



An Analysis of the Relationship Between Professional Autonomy and Professional Motivation of Teachers

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Abstract

The aim of this research is to examine the relationship between teachers' professional autonomy and motivation levels. The sample of this research, which was conducted using correlational survey design, consists of 282 teachers working across Turkey in the 2021-2022 academic year who were sampled by the disproportionate cluster sampling method. "Teacher Autonomy Scale" and "Teacher Vocational Motivation Scale" were used as data collection tools. In the analysis of the data, t-test, one-way analysis of variance, Pearson Product-Moment Correlation Coefficient and Regression Analysis were used. The results of the research yielded that teachers' professional autonomy and motivation levels are high. It is found that teachers exhibited autonomy in the sub-dimensions of teaching autonomy, curriculum autonomy, professional development and professional communication autonomy, respectively. It has been revealed that teachers consider the physical facilities of the school, intramural and extramural factors, and the aspects of professional development and prestige as the factors affecting motivation. In terms of variables, significant differences were found in the professional autonomy and motivation levels of teachers according to gender, field, graduation and seniority. Finally, moderate positive and significant relationships were identified between the professional motivation of teachers and their autonomy, and the predictive relationships between these variables are also examined. In line with these results, it has been found that all sub-dimensions of teacher autonomy (teaching, curriculum, professional development, and professional communication autonomy) are significant predictors of physical facilities which is one of the teacher motivation sub-dimensions. Therefore, it can be stated that when teachers who can act autonomously both in educational practices and in professional development and communication fields are provided with qualified physical opportunities, their motivation levels increase, too. In order to increase teacher motivation, it is recommended to support teachers' autonomous behaviors in the educational process and their autonomy in the fields of professional development and communication.

Keywords

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Introduction

Teachers, who are one of the important stakeholders of education, have multiple requisites in the school context. One of the most vital of these requisites is autonomy (Ryan & Deci, 2000). The need for autonomy refers to a sense of initiative and the ability to decide whether to take part in a particular activity (Santana-Monagas, Núñez, Loro, Huéscar, & León, 2022). Here, there is an independence regarding an external audit which is determined by legal procedures and special laws. Teacher autonomy refers to the space of freedom that teachers have while fulfilling their duties. In this autonomy, teachers have the authority to make decisions and take responsibility so that they can exert their competence and professionalism in their knowledge, skills, and behaviors (Üzüm, 2014). Teacher autonomy, as in many professions, means that teachers have a say and take responsibility in the planning, implementation and evaluation of activities related to teaching and school issues. An autonomous teacher uses unique instructional materials in accordance with the interests and needs of the students and acts freely while implementing the contents with his own methods and techniques (Yurtseven & Hoşgörür, 2021). However, the fact that teachers and their practices are autonomous do not mean that they are independent of the school structure. Teachers can share their new educational practices with their colleagues so that these practices become widespread (Avcı, 2020).

Another concept that affects the quality of educational environments is motivation. Motivation determines the reason why people decide to do something, how long people are willing to sustain the activity and how hard they are going to pursue the activity (Han & Yin, 2016). Teacher being one of the main constituents of educational practices, it is impossible to achieve success and progress in an environment where there is a lack of teacher's competence and motivation (Yarım & Ada, 2021). Therefore, it is vital that teachers have motivation that will enable school organizations to achieve their goals (Güneş & Köse, 2021). Studies also show that increasing teacher motivation benefits both the teacher and the student (Affuso et al., 2022; Hasibuan, 2022; Mašková, Mägdefrau, & Nohavová, 2022). Teachers' having a positive perception of the system and the student will not only increase their own efficiency and professional satisfaction but will also enable students to be active in the educational processes and increase their performance (Ilgar, 2004).

Although there are many concepts that affect the autonomy of teachers, motivation is one of the most crucial ones (Koka, Tilga, Hein, Kalajas-Tilga, & Raudsepp, 2021). It is seen that motivation of teachers who can act autonomously is also affected positively (Hornstra, Stroet, & Weijers, 2021). For instance, in a study conducted by Skaalvik and Skaalvik (2009), researchers concluded that teacher autonomy has a positive effect on teachers' motivation and emotional well-being. In their research which examined the relationship between teacher and student motivation and their autonomy, Ahn, Ming Ming, and Patrick (2021) also found a positive correlation between the autonomy and motivation of teachers and students. In addition, according to Reeve and Cheon (2021), when autonomy is supported in educational processes, intrinsic motivation increases for both teachers and students, and thus, the capacity of the person to internalize the focus area increases. In the light of these, teacher autonomy and motivation, which are considered interrelated, seem to be highly significant for educational experiences, and can directly affect these experiences.

In the international literature which discusses the correlation between teacher autonomy and motivation, a limited number of studies can be reached. Moreover, it is seen that these studies generally focus on variables such as teachers' perception of work and time, emotional status, and teacher autonomy is considered as a single dimension. In this study, teacher autonomy and motivation were discussed both holistically and along with their sub-dimensions, and the effect of demographic variables was also examined because a complex array of factors affects the motivation, autonomy, and job satisfaction of teachers. These factors can be categorized as intrinsic, extrinsic, and demographic factors (Gupta & Gehlawat, 2013). Intrinsic factors are related to the psychology of the individual and include resources such as the ability to act autonomously and independently. Working conditions beyond the individual's control, opportunities to interact with colleagues, job security and legal rights are extrinsic factors. Finally, variables such as personality, level of formal education, intelligence and

abilities, age, marital status constitute demographic factors; and all these factors play an important role in determining teachers' job satisfaction, autonomy and motivation (Gupta & Gehlawat, 2013; Han & Yin, 2016; Pearson & Moomaw, 2005). However, in the national literature, no research on this subject has been found. For this reason, it is expected that this study, which is carried out to identify the relationship between teacher autonomy and motivation, will contribute to the provision of data for the institutions and organizations that are policy makers in education and the program developers and researchers in this field.

Professional Autonomy of Teachers

In the field of education, in the last two decades, the tendency to support autonomous behaviors draws attention (Smith, 2000). This tendency, which emphasizes autonomous behaviors in education, first emerged in areas where self-learning is prevalent such as non-formal education and language education; however, it is seen that later, it is encouraged in the field of formal education as well (Lamb, 2008). When the contributions of researchers on this subject are examined to explain the theoretical background of autonomy, it is seen that autonomy is not an "all or none" concept. Autonomy may be present in some aspects of a person's life and not in other individuals. Individuals can have varying degrees of autonomy which is influenced by age and maturity. Besides, autonomy is a characteristic that can be developed. The essential elements for autonomy can be listed as responsibility, awareness of one's needs, motivation, critical thinking, self-evaluation, and some degree of freedom. It can be said that the focal point of autonomy is to direct individuals to lifelong learning, to face the challenges of modern life and to learn beyond formal education. At this point, it should not be surprising to contemplate that in order to be lifelong learners in constantly changing social structures, the autonomous behaviors that are encouraged in students should also be expected of teachers (Benson, 2010; Ramos, 2006; Wilches, 2007).

Teacher autonomy is a concept viewed with skepticism by politicians, state legislators and program developers, and can be characterized as 'teacher power' (Webb, 2006). According to Öztürk (2011), this power can be expressed as teachers' having a certain space of authority and freedom in issues related to their profession. According to Pearson and Hall (1993), teacher autonomy consists of two dimensions. In the first dimension, there is general autonomy, which refers to classroom behavior standards and discretion at work, and in the second aspect, there is curricular autonomy which covers activity and material selection and instructional planning. On the other hand, according to Frostenson (2015), teachers' professional autonomy can be discussed in three forms: general, individual, and collegial autonomy. "General professional autonomy includes the frameworks of professional activity, with reference to how the educational system is organized, laws, teacher preparation programs, curricula, and processes. The power to control the working conditions of teachers by influencing how the school is run overall is known as general professional autonomy. Individual autonomy can be defined as the capacity of the individual to affect the framework, content, and controls of the teaching practice." Individual autonomy can be seen as the capacity to affect the contents, frameworks, and restrictions of the educational process. Here, there is the authority to choose the pedagogical approach and teaching materials to be applied, to decide on the temporal and spatial conditions of the work, and to evaluate the teaching process from a professional perspective. In collegial autonomy, there is solidarity and unity of action among colleagues in relation to professional working life, even at the local level. In the process of education, joint decisions are tried to be made on what to do and how to evaluate what has been done (Frostenson, 2015; Schwimmer & Maxwell, 2017). Nevertheless, when the common practices are analyzed on the basis of countries, it is revealed that educational objectives, content and standards are determined by national programs, and teachers can only be autonomous in choosing methods (Šteh & Požarnik, 2005).

It may be considered that when teachers are held accountable to an external authority rather than themselves, their colleagues and professional associations, the quality of the education would be weakened. In many countries, it can be seen that teacher autonomy is restricted by legal procedures and top-down pressure from school administrations (Berry, 2012). In the context of Turkey, the national

educational policies in practice and the limited participation of teachers in administrative processes as a reflection of these policies make it difficult to exert autonomy (Buyruk & Akbaş, 2021). At this point, the studies of Çolak and Altınkurt (2017) that measure teacher autonomy in many aspects stand out. Teacher autonomy scale, as developed by Çolak and Altınkurt (2017) and is used in this study, classifies teacher autonomy as teaching, curriculum, professional development, and communication autonomy. In teaching autonomy, there are elements such as the teacher's own decision of how much time to allocate on which activities in the lessons, choosing the teaching methods and techniques to be used in the lessons, and assessment and evaluation approaches. In curriculum autonomy, teachers rearrange the curriculum (in terms of content, outcomes, etc.) according to the needs of the students. Professional development autonomy includes the voluntary participation of the teachers in scientific meetings and in-service training related to their subject matter. Finally, in professional communication autonomy, teachers can freely communicate with parents and colleagues. At this point, it is seen that teacher autonomy emerges as an important concept in the educational process. Therefore, to increase the performance of teachers in all aspects and for a qualified education, teachers should be allowed to be autonomous in many areas, primarily their professional activities, and their working conditions should be reconstructed (Fitzgerald, Youngs, & Grootenboer, 2003; Hyslop-Margison & Sears, 2010).

Teacher Motivation

There are many factors that affect the quality of work done by employees. The qualities of the individual, attitude towards the profession, competence, professional skills, leadership capacity and motivation to work can be listed among these. Motivation, which is one of these factors, is basically a process that explains the intensity, direction and persistence of an individual's effort to reach a goal (Robbins & Judge, 2008). According to Hasibuan (2010), motivation is the action that provides the driving force to the work that a person does by using all his potential to cooperate, work effectively and achieve satisfaction. People who have high motivation have some salient characteristics such as doing things as good as possible, doing something to achieve success, completing tasks that require effort and skills, desire to specialize in a particular subject matter, completing a difficult task with satisfactory results, being occupied with doing something meaningful (Sudarjat, Abdullah, & Sunaryo, 2015). When considered in the context of education, motivation can be considered as one of the important factors that affect teachers' reaching their goals and providing a qualified education. Modern societies require not only knowledgeable but also highly motivated teachers who are committed to their profession and sincere in their efforts to benefact the society (George & Sabapathy, 2011). Today, it is known that teacher motivation has become one of the important factors to determine the quality of the learning process at school (Azizah, 2016). Like all other employees, if teachers are not motivated, their performance may decrease, and they may become inefficient while they are productive (Shah, Rehman, Akhtar, Zafar, & Riaz, 2012). Therefore, the teacher, who shares knowledge and love with the students, must have a positive mood and motivation to create a healthy educational environment (Andriani, Kesumawati, & Kristiawan, 2018).

For the students who idealize teachers and try to imitate them in the learning process, teachers stand at a very important point. Teacher motivation is affected by many factors. Some of these factors are personal/social factors, classroom environment, socio-economic status, students' behavior, exam stress, rewards/incentives, self-confidence/teacher's personality (Alam & Farid, 2011). On the other hand, in their research measuring teacher motivation, Karabağ Köse, Karataş, Küçükçene, and Taş (2020), revealed the factors affecting teacher motivation in four sub-dimensions: intramural factors, extramural factors, physical opportunities, and professional development and prestige. Intramural factors include professional and personal communication that teachers have established with students, colleagues and administrators within the school, students' success etc. Extramural factors are mostly related to national education policies such as curriculum, textbooks, workload, and wages. In the dimension of professional development and prestige, there are motivation levels of teachers deriving from factors such as love for the profession, prestige of the profession and being open to development. Physical facilities dimension covers factors such as the quality of physical environments and accessibility to equipment and educational technologies. This scale was preferred to be used in this study because it is both up-to-date and is adapted to the Turkish culture.

While there is a very limited number of studies in the international literature that deal with teacher motivation and autonomy together and examine the relationship between these two concepts (Pearson & Moomaw, 2005; Sarrazin, Tessier, Pelletier, Trouilloud, & Chanal, 2006; Sosic-Vasic, Keis, Lau, Spitzer, & Streb, 2015; Stockwell, & Reinders, 2019), at the national level no studies could be found. Teacher motivation and autonomy are seen as key components that can affect the efficiency of the educational process. It is expected that with this research, the effects of these factors that affect teacher efficacy will be clearly revealed and this will shed a light for the legal regulations to be made in the future. For this reason, the research is considered important as it tries to identify the motivation and autonomy levels of teachers and to explain the relationship between these two variables, which constitutes the main problem of the research. In this context, in hopes to contribute to the fulfillment of a fundamental gap in literature, the aim of this research is to examine the relationship between teachers' professional autonomy and motivation through various variables. For this purpose, answers to the following questions were sought:

1. What are the professional autonomy and motivation levels of teachers?
2. Do teachers' professional autonomy and motivation levels show a statistically significant difference based on their gender, subject matter, graduation and seniority variables?
3. Is there a significant relationship between teachers' professional autonomy and motivation levels?
4. Is teachers' professional autonomy a significant predictor of teacher motivation?

Method

Research Model

This research, which deals with the professional autonomy and motivation of teachers, was designed using correlational survey model. In correlational studies, statistical tests are used in order to determine the level of the relationship between two or more variables, and in this process statistical comparisons are conducted for the scores of each sample (Tekbiyık, 2014).

Population and Sample

The population of the research consists of 2,552 teachers working in the central district of Malatya province in the 2021-2022 academic year. Disproportionate cluster sampling technique was used to determine the sample of this study. The standard deviation of 0.46, which was obtained by analyzing some of the initial data collected, was added to the sample size formula, and as a result, the sample size was calculated as 292 at approximately 95% confidence level. As a matter of fact, since the lower limits may vary in determining the sample size, the variance estimations obtained in previous similar studies can be used, or the sample size can be calculated by embedding the parameters (t-table value, standard deviation) derived from the partially collected data into the formula (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2014). Afterwards, 10 data that did not show normal distribution were removed from the data set, and the data of 282 people were considered valid. Data were collected using online forms. Although in-person data collection methods are generally more common when collecting research data, if there is a geographical distance with the participants or there is no opportunity to meet face-to-face due to various problems, taking into account the possibility of losing data, other data collection alternatives (e.g. e-mail, online tools, telephone) can be utilized (Ersoy, 2019; Meho, 2005). 66% (n= 186) of the teachers participating in the research were women and 34% (n= 96) were men. The distribution of teachers according to their seniority was 1-5 years (5.7%; n= 16), 6-10 years (16.3%; n= 46), 11-15 years (33.3%; n= 94), 16-20 years (25.2%; n= 71) and 21 years and over (19.5%; n= 55). 19.5% (n= 55) of the participants were primary school teachers and 80.5% (n= 225) were subject teachers. According to their graduation, 75.2% of the teachers had undergraduate degrees (n= 212), and 24.8% (n=70) had graduate degrees.

Data Collection Tools

The “Teacher Autonomy Scale” developed by Çolak and Altınkurt (2017) and the “Teacher Professional Motivation Scale” developed by Karabağ Köse et al. (2020) were used in this research.

Teacher Autonomy Scale: The scale developed by Çolak and Altınkurt (2017) was applied to a sample of 257 teachers. The options in the five-point Likert type scale are graded from “Never” to “Always”. The scale consists of 17 items, and 4 dimensions which are “Teaching Autonomy”, “Curriculum Autonomy”, “Professional Development Autonomy” and “Professional Communication Autonomy”. The factor loads of the items vary between .56 and .86. The Cronbach's Alpha values of the scale were calculated as .82 for the “Teaching Autonomy” dimension, .82 for the “Curriculum Autonomy” dimension, .85 for the “Professional Development Autonomy” dimension, .78 for the “Professional Communication Autonomy” dimension, and .89 for the whole scale. The variance explained by all four factors together is 63.84%. The goodness-of-fit indices obtained by confirmatory factor analysis (CFA) are as follows: ($\chi^2/df = 2.23$, GFI = .90, AGFI = .86, RMSEA = .06, SRMR = .06, CFI = .97, IFI = .97, NFI = .94, NNFI = .96, PGFI = .66.). Thus, it was ascertained that the scale was sufficient for model fit. For the data of this study, Cronbach's Alpha of the scale was calculated as .85 for “Teaching Autonomy”, .80 for “Curriculum Autonomy”, .79 for “Professional Development Autonomy”, .77 for “Professional Communication Autonomy”, and .88 for the whole scale. In line with the data obtained, the goodness-of-fit indices obtained by confirmatory factor analysis (CFA) are as follows: ($\chi^2/df = 2.83$, GFI = .89, AGFI = .85, RMSEA = .04, SRMR = .04, CFI = .98, IFI = .98, NFI = .91, NNFI = .93, PGFI = .64).

Teacher Professional Motivation Scale: The scale which was developed by Karabağ Köse et al. (2020) was applied to a sample of 1054 teachers. The options in the five-point Likert type scale are graded from “strongly disagree” to “strongly agree”. The scale consists of 25 items and 4 dimensions which are “Physical Facilities”, “Intramural Factors”, “Extramural Factors” and “Professional Development and Prestige”. The factor loads of the items range from .57 to .83. Cronbach's Alpha value of the scale was calculated as .78 for the “Physical Facilities” dimension, .90 for the “Intramural Factors” dimension, .81 for the “Extramural Factors” dimension, .76 for the “Professional Development and Prestige” dimension and .90 for the whole scale. The variance explained by the four factors together is 58.03%. The goodness-of-fit indices obtained by confirmatory factor analysis (CFA) are as follows: ($\chi^2/df = 2.17$, GFI = .86, AGFI = .85, RMSEA = .06, SRMR = .06, CFI = .93, IFI = .97, NFI = .91). Thus, it was settled that the scale was sufficient for model fit. With the data of this study, Cronbach's Alpha of the scale was calculated as .82 for the “Physical Facilities” dimension, .85 for the “Intramural Factors” dimension, .80 for the “Extramural Factors” dimension, .79 for the “Professional Development and Prestige” dimension and .89 for the whole scale. The goodness-of-fit indices obtained by confirmatory factor analysis (CFA) are as follows: ($\chi^2/df = 2.49$, GFI = .89, AGFI = .84, RMSEA = .06, SRMR = .06, CFI = .92, IFI = .95, NFI = .90).

Data Analysis

The normality test of the scales was performed using the coefficients of skewness and kurtosis and the Kolmogorov Smirnov Test. The coefficients of skewness-kurtosis between -1.5 and +1.5 indicate that the distribution is normal (Tabachnick & Fidell, 2013). The coefficients of skewness-kurtosis are as follows: (Kurtosis for teaching autonomy: .602, skewness: .025; Kurtosis for curriculum autonomy: .721, skewness: .122; Kurtosis for professional development autonomy: .833, skewness: .241; Kurtosis for professional communication autonomy: .778, skewness: .024; Kurtosis for Teacher Autonomy Scale: .674, skewness: .136); (Kurtosis for Physical Facilities: .924, skewness: .241; Kurtosis for intramural factors: .572, skewness: .049; Kurtosis for extramural factors: .658, skewness: .146; Kurtosis for professional development and prestige: -.517, skewness: .068; Kurtosis for Teacher Professional Motivation Scale: -.529, skewness: .079). Accordingly, it was determined that the data showed a normal distribution.

Descriptive statistics were used to examine the demographic characteristics of the participants. Independent Samples t-Test was used in order to examine whether the professional autonomy and motivation levels of teachers differ significantly according to gender, subject matter, graduation and

seniority variables. To compare the scores of the teachers according to their professional seniority, One-way analysis of variance was used. Pearson Correlation Coefficient Analysis was used to determine the relationships between teachers' professional autonomy and motivation levels. In addition, in order to facilitate the interpretation of the data and determine the level of teachers' participation in the items of the scales, the number of options - 1/number of options formulae was used (Strongly disagree 1.00-1.80, Disagree 1.81-2.60, Moderately agree 2.61-3.40; Agree 3.41-4.20; Strongly agree 4.21-5.00). The predictor variable of the study was determined as teacher autonomy (teaching, curriculum, professional development, and professional communication autonomy), while the dependent variable was determined as teacher motivation (physical facilities, intramural factors, extramural factors, professional development and prestige), and in order to examine the predictive power of teacher autonomy on teachers' motivation levels, Multiple Linear Regression Analysis was performed.

Findings

In this section, teachers' views on their autonomy are presented in line with the sub-problems.

What is the distribution of the professional autonomy and motivation scale scores of teachers?

Table 1 shows the results regarding the distribution of the teachers' scores from the scales of professional autonomy and motivation:

Table 1. Descriptive Statistics of Teachers' Scores from Professional Autonomy and Motivation Scales by Dimension

Scale	Dimensions	\bar{x}	Rate	Ss
Teachers' Professional Autonomy	Teaching Autonomy (TA)	3.94	Agree	.74
	Curriculum Autonomy (CA)	3.62	Agree	.81
	Professional Development Autonomy (PDA)	3.73	Agree	.89
	Professional Communication Autonomy (PCA)	4.05	Agree	.96
Teachers' Professional Motivation	Physical Facilities (PF)	3.48	Agree	.74
	Intramural Factors (IF)	4.09	Agree	.81
	Extramural Factors (EF)	3.76	Agree	.89
	Professional Development and Prestige (PDP)	4.17	Agree	.96

When Table 1 is examined, the averages of the teachers' scores from the professional autonomy scale based on dimensions were found as \bar{x} = 3.94 for the Teaching Autonomy (TA) sub-dimension, \bar{x} = 3.62 for Curriculum Autonomy (CA) sub-dimension, \bar{x} = 3.73 for Professional Development Autonomy (PDA) sub-dimension, and \bar{x} = 4.05 for Professional Communication Autonomy (PCA) sub-dimension. When ranges were considered, it was seen that teachers' opinions on professional autonomy were at the level of "Agree" for all sub-dimensions. Table 1 shows that the averages of the teachers' scores from the professional motivation scale based on dimensions are \bar{x} = 3.48 for the Physical Facilities (PF) sub-dimension, \bar{x} = 4.09 for the Intramural Factors (IF) sub-dimension, \bar{x} = 3.76 for the Extramural Factors (EF) sub-dimension, and \bar{x} = 4.17 for the Professional Development and Prestige (PDP) sub-dimension. When score ranges were considered, it was seen that teachers' opinions on professional motivation were at the level of "Agree" for all sub-dimensions.

Do teachers' professional autonomy and motivation differ in terms of gender, subject matter, graduation, and seniority?

To find out whether the professional autonomy and motivation scores of the teachers differ in terms of gender, subject matter and graduation, an independent samples t-test was conducted, and one-way analysis of variance was applied to determine whether there was a difference in the scores in terms of teachers' professional seniority. The findings are presented in the tables below. The t-test results of teachers' professional autonomy and motivation scale scores according to gender, subject matter and graduation are shown in Table 2, Table 3 and Table 4.

*Gender***Table 2.** t-Test Results of Teachers' Professional Autonomy and Motivation Scale Scores by Gender

Scale	Dimensions	Gender	N	\bar{x}	Ss	Sd	t	p
Teachers' Professional Autonomy	TA	F	186	4.04	0.82	280	3.01	.089
		M	96	3.76	0.50			
	CA	F	186	3.78	0.87	280	4.75	.003*
		M	96	3.31	0.56			
	PDA	F	186	3.88	0.89	280	4.01	.225
		M	96	3.44	0.82			
PCA	F	186	4.23	0.89	280	4.63	.003*	
	M	96	3.69	0.99				
Teachers' Professional Motivation	PF	F	186	3.65	0.61	280	7.31	.000*
		M	96	3.15	0.40			
	IF	F	186	4.20	0.39	280	5.41	.000*
		M	96	3.89	0.55			
	EF	F	186	3.86	0.67	280	3.51	.001*
		M	96	3.56	0.66			
PDP	F	186	4.28	0.52	280	4.54	.000*	
	M	96	3.95	0.66				

*p<.05

In Table 2, when the scores of teachers from the scale of professional autonomy were examined based on sub-dimensions; according to the gender variable, significant differences were found in favor of female teachers both in the Curriculum Autonomy (CA) ($t=4.75$; $p<.05$) sub-dimension ($\bar{x}= 3.78$) and in the Professional Communication Autonomy (PCA) ($t=4.63$; $p<.05$) sub-dimension ($\bar{x}= 4.23$). When the scale of professional autonomy was examined as a whole based on the gender of the teachers [$t_{(280)}=5.57$; $p<.05$], a significant difference was found between male teachers ($\bar{x}=3.55$; $S=.55$) and female teachers ($\bar{x}=3.98$; $S=.64$) in favor of female teachers.

In Table 2, when the scores of teachers from the professional motivation scale were examined based on sub-dimensions; significant differences in terms of gender were found in favor of female teachers ($\bar{x}= 3.65$; $\bar{x}= 4.20$; $\bar{x}= 3.86$; $\bar{x}= 4.28$) respectively in the sub-dimensions of Physical Facilities (PF) ($t=7.31$; $p<.05$), Intramural Factors (IF) ($t=5.41$; $p<.05$), Extramural Factors (EF) ($t=3.51$; $p <.05$) and Professional Development and Prestige (PDP) ($t=4.54$; $p<.05$). When the professional motivation of the teachers was analyzed according to their gender [$t_{(280)}=6.86$; $p<.05$] for the whole scale, a significant difference was found between male teachers ($\bar{x}=3.64$; $S=.44$) and female teachers ($\bar{x}=4.00$; $S=.40$) again in favor of female teachers.

*Subject Matter***Table 3.** t-Test Results of Teachers' Professional Autonomy and Motivation Scale Scores by Subject Matter

Scales	Dimensions	Subject Matter	N	\bar{x}	Ss	Sd	t	p
Teachers' Professional Autonomy	TA	Primary S.	55	4.12	0.60	280	2.00	.046*
		Subject	227	3.90	0.76			
	CA	Primary S.	55	3.69	0.98	280	.647	.518
		Subject	227	3.61	0.77			
	PDA	Primary S.	55	3.50	0.78	280	-2.09	.057
		Subject	227	3.79	0.91			
	PCA	Primary S.	55	4.12	0.98	280	.657	.512
		Subject	227	4.03	0.95			
Teachers' Professional Motivation	PF	Primary S.	55	3.29	0.48	280	-2.68	.008*
		Subject	227	3.52	0.61			
	IF	Primary S.	55	4.02	0.28	280	-1.26	.208
		Subject	227	4.11	0.51			
	EF	Primary S.	55	3.77	0.41	280	.155	.877
		Subject	227	3.75	0.73			
	PDP	Primary S.	55	4.15	0.52	280	-.216	.829
		Subject	227	4.17	0.60			

*p<.05

In Table 3, when the scores obtained by the teachers from the professional autonomy scale according to the subject matter they work in were examined based on sub-dimensions; a significant difference was found in favor of primary school teachers ($\bar{x}= 4.12$) in the sub-dimension of Teaching Autonomy (TA) ($t=2.00$; $p<.05$). When the professional autonomy of the teachers according to their subject matter was examined for the whole scale, no significant difference was found [$t_{(280)} = .299$; $p>.05$].

When the scores of the teachers from the professional motivation scale were examined; only in the sub-dimension of Physical Facilities (PF) ($t=-2.68$; $p<.05$), a significant difference was found in favor of subject teachers ($\bar{x}= 3.52$). When the professional motivations of the teachers according to their subject matter were examined for the whole scale, no significant difference was found [$t_{(280)} = -1.23$; $p>.05$].

*Graduation***Table 4.** t-Test Results of Teachers' Professional Autonomy Scale Scores by Graduation

Scale	Dimensions	Graduation	N	\bar{x}	Ss	Sd	t	p
Teachers' Professional Autonomy	TA	Undergraduate	212	3.91	0.83	280	-1.27	.205
		Graduate	70	4.04	0.36			
	CA	Undergraduate	212	3.55	0.91	280	-2.68	.008*
		Graduate	70	3.85	0.28			
	PDA	Undergraduate	212	3.67	0.91	280	-1.98	.048*
		Graduate	70	3.91	0.80			
	PCA	Undergraduate	212	4.00	1.04	280	-1.50	.135
		Graduate	70	4.20	0.62			
Teachers' Professional Motivation	PF	Undergraduate	212	3.39	0.56	280	-4.27	.000*
		Graduate	70	3.74	0.62			
	IF	Undergraduate	212	4.10	0.52	280	.625	.532
		Graduate	70	4.06	0.32			
	EF	Undergraduate	212	3.73	0.74	280	-1.27	.205
		Graduate	70	3.85	0.44			
	PDP	Undergraduate	212	4.19	0.63	280	.923	.357
		Graduate	70	4.11	0.43			

*p<.05

In Table 4, when the scores of teachers from the scale of professional autonomy were examined according to their graduation, significant differences were found in favor of graduate teachers ($\bar{x}=3.85$) in the Curriculum Autonomy (CA) ($t=-2.68$; $p<.05$) sub-dimension and in favor of graduate teachers ($\bar{x}=3.91$) in the Professional Development Autonomy (PDA) ($t=-1.98$; $p<.05$) sub-dimension. When the professional autonomy of the teachers according to their graduation was examined for the whole scale, a significant difference was found between the teachers with an undergraduate degree ($\bar{x}=3.78$; $S=.72$) and those with a graduate degree ($\bar{x}=4.00$; $S=.27$) in favor of the teachers with a graduate degree. When the scores of the teachers from the professional motivation scale were examined; only in the sub-dimension of Physical Facilities (PF) ($t=-4.27$; $p<.05$), a significant difference was found in favor of graduate teachers ($\bar{x}=3.74$). When the professional motivations of the teachers according to their graduation were examined for the whole scale, no significant difference was found [$t_{(280)}=-1.39$; $p>.05$].

Seniority

Results of the descriptive statistics regarding the distribution of teachers' professional autonomy and motivation scale scores according to their seniority, and the results of one-way analysis of variance for the sub-dimensions with significant differences are given in Table 5 and Table 6.

Table 5. Results of Variance Analysis of Teacher Autonomy Scale Scores by Teacher Seniority

Dimension	Seniority (Year)	N	\bar{x}	Ss	D.S.	S.S.	sd	M.S.	F	p	S.D.
CA	1-5	16	3.40	.000	I.G	17.631	4	4.408	7.196	.000*	6-10/ 11-15, 16-20, o. 20
	6-10	46	3.10	1.23	W.G	169.684	277	.613			
	11-15	94	3.77	.25	Sum	187.315	281				
	16-20	71	3.68	.65							
	Over 20	55	3.80	1.10							
TA	1-5	16	4,41	,25	I.G	18,105	4	4,526	9,112	,070	
	6-10	46	3,44	1,15	W.G	137,587	277	,497			
	11-15	94	3,94	,32	Sum	155,692	281				
	16-20	71	3,99	,69							
	Over 20	55	4,17	,78							
PDA	1-5	16	3,33	1,03	I.G	7,206	4	1,802	2,276	,061	
	6-10	46	3,99	,61	W.G	219,246	277	,792			
	11-15	94	3,69	,96	Sum	226,452	281				
	16-20	71	3,81	,82							
	Over 20	55	3,60	,97							
PCA	1-5	16	4,16	,17	I.G	7,441	4	1,860	2,044	,089	
	6-10	46	3,74	1,28	W.G	252,164	277	,910			
	11-15	94	4,14	,85	Sum	259,605	281				
	16-20	71	4,19	,76							
	Over 20	55	3,93	1,13							

p<.05 (D.S= Data source; I.G.=Intergroup, W.G.=Withingroup; S.S.=Sum of Squares, M.S.=Mean of Squares; S.D.=Significant difference)

In Table 5, only in the Curriculum Autonomy (CA) sub-dimension of the teacher autonomy scale, a significant difference was found in favor of teachers with more than 20 years of service (\bar{x} =3.80) among teachers with 6-10 years (\bar{x} =3.10), 11-15 years (\bar{x} =3.77), 16-20 years (\bar{x} =3.68) and more than 20 years of service.

Table 6. Results of Variance Analysis of Teacher Professional Motivation Scale Scores by Seniority

Dimension	Seniority (Year)	N	\bar{x}	Ss	D.S.	S.S.	sd	M.S.	F	p	S.D.
PF	1-5	16	3.00	.00	I.G	9.635	4	2.409	7.343	.000*	1-5/11-15, 16-20
	6-10	46	3.27	.40	W.G	90.863	277	.328			
	11-15	94	3.67	.49	Sum	100.498	281				
	16-20	71	3.52	.72							
	Over 20	55	3.40	.65							
IF	1-5	16	4.05	.36	I.G	8.784	4	2.196	10.908	.000*	6-10/ 16-20, o.20
	6-10	46	3.95	.26	W.G	55.763	277	.201			
	11-15	94	3.91	.62	Sum	64.547	281				
	16-20	71	4.12	.22							
	Over 20	55	4.22	.43							
EF	1-5	16	3.00	.41	I.G	32.541	4	8.135	22.918	.000*	1-5/11-15, 16-20,20
	6-10	46	3.32	.66	W.G	98.326	277	.355			
	11-15	94	3.68	.62	Sum	130.866	281				
	16-20	71	4.00	.63							
	Over 20	55	4.18	.46							
PDP	1-5	16	4.00	.51	I.G	23.581	4	5.895	21.663	.000*	11-15/ 16-20, o.20
	6-10	46	3.88	.52	W.G	75.381	277	.272			
	11-15	94	3.91	.57	Sum	98.961	281				
	16-20	71	4.52	.32							
	Over 20	55	4.45	.62							

* p<.05 (D.S= Data source; I.G.=Intergroup, W.G.=Withingroup; S.S.=Sum of Squares, M.S.=Mean of Squares; S.D.=Significant difference)

As seen in Table 6, in the results of teacher professional motivation scale, in terms of teachers' professional seniority, significant differences were found in all sub-dimensions [Physical Facilities (PF) (F=7.343; p<.05), Intramural Factors (IF) (F=10.908; p<.05), Extramural Factors (EF) (F=22.918; p<.05), Professional Development and Prestige (PDP) (F=21.663; p<.05)]. As a result of the Gabriel test, which was conducted to identify the source of the difference between the groups, a significant difference in the Physical Facilities (PF) sub-dimension was found in favor of the teachers with 11-15 service years (\bar{x} =3.67) among the teachers with 1-5 years (\bar{x} =3.00), 11-15 years (\bar{x} =3.67) and 16-20 (\bar{x} =3.52) service years. In the Intramural Factors (IF) sub-dimension, a significant difference was found in favor of teachers with 20 years or more service years (\bar{x} = 4.22) among teachers with 6-10 years (\bar{x} =3.95), 16-20 years (\bar{x} =4.12) and 20 years and more (\bar{x} =4.22) service years. In the Extramural Factors (EF) sub-dimension, a significant difference was identified in favor of teachers with 20 years or more service years (\bar{x} = 4.18) among teachers with 1-5 years (\bar{x} =3.00), 11-15 years (\bar{x} =3.68) 16-20 years (\bar{x} =4.00) and 20 years and more (\bar{x} =4.18) service years. In the Professional Development and Prestige (PDP) sub-dimension, a significant difference was found in favor of teachers with 20 years or more service years (\bar{x} = 4.45) among teachers with 11-15 years (\bar{x} =3.91) 16-20 years (\bar{x} =4.52) and 20 years and more (\bar{x} =4.45) service years.

The Relationship Between Teachers' Professional Motivation and Autonomy

The relationship between teachers' professional motivation and autonomy is shown in Table 7.

Table 7. Descriptive Statistics and Correlation Results of Variables

Variables	1	2	3	4	5	6	7	8	9	10
1. Professional Motivation	1									
2. Physical Facilities	.591**	1								
3. Intramural Factors	.862**	.311**	1							
4. Extramural Factors	.809**	.225**	.679**	1						
5. Professional Development and P.	.811**	.276**	.713**	.528**	1					
6. Professional Autonomy	.471**	.046	.253**	.516**	.282**	1				
7. Teaching	.234**	-.043	.151	.398**	.175**	.851**	1			
8. Curriculum	.367**	.239**	.239**	.369**	.255**	.847**	.760**	1		
9. Professional Development	.357**	.190**	.174**	.392**	.301**	.582**	.279**	.310**	1	
10. Professional Communication	.176**	.222**	.201**	.407**	.199**	.779**	.619**	.559**	.159**	1
Mean	3.87	3.48	4.09	3.76	4.17	3.84	3.94	3.62	3.73	4.05
Standard Deviation	.45	.59	.47	.68	.59	.64	.74	.81	.89	.96

**p<.01

In Table 7, it is seen that teachers' professional motivation (\bar{x} =3.87, S_s =.45) and autonomy (\bar{x} =3.84, S_s =.64) levels were high. While professional development and prestige dimension (\bar{x} =4.17, S_s =.59) was found to be the most common source of motivation for teachers, physical facilities dimension was identified as the least common source. When teachers were examined in terms of their professional autonomy, they acted most autonomously in the professional communication dimension (\bar{x} =4.05, S_s =.96), and least autonomously in the curriculum dimension (\bar{x} =3.62, S_d =.81).

As demonstrated in Table 7, there is a moderately positive and significant relationship between teachers' professional motivation and autonomy (r =.47; p <.01). There are weak but significant positive correlations between teaching autonomy and extramural factors (r =.39), and professional development and prestige (r =.17). Also, weak positive correlations were found between curriculum autonomy and physical opportunities (r =.23), intramural factors (r =.23), extramural factors (r =.36), and professional development and prestige (r =.25). Similarly, weak positive and significant relationships were identified in the sub-dimensions of teachers' professional motivation and professional development (r =.19, r =.17, r =.39, r =.30) and professional communication (r =.22, r =.20, r =.40, r =.19) autonomy.

*The Predictive Power of Teacher Autonomy Dimensions on Teacher Motivation Dimensions***Table 8.** Results of Regression Analysis of the Predictive Correlation Between Teacher Autonomy and Motivation

Variables		Physical Facilities	Intramural Factors	Extramural Factors	Professional Development and Prestige	Teacher Motivation
		[R=.54; R ² =.30] F _(4;277) =29.81; p=.00	[R=.32; R ² =.08] F _(4;277) =6.32; p=.00	[R=.53; R ² =.28] F _(4;277) =28.06; p=.00	[R=.34; R ² =.10] F _(4;277) =9.59; p=.00	[R=.46; R ² =.20] F _(4;277) =18.16; p=.00
		Teaching	β	.35	-.15	.12
	t	4.29	-1.59	1.51	.784	1.52
	p	.00**	.11	.131	.434	.129
Curriculum	β	.69	.23	.30	.22	.38
	t	8.77	2.61	.379	2.56	4.51
	p	.00**	.00**	.70	.01**	.00**
Professional Development	β	.13	.12	.32	.25	.27
	t	2.61	1.97	5.69	4.19	4.88
	p	.00**	.01**	.00**	.00**	.00**
Professional Communication	β	.41	.14	.26	.15	.12
	t	6.36	1.91	4.01	1.89	1.36
	p	.00**	.56	.00**	.920	.971

**p<.01

When Table 8 is examined, a moderately significant correlation was identified between the dimensions of teacher autonomy and physical opportunities which is one of the sub-dimensions of teacher motivation (R=.54; p<.01). These predictive variables explain 30% of the variance of physical facilities. When the regression coefficients are examined, the relative effect of the sub-dimensions of teacher autonomy on physical facilities is listed as curriculum (β=.69), professional communication (β=.41), teaching (β=.35), and professional development (β=.13) autonomy. According to the regression coefficients, it is seen that all sub-dimensions of teacher autonomy [(Teaching (t=4.29; p<.01); curriculum (t=8.77; p<.01); professional development (t=2.61; p<.01); professional communication (t=6.36; p<.01).01)] are significant predictors of physical facilities which is one of the sub-dimensions of teacher motivation. A moderately significant relationship (R=.32; p<.01) was found between the dimensions of teacher autonomy and intramural factors, which is a sub-dimension of teacher motivation. These predictive variables explain 8% of the variance of intramural factors. When the regression coefficients are examined, the relative effect of the sub-dimensions of teacher autonomy on intramural factors is listed as curriculum (β=.23), teaching (β=.15), professional communication (β=.14) and professional development (β=.12) autonomy. According to the regression coefficients, it is seen that curriculum (t=2.61; p<.01) and professional development autonomy (t=1.97; p<.01) are significant predictors of intramural factors which is one of the sub-dimensions of teacher motivation. It is also found that there is a moderately significant correlation (R=.53; p<.01) between the dimensions of teacher autonomy and extramural factors, which are sub-dimensions of teacher motivation. These predictive variables explain 28% of the variance of extramural factors. When the regression coefficients are examined, the relative effect of the sub-dimensions of teacher autonomy on extramural factors is listed as professional development (β=.32), curriculum (β=.30), professional communication (β=.26), and teaching (β=.12) autonomy. According to the regression coefficients, only professional development autonomy (t=5.69; p<.01) is a significant predictor of extramural factors which is one of the sub-dimensions of teacher motivation. It is seen that there is a moderately significant relationship (R=.34; p<.01) between the dimensions of teacher autonomy and professional development and prestige, which is one of the sub-dimensions of teacher motivation. These predictive variables explain 10% of the variance of professional

development and prestige. When the regression coefficients are examined, the relative effect of teacher autonomy sub-dimensions on professional development and prestige is listed as professional development ($\beta=.25$), curriculum ($\beta=.22$), professional communication ($\beta=.15$), and teaching ($\beta=.13$). According to the regression coefficients, it is seen that curriculum ($t=2.56$; $p<.01$) and professional development autonomy ($t=4.19$; $p<.01$) are significant predictors of professional development and prestige, which is a sub-dimension of teacher motivation.

Overall, it was found that there is a moderately significant relationship ($R=.46$; $p<.01$) between teacher autonomy dimensions and teacher motivation, and the predictive variables explain 20% of the variance of teacher motivation. When the regression coefficients are examined, the relative effect of the sub-dimensions of teacher autonomy on teacher motivation is listed as; curriculum ($\beta=.38$), professional development ($\beta=.27$), teaching ($\beta=.13$) and professional communication ($\beta=.12$) autonomy. According to the regression coefficients, it is seen that curriculum ($t=4.51$; $p<.01$) and professional development autonomy ($t=4.88$; $p<.01$) are significant predictors of teacher motivation.

Discussion, Conclusion and Suggestions

In this study, teachers' professional autonomy and motivation were analyzed. For this purpose, first, teachers' professional autonomy and motivation were analyzed in terms of various variables, and then the correlations between these two variables were examined. The results of the research yielded that teachers' professional autonomy and motivation levels are at a moderate level. When the average scores of the teachers from the professional autonomy scale are examined, it is seen that teachers display autonomy in the sub-dimensions of teaching autonomy, curriculum autonomy, professional development, and professional communication autonomy, respectively. In their study on teacher autonomy, Buyruk and Akbaş (2021) found that teachers' levels of autonomy are generally high, and teachers display autonomous behaviors in the teaching autonomy dimension at most and at the least in the professional development dimension. On the other hand, in their research examining teacher autonomy, Çolak and Altinkurt (2017), demonstrated that teachers' autonomy levels are generally at a moderate level, and teachers exhibit autonomous behaviors mostly in the dimensions of teaching, followed by professional communication, curriculum and professional development autonomy, respectively. In literature, there are other studies that yielded similar results (Karatay, Günbey, & Taş, 2020; Kürkçü & Akın Kösterelioğlu, 2020; Yurtseven & Hoşgörür, 2021). In fact, it is seen that there is a significant relationship between teacher autonomy and the quality of education (Bümen, 2019). It can be argued that without being restricted by binding limitations, teachers who are individually and professionally autonomous can functionally create more qualified educational environments by taking students and environmental factors into account. In line with this, it should be kept in mind that impeding teacher autonomy is undesirable for both educational practices and professional development. Because there is a risk of teachers' turning into an ordinary workforce whose initiative capacity is significantly reduced when their autonomy is damaged in every field (Jones, 2009), it is evident that teacher autonomy should be supported in all dimensions from teaching to curriculum, from professional development to professional communication.

In another finding of the study, it is revealed that teachers see the physical facilities of the school, intramural and extramural factors, professional development and prestige dimensions as factors affecting motivation. There are many studies examining teacher motivation in the literature. For example, in her research examining the factors affecting teachers' motivation, Küçlü (2021) concluded that these factors are administrative relations, school's physical facilities, collegial relations, extramural factors including legislation and laws, and revealed that when these factors are perceived negatively, there is a decrease in teacher motivation. Deniz (2021), in his research examining the factors determining the motivation of teachers, revealed that teachers are motivated especially extrinsically, and that current education policies, school administrators, students, parents and colleagues' attitudes and behaviors significantly affect teacher motivation. On the other hand, in their research on teacher motivation, Yıldız Yalçın and Özdemir (2021), found that professional and personal competence is a significant predictor of intrinsic and extrinsic motivation. As a result, it is seen that there are various factors affecting teacher

motivation. In light of the obligations and responsibilities teachers have in raising generations that can adapt to the modern world, it is possible to see how teacher motivation is critical. In accordance with the findings of this study that teachers care about various motivational factors, considering measures to improve teacher motivation seriously should not be overlooked.

In addition to the analysis of autonomy and sources of motivation, the professional autonomy and motivation of teachers were examined based on the gender variable. First, in terms of professional autonomy, significant differences were found in favor of female teachers in the whole scale and in the sub-dimensions of curriculum autonomy and professional communication autonomy. Thus, it was concluded that female teachers participating in the research were able to act more autonomously than male teachers. In the literature, there are studies in which significant relationships were found between the professional autonomy of teachers and their gender (Akçay & Sevinç, 2021; Çaylı & Deniz, 2021; Pazar, 2021; Yolcu, 2021). For example, Pazar (2021), in her study examining teacher autonomy, found that female teachers have more teaching autonomy and curriculum autonomy compared to male teachers. In their study which examined the professional autonomy of primary school teachers, Çaylı and Deniz (2021), identified significant differences in favor of female teachers in the dimension of supporting learner autonomy. At this point, it can be inferred that while also fulfilling the role expected of them in the teaching profession, female teachers can act more autonomously with their self-confidence, intention, and motivation. In another gender-related finding, it was seen that female teachers tend to see physical facilities, intramural and extramural factors, professional development, and prestige as factors affecting motivation more than male teachers. Ertürk (2016), in his study examining teachers' professional motivation, revealed that female teachers have more intrinsic motivation than male teachers in professional life. Likewise, in their study which examined teacher motivation, Altunay and Balci (2018) also found that the level of male teachers' lack of motivation was higher than that of female teachers. It can be concluded that the findings of the present study are in accordance with the findings reported in literature. It is believed that these differences might have occurred as a result of how the teaching profession is perceived and the roles the teaching profession assigns women or men.

The results of the study focusing on the subject matters, it was seen that in the teaching autonomy dimension, primary school teachers were able to act more autonomously than subject teachers. A similar conclusion was reached by Çolak and Altunkurt (2017), who in their research examining teacher autonomy, found that primary school teachers act more autonomously in the curriculum and teaching dimensions than subject teachers. Likewise, Özkal and Demirkol (2014), in their research examining learner autonomy of teachers, revealed that the behavior of supporting learner autonomy is higher in primary school teachers than subject teachers. Given the fact that primary school teachers work and share with the same young age group for a long time, along with the ever-changing interests and needs of children in this age group, it is understandable that primary school teachers can act more autonomously in the teaching process. In terms of professional motivation, it has been found that the subject teachers participating in the research consider the physical facilities of the school as a factor affecting motivation more than the primary school teachers. Similar results were reported in the literature. For instance, Doğan (2020), in his research examining the motivation factors of subject teachers working in secondary schools, revealed that according to teacher opinions, physical facilities of the school is an important factor affecting motivation. Similarly, in their study which examined the views of visual arts teachers on motivation, Taşkesen, Taşkesen, Bakırhan, and Tanoğlu (2018), reported that most of the teachers thought that there was a close relationship between the physical facilities of the school and motivation. That the physical facilities and conditions of the school are favorable is an important factor that increases the motivation of teachers. When compared with primary school teachers, subject teachers work with students in the older age group with more theoretical and experimental contents. This may have caused subject teachers to perceive physical environments and opportunities rich in educational equipment and materials as an important factor affecting motivation.

In yet another finding of the study, it is found that teachers with a graduate degree are able to act more autonomously than teachers with an undergraduate degree in the dimensions of curriculum and professional development autonomy. Similar to the research findings, Yolcu (2021), in his study examining the autonomy levels of teachers working in secondary education institutions, revealed that teachers with a graduate degree act more autonomously in the professional development dimension. In their study which examined the views of teachers on democracy and autonomy in school organizations, Başaran, Aksoy, and Kıvanç (2019) revealed that when compared with teachers with an undergraduate degree, teachers with a graduate degree had higher expectations of a democratic and autonomous environment. In terms of teacher motivation, it was seen that the teachers with a graduate degree see the physical facilities of the school as a factor affecting motivation more than the teachers with an undergraduate degree. Considering that the teachers who have received graduate education have more experience in research, it can be deemed that they can act more autonomously and have a higher awareness of motivational factors compared to the teachers with an undergraduate degree.

As another finding of the study, it was revealed that teachers with higher professional seniority can act more autonomously in the curriculum than other teachers, and in the context of motivation, teachers with higher seniority consider the physical, intramural-extramural, professional and prestige dimensions of the school as factors that affect motivation more. Correspondingly, in their research examining teacher autonomy, Karatay et al. (2020) discovered that teachers with higher professional seniority act more autonomously. Similar results have been reported in some other studies (Yılmaz, Oğuz, & Altınkurt, 2017; Yurdakul, Gür, Çelik, & Kurt, 2016). It can be said that teachers' capability of taking up a position against some of the limiting factors such as school management and legislation in the later years of their profession allows them to act more autonomously. Tulunay Ateş and Buluç (2018), in their study examining teachers' motivation and organizational commitment, concluded that teachers with high professional seniority have high intrinsic motivation. Moreover, in his study examining teachers' professional motivation, Ertürk (2016) revealed that as teachers' seniority increases, their professional motivation also increases. Semerci (2015), in her research examining the motivation levels of preschool teachers, revealed that teachers with higher professional seniority are more attached to their duties with love. However, contrary to these studies, there are also studies (Bakkal & Radmard, 2019; Deniz & Erdener, 2016; Sarı, Canoğulları, & Yıldız, 2018; Taş & Selvitopu, 2020) that do not find any difference between teachers' professional seniority and motivation levels. The use of different data collection techniques in different samples might be the cause of this situation.

A positive and significant relationship was found between teachers' professional motivation and autonomy, albeit at a low level. According to Yazıcı (2009), while motivation leads individuals to develop and use all their potential in the most effective way, it is intertwined with autonomous behavior. Accordingly, it is possible to encounter studies that reach similar results in the literature. For example, in their study examining the autonomy and motivation of physical education teachers, Carson and Chase (2009) found a positive and strong correlation between teachers' motivation and their autonomy. Kılınç, Bozkurt, and İlhan (2018) in their research, which examined the views of teachers on teacher autonomy, revealed that teachers perceive autonomy as an enabler of professional satisfaction and high motivation for teaching, and thus there is a close relationship between motivation and autonomy. However, in her study which examined the motivation and autonomy of physical education teachers and students, Arık (2019) found a moderately significant relationship between teachers' perceptions of autonomy and intrinsic motivation. On the other hand, Pearson and Moomaw (2005), in their study examining the relationship between teacher autonomy and job stress, professionalism and motivation, found weak relationships between teachers' autonomy and motivation levels. A synthesis of the related research implies that there are differences between the level of motivation and autonomy of teachers. These differences in results might be explained by the fact that these studies were conducted in different cultures and samples. Another remarkable finding on the relationship between teachers' professional motivation and autonomy in the present research was that teacher autonomy and "extramural factors", which is one of the sub-dimensions of teacher motivation, demonstrated the highest level of correlation. Extramural factors, which is a sub-dimension of motivation, can be listed as

changes in education policies and practices, the curriculum prepared by the Ministry, the workload of the profession and the level of teachers' salaries. According to Öztürk (2011), teacher autonomy is heavily influenced by the education policies of countries and their practices in the field, and thus, the issue of teacher autonomy and motivation can manifest itself in a variety of ways depending on the overall structure and characteristics of the education systems of countries. For example, in their study which examined teachers' intramural and extramural motivation perceptions, Aktekin and Kuzucu (2019) found that teacher motivation was negatively affected in cases where teacher autonomy could not be ensured, and in addition to this, extramural factors such as the education system, economic reasons, and the workload of the profession have a highly negative effect on teacher motivation. İida (2009), in his study examining the professional autonomy of Japanese teachers, revealed that educational policies, school systems, working hours, workload and wages and especially motivation, affect teacher autonomy, and he suggested supporting teacher autonomy and motivation. It can be said that the results of the research are in parallel with the literature. At this point, it can be assumed that as negative experiences with the central education policies and curricula as well as the workload-salary balance increase, the motivation and autonomy perceptions of the teachers will deteriorate.

According to the results of regression analysis, it is seen that all sub-dimensions of teacher autonomy (teaching, curriculum, professional development, and professional communication autonomy) are significant predictors of physical opportunities, which is one of the sub-dimensions of teacher motivation. Therefore, it can be stated that when teachers who can act autonomously both in educational practices and in the dimensions of professional development and communication, are provided with qualified physical opportunities, their motivation levels are high. Furthermore, curriculum and professional development autonomy are found to be significant predictors of intramural factors, which is one of the sub-dimensions of teacher motivation. In line with this, it can be argued that teachers who can tailor their curricula to the needs of the students and place an emphasis on their professional development are highly motivated in their intramural education life which includes interactions with the students, colleagues and administration. Yet another finding revealed that professional development and professional communication autonomy are significant predictors of extramural factors, which is one of the sub-dimensions of teacher motivation. Therefore, it can be stated that teachers who prioritize their professional development and have strong communication skills in professional settings, are also highly motivated in extramural practices such as central education policies and workload. In addition, autonomy in curriculum and professional development are found to be significant predictors of professional development and prestige, which is a sub-dimension of teacher motivation. Accordingly, it can be said that due to factors such as love for the profession, prestige of the profession and openness to development, teachers who can act autonomously in the dimension of curriculum and put emphasis on their professional development have high levels of motivation. Similarly, it is concluded that curriculum and professional development autonomy significantly predict teachers' overall motivation. Therefore, it can be asserted that teachers who can act autonomously in the dimension of curriculum and put emphasis on their professional development, are also highly motivated.

In line with the results of the research, in order to provide a different perspective, the relationship between teachers' professional motivation and autonomy can be studied with larger samples using various variables such as age, school type and marital status. Since the quality of education is strongly tied to high levels of teacher motivation and teachers' capacity to act autonomously, it is recommended to develop education policies in this field. By creating a new systemic framework, teachers' already-existing channels for participation should be strengthened both in terms of intramural elements and the development of policies regarding education, and teachers should be incentivized to work on issues specific to their disciplines. In addition, since it is revealed with the research that when compared with other teachers, teachers with higher professional seniority can act more autonomously in some areas and have a higher awareness in terms of motivation, teachers with higher seniority can supervise teachers who are in the early years of their profession and such programs can be organized accordingly. This research has some limitations. The study was conducted with a

limited sample by using quantitative research methods and scales as data collection tools. The research can be conducted with larger samples focusing on different variables (age, socio-economic status, type of institution, etc.). As an alternative, teachers' professional motivation and perceptions of autonomy can be thoroughly investigated within the context of qualitative research by offering data diversity with smaller samples. In this study, teachers' perceptions of autonomy and motivations were not examined at the school level. Future research can investigate teachers' perceptions of autonomy and motivations also at the school level in larger samples and focus on how to change teacher beliefs about these concepts in order to improve teacher quality.

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