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Date: 28.06.19

Running head: THE EXPLORATION OF THE CURRENT MOTIVATIONAL ENVIRONMENT OF TEACHERS WORKING IN A SOUTHERN KAZAKHSTAN BASED SCHOOL FOR GIFTED CHILDREN

The exploration of the current motivational environment of teachers working in a southern Kazakhstan based school for gifted children

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Abstract

Currently, the education system is undergoing reforms and changes which are focused on the implementation of improved student-centered learning curriculum, and students' performance assessment systems. However, while considering the changes of the education system in terms of learning programs, the work conditions of teachers seem to remain the same. Therefore, while being burdened with additional pressure caused by a continuum of change, the question rises what keeps teachers motivated. This study aimed at exploring school culture, specifically teacher motivation in order to maintain their interest in professional and organizational development. The study employed an explanatory sequential mixed method design which involves both collecting quantitative data and qualitative data. The qualitative interview-based approach was used to enhance the quantitative data results in order to explore the research question in-depth and to reveal the current motivational environment of teachers working in a southern Kazakhstan based secondary school. To collect quantitative data purposive sampling was used to select participants of different groups: teachers of different subjects and with more than three years of teaching experience.

The findings of the study revealed that extrinsic factors were considered to have more significance in affecting teachers' motivation. However, intrinsic aspects of work such as being able to help students succeed were also found one of the major reason that help teachers keep motivated to work at school. It was also discovered that although some teachers feel that being overloaded with additional duties, paperwork and meetings hinders motivation, generally, most of the teachers were satisfied with the motivational environment at research site and feel that it is sustained well. The study results may help school administration and policy makers to become aware of factors, which affect teacher motivation both negatively and positively, while undertaking educational reforms.

Keywords: motivation of teachers, intrinsic and extrinsic factors, motivational environment

Абстракт

В настоящее время в системе образования проходят реформы и изменения, направленные на внедрение улучшенной учебной программы, ориентированной на учащихся и системы оценки успеваемости учащихся. Однако, учитывая изменения в системе образования с точки зрения учебных программ, условия деятельности учителей остаются прежними. Поэтому будучи обремененным новыми требованиями в системе образования, вызванным непрерывными реформами, возникает вопрос, что мотивирует учителей чтобы продолжать деятельность в данной сфере. Это исследование было направлено на изучение школьной среды, в частности мотивации учителей, чтобы поддержать их интерес к профессиональному и организационному развитию. В исследовании использовался объяснительно-последовательный смешанный метод, который включает в себя сбор количественных данных, так и качественных данных. Сбор качественных данных осуществлялся через интервью, который в дальнейшем использовался для улучшения результатов количественных данных с целью углубленного изучения вопроса исследования и выявления текущей мотивационной среды учителей, работающих в средней школе на юге Казахстана. Для сбора данных была использована целевая подборка участников разных групп: учителей разных предметов и с опытом преподавания более трех лет. Результаты исследования показали, что для мотивации учителей внешние факторы имеют больше значения. Тем не менее, внутренний мотивирующий аспект как возможность помочь учащимся преуспеть в учебе, была указана как одна из основных причин мотивирующих учителей в их деятельности. Также было обнаружено, что в целом большинство учителей были удовлетворены мотивационной средой школы, несмотря на тот факт, что некоторые учителя считают: перегруженность дополнительными обязанностями,

оформление документов и бесконечные собрания негативно влияют на мотивацию учителей. Результаты исследования могут быть полезными для администрации школы и политикам при проведении образовательных реформ, учитывая во внимание факторы, которые влияют на мотивацию учителя как негативно, так и позитивно.

Ключевые слова: мотивация учителей, внутренние и внешние факторы, мотивационная среда

Абстракт

Қазіргі таңда оқушыға бағытталған жаңартылған білім бағдарламаларын енгізу мен бағалау жүйесін жетілдіру мақсатында білім саласында реформалар іске асуда. Алайда білім беру жүйесіндегі оқу мазмұны мен бағалау жүйесіне қатысты жаңа талаптар енгізілгенімен, оған қатысты мұғалімдердің жұмыс жасау жағдайы ескерілмегені. Сол себепті бітпейтін реформалар қыспағы астында қалған мұғалімдерді осы салада жұмысын жалғастыруға «не ынталандырады?» деген сұрақ туындайды. Бұл зерттеу мұғалімдердің жұмысқа деген ынтасын және мектептегі ахуал қаншалықты ынталандырушы деңгейде екенін зерттеуді мақсат етеді. Бұл мәселені зерттеу үшін сандық деректер мен сапалы деректерді жинауды қамтитын түсіндірмелі-дәйекті аралас әдісі қолданылды. Сапалық мәлімет жинау сұхбатқа негізделіп, сандық деректерді жақсарту үшін пайдаланылды. Деректерді жинау үшін мақсатты іріктеу әдісі пайдаланылып, әр түрлі пәндер мен үш жылдан астам педагогикалық тәжірибесі бар мұғалімдер іріктелініп алынды. Зерттеу нәтижесі мұғалімдерді ынталандыруда сыртқы факторлардың маңыздылығының басым екенін көрсетті. Дегенмен оқушылардың табысқа жетуіне көмектесу сияқты ішкі фактор мұғалімдердің мектепте жұмыс істеуге ынталандыратын негізгі себептерінің бірі болып табылады. Сондай-ақ кейбір мұғалімдер қосымша міндеттермен шамадан тыс жұмыс, құжаттар мен жиналыстар мотивацияға кедергі келтіреді деп пайымдағанымен, тұтастай алғанда мұғалімдердің көбісі зерттеу мектебінде мотивациялық жағдай қанағаттанарлық екендігін көрсетті. Зерттеу нәтижелері мектеп әкімшілігіне және білім беру реформаларын жүргізу кезінде мұғалімнің мотивациясына теріс және жағымды әсер ететін факторларды ескеруде көмектеседі. Түйінді сөздер: мұғалім мотивациясы, ішкі және сыртқы факторлар, мотивациялық ахуал

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Chapter 1: Introduction

1.1. Introduction

This chapter provides an overview of the study background, problem statement and the purpose of the research followed by the research questions. Before identifying the significance of the study, this chapter explains the definition of the central phenomena. Finally, the chapter concludes with an outline of the study.

1.2. Background of the Study

Due to globalization, many developing countries have initiated reforms in education systems. Within the last years, the government of Kazakhstan initiated nationwide reforms to improve school education to meet the requirements of international education standards (Yakavets, 2014). Practices of well-developed countries like Finland, Singapore, Canada, the UK and the USA are being implemented to realize reforms (Yakavets, 2014). All these changes put a lot of pressure on teachers as one of the main agents to confront those challenges. It has required them to adapt to changes, rethink traditional ways of teaching, and relearn and then implement a new assessment system along with learning the new national curriculum. While being burdened with multiple tasks that teachers have to cope with, the question arises what keeps teachers motivated to improve their own practice and grow professionally.

Students' success is a paramount goal for every school. The main contributor which leads to the achievement of this goal is a teacher who is highly motivated and committed to their profession. Several studies emphasize the importance of teacher motivation. For example, it was discussed that teachers are people who shape and influence children's personality and future from early childhood, therefore, it is important that representatives of this profession are motivated themselves in order to be able to create a motivational environment for their learners (as cited in Gameda, & Tynjälä, 2015). Meanwhile, the

research done by Chireshe and Shumba (2011) also highlighted that good academic performance and motivation of students can be achieved through increased teacher motivation (as cited in Gemed, & Tynjälä, 2015). Therefore, it is essential to explore what factors in the school environment lead to increased teacher motivation.

Studies on teachers' motivation mostly discuss the question of types of motivational factors affecting teachers, which are classified mainly into two groups (e.g., intrinsic and extrinsic motivations). However, Kyriacou and Coulthard (2000) and Obin (2002) stated that motives which encourage people to continue working as teachers can be classified into three groups: (1) intrinsic forces linked to the process of teaching which include passing on knowledge to students and professional skills; (2) extrinsic forces like salary, environment at work, safety at workplace and reputation; and (3) altruistic forces which include a desire to help children to become successful as well as accepting teaching as a profession that serves the welfare of the whole society (as cited in Müller, Allata & Benninghoff, 2009). In this study, teachers' motivation is explored through internal and external aspects of motivation. Deci and Ryan (1985) included teachers' perceived level of competence as an intrinsic motivational factor (as cited in Tsutsumi, 2014). They define competence as teachers' self-efficacy which implies that teachers' can influence students' learning positively thus leading to an increase in their sense of achievement. Tsutsumi (2014) categorized extrinsic motivational factors as being macro or micro factors. Micro extrinsic motivational factors included relationships with colleagues and school administration, school resources, and rewards while macro level factors included teacher status, impact of social media and politics.

However, many researchers note that little research has been conducted specifically concerning teachers' motivation (Evans, 1998, Dinham & Scott, 2000, Zhang & Sapp, 2008). Much research has been done about motivation, but the majority was aimed at

exploring learners' motivation (Tsutsumi, 2014). Research about teacher motivation is outdated and not much has currently been accomplished to update researcher's understanding of motivational factors held by teachers. One such study explored teachers' job satisfaction, burnout and stress as interrelated factors to teachers' work motivation (Tsutsumi, 2014). Müller et al. (2009) found that in addition to teachers' working environment and work motivation at school, it is necessary to be aware that motivation at work is closely related to personal motivation. According to the study of Han and Yin (2016), the research on the topic of teacher motivation is considered as an important one as it includes other factors in education such as motivation of students, reforms in education, teachers' performance and their well-being. Their study also claims that current research in teachers' motivation to teach or remain in the profession point to inadequate payment in spite of high demands of the job, less opportunity for career growth and low social status as the reasons for low teacher motivation (Han & Yin, 2016).

The aforementioned studies focused on teacher motivation at the international level. This study aims at the exploration of teacher motivation while working during the current national educational reforms in Kazakhstan such as renewed content of education and assessment system.

1.3. Statement of the Problem

One of the main factors affecting teachers' motivation level and turnover is endless government reforms (Müller et al., 2009). After the fall of the Soviet Union, the economic situation in former Soviet countries was unstable. Education was not prioritized. For example, Kazakhstan state spending on education in the proportion of gross domestic products (GDP) constituted 3.2 % in comparison with 4-6 % in other OECD countries (Silova, 2009). This resulted in mass departures of qualified teachers in search of more well-paid jobs, decreasing students' performance and enrollment. Thus, teachers' status in

former Soviet countries worsened and the teaching profession lost its privilege of being one of the respectful professions (Silova, 2009). However, even though Kazakhstan gained its independence the legacy of the Soviet education system continued to exist in many aspects of the education of independent Kazakhstan. One of the critical points of the Soviet legacy was teaching methods that were applied during the Soviet system of education which emphasized memorization of knowledge. Teachers were the only people who possessed all the information and could interpret it correctly (Burkhalter & Shegebayev, 2012). The existing education system did not allow for developing students' critical thinking skills but mainly focused on the acquisition of factual knowledge. Currently, the knowledge-based curriculum cannot compete with technological advances which eliminate the necessity of memorization of information that could be stored in a computer or the internet (Fimyar & Kurakbayev, 2016).

However, Kazakhstan set long-term priorities of economic development through developing education. Transformation to an economically competitive society has become the country's main priority. One of the key areas that contributed to the development of Kazakhstan is high-quality education (Bridges, 2014). Thus, one of those main changes included the education system of the country. Current reforms in secondary school education are connected with the reforms of the school curricula and assessment system of students' performance shifting from grading to criteria-based assessment.

According to the strategic plan of the Ministry of Education and Science in Kazakhstan for 2017-2021, school curricula and assessment system are being reformed step by step. In the 2015-2016 academic year, first-grade students experienced changes in teaching methods, textbooks, as well as criteria-based assessment system (Ministry of Education and Science, 2016). By 2020, all grades will be transformed by the new changes. Apart from curricula and assessment reforms, the government is implementing a

trilingual policy in education such that beginning in 2019-2020 academic year high school subjects like Computer Science, Biology, Physics and Chemistry will be taught in the English language (MoES, 2016). A number of teachers have had to undergo training to master or improve their English language proficiency due to the trilingual policy while also performing their everyday duties. The improvement of English language proficiency of science subject teachers can sometimes rest on the shoulders of English teachers thus multiple school departments can be overstressed. In addition, teachers are involved in all aspects of curricular and assessment reforms, such as doing action research, taking part in educational conferences, as well as participating in teacher training courses.

All of these reforms certainly will bring positive developments to the education system of the country. However, a study held in other countries showed that it has also some negative impacts, especially on teachers. For example, the implementation of nationwide school reforms in some developing countries caused some challenges and difficulties as there was resistance because of the diverse cultural characteristics of individual countries (Yin, Lee & Wang, 2014). Large scale reforms in China had a negative influence on teacher motivation while still producing significant learner gains (Guo, 2013). Thus, it is necessary to realize that the main agents of change are teachers, and challenges of the implementation of reforms can cause pressure on them similar to those observed in China and intensification of the teaching profession. Thus, the question is what keeps teachers motivated to continue working under current school reforms in Kazakhstan.

1.4. Purpose of the Study

The purpose of the study is to explore the current motivational environment of teachers working in a southern Kazakhstani public school for gifted children. The study focuses on exploring factors affecting teachers' motivation as well as demotivational

aspect of teachers' jobs, and their attitude towards the way the motivational environment is sustained at the research site. The question of teachers' motivation has been researched since the 1990s, and the number of early and recent literature in this field of research experienced growth in a variety of cultural contexts (Han & Yin, 2016). The reason to research teacher motivation varied based upon local contextual issues. Thus, in some European countries as well as the USA and Australia the motivation to address teacher motivation was linked to the issue of teacher shortage (Han & Yin, 2016). However, teachers' work motivation has not been researched sufficiently in Kazakhstan. Therefore, this study aims to explore school culture, specifically teacher motivation. As it can be seen, Figure 1 represents concepts that this study was guided. The study of intrinsic and extrinsic motivation of teachers serves as the conceptual framework for the current research.

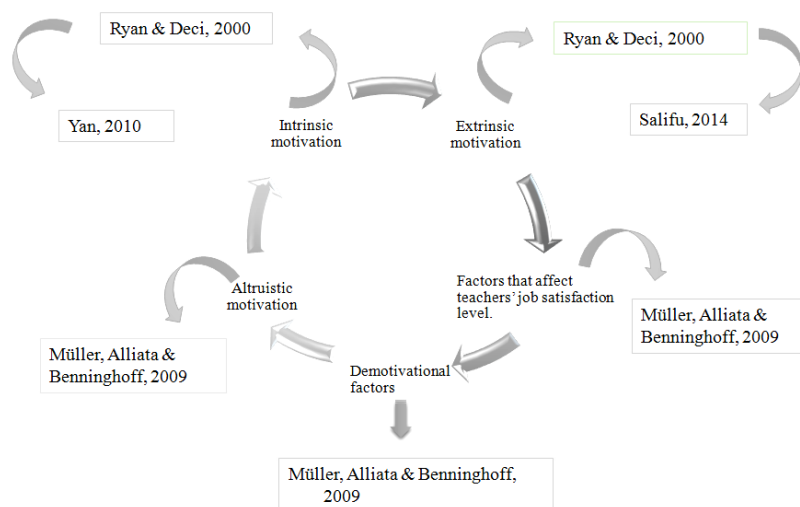


Figure 1. Conceptual framework for the study.

Ryan and Deci (2000) defined intrinsic motivation as doing something for its own sake because it brings joy and a sense of achievement while extrinsic motivation refers to doing an activity that is driven by external rewards such as salary, praise or social recognition. Based on the discussion of intrinsic and extrinsic motivation, the study focuses

on the following elements of teacher motivation: a) the degree of importance of certain motivational factors in the context of a gifted school in Kazakhstan; b) current motivational environment at school.

1.5. Research Questions

There is a need to explore the conditions under which school teachers are working and what motivates them to be committed to their profession. Therefore, the following research questions were developed:

- What factors keep teachers motivated to teach?
- What are teachers' attitudes towards the motivational environment at their school?

1.6. Significance of the Study

There have been a number of studies to explore student motivation whereas teacher motivation remains not well studied. Studies on teacher motivation were triggered in the late 1990's in the USA, Australia and some countries of Europe with the aim to explore the in-service teacher's motivation to remain in the profession of teaching (Han & Yin, 2016). Teachers are considered to be a vital contributor to the development of the education system of a country as well as the whole society. Considering this, it is important for the government, leaders of the educational system and school administration to research factors influencing the motivation of teachers in order to be able to help them to create favorable work conditions (Gemedda & Tynjälä, 2015). At the same time, studying the question of teacher motivation in the local context can contribute to filling a research gap in Kazakhstan. Thus, it might be helpful for policy-makers to take into account the teachers' role in educational reforms while making decisions that affect them. The school administrators may find the research results useful and use it to effectively maintain a

positive motivational atmosphere in schools. In addition, this research will allow the teachers' voices to be heard about conditions in one Kazakhstani school.

1.7. Outline of the Study

The current study consists of 6 chapters. First, the Introduction Chapter provided a general review of the research followed by the background of the study, the statement of the problem, purpose and research questions as well as the significance of the study.

After an overview of the research, Chapter 2 provides the theoretical and empirical basis for the study by reviewing the literature on teacher motivation. It discusses intrinsic and extrinsic motivational factors affecting teachers along with some demotivational aspects such as intensification of teachers' jobs caused by the current school curriculum reforms and its implementation challenges for teachers.

The third chapter explains the methodology and research design chosen for this study. It also describes sampling procedures as well as data collection instruments. Finally, it includes data analysis methods followed by ethics and discusses the limitations of the study.

The fourth chapter presents the findings based on an analysis of quantitative and qualitative data. This is followed by the discussion chapter which contains an interpretation of the results making links to the research questions and reviewed literature.

The final chapter provides a summary of the key findings as well as identifies major limitations and further research suggestions. It also provides recommendations arrived at from the study concerning policy and practice.

Chapter 2: Literature review

2.1. Introduction

This literature review mainly focuses on the studies related to teacher motivation and the effect of current reforms on teachers. First, the literature review defines the concept of motivation and its categories such as intrinsic, extrinsic and altruistic motivational factors. Furthermore, factors that affect teachers' extrinsic, intrinsic and altruistic motivation are discussed. In addition to this, other factors that are closely related to teacher motivation such as teacher self-efficacy, job satisfaction, teacher identity and burnout are reviewed. Next, the review provides an overview of intensification of the teaching profession caused by various factors. This section also reviews papers that discuss teachers' reaction to school reforms in Kyrgyzstan and other countries. The analysis of the literature provides a theoretical background on teacher motivation and current school context.

2.2. Motivational factors

It is commonly known that an individual's motivation is one of the significant factors that influences the effectiveness of their performance, specifically; teachers' motivation is admitted as an important constituent in school improvement (Wu, 2012). In addition, it has been shown that there is a link between teacher motivation and students' academic achievements (Bissessar, 2014). Therefore, it is necessary to study circumstances and factors that help to motivate teachers. While defining what constitutes teacher motivation, it is necessary to highlight that the two main factors affecting teacher motivation are external and internal factors (Salifu, 2014). It is commonly known that physiologists differentiate between two types of motivation. Covington (2000) defines that when an individual's action is driven by exterior motives such as expecting material awards in the form of money, presents or other things, motivation is defined as extrinsic

motivation. By contrast, if the person's deed is done for its own sake driven by inner desire it is referred to as intrinsic motivation (Covington, 2000). Several studies indicated that intrinsic motivation has a more positive effect rather than extrinsic ones as it encourages job satisfaction, decreases fatigue caused by work overload and increases teacher retention (Fernet, Senécal, Guay, Marsh, & Dowson, 2008).

2.2.1. Extrinsic motivational factors

Theories suggest that the important factor affecting extrinsic motivation is working conditions which are comprised of such components as space, equipment, professional development, career growth and decent payment (Salifu, 2014). The idea that teachers are motivated by money is rather arguable as studies by Müller et al. (2009) emphasized that these extrinsic motivators are not always successful in enhancing teacher motivation.

Performance-based payment as a motivation

Even though some research suggests that pay incentives are less important stimulus to encourage teachers, the study conducted by Hulleman and Barron (2010) implies that paying teachers' according to their performance may affect and increase even teachers' intrinsic motivation if it increases the quality of teaching, thus giving teachers more confidence. However, if the performance pay is given based on the results of standardized exams, then it may encourage teachers to mould students and prepare them to take tests rather than focusing on quality of learning (Hulleman & Barron, 2010). One of the popular authors Kohn (1993) criticized the use of rewards as a motivational tool in work, education and raising of children. He argued that rewards are as ineffective as punishment and are used just to manipulate human behaviour to one's benefits (Kohn, 1999). Even though at the beginning it was claimed that poor working conditions may decrease teachers' motivation, some authors like Frey and Jegen (2001) state that since monetary rewards or better working conditions serve as extrinsic motivational factors, they actually discourage

the intrinsic motivation of the staff (as cited in Han, Borgonovi & Guerriero, 2018).

Therefore, it is vital for the school administration or other officials to thoroughly develop performance pay systems in order to avoid any negative side effects of the performance-based reward system.

2.2.2. Intrinsic motivational factors

Studies exploring motivation highlight the significance of intrinsic motivation. One of the researches on teachers' work motivation, emphasizes such aspects of teachers' job as being engaged into working with students, enjoying teaching and being able to accomplish professional goals to be intrinsically motivating factors (Yau, 2010). The study mentions that having a positive relationship with students and being respected have a tremendous impact on teachers' job satisfaction.

Deci and Ryan (2000) suggested that competence, relatedness and autonomy significantly contribute to individuals' intrinsic motivation (as cited in Niehaus, Rudasill, & Adelson, 2012). Other theories highlight that efficacy can help to increase teacher motivation which can be distinguished into teacher competence and expectancy (Firestone, 2014). Competence means that teachers have belief in their own effectiveness, they tend to perform better by planning, applying innovative methods and devoting more time to individual student needs (Thoonen, Slegers, Oort, Peetsma, & Geijsel, 2011). Meanwhile, expectancy implies that being competent has a positive effect on teachers' motivation since having confidence in completing assigned tasks and belief in reaching expected outcome makes teacher motivation stronger (Firestone, 2014).

Studies by Hackman and Oldham (1980) highlighted that competence increases intrinsic motivation when teachers' receive feedback about their performance (as cited in Firestone, 2014). The study refers to the idea that the positive feedback that teachers get from their students has a motivational effect. It says that feedback allows teachers to feel

that their accomplishments are recognized and serves as a guidance to developing their competence (Firestone, 2014).

2.2.3. Altruistic motivational factor

Some studies suggest a third factor may keep teachers motivated to stay in teaching profession. The third category which encourages teachers is altruistic motives such as devotion to teaching in order to help children to become useful people and accepting teaching as a noble and important profession in society (Müller, et al., 2009). Altruistic motivation in becoming a teacher was indicated as one of the important motivational factors among pre-service teachers (Han, Borgonovi & Guerriero, 2018). It is certainly difficult to define what really motivates teachers as it depends on the context in which teachers are working (Richardson, Karabenick & Watt, 2014). For example, novice teacher motivation could be different from that of an experienced teacher. Richardson, et al., (2014) noted that motivation changes with context. Their findings pointed that those pre-service teachers whose motivation was initially positive felt a decline in job satisfaction and low motivation in staying in the teaching profession when they confronted challenges in schools. Therefore, it is important to explore the current school context and reforms, as policies are another factor that affects teachers' motivation.

2.3. Teacher identity and its connection with motivation

Day, Kington, Stobart and Sammons (2006) pointed out that identity of the teacher plays a crucial role in shaping teachers' motivation, job satisfaction and self-efficacy (as cited in Wu, 2012). While talking about teacher motivation, it is important to mention what is the current teachers' role and whether it has changed with time. Firstly, identity can be defined as individual peculiarities of a person, and it is based on characteristics such as physical and personal features, unique qualities and skills, profession and status in society (Pennington & Richards, 2016). However, there is no single universal description of

teacher identity as it is influenced by local context, people and culture (Rytivaara, 2012). There are also studies that distinguish other influential factors that constitute teacher identity. Teachers' subject matter knowledge, interaction with students and the school context have been indicated as factors that shape teacher identity (Beijaard, Verloop & Vermunt, 2000).

However, this does not mean that the teacher's role is limited to their actions within a class. While defining teachers' professional identity, Sachs (2001) differentiated two main categories that influence teachers: democratic and managerial professionalism of teachers. According to the author, democratic professionalism focuses on teachers' collaboration and cooperation of all stakeholders in education while managerial professionalism emphasizes teachers' organizational and problem-solving abilities (Sachs, 2001). However, it is necessary to note that the society and its demands are constantly changing bringing reforms in the educational system of many countries. This means that the teaching profession and the teacher's role also experiences changes over their careers and during reforms.

2.4. Teachers' job satisfaction

Many authors link teacher motivation with teachers' well-being, emotions, work overload and job satisfaction. If there is a decrease in motivation level or teachers are emotionally exhausted, these may negatively affect students' performance (Emiroglu & Atamturk, 2018). Studies on teacher turnover revealed some factors that affect teachers' job satisfaction level. It has been determined that there are three factors that allow teachers to feel satisfied with their job, when they are 1) supported by the school administration and parents, 2) provided a certain level of autonomy in fulfilling tasks and 3) working in a satisfactory school environment with acceptable student behavior (Müller et al., 2009). Studies of teachers' satisfaction in one USA school revealed that educators are pleased

with their job when they have autonomy as well as the opportunity to be involved in the school's decision making processes (academic timetable, choosing resources, etc.) and professional developmentt (Boyd, Grossman, Ing, Lankford, Loeb & Wyckoff, 2011).

The study by Müller et al., (2009) mentions the following factors which increase teacher fatigue 1) having difficult relationships with students and parents, 2) exposure to various reforms in education, 3) continuous assignment of different tasks by the school administration, 4) the feeling that the teaching profession has lost its positive identity. Studies aimed at identifying motives of teachers for leaving teaching emphasized being overloaded, endless reforms initiated by the government, commencing new challenges and stressful school environment and management as the major factors.

Research by Barin, Han and Sarı (2018) describes the result of a study conducted in Mexico which states that changes in education system of the country had demotivated teachers since they had to switch from a traditional curriculum to a communicative approach. The same study revealed the results of research in the Hungarian context saying that low payment, an inflexible curriculum and lack of resources and equipment had a discouraging effect on teachers.

Another study, which discussed factors causing teacher demotivation, mentioned that demotivating issues are related to the following aspects of teachers' jobs such as curriculum, working conditions, students and their parents, colleagues and school administrators and physical conditions (Aydın, 2012). As it was elaborated further in the study, these factors imply a heavy workload, teachers' concerns regarding endless extra duties and discrimination by the school administrators seemed to be the key discouraging aspect of teachers' jobs.

One more aspect of teachers' jobs that cause stress and discouragement is the situation when they are being treated unfairly compared to other teachers in the school

(Alkahtani, 2017). This study supports the idea that heavy workload, paperwork and assigning jobs which do not involve teaching have a negative impact on teaching.

Currently, some school administrations require teachers to participate in school collaborative meetings, seminars or coaching. This phenomenon is defined as ‘contrived collegiality’ which means teachers’ collaboration is not voluntary but rather mandated by the school administration, and this does not always guarantee that collaboration of teachers really took place (Hargreaves, 1995). For example, teachers may be obliged to attend professional development seminars, staff meetings or collaborative planning. However, these meetings are not always effective since teachers are not interested intrinsically. At the same time, when teachers are constantly assigned tasks and have to complete it without questioning, this may lead to a teacher’s job becoming routine (Hargreaves, 1995). These discourage teachers from initiating innovative approaches and improving their own practice as some studies showed teachers’ motivation depends on whether teachers are provided with enough autonomy as well as challenging tasks (Emo, 2015). According to Skaavik and Skaalvik (2010), autonomy is one of the most significant factors affecting teacher job satisfaction and self-efficacy, and it allows teachers to practice implementation of their own ideas and methods (as cited in Emo, 2015).

2.5. Teacher burnout

The notion of ‘burnout’ may be applied to many professions including teaching. Before discussing teacher burnout, it would be essential to define this concept. Some authors point out that burnout may be comprised of three characteristics, specifically emotional fatigue, loss of personal identity and low goal accomplishment (Carson, Baumgartner, Matthews & Tsouloupas, 2010). Teachers experiencing emotional fatigue or other burnout symptoms like low motivation, experience indifference that can contribute little to the development of the school. For example, teachers who are burned out or

stressed out may show indifferent attitudes towards his or her students (Egyed & Short, 2006). This certainly negatively affects a learner's motivation and academic performance. Some studies point out that non-supportive school administration and being overloaded are major factors that cause teacher burnout (Embich, 2001). While determining factors affecting teacher burnout several authors linked it with personal self-efficacy. For example, Lecompte and Dworkin (1991) stated that those who have faith in their own efficacy and control themselves internally suffer less from burnout than people who depend on external forces to control them and are skeptical about the ability to make any changes at the workplace (as cited in Fossey, Angelle & McCoy, 2001). Overall, the aforementioned studies point out that when teachers are not provided enough free time and are exposed to pressure, the quality of teaching may decrease, and this in turn may cause teacher burnout not mentioning demotivation towards the teaching profession.

2.6. Intensification of teachers' job

It should be admitted that continuous reforms in the school curriculum and assessment system may negatively impact teachers' emotional and physical conditions thus decreasing their motivation (Salifu, 2014). Countless reforms in education cause increased workload problems for teachers. Thus, even though the teachers state that they entered teaching profession due to their own desire and social service reasons, being overloaded has become a discouraging factor (Alkahtani, 2017).

According to Hargreaves and Neufeld (1999), curriculum and assessment strategy changes, along with forced collaboration with colleagues made teachers' responsibility more extended causing the intensification of teachers' job. Even though it is common to state that teachers are facing challenges and their work has become intensified due to school reforms, this is not applied to everyone. While defining whether someone's work is intensified one should remember that others may not feel overloaded. Thus, it is necessary

to emphasize that intensification of work is a subjective concept (Gitlin, 2001). At the same time, it is necessary to emphasize the negative effect of intensification on teachers' work. It is stated that intensification of the teaching profession may lead to a decrease in teaching quality as teachers have to reduce preparation time and carry out imposed tasks instead of devoting time to develop professional skills (Hargreaves, 1995). A study in one of the schools in Kyrgyzstan revealed that school reforms led to low job motivation caused by teacher intensification, extending teacher's workload to include having to complete several tasks at the same time, continuous monitoring of teachers' performance and low salary (Teleshaliyev, 2013). Hargreaves (1995) indicated some examples of issues teachers face that teachers are sometimes forced to participate in various school meetings, fill in endless paperwork and develop a plan for each of their actions (Hargreaves, 1995). In his book Hargreaves (1995) refers to teachers' voices claiming that they are burdened with paper work:

The paperwork we're getting I'd almost like to give it up. If I didn't enjoy it with the kids so much, I would.... What the administration has asked us to do. I don't think they have much choice in that either.... We have to make plans for everything that we do.... We spend so much time sitting and writing out. Maybe that's the way we don't get ourselves into difficulty, I don't know. We have to do a lot of accounting for everything we do.... (p.125)

Therefore, reforms in education can cause a lot of resistance among teachers as they lack understanding and knowledge about the changes. As Fullan and Miles (1992) emphasized, teachers have to thoroughly think and understand the way changes work as well as know how to address challenges that come with reforms. Fullan (2007) emphasized that one reason for teachers' resistance to educational reforms can be due to a teacher's belief in the effectiveness of their own method or practice rather than those dictated by others which may not be suitable for their context (as cited in Emo, 2015). Thus, it means teachers' voice must be heard while making a decision about the education system or

developing curriculum which in its turn may be helpful for policymakers when implementing reforms.

2.7. Challenges of reform in the context of Kazakhstani schools

In the context of Kazakhstani education, the situation is not that different. First, teachers had to be retrained in order to master new teaching methods and approaches. Thus, in order to organize the training of teachers, in the spring of 2011, the government established the Centres of Excellence to create a system of in-service programmes for teachers' training and professional development (Fimyar, Yakavets, Bridges, 2014). However, not all teachers who are applying the renewed curriculum in the classroom had the opportunity to be retrained. Some teachers are dealing with changes independently using on the job training by learning from colleagues and other resources.

Secondly, teachers of subjects like Biology, Chemistry, Computer Science and Physics are supposed to master the English language to be able to teach their subjects in English. Therefore, teachers of Science subjects have to complete special English language courses. However, it is not guaranteed that after completion of the short-term course, teachers will be able to teach in English. This means that apart from developing subject-matter knowledge, teachers need to spend more time learning the language. At the same time, it should be admitted that students also need more preparation to be able to learn Science subjects in the English language. Accordingly, the implementation of a renewed curriculum is more challenging in ungraded rural schools as the quality of education service in these schools is low (OECD, 2014). This is due to the fact that rural schools do not have enough facilities, resources or highly qualified teachers to successfully implement school reforms. Teleshaliev (2013) mentioned in his study that there was a similar situation in Kyrgyzstan during the implementation of their new curriculum reforms. Teachers in one of the schools in Kyrgyzstan claimed that the new curriculum is for children in urban areas,

and it is challenging for first-grade students as it required students to show knowledge beyond their preparedness (Teleshaliev, 2013). The study of Teleshaliev (2013) about the effect of new school reforms in Kyrgyzstan on teachers can be used as a parallel to the situation of teachers dealing with the implementation of curriculum reforms in Kazakhstan. The author raises issues related to continuous inspection of teachers' job, an extension of teachers' responsibility and the bureaucracy of the teaching profession (Teleshaliev, 2013).

2.8. Summary

This chapter overviewed theories and concepts connected with teacher motivation as well as factors that affect the motivation level of teachers. Thus, the review of literature helped to determine that the motivation of a teacher is interrelated with the context and culture in which the teacher is working. Furthermore, reviewed studies on teacher motivation led to the concepts such as teacher self-efficacy, job satisfaction, teacher identity and burnout, and showed that they are closely connected and impact each other. Also, it was reviewed that monetary rewards are not the most important external motivational factor, and it can undermine intrinsic motivations to teaching. On the contrary, it was discussed that teacher motivation suffers more from poor working conditions, and intensification of work which is mainly caused by current school reforms. Thus, these concepts served as the framework that guided the development and conduction of this empirical study focuses on the effect of the previously-mentioned factors on teacher motivation in one gifted secondary school in Kazakhstan.

Chapter 3: Methodology

3.1. Introduction

The Methodology chapter explains and justifies the research design chosen to explore the research question in this study. This case study aims at exploring current teacher motivation and motivational environment at research site. The research questions that are provided below assist in achieving the study goal:

- What factors keep teachers motivated to teach?
- What are teachers' attitudes towards the motivational environment at their school?

The instruments and sampling techniques that were employed to answer the research question will also be described in this chapter. Next, this chapter determines the methods that were used to collect and analyze the data. Finally, ethical issues concerning the study and limitations are covered in this chapter.

3.2. Research Design and rationale

This section focuses on the explanation and justification of the research design that was employed in this study. This study employed an explanatory sequential mixed methods design which involves both collecting quantitative data and then qualitative data. The qualitative data was used to further discuss and interpret the quantitative data results. This allowed for the exploration of the research question in-depth. According to Creswell (2014), initially mixed methods were valuable due to the opinion that quantitative or qualitative methods alone were not strong enough or implausible; however, the application of both qualitative and quantitative approach help to eliminate these weaknesses. Thus, the qualitative database was supplemented by a quantitative database which in its turn will provide for a more accurate and elaborate findings (Creswell, 2014). Taking aforementioned ideas into account, it was decided to employ mixed method for collecting

quantitative data allowed covering a wide range sampling while qualitative data helped to interpret and explain quantitative data.

3.3. Sample and sampling procedures

To collect quantitative data purposeful sampling was used to select participants for the study. The criteria for selection of participants were: teachers of different departments with more than three years of teaching experience. Teachers of English Language, Kazakh Language, Russian Language, Mathematics and Physics, Chemistry, Biology, Art and PE departments were chosen to participate in the study. Overall, about 80 of teachers with more than three years of teaching experience were to have taken the survey, however, 77 responses were returned (more than 60 % of the teachers at the school). Based on the results of survey, 1 representative teacher from each department was invited to participate in interview. Teachers of 20 year experience and more than 3 years teaching experience at the research site took part in interview. In order to ensure comparable qualitative data the same ‘purposeful’ sampling approach was chosen to be employed for recruiting interview participants. This allowed the selection of relevant participants who provided information that was compared to that of the quantitative data. The research site was one of the schools for gifted children in Southern Kazakhstan. The chosen school is a suitable research site for this research since major school reforms were first piloted in this school before being mainstreamed to the rest of Kazakhstan.

3.4. Data Collection Instruments

The data collection involved two distinct phases. In the first, phase quantitative sampling was completed. In the second phase the purposeful sampling help to recruit a number of teachers to participate in the collection of qualitative data. The survey was used as the quantitative data collection instrument in this study. 30 Likert scale survey questions were used to identify teachers’ attitudes towards the motivational environment in

the school as well the job satisfaction level of teachers. The survey had three sections. The first section asked teachers to rate how important certain factors are for their teaching motivation. The second section focused on participants' attitude towards motivation at the school, and they were asked to indicate whether they *strongly agree, agree, disagree and strongly disagree* with the given statements. The full survey can be found in Appendix B. The questions were adapted from Kassabgy, Boraie & Schmidt (2001). According to Handy and Ross (2005), there are three reasons to consider a survey as an effective tool to collect data. Firstly, it helps to eliminate the pressure that might occur during face to face interviews. Secondly, it allows for the collection of opinions from a wide range of participants, and lastly, it reduces the bias of interviewers during verbal interviewing (Handy & Ross, 2005). Likert scale survey questions was used to identify teachers' attitudes towards the motivational environment in school as well job satisfaction level of teachers.

The qualitative data collection tool chosen for the study was face to face interviews, which was open-ended and semi-structured and include 10-15 questions. The interviews lasted 15-25 minutes. Creswell (2014) points out that quantitative data defines what sampling technique to apply to collect qualitative data, and it helps to develop interview questions that are used during the second phase. Therefore, the interview questions were based on data derived from the survey. The survey analysis showed some frequent highly rated responses which were chosen to be discussed during interviewing phase. Even though basic questions were used to start the interview, due to the semi-structured nature the interviewer had some flexibility to ask follow-up questions during interviews. Full interview questions can be found in Appendix C. Some interview questions included:

1. Why did you choose to become a teacher?

2. Do you think you are a motivated/de-motivated teacher? Why (What factors affect your motivation level)?
3. Why is it important for teachers to be motivated?

3.5. Data Collection Procedures

Survey

Firstly, survey data was collected from the participants of the study at one of the local schools for gifted students in South Kazakhstan to analyze teacher' job motivation and job satisfaction degrees. Participation in this study was voluntary, and the participants were explained about the purpose, steps, their roles, rights and risks of the study at department meetings. Next, a list of participants was prepared, and they were sent a request to participate in the study. Once permission to conduct the research was received, at the beginning of December 2018, the quantitative survey data was collected anonymously via online surveying tools on the Qualtrics website. The participants were provided an online consent form prior to answering the survey questions. The participants were sent the link to the survey via an email to their chosen email address, and within a certain period of time they completed the survey questions. The Qualtrics survey website allowed me to enter email addresses, and then I was able to schedule reminders via email for up to three months. The qualitative phase was conducted as a follow up to the quantitative results to help explain the quantitative results.

Interview

The interviews were informal semi-structured interviews and targeted to gain deeper insight into the concepts that addressed research questions. Some of the surveyed participants were specifically asked to take part in the interview phase. Once I received the survey data, I did a preliminary analysis of the survey data to determine the final interview questions. Before conducting an interview, the questions were piloted with one of the

teachers working at research site. Once questions had been tested, the most appropriate questions to be used for interviewing participants were selected and then slightly improved upon based on the pilot. The final interview protocol can be seen in its entirety in Appendix C. A suitable time and place were determined to interview participants. The interviewing was held face to face and individually. The participants were informed that their responses would be recorded via audio only and asked to sign a consent form prior to the start of the interview. The interview recordings were transcribed by me and the participants' names were not identified.

3.6. Data Analysis Methods

The collected data was exported to an excel document to create a data file for SPSS statistical analysis. I used IBM SPSS Statistics Data Editor (Version 23; 2015) software to analyze collected data. In order to identify the highest and lowest-rated items in the survey, descriptive statistics procedure was applied to compute frequencies. Furthermore, to identify what was the overall attitude of teachers towards the motivational environment at the school, descriptive analysis was employed. SPSS software allowed me to apply a descriptive analysis to summarize the data. It included the identification of mean, mode and the frequency of responses.

Regarding qualitative data analysis, the interview transcripts were analyzed using manual coding. The 'grounded theory' principles were followed for data analysis and the concepts were developed from actual data (as cited in Givon & Court, 2010). The data analysis was driven by the inductive approach since themes that were mentioned several times were selected to be coded, and a set of concepts that were clearly related to the research question which identified core motives along with other categories having a relationship to that main category were developed.

3.7. Ethical Concerns and Risks of Research

Before conducting the research, ethical issues were considered and approved by an ethics committee of Nazarbayev University Graduate School of Education. Prior to conducting the survey and interviews, candidates consented to participate via signing consent forms which explained the study purpose as well as the risks involved. The school name was not defined in order to prevent the risk of the school being identified and compared to other schools. Furthermore, all participants' names were not included in surveys, and interviewees were de-identified. For interviews only pseudonyms were used on interview transcriptions and within all research documents. The participants were identified as teacher A, B, C etc. The survey participants received an online survey which included a survey consent form explaining the aims, procedures and risks of the research. If participants agreed with the indicated rules, they were supposed to click 'agree' and take the survey. The survey was done anonymously. Participants were regularly reminded that their participation was optional, and that they could withdraw from the study at anytime. The consent forms on the surveys did not include any names, so maximum confidentiality was considered.

The interview consent forms were kept in a locked file cabinet only accessible by the researcher. The interviews were audio recorded, and the recorded data were transcribed without mentioning names of the participants which helped to avoid revelations of the participants' voice. Transcribed documents were kept in my password-protected laptop and available to me only. Audio documents will be destroyed once the research is completed and there will no longer be a necessity for keeping them.

3.8. Limitations

Even though this study was thoroughly planned, there were some limitations as all studies have. The main limitation of the study was the fact that the research site is a single school and the number of participants for sampling was restricted to 77 people. Another

limitation to consider is the fact that the number of factors (intrinsic and extrinsic) was not equivalent in survey. Furthermore, the number of interview participants was limited to only four people. Accordingly, the data was collected from the point of view of only these representatives who are sampled. Since the study involved a small size of population, the generalisability is a limited. Therefore, to eliminate the aforementioned flaws, it could be considered in the future to involve more participants.

Another limitation was conducting research at a particular research site. Since the school, where the present research was conducted, differs significantly from other mainstream (or public) schools in Kazakhstan, the findings of this study cannot be applied to all public schools in the country. Thus, conducting similar research in mainstream schools would help to have wider perspectives motivational environment at schools.

Chapter 4: Findings

4.1. Introduction

This chapter highlights the findings of the study which aimed to explore the current motivational environment of teachers working in a school for gifted children in southern Kazakhstan. The aim of the study was to focus on exploring staff motivation and their attitude towards school maintenance of teachers' work motivation. An explanatory sequential mixed methods design was employed in the study which involved both collecting quantitative and qualitative data to answer the following research questions:

- What keeps teachers motivated to teach?
- What are teachers' attitudes towards the motivational environment at their school?

77 teachers representing different ages and subjects were surveyed. The collected data was transported to SPSS software for further analysis.

In the first section of the survey, participants were asked to rank the order of items to identify the degree of importance of certain factors affecting teachers' motivation. Respondents ranked the order of items which meant moving items from 1 to 10 (1 = very important and 10 = least important). Mean values for each item were calculated.

In the second part of the survey respondents had to choose whether they completely disagree -1, disagree - 2, agree - 3, or completely agree - 4 with statements provided. The questions aimed at identifying their attitude towards the current motivational environment at the school.

The third part of survey contained open-ended questions where teachers wrote some examples of what motivates them to teach and what factors have a discouraging effect. The data obtained from this section was analyzed as qualitative data along with data which was retrieved as a result of conducting interviews with 4 of survey participants.

4.2. Research participants

Overall, 77 survey responses were obtained, and 4 teachers were interviewed. To preserve anonymity, numbers from 1-77 was used instead of surveyed participants' names, and interviewees were identified as teacher I1 to I4. Survey participants are of different ages, having from 1 year to over 20 years teaching experience and from 1 to 5 years of experience working in the school which was chosen as a research site. Table 1 provides information on the participants' areas of specialization. These areas were categorized as Humanities (Kazakh, Russian and English languages, History, Geography and Economics), Science (Mathematics, Physics, Chemistry, Biology and Computer Science) and others (which includes subjects such as Art, Physical Education, First Military Training, Curators or Classroom Teachers). Table 1 shows numeric and percentage ratios of participants from each group versus their overall teaching experience. It can be seen that 50% of those surveyed had more from 1 to 10 year of teaching experience, 19,5% of the teachers had between 10 and 20 years and 29,9% of respondents had more than 20 years of teaching experience.

Table 1

Overall teaching experience of survey respondents

	1-10 years	10-20 years	20 and more	Total
Science	14 35,9%	3 20,0%	8 34,8%	25 32,5%
Others	8 20,5%	2 13,3%	4 17,4%	14 18,2%
Humanities	17 43,6%	10 66,7%	11 47,8%	38 49,4%
Total	39 50,6%	15 19,5%	23 29,9%	77 100,0%

Table 2 represents how many years the survey participants have been working in the current school. As shown, almost 82% of the teachers have from 3 to 5 years' experience at the research site.

Table 2

Experience at current school

	1 year	1-2 years	3-5 years	Total
Humanities	6 15,8%	0 0%	32 84,2%	38 100%
Science	1 4%	4 16%	20 80%	25 100%
Others	2 14,3%	1 7,1%	11 78,6%	14 100%
Total	9 11,7%	5 6,5%	63 81,8%	77 100%

Table 3 gives general demographic information about interview participants. The interview participants were teachers from different departments, who had more than 20 years of overall teaching experience and more than 3 years teaching at the research site. These criteria were established due to the fact that teachers with broader experience were thought to be more capable of providing deeper insight into maintaining motivation throughout years of teaching. At the same time, inviting teachers of different departments to participate in the survey allowed for the comparison to perspectives of teachers teaching different subjects.

Table 3

General information about interview participants

Participant Code	Overall teaching experience	Experience at current school	Area of Specialization
Interviewee 1	20 years	4 years	Humanities

Interviewee 2	20 years	5 years	Humanities
Interviewee 3	20 years	5 years	Humanities
Interviewee 4	28 years	5 years	Science

4.3. Research question one: What keeps teachers motivated to teach?

The first section of the survey required participants to rank the order of items according to the importance to each teacher's job motivation. The participants ordered items, which represented both intrinsic and extrinsic motivational factors, from 1 - the most important and 10 - least important. However, survey participants were not informed whether items were intrinsic motivational factors or extrinsic motivational factors.

Retrieved data was transported to SPSS software which allowed me to identify the mean score, (i.e., mean average score) for each item. As Table 4 below shows, the item 'Salary' has the mean value of 3,45 which (1 = very important and 10 = least important) represents the average score and shows that this item has been chosen as the most important motivational factor of that of all other factors included. The item 'Socially stable profession' was chosen as the least important item that motivates teachers with a mean value of 8,17.

Table 4

Order of importance of intrinsic and extrinsic motivations

	Minimum	Maximum	Mean	Std. Deviation
Salary	1	10	3,45	2,490
Fair treatment	1	10	3,57	2,130
Adequate workload	1	10	4,27	2,388
Flexible work schedule	1	10	4,61	2,725
Friendly relationship with colleagues and students	1	9	4,62	2,020
Comfortable work environment	1	10	5,58	2,232
Professional Status of teacher	1	10	6,32	3,238
Sense of achievement	1	10	6,94	2,142
Recognition of achievements	2	10	7,45	1,713

Socially stable profession	1	10	8,17	2,769
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In order to compare the results with studies in the literature review and within the conceptual framework these list of factors focused on different extrinsic and intrinsic motivations mentioned in the literature. The literature review suggested that extrinsic motivations represent such aspects of work as facilities, professional development, career growth and salary or other types of rewards. The literature mentioned numbers of intrinsic motivational factors that included teachers' commitment to their job for the sake of helping to educate children, service to the society or consideration of the teaching profession as a noble profession.

Furthermore, items representing intrinsic and extrinsic motivational factors were shown in Tables 5 and 6. It can be noticed in Table 4 that 'fair treatment' was identified as the second most important factor overall affecting teachers' motivation with the mean value 3,57. Thus, it is not surprising to see this factor in the second position in Table 5. At the bottom of the list of extrinsic factors is 'Recognition of achievements' (mean – 7,45) and 'Socially stable profession' (mean – 8,17).

Table 5

Extrinsic motivational factors

	Minimu m	Maximu m	Mean	Std. Deviation
Salary	1	10	3,45	2,490
Fair treatment	1	10	3,57	2,130
Adequate workload	1	10	4,27	2,388
Flexible work schedule	1	10	4,61	2,725
Comfortable work environment	1	10	5,58	2,232
Recognition of achievements	2	10	7,45	1,713
Socially stable profession	1	10	8,17	2,769

Regarding intrinsic motivational factors, it can be seen in Table 6 that intrinsic aspects of teachers' job such as 'friendly relationship with colleagues and students' (mean – 4,62) is

at the top of the list. This is followed by ‘Professional status of a teacher’ (mean – 6,32) which implies being involved in teaching for the sake of serving society and educating the younger generations. Next most important intrinsic factor was a ‘sense of achievement’ with a mean value 6,94. This item indicates teachers’ confidence in their own competence.

Looking at the Tables 4, 5 and 6, it can be concluded that extrinsic factors were identified as being the most predominant in affecting teachers’ motivation to be involved in teaching profession for these teachers in South Kazakhstan.

Table 6

Intrinsic factors

	Minimu m	Maximu m	Mean	Std. Deviation
Friendly relationship with colleagues and students	1	9	4,62	2,020
Professional status of a teacher	1	10	6,32	3,238
Sense of achievement	1	10	6,94	2,142

The order of importance of items based on subject taught did not vary greatly.

Table 7 shows the mean values for each item and participants were grouped as ‘Humanities’, ‘Science’ and ‘Others’. An interesting finding was that the item ‘Salary’ was determined as the most important by the teachers belonging to the group ‘Humanities’ and ‘Others’ with mean values of 3,66 and 2,57 respectively. Meanwhile, ‘Science’ teachers considered ‘Fair treatment’ the most vital aspect of their job motivation (mean – 3,12). At the same time the item ‘Fair treatment’ was indicated as one of the most significant factors (mean – 3,66) by ‘Humanities’ teachers as well, since it was tied in importance with salary. The least important factor among all subject teachers was a ‘Socially stable profession’.

Table 7

Comparing means across subjects

	Mean Humanities	Mean Science	Mean Others
Salary	3,66	3,64	2,57
Flexible work schedule	4,68	4,44	4,71
Adequate workload	4,34	4,00	4,57
Fair treatment	3,66	3,12	4,14
Friendly relationship with colleagues and students	4,87	4,64	3,93
Comfortable work environment	5,16	6,44	5,21
Recognition of achievements	7,37	7,80	7,07
Sense of achievement	7,18	6,84	6,43
Professional Status of teacher	5,87	6,00	8,14
Socially stable profession	8,21	8,08	8,21

4.3.1. Research question one: What keeps teachers motivated to teach? Open-ended answers.

First section of the survey required participants to rank the order of importance of certain items affecting teachers' motivation. To obtain more data, the third section of the survey asked participants to answer two open-ended questions. The questions asked 'What motivates you to keep teaching?' and 'What discourages you from teaching at school?'

The data received as a result of open-ended questions were categorized into several categories according to frequencies of similar responses. Participants' responses were categorized as shown in Table 8. Three major categories were identified: Salary, Children and Professional Interest. Further, each category was divided into detailed subcategories which represent what each category implies. Consequently, most respondents highlighted that the school salary, especially 'bonus payments' were a major motivational aspect of their job. Also, participants mentioned that 'working as a teacher' allows them to receive a stable salary. Next category that emerged was 'children' which implied working with highly motivated students and being able to help them progress and achieve goals was a

major motivational factor. Another frequent response was ‘professional interest’ which included professional development and growth as well as an opportunity to collaborate with other teachers at the research site. Finally, the category ‘work environment’ was defined which implies that the school provides teachers and students with all necessary resources and facilities. One more subcategory under category ‘Work environment’, is worth mentioning, was working at a prestigious school.

Table 8

Open-ended responses

	subcategory	subcategory	subcategory
Salary	bonus payments	high salary compared with other secondary schools	stable salary
Children	helping students progress	students are highly motivated	
Professional interest	professional development or growth	collaboration with teachers	
Work environment	resources & facilities	prestige	

It can be noticed that open-ended question responses were similar to the items in section one of the survey where participants indicated ‘salary’ as the most important factors influencing their job motivation.

4.3.2. Research question one: Deeper exploration through interview data

In order to obtain broader data and have deeper insight into teachers’ work motivation, interview data was analyzed. Firstly, based on the literature review and research questions, the data retrieved from the interview was grouped into the following categories:

- teachers’ perception of intrinsic and extrinsic motivational aspects of their job at school.

- initial and current motivation for becoming and staying a teacher
- motivation by rewards
- motivational environment at school
- ways to motivate teachers better

4.3.2.1. Teachers' perception of intrinsic and extrinsic motivational aspects of their job at research site.

In order to identify the research participants' understanding of extrinsic and intrinsic motivations, they were asked to define these terms and give some examples of both. Teachers' perceptions of intrinsic and extrinsic motivation were consistent with the theories reviewed in the literature chapter. Having analyzed the interviewees' responses, the following two main themes emerged: (1) intrinsic motivation – helping students to achieve goals; (2) extrinsic motivation – payment and rewards.

Intrinsic aspects - helping students to achieve

While defining intrinsic motivation, respondents mentioned that it is encouragement that arises from within each person. As for teaching, it was highlighted that intrinsic motivation is being devoted to your profession. While being asked what some intrinsic motivational aspects of their jobs were, all interviewees identified students as motives to love teaching. The participants expressed that being able to help students achieve their goals, or just teaching them is the main motivation of being a teacher:

Intrinsic motivation is more psychological aspect. You love teaching, and it is sincere. When you are a devoted teacher you love students and teaching profession. All those factors are intrinsic motives. (Interviewee 1)

Intrinsic motivation might be defined as a desire to work and do something for its own sake. For me working with children is always interesting. Having been working as a teacher for 20 years, you realize that students are different as year passes. They change. You feel comfortable when you work with children. (Interviewee 3)

I am currently working in the school for gifted students, and it is one form of motivation to teach these students. It makes me think whether I am capable to fulfill

my duties. Thus, it motivates me to be a life-long learner in order to be able to help these kids to become a successful. (Interviewee 4)

Extrinsic aspects

Regarding extrinsic motivation, participants' responses varied slightly. However, it was mostly consistent with the quantitative data result which revealed 'salary' as the highest ranked aspect of the teachers' motivation. The interview participants have also mentioned that one of the important extrinsic motivational factors is a decent salary and then work condition such as facilities. For example, Interviewee 3 noted:

Certainly salary is extrinsic motivation along with good work conditions which include facilities, computers and stationary. These things are helpful when you have to organize an event and you are provided with necessary equipments to use.

However, an interesting response on extrinsic motivation was given by the Interviewee 4:

Extrinsic motivation for me is I think each teacher is patriot. During each class I pay attention to students. I always think why our students should be less competitive than other children in the world. I hope that our children can be competitive in international arena and meet international standards. Thus, I try to involve students into international subject olympiads and research projects.

Based on personal perspectives of the interviewed teachers, it can be concluded that being able to teach children and help them achieve is a major intrinsic reason which helps teachers move on. Even though it is expected that payment is the main extrinsic driving force, concern for educating the country's competitive generation can also be external factor.

Motivation by rewards

As it was noted before in the literature review chapter, rewards at the workplace was one of the most common tools to motivate people to work more or more productively. Thus, to hear teachers' view on rewards, teaching participants were asked 'What do you think about rewards as a motivational tool? and Do they motivate you to work more effectively?' These questions imply acknowledging teachers' contribution to the development of school through awarding letters of appreciation and gratitude or other

formal documents while bonus payment means receiving bonus payment based on one's performance. The interviewee responses regarding this question varied, since not all of them believe in the impact of recognition of accomplishments towards the motivation of teachers. Certainly, it was highlighted that giving credit to teacher accomplishments is crucial for teachers, and it did encourage them to achieve more. For example, Interviewee 1 mentioned:

For teachers, any reward is praiseworthy because even if we got personally a piece of a letter of appreciation, I would be thankful. It would mean that my work is not overlooked and was taken into consideration. Even if it is not money, but just shaking hands and saying kind words or praising would be a great encouragement. If teachers' accomplishments are not recognized or rewarded, it would discourage teacher. It will not stimulate any teacher.

However, even though the next participants noted that it is a necessary part of teacher motivation, they state that it does not always have a positive effect.

Of course, for teachers of former soviet era, formal letter of appreciation is important for us. I personally think these appreciation letters are not that important, but taking into account mentality of our culture, we still need them. For me, it is important students' feedback, our graduates' appreciation and being able to share their achievements. Students' positive feedback about my performance would be the best recognition. Also, it is encouraging when you receive a positive feedback from your students' parents and colleagues. (Interviewee 4)

Another interesting finding regarding this theme was obtained from the Interviewee 2:

I have heard that in the UK there are no rewards, no such things to motivate like letter of appreciation or bonuses I am not sure how reliable this is. In our country, which is one of the post soviet countries, there are many things to motivate people at work place, and I am sure to some extent they encourage people to develop further. I believe that it is not right attitude when people work hard or try to accomplish something if only there are any kinds of rewards. If you are a professional specialist, it is possible to achieve a lot without expecting something rewarding. However, rewards may cause sense of competition among staff, and it could be good sometimes. However, it may also cause envy. We are humans, we cannot avoid this quality. Thus, we need to learn without expecting rewards or appreciation.

4.3.4. Initial and current motives of becoming a teacher

It was interesting to discover whether teachers' initial motives to become a teacher were consistent throughout their teaching experience. In order to find out what factors

helped teachers' persist and stay motivated, teachers were asked 'Why did you choose teaching profession and have your attitude changed after having been teaching for so many years?' As teachers' original reasons to be engaged in the teaching profession varied, it was difficult to identify a key category. Based on interviewees' responses, an interesting conclusion can be drawn. It was identified that originally all respondents' were not determined to join the teaching profession. One respondents mentioned that family members were teachers, and they believe it had an impact on their choice to be a teacher.

Maybe it was psychological state because I have two sisters. They are also teachers. One of them is a teacher of Russian language. Another is a teacher of music. And in my childhood I helped them to make some handmade things, visuals and probably that was somehow affected my choice, my future profession and therefore I decided to be a teacher. (Interviewee 1)

Another respondent stated that due to economic instability in the country, the unexpected circumstances made the interviewee to become a teacher.

To be honest, I previously chose engineering, but there were teachers in my family, my father was a teacher. Due to certain reasons I returned to my village, and there were unemployment issues. And I had to go to work in school, but now I am assured that this is my profession. (Interviewee 4)

The other responses were unable to be categorized and implied a bit of change in the final decision. According to interview answers, it can be said that teachers were not conscious about their decisions while choosing teaching profession.

Initially, I have never thought of becoming a teacher. When I graduated from the school, I wished to become a lawyer. But I was not able to become a lawyer. Then I decided to become a teacher. And I liked literature and decided to be a teacher. (Interviewee 2)

First of all, I like this subject. I have never thought of becoming a teacher. Actually, it happened by accident. (Interviewee 3)

Furthermore, to identify whether their perspectives had changed teachers were asked “Have your attitudes towards the teaching profession changed?” Teachers mainly had a positive attitude regarding their current jobs.

I have a positive attitude to teaching. This profession is always in high demand. You can find job at any time. Teachers are needed everywhere and always. (Interviewee 3)

I have never regretted of becoming a teacher. I realized that I have skills to be a teacher. Nowadays, the mission of the teachers is very important. We are still developing. However, our government does not value it as well as society. But I believe in future a status of teacher will be prestigious. I can say that I am fulfilling a big mission and I am happy to do it. (Interviewee 4)

I like teaching, but for last few years I have been teaching and did not choose other profession but I would like to have less work because I have started to think that I am a little bit overloaded, tired for the last time because we have double work. (Interviewee 1)

It can be seen that even though teachers’ initial motives to become a teacher may not have been intentional, throughout teaching their views about this profession were positive.

4.4. Research question 2: What are teachers’ attitudes towards the motivational environment at their school?

The second section of the survey required participants to evaluate their attitude towards certain aspects of their job motivation at research site. The participants were asked to rate whether they completely disagree, disagree, agree or completely agree with specific statements. In order to identify an average score for each item descriptive analysis was applied. The value 1 meant completely disagreed while value number 4 implied completely agreed which means that if the value is skewed towards 1 it means negative attitude. and the value is skewed towards 4 this means positive attitude of participants. Thus, a measure of central tendency was computed to summarize the data for each variable. The items in the survey were grouped into several categories. Table 9, includes the descriptive analysis for two items which represent extrinsic motivation, salary and bonus payments. It can be seen that the mean value for the items are 3,10 and 3,13, respectively, which means that

teachers are satisfied with the payment they receive at the research site. Another statement asked teachers whether ‘bonus payments’ served as a motivation to increase the effectiveness of their performance. The responses were positive as 70% of respondents agreed and 22% completely agreed with the statement.

Table 9

Payment

	CD	D	A	CA	Mean
I am satisfied with my salary.	2,6%	2,6%	76,6%	18,2%	3,10
Bonus payments motivate me to work more effectively.	1,3%	6,5%	70%	22%	3,13

Note. CD – Completely disagree; D – disagree; A – agree; CA – complete agree.

Table 10 represents items which are closely connected with how the school administration maintains positive motivational atmosphere at school. Even though the items were rated with mean values above 2, it can also be noted that none of items were rated 3 and more. The item that was mostly disagreed with was ‘I have a flexible work schedule’ with a mean score of 2,17. Meanwhile, the average score for the highest rated item was ‘I have a positive attitude to being observed by the school administration’ with a mean score of 2,99. In general, it can be seen that overall teachers’ attitudes towards school administration and their managerial decisions were positive. However, even though responses were positive, it is worth mentioning that all the items’ mean values were less than 3 (mean < 3) which also means that there were some respondents who did not agree with aspects of the job which involve interaction with the school administrators, administrative decisions and treatment at research site.

Table 10

School administration

	CD	D	A	CA	Mean
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I have sufficient freedom to do what is necessary to help my students achieve the goal.	2,6%	23,4%	54,5%	19,5%	2,91
I have a flexible work schedule.	18,2%	53,2%	22,1%	6,5%	2,17
School administration is supportive.	2,6%	26%	66,2%	5,2%	2,74
I have an adequate workload.	1,3%	16,9%	67,5%	14,3%	2,95
I am fairly treated at school.	1,3%	19,5%	77,9%	1,3%	2,79
My teaching accomplishments are recognized.	1,3%	15,6%	75,3%	7,8%	2,90
There are clear rules and procedures at work.	28,6%	62,3%	9,1%	0%	2,81
I receive effective feedback concerning my performance from the school administration.	3,9%	24,7%	70,1%	1,3%	2,69
Teachers participate in school's decision-making process.	5,2%	22,1%	66,2%	6,5%	2,74
I have a positive attitude to being observed by the school administration.	1,3%	11,7%	74%	13%	2,99

Note. CD – Completely disagree; D – disagree; A – agree; CA – complete agree.

Table 11 represents teachers' attitudes towards the environment at the research site. Overall, teachers have positive attitudes towards the work environment at school and are satisfied with these aspects of their job. As can be seen in Table 11, mean values for each item are around 3 which means the respondents mostly agreed with the statements. An item most disagreed with was 'There is overall a positive atmosphere at school' with a mean value of 2,77 which tells us that this aspect of teachers' job needs attention and improvements.

Table 11

Work environment

	CD	D	A	CA	Mean
I have a comfortable working environment at school.	1,3%	15,6%	71%	11,7%	2,94
There is overall a positive atmosphere at school.	2,6%	24,7%	66,2%	6,5%	2,77
The school maintains positive relationship with students for effective learning.	1,3%	5,2%	79,2%	14,3%	3,06

The school maintains positive relationship between colleagues.	1,3%	15,6%	70,1%	13%	2,95
I feel that I am helping my students to learn.	0%	0%	87%	13%	3,13
My job at this school that is enjoyable and stimulating.		9,1%	81,8%	9,1%	3,00
I am relaxed when I enter the classroom to teach.	1,3%		80,5%	18,2%	3,16
I have a positive attitude toward current educational reforms.	1,3%	7,8%	83,1%	7,8%	2,97

Note. CD – Completely disagree; D – disagree; A – agree; CA – complete agree.

Table 12 contains the survey items representing professional development of teachers and includes participation in in-service PD, professional development and school promotions. As it is shown in Table 13, mean values for each item are 3, 2,99 and 2,87 respectively. This shows that mostly teachers have a positive attitude regarding professional development opportunities at the research site.

Table 12

Professional development

	CD	D	A	CA	Mean
I voluntarily participate in in-service professional development trainings.	2,6%	11,7%	68,8%	16,9%	3,00
I have a chance to develop professionally at my school.	1,3%	10,4%	76,6%	11,7%	2,99
I have a chance to get promoted at my school.	2,6%	13%	79,2%	5,2%	2,87

Note. CD – Completely disagree; D – disagree; A – agree; CA – complete agree.

The survey data gives us a general perspective regarding certain aspects of teachers' motivation at the research site. Overall, it can be concluded that mostly teachers have a positive attitude towards how such items as professional development, staff administration, work environment and salary are sustained at the research site.

4.4.1. Exploration motivational environment at school: qualitative data

In order to answer research question 2, which aims at identifying the motivational environment at the research site, the interview results were analyzed further. According to

the interview responses, it can be noticed that teachers evaluate the environment at their school as generally positive. Teachers accept the fact that teachers feel the accountability in educating the future generation and are committed to the profession as well as enjoy working with children. Analyzing the responses, the following themes emerged which will assist to address research question 2:

- motivational environment at school
- discouraging aspects of teachers' job at school
- ways to motivate teachers better

4.4.2. Motivational environment at school

The survey results revealed that teachers are mainly satisfied with certain aspects of their job. However, in order to understand the way the motivational environment is maintained at the research site, the interview analyses were useful. The participants' views regarding the work environment at school corresponds with the quantitative data.

Teachers' believe that overall it is positive; however, certainly there are areas that need improvements. For example, the Interviewee 1 noted:

I think most of teachers are devoted. They perform their best. In spite of this our department experienced turnover of teachers. Some of teachers left their job because they were overloaded. All that extra duties especially unnecessary paper work makes teachers leave their job. Last year, 8 or 9 teachers of our department left.

Looking at this response, it can be concluded that even though teachers are committed to their job, there is a concern regarding the paper managing aspect which is a common world-wide issue in teaching profession. Thus according to the interview results, there were certain factors which hinder motivation of teachers such as intensification of teachers' job.

Next participants mention incentives in the form of bonuses as motivation at their school. At the same time, besides material motives, it was also expressed by Interviewee 4

that kind words of acknowledgement of teachers' accomplishments would be a great inspiration of teachers. Meanwhile, the Interviewee 2 noted that in order to motivate teachers it is necessary to improve professional status of teacher in the country.

Currently, motivation is maintained at school though I cannot say that it is completely maintained. If we compare our system with developed countries, status of teachers in those countries are higher. Their achievements are recognized without any letter of appreciation. In our school motivational environment is mainly positive. The colleagues have positive relationship, students are motivated, and teachers know their role in educating students. One of the motivations is bonus payment. Even though we do not get it so often, but it is still motivation for teachers. (Interviewee 2)

It was mentioned that appreciation of teachers' efforts are sometimes overlooked.

Certainly, the motivation environment is positive; teachers' efforts are recognized materially and by letters of appreciation. However, I think the school lacks giving motivation by orally recognizing efforts of teachers which would be just enough. Sometimes efforts of teachers are overlooked which makes me sad. (Interviewee 4)

Thus, treatment of teaching as a less than respected profession can demotivate teachers as shown by the interview results. Overall, the interview data analysis revealed that although teachers assess the environment at school as a positive, they also believe that material stimulus does not always have a positive effect on teachers' motivation.

4.4.3. Rewarding by bonus payments at the research site

Bonus pay rewards are considered to be encouragement for staff to be more productive and accomplish more. However, references to studies about this tendency in literature review chapter revealed that this method does not always bring positive effects on employers' motivation. Thus, the participants were asked to share their opinion regarding this tool in encouraging teachers. The teachers hold different views about motivating teachers by performance based rewards. Certainly, all of them agree that incentives in the form of bonus payment are one way to motivate teachers. However, it was also noted that the way it is done in their school is not always fair, and they believe that the

system of awarding performance based bonus payments needs developed. This was expressed by the Interviewee 1:

I think the way it is done these days is humiliating. It is humiliating to collect reports and fill in the table to prove the accomplishments you have done for last 3 or 4 months. It should be responsibility of administration. It should not be teachers' burden to collect evidence to get bonuses. I believe every teacher is accountable in doing her or his responsibilities. Our main role is that we are teachers. We need to teach only. But I completely, totally disagree with the system of collecting evidence to be awarded bonus payment. I disapprove this idea.

Another interviewee also believes that there is a flaw in the system of awarding bonus payments at the school. This interviewee emphasized that bonus payments should not be equally awarded to everyone. Each teacher's accomplishments need to be taken into consideration. Thus, it allows motivating others to work harder.

There are both sides. In every organization, bonus payments or other motivations make people believe that their achievements are recognized. However, not everyone tries their best to contribute to the improvement of the school. There could be some teachers who make every effort to educate students. At the same time, there are some teachers, who receive bonus payments equally without accomplishing anything. Thus, I believe awarding payment based on performance needs to be thoroughly considered as there are people who may not work hard and get bonus payments. I hope this system will be improved in the future. (Interviewee 2)

One more interesting response was that the participant suggested an alternative for bonus payments in the form of day off.

It is always necessary to support teachers by bonus payments as our salary is not high. Bonus payment is not awarded fairly because everyone receives the same amount of bonus payment. I believe everyone should be awarded bonus payments, and besides this teachers who accomplished more should be awarded additionally. It can be not only monetary but just giving days off. (Interviewee 4)

Overall, from the interviews with teachers it can be seen that the system of bonus payments in school is underdeveloped as all the interview participants expressed their disapproval. They are concerned about the unfairness of the system as some teachers may be awarded bonuses undeservedly. Nevertheless, it was also mentioned that teachers support the view that bonus payments are a necessary stimuli for teachers as current salaries are not very high.

To conclude, the qualitative findings contributed to a deeper understanding of teachers' perspectives regarding intrinsic and extrinsic motivational aspects of their jobs. The following outcomes can be noted. An intrinsic stimuli identified by teachers was the engagement with learners, and feeling that they are helping students grow and achieve learning goals. Meanwhile, extrinsic motivational aspect of teachers' job at the school included such items as salary, convenient work conditions, facilities and professional growth. These responses were consistent with results which were revealed from open-ended survey questions where participants also mentioned salary and children as the most important motivational factors of being a teacher.

4.4.4. Discouraging aspects of teachers' job at school

Having analyzed what motivated teachers' at school, it was interesting to explore factors in teaching that were discouraging and hampered teacher motivation. Therefore, to identify this, the survey and interview participants were asked to reflect on discouraging aspects of their job at school. Thus, both data results were analyzed to answer this question. The last part of the survey asked participants to answer open-ended question which was 'What are demotivational aspects of your job at school?' Survey responses were coded to identify categories, and analysis of the survey responses revealed the following themes: (1) school administration, (2) paper work, (3) meetings and (4) assigning additional tasks.

School administration

Some of the survey participants expressed their views regarding the management style of the school administration staff. Most of the survey respondents identified this theme as the main discouraging aspect of their job at school. Participants mentioned that they disapprove the way the administration staff treats teachers. Teachers believe that the

school principal and vice principals practice 'authoritarian leadership style' which implies that teachers' voices are not heard and they are strictly controlled and supervised.

Paper work

Another point regarding discouragement for teachers was managing endless paper work. Teachers emphasized that writing reports for responsibilities besides teaching is a time-consuming process and an obstacle to preparing for the lesson. It was highlighted that *bureaucracy* is the main obstacle to getting the job done. One participant mentioned 'We have to develop formal plans for everything'.

Meetings

Another theme which was expressed many times was endless meetings. Participants identified that they have to attend meaningless meetings that waste their precious time. In addition, besides formal staff meetings, teachers are obliged to participate in different seminars organized in school even though they are not always seen as useful. Again, participants expressed their concern saying that meetings do not allow them the time to prepare for the lessons effectively.

Assigning additional tasks

The respondents mentioned that teachers are overloaded by different additional tasks. By this they meant, organizing seminars for teachers of other schools, preparing students' for subject olympiads, research projects, publishing articles and conducting action research or other studies of their own practice. Teachers note that they do not have enough time to think about teaching. Moreover, it was expressed that there are not always clear instructions and procedures to carry out the tasks.

According to the survey data, it can be concluded that even though the motivational environment at the site is generally positive, there are some aspects of it which show that

teachers are burdened with paper work, unfair treatment of administration staff and lack of time to devote to planning.

4.4.5. Changes in demand to teaching performance and its impact on motivation

In the literature review chapter, it was discussed that teaching profession has been intensified due to education reforms and increase of additional duties of teachers. As a result of interviews it was also found that currently teachers feel that new demands of educational system require them to be well-rounded in terms of technology, and to master new teaching approaches which focus on skills based learning rather than knowledge-based learning. All these factors were found to increase the amount of work done by teachers on the job. For example, Interviewee 1 expressed resentment regarding work overload.

I am a little bit overloaded, tired for the last time because we have double work. By this I mean if we have electronic journal we also have to fill paper journals. Also we have some official documents to check, summative assessments. It is continuous assessment that never ends. This is my direct job. I like checking doing my own staff, but we have also extra staff at work that takes a lot time and it is tiring somehow because it is not our direct responsibility. We have coordinating job as well as mentoring job, and certainly it might be beneficial on the one hand but on the other hand, our school requires having all those things, unofficial documents. Filling all those papers takes a lot of time and it is tiring.

It has changed completely. Previously, in traditional approach, teachers were source of knowledge. But this is not true anymore. But still we can be source of knowledge. With the introduction of renewed curriculum my mission is now to guide students. To help them to work with information, develop skills. I do not dare say that I achieved my mission. At the same time, these days, paper work is still problem. Our time is being wasted by filling in paper.

Based on interview responses it can be noticed that teachers feel overloaded with additional duties which mainly include filling out documents. Teachers are overwhelmed by paper work which is considered time-consuming. In addition, the following interviewees mentioned that transformation to a new system of assessment and the renewed curriculum requires teachers to deliver their subjects differently than they used to.

Certainly, in order to be able to help students to master skills rather than focus on knowledge-based learning, teachers have to continuously develop their own skills. To do this, teachers have to be involved in professional development seminars which also demands effort and time.

With the transformation to new system, new programme requires us to teach children who can easily adapt to new circumstance, we develop their skills. We can also say requirements changed. Previously, it was knowledge-based. These days it is more about applying knowledge in practice. Traditionally, we used to focus on achievements. But these days we aim developing students' thinking skills, problem solving skills. Teachers' performance has also changed. (Interviewee 2)

Demands have been changed greatly. In the era of technology, teachers should know new innovative methods, use technology and teacher should develop.(Interviewee 3)

It was easier to teach earlier because it was teacher-centered, and there were not so many requirements. However, nowadays we have a lot of requirements not only from the school administrator but from other officials too. (Interviewee 1)

As the result of interview, it can be noticed that teachers' responsibilities increased due to assigning additional tasks. Due to the transformation in curriculum and assessment system, teachers' performances has changed as they have to adapt to a new system and learn skill-based approaches. Besides this, modern education requires teachers to effectively integrate information communication technologies into lessons which means that they have to become proficient in technology themselves.

4.4.6. Ways to maintain motivational environment at school: teachers' perspectives

In order to find out teachers' view regarding effective ways to encourage teachers, interview participants were asked to share their opinions about effective ways to maintain a positive motivational environment at school. Certainly, the survey results revealed that the environment is generally stimulating and positive at the research site. However, there were several recommendations on improvement and better ways to stimulate teachers. For

example, the two participants mentioned that emotional support such as kind words could be inspirational for teachers.

I would like our administrators to think of backing up teachers, not only by monetary reward but saying praiseworthy words, and every teacher would come to work with pleasure to have something pleasant and enjoy their work. (Interviewee 1)

Certainly, the motivation environment is positive. Teachers' efforts are recognized materially and by letter of appreciation. But I think the school lacks motivation just by orally recognizing efforts of teachers would be just enough. Sometimes efforts of teachers are overlooked that makes me sad. (Interviewee 4).

At the same time another two respondents referred to monetary incentives which are actually received by teachers, however, teachers believe that the last years monetary rewards were decreased and it affected teachers' motivation. Through asking teachers their perspectives on methods to create a stimulating environment, one can also draw a conclusion concerning whether teachers are motivated intrinsically or extrinsically. Based on teachers' suggestions, which came from both intrinsic and extrinsic aspects of their job it is possible to say that teachers seek not only material motives but emotional support in order to strive.

4.5. Conclusion

This chapter focused on introducing the findings of the research which were revealed as the result of analyzing survey and interview data. The first part presented quantitative data regarding motivational aspects of teachers based on ranking items the importance of items in the survey. Further, the quantitative data was supported by the interview analysis which allowed for exploring intrinsic and extrinsic motivational aspects of teachers more thoroughly. The second part of the chapter aimed at identifying teachers' perspective on the environment at the school where they were working. The revealed findings will be discussed in the next chapter of the study in terms of the existing literature.

Chapter 5: Discussion

5.1. Introduction

This chapter focuses on reviewing the major findings and provides meaningful interpretation of the results. The discussion of findings will be done in relation to literature review and research questions. The chapter will consider the findings regarding teachers' perspectives about what aspects of their work they find either intrinsically or extrinsically motivating. Furthermore, the ramifications concerning which factors teachers find more motivational, intrinsic or extrinsic aspects, will be discussed. This is followed by the discussion of teachers' degree of satisfaction with motivational environment at the research site.

5.2. Motivational factors: Intrinsic and extrinsic motivation

According to the qualitative data findings, teachers' perceptions of which aspects of their job are extrinsically and intrinsically motivating were consistent with the theories that were mentioned in the literature review.

5.2.1. Extrinsic motivational aspects

Teachers expressed that the most significant extrinsic motivational aspect of being engaged in the teaching profession is salary as well as school facilities which creates a comfortable work environment. These findings are consistent with findings mentioned in the study by Salifu (2014) which refers to such aspects of extrinsic motivation of teachers' jobs as payment, equipment and professional development and growth. Professional development and growth was one of the themes that emerged as a result of the analysis of open-ended survey responses

Even though the findings suggest that salary is one of the ways to extrinsically motivate teachers, studies by Frey and Jegen (2001) state that although monetary rewards are one of the ways to extrinsically motivate employees, it may have a negative effect on

the intrinsic motivation of teachers (as cited in Han, Borgonovi & Guerriero, 2018).

However, the research findings revealed that monetary rewards are the most important stimuli for these Kazakh teachers.

Motivation by monetary rewards

Studies by Müller, Alliata and Benninghoff (2009) note that monetary rewards are effective as stimuli, however, they also emphasize that not always does extrinsic incentives positively affect teachers' motivation. However, according to survey data collected in this study, the findings demonstrate that teachers generally find salary as one of the most important stimulating factors. Among all other motivational aspects salary was ranked as the most significant with mean value $M=3,45$ out of a possible high of 5.0. Teachers' perspectives regarding ranking salary as the most important motivational factor might be explained by the fact that after the collapse of the Soviet era, teachers experienced a harsh period due to unstable economic conditions and a very low salary. This time period caused a massive departure of qualified teachers from educational systems all over the country (Silova, 2009). It was also highlighted in the study by Silova (2009) that insufficient salary is one of the most influential factors having an impact on the status of the teaching profession in post soviet Central Asia countries (Azerbaijan, Tajikistan, Kyrgyzstan and Kazakhstan).

Further confirming the motivational aspect of salary is that the findings showed that bonus payments are also highly motivational for teachers with an average score of 3,13 out of five (see Table 4,8). This in turn does not support a theory about ineffectiveness of monetary rewards (Han, Borgonovi & Guerriero, 2018). The motivational ineffectiveness of monetary payments has also been questioned by in the study by Hulleman and Barron (2010) who discovered that performance based payment may actually increase the level of teachers' motivation. The qualitative data findings of this study suggest that teachers

support the idea of awarding bonus payments according to the accomplishments of each individual teacher, as they see it is one way to recognize teachers' achievements, and could also eliminate unfairness which takes place when bonuses are awarded to everyone even though some teachers may not deserve it. Thus, it can be concluded that the bonus rewarding system at the research site needs to be thoroughly reconsidered and improved. It is necessary to determine specific criteria for the bonus awarding system. For example, as it was discussed in the study of Hulleman and Barron (2010), one component to evaluate teachers' performance was students' learning (test scores). However, the study points out to the ineffectiveness of linking teacher performance and student learning, since it is difficult to determine if the teachers behavior actually affected students' scores.

Motivation from achievement recognition

Another form of extrinsic motivation that was found to support teacher motivation was being appreciated for accomplishments through the awarding of special letters of appreciation and gratitude by the school administration and other officials. According to the interview analysis teachers believe that receiving positive feedback from school administrators positively impacts teachers' motivation. Some teachers thought that the effect of achievement recognition might be so important because it was highly prized in the Soviet era system. Thus, current teachers find official documents of recognition of achievements valuable. At the same time, some teachers mentioned that this inspiration can be extended to oral positive feedback.

Quantitative data findings regarding this aspect of motivation showed to what extent teachers' find the recognition of achievements as an important motivational factor. For example, when teachers were asked to rank the order importance of a number of external motivators this factor had a mean value of 7,45 (1 – the most important and 10 –

least important). This implies that among other aspects of teachers' job motivation 'recognition of achievements' was not ranked as that important.

5.2.2. Intrinsic motivational aspects

According to findings, teachers' define intrinsic motivation aspects of their job as actions which are driven by internal motives such as devotion and love of teaching profession, and desire to do the job for its own sake. This discovery accords with an earlier of Covington (2010) which refers to intrinsic motivation as being seen as a deed done by a person's inner desire. By devotion or love for the profession, teachers implied that being engaged in the work with students is one of the main stimuli. This aligns with findings by Müller et al. (2009) which identified a third category of human motivation, and defined it as 'altruistic' motives which implies commitment, loyalty and helping children to become successful citizens.

The research findings have also revealed that teachers identify receiving feedback from students as one of the key intrinsic motivational factors. It was noted that receiving positive feedback from students, who graduated years ago, is really inspiring. The respondents also referred to parents' and colleagues' positive feedback as sources of encouragement. This finding is supported by the study of Hackman and Oldham (1980) which discussed the importance of receiving positive feedback from students about teachers' performance which in its turn contributes to an increase in teacher competence (as cited in Firestone, 2014). Teacher competence is one of the intrinsic motivational aspects which was mentioned in the studies by Deci and Ryan (2000) and Firestone (2014) who claimed that feeling competent gives teachers confidence to fulfill responsibilities and achieve objectives and thus increases their motivation.

However, it should be noted that according to the analysis of the survey in this study it was revealed that teachers did not rank a sense of achievement as the most

important. Even though Firestone (2014) claimed that having a sense of confidence to achieve goals strengthens teacher motivation, the findings of this study does not align with this idea. The findings showed that teachers found, out of both extrinsic and intrinsic factors, 'a sense of achievement' as not one of the most vital items which encourages them in their work. In fact, the mean value was 6,94 where 1 was the most important and 10 the least important.

As it was discussed in the literature review chapter, one of the internal motives that makes teachers' job enjoyable is being engaged in working with students (Yau, 2010). Yau (2010) found that a positive relationship with students was the main determinant of teacher job satisfaction. These research findings somewhat supported this work from the field and as it was revealed that the survey respondents ranked this item in the middle level of importance with an average value of 4,62 (1 – most important, 10 – least important). Thus, teachers feel that this factor is somewhat important towards their job satisfaction.

Another factor considered by research to be an intrinsic motivational factor was the 'professional status of the teacher' which implies entering the teaching profession for the sake of helping to educate children and serve society (Müller et al., 2009). In this study teachers ranked this factor on average as 6,32 which suggests that teachers do not find the teaching profession itself as a high status professional field. This can be explained by the fact that after collapse of the Soviet Union, many post soviet countries like Tajikistan, Kyrgyzstan and Kazakhstan experienced a decline in economy which caused decrease in salary, deterioration of the status and prestige of the teaching profession (Silova, 2009). Therefore, in this case study teachers identify extrinsic aspects of their job as the main motivational factor.

5.3. Teachers' initial and current motives to enter teaching

As it was noted in the literature review chapter, the study of Richardson and Watt (2014) highlighted that pre-service teacher' motivation changes negatively as they start teaching in schools. They point out that the difficulties in school may negatively affect their satisfaction and decrease motivation to stay in the teaching profession (as cited in Richardson et al., 2014). According to the findings, teachers admit the fact that they primarily did not intend to become teachers. Teachers explain that the unstable economy in the country, unemployment, impact of relatives or simply accidental circumstances made them enter the teaching profession. However, even though teachers' original motives to become teachers were not intentional, it was further found that respondents' views about teaching were positive. All of them acknowledged that they enjoy their job despite some factors causing negative emotions such as work overload and being under-appreciated by the government. So, the current research findings suggest the opposite perspectives regarding the view that pre-service teachers' motivation decline as they enter teaching profession (Richardson et al., 2014). So, these research findings can be explained by the fact that these older teachers had weathered the storm of education and were still driven to be teachers even if there are negative aspects.

5.4. Teachers' satisfaction with motivational environment at school

While discussing motivation at the workplace, several studies tried to link it with job satisfaction (Müller et al., 2009). Being satisfied with certain aspects of the job is one of the indicators of increased motivation at workplace. In the literature review chapter it was mentioned that low motivation caused by fatigue does not contribute to the improvement of school development. Müller et al. (2009) emphasized three aspects of teachers' job affecting their satisfaction. According to the research, teachers feel satisfied when they are supported by school administrators, provided autonomy and the school environment is positive. As we know from the literature review chapter, school administrators and the school environment are extrinsic motivational factor while giving

teachers autonomy increases intrinsic motivation. Thus, in order to identify teachers' satisfaction level, teachers were asked to answer survey questions which include elements of aforementioned aspects of their job.

School administration

The findings revealed that teachers generally agree that school administration supports them at the research site. On average the teachers felt that the administration supported them ($M=2,74$). Thus, teachers' responses were positively skewed. However, the study's qualitative data presents the findings which refer to 'school administration' as the main factor causing teachers' demotivation at research site. This can be explained by the fact that even though the percentage of those who agreed that they are supported was 71,4%, the remaining respondents (28,6%) disagreed which may indicate that administration has a slight discouraging impact on the motivational aspects at the research site.

The second aspect of teachers' job satisfaction was determined to be autonomy. Quantitative data findings revealed that teachers felt that autonomy ($M= 2,91$) at the job site was satisfying as it allowed them freedom which means that most of teachers feel autonomy when making decisions concerning materials and methods to be used in class to achieve learning objectives. On the contrary, teachers' degree of satisfaction with their work schedule at research site was more negative with mean value 2,17. It can be seen that this mean score is negatively skewed which implies that most of the teachers feel that they do not have a flexible timetable. It can be clearly seen if we closely look at percentages. For example, the percentage of those who agreed that they have flexible schedule was 28,6% while the ratio that disagreed was 71,4%.

Past research has shown that being involved in the decision making process which includes flexible work schedule, opportunity to select learning resources and opportunity to

develop professionally are essential constituents of positive satisfaction within job sites (Boyd et al., 2011). The findings of this study regarding teachers' involvement in the decision-making process of this school shows that the majority of teachers' feel their voices are considered while making decisions. According to the survey data, mean value for teachers perceptions about their participation in the decision-making process was $M= 2,74$ which shows that more than 50% of teachers' agree with this item.

On the other hand, qualitative data analysis of interviews showed that teachers feel overwhelmed with unexpected tasks assigned by school administrators. As it was mentioned in the literature review, when teachers have to accomplish tasks without questioning it, it has a negative effect on their performance making their job feel more routine (Hargreaves, 1995). In addition to this, it was found that besides assigning endless tasks, teachers are at this site are obliged to participate in continuous staff meetings and seminars which are not always beneficial but are time-consuming. These aspects do not allow teachers to devote their time to effective planning. This situation can be defined with the term 'contrived collegiality' when teachers are mandated by school administrators to collaborate and rather has negative impact (Hargreaves, 1995). Therefore, to enhance teacher effectiveness through increasing teacher motivation it is necessary to consider aforementioned circumstances.

Professional development

An opportunity to grow professionally and get promoted is one of the aspects of intrinsic teacher motivation. Even though, previously it was discussed in the study by Hargreaves (1995) that teachers have to take part in different meetings and professional development seminars involuntarily, the quantitative data findings of this study suggest that teachers are engaged in training by choice. According to survey, the mean score for the participation in in-service professional training was $M=3$ which means that 85% of respondents agreed with the item. An opportunity to develop professionally and get promoted were also

rated high with mean scores of 2,99 and 2,87 respectively. This means that above 80% of teachers agree that they have favorable conditions to grow professionally at research site.

Work environment

In the study by Müller et al. (2009) it was discussed that one of the elements of teachers' jobs that affects their satisfaction level is the work environment. The findings regarding teachers' satisfaction with the work environment at the research site showed that teachers were generally satisfied with the atmosphere at the research site. The work environment showed the mean value was 2,94 (Agree – 71%), and the mean value for the positive atmosphere at research site was 2,77. The percentages of those who 'completely agreed' and 'agreed' for this item were 72,5%. This means that the environment at the research site is mainly positive and stimulating to work at for the teachers in this study.

5.4.1. Demotivational aspects of teachers' job

The research findings of this study regarding discouraging or demotivational factors revealed that teachers concerns were associated mainly with the following aspects of their job (1) school administration, (2) paper work, (3) meetings and (4) assigning additional tasks. Similar categories were indicated in a study by Aydın (2012) that focused on teacher motivation and referred to issues related to the curriculum, work conditions, students and their parents, colleagues and school administrators as the main areas affecting teacher motivation.

According to the research findings, respondents feel that they are overloaded with paperwork especially since they are required to provide reports of the work accomplished, and develop plans for each event which they find ineffective since it is a time consuming process. They feel that without these time consuming processes that more effort could be devoted to plan lesson creatively. Similar issues are mentioned by Hargreaves (1995)

where he gave examples of teachers' experience dealing with endless paperwork which discourage teachers to work effectively.

At the same time, Aydin (2012) and Alkahtani (2017) find that discrimination by the school administrators was one of the factors causing low motivation and discouragement in teachers. The survey findings revealed that teachers are concerned about unfair treatment of school vice-principals towards teachers. Even though most of the teachers (79,2%) agreed that school administrators treat them fairly, the open-ended survey question showed that they feel that some of the school administrators are prejudiced against certain teachers.

The open-ended question included in the survey revealed another finding regarding the demotivational aspects of a teacher's job that is worth discussing was being involved in additional obligations besides teaching. This can be explained by the fact that current criteria in the teaching profession of Kazakhstan expanded its requirements for teachers and included the need for them to publish articles on their own practice, conduct lesson study, action research and organize extra-classes to prepare students for subject olympiads and research projects. Teachers feel that being involved in these processes negatively affects their teaching as more energy and time is dedicated to additional responsibilities. This finding aligns with the studies by Aydin (2012) and Alkahtani (2017) which refers to non-teaching duties as the one of the aspects that negatively affects teachers' job motivation.

The quantitative and qualitative data findings revealed one more item which is considered as an obstacle to enjoying the teaching profession. Teachers referred to endless meetings as a barrier to increased teacher motivation. They explained even though staff meetings are an unavoidable part of their job, there are some questions which can be resolved through email communication. Respondents have also noted that besides formal

gatherings, there are organized seminars or training for teachers which require mandatory participation of all teachers. Teachers justify this tendency by the fact that some of those seminars are not always productive and steal teachers' precious time. This finding is aligned with issues discussed by Hargreaves (1995) where he raised teachers' concerns:

They're forever - this year we've all said the same thing – this year seems to have been particularly bad for conferences and workshops. And they want you to attend this and they want you to attend that; there's this new program and that new program (p.125)

Even though it was earlier discussed that motivational environment at the research site is generally positive, there are still issues related to certain aspects of their job causing resentment. Those areas are connected with the attitude of school administrators towards certain teachers, as well as additional paper work, extra meetings and additional tasks.

Currently, the government of Kazakhstan is developing the project about 'Status of teacher' which aims at motivating teachers through reducing workload, protecting them from unplanned inspection and non-teaching duties (MoES, 2018). It is hoped that this project will consider the factors that increase teacher extrinsic and intrinsic motivation through eliminating factors, which were discussed above, that cause discouragement.

5.4.2. Current education changes and its demands for teaching profession

As it was reviewed in literature and introduction chapters, currently the education system of Kazakhstan is undergoing transformation regarding curriculum and the assessment system. Fimyar and Kurakbayev (2016) explained these changes in their studies with the fact that old and traditional curriculum and methods were focused on acquiring knowledge which does not contribute to the development of skills necessary in the modern world. Certainly, the main agents to implement those changes are teachers. Therefore, this study was aimed at identifying teachers' attitudes towards the updates in the educational system and how their performance has changed with the implementation of these changes and whether it has affected their motivation to continue teaching. The quantitative data findings revealed teachers

perspectives about the current education changes. According to the findings, the majority of the respondents feel positive about updates in curriculum and assessment. The proportion of those who 'completely agreed' and 'agreed' was 7,8% and 83% respectively whereas the ratio of teachers who have doubts regarding transformation comprised 1,3 % and 7,8%. This means that teachers support and are positive about the effectiveness of new system.

At the same time, the qualitative data revealed how teachers' performance has changed, and whether it has affected their attitudes towards teaching profession in comparison with initial motives to enter teaching profession. According to the interview findings, one teacher's view about approaches in teaching echoes with the findings of Fimyar and Kurakbayev (2016) which emphasized that these days we are shifting from knowledge-based approach and teaching students to think critically and acquire skills. Other respondents have also admitted that teachers have to master innovative methods themselves and nowadays it is more challenging to teach as the requirements for the teaching profession are increasing.

5.4. Summary

This chapter discussed the major findings of the study which were guided by research questions and reviewed literature. As the result of analysis and contrast of the research participants' perspectives about the concepts of intrinsic and extrinsic motivational aspects of teachers' job with the theories and ideas mentioned in previous studies, it was concluded that teachers consider being able to engage in work with students and help them succeed have the greatest intrinsic motivation for them. Meanwhile, participants find salary, working conditions and facilities are large external stimuli to continuing to teach. Overall, teachers find extrinsic factors such as payment, fair treatment, flexible schedule and work environment the most vital in teachers' job while factors representing intrinsic motives such as sense of achievement, status of teacher were not considered as influential.

Furthermore, based on discussion of teachers' views regarding the importance of certain items in motivating teachers, it was revealed that 'salary' was the most significant external motivational factor which encourages teachers.

Similar to findings of other studies, the current research concludes that major aspects causing discouragement are paper work, being overloaded with additional responsibilities and the school administrators' attitude towards teachers.

Finally, consistent with literature review, certain aspects of teachers' job such as 'school administration', 'work environment' and 'professional development' were identified as major motivational areas, and it was concluded that teachers at the research site are mostly positive and satisfied with the work done in these categories.

The findings will be discussed in the conclusion chapter in terms of recommendations for policy makers, and practitioners such as administrators. In addition, avenues for future research that emerged in this study will also be discussed.

Chapter 6: Conclusions and Recommendations

6.1. Introduction

This chapter discusses the major findings, recommendations for multiple stakeholders, and future research. The present study aimed at exploring factors affecting teachers' motivation and the motivational environment at the research site. The following research questions were addressed: (1) What factors keep teachers motivated to teach? and (2) What are teachers' attitudes towards the motivational environment at their school? To address the research questions this case study employed explanatory sequential mixed method. To collect quantitative data, 77 participants were surveyed to answer rank order, Likert scale and open-ended questions while qualitative data was collected through interviewing 4 teachers.

6.2. What factors keep teachers motivated to teach?

The discussion of the findings revealed that teachers' perceptions of intrinsic and extrinsic factors affecting teachers' motivation is consistent with the findings of the reviewed literature for the present study. As it was mentioned in the study by Müller et al. (2009) the process of teaching students itself is one of the main stimuli motivating teachers. Thus, the present study revealed that teachers identify that working with students, and helping them progress was a major intrinsic motivational factor while salary, bonus payments and facilities are considered as major extrinsic motivational factors.

Furthermore, the study revealed whether teachers' motivations to remain committed to the profession are mainly guided by extrinsic or intrinsic factors. The survey revealed that teachers identified 'salary' along with 'fair treatment' as the most important factors which help them to thrive in their work. Meanwhile, items such as 'stability of the teaching profession', 'recognition of achievements' as well as 'professional status of a teacher' were found to have less impact on teachers' work motivation.

6.3. What are teachers' attitudes towards the motivational environment at their school?

The findings regarding the second research question revealed that teachers are generally positive towards the way the motivational environment was sustained at the research site. The results show that the majority of teachers are satisfied with the salary at the site. According to reviewed literature, Hulleman and Barron (2010) emphasized that performance based payment may have positive impacts and increase the level of teachers' motivation. Thus, the present study has also showed that 70% of surveyed participants agreed that bonus payments encouraged them to work effectively. This supports the findings derived from this study's survey questions where participants ranked salary as the most significant factor affecting their motivation.

The study by Müller et al. (2009) claimed that teachers feel satisfied and thus motivated at work if they are supported by the school administrators. The present study showed teacher satisfaction with administrative aspects of their job is mainly positive. More than 70% of participants agreed that they felt that the school administrators are supportive of them and almost 80% felt that they are treated fairly. This finding aligns with the survey results that showed that teachers considered being 'fairly treated' as the second most important factor that motivates them to remain in the profession. Consequently, it can be concluded that the research site administrators nurture positive relationships with their teachers. However, 71,4% of survey respondents disagreed that they have a flexible work schedule. This shows where administrators could improve the motivational environment of the school by introducing new schedules which allow for more flexible work schedules for teachers.

Reviewed literature showed that one of the aspects of teachers' job having impact on their satisfaction level is work environment (Müller et al., 2009). In this study one

factor affecting motivational conditions at the Kazakh research site was work environment. Overall, the ratio of those who were satisfied with the work environment was above 80%. Thus, teachers felt that the research site maintains a comfortable work environment, as well as a positive and relaxed work atmosphere. One other factor affecting teacher motivation is professional development. The findings revealed that the research site provides enough opportunities for teachers to grow professionally, since almost 88% of surveyed teachers agreed they have a chance to develop professionally and get promoted.

Qualitative data analysis helped to give deeper insight regarding the motivational environment at research site. Teachers believe that the motivation at the research site is supported through recognition of teachers' achievements by awarding bonus payments and letters of appreciation. It was highlighted that overall teachers are motivated and committed to their job.

6.4. What needs to be done to sustain motivation at the research site?

Having discussed positive attitudes of research participants regarding the motivational environment, it is also necessary to point to the findings that showed some aspects of the teachers' job which hindered the process of nurturing a motivational environment. Quantitative and qualitative data revealed that teachers' have concerns connected with (1) school administrations. This implied that even though most teachers agreed that they are fairly treated at the research site, there are still issues with being treated inadequately and a prejudiced attitude towards some teachers. (2) Another aspect is paperwork. It was found that teachers are burdened with filling in formal and informal documentations. (3) Meeting and additional obligations. Teachers identified participating in endless meetings and being assigned unexpected tasks discourages them and does not let them enjoy teaching and working with students. These findings align with the study by

Aydin (2012) which also highlighted similar issues having negative effects on teacher motivation.

Taken together, the results of the study indicate that the research site sustained a positive motivational environment for teachers who are mainly satisfied with the aforementioned aspects of their jobs.

6.5. Recommendations

Despite the fact that this research employed an explanatory sequential mixed method approach to address the research questions, several limitations need to be acknowledged. It is recommended that further research could be undertaken considering the limitations of the current research.

6.5.1. Future Research Directions

Firstly, the generalisability of these results is a limitation as the research explored motivation of certain teachers at a specific research site. It is suggested to collect data from a wider range of participant which would allow comparing and contrasting results across gender, age and subject. It would also be interesting to conduct research in this area in different research sites with completely different work conditions such as mainstream schools in rural and urban areas of Kazakhstan, since the current research was conducted at school that is comparatively well equipped.

Secondly, the current study was limited by the scope, since the number of participants could have been higher. For example, the number of survey participants was 77 people which constituted approximately 60% of all teachers at the research site, and the number of interview participants comprised only 4 teachers. Considering larger sampling would give more valuable perspectives regarding this topic. For example, doing a cross sectional longitudinal study could help to determine what happens to teacher views across time from being young inexperienced teachers to older experience veterans of the

profession. By doing this, it can be possible to derive a wide range data as well as unfold the theme deeper.

It is also necessary to take into consideration the fact that the numbers of intrinsic factors were not equivalent to the number of intrinsic factors in survey questions. Therefore, in future it would be more accurate to use equal numbers to be able to compare and contrast factors across two categories (intrinsic and extrinsic).

Another limitation that needs consideration is the fact that the data was not triangulated which means that the study employed two instruments: survey and interview. Therefore, an improved study employing observation or journal keeping may provide more accurate and objective measures of teacher motivation.

6.5.2. Recommendations for practice and policy

Based on the findings of the present research it can be suggested that policy makers take into consideration factors which impede increased motivation of teachers while taking initiatives and introducing reforms in educational system of Kazakhstan. Besides macro level the study can also be beneficial at the micro level, and help school administrators to nurture motivation of teachers in order to enhance teachers and students performance, for it was highlighted in the study Chireshe and Shumba (2011) that increased teacher motivation is one of the factors contributing to good academic performance and motivation of students (as cited in Gameda, & Tynjälä, 2015).

Thus, it could be suggested to school administrators to be mindful of demotivational factors such as unnecessary paper work, additional duties and workload, and the employment of various forms of motivation besides monetary rewards and recognitions in order to support teachers' emotional and physical well-being.

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Appendices

Appendix A

INFORMED CONSENT FORM - Interview

Exploring teacher motivation under the current school reforms in one school for gifted children in Kazakhstan.

DESCRIPTION: You are invited to participate in a **research study** exploring teacher motivation under the current school reforms in a school for gifted children.

The interview will focus on exploring the current motivational environment at the school. This study does not impose any risks on your health, reputation and employment. Anonymity will be provided, and all participants' names will not be identified during the study.

You will be asked to answer some interview questions. The conversation is going to be audio recorded with your permission. The decision to participate in this study is entirely voluntary. You may refuse to take part in the study at any time. You have the right not to answer some questions that make you feel uncomfortable, or withdraw completely from the interview at any point during the process. You have the right to request not to use any of your interview material during this study.

TIME INVOLVEMENT:

Your participation in interview will take approximately 40 minutes

RISKS AND BENEFITS: Since the participants are protected by confidentiality and anonymity of names, there is a minor risk for participants' responses to be detected by colleagues. However, after the transcription of the audio tape, the audio tape will be available to me only and information will be stored on my password protected computer. The data will be deidentified to protect your confidentiality. The benefits which may reasonably be expected to result from this study are an opportunity to reflect and share personal opinion about teacher motivation. The findings of the study may help to improve the school environment and create a more motivational atmosphere within the schools of Kazakhstan. Your decision whether or not to participate in this study will not affect your employment.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work:

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).

**СОГЛАСИЕ
НА УЧАСТИЕ В ИНТЕРВЬЮ**

INFORMED CONSENT FORM – Interview (Russian version)

ТЕМА ИССЛЕДОВАНИЕ: Изучение мотивации учителей в рамках текущих школьных реформ в одной из школ для одаренных детей в Казахстане.

ОПИСАНИЕ: Вам предлагается участвовать в исследовании, изучающем мотивацию учителя в рамках нынешних школьных реформ в школе для одаренных детей.

Интервью будет сосредоточено на изучении текущей мотивационной среды в школе. Это исследование не накладывает никаких рисков на ваше здоровье, репутацию и работу. Ваше имя, фамилия и должность не будут упомянуты где-либо в связи с теми сведениями, которые вы сообщите.

ПРОЦЕДУРА ИССЛЕДОВАНИЯ: Вам будет необходимо ответить на некоторые вопросы интервью. Разговор будет записан с вашего разрешения на диктофон. Решение об участии в этом исследовании полностью добровольное. Вы можете отказаться от участия в исследовании в любое время. Вы имеете право не отвечать на некоторые вопросы, которые заставляют вас чувствовать себя некомфортно, или полностью отказаться от интервью в любой момент процесса. Вы имеете право просить не использовать какой-либо из ваших материалов для интервью во время этого исследования. Ваше участие в собеседовании займет приблизительно 40 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Поскольку участники защищены конфиденциальностью и анонимностью, значительный риск для участников не существует. После транскрипции аудиозаписей, материалы будут доступны только мне. Информация будет сохранена на моем компьютере защищенном паролем. Данные будут деидентифицированы для защиты вашей конфиденциальности. Ожидаемые преимущества этого исследования - это возможность отразить и поделиться личным мнением о мотивации учителя. Результаты исследования могут помочь улучшить школьную среду и создать более мотивационную атмосферу в школах Казахстана. Ваше решение, участвовать или нет в этом исследовании, не повлияет на вашу работу.

ПРАВА УЧАСТНИКА: Если вы прочли эту форму и решили принять участие в этом проекте, пожалуйста, поймите, что ваше участие является добровольным, и вы имеете право отозвать свое согласие или прекратить участие в любое время. Альтернативой является не участие. Вы имеете право отказаться отвечать на конкретные вопросы. Результаты этого исследования могут быть представлены на научных или профессиональных собраниях или опубликованы в научных журналах.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

ВОПРОСЫ: Если у вас есть какие-либо вопросы, опасения или жалобы касательно данного исследования, его процедуры, риски и выгоды, обратитесь к тезис супервайзору студента:

НЕЗАВИСИМЫЙ КОНТАКТ: Если вас не устраивает то, как это исследование проводится, или если у вас есть какие-либо проблемы, жалобы или общие вопросы об исследовании или ваши права в качестве участника, пожалуйста, свяжитесь с NECGSE Research Committee в gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите это согласие, если вы согласны принять участие в этом исследовании.

- Я внимательно прочитал предоставленную информацию;
- Мне была предоставлена полная информация о цели и процедурах исследования;
- Я понимаю, как будут использоваться собранные данные и что любая конфиденциальная информация будет доступна только исследователям и не будет раскрыта никому другому;
- Я понимаю, что я могу отказаться от исследования в любое время без объяснения причин;
- С полным пониманием всех вышеизложенных, я согласен, по собственному желанию, принять участие в этом исследовании.

Дата подписания: _____

Дополнительная копия этой подписанной и датированной формы согласия предназначена для вас.

Согласно Закону Республики Казахстан, лицо в возрасте до 18 лет считается ребенком. Каждому участнику, попадающему в эту категорию, должна быть предоставлена Форма согласия родителей, и она будет подписана, по крайней мере, одним из его родителей (родителей) или опекуна (ов).

СҰХБАТ АЛУҒА КЕЛІСІМ ПАРАҒЫ

INFORMED CONSENT FORM – Interview (Kazakh version)

Қазақстандағы дарынды балаларға арналған мектептегі мұғалімдердің ынтасын ағымдағы мектеп реформалар аясында зерттеу.

СИПАТТАМАСЫ: Сіздерді дарынды балаларға арналған мектепте жұмыс істейтін мұғалімдердің ағымдағы реформалар аясында ынтасын зерттеуге арналған ғылыми зерттеуге қатысуға шақырамын.

Сұхбат мектептегі қазіргі мотивациялық ортаны зерттеуге бағытталады. Бұл зерттеу сіздің денсаулығыңызға, беделіңізге және жұмысқа орналасуда ешқандай қауіп төндірмейді. Зерттеу барысында барлық қатысушылардың есімдері анықталмайды және анонимділік қамтамасыз етіледі.

Сізден кейбір сұхбаттарға жауап беру сұралады. Әңгіме сіздің рұқсатыңызбен аудио диктафонға жазылады. Бұл зерттеуге қатысу туралы шешім толығымен ерікті болып табылады. Кез-келген уақытта зерттеуге қатысудан бас тартуға болады. Сіз өзіңізді ыңғайсыз сезінетін кейбір сұрақтарға жауап бермеуге немесе процесстің кез-келген кезеңінде әңгімелесуден толығымен бас тартуға құқығыңыз бар. Осы зерттеу барысында сұхбат материалының пайдаланылмауын сұрауға құқылысыз.

ҰЗАҚТЫҒЫ: Сұхбатқа қатысуыңыз шамамен 40 минутқа созылады

ҚАУІП ЖӘНЕ АРТЫҚШЫЛЫҚТАР: Қатысушылар құпиялылық және атаулардың анонимділігі арқылы қорғалғандықтан, қатысушылар үшін айтарлықтай қауіп жоқ. Аудио таспаның транскрипциясы және аудио таспалар тек маған ғана қол жетімді болады және ақпарат құпия сөзбен қорғалған компьютерде сақталады. Құпиялылықты қорғау үшін деректер және жеке мәліметтер анықталмайды. Зерттеудің бір артықшылығы мұғалімнің мотивациясы туралы жеке пікірімен бөлісу мүмкіндігі болып табылады. Зерттеу нәтижелері мектептегі жағдайды жақсартуға және Қазақстанның мектептерінде мотивациялық ахуал қалыптастыруға көмектесе алады. Бұл зерттеуге қатысу немесе қатыспау туралы шешім сіздің жұмысыңызға әсер етпейді.

ҚАТЫСУШЫНЫҢ ҚҰҚЫҒЫ: Егер сіз осы ақпаратты оқып шығып, осы жобаға қатысуды шешсеңіз, онда сіздің қатысуыңыз ерікті болып табылатындығын және сіздің келісіміңізден кез-келген уақытта қатысудан бас тартуға құқығыңыз бар.. Сіз нақты сұрақтарға жауап беруден бас тартуға құқығыңыз бар. Зерттеудің нәтижелері ғылыми немесе кәсіби кездесулерде немесе ғылыми журналдарда жариялануы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

СҰРАҚТАР: Егер сізде осы зерттеу бойынша сұрақтар, мәселелер немесе оның процедуралары, тәуекелдері мен артықшылықтары бойынша шағымдарыңыз болса,

осы зерттеумен айналысатын студенттің магистрлік диссертация жетекшісімен хабарласыңыз:

ТӘУЕЛСІЗ БАЙЛАНЫС: Егер сіз осы зерттеудің қалай жүргізілуіне қанағаттанбасаңыз немесе сізде қандай да бір алаңдаушылық, шағым немесе зерттеу немесе қатысушы ретінде сіздің құқықтарыңыз бойынша жалпы сұрақтар болса, NUGSE Ғылыми Комитетіне сайтына хабарласыңыз gse_researchcommittee@nu.edu.kz

Осы зерттеуге қатысуға келіссеңіз, келісіміңізге қол қойыңыз.

- Берілген ақпаратты мұқият оқып шықтым;
- Маған зерттеудің мақсаттары мен процедуралары туралы толық ақпарат берілді;
- Жиналған деректер қалай пайдаланылатындығын және кез-келген құпия ақпаратты тек зерттеушіге қол жетімді болатынын түсінемін;
- Зерттеуден кез-келген уақытта себеп берместен бас тартуға болатынымды түсінемін;
- Жоғарыда айтылғандарды түсіне отырып, мен өз еркімен осы зерттеуге қатысуға келісемін.

Қолы: _____ күні: _____

Қол қойылған келісім формасының қосымша көшірмесі сіз үшін сақталады.

Қазақстан Республикасының заңнамасына сәйкес 18 жасқа толмаған тұлға бала болып саналады. Осы санатқа енетін кез-келген қатысушыға ата-ананың келісімі берілу керек және оған кем дегенде бір ата-ананың немесе қамқоршысының қолы қойылуға тиіс.

INFORMED CONSENT FORM - Survey

Exploring teacher motivation under the current school reforms in one school for gifted children in Kazakhstan.

DESCRIPTION: You are invited to participate in a **research study** exploring teacher motivation under the current school reforms in a school for gifted children.

The first phase of the research will require you to fill in the survey questions. The survey questions will be in two sections. First section aims to identify how important some factors for teacher job motivation. Second section will focus on exploration current motivational environment at the school. This study does not impose any risks on your health, reputation and employment. The surveys will be anonymous thus all participants' names will not be identified during the survey part of the study.

The decision to participate in this study is entirely voluntary. You may refuse to take part in the survey at any time. You have the right not to answer some questions that make you feel uncomfortable or withdraw completely from the survey at any point during the process.

TIME INVOLVEMENT:

Your participation in survey phase will take approximately 20 minutes.

RISKS AND BENEFITS: Since the participants are protected by confidentiality and anonymity of names, there is a minor risk for participants' responses to be detected by colleagues. The benefits which may reasonably be expected to result from this study are an opportunity to reflect and share personal opinion about teacher motivation. The findings of the study may help to improve the school environment and create a more motivational atmosphere within the schools of Kazakhstan. Your decision whether or not to participate in this study will not affect your employment.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work.

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).

ФОРМА СОГЛАСИЯ – Опрос

INFORMED CONSENT FORM – Survey (Russian version)

Изучение мотивации учителей в рамках нынешних школьных реформ в одной школе для одаренных детей в Казахстане.

ОПИСАНИЕ: Вам предлагается участвовать в исследовании, изучающем мотивацию учителя в рамках нынешних школьных реформ в школе для одаренных детей.

На первом этапе исследования вам потребуется заполнить вопросы опроса. Вопросы опроса будут в двух разделах. Первый раздел направлен на определение важности некоторых факторов для мотивации работы учителя. Второй раздел будет посвящен исследованию текущей мотивационной среды в школе. Это исследование не накладывает никаких рисков на ваше здоровье, репутацию и работу. Опрос будет анонимным, поэтому имена всех участников не будут идентифицированы во время опроса.

Решение об участии в этом исследовании полностью добровольное. Вы можете отказаться от участия в опросе в любое время. Вы имеете право не отвечать на некоторые вопросы, которые заставляют вас чувствовать себя некомфортно или полностью отказаться от опроса в любой момент процесса.

ВРЕМЯ УЧАСТИЯ: Ваше участие в этапе опрос займет около 20 минут.

РИСКИ И ПРЕИМУЩЕСТВА: поскольку участники защищены конфиденциальностью и анонимностью имен, значительный риск для участников не существует. Ожидаемые преимущества этого исследования, это возможность отразить и поделиться личным мнением о мотивации учителя. Результаты исследования могут помочь улучшить школьную среду и создать более мотивационную атмосферу в школах Казахстана. Ваше решение, участвовать или нет в этом исследовании, не повлияет на вашу работу.

ПРАВА УЧАСТНИКА: Если вы прочли эту форму и решили принять участие в этом проекте, пожалуйста, поймите, что ваше участие является добровольным, и вы имеете право отозвать свое согласие или прекратить участие в любое время. Альтернативой является не участие. Вы имеете право отказаться отвечать на конкретные вопросы. Результаты этого исследования могут быть представлены на научных или профессиональных собраниях или опубликованы в научных журналах.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

ВОПРОСЫ: Если у вас есть какие-либо вопросы, проблемы или жалобы касательно данного исследования, его процедуры, риски и выгоды, свяжитесь с тезис супервайзором студента.

НЕЗАВИСИМЫЙ КОНТАКТ: Если вас не устраивает то, как это исследование проводится, или если у вас есть какие-либо проблемы, жалобы или общие вопросы об исследовании или ваши права в качестве участника, пожалуйста, свяжитесь с NECGSE Research Committee в gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите это согласие, если вы согласны принять участие в этом исследовании.

- Я внимательно прочитал предоставленную информацию;
- Мне была предоставлена полная информация о цели и процедурах исследования;
- Я понимаю, как будут использоваться собранные данные и что любая конфиденциальная информация будет видна только исследователям и не будет раскрыта никому другому;
- Я понимаю, что я могу отказаться от исследования в любое время без объяснения причин;
- С полным пониманием всех вышеизложенных, я согласен, по собственному желанию, принять участие в этом исследовании.

Дата подписания: _____

Дополнительная копия этой подписанной и датированной формы согласия предназначена для вас.

Согласно Закону Республики Казахстан, лицо в возрасте до 18 лет считается ребенком. Каждому участнику, попадающему в эту категорию, должна быть предоставлена Форма согласия родителей, и она будет подписана, по крайней мере, одним из его родителей (родителей) или опекуна (ов)

САУАЛНАМАҒА ҚАТЫСУ БОЙЫНША КЕЛІСІМ ПАРАҒЫ
INFORMED CONSENT FORM – Survey (Kazakh version)

Қазақстандағы дарынды балаларға арналған мектептегі мұғалімдердің ынтасын ағымдағы мектеп реформалар аясында зерттеу.

СИПАТТАМАСЫ: Сіздерді дарынды балаларға арналған мектепте жұмыс істейтін мұғалімдердің ағымдағы реформалар аясында ынтасын зерттеуге арналған ғылыми зерттеуге қатысуға шақырамын.

Зерттеудің бірінші кезеңі сауалнама сұрақтарын толтыруды талап етеді. Сауалнама сұрақтары екі бөлімнен тұрады. Бірінші бөлім мұғалімнің жұмысқа деген ынталандыруының кейбір факторларын анықтауға бағытталған. Екінші бөлімде мектептегі барлау мотивациялық ортаға баруға назар аударылады. Бұл зерттеу сіздің денсаулығыңызға, беделіңізге және жұмысқа орналасу үшін ешқандай қауіп төндірмейді. Зерттеулер анонимді болады, осылайша барлық қатысушылардың есімдері зерттеудің зерттеу бөлігінде анықталмайды.

Бұл зерттеуге қатысу туралы шешім толығымен ерікті болып табылады. Кез келген уақытта сауалнамаға қатысудан бас тартуға болады. Сіз өзіңізді ыңғайсыз сезінетін немесе процесстің кез-келген нүктесінен сауалнаманы толығымен алып тастай алатын сұрақтарға жауап бермеуге құқығыңыз бар.

ҰЗАҚТЫҒЫ: Сауалдамаға қатысуға шамамен 20 минут уақыт кетеді.

ҚАУІП ЖӘНЕ АРТЫҚШЫЛЫҚТАР: Қатысушылар құпиялылық және атаулардың анонимділігі арқылы қорғалғандықтан, қатысушылар үшін айтарлықтай қауіп жоқ. Зерттеудің бір артықшылығы мұғалімнің мотивациясы туралы жеке пікірімен бөлісу мүмкіндігі болып табылады. Зерттеу нәтижелері мектептегі жағдайды жақсартуға және Қазақстанның мектептерінде мотивациялық ахуал қалыптастыруға көмектесе алады. Бұл зерттеуге қатысу немесе қатыспау туралы шешім сіздің жұмысыңызға әсер етпейді.

ҚАТЫСУШЫНЫҢ ҚҰҚЫҒЫ: Егер сіз осы ақпаратты оқып шығып, осы жобаға қатысуды шешсеңіз, онда сіздің қатысуыңыз ерікті болып табылатындығын және сіздің келісіміңізден кез-келген уақытта қатысудан бас тартуға құқығыңыз бар. Сіз нақты сұрақтарға жауап беруден бас тартуға құқығыңыз бар. Зерттеудің нәтижелері ғылыми немесе кәсіби кездесулерде немесе ғылыми журналдарда жариялануы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

СҰРАҚТАР: Егер сізде осы зерттеу бойынша сұрақтар, мәселелер немесе оның процедуралары, тәуекелдері мен артықшылықтары бойынша шағымдарыңыз болса, осы зерттеумен айналысатын студенттің магистрлік диссертация жетекшісімен хабарласыңыз:

ТӘУЕЛСІЗ БАЙЛАНЫС: Егер сіз осы зерттеудің қалай жүргізілуіне қанағаттанбасаңыз немесе сізде қандай да бір алаңдаушылық, шағым немесе зерттеу немесе қатысушы ретінде сіздің құқықтарыңыз бойынша жалпы сұрақтар болса, NUGSE Ғылыми Комитетіне gse_researchcommittee@nu.edu.kz сайтына хабарласыңыз.

Осы зерттеуге қатысуға келіссеңіз, келісіміңізге қол қойыңыз.

- Берілген ақпаратты мұқият оқып шықтым;
- Маған зерттеудің мақсаттары мен процедуралары туралы толық ақпарат берілді;
- Жиналған деректер қалай пайдаланылатындығын және кез-келген құпия ақпаратты тек зерттеушіге қол жетімді болатынын түсінемін;
- Зерттеуден кез-келген уақытта себеп берместен бас тартуға болатынымды түсінемін;
- Жоғарыда айтылғандарды түсіне отырып, мен өз еркімен осы зерттеуге қатысуға келісемін.

Қолы: _____ күні: _____

Қол қойылған келісім формасының қосымша көшірмесі сіз үшін сақталады.

Қазақстан Республикасының заңнамасына сәйкес 18 жасқа толмаған тұлға бала болып саналады. Осы санатқа енетін кез-келген қатысушыға ата-ананың келісімі берілу керек және оған кем дегенде бір ата-анысының немесе қамқоршысының қолы қойылуға тиіс.

Appendix B

Survey protocol

Survey on teachers' attitude towards motivational environment at school

You are invited to participate in a **research study** exploring teacher motivation under the current school reforms at a school for gifted children. The first phase of the research will require you to fill in the survey questions. The survey questions will be in two sections.

First section aims to identify 'Order of Importance' of some factors for teachers' job motivation.

Second section will focus on exploration current motivational environment at the school.

This study does not impose any risks on your health, reputation and employment. Anonymity will be provided, and all participants' names will not be identified during the survey.

- Please specify by checking the subject you teach

- Kazakh language
- Russian language
- English language
- Mathematics
- Physics
- Computer Science
- Biology
- Chemistry
- Art
- Physical Education

Which factors are important for teachers to be motivated? Put the numbers from 1 – very important to 10- least important next to items.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Salary
Fair treatment
Adequate workload
Flexible work schedule
Friendly relationship with colleagues and students

Comfortable work environment
Professional Status of teacher
Sense of achievement
Recognition of achievements
Socially stable profession

- **The second section** consists of statements to measure your attitude towards the current motivational environment at school. Circle the number that most closely indicates the extent to which the mentioned items are present in your school.
- Circle the correct numeric response to each question

		Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
1.	I am satisfied with my salary.				
2.	Bonus payments motivate me to work more effectively.				
3.	I have sufficient freedom to do what is necessary to help my students achieve the goal.				
4.	I have a flexible work schedule.				
5.	School administration is supportive.				
6.	I have an adequate workload.				
7.	I am fairly treated at school.				
8.	My teaching accomplishments are recognized.				
9.	There are clear rules and procedures at work.				
10.	I receive effective feedback concerning my performance from the school administration.				
11.	Teachers participate in school's decision-making process.				

12.	I have a positive attitude to being observed by the school administration.				
13.	I have a comfortable working environment at school.				
14.	There is overall a positive atmosphere at school.				
15.	The school maintains positive relationship with students for effective learning.				
16.	The school maintains positive relationship between colleagues.				
17.	I feel that I am helping my students to learn.				
18.	My job at this school that is enjoyable and stimulating.				
19.	I am relaxed when I enter the classroom to teach.				
20.	I have a positive attitude toward current educational reforms.				
21.	I voluntarily participate in in-service professional development trainings.				
22.	I have a chance to develop professionally at my school.				
23.	I have a chance to get promoted at my school.				
24.	I have positive attitude towards current educational reforms in education system				

Question 3

What are some examples of factors that motivates you at your work?

Question 4

What are some examples of factors causing demotivation at workplace?

Приложение В

Протокол опроса

Survey protocol (Kazakh and Russian versions)

Обзор отношения учителей к мотивационной среде в школе

Сізді дарынды балаларға арналған мектепте ағымдағы білім реформалар аясында жұмыс істеп жүрген мұғалімнің ынтасын зерттеуге арналған магистрлік зерттеу жұмысына қатысуға шақырамын. Зерттеудің бірінші кезеңі сауалнама сұрақтарын толтыруды талап етеді. Сауалнама сұрақтары екі бөлімнен тұрады. Бірінші бөлім мұғалімдердің жұмысын ынталандыру үшін кейбір факторлардың маңыздылығының деңгейін анықтауға бағытталған. Екінші бөлім қазіргі таңдағы сіз жұмыс жасайтын мектептегі мотивациялық ортаны зерттеуге бағытталған. Бұл зерттеу сіздің денсаулығыңызға, беделіңізге және жұмысыңызға ешқандай қауіп төндірмейді. Анонимділік қамтамасыз етіледі және сауалнама барысында барлық қатысушылардың есімдері анықталмайды.

Вам предлагается принять участие в исследовании, посвященное изучению мотивации учителя в рамках нынешних школьных реформ в школе для одаренных детей. На первом этапе исследования вам потребуется пройти анкетирование. Опрос будет в двух разделах. - Первый раздел направлен на определение «Уровней важности» некоторых факторов мотивации работы учителей. - Второй раздел будет посвящен исследованию текущей мотивационной среды в школе. Это исследование не накладывает никаких рисков на ваше здоровье, репутацию и работу. Будет предоставлена анонимность, и имена всех участников не будут идентифицированы во время опроса.

Жалпы жұмыс өтіліңіз қанша\Укажите ваш стаж работы в качестве учителя

- 1-5 жыл\1-5 лет (1)
- 6-10 жыл\ 6-10 лет (2)
- 10-20 жыл\10-20 лет (3)
- 20-дан жоғары\ 20 и более (4)

Тараз НЗМ-де жұмыс өтіліңіз қанша\ Укажите Ваш стаж работы В НИИШ города Тараз

- 1 айдан- 1 жыл аралығы \1 месяца до 1 года (1)
- 1 жылдан - 2 жыл аралығы/ 1 года до 2 лет (2)
- 3 жылдан -5 жыл аралығы/ от 3 до 5 лет (3)

• **Сіз жүргізетін пәнді көрсетіңіз/Укажите предмет который вы преподаете**

- Қазақ тілі\Казахский язык (1)
- Орыс тілі\Русский язык (2)
- Ағылшын тілі \Английский язык (3)
- Математика (4)
- Физика (5)
- Информатика (6)
- Биология (7)
- Химия (8)
- Тарих және география\экономика (9)
- Өнер (10)
- Дене шынықтыру (11)
- Басқа (12)

- Мұғалімнің жұмыс мотивациясына әсер ететін келесі факторлардың маңыздылығын ретімен орналастырыңыз
Өте маңызды -1 Аса маңызды емес - 10
Орын тәртібін өзгерту үшін жоғары немесе төмен тартыңыз

- Пожалуйста, укажите очередность данных факторов, влияющих на мотивацию работы учителей, используя шкалу
1 = Очень важно 10 = Менее важно.
Перетащите чтобы изменить положение

- _____ Жалақы\зарплата (1)
- _____ Икемді жұмыс кестесі\гибкий рабочий график (2)
- _____ Мөлшерленген жұмыс жүктемесі\нормированная рабочая нагрузка (3)
- _____ Мұғалімнің жұмысына әділеттілікпен қарау\Справедливое отношение к работе учителя (4)
- _____ Әріптестермен, оқушылармен жақсы қарым-қатынаста болу\хорошие отношения с коллегами и учениками (5)
- _____ Ыңғайлы жұмыс ортасы\ Удобная рабочая среда (6)
- _____ Жетіскітердің ескерілуі (ақшалай сыйақы, сертификат, мадақтама)\Быть признанными наградами (премия, сертификаты, грамоты о признании достижений) (7)
- _____ Жетіске жету (оқушылардың немесе мұғалім жетістігі)\ Достижения (собственный успех или успех учеников, прогресс) (8)
- _____ Мұғалімнің кәсіби мәртебесі\профессиональный статус учителя (9)
- _____ Әлеуметтік тұрақтылық\Социальная стабильность (10)

• Екінші бөлімде мектептегі қазіргі мотивациялық ортаға қатысты көзқарасыңызды анықтауға арналған сұрақтарға жауап беруіңізді сұраймын. Сіз мектептегі мотивациялық ортаға қатысты көрсетілген факторлармен қаншалықты дәрежеде келісетіңізді көрсетіңіз. • Әрбір сұраққа дұрыс жауапты көрсетіңіз.

• Второй раздел состоит из утверждений, чтобы измерить ваше отношение к текущей мотивационной среде в школе. Обведите круг, который наиболее точно указывает, в какой степени указанные факторы присутствуют в вашей школе.

	Мүлдем келіспеймін\ Категорически не согласен 1 (1)	Келіспеймін\ Не согласен 2 (2)	Келісемін\ Согласен 3 (3)	Толықтай келісемін\ Полностью согласен 4 (4)
Менің жалақым канағаттанарлық\ Я получаю удовлетворительную зарплату	1	2	3	4
Оқу мақсатына жетуде қажетті іс-әрекет ету еркіндігі бар\ У меня есть достаточная свобода делать то, что необходимо, чтобы помочь моим ученикам достичь цели.	1	2	3	4
Менің жұмыс кестем икемді\ У меня гибкий график работы	1	2	3	4
Мектепте жұмыс жасау ортасы ыңғайлы\ В школе комфортная рабочая среда	1	2	3	4
Мектепте ахуал жағымды\ В школе царит позитивная атмосфера.	1	2	3	4
Мектеп әкімшілігі қолдау көрсетеді\ Администрация школы поддерживает	1	2	3	4
Менің жұмыс жүктеме мөлшерленген\ У меня нормированная нагрузка	1	2	3	4
Мектепте менің жұмысыма әділеттілікпен қарайды\ К моей работе в школе относятся справедливо	1	2	3	4
Қосымша ақшалай сыйақы мені бұрынғыдан да тиімді жұмыс жасауға ынталандырады\ Премияльные выплаты мотивируют меня работать еще более эффективнее	1	2	3	4
Менің оқу жетістіктерім ескеріледі\ Мои учебные достижения признаются	1	2	3	4
Орындалатын жұмыс ережелері анық\ Есть четкие правила и процедуры на работе	1	2	3	4
Мұғалімдер бір-бірін қолдайды\ Учителя поддерживают друг-друга	1	2	3	4

Мен ерікті түрде кәсіби даму тренингтеріне қатысамын\Я добровольно участвую в тренингах по повышению квалификации	1	2	3	4
Мектепте әріптестеріммен тәжірибе алмасып, туындаған сұрақтарды талқылауға жағдай жасалған\ В школе созданы условия для коллаборации с коллегами	1	2	3	4
Өз сабағым жайлы мектеп әкімшілігінен тиімді кері байланыс аламын\ Я получаю эффективную обратную связь относительно моих уроков от школьной администрации	1	2	3	4
Кәсіби дамуыма жағдай жасалған\ В школе созданы условия для профессионального развития	1	2	3	4
Мектепте мансаптық өсуге мүмкіндік жасалынған\ В школе есть возможность для карьерного роста (16)	1	2	3	4
Оқушылармен жақсы қарым-қатынас орнатылған\В школе сформировано положительное отношения с учениками для эффективного обучения	1	2	3	4
Әріптестер арасында жағымды қарым-қатынас орнатылған\ В школе благоприятные отношения между коллегами	1	2	3	4
Мен өзімнің оқушыларыма дамуға көмек жасап жатқанымды сезінемін\ Я чувствую, что помогаю своим ученикам развиваться	1	2	3	4
Мектептегі жұмысым жағымды әрі ынталандырады\ Моя работа в этой школе приятная и стимулирующая.	1	2	3	4
Сыныпқа сабақ беруге кіргенде өзімді еркін сезінемін\ Я чувствую себя комфортно когда преподаю	1	2	3	4
Мектеп әкімшілігінің сабақ	1	2	3	4

бақылауларына оң көзқараспен қараймын\ Я положительно отношусь к наблюдению уроков со стороны администрации школы				
Мұғалімдер мектептегі шешім қабылдау процесіне қатысады\ Учителя участвуют в процессе принятия решений школы	1	2	3	4
Білім саласындағы өзгерістерге оң көзқараспен қараймын\ Я положительно отношусь к реформам в образовании (система оценивания, обновленное содержание образования)	1	2	3	4

Қазір жұмыс жасайтын мектебіңізде (мұғалім ретінде) сізді не ынталандырады?\
 Что для Вас (как учителю) является мотиватором в вашей работе в данной школе?

Қазір жұмыс жасайтын мектебіңізде мұғалім ретінде сіз үшін не демотивация? Что для Вас является демотиватором в вашей работе в данной школе?

Appendix C

Interview protocol

Research title: Exploring teacher motivation under the current school reforms in one school for gifted children in Kazakhstan.

Time of interview:

Date:

Place:

Interviewee:

Good morning\Good afternoon dear I would like to thank you for your participation. I believe your contribution will be valuable to this research and help to improve our professional practice. The goal of this study is to discover teachers' attitudes towards the motivational environment at school. The findings of this study will be shared with the community stakeholders who are interested in this topic. Certainly, confidentiality of responses is my utmost concern and no names will be indicated during the study. The interview will be audio recorded with your permission and stored in a password protected computer. It will be transcribed and at which time your real name will be replaced with a pseudonym. The interview will take approximately 40 minutes. Before we start, I would like you to read the consent form one more time and sign it.

Interview questions:

1. How old are you?
2. What subject do you teach?
3. How long have you been teaching?
4. How long have you taught in the system at your current school?
5. Why did you choose to become a teacher?
6. Do you think you are a motivated/de-motivated teacher? Why (What factors affect your motivation level)?
7. Why is it important for teachers to be motivated?
8. Do you think that your team members are motivated when their achievements are recognized by rewards?
9. What kind of rewards do you think are more rewarding?

10. What do you think about performance based bonus payments for teachers?
11. How does the school maintain a motivational environment at the workplace?
12. What could be done to better promote teacher motivation?

Note : since the interview format is semi-structured, some follow-up questions may be asked during the interview to receive in-depth answers

Протокол интервью

Interview protocol (Russian version)

Название исследования: изучение мотивации учителей в рамках текущих школьных реформ в одной школе для одаренных детей в Казахстане.

Время интервью:

Дата:

Место:

Респондент:

Доброе утро \ Добрый день, дорогой Я хотел бы поблагодарить вас за ваше участие. Я считаю, что ваш вклад будет полезен для этого исследования и поможет улучшить нашу профессиональную практику. Цель этого исследования - выявить отношение учителей к мотивационной среде в школе. Результаты этого исследования будут распространены среди заинтересованных сторон сообщества, заинтересованных в этой теме. Разумеется, конфиденциальность ответов является моей главной заботой, и никакие имена не будут указаны во время исследования. Интервью будет записываться на диктофон с вашего разрешения и сохранено на компьютере с защитой паролем. Он будет транскрибирован и в это время ваше настоящее имя будет заменено псевдонимом. Интервью займет около 40 минут. Прежде чем мы начнем, я хотел бы, чтобы вы снова прочли форму согласия и подпишите ее.

Интервью:

1. Сколько вам лет?
2. Какой предмет вы преподаете?
3. Как долго вы работаете учителем?
4. Как долго вы преподавали в системе в вашей нынешней школе?
5. Почему вы решили стать учителем?
6. Считаете ли вы, что вы мотивированный / де-мотивированный учитель? Почему (Какие факторы влияют на ваш уровень мотивации)?
7. Почему для учителей важно мотивировать?
8. Считаете ли вы, что ваши коллеги мотивированы, когда их достижения признаны наградами?
9. Какие награды вы считаете более мотивирующими?

10. Что вы думаете о премиальных выплатах учителей за производительность?
11. Как школа поддерживает мотивационную среду на рабочем месте?
12. Что можно сделать для лучшего поощрения учителей?

Примечание: поскольку формат интервью является полуструктурированным, в ходе интервью могут быть заданы некоторые последующие вопросы для получения подробных ответов.

Сұхбат хаттамасы

Interview protocol (Kazakh version)

Зерттеу тақырыбы: Қазақстандағы дарынды балаларға арналған мектептегі мұғалімдердің ағымдағы мектеп реформалар аясында нтасын зерттеу.

Сұхбат уақыты:

Күні:

Орны:

Сауалнама жүргізушісі:

Сәлеметсіз бе, құрметті сұхбатқа қатысушы! Сіздің қатысуыңыз үшін алғыс айтқым келеді. Сіздің осы зерттеуге қосатын үлесіңіз өте бағалы және біздің кәсіби тәжірибемізді жақсартуға көмектеседі. Зерттеудің мақсаты мұғалімдердің мектептегі мотивациялық жағдайға деген көзқарасын анықтау болып табылады. Зерттеудің нәтижелері осы тақырыпқа қызығушылық танытқан мүдделі тараптармен бөлісіледі. Әрине, жауаптардың құпиялылығы сақталып, зерттеу кезінде ешқандай есімдер көрсетілмейді. Сұхбат сіздің рұқсатыңызбен аудио жазылып, құпия сөзбен қорғалған компьютерде сақталады. Ол транскрипцияланады және сіздің нақты атыңыз басқа есіммен ауыстырылады. Сұхбат шамамен 40 минутқа созылады. Бастамас бұрын, келісім-шартты тағы бір рет оқып, оған қол қоюыңызды сұраймын.

Сұрақ қою:

1. Сіздің жасыңыз нешеде?
2. Сіз қандай пәнді оқытасыз?
3. Сіз мұғалім ретінде жалпы тәжірибеңіз неше жыл?
4. Қазіргі мектептегі жүйесінде қанша уақыт қызмет етіп келесіз?
5. Сіз неге мұғалім болуды таңдадыңыз?
6. Сіздің ойыңызша, сіз өзіңізді ынтасы жоғары / ынтасы төмен мұғалім деп санайсыз ба? Неге (мотивация деңгейіне қандай факторлар әсер етеді)?
7. Неге мұғалімдерді ынталандыру маңызды?
8. Сіздің жетістіктеріңіз марапаттармен танылған кезде ынталанасыз ба?
9. Сіз қандай сыйақыларды тиімдірек деп санайсыз?
10. Мұғалімдерге арналған жұмыс нәтижесі негізінде бонустық төлемдер туралы не ойлайсыз?

11. Сіз жұмыс істейтін мектепте мотивациялық ахуал қалай іске асырылады?

12. Мұғалімнің мотивациясын жақсарту үшін не істеуге болады?

Ескерту: әңгімелесу кезіндегі сұрақтар форматы тұрақты бекітілген болғанымен, сұхбаттасу барысында тереңірек жауап алу үшін кейбір сұрақтар қоюы мүмкін.

Appendix D

Recruitment of Research Subjects

Research title: Exploring teacher motivation under the current school reforms in one of the schools for gifted children in Kazakhstan.

Invitation:

Let me introduce myself. My name is.... I am a second year student of Master's Program in Education Leadership (school education) at Graduate School of Education of Nazarbayev University in Astana as well as your teaching colleague. Currently I am in the process of doing my thesis on "Exploring teacher motivation under the current school reforms in one of the schools for gifted children in Kazakhstan". This study focuses on identifying teachers' job motivational factors as well as attitudes of teachers towards the current motivational environment at their school. Your school has been chosen as a suitable research platform due to the fact that major school reforms are piloted in this school prior being mainstreamed. The findings of the study may be published in journals and presented at conferences.

The research includes a collection of quantitative and qualitative data. Firstly, participants of the research will be asked to take part in anonymous survey where they will be asked 30 questions which may take 30 minutes. The survey questions will be in two sections. In first section, the participants will rate the level of importance of certain motivational factors using a scale of 0 = Not at all important to 5 = Very important. The second section will ask participants to indicate the number that most closely shows the extent to which items is present in your school. In case you feel uncomfortable to take part in survey, you may withdraw yourself.

Furthermore, once the survey data will be collected and analysed some of you may be invited to participate in an interview lasting for about 40 minutes. The interview will include 10-15 open-ended questions. You may be also asked some follow-up questions to elaborate your responses. Your answers will be audio recorded with your permission. Prior conducting the interview, you will be asked to sign informed consent forms. No names will be identified during discussions of findings of the study. You may stop the interviewing process at any time or skip some questions you feel uncomfortable to answer.

The participation in this study has only minimal risks as the participants' name on the survey is totally anonymous. The interview transcripts will also be de-identified to protect confidentiality of participants. All derived information will be stored in password protected computer, and no one except me will have an access to data.

The study allows you reflect on your professional practice and share your opinion on current work environment at school. This data can be used to promote teachers' job motivation at schools.

In case you find the participation in this study appealing and have questions, or you have some concerns regarding risks and procedures, please contact me or my thesis supervisor:

Researcher:

Contact details:

Research supervisor: