BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING MASTER PROGRAM

INVESTIGATING EFL TEACHERS' MOTIVATION TOWARDS WEB-BASED PROFESSIONAL DEVELOPMENT IN A TURKISH CONTEXT

MASTER'S THESIS

PREPARED BY

CAN ECE BOZ

ANKARA - 2020

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THESIS ADVISOR

ASSOC. PROF.FARHAD GHORBANDORDINEJAD

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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"Başkent Üniversitesi Enstitüleri Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Usul ve Esaslarını" inceledim ve bu uygulama esaslarında belirtilen azami benzerlik oranlarına tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Can Ece Boz

ONAY

Tarih: / /

Doç. Dr. Farhad Ghorbandordinejad

DEDICATION

Dedicated to my mother, Nazmiye Temiz

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ABSTRACT

Can Ece BOZ

Investigating EFL Teachers' Motivation Towards Web-Based Professional Development in A Turkish Context

Başkent University Institute of Educational Sciences Department of Foreign Languages Teaching English Language Teaching

2020

Evidence suggests that motivation is among the most important factors for participation in web-based professional development (WPD) activities. My experience during online education that has driven this research. Up to now, very little attention has been paid to the importance of motivation on WPD. It states a need to comprehend the different perceptions of motivation that exist among studies. This prospective study was designed to investigate how EFL teachers are motivated towards WPD. The research data in this thesis is collected from a hundred nine teachers working in a foundation university. In order to identify teachers' preferences, the participants responded to twenty-nine items using a 7-point Likert scale. Descriptive data were generated for all variables. Statistical significance was analysed using analysis of variance and t-tests as appropriate. All analyses were carried out using SPSS, version 23.0. The findings revealed that the teachers who were highly motivated and the respondents who reported low levels of motivation are nearly equal. Moreover, their motivation towards WPD did not distinct significantly with respect to gender, age, marital status, number of children they have, department, employment status, unit, principal area, degree status and computer competency. However, this study has identified that participants' motivation is significantly dissimilar in regard to experience and the Internet competency. Moreover, the results of this investigation show that there are some relationships between sub-dimensions. One of the most important findings to come out in this study is that the category of practical enhancement has the highest score of all dimensions. The present study has been one of the first attempts to thoroughly examine the motivation towards WPD.

Keywords: Motivation, web-based professional development, experience, the Internet competency.

ÖZET

Can Ece BOZ

EFL Öğretmenlerinin Web Tabanlı Mesleki Gelişime Yönelik Motivasyonlarının Türkiye Bağlamında İncelenmesi

Başkent Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı

2020

Kanıtlar, motivasyonun web tabanlı mesleki gelişim etkinliklerine katılım için en önemli faktörlerden biri olduğunu göstermektedir. Bu araştırmayı yönlendiren çevrimiçi eğitim deneyimim. Şimdiye kadar, web tabanlı mesleki gelişimde motivasyonun önemine çok az ilgi gösterildi. Bu çalışmalar arasında var olan farklı motivasyon algılarının anlaşılması ihtiyacını belirtmektedir. Bu ileriye dönük çalışma, EFL öğretmenlerinin web tabanlı mesleki gelişime nasıl motive olduklarını araştırmak için tasarlanmıştır. Bu tezdeki araştırma verileri, bir vakıf üniversitesinde çalışan yüz dokuz öğretmenden toplanmıştır. Öğretmenlerin tercihlerini belirlemek için, katılımcılar 7 puanlı bir Likert ölçeği kullanarak yirmi dokuz maddeye cevap verdiler. Tüm değişkenler için tanımlayıcı veriler oluşturuldu. İstatistiksel anlamlılık, uygun biçimde varyans analizi ve t-testleri kullanılarak analiz edildi. Tüm analizler SPSS, sürüm 23.0 kullanılarak gerçekleştirildi. Bulgular, yüksek motivasyona sahip öğretmenlerle düşük motivasyon seviyeleri bildiren katılımcıların neredeyse eşit olduğunu ortaya koydu. Ayrıca, web tabanlı mesleki gelişime yönelik motivasyonları cinsiyet, yaş, medeni durum, sahip oldukları çocuk sayısı, bölüm, istihdam durumu, birim, ana alan, derece durumu ve bilgisayar yetkinliği açısından önemli ölçüde farklılık göstermedi. Ancak, bu çalışma, katılımcıların motivasyonunun deneyim ve internet yetkinliği açısından önemli ölçüde farklı olduğunu ortaya koymuştur. Ayrıca bu araştırmanın sonuçları, alt boyutlar arasında bazı ilişkiler olduğunu göstermektedir. Bu çalışmada ortaya çıkan en önemli bulgulardan biri, pratik geliştirme kategorisinin tüm boyutların en yüksek puanına sahip olmasıdır. Bu çalışma, web tabanlı mesleki gelişime yönelik motivasyonun kapsamlı bir şekilde incelenmesine yönelik ilk girişimlerden biri olmuştur.

Anahtar sözcükler: motivasyon, web tabanlı mesleki gelişim, deneyim, İnternet yeterliği.

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SYMBOLS AND ABBREVIATIONS

CPD	Continuing Professional Development
CPE	Continuing Professional Education
DBE	Department of Basic English
EFL	English as a Foreign Language
EPS	Education Participation Scale
INSET	In-service Training
IRB	Institutional Review Board
IT	Information Technology
MLD	Modern Languages Department
MWPD	Motivation towards Web-based Professional Development
PD	Professional Development
WPD	Web-based Professional Development

1. INTRODUCTION

The chapter following provided an overview of a framework for the study. The objective of this study was to explore in what ways EFL teachers are motivated towards web-based professional development (WPD) regards to motivational factors such as personal interest, occupational promotion, external expectations, practical enhancement, social contact, social and social stimulation.

The world is changing fast on account of unexpected circumstances happening such as global pandemic and the rising importance of technology. As a result, these changes cause huge differences in each field such as education, health, economy, living conditions and so on. When it comes to education, a possible explanation is that we are coming across many innovations and opportunities are a result of changing situations. Technology has a critical role in the maintenance of many things that we do to preserve our lives. Web-based tools have emerged as powerful platforms for education as well. In the new world, personal growth has become a central issue for people who want to achieve self-actualization. Owing to the fact that the teachers are responsible both their students and their improvement, it is much more needed. To put it another way, when the teachers improve themselves regards to their teaching abilities and usefulness for students, not only they enhance their skills but also promote their students' achievement.

When we consider the factors, which affect the participation in professional development activities, motivation is the first thing which comes to our minds. Motivation plays a critical role in terms of participation in professional development (Osman & Warner, 2020). Since the perceptions and beliefs are changing in the world, the means that we use for teachers' learning and teaching environment are transforming, too. As a result, a major change in education is inevitable. As a result, teachers are supposed to be capable and responsible for integrating technology and its dimensions into their teaching and learning (Son, 2019). It may be generally thought that people who are motivated to achieve something decide consciously. Preferences of people depend on the things which people value for. Consequently, motivating factors may differ when it comes to their preferences such as intrinsic and extrinsic factors (Ismajli, Zekiri, Qosja & Krasniqi, 2015). Nonetheless, previous published studies are limited and not focused on the factors which affect the motivation on participation in professional development activities, commitment

and the results (Schieb & Karabenick, 2011). On the grounds that face-to-face professional development is not always available because of the changing situations or the preferences of the teachers. Therefore, there is not a consensus about whether teachers are motivated towards WPD or not and what triggers them to participate.

There is a comparatively limited body of literature that is concerned with motivation towards WPD. In previous studies on this field, different variables have been found to be related to professional development. Even so, most studies in the field of teacher education have only concentrated on face-to-face professional development and related variables. Even if it is investigated considering motivational factors, the theories which are underpinned also affect the results of the studies. Studies would be more note-worthy in the event that they included a different research design. A great deal of former research into PD for teachers has focused on needs analysis for professional development (PD) activities, perceptions of EFL teachers, teacher autonomy, some models for PD, designing and evaluating PD programs and problems.

A more comprehensive study would include participation and the factors which affect participating in PD and WPD activities. Researchers have not investigated web-based professional development in much detail. Consequently, there are still some inquiries needed to be asked by participants of the activities which are done through online tools (National Research Council, 2007). In order to make teachers conscious about the advantages of WPD, there should be something to done. Since many teachers do not have enough experiences with computers and the Internet, their doubts should be emphasized and overcame (National Research Council, 2007). PD brings knowledge for teachers regards to their profession and how learning process goes on (Livneh & Livneh, 1999). The extensive use of the term ‘adult education’ is usually associated with participation of people in educational activities to broaden their knowledge and abilities related to be successful in the profession, to get a higher position or a better degree, or enhance their capacity (Kim, Hagedorn, Williamson & Chapman, 2004). This definition highlights the characteristic of adult education. Owing to the fact that it includes educational activities which are relevant to profession, it can be inferred that PD or WPD activities are the part of an adult education. Previous studies have made efforts to explain the underlying reasons of participation in adult education. Adult education may be classified on the basis of economic, social and psychological issues (Kim, Hagedorn, Williamson & Chapman, 2004). Nevertheless, there are also some motivational factors which have effects on participation for adult learners. It is now well established from a variety of studies that

motivational factors are related to online learning with some specific demographic variables (Yoo & Huang, 2013). Consequently, a much more organized approach would identify how WPD interact with motivational factors and other variables which are considered to be related.

Inasmuch as recent events in the world, it may become greatly difficult to neglect the presence of technology and demand for self-growth. Consequently, the central thesis of this study is to explore the association between motivational factors and participation in WPD. Moving on now to consider a critique of the context and background that constructs the study. Following this is the statement of the problem, purpose and following research questions. Besides, this chapter involves discussion around the approach of research, the researchers' perspectives and assumptions. The chapter ends with limitations, delimitations, the rationale and significance of the study and definitions of key terminology used.

1.1. Background of the Study

In this section web-based professional development for EFL teachers were discussed in terms of some aspects of WPD activities: (a) relevant issues, (b) major findings on previous research, and (c) previous controversies and statistics on WBPD.

Most studies of PD or WPD have only been accomplished in a small number of areas and regards to limited aspects. Little is known about motivation towards web-based professional development. Readers may ask what affects the participation in WPD regarding motivational factors. Even though numerous studies have attempted to explain the issues related WPD, a much more organized approach would describe how WPD relates with other variables that are believed.

Much of the current literature on WPD and PD pay particular attention to comparative studies which find the differences between face-to-face and online professional development, using specific tools in this learning environment, evaluating and designing new models and so on. One study by Liu & Kleinsasser (2014) investigated the actions, insights and difficulties which English as foreign language (EFL) pre-service and in-service teachers are exposed to during the period of online professional development. Another major study investigated the literature concerns teachers' continuing professional development (CPD) and relationship with technology and also, the usage of mobile technologies in the field of English language teaching for teachers (Walsh, et al., 2013). In

a study conducted by Fishman, et al. (2013), it was demonstrated that there are some differences about teacher beliefs, knowledge, teaching implications and their effects on students in regards to PD activities. To illustrate, the study which aims to help teachers to adapt new technologies to their teaching implications, integration of web-based tools was presented to the teachers (Archambault, Wetzel, Foulger & Williams, 2010). Though extensive amount of research has been carried out on these issues, a few studies exist which concern both motivational factors and WPD. There was a study which shows the relationship between personality styles and the fulfilment of teachers from WPD activities (Kanuka & Nocente , 2003). The results in this study indicate that the effects of personality styles are not related the satisfaction for WPD activities. With the rising popularity of web-based technology, it also has been important for educational environments for the reason that it can be effective for both teachers' growth and learning but also plays a critical role for their teaching (Kao, Tsai & Shih, 2014). One criticism of much of the literature on WPD may show that the effects of motivational factors are underestimated. Consequently, this study sought to acquire data which will help to focus on these research gaps and seeks to understand why teachers who enrol participate in WPD activities. It is this problem that this study sought to address.

1.2. Statement of the Problem

Personal growth can be accepted as a crucial term for those who want to achieve self-actualization. Besides, this need for personal growth leads to another important need which is PD. The term of professional development can broadly be defined in various ways; nonetheless, the general definition refers to teachers learning, understanding how to learn and using these endeavours for the sake of the students' improvement (Avalos, 2011). People who have the capability of higher order thinking skills always need to renew and improve themselves. Nevertheless, one of the most important factors which leads people to trigger is motivation. Motivating teachers may depend on giving the opportunities that make them avid for renewal. The essential psychological needs of teachers are satisfied, they become more into their own improvement and stick to continuing growth. The literature on motivation has highlighted that if the suitable environment is created, continuing progress is inevitable for people (Dzubay, 2001). The preferences, attitudes and beliefs of teachers cannot be underestimated in this regard. For this reason while designing CPD activities, the choices which are provided to teachers must contribute to their attitudes

and beliefs to make this professional development attempt effective (Borg, 2015). Teachers' preferences and the circumstances which come out with the changes due to the pandemic and improvements in the world affect the ways where we can find out to improve ourselves in the context of professional development. In difficult circumstances which make the accessibility of professional development activities harder to reach, the web-based contents and environments are much more accessible than other means of training courses or activities. It may be possible to say that the web-based environment creates numerous opportunities which make people more eager to participate. Rather than the other platforms, web-based learning platform with the aim of professional development allows people to save time, remove setting and situational barriers which many people have (Nocente & Heather, 2003). Up to now, very little attention has been paid to examining motivation towards WPD of EFL teachers. Motivation is at the heart of our understanding of participation in WPD. For this reason, this study investigates teachers' motivational preferences which may help to address the research gaps.

1.3. Purpose of the Study

The purpose of this investigation is to be aware of how EFL teachers are motivated and what the level of their motivation is by taking different variables into consideration. The results of the study may create a chance for students, teachers, teacher trainers, professional development units, institutions and the researcher herself. First and foremost, teachers need to catch up with the students' needs and with the global changes with reference to active technology use in every field, students are needed to meet the needed input. As the world changes, expectations are shaped by means of the factors which are changed. To meet the requirements of students all the parts in educational institutions must be in a unity including teachers, teacher trainers and professional development units. Nevertheless, to create a butterfly effect, we need to start from the standpoint which indicates the common concept named motivation of teachers. Unlike the common beliefs about volunteering to participate activities which foster professional development may not be creating an improved learning environment. The motivation of those who participate differ from in terms of who they are and what they need in different aspects (Kubanyiova, 2012). Consequently, the academic literature on this point has revealed that there are different factors which affect teachers' motivation to professional growth. Therefore, motivation is at the heart of our understanding of the reasons why teachers are willing to

participate.

1.4. Research Questions

Much of the literature emphasizes that there is a fundamental relationship between institution, teachers, students' achievement, principal and professional development. A great deal of prior research into PD has concentrated on the needs of teachers and efficacious elements related to PD activities. Nonetheless, this current study aims to clarify some of the enigma surrounding the effect of motivation to WPD activities:

Main research questions

In the present study, the following research questions guide:

1. To what extent, if at all, are the teachers motivated towards WPD?

2. Do the teachers' demographic information, such as gender, age, marital status, number of children, department, employment status, unit, principal area, experience, degree status, computer competency and the Internet competency create any differences to their motivation to WPD?

3. What is the relationship between the sub-dimensions of WPD?

Sub-research questions

1. To what extent, if at all, do teachers participate in WPD for personal interest?

2. To what extent, if at all, do teachers participate in WPD mainly for the purpose of occupational promotion?

3. To what extent, if at all, do teachers participate in WPD because of external expectations?

4. To what extent, if at all, are teachers committed to practical enhancement?

5. To what extent, if at all, do teachers participate in WPD because of social contact?

6. To what extent, if at all, do teachers participate in WPD to have social stimulation?

1.5. Assumptions

As one of the major aims of the current study is to explore motivation of EFL teachers to WPD, it is assumed the study has reached enough amount of EFL teachers to illustrate all the EFL teachers working at the foundation universities. So as to make the results general to all EFL teachers working at foundation universities, the participation of

EFL teachers as much as possible was particularly crucial to obtain real data. In addition, EFL teachers were supposed to be honest and share their accurate preferences about given questionnaire. When it comes to the ethical considerations in educational research, the participation to the study was completely voluntary and the participants had the right to leave the study. Additionally, the participants' data was kept as anonymous. Since the data was collected via online survey, the Internet Protocol (IP) addresses was not collected. As another assumption, to prevent response bias there was limited time for the participants to take part in the study. Furthermore, it was assumed that the contributors completely understood the items of the scales and answered in an appropriate way with the help of the explanations given. It was assumed that gender and age have no effects on motivation towards WPD in previous research. Nevertheless, different results may emerge with different participants and settings. Various studies have assessed the gender and age issues relating motivational issues. Consequently, it is possible to observe similar conclusions.

1.6. Significance of the Study

When the changing circumstances are considered, the integration of technology is inevitable nearly in each field. The transformation of the many things that we are familiar with beforehand such as means of communication, interaction between people, health, education is also supposed to change. There should be an adoption for educational environments as well. Instead of face-to-face professional development, it can be easily inferred that having online professional development is much more accessible and cheaper (Masters, Kramer, O'Dwyer, Dash & Russel, 2010). There is a large number of studies that describe PD, WPD, in-service trainings (INSET) or continuing professional development (CPD) activities in regard to several aspects of professional growth and these studies have found some solutions for problems and shown what we have in this field. Nevertheless, there has been surprisingly little research into the motivation of EFL teachers towards WPD. Discovering what motivates teachers to participate in WPD, assists educators to create new teaching environments in order to enhance professional growth. Since the demands of our century is becoming more and more challenging when it comes to technology, schools and universities are supposed to follow the related technological advancements, too (Lindberg & Olafsson, 2009). Consequently, the findings of the study may give school administrations and policy makers the opportunity of promoting and supporting professional development integrating technology and have insights about

motivational factors which affect teachers' participation.

1.7. Theoretical Framework

To create a theoretical perspective for investigating motivation towards web-based professional development of EFL teachers, Houle's Typology provides a beneficial model for this study. In the scope of adult education each research is needed to be done by means of considering the key points which are reasons of human beings for participation and the characteristics of the learner (Boshier, 1971). As will be mentioned in the literature review, to examine the motivation to participate WPD activities this study needs to be unified with this theoretical framework.

Variables can be found in research questions or hypotheses in quantitative studies to show the relations or make predictions (Creswell, 2014). The term 'variable' was introduced by Creswell (2014) in his book as a feature which may be observed or measured and differs depending on participants or organization in the study carried out. Dependent variables refer to the results of the effect of independent variables (Creswell, 2014). In this study, motivation is accepted as a dependent variable.

Motivational types can be listed as follows: the goal-oriented, the activity-oriented and the learning-oriented. Those who accept education as a tool to achieve their objectives are the goal-oriented people. The activity-oriented participate without considering the content or meaning of the activity since they have different social considerations other than educational. Those people who are the learning-oriented pursue the source of knowledge to improve themselves. (Houle, 1961, as cited in Boshier, 1971). Each type has its own features in terms of desire to participate activities. These different reasons are needed to be had due regard in order to understand underlying factors. The goal-oriented ones take course, join a group, or do these kinds of activities when the need or interest come arouse. (Houle, 1961, as cited in Boshier, 1971). When they have objectives or some specific needs for any other educational activity, they participate and meet with their expectations. The activity-oriented people want to be the part of a social environment which surround them and being part of a social network or an institution trigger them to participate in. These educational opportunities are a chance of having a social contact for them (Houle, 1961, as cited in Boshier, 1971). For the learning oriented, education might be named a regular rather than a continuing activity (Houle, 1961, as cited in Boshier, 1971).

1.8. Limitations

The limitations in a study are the features cannot be controlled by means of the researchers who carry out a study. The common use of the term 'limitation' is frequently associated with possible weaknesses in the study (Fowler, 2014). In addition, strengths and limitations are supposed to be provided in a study (Neuman, 2014). Before all else, it should be considered that the study has some limitations with respect to different issues related educational research. Some limitations can be listed as follows: sample size, possible biases and problems with the design of research (Dörnyei, 2003). There may be some misunderstandings of motivation concept which teachers already have, biases towards WPD and technology integration and desire to give ideal answers instead of telling what literally happens. The bias can be identified as answering the items in the same way from the participants because of some reasons such as laziness or psychological tendency (Neuman, 2014). Another potential problem is that participants of this study might have different WPD experiences such as the courses which are taken online, the content of these courses or the trainers who give these courses. These differences could possibly affect the results of the data which is collected. Moreover, in spite of the fact that the confidentiality is stated clearly in the volunteer consent form, participants might give answers positively or negatively because of the fear of the school administration instead of giving sincere answers. Using an online survey may not be comfortable for those who are not happy with the use of technology because it is not an emotionally safe environment for this kind of participants and the results may be affected. Since each participant is unique as far as his/her personality and the environment where s/he has grown up, educational research along the lines of this study is much more complicated when we compare with the other research fields. As our subject is human beings, it is not that easy to observe the situations and participants. All methods for the data collection provide a possible result rather than exact estimate (Neuman, 2014). It can be easily inferred that the instruments which are used in educational research are not as valid as the instruments which are used by means of natural scientists because as stated before, the main subjects in this study are human beings and the situations may vary.

1.9. Delimitations

On the contrary to limitations, delimitations can be identified as manageable features in a study. They may be controlled by the researchers and preferences on these features

might depend on researchers' own reasons and the rationale behind of their studies. They mostly state possible drawbacks in a study such as sampling, location, instruments or other factors which may limit the study (Neuman, 2014). It being the fact that the objective of this study to obtain data about motivation towards WPD, the current study has been designed to meet with the changing expectations. My personal experience of WPD and PD activities has prompted this research. With the help of the findings of this study, some models for WPD activities can be found or the current standards may be improved for the sake of this field. Whereas there are other research methods and designs available and suitable to investigate this issue, data is collected through quantitative methods via a scale perceived motivation in relation to WPD experiences. There are also some practical limitations including costs, resources, approval from IRB, ethical issues and time (Neuman, 2014). I have preferred this design since I do not have enough time and readiness to seek information from the standpoint of the entire country to reach EFL teachers from state and foundation universities, qualitative methods are not used to investigate the study. A cross-sectional survey method was used including an online survey tool due to the fact that the conditions where we are in these days made me choose collecting data at one specific time. As the cross-sectional survey method applies one-time data collection, it can create a disadvantage for the reliability of the data and the information collected might change in time. This study is limited to a single foundation university and the results might not be generalized to all teachers working in the state universities. Collecting data from a single foundation university is much easier in terms of accessibility and time management. The study is confined with a foundation university in the light of the fact that I have an assumption about the teachers who work at foundation universities are much more willing to professional growth due to their workplace's conditions. When the demographic information is considered, they are limited but they are chosen according to the assumptions and theories which underpin the study. The needed importance is given to the demographic information considering inclusion and exclusion criteria. The delimitations of the study do not demonstrate whether the study is acceptable or not. They give a detailed explanation about the study. Since the survey was reached out via Web, some teachers may have some difficulties. Even though surveys which are applied via Web seem ready to use, they may not look the same with participants' browsers when they use different devices or software (Schmidt, 1997).

1.10. Definitions of Key Terminology Used in This Study

In order to make the readers aware what they read; related definitions of key terminology should be given in a section (Creswell, 2014).

Professional Development (PD): In order to enhance the teachers' personal improvement, having aims regarding this aim and seek for the ways to promote professional growth in regard to understanding the concept of teaching (Richards & Farrel, 2005).

Continuing Professional Development (CPD): The definition of CPD may be used as to identify one's professional needs with respect to the workplace's demands, policies, regulations or recommendations given the administration or ministries (Neil & Morgan, 2003).

Web-based Professional Development (WPD): The opportunities and activities which are provided by using online tools regarding the aim of promote professional development as synchronous ones and asynchronous ones (Chen, Chen & Tsai, 2009).

Teacher Training: The term teaching training may be introduced as activities which are done through focusing on present abilities of teachers and aimed as instantly. It is also stated that it is a kind of arrangement which prepares teachers to their first position in their institutions or for a new position in their job career. This training includes key concepts and foundations needed for teaching and make these beneficial for the learning environments (Richards & Farrel, 2005).

Teacher motivation: Historically, the term 'teacher motivation' has been used to describe the activities which are done by people intentionally and why they do just like the definition of human motivation so when the literature has been reviewed with respect to different areas such as psychology, multicultural studies, anthropology, and education, it can be referred that teacher motivation reveals the underlying reasons why practitioners of this field do the things they do (Dzubay, 2001).

1.11. Conclusion

This chapter has demonstrated the introductory stages of the present study. This chapter has best been treated under these headings: introduction, background of the study, statement of the problem, purpose of the study, research questions, assumptions, significance of the study, theoretical framework, limitations, delimitations and definitions of key terminology. Deficiencies in the studies may cause misunderstandings about the

beliefs and preferences of teachers' participation to the WPD activities. What is not yet clear is the impact of motivation on WPD. The factors which enhance the effectiveness of WPD activities should be taken into consideration so as to make teachers to engage in the activities. Since the motivation is one of the important factors, in this study it was investigated possible changes in the programs which provide professional development opportunities. A systematic understanding of how motivation contributes to WPD is still lacking. Consequently, the present study sought to understand why teachers engage in the WPD activities as far as motivational theories. Additional studies may be done to support the idea that motivation has an important impact on WPD. The institutions may change the policies regarding the results of the study so as to develop better WPD designs and models. As a result, the second aim of this study may be easily stated that the results also may have positive effects on students' achievement and learning and in the future in order to provide more information to develop more effective models for both teachers and students. In the section that follows, the current literature is argued with respect to professional development, web-based professional development, and motivation in depth.

2. REVIEW OF LITERATURE

2.1. Introduction

In the following chapter a review of literature is provided including the significant elements of the study. The whole study investigates EFL teachers' motivation to participate in WPD by means of taking some factors into considerations. Additionally, the other purpose of the study is to explore teachers' motivation towards WPD differ from each other in terms of demographic variables. In order to conduct a successful and valid study, having information about the historical framework and searching relevant database are needed. To begin with, review of literature starts with a more general concept which is EFL teachers' professional development. Reviewing general to specific might assist us to understand the study. Professional development for teachers is needed to be defined to understand specific and new elements for this area. Since the aim of study to explore how motivated the teachers are for professional development, reviewing the literature goes with research on motivation with sub-topics such as professional development of EFL teachers, traditional models of PD, teacher motivation for PD, theories of motivation, demographical factors, web-based PD, benefits and impediments of WPD and modes and models. Understanding the role of motivation in participating in professional development is highlighted in the study. Then, literature and research on web-based professional development are examined to create a framework to conduct an effective study.

2.2. Professional Development of EFL Teachers

Those who are willing to keep up with the modern world want to be the part of an endless personal and professional growth. Development is a life-long learning process for people who always seek for any kinds of development. Research into professional development has a long history. A large and increasing body of literature has explored professional development when it comes to different aspects of it. It is crucial for any career and equally important for the teachers. Several definitions of development have been proposed. It is accepted as a broad concept which does not concentrate on a particular thing. Furthermore, it isn't a short-term process and seeks for the ways of promoting improvement of teachers' the ways how they observe their teaching and themselves as the practitioners of their profession (Richards & Farrell, 2005). It is always wondered why

people need to change both for their personality and professional development. Most jobs are requiring a need for continuing learning more and more. The reason why it is necessary gives the answer of change. Changes take place in people's path for their jobs, manners of their professionalism, instruments which are used, the target audience and their expectations from themselves (Houle, 1980). In order to meet the changing requirements and demands of learners and themselves as practitioners and to be up to date, pursuing the opportunity of development is inevitable. For the purposes which are set out in order to carry out the professional development, teachers evaluate and reconsider their teaching ways and assumptions. Professional development for the teachers can be accepted as an essential factor both for professional desires and for the sake of students so teachers need to take the responsibility of their students' improvement as a moral obligation. Practitioners have the responsibility of shaping the generations by following updated and changed materials, techniques and methods regularly. Students' improvement, how they literate are, what they learn in terms of expectations of the teachers (Hargreaves, 2000). As a result, with this rapid changing expectations, life-long learning and improvement for teachers is never ended. The motivation of being effective for the students trigger teachers who care them. Professional development gets the teachers' attention due to the fact that they believe that if they improve themselves in terms of knowledge and skills, it will also promote their efficiency with the students (Guskey, 2010). It is obvious that to keep up with the professional development, teachers need to have some goals to achieve. Some of these goals are listed as follows from a view of professional development:

- being aware of how second language learning happens;
- having the information of how teachers are supposed to change our teaching according to the types of our students;
- understanding the importance of decisions which teachers make during the lesson;
- checking our language teaching theories and standards;
- improving the belief of teaching in different ways;
- deciding learners' attitudes of activities which are done in the classroom (Richards & Farrell, 2005).

The necessities of professional development can be treated under so many headings. Nevertheless, these are some examples from the standpoint of the perspective of professional development.

2.2.1. Traditional models of PD

A substantial amount of literature has been printed on professional development. These examinations include what professional development is, theories, the needs, models, and activities. All of them were accomplished to enhance both teachers' and students' improvement. This includes raising efficiency of teaching. Additionally, by means of giving the chance of professional improvement with the help of getting higher positions and responsibilities such as mentor teacher or more experienced teacher (Villegas-Reimers, 2003). Professional development activities can be listed regards to core and structural features. There are three structural features which can be classified as: duration, activity type, and collective participation. Three core features can be listed as: content focus, active learning and coherence (Garet, Porter, Desimone, Birman & Yoon, 2001). Nevertheless, in this study, traditional models can be accepted as face-to-face professional development activities. In general, teachers need to attend professional development activities at the same time or in an exact place which is decided by means of organizers, institutions or any other foundations. As the parts of professional development activities, organizations which are held are the other form of traditional way of professional development. They can be both outside the school or classroom at a specific time (Garet, Porter, Desimone, Birman & Yoon, 2001).

2.3. Teacher Motivation for PD

The connection between the terms professional development and teacher motivation are needed to be considered in the scope of their definitions. Therefore, it is necessary here to explain completely what is meant by means of motivation. It demonstrates the reasons of people why they want to accomplish something, how they are avid to manage it and to what extent they follow their desires (Han & Yin, 2016). There is a huge demand for teacher development because of the new necessities of the 21st century and changing circumstances in education and technology. Understanding the underlying factors which affect teachers' participation in development activities may be essential for the success of students and personal growth of teachers. Former studies of professional development for teachers have not dealt with the importance of teacher motivation a lot. The literature on teacher motivation for PD is remarkably rare (Guskey, 1986). Nevertheless, it can be accepted as one the crucial factor which affect the participation in professional development activities. It is stated that most programs which offer professional

development for teachers cause failures since what extend. What triggers teachers to participate in professional development activities is underestimated (Guskey, 1986). In order to promote professional development and to make it more effective, motivation is needed to be investigated. For instance, when there is a change in curriculum or teachers come across some organizational challenges, it is crucial to understand what motivates teachers to make them a part of professional development activities (Heystek & Terhoven, 2015). Knowing what motivates teachers to be willing to participate has a significant role in professional development and it needed to be concern for those who are interested in this field.

2.4. Theories of Motivation

Different theories exist in the literature regarding motivation (Arkes & Garske, 1977). Researchers have investigated to find the answer of what motivates people. As a result of this pursuit, different motivation theories were developed. Nevertheless, in order to have better theories in the related field, it is important to know what theory is and how it is applied. If the theory is validated by a research, it can be purposeful (Miner, 2005). This section includes different theories on motivation to have an improved understanding the important aspects of this study and the underlying factors which affect participation in professional development. Theories below are mentioned to have an overview and demonstrate how support the study which is carried out.

2.4.1. Maslow's hierarchy of needs

The hierarchy of demands is constructed by Maslow (1954) to categorize the motives for human beings. This theory is based on the functionalist tradition which is developed by James and Dewey and is combined with the holism of Goldstein, Gestalt and Wertheimer psychology o it can be called as a combination of holistic-dynamic theory (Maslow, 1954). The theory includes five classifications from bottom to the top with the needs of human beings. The hierarchy classified into five categories as the physiological needs, the safety needs, the belongingness and love need, the esteem needs, and the need for self-actualization. In order to meet the higher-level needs, people need to satisfy their lower level needs beforehand. If these lower level needs are satisfied, people may have chances to accomplish the higher level needs (McLeod, 2007). Even so, the hierarchy of needs has

been revised with cognitive and aesthetic needs (Maslow, 1970a) and then with transcendence needs (Maslow, 1970b).

The Physiological Needs

Human beings are born with some needs and necessities. First, in order to make growth happen for people, the fundamental needs of them are needed to be satisfied such as taking oxygen, water and food (Poston, 2009). These physiological needs are always in people's life since they are needed for survival. Nevertheless, people need to satisfy their basic needs to go further to accomplish their other needs. As Maslow states when these physiological needs are fulfilled, people go on and try to satisfy their much more complicated needs (Poston, 2009). If one person is hungry, first he needs to accomplish the task of the need of being full. When the physiological needs are unsatisfied, all other needs have no importance anymore (Maslow, 1970b).

The Safety Needs

The safety needs follow the physiological needs in the hierarchical order. When it is compared with the physiological needs, it can be accepted more psychological. Once the physiological needs are satisfied, new needs come out for people. They can be classified as safety needs such as dependency, security, protection against threats, need for stability and so on (Maslow, 1970b). The safety needs may differ from the contexts or settings where they are. Safety needs depend on where human beings are positioned in their life (Poston, 2009).

The Belongingness and Love Need

When we climb up the hierarchy pyramid, the next category is the need of belonging and love. It is based on the desire to have relationships with others. After a human being satisfies two steps of the pyramid, he starts to seek for relationships with people, family or a place in order to accomplish his goal (Maslow, 1970b).

The Esteem Needs

The need of esteem must also be achieved by means of people along the lines of all the prior needs. When people meet the expectation of accomplishing the need of esteem, they get the feelings of self-confidence, being necessary, recognition, appreciation and so on (Maslow, 1970b). The growth on these issues leads people to be aware of much more detailed things. Satisfying the need of esteem make a connection with awareness of people. (Poston, 2009).

The Need for Self-actualization

The desire for self-actualization can be satisfied with a deeper understanding of

oneself and focusing on what they are good at. It can be identified as a strong desire for fulfilment and knowing what actually they are good at and the ability of using it (Maslow, 1970b).

2.4.2. Houle's typology

Research into adult education has a long history and there is an increasing body of literature that recognizes the significance of adult education and professional growth. While various definitions of the term adult education have been offered, it can be summarized as a way to make people fully grown and to develop their abilities, their understandings, their beliefs, and the other things which are related the needs of their adult life. As a result, they can meet the expectations of their life needs (Houle, 1947). Since motivation is mainly seen as a factor strongly associated with adult education, a great number of studies have begun to examine the impacts of motivation towards participation. Motivation is a dominant feature of participation besides It is exceedingly crucial for the purpose of the field of psychology and to understand the effects on participation for lifelong learning activities (Boeren, 2016).

In order to make a connection between the aim of the study and theoretical framework, in this section that follows, Houle's typology will be argued. Historically, the term 'typology' has been used to describe a series of types which are developed for a basis to help the aims of a theory. They can be accepted as theories and as far as their validity is concerned, they are like the other theories (Miner, 2005). As was pointed out in the theoretical framework to this paper, Houle's typology creates a groundwork for the purpose of the current study. Returning briefly to the Houle's typology, people who are the participants of adult education can be classified as goal-oriented, learning-oriented or activity-oriented. It can be inferred that the participants try to accomplish their goal to please the needs on Maslow's hierarchy (Boshier, 1977). The typology is classified into two types: life-chance as deficiency and life-space as growth (Boshier, 1977).

2.4.3. Herzberg's two factor theory

Factors found to be influencing participation PD and WPD activities have been explored in studies. Motivation is a crucial element in the field of education and plays a key role in participation in WPD. In order to investigate and understand the ideas and

studies, theories provide a systematic review. The two-factor theory which is also named as Herzberg's Motivation-Hygiene theory will generate fresh insight into motivation in this study. As reported in this theory, factors are classified on the basis of motivation into intrinsic and extrinsic. The broad use of the term 'intrinsic factors' are equated with motivators such acceptance and promotions. On the other hand, in broad terms, extrinsic can be defined as hygiene's factors that are conditions in a workplace, salary, policies and so on (Herzberg, Mausner & Snyderman, 1959). Herzberg's motivation-hygiene theory contrasts with that the theory of Maslow. On the contrary of the theory of Maslow, the two-factor theory states that motivators lead to job satisfaction whereas hygiene factors cause dissatisfaction (Locke, 1976). Positive job attitudes are significant contributory factors to the development of self-actualization for the reason that they meet the expectations of people in regard to the need of satisfaction (Herzberg, Mausner & Snyderman, 1959). This demonstrates a need to be unambiguous about exactly what is conveyed by the word motivation factors. These can be accepted as something drives human beings to do a job to lead them have recognition, achievement, progress, higher positions and responsibility of their work (Herzberg, Mausner & Snyderman, 1967). By contrast, the factors are known as hygiene factors may prevent disadvantages of positive issues related to jobs if these factors are improving. They can be listed as follows: relations with people, policies of the workplaces, security, administration and so on (Herzberg, Mausner & Snyderman, 1959).

2.5. Demographical Factors Related to Motivation

Drawing on a far-reaching range of sources, the researchers set out the various ways where many demographic variables such as age, gender, education and job status, marital status were investigated. In the literature, the word of demographic variable tends to be used to indicate background variables as well. They involve cultural and national concepts. Apart from three basic variables which are sex, gender and education, several background variables may have a huge influence on studies investigating the relationships between variables. These variables provide more information about the participants and why they answer or act depending their context (Hoffmeyer-Zlotnik & Warner, 2014). The studies have presented thus far provide evidence that these background variables have a major impact on some studies. Nevertheless, previous published studies are limited to traditional professional development studies. Inside and out of this thesis, the term traditional

professional development is used to indicate activities for the purpose of PD which are done face-to-face as it is pointed out in the previous sections.

2.6. Web-Based Professional Development

An additional detailed account of WPD is given in the following section. Since the world is changing rapidly these days, both teachers and students need to follow the results of changing traditional learning and teaching ways. Students are expected to become much more familiar with the technological tools which they can use in the learning environments. As a result, teachers are supposed to change their learning environments, too. In the literature, the term of online professional development tends to be used to refer various elements such as learners, resources, mentors, collaboration, reflection, evaluation and transformation which take place online (Panda, 2004) and experiences give the opportunity of high-quality learning experiences which are met with the teachers via the Internet partly or totally (Fishman, et al., 2013). These definitions take learning environments into account which are delivered via the Internet for the purposes of promoting job related growth. PD activities which are based on web may offer different types delivery including the interaction between student and student or student and teachers, activities which are self-conducted, with limited or no interaction. On-line courses may be divided into two categories a synchronous or real-time interactions and asynchronous interactions (Brown & Green, 2010). Web-based professional development may have contributed to the increase in opportunities to participate and work together and ways to improve themselves which can be accessed at any time. Teachers are familiar with the knowledge given in the traditional programs which does not focus on a specific topic and they are lack of communicating and interacting with other participants (Cho & Rathbun, 2013). Nonetheless, web-based professional development environment may give the chance of more effective when it comes to interaction and collaboration.

2.6.1. Modes and models of WPD

When the teacher education is considered, distance learning can be accepted as a part of teacher education and it is not limited with one purpose and audience. It has been a tool to prepare teacher candidates for the purpose of their career and this preparation has been done mainly face to face (Burns, 2011). Burns (2011) states that using distance learning as

an in-service training tool to enhance teachers' skills and competency is a notable example of the aims of distance learning in developing and developed countries. On the other hand, in developed countries, web-based education plays a major role for distance education and continuing education is provided to the practitioners by the virtue of web-based education (Burns, 2011). In contrast to traditional means of professional development, distance education differs from the usual way in term of its delivery (Commonwealth of Learning, 2008). Arising technologies are known to be associated with the way we live, work, spend our time or the way we have relationships with each other (Shohel, 2012). It is possible to observe these changes in learning and teaching environments, as well. In the time of past 30 years, appreciably more information has become available on the means of communication and these electronic means in both synchronous and asynchronous modes are significantly different from the way people used to in several key respects (Danaher & Umar, 2010). Online learning may have a significant role in addressing the issue of selection of the tools since it provides the opportunity of freedom to choose the learning environment and these environments can be listed as follows: synchronous or asynchronous (Elliott, 2017). Synchronous and asynchronous learning can vary in terms of the setting, including forums, webcasts, e-mail and so on (Elliott, 2017). Whereas asynchronous learning is not done simultaneously with the teachers, synchronous provides simultaneous learning while the teacher delivers it (Burns, 2011). Web-based models may be classified on the basis of delivery modes into computer-based communication, web resources, online courses such as e-learning, webcasts and webinars, virtual learning settings (Burns, 2011).

2.6.2. Benefits of web-based professional development

A number of authors have considered the advantages of professional development using web-based platforms. One reason why online teacher professional development programs have appeared is that the teachers' need because of their heavy timetables and difficulties in reaching the sources, and also need for the purpose of continuing real-time support (Dede, 2009). A number of factors are seen to demonstrate the benefits of WPD. It can be inferred that with the help of reflections given by means of asynchronous interaction, teachers have the chance of raising their voice whereas they keep silent in the face-to-face circumstances (Dede, 2004). For those who tend to be quiet and introvert, asynchronous environment provides an emotionally safe environment. Consequently, they

may share their thoughts and be an active participant (Brown & Green, 2010). Moreover, it was found out that all participants in asynchronous sessions have the same opportunity to raise their voice and share their opinions (Cho & Rathbun, 2013). Teachers can meet with the tools which are used for professional development activities and organizers with a more individualized experience (Fishman, et al., 2013). These activities give the opportunities choosing the programs what teachers need and want. Besides, access is a crucial contributory element to the development of WPD activities. As a consequence of some problems related to absence or difficulties in reaching professional development and time, web-based professional development may be a better option for those who do not want to prefer traditional learning environments (Brown & Green, 2010). Web-based professional development activities have some indirect results which affect the attitudes of teachers towards their students. The participants of the research related to web-based professional development stated that having an online learning environment creates the opportunity of understanding their students when it comes to their attitudes and feelings towards online education (Cho & Rathbun, 2013). Accordingly, if teachers understand their students better, they provide more opportunities to their students.

Teachers have some complaints about their busy schedules and heavy workloads. Consequently, many are not willing to participate in professional development activities. However, online learning environments, in particular asynchronous ones might play an essential role in causing success because of the flexibility of creating their own schedule for PD activities (Brown & Green, 2010). It is also valid for online sources as well. It does not matter where the teachers are or what time they need to access due to the fact that they are available at any time (Brown & Green, 2010). One of the greatest advantages of web-based professional development activities is the availability of the sources even after the session is ended. For some activities, it is possible to go back and obtain the information related for those who want to get benefit from (Brown & Green, 2010). In general, there seems to be some proofs to state that web-based professional development provides different advantages.

2.6.3. Disadvantages of web-based professional development

To the contrary, in spite of the advantages which are mentioned in the previous section about online professional development, the concept has some limitations which affect both teachers and teacher trainers in terms of appropriateness of the program. Since

the culture has a great impact on learning environments and teaching styles, it can be stated that being culturally and geographically distant may lead some deficiencies regards to interaction between peers and communities (Brown & Green, 2010). Online activities leads to misunderstandings owing to lack of face-to-face interactions such as body gestures, mimics, facial expressions and so on (King, 2002). One disadvantage of web-based professional development activities is to create a comfort zone for the participants with the opportunity of accessibility which means when they have chance to choose when and where, it increases the dropout (Brown & Green, 2010). Even though it seems a positive aspect of online professional development, it can negatively affect the teachers who are needed for the purpose of a tight schedule. Moreover, in the case of applying the techniques or new things for their teaching profession what they learn from online sessions, it may have some drawbacks since they have less opportunities to demonstrate them and get instant feedback (Brown & Green, 2010). This section has attempted to provide a brief summary of the disadvantages or limitations relating to web-based professional development. The above-mentioned limitations and drawbacks confirm that web-based professional development has some features needed to be considered.

2.7. Conclusion

This chapter began by means of describing professional development for teachers, related learning theories and motivation with the guidance of research objectives. It went on web-based professional development with some sub-topics. The relevant investigations which meet the requirements of the present study were summarized in the sections. The methodology for the aim of the study was examined in the next chapter, consisting of research design, population and sample, data collection instrument, data analysis procedures and anticipated ethical issues.

3. METHODOLOGY

3.1. Introduction

In the chapter that follows, the methodological procedures followed in the study are presented in detail. At the outset, the research design of the current study was particularized. In addition to this, the settings where the data was obtained, and the population was explained. Next, the data collection instrument and procedure were explained conscientiously. At the last, anticipated ethical issues were stated.

3.2. Research Design

Researchers need to have plans and organizations for their study to reach their aims. There are three important components which build a successful research by means of making more specific from a more general concept. They can be listed as follows; research approaches, research designs, and research methods (Creswell, 2014). In this study quantitative research is adapted as a research approach. The use of quantitative research is to test theories by means of investigating the relationship between variables. Instruments have the ability to help us to measure variables in order to analyse numbered data with the help of statistical procedures (Creswell, 2014). As Creswell (2014) mentions there are three components in an approach which includes the intersection of philosophy, research designs, and specific methods.

The study was based on post-positivism as a philosophy or worldwide view in order to gain insights into causes and outcomes. Post-positivism is suitable for the purpose of those who begin with a theory, collect data to accept or decline the theory and make additional revision depending on the needs of the study (Creswell, 2014). The research design was chosen as a survey research which is a part of a quantitative design. In order to generalize the results or make inferences from sample to the population, survey design gives the opportunity working with quantitative data (Creswell, 2014).

The aim of this study was to discover the effect of motivation on WPD and generalize results to a population which were taken from a sample in terms of their motivation to web-based professional development. Since scientific research requires systematic data collection regarding finding answers to questions, questionnaires are mostly used as an instrument in social sciences (Dörnyei, 2003). Criteria for the reason of

selecting the survey research design was as follows: the survey is one of the most frequently applied social science data-collecting ways and it has many forms such as phone interviews, web-based polls and different types of questionnaires (Neuman, 2014). Surveys may be accepted as statistical and quantitative. In addition to its popularity and diversity, survey research design enables researchers to obtain statistical and quantitative findings. In order to examine components of personality, assumptions, beliefs, and behaviours, using survey is an appropriate way. The researcher can measure variables and test the theory in a survey by means of using this design.

The study was carried out with sample participants and the same questions were asked to them. Many variables can be measured, and hypotheses can be tested at the same time (Neuman, 2014). Exploratory, descriptive, or explanatory design can be used in cross-sectional research. The data is collected at one point in time which is called cross-sectional. Nevertheless, cross-sectional data collection goes with a descriptive approach the best since it is usually the simplest and costs less (Neuman, 2014).

The age we are in also affect our preferences in a big amount since our needs and expectations change with the development of the technology and place in our lives. The potential and opportunities of the Internet waits to be explored by means of the researchers who are willing to (Fowler Jr, 2014). Data collection is also shaped and get a new approach with the development of the Internet. There are many advantages of the survey research and in this study a web-based survey was used, however; the major advantages of the survey research are that time and cost. To illustrate, it is known that when the survey is done with the help of the Internet, the costs are the lowest of all survey means. The only needed thing which costs is time in order to design the survey instrument (Fowler Jr, 2014).

3.3. Setting and Participants

Participants for the present study were recruited from a foundation university in Ankara. The sample size was projected to be 109 and these participants are EFL teachers at Preparatory School and Modern Languages Department. Among 109 participants, 89 of them are currently working at Preparatory School, whereas 20 of the participants are currently working at Modern Languages Department. In this study, in order to be sure that coefficients are significant and save the results' potential, about 50 participants are needed since the studies which have been carried out in L2 report correlations in journal articles as

low as 0. 30 and 0. 40 (Dörnyei, 2002). Therefore, this reveals that more than 50 participants are appropriate for this study.

The researcher needs to be careful deciding on sampling procedures. Since the study is a model of an entire population, the sample procedures need to be designed carefully to reach the aim of the study (Dörnyei, 2002). In the present study, a type of non-probability, convenience sampling was preferred to be used. Participants in the population whose preferences were investigated are selected in order to meet the expectations of the study (Dörnyei, 2002). Under the circumstances of this study, the convenience sample from a foundation university would be a good case. Due to the fact that this given sampling technique is practical and appropriate for the study, it was chosen to apply. The use of a web survey was applied since it is flexible, fast, and inexpensive. An online survey system, Google Forms was used; the survey was sent to the participants to fill out via emails.

3.4. Data Collection Instrument

The purpose of the survey research was to investigate the motives for web-based professional development and how the variables of gender, age, marital status, number of children they have, department, employment status, unit, principal area, degree status and computer competency relate to motivation on web-based professional development in a foundation university in Ankara.

In the present study, the data was collected using one instrument which is the Motivation towards Web-based Professional Development Survey (MWPD). The scale was developed by (Kao, Wu & Tsai, 2010) to measure motivation towards web-based professional development. The factors of the MWPD Motivation towards Web-based Professional Development Survey can be listed as six factors: personal interest, occupational promotion, external expectations, practical enhancement, social contact, and social stimulation (Kao, Wu & Tsai, 2010). The MWPD has 29 items in total, each of which is responded on a seven-point Likert scale and it ranges from 1, “strongly disagree” to 7, “strongly agree” were asked participants to rate how strongly they agreed with each statement. 7-point Likert scale version of the original instrument, ranging from (1) Strongly Agree, (2) Agree, (3) More or Less Agree, (4) Undecided, (5) More or Less Disagree, (6) Disagree, and (7) Strongly Disagree was used. Factors are categorized as personal interest, occupational promotion, external expectations, practical enhancement, social contact, and social stimulation. ‘I participate in WPD for improving information

literacy' and 'I participate in WPD for getting better qualifications' are some sample questionnaire items on the motivation towards web-based professional development (MWPD) survey.

The instrument was administered to the teachers via Google Forms by sending a link with an email and ethical approval was obtained from by the researchers developing this instrument.

In this study, an existing instrument was administered to the participants. The MWPD have been used in many studies to investigate the motivation towards to web-based professional development. In the previous study of (Kao, Wu, & Tsai, 2010) the alpha value was found 0.94 of the whole MWPD questionnaire and the scales were reported 75.39% of variance in total. These scales seem to be reliable for measuring teachers' motivations towards web-based professional development. There are 29 items in six scales in the final version of the MWPD. The reliability coefficients of the scales in turn were 0.91 (personal interest, 5 items), 0.84 (occupational promotion, 4 items), 0.89 (external expectations, 6 items), 0.90 (practical enhancement, 5 items), 0.91 (social contact, 5 items) and 0.90 (social stimulation, 4 items) (Kao, Wu, & Tsai, 2010). Another study which used the MWPD reported that Cronbach Alpha coefficient was .93 for all scale. The factors can be listed as personal interest, occupational promotion, external expectations, practical enhancement, social contact, social stimulation and the reliability values for the factors were .84, .87, .81, .74, .79 and .82, respectively (Çakır & Horzum, 2014). A study carried out by (Chien, Kao, Yeh & Lin, 2012) with this scale demonstrates the reliability coefficients for the scales were 0.83 (personal interest, 5 items), 0.83 (social stimulation, 5 items), 0.86 (external expectation, 4 items), 0.87 (practical enhancement, 4 items), and 0.86 (social contact, 4 items) respectively. The alpha value of the entire questionnaire was 0.90, and these scales explained 68.08% of variance in total.

There should be an invitation letter with the necessary information to participate in the survey via the web. Participants need to have the information of a particular website, too (Laaksonen, 2018). For this reason, the MWPD survey was administered via the web and the participants were informed with an invitation letter sending an email.

3.5. Data Analysis Procedures

Descriptive statistics include data with numbers. SPSS is the most common program to analyse the data in the social sciences. The data can be categorized by the number of

variables involved: univariate, bivariate, or multivariate (Neuman, 2014). Besides, means, standard deviations and range of score are included to analyse the data of a descriptive (Creswell, 2014). It is advantageous in some ways including to manipulate quantitative data, and contains most statistical measures (Neuman, 2014). The information about the number of respondents and non-respondents were reported. The current study adopted descriptive statistical procedures in SPSS23 to generate the data collected. Parametric tests were performed when the data is normally distributed in comparison of some variables and non-parametric tests were used for the other variables in the present study when the data is not normally distributed.

Regarding the first main question, it was suitable to apply descriptive statistics examining mean and standard deviation.

To assess the second main question, Kruskal Wallis Test & Mann Whitney U Test were used. The Mann–Whitney test is a non-parametric equal of the independent samples t-test and it provides researchers statistics which makes them to determine when there is a difference between the samples (Hinton, McMurray & Brownlow, 2014). When non-parametric analysis is required and researchers have an independent variable with more than two samples, it is appropriate to use the Kruskal–Wallis test (Hinton, McMurray & Brownlow, 2014).

When the third main research was considered, Spearman Brown Correlation was found appropriate. When the data is not normally distributed, it is needed to use the Spearman correlation coefficient, which is accepted as the non-parametric equivalent of the Pearson correlation (Hinton, McMurray & Brownlow, 2014).

As for all sub-research questions, descriptive statistics were used; mean and standard deviation were applied so as to investigate teachers' motivation towards WPD regarding sub-dimensions of WPD. Closer inspection of the table 3.1 and 3.2 show the procedure of data analysis.

Table 3.1. Data analysis steps

Step 1	The data obtained from survey was categorized via statistical program SPSS23.
Step 2	The appropriate statistical tests were applied considering the related components according to research questions
Step 3	The findings were transferred into tables in an order
Step 4	The dataset was explained in detail regarding the questions
Step 5	Making comments and understanding the results

Table 3.2. Data analysis tests

Research Question	**Data Analysis Tests**
Main Research Question 1	*Descriptive Statistics: Mean and Standard Deviation*
Main Research Question 2	*Kruskal Wallis Test & Mann Whitney U Test*
Main Research Question 3	*Spearman Brown Correlation Coefficient*
Sub-research Question 1	*Descriptive Statistics: Percentage*
Sub-research Question 2	*Descriptive Statistics: Percentage*
Sub-research Question 3	*Descriptive Statistics: Percentage*
Sub-research Question 4	*Descriptive Statistics: Percentage*
Sub-research Question 5	*Descriptive Statistics: Percentage*
Sub-research Question 6	*Descriptive Statistics: Percentage*

3.6. Anticipated Ethical Issues

In order to protect individuals, communities and environments, we need the help of ethical behaviours and these behaviours give the chance of making the world a better place (Israel & Hay, 2006). Researchers also need to have moral and ethical considerations in some ways. There are some important issues which are needed to take into considerations by researchers. During all stages of the research these issues are needed to apply.

This research was proposed to the Institutional Review Board (IRB) committee of Başkent University after getting approval the data collection procedure was started. In this study the researcher collected the information of participants which could be confidential for those who share. The data which was obtained from the participants was stored in a safe place by the researcher. The information will never be shared with any individuals for any reasons. Since the survey was carried out by online survey, a secure website was chosen to keep the confidentiality.

3.7. Conclusion

This chapter described the methods used in this investigation and it demonstrated the research methodology including research design, population and sample, data collection instrument, data analysis procedures and anticipated ethical issues. To begin with, the research design was mentioned by indicating the fact that it had a quantitative correlational design since it was a non-experimental and surveys were used. In the second place, population and sample were explained. It was indicated that 109 EFL teachers were the

participants of the current study and there was one setting where the data was collected, a foundation university in Ankara. Thirdly, the data collection instrument was explained. Next, data analysis procedures and anticipated ethical issues were clearly presented. The findings from data analysis were described in the next chapter.

4. FINDINGS

4.1. Introduction

In reviewing the literature, very little was found on the question of motivation towards WPD. As a consequence, the study set out to assess the influence or the role of motivation of EFL teachers' participation in WPD. In this chapter, gathered data from the survey was analysed to respond the research questions and the findings were presented. In this regard, research questions which were addressed can be listed as follows:

Main research questions

1.To what extent, if at all, are the teachers motivated towards WPD?

2. Do the teachers' demographic background, such as gender, age, marital status, number of children, department, employment status, unit, principal area, experience, degree status, computer competency and the Internet competency make any distinction to their motivation to WPD?

3. What is the relationship between sub-dimensions of WPD?

Sub-research questions

1. To what extent, if at all, do teachers participate in WPD for personal interest

2. To what extent, if at all, do teachers participate in WPD mainly for the purpose of occupational promotion?

3. To what extent, if at all, do teachers participate in WPD because of external expectations?

4. To what extent, if at all, are teachers committed to practical enhancement?

5. To what extent, if at all, do teachers participate in WPD because of social contact?

6. To what extent, if at all, do teachers participate in WPD to have social stimulation?

4.2. Main Findings

4.2.1. Demographic characteristics

This section included questions about teachers' background: gender, age, marital status, children, teaching experience, employment status, degree status, department, their units in the institution, principal area, level of the experience using the computer and Internet. Participants were recruited from a foundation university who work as teachers in

the Department of Basic English and Modern Languages Department. Table 3.1 shows some of the features of the participants.

Table 4.1. Demographic Characteristics of the Sample

	N (109)	%
Gender		
Female	83	76.1
Male	26	23.9
Age		
23-30	26	23.9
31-40	53	48.6
41-50	19	17.4
51-60	8	7.3
61+	3	2.8
Marital Status		
Single	49	45.0
Married	60	55.0
How many children		
None	64	58.7
1	32	29.4
2-4	12	11.0
More than 4	1	0.9
Teaching experience		
Newly graduated	0	0
1-5 years	15	13.8
6-10 years	31	28.4
11-20 years	49	45.0
21-30 years	12	11.0
31 years or above	2	1.8
Employment status		
Full-time	92	84.4
Part-time	17	15.6
Degree status		
Bachelor's Degree	39	35.8
Master's Degree	37	33.9
MA in progress	20	18.3
Doctor of Philosophy	2	1.8
PhD in progress	10	9.2
Other	1	0.9
Other courses or qualifications		
CELTA	6	5.5
CELTA in progress	1	0.9
DELTA	19	17.4
DELTA in progress	3	2.8
None	64	58.7
Other	16	14.7
I am a member of a unit in my institution.		
Yes	42	38.5
No	67	61.5
I am a teacher at		
DBE	89	81.7
MLD	20	18.3
How would you describe your level of experience using the Internet?		

Not very experienced	1	0.9
Somewhat experienced	29	26.6
Very experienced	58	53.2
Expert level Internet user	21	19.3
How would you describe your level of experience using the computer?		
Not very experienced	3	2.8
Somewhat experienced	39	35.8
Very experienced	55	50.5
Expert level Internet user	12	11.0
What is your principal area of study at university?		
English Language Teacher	51	46.8
English Linguistics	11	10.1
English Language and Literature	27	24.8
American Culture and Literature	11	10.1
English Translation and Interpretation	9	8.3
Other	0	0

76% of the survey respondents are women (*n*=83) and 24% are men (*n*=26). Teachers aged between 23 and over 60 years were included in the study. The extent of the age is determined with respect to the teachers' graduation of the university. Consequently, the youngest age was set as 23 and the dimension of age was grouped in 9-year increments except the first group. Just over half the sample (53%) was in the group of 31-40 (*n*=53), others' age groups are as follows; 21-30 (*n* = 26), 41-50 (*n* = 19), 51-60 (*n* = 8) and 61 + (*n* = 2). The participants were divided into two groups based on their marital status.

Of the 109 participants, 55% was married (*n*=60) and 45% was single (*n*=49). Since the number of children which they have may affect some motivational factors, the cohort was divided into four groups according to the number of children they have. The groups can be listed as follows: none, 1, 2-4 and more than 4.

Of the study population, 13.8% teachers are newly graduated (*n*=15), 28.4% have job experience between 6 and 10 years (*n*=31), 45% of the teachers have between 11 and 20 years (*n*=49). While 11.1% of the teachers have job experience between 21 and 30 years (*n*=12), 1.8% of them have more than 30 years job experience (*n*=2). It is found that of 109 teachers, 84.4% worked as full-time teachers (*n*=92), of whom 15.6% work as part-time teachers (*n*=17).

In this study participants graduated from different departments related to their profession which are English Language Teaching 46.8% (*n*=51), English Linguistics 10.1% (*n*=11), English Language and Literature 24.8% (*n*=27), English Translation and Interpretation 8.3% (*n*=9) and American Culture and Literature 10.1% (*n*=11). Teachers' academic degree status ranges between bachelor's degree and Doctor of Philosophy.

46.8% for the bachelor's degree (*n*=39), 33.9% for MA (*n*=37), 18.3% for MA in progress (*n*=20), 1.8% for the Doctor of Philosophy (*n*=2) and 9.2% for PhD in progress (*n*=10).

38.5% of the population is a member of a unit in the institution (*n*=42). Whereas 81.7% work in the Department of the Basic English (*n*=89), 18.3% work in the Modern Languages Department (*n*=20). From the table, it can be seen that the greatest majority of the population includes the teachers working in the Department of Basic English.

Contributors were asked to their level of experience using the computer. Among the respondents 2.8% thinks that they are not very experienced (*n*=3), 35.8% believes they are somewhat experienced (*n*=39), 50.5% feels very experienced (*n*=55) and 11.0% describes themselves as expert users of the computer (*n*=10). Of these 3 (2.8%) thinks they are not experienced about the Internet and 39 (26.6%) are somewhat experienced. Majority of the respondents (53.2) claims that they are very experienced (*n*=58), while 19.3% thinks that they are expert level user of the Internet (*n*=21).

4.2.2. Teachers' motivation towards WPD

Participants were asked to choose their preferences to what extent the statement reflect their personal belief about motivation towards WPD, using a Likert-type scale with seven possible answers to each statement (1 strongly disagree, 2 disagree, 3 more or less disagree, 4 undecided, 5 more or less agree, 6 agree, 7 strongly agree). There were 29 statements. Data and analysis were performed using SPSS 23.0.

The questionnaire was designed to measure the following constructs: personal interest, occupational promotion, external expectations, practical enhancement, social contact and social stimulation. The first five items were designed to discover teachers' preferences with respect to their personal interest. Occupational promotion includes item 6, 7, 8 and 9. The next six statements elicits information on external expectations of the teachers. Items 16, 17, 18, 19 and 20 ascertain the participants' motivation in order to serve the practical enhancement. Social contact includes the items of 21, 22, 23, 24 and 25. The last four statement represents the social stimulation of the teachers.

Table 4.2. Mean and Standard Deviation of Teachers' Motivation towards Web-based Professional Development

Items	*Mean*	*SD*
Personal Interest		

Item1 - I participate in WPD for improving information literacy.	5.05	1.64
Item2 - I participate in WPD for enhancing self-growth.	5.27	1.63
Item3 - I participate in WPD for satisfying my enquiring mind.	5.06	1.66
Item4 - I participate in WPD for expanding my mind.	5.17	1.72
Item5 - I learn for the joy of it while participating in WPD.	4.76	1.78
Occupational Promotion		
Item6 - I participate in WPD for getting better qualifications.	5.24	1.57
Item7 - I participate in WPD for preparing for my job.	5.36	1.65
Item8 - I participate in WPD for getting higher job status.	4.19	1.88
Item9 - I participate in WPD for getting a better job.	4.28	1.94
External Expectations		
Item10 - I participate in WPD due to colleagues' encouragement.	3.29	1.74
Item11 - I participate in WPD due to the learning culture in school.	4.29	1.84
Item12 - I participate in WPD due to others' participation.	3.31	1.74
Item13 - I participate in WPD due to someone me telling about its advantages.	3.68	1.75
Item14 - I participate in WPD because I know my peers also participate in it.	3.51	1.93
Item15 - I participate in WPD to meet school requirements.	5.01	1.80
Practical Enhancement		
Item16 - I participate in WPD to adapt to the learning style in the future.	5.70	1.54
Item17 - I participate in WPD to be a good example for students.	5.26	1.83
Item18 - I participate in WPD to increase competence in education.	5.41	1.66
Item19 - I participate in WPD to achieve accountability for education.	5.31	1.70
Item20 - I participate in WPD to do something more for education.	5.50	1.61
Social Contact		
Item21 - I participate in WPD to meet different people.	2.74	1.74
Item22 - I participate in WPD to learn with other teachers.	3.80	1.85
Item23 - I participate in WPD to make more friends with the same interest.	2.55	1.65
Item24 - I participate in WPD to change my social relationships.	2.23	1.54
Item25 - I participate in WPD to exchange ideas about teaching.	4.65	1.83
Social Stimulation		
Item26 - I participate in WPD to take a break from my routine.	3.33	1.76
Item27 - I participate in WPD to get relief from boredom.	2.80	1.78
Item28 - I participate in WPD to escape teaching pressure.	2.61	1.58
Item29 - I participate in WPD to fill the emptiness in my life.	1.80	1.31

When we start with the first factor which is personal interest, it is apparent from this table that the mean score for item 2 was 5.27 (*SD*= 1.63) and this is the highest score regarding the factor of personal interest. What is thought-provoking about the data in this table is that the items related the personal interest nearly have the similar mean scores. Of all the items with respect to the factor of occupational promotion, item 7 'I participate in WPD for preparing for my job' has the highest score (Mean= 5.36, *SD*= 1.65).

Comparing the two results in the section of external expectations, it can be seen that whereas item 10 has the lowest score (Mean= 3.29, *SD*= 1.74), item 15 has (Mean= 5.01, *SD*= 1.80).

The items regarding practical enhancement have the highest scores in the scale. Item 16 has the highest mean value (Mean= 5.70, *SD*= 1.54). It was followed by item 20 (*M*= 5.50, *SD*= 1.61). Last but not least, item 18 released the one of the highest mean scores (*M*= 5.41, *SD*= 1.66).

One of the lowest scores is in the section of social contact. Item 24 'I participate in

WPD to change my social relationships' has the lowest score (*M*= 2.23, *SD*= 1.54) and the mean scores of the items related social contact clearly showed that the teachers do no participate in the WPD activities in order to promote their social contact.

As for the last factor which is social stimulation, it was seen that item 29 has the lowest mean score in the scale (*M*= 1.80, *SD*= 1.31). It is clearly presented in the Table 4.2 the low mean scores take place in the sections of social contact and social stimulation.

4.2.3. Teachers motivation towards WPD regarding personal interest

The first five items on the scale aimed to measure to what extent teachers are motivated to WPD as far as their personal interest. Items were responded by 109 teachers. The total number of responses for strongly disagree was (*n*=6, 5.5%). A minority of participants (*n*=3, 2.8%) indicated that they disagree with the item 1. Only 9.2 percent of the respondents more or less disagreed that 'I participate in WPD for improving information literacy' (*n*=10). Closer inspection of the table demonstrates that 11.9% of the respondents were undecided (*n*=13). Just over twenty-five indicated that they more or less agreed with the item (*n*=27, 24.8%). In response to item 1, most of those surveyed indicated that they agree with it (*n*=29, 26.6%). 19.3% of the respondents reported that they strongly agreed with the item 1 (*n*=21).

Table 4.3. Teachers' motivation towards WPD (personal interest)

	Strongly disagree		Disagree		More or less Disagree		Undecided		More or less agree		Agree		Strongly agree		
Items	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*n*
PI1	6	5.5	3	2.8	10	9.2	13	11.9	27	24.8	29	26.6	21	19.3	109
PI2	6	5.5	2	1.8	6	5.5	14	12.8	24	22.0	29	26.6	28	25.7	109
PI3	5	4.6	4	3.7	8	7.3	21	19.3	22	20.2	23	21.1	26	23.9	109
PI4	5	4.6	6	5.5	7	6.4	13	11.9	25	22.9	22	20.2	31	28.4	109
PI5	9	8.3	5	4.6	8	7.3	22	20.2	23	21.1	21	19.3	21	19.3	109

There were 109 responses to the statement: 'I participate in WPD for enhancing self-growth.' 5.5% of those who were in the study indicated that they strongly disagreed with the item (*n*=6). Only a small number of respondents indicated that they disagreed (*n*=2, 1.8%). 5.5% of the participants disagreed with the item more or less (*n*=6). When asked whether teachers participate in WPD for enhancing self-growth or not, 12.8% of the respondents reported that they were undecided (*n*=14). 22% of the teachers agreed with the

item 2 more or less (*n*=24). The majority of those who responded to this item agreed the statement (*n*=29, 26.6%). Of the 109 teachers who completed the scale, 28 indicated that they strongly agreed (25.7%).

Just under 5% of those surveyed strongly disagreed that 'I participate in WPD for satisfying my enquiring mind' (*n*=5). It is found that 3.7% of the population (*n*=4) disagreed with the item 3. 7.3% disagreed with the item more or less (*n*=8). Approximately 20% of those who responded were undecided (*n*=21). The overall response to the option of more or less agree was 20.2% (*n*=22). The response rate was 21.1% for those who agreed (*n*=21). Of the 109 teachers who completed the questionnaire, 23.9% indicated that they strongly agreed with the item 3 (*n*=26).

4.6% of those surveyed indicated that they strongly disagreed to 'I participate in WPD for expanding my mind' which is item 4 (*n*=5). 5.5% of the respondents disagreed with the item 4 (*n*=6). Around 7% of the participants disagreed more or less (*n*=7). 11.9% of the respondents were undecided (*n*=13) while 22.9% agreed more or less (*n*=25). In response to item 4, most of those surveyed indicated that they agree with it (*n*=22, 20.2%). 28.4% of the respondents reported that they strongly agreed with the item 4 (*n*=34).

8.3% of those who were in the study presented that they strongly disagreed with the item 5(*n*=9). Table 4.3 demonstrates that only a small number of respondents disagreed (*n*=5, 4.6%). 7.3% of the participants disagreed with the item more or less (*n*=8). When asked whether teachers participate in WPD for the pleasure of it while participating in WPD, 20.2% of the respondents reported that they were undecided (*n*=22). 22.9% of the teachers agreed with the item 5 more or less (*n*=23). Of those who answered to this item agreed the statement (*n*=21, 19.3%). Of the 109 teachers who completed the scale, 21 stated that they strongly agreed (19.3%).

4.2.4. Teachers' motivation towards WPD regarding occupational promotion

To what extent teachers are motivated to WPD with respect to their occupational promotion is presented in Table 4.4. As the table shows items were also responded by 109 teachers. Respondents were asked and the total number for strongly disagree was (*n*=5, 4.6%). An outnumbered group (*n*=1, 0,9%) stated that they disagree with the item 6. Only 7.3 percent of the participants disagreed that 'I participate in WPD for getting better qualifications.' more or less (*n*=8). What stands out in table is 13.8% of the respondents were undecided (*n*=15). Just over twenty-five indicated that they agreed with the item more

or less (*n*=28, 25.7%). Most of those surveyed indicated that they agree with it (*n*=24, 22.0%). 25.7% of the respondents stated that they strongly agreed with the item 6 (*n*=28).

Table 4.4. Teachers' motivation towards WPD (occupational promotion)

	Strongly disagree		Disagree		More or less Disagree		Undecided		More or less agree		Agree		Strongly agree		
Items	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*n*
OP6	5	4.6	1	0.9	8	7.3	15	13.8	28	25.7	24	22.0	28	25.7	109
OP7	6	5.5	2	1.8	6	5.5	11	10.1	25	22.9	26	23.9	33	30.3	109
OP8	14	12.8	9	8.3	13	11.9	24	22.0	17	15.6	19	17.4	13	11.9	109
OP9	14	12.8	9	8.3	13	11.9	21	19.3	17	15.6	18	16.5	17	15.6	109

5.5% of those who were in the study indicated that they strongly disagreed with the item 'I participate in WPD for preparing for my job' (*n*=6). A minority of the respondents presented that they disagreed (*n*=2, 1.8%). A small number of those disagreed with the item more or less (*n*=6, 5.5%). When asked whether teachers participate in WPD to prepare for their job or not, whilst 10.1% of the respondents reported that they were undecided (*n*=11), 22.9% of the teachers agreed with the item 7 more or less (*n*=25). Just under the majority agreed the statement (*n*=26, 23.9%). Of the study population, 33 indicated that they strongly agreed (30.3%).

12.8% of those responded strongly disagreed that 'I participate in WPD for getting higher job status' (*n*=14). From the table, it can be seen that 8.3% of the population (*n*=9) disagreed with the item 8. 11.9% disagreed with the item more or less (*n*=13). Approximately 22.0% of those who responded were undecided (*n*=24). The overall response to the option of more or less agree was 25.6% (*n*=17). The response rate was 17.4% for those who agreed (*n*=19). Of the 109 teachers who completed the scale, 11.9% indicated that they strongly agreed with the item 8 (*n*=13).

12.8% indicated that they strongly disagreed to 'I participate in WPD for getting a better job' which is item 9 (*n*=14). 8.3% of the respondents disagreed with the item 9 (*n*=9). 11.9% of the participants disagreed more or less (*n*=13). 19.3% of the respondents were undecided (*n*=21) while 15.6% agreed more or less (*n*=17). Most of those surveyed indicated that they agree with it (*n*=18, 16.5%). 15.6% of the respondents reported that they strongly agreed with the item 9 (*n*=17).

4.2.5. Teachers' motivation towards WPD regarding external expectations

As table 4.5 demonstrates there are six items which measure to what extent teachers are motivated to WPD as far as their external expectations. The overall number of responses for strongly disagree was (*n*=25, 22.9%). 11,9% of the participants indicated that they disagree with the item 10 (*n*=13). 19.3 percent of the respondents more or less disagreed that 'I participate in WPD due to colleagues' encouragement' (*n*=21). It is apparent from this table 19.3% of the respondents were undecided (*n*=21). It is indicated that they agreed with the item 10 more or less (*n*=17, 15.6%). In response to item 10, 7.3% stated that they agree with it (*n*=8). 3.7% of the respondents reported that they strongly agreed with the item 10 (*n*=4).

Table 4.5. Teachers' motivation towards WPD (external expectations)

	Strongly disagree		Disagree		More or less disagree		Undecided		More or less agree		Agree		Strongly agree		
Items	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*n*
EEI0	25	22.9	13	11.9	21	19.3	21	19.3	17	15.6	8	7.3	4	3.7	109
EEI1	14	12.8	7	6.4	12	11.0	21	19.3	19	17.4	27	24.8	9	8.3	109
EE12	24	22.0	15	13.8	16	14.7	28	25.7	13	11.9	9	8.3	4	3.7	109
EE13	20	18.3	10	9.2	17	15.6	19	17.4	26	23.9	15	13.8	2	1.8	109
EE14	24	22.0	15	13.8	16	14.7	17	15.6	16	14.7	14	12.8	7	6.4	109
EE15	9	8.3	5	4.6	5	4.6	15	13.8	22	20.2	29	26.6	24	22.0	109

12.8% of those who participated in the study indicated that they strongly disagreed with the item 'I participate in WPD due to the learning culture in school' (*n*=14). Only a small number of respondents indicated that they disagreed (*n*=7, 6.4%). 11% of the participants disagreed with the item more or less (*n*=12). When asked whether teachers participate in WPD to learn the school culture or not, 19.3% of the respondents reported that they were undecided (*n*=21). 17.4% of the teachers agreed with the item 11 more or less (*n*=19). The majority of those who responded to this item agreed the statement (*n*=27, 24.8%). Of the 109 teachers who completed the scale, 9 indicated that they strongly agreed (8.3%).

22.0% of those surveyed strongly disagreed that 'I participate in WPD due to others' participation' (*n*=24). It is found that 13.8% of the population (*n*=15) disagreed with the item 12. 14.7% disagreed with the item more or less (*n*=16). Approximately 25.7% of those who responded were undecided (*n*=28). The overall response to the option of more or less agree was 11.9% (*n*=13). The response rate was 8.3% for those who agreed (*n*=9). Of

the 109 teachers who completed the scale, 3.7% indicated that they strongly agreed with the item 12 (*n*=4).

18.3% indicated that they strongly disagreed to 'I participate in WPD due to someone me telling about its advantages' which is item 13 (*n*=20). 9.2% of the respondents disagreed with the item 13 (*n*=10). 15.6% of the participants disagreed more or less (*n*=17). 17.4% of the respondents were undecided (*n*=19) while 23.9% agreed more or less (*n*=26). In response to item 13, most of those surveyed indicated that they agree with it (*n*=15, 13.8%). 1.8% of the respondents stated that they strongly agreed with the item 13 (*n*=2).

22% of those who were in the study indicated that they strongly disagreed with the item 14 (*n*=24). Table 4.5 demonstrates that only a small number of respondents disagreed (*n*=15, 13.8%). 14.7% of the participants disagreed with the item more or less (*n*=16). When asked whether teachers participate in WPD just because they know their peers also participate in it or not, 15.6% of the respondents stated that they were undecided (*n*=17). 14.7% of the teachers agreed with the item 15 more or less (*n*=16). Of those who replied to this item agreed the statement (*n*=14, 12.8%). %6.4 of the 109 teachers stated that they strongly agreed (*n*=7).

8.3% of those who were in the study indicated that they strongly disagreed with the item 'I participate in WPD to meet school requirements' (*n*=9). Only a small number of respondents indicated that they disagreed and disagreed with the item more or less (*n*=5, 4.6%). When asked whether teachers participate in WPD to meet school requirements or not, 13.8% of the respondents reported that they were undecided (*n*=15). 20.02% of the teachers agreed with the item 15 more or less (*n*=22). The majority of those who responded to this item agreed the statement (*n*=29, 26.6%). Of the 109 teachers who completed the scale, 24 indicated that they strongly agreed (22%).

4.2.6. Teachers' motivation towards WPD regarding practical enhancement

Table 4.6 presents an overview of teachers' preferences regarding practical enhancement. There are five items. The total number of responses for strongly disagree was (*n*=5, 4.6%). A small number of the participants (*n*=2, 1.8%) stated that they disagree with the item 16. There are no given answers to more or less disagree option. As can be seen from the table 11% of the respondents were undecided (*n*=12). 17.4% indicated that they more or less agreed with the item (*n*=19). In response to item 16, most of those respondents indicated that they agree with it (*n*=28, 25.7%). The majority of the respondents, 34.9%

reported that they strongly agreed with the item (*n*=43).

Table 4.6. Teachers' motivation towards WPD (practical enhancement)

	Strongly disagree		Disagree		More or less disagree		Undecided		More or less agree		Agree		Strongly agree		
Items	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*n*
PE16	5	4.6	2	1.8	0	0	12	11.0	19	17.4	28	25.7	43	39.4	109
PE17	8	7.3	5	4.6	4	3.7	13	11.9	19	17.4	24	22.0	36	33.0	109
PE18	6	5.5	3	2.8	4	3.7	11	10.1	23	21.1	27	24.8	35	32.1	109
PE19	5	4.6	7	6.4	4	3.7	10	9.2	21	19.3	31	28.4	31	28.4	109
PE20	5	4.6	3	2.8	3	2.8	11	10.1	25	22.9	24	22.0	38	34.9	109

There were 109 responses to the statement: 'I participate in WPD to be a good example for students' 7.3% of those who were in the study indicated that they strongly disagreed with the item (*n*=8). Only a small number of respondents indicated that they disagreed (*n*=5, 4.6%). 3.7% of the participants which is the minority of the population disagreed with the item more or less (*n*=4). When asked whether teachers participate in WPD to be a good example for students or not, 11.9% of the respondents reported that they were undecided (*n*=13). 17.4% of the teachers agreed with the item 17 more or less (*n*=19). Of the 109 teachers who completed the scale, 24 indicated that they strongly agreed (22%). The majority of those who responded to this item agreed the statement (*n*=36, 33%).

5.5% of those surveyed strongly disagreed that 'I participate in WPD to increase competence in education' (*n*=6). It is found that 2.8% of the population (*n*=3) disagreed with the item 18. 3.7% disagreed with the item more or less (*n*=4). 10.1% of those who responded were undecided (*n*=11). The overall response to the option of more or less agree was 21.1% (*n*=23). The response rate was 24.8% for those who agreed (*n*=27). 32.1% indicated that they strongly agreed with the item 18 (*n*=35).

4.6% stated that they strongly disagreed to 'I participate in WPD to achieve accountability for education' which is item 19 (*n*=5). 6.4% of the respondents disagreed with the item 19 (*n*=7). 3.7% of the participants disagreed more or less (*n*=4). 9.2% of the respondents were undecided (*n*=10) while 19.3% agreed more or less (*n*=21). From this data, we can observe that the given answers to the option of agree and strongly agree are the same (*n*=31, 28.4%).

4.6% of those who were in the study stated that they strongly disagreed with the item 20 (*n*=5). Table 4.6 demonstrates that only both a small number of respondents disagreed and disagreed more or less (*n*=3, 2.8%). When asked whether teachers participate in WPD

to do something more for education or not, 10.1% of the respondents reported that they were undecided (*n*=11). 22.9% of the teachers agreed with the item 20 more or less (*n*=25). Of those who responded to this item agreed the statement (*n*=24, 22%). Of the 109 teachers who completed the scale, 38 stated that they strongly agreed (34.9%).

4.2.7. Teachers' motivation towards WPD regarding social contact

As table 4.7 demonstrates there are four items which measure to what extent teachers are motivated to WPD in terms of social contact. The total number of responses for strongly disagree was (*n*=36, 33%). 22% of the participants (*n*=24) indicated that they disagree with the item 21. Only 11.9 percent of the respondents more or less disagreed that 'I participate in WPD to meet different people' (*n*=13). Closer inspection of the table demonstrates that 15.6% of the respondents were undecided (*n*=17). 9.2% indicated that they more or less agreed with the item (*n*=10). In response to item 21, of those surveyed indicated that they agree with it (*n*=5, 4.6%). A minority of the respondents reported that they strongly agreed with the item 21 (*n*=4, 3.7%).

Table 4.7. Teachers' motivation towards WPD (social contact)

	Strongly disagree		Disagree		More or less disagree		Undecided		More or less agree		Agree		Strongly agree		
Items	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*n*
SC21	36	33.0	24	22.0	13	11.9	17	15.6	10	9.2	5	4.6	4	3.7	109
SC22	14	12.8	18	16.5	17	15.6	19	17.4	20	18.3	10	9.2	11	10.1	109
SC23	42	38.5	21	19.3	12	11.0	21	19.3	8	7.3	1	0.9	4	3.7	109
SC24	50	45.9	22	20.2	17	15.6	11	10.1	4	3.7	1	0.9	4	3.7	109
SC25	12	11.0	4	3.7	12	11.0	13	11.9	23	21.1	31	28.4	14	12.8	109

12.8% of those who were in the study indicated that they strongly disagreed with the item 'I participate in WPD to learn with other teachers' (*n*=14). 16.5% of the respondents indicated that they disagreed (*n*=18). 15.6% of the participants disagreed with the item more or less (*n*=17). 17.4% of the respondents reported that they were undecided (*n*=19). 18.3% of the teachers agreed with the item 22 more or less (*n*=20). Of those who responded to this item agreed the statement (*n*=10, 9.2%). Of the 109 teachers who completed the scale, 11 indicated that they strongly agreed (10.1%).

The majority which is 38.5% of those surveyed strongly disagreed that 'I participate in WPD to make more friends with the same interest' (*n*=42). It is found that 19.3% of the

population disagreed with the item 23 (*n*=21). 11% disagreed with the item more or less (*n*=12). 19.3% of those who responded were undecided (*n*=21). The overall response to the option of more or less agree was 7.3% (*n*=8). There is only one participant who agreed (*n*=1, 0.9%). Of the 109 teachers who completed the questionnaire, 3.7% indicated that they strongly agreed with the item 23 (*n*=4).

45.9% of those surveyed indicated that they strongly disagreed to 'I participate in WPD to change my social relationships' which is item 24 (*n*=50). 20.2% of the respondents disagreed with the item 24 (*n*=22). 15.6% of the participants disagreed more or less (*n*=17). 10.1% of the respondents were undecided (*n*=11) while 3.7% agreed more or less (*n*=4). In response to item 24, most of those surveyed indicated that they agree with it (*n*=1, 0.9%). 3.7% of the respondents reported that they strongly agreed with the item 24 (*n*=4).

11% of those who were in the study stated that they strongly disagreed with the item 25 (*n*=12). Table 4.7 shows that only a small number of respondents disagreed (*n*=4, 3.7%). 11% of the participants disagreed with the item more or less (*n*=12). When asked whether teachers participate in WPD to exchange ideas about teaching while participating in WPD or not, 11.9% of the respondents reported that they were undecided (*n*=13). 21.1% of the teachers agreed with the item 25 more or less (*n*=23). Of those who responded to this item agreed the statement (n=31, 28.4%). Of the 109 teachers who completed the scale, 14 stated that they strongly agreed (12.8%).

4.2.8. Teachers' motivation towards WPD regarding social stimulation

To what extent teachers are motivated to WPD as to their social stimulation is presented in Table 4.8. The total number of responses for strongly disagree was (*n*=26, 23.9%). 10.1% of participants (*n*=11) indicated that they disagree with the item 26. Only 16.5 percent of the respondents more or less disagreed that 'I participate in WPD to take a break from my routine' (*n*=18). From the table it can be seen that 24.8% of the respondents were undecided (*n*=27). 11.9% indicated that they more or less agreed with the item (*n*=13). In response to item 26, 9.2% of those surveyed indicated that they agree with it (*n*=10). 3.7% of the respondents reported that they strongly agreed with the item 26 (*n*=4).

Table 4.8. Teachers' motivation towards WPD (social stimulation)

	Strongly disagree		Disagree		More or less disagree		Undecided		More or less agree		Agree		Strongly agree		
Items	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*n*
SS26	26	23.9	11	10.1	18	16.5	27	24.8	13	11.9	10	9.2	4	3.7	109
SS27	37	33.9	21	19.3	13	11.9	17	15.6	10	9.2	8	7.3	3	2.8	109
SS28	37	33.9	23	21.1	16	14.7	17	15.6	11	10.1	4	3.7	1	0.9	109
SS29	69	63.3	17	15.6	8	7.3	9	8.3	4	3.7	1	0.9	1	0.9	109

There were 109 responses to the statement: 'I participate in WPD to get relief from boredom'. The majority of the population which is 33.9% indicated that they strongly disagreed with the item (*n*=37). 19.3% of respondents indicated that they disagreed (*n*=21). 11.9% of the participants disagreed with the item more or less (*n*=13). When asked whether teachers participate in WPD to get relief from boredom or not, 15.6% of the respondents reported that they were undecided (*n*=17). 9.2% of the teachers agreed with the item 27 more or less (*n*=10). 7.3% of those who responded to this item agreed the statement (*n*=8). Of the 109 teachers who completed the scale, only 3 indicated that they strongly agreed (2.8%).

33.9% of those surveyed strongly disagreed that 'I participate in WPD to escape teaching pressure' (*n*=37). It is found that 21.1% of the population (*n*=23) disagreed with the item 28. 14.7% disagreed with the item more or less (*n*=16). 15.6% of those who responded were undecided (*n*=17). The overall response to the option of more or less agree was 10.1% (n=11). The response rate was 3.7% for those who agreed (*n*=4). Of the 109 teachers who completed the questionnaire, only 1 participant indicated that he or she strongly agreed with the item 28 (0.9%).

63.3% of those surveyed indicated that they strongly disagreed to 'I participate in WPD to fill the emptiness in my life' which is item 29 (*n*=69). 15.6% of the respondents disagreed with the item 29 (*n*=17). 7.3% of the participants disagreed more or less (*n*=8). 8.3% of the respondents were undecided (*n*=9) while 3.7% agreed more or less (*n*=4). In response to item 29, only 1 surveyed indicated that they agree with it (0.9%) and also 1 respondent reported that he or she strongly agreed with the item 29 (*n*=1).

4.2.9. Descriptive statistics of sub-dimensions

The table below illustrates the descriptive statistics of the factors in the scale of MWPD. The components of motivation towards WPD are classified into the following six factors which are personal interest, occupational promotion, external expectations, practical enhancement, social contact and social stimulation. Participants were asked to respond using a 7-point Likert scale ranging from 1 ‘strongly disagree’ and 7 ‘strongly agree’.

Table 4.9. Descriptive statistics of the MWPD

Variables	*N*	*Mean*	*SD*
Personal interest	109	5.06	1.56
Occupational promotion	109	4.77	1.37
External expectations	109	3.85	1.43
Practical enhancement	109	5.43	1.46
Social contact	109	3.19	1.40
Social stimulation	109	2.64	1.36

As can be seen from the table (above), personal interest and practical enhancement were reported significantly more than the other factors. The mean score for practical enhancement was 5.43 (*SD*:1.46) and 5.06 (*SD*:1.56) for personal interest. Occupational promotion comes after personal interest with the mean score of 4.77 (*SD*:1.37). Whereas external expectation was (*Mean*:3.85, *SD*:1.43), social contact was (*Mean*:3.19, *SD*:1.40). The table above illustrates that social stimulation are shown as (*Mean*:2.64, *SD*:1.36). It is apparent from this table teachers are more motivated regarding the factors of practical enhancement and personal interest. Nonetheless, social stimulation has the lowest mean score according to teachers’ motivation preferences.

4.2.10. Descriptive statistics of the MWPD

The result of the descriptive statistics of MWPD are set out in table 4.10. From the table it can be seen that the mean score of teachers seem undecided. It may result from the number of the participants. In other words, it can be inferred that the teachers who were highly motivated and the respondents who reported low levels of motivation are nearly equal.

Table 4.10. Descriptive statistics of the MWPD

Variables	*N*	*Minimum*	*Maximum*	*Mean*	*SD*
MWPD	109	1.00	6.79	4.18	1.00

4.2.11. Motivation scores according to the gender

Shapiro-Wilk normality test was conducted to determine the test type according the data of this normality test. This normality test informs us whether the variables are nonparametric or parametric. What stands out in the table is whether the data demonstrates normal distribution or not was examined in the 95% confidence interval. The demographic information of the participants such as gender, age and the average score of the questionnaire do not show normal distribution. For this reason, non-parametric tests were found appropriate. In accordance with this study, Mann Whitney U Test and Kruskal Wallis Tests were performed for the purpose of analysis of variables.

Table 4.11. The Results of Shapiro-Wilk Normality Test

Variables	*N*	*p*
MWPD Scale	109	**.000***
Gender	109	**.000***
Marital status	109	**.000***
Children	109	**.000***
Department	109	**.000***
Employment status	109	**.000***
Unit	109	**.000***
Principal area	109	**.000***
Experience	109	**.000***
Degree status	109	**.000***
Other qualifications	109	**.000***
Computer use	109	**.000***
Internet use	109	**.000***

* $p > .05$

Mann Whitney U was applied to determine whether the participants showed a difference between the motivation point averages according to the gender variable. As a result of this test, no statistically significant difference was found between the motivation scores of male and female participants (U = 846, z = -1.657, p = .097> 0.05). From this result, it is clear that there is no significant relationship between the motivation scores of male and female participants.

Table 4.12. Comparison of the motivation scores of the participants according to the gender variable with the Mann Whitney U Test

Gender	*N*	*U*	*z*	*p*
Female	83	846.000	-1.657	**.097***
Male	26			

* $p < .05$

4.2.12. Motivation scores according to the age group

Kruskal Wallis analysis was used to determine whether the participants showed a difference between the motivation point averages according to the age variable. As a result of this test, it was found that there was no statistically significant relationship between the motivation scores of the participants belonging to the age variable divided into five categories ($\chi 2 = 9.103$, $df = 4$, $p = .059 > 0.05$).

Table 4.13. Comparison of the motivation points of the participants according to the age group variable with the Kruskal Wallis Test

Age groups	*N*	*Mean Rank*	χ^2	*p*
23-30	26	49.62		
31-40	53	62.38	9.103	**.059***
41-50	19	42.97		
51-60	8	43.44		
60+	3	78.33		

* $p > .05$

4.2.13. Motivation scores according to the marital status

As a result of the Mann Whitney U test, it was found that there was no statistically significant relationship between the motivation scores of the married and single participants ($U = 1357.5$, $z = -.686$, $p = .493 > 0.05$). The relationship between the motivation point average of single participants and the mean score of married participants is not statistically significant.

Table 4.14. Comparison of the motivation scores of the participants according to the marital status variable with the Mann Whitney U Test

Marital Status	*N*	*U*	*Z*	*p*
Single	49	1357.500	-.686	**.493***
Married	60			

* $p > .05$

4.2.14. Motivation scores according to the number of children the participants have

Kruskal Wallis analysis method was used to determine whether the participants showed a relationship between the motivation point averages according to the number of children variable. As a result of this test, it was found that there was no statistically significant relationship between the motivation scores of the participants belonging to the number of children divided into four categories ($\chi 2$ = .635, df = 3, p = .888> 0.05).

Table 4.15. Comparison of motivation points with Kruskal Wallis Test according to the variable of number of children the participants have

Groups	*N*	*Mean Rank*	χ^2	*p*
None	64	55.08		
1	32	55.91	.635	**.888***
2-4	12	54.21		
More than 4	1	30.50		

* p > .05

4.2.15. Motivation scores according to the departments of the teachers

Motivation scores of the teachers who work in DBE and MLD were compared with Mann Whitney U test analysis. There was no statistically significant relationship between the two groups (U = 824.5, z = -.513, p = .608> 0.05). The relationship between the motivation point average of the teachers working in DBE and the average score of the teachers working in MLD is not statistically significant.

Table 4.16. Comparison of the motivation scores of the participants with the Mann Whitney U Test according to the departments of the teachers

Department	*N*	*U*	*z*	*p*
DBE	89	824.500	-.513	**.608***
MLD	20			

* p > .05

4.2.16. Motivation scores according to the employment status

The motivation scores of full-time and part-time teachers were compared with Mann Whitney U test analysis. There was no statistically significant relationship between the two groups (U = 686, z = -.802, p = .423> 0.05.). The relationship between average score of motivation of full-time teachers and the mean score of part-time teachers is not statistically

significant.

Table 4.17. Comparison of the motivation scores of the participants with the Mann Whitney U Test according to the Employment Status Variable

Employment status	*N*	*U*	*z*	*p*
Full-time	92	686.000	-.802	**.423***
Part-time	17			

* $p > .05$

4.2.17. Motivation scores according to the units

With the Mann Whitney U test analysis, the motivation scores of the participants who said yes to the judgment of "I am member of a unit in my institution" and those who said no were compared. There was no statistically significant relationship between the two groups (U = 1222, z = -1.152, p = .249> 0.05.). The relationship between the motivation point average of the teachers who answered yes and the point average of the teachers who said no is not statistically significant.

Table 4.18. Comparing the motivation Points of the participants with the Mann Whitney U Test according to the answers given to the judgment of "I am member of a unit in my institution"

Unit	*N*	*U*	*z*	*p*
Yes	42	1222.000	-1.152	**.249***
No	67			

* $p > .05$

4.2.18. Motivation scores according to the principal area

Kruskal Wallis analysis method was used to determine whether the participants showed a difference between the motivation point average according to the principal area variable. As a result of this test, it was found that there was no statistically significant relationship between the motivation points of the participants in the five categories ($\chi 2$ = 8.576, df = 4, p = .073> 0.05).

Table 4.19. *Comparison of the motivation points of the participants according to the principal area variable with the Kruskal Wallis Test*

Groups	*N*	*Mean Rank*	χ^2	*p*
English Language Teacher	51	51.40		
English Linguistics	11	68.77		
English Language and Literature	27	48.43	8.576	**.073***
American Culture and Literature	11	55.45		
English Translation and Interpretation	9	77.72		

* $p > .05$

4.2.19. Motivation scores according to the experience

Kruskal Wallis analysis method was used to determine whether the participants showed a difference between the motivation point averages according to the experience year variable. As a result of this test, a statistically significant relationship was found between the motivation scores of the participants in the five categories ($\chi 2$ = 10.317, df = 4, p = .035 <0.05).

Table 4.20. Comparing motivation points with Kruskal Wallis Test according to the participants' experience

Groups	*N*	*Mean Rank*	χ^2	*p*
1-5 years	15	46.37		
6-10 years	31	65.71	10.317	**.035***
11-20 years	49	51.16		
21-30 years	12	46.33		
31 years or above	2	99.75		

* $p < .05$

Table 4.21. Comparing motivation points with Mann Whitney U Test according to the participants' experience

Experience	*N*	*U*	*z*	*p*
6-10 years	31	548.000	-2.090	**.037***
11-20 years	49			

* $p < .05$

Table 4.22. Comparing motivation points with Mann Whitney U Test according to the participants' experience

Experience	*N*	*U*	*z*	*p*
11-20 years	49	5.500	-2.112	**.035***
31 years or above	2			

* $p < .05$

Table 4.23. Comparing motivation points with Mann Whitney U Test according to the participants' experience

Experience	*N*	*U*	*z*	*p*
21-30 years	12	1.000	-2.008	**.045***
31 years or above	2			

* $p < .05$

In regard to years of experience, the relationship was detected by Mann Whitney U analysis. It was determined to be between *6-10 years* group and *11-20 years* group (U = 548.000, z = -2.090, p = .037 <0.05). In addition, it has been determined that there is a

difference between 11-20 years group and 31 years or above group (U = 5.500, z = -2.112, p = .035 <0.05). Another difference was found out between *21-30 years* and *31 years or above* (U = 1.000, z = -2.008, p = .045 <0.05).

4.2.20. Motivation scores according to the degree status

Kruskal Wallis analysis method was used to determine whether the participants showed a relationship between the motivation point averages according to the academic degree variable. As a result of this test, no statistically significant relationship was found between the motivation scores of the participants in the six categories ($\chi 2$ = 1.919, df = 5, p = .860> 0.05).

Table 4.24. Comparison of the motivation points with the Kruskal Wallis Test according to the degree status of the participants

Degree status	*N*	*Mean Rank*	χ^2	*p*
Bachelor's Degree	39	56.79		
Master's Degree	37	50.35		
MA in progress	20	59.25	1.919	**.860***
Doctor of Philosophy	2	62.50		
PhD in progress	10	57.35		
Other	1	33.50		

* p > .05

4.2.21. Motivation scores according to their computer competencies

Kruskal Wallis analysis method was applied to determine whether the participants showed a relationship between the motivation score averages according to the computer usage competence variable. As a result of this test, no statistically significant relationship was found between the motivation scores of the participants in the four categories ($\chi 2$ = 4.165, df = 3, p = .244> 0.05).

Table 4.25. The Analyses of Kruskal Wallis Test

Computer competency	*N*	*Mean Rank*	χ^2	*p*
Not very experienced	3	61.67		
Somewhat experienced	39	50.22	4.165	**.244***
Very experienced	55	54.51		
Expert level Internet user	12	71.13		

* p > .05

4.2.22. Motivation scores according to their Internet competencies

Kruskal Wallis analysis method was used to determine whether the participants showed a relationship between the motivation point averages depending on the Internet usage competence variable. As a result of this test, a statistically significant relationship was found between the motivation scores of the participants in the four categories ($\chi 2$ = 7.966, df = 3, p = .047 <0.05). In order to detect this difference, Mann Whitney U test was performed.

Table 4.26. Comparison of the motivation points of the participants with the Kruskal Wallis Test according to their Internet usage competencies

The Internet Competency	*N*	*Mean Rank*	χ^2	*p*
Not very experienced	1	84.50		
Somewhat experienced	29	43.95	7.966	**.047***
Very experienced	58	55.32		
Expert level Internet user	21	67.98		

* p < .05

Table 4.27. Comparison of participants' motivation points with Mann Whitney U Test according to Internet usage competencies

The Internet Competency	*N*	*U*	*z*	*p*
Somewhat experienced	29	179.500	-2.458	**.014***
Expert level Internet user	21			

* p < .05

The relationship detected by Mann Whitney U analysis was found to be between the Somewhat Experienced group and the Expert level Internet User group in terms of Internet usage competencies (U = 179.500, z = -2.458, p = .014 <0.05).

Table 4.28. Comparison of the motivation points of the participants according to their computer usage competencies with the Kruskal Wallis Test

Computer competency	*N*	*Mean Rank*	χ^2	*p*
Not very experienced	3	61.67		
Somewhat experienced	39	50.22	4.165	**.244***
Very experienced	55	54.51		
Expert level Internet user	12	71.13		

* p > .05

4.2.23. The sub-dimensions of the MWPD questionnaire

This normality test demonstrates us whether the variables are nonparametric or

parametric.

Table 4.29. Shapiro-Wilk Normality Test conducted to determine whether the sub-dimensions of the MWPD questionnaire show normal distribution

Variables	*N*	*p*
Personal interest	109	**.000**
Occupational promotion	109	**.001**
External expectations	109	**.064***
Practical enhancement	109	**.000**
Social contact	109	**.021**
Social stimulation	109	**.000**

* $p > .05$

This normality test demonstrates us whether the variables are nonparametric or parametric. Since only one of the variables demonstrates normal distribution (the other five variables are not normally distributed), the correlation type we chose was Spearman.

Table 4.30. Correlations between the sub-dimension variables of the survey

Variables	**1**	**2**	**3**	**4**	**5**	**6**
Personal interest	1	.490**	.096	.586**	.253**	.259**
Occupational promotion		1	.181	.461**	.360**	.262**
External expectations			1	.074	.390**	.437**
Practical enhancement				1	.308**	.103
Social contact					1	.473**
Social stimulation						1

****p*<.01**

Spearman Sequence Difference Correlation Analysis was conducted to examine the relationships between the variables. Correlation coefficient values obtained are presented in Table 4.30.

It is analysed whether the Personal Interest sub-dimension score is related to other sub-dimensions. The Personal Interest subscale score has a moderately significant positive relationship with the Occupational Promotion subscale score (r: .490; p <.01). It was determined that the Personal Interest sub-dimension score had a moderately significant positive relationship with the Practical Enhancement sub-dimension score (r: .586; p <.01). It was determined that the Personal Interest subscale score had a positive and weak correlation with the Social Contact subscale score (r: .253; p <.01). It was found that the Personal Interest subscale score showed a positive and weakly positive relationship with the Social Stimulation subscale score (r: .259; p <.01).

There is a moderately significant positive correlation with the Practical Enhancement subscale score of the Occupational Promotion subscale score (r: .461; p <.01) of the MWPD survey sub-dimensions. There is a weakly positive relationship with the Social

Contact subscale score (*r*: .360; *p* <.01) and a weakly significant relationship with the Social Stimulation score (*r*: .262; *p* <.01) respectively.

In the same way, a weakly positive relationship was found between the Enhancement Expectations subscale score and the Social Contact score (*r*: .390; *p* <.01). It was analysed that there was a moderately significant positive relationship between the Enhancement Expectations subscale score and the Social Stimulation score (*r*: .437; *p* <.01).

A weakly significant relationship was found between the Practical Enhancement score, which is one of the sub-dimensions of the questionnaire, and the Social Contact score (*r*: .308; *p* <.01).

Finally, a moderately significant relationship was observed between the Social Contact subscale score and the Social Stimulation subscale score (*r*: .473; *p* <.01).

4.3. Conclusion

In summary, statistical analyses have been shown from this chapter to answer the main research and sub-research questions. The first main research question sought to discover whether the teachers are motivated towards WPD or not and the second main research question demonstrates how demographic information affect their motivation towards WPD. The third main question tried to find out an answer for relationships between sub-dimensions. As for the sub-research questions, it concerned to what extent the teachers are motivated towards WPD according to sub-dimensions. The next chapter, the principal findings of the current investigation were presented.

5. DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Introduction

Current global pandemic and changing technologies can be factors which force educational institutions to search for up-to-date models for the purpose of offering professional development activities. Many educational institutions are shaping their systems to online professional development activities as an alternative to traditional face to face professional development activities. Consequently, the current study attempted to demonstrate that to what extent teachers are motivated to WPD and the relationship between sub-dimensions of motivational factors. There are twelve variables in the study involving of gender, age, marital status, the number of children, type of department, employment status, unit, principal area, experience, degree status, the Internet competency and computer competency were taken into consideration. If we now turn to this chapter, the data collected and analysed by quantitative research method is interpreted. Next, recommendations for further research, implications, conclusions, and limitations are discussed.

5.2. Motivation on WPD

The result of the descriptive statistics of MWPD are set out in table 4.10. From the table it can be inferred that the mean score (4.18) of teachers seem undecided. It may result from the number of the participants. In other words, it can be inferred that the teachers who were highly motivated and the respondents who reported low levels of motivation are nearly equal. Prior to this study it was difficult to make predictions about how variables affect the motivation towards on WPD. Even so, numerous different variables are taken into consideration in this study and explained how they affect. The findings reported here shed new light on the factors which affect teachers regarding their motivation.

5.3. Motivation on WPD and Gender

A large and increasing body of literature has explored the role of gender regarding motivation in both psychological research and educational (Meece, Glienke & Burg, 2006). Nevertheless, there has been no detailed investigation of the role of gender on

motivation towards WPD. In previous studies on motivation, different motivation theories have been found to be related to why women and man differ from each other (Meece, Glienke, & Burg, 2006).

Dörnyei and Ushioda (2011) demonstrated that gender may be a distinctive factor which makes a difference between males and females in their study. There is one of the studies e.g. (Karavas, 2010) that describe the impact of gender on teachers' job satisfaction cannot be underestimated, particularly, women seem less happy when they are compared with men whereas in their major study, Thomson and Turner (2015) identify that there is no significant relationship between teachers' motivation and gender.

Researchers attempted to evaluate the impact of teachers' experience, gender and some other issues affecting job satisfaction and some other motivational issues (Klassen & Chiu, 2010). It has conclusively been shown that both male and female academic staff in an institution are more devoted when they are motivated (Osakwe, 2014). A possible explanation for this might be that when the gender is taken into consideration, it might affect the participation to the WPD activities, as well. In reviewing the literature, very little data was found on the association between gender and motivation towards WPD.

Nonetheless, in the present study, the test which was applied shows no statistically significant relationship was found between the motivation scores of male and female participants (Table 4.11). What is surprising is that while gender has effect on job satisfaction or some other issues affecting teachers, in this condition it does not affect the motivation of the teachers towards WPD. The perceptions of the teachers have similar levels of motivation. Consequently, gender could not be a major factor, if the only one, causing motivation towards web-based professional development. Further investigations, which take this variable into account, will not need to be undertaken.

5.4. Motivation on WPD and Age

Previously published studies on the effect of factors affecting motivation are not consistent, whereas some show meaningful results, rest may be contradictory (Stead, 2009). With respect to the second main research question, the present study tried to seek to determine whether age makes any difference to the motivation of EFL teachers towards WPD or not. Moreover, so as to compare the possible differences came from age, we classified the teacher respondents into three major groups: *23-30* years, *31-40* years, *41-50*, *51-60* and *61+* years (Table 4.13).

A systematic understanding of how motivation contributes to WPD is still lacking. As mentioned in the literature review, much of the literature has paid particular attention to the factors affecting motivation towards PD. Prior studies that have remarked the importance of factors promoting participation in professional development activities. Survey such as that conducted by İyidoğan (2011) has shown that the effort of trying to be a good teacher does not require any differences when it comes to age and some motivation is not related to the age. It has been suggested that level of motivation is independent of the age of the participants and there are no big differences between the attendants in terms of motivation to WPD (Kao, Wu & Tsai, 2010). Nonetheless, previous research findings into motivation towards WPD have been inconsistent and contradictory due to the sample population and some other differences in regard to background information.

In the current study, comparing the group of *23-30* with *31-40* showed that the mean degree of the group *23-30* is 49.62 and the score of the other group is 62.30. It can therefore be assumed that the second group has higher motivation to participate in WPD activities. It is somewhat surprising that the sixth group has the highest mean score. Unlike the common belief about elderly teachers, the present study raises the possibility that they are still willing to enhance their professional development with the integration of technology. Contrary to expectations, it is a surprising result. This result may be pointed out by the fact that the number of the teachers who belonged to this group. There are, however, other possible explanations.

To develop a full picture of the impact of age on WPD, additional studies will be required that to what extent the age is important or not. For further research, it would be reasonable to apply this study with participants from different age groups to draw comprehensive findings.

The current study found that there was no statistically significant relationship between the motivation scores of the participants belonging to the age variable divided into five categories. The results of this study do not conflict with some studies claiming that age does not differ on motivation towards WPD. This study confirms that age is not associated with motivation towards WPD and age groups are apt to have statistically similar motivation towards WPD.

5.5. Motivation on WPD and Marital Status

In terms of participation in professional development activities marital status is accepted as one of the hindering elements affecting the motivation of teachers as well as some other factors (Dayoub & Bashiruddin, 2012).

Some demographical items are related to workers' experiences and their work life (Bae & Orlinsky, 2006). Up to now, somewhat too little attention has been paid to the effect of marital status on professional development activities. Since WPD is also a change for the teachers, not surprisingly, the effects of marital status have not been closely examined.

Much of the current literature on the impact of marital status pays particular attention to burn-out levels of teachers and it has been investigated in many studies. A considerable amount of literature shows that married teachers have higher burn-out levels whereas very little indicates the reverse, but closer inspection of some studies states that there is no significant difference (Mousavy & Nimehchisalem, 2014). In this case, the focus is on the motivation towards WPD activities, somehow studies investigating the relationship between marital status and burn-out levels may show some important clues about the expectations for the current study.

Interestingly, the burn-out level was observed as higher for single teachers (Mousavy & Nimehchisalem, 2014). It seems possible that these results may also be possible for motivation to WPD. Nevertheless, as the researcher, my observations during the period of my teaching career make me think that married teachers are usually less interested in participation to professional development activities and they mentioned that they have no time for this kind of activities.

Al-Qahtani (2015) conducted a study which he found no significant difference between marital status and attending of professional development activities. In the current study, it was found that there was no statistically significant difference between the motivation scores of the married and single participants (Table 4.14). This is a rather unexpected outcome according to my observations which I have done subjectively. Nonetheless, since these observations are not scientific, they do not change anything. Future studies on the current topic are therefore recommended with more focus on the design of the research.

5.6. Motivation on WPD and Children

When the literature is reconsidered regarding the impact of the number of the children which teachers have, no previous study has investigated it. Since currently, there are no data on this issue, the present study has suggested some findings to eliminate the gap in the field of the study. The results of the current study disclosed that there was no statistically significant difference between the motivation scores of the contributors belonging to the number of children divided into four categories which are none, the group of one child, between two and four and four or more than four. Whether the teachers have no, or some children did not determine their motivation adopted towards web-based professional development activities (Table 4.15). It is my experience of working with teachers who come from the standpoint of different families that has driven to choose the number of the children as a variable. Before conducting this study, I assumed that this variable has a huge impact on motivation towards WPD. Even so, the result was surprising from the point of my view. The reason behind this result might be the fact that methods were used to determine. For the further research, there should be some observational studies to avoid getting subjective results.

5.7. Motivation on WPD and Department

When the existing literature on the field is went over again, it is observed that there is no study concentrating on the impact of the department to the WPD in which teachers work. Instead, rather than studying with two departments in a university, one study directly dealt with one group of elementary school teachers in an institution (Kao, Wu & Tsai, 2011). To date, there are not any studies that have investigated the association between the department and motivation towards WPD.

In this study motivation scores of the teachers who work in DBE and MLD were compared with each other as well. The participants were divided into two groups based on their department. Whereas 89 teachers work for DBE, 20 teachers work for MLD.

The findings of the study revealed that there was no statistically significant difference between the two groups in regard to department where they currently work (Table 4.16). In the light of the findings, it is apparent that though no statistically appreciable difference was observed between two groups, it is important to bear in mind the possible bias in these responses on account of the commitment of the teachers to their departments.

5.8. Motivation on WPD and Employment Status

The employment status of teachers was divided into two groups as follows full-time and part-time teachers. It sought to determine whether there was an impact of employment status on teachers' motivation towards WPD or not.

While the number of the full-time participants is 92 and 17 teachers are part-time. The difference between average score of motivation of full-time teachers and the mean score of part-time teachers is not statistically significant (Table 4.17). To date, a search of the literature revealed no studies which investigate the impact of employment status towards WPD. No significant difference was noted in this study.

5.9. Motivation on WPD and Unit

Most studies in the field of motivation towards PD or WPD have only focused on some demographical factors such as age and gender. Nevertheless, what is not yet clear is the impact of some other demographic variables on motivation towards WPD.

In the institution where the study was carried out there are various units in which teachers have responsibilities as well as teaching which are: testing and assessment, professional development, educational technology, curriculum development and material development.

There are 41 teachers work in different units and they have meetings on a regular basis, tasks and responsibilities related to their respective units. In the institution where the current study was carried out, therefore, is well-organized, dedicated to teaching, learning, and improving within the field. Teachers in the units have some chances to improve themselves in regard to professional development. Those who work in these units have the chance of working with other teachers regularly. Thus, it seems possible that the results between unit members and non-members might have a significant difference due to the experience they get from these cohorts. To put it in another way, in a community people who work together from different backgrounds might help each other and the institution (Wenger, 1998). On the contrary, professional development unit provides all teachers different opportunities within the institution such as workshops, conferences, peer observations, reflections and working with teacher trainers.

Contrary to expectations of the researcher, this study did not find a significant difference between the motivation scores of the participants who said yes to the judgment of "I am member of a unit in my institution" and those who said no. In future

investigations, it might be possible to use a different research design and data collection instrument in an observational study to make it clear (Table 4.18).

5.10. Motivation on WPD and Principal Area

In addition, no research has been found that is involved with the relationship between principal area of the teachers and their motivation towards PD or WPD activities. In this study the principal area of the teachers is divided into five categories, which are: English Language Teaching, English Linguistics, English Language and Literature, American Culture and Literature and English Translation and Interpretation. Participants graduated from different departments related to their profession and there are 51 teachers who graduated from English Language Teaching, and 10 teachers graduating English Linguistics, 27 teachers from English Language and Literature, 9 teachers from English Translation and Interpretation and 11 teachers from American Culture and Literature.

Much uncertainty still exists about the relationship between the principal area of the EFL teachers and motivation towards WPD. Since WPD activities a new pattern for the teachers teaching English, it is very expected that the nature of motivation towards WPD activities remains unclear. With respect to the second research question, it was found that participants showed no difference between the motivation point average according to the principal area variable. In other words, as a result of this test, it was found that there was no statistically significant difference between the motivation points of the participants in the five categories (Table 4.19).

There are several possible explanations for this result. It may be that these participants benefitted from professional development activities during their teaching careers since they are into teaching English. Further studies, which take this variable is needed to be considered.

5.11. Motivation on WPD and Experience

In reviewing the literature, there are different models having some stages that teachers go through during the period of their teaching career which are pre-service, induction, competency building, enthusiasm and growth, career frustration, career stability, career wind-down, and career exit (Fessler & Christensen, 1992), starting, newly qualified, developing, proficient, advanced and specialist (Davidson, Dunlop, Soriona, Kennedy &

Phillips, 2012), exploration, establishment, mid-career, late-career and decline (Super, 1980), pre-teaching early teaching, late phase (Fuller, 1969), survival, consolidation, renewal, maturity (Katz, 1972), survival, adjustment, mature (Burden, 1982), novice, advanced beginner, competent, proficient, expert (Berliner, 1988), exploration and stabilization, commitment, diversification, serenity or distancing, conservatism and regret (Huberman, 1989), novice phase, apprenticeship phase, professional phase, expert phase, distinguished phase and emeritus phase (Steffy & Wolfe, 2001).

A considerable amount of literature has been published on motivation towards PD activities. These studies have indicated that there are some crucial background characteristics which affect the motivation of the teachers such as age, gender and experience. Nevertheless, the present study showed no significant differences in EFL teachers' context in terms of gender, age, marital status, children they have, department, employment status, unit they belong to and principal area they mastered.

When the experience the teachers they have is taken into consideration, the groups can be listed as follows; *1-5 years*, *6-10 years*, *11-20 years*, *21-30 years*, and *31 years or above.* The obvious finding to emerge from the analysis is that there is a statistically significant difference between the motivation scores of the participants in the five categories.

With regard to years of experience, a statistically significant correlation was attained between *6-10 years* group and *11-20 years* group. It seemed clear that those who are in the group of *6-10 years* are more motivated towards WPD activities. In addition, it has been determined that there is a difference between *11-20 years group* and *31 years or above group* and it can be inferred that the teachers who have experience between *11 and 20 years* are more motivated than the group of *31 years or above*. In the current study, comparing *21-30-year* experience with *31 year or above* showed that *31 year or above* are much more motivated. It is somewhat surprising that teachers who are elderly are more motivated than younger colleagues in this condition regarding their burn-out level and age.

One unanticipated finding was that teachers who are close to career exit seem more motivated than other groups when we consider from the cultural perspective. Nevertheless, in the relevant literature releasing time for PD activities is one of the characteristics of the last stage which is career exit (Davidson, Dunlop, Soriona, Kennedy, & Phillips, 2012). The stages are taken into consideration it is tremendously usual to see that teachers who are belong to career frustration stage might be more volunteered and motivated to take part in professional development activities therefore it can be said that the group of *6-10*

year may release their time for professional development activities. The stage of career stability demonstrates some characteristics such as being less motivated by incentives (Davidson, Dunlop, Soriona, Kennedy & Phillips, 2012). Thus, when the group of *21-30* and *31+* are compared, it is normal to see the difference regarding motivation. These findings may be somewhat limited by the research design, a further study with more focus on experience is therefore suggested.

5.12. Motivation on WPD and Degree Status

The cohort was divided into five groups with respect to teachers' degree status which are bachelor's degree, MA, MA in progress, PhD and PhD in progress. From the Table 4.20, it can be seen that there is no statistically significant difference between the motivation scores of the participants in the five categories. There has been no detailed investigation of the impact of degree status on motivation towards WPD activities and there is still very little scientific understanding of this issue. Consequently, this study states a need to understand the various variables of motivation towards PD and WPD activities that exist among teachers' teaching careers. Those who have PhD degree have the highest mean score among other teachers. This result is likely to be related to having doctorate gives some opportunities educators such as intellectual and emotional growth (Leonard, Becker & Coate, 2005).

5.13. Motivation on WPD and Computer Use Competency

There is evidence that technology has a crucial role in education, as well. Due to the fact that technology has played a major role in today's world, changes in educational institution are also inevitable (Mouza, 2002). Nevertheless, in order to integrate technology into our educational strategies, we , as teachers are supposed to feel comfortable to adapt the way of teaching with integrated technology and be aware of the things which are changed with the help of technology (Mouza, 2002). Those who want to improve themselves regarding their teaching skills, knowledge or have some new experiences require to benefit from professional development activities (Holmes, Signer & MacLeod, 2010). In the event that teachers need to use technology for teaching sufficiently, a good quality of professional development is required to be provided (Mouza, 2002). So as to adapt technologies into the classrooms there should be some effective support rather than

traditional training sessions (Mouza, 2002). As we know traditional professional development activities occur as face to face such as mentoring, workshops, conferences or trainings given by teacher trainers (Holmes, Signer & MacLeod, 2010). Nonetheless, new tools have emerged with the help of technology and they provide numerous different opportunities to pursue their professional development to meet their expectations (Holmes, Signer & MacLeod, 2010).

Unfortunately, there are some barriers which discourage teachers to be a part of technology integrated educational activities since they think that they are not good at using the resources of technology (Brinkerhoff, 2006). Additionally, they do not feel comfortable when they want to request help from the responsible people such as technology units or coordinators since they all have a heavy workload (Brinkerhoff, 2006). As a result, teachers who do not feel comfortable to adapt technology are usually reluctant to use it because when they require help there is no one to help them (Mumtaz, 2000). The anxiety which teachers experience makes the use of technology more difficult and it has different effects on teachers regarding their status or experience. Whereas novice teachers are more into the technology, they may still feel uncomfortable asking for help since they are new and reluctant to show their weaknesses. On the contrary, experienced teachers may be also reluctant since they do not care the importance of the use of the technology. This study did not detect any evidence for a relationship between the motivation score averages according to the computer usage competence variable (Table 4.25). In spite of the importance of the ability of using computer sufficiently, there remains a paucity of evidence on the impact of motivation towards WPD according to this study.

5.14. Motivation on WPD and the Internet Competency

In the history of teaching profession, motivation has been thought of as one of the key factors to prevent burnouts and make teachers survive in their work-life (Kabilan, 2004). Motivation is very crucial to take part in professional development activities. On the other hand, online PD activities also make teachers more motivated to their teaching (Kabilan, 2004). The Internet has emerged as powerful platforms for schools by means of providing some opportunities such as having the chances of collaboration and interaction in the same country or through the continents, that is to say it makes education more accessible (Carlson & Gadio, 2002). Evidence suggests that being capable of using web technologies is among the most important factors for teachers' practice to meet the

expectations of students, institutions and for their self-improvement (Azman, Ya'acob & Thang, 2010). Using the Internet properly is an essential element in the technological skills, and plays a key role for teachers who want to get rid of the boredom of traditional teaching ways and it brings joy and refreshment for those who want to meet the expectations of the new world (Carlson & Gadio, 2002) In order to take an advantage of online professional development activities, , teachers are supposed to be capable of basic ICT skills such as running systems, writing documents, the Internet and e-mail (Carlson & Gadio, 2002). Online professional development has many advantages in the light of the fact that it makes this process easier and more accessible when it comes to accessibility, cost and being anytime and anywhere (Carlson & Gadio, 2002). Additionally, it provides different means of instructional resources over the Internet which are discussion forums, online question and answer sessions, cooperative projects or assignments (Carlson & Gadio, 2002). As it is mentioned in the literature review, online PD activities may be delivered as synchronous and asynchronous which makes the development learner-centred in the learning communities (Holmes, Signer & MacLeod, 2010). In light of recent changes in the world, it is becoming extremely difficult to ignore the demand for high-quality WPD (Carlson & Gadio, 2002). The rising popularity of using the technology has led to make people think that computers have the ability to take place of teachers, Nevertheless, teachers have a pivotal role in using the technology properly with purpose of teaching and learning (Carlson & Gadio, 2002). The use of the technology is an important issue which has considerable impact on motivation towards professional development but teachers are usually reluctant to give up their traditional teaching habits since they are afraid of technology so they try to avoid from it rather than accepting the existence of technology (Carlson & Gadio, 2002). In order to keep up with the new learning environment, teachers are also supposed to be able to use today's technological features for their teaching (Azman, Ya'acob & Thang, 2010). Consequently, in the related literature it can be referred that the Internet competency is an increasingly important issue in WPD. Similarly, the result of the current study indicated that there is a statistically significant difference was found between the motivation scores of the participants in the four categories which are not *very experienced*, *somewhat experienced*, *very experienced* and *expert* (Table 4.26). In order to detect this difference, Mann Whitney U test was performed. The difference detected between the *somewhat experienced* group and *the expert* group when it comes to Internet usage competencies.

5.15. The relationship between sub-dimensions of WPD

To better understand the motivational factors towards web-based professional development and its effects, many researches have been established with respect to intrinsic motivation and extrinsic motivation in the light of the Education Participation Scale (EPS) which was proposed by Boshier (1991). There are seven structures which classify the attendants' motivation which are: cognitive interest, communication improvement, social contact, educational preparation, professional advancement, family togetherness and social stimulation (Boshier, 1991). The motivation questionnaire 'Education Participation Scale' is mostly used to assess adults' learning.

The MWPD questionnaire which is prepared regarding EPS and the features of motivation are classified according to six factors: personal interest, occupational promotion, external expectations, practical enhancement, social contact, and social stimulation (Kao, Wu & Tsai, 2011).

In broad terms, personal interest can be defined as participation in WPD since it gets the attention of teachers' own interest to put it simply, they participate since they enjoy (Kao, Wu & Tsai, 2011). The term occupational promotion has been used to refer to situations in which teachers take part in WPD activities to preserve their current job or get a new job (Kao, Wu & Tsai, 2011). In the present study, external expectation is defined as motivation comes from teachers' colleagues from work such as being encouraged by a colleague or participating just because other colleagues participate (Kao, Wu & Tsai, 2011). Kao, Wu and Tsai (2011), has demonstrated that, in their study, they were using the term 'practical enhancement' to refer to particular commitment to the teachers' profession and effort to be good at their teaching. Social contact is, for Kao, Wu and Tsai (2011), the situation which occurs when teachers participate in WPD activities to enjoy since they have interaction with other people. Whereas social contact refers to motivation because of the social environment, social stimulation refers to the motivation to take part in WPD development since teachers want to cope with their problems by means of interacting (Kao, Wu & Tsai, 2011).

It is analysed whether the Personal Interest sub-dimension score is related to other sub-dimensions. The Personal Interest subscale score has a moderately significant positive relationship with the Occupational Promotion subscale score (r: .490; p <.01) (Table 4.25). It was determined that the Personal Interest sub-dimension score had a moderately significant positive relationship with the Practical Enhancement sub-dimension score (r: .586; p <.01). It was determined that the Personal Interest subscale score had a positive and

weak correlation with the Social Contact subscale score. It was found that the Personal Interest subscale score showed a positive and weakly positive relationship with the Social Stimulation subscale (Table 4.29).

There is a moderately significant positive correlation with the Practical Enhancement subscale of the Occupational Promotion subscale of the MWPD survey sub-dimensions. There is a weakly positive relationship with the Social Contact subscale and a weakly significant relationship with the Social Stimulation respectively (Table 4.29).

In that respect, a weakly positive relationship was found between the Enhancement Expectations subscale and the Social Contact. It was analysed that there was a moderately significant positive relationship between the Enhancement Expectations subscale and the Social Stimulation (Table 4.29).

A weakly significant relationship was found between the Practical Enhancement, which is one of the sub-dimensions of the questionnaire, and the Social Contact (Table 4.29).

Finally, a moderately significant relationship was observed between the Social Contact subscale and the Social Stimulation subscale (Table 4.29).

5.16. Personal Interest

People want to learn inasmuch as some reasons and these are to keep engaged in learning new things because of personal and instrumental reasons (Dench & Regan, 2000). Especially learning related to information technologies happen because of personal interest so we can say that personal interest plays a major role in learning related to technology (Dench & Regan, 2000). A considerable amount of literature has been published on motivation. These studies have demonstrated that interest has a pivotal role in learning (Hidi & Harackiewicz, 2000). As it was stated in the findings in the previous section, personal interest was reported significantly more than the other factors. It can therefore be assumed that the participants are motivated to participate in WPD development activities because of their personal interest.

5.17. Occupational Promotion

Interests and goals play a critical role in the maintenance of motivation for academic purposes (Hidi & Harackiewicz, 2000). Occupational promotion can be described as the

motivation for job related purposes such getting promotion or a higher position or having a new job, in other word, taking a new step for their profession (Kao, Wu & Tsai, 2011).

Occupational promotion comes after personal interest with the mean score of 4.77 (Table 4.9) and it is the third factor according to the order how teachers are motivated. In reviewing the literature, no data was found on the impact of occupational reasons on motivation towards WPD. A possible explanation for this result might be that teachers are motivated to take part in web-based professional development activities in order to get occupational promotions. When the mean scores are considered, occupational promotion is the third highest score, so it plays a major role on motivation.

5.18. External Expectations

External expectations can be described as the factors which come from outside such from colleagues or institution where teachers work and it was (*Mean*:3.85, *SD*:1.43) in this study. It is the fourth one all of factors. It seems possible that teachers are not motivated to participate in WPD activities on account of external factors such as external expectation, social contact and social stimulation. Being a good teacher and improving themselves in their profession requires to be come from inside.

5.19. Practical Enhancement

The mean score for practical enhancement was 5.43 (*SD*:1.46) and it is the highest score of all factors. Practical enhancement refers to the motivation in order to be improved in their teaching so it can be inferred that teachers mostly engage in WPD activities to improve themselves in terms of teaching and their profession.

5.20. Social Contact

Social contact refers to a type of motivation because of the social environment where teachers take place. To put it another way, the social environment can affect EFL teachers' choices to take part in this kind of activities on account of the reasons which are shaped by their environment. As can be shared in the findings social contact was (*Mean*:3.19, *SD*:1.40) and this is the second lowest score of all factors. It can be easily inferred that teachers are not affected their social contacts to take part in in WPD.

5.21. Social Stimulation

This study set out with the aim of assessing the impact of motivation on WPD activities and as it has been mentioned in the previous chapters, there are some factors in the MWPD questionnaire. Social stimulation is one of these factors and it can be described as a motivator with the purpose of having social interactions which aim to avoid daily problems and boredom.

Social stimulation is shown as (*Mean*:2.64, *SD*:1.36). It is apparent that social stimulation has the lowest mean score according to teachers' motivation preferences. Consequently, it can be understood that social stimulation has the least importance for the teachers in this institution.

5.22. Suggestions for Further Research

It is suggested that before motivation towards WPD is introduced, a study similar to this one should be carried out with a different research design to have a deep understanding. The main weakness of this study was the paucity of related literature on web-based professional development activities. Since the study was limited to the literature, it was not possible to explain and compare the results more detailed. More information on web-based professional development would assist us to establish a greater degree of accuracy on this matter. The findings of this study have a number of important implications for future practice.

In the first place, in future investigations, it might be possible to use different designs which both quantitative and qualitative data may be combined by making interviews so as to improved understanding on this issue. Therefore, this study is done adopting only quantitative research design so adapting mixed method research can be suitable way to enrich detailed and more comprehensive data.

Pursuing this further, to develop a full picture of motivation towards WPD, additional studies will be required indicating causations since the present study adopted a descriptive research. Cause and effect relations might give the chance of in-depth understanding towards this issue.

Yet another reason why, a further study with longitudinal studies is suggested in addition to the cross-sectional studies so as to keep everything clear in the current study and take some other variables into account.

In the final analysis, further research should be undertaken to investigate a different

setting since the current study was conducted in a foundation university in Ankara. Further studies, which take different participants, cities, regions or institutions into account will be effective in terms of obtaining inclusive reflection of the universe. Additionally, with more focus on different variables may shed light on this issue.

5.23. Conclusion

Prior to this study it was difficult to make predictions about how variables affect the motivation towards on WPD. The result of the descriptive statistics of MWPD are set out in table 4.10. From the table, it can be seen that the mean score of teachers seem undecided. It may result from the number of the participants. To put it simply, it can be inferred that the teachers who were highly motivated and the respondents who reported low levels of motivation are nearly equal. Nonetheless, numerous different variables are taken into consideration in this study and explained how they affect. The findings reported here shed new light on the factors which affect teachers with respect to their motivation. I suggest that before motivation towards WPD is introduced, a study similar to this one should be carried out with a different research design to have a deep understanding. The main weakness of this study was the paucity of related literature on web-based professional development activities. Since the study was limited to the literature, it was not possible to explain and compare the results more detailed. More information on web-based professional development would assist us to establish a greater degree of accuracy on this matter. The findings of this study have a number of important implications for future practice.

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APPENDICES

APPENDIX-A: DEMOGRAPHIC INFORMATION

Please choose the appropriate response for each item.

1. Gender		Female		Male	
2. Age	23-30	31-40	41-50	51-60	61+
3. Marital status		Single		Married	
4. Children	None	1	2-4	More than 4	
5. I am a teacher at …		Department of Basic English		Department of Modern Languages	
6. I am a member of a unit in my institution. If yes, please specify.		Yes		No	

7. What is your principal area of study at university?
English Language Teaching
English Linguistics
English Language and Literature
American Culture and Literature
English Translation and Interpretation
Other

8.Teaching experience	Newly graduated	1-5 years	6-10 years	11-20 years	21-30 years	31 years or above

9. Degree status	Bachelor's Degree	Master's Degree	MA in progress	Doctor of Philosophy	PhD in progress	Other

10. Other courses or qualifications	CELTA	CELTA in progress	DELTA	DELTA in progress	None	Other

11. How would you describe your level of experience using the computer?
Not very experienced
Somewhat experienced
Very experienced
Expert level

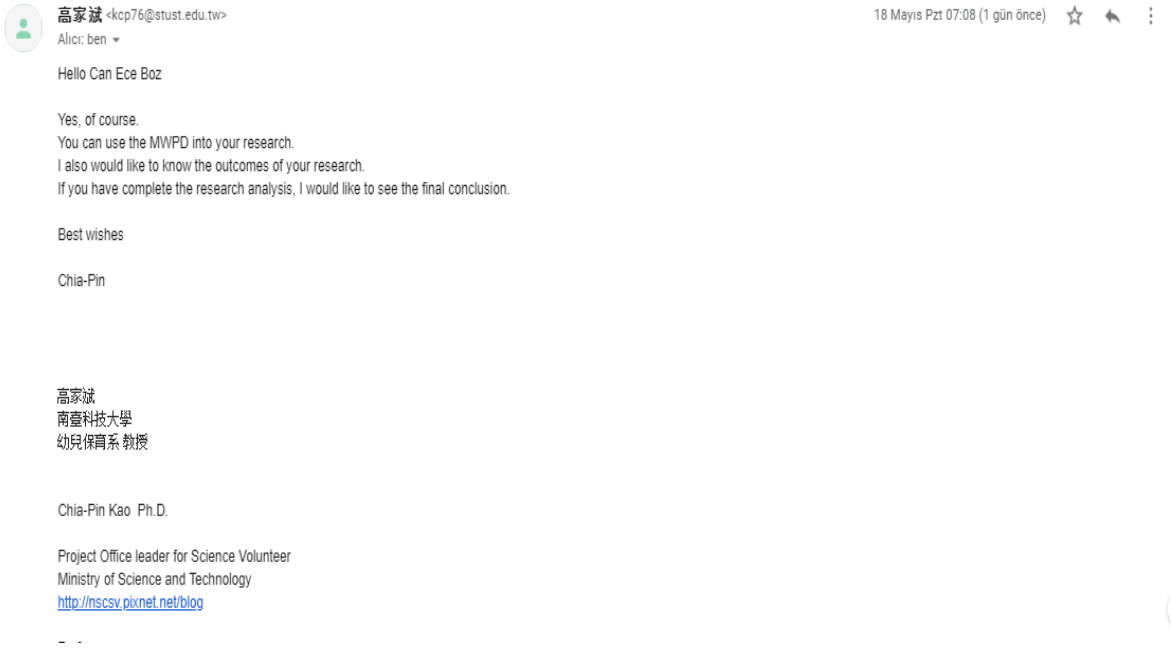
12. How would you describe your level of experience using the Internet?
Not very experienced
Somewhat experienced
Very experienced
Expert level

APPENDIX-B: INSTRUMENT IN THEIR ORIGINAL FORM

The Motivation toward Web-based Professional Development Survey (MWPD)
(Kao, Wu, & Tsai, 2011)

Personal Interest
1. I participate in WPD for improving information literacy.
2. I participate in WPD for enhancing self-growth.
3. I participate in WPD for satisfying my enquiring mind
4. I participate in WPD for expanding my mind.
5. I learn for the joy of it while participating in WPD.
Occupational promotion
6. I participate in WPD for getting better qualifications.
7. I participate in WPD for preparing for my job.
8. I participate in WPD for getting higher job status.
9. I participate in WPD for getting a better job
External expectations
10. I participate in WPD due to colleagues' encouragement.
11. I participate in WPD due to the learning culture in school.
12. I participate in WPD due to others' participation.
13. I participate in WPD due to someone me telling about its advantages.
14. I participate in WPD because I know my peers also participate in it.
15. I participate in WPD to meet school requirements.
Practical enhancement
16. I participate in WPD to adapt to the learning style in the future.
17. I participate in WPD to be a good example for students.
18. I participate in WPD to increase competence in education.
19. I participate in WPD to achieve accountability for education.
20. I participate in WPD to do something more for education.
Social contact
21. I participate in WPD to meet different people.
22. I participate in WPD to learn with other teachers.
23. I participate in WPD to make more friends with the same interest.
24. I participate in WPD to change my social relationships.
25. I participate in WPD to exchange ideas about teaching.
Social stimulation
26. I participate in WPD to take a break from my routine.
27. I participate in WPD to get relief from boredom.
28. I participate in WPD to escape teaching pressure.
29. I participate in WPD to fill the emptiness in my life.

APPENDIX-C: PERMISSION TO USE THE SURVEY



高家斌 <kcp76@stust.edu.tw>
Alıcı: ben

18 Mayıs Pzt 07:08 (1 gün önce)

Hello Can Ece Boz

Yes, of course.
You can use the MWPD into your research.
I also would like to know the outcomes of your research.
If you have complete the research analysis, I would like to see the final conclusion.

Best wishes

Chia-Pin

高家斌
南臺科技大學
幼兒保育系 教授

Chia-Pin Kao Ph.D.

Project Office leader for Science Volunteer
Ministry of Science and Technology
http://nscsv.pixnet.net/blog

APPENDIX-D: VOLUNTEER CONSENT FORM

Dear colleagues,

You are being asked to participate in a study for my thesis under the supervision of Assoc. Prof. Farhad Ghorbandordinejad at Başkent University. The study helps me to evaluate the motivation of EFL teachers toward Web-Based Professional Development. Your participation in this project involves completing an online survey. The survey contains demographical items and a scale. The questions will be regarding (1) your demographic information (e.g. gender, years of teaching); and (2) your preferences to participate WBPD. It should take you approximately 10 minutes to complete the survey online.

Your participation in this study is completely voluntary. Refusal to participate will involve no penalty. The survey is anonymous, and the Internet Protocol (IP) address will not be collected. Therefore, it will be impossible to identify the respondents. All your responses will be kept confidential and will be used just for research purposes.

By completing the online survey, you are consenting to be a research participant. You can withdraw at any time. Please feel free to contact me at caneceboz@gmail.com if you have any questions or comments.

Thank you very much for your invaluable time and cooperation in advance. Your perspectives are very important to me and my study.

Sincerely yours,

Can Ece Boz

APPENDIX-E: DATA COLLECTION APPROVAL

ATILIM ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜ
TEMEL İNGİLİZCE BÖLÜMÜ BAŞKANLIĞI'NA

ANKARA

Başkent Üniversitesi'nde yapmakta olduğum İngiliz Dili Eğitimi yüksek lisans programında üzerinde çalıştığım 'Investigating EFL Instructors' Motivation towards Web-Based Professional Development in a Turkish Context' isimli nicel bir çalışma olan tezim için yabancı dil olarak İngilizce öğreten öğretim görevlilerinin web tabanlı mesleki gelişime olan motivasyonlarını ölçmek adına Atılım Üniversitesi Yabancı Diller Yüksekokulu öğretim görevlilerine Likert tipi ölçek uygulamak istiyorum. Web tabanlı olarak uygulayacağım ölçek ektedir. Elde ettiğim sonuçlar yalnızca araştırmamda kullanılacaktır.

Gereğinin yapılmasını arz ederim.

09/06/2020
Öğretim Görevlisi
Can Ece Boz

İletişim Bilgileri
E-posta: caneceboz@gmail.com

APPENDIX-F: ETHICS COMMITTEE APPROVAL

1993
BAŞKENT ÜNİVERSİTESİ
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KALİTE SİSTEM BELGESİ

BE8A39PDH

Sayı : 62310886-302.14.03/ 20252 18/07/2020
Konu : Tez Önerisi (Can Ece Boz)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 30/06/2020 tarih ve 18157 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Can Ece Boz'un, Doç. Dr. Farhad Ghorbandordinejad danışmanlığında yürüteceği, "Yabancı Dil Olarak İngilizce Öğreten Okutmanların Web Tabanlı Mesleki Gelişime Karşı Motivasyonu" başlıklı tez önerisi değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

e-imzalıdır
Prof. Dr. M. Abdülkadir VAROĞLU
Kurul Başkanı

Ek : Değerlendirme Formu

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Konu : Tez Önerisi

7 TEMMUZ 2020

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Can Ece Boz'un, Doç. Dr. Farhad Ghorbandordinejad danışmanlığında yürüteceği, "Yabancı Dil Olarak İngilizce Öğreten Okutmanların Web Tabanlı Mesleki Gelişime Karşı Motivasyonu" başlıklı tez önerisi değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir.
Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Araştırma Kurulu

Ad, Soyad	**Değerlendirme**	**İmza**
Prof. Dr. M. Abdülkadir Varoğlu	Olumlu/~~Olumsuz~~	
Prof. Dr. Kudret Güven	Olumlu/Olumsuz	
Prof. Ali Sevgi	Olumlu/Olumsuz	
Prof. Dr. Işıl Bulut	Olumlu/Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/~~Olumsuz~~	
Prof. Dr. Can Mehmet Hersek	Olumlu/~~Olumsuz~~	
Prof. Dr. Özcan Yağcı	Olumlu/Olumsuz	

Prof. Dr. Sadegül Akbaba Altun, Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Can Ece Boz'un, Doç. Dr. Farhad Ghorbandordinejad danışmanlığında yürüteceği, "Yabancı Dil Olarak İngilizce Öğreten Okutmanların Web Tabanlı Mesleki Gelişime Karşı Motivasyonu" başlıklı tezin yapılabileceği görüşündeler.

Prof. Dr. Özcan Yağcı, Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Can Ece Boz'un, Doç. Dr. Farhad Ghorbandordinejad danışmanlığında yürüteceği, "Yabancı Dil Olarak İngilizce Öğreten Okutmanların Web Tabanlı Mesleki Gelişime Karşı Motivasyonu" başlıklı tez önerisinin uygun olduğu düşüncelerini iletmişlerdir.