Examining the relationship between the school climate and motivation of teachers who work in primary and secondary schools

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Abstract

Since this study aims to examine the relationship between the motivation levels of teachers working in primary, secondary and high schools affiliated to the Ministry of National Education in TRNC and their views on school climate, a relational scanning model, one of the descriptive research methods, was used in this study. The universe of this study consists of 3868 teachers studying in the Turkish Republic of Northern Cyprus, Primary Education and General Secondary Education schools. A total of 208 teachers working in schools in Nicosia, Famagusta, Güzelyurt and Girne were included in the sample group. The data collected with the help of scales in the study were analysed by statistical methods of "Correlation", "Regression", "Kruskal-Wallis H", "Mann-Whitney U" and Spearman correlation techniques. The value of 0.371, calculated as a correlation coefficient between teachers' school climate and teacher motivation, indicates that the relationship between the variables is at a positive and medium level.

Keywords: Organizational Climate, School Climate, Motivation, Teacher

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1.Introduction

The Purpose and Importance of the Research

Motivation, which has an important place in working life throughout life, is a concept that can vary from individual to individual and according to working conditions and consists of successive processes. People have many lifelong needs and if these needs are activated, they will be motivated. In other words, motives occur as a result of the needs of the individual and stimulate the organism to act. Working by determining the purpose for the goals of the institution where the person is located is explained as motivation. In other words, motivation is the process between people and their work environment (Yazgı, 2014).

In the education system, the school has an important function. In order for the school to function well, it is possible with the efficient work of teachers. Teachers are in an environment where different needs and behaviours are mutually fulfilled. This environment, which we can call the school climate, affects teachers' attitudes, emotions, behaviours, performances and motivations. It is assumed that teacher motivation will be high in a school with a high school climate. A teacher with a low motivation may not have an expectation for the future of the organization and a unity of purpose with the organization. Therefore, it can be said that motivation is important for the school to have the desired climate, to respond to the expected needs and to adapt to social and technological change (Gök, 2009).

With this study, it is aimed to determine the relationship between school climate and motivation of teachers working in primary, secondary and high schools affiliated to the Ministry of National Education in TRNC

1.1 Background of the Study

Organizational Climate

Organizations that are encountered throughout life and work in every field have been formed in order to achieve goals that cannot be achieved alone. Especially family, business and education organizations are organizations where people spend their time throughout their lives.

According to management scientist Chester I. Barnard, organization is a system of cooperation that emerged by consciously combining the efforts of two or more people to achieve a specific goal (Şimşek, 2002).

There are many definitions of the concept of organization. According to Katz and Kahn (1977), organizations are a combination of a certain number of people's activities that have become formalized and legalized. According to Parsons (l970), the organization is defined as social units formed to fulfil some special purposes. Çelebi (1983) defines the organization as a union of behaviours and rules that have become legal, formalized and ordinary. As a result of these definitions, it can be explained as a hierarchical system in which the authority and communication between an environment and authority, situation and employees with its own culture and climate are embodied the organization; a management function in which individuals act together as a result of their efforts towards specified goals; a system where targets, people and other resources interact; (Güçlü, 2003).

According to Taşdemirci (2009) cited from Ertekin (1978), the word climate comes from Greek and means trend. This word has a psychological meaning as well as meanings such as heat and pressure. The word climate also expresses how each of the organization workers in organizational life describes the

organization. When considered from this aspect, organizational climate has a psychological meaning (Topal, 2001). Climate generally describes the quality of organizational life (Sweetland et al., 2000).

Social scientists started to research the change in organizational environment and as a result, the concept of organizational climate emerged at the end of the 1950s (Özdemir et al., 2010). The first source on this point is the articles by Lewin and his friends who talk about the experiences of young groups creating a social climate. Studies on the impact of organizational climate on working individuals date back to Hawthorne research. As a result of these studies, the relationship between motivation, job satisfaction and performance and productivity of working individuals has been tried to be determined, and as a result, it has been determined that employees' positive perceptions of the organizational climate have a positive effect on their performance (Tutar et al., 2010).

According to Ertekin, "organizational climate is the set of all characteristics that give the organization its identity, affect the behaviour of the officials and are perceived by them, and dominate the organization" (Parlak, 1990, 24). As a result of all these definitions, we can explain the organizational climate as the psychological environment, which consists of the sum of behaviours and value judgments that affect individuals who are connected with each other and are also affected by their values, attitudes and behaviours (Genç, 2004). In other words, organizational climate is a set of inherent characteristics that affect the behaviour of organization members by separating an organization from other organizations (Hoy et al., 2010).

According to Yüksel (2001), organizational climate is a set of features that are perceived by the work environment and the individuals working in this environment and that can affect the motivation and behaviour of the employees and can also be measured. As mentioned in this definition, the organizational climate is thought to have an effect on the motivation of the employees.

Elements of Organizational Climate

According to Taymaz (2011), each of the factors affecting the climate of the organization and affected by its climate can be said to be an element of the organizational climate. Elements of Organizational Climate are explained as follows:

Individual: People who have a role in the organization and participate in studies. These individuals in the school are administrators, teachers, other staff, students and parents. These people who have needs and expectations from the school have certain duties and responsibilities.

Ecology: It is the physical and material factors of the organization such as facility, building, technology, tools and equipment. If we talk about the ecology of the schools, the school building, classrooms, school garden, laboratory, workshop, school garden, canteen, toilet, gym and all educational materials, course equipment, that is, everything where activities are carried out is ecology.

Social System: These are the sub-systems (input, production, output) formed by individuals. The inputs of schools, which are an open system, are labor, money, information technologies, methods and education policies. Using them, schools produce products and services and offer products or services to their environment.

Organization: The distribution of duties and powers is the organization itself. In school, all individuals are in communication with each other. For this reason, there should be a strong communication network built on healthy foundations and individuals should be in harmony with each other.

Culture: The perceptions, feelings and attitudes of the people in the organization, namely their beliefs, norms and values. School culture is composed of administrators, teachers, students, parents and other employees who come together with the same goal (Saraç, 2015).

2. Purpose of the Research

Is there a relationship between the motivation levels of teachers working in primary and secondary education in the TRNC and their views on school climate? The answer to the question will be sought.

Other questions to be answered in the research are as follows:

• What are the teachers' motivation levels?

• Do teachers' motivation levels differ significantly by gender?

• Do teachers' motivation levels differ significantly according to their education level?

• Do teachers' motivation levels differ significantly according to the institution they work?

• Do teachers' motivation levels differ significantly according to their duties at school?

• Do teachers' motivation levels differ significantly according to their marital status?

• Do teachers' motivation levels differ significantly according to the number of children they have?

• Do teachers' motivation levels differ significantly according to their age?

2.1 Research Method

Since this study aims to examine the relationship between the motivation levels of teachers working in primary, secondary and high schools affiliated to the Ministry of National Education in TRNC and their views on school climate, a relational scanning model, one of the descriptive research methods, was used in this study. It is a research model that aims to determine the existence and / or degree of co-change between two or more variables in the relational survey model (Karasar, 2012).

2.2 Universe and Sample

3868 teachers working in the Turkish Republic of Northern Cyprus, Primary Education and General Secondary Education schools constitute the research universe of this study. While 350 teachers were intended to include in the sample group with 95 percent confidence interval and 5 percent margin of error, the sampling method was not used in this study due to the pandemic, and 208 teachers working in schools in Nicosia, Famagusta, Güzelyurt and Girne cities constituted the study group of this study. It is not possible to generalize the results of the research as the sufficient sample size cannot be reached. The results can be generalized to the group from which the data were collected. The unit of analysis in the research is the teachers.

2.3 Data Collection Tools and Data Collection

A questionnaire form consisting of three parts was created for this research. The first part was used to determine the demographic information of the teachers, the second part to determine the teachers' school climate and the third part to determine the motivation levels of the teachers. The data were encoded and analysed using the SPSS program.

3. Findings

3.1 Examining the motivation levels of teachers working in primary and secondary education

Within the scope of the research, first of all, "What are the motivation perceptions of teachers working in primary and secondary education?" The mean and standard deviation from the descriptive analysis were used to answer the research question.

Table 1 The motivation levels of teachers working in primary and secondary education

Item	Mean $\bar{X}$	SS
I believe my work is respectable.	4,56	0,649
I believe my job is worth doing.	4,55	0,588
Having the full authority to do my job makes me do my job willingly.	4,42	0,601
Having good relationships with employees makes me come to work with pleasure.	4,34	0,600
I see myself as an important employee of the institution.	4,31	0,723
It makes me happy to be able to make decisions on matters related to my work.	4,30	0,696
I think I am successful in what I do.	4,28	0,510
Having good relations with my headmaster makes me want to come to work.	4,23	0,698
Giving responsibilities for my work makes me feel valuable.	4,13	0,662
I believe I can retire from this workplace.	4,04	0,911
Meetings, seminars, conferences, etc. Getting training with activities increases my effectiveness.	4,02	0,798
The attitude and behaviour of my colleagues honour me.	3,98	0,748
I believe that the institution I work for will be better than my current situation in the coming years.	3,83	0,839
Headmasters' attitude and behaviour honour me.	3,75	0,876
My headmaster's support in resolving my conflicts with my colleagues and parents makes me feel comfortable.	3,70	0,962
It relieves me that I can use leave when necessary.	3,69	1,086
The amount of wages I get from my work satisfies me.	3,60	0,958
Being rewarded for my success increases my willingness to work.	3,56	1,280
I think the physical conditions are suitable in my working environment.	3,39	0,905
Having the opportunity to be promoted in my job increases my desire to work.	3,24	1,322
Helping my colleagues in solving my personal and family problems makes me comfortable.	3,17	1,207
I think the tools and equipment in the workplace are sufficient.	3,03	0,927

Providing free food, tea-coffee and transportation facilities enables me to work efficiently.	2,81	1,491
Paying extra wages for my success increases my willingness to work	2,73	1,524
Overall mean	3,82	0,414

When Table 1 is examined, it is calculated that the teachers' average motivation scores are 3.82. This average score is above the middle value of 2.5. The expressions "I believe my work is respectable" and "I believe my job is worth doing" have the highest score average. The statement "Paying extra wages for my success increases my willingness to work" has the lowest average score.

Although it is higher than the middle value of 2.5, when the standard deviation values are examined, it will be seen that the statement "Paying extra wage increases my willingness to work" gets the highest value. This value means that the scores given to the statement in question are spread over a wide scale. In other words, views on this statement are more dispersed than other items. The statement "I think I am successful in what I do" has the lowest standard deviation value. In this context, it will be seen that the scores given for the statement in question have a narrower range.

3.2 Examining the motivation levels of teachers by gender

In this study, "Do teachers' motivation levels differ significantly according to gender?" The answer to the research question was sought. The basic research question will be answered by hypothesis testing method. The research hypothesis is expressed as follows

H_A: *Teachers' motivation levels differ according to their gender*

When the motivation levels of teachers were examined by gender, it was stated in the previous sections that the data for both groups did not show a normal distribution. Since the data did not show normal distribution, it was decided to use the Mann-Whitney U test. The analysis result is shown in Table 2.

Table 2: Examining the motivation levels of teachers according to their gender

	Gender	N	Mean	Total	U	Z	P
Teacher Motivation	Woman	172	105,40	18128,00	2942,000	-,469	0,639
	Man	36	100,22	3608,00			

As a result of the Mann-Whitney U test performed in Table 2, it was observed that the motivations of teachers did not differ statistically significantly according to gender (p> 0.05). In other words, it has been determined that the motivation levels of male and female teachers are similar.

3.3 Examination of the motivation levels of teachers according to their education level

In this study, "Do teachers' motivation levels differ significantly according to their education level?" The answer to the research question was sought. The basic research question will be answered by

hypothesis testing method. The research hypothesis is expressed as follows:

H_A: *Teachers' motivation levels differ according to their education level.*

It was stated in the previous sections that the data for both groups did not show a normal distribution when the motivation levels of teachers were examined according to their education levels. Since the data did not show normal distribution, it was decided to use the Mann-Whitney U test. Analysis result is shown in Table 15.

Table 3: Examining the motivation levels of teachers according to their education level

	Gender	N	Mean	Total	U	Z	P
Teacher Motivation	Degree	136	93,40	12702,00			
	Master Degree	72	125,47	9034,00	3386,000	-3,659	0,001*

As a result of the Mann-Whitney U test performed in Table 3, a significant difference was found in favour of graduate graduates in teacher motivation scores according to education levels (p <0.05). As a result of the examination, when the motivation levels of teachers were examined according to their education level, it was seen that the motivation levels of teachers with a master's degree were higher than teachers with undergraduate education.

3.4 Examination of the motivation levels of teachers according to the institution they work in

In this study, "Do teachers' motivation levels differ significantly according to the institution they work?" The answer to the research question was sought. The basic research question will be answered by hypothesis testing method. The research hypothesis is expressed as follows

H_A: *Teachers' motivation levels differ according to the institution they work in.*

When the motivation levels of teachers were examined according to the institution they work in, it was stated in the previous sections that the data for both groups did not show a normal distribution. Since the data did not show normal distribution, it was decided to use the Mann-Whitney U test. The result of the analysis is shown in Table 4.

Table 4: Examining the motivation levels of teachers according to the institution they work in

	Institution of Duty	N	Mean	Total	U	Z	P
Teacher Motivation	Primary	124	96,27	11938,00	4188,000	-2,397	0,017*
	Secondary	84	116,64	9798,00			

As a result of the Mann-Whitney U test made in Table 4, a significant difference was found in favour of those working in secondary education in the teacher motivation scores according to the institution they

work in (p <0.05). As a result of the examination, when the motivation levels of the teachers were examined according to the institution they work in, it was seen that the motivation levels of the teachers working in secondary education were higher than the teachers working in primary education.

3.5 Examining the motivation levels of teachers according to their duties at school

In this study, "Do teachers' motivation levels differ significantly according to their duties at school?" The answer to the research question was sought. The basic research question will be answered by hypothesis testing method. The research hypothesis is expressed as follows:

H_A: *Teachers' motivation levels differ according to their duties at school.*

When the motivation levels of teachers were examined according to their duties in school, it was stated in the previous sections that the data for both groups did not show a normal distribution. Since the data did not show normal distribution, it was decided to use the Mann-Whitney U test. The analysis result is shown in Table 5.

Table 5: *Teachers' motivation levels differ according to their duties at school.*

	Duty at School	N	Mean	Total	U	Z	P
Teacher Motivation	Class Teacher	66	96,02	6337,00	4126,000	-1,387	0,165
	Subject Teacher	142	108,44	15399,00			

As a result of the Mann-Whitney U test made in Table 5, no significant difference was found in teacher motivation scores according to their school duties (p> 0.05). As a result of the examination, when the motivation levels of teachers were examined according to their duties in school, it was observed that the motivation levels of classroom and branch teachers were similar.

3.6 Examining the motivation levels of teachers according to their marital status

In this study, "Do teachers' motivation levels differ significantly according to their marital status?" The answer to the research question was sought. The basic research question will be answered by hypothesis testing method. The research hypothesis is expressed as follows:

H_A: *Teachers' motivation levels differ according to their marital status.*

When the motivation levels of teachers were examined according to their marital status, it was stated in the previous sections that the data for both groups did not show a normal distribution. Since the data did not show normal distribution, it was decided to use the Kruskal Wallis H test. The result of the analysis is shown in Table 6.

Table 6: *Teachers' motivation levels differ according to their marital status*

Marital	N	Mean	Sd	X^2	P

	Status					
Teacher Motivation	Single		30	88,77		
	Married		168	109,73	2	7,877	0,019*
	Have partner	a	10	63,90		

As a result of the Kruskal Wallis H test performed in Table 6, a significant difference was found in teacher motivation scores according to marital status (p <0.05). As a result of the examination, when the motivation levels of teachers are examined according to marital status, we can say that the motivation levels of the married teachers are better than the single teachers and the teachers who have a relationship.

3.7 Examining the motivation levels of teachers according to the number of children they have

In this study, "Do teachers' motivation levels differ significantly according to the number of children they have?" The answer to the research question was sought. The basic research question will be answered by hypothesis testing method. The research hypothesis is expressed as follows:

HA: Teachers' motivation levels differ according to the number of children they have.

When the motivation levels of teachers were examined according to the number of children they have, it was stated in the previous sections that the data for both groups did not show a normal distribution. Since the data did not show normal distribution, it was decided to use the Kruskal Wallis H test. The result of the analysis is shown in Table 7.

Table 7: *Teachers' motivation levels differ according to the number of children they have.*

	Tthe number of children they have	N	**Mean**	**Sd**	X^2	**P**
Teacher Motivation	Yok	52	91,88			
	1	36	130,06	2	8,949	0,011*
	2 ve Üzeri	120	102,30			

As a result of the Kruskal Wallis H test made in Table 7, a significant difference was found in favour of those who have 2 or more children in secondary education in their teacher motivation scores according to the institution they work in (p <0.05). As a result of the examination, when the motivation levels of teachers are examined according to the number of children they have, we can say that those who have 2 or more children have better motivation levels than teachers who do not have children and have one child.

3.8 Examination of the Views of teachers working in primary and secondary education according to the school climate

Within the scope of the research, firstly, "What are the opinions of teachers working in primary and secondary education about school climate?" The mean and standard deviation from the descriptive analysis were used to answer the research question.

Table 8: Primary and Secondary Education Teachers' Views about the School Climate

Item	Mean $\overline{X}$	SS
Teachers do their job with pleasure.	3,04	0,459
Teachers take pride in their school.	3,00	0,681
Teachers who are new to school are easily accepted by their other colleagues.	2,89	0,721
Teachers support each other.	2,88	0,726
School principal always wants to help teachers.	2,80	0,727
Teachers are very close friends with other teachers.	2,77	0,670
The school principal checks the lesson plans.	2,72	1,016
Teachers leave school as soon as the lessons are over.	2,70	0,833
Teachers respect the competence of their colleagues.	2,70	0,693
Teachers socialize and have a good time during school.	2,69	0,811
Teachers socialize regularly.	2,69	0,653
Teachers provide strong social support for their colleagues.	2,68	0,765
School principal cares about teachers' suggestions.	2,62	0,826
School principal treats teachers equally.	2,59	0,979
School principal makes constructive criticism.	2,58	0,718
When the principal criticizes the teachers, he also explains the reasons.	2,57	0,771
Teachers know their colleagues' families.	2,52	0,735
There is always a minority group opposing the majority.	2,45	0,878
School principal makes every opportunity feel that he values teachers.	2,43	0,940
The school principal constantly checks whether the teachers arrive at the school on time (signature circus, etc.).	2,42	1,028
Most teachers are tolerant of their colleagues' mistakes.	2,39	0,816
It is easy to understand the principal.	2,38	0,860
The school principal keeps track of everything teachers do.	2,38	0,860
Teachers invite their friends from school to their homes.	2,38	0,738
The principal takes care of teachers' personal happiness.	2,38	0,924

The support of school civil servants reduces the paperwork burden on teachers.	2,26	0,868
Teachers come together to have fun.	2,26	0,811
The principal says nice words to the teachers.	2,16	0,775
The school principal strictly supervises the teachers.	2,15	0,758
The school principal is autocratic.	2,10	0,729
Teachers have a lot of extra-curricular tasks.	2,06	0,820
The principal strictly controls teachers' classroom activities.	2,02	0,798
Teachers are overwhelmed by the workload.	1,89	0,708
Stationery work (bureaucratic work) required by the school administration is a burden on teachers.	1,88	0,865
The headmaster rules the school with an iron fist.	1,84	0,824
Teachers put group pressure on colleagues who break the rules.	1,74	0,681
Teachers dismiss the topic from its purpose in meetings.	1,71	0,744
The abundance of routine tasks in school disrupts education and training.	1,67	0,701
Meetings held are useless.	1,61	0,658

When Table 8 is examined, it is seen that teachers generally have a positive impression within the scope of their views on school climate. Their average score is above the middle value of 2 points. The expressions "Teachers fulfil their duties with pleasure" and "Teachers are proud of their schools" have the highest score average. "School principal follows everything teachers do" statement, on the other hand, has the highest score average in a negative sense.

When the standard deviation values are examined, it will be seen that the statement "Teachers fulfil their duties with pleasure" gets the lowest standard deviation value. This value means that the opinions of the teachers about the statement in question are quite close to each other and the views are distributed in a narrower range. It has been observed that the statement "School principal constantly checks whether the teachers come to school on time" has the highest standard deviation value, in this context, teachers 'opinions about the statement are distributed in a wider range, in other words, teachers' views on this statement diverge from each other.

4. Conclusion

Within the scope of the research, the motivation levels of teachers working in primary and secondary education were determined and as a result, the teachers "I believe that my job is respectable", "I believe that my job is worth doing", "I have the authority to fully do my job, it causes me to do my job willingly", " Having good relations with employees makes me come to work with pleasure ","" I see myself as an important employee of the organization ","" It makes me happy to be able to make decisions about my job ","" I think I am successful in what I do "and" Good relations with my headmaster make me want to come

to work.' they have given the answer for the item "always".

As a result of the research, the teachers also said, "Giving me responsibilities related to my job makes me feel valuable", "I believe that I can retire from this workplace", "Meetings, seminars, conferences etc. "The attitudes and behaviours of my colleagues honour me," I believe that the institution I work for will be better than my current situation in the future "," The attitudes and behaviours of the headmasters honour me "," My headmaster has given me in resolving my conflicts with my colleagues and parents. The teachers mostly responded to the items such as "being rewarded for my success increases my willingness to work", "The amount of the wage I get from my job satisfies me" and "I am not rewarded for my success".

However, "I think the physical conditions are suitable in my work environment", "Having the opportunity to be promoted in my job increases my desire to work", "My colleagues help me in solving my personal and family problems", "I think the tools and equipment in the workplace are sufficient", "Providing free facilities such as, food, tea, coffee and transportation enables me to work efficiently "and" Paying extra wages for my success increases my willingness to work ", as a result, teachers were hesitant.

Teachers working in primary and secondary education generally responded to the items that determine their motivation levels and stated that their motivation levels were good.

As a result of the study, when the motivation levels of teachers were examined by gender, it was seen that the motivation levels of male and female teachers were similar. When the motivation levels of teachers were examined according to their education level, it was observed that the motivation levels of teachers with a master's degree were higher than teachers with undergraduate education. When the motivation levels of teachers were examined according to the institution they work in, it was seen that the motivation levels of teachers working in secondary education were higher than those with a bachelor's degree. When the motivation levels of teachers were examined according to their duties in school, it was seen that the motivation levels of classroom and branch teachers were similar. When the motivation levels of teachers were examined according to their marital status, it was observed that the motivation levels of the married teachers were better than the singles and those who had a relationship, and the single teachers compared to the teachers who had a relationship. When the motivation levels of teachers are examined according to the number of children they have, it can be said that those who have 2 or more children have better motivation levels than teachers who do not have children and have one child.

As a result of the research conducted, "Teachers are proud of their schools", "New teachers are easily accepted by their colleagues", "Teachers support each other", "School principal always wants to help teachers", "Teachers are close friends "," The principal checks the lesson plans "," Teachers leave the school as soon as the lessons are over "," Teachers respect their colleagues' competence "," Teachers socialize and have a good time during school "," Teachers socialize regularly " , "Teachers provide strong social support for their colleagues", School principal cares about teachers' suggestions "," School principal treats teachers equally "," School principal makes constructive criticism "," School principal explains the reasons when he criticizes teachers", "they know their colleagues' families"." As a result, teachers said for

the item 'generally'.

5. Recommendations

Based on the findings of this study, which examines the relationship between primary and secondary school teachers' views of school climate and their work motivation, the following recommendations were made:

1. Teachers working in primary and secondary education generally responded to the items that determine their motivation levels and stated that their motivation level is good. In this context, providing the conditions that will increase the willingness of teachers to work, sufficient tools and equipment in the school, rewarding their success, strong communication with colleagues and administrators are very important factors for the school climate to reach a very good level and to maintain the existing good level.
2. In this study, it was concluded that teachers with postgraduate education have higher motivation than teachers with undergraduate education. In this respect, opportunities should be created for teachers to improve themselves. In-service training courses should be organized to enable them to improve themselves.
3. When the mean and standard deviation values of teachers working in primary and secondary education about school climate were examined, the teachers gave the answer 'generally". However, teachers who say 'sometimes' in terms of school climate are also close to this value. At this point, administrators and teachers should cooperate at a good level in order for their teachers to have more positive perceptions of the school climate.
4. The implementation of this study conducted in primary and secondary education in pre-school schools may be beneficial in terms of the efficiency of these institutions.
5. A study comparing the school climate and motivation of official primary and secondary education and private primary and secondary education can be conducted.
6. In this study, the findings on teachers 'motivation and school climate were obtained based on teachers' views. A wider and more comprehensive study can be conducted with the participation of students, parents and other staff working at the school.

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