

JOB MOTIVATION OF ADULT EDUCATORS

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Job Motivation of Adult Educators

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DECLARATION OF ORIGINALITY

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ABSTRACT

Job Motivation of Adult Educators

This phenomenological study aims to investigate motivational factors that keep adult educators in the field. The study was conducted with 10 adult educators who have more than 10 years of experience in adult education and working at ISMEK. Semi-structured interviews were conducted for data collection. Data was analyzed by using thematic approach. Based on the examination of the experiences of adult educators, the themes of reasonings of adult educators entering the field; factors affecting adult educators positively and negatively; reasons for attending in-service trainings; and effects of in-service trainings on job motivation emerged. The findings indicated that most adult educators did not have an academic background related to adult education and the majority of the adult educators did not plan to become adult educators. However, it was found that they were mostly intrinsically motivated while choosing this profession. Data analysis revealed that the factor that increases the motivation of adult educators the most is the participants, while the factor that decreases their motivation the most is the administrators. Although all adult educators in this study expressed that in-service trainings increase their job motivation, it was found that they are externally motivated to attend in-service training. This study contributes to the literature by providing qualitative in-depth data about sources of job motivation of adult educators. Based on the motivational and demotivational factors, stability in the education centers could be enhanced.

ÖZET

Yetişkin Eğitimcilerin Meslek Motivasyonları

Bu fenomenolojik çalışmanın amacı, yetişkin eğitimcilerin meslekte kalma motivasyonlarını araştırmaktır. Çalışma İSMEK'te çalışan ve yetişkin eğitiminde 10 yıldan fazla deneyime sahip 10 yetişkin eğitimcisi ile gerçekleştirilmiştir. Veri toplama için yarı yapılandırılmış görüşmeler yapılmıştır. Veriler tematik bir yaklaşım kullanılarak analiz edilmiştir. Yetişkin eğitimcilerin deneyimlerinin incelenmesine dayanarak, alana giriş nedenleri; yetişkin eğitimcileri olumlu ve olumsuz etkileyen faktörler; hizmet içi eğitimlere katılma nedenleri ve hizmet içi eğitimlerin iş motivasyonuna etkileri temaları ortaya çıkmıştır. Bulgular, çoğu yetişkin eğitimcinin yetişkin eğitimi ile ilgili bir akademik geçmişe sahip olmadığını ve çoğunluğunun yetişkin eğitimcisi olmayı planlamadığını göstermiştir. Bununla birlikte, bu mesleği seçerken çoğunlukla içsel motivasyona sahip oldukları bulunmuştur. Veri analizi, yetişkin eğitimcilerin motivasyonunu en çok artıran faktörün katılımcılar olduğunu, en çok azaltan faktörün ise yöneticiler olduğunu ortaya koymuştur. Bu çalışmada bütün yetişkin eğitimciler, hizmet içi eğitimlerin iş motivasyonlarını artırdığını ifade etse de hizmet içi eğitimlere katılmak için dışsal motivasyona sahip oldukları bulunmuştur. Bu çalışma, yetişkin eğitimcilerin iş motivasyon kaynakları hakkında nitel ve derinlemesine veri sağlayarak literatüre katkıda bulunmaktadır. Motivasyon ve demotivasyon faktörlerine dayanarak, eğitim merkezlerinde istikrar artırılabilir.

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*Dedicated to all educators
who work earnestly and contribute
to the development of the world...*

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ABBREVIATIONS

PEC	Public Education Center
NGO	Non-Governmental Organization
NMoE/MEB	The National Ministry of Education (Milli Eğitim Bakanlığı)
SDT	Self-Determination Theory
ISMEK	Istanbul Metropolitan Municipality Art and Vocational Training Courses (Istanbul Büyükşehir Belediyesi Sanat ve Meslek Eğitimi Kursları)

CHAPTER 1

INTRODUCTION

This chapter introduces the background of the study including the research problem and the purpose of the study. After the background, the research questions and the significance of the study are presented.

1.1 Background of the study

Andragogy continues to develop strategies and find out the needs of adults to increase the effectiveness of adult learning (Machynska & Boiko, 2020). Since adult learning is affected by adult educators, the professionalization of adult education draws attention globally. To ensure a strong and qualified learning environment, adult educators should be professionally ready (Beszédes, 2021). Therefore, there should be implications for adult educators to be prepared for their professions. To support adult educators and adult learning processes, it is important to determine the job aspects of adult educators to contribute to their job motivation (Chen & Ramos, 2022).

The changing dynamics in work environments and technological advancements have impacts on professional development. Now, there is more need for the training of educators to use the new systems in their instruction. In adult education settings, adult learners are diverse in terms of their socioeconomic status, age, and educational background (King & Lawler, 2003). Therefore, adult educators need to provide changes, challenges, and improvements in new skills to adult learners. To meet the needs of the learners and to keep up with the time, adult educators and administrators should give importance to professional development.

Although recently governments have started to give importance to adult education and lifelong learning, research about the professional development and motivation of adult educators is limited in comparison to primary and secondary school teachers (Andersson, Köpsén, Larson, & Milana, 2013). Rose, Jeris, and Smith (2002) state that the area of teacher experiences in K-12 education is growing; however, the experiences of adult educators in adult education have not been studied sufficiently. The needs, interests, learning methods, and teaching principles of adult learners are different from school students. For this reason, the sources of motivation arising from the professional experiences, working conditions, and professional identities of adult educators may also be different.

Professional development studies based on teacher change over time are mostly done with K-12 teachers and receive more funding when compared to adult education settings (C. Smith, Hofer, Gillespie, Solomon, & Rowe, 2003). Based on their findings, the turnover rate of adult educators which damages professional development is not well reported. To investigate the turnover rate among adult basic education teachers, an 18-month professional development study was conducted with a self-selected sample of educators (C. Smith & Hofer, 2003). Their findings revealed that 12.5% of the participants left the field during this period, and the overall turnover rate was 21% in 18 months. Sabatini et al. (2000) found in their research that nearly 40% of adult educators had been in the field for less than five years.

There are some studies about adult educators working at public education centers (PEC), non-governmental organizations (NGOs,) and other organizations in Türkiye. For ease of examination, Table 1 presents data on years of experience from various studies: Serençelik (2005) studied 194 PEC educators and 101 NGO

educators; Yayla (2009) focused on 926 adult educators at PEC; Bumin (2009) researched 38 educators from NGOs, public, and private organizations; Yazar and Lala (2018) studied 66 adult educators at PEC; Güzel (2019) looked into 183 adult educators at PEC; Takır (2019) examined 248 adult educators at PEC; Samancı and Mazlumoğlu (2019) studied 116 adult educators at PEC; and finally, Sert and Uysal (2020) conducted research with 5851 adult educators at PEC.

Table 1. The Percentages of Years of Experience of Adult Educators

Researchers	1-5 years	6-10 years	11-15 years	15-20 years	21 or more years
Serençelik (2005) (PEC)	29%	24%	20%	13%	15%
Serençelik (2005) (NGO)	56%	22%	18%	3%	2%
Yayla (2009)	54%	-	17%	17%	12%
Bumin (2009)	47%	16%	21%	13%	3%
Yazar and Lala (2018)	52%	27%	12%	9% (16 years and more)	
Güzel (2019)	44% (1-4 years)	37% (5-10 years)	10% (11-17 years)	-	8%
Takır (2019)	29%	27%	25%	11%	6%
Samancı and Mazlumoğlu (2019)	27%	10%	16%	47% (16 years and more)	
Sert and Uysal (2020)	27%	15%	15%	14%	29%

It is observed from all nine studies that the majority of adult educators have less than five years of experience. The percentage of adult educators mostly decreases as the length of service increases. Sert and Uysal (2020) mention that seniority is an

important aspect of adult education, but the educators in adult education centers change regularly. Since the system is not stable (Yayla, 2009), the changes could have negative impacts on current behaviors, the sense of belonging, and organizational culture (Sert & Uysal, 2020). In addition, Serençelik (2005) found that 49% of PEC adult educators and 41% of NGO educators mention that they would prefer to work in another field other than their profession in the presence of a suitable opportunity.

When looking up the literature and analyses, focusing on long-term goals, adjusting expectations in the education environment, developing strength in the profession, and being able to self-reflect are some of the commonalities among educators who choose to stay in the job (Sedivy-Benton, Leland, & Pinneo, 2018). However, novice educators show identity conflicts and without self-efficacy or resiliency, professional and transformational learning cannot be realized and they often leave the profession (Sedivy-Benton et al., 2018).

According to the research, reports, and statistics, there should be more research conducted on adult educators. The adult educators' backgrounds, levels of preparation, reasons for entering the field, and what happens to them while they are in the program are all unknown; in addition, there is a lack of data about the motivation to choose to work with adults, how successful they are, or why they might decide to leave the system of adult education (Grishkevich, 2016).

When we look at the perspective of faculty members, some factors such as teaching load, lack of support, and low salary cause lower job dissatisfaction, the imbalance between work and non-work life, and emotional well-being (Enders et al., 2015; Welch, Wiehe, Palmer-Smith, & Dankoski, 2011). Adult educators have trouble with building work and non-work-life balance similar to other professions

and although building a balance could be challenging, peer support and institutional support could help faculty in adult education to balance their lives (Schwehm & Saxton, 2018).

This study aims to determine the sources of job motivation of adult educators who have more than 10 years of teaching experience. In other words, this study will explore what motivational factors that keep adult educators to continue teaching in adult education, and why they persist in teaching for long years.

1.2 Research questions

This study will attempt to address the following research question:

What are the sources of job motivation of adult educators who have more than 10 years of teaching experience?

Within this overall research question, this study investigates the following sub-research questions:

What are the internal factors that contribute to adult educators' motivation for their work?

What are the external factors that contribute to adult educators' motivation for their work?

1.3 Significance of the study

There are studies on job motivation in the education field, especially for teachers, however, the literature is limited in terms of working conditions and job motivation of adult educators (Çakır & Alpaydın, 2019). In higher education contexts, Van Twembeke and Goeman (2018) state that existing literature focuses mostly on student motivation, and there is not enough research about instructor motivation.

Therefore, this study will try to eliminate the gap in the sources of job motivation of adult educators and will try to provide an opportunity for them to become their voices in the field.

According to Çakır and Alpaydın (2019) to provide solutions to possible problems, educators' views of organizational culture and motivation levels should be analyzed, and the impacts of organizational culture and climate on educators' motivation should be evaluated. If the environment does not allow individuals to meet their needs, those with the strongest goals become the least satisfied with their jobs (Davis & Wilson, 2000). To enhance educators' performance, it is essential to focus on cultivating a work environment that nurtures their feeling of professionalism while fostering motivation (Steyn, 2002).

Educational administrators can create and use successful strategies to provide an environment in which educators perform their tasks in an effective, excited, and motivated manner by understanding the characteristics that increase educator motivation (Steyn, 2002). The quality of education depends significantly on the level of motivation of educators and administrators should recognize that different motivators are suitable for different educators who show varying amounts of intrinsic motivation (Rowley, 1996).

According to the literature and research findings, the number of working adult educators has decreased over the years. This decrease makes us think that adult educators leave the field. This study could help adult educators prevent potential turnover risks and lead administrators to apply more effective management strategies to keep adult educators in the field. The administrators could make changes while designing the education programs. Furthermore, the study tries to fill the research gap by offering significant insights into the perspectives of adult educators about job

motivation. When the sources of job motivation of adult educators are found in this research, these sources could be used for novice educators to make them stay in the system to ensure the stability of the education centers. These job motivation factors could also increase the effectiveness of the learning journey of adult learners, as well as increase the satisfaction of adult educators. If the turnover (or even burnout) rate of adult educators can be found and mentioned here, this would be a valuable resource for the significance of this study in terms of how adult educators can be motivated to stay in the system.



CHAPTER 2

LITERATURE REVIEW

This chapter involves a review of the related literature about the present study. The study aims to find out the motivational sources of adult educators for continuing their jobs. First, the chapter starts explaining adult education and lifelong learning, followed by adult educators and their professional development. Second, the concept of motivation including its different definitions and theories is explained. Then, Self-Determination Theory which has five sub-theories, namely, Basic Psychological Needs Theory, Cognitive Evaluation Theory (related to intrinsic motivation), Organismic Integration Theory (related to extrinsic motivation), Causality Orientations Theory, and Goal Contents Theory are presented. Finally, educator motivation and related educational studies about Self-Determination Theory are provided. Findings of the related studies are also provided.

2.1 Adult education and lifelong learning

Adult education is defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as a service provided on an on-demand basis for individuals who are 15 years or older, and who are outside the traditional system of schools and universities (Okçabol, 2006). Adulthood is the social and psychological state of being responsible for one's own life, having self-direction, and being aware of one's responsibilities (Turan Özdemir, 2003). American Council on Education reported that the average age of adult learners is 36 and may range from 25 to 70 (Grishkevich, 2016).

Politicians and educators agree that learning should continue throughout one's life, and adult education is the cornerstone of lifelong learning (Miser, Ural, & Ünlühisarcıklı, 2013). In the 1970s, vocational training started to contribute to lifelong learning practices; and the term adult education became prominent in lifelong learning (Koç, Taş, Özkan, & Yılmaz, 2009). Lifelong learning includes formal and non-formal educational activities. The National Ministry of Education (*Milli Eğitim Bakanlığı*) in Türkiye states that non-formal education includes all educational activities that take place alongside or outside of formal education (MEB, 2022a). Hanson and DeMuth (1992) defined lifelong learning as a process and added that in order to achieve self-actualization on both a professional and personal level, individuals must pursue information, skills, and understanding throughout their lives.

Yaman Şipal (2020), on the one hand, defines lifelong learning as all kinds of learning activities that individuals engage in beyond formal education throughout their lives in with the goal of enhancing their knowledge, skills, and competencies, considering individual growth, social engagement and professional development. MEB (2022a), on the other hand, defines lifelong learning as it is one of the fundamental concepts demonstrating that learning can be continued without regard to age, social, economic status, or educational level; also, it can occur at home, at work, and in all aspects of life. Today, lifelong learning characteristics and skills have an emphasis on educational activities (Şentürk & Duran, 2020). The institutions of adult education can be classified as state, private, local government, non-governmental organizations, and universities (Ural, 2008).

Knowles (1980) asserts that the goal of education should be to produce capable people who can apply their knowledge and abilities under changing situations and live effectively in a changing world, which could be achieved by

lifelong self-directed learning throughout a lifelong process instead of a sole knowledge transition. Knowles (1980) further adds that adult education gathers individuals and institutions who are concerned with developing processes of adult learning by increasing learning opportunities for adults and enhancing the culture of society. Several scholars point out that the primary goal of adult education is not only to help individuals and organizations adapt to change, but also to foster learners' eagerness to learn, engage in ongoing self-improvement, and improve their skills to direct their process of personal and professional development (Jögi & Gross, 2009).

Adult education services are needed to help individuals and society adapt to the effects of today's changes more quickly (Takır, 2019). However, according to the research conducted by Yayla (2009) about the evaluation of the Turkish adult education system, it is found that the concept of adult education is not well understood in society, and it is not given sufficient importance. According to the annual reports of MEB (2021, 2022b, 2023), the budget percent given to lifelong learning and public education centers was 1.59% in 2020, 1.70% in 2021, and 2.25% in 2022, respectively. Turkish Statistical Institute (*Türkiye İstatistik Kurumu*) reports that the number of people attending adult education activities formed 15.6% of the population in 2022 (Türkiye İstatistik Kurumu, 2023). However, it is observed that the budget portion given to lifelong learning and public education centers is very few.

As the Third Global Report on Adult Learning and Education states, adult education and adult learning provide improvement in the economy, health, and citizenship (Andersson et al., 2013; Milana, Rasmussen, & Holford, 2016). Since globalization introduces novel and composite goals to adult education and lifelong learning, adult education should play a functioning role in the transformative

processes (Jõgi & Gross, 2009). For the sustainability of this progress and to encourage adults to take more responsibility in society, the need for adult education has been intensified and as Duay and Bryan (2008) state, the adult educator may be one of the core elements of the learning process of adult learners.

2.2 Adult educators

Merriam and Caffarella (1999) stated three main areas for adult learning, which are adult learner, the learning process and the context. Kiely, Sandmann, and Truluck (2004) suggest a fourth component, which is the adult educator. They are co-participants in the learning process (Grishkevich, 2016).

As adult education gains more popularity, the role of adult educators becomes more significant, and their job requirements continuously change (Knowles, 1980). Adult learners exhibit significant distinctions from child learners in terms of independence, motivation, experiences, goals, education levels, and perspectives (Alajlan, 2015) which requires applying different principles and methodologies to them that is called “andragogy” defined as “the art and science of helping adults learn” by Knowles (1980, p. 43). Thus, andragogy implies a learner-focused education in which educators focus on being a promoter of adults’ learning process. They are ready to improve themselves socially and academically, therefore adult educators need to explain why learners are learning the subject (Alajlan, 2015). Also, their past learning experiences could have an impact on motivation for new learning (Lawler, 2003). Therefore, adult educators need to give importance to these while trying to create a positive learning environment.

Knowles (1980) stated that adult educators try to understand the needs of adult learners, plan the educational process to meet those needs, create an

environment that encourages the learners, select and apply appropriate teaching approaches, provide necessary materials to achieve learning and help learners to see the outcomes of their learning experiences. He adds that they try to make adult learners develop self-actualization, an attitude that learning is a lifelong process, and they create educated communities.

Turan Özdemir (2003) states that adult education requires specifically qualified educators, special instructional strategies, and special philosophical understanding. She adds another key issue that adult educators should focus on experimental studies and learning by doing rather than merely transferring knowledge by ignoring previous learning experiences of learners.

According to the study conducted by Kahriman (2010), the majority of adult educators mention that contributing to individuals and society is one of their responsibilities, which differs from those of formal educators. Besides their teaching roles, they provide guidance and psychological support, they teach good behaviors and they are role models (Aratemur Çimen, 2009; Kahriman, 2010). Sedivy-Benton et al. (2018) mention that learning how to teach is a personal process, however, beyond teaching, educators serve as counselors and role models whom learners can also communicate with. Eesmaa (2010) stated that the effective adult educator extends beyond the role of a mere lecturer.

Guiding, learning, and sharing are some of the beneficial sides of being an adult educator (Kahriman, 2010). Adult learners' excitement about learning and applying new knowledge in their personal, social, and work life encourages adult educators and gives enjoyment to them, and with this understanding, they want to improve their instruction by learning and applying new methods (Marceau, 2003).

According to Kahrman (2010), having a passion for the work, caring for people, and having patience are necessary characteristics for being an adult educator. In addition, having effective communication abilities, knowledge of the subject matter and psychology of adults, participation in in-service training, and skills in leadership and strategic planning are important to being good adult educators (Bumin, 2009; Kahrman, 2010). Leach (2008) says that excellent educators are caring, sociable, confident, and positive. He adds that age has an impact on being an excellent educator; younger trainers tend to be more competitive, aggressive, and risk-taking than older educators.

According to Çankaya's (2019) study, the categories of collaboration and personal development are identified as positive factors; but individual reasons, family reasons, and physical conditions are identified as negative factors influencing learner motivation. According to the interviews, it was found that the attitudes of adult educators could both increase and decrease learner motivation and participation in the courses. Learners stated that they feel more motivated when they receive support from the educators. Therefore, educators, as facilitators and guides of learning, play key roles in adult learning, adult motivation, and course attendance.

Based on the study by Pastogianni and Koutsoukos (2018), adult learners want their instructors to use approaches that fit their experiences and encourage them to actively participate and express empathy. Adult educators who have helped their adult learners take responsibility for their learning mention that this is one of the most satisfying experiences in their lives (Knowles, 1980). Learners' ambition to learn can be increased or decreased by their emotional reactions to instruction, therefore, adult educators need to be sensitive to the cultural background of the learners and thoughtful about the instruction methods and materials (Wlodkowski,

2003). However, adult educators are adult learners at the same time. Therefore, their differences and needs for respect, support, and self-actualization also need to be understood.

It is hard to define who adult educators are, questions have been expressed about them (Kahriman, 2010). Guimarães (2009) says that although the importance of adult learning and the professionalism of adult educators is growing, there is insufficient information about their qualifications, employment process, professionalism, and what they do. Osborne (2009) adds that information about different aspects of the profession and adult education practitioners is insufficient including their identities, methods of recruitment, competencies, skills, roles and responsibilities, and methods of professional development.

Terzioğlu Barış (2013) states seven general competencies about the qualities of adult educators determined by many countries and institutions/organizations, which are to be a self-sufficient lifelong learner, be a communicator, take charge of the enhancement of adult learning, attain expertise in the field, apply different learning methods and strategies to adults, be a source of motivation, and effectively managing differences and group dynamics.

Adult educators come from a variety of backgrounds, they have their personal beliefs, cultural experiences, and educational understanding. They can work in different fields such as adult basic education, organizations, higher education, volunteer groups, and workplaces such as prisons, museums, and hospitals (Lawler & King, 2003; Merriam & Brockett, 2007).

According to Rose et al. (2002) and Kahriman (2010), adult educators do not have an academic background in adult education. Based on the report by Research voor Beleid (2008), to become an adult educator, there are no specific requirements

or education at the undergraduate level in most countries; therefore, the majority of adult educators lack formal qualifications which makes the field open to anyone.

Studies show that adult educators have different educational backgrounds and they do not follow a preplanned way to acquire the profession (Kahriman, 2010; Karaman, 2016; Osborne & Sankey, 2009). Mazurkiewicz (2009) explains this situation as it is hard to think of a professional adult educator as a recent graduate. As a result, unlike in the case of school teaching, few people enter the field of adult education willingly at young ages (Osborne & Sankey, 2009). However, Takır (2019) found that most of the adult educators who participated in her study chose this profession willingly.

Since there is a lack of formal education in adult education, most adult educators do not begin their careers as adult educators and come from a variety of sectors such as business, industry, and K-12 teaching (Jögi & Gross, 2009; Kahriman, 2010; Marceau, 2003). Transformations in their societal environment, educational opportunities, and individual life experiences have shaped them when choosing to work as adult educators, therefore, their experiences and professional development processes are different from each other (Jögi & Gross, 2009; Karaman, 2016). As adult educators are diverse, adult learners are also diverse in terms of educational background, age, and economic and social status, which could cause difficulties in the job (Kahriman, 2010).

As mentioned, adult educators could come from different sectors; however, based on the literature, there are some reasons for individuals to enter the field of education. Based on the studies conducted by K-12 teachers revealed that enjoying teaching (Kyriacou, Hultgren, & Stephens, 1999; Moses, Berry, Saab, & Admiraal, 2017; Phillips & Hatch, 2000) and having a passion for the field (Bergmark,

Lundström, Manderstedt, & Palo, 2018; Kyriacou et al., 1999) are cited as significant reasons for educators entering the profession. Additionally, personal goals, such as realizing their dream job (Moses et al., 2017; Phillips & Hatch, 2000), also influence teachers' decisions. As Erben Keçici (2019) pointed out, previous experiences with former educators can shape individuals' decisions to become teachers. The study conducted on K-12 teachers by Osguthorpe and Sanger (2013) revealed that past positive experiences with educators were the most frequently mentioned reason for entering the field of education.

According to Reybold (2008), many adult educators are not aware that adult educators are a specific group of instructors. In the perspective of workplace training, according to Gauld and Miller (2004), most administrators think that anyone can be an adult educator, regardless of educational background, if they have some knowledge about the field, yet this view contradicts the opinions of experienced and educationally prepared educators.

Based on Aratemur Çimen's (2009) research with corporate training practitioners, when educational backgrounds were taken into account, practitioners received undergraduate degrees from the faculty of arts and sciences, economics and administrative sciences, education, communication, and engineering. The survey by Sabatini et al. with 423 adult educators revealed that the majority of the educators had previous experience as K-12 educators before instructing in adult education programs (Sabatini et al., 2000). However, their professional development needs to focus on adult education.

Adult educators try to effect change and growth, and try to develop new abilities in their students, as a result, in order to meet the diverse needs of their students, adult educators are encouraged to look beyond their own experiences and

broaden their knowledge about teaching and communication (Lawler & King, 2003). Although many of them lack formal training in instructing adults in their content area, they have gained experience and expertise through mentoring, self-study, and on-the-job training (Marceau, 2003).

Although the majority of adult educators express that they lack recognition in society and a sense of not being appreciated or valued, the adult education field needs adult educators in order to carry out its objectives and mission (Kahriman, 2010). Moreover, the improvement in the proficiency of adult educators could lead adult learners to be more capable of meeting what is expected from them (C. Smith & Gillespie, 2023).

Professionalism in adult education has an important role in society (Jõgi & Gross, 2009). Adult educators have the power to influence social change and success and they are as important as the field itself, however, with the emergence of new information due to globalization, there have been numerous changes in society; thus, adult educators must pursue professional development (Kahriman, 2010). The sense of belonging also strengthens with consistent professional development that supports the skills and commitment of the educators (Tolbert, 2001).

2.3 Professional Development of Adult Educators

Professionalism is dynamic and it includes specific knowledge, qualifications, tasks, and responsibilities as well as personal and professional identity that could be influenced by societal changes, expectations, and personal life (Jõgi & Gross, 2009). The effectiveness of adult learning significantly depends on the professional growth of those engaged in adult education (Karaman, 2016).

Professional development is affected by the interaction among personal, professional development, and system factors (C. Smith & Hofer, 2003). Educators' motivation and background, participation in the decision-making process, and the time for preparation for the adult education job could be examples. According to the study conducted on a human resources department by Valkevaara (2002), professional development, which is viewed as an interpretive and experiential process, is the encounters and lessons drawn from everyday work situations.

Education Development Center (1998) mentions that formal learning at workplaces refers to the activities in which the organization defines the goal and process of learning; whereas informal learning at workplaces refers to activities where individuals learn on their own, with no assistance from others in the workplace. Aratemur Çimen (2009) mentions that the two primary classifications of informal learning were identified as self-directed learning and learning from others. The examples of the former could be making self-reflection, reading articles and books, and searching on the internet; and the examples of the latter could be questioning and project work with people. She found in her study conducted with corporate training practitioners that the level of awareness of the practitioners was insufficient when they began their careers. They mention that existing formal training programs are beneficial but insufficient and they are not the primary sources of developing expertise. In that regard, informal learning experiences develop professional expertise more than formal learning experiences and the practitioners rely on their learning initiatives at the workplace for their professional development.

According to Mazurkiewicz (2009), since undergraduate-level education in adult education is little, finding ways to transfer content knowledge and gaining expertise are important for adult educators. Bumin (2009) says that adult educators

would like to learn about adult characteristics, adult learning, curriculum development, creative drama studies, supportive games and group studies, and alternative teaching methods if they participated in a training program. Sabatini et al. (2000) examined the professional development needs of adult educators working in adult basic education. They found that approximately 50% of the educators stated immediate applicability in the classroom as the primary objective, followed by improving their instructional skills and gaining knowledge about teaching adults. Moreover, educators with less than five years of experience showed a higher preference for acquiring knowledge on adult teaching compared to educators with over 10 years of experience. Those who took part in collaborative working groups found them more satisfying than workshops. Crandall (1993) also stated that collaboration with other educators, learners, and administrators contributes to effective professional development. Cheetham and Chivers (2001) state that working with a more experienced colleague, self-reflection, and networking have big impacts on professional development, whereas mentorship and pre-entry experience are rated as having the least impact.

According to Kahrman (2010), nearly half of the adult educators who participated in in-service training emphasized that it had positive impacts on their professional development process. Those who did not attend the trainings mentioned some reasons including a lack of information, time, and in-service trainings, and conflicts with their schedule. However, professional development is a continuum that cannot be improved by rare workshops and in-service development programs, instead, development opportunities should be provided on an ongoing basis that allows practitioners to broaden their knowledge and skills, evaluate their effectiveness, and reflect on themselves (Crandall, 1993). The sense of belonging

also strengthens with consistent professional development that supports the skills and commitment of the educators (Tolbert, 2001).

The changes in society, education approaches, and lifelong learning increase the need for adult educators' professional development; they should know their capabilities and improve their personal and professional identities in order to work professionally in the adult education context (Jögi & Gross, 2009). Some people think that the rise in professionalization in adult education will give the field more credibility and the ability to have an impact on society (Merriam & Brockett, 2007).

Jögi and Gross (2009) say that there is not enough data about professionalism, professional experience, and work of adult educators, which are based on specialist knowledge and representation of the context. They add that professionalization and professional development are core elements for adult educators who try to raise their roles in society and who try to improve their educational skills so that they can support adult learning more effectively.

Lawler (2003) says that professional development is both challenging and rewarding. She adds that adult educators should keep their learning to professionally grow, to be up to date about the field, and to keep their jobs. Adult educators can perform better in their jobs while building professional identity if their needs are understood and met (Kahriman, 2010). All employees could benefit from better learning environments by receiving the necessary encouragement, direction, and support for their professional growth (Aratemur Çimen, 2009). However, there are some obstacles to the professional development of adult educators.

2.3.1 The obstacles to professional development of adult educators

In the Global Report on Adult Learning and Education, it is stated that adult educators lack suitable educational training and hold certificates of a lower level, are paid less, and work in educationally difficult conditions (UNESCO, 2009). Bumin (2009) divides the main professional development problem areas in Türkiye into four groups, which are academic education, in-service trainings, employment, and professionalization problems, and adds that one of the obstacles that prevent adult educators' professional growth is financial problems. Serençelik (2005) expresses that the educators working for nongovernmental organizations and public education centers stated that their salaries did not match the status of the teaching profession. According to Kahrıman (2010), some adult educators have concerns about earning insufficient and unequal income compared to permanent teachers, not earning money during summer vacation, and lack of remuneration.

Bumin (2009) and Kahrıman (2010) say that technical-technological problems, insufficient physical conditions, classrooms and materials, and in-service trainings are among the challenges that educators face. Bumin (2009) states that adult educators react to the in-service trainings when they are expected to attend in their spare time and criticize that bringing people together and informing them is not education and better opportunities are needed.

In addition to the factors above, employment, lack of unions (Bumin, 2009), bureaucracy, administration, institutions, academic education and training systems of educators (Bumin, 2009; Serençelik, 2005), and opinions that the adult education profession is not valued in society (Kahrıman, 2010) are among the obstacles that adult educators face. All factors cause problems with motivation (Serençelik, 2005). Adult educators have a challenging job and their learning needs are getting little or

no attention, therefore, to provide new insight into their professional development, adult educators should be supported (King & Lawler, 2003).

Kahriman (2010) says that adult education in Türkiye is not a profession with standardized practices, and adult educators face numerous issues with their work. She added that the features defining a profession include specialization in a respected and esteemed career, engaging in it as a full-time occupation, having formally educated practitioners, having access to professional development programs, and gaining societal respect and acceptance.

According to Yayla (2009), almost half of the public education center principals, vice-principals, and teachers stated that the adult educators were insufficient in their areas of expertise. They noted that adult education formation, andragogy, is not widely sought during the selection of individuals who will be adult educators. As can be observed, there are adequacy, quality, diversity, and heterogeneity in adult educators and in the field of adult education, which create a disadvantage for the professionalization process of the field. There are numerous ways to become an adult educator in terms of education, training, employment, and qualifications, and there is no regulated system. Therefore, mechanisms in the areas of education, politics, economics, and social life are required in order to determine the issues and difficulties that the professionalization of adult education has brought up (Karaman, 2016).

Motivation is the key for learning and changing (Lawler & King, 2003). The motivation for professional growth and the number of years of experience in the field have impacts on the change of adult educators; educators who have more motivation to learn develop more professionally but teaching in the field longer reduces the process of professional development (C. Smith et al., 2003). Understanding the roles

of educators and their sources of motivation to remain in the profession is important because adult educators are increasing prominence in the field (Grishkevich, 2016).

2.4 Motivation

The word motivation has various meanings and it is derived from “the Latin word ‘movere’, signifying ‘to move’; and it is based on the processes that drive continuity and quality of behavior” (Kaplan, 2008, p. 13). Motivation is the basis of what lies beneath one's actions or pushes individuals to act (Coffee & Rees, 2011). Motivation deals with the underlying intentions to act; thus, it is defined as the cause for goal seeking, the reason for behaviors (Ryan & Deci, 2000a). McShane and Glinow (2003), state that motivation is an intrinsic force that affects an individual's behavior in terms of orientation, continuity, and persistence.

Being motivated is to be moved for action, therefore, unmotivated people are those who lack the enthusiasm to act, whereas motivated people are those who are activated toward a goal (Ryan & Deci, 2000a). Motivation is concerned with dynamism, focus, and perseverance, all of which are expressions of activation, and it has been one of the core issues in psychology because of its relations with social and cognitive settings; since motivation leads to production, it has particular relevance to individuals in positions such as administrator, educator, and trainer that mobilize individuals to act (Ryan & Deci, 2000b).

Individuals vary in terms of their amount of motivation and kind of motivation (Ryan & Deci, 2000a). Different types of stimuli, with a wide range of experiences and outcomes, influence people to take action, they may be motivated by their value for an activity or by an external pressure (Ryan & Deci, 2000b). It is

doubtful that someone can directly motivate another individual in a meaningful way, which means motivation must come from inside (Steyn, 2002).

At their finest, people are active and motivated, wanting to learn, challenge themselves, acquire new abilities, and responsibly use their skills, however, humans can be weakened or crushed, and they willfully refuse progress and responsibility. Social circumstances stimulate variations in motivation and self-development both within individuals and among different individuals, as a result, people can be more motivated and engaged in certain situations and cultures than others (Ryan & Deci, 2000b).

Workplace motivation provides significant advantages for both people and organizations, including improved performance, enhanced satisfaction, and commitment (Chen & Aryadoust, 2023). Goal setting and seeking professional development are two motivational strategies, and motivation can be increased by building relationships with others, having supportive organizational cultures, autonomy, trust, and opportunities for participation, as a result, job satisfaction, self-efficacy, belonging and effectiveness are outcomes of being motivated (Mansfield, Beltman, Broadley, & Weatherby-Fell, 2016).

Thomas and Velthouse (1990) identify empowerment as a type of motivation, they refer to it as intrinsic motivation that encompasses subjective judgments that individuals make while performing tasks related to their job. Davis and Wilson (2000) mention that power means having control over an organization, and empowerment is sharing power; their research revealed that the greater the empowering behavior in the school environment, the higher instructors' overall motivation score. Therefore, if there are empowering practices at workplaces,

individuals could perform their work by having more motivation and job satisfaction (Thomas & Velthouse, 1990).

2.4.1 Motivation theories

Early motivation theories include behaviorism, which only relied on observable reinforcements and punishments to explain the behavior, and it was inspired by the underlying premise that scientific psychology should focus on observable behavior (Kaplan, 2008). The idea of using external reinforcers such as rewards and punishments to control behavior was central to behaviorism at the time, however, behaviorists were unable to explain that many behaviors, like exploration, appeared to occur without external reinforcement (Ryan, Ryan, & Di Domenico, 2019). Extrinsic motivation is the reward-contingent motivation described by behaviorists, whereas intrinsic motivation is the behavior enacted out of interest, joy, or curiosity (Ryan et al., 2019).

Throughout the second part of the twentieth century and the beginning of the twenty-first, cognitive processes for success and perceived value were the essential motivational themes. Individuals were thought to be active, rather than stable, and motivation was thought to be the process behind the choices they made. Individuals formed diverse meanings for the same work which guide their perceptions and expectations, and these meanings were influenced by social interactions and personal inclinations. Thus, the emphasis was on people's personal experiences and future expectations of success or failure, their evaluations of competence, and their goals for engagement (Kaplan, 2008).

Motivation theories are classified under two major categories as content theories and process theories. Content theories attempt to discover the components

that fuel and sustain behavior within people and their environments (Barnabé & Burns, 1994). According to content theories, motivation comes from an individual's attempts to fulfill needs (Schermerhorn, Hunt, & Osborn, 2002). Process theories, on the other hand, are concerned with predetermined relationships between components, such as the interactions between personal and occupational features. They aim to explain how personality and psychological states moderate environmental circumstances to sustain and stop the behavior (Barnabé & Burns, 1994). Process theories are based on the thinking processes that guide individuals in selecting one action over another (Schermerhorn et al., 2002).

2.4.1.1 Content theories

Maslow's Hierarchy of Needs Theory

Individuals are driven by unfulfilled needs organized in a hierarchical order, preventing motivation in a higher-level need area until all lower-level needs are satisfied (Pardee, 1990). The hierarchy is based on the notion that needs at each level must be fulfilled before fulfilling the needs at the next higher level; and until a need is met, it is a motivator (Steyn, 2002). Yet, a satisfied need is no longer a desire; when hunger is fulfilled, for instance, it loses importance in the individual's behaviors (Maslow, 1954). Maslow classifies basic needs from lower to higher level needs.

The Physiological Needs: Physiological needs are the necessities that are used as the initial point for motivation theory which include the need for water, food, and shelter (Maslow, 1954).

The Safety Needs: When the physiological needs are met, the safety needs emerge that include security, dependency, and protection; when there are threats to law,

order, and societal authority, the desire for safety can become quite urgent (Maslow, 1954).

The Belonging and Love Needs: This involves affective interactions as well as the desire to belong to a group, family, and so on (Maslow, 1954). It is also important to receive confirmation of one's sense of belonging from other group members (Steyn, 2002).

The Self-esteem Needs: The majority of people want a stable, high opinion about themselves, as well as respect from others and self-respect. The needs include the desire for power, success, mastery, and competence as well as the need for status, attention, prominence, and recognition. When the self-esteem need is met, one experiences feelings of worth, usefulness, and necessity. However, preventing these needs causes emotions of weakness and inferiority (Maslow, 1954).

The Self-Actualization Needs: This need could be defined as the desire to become everything that a person is capable of (Maslow, 1954).

Most educators have entered the teaching profession because it offers secure and steady employment (Steyn, 2002). Educators who do not believe their needs for status and self-esteem are being satisfied may feel demotivated. They want to be appreciated for their achievements by medals, promotions, and other forms of appreciation (Steyn, 2002).

Herzberg's Two-Factor Theory

Herzberg, Mausner, and Snyderman (1993) state that positive circumstances are associated with intrinsic features of the workplace, which are labeled as motivators or satisfiers, such as accountability and improvement, on the other hand, negative circumstances are dominated by extrinsic features, which are labeled as hygiene factors, such as salary, administration, and working situations. The theory posits that

motivator factors lead to job satisfaction, and hygiene factors lead to job dissatisfaction (Schermerhorn et al., 2002). According to the two-factor theory, individuals find greater motivation in intrinsic factors compared to extrinsic factors (Herzberg et al., 1993).

Herzberg et al. (1993) state that taking responsibility, attending in-service trainings, achieving and acknowledgment at the workplace lead to job satisfaction, however, unless it provides appropriate feedback on performance, acknowledgment can be perceived as interpersonal evaluation, which could be a dissatisfier. The two-factor theory posits that when individuals are made to seek satisfaction primarily through hygiene, they either quit or abandon their motivators and become addicted to hygiene.

Pardee (1990) states that according to Herzberg, satisfaction and dissatisfaction are not opposites. Motivating variables can result in satisfaction or no satisfaction, but hygiene variables can result in no dissatisfaction when present and dissatisfaction when absent. As a result, enhancing a hygiene factor will not make individuals satisfied with their jobs; it will simply keep them from being dissatisfied (Schermerhorn et al., 2002). When motivating factors are not provided, low job satisfaction leads to a lack of motivation, and performance declines (Schermerhorn et al., 2002); therefore, it is important to note that preventing dissatisfaction factors is just as essential as increasing motivator satisfaction (Herzberg et al., 1993).

Owens (1995) connects this theory with educational practices. Things that make individuals satisfied at work are not simply the inverse of what makes them dissatisfied. It is not enough to please people by removing the sources of their dissatisfaction. Salary, working circumstances, school climate, and administration attitudes can all be reasons for dissatisfaction. However, increasing salaries,

improving working conditions, and establishing a more empathetic administration can reduce dissatisfaction, but expecting to motivate individuals solely through these measures is not reasonable. Reducing class size and creating a more positive environment may reduce educator dissatisfaction or create situations in which they may be motivated. In addition, threats to job security, for example, can cause so much dissatisfaction that educators are unable to respond to professional development and achievement, therefore, minimum levels of motivating factors must be maintained to avoid so much dissatisfaction (Owens, 1995). According to Pardee (1990), the reward system implemented in schools fulfills only the basic hygiene factors and fails to address the higher-level needs that effectively motivate educators.

2.4.1.2 Process theories

Adams' Equity Theory

When individuals' perceived work inputs and/or outcomes contradict what they think to be others' inputs and/or outcomes, there is inequity for them, and they experience inequity not only when their pay is relatively low, but also when it is relatively high (Adams, 1963). When people believe that they have received substantially less than others about work inputs, "perceived negative inequity" occurs, however, when they believe they have received significantly more than others, "perceived positive inequity" occurs (Schermerhorn et al., 2002).

According to Adams (1963), inequity of work creates stress and the perceived inequity becomes a motivator to reduce the stress. According to this theory, people would act to reduce any perceived inequity in the incentives they obtain for their work in comparison to others (Schermerhorn et al., 2002). Adams (1963) listed possible actions individuals could do to reduce inequity or achieve equity.

First, if individuals' inputs are insufficient in comparison to others and to their outcomes, they may increase their inputs by getting more training or education. When they believe that they are underpaid (perceived negative inequity), the quantity or quality of their work will be insufficient (Adams, 1963).

Second, individuals may decrease their inputs if they are higher than others' inputs and their own outcomes. For example, people who believe they are overpaid will try to decrease their discomfort by increasing their efforts to enhance quality, however, since the inequity would increase as more quality tasks were created, overpaid workers would seek to limit production. When individuals feel overpaid (perceived positive inequity), their quality of work increases, but their productivity tends to decrease (Adams, 1963).

Third, individuals may increase their outcomes if they are relatively low in comparison to others' outcomes and their own inputs (Adams, 1963). Fourth, individuals may decrease their outcomes if they are relatively higher than others' outcomes and their own inputs (Adams, 1963). Fifth, when people encounter inequity, they have the option to quit; this could be expressed by leaving the job, getting transferred, or being absent from work (Adams, 1963).

Vroom's Expectancy Theory

According to Vroom's Expectancy Theory, individual perceptions about effort/performance relations and work outcomes determine work motivation (Schermerhorn et al., 2002). For an individual to be highly motivated, the combination of the three motivational components in the expectancy theory must be high (Schermerhorn et al., 2002; Steyn, 2002). Steyn (2002) summarizes the components as follows: Individuals feel motivated to work when they believe that their efforts will be rewarded with high levels of performance and if they believe that

their efforts will result in positive outcomes, as a result, doubting that one's efforts will be recognized and rewarded can have a detrimental impact on motivation. The personal value that individuals place on the outcomes that they will obtain for their work is referred to as valence. Outcomes can be influenced by the environment (for example, authorities, coworkers, or the reward system) or by the task itself (accomplishments, personal worth). A strong valence of outcomes leads to a high level of motivation (Steyn, 2002).

Motivational frameworks of the late twentieth century highlighted the importance of the individual, the environment, and their interaction, and they investigated different signs of motivation such as experience, choice, persistence, and engagement (Kaplan, 2008). The prominent themes in the late 20th century were self and goals; self-processes that determined achievement and failure criteria such as a sense of control, autonomy, values, and goals, appeared in theoretical frameworks (Kaplan, 2008).

2.4.2 Self-determination theory

Self-Determination Theory (SDT) is a motivation and personality theory that emphasizes the relevance of internal resources and needs for self-regulation and growth (Ryan et al., 2019). In contrast to behavioristic approaches that aim to regulate motivation externally, SDT focuses on people's intrinsic motivations for growth and learning and assumes that individuals naturally tend to improve their psychological growth, learning, expertise, and interaction with others (Ryan & Deci, 2020). Its field is the examination of people's natural development tendencies and psychological needs, that form the foundation for individuals' self-motivation and the integration of their personalities (Ryan & Deci, 2000b).

SDT seeks to identify elements that stimulate the natural human potentials associated with improvement, integration, and well-being, as well as to investigate the environments that promote the effective functioning of people, organizations, and societies (Deci & Ryan, 2008; Ryan & Deci, 2000b).

Much of the SDT research has also investigated environmental elements that can undermine self-motivation and individual well-being. Individuals can be active or passive depending on the social contexts in which they operate. The social-contextual factors that enable or hinder the inherent processes of self-motivation have been the focus of self-determination theory (Ryan & Deci, 2000b).

SDT investigates motivation by questioning what type of motivation is being expressed at any given time; it has identified numerous distinct forms of motivation by evaluating the perceived causes that move an individual to act, each of which has significant consequences for well-being, personal experience, and achievement (Ryan & Deci, 2000b).

The self-determination continuum is divided into three parts; amotivation, external motivation, and internal motivation. Amotivation, the condition of not intending to act, lies at the leftmost of the self-determination continuum; unmotivated people either do nothing or act without intention (Ryan & Deci, 2000a, 2000b). When a person (parent, teacher, trainer, or boss) tries to impose specific behaviors on others, people's motivation might range from amotivation to passive compliance to active personal commitment (Ryan & Deci, 2000b). When a person has external motivation, something outside of or surrounding them is the cause of their actions, whereas when there is intrinsic motivation, the individual is responsible for the causation of behavior (Çakır & Alpaydın, 2019). Money, pressure, or a promotion, according to Van Twembeke and Goeman (2018), could be sources of

external motivation; personal pleasure, enjoyment, and interest, on the other hand, could be sources of intrinsic motivation.

SDT includes five sub-theories that are related and intertwined with each other, namely, Basic Psychological Needs Theory, Cognitive Evaluation Theory, Organismic Integration Theory, Causality Orientations Theory, and Goal Content Theory.

2.4.2.1 Basic psychological needs theory

Studies have explored the factors that increase and decrease intrinsic motivation, self-regulation, and well-being and the findings have revealed the basic psychological needs: competence, autonomy, and relatedness (Ryan & Deci, 2000b). The needs are universal and should be met for successful psychological health and well-being (Deci & Ryan, 2008). Intrinsically driven behavior that satisfies basic psychological needs is the prototype of self-determined behaviors (Ryan & Deci, 2000a; Ryan, Koestner, & Deci, 1991). The social settings that allow people to fulfill their basic psychological needs strengthen the motivation, effectiveness, and growth of people; possibilities to meet the need for autonomy, on the other hand, are essential for individuals to be self-determined rather than controlled (Ryan et al., 1991).

First, autonomy involves feeling a sense of ownership in what one does and it is strengthened by feelings of interest and value, while it is weakened by external control, whether through rewards or punishments (Ryan & Deci, 2020). It does not refer to being detached, or independent, but rather to the sense of willpower that can follow any dependent or independent action (Ryan & Deci, 2000b; Ryan et al., 1991).

Second, competence is defined as a sense of mastery or the belief that one can be successful and progressive (Ryan & Deci, 2020). It entails understanding how to achieve diverse internal and external results and being effective while carrying out the necessary actions (Ryan et al., 1991). Well-structured workplaces that provide effective challenges, positive feedback, and growth possibilities could meet the need for competence (Ryan & Deci, 2020).

Finally, relatedness refers to a feeling of secure and satisfying connections and belonging; it is supported by the expression of concern and respect (Ryan & Deci, 2020; Ryan et al., 1991). When relatedness is satisfied, it leads to increased self-motivation, and when thwarted results in decreased motivation and mental health (Ryan & Deci, 2000b). All these three essential needs should be enhanced to improve motivation and wellness (Ryan & Deci, 2020).

SDT proposes looking first at individuals' social and developmental environments to analyze the extent to which their basic psychological needs have been unfulfilled. The lack of psychological needs appears to be a major source of human distress. Not providing support for competence, autonomy, and relatedness, administrators and organizations contribute to the alienation and ill-being of employees and professionals. Professionals are better able to identify sources of alienation versus involvement and enable greater achievements and well-being by paying attention to the presence or absence of resources for basic psychological needs (Ryan & Deci, 2000b).

Social settings have an impact on perceived autonomy and competence, in other words, intrinsic motivation and the social environment must support intrinsic motivation if intrinsic motivation wants to be developed (Legault, 2016). Therefore, motivation tends to shift towards being more external when the social environment

ignores autonomy, for example, by providing extrinsic rewards, using external limitations, and punishers (Legault, 2016).

2.4.2.2 Intrinsic motivation through self-determination theory

Ryan and Deci (2000a) define intrinsic motivation as the engagement in an activity for its own enjoyment rather than for side benefits. When individuals are intrinsically motivated, they are driven by joy or challenge rather than by rewards or external pressures. Since people develop abilities and knowledge through their innate interests, this motivational tendency is crucial for cognitive, social, and physical growth.

Activities sparked by curiosity and exploration are examples of intrinsically motivated behaviors since they bring their own satisfaction and don't require external rewards or pressure (Ryan & Deci, 2020). Although intrinsic motivation can be found within people, it also exists in the dynamic between people and their activities; certain activities are inherently motivating for some people, and not all tasks are intrinsically motivating for everyone (Ryan & Deci, 2000a). It is important to note that intrinsic motivation will only develop for activities that an individual finds intrinsically interesting (Ryan & Deci, 2000a).

According to Ryan and Deci (2000b), since these intrinsic motivational tendencies can be disrupted by a variety of non-supportive settings, supportive environments are necessary for maintenance and enhancement. They add that their intrinsic motivation studies focus on the circumstances that sustain versus diminish intrinsic motivation, rather than finding the causes (Ryan & Deci, 2000b, 2000a). Deci and Ryan (1985) introduced Cognitive Evaluation Theory, as a sub-theory of SDT to identify the variabilities of intrinsic motivation. Its principles do not apply to

activities that do not provide personal attraction because such actions will not be perceived as intrinsically motivated in the first place (Ryan & Deci, 2000b).

According to this framework, environmental factors can increase or decrease intrinsic motivation by affecting basic psychological needs (Ryan & Deci, 2000b). Interpersonal situations that allow satisfaction of the basic psychological need for competence (e.g., incentives, feedback, and communication) might increase intrinsic motivation for that action (Ryan & Deci, 2000b, 2000a). The theory also explains that competence will not increase intrinsic motivation unless people also feel that their actions are self-determined (Ryan & Deci, 2000a, 2000b). To put it another way, in order to have a high level of intrinsic motivation, the need for both competence and autonomy should be satisfied (Ryan & Deci, 2000b). This pattern also happens in interpersonal relations throughout life, with intrinsic motivation more likely to grow in environments that foster a sense of security and relatedness (Ryan & Deci, 2000b).

Tangible rewards, due dates, assessments, and forced goals reduce intrinsic motivation because they contribute to an externally perceived locus of causality. However, intrinsic motivation is increased by factors such as choice and possibilities for self-direction by providing people with a better sense of autonomy (Ryan & Deci, 2000b).

The cornerstone for maintaining intrinsic motivation and becoming more self-determined with regard to extrinsic motivation is social contextual settings that promote one's feelings of basic psychological needs (Ryan & Deci, 2000a). The dynamics of extrinsic motivation should be gained more insight to understand the reason behind intrinsically driven behaviors (Ryan & Deci, 2000b).

Autonomous and controlled motivation

SDT determines two types of intentional regulation: autonomous and controlled.

Although both behaviors are motivated, their regulatory processes are not the same; when behavior is autonomous, the regulatory process becomes a choice; yet, when it is controlled, the regulatory process could be conformance or defiance (Ryan et al., 1991). Autonomous motivation is associated with improved psychological well-being, more efficient performance, and long-term persistence (Deci & Ryan, 2008).

Autonomous motivation includes intrinsic motivation as well as identified and integrated regulation, in which individuals value activity and accept it as their own; controlled motivation, on the other hand, includes both external regulation in which people behave for external contingencies, and introjected regulation in which people behave for self-esteem, pride or avoiding shame or guilt. According to Liu, Wang, Reeve, Kee, and Chian (2020), controlled motivation is positively related to job pressure. A more detailed explanation of regulation types is provided below.

2.4.2.3 Extrinsic motivation through self-determination theory

Extrinsic motivation refers to acts performed for reasons apart from their intrinsic satisfactions (Ryan & Deci, 2020). Within SDT, a second sub-theory known as Organismic Integration Theory was developed to describe the various types of extrinsic motivation (Ryan & Deci, 2000a). This theory is based on extrinsic motivation and its internalization process, whereas Cognitive Evaluation Theory is based on intrinsic motivation and the external circumstances that influence the type of motivation (Bağcı, 2018). Organismic Integration Theory consists of four components based on the concept of internalization, which is a dynamic process in

which a person obtains an attitude or behavior and gradually changes it into a personal value or aim (Deci & Ryan, 1985, p. 130).

Ryan and Deci (2000b) state that the concerns of alienation and inauthenticity are related to the reasons why employees lack initiative; SDT interprets such situations as undermining intrinsic motivation and, more commonly, a lack of internalization. Internalization and a related sense of engagement lead to greater perseverance, more positive mental health, and higher quality involvement (Ryan & Deci, 2000a).

Ryan and Deci (2000a) suggest that competence supports such as providing appropriate tasks and effectivity-relevant feedback promote internalization. They add that autonomy support also promotes internalization; autonomy is essential for a regulation to be integrated rather than only introjected. Individuals must understand the meaning of a regulation in order to completely internalize it and become autonomous. These meanings are internalized and integrated into situations that meet the needs for competence, relatedness, and autonomy.

External regulation: It is the least autonomous type of extrinsic motivation. Such behaviors are carried out in order to satisfy an external demand or to achieve reward contingency (Ryan & Deci, 2000a, 2000b, 2020). Examples could be others' approval, disapproval, and appreciation (Ryan et al., 1991).

Introjected regulation: Introjection is based on adopting a regulation but not entirely accepting it as one's own (Ryan et al., 1991). Behaviors are done to avoid feelings of guilt, shame, failure, and stress, or gain pride and self-esteem (Ryan & Deci, 2000b, 2000a, 2020). It no longer necessitates external contingencies, in this case, they are inside the individual (Deci & Ryan, 1985). Although introjected regulation is a

person's internal regulation, it is not self-determined because it does not imply real choice (Ryan et al., 1991).

Identified regulation: The individual consciously approves the value of an activity and shows a high degree of willingness to act such that the activity is owned as personally significant (Ryan & Deci, 2000a, 2000b, 2020). Identification gives a person a feeling of willpower or choice in how they behave and the regulatory process is more thoroughly connected with the self as a result of identification; thus, the person acts more voluntarily (Ryan et al., 1991). People give importance to the outcome and believe that it is essential to engage in the action that results in the outcome (Deci & Ryan, 1985). Ryan et al. (1991) say that willingly doing extra homework for students who think that it is important for success could be an example. They add that although students' regulation is relatively self-determined, their motivation is external since the behavior is realized not because it is enjoyable but for success.

Integrated regulation: It is the most autonomous type of extrinsic motivation, in which individuals understand and identify the value of the activity, as well as find it to be consistent with their basic interests and values (Ryan & Deci, 2020).

Integration takes place when the identified regulations are fully assimilated with a person's values, ambitions, and personality; and extrinsically motivated activities become more self-determined when an individual internalizes and assimilates the reasons behind them (Ryan & Deci, 2000a; Ryan et al., 1991). It shows the actual meaning of socialization; individuals do not only do what they believe the social norms require; they act and think coherently with the societal values since they have adopted them as their own (Deci & Ryan, 1985).

Behaviors described by integrated motivation have many similarities with intrinsic motivation since they are both autonomous (Ryan et al., 1991); but they are classified as extrinsic because they are performed to obtain distinct results rather than intrinsic satisfaction (Ryan & Deci, 2000b). In other words, intrinsic motivation is identified by an activity being interesting for a person, while integrated regulation is identified by valuing the outcome of the activity (Ryan et al., 1991).

In general, although autonomous extrinsic motivations and intrinsic motivation are volitional, their difference is based on enjoyment and interest. Identified and integrated motivations are based on a sense of value; even if they are not pleasant, people see these activities as meaningful (Ryan & Deci, 2020).

Intrinsic and extrinsic motivation are not permanent in individuals, and they cannot be defined as personalities of individuals (Bağcı, 2018). Ryan and Deci (2000a) argue that an activity may be first exposed to an external regulator such as a reward, and this exposure may allow the individual to experience intrinsically motivating qualities of the activity, leading to an orientation shift. They add that under the influence of a controlling supervisor, an individual who had previously been associated with the worth of an activity can lose that sense of worth and shift backward into an external regulatory state. Therefore, there is no required sequence although there are predictable causes for switching between orientations (Ryan & Deci, 2000a).

People are more likely to exhibit intrinsic motivation and integrated extrinsic motivation when they experience support for the basic psychological needs; competence, autonomy, and relatedness (Ryan & Deci, 2000b). The main reason people carry out extrinsically motivated actions although they are not interesting, is because the actions are encouraged, modeled, or valued by others to whom people

feel related such as family, friends, and community (Ryan & Deci, 2000b, 2000a). This implies that creating a sense of relatedness with the people, community, or culture propagating a goal, provides the foundation for facilitating internalization (Ryan & Deci, 2000a).

2.4.2.4 Causality orientations theory

Causality orientation relates to how individuals orient to their surroundings in terms of behavior initiation and maintenance, and consequently the general amount of their self-determination across circumstances (Deci & Ryan, 2008). The theory is based on an individual's inner motivational resources about their relationships with others and the environment (Bağcı, 2018).

The theory includes three orientations that individuals have some degree of each (Deci & Ryan, 2008). First, autonomy orientation involves acting by personal values and interests (Karaca, 2015). Deci and Ryan (1985) mention that choice is at the center of this orientation, therefore the reason for the behavior is internal; it shows the tendency for intrinsic and integrated regulation of extrinsic motivation (Karaca, 2015). This orientation has been associated with improved psychological well-being (Deci & Ryan, 2008). Second, in control orientation, people act mainly because of environmental reasons such as rules, responsibilities, and tasks, therefore, it is mostly related to the introjected and external regulation of extrinsic motivation (Bağcı, 2018; Karaca, 2015).

Finally, impersonal orientation is not intentional and it is thought that one lacks the required psychological frameworks to deal with external and internal pressures (Deci & Ryan, 1985). This approach relates to amotivation both externally and internally and results in anxiety and poor functioning (Deci & Ryan, 2008).

Deci and Ryan (2008) conclude that continuously satisfying all three basic needs leads to the development of a powerful autonomous orientation; satisfying the needs of competence and relatedness but impeding the need for autonomy causes the development of controlled orientation; and finally, undermining of all three needs leads to the development of the impersonal orientation.

2.4.2.5 Goal content theory

Goal Content Theory implies the long-term aspirations that individuals use to direct their behaviors; while extrinsic aspirations include goals like wealth, popularity, and attractiveness; intrinsic aspirations include personal development, productivity, and connection (Deci & Ryan, 2008). In addition, Deci and Ryan (2008) mention that aspirations are not needs, rather, they are things that can be obtained depending on how much one's basic needs for competence, relatedness, and autonomy have been met or hindered over time.

2.5 Educator motivation

For several reasons, educator motivation has received much attention (Steyn, 2002). Different factors motivate educators based on their age, work experience, length of work, aspirations for career advancement, and social and personal life (Rowley, 1996). While job satisfaction refers to the end result of specific elements being met, work motivation refers to a type of ongoing energy to achieve these same factors (Kızıltepe, 2008). Job satisfaction and work motivation are crucial factors in increasing educational productivity; therefore, educational administrators should understand the connections between motivation and job satisfaction and motivation and reward systems (Pardee, 1990).

Teacher motivation is crucial in the educational process and it is related to student motivation (Yıldız & Kılıç, 2021). Therefore, teachers have a critical role in improving or even diminishing student motivation (Atkinson, 2000). Similar to teachers, adult educators have crucial roles in workforce development, and their motivation may impact the efficacy of their professional growth and learning, as well as adult learners' motivation to learn (Chen & Aryadoust, 2023; Çakır & Alpaydın, 2019). Educators guide the learning process and serve as the primary point of contact for learners, as a result, their motivation plays a critical role in the quality of this interaction (Rowley, 1996).

A teacher's ability to emotionally self-regulate and effectively tolerate life's challenges by establishing decisions that fit personal and long-term goals is defined as sustainability; it involves teaching resiliency, sense of purpose, and psychological flexibility (Ellison, Kern, & Killian, 2021), which refers to the ability to focus on the current moment and take action toward accomplishing personal goals even there is a challenging situation (Bond, Lloyd, & Guenole, 2013). More resilient teachers are better able to avoid the negative effects of stress at work and stay in their jobs, therefore, increased resilience may have a favorable impact on stress and burnout (Ellison et al., 2021). Increased self-efficacy has also been linked to teacher well-being (Ellison et al., 2021), which is the most common outcome related to resilience (Mansfield et al., 2016). Psychological flexibility serves as a bridge to resilience by enabling people to use their resources to deal with stressors, and together with the sense of purpose, can have long-term effects on a teacher's decision to continue working (Ellison et al., 2021).

2.5.1 Educator motivation through self-determination theory

The focus of basic and applied research in educational psychology is mostly on student motivation, while teacher motivation has received relatively little attention; few studies have looked at teacher motivation, and the majority of them are based on motivation's strength rather than its quality (Butler, 2007). SDT takes a qualitative approach to motivation and focuses on qualitative variations in educators' motivation for teaching, stating that high motivation would not be sufficient to perform a certain behavior if the motivation involved was controlled rather than autonomous motivation (Bardach & Klassen, 2021; Burgueño, González-Cutre, Sicilia, Alcaraz-Ibáñez, & Medina-Casabón, 2021).

Deci and Ryan (2000c) suggest that educators will perceive varied motivations for teaching in the continuum of autonomous and controlled motivation. Roth, Assor, Kanat-Maymon, and Kaplan (2007) argue that educators find their involvement in various instructional tasks engaging and meaningful when they are autonomously motivated. Educators' autonomous motivation to teach is found to be positively related to a personal sense of accomplishment and job control; and negatively related to emotional exhaustion and depersonalization (Fernet, Guay, & Senécal, 2004; Roth et al., 2007). Roth et al. (2007) add that their sense of accomplishment improved significantly as their motivation shifted from controlled to autonomous.

Teacher well-being is defined as a positive psychological state in which positive affect and satisfaction related to teaching overcome negative affect and dissatisfaction (Hobson & Maxwell, 2017). Self-determination theory (SDT) involves the elements that support or weaken psychological well-being, autonomous extrinsic motivation, and intrinsic motivation, all of which have a relationship with

educational environments (Ryan & Deci, 2020). For teachers to organize the educational environment according to the differing characteristics and needs of the learners and to choose the right content and methods, they must have a sufficient level of autonomy (Calp, 2013). However, teachers experience pressure and undermine their self-determination due to administrative processes that make it difficult to maintain their excitement in the classroom (Deci & Ryan, 1985). SDT particularly argues that for instructors to actively support learners' needs, they must also experience support for their needs (Ryan & Deci, 2020).

According to Yıldız and Kılıç (2021), gender, age, and years of experience all have an impact on teacher motivation. They found that teacher motivation differs significantly by gender in the dimensions of identified regulation, which favors female educators; therefore, the gender result reveals that female teachers are more intrinsically motivated, meaning, they show more autonomy and motivation than their male colleagues. Moreover, age and year of experience results show that young teachers have stronger intrinsic motivation; teachers with one to five years of experience have stronger intrinsic motivation than those with six to ten years of experience and have higher external regulation motivation than those with 21 years or more.

The study by Hobson and Maxwell (2017) revealed that teachers experience both positive (to enjoy, to like, and to be pleased) and negative feelings (to be stressed, unhappy, tired, and upset) about teaching. Barnabé and Burns (1994) say that intrinsic and extrinsic factors have impacts on teachers' motivation. Both of these factors could increase or decrease motivation. Yıldız and Kılıç (2021) study the internal and external factors influencing teachers' motivation and found 13 intrinsic motivational factors (three of them reduce motivation) and 85 extrinsic motivational

factors (45 of them reduce motivation). Barnabé and Burns (1994) investigated basic psychological states that enhance job satisfaction and motivation and found that intrinsic factors affect educators' motivation more than extrinsic factors.

Roth et al. (2007) tried to investigate whether different motivational factors of educators lie along the SDT continuum as intrinsic and extrinsic motivation and found that educators indeed distinguish their levels of motivation according to the SDT continuum. They add that autonomous (intrinsic, identified, and integrated regulation) motivation is related positively to the sense of personal achievements and negatively to exhaustion.

2.5.2 Intrinsic motivational factors of educators

In the literature, learner-related factors such as interaction with learners, being happy with their achievement (Steyn, 2002; Yıldız & Kılıç, 2021), pleasure for preparing them for the future, and being useful for them (Yıldız & Kılıç, 2021) are found as the most expressed intrinsic motivational factors that increase educators' motivation. In addition, job-related factors such as love of teaching and working, feeling the job is valuable, taking responsibility for the results of the work, and understanding their effectiveness at the work form the basis for a strong intrinsic work motivation that leads to growth and persistence. Moreover, factors related to individuals include having opportunities for professional development (Yıldız & Kılıç, 2021); having interest, curiosity, and ability (Çakır & Alpaydın, 2019); and recognition and a sense of autonomy (Steyn, 2002) are among the sources of intrinsic motivation that increase educators' motivation. Teachers are more content with their professions and suffer less stress when their intrinsic motivation is strong (Davis & Wilson, 2000).

Gorozidis and Papaioannou (2014) try to find the reasons why educators attend training to improve their teaching and try to find the most prominent motivation type that encourages them for future training. They classified the educators' responses according to the SDT continuum and found that intrinsic motivation is the most frequent type that is expressed. 69% of the educators express at least one intrinsic reason and say that they like learning and are curious about new knowledge and experience, which indicates intrinsic motivation to attend the training program and show the highest level of self-determination. Liu et al. (2020) studied with educators about their reasons for teaching. Their participants also express mostly intrinsic motivation such as enjoying teaching. Both of the studies revealed that educators show more intrinsic motivation than external motivation in their decisions to attend professional development training and continue teaching.

Some factors could affect educators' intrinsic motivation negatively. Yıldız and Kılıç (2021) mention that being unprepared for class is an example. Also, Angel-Alvarado, Belletich, and Wilhelmi (2020) claim five internal factors that hinder educators' intrinsic motivation, which are disruptions in the classroom as a stressor, the psychological effects of teaching, teacher accountability, teaching methods; and having controlled motivation to teach.

For educators, intrinsic motivation has emerged as a significant issue that leads to improved creativity and learning; however, many of the instructional activities required in schools are not aimed to be intrinsically fascinating, therefore, how to motivate learners to self-regulate and value such activities without external pressure become a major question (Ryan & Deci, 2000a). As explained above, this issue is referred to as the internalization and integration of extrinsic motivation. Understanding the types of extrinsic motivation and what promotes each is critical

for instructors who cannot always depend on intrinsic motivation to develop learning; therefore, knowing how to foster more active versus passive types of extrinsic motivation becomes a vital approach for successful teaching (Ryan & Deci, 2000a).

Steyn (2002) says that although intrinsic factors have a more significant influence on instructors' motivation, the impact of extrinsic factors on educators' experience is also important.

2.5.3 Extrinsic motivational factors of educators

In the literature, researchers have found extrinsic motivational factors that could both increase and decrease educators' motivation. Learner-related factors including teaching new information to learners (Yıldız & Kılıç, 2021); feelings of respect (Kızıltepe, 2016; Steyn, 2002); observing learners' effort and development, learners' participation and expression of their opinions, and seeing their achievements (Kızıltepe, 2016; Yıldız & Kılıç, 2021) are among the factors that increase the extrinsic motivation of educators the most. In addition, job-related factors including presence of a peaceful environment in the school, the cooperation and positive relations among teachers (Kızıltepe, 2016; Skaalvik & Skaalvik, 2011; Yıldız & Kılıç, 2021); having support from administration that the administration listens and cares for the needs and expectations of the teachers (Çakır & Alpaydın, 2019; Kızıltepe, 2016; Yıldız & Kılıç, 2021) are among the factors that increase teachers' extrinsic motivation. Skaalvik and Skaalvik (2011) explain that teachers' sense of belonging is positively associated with supervisory support and they add that value consonance, which is having congruence with one's educational views and what the one teaches, increases teacher motivation. In addition, fair treatment, available

resources, and lack of fringe benefits are among the extrinsic factors (Çakır & Alpaydın, 2019; Steyn, 2002).

Besides learner-related and job-related factors, personal factors such as being goal-oriented could also increase educators' motivation. Ellison et al. (2021) examined teachers working at high-poverty schools and their reasons for sustainability at those schools. They found three main factors which are sustaining through career frustrations, awareness and acceptance, and values-driven behavior. Teachers who are aware of and embrace momentary situations while being goal-oriented can better be resilient and persist in the profession over time. In addition to this, having self-concordant goals and trying to make a difference in lives were found as core reasons for them. Although financial difficulties lead them to consider leaving the profession, their ability to control feelings while ensuring internalized purpose may contribute to their coping mechanism with the stressors and sustainability in those schools. When questioned about their career plans for the following three years, most of them said they planned to continue working in high-poverty schools, and the average years of their teaching experience was 18.

According to the study of Gorozidis and Papaioannou (2014), when educators were asked their reasons for participating in professional development training, the second most frequent type was identified regulation; 34% of the educators believe that attending the training will be helpful academically for their students, new knowledge will be beneficial for their relationship with their students and they will increase their students' motivation. 5% of them say that they do not want to feel bad and they have stress and concerns about what the system expects them to teach (introjected regulation). On the other hand, 25% of them show external regulation and say that their reasons are to get a certificate and to think that their job may be

jeopardized if they do not attend the training. According to the study by Liu et al. (2020) about educators' reasons for teaching, some educators say that they have chosen their job to achieve their goals (identified regulation); some say that they want to be excellent teachers or they will be disappointed (introjected regulation); and some say the job makes them gain money (external regulation).

Although learner-related, job-related, and personal factors could increase motivation, these factors could also decrease motivation. Frequently expressed factors that decrease the motivation of teachers are factors related to students, administration, and the physical conditions of the school (Kızıltepe, 2006). The students' failures and realizing not being useful to students (Kızıltepe, 2016); crowded classrooms and poor student behavior (Yıldız & Kılıç, 2021); having a formal school atmosphere and the mistreatment of teachers by their colleagues (Angel-Alvarado et al., 2020; Kızıltepe, 2016; Yıldız & Kılıç, 2021); poor behavior of the school administration, conflicts with the school administration, not being involved in decision-making process; (Ellison et al., 2021; Kızıltepe, 2016; Yıldız & Kılıç, 2021); difficult working conditions, poor physical condition of school buildings and a lot of chores unrelated to teaching (Kızıltepe, 2016); the number of daily classes, the lack of free lesson days (Yıldız & Kılıç, 2021); workload and time pressures (Skaalvik & Skaalvik, 2011) lead to less time to rest, which reduces motivation.

Other factors found by Yıldız and Kılıç (2021) that reduce educators' extrinsic motivation are the educational approaches and the lack of promotion opportunities. According to Ellison et al. (2021), financial motivations and lack of support from the school administration were two of the frustrations and grounds for considering leaving.

CHAPTER 3

METHODOLOGY

This chapter presents the methodology used in this qualitative study. First, the overall research design is explained. Then, the description of participants including selection criteria, followed by data collection procedures and instruments are given. Finally, data analysis and the trustworthiness of the study are presented.

3.1 Overall research design

The qualitative research design is used in this study because it allows the researcher to obtain in-depth and detailed information about the participants' experiences, attitudes, and behaviors (Cohen, Manion, & Morrison, 2018). Characteristics of qualitative research are based on the researchers' inductive approaches and the participants' shared experiences (Merriam, 1998). Since this study aims to determine the motivational factors affecting adult educators' persistence in working based on their point of view, this design is suitable for this study.

The phenomenological research method is used in this study. Phenomenology is related to subjectivity and aims to determine, understand, and interpret how individuals experience a phenomenon in their lives (Hammersley, 2013). The adult educators' work and life experiences, their ambition towards their job, the work environment, and the relationships with the adult learners, colleagues, and administration may have impacts on their personal experience and the decision to continue working.

3.2 Participants

The participant selection process started after receiving permission from the Ethics Committee in Social Sciences and Humanities at Boğaziçi University (APPENDIX A). After the approval, 10 adult educators who give courses in adult education programs were contacted.

Purposeful sampling is used for the selection of participants. Suri (2011) states that purposeful sampling allows the researcher to reach information-rich cases. With information-rich cases, researchers gain insights and in-depth understanding by examining the core issues about the purpose of the research (Patton, 2002). Since the purpose of the study is to learn the sources of job motivation of adult educators, purposeful sampling will lead to important and worthy in-depth information.

One of the purposeful sampling strategies is criterion sampling. Criterion sampling is used to study all cases that meet some predetermined criteria (Patton, 2002). 10 adult educators were included in this study. Participation was voluntary. The selection criteria for the participants were:

- i. Currently teaching an adult education course at Istanbul Metropolitan Municipality Art and Vocational Training Courses (Institute Istanbul ISMEK).
- ii. Having more than 10 years of teaching experience in adult education

Among 10 adult educators, years of experience ranged from 11 to 33 years. Five adult educators had bachelor's degrees, three had master's degrees, one had high school and one had an associate degree. All the adult educators who participated in this study were in the position of master instructor. Table 2 below displays the demographic information of the participants.

Table 2. Demographic Information of The Participants

Participants	Educational Background	Years of experience	Years of experience in the institution	Field
Sema	High School	23	23	Handicrafts
Barış	Bachelor	15	11	Music
Selen	Master	18	18	Fashion Design
Buse	Associate Degree	12	12	Gastronomy
Seda	Bachelor	16	16	Handicrafts
Zeynep	Bachelor	19	15	Handicrafts
Nermin	Bachelor	20	17	Handicrafts
Yeşim	Master	11	11	Photograph
Metin	Bachelor	33	13	Performance Arts
Burçin	Master	13	12	Personal Development

3.3 Data collection and instruments

An interview is used to understand and evaluate an individual, a situation, or an event as well as to gather information about individuals' opinions (Cohen et al., 2018). In this study, since more in-depth data is needed to investigate the sources of job motivation of adult educators, interviews will be used. The interviews lasted approximately 30-45 minutes with each participant.

The semi-structured interview technique with open-ended questions was used in this study. Semi-structured interviews in data collection allow flexibility in the order of the questions, and the researcher could arrange the sequence and probe interesting and important areas that arise during the interview in light of the

participants' responses (J. A. Smith & Osborn, 2007, 2008). Therefore, it could contribute to richer data.

Data collection took place during July and August 2023, after receiving ethical approval from the Ethics Committee for Masters and Ph.D. Theses in Social Sciences and Humanities. Participants were informed about the purpose of the study before collecting data, and the researcher explained the process of the research. In addition, consent forms were provided before conducting the interviews. Participant Informed Consent Form, which informs them about their voluntary participation and provision of confidentiality are given in APPENDIX B and APPENDIX C.

Before the interview began, participants were also informed about leaving the interview at any time. To ensure safety, the data collected from the interviews were kept in the locked computer of the researcher. The tape recordings and transcripts will be kept in an encrypted file for two years and then these data will be completely deleted.

The interview questions were generated by the researcher with the help of the thesis advisor and committee members. With the advisor's contribution and feedback, credibility was ensured and the final version of the interview questions were formed. The interviews were conducted online via the Zoom platform. The interview sessions were tape-recorded upon permission granted by the participants. The interview questions are provided in APPENDIX D and APPENDIX E.

3.4 Data analysis

First, the tape recordings were transcribed verbatim so as not to miss any detail, and pseudonym names were used to protect the identity of the participants. Then, to be familiar with the data, the transcribed data were read at various times.

The content analysis method was used in this study. It is frequently used to evaluate vast amounts of text by summarizing and reporting the primary contents and messages of the written data and involves the processes of coding, categorization, comparison of the categories, and drawing conclusions (Cohen et al., 2018). The coding process involves dividing text data into smaller units that are based on relevant criteria, and then evaluating, conceptualizing, and classifying the data (Cohen et al., 2018). By using the categories that emerged from the coding process, common themes and patterns are identified and they are displayed in the next chapter.

3.5 Trustworthiness

Several approaches were implemented to guarantee the trustworthiness of this research.

In this study, three pilot interviews were conducted to ensure the credibility of the study. In order to get feedback about the clarity of the interview questions and then finalize them, the pilot study was designed. The participants were asked to share their opinions about the clarity of questions and troubles they had faced. According to participants' responses, no changes were made to the interview questions.

Moreover, the identified categories, themes, and transcriptions were presented to one expert and one critical peer for data analysis. They and the researcher examined the data and verified emerging codes and themes. Feedback on the data analysis process was given by the expert and the critical peer and differences were addressed through discussions with them. The ultimate code system was established through consensus, thereby reducing the potential for researcher bias.

CHAPTER 4

FINDINGS

The purpose of the study is to investigate the job motivation of adult educators who have more than 10 years of experience. This chapter presents the findings of this study. The major findings according to participants' responses to the interview questions are provided in detail.

4.1 Reasonings of adult educators entering the field

According to the findings, it is found that except one participant all adult educators did not have any desire to be adult educators. Yet, because of enjoying the adult education environment, the area of training and teaching, as well as due to previous educators, they want to become educators. The common themes that emerged from their reasonings are shown in Table 3 below.

Table 3. Reasonings for Entering the Field

Theme	Frequency
Enjoying The Adult Education Environment	4
Enjoying The Area of Training	3
Enjoying Teaching	2
Previous Educators	2

4.1.1 Enjoying the adult education environment

Among 10 adult educators, four of them stated that their reason for becoming adult educators is the adult education environment. Although Seda and Burçin had

experiences in K-12 education before becoming adult educators, they explain their experiences as real pleasure and they love the adult learning environment, as follows:

After discovering an institution like ISMEK and starting to work in this institution, I experienced the real pleasure of working in the field of adult education. During my university years, I worked in middle schools and high schools for my internship. After learning about adult education, my perspective on middle schools and high schools changed. I no longer wanted to work in a middle school or high school, the place I wanted to be was the adult meetings held at the Institute Istanbul ISMEK. (Seda, Appendix F, 1)

Actually, my career goal was to become a high school teacher. In the past, I even worked as a teacher at a high school. My knowledge and awareness about adult education were very little. I knew that such an environment existed, but I can say that I did not start this job with the intention that I would work with adults. My adventure working in the field of adult education started with ISMEK and I loved the adult education environment. That's why I never had any thoughts of quitting this job. (Burçin, Appendix F, 2)

4.1.2 Enjoying the area of training

The second most mentioned reason is the area of training. Selen and Nermin stated that they had interests in their field since their childhood and they decided to work in this field. Becoming an adult educator allows them to realize their dream job.

It was my childhood dream. My aunt told me that she wanted to sew a skirt for me. She let me choose the fabric. While choosing the fabric, touching the fabric, and seeing my aunt use the sewing machine and cut the fabric, I fell in love with the profession. I said to myself, 'I must definitely do this, I must definitely teach others how to sew.' Sewing is something else; I believe it gives freedom; it purifies people. (Selen, Appendix F, 3)

Since my childhood, I have had an interest in handicrafts. I attended a vocational high school for girls. I completed open education in public relations and business administration. Yet, I always had this feeling inside me: What can I do related to handicrafts? (Nermin, Appendix F, 4)

Metin graduated with a degree in accounting, but during his time at university, he discovered his passion for dancing. Driven by this interest, he decided to pursue education in dance at a conservatory. He now shares his enthusiasm for dance as a profession, working as a dance instructor, as follows:

With my entrance to the university, I started dancing in an amateur group, and this pulled me into the world of dance very intensely. Through various festivals, dance performances, and competitions, I suddenly found myself deeply involved in that field. It pushed me out of my profession, which was accounting, and I decided to make a U-turn by choosing to go to a conservatory. (Metin, Appendix F, 5)

Metin further describes his feelings while dancing as captivating and dancing helps him to reduce stress.

When I'm dancing, I express myself and release the stress, and I believe that by letting go of that stress, I manage to overcome many challenges in life. That's why I never get tired of it. Sometimes, I lose track of time; I may not even know the end time of a class. Suddenly, someone says, "We haven't taken a break." and I realize the class is almost over. It has happened to me many times. I get lost in it because it's truly captivating. (Metin, Appendix F, 6)

4.1.3 Enjoying teaching

Among 10 adult educators in this study, two of them mentioned that they became adult educators because they like teaching, Buse, for example, stated that over the years, she had opportunities to study and work in different fields such as veterinary medicine, international relations, the pharmaceutical industry, and tourism. Then, she decided to be an educator since she realized education reflects her better.

I had the opportunity to transition to different sectors through the years. I continue working in the institution because I believe that the educational aspect reflects me better and expresses me more effectively. I experienced differences in finding the job I love, but once I found the right path, I made the decision not to give up and said to myself "I should progress in this path." (Buse, Appendix F, 7)

For Yeşim, the process of becoming an educator was a coincidence. However, after entering the field of education, she stated that she did not hesitate to work in this field. She expressed her experience as follows:

I was in the private sector. After experiencing the challenges of the private sector and starting my master's thesis, I realized that I couldn't manage both at the same time. At that time, I received an offer from a high school. I started there because I thought the working hours would be convenient and wouldn't

tire me too much. As I looked into it further, I found joy in teaching, and afterward, I didn't hesitate. (Yeşim, Appendix F, 8)

4.1.4 Previous educators

The last reason for becoming an educator is previous educators. Two participants mentioned that their wish to become educators is due to their previous educators' positive behaviors towards them. Zeynep stated "I never really thought about becoming a teacher. I really liked my teacher in high school and I said, "I want to be a teacher too." (Zeynep, Appendix F, 9). Barış explained that he chose this job because he admired his teachers and they built a love for this profession.

When I attended music classes as a child, I admired my teachers. It was through them that I actually developed a love for this profession. I said to myself one day I want to become an educator like them. So, the fundamental thing is to admire your educators. I chose this path because of my educators. (Barış, Appendix F, 10)

However, unlike the nine participants, only one of them, Barış, mentioned that he chose to be an adult educator intentionally. He stated that he wanted to work with people who really want, as follows:

I once considered taking the Public Personnel Selection Exam (KPSS) and becoming a teacher in formal education. However, the idea of providing education to children as compulsory education made me reconsider. I genuinely wanted to provide education to those who truly desire it, and this was the foundation for me to work with adults. (Barış, Appendix F, 11)

4.2 Factors that affect adult educators positively

The categories that emerged from the factors affecting adult educators positively are participants, the profession, the institution (ISMEK), colleagues, administrators, and self-motivation, respectively. The categories and themes are shown in Table 4.

Table 4. Factors Affecting Adult Educators Positively

Category	Themes	Frequency
Participants	Making a Difference in Their Lives Meeting and Learning from Diverse Participants Positive Relationship and Feedback	12
The profession	Enjoying Teaching	4
The Institution (ISMEK)	Opportunities For Development Work Environment	4
Colleagues	Sharing Knowledge and Energy Working With Competent Individuals	2
Administrators	Positive Behaviors of Administrators	2
Self-Motivation	The Educators' Ability to Self-Motivate	2

4.2.1 Participants

According to the responses of the adult educators in this study, the answer “Participants” has the highest frequency that affects job motivation positively the most. This category includes making a difference in their lives, meeting and learning from diverse participants, and positive relationships and feedback.

4.2.1.1 Making a difference in the lives of participants

Contributing to the course participants not only inside the classroom but also outside increases the job motivation of adult educators the most under this category. Seda stated that she helped some of the course participants to graduate school and to get a driver's license. According to Seda, her experience is priceless.

After entering the field of adult education, being able to contribute to female participants by making a positive impact on their lives within and without the classroom has been significant for me. For instance, motivating those who haven't had the opportunity for educational equality, inspiring them to complete middle school or high school, or enabling someone who hadn't

dared to get a driver's license, motivating “You can do it, you will succeed.” Seeing the aspect of contributing to and making a difference in lives, especially in the context of adult education of women, has been priceless for me. (Seda, Appendix F, 12)

Selen and Buse stated that providing an occupation to the course participants provides the major source of satisfaction of the job. They both stated it is very motivating to see them get a job using the knowledge they have learned.

The participants genuinely want to learn this as a profession. For me, the most important thing is to see that each of them becomes a professional. That's already the biggest motivation for you. You don't need anything else. (Selen, Appendix F, 13)

Being able to teach something that motivates me, researching, presenting, and receiving feedback is truly fulfilling. Developing the skills of the participants, and seeing them progress... These are entirely happiness-inducing and rewarding. You set aside the salary and fatigue, and you say, “Yes, I was able to touch some people's lives.” That's the part that makes me happy. For example, I placed one of my participants in a baby food company. Their feedback is so happy and motivating. The participant says “Even my mom is grateful, she prays God for you, and thanks you so much for giving me this opportunity, for what you've taught me. I earn my living with them; I make money with them.” Even that alone is really motivating. (Buse, Appendix F, 14)

Barış is a music instructor. He expressed that watching his course participants on the stage is the most beautiful part of his job.

The most beautiful aspect, the motivational aspect for us is being able to bring the effort onto the stage. In other words, we take someone who doesn't know anything and first teach them a new language, the language of notes. Then we teach them an instrument, and after teaching them, we move on to the stage and watch them. You know how they say a child is not envied by two people: their parents and their teacher. Truly, you see the reward for your efforts... that's motivation, the divine secret, whatever you call it in this profession. (Barış, Appendix F, 15)

Not only on the stage but also inside the classroom, Nermin explained it is amazing to see the products of the course participants. Seda adds that sharing the sense of their accomplishment and happiness with them keeps her motivated.

I was very happy at the workplace. Working with those adults, it was so motivating for me... seeing the products they created... that's something

wonderful, indescribable. It's a very unique feeling. (Nermin, Appendix F, 16)

It was really beautiful to share the feeling of “I achieved this” with them even when they completed something small. Even if I can't because they are adults, the motivation of imagining how happy they would be if I said, “Well done!” and patted their back keeps me always energetic and lively as an instructor. (Seda, Appendix F, 17)

4.2.1.2 Meeting and learning from diverse participants

Meeting many people coming from different backgrounds and learning something about life and profession from them increase the job motivation of three adult educators. They stated that they gain valuable insights and perspectives from diverse individuals.

Participants have such diverse backgrounds that getting to know them, learning from them, and contributing something of your own... These have become increasingly valuable over time. The more you are immersed in different people, the more things come back to you. I've seen that. (Buse, Appendix F, 18)

Do you know the most positive factor? Getting to know people and learning as much from those people positively or negatively. Both in a professional and a life and human sense. I've met so many people through this profession, those older than me, those with more life experience... We thought we learned a lot in school, but this place really developed us. Perhaps that's my biggest motivation. (Yeşim, Appendix F, 19)

Burçin mentioned that the adult education environment is like the University of Life.

She adds that meeting with younger course participants also affects her positively and being with Generation Z excites her. Her expression is given below:

While teaching here, the instructor learns a lot. It's truly like the University of Life here. This is one of the motivations that positively affects me a lot. There's really a diverse profile, very different people, and diversity here is very valuable. University students also have very open minds. I am from Generation Y, and I can say that Generation Z excites me a lot. In fact, I learn a lot from them as well. (Burçin, Appendix F, 20)

4.2.1.3 Positive relationship and feedback

Positive relations with participants and getting positive feedback have positive effects on adult educators. Seda stated that before starting a new term, her motivation increases due to the excitement of seeing her previous participants and meeting with new people, as below:

First and foremost, while establishing the educator-participant relationship, we make sure not to cross certain boundaries, but at the end of the day, we develop friendships within the class. I am looking forward to that friendship. I'm also very excited about getting to know new people with the newcomers, and that's how my classroom motivation develops. (Seda, Appendix F, 21)

Positive feedback from course participants pleases the adult educators. Nermin stated that she became a master instructor by the positive assessments of the course participants about her. Zeynep said that her previous participants visited and complimented her and this made her happy. Their statements are given below:

In the past, there were performance evaluations. Based on the results of those evaluations, specifically the ratings given by the participants, I became an expert instructor by receiving top scores. These motivated me. (Nermin, Appendix F, 22)

It was very pleasing for me when three-four participants from 10 years ago visited my class and said, "We attended so many classes, received education in various fields, but we never encountered an instructor who added something to us, touched us, made a significant impact like our educator did." Their visit made me very happy and pleased. (Zeynep, Appendix F, 23)

4.2.2 The profession

After the Participants category, the Profession and the Institution (ISMEK) categories share the second position in frequency. As mentioned earlier, one of the reasons for becoming an adult educator was enjoying teaching. The profession is found as a motivator for adult educators consequently. Zeynep and Nermin say that they enjoy their job and they are happy.

So... it went very well and is still going well. I love it because I enjoy teaching, and since I do it with pleasure, I don't have any problems at the moment. (Zeynep, Appendix F, 24)

Firstly, I continued in this profession by motivating myself because I was happy with it. (Nermin, Appendix F, 25)

4.2.3 The institution (ISMEK)

The opportunities that the institution (ISMEK) provide and the work environment there increase adult educators' motivation. Sema expressed that the work environment at Institute Istanbul ISMEK is warm and intimate by saying "I see ISMEK as a family environment. It's a very friendly atmosphere." (Sema, Appendix F, 27)

According to Zeynep, the opportunities for personal and professional development provided to adult educators at ISMEK are more than in other institutions. She feels privileged to work at ISMEK, as below:

ISMEK is indeed a different aspect, a different area. From the perspective of participants and instructors, it's unique. Because we attend continuous training and constant renewal compared to other educational institutions, ISMEK felt very different to me. During the training process, when I saw continuous developments, I realized something: 'If I take the KPSS exam and get assigned somewhere, will I be as happy and peaceful as I am in ISMEK?' So, I later chose not to take the KPSS exams. If being a part of ISMEK is a privilege, I decided to continue this privilege. (Zeynep, Appendix F, 26)

Seda mentioned that after some time in the field, they transfer the skills and knowledge they know over the years. At this point, the in-service trainings that the institution provides is useful for them.

We share some existing, well-memorized information with the participants. After a point, it becomes quite monotonous. In my field, the part that provides freedom and increases my motivation is the in-service training sessions offered within the organization. (Seda, Appendix F, 28)

Burçin mentioned that Istanbul Metropolitan Municipality (IBB) is a brand and believes that there are no other institutions to be equivalent, as follows:

I can say that being a part of Istanbul Metropolitan Municipality makes me proud. I even love the name of it. Another aspect that makes this place valuable for me is the fact that there is no job opportunity as valuable as this place. (Burçin, Appendix F, 29)

4.2.3 Colleagues

In addition to the participants, the profession, and the institution, colleagues also have positive influences on adult educators. Working with competent colleagues in various fields and sharing knowledge motivates Buse and Burçin positively. Burçin also added that it is enriching to work with diverse people.

Being able to be useful to my colleagues, transferring my humane aspects to others at some point, teamwork with many educators... there is a lot of information and energy we exchange with each other, and I truly believe in that. (Buse, Appendix F, 30)

My colleagues are competent, expert, and engaged in very enjoyable work in their fields... that's why the profile here is incredible. When we chat in the educators' room, we might discuss stress management one moment, motivation management the next, and then hear someone talk about radio programming and voiceover work. We have an educator in broadcasting talking about channels. So, there is an incredible atmosphere. It's very enjoyable for us, and we are truly in a very enriching environment in terms of diversity. (Burçin, Appendix F, 31)

4.2.4 Administrators

It is found that positive attitudes and behaviors of the administrators of the institution motivate the participants. Sema explained that effective communication between administrators and educators is very important. Putting themselves in the educators' shoes and providing positive feedback to educators increase the motivation of Sema and Nermin.

The perspectives of our administrators were good; everything we wanted to fall into place. My classroom was small, very cramped, and not very convenient. I said, “A classroom, please, a larger one...” Everything I asked for was done. There was never a “No, this can't be done.” Every effort was made. Of course, mutual communication is crucial, understanding each other, putting oneself in each other's shoes, and looking at things from my perspective were all positive aspects. (Sema, Appendix F, 32)

... From some of our managers, not all of them, there were thanks, appreciation... A few administrators said: “The classroom of the educator who never loses a participant.” Everyone thanked. These motivated me. (Nermin, Appendix F, 33)

4.2.5 Self-motivation

Besides above mentioned motivating factors, two participants also mentioned self-motivation. Nermin stated that the most important issue is her internal motivation besides the external motivational factors. She said that she stayed updated with the developments in her field and this increases her inner motivation. Barış argued that if an educator is self-motivated, then the class becomes motivated, too. He added that since he is self-motivated, he does not even feel like he is working. Their statements are given below:

I motivated myself. Initially, because I was happy in this profession, I continued by motivating myself. We received external thanks for the exhibitions we organized, and the projects we completed, but the most important thing was my internal motivation. The most important. Very important. I kept up with changes in my field and never stopped, and when I turned to different things, they increased my internal motivation. (Nermin, Appendix F, 34)

I've never gone to work in my life; I think the fundamental aspect starts here. I went to school, I went to concerts, but I have never gone to work. I believe the primary thing for motivation is that the instructors can motivate themselves. If you motivate yourself and equip yourself with knowledge and skills, then the moment you enter the classroom, you motivate both yourself and everyone in front of you. So, it comes down to what I was saying, you're not getting up and going to work. (Barış, Appendix F, 35)

4.3 Factors that affect adult educators negatively

It is found that administrators, financial concerns, and participants have negative impacts on adult educators, respectively. Table 5 shows the categories and their frequencies of mentioning. However, two participants in this study expressed that they did not experience any negativity during their teaching experience.

Table 5. Factors Affecting Adult Educators Negatively

Category	Themes	Frequency
Administrators	Negative Behavior and Attitudes Favoritism Lack of Planning	7
Financial Concerns	Financial Difficulties	4
Participants	Negative Behaviors and Attitudes	3

4.3.1 Administrators

As it is mentioned earlier, administrators have positive impacts on adult educators. However, the most frequent theme that influences adult educators negatively is found as administrators. Under this category, participants stated that negative behaviors and attitudes, favoritism, and lack of planning demotivate them.

4.3.1.1 Negative behavior and attitudes

According to the study participant Selen, conflicts with administrators due to different world views and values adversely affect her motivation. She mentioned that she thought about resigning because of the pressure from administrators:

It's inevitable to have points of conflict with administrators. I received a lot of warnings about my clothing and behavior because I am a supporter of freedom. There were times when I felt so overwhelmed and pressured that I thought about resigning. There are also times when you are subjected to false accusations because, despite having many admirers, there are also those who don't like you. It can happen because, as I said, they may not like your mindset. You may not align with their way of thinking and belief system. (Selen, Appendix F, 36)

Buse stated that her efforts, the time she invested, and the work she completed go unnoticed. The unfair and negative behaviors and attitudes of the administrators demoralize her and erode her trust.

...There are situations where what you did is perceived as if you didn't do it. Unsaid things are being thrown at you like "Actually, this was said to you, what did you do about it?" There is so much effort, and so much time spent. I've learned in this period that people need to suppress their emotional sides, and not trust too much. I started to notice that I am affected by these, so I've been very upset lately. Additionally, there is the issue of having a lot of paperwork, but it goes unnoticed. We sometimes find ourselves in situations with administrators like "What have you been doing all this time?" (Buse, Appendix F, 37)

Zeynep mentioned that there is also bias towards educators. Nermin complained about the lack of positive feedback from the administrators as a demotivating factor.

Our administrators change, or there are new ones who come from a different place due to a change in duties. They often approach with bias because they don't know you. (Zeynep Appendix F, 38)

Educators want praise, they want to be valued, they want to be appreciated. There is no feedback. I can only be motivated by feedback. (Nermin, Appendix F, 39)

4.3.1.2 Favoritism

Favoritism about administrators was mentioned by two participants. Although Yeşim stated that favoritism was higher previously, it still exists in the field. She adds that having to deal with such people and their egos decreases her motivation.

From an administrative perspective, especially in the early years, of course, everyone climbs to certain positions with effort, but people like us... when you see that someone comes from above, when you have to struggle with

their egos, when you have to struggle with people who have almost never held a pen, it is naturally a bit exhausting and hurtful. (Yeşim, Appendix F, 40)

4.3.1.3 Lack of planning

The existing workload and the lack of planning make it difficult to complete tasks on time. Buse mentioned that there is also an inability to sustain the decisions made.

First, they say, “Yes, this job will be done.” and then, when you start that job, you encounter situations like “Actually, I didn't mean it that way, it was like this.” In the end, you don't want to do the thing you were going to do, and again, you withdraw. (Buse, Appendix F, 41)

Buse added that sometimes her work spills over into her personal time because of the intensity of paperwork and instant required tasks. She said this causes less time to rest. She said that being planned and organized motivates her more:

That day, the work is not getting done, and an urgent task is requested. It has to be finished that day. I feel responsible for that. If I don't do it, I can't leave because I think they might misunderstand it, and perceive my behavior as neglect, so I continue that work even at home. Being more planned and organized, and having clear frameworks actually motivate me more. Knowing what I will do, with whom, where, and when, or knowing which framework I will fit into motivates me. (Buse, Appendix F, 42)

4.3.2 Financial concerns

After the Administrators category, the second most frequently mentioned negative impact was financial concerns. Participants expressed that one of the primary issues causing significant demotivation is financial difficulty. Burçin specifically mentioned the lack of a high-income environment.

... Previously, maybe not very valuable, but now, for example, financial concerns, making a living, and getting by, are some of the biggest problems. (Buse, Appendix F, 43)

Currently, the educators are in a lot of trouble, their motivation is very low. First, the salary should be substantial. (Nermin, Appendix F, 44)

... From time to time, financial situations, we don't have a very high-income environment. Therefore, this can be challenging from time to time and can affect motivation. (Burçin, Appendix F, 45)

4.3.3 Participants

The least mentioned category under the factors affecting adult educators negatively is participants. Their negative behaviors and attitudes such as complaining to the administrators and not accepting feedback affect adult educators negatively.

Although Zeynep and Yeşim bothered by the behaviors and attitudes of their course participants, they mentioned that these were negligible. It happened one or two times in their teaching life.

In 16 years at ISMEK, I only had one negative experience with a participant. We generally try to enroll as many participants as our group capacity allows. When our numbers exceed that, we can't individually pay attention to each participant. After explaining something, I tell the participants, "Apply this, and while you are doing it, I will individually check on each of you." One participant followed me in class. When I approached her, she thought I spend very little time with her and showed very little attention. She wanted more attention, but I hadn't noticed. At the end of the class, she went to the administrator and complained, "The educator didn't look at me, didn't pay attention to me." (Zeynep, Appendix F, 46)

Have there been moments in the 11 years where you felt hurt or upset by participants, and you found it challenging to understand how people at this age could react this way? Certainly, it has happened, but maybe once or twice in these 11 years. They are not very memorable incidents; I can call them personal whims. The clearest memory I have is, "I want to see my exam paper; I could never have failed the exam." Even though you show them the exam paper, they are not satisfied and continue to complain. Or the same student constantly arrives late in a disruptive manner, or you assign a project, and they refuse to participate. When you warn them, they act as if the mistake is yours. Honestly, no one wants to receive criticism anymore. (Yeşim, Appendix F, 47)

4.4 Reasons for attending in-service trainings

All the participants in this study state that they attend in-service training. Five of them mentioned only the in-service training that the institution provided. The other

five expressed that in addition to the institutional ones if they have time, if the topic is related to their field, or if they think it adds value, they attend in-service training individually outside of the institution. Their reasoning for attending the training is found mostly for participants, field knowledge, and obligation. Table 6 displays the related data, below.

Table 6. Reasons for Attending In-Service Training

Category	Themes	Frequency
Participants	Benefiting Participants	8
Field Knowledge	Updating in the Field Improving Existing Knowledge	6
Obligation	Mandatory	2

4.4.1 Participants

When asked about their reasons for attending in-service training, almost all of them, eight participants, stated it was for contributing to the course participants. For instance, Buse mentioned that she believes in-service training programs enable them to provide a better education. On the other hand, Zeynep expressed the view that these training programs help them touch people's lives, contributing to their ability to make a meaningful impact. Their statements are provided below.

... One of the efforts we make to provide better service and education to participants and to elevate the quality of education is attending the training. I genuinely value in-service training programs. (Buse, Appendix F, 48)

Adding a bit more knowledge in a different area to ourselves, how we can apply this difference, how we can transform it into something in our class, and what we can offer to the participant after acquiring it – it's essential. There are many people we have touched in their life. These are crucial for us. We need to somehow touch the participants while maintaining the distance between us. (Zeynep, Appendix F, 49)

Seda explained her reasoning as becoming an updated educator and understanding the perspectives of the new generation in her classes.

I participate to stay current as an instructor, to continue being the instructor of that period, that year. I join to keep up with the new generation and update myself. (Seda, Appendix F, 51)

Likewise, Yeşim mentioned in-service trainings contributed to her effective teaching. She believes that she can change her methods and perspective while teaching and try to motivate her participants in different ways by attending these trainings.

For example, let me give you an example. I attended an in-service training on literature. I joined because I love reading. I am a photographer, and my job is to tell stories through photos. So, I wondered what I could learn from there and how different fields might benefit me when taking pictures. When teaching my students, I can talk about literature a bit instead of always discussing the same thing. Or maybe I'll talk a bit about theater. How can I make them happier and stroke their pride a bit more, thinking about how I can explain these things a little differently rather than always talking about the same topic? That's why I participate. (Yeşim, Appendix F, 50)

4.4.2 Field knowledge

The second most mentioned reason for attending in-service training was about field knowledge. Adult educators attend in-service trainings to update and improve existing knowledge in the field. Selen said "... The first reason is to learn innovations in my field and fill in my gaps." (Selen, Appendix F, 52). Buse adds that she wants to learn the recent developments in the field and strengthen her existing knowledge, as follows:

... [The reason is] to completely grasp the field-related information, catch up with the latest, enhance existing knowledge, and see different versions... (Buse, Appendix F, 53)

Metin states that education continues lifelong and he believes there is always something to learn. According to him, the journey of learning and discovery is ongoing, with endless opportunities for growth and exploration.

Even though I have been working in my field for many years, I believe that everyone in their field continues to learn and grows as life goes on. There is always more to learn and discover. (Metin, Appendix F, 54)

Nermin mentioned that training sessions enable educators to grow both personally and professionally. Through these training opportunities, she shares her newfound knowledge with course participants, contributing to their development. In doing so, she believes she also makes a valuable contribution to society, as outlined below:

To improve ourselves in our profession, the first and foremost step is professional training. The reason for attending these training sessions is to enhance our professional skills, providing benefits both personally and professionally. In this way, as educators for adults, we contribute to society in both personal and professional aspects. (Nermin, Appendix F, 55)

4.4.3 Obligation

The least mentioned reason for attending in-service training is an obligation. Apart from participants and field knowledge, two participants mentioned that their motivation stems from a sense of obligation. Metin states that since attending the trainings is his duty, he attends.

In-service trainings conducted within the framework of workplace regulations are mandatory. I attend the training sitting down, no matter what the subject is, even if I am uninterested at that moment. I am a bit of a duty-oriented person. If I am told to sit here today and write a twenty-page article, I will sit down and write because it's a duty. (Metin, Appendix F, 56)

4.5 Effects of in-service trainings on job motivation

All the participants in this study think that the in-service trainings increase their job motivation. The participants believe that the trainings contribute to their teaching process and enhance their effectiveness. Eight of the participants stated that attending in-service trainings increases their job motivation since they think that they could

contribute more to their course participants. Buse and Yeşim stated that usable information in the classroom supports and contributes to them, as below:

... Learning how to apply the trainings is enjoyable for me because they are usable in my field. Therefore, I find the personal development aspect supportive, and in terms of my profession, it strengthens and supports the training I will give. (Buse, Appendix F, 57)

If I can transform what I have learned into something different in the classroom, if what I have learned helps my lesson and teaching, it contributes in this way. (Yeşim, Appendix F, 58)

Similar to Buse and Yeşim, Zeynep stated that in-service trainings help her to increase her motivation and energy. She also believes for every field, trainings are crucial.

The lesson plans are already prepared. We enter the system, constantly going in and out of lessons. After a certain period, this exhausts the instructor. The instructor enters a mode of 'let me get my payment, go in and out.' When this happens, participants don't want to stay in class because they notice the instructor's unhappiness and the way they approach it, and they are not satisfied either. That's why the training we attend gives us a boost from time to time. When we receive those boosts, we enter our classes more energetically. Therefore, training is always necessary, training is essential in every field and every branch. (Zeynep, Appendix F, 59)

On the other hand, according to the findings, five of the study participants think that the specific in-service trainings directly related to their field increase their job motivation more than other generic trainings. According to Selen, Seda, and Burçin, the topic and its transferability in the classroom motivate them more.

What I enjoy the most are generally the training sessions I receive about the field and in terms of my profession. Because when I discover something new related to my field and learn something new from trainers, I get excited and think, "I need to apply this in class too." What affects me is its applicability. I should be able to adapt it to my class. That excites me. If I can't apply it or if it doesn't appeal to me, I get bored. (Selen, Appendix F, 60)

We don't have many opportunities for in-service training in my field; I work in handicrafts. The last training, we had was on games for ages 8-12. We had an incredible time, but it wasn't something I could transfer to my class and say, "Come on, ladies, hands in the air, today..." Training related to our own branches and fields motivates me more individually. I definitely prefer in-service training that directly relates to my work. (Seda, Appendix F, 61)

The content is actually what I value the most. I derive great pleasure from training that I can apply in the classroom. In my opinion, developing in terms of knowledge is crucial because it's an advantage in the adult education environment. ... A well-planned in-service training, if it nurtures and supports my comfort in the classroom, makes my participation enthusiastic, and I don't forget. I get excited about attending the next one if it's well-planned and the topics are chosen correctly. (Burçin, Appendix F, 62)

Besides the opportunity to contribute more to the course participants, Barış and Zeynep mentioned that their wish to learn new information and advance themselves increase their job motivation. Barış explained his experience as fulfilling his craving for new information, as below:

An educator once said in an in-service training “We, the Turkish people, use the concept of millet (*nation*) a lot. A place where people of the same belief live is called a nation, but ulus (*state*) is a place where people of all beliefs live. So, Mustafa Kemal Atatürk intentionally used the term state. This sentence is a carefully chosen one. Look, I'm telling you about it, seven months have passed since the training, and it has settled in me. This is a very important word, and we miss its meaning; I took it for myself. Actually, do you see? I am satisfying my own craving. (Barış, Appendix F, 63)

I always push my boundaries to learn something and move myself up a notch. I go to each training expecting to gain something different. For example, I attended a training at Gazhane, and I was very satisfied. Right there, I discussed “How we could incorporate this training, how we could get our trainers and participants interested in it?” Afterward, we arranged it as an in-service training for our educators. (Zeynep, Appendix F, 64)

However, although all of the participants in this study mentioned that the in-service trainings increase their job motivation, Nermin and Metin added that the trainings are not sufficient to increase their motivation alone. Nermin said that there should also be higher income and constructive feedback to enhance job motivation.

Of course, there is a contribution, isn't there? But it doesn't give a perfect motivation. Yes, developing myself professionally makes me happy and motivates me because I convey that knowledge to adults. However, ultimately, it is not enough; it falls short. For once, the salary should be substantial. Right now, instructors are facing many difficulties, and their motivation is very low. There are some disputes, so perhaps the most important thing for them is the salary. They want praise; they want to feel valued. There is no feedback. Speaking for myself, I would like feedback. I can only be motivated by feedback. (Nermin, Appendix F, 65)

Metin thinks that the trainings are not sufficient in terms of experiential learning. He stated that the trainings should be practical and he thinks he attends the trainings just for the sake of attending them.

... But if you ask if the training we receive is sufficient, I believe it is lacking because I think that education should not only be about explanations, not coercive but definitely and absolutely practical and experiential. Like acting in a play or doing theater. Therefore, it feels like we are taking training just for the sake of taking training. (Metin, Appendix F, 66)

Overall, based on the findings of this study, adult educators enter the field because they enjoy the adult education environment, the area of training and teaching. In addition to these intrinsically motivated factors, two of them stated that their previous educators had positive influences on them to become educators. Moreover, it is found that there are more positive factors affecting the job motivation of adult educators than negative ones. On one hand, the most mentioned positive factor is found as participants. Making contributions to their lives, meeting and learning from the participants, and building positive communication with them affect adult educators positively the most. On the other hand, the most frequently stated negative factor affecting their motivation is found as administrators. Their negative behaviors and attitudes, favoritism, and lack of planning have negative impacts on adult educators. The negative factors were followed by financial concerns and participants.

The reasons for participating in in-service trainings are found mostly to making more contributions to the course participants, followed by field knowledge and obligation. All participants stated the trainings increase their job motivation. Accordingly, their effects on job motivation are found to be related to course participants. When adult educators believe the training will help them to enhance their teaching, their motivation increases. Although adult educators face difficulties,

mostly due to administrators and financial concerns, it can be said that they continue working to benefit their course participants.



CHAPTER 5

DISCUSSION

This study examined the motivational factors influencing adult educators to remain in their jobs. Data were collected through semi-structured interviews with ten participants. This chapter presents a discussion of the findings in connection with the relevant literature. It discusses the main themes that emerged from the data analysis, including factors that increase and decrease job motivation as well as the influence of in-service trainings on job motivation, considering both internal and external motivational factors.

5.1 Discussion of the findings

First of all, the findings of the current study revealed that most of the adult educators did not have an academic background related to adult education, similar to the studies of Kahriman (2010) and Rose et al. (2002). Moreover, Lawler and King (2003), Marceau (2003), Research voor Beleid (2008), Mazurkiewicz (2009), and Karaman (2016) proposed that the career pathways of most adult educators were not planned for this profession. Kahriman (2010) conducted research with 18 adult educators and found that their fields were various. Consistent with their studies, data analysis revealed that the adult educators had studied various fields in associate degrees, undergraduate programs, and master's degrees. However, although majority of the adult educators do not have a preplanned career pathway, Osborne and Sankey (2009) stated that very few people choose this profession willingly. In the current study, one out of 10 participants mentioned that he chose to become an adult

educator willingly. Yet, this is inconsistent with the study of Takır (2019) since most of the participants in her study chose their profession willingly.

Jõgi and Gross (2009) and Kahrman (2010) argue that adult educators are influenced by their personal lives and social environment when deciding to work as adult educators. The participants in this study mentioned that they became adult educators at the recommendations of their friends, by seeing the job from social media and earning money. Since there is no formal education in adult education in Türkiye, some of the adult educators had previous experiences in different sectors such as tourism, the medicine industry, textile, and K-12 teaching.

According to the findings, except for one participant all adult educators did not plan to become adult educators. Although the majority of the adult educators did not think to become adult educators, six participants stated that becoming an adult educator was their first job. Therefore, it can be said that the adult education concept is not well-known in Türkiye and even some of the educators in the system entered the field unintentionally. Similarly, Yayla (2009) stated that in Türkiye, the adult education concept is not understood well. In addition, one of the study participants emphasized that adult education is new in the society in Türkiye and some of the academic knowledge about adult education is not suitable in terms of applicability to the adult education environment. It is found that adult educators should be observers and act according to the socioeconomic status, education level, and even characteristics of their participants.

Adult educators in this study believe that they are not only adult educators but also individuals who have roles of guidance, role models, and psychological supporters. One of the participants expressed that trying to increase the eagerness of her course participants allows them to graduate from the K-12 education system and

get a driving license. She added that it is important to create a peaceful environment in the classroom and explain to the course participants the goodness in the diversity of ethnic, religious, and cultural differences in the classroom so that they raise their children more consciously. She concluded that in adult education, promoting awareness of diversity is not just a duty; it is an essential responsibility.

It is also found that adult educators should be good communicators. Some participants mentioned that guiding adults means contributing to society. The findings are consistent with the literature (Aratemur Çimen, 2009; Kahriman, 2010; Sedivy-Benton et al., 2018).

5.2 Reasons for becoming an adult educator

According to Bergmark et al. (2018)¹, educators exhibit both intrinsic and extrinsic motivation when choosing teaching as a profession, with the former being more prevalent. The current study attempted to find out the reasons adult educators for entering the field of adult education. The common themes that emerged from the reasons for entering the field are found as enjoying the adult education environment, followed by enjoying the area of training, enjoying teaching, and their former educators. It is found that although the majority of the participants entered the field unintentionally, they were mostly intrinsically motivated while choosing to become adult educators. Similar to Bergmark et al. (2018) and Kyriacou et al. (1999)², it is found that being passionate about the area of training has an impact on the decisions of educators. One of the participants in this study mentioned that she loves her field.

^{1, 2} Due to the limited research conducted by adult educators, this study incorporates findings from the experiences of K-12 teachers. Bergmark et al. (2018) and Kyriacou et al. (1999) conducted research on K-12 teachers.

According to findings, adult educators feel satisfaction and joy while teaching. One of the participants mentioned that she likes teaching so much that is like an addiction. Moses et al. (2017) and Phillips and Hatch (2000) conducted research on K-12 teachers and found similarly that teachers experience a sense of fulfillment and happiness when engaged in the act of teaching. Ryan and Deci (2000a) defined intrinsic motivation as doing the activity not for benefits but for satisfaction. Similarly, the study of Liu et al. (2020) about educators' reasons for teaching revealed that educators are mostly intrinsically motivated.

Finally, positive experiences with previous educators are cited as one of the reasons for individuals to become educators. Some participants mentioned that their previous educators treated them well and provided guidance, inspiring them to follow a similar path. Similarly, according to the studies of Osguthorpe and Sanger (2013) and Erben Keçici (2019) conducted by K-12 teachers, experience with past educators is one of the reasons for choosing teaching as a career. In their study, participants mentioned that their educators were their role models that encouraged them to become educators. In alignment with the Self-Determination Theory by Ryan and Deci (2020), becoming an educator not only for personal desire but because it is seen as valuable and meaningful, the adult educators' reasoning is considered an example of external motivation.

5.3 Motivating factors for staying at the job

Participants:

According to the findings of the current research, learner-related factors affected adult educators more positively than job-related factors. It is found that participants mostly mentioned that the desire to make a difference in the course participants' lives

by contributing to them in and out of the classroom, followed by meeting and learning from diverse participants and building effective and positive communication increase their motivation. Some participants expressed that sharing their happiness about a completed task and providing them with a job gives them satisfaction and joy. Similar to the literature, as stated by Steyn (2002)³ and Yıldız and Kılıç (2021)⁴, interaction with learners and being useful to them are the most expressed intrinsic motivational factors.

Mansfield et al. (2016) state that building relationships with individuals increases motivation. Similarly, Ryan and Deci (2000a, 2000b) stated that interpersonal relationships could be intrinsically motivated if there is effective communication. In this study, participants mentioned that the adult education environment allows them to meet with people from different backgrounds. In line with the literature, it is found that meeting, communicating, and learning from diverse course participants affect adult educators positively and increase their motivation.

In addition, participants also mentioned improving the skills of course participants and being able to teach increase their motivation. Consistently, as Yıldız and Kılıç (2021) and Kızıltepe (2016)⁵ state that teaching new information to students and being witness to their achievements are among the elements that improve educators' extrinsic motivation the most.

Job itself:

Job-related factors were the second most stated factor for increasing motivation.

Participants mentioned that enjoying the field and being happy with their profession

^{3,4,5} Steyn (2002), Yıldız and Kılıç (2021), and Kızıltepe (2016) conducted research on K-12 teachers.

positively influence their motivation. These factors are followed by the institution where they work, their colleagues, and administrators. Although all of the factors increase educators' motivation, enjoying and being happy with their work are the factors that are regulated intrinsically, supported by Yıldız and Kılıç (2021).

Participants mentioned that the working atmosphere in the institution they are working (ISMEK) is warm and it allows personal and professional development through in-service training. Moreover, some participants added that there is a nourishing environment in terms of diversity of competent colleagues. Sharing knowledge and energy and being useful to them increase their motivation. Consistent with the literature, having a peaceful environment at the workplace and positive relations among educators (Kızıltepe, 2016; Skaalvik & Skaalvik, 2011; Yıldız & Kılıç, 2021) are elements that increase the extrinsic motivation of educators.

The last factor that increases adult educators' extrinsic motivation was found as administrators. Positive behaviors of administrators such as mutual communication, putting themselves in the educators' shoes, and providing positive feedback positively influenced adult educators. Although Kızıltepe (2016) and Yıldız and Kılıç (2021) conducted research on K-12 teachers, they similarly stated that support from the administration, where the administration listens to and cares for the needs of educators is among the factors increasing educators' motivation extrinsically. On the other hand, Çakır and Alpaydın (2019) conducted research with adult educators working at ISMEK and found consistently that the key indicator of job motivation is the presence of a support culture that values success within the organization.

Self-motivation:

Finally, for individual reasons, self-motivation was the last mentioned reason that increases the motivation of adult educators. Having interest and curiosity are examples of intrinsic motivational factors that increase adult educators' motivation (Çakır & Alpaydın, 2019). Similarly, the participants in this study said that they motivated themselves by learning, reading, and researching new things.

Besides the aforementioned self-reported factors that keep adult educators on the job, the role of in-service training in their motivation was also specifically asked to the adult educators participating in the study. All participants in this study affirmed that in-service training contributes significantly to enhancing their job motivation. This indication aligns with the findings of Kahriman (2010), as participants stated a positive impact resulting from these training sessions. However, Kahriman (2010) reported that nearly half of her participants mentioned the positive effects of such training, unlike this study. The variance in participants' opinions about in-service training could potentially be attributed to variations in their years of job experience. Unlike this study, most of her participants had one to five years of job experience. It can be inferred that the greater the number of years of experience in the field, the more significant the increase in work motivation through in-service training.

All of the participants in this study expressed external motivation while attending in-service trainings. The common reasons for attending the trainings have been found as participants, field knowledge, and obligation. In this case, although some participants mentioned that certain in-service activities are not interesting, the idea of benefiting the participants motivates them the most. Ryan and Deci (2000b, 2000a) argued that when the activity is valued and supported by others, such as

friends and the community, individuals attend these activities even if they find them uninteresting. Since the participants valued the outcome of the in-service training, they showed identified regulation of external motivation.

5.4 Demotivating factors affecting adult educators

Administrators:

It has been found that the factor that demotivates adult educators the most is administrators. The negative behaviors and attitudes of administrators have a detrimental impact on educators. Participants stated that when there is a mismatch in the opinions between educators and administrators, and when they do not get enough constructive feedback, their motivation decreases. Kızıltepe (2006)⁶, Yıldız and Kılıç (2021), and Ellison et al. (2021)⁷ also found that the most frequently expressed factor decreasing the motivation of educators is administrators. Similar to this study, they found that negative attitudes and disagreements with the administration reduce educators' motivation.

Participants also mentioned that, although the rate has decreased in recent years, favoritism still exists in the sector. They stated that working with individuals who have gained positions through favoritism makes it challenging for them to collaborate effectively.

The least mentioned factor related to administrators that decrease motivation is the lack of planning. Due to the lack of planning, instant tasks emerge and the workload of adult educators increases. One of the educators stated that she completes her tasks at home and this affects her personal life. Skaalvik and Skaalvik (2011)

^{6,7} Kızıltepe (2006) and Ellison et al. (2021) studied with K-12 teachers.

state that increased workload and time constraints result in limited opportunities for resting, thereby diminishing motivation. Studies have shown that intrinsic motivation decreases when deadlines, tasks, and imposed objectives are present, as they contribute to an externally perceived locus of causality (Ryan & Deci, 2000b).

Financial concerns:

Financial difficulties are the second most mentioned factor reducing the motivation of educators. One participant specifically highlighted the low motivation among educators due to the lack of a high salary. Financial difficulties are one of the reasons for educators considering quitting (Ellison et al., 2021). As indicated by Bumin (2009), Serençelik (2005), and Kahrman (2010), financial concerns are among the issues faced by adult educators that hinder their professional development and reduce their motivation.

Participants:

The least mentioned factor that diminishes the job motivation of adult educators is participants. Extrinsic motivational factors could both increase and decrease the motivation of educators. It is found that although participants increase the motivation of educators, they also decrease in some circumstances. Angel-Alvarado et al. (2020) conducted research on K-12 teachers and argued that the intrinsic motivation of educators could be decreased because of disruptions during the lesson. Negative behaviors and attitudes of the participants during the class, their reactions to feedback, and misunderstandings in the classroom negatively affect educators. Consistently, Kızıltepe (2006) stated that students are one of the reasons decreasing educators motivation.

CHAPTER 6

CONCLUSION

This chapter outlines implications, limitations, and recommendations for further research, offering insights into potential areas of study regarding the job motivation of adult educators.

6.1 Conclusion

The study aimed to investigate the job motivation of adult educators. 10 adult educators were interviewed using the semi-structured interview method. In this context, first, the reasons for adult educators entering the field were investigated. Then, motivating and demotivating factors affecting adult educators were discussed with relevant literature.

The data analysis revealed that the majority of adult educators enter the field unintentionally. However, when asked about their reasoning, they stated that they enjoy the adult education environment, the area of training, teaching, and taking their former educators as role models, respectively. The participants mentioned that they feel satisfaction while being with adults in the class and teaching them. Also, some of them stated that their former educators had positive influences on them to decide to be educators. It is found that the reasonings of adult educators are mostly intrinsic.

The main research question of this study was to find motivational factors that keep adult educators in the field. According to the data analysis, the themes of participants, the job itself, and self-motivation were found. Under the theme participants, adult educators have more intrinsic motivation than extrinsic motivation. It is found that the desire to contribute to the participants increases their

motivation the most. They also stated that they like meeting and learning from diverse individuals that the adult education environment allows and they like establishing positive communication with them. Under the theme of the job itself, adult educators mentioned that they are happy and enjoy their area of training. However, in this theme, it is found adult educators show more extrinsic than intrinsic motivation. In addition to enjoying the field, they stated the institute, their colleagues and administrators increase their motivation. The opportunities of the institution for self-development, working with competent individuals, and having positive relationships with administrators have positive impacts on adult educators. The last theme was found as having self-motivation that is related to intrinsic motivation. Participants mentioned that they like learning and researching new things about their field and adult education.

In addition to the previously mentioned themes, all adult educators in this study stated that the in-service trainings increase their job motivation, as well. However, all of them show extrinsic motivation while attending in-service trainings. Their reasonings for attending the trainings were found to benefit participants, field knowledge, and obligation, respectively.

In addition to the motivators, demotivating factors for adult educators were also found. According to data analysis, three themes emerged: administrators, finance, and participants, respectively. The theme administrators has the most frequency that demotivates adult educators. They expressed that the negative behaviors, disagreements with the administration and not getting enough feedback decrease their motivation. Moreover, the favoritism in the field and the increased workload due to the lack of planning affect them negatively. Besides administrators, adult educators feel demotivated because of their economic situation. They believe

that their salary is not high enough. The least demotivating factor was found as participants. Their negative behaviors towards their educators and misunderstandings were found as demotivating factors under this theme.

6.2 Implications of the study

The findings of this study provide important implications for stakeholders such as adult educators, administrators, and policymakers to reveal factors increasing the job motivation of adult educators.

It is important to find the factors that keep adult educators in the system since majority of the adult educators leave the field after one to five years (Güzel, 2019; Serençelik, 2005; Yayla, 2009; Yazar & Lala, 2018). However, the existing literature is limited in terms of the job motivation of adult educators. This study emphasizes the importance of reducing the motivation gap among adult educators in their jobs. Educator retention also sustains the stability in the education centers.

It is found that administrators reduce the motivation of adult educators the most. Interpreting the findings suggests that by emphasizing the positive development of support culture in the institution, administrators and policymakers at ISMEK can enhance educator motivation. Based on the findings, this study could lead administrators to change their management strategies.

Moreover, this study revealed that in-service trainings increase the job motivation of all adult educators. However, one participant noted that some in-service trainings are not applicable in their classes, emphasizing that some trainers do not give their instruction with a focus on its relevance to adult education, instead leaning towards K-12 education. Similar to the research conducted by Yaman Şipal (2020), the number of field-specific trainings should be increased. Another

participant expressed dissatisfaction with some trainings where trainers use the direct instruction method. According to Turan Özdemir (2003), adult educators should prioritize learning by doing rather than simply transferring knowledge. However, in situations where in-service trainings are not based on adult education principles and rely on direct instruction, it becomes challenging for adult educators to apply learning by doing methods in their classes. In summary, administrators should consider the effectiveness of the trainings to encourage greater engagement from adult educators during the training sessions.

It is found that adult educators feel motivated the most because of their participants. They influence their participants to make them feel motivated, as well. When adult learners feel motivated, the rate of dropping the course declines. Therefore, the sources of job motivation of adult educators should be considered by ISMEK policymakers to improve the efficiency in the education and learning journey of adult learners.

6.3 Limitations and recommendations for further research

This study has several potential limitations. Data is collected at the end of the semester before adult educators begin their one-month summer vacation. Therefore, the sample size includes only 10 adult educators.

It was attempted to review the existing literature, however, the limited amount of published research in the field of adult education and adult educators and their job motivation might inevitably constrain the scope of the study.

On one hand, this study focused on the job motivation of adult educators who have more than 10 years of experience in the field. Therefore, the findings of this study might be limited by the years of experience of adult educators. Further studies

can extend the range and examine the job motivation of adult educators who have less than 10 years of experience or who have entered the field recently. It would be valuable to investigate their reasonings for entering the field and the factors increasing their motivation to enhance sustainability in the field.

On the other hand, the area of trainings of the participants in the study varied. For further studies, focusing on only one area of training could narrow the findings by certain adult educators.

Finally, although it is assumed that all the participants answered the research questions truly, some of the participants might have given socially acceptable answers.

APPENDIX A

APPROVAL BY ETHICS COMMITTEE

Evrak Tarih ve Sayısı: 12.04.2023-122528

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER YÜKSEK LİSANS VE DOKTORA TEZLERİ ETİK İNCELEME
KOMİSYONU
TOPLANTI KARAR TUTANAĞI

Toplantı Sayısı : 43
Toplantı Tarihi : 12.04.2023
Toplantı Saati : 14:00
Toplantı Yeri : Zoom Sanal Toplantı
Bulunanlar : Prof. Dr. Feyza Çorapçı, Doç.Dr. Arhan S. Ertan, Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen,
Dr. Öğr. Üyesi Ayşegül Metindoğan
Bulunmayanlar : Doç. Dr. Senem Yıldız

Selin Gür
Eğitim Bilimleri

Sayın Araştırmacı,
"Job Motivation of Adult Educators" başlıklı projeniz ile ilgili olarak yaptığınız SBB-EAK 2023/40 sayılı başvuru komisyonumuz tarafından 12 Nisan 2023 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Bu karar üyelerin toplantıya çevrimiçi olarak katılımı ve oy birliği ile alınmıştır. Onay mektubu üye ve raportör olarak Yasemin Sohtorik İlkmen tarafından toplantıya katılan bütün üyeler adına e-imzalanmıştır.

Saygılarımızla, bilgilerinizi rica ederiz.

Dr. Öğr. Üyesi Yasemin
SOHTORİK İLKMEN
Öğretim Üyesi

e-imzalıdır
Dr. Öğr. Üyesi Yasemin Sohtorik
İlkmen
Öğretim Üyesi
Raportör

SOBETİK 43 12.04.2023

Bu belge, güvenli elektronik imza ile imzalanmıştır.

APPENDIX B

PARTICIPANT INFORMED CONSENT FORM

Supporting Institution: Boğaziçi University

Title of the Study: Job Motivations of Adult Educators

Project Coordinator: Assoc. Prof. Havva Ayşe Caner

E-mail address: XXX@boun.edu.tr

Phone: 0 XXX XXX XXXX

Name of the Researcher: Selin GÜR

E-mail address: XXX@boun.edu.tr

Phone: 0 XXX XXX XXXX

Dear Participant,

Selin GÜR, a master's student in Educational Sciences at Boğaziçi University, is conducting a research project titled "Job Motivations of Adult Educators" under the supervision of Associate Professor H. Ayşe CANER as part of her master's thesis. The aim of this study is to identify and investigate the factors that contribute to adult educators continuing their professions.

If you agree to participate in the study, interview questions will be initiated. The interviews are expected to last approximately 30-45 minutes. The interviews will be conducted in an online environment using Google Meets or Zoom. With your consent, audio and video recordings will be taken during the interviews. If you prefer not to give consent for audio and video recording, the interviews will be conducted with notes, and no recordings will be made. Your personal information will be kept confidential in this research. The information obtained from you will be stored on the researcher's personal computer in an encrypted file. Your name will not be taken during the interviews, and instead of your actual name, pseudonyms will be assigned to you for anonymity. The data will be analyzed using these pseudonyms, and access to the data will be restricted to the researcher only. The data will be analyzed collectively and anonymously. This research will be conducted for scientific purposes, and the data will be used only for scientific presentations.

Your participation in the study is entirely voluntary. If you decide to participate, you have the right to withdraw your consent at any stage of the study without providing any reason. In such a case, any samples we have obtained from you will be destroyed. No compensation will be provided for your participation in the study. The research we intend to conduct poses no harm or risk to the participants.

Before signing this form, feel free to ask any questions you may have about the study. If you wish to obtain additional information about the research project, please contact Associate Professor H. Ayşe CANER in the Department of Educational Sciences at Boğaziçi University (Office Phone: 0 XXX XXX XXXX). Regarding your rights related to the research, you can consult the Boğaziçi University Social and Human Sciences and Master's and Doctoral Thesis Ethics Review Committee (SOBETIK) by XXX@boun.edu.tr.

I have understood what has been explained to me and what has been written above. I have received/do not wish to receive a copy of this form (in this case, the researcher will retain this copy).

☐ I accept to participate in the study.

☐ I consent to audio and video recording during the interviews.

Participant's Name – Surname:

Signature:

E-mail address*.....

Date (day/month/year): / /

* If you wish to learn the research results, please share your e-mail address with us.

* If you are unable to digitally sign this form, reply to the email address to which this form was sent with the following statement: "I have understood what has been explained to me and what has been written above. I have received/do not wish to receive a copy of this form (in this case, the researcher will retain this copy). I accept to participate in the study. I consent to audio and video recording during the interviews."

Researcher's Name – Surname: Selin Gür

Signature:

Date (day/month/year): / /

APPENDIX C

PARTICIPANT INFORMED CONSENT FORM IN TURKISH

Araştırmayı Destekleyen Kurum: Boğaziçi Üniversitesi

Araştırmamanın adı: Yetişkin Eğitimcilerin Meslek Motivasyonları

Proje Yürütücüsü: Doç. Dr. H. Ayşe CANER

E-posta adresi: XXX@boun.edu.tr

Telefon: 0 XXX XXX XXXX

Araştırmacının adı: Selin GÜR

E-posta adresi: XXX@boun.edu.tr

Telefon: 0 XXX XXX XXXX

Sayın Katılımcı,

Boğaziçi Üniversitesi Eğitim Bilimleri yüksek lisans öğrencisi Selin GÜR, yüksek lisans tezi kapsamında Öğretim Üyesi Doç. Dr. H. Ayşe CANER'in danışmanlığında "Yetişkin Eğitimcilerin Meslek Motivasyonları" başlıklı bir araştırma projesi yürütmektedir. Bu çalışmada yetişkin eğitimcilerin mesleklerini sürdürme etkenlerini belirlemek ve araştırmak amaçlanmaktadır.

Çalışmaya katılmayı kabul ettiğiniz takdirde görüşme sorularına başlanacaktır. Görüşme yaklaşık 30-45 dakika sürmektedir. Görüşmeler Google Meets veya Zoom ile çevrimiçi ortamda gerçekleştirilecektir. Görüşmelerde sizin onayınızla ses ve video kaydı alınacaktır. Ses ve video kaydına onay vermek istemezseniz sizinle yapılacak görüşmeler not tutularak kaydedilecektir. Bu araştırmada kişisel bilgileriniz gizli tutulacaktır. Sizden alınan bilgiler araştırmacının kişisel bilgisayarında şifreli bir dosyada tutulacaktır. Görüşmelerde isminiz alınmayacak ve kendi isimleriniz yerine size kod isim verilecektir ve veriler bu kod ismiyle analiz edilecektir. Verilere erişim sadece araştırmacıya açık olacaktır. Veriler toplu halde ve anonim olarak analiz edilecektir. Bu araştırma bilimsel bir amaçla yapılacaktır ve veriler yalnızca bilimsel nitelikli sunumlarda kullanılacaktır.

Çalışmaya katılmanız tamamen gönüllülük esastır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz. Bu durumda sizden almış olduğumuz örnek imha edilecektir. Çalışmaya katılmanız durumunda size herhangi bir ücret ödenmeyecektir. Yapmak istediğimiz araştırmanın katılımcılara herhangi bir zararı ya da riski yoktur.

Bu formu imzalamadan önce, çalışmayla ilgili sorularınız varsa sorabilirsiniz. Araştırma projesi hakkında ek bilgi almak istediğiniz takdirde lütfen Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü Öğretim Üyesi H. Ayşe CANER ile iletişime geçiniz (Ofis Telefonu: 0 XXX XXX XXXX). Araştırmayla ilgili haklarınız

konusunda Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu'na (SOBETİK) (XXX@boun.edu.tr) danışabilirsiniz.

Bana anlatılanları ve yukarıda yazılanları anladım. Bu formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar).

☐ Çalışmaya katılmayı kabul ediyorum.

☐ Görüşmeler sırasında ses ve görüntü kaydı alınmasını onaylıyorum.

Katılımcı Adı-Soyadı:

İmzası:

E-posta adresi*:

Tarih (gün/ay/yıl):/...../.....

*Eğer araştırma sonucunu öğrenmek istiyorsanız lütfen e-posta adresinizi bizimle paylaşınız.

* Eğer bu formu dijital bir şekilde imzalama imkânınız yoksa, bu formun size gönderildiği e-posta adresine cevap olarak “Bana anlatılanları ve yukarıda yazılanları anladım. Bu formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar). Çalışmaya katılmayı kabul ediyorum. Görüşmeler sırasında ses ve görüntü kaydı alınmasını onaylıyorum.” şeklinde yazınız.

Araştırmacının Adı-Soyadı: Selin Gür

İmzası:

Tarih (gün/ay/yıl):...../...../.....

APPENDIX D

INTERVIEW QUESTIONS

- 1) Can you tell us a bit about yourself, please?
 - a) What is your educational background?
 - b) How many years have you been actively providing X training to adults?
 - c) How many years have you been working at this institution?
- 2) Why and how did you choose this profession? Could you briefly explain?
- 3) During your time working, have any factors made you consider leaving the profession or have a negative impact on you? If so, could you please provide concrete examples?
- 4) What are the factors that have enabled you to work in this profession for the past (X years) and have positively influenced you? Could you explain with specific examples?
- 5) Do you participate in in-service training? (If yes),
 - a) How frequently do you attend?
 - b) What are your reasons for attending?
 - c) (If no) Could you explain the reason?
 - d) Does in-service training contribute to your work motivation? If yes, could you explain how?
- 6) Is there anything you would like to share or add that we haven't discussed? If yes, please share.

APPENDIX E

INTERVIEW QUESTIONS IN TURKISH

- 1) Kendinizden biraz bahseder misiniz lütfen?
 - a) Eğitim durumunuz nedir?
 - b) Kaç yıldır aktif olarak (yetişkinlere) X eğitimi veriyorsunuz?
 - c) Kaç yıldır bu kurumda çalışıyorsunuz?
- 2) Bu mesleği neden ve nasıl seçtiniz? Kısaca anlatır mısınız?
- 3) Çalıştığınız süre boyunca size mesleği bıraktırmayı düşündüren, sizi olumsuz etkileyen etkenler oldu mu? Olduysa neler oldu somut örneklerle anlatır mısınız lütfen?
- 4) Sizin bu meslekte bu süre boyunca (X yıl) çalışmanızı sağlayan, sizi olumlu yönde etkileyen faktörler nelerdir? Somut örneklerle anlatır mısınız lütfen?
- 5) Hizmet içi eğitimlere katılır mısınız? (Evet ise),
 - a) Ne sıklıkta katılırsınız?
 - b) Katılma nedenleriniz nelerdir?
 - c) (Hayır ise) nedenini açıklar mısınız?
 - d) Hizmet içi eğitimlerin çalışma motivasyonuna olan katkısı var mı?/Varsa nasıl bir katkısı olduğunu açıklayabilir misiniz?
- 6) Konuşmadığımız ama anlatmak, eklemek istediniz bir şey var mı? Varsa lütfen anlatır mısınız?

APPENDIX F

QUOTES IN TURKISH

- 1) İSMEK gibi bir kurum olduğunu öğrendikten sonra müracaat edip bu dünyanın içerisine girdikten sonra, yetişkin eğitiminde bulunma hazzı beni çok cezbedi. Biz üniversitede staj döneminde ortaokul ve liseye gitmiştik. Ortaokul ve liselerle kurduğum iletişim, yetişkin eğitime girdikten sonra daha çok anlamlandı ve olmak istediğim yer milli eğitim çatısı altındaki bir ortaokul veya lise öğretmenliğinden ziyade, evet, olmak istediğim yer tam olarak da Enstitü İstanbul İSMEK hayatıma girdikten sonraki yetişkin buluşmalarıydı.
- 2) Benim aslında kariyer hedefim öğretmenlikti, lise grubu. Ücretli öğretmenlik deneyimim oldu lise ortamında. Aslında çok bir farkındalığım yoktu, yetişkin eğitimi ortamı olduğunu biliyordum ama, ben yetişkinlerle çalışacağım gibi bir kararla başlamadım diyebilirim. İSMEK ile başladı maceram, çok sevdim yetişkin eğitimi ortamını. Dolayısıyla da devam ettim.
- 3) Benim çocukluk hayalimdi. Yengem bana etek dikmek istediğini söyledi. Kumaşı bana seçti. Kumaşı seçerken kumaşa dokunmam, yengemin o makineyi kullanması, kesmesi, aşık oldum mesleğe. Dedim ki kesinlikle ben bu işi yapmalıyım, kesinlikle ben birilerine dikiş öğretmeliyim. Dikiş dikmek başka bir şey, özgürlük veriyor, insanları arındırıyor gibi düşünüyorum.
- 4) Çocukluğumdan beri ilgim vardı el sanatlarına. Kız meslek lisesinde okumuştum. Açık öğretimden halkla ilişkiler ve işletme bitirdim. İçimde hep şey vardı: El sanatları ile ilgili ne yapabilirim?
- 5) Üniversiteye geçişle birlikte amatör toplulukta dans ediyordum. O da çok yoğun bir şekilde bir dans hayatına girişim oldu. Çeşitli festival ve dans gösterileriyle, yarışmalarıyla bir anda kendimi o işin içinde buldum. Beni kendi mesleğim olan muhasebenin dışına itti ve bir U dönüşü yaparak konservatuara gitmeye karar verdim.
- 6) Dans ederken kendimi ifade ediyorum. Kendi yaşadığım stresi orada atıyorum ve o stresi atarak da bence birçok şeyi öyle atlattığımı düşünüyorum. O yüzden de hiç soğumadım. Ben bazen dersin bitiş saatini bilemiyorum. Son anda bir tanesi “Hocam ara vermedik.” deyince bakıyorum ders bitmek üzere zaten. O zaman uyandığım çok oldu böyle. Dalarım bazen, kaptırırım çünkü.
- 7) Süreçte farklı sektörlere geçiş yapma fırsatım oldu. Eğitim kısmının beni daha iyi yansıttığını ve daha iyi ifade ettiğine inandığım için de kurumda görev almaya devam ediyorum. Sevdiğim işi bulma kısmında farklılıklar yaşadım ama doğru yolu bulunca da kendimce bırakmama kararı alıp “Bu yolda kendimi ilerletmeliyim.” dedim.

- 8) Ben özel sektördeydım. Özel sektörün zorluklarını gördükten sonra, yüksek lisans tezine de başlayınca baktım ki ikisini bir arada yürütemeyeceğim. O sırada liseden bana bir teklif geldi. Saatleri ve günleri uygun olup beni çok yormayacağını düşündüğüm için böyle bir başlangıç yaptım. Sonrasına da baktım öğretmekten keyif alıyorum, sonrasında tereddüt etmedim.
- 9) Aslında öğretmenlik hiç düşünmüyordum. Lisedeki öğretmenimi çok sevdim, “Ben de öğretmen olmak istiyorum.” dedim.
- 10) Küçükken müzik kursuna gidince orada öğretmenlerime aşık oldum. Onlar sayesinde ben sevdim aslında bu mesleği. Bir gün olur isem böyle bir öğretmen olmak istiyorum dedim. Yani aslında temel olay orası, insanın öğretmenini sevmesi. Ben öğretmenlerim sayesinde seçtim.
- 11) Bir dönem KPSS’ye girip öğretmen olup örgün eğitim kısmına geçmek düşünmüştüm. Sonra, bu eğitimin çocuklara zorunlu eğitim olarak verilmesi... Ben hakikaten isteyene eğitim vermek istedim, yetişkinlerle çalışmamın temeli buydu.
- 12) Yetişkin eğitimi çevresinde girdikten sonra sınıf içerisinde, gelen kadın katılımcılara hem eğitmen olarak katkı sağlarken hem de hayatlarına dokunabildiğimi; örneğin eğitimde fırsat eşitliğini yakalayamamıştır, motive edip bir anda onların ortaokul lise bitirmelerini motive edebildiğimi ya da o güne kadar cesaret edip ehliyet alamamış birinin, sınıftaki toplu organizasyonu da sağlayıp “Ya yaparsın, başarısın.” motivasyonunu hep birlikte verebildiğimiz bir katkı sağlamak... Yani kadına katkı sağlama ve kadına dokunma kısmını gördükten sonra benim için, özellikle kadın yetişkin eğitimi ortamında bulunmuş olmak paha biçilemez.
- 13) Gelenler gerçekten bunu meslek olarak öğrenmek istiyorlar. Benim için en önemlisi hepsinin birer meslek sahibi olduğunu görmek. En büyük motivasyonunuz o zaten. Yorumlar vesaire başka bir şeye ihtiyaç duymuyorsunuz.
- 14) Beni motive eden bir şeyleri öğretebilmek, araştırmak, sunmak ve onun geri dönüşünü almak aslında. Katılımcıların becerilerini geliştirmek, onların bir yerlere geldiğini görmek... Bunlar tamamen mutluluk ve haz verici. Aldığımız maaşı da yorgunlukları da bir kenara bırakıyorsunuz ve diyorsunuz ki “Evet bazı insanların hayatına dokunabildim.” O beni mutlu eden kısım. Bebek maması yapan bir firmaya bir öğrencimi yerleştirdim mesela. Onların geri dönüşü o kadar mutlu ve motive ediyor ki, yani “Hocam annem bile Allah razı olsun diyor, size çok dua ediyor, çok teşekkür ediyor bana bu fırsatı sunduğunuz için, öğrettikleriniz için, ben onlarla ekmek kazanıyorum, onlarla para kazanıyorum.” demesi bile gerçekten çok motive edici oluyor.
- 15) Bizim için en güzel tarafı, motivasyon tarafı sahneye taşıyabilmek. Yani biz aslında hiçbir şey bilmeyen birisini alıyoruz, ona ilk önce yeni bir dil öğretiyoruz, yani nota dili. Ondan sonra da bir enstrüman öğretiyoruz ve öğrettiğimiz şeyi artık sahneye geçiriyoruz, onu izliyoruz. Hani şey derler ya bir çocuğu 2 kişi kıskanmazmış; bir annesi-babası, bir de öğretmeni.

Hakikaten yani emeğinizin karşılığını görüyorsunuz.. İşte motivasyon, bu ilahi sır, ne dersiniz bu işte.

- 16) İş yerinde fazla mutluydum. Onlarla, o yetişkinlerle çalışmak beni öyle güzel motive ediyordu ki... Yani onların yaptığı ürünleri görmek... O harika bir şey, o anlatılmaz. O çok değişik bir duygu.
- 17) Onun küçücük bir şey yaptığındaki “Ben bunu başardım.” Duygusunu onunla paylaşıyor olma durumu... Yaşı büyük olmasa “Aferin!” deyip sırtını sıvazlasam ne kadar mutlu olacağını görme motivasyonu beni hep dinç ve diri tutuyor eğitmen olarak.
- 18) Katılımcılar o kadar farklı yapıdalar ki, onları tanımak, onlardan bir şey öğrenmek, sizin bir şeyler katıyor olmanız... Bunlar zaman içerisinde çok daha kıymetli olmaya başladı. Ne kadar çok insanla iç içe olursanız o kadar çok şey geri dönüyor ya size, ben onu gördüm.
- 19) En olumlu faktör ne biliyor musunuz? İnsan tanımak ve o tanıdığınız insanlardan olumlu ya da olumsuz dünya kadar şey öğrenmek. Hem mesleki anlamda hem hayati ve insani anlamda. O kadar çok insan tanıdım ki bu meslekle birlikte, yaşı benden büyük olanlar, hayat tecrübesi benden fazla olanlar... Okulda çok şey öğrendiğimizi zannetmişiz ama burası gerçekten de çok geliştirdi. Belki de en büyük motivasyonum bu.
- 20) Eğitici burada anlatım yaparken çok fazla şey öğreniyor. Gerçekten hayat üniversitesi gibi burası. Bu beni çok olumlu etkileyen motivasyonlardan bir tanesi. Gerçekten çok farklı profil, çok farklı insan, çeşitlilik burada çok kıymetli. Üniversite öğrencilerinin de ufukları çok açık, ben Y kuşağıym ve Z kuşağı beni çok heyecanlandırıyor diyebilirim. Aslında onlardan da çok şey öğreniyorum.
- 21) Her şeyden önce öğretmen-öğrenci ilişkisini kurarken belirli bir sınırı geçmesek de günün sonunda dostluk geliştiriyoruz biz sınıf içerisinde. O dostluğu özleyerek geliyorum. Aramıza yeni katılanlarla da yeni insanları tanıyacak olduğum için çok heyecanlanıyorum, sınıf motivasyonum benim böyle oluyor.
- 22) Eskiden performans değerlendirmeleri vardı. O değerlendirmelerin sonucunda, yani katılımcıların verdiği değerlendirmeler sonucunda ben üst puanlar alarak uzman öğretmen oldum. Bunlar beni motive etti.
- 23) 10 yıl önceki katılımcılarımdan 3-4 tanesi sınıfımı ziyarete geldiler ve şunu söylediler: “Biz o kadar çok derse girdik, çok farklı alanlarda eğitim aldık ama hocamız kadar bize bir şeyler katan, bize dokunan, nokta dokunuşu yapan eğitmenle karşılaşmadık.” dediler. Ziyarettime gelmeleri beni çok memnun etti, çok mutlu oldum.
- 24) Yani çok güzel geçti güzel de gidiyor. Seviyorum yani öğretmenliği. Sevdiğim için severek yaptığımdan dolayı herhangi bir sıkıntım yok şu an.

- 25) İlk başta kendim mutlu olduğum için bu meslekte, motive ederek kendimi devam ettirdim.
- 26) İSMEK hakikaten farklı bir cephe, farklı bir alan. Gelen katılımcı açısından olsun, öğretmenler açısından olsun. Biz diğer eğitim kurumlarına göre sürekli eğitimden geçip sürekli yenileme içerisinde olduğumuz için bana İSMEK çok farklı gelmişti. Eğitim süreci içerisinde sürekli gelişimleri gördüğümde şunu fark ettim: Ben KPSS'ye gireceğim, herhangi bir yere atanacağım. İSMEK'teki kadar mutlu ve huzurlu olacak mıyım, diye sorguladım. O yüzden sonradan KPSS sınavlarına girmedim. İSMEK'li olmak bir ayrıcalıksa ben bu ayrıcalığı devam ettireyim dedim.
- 27) İSMEK'i aile ortamı diye gördüm ben. Çok samimi ortamlar.
- 28) Biz var olan, çok ezberlediğimiz birtakım bilgileri o insanlarla paylaşıyoruz. O bir noktadan sonra çok sıkıcı bir şey. Orada benim alanım içinde özgürleşme ve motivasyonumun yükseldiği kısım, bize kurum içerisinde sunulan hizmet içi eğitimler oluyor.
- 29) İstanbul Büyükşehir Belediyesi bünyesinde olmak beni gururlandırıyor diyebilirim. Yani bunun ismini bile seviyorum. "Burayı bıraktığımda buranın değerinde eşinde bir iş bulabilecek miyim hemen?" durumunun da olmayışı burayı benim için kıymetli hale getiren bir diğer unsur diyebilirim.
- 30) Çalıştığım öğretmen arkadaşlarıma faydalı olabilmek, insani yönlerimi bir noktada hani karşı tarafa aktarabilmek, birçok öğretmenle ekip arkadaşlığı... Birbirimizden aldığımız birçok bilgi ve enerji var ben buna da çok inanıyorum.
- 31) Mesai arkadaşlarım alanında yetkin, uzman, çok keyifli çalışmalar yapan... Bu nedenle buradaki profil de çok inanılmaz. Yani öğretmenler odasında muhabbet edeceğimiz zaman bir bakıyoruz stres yönetimi konuşuyoruz, bir motivasyon yönetimi konuşuluyor, bir bakıyoruz başka bir arkadaşımız radyo programcılığı ve seslendirme ile ilgili bir şeyler anlatıyor. Spikerlik hocamız var, kanaldan bahsediyor. Yani inanılmaz bir ortam var. Bu da bizim için çok keyifli, gerçekten çeşitlilik anlamında çok besleyici bir ortamdayız burada.
- 32) Yöneticilerimizin bakış açıları güzeldi, ne istediysen her şey yerini buldu. Sınıfım küçük geliyordu, ufacık, çok elverişli olmayan sınıflardı. İşte "Bir sınıf, ne olur bir geniş bir sınıf..." Her dediğim yapıldı. Hiç "Hayır işte bu olmaz." diye bir şey olmadı. Tüm imkanlar zorlandı. Ama tabii ki karşılıklı iletişim çok önemli, insanların birbirlerini anlamaları, benim yerime koyması, benim açımdan bakması güzeldi.
- 33) ... Bazı yöneticilerimizden, hepsinden olmadı, teşekkürler, takdirler... Şöyle dedi birkaç yönetici: "Hiç fire vermeyen öğretmenin sınıfı." Herkes teşekkür etti. Bunlar beni motive etti.
- 34) Ben kendimi motive ettim. İlk başta kendim mutlu olduğum için bu meslekte, motive ederek kendimi devam ettirdim. Yaptığımız sergiler, yaptığımız projeler, teşekkürler dışsal olarak da aldık ama en önemlisi kendimin içsel

motivasyonuydu benim için. En önemlisi. Çok önemli. Branşım ile ilgili değişimleri yakaladım, hiç durmadım, farklı farklı şeylere yönelince bunlar benim içsel motivasyonumu artırdı.

- 35) Ben hayatımda hiçbir zaman işe kalkıp gitmedim, temel galiba burada başlıyor. Yani ben okula gittim, konsere gittim, ama ben hiç işe gitmedim. Motivasyonun bence birinci olması gerekeni eğitmenin kendini motive edebilmesi. Sen kendini motive edip kendini donanımınla ve bilginle donatırsan, o zaman zaten sınıfa girdiğin anda hem kendini hem de karşındaki herkesi motive edersin. O zaman işte dediğime geliyor işe kalkıp gitmiyorsunuz.
- 36) İster istemez yöneticilerle çatıştığınız noktalar oluyor. Çok uyarı aldım kıyafetlerim ve hareketlerim konusunda. Çünkü özgürlük taraftarı biri olduğum için de çok bunaldığım ve istifa etmek zorunda hissettiğim durumlar oldu. Bir de böyle iftiraya uğradığınız zamanlar da oluyor, çünkü her ne kadar seveniniz çok olsa da sevmeyeniniz de oluyor. Çünkü dediğim gibi düşünce yapınızdan hoşlanamayabiliyor. Onun düşünce yapısına, inanç sistemine uymayabiliyor yani.
- 37) ... Bazı durumların yaptığınız halde yapmadınız gibi algılanması da oluyor. Söylenmemiş şeylerin “Söylendi aslında bu size, siz bunu yapmadınız, siz ne yaptınız bu konuda?” gibi durumların önünüze dökülmesi... Bu kadar emek var, bu kadar bir zaman harcama durumu söz konusu. İnsanların duygusal yönlerini bastırması gerektiğini, çok güven duymamayı bu zaman diliminde öğrendim. Bunlardan etkilendiğimi fark etmeye başladım, o yüzden çok üzülüyorum son zamanlarda. Ek olarak, aslında evrak işlerinin çok fazla olması ama bunların göz önünde bulunmaması da söz konusu. Onlarla “Ne iş yaptınız ki bu zamana kadar?” gibi bir duruma düşüyoruz zaman zaman.
- 38) Yöneticilerimiz değişiyorlar ya da farklı bir yerden görev değişikliğiyle gelen oluyor. Seni tanımadığı için ön yargıyla yaklaşmak çok oluyor.
- 39) Övgü, değer görmek istiyorlar, takdir edilmek istiyor öğretmenler. Geri bildirim yok. Ben geri bildirimle, ancak öyle motive olabilirim.
- 40) Yönetimsel açıdan, ilk yıllar özellikle, tabii ki herkes bazı yerlere tırnaklarıyla kazıyarak geliyor ama, bizler gibi insanlar... Birilerinin tepeden inme geldiğini gördüğünüzde, onların egolarıyla boğuşmak zorunda kaldığınızda, eli neredeyse hiç kalem tutmamış insanlarla boğuşmak zorunda kaldığınızda, bu biraz tabii ki yıpratıcı ve kırıcı oluyor.
- 41) Önce “Evet şu iş yapılacak.” diyor, sonra o işe başlandığında “Aslında ben onu öyle dememiştim, o böyleydi.” gibi durumlarla karşılaşınca üst kısımda, bu sefer yapacağınız şeyi de yapmak istemiyorsunuz ve yine kendinizi geriye çekiyorsunuz.
- 42) O gün iş yetişmiyor ve anlık bir iş isteniyor. O gün onun bitmesi gerekiyor. O konuda kendimi sorumlu hissediyorum. Yapmazsam sanki orada karşı tarafın bunu yanlış anlayacağını, davranışımın savaşsıklama şeklinde algılandığını düşündüğüm için o işi yapmadan asla çıkamıyorum. Ya da evde bunu devam

ettiriyorum. Daha planlı ve programlı olmak, yani net çerçevelerin olması aslında beni daha motive kılıyor. Yani ne yapacağımı bilmek, kiminle nerede, ne zaman olacağını bilmek ya da hangi çerçeveye gireceğimi bilmek beni daha motive ediyor diyebilirim.

- 43) ... Önceden belki çok değerli olmayan ama şu an için mesela maddi kaygılar, geçim, geçinmek en büyük sorunlardan bir tanesi.
- 44) Şu an çok sıkıntıda, motivasyonları çok düşük öğretmenlerin. Bir kere maaş dolgun bir maaş olmalı.
- 45) ... Zaman zaman maddi durumlar, çok yüksek gelirli bir ortamımız yok. Dolayısıyla bu da zaman zaman zorlayabiliyor, motivasyonu etkileyebiliyor.
- 46) 16 yıl boyunca İSMEK’te sadece bir katılımcıda bir olumsuzluk yaşadım. Biz genelde grup mevcudumuz ne kadarsa o kadar katılımcı almaya çalışıyoruz. Onun üzerine çıktığımız zaman onlarla tek tek ilgilenemiyoruz. Ben herhangi bir şeyi anlattıktan sonra katılımcılara “Siz bunu uygulayın, siz bunu uygularken ben sizlere tek tek bakacağım.” diyorum. Bir katılımcım sınıfta hep beni takip etmiş. Geliyormuşum, ona geldiğim zaman çok az duruyormuşum, çok az bakıp ilgileniyormuşum, o daha çok ilgi istiyormuş ama ben onu fark etmemişim. Ders bitiminde idarecinin yanına gidip “Hocam bana bakmadı, benimle ilgilenmedi.” diye şikayet etmiş.
- 47) Öğrencilerle ilgili kırıldığınız üzüldüğünüz, “Bu yaşta insanlar böyle bir tepkiyi nasıl verir?” deyip anlamakta zorlandığınız süreçler olmuyor mu, kesinlikle oldu; ama bu 11 sene içinde bir ya da 2 kere başıma gelmiştir. Çok iz bırakan şeyler değil. Bunlar kişisel kaprisler diyebilirim. En net hatırladığım “Ben sınav kağıdımı görmek istiyorum, ben asla sınavdan kalmış olamam.” Sınav kağıdını gösteriyorsunuz ona rağmen tatmin olmayıp şikayet etmeler ya da işte aynı öğrenci sürekli disiplinsiz bir şekilde geç kalıyor ya da bir proje veriyorsunuz bunlara katılmıyor. Uyardığınızda sanki hata sizdeymiş gibi yapıyor, artık kimse eleştiri almak istemiyor açıkçası.
- 48) ... Öğrencilere de bu noktada daha iyi hizmet ve eğitim vermek adına, yani eğitim kalitesini yükseltmek adına yaptığımız çalışmalardan bir tanesi bu. Ben hizmet içi eğitim programlarını gerçekten çok önemsiyorum.
- 49) Kendimize birazcık daha farklı alanda bilgi katabilmek, bu farklılık, bilgiyi kendimize aldığımız gibi sınıfımızda onu nasıl uygulayabiliriz, nasıl bir şeye dönüştürebiliriz, biz bunu aldıktan sonra katılımcıya neler verebiliriz? 1 kişi 2 kişi derken hayata kazandırdığımız çok kişi var. Bunlar bizim için çok önemli. Bizim katılımcılarla aradaki mesafeyi koruyarak onlara bir şekilde dokunmamız gerekiyor.
- 50) Mesela şöyle bir örnek vereyim. Edebiyatla ilgili bir hizmet içi eğitime katıldım. Ben sadece okumayı sevdiğim için böyle bir şeye katıldım. Ben bir fotoğrafçıyım ve benim işim de fotoğrafla hikaye yazmak. O yüzden acaba oradan ne öğrenebilirim, fotoğraf çekerken farklı alanlar bana ne kazandırır, öğrencilerime buradan ders anlatırken biraz da belki edebiyattan bahsedebilirim, ilgilerini çeker hep aynı şeyi anlatmaktansa. Ya da biraz da

tiyatrodan bahsederim. Bir tık daha onları nasıl mutlu edip gururlarını okşayabilirim, bunları düşünerek katılıyorum açıkçası.

- 51) Güncel bir eğitmen olabilmek, yani o dönemin, o yılın eğitmeni olmaya devam edebilmek için katılıyorum. Yeni nesile ayak uydurmaya ve kendimizi güncellemek adına katılıyorum.
- 52) ... Birinci neden kendi alanımda yenilikleri öğrenmek ve eksiklerimi tamamlamak.
- 53) ... [Neden] tamamen alana dair bilgileri, yani günceli yakalamak ve daha ileriye taşıyabilmek, var olan bilgileri geliştirmek, farklı versiyonlarını görmek...
- 54) Hiçbir zaman kendi alanımla da ilgili bunca yıllık çalışmalarına rağmen, herkesin de öyle olduğuna inanıyorum kendi alanlarıyla ilgili, sen yaşadıkça, hayat devam ettikçe hiçbir şey gitmiyor, gitmeyecek, öğrenmen gereken çok şey var.
- 55) Meslekte kendimizi geliştirmek için en başta, yani mesleki eğitim için. Bu eğitimlere katılma sebebimiz mesleki olarak kendimizi geliştirmek, fayda sağlamak, yani hem de bu yetişkinlere eğitim veriyoruz ya hem kişisel hem mesleki, bu şekilde topluma fayda sağlıyoruz.
- 56) İş yerinin getirdiği kurallar çerçevesinde yapılan hizmet içi eğitimler zorunlu. Ben eğitimi böyle oturup izlerim ne eğitimi olursa olsun. O anda isteksiz olduğum bir eğitim de olsa. Ben biraz görev adamıyım. Bana dediniz ki işte bugün şurada oturacaksın, yirmi sayfa şu yazıyı yazacaksın. Oturur yazarım, görev çünkü o.
- 57) ...Onların uygulanması kısmını öğrenebiliyor olmak benim için çok keyifli. Çünkü alanımda kullanabileceğim bilgiler. O yüzden bence kişisel gelişim noktasında destekleyici, mesleki anlamda da verilecek olan eğitimi güçlendiren ve desteklemesi beni motive eden kısım.
- 58) Eğer öğrendiklerimi sınıfta ders anlatımında farklı bir şeye dönüştürebiliyorsam, eğer benim öğrendiklerim benim dersime ve ders anlatımına yardımcı oluyorsa, böyle bir katkı sağlıyor.
- 59) Ders planları hazır zaten. Sisteme giriyoruz. Sürekli planlarla gir-çık derse. Bu belirli bir süreden sonra eğitmeni bitirir. Eğitmen 'ben paramı alayım gireyim çıkayım' modunda olur. Böyle olduğu zaman katılımcı da sınıfta durmak istemez; çünkü o eğitmenin mutsuzluğunu, aynı modda gidişini fark eder, o da çok memnun kalmaz. Onun için bizim katıldığımız eğitimler bize arada bir fişkleme yapıyor. Onları biz aldığımız zaman daha böyle bir enerji giriyoruz derslerimize. O yüzden eğitim her zaman şart, her alanda her dalda eğitim şart.
- 60) En keyif aldıklarım genelde sektör ve mesleki anlamda aldığım eğitimler. Çünkü alanla ilgili yeni bir şeyler keşfettiğimde, eğitimcilerden yeni bir şeyler öğrendiğimde "Bunu da sınıfta uygulamam lazım." deyip acayip keyifleniyorsunuz. Beni etkileyen uygulanabilirliği. Kendime

uyarlayabilmeliyim sınıfta. O beni heyecanlandırıyor. Uygulayamazsam da hitap etmiyorsa sıkılıyorum.

- 61) Alanım üzerinde çok fazla hizmet içi eğitim alabilme imkanı bulamıyoruz, ben el sanatlarıyım. En son 8-12 yaş arası oyun eğitimi aldık. İnanılmaz eğlendik ama bu benim sınıfta aktarabileceğim, “Haydi eller havaya hanımlar, bugün...” diyebileceğim bir şey değildi. Kendi branşlarımız ve alanımız üzerinde olan eğitimler esasında beni bireysel olarak daha fazla güdüler. İşime dokunan hizmet içi eğitimleri tabii ki yeğlerim.
- 62) İçerik benim aslında en kıymet verdiğim şey. Ben sınıf ortamında uygulayabileceğim eğitimlerden çok çok keyif alıyorum. Bence donanım bazında gelişmek çok önemli, çünkü bu, yetişkin eğitimi ortamında avantaj. ... İyi planlanmış bir hizmet içi eğitim ise, beni sınıf ortamımdaki konforum açısından besliyor ve destekliyorsa hem katılımım şevkli oluyor hem de unutmuyorum. Bir sonrakine katılmak üzere heyecanım yükseliyor. İyi planlanmış ve doğru seçilmiş başlıklar için bunu düşünüyorum.
- 63) Bir hizmet içi eğitimde hoca dedi ki “Biz Türk halkı millet kavramını çok kullanıyoruz.” Aynı inanca sahip insanların yaşadığı yer, topluluğa millet denir; ama ulus ise her inançtan insanın yaşadığı yer. Yani Mustafa Kemal Atatürk bilerek ulus dedi. Bu cümle seçilmiş bir cümle. Bakın size onu anlatıyorum, eğitimden 7 ay geçti ve bu bana yerleşti yani. Bu çok önemli bir kelimeymiş ve anlamını bilmiyoruz kaçırıyoruz, bunu da aldım kendime. Aslında görüyor musunuz? Kendi açlığımı gideriyorum.
- 64) Kendimi her zaman bir nokta yukarıya taşımak adına, bir şeyleri öğrenmek için hep şartlarımı zorlarım. Ve her bir eğitimden de farklı bir şey alacağım için giderim. Ben mesela Gazhane’de bir eğitime gitmiştim, çok memnun kaldım. Hemen orada eğitimle ilgili görüşüp “Bunu eğitmenlerimize nasıl aldırabilirim, katılımcılarımıza biz bunu nasıl aldırabiliriz?” diye görüşme yapıp sonrasında hizmet içi eğitim olarak onu eğitmenlerimize ayarlamıştık.
- 65) Var tabii ki katkısı, olmaz mı? Ama tam dört dörtlük bir motivasyonu olmuyor tabii. Evet mesleki olarak kendimi geliştirmek beni mutlu ediyor, motive ediyor çünkü o bilgileri ben yetişkinlere aktarıyorum ama sonuç olarak yeterli değil, eksik kalıyor. Bir kere maaş dolgun bir maaş olmalı. Şu an çok sıkıntıda, motivasyonları çok düşük eğitmenlerin. Bir anlaşmazlıklar var, o yüzden mesela en önemli belki onlar için maaş. Övgü, değer görmek istiyorlar, takdir edilmek istiyor öğretmenler. Geri bildirim yok. Ben geri bildirim isterdim kendi adıma konuşayım. Ben geri bildirimle, ancak öyle motive olabilirim.
- 66) ... Ama aldığımız eğitim yeterli mi diye sorarsanız, eksik olduğunu düşünüyorum çünkü ben bir eğitimin sadece anlatımla olmaması gerektiğini, zorlayıcı-dayatıcı değil, kesinlikle ve kesinlikle uygulaması ve yaşatılması gerektiğini düşünüyorum. Tiyatroda oynar gibi, tiyatro yapar gibi. Dolayısıyla da eğitim almış olmak için eğitim alıyoruz gibi oluyor.

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