellectual attitudes (Neumerski, 2013). At this point, the proficiency of the teacher, the higher the amount of effort given; the higher the performance. It is known that one of the conditions affecting the performance of the teacher is the climate of the school where he/she works.

School climate is the personality of the school organization. School climate defines the feelings and attitudes shown towards the school by all education stakeholders, and these attitudes and feelings are based on their perceptions of the school organization in the academic context (Fitri vd., 2016). The most important influence in the formation of the school climate belongs to the teachers. The quality of the environment in the classroom is the most effective part in creating an effective learning environment (Sackney, 1996). From this point of view, one of the most important conditions for achieving the targeted success in education and reaching the targeted goals is the motivation of the teachers. One of the conditions for teachers to be good teachers is that their professional motivation must high

(Aypay, 2011). The motivation of teachers, who are in the middle of educational activities, is an important factor in achieving the school's goals and student success (Yılmaz & Aslan, 2013). Accordingly, to increase teacher motivation, school administrations should provide teachers with the opportunity to use their creativity, include them in the decision-making process, develop relationships based on mutual trust, and demonstrate effective leadership skills with a broad vision, which is dominated by the goals of the organization (Sağlam, 2007; Küçükali, 2011; Sucu, 2016; Kurt, 2013). Meeting the economic, social-psychological, and organizational managerial needs of teachers, who are the most important employees of schools, directly affects their motivation (Baygül & İnam, 2006).

When the literature was examined, studies on school climate (Bakkal & Radmard, 2020; Altuntaş et al., 2020; Bahçetepe & Giorgetti, 2015; Dilbaz Sayın, 2017) and teacher motivation (Arslan, 2012; Arslanoğlu, 2016; Çevik & Köse, 2017; Doğan & Koçak, 2014) of various participant groups were found. However, no study has been found that examines the relationship between primary school teachers' perception of school climate and teacher motivation. Therefore, it is thought that this study will make an important contribution to the literature. In the study, it was aimed to examine the relationship between primary school teachers' perception of school climate and teacher motivation.

METHOD

Study Model:

This research is in descriptive and relational screening model. Screening models can be defined as "...research models aiming to determine the existence and/or degree of co-variance between two or more variables" (Karasar, 2007).

Creating Volunteer Groups

In the 2021-2022 academic year, 162 primary school teachers selected by random method (Çingir, 1994) among 714 primary school teachers working in central primary schools affiliated to Isparta Provincial Directorate of National Education participated in the study.

Table 1: Descriptive Statistics of the Participants

Variables	Groups	N	%
Gender	Female	60	37
	Male	102	63
Age	21-30	34	21
	31-44	52	32.1
	45 and over	76	46.9
Marital Status	Married	154	95.1
	Single	8	4.9
Year of Service	1-10	58	35.8
	11-19	84	51.9
	20+	20	12.3
Educational Status	Undergraduate	150	92.6
	Graduate	12	7.4
Administrative Duty	Yes	68	42
	No	94	58
Total		162	100

It is seen that according to the gender variable of the participants, 37% were female and 63% were male; according to the age variable, 21% of them were 21-30 years old, 32.1% of them were 31-44 years old, 46.9% of them were 45 years and over; according to the marital status

variable, 95.1% were married, 4.9% were single; according to the variable of service years, 35.8% were 1-10 years, 51.9% were 11-19 years, and 12.3% were 20 years or more; according to the education level variable, 92.6% are undergraduate and 7.4% are postgraduate. It was understood that while 42% of the participants were in administrative duty throughout their professional life, 58% of them did not.

Data Collection Tools

In the research, personal information form prepared by the researcher, School Climate and Teacher Motivation scales were used to collect data.

Personal Information Form

Six questions were applied to obtain the participants' gender, age, marital status, years of service, education status and administrative duties.

School Climate Scale

The scale, developed by Canlı et al., (2018), is a scale that aims to determine teachers' perceptions of the school climate. The scale, which is scored on a 5-point Likert and has four sub-dimensions, has a total of 23 items and 20, 21, 22 and 23 items are reverse items. Reverse items were scored in reverse while taking the sum of the scale. As a result of the analyzes made for the reliability of the scale, the Cronbach Alpha internal consistency coefficient was calculated as .908 for the dimension of democracy and school dedication, .897 for the dimension of leadership and interaction, .753 for the success factors dimension, .852 for the sincerity dimension and .730 for the conflict dimension.

Primary School Teacher Motivation Scale

The scale, which was developed by Öztürk & Uzunkol (2013) to determine the motivation levels of primary school teachers towards teaching, consists of 4 sub-dimensions and 30 items, namely Positive Attitude towards the Profession and Professional Success, Appreciation and Professional Happiness, Avoidance of Profession and Assimilation of the Profession. It is graded on a 5-point Likert type. The total internal consistency coefficient of the scale, which consists of 30 items and four sub-dimensions, was found to be .87. The internal consistency coefficient of positive attitude towards the profession and professional success factor was .87; the internal consistency coefficient of appreciation and occupational happiness factor was .86; the internal consistency coefficient of the avoidance factor was .79; the internal consistency coefficient of the occupational assimilation factor was calculated as .61.

The Analysis of Data

The skewness and kurtosis values of the answers given by the teachers participating in the study to the scale and the Kolmogorov-Smirnov test results are presented in Table 2.

Table 2: The Skewness-Kurtosis and Kolmogorov-Smirnov values of the participants' scale scores

		N	Skewness	Kurtosis	p
School Climate	Democracy and School Dedication	162	-1,268	1,132	,000
	Leadership and Interaction	162	-1,545	2,206	,000
	Success Factors	162	-1,352	1,687	,000
	Sincerity	162	-,694	,420	,000
	Conflict	162	-1,348	1,625	,000
Primary	Positive Attitude towards the Profession and Professional Success	162	-,726	-,857	,000

Appreciation and Professional Happiness	162	-,463	-,743	,000
Avoidance of Profession	162	,519	-,339	,000
Assimilation of the Profession	162	-,916	,640	,000

When the Kolmogorov-Smirnov test results are examined, it is seen that the participants' school climate and primary school teacher motivation scales and deviations from normality are at a significant level (Table 2). When the normal distribution curves are examined, it is seen that there is no excessive deviation from normality. In the literature, George & Mallery (2016) stated that skewness and kurtosis values are in the range of ± 1 , Demir et al., (2016) ± 2 , and Jondeau & Rockinger (2003) ± 3 as a suitable condition for normality. In the light of this information, it was decided to use parametric statistical analysis tests. The data obtained in the research were analyzed in the computer environment. Number, percentage, mean, and standard deviation were used as descriptive statistical methods in the evaluation of the data. Pearson correlation analysis was applied between the continuous variables of the study.

FINDINGS

Table 3: Descriptive statistics of the scores of the participants from the school climate scale.

School Climate Scale	N	Min	Max	X±Sd
Democracy and School Dedication	162	18,00	30,00	27,296±2,891
Leadership and Interaction	162	14,00	30,00	27,278±3,615
Success Factors	162	11,00	20,00	17,790±2,280
Sincerity	162	5,00	15,00	11,988±2,467
Conflict	162	4,00	20,00	17,080±3,364

When the school climate scale sub-dimensions of primary school teachers are examined in Table 3; it is understood that it is at the level of Democracy and Dedication to School 27.296±2.891, Leadership and Interaction 27.278±3.615, Success Factors 17.790±2.280, Sincerity 11.988±2.467 and Conflict 17.080±3.364.

Table 4: Descriptive statistics of the participants' scores obtained from the primary school teacher motivation scale.

Primary School Teacher Motivation Scale	n	Min	Max	X±Sd
Positive Attitude towards the Profession and Professional Success	162	52.00	65.00	60.722±3.917
Appreciation and Professional Happiness	162	30.00	40.00	36.364±2.848
Avoidance of Profession	162	6.00	30.00	13.580±5.931
Assimilation of the Profession	162	5.00	15.00	12.272±2.372

When the sub-headings of the primary school teacher motivation scale of teachers are examined in Table 4; positive attitude towards the profession and professional success 60.722±3.917, appreciation and professional happiness 36.364±2.848, avoidance from the profession 13.580±5.931, assimilation of the profession 12.272±2.372.

Table 5: The relationship between the participants' school climate perceptions and teacher motivation levels

		Positive Attitude towards the Profession and Professional Success	Appreciation and Professional Happiness	Avoidance of Profession	Assimilation of the Profession
Democracy and School Dedication	r	,045	,022	-,172*	,069
	p	,568	,778	,029	,384
Leadership and Interaction	r	-,001	,027	-,081	,131
	p	,993	,734	,306	,097
Success Factors	r	,008	,003	-,163*	,028
	p	,919	,967	,038	,725
Sincerity	r	,191*	,138	-,196*	,166*
	p	,015	,081	,013	,035
Conflict	r	,031	-,040	-,156*	-,023
	p	,696	,613	,058	,772
	n	162	162	162	162

When Table 5 is examined, from the sub-dimensions of School Climate; A low-level negative relationship was found between the democracy and school dedication ($r=-.172$, $p=.029$), success factors ($r=-.163$, $p=.038$), and sincerity ($r=-.196$, $p=.013$) sub-dimensions and the teacher motivation sub-dimension of avoidance. With sincerity from the sub-dimensions of School Climate; a low-level positive correlation was found between positive attitude towards the profession and professional success of teacher motivation ($r=.191$, $p=.015$) and assimilation of the profession ($r=.166$, $p=.035$) of teacher motivation.

DISCUSSION AND CONCLUSION

With the rapid development and updating of technology and knowledge in the world in recent years, the role of teachers in transferring the desired knowledge and stored knowledge in education is very important (Çimen, 2022; Çimen & Pepe, 2022; Pepe, 2021).

The school climate in which the teachers are in; is stated that it is a broad term that includes teachers' perceptions of the general working environment of the school, effective communication within the school, formal and informal organization, members' personalities, and organizational leadership that affects it (Hoy & Miskel, 2010). In scientific studies conducted to reveal the motivation factors of primary school teachers, it is stated that there are 82 external and 9 internal factors that disrupt motivation (Yazıcı, 2009; Ada et al., 2013). In this context, it is stated that school climate is important on teachers' motivation status (Ada et al., 2013). In this study, it was aimed to investigate the relationship between the perception of school climate and the motivation of primary school teachers.

It was determined that the school climate scale sub-dimensions of the teachers were above the average level (Table 3). In the literature review, studies were found that found the school climate levels of various participant groups (Şahin & Atbaşı, 2020; Ningsih & Gunawan, 2020; Tepe & Yılmaz, 2020) to be above the average. This is thought to be due to teachers' sincere behaviors, strong and close social support, frequent gatherings, supporting

professional behaviors among themselves, being ambitious, accepting, helping each other, and respecting the professional competence of their colleagues.

When the teachers' motivation scale sub-dimensions are examined; positive attitude towards the profession and professional success; appreciation and professional happiness and avoidance of profession sub-dimensions are above the average level; it has been determined that the avoidance of occupation is at a low level.

In the literature, studies were found that found the motivation levels of various study groups (Ningsih & Gunawan, 2020; Çevik & Köse, 2017; Barlı, 2005; Karadağ, 2010) to be above the average. In addition, Sarı et al., (2018) stated that the sub-dimensions of positive attitude towards the profession and professional success, appreciation and professional happiness and assimilation of the profession are high, while the sub-dimensions of avoidance from the profession, which have a negative meaning, are at a moderate level. It is thought that this situation stems from the small size of the region where the research sample was chosen, and the positive relations between school stakeholders and the positive attitudes of teachers towards the profession.

When the relationship between teachers' school climate sub-dimensions and teacher motivation sub-dimensions was examined in the study, one of the school climate sub-dimensions; A low-level negative relationship was found between the sub-dimensions of democracy and school dedication, success factors and sincerity, and the avoidance sub-dimension of teacher motivation. A low-level positive relationship was found between sincerity, which is one of the sub-dimensions of school climate, and positive attitude towards the profession of teacher motivation, and professional success and assimilation of the profession.

There are studies reporting that there is a positive relationship between school climate variables and teacher work motivation (Ningsih & Gunawan, 2020; Sarı, 2019; Reaves & Cozzens, 2018; Yılmaz & Günay, 2016). Teacher motivation directly affects student success. Indeed, motivated teachers try to do their best in the classroom (Ostroff, 1992). In the literature, it is claimed that job satisfaction stemming from perceived positive motivation (Dinham & Scott, 1998, 2000) is one of the main determinants of teaching effectiveness (Perie et al., 1997) and it is stated that this situation has strong effects for students (Tillman & Tillman, 2008). Rida et al. (2013) proved that there is a positive effect between work motivation and teacher well-being. In this context, it can be said that school climate positively affects teachers' perceptions of their motivation.

They stated that the character of the school, its qualifications, and the level of relations between school stakeholders such as students, teachers, administrators, parents, and others are based on school climate (Norton, 1984). These situations can affect the school climate and teacher motivations positively or negatively. While a negative school climate reduces cooperation and academic achievement among school stakeholders (Bahçetepe & Giorgetti, 2015), a positive school climate encourages attachment and unity as well as a sense of belonging to all stakeholders. Studies in this area show that a positive school environment positively affects teachers' self-efficacy, health, and students' learning (Lacks, 2016). In this

context, it is thought that the motivation of teachers working in schools with a healthy school climate towards their work will be higher.

In conclusion, the research proves the existence of an effect on teacher motivation. The results are in line with previous studies highlighting the important role that school climate and perceived positive motivation play in increasing teacher job satisfaction (Taylor & Tashakkori, 1995; Collie et al., 2012). A healthy interaction between school climate factors creates an enriching environment that pushes teachers to achieve higher goals of excellence. Based on these findings, at school, education district and provincial level; school climate perception, which is considered as an important determinant of teachers' perceptions and motivations regarding workplace conditions, needs to be made into an education policy.

SUGGESTIONS

1. In-service training activities can be organized for the correct understanding and development of school culture.
2. Courses and seminars on leadership, corporate culture, communication, and ethical management skills can be organized for School Administrators.
3. To increase teacher motivation, studies can be carried out on individual performance development as well as the school climate.
4. By expanding the research, studies can be carried out on different types of institutions and levels

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