

WHAT AFFECTED TEACHER MOTIVATION DURING THE PANDEMIC PROCESS?

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ABSTRACT

Covid-19 pandemic, which emerged in 2020 and rapidly became the world's biggest problem, has transformed our daily lives considerably. Covid-19 pandemic has also greatly changed the general functioning of educational institutions in our country. In this study, it was aimed to obtain the opinions of teachers working in secondary education institutions about their motivation in the pandemic process.

In the study, interviews were conducted with 15 teachers at Namık Kemal High School, the only regular high school in Famagusta region, and data were collected and analyzed with a qualitative method.

In terms of data analysis, the data obtained from the interviews were synthesized and described, then summarized and interpreted. Recommendations were made in line with the results.

Keywords: Covid-19, motivation, teacher, online.

INTRODUCTION

Covid-19 pandemic, which affected the world in 2020, had an impact on us in many areas, including our daily habits. Conventional education and training methods in the field of education have also been affected by the covid-19 pandemic. Teachers and students covered their classes in virtual classrooms they created on the internet instead of traditional schools (Chang and Fang, 2020). The transition to this method, which is new for everyone, has posed some difficulties for both the teacher and the student. Motivation in the teaching of the classes is indispensable for both the teacher and the student (Kulikowski et. al., 2021). The term motivation comes from the Latin word "to move", which means to act (Ud et al., 2012). Motivation is the thoughts, hopes and beliefs that motivate people and determine the directions of their actions; in short, they are their desires, needs and fears (Örücü & Kambur, 2008). Motivation plays a very important role in human behavior. In providing motivation, it is necessary to know the behaviors of the employees and their reasons. Behind every behavior there is a desire, and in front of it there is a purpose. In order to achieve the goals, the needs of the individual must be met (Sabuncuoğlu, 1984; Ryan and Deci, 2009). A highly motivated teacher conveys his/her lecture to the student with a higher performance. Likewise, a highly motivated student understands and grasps the topics conveyed by his/her teacher better (Sinclair, 2008; Watt and Richardson, 2008). It has been proven that distance or online learning is influenced by the accessibility and suitability of technological equipment, time and motivation.

(İbrahim et al. 2013). In this process, which is a new era for everyone, it is important to examine the factors that affect teachers' motivation during their online classes in virtual classrooms. In the light of the obtained data, the factors that reduce teacher motivation will be determined.

PURPOSE OF THE STUDY:

In this study, it was aimed to obtain the opinions of teachers working in secondary education institutions about their motivation in the pandemic process.

Sub-purposes for the purpose of the research are as follows:

- 1- What affected your participation in online courses during the Covid-19 pandemic process? (lack of internet connection, tablet, and computer, and structural disorder of the house) What are your opinions on this issue?
- 2- How did the lack of sanctions for attendance / lack thereof in online classes affect your motivation during the Covid-19 pandemic process? What are your opinions on this issue?
- 3- How do you compare face-to-face classes with online classes in terms of your motivation?
- 4- How do you compare the teaching methods used in face-to-face classes with the methods used in online classes in terms of the effectiveness? What are your opinions on this issue?
- 5- What are your views on making online education more effective?

METHOD

It is planned to examine the factors that affect the motivation of teachers during the pandemic process using qualitative methods with 15 teachers working at Namık Kemal High School, a secondary education institution. Interview is a data collection technique that is frequently preferred in qualitative research and is used for in-depth research to reveal social reality. Collecting data face-to-face with the interviewees is a factor that increases the depth of the research (Yüksel, 2020)

STUDY GROUP

It was planned to obtain data by interviewing teachers who worked at Namık Kemal High School in Famagusta district of TRNC and wanted to participate in this study voluntarily.

DATA COLLECTION TOOL

The interview form developed by the researcher was used as the data collection tool. Expert opinion was consulted for the reliability of the form.

DATA ANALYSIS

In the analysis of the data, the data obtained from the interviews were synthesized and described, then summarized and interpreted. The codes used according to the answers given to the questions in the qualitative data analysis are presented in Table 1.

Table 1. Table of codes used in qualitative data analysis

| Question no: | Questions | Sample answer | Classification | Codes | Code for sample answer |
|--------------|--|--|----------------|--|--|
| 1 | What affected your participation in online courses during the Covid-19 pandemic process? (lack of internet connection, tablet, and computer, and structural disorder of the house) What are your opinions on this issue? | “First, the internet connection problem and then the low motivation of the student affected the process negatively. Many students could not have access.”(Teacher 3) | Problems | Internet connection, lack of infrastructure, equal opportunities, low motivation | Equal opportunity, tablet, mobile internet |

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|---|---|---|--------------------|--|--|
| 2 | How did the lack of sanctions for attendance / lack thereof in online classes affect your motivation during the Covid-19 pandemic process? What are your opinions on this issue? | “I think there should be a sanction for absenteeism. Using this situation, students participate in the class arbitrarily. It affects motivation and class efficiency negatively.” (Teacher 3) | Problems | Statute update, sanction, motivation | Statute update, sanction, being not arbitrary. |
| 3 | How do you compare face-to-face classes with online classes in terms of your motivation? | “I believe face-to-face classes are definitely more effective. In online classes, when the cameras are on, we can do classes more efficiently.” (Teacher 1) | Solution proposals | Classroom interaction | Intervention to students is easier in face-to-face education. |
| 4 | How do you compare the teaching methods used in face-to-face classes with the methods used in online classes in terms of the effectiveness? What are your opinions on this issue? | “I think that the methods used in face-to-face classes can be improved and diversified. We can progress in a more limited framework in online classes. I believe we cannot make progress without equality of opportunity.” Teacher 7) | Solution proposals | In-class technology (smart board, internet) | In-class technology, internet, smart board, interaction |
| 5 | What are your views on making online education more effective? | “All students should use equal conditions and better quality internet connection. I think interesting course contents should be prepared.” (Teacher 7) | Solution proposals | Equality of opportunity, problem solving, joint curriculum | Equality of opportunity, problem solving, joint curriculum, sanction, course content |

FINDINGS

15 teachers from Namık Kemal High School participated in the study.

According to the first sub-purpose of the study, findings as regards the opinions of teachers in response to the question “What affected your participation in online courses during the Covid-19 pandemic process? (lack of internet connection, tablet, and computer, and structural disorder of the house) What are your opinions on this issue?” are provided below.

The opinions of 15 teachers in the study group are as follows:

- 12 teachers → Internet connection and lack of infrastructure
- 2 teachers → Students attending classes only by phone
- 3 teachers → Lack of equal opportunities for all students
- 2 teachers → Students not turning the camera on

Among the responses given by teachers, 80% mentioned lack of internet connection and infrastructure, 13.3% mentioned the problems caused by the students attending the class with only a smartphone and not being able to do other operations that can be done with the computer, and 20% mentioned all students at the school not having the same resources equally. Finally, 13.3% of the teachers stated that the students kept their cameras off during the class and avoided high interaction, which negatively affected their motivation.

According to the second sub-purpose of the study, findings as regards the opinions of teachers in response to the question “How did the lack of sanctions for attendance / lack thereof in online classes affect your motivation during the Covid-19 pandemic process? What are your opinions on this issue?” are provided below.

All of the 15 teachers in the study group stated that this was a problem and negatively affected their motivation. They stated that if online courses are to be continued, an inquiry should be conducted by the Ministry of National Education. In addition to these, the solution recommendations of the teachers are as follows:

- 10 teachers → Mentioned updating the attendance-absenteeism statute
- 3 teachers → Referred to the inclusion of project applications in the curriculum
- 2 teachers → Stated that the lack of equal opportunities was the main problem (students who could not attend the course) and argued that the ministry should provide tablet and free internet to all students to solve this problem.

According to the third sub-purpose of the study, findings as regards the opinions of teachers in response to the question “How do you compare face-to-face classes with online classes in terms of your motivation?” are provided below.

All of the teachers participating in the study stated that face-to-face education was more effective than online education and that their motivation in the classroom was higher, students' interaction in the course was more developed and under their control. They mentioned that in online classes most of the students disconnected before the class ended and they could not interfere with it.

According to the fourth sub-purpose of the study, findings as regards the opinions of teachers in response to the question “How do you compare the teaching methods used in face-to-face classes with the methods used in online classes in terms of the effectiveness? What are your opinions on this issue?” are provided below.

- 7 teachers → stated that they used in online classes most of the methods they used in the classroom in the same way.
- 4 teachers → stated that they do their classes more effectively with the smart board and internet they use in the classroom.
- 4 teachers → mentioned that the materials they used online were not used effectively by the students.

According to the fifth sub-purpose of the study, findings as regards the opinions of teachers in response to the question “What are your views on making online education more effective?” are provided below.

- 3 teachers → mentioned conducting online education as a complementary to face-to-face education
- 2 teachers → mentioned switching to online education by solving internet and infrastructure problems
- 1 teachers → mentioned determining and making joint curricula in cooperation with the groups
- 4 teachers → mentioned the requirement to have a sanction against students regarding online education
- 1 teachers → mentioned that students should keep a notebook regarding the course in addition to the methods used during online education
- 2 teachers → mentioned student attendance and camera obligation
- 2 teachers → mentioned that the course contents that would attract the attention of the students should be prepared.

CONCLUSION

As a result, it was observed that the online classes of teachers working in secondary education institutions during the pandemic process negatively affected their motivation. The teachers generally mentioned that the lack of internet, lack of infrastructure, lack of equal opportunities, insufficiency of online content (insufficiency of education portal) and lack of sanctions for students' absenteeism in classes negatively affected their motivation. Ferri, Grifoni, and Guzzo (2020) highlight three key e-learning challenges during the pandemic. these; technologically lack of devices or Internet access, pedagogically lack of computer skills and socially lack of interaction and motivation with students. As a solution to the foregoing, it was stated that internet and infrastructure deficiencies should be cured by providing pens-tablets and free internet opportunity for students, updating the attendance and absenteeism regulations, developing online education content to attract the attention of students, and developing joint course plans. It is envisaged that in this way online classes will be carried out more efficiently and with a high motivation for both teachers and students. This study will be an effective source for online class planning and teacher motivation to be more successful.

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