THE SENTIMENTS OF EFL TEACHERS AT TURKISH UNIVERSITIES

A THESIS PRESENTED BY

KAZIM AR

TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF ARTS

IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY

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ABSTRACT

Title: The Sentiments of EFL Teachers at Turkish Universities

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Teachers are the most crucial aspect of a school. Neither teaching methods and techniques, well-designed curricula, nor any kind of research projects in English as a Foreign Language can be practiced without teachers. However, very few studies have been conducted to examine teachers' sentiments about their work.

This study investigated the sentiments of EFL teachers at Turkish universities about their work conditions, sources of their satisfaction and dissatisfaction, and changes they would like to see in their work conditions.

The subjects of this study were twenty-three EFL teachers from three universities located in different provinces in Turkey.

To collect data, a questionnaire was distributed and interviews were conducted with the respondents. In data analysis, both quantitative and qualitative techniques were used.

The findings of this study show that , although there were differences among the three universities and even within a university, most of the teachers had positive sentiments about their administrators' attitudes towards them and they believed that their administrators tried to do as much as they could when there was a problem. On the other hand, the teachers were not asked for their opinions and suggestions. This

study reveals that most of the teachers were satisfied with teaching as a profession. The sources of satisfaction for EFL teachers were identified as students, teaching, working with people, regular and manageable working hours, freedom in work, students' advancement or learning, working in a prestigious institution, holidays, and opportunities. The reasons behind dissatisfaction were low salaries, lack of cooperation and relationships among teachers, heavy workload, curriculum, memorisation or test oriented education system, lack or quality of facilities and teaching materials, and students' and administrators' attitudes. This study also shows that there should be changes in EFL teachers' work conditions. The changes the teachers would like to see in their work included pay raise, improvement in facilities and teaching materials, career or self-development opportunities, participation in making decisions, administrators' interest in solving problems, and less workload.

Considering all of the findings which are explained in detail throughout the thesis, it is hoped that this study informs educational institutions such as the Ministry of Education, Higher Education Council, administrative personnel of universities, new teachers, and general public about the lives of EFL teachers at Turkish universities.

BILKENT UNIVERSITY

INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES

MA THESIS EXAMINATION RESULT FORM

July 31, 1998

The examining committee appointed by the Institute of Economics and Social

Sciences for the thesis examination of the MA TEFL student

Kazim Ar

has read the thesis of the student.

The committee has decided that the thesis of the student is satisfactory.

Thesis Title: The Sentiments of EFL Teachers at Turkish Universities

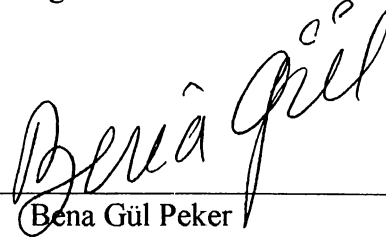Thesis Advisor: Dr. Bena Gül Peker
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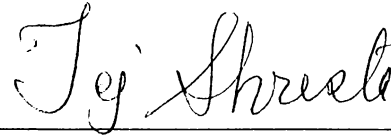   Bilkent University, MA TEFL Program

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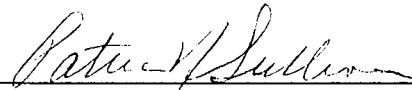   Bilkent University, MA TEFL Program

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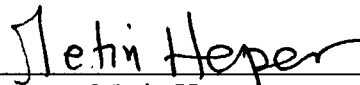(Committee Member)

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To my moon-faced fiancee Aybeniz

ACKNOWLEDGEMENTS

I would like to express my gratitude to my thesis advisor, Dr. Bena Gül Peker, for her invaluable suggestions, patience and enthusiastic encouragement. I am deeply grateful to Dr. Patricia Sullivan who provided me support and encouragement throughout this research project and gave me feedback for more than eight months. I would like to thank MA TEFL Instructor Marsha Hurley who contributed to the writing of this thesis. I am grateful to Dr. Tej B. Shresta for his continual moral support during the program.

I owe much to the administrators of the universities who gave me permission to conduct this study in their institutions. I also owe special thanks to the teachers who participated in my study willingly. I am specially indebted to Prof. Adem Çabuk, the dean of the Faculty of Economics and Administrative Sciences, Balikesir University, for giving me permission and Dr. Fatih Hasdemir, Dr. Galip Altinay and Dr Riza Arslan for their encouragement and support.

My greatest thanks to my fiancee Aybeniz, her family and my family for their continuous support and understanding throughout this study. And my special thanks to my teacher S. A. Betul Metin who has supported and inspired me since 1983 when I was a high school student.

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CHAPTER 1: INTRODUCTION

The heart of any successful educational program are teachers. It is argued that teachers are more crucial than any other resource in English as a Foreign Language (EFL) (Finocchiaro, 1974; Richards and Lockhart, 1995). As Finocchiaro emphasizes, teachers are every school's greatest resource.

It is probably not surprising that society has shown a lack of interest in the lives of teachers. Parents, educators, and administrators of schools only focus on issues like the student grades, discipline, and students' success (Huggett, 1986). Huggett argues that in the 1980s, teachers were rarely out of the headlines in Britain: politicians condemned teachers for a lack of professionalism, parents accused them of being incompetent and lazy, businessmen claimed that students who had graduated from schools were not able to perform in the jobs they were hired for. Huggett underlines that despite the fact that teachers constantly discuss all these criticisms and their problems among themselves, parents, businessmen, administrators and even students are not interested in the lives of teachers.

It seems that this is also true in Turkey. Tatlidil's (1993) views on the issue are informative. About society's interest in teachers' lives, he says that members of the society do not seem to care about or realize problems like materials and poverty-level teacher salaries although the society has left education of their children to teachers. In sum, there seems to be limited interest in teachers' lives.

Teachers' work conditions play a crucial role on their teaching lives. In particular, teachers' work conditions entail relationships with administrators, colleagues and students and teacher salaries, rewards, and workload. Teacher

satisfaction and dissatisfaction and changes teachers would like to see are usually the results of work conditions too.

Research evidence reveals that in many countries teachers work under hard conditions and there is limited interest in their lives. According to studies conducted in different contexts (Johnston, 1997; Lortie, 1975; OECD Report, 1990; Wong & Pennington, 1993), teachers work under hard conditions: they are underpaid, they do not have control over issues in schools, they are overworked, and they do not have job security.

Crookes (1997) argues that social contexts of teaching in schools should be taken as of primary concern because teachers often operate under conditions of far less autonomous conditions than many of those in more prestigious professions. He discusses that the curriculum in many schools is not designed by teachers, physical arrangements restrict interaction between teachers, teachers are not paid for extra work, and the education system is underfunded.

According to Demircan (1988) and Tütünis (1993), EFL teachers in Turkey usually are overworked and their salaries are low. Another problem that teachers face in Turkey is the lack of facilities and teaching materials. The situation of EFL teachers in Turkey seems to be similar to that of teachers' in other contexts. In sum, it appears that EFL teachers have low status, their salaries are low, and they are overworked in many contexts.

A second issue that has not received attention is teacher satisfaction and dissatisfaction in work. It is widely known that there is a relationship between work conditions and satisfaction for members of a profession. The amount and quality of work conditions affect teachers in their work. Due to their work conditions, teachers

will probably spend more time on school work, show interest in their students, develop themselves, and be more efficient in teaching. In contrast, dissatisfaction with work conditions will probably force them to have opposite sentiments about their work. Dissatisfaction with work conditions may even force teachers to leave their institutions. For example, in Turkey, because of their dissatisfaction with work conditions many teachers of English have left their jobs at government schools and taken other jobs which have enabled them to earn more. These teachers have been said to be successful teachers (Demircan, 1988). Turkey is not the only country in which this happens. According to a recent study by Johnston (1997), English teachers in Poland are said to move onto other jobs because of low payment and lack of job security both at government schools and private institutions.

It is usually suggested that when there is a problem or dissatisfaction in work, it is necessary to make changes. Existence of dissatisfaction in work leads to demands on change. It is suggested that, if there are some plans to make changes in schools, these changes should be proposed after getting a clear picture of school reality (Lortie, 1975). In that way, these changes would be beneficial.

However, Crookes (1997) claims that shows that changes and new educational policies are proposed without a clear picture of the settings where instruction occurs. Lortie (1975) identified what changes the teachers in elementary and secondary schools in the United States of America wanted. He found out that the changes the teachers wanted were mostly in their work conditions. Lortie states that administrators make decisions and teachers have to accept the changes. In brief, if decisions on changes are made according to teachers needs and preferences, the effects of changes will be beneficial (Cross, 1995).

Today, it seems that though the terms career and profession are increasingly common in discussions of English as a Foreign Language teaching, little is known about the working lives of teachers in this field (Johnston, 1997). On the other hand, if the influence of teachers on a school program or teaching is considered, it is clear that not enough importance is given to teachers.

To conclude, given teachers play a more crucial role than theoretical aspects like teaching techniques and results of teaching because theoretical aspects are mostly practiced through teachers and teaching results are caused by teachers, it is important to take teachers' sentiments on work conditions, sources of satisfaction and dissatisfaction, and changes teachers would like to see into consideration.

Background of the Study

Although there are frequent discussions of teachers' lives on both television and newspapers, very few research studies have been conducted and these studies are not specifically about the lives of EFL teachers at universities (see for example Güreli, 1998; Tatlidil, 1993; Tütünis, 1993). Most of the studies on EFL teachers in Turkey either do not include empirical data or are secondary sources.

The lives of English teachers have rarely been the focus of a research study in Turkey. Most of the research on teachers has focused on the teachers of elementary and secondary schools rather than instructors at universities. Moreover, the studies conducted on teachers' lives are based on secondary sources. For example, Tütünis (1993) calls her study as 'a small scale study'. Her study is not only focused on work conditions of teachers, but also it includes several topics related to EFL teaching in Turkey.

The need for research is more apparent given the, major changes that have occurred in the education system of Turkey in the recent years. More than twenty government and more than ten private universities have been founded since 1992. The Ministry of Education's financial support for the students who study teaching at university after high school and students' increasing interest in English Language Teaching departments in the recent years are several of other changes. Moreover, every year the number of EFL teachers increases since there is lack of teachers. These changes might have influence on the situation of EFL teachers.

It is crucial that more studies need to be conducted in order to examine lives of EFL teachers in different contexts. The situation of EFL teachers at Turkish universities might be different from other teachers' who work at elementary and secondary schools because working at a university is considered to be prestigious and university teachers' status differs from the teachers' working in other institutions in terms of salaries, rewards, amount of workload, holidays, and opportunities. For example, an EFL teacher who works at a high school is free during summer holiday while for a university EFL instructor it is between three and four weeks in a year.

In summary, although studies have been conducted on lives of teachers, the empirical data on EFL teachers at universities are very limited. Hence, it is necessary to investigate university teachers' lives which play a crucial role in EFL teaching.

Purpose of the Study

The purpose of this study is to investigate the sentiments of EFL teachers at Turkish universities about their work conditions, sources of satisfaction and dissatisfaction in work, and changes they would like to see in their work conditions. Under EFL teachers' work conditions teachers' relationships with administrators, colleagues, and students and teacher salaries, rewards and workload are examined. The second areas includes an examination of sources of satisfaction and the reasons behind dissatisfaction for teachers in their work.

Significance of the Study

An examination of EFL teachers' lives may have a beneficial backwash for the ELT departments in Turkey by letting them know about the sentiments of teachers. ELT departments may wish to make use of the findings of this study which may help in the education of their future students.

Students who study Teaching English as a Foreign Language at Turkish universities and new teachers may also have an opportunity to see a clear picture of EFL teachers' lives. It may give insights into how they can prepare themselves for work conditions before they start teaching. Students may not enter the EFL profession or may consider to change work conditions when they start teaching.

It is hoped that the results of this study will provide useful guidelines and suggestions for the Ministry of Education, Higher Education Council and administrators of universities in improving the work conditions of EFL teachers. The administrative personnel of these institutions may be instrumental in formulating new school or university policies. These institutions may base the decisions they will make

on teachers' sentiments. At least the results of this study can provide them with a description of teachers' lives from teachers' own point of view.

Research Questions

By investigating EFL teachers' sentiments, this study intends to seek answers to the following questions:

1) What are the work conditions of EFL teachers at Turkish universities like ?

2) What are the sources of satisfaction and dissatisfaction for EFL teachers at Turkish universities in work ?

3) What kind of changes would EFL teachers at Turkish universities like to see in their work conditions ?

Definition of Terms

The word sentiment, is "a broad term" as defined by Lortie (1975). This study takes the term, sentiments, as Lortie does which is defined as teachers' common beliefs and feelings about their work. (p.162)

In the next chapter previous research on teachers' work conditions, teacher satisfaction and dissatisfaction, and changes teachers would like to see in their work will be discussed.

CHAPTER 2 : REVIEW OF THE LITERATURE

During the past decade, research in English as a Foreign Language (EFL) or English as a Second Language (ESL) has come to focus on teachers and aspects of their lives (Johnston, 1997). Teachers are more crucial than any other factor for a school (Finocchiaro, 1974).

This chapter discusses the research related to teachers' work conditions, satisfaction and dissatisfaction and changes teachers would like to see in their work. Most of the research discussed in this chapter is concerned with teachers of elementary, secondary, and high schools. Due to a lack of research on teachers of universities, the amount of the research on university teachers in this review of literature is limited.

Work Conditions of Teachers

As a result of several studies, it has become clear that the work conditions of EFL teachers both in Turkey and in several other countries are full of difficulties for them; that is to say, teachers of English are usually underpaid, overworked, and isolated (Cross, 1995; Demircan, 1988; Huggett, 1986; Johnston, 1997; Pennington, 1995; Tutunis, 1993). In their study, Wong and Pennington (cited in Pennington, 1995) describe the working conditions of teachers of English in Hong Kong: "Teachers in Hong Kong have a difficult, high stress work situation" (p. 708). In addition, the teachers are not motivated by favorable working conditions and opportunities for personal growth, responsibility, and experienced meaningfulness that develop work satisfaction and commitment. Wong and Pennington claim that teachers in Hong Kong generally work under conditions of low autonomy, with little influence over strategic decisions. They do not have opportunities for collaboration with

colleagues and there is little emphasis on collegiality. They get minimal positive feedback or work incentives such as promotions or societal recognition. Wong and Pennington point out that the teachers in Hong Kong also have poor resources in the way of an orderly environment, administrative support, adequate physical conditions, instructional resources, and reasonable workloads.

Research results prove that the working conditions of teachers in some other contexts are very similar to the picture of teachers in Hong Kong which Pennington (1995) has drawn above. For example, a recent study by Johnston (1997) focused on the lives of EFL teachers in Poland. Though teachers act professionally in the day-to-day sense of working conscientiously and responsibly, the socioeconomic conditions make it impossible for them to make a long-term commitment to EFL teaching. According to Johnston, EFL teachers in Poland do not follow a teacher life story meaning that teachers held down multiple jobs, some teachers did not stay in this occupation for a long period of time, for some teaching was not a profession, and teachers did not have careers. He concludes that as a result of their work conditions most of the teachers wanted to leave teaching and move onto other jobs.

Research which has focused on the lives of EFL teachers in the Turkish context has drawn a similar unpleasant picture. Teachers' working conditions do not motivate teachers for self-development (Tütünis, 1993), teachers who are considered successful leave their jobs at government schools (Demircan, 1988), and their status is not prestigious in society (Tatlidil, 1993). Although the research related to the Turkish context is important in terms of drawing the attention of researchers and society to teachers' lives and offering valuable insights, these studies also evidence a number of significant methodological and theoretical problems. As Tutunis herself

points out, her study is a small-scale study. Tatlidil got the data from undergraduate students who were being trained to be teachers. In his study, he focused on several issues including the relationship between society and teachers, teacher status, teacher salaries, teacher identity, and teaching as an occupation. Demircan (1988) outlines the history of foreign language teaching in Turkey. In the last chapter of his book he examines language teaching in terms of work conditions.

To sum up with, it seems that in many contexts teachers work under conditions which mostly have negative effects on teachers. It will be beneficial to discuss components of work conditions separately.

Relationships between Teachers and Administrators

It is important that school or faculty administrators collaborate with teachers and they get teachers' opinions while making decisions concerning curriculum, facilities, grading systems, and academic schedules. A good relationship between administrators and teachers may have positive effects on teaching and students (Frase & Conley, 1994).

The results of research on relationships between administrators and teachers lead to the recognition of two different types of administrators. Some administrators help to transform the school by actively building group cooperation and spirit while some others are very authoritarian and avoid getting teachers' opinions (Pajak, 1993 cited in Blase and Blase, 1994). However, the research shows that the number of administrators who play authoritarian roles rather than get teachers' opinions and cooperate with them seem to be higher (Crookes, 1997; Frase & Conley, 1994). Some administrators may even cause needless problems for teachers (Hugett, 1986). Huggett claims that in Britain:

"Many administrators are authoritarian figures from the past, unskilled and

usually untrained in administration and personnel management, who impose

their own views and values far too frequently on reluctant teachers and fail to

provide the necessary support in areas which should be their chief concern."

(Huggett, 1986 p.ix)

What Huggett says about the situation of teachers in Britain seems to be very

surprising because it draws attention to the negative attitudes that administrators have

towards teachers.

The issue of teachers' roles in schools and their power in running an institution

has been questioned by several researchers (e.g. Crookes, 1997; Hugget, 1988;

Lortie, 1975; Webb, 1997). It is said that teachers do not have control over some

issues at schools (Crookes, 1997). For example, it is argued that the curriculum

should be designed by the experts in the field. These experts might be teachers

themselves, curriculum designers, or administrators with curriculum design skill. What

Crookes points out is important. In his comment on EFL teachers' power in schools,

he emphasizes that many language teacher preparation programs provide training in

program design skill. Yet such preparation programs do not enable teachers to design

the curriculum because the curriculum is mandated by higher authority. Moreover, it

is determined by the need to prepare students for standardized tests. Thus, one of the

most fundamental tools through which teachers discharge their responsibilities is

beyond their control.

Lortie's study (1975) is a fine example which reveals what is claimed above

about the power of teachers in schools. Lortie compares teachers with actors on the

stage, but points out that teachers cannot select or reject scripts while actors can.

According to Lortie, teachers have a subordinate position to administrators within school systems. Although the formal powers of the school principal are restricted, it does not mean that the principal is unimportant in the work lives of teachers. This means that administrators can make decisions which create an environment according to their own beliefs and feelings, and not those of the teachers.

Cooper (1991 cited in Frase and Conley, 1994) points out the existence of two conflicting myths. According to the first myth, schools are run by those nominally in charge; that is, boards of education, superintendents, assistants, and other top-level bureaucrats. The opposing myth claims that schools are run by teachers, department chairs , and others who work with students. It seems that schools are not run in cooperation in many contexts, they are run by school administrators (Crookes, 1997; Huggett, 1986; Lortie, 1975).

In Turkey, civil servants' rights, responsibilities and other policies have been determined in the Civil Servants Statute Number 657. In addition, the Law of Higher Education Number 2714 concerning university personnel is crucial in terms of determining policies concerning teachers' relationships with their administrators (Pinar, 1997). The role of universities and the Ministry of Education cannot be underestimated since they each have power to make decisions to an extent. It is also important to be aware of the reality that relationships among human beings are complex and mere policies may not be enough to determine the educational reality in schools. Due to the limited amount of research on the work conditions of the teachers' in Turkish universities; what kind of relationships administrators and teachers have, how often they come together or on what occasions teachers are asked

for their opinions and suggestions, or what teachers think and feel about their administrators are some of the questions that should be answered.

In conclusion, teachers have subordinate roles in schools and they do not have much control on issues like designing curriculum and determining the extent of relationships with administrators.

How Close are Teachers to their Colleagues ?

According to Sikes (in Ball and Goodson, 1997), teachers' lives are not necessarily similar in some respects. Each has his or her own biography with different commitments and attitudes towards their jobs, different responses to events and experiences. She means that the extent to which teachers get close to their colleagues differs. She emphasizes that "If the teacher does join a school-based social group their whole life can revolve round the school" (p.40). She also points out that the nature of relationships among a group of teachers depends on their ages, backgrounds, purposes, personalities and the work environment.

It might be expected that the common problems teachers face would promote unity and cooperation among teachers. The empirical research findings do not prove this theory. For example, Webb (in Ball and Goodson, 1997) found out that teachers worked to create problems for each other instead of sharing and cooperating. He found that teachers were generally isolated from one another and received very little recognition from their colleagues. Webb discusses that non-involvement with peers engender feelings of insecurity, status panic and self-protection through isolation.

The major intrinsic rewards of teachers are earned in isolation from peers, and teachers can also be competitors and put obstacles for each other (Lortie, 1975). Lortie claims that teachers can work effectively without the active assistance of

colleagues, since teacher-teacher interaction does not seem to play a critical part in the work life of teachers. However, school relationships affect teachers' professional achievement.

"Relationships among teachers are complex. It is true time that in comparison with those in many other lines of work (e.g. construction workers, actors, members of an engineering team), the teachers do not work together closely. Yet although teachers center on their classroom affairs, they do have an interest in those who work alongside them." (Lortie, 1975 p. 193).

Although educators consider cooperation in schools and teachers' relationships to play a critical role in achieving the goals of an educational program in a school, it is observed that in some contexts teachers do not have contact with their colleagues. For example, almost half of the respondents of Lortie's study (1975) reported that they had no contact with other teachers in the course of their work. Twenty-five percent said they had much contact with their colleagues mentioning jointly planning classes, jointly reviewing students' work, and on some occasions, switching classes for particular purposes.

It can be concluded that close relationships among teachers are important to achieve educational goals. Another point is that relationships among teachers may differ depending on the context, their backgrounds, and others factors such as each teacher's goals.

Teachers' Relationships with Students

Teachers' main responsibility is to go into the classroom and teach students. As a parts of relationships, teachers may see their students in school and have relationships with them. Teachers may also establish relationships with students

outside school. As regards meeting students, teachers usually have to see a large number of students. Teachers are considered to be overworked and they have to see many students each day in many countries (e.g. Crookes, 1997; Pennington, 1995; Tütünis, 1993). This makes it difficult for teachers to meet their students. Besides, during teacher training the importance of keeping distance in order to maintain discipline is emphasized, and some teachers try to be seen in the authoritarian teacher role (Sikes in Ball and Goodson, 1997). Sikes states that there are exceptions who socialize with students.

Teachers believe that if students respect them, they usually can establish good relationships with students. Sikes' study (in Ball & Goodson, 1997) on the life cycle of teachers shows that if teachers believe that students recognize them as people, it is usually easier to establish good relationships, which generally means that discipline is less of problem. Sikes points out that teachers are usually afraid of losing control over students. She says none of the teachers she interviewed had ever mixed socially with their students.

Sikes describes relationships between teachers and students as follows: The extent to which teachers want to share their interests and identify with students differs. Young teachers those between 20-30 years of age are often of the same generation as many of their students, therefore, they are likely to share similar interests and concerns, e.g. music, fashion, and sports. At some schools, teachers and students meet out of school though sometimes this causes some problems for the teacher. Teachers who have their own children develop different attitudes towards students. The relationship may become more parental and in some ways and more

relaxed and natural. Students may be more sympathetic to the teachers who have their own children.

To sum up with, relationships between teachers and students may differ from context to context. However, EFL teachers have difficulties in seeing their students because of teaching large classes and heavy workload.

Effects of Salaries on Teachers

There is no doubt about the relationship between teacher salary and teacher motivation, leaving or staying in profession, commitment, and satisfaction in work. Research on teacher salaries (e. g. Demircan, 1988; Gureli, 1998; Huggett, 1986; Johnston, 1997; Lortie, 1975; Pennington, 1995; Tatlidil, 1993) demonstrate that EFL teachers are underpaid in many contexts.

Teacher salaries are considered to be the main determinant of the attractiveness of the profession of teaching (OECD Report, 1992). Salaries and other benefits (such as special housing allowances, health schemes, and special working hours and arrangements) vary across countries and even within countries because of the types of teaching.

The surprising point is that teacher salaries are considered to be low in many EFL contexts. A survey conducted by Gallup Organization in 1969 (cited in Lortie, 1975) revealed that American teachers of elementary and secondary schools were underpaid. Crookes (1997) supports Lortie by emphasizing the limited budget for education in the United States of America. He states that

"The system itself is often severely underfunded; teachers are thus obliged to

take second jobs, which limits time for professional development activities.

Under these conditions, of course, teachers set survival... at higher

priority."(p.68).

Examining the conditions of teachers of English in Hong Kong, Pennington

(1995) says that teachers are not supported financially for marking papers, higher

degree work, and self-development activities. Lack of financial support is a reason for

stress. It also causes teachers to leave the profession and go into other professions.

A recent study done by Johnston (1997) supports the previous research

findings on EFL teachers' salaries. Johnston says that nearly all of the teachers he

interviewed held multiple jobs. Because of low wages, EFL teachers in Poland did not

see EFL teaching as a profession. Thus, they wanted to move into jobs with high pay.

Webb (in Ball & Goodson, 1997) explains that American teachers get into the

profession with hope that they will earn an adequate income, however, their

expectations do not come true because of high inflation. He argues that they also

come with the expectation that their work will afford them respectably high status in

the community. When concluding his argument, Webb says that the teaching

profession does not provide teachers with financial support they need to sustain them

in their work. He emphasizes that as a result of this many teachers leave the field.

Although teaching is a profession which is considered to be respected in the

Turkish society, when comparing teacher salaries with salaries of members of other

professions, it is obvious that teacher salaries are quite low. Hence, EFL teachers

usually take other jobs or give private lessons (Gureli, 1998). Demircan (1988) argues

that the salary paid to the teacher should not hinder teacher's development wish. He

suggests that at least the teacher should be supported to cover his or her expenses for

books and journals. Otherwise, worrying about the cost of living will force the teacher

to give private lessons or do other jobs. Thus, the teacher cannot develop in his or her job or help students. Demircan says that in the1980s many EFL teachers who were considered to be successful left their jobs at state schools in order to work under better conditions and get paid more at private schools. Thus, state schools lost a number of good teachers.

In his book about history of education in Turkey, Akyüz (1994) argues that teachers are underpaid. He says many teachers have to do other jobs instead of developing themselves. The number of the teachers who leave the profession is high too. What Akyuz says is very similar to Demircan's description of the situation of teachers in Turkey. This shows that there has not been any change from the 1980s to the 1990s.

Tatlidil (1993) states that there is a relationship between salaries and the status of teachers. He claims that teachers in Turkey, like teachers of other developing countries, get low salaries when comparing to salaries of members of other jobs which require professionalism. Thirty percent of the respondents of his study said that low salary is the reason behind the low status of teachers in Turkey.

In sum, the teaching profession is not providing individuals with the financial support. As is evidenced in different contexts, teachers are leaving the field (Akyüz, 1994; Webb in Ball and Goodson, 1997). Researchers suggest that teacher salaries should be increased and teachers should be supported financially for self development activities or expenses. If teachers are supported, their motivation, commitment, self-development desire, and satisfaction will increase.

<u>Teacher Rewards</u>

Blase and Blase (1994) classify the rewards of an individual's job as extrinsic and intrinsic. Extrinsic rewards include salary, working hours, status, and power. On the other hand, intrinsic rewards are psychic or subject rewards. Blase and Blase emphasize that teaching is limited in extrinsic rewards, but that the intrinsic rewards are numerous. The intrinsic rewards include students' performance, interaction with colleagues, satisfaction in performing a valuable service, enjoyment of teaching activities and enjoyment of learning from teaching. Frase and Conley (1994) define extrinsic rewards as work-related rewards that derive from such features of work as pay, opportunities for advancement, and relationships with coworkers and intrinsic rewards as work-related rewards that derive from aspects of work itself, including job challenge, autonomy, a chance to use one's own special abilities, and feedback from the job itself. Frase and Conley point out that extrinsic rewards alone do not motivate teachers. They suggest that intrinsic rewards are important in motivating teachers. However, numerous schools do not provide teachers with high levels of intrinsic and extrinsic rewards.

The findings of the study done by Blase and Blase (1994) demonstrate that successful shared governance principals make extrinsic and intrinsic rewards possible for teachers. Participating in making decisions increases teacher status and power. Even the act of praising teachers appears to be a primary, effective, and valued form of reward for teaching. The teachers who participated in the study reported that praise and other symbolic rewards influenced them by increasing their willingness to spend more extra hours in school, making them working harder, yielding greater teacher self-esteem and motivation.

Crookes (1997) argues that by comparison with business or civil service the concept of financial reward for teachers is not clear. He claims that teachers often compete with one another for the small rewards that the principal offers.

It can be concluded that rewarding contributes to teachers' involvement, motivation and effectiveness. It is not clear whether teachers are rewarded at universities. If they are rewarded, what should a teacher do to get rewarded ? What are the effects of rewards on teachers ? These are issues that call for attention and investigation.

Amount of Teacher Workload

It is considered that workload plays a crucial role on the teacher's efficiency, effectiveness, and commitment. According to several studies (e.g. Demircan, 1988; Johnston, 1997; Pennington, 1995; Tutunis, 1993), teachers of English in different contexts are overworked. For example, Hong Kong secondary school teachers are required to teach between twenty-six and thirty-five periods a week with class size of more than thirty-five students (Pennington, 1995).

In addition to classroom instruction, teachers must assist other school activities, both official such as organizing extracurricular activities for students and unofficial such as helping the principal with various tasks. However, it cannot be concluded that all teachers are overworked; it depends on in which country or school they work or what subject they teach (Ball and Goodson, 1997). For instance, the Sixth Form teachers in Britain have heavy workloads since they prepare their students for university.

Apart from classroom teaching, involvement in other duties seems time-consuming. According to Crookes (1997), teachers are obliged to spend a great deal

of time complying with administrative matters. There are several reasons of why teachers are overworked; in many countries there is a lack of EFL teachers, institutions do not want to have big budgets, and administrators do not consider the time spent outside classroom on school work as working time.

When the workload of EFL teachers in Turkey is examined, it appears that what is discussed above is also true in Turkey. Secondary school teachers of English in Turkey, like teachers of other subject-matters, have to teach at least 18 hours a week; high schools teachers have to teach at least 15 hours a week; university instructors are required to teach at least 12 a week (Demircan, 1988). However, this is not the reality for EFL teachers. The EFL teachers working in secondary and high schools and the ones who work at universities usually teach between 24-30 hours a week (Demircan, 1988; Tutunis, 1993). Teachers' workload is usually measured by the number of hours that they teach. At university level, responsibilities of teachers include marking exam papers, checking assignments, attending meetings, designing the curriculum, maintaining office hours and some other kinds of work related to teaching and school.

As a result, the existing evidence shows that EFL teachers have heavy workload in many contexts. Both the number of actual teaching hours and the time spent for school work such as lesson preparation and administrative work should be taken into consideration.

Sources of Satisfaction and Dissatisfaction in Work

Sources of satisfaction for teachers may come from job, students, salary, promotion, facilities, status, opportunities for a career, or workload. There might be other sources for teachers depending on time and contexts. These sources can sometimes be motivating and encouraging for teachers while at other times they, lack or quality of motivating sources, may hinder teaching or create problems for teachers.

Webb (in Ball & Goodson, 1997) says that the major source of teacher satisfaction has been the act of teaching itself. However, teachers may also suffer from teaching in the classroom if they do not see the types of students whom they believe that are successful and respectful or can do what teachers want them to do in the classroom.

A study by May (cited in Blase and Blase, 1994) explored the reasons why one very talented teacher left the profession. The reasons were

a) administrators' decisions and parents' pressure that undermined her efforts to

    provide a quality education to students,

b) frustration with the ineffectiveness of committees despite the tremendous amount

    of work required,

c) feelings of humiliation and being undervalued by administrators, and

d) the feelings of being used (i. e. the reward for her good work was more workload)

The reasons behind the teacher's dissatisfaction gives valuable data about the work life of the teacher and the nature of teacher dissatisfaction.

The results of a survey conducted by the National Education Association (cited in Lortie, 1975) revealed that eighty percent of the respondents selected students when they were required to identify the sources of professional satisfaction

and encouragement, and eighteen percent said teaching in general. Other sources of satisfaction included administrators, working conditions, teachers, parents, facilities, and the community. The respondents of Lortie's study (1975) said teaching was satisfying and encouraging when positive things happened in the classroom. Most of the teachers, considered intrinsic rewards their major source of work satisfaction, eleven percent chose extrinsic rewards, and almost twelve percent ancillary rewards. Lortie asserts that it is of great importance to teachers to feel they have reached their students. Respondents talked about two major sources of difficulty in their work: the first was about teacher tasks and use of time. The second concerned the relationships with students, coworkers, and parents.

An important point about teacher dissatisfaction is discussed by Sikes (in Ball & Goodson, 1997):

"The real problems, the ones which cause anxiety are kept either to oneself or are told to the people one trusts, and who it is felt safe to be open with"

(p. 38)

This means that teachers do not share their dissatisfaction with their colleagues but instead is kept confidential. She states that in some schools there may be a group of teachers who express their dissatisfaction, cynicism or career frustration and other teachers can be affected by this.

Frase and Conley (1994) suggest redesigning teachers' jobs and work environments so that teachers can be motivated and derive satisfaction from teaching. Old methods, such as autocratic supervision, personnel evaluation by inspection, and exhortations and threats to work harder, have not been successful in the past. According to Frase and Conley, such methods have been harmful; they have retarded

the development of teaching as a profession. Suggesting some new premises and practical ideas for implementing in schools, Frase and Conley argue that satisfaction and motivation are the results of successful work. They also claim that everyone has a right to experience joy in his or her work.

Changes Teachers Would Like to See in their Work Conditions

Changes continuously occur in every aspect of language teaching - working conditions in schools, teachers themselves, teaching materials, salaries, and attitudes of learners towards language learning. The effects of these changes on language teaching and teachers can be positive or negative.

The question of how things change in education is complicated. According to available data (e.g. Crookes, 1997; Gureli, 1988; Huggett, 1986; Lortie, 1975), teachers generally have no control over decisions of changes at schools. Teachers have to accept the changes which are offered by high authorities. He adds that they have some degree of teacher autonomy in the classroom which is limited and informal.

Drawing a broad picture of American schools, Lortie (1975) analyzed changes in two aspects; the changes teachers would face and the changes teachers wanted in their work. The respondents of Lortie's study criticized complicated curricula, preferring those which increase student options, include recent development and good articulation. The changes teachers wanted were various, such as better students, better educated administrators, smaller classes, less extra duty, better facilities, and more money. Speculating on change, Lortie says change is inescapable in education and suggests that the changes teachers want should not be radical.

"Their status clearly does not grant them control over the conditions they

believe are important and necessary... teachers yearn for more independence,

greater resources, and just possibly, more control over key resources."

(p.186)

Lortie suggests that the changes teachers want should not be radical. His comment on changes also includes the importance of getting teachers' sentiments while making decisions.

Hugget (1986) claims that none of the changes made in Britain in the 1980s found much favor among teachers. He points out that as one impractical scheme after another is imposed on schools in rapid succession, both the teachers and the students become demoralized.

Conclusion

According to several researchers (e.g. Crookes, 1997; Goodson, 1994; Johnston, 1997), it is time to gather empirical data on teachers' lives in various contexts and to examine whether these lives can best be conceptualized in terms of careers and profession or whether other theoretical approaches might be more fruitful. Despite the fact that the teacher is considered to be a crucial factor in teaching, much of the concern in teachers' lives has focused on issues such as teachers' thinking or development. Richards (1996) refers to the research in recent years on understanding teaching from inside, rather than from outside. He claims that in both general research on teaching as well as research on second language acquisition, the need to listen to teachers' voices in understanding classroom practice has been emphasized. The voices of teachers, the questions teachers ask, the way teachers use writing and intentional talk in their work lives, and the interpretive frames teachers use to understand and improve their own classroom practices are missing from the knowledge base for teaching (Cochran, Smith & Lytle cited in Richards, 1996).

In fact, if the situation is not seen from teachers' points of view, it is impossible to come to any balanced judgments about education, which is one of the most vital agencies for the present and future well-being of the whole community (Hugget, 1986). A much broader focus on teachers' lives and work should be advocated. Goodson (1994) states that this is true for several reasons: First, practice is a good deal more than technical things teachers do in classrooms - it relates to who teachers are, to their whole approach to life. Second, interactive practices of teachers' classrooms are subject to constant change often in the form of new government or administrators. Last, teachers carry theoretical aspects of language into the classroom. Their willingness and abilities depend on how they feel and what they think about their working environments. What teachers think and how they feel about their work conditions their satisfaction with what they are doing and the changes they would like to see play a critical role in language teaching. In brief, if teacher sentiments are made known, then proposals for change can be made accordingly.

Not enough or almost no attention is given to the teachers of English working at Turkish universities. As teachers of every context have their own characteristics and working conditions, teachers working at Turkish universities exhibit characteristics which may distinguish them from teachers of other contexts. In Turkey, working at a university is considered to be prestigious and English teaching is a permanent profession. EFL teachers can make careers depending on their university or administrators. It can be concluded that there should be more research on the topics discussed in this literature review. In the next chapter the methodology of this study will be presented.

CHAPTER 3 : METHODOLOGY

The purpose of this study is to investigate the sentiments of teachers of English as a Foreign Language (EFL) at Turkish universities about their work conditions, the sources of satisfaction and dissatisfaction, and the changes teachers would like to see in their work. The concept 'work conditions' is used to cover teachers' relationships with administrators, colleagues, and students; teacher salaries, rewards, and workload. This chapter of the study covers subjects, materials, procedures, and data analysis.

Investigating EFL teachers' sentiments, this descriptive study addressed the following research questions:

1) What are the work conditions of EFL teachers at Turkish universities like ?

2) What are the sources of satisfaction and dissatisfaction for EFL teachers at Turkish universities ?

3) What kind of changes would EFL teachers at Turkish universities like to see in their work conditions ?

This study does not replicate any previous studies since it focuses on EFL teachers at Turkish universities rather than teachers teaching at primary or secondary levels, teachers of English as a Second Language (ESL) as has been the case with studies related to teachers' lives. However, it draws on some elements of methodological procedure from the studies done by Lortie (1975) and Johnston (1997) and also borrows suggestions from several studies reviewed in Chapter 2. It also borrows relevant questions, which are used in the questionnaires or asked during the interviews, from Lortie (1975) and Johnston (1997).

Subjects

The respondents of this study were twenty-three EFL teachers from three universities located in different provinces of Turkey.

The faculties, schools, and departments in which this study was conducted are as follows: the Faculty of Communication Sciences and the Faculty of Education Anadolu University, in Eskisehir; the Faculty of Economics and Administrative Sciences, the Faculty of Education, and the School of Tourism and Hotel Management Balikesir University, in Balikesir; the School of Foreign Languages Department of Basic English and Department of Modern Foreign Languages Middle East Technical University, in Ankara.

These three universities were chosen in order to get the data from the teachers working in different parts of Turkey and at universities that fall into different categories. Middle East Technical University, where English is the medium of instruction, is considered to be one of the best universities in Turkey. At this university there is a preparatory school. A preparatory school is called "hazirlik okulu" in Turkish and the students who study at these schools are called "prep students." Anadolu University is considered to be a medium-scale university in Turkey and English is partly the medium of instruction. At several (3) faculties or schools of Anadolu University, the medium of instruction is English. However, there is not a preparatory school at Anadolu University. Balikesir University is one of the newly founded universities (founded in 1992). At Balikesir Univeristy, the medium of instruction is Turkish although English is taught between 2 and 16 hours a week For example, students of the Faculty of Education study English only 2 hours a week and

for one year while students of the School of Tourism and Hotel Management study English for sixteen hours a week.

Twenty-three English teachers with 4-10 years teaching experience were selected as the respondents. In total, the number of EFL teachers at these institutions was more than three hundred. In order to select the respondents, the researcher gave initial questionnaires to the teachers at these institutions with 4 - 10 years teaching experience in an attempt to lessen the number of respondents and select the teachers who had different backgrounds, thereby giving rich data. Three of the respondents were native English speakers while the others were Turkish English teachers. The number of EFL teachers who participated in Questionnaire 1 was 65.

Table 1 gives information about the backgrounds of the respondents. The data shown in the table were collected through an the initial questionnaire entitled Questionnaire 1 (see Appendix B).

Table 1

Characteristics of the Subjects

Item	frequency (N= 23)	percent (N= 23)
Sex		
Male	5	21.73
Female	18	78.26
Marital Status		
Married	12	52.17
Single	7	30.43
Engaged	2	8.69
Divorced	2	8.69
Age		
25 - 31	13	56.52
32 - 38	6	26.08
39 - 45	4	17.39
BA in		
English Language Teaching	14	60.86
English Language and Literature	5	21.73
Other (Music, Philosophy, etc.)	4	17.39
Have MA degree		
Yes	8	34.78
No	13	56.52
In progress	2	8.69
Have worked at a secondary school		
Yes	10	43.47
No	13	56.52

Apart from the data shown in Table 1, the initial questionnaire included items asking how many hours the respondents were teaching that term, how long they had taught at that institution, whether they were native or non-native EFL teachers, what university they had graduated from and whether they had received a master's degree.

In the initial questionnaire, teachers were asked whether they wanted to participate in the research project. The teachers who indicated that they did not want to participate were eliminated. Hence, the respondents who participated in the study accepted involvement willingly.

Materials

In this study, structured questionnaires and interviews were used to collect data. As mentioned previously, Questionnaire 1 was distributed to select the respondents (see Appendix B). A letter of introduction was attached to this initial questionnaire (see Appendix A). Then a second questionnaire, Questionnaire 2, was administered. This questionnaire included Likert scale, multiple choice and open-ended questions. A sample copy of Questionnaire 2 is shown in Appendix C. Finally, all of the respondents who participated in Questionnaire 2 were interviewed. The interviews with the native speaker teachers were conducted in English (see Appendix D) while the interviews with non-native speaker teachers were in Turkish (see Appendix E). The researcher asked yes-no, and open-ended questions to the respondents in the interviews. The data collection materials, numbers and types of the questions are presented in Table 2.

Table 2

Numbers and Types of Questions used for Data Collection

Data collection material	Likert scale	Types of questions		
		Multiple choice	Yes / No	Open-ended
Questionnaire 2				
Administrators	3	1	-	3
Colleagues	1	1	-	1
Students	1	2	-	1
Salaries	1	1	-	2
Rewards	1	1	-	1
Workload	1	1	-	1
Satisfaction	2	1	-	1
Dissatisfaction	-	-	-	1
Changes	1	1	-	2
Interview schedule				
Life Story	-	-	1	3
Administrators	-	-	1	2
Colleagues	-	-	1	1
Students	-	-	1	1
Salaries	-	-	1	2
Rewards	-	-	2	2
Workload	-	-	1	3
Satisfaction	-	-	-	1
Dissatisfaction	-	-	2	2
Changes	-	-	1	1
Total	11	9	11	31

Procedures

To conduct this study, several steps were followed: first, the administrations of universities and teachers were contacted. As the second step, the respondents of the study were selected. Then the questionnaires were distributed to collect data. Finally, interviews were conducted with teachers. Two questionnaires were used in this study. The initial questionnaire was used to select the respondents while the second one was used to collect data.

Before the administration of the questionnaires, each questionnaire and its versions were piloted with a native EFL teacher at the Freshman Unit of Bilkent University and two non-native MA TEFL students at Bilkent University in order to check the reliability and validity of the questions. These teachers were also interviewed in order to determine whether there were any problems with the proposed interview questions.

In January 1998, the required contacts were made with the three universities by telephone, e-mail, written application, and through personal contacts with the heads of departments and teachers in order to obtain the necessary approval from the administrations and personal permission from the teachers before administering the questionnaires and interviewing the teachers.

The initial questionnaires were distributed to the teachers with 4-10 years teaching experience between 26 February , 1998 and 6 March, 1998.

After selecting twenty-three respondents according to the criteria that is mentioned earlier in this chapter, the researcher contacted the selected respondents and distributed the questionnaires between 10 - 15 March, 1998.

Each respondent was interviewed between twenty and fifty minutes individually in his or her office or home, school canteen, a lab, or a teachers' room between 16 March, 1998 and 17 April, 1998. All of the interviews were tape-recorded and the researcher took notes during the interviews. The respondents were free to speak in Turkish or English.

Data Analysis

After the collection of data through questionnaires and interviews, the researcher compiled the data on EFL teachers' sentiments about their work conditions, the sources of satisfaction and dissatisfaction, and the changes teachers would like to see in their work. The data obtained were analyzed and discussed under topics referring to the research questions.

Both quantitative and qualitative data analysis techniques were used. Frequencies and mean scores of Likert scale items, and frequencies and percentages of multiple choice items were calculated. The open-ended questions in the questionnaires were analysed qualitatively or quantitatively. Question 8 in the open-ended part was analysed quantitatively.

The researcher listened to all of the tape-recorded interviews at least once and some parts were transcribed. A coding system was used to put the answers into categories. When it was possible, quantitative techniques were used as well. The interview questions which were the same as the questions in Questionnaire 2 were used to triangulate data. When it was possible to analyse, the responses to a question were analysed both qualitatively and quantitatively.

In the next chapter, the analysis of data will be presented and the results will be discussed. To ensure confidentiality; each teacher, university, faculty, school and department is given a pseudonym.

CHAPTER 4: DATA ANALYSIS

Overview of the Study

This study investigated the sentiments of English as a Foreign Language (EFL) teachers at Turkish universities about their work conditions, the sources of their satisfaction and dissatisfaction, and the changes they would like to see in their work conditions. The concept 'work conditions' was used to cover the relationships teachers had with administrators, colleagues, students, and teacher salaries, rewards and workload.

Investigating sentiments of EFL teachers at Turkish universities, this descriptive study addressed three research questions which are as follows:

1) What are the work conditions of EFL teachers at Turkish universities like ?

2) What are the sources of satisfaction and dissatisfaction for EFL teachers at Turkish universities ?

3) What kind of changes would EFL teachers at Turkish universities like to see in their work conditions ?

The subjects of this study were twenty-three EFL teachers who were working at three universities in Turkey. To keep the respondents' identities confidential, a pseudonym was used for each teacher, university, faculty, school and department. These three universities were chosen because they are situated in three different cities and have their own characteristics in terms of size, reputation, English teaching programs, number of teachers, and administration of EFL teaching programs (see Chapter 3 for further information on the context of the study).

The selection of the respondents was done according to the evaluation of an initial questionnaire entitled Questionnaire 1 (see Appendix B). This initial

questionnaire aimed to select the teachers who came from different backgrounds and the ones that could be considered as representatives for each group. From each faculty, school, or department at least one group representative, who was considered to have similar background with the ones who worked at the same school, department or faculty was selected. The other selected respondents were the teachers thought to be extreme cases meaning teachers whose backgrounds were different from others.

To collect data, a questionnaire (see Appendix C) which included eleven Likert scale statements, nine multiple choice items and twelve open-ended questions was used. In addition, interviews were held with all of the respondents for the triangulation of the data. Some of the questions asked during the interviews aimed to get new data in order to explore issues not investigated in the questionnaires. The interviews with non-native speaker EFL teachers were held in Turkish (see Appendix E) while the interviews with native speaker teachers were conducted in English (see Appendix D).

To analyze the data, both quantitative and qualitative data techniques were used. The data were discussed under headings or subheadings which were the areas this study aimed to investigate. Frequencies and mean scores for each item in the Likert scale were calculated. Percentages and frequencies of the multiple choice items were calculated while a coding system was used for the analysis of the open-ended questions. Interview results were analyzed both quantitatively and qualitatively - the qualitative analysis entailed listening to all of the interviews and transcribing some parts. The transcribed parts of interviews in Chapter 4 which were quoted are the original sentences of the teachers.

This chapter presents the results of the study. First, the information gathered during the interviews on when the respondents decided to become EFL teachers, how they got into the profession and their expectations is given. Second, the results of the questionnaires and interviews related to each topic are analyzed and discussed.

Data Analysis Procedures

To analyze the data, these stages were followed: First, the data in the questionnaires were analyzed. Frequencies and mean scores of Likert scale items were found. The average mean score of the items were found as well. Frequencies and percentages of the multiple choice items were found. The open-ended questions were analyzed both qualitatively and quantitatively.

Second, the tape-recorded interviews were listened to and analyzed by using a coding system and quantitative techniques such as frequencies and percentages. The recurring themes were put into categories. In addition, the parts of the interviews which were used to quote were transcribed.

Next, the results of the data in the questionnaires and the results of the interviews were compared or discussed separately. For the ease of read, the data in this chapter is sometimes presented in tables and sometimes not. Finally, the results of the questionnaires and interviews which were compared were presented.

Results of the Study

In this section, information about when the respondents decided to become teachers and how they got into profession is presented. Though this given information was not the aim of this study, it was felt that this information could give a broad picture or a background about EFL teachers' lives. The information in this section was collected during the interviews.

Next, the results addressing teachers' sentiments concerning work conditions, sources of satisfaction and dissatisfaction in work, and changes EFL teachers would like to see in their work conditions are analyzed and discussed.

Teachers' Life Stories

Some of the information presented in this section is from the initial questionnaire that aimed to select the respondents. The data concerning age, sex, marital status, teaching experience, and undergraduate education are from the initial questionnaire. In addition, during the interviews, the teachers were asked when they decided to become EFL teachers, how they got into profession and what expectations they had when they started working as teachers.

Decision to Become a Teacher

According to the results of the initial questionnaire, nearly half of the respondents stated that they had not studied English Language Teaching at university (see Table 2 in Chapter 3). Interview results show that more than half of the teachers (57 %) decided to become teachers either at university or while they were secondary school students. Almost half of the teachers (48 %) said that they decided to become teachers after graduating from university. Nearly half of the teachers (11), who had decided to work as EFL teachers, had tried some other jobs previously with some related to teaching and some not.

Teacher Q who was a native speaker teacher at the University of Spring had an interesting story. While he was travelling across Europe, he met the owner of a private language teaching school in Turkey. According to him, the idea of being a tourist and working was nice. He worked in a province in the south of Turkey for a while. Then he applied for a job at three universities and he was accepted by one of

them. Thus, although Teacher Q had studied music at university in his own country, he found himself in the EFL teaching profession.

Teacher E's decision went back to her childhood. Teacher E, who was single and had a master's degree, said she had decided to become a teacher when she was in secondary school. She said, "I always wanted to be a teacher."

Teacher K, who was 40 years old and with 2 children, had only 5 years of teaching experience. Although she had studied English Language and Literature at university, she did not think of working as a teacher. She worked in the training department of a governmental institution. While she was working there, she taught English to the engineers of the institution and did some part-time teaching at a private language course. Then she applied for a job at university.

Entry into the Profession

One question asked in the interviews investigated how the teachers got into the profession. Nearly half of the teachers (47 %) first entered the profession by starting teaching at a university while thirty-seven percent of them taught English at a private or government language course called "dershane" or "dil kursu" in Turkish. A "dershane" or "dil kursu" prepares students for university entrance exam or has English teaching programs. The rest had taught English at a secondary or high school before they started working at a university. There were several exceptions. For example, Teacher F worked in the tourism sector for 6 years before he took an exam to get a job at the University of Summer and got into the teaching profession because of personal reasons.

Teacher G did not want to work at government schools, so she gave private lessons and taught English part-time at language teaching courses. Then she worked

at two high schools. It was her first year at the University of Autumn when she was interviewed. She stated that she wanted to contribute to education as much as she could although she had negative opinions about government schools before she started working at a high school.

Teachers' Expectations when entering the Profession

The teachers were asked about what expectations they had when they got into profession and whether their views about teaching changed.

Table 3 shows teachers' expectations and their changed views about teaching and work conditions.

Table 3

Teachers' Expectations from Work

Teacher	Expectations from work	Changed views
A	good relationships	learning about difficulties
B	hoping to see idealistic teachers, no rivalry	finding it not as expected
C	making a career	learning she was born for this job
D	good relationships and work environment	not much change
E	making a career and good work environment	all coming true, happier
F	personal reasons, cannot explain	sometimes being bored with doing same
G	working freely, long teaching hours	seeing it did not work
H	sharing what she knew, easy work conditions, regularity	learning development not possible
I	idealist	facing lack of facilities and materials
J	high status, reach young, do something for country	awareness of problems
K	part-time job, ideal job for female	lots of lesson preparations
L	idealist, giving a lot in short time, and good relationship	have to be patient, more experienced
M	self-development and be a good teacher	faculty training not enough for teaching
N	moral satisfaction, giving Ss sth, and good relationships	better than expected
O	a boring environment	better than expected, self-development
P	free time, multilingual environment	-
Q	surviving/earning a living, good relationships	-
R	appropriate salary	problems, chaos, and lots Ss in a class
S	being at university, academic environment	people work separately, no co-operation
T	teaching Ss who knew	all came true, disappointment for pay
U	teaching something to someone	more motivated, all came true
V	developing herself	no changes
W	not boring job, different environment, moral satisfaction	satisfied with Ss, free to do what wants

Note. Though some categories seem overlapping, they are the exact answers of the respondents.

As shown in the table, the teachers' expectations were various. Teacher O

thought his work environment would be boring while Teacher W thought working as

a teacher would not be boring. Good relationships were expectations of several teachers (5). A few teachers (2) stated that they were idealist when they entered the profession. The table shows that the teachers' changed views mostly include negative aspects. That is to say, their became more aware of problems, limited materials or facilities, lack of self-development opportunities, and large amount of workload. On the other hand, more than one fourth of the teachers' (7) views changed in a positive way.

In sum, most of the teachers said their views about teaching or the conditions during their teaching experience had changed. For example, Teacher T who was young and had four years teaching experience said she wanted to work with the students who were successful. She was happy with her students, they were even better than she had expected. Several teachers (3) had expected good relationships. Teacher A teacher at the University of Summer said that her views changed and she was not happy with the relationships among teachers. She used word "artificial" to describe the relationships among the teachers working at her institution.

<u>EFL Teachers' Work Conditions</u>

In this section, EFL teachers' sentiments about their work conditions are presented. Under the heading work conditions, the teachers' sentiments about their administrators, colleagues, students, salaries, rewards, and workload are examined. Teachers' relationships with administrators, colleagues and students were also examined. The data presented in this section were collected through Questionnaire 2 and the interviews.

Teachers' Relationships with Administrators

This part presents the data analysis and findings on why and how often teachers and administrators came together, and the teacher sentiments on the administrators' attitudes towards them.

Table 4 indicates frequencies and mean scores of three Likert scale items in Part I of the questionnaire.

Table 4

Teachers' Sentiments about their Administrators

Item	frequency (N=23)					mean (N=23)
	5	4	3	2	1	
My administrators seem qualified	4	12	3	3	1	3.65
Administrators seem aware of my abilities	2	9	8	3	1	3.34
Admns. ask for my suggestions & opinions	-	6	5	7	5	2.52

Note. Admns= Administrators
(5= strongly agree, 4= agree, 3= uncertain, 2= disagree, 1= strongly disagree)

The results of the first item in the table above show that more than half of the teachers (16) thought their administrators seemed qualified in their work. Several teachers (3) disagreed or strongly disagreed with the majority of the teachers. The results of the second item in the table show that nearly half of the teachers (11) thought their administrators seemed aware of their abilities in work while thirty-five percent of the teachers were not sure about this. The third item is about whether administrators asked the teachers for their opinions and suggestions. The results show that one fourth of the teachers (6) agreed that they were asked for their opinions and suggestions while the others were uncertain or they disagreed with the statement.

Table 4 shows that, although for the first two items teachers had positive sentiments about their administrators, many of the teachers (16) did not accept that they were asked for their opinions and suggestions. The reasons behind the administrators' this attitude might be various: The administrators may be afraid of losing their power or they may feel that they do not need the teachers' opinions and suggestions because of being professional in the field. Another reason could be that the administrators do not think that the teachers are qualified to be asked for their opinions and suggestions.

Item1 in Part II of the questionnaire, which included multiple choice items, asked the teachers on what issues they were asked for their opinions and suggestions. The results of this item are displayed in Figure 1.
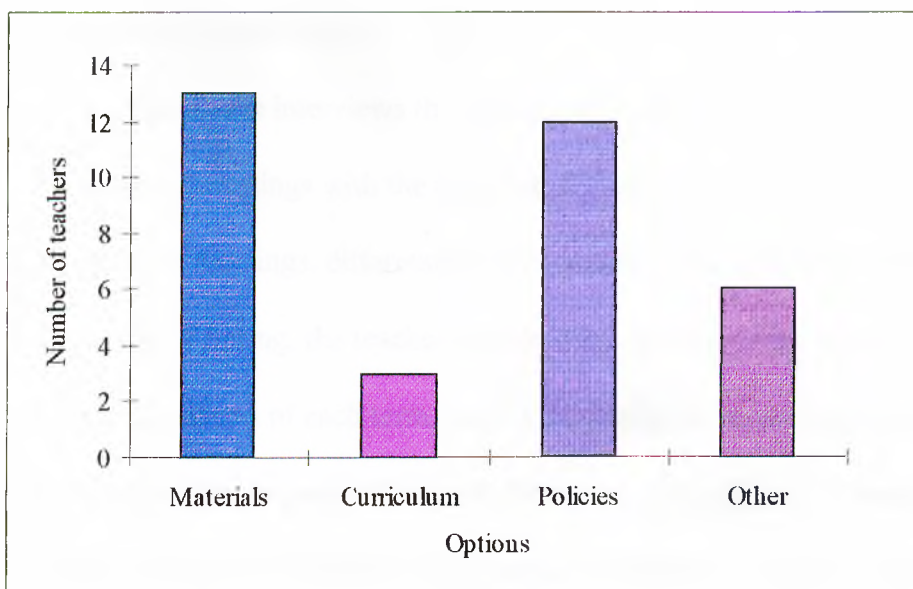
Figure 1. Importance of teachers' opinions and suggestions

N= 23

As shown in the figure, more than half of the teachers (13) were asked for their opinions and suggestions on teaching materials. It also shows that the teachers

were asked for their opinions and suggestions when the curriculum was renewed. On the other hand, more than one fifth of the teachers (6) circled the option 'other'. The results in the figure contradicts with the results of Item 3 of Part I. When the results are compared, it is clear that the number of the teachers who stated they were asked for their opinions and suggestions is higher when responded to Item 1 in Part II.

According to the results of Item 1 in Part III of the questionnaire, it was found out that apparently the teachers would see their administrators at meetings (78 %), special occasions like parties (17 %), and when the teachers or the administrators had problems or wanted to say something (57 %). The results of the interviews concerning occasions the teachers and administrators came together supported the results in the questionnaires.

During the interviews the teachers were asked about the regularity and frequency of meetings with the administrators. In terms of the frequency and regularity of meetings, differences were identified among the three universities. At the University of Spring, the teachers would come together with administrators at the beginning and end of each term. At this university, there was a scheduled meeting after each midterm exam. Moreover, there was regularity of the meetings. At two departments of this university, there were committees or units of teachers. For example; at the Department of March, there was a testing committee, a teacher training committee, and coordinators for each level like intermediate and advanced levels.

At the University of Summer, differences were found between the two faculties of which teachers were the respondents of this study. While the teachers

working at the Faculty of June came together with their administrators after each exam and at the beginning and end of each term, the teachers working at the Faculty of July said there was not a schedule for the meetings and they could see their administrators when they had problems. They also said that there was a teacher who was responsible for the communication between the teachers and the administrators of the faculty. His duty was to be a kind of representative for the teachers. At the University of Autumn, since all of the teachers worked at separately situated faculties or schools, contradictions were found out. Though they worked at different faculties or schools, they were all teachers of one department and had the same status. One of the teachers said she would see her administrators regularly. All of them said they would see the head of Foreign Language Department at meetings once a year. Apart from that they had to see the administrators of faculties or schools in which they were teaching. Each faculty or school had its own schedule. One of the teachers said, "Irregularity is the dominant factor" when talking about meetings. This means that meetings were not held regularly.

Question 2 in Part III of the questionnaire aimed to get teachers' sentiments about their administrators' attitudes towards them. Table 5 shows teacher sentiments about the administrators' attitudes towards them. The results are given in frequencies and percentages for each response category.

Table 5

How Teachers perceive Administrators' Attitudes

Response	frequency (N= 23)	percent (N= 23)
Friendly	6	26.08
Positive	6	26.08
Respectful	2	8.69
Objective	1	4.34
Neutral/Not sure/Normal/OK	5	21.73
Negative	3	13.04

As the table shows, more than half of the teachers (61 %) thought their administrators' attitudes towards them were positive. This is a result that can be underlined because this means that the teachers perceive their administrators attitudes in a positive way. However, the results of the questions on whether teachers were asked for their opinions and suggestions should be compared with the results of the table above.

In the interviews, when the teachers were asked to respond to the question, "Do you think your administrators try to do their best as much as they can when you need their help to solve a problem at your institution ?" (Question 7), most of the teachers (78 %) said "Yes." Among twenty-two percent who said "No" one teacher said, "No. I don't want to take my problems to administrators. They have a lot to do." Another one said, "Instead they put obstacles for you." Twenty-six year-old Teacher

T said, "There is not a wall between us and them. You can go and talk to them about your problems whenever you want."

It seems that the teachers' sentiments about relationships with their administrators are various although there are a few similarities. At several schools or departments (4) meetings held with the administrators were regular and the teachers seemed satisfied. On the other hand, because of being a member a department but working under the administration of a faculty or school, the teachers at several schools and faculties (3) had problems such as irregularity of meetings and feeling isolated. At two of the universities which did not have preparatory schools EFL teachers are responsible to the department of foreign language teaching and the administrations of the faculties or school they are teaching for. A teacher may sometimes work for more than one faculty or school. This means that teachers have to meet the head of their department which is usually the department of foreign languages and the dean and deputy deans of faculties or schools they are teaching for. This makes the situation difficult for the teachers. The situation of the teachers seems complex because of meeting and being responsible to both the heads of their departments and the administrators of the faculties or schools they were teaching for.

How close are Teachers to their Colleagues ?

The questions asked under this sub-heading in the questionnaires and interviews aimed to examine EFL teachers' relationships with their colleagues and what sentiments they had about their colleagues.

Table 6 indicates the results of Item 5 in Part II of the questionnaire which investigated for what occasions teachers would meet with their colleagues.

Table 6

Meeting with Colleagues

Item	frequency (N= 23)	percent
At meetings, ceremonies, other educational activities	4	17.39
In their offices to share feelings and opinions	3	13.04
Outside university	3	13.04
Other	2	8.69
Both at official occasions and in their offices	2	8.69
Both in their offices and outside university	10	43.47

As can be seen in Table 6, nearly half of the teachers (43 %) met with their colleagues both at official gatherings and in their offices. On the other hand, the table shows that several (9 %) of them did not choose any of the options. The teachers who gave selected this option wrote they did not meet their colleagues.

Item 7 in the first part of the questionnaire asked whether teachers got on well with their co-workers. Figure 2 displays the results of this Lickert scale item.
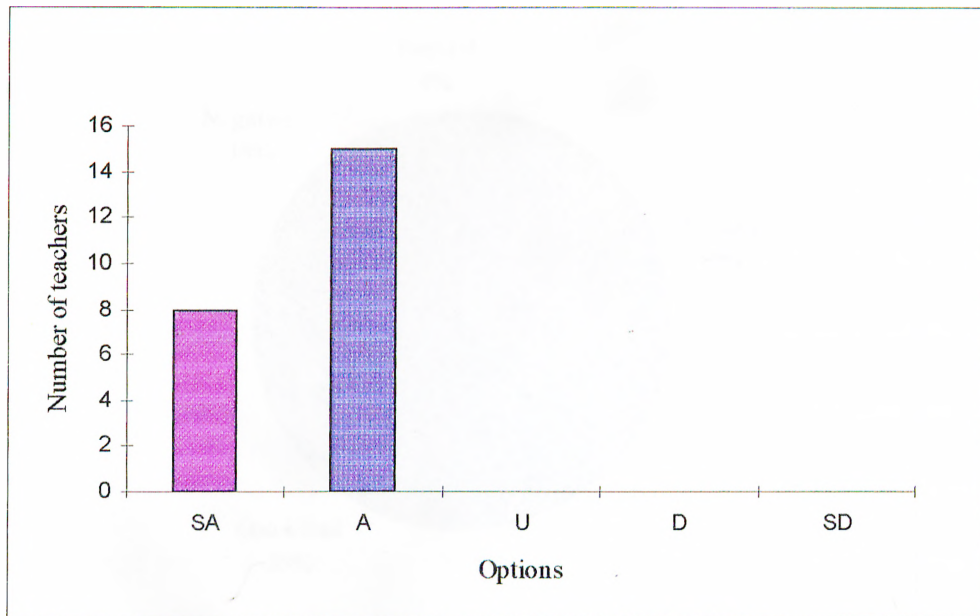
Figure 2. Do teachers get on with their colleagues ?

SA= strongly agree, A= agree, U= uncertain, D= disagree, SD= strongly disagree

The mean score of this item was 4.34. From this score it can be concluded that they got on well with their colleagues, however, the results of Question 9 asked in the interviews show they did not have completely positive sentiments about their colleagues when they were interviewed.

Figure 3 shows the percentages of each category on teachers' sentiments about their colleagues fall into.
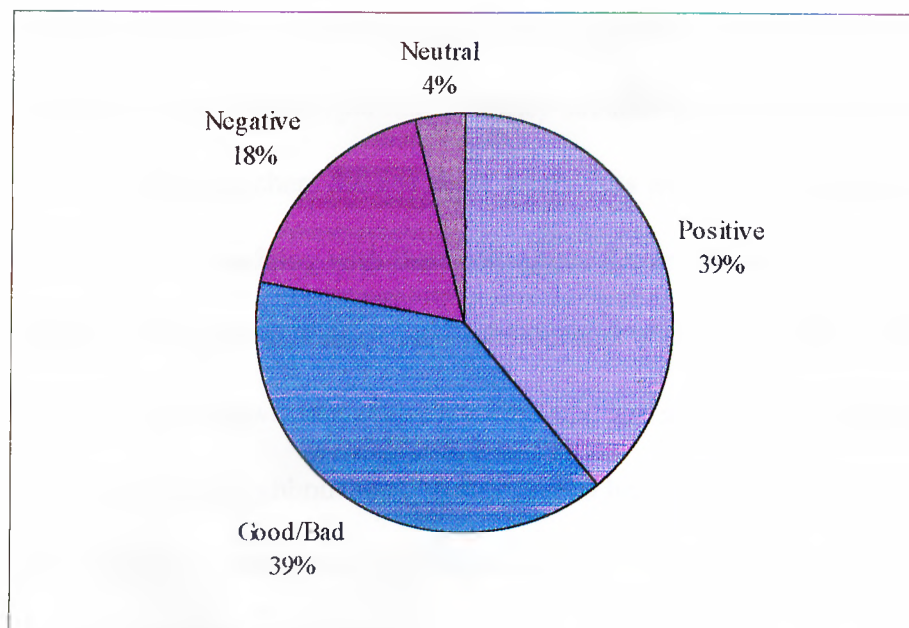
Figure 3. Teachers' sentiments about their colleagues

Note. Good/bad means the teachers whose answers fall into this category put their colleagues into two: groups 'some are bad' and 'some are good'.

The positive category included the words friendly, knowledgeable, enthusiastic, interested in occupation, open to developments, sensitive, sociable, good, humid, and understanding. The teachers who had negative feelings about their colleagues used "strict to students, lazy, not caring, bored, prejudiced, and jealous." Thirty-nine percent of the teachers put their colleagues into two groups saying "some good and some bad." The results of the figure above contradicts with the Likert scale item concerning teachers' sentiments whether they got on with their colleagues. Although the teachers sentiments seem positive according to the Likert scale item, the interview results vary.

During the interviews, in response to whether the teachers socialized with their colleagues (Question 8), seventy percent of the teachers said that they socialized with their colleagues both at university and outside university while seventeen percent

said they did not socialize with their colleagues neither at university nor outside

university. Other thirteen percent said they socialized only at university. This may

show that these teachers did not share sentiments with their colleagues or they did not

have time for socializing with their colleagues. Other reasons behind such a behaviour

might be their personalities or their relationships with their friends outside university.

During the interviews, one of the teachers said she socialized with a group of her

friends from her neighbourhood. According to her, nobody at university could

understand her. This shows that the reasons for not socializing with colleagues

changed from person to person.

Teachers' Relationships with their Students

The purpose of the questions in the questionnaire and interview schedule was

to examine whether the teachers met their students and what they thought about their

students' attitudes towards them.

The mean score of the item "The happiest time I spent at my institution is the

time I spend with my students" was 4.04 which means that the teachers were happy

with being with their students. In this Likert scale item (Item 6) all of the teachers

(23) stated their happiest time was with their students.

Both in the questionnaires and interviews, the teachers were asked what they

could say about their students' attitudes towards them as teachers. Table 7 indicates

frequencies and percentages of a question in the questionnaire which reflect how the

teachers viewed students' attitudes towards them.

Table 7

How Teachers view Students' Attitudes ?

Response	frequency (N= 23)	percentage (N= 23)
Positive	7	30.43
Neutral	12	8.69
Negative	2	52.12
Other	2	8.69

As can be seen in the table, over half of the teachers (52 %) had negative impressions about their students' attitudes towards them. This result contradicts with the results of Item 6, Part I, "The happiest time at my university is the time I spend with my students," because the mean score of this item is high. It may be concluded that the teachers had positive sentiments about their students since even several of the teachers who had negative sentiments also talked about positive sides of their students.

To further investigate teachers' relationships with their students, during the interviews the teachers were asked whether they socialized with their students (Question 8). Most of the teachers (78 %) of the teachers said they socialized with their students either at university or outside university. The number of the teachers who socialized with students both at university and outside university was quite high (70 %). The teachers who did not socialize with their students (22 %) stated that they did not have time or they felt it would negatively affect the classroom atmosphere or they had nothing in common with their students. It can be concluded that the teachers' sentiments towards their students may be considered as positive. On the

other hand, there is a question which may be about the teachers' attitudes who did not socialise or meet with their students apart from classroom teaching.

A teacher at the University of Summer, comparing her students with the ones she had taught before, used words "naughty, childlike and feeling comfortable." One of the teachers at the University of Spring said, "The students are here for honeymoon" while one at the University of Autumn said, "They are irresponsible. They like complaining, but there are some successful and tidy ones." On the other hand, a teacher at the University of Summer said, "They are respectful, interested, and enthusiastic."

The interview findings support the results of the questionnaire. Thus, it may be logical to say that a number of teachers, more than half of them (52 %) according to interview results, were not satisfied with students' attitudes. The most interesting finding may be the number of the teachers who did not meet their students (17 %) neither at university nor outside university. This probably hindered efficiency of teaching and learning. When the teachers' workload and the class sizes are considered it can be considered that there were several obstacles which made it difficult to socialize with students. On the other hand, this cannot be the case for all of the teachers since many of them were teaching between 12-16 hours a week. The atmosphere, for example lack of facilities to meet or socialize, might be another reason which the teachers faced.

Effects of Salaries on Teachers

The teachers' sentiments about their salaries, whether they took part-time jobs, how their attitudes would change about their work if they were paid more, and why they thought they should be paid more were searched in this part.

The results of the Likert scale Item 4 in Part I of the questionnaire are shown

in Figure 4.
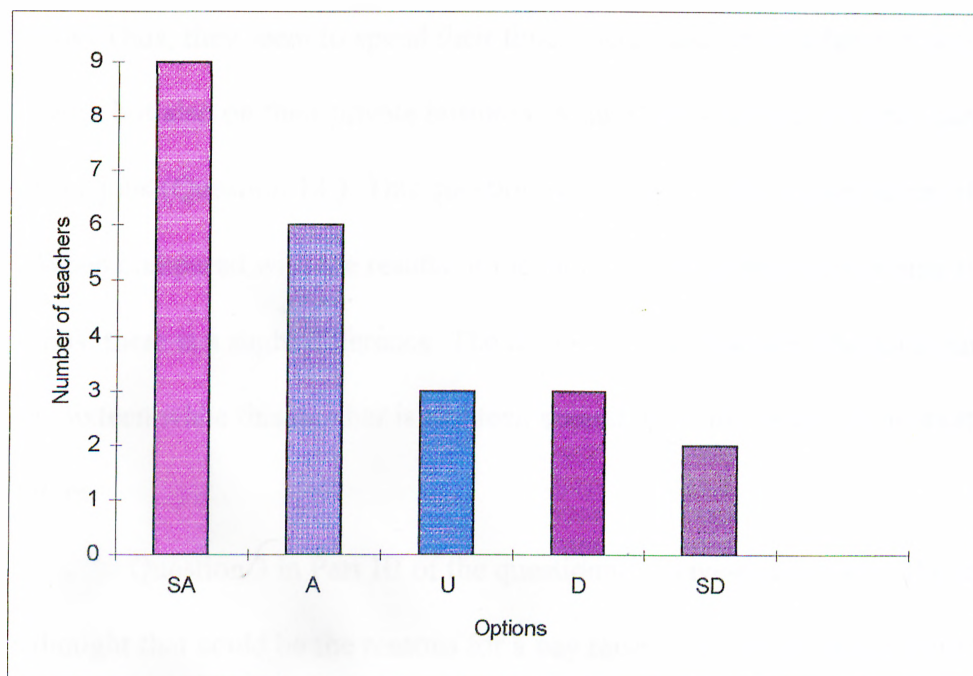
Figure 4. Teacher sentiments on whether salaries cover expenses

SA= strongly agree, A= agree, U= uncertain, D= disagree, SD= strongly disagree

As Figure 4 shows more than half of the teachers (15) believe that their salaries barely

covered their expenses. This result is important because if the teachers do not think

that their salaries are enough to cover their expenses they might do part-time jobs or

they may work less motivated in their work. Three of them seem uncertain about

whether their salaries covered their expenses.

The teachers were asked, both in the questionnaire and during the interviews,

if they took part-time jobs. The analysis of Item 2 in Part II of the questionnaire,

revealed that nearly most of the teachers (74 %) took part-time jobs either working at

their own universities or outside university. As revealed by the interview results, these

part-time jobs included giving private lessons, translating texts, directing a play,

working at a private language course, doing proof reading, teaching at university's

courses, advising students and translating texts. It is not surprising to find out that most of the teachers took part-time jobs since they stated that their salaries were too low. Thus, they seem to spend their time, energy and knowledge not only on school work but also on their private business. A question searched whether they took part-time jobs (Question 13). This question was asked for the triangulation of the data. When compared with the results of the multiple choice item concerning part-time jobs, there is a slight difference. The number of the teachers who took part-time jobs is sixteen while this number is eighteen according to the result of the multiple choice item.

Question 3 in Part III of the questionnaire investigated what the teachers thought that could be the reasons for a pay raise. The results varied from "a tiring job" to "high inflation rate." Only one respondent said there was no need for a pay raise. Table 8 indicates the reasons for pay raise.

Table 8

Why Teachers should be paid More ?

Reasons	frequency *(N= 22)	percent *(N= 22)
Amount of workload	10	45.45
Expenses on teaching materials/self-development	4	18.18
For higher job status	2	9.09
Not what is deserved	2	9.09
Other	4	18.18

Note. *= One respondent said there was no need for pay-rise.

The number of the teachers (18) who gave at least two reasons for pay raise was high. As shown in the table, almost half of the teachers (4.45) claimed that their workload was tiring or heavy. For example; a teacher gave the following response: "Everything is so expensive. We do a lot of preparations at home. We work hard."

A teacher who had ten years teaching experience at the University of Spring wrote, "First of all we can/do work for both day & night, even at the weekends. Our mind is almost, always busy with our job, thinking, planning, preparing."

Table 9 indicates the results of the data which were received through an interview question (Question 12) which was asked the teachers on how they felt about their salaries.

Table 9

Sentiments on Teacher Salaries

Response	frequency (N= 23)	percentage (N= 23)
Too low	5	21.73
Low/little	7	30.43
Not enough	9	39.13
OK, but less than deserved	1	4.34
Happy with it	1	4.34

Almost all of the teachers (22) except for one did not think their salaries were the amount they deserved. In other words, their salaries were too low or low. Only one said, "I'm happy with it. At least, it goes up with the inflation."

During the interviews (Question 14), the teachers were asked how their attitudes towards their work would change if they were paid more. For this question, most of the teachers (78 %) said their attitudes would change towards their work while others said it would not make any change. Eight teachers (35 %) said they would be more motivated and ten of them (43 %) said they could buy teaching materials or do something for self-development. Among the responses given teachers used "more motivated, enthusiastic, satisfied, active, time, better teaching, minimise private work, more involved in work, cover expenses, happier, and successful." A teacher at the University of Spring said he would treat it like a full-time job. Another one at the same university said, "I would not think of changing my job." Among the ones who would not change their attitudes towards their work a teacher said, "I wouldn't change my attitudes to my job. I would just stop complaining about my salary."

It seems clear that the teachers' sentiments about their salaries change their attitudes towards their work. It can be concluded that the teachers take other jobs because of being paid low. Less involvement in school work and opinions of leaving the profession may be the results of low pay. A very crucial result can be the number of the teachers who took part time jobs and their less involvement in their work. The most important result of this part is that salaries play a crucial role on teacher sentiments and influence teachers more than administrators, colleagues and students.

Teacher Rewards

In the in the questionnaires and interviews the teachers were asked for data on whether there was a reward system at their institutions, what kind of rewards they were given, whether they had ever been rewarded, how rewarding affected them, and what a teacher should do to get rewarded.

The mean score of the item (Item 5) "At my institution, teachers who seem to deserve rewards are rewarded" in the Likert scale is low (1.91). More than half of the teachers (15) stated that they disagreed or strongly disagreed with this statement, while the other eight were uncertain.

Table 10 displays the results of a multiple choice item (Item 3) concerning kinds of rewards given to the teachers at their institutions.

Table 10

Kinds of Rewards Teachers get

Item	frequency (N=23)	percent
Salary, fewer contact hours, or opportunities of development	4	17.39
Higher status	3	13.04
Praise, certificate of success, or job security	2	8.69
Other	16	69.56

Note. All of the twenty-three of the teachers responded to the item. Since the teachers could circle more than one option, the number of the respondents does not equal twenty-three.

In response to the item concerning kinds of rewards, most of the teachers (16) circled the option other as they thought the question was not applicable. The results item show that five of the teachers out of twenty-three stated that they were rewarded. Only three of the teachers circled the option which included praise,

certificates or job security. This result shows that teachers were not even praised which seems very surprising given that the simplest way of rewarding is praise.

In Question 5 in the questionnaire, the teachers were asked what a teacher should do to get rewarded. More than half of the teachers (13) did not answer this question by leaving it blank. The responses given fell into the following categories: becoming a Pet or Yes, Sir/Madam person, making a degree, being productive and having enough work experience.

In the interviews, the teachers were asked whether there was a reward system at their universities (Question 15). Only a few (4) of the teachers stated there was a reward system at their department. However, it should be noted that these four teachers worked at the same department. The other member of their department, however, said that she did not know whether there was a reward system. It seems that the interview responses to the reward system support the questionnaire responses. In other words, it is clear that most of the teachers were not aware of a reward system or claimed that there was not a reward system at their institutions.

As a result, it appears that there is not a reward system at the three Turkish universities. Thus, in addition to low teacher salaries, another factor which hinders teachers' involvement in their work was identified.

When the researcher asked the teachers whether they had ever been rewarded during their experience of teaching in the interviews (Questions 16, 17, 18), less than half of the teachers (10) said they had been awarded. Most of the teachers (8) who had been rewarded said they had been rewarded while they had been working at a high school or a language course. In response to the question, "Why were you awarded ?", their responses fell into three categories: for successful work, a kind of

bribe or excuse, and doing extra work for the institution. This shows that the university teachers were not rewarded much even several said they were rewarded in their institutions. Apart from low salaries, lack of rewarding may influence the teachers in a way which brings less involvement in work and dissatisfaction with teaching.

During the interviews the teachers who had been awarded were asked about the effects of awards on them (Quesiton 18). Table 11 displays the teachers' responses on how rewards affected them. The teachers who had been rewarded during their teaching experience responded to the question.

Table 11

Effects of Rewards on Teachers

Response	frequency (N= 23)	percent
Felt I was someone	2	20
Became more motivated	2	20
Good attitudes towards administrators	1	10
Felt positive	1	10
Influenced a lot	1	10
Felt better	1	10
Was not affected	2	20

As shown in Table 11, most of the teachers (80 %) were affected by the rewards given to them. Two of the teachers said they were not affected since they thought the rewards which had been given to them were a kind of bribe or excuse.

One of those two teachers who worked at the University of Autumn had been rewarded while she was teaching at a high school. She said, "I don't take that certificate as a reward. It was a kind of excuse. The principal had made a mistake. So he wanted to say 'Sorry'."

The results show that there was not a reward system. From this it can be concluded that lack of teacher rewards may hinder their involvement in their work or they cannot be motivated for doing extra work for their institutions. What makes a person more involved in his or her work ? How can a competition among teachers to be more efficient be created ?

<u>Amount of Teacher Workload</u>

Several questions which were asked in the questionnaires and during the interviews aimed to find out how much workload the teachers had, what part of their work they found enjoyable, and what part of their work bothered them.

The mean score of Item 8 in Part I of the questionnaire is 2.43 which means that more than half of the teachers thought they were overworked that term while four of them were uncertain.

Figure 5 hows the distribution of teachers' time spent on school work at home in an average week.
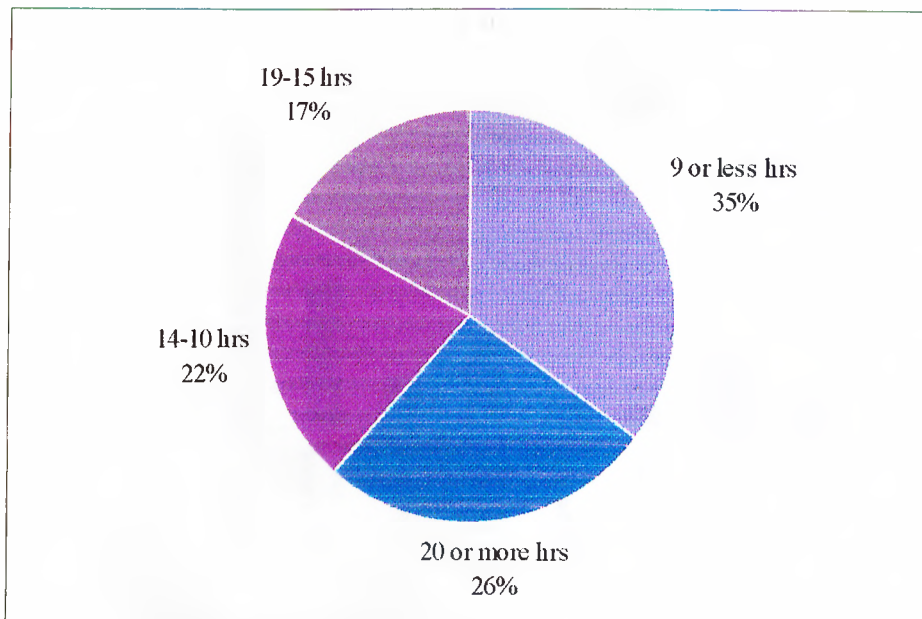
Figure 5. Time spent on School Work at Home in an Average week

Nearly half of the teachers (8) spent less than nine hours for school work at home while six teachers spent more than twenty hours a week. This seems very interesting. There must be some reasons behind teachers' working at home for more than twenty or less than nine hours a week. Two of the teachers said, for example, they had to check writing assignments all weekend. It could also be that the teachers prepared for next day's class or graded exam papers. It is possible that they conducted projects.

Question 8 in Part III of the questionnaire searched how the teachers distributed their school work time. Figure 6 indicates the distribution of teachers' time spent on school work, both at home and at university.
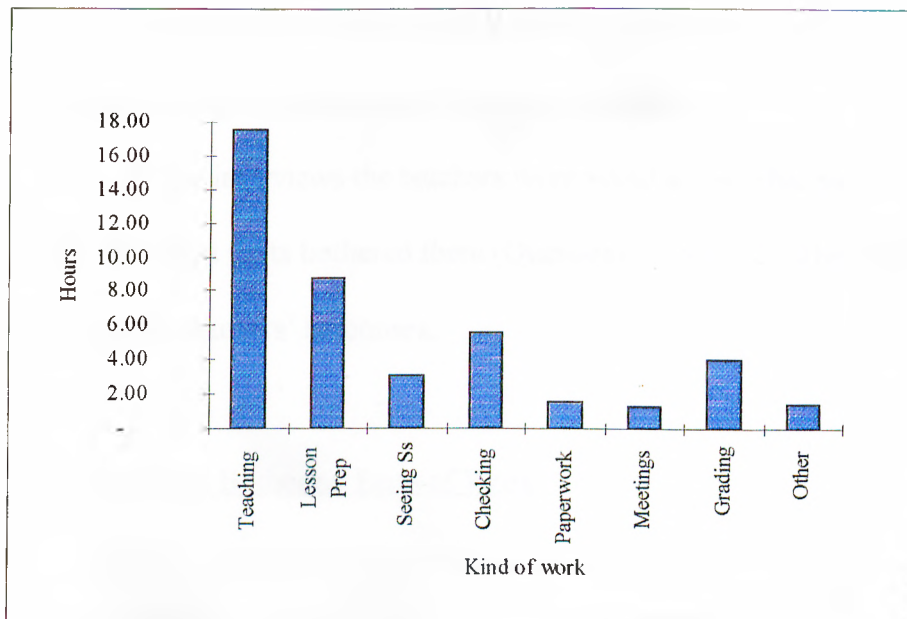
Figure 6. Distribution of Time on School work

The time spent on school work in this figure is in an average week.

The contact hours ranged between twelve and twenty four hours a week. As

shown in Figure 6, the average contact hours for a teacher is 17.47. However, most of

the teachers at the three universities taught at courses organized within their

universities. Those courses were open to either university staff, students who were

doing degrees, or outsiders. The teachers who taught at those courses were

volunteers and they were paid for each contact hour.

During the interviews the teachers were asked for their sentiments on whether

their workload was manageable (Question 20). Most of the teachers (87 %) said it

was manageable while the rest gave different responses that could not be put into

category of neither yes nor no. A teacher at the University of Summer said it was

more, while another one at the same university said "If the same classes, yes

manageable." The other respondent at the same university said "No, not easily."

Though they were not asked, nine of the teachers who said it was manageable to do

their work added that it was tiring or difficult. From these results, it can be said that

teachers' workload is not much and it is manageable.

In the interviews the teachers were asked about what parts of their work they

liked and what parts bothered them (Questions 21 and 22). The results in Table 12

present the teachers' responses.

Table 12

Enjoyable and Bothering Parts of Work

Part of Work	frequency (N= 23)	percent (N= 18)
Enjoyable		
Classroom teaching/being with students	24	100
Lesson preparation	4	17
Preparing exams/quizzes	4	17
Giving homework	1	10
Bothering		
Grading exam papers	8	35
Extra work/meetings	7	30
Checking writings/assignments	4	17
Giving exams	3	13
Lesson preparation	1	4
Preparing exam questions	1	4

Note. Five teachers said that they liked all parts of their work or did not answer the question. The number of teachers who responded to the question concerning bothering parts of work in the table does not include these five.

As shown in Table 12 all of the teachers (100 %) stated that they liked

teaching in the classroom. Several teachers (17 %) said they liked being with students.

For example, one of the teachers said, "Definitely, with students. In or outside

classroom, I don't mind." Three of the teachers (13 %) added that classroom teaching could be boring for them depending on the level and attitudes of the class they were teaching. The other parts of work the teachers found enjoyable were lesson preparation and preparing exam questions. Those who liked lesson preparation said lesson preparation was a kind of self-development.

The responses to the question "What part (s) of work is bothering for you ?" by five teachers were not analyzed since the teachers did not give the answers to the question or the answers were not related to the questions. Thirty-five percent of eighteen teachers found grading exam papers bothering while thirty percent said they did not like meetings or doing extra work like giving exams for other subject matters during final or midterm exam periods. Three of the teachers (13 %) said they did not like attending meetings since they were not beneficial. A teacher said, for being a native speaker teacher, she could not understand why she should have participated in the meetings because the meetings were in Turkish. The results show that the EFL teachers at the three universities usually had to deal with several, sometimes many, kinds of issues or jobs while teaching. Teaching students face to face, giving and preparing exams, preparing for lesson, conducting office hours, checking or giving assignments, attending meetings, ceremonies, and parties are some of the jobs they perform. Several teachers, without being asked, stated that teaching is not only classroom instruction though it is considered to be for an outsider. The teachers were asked two questions concerning enjoyable and bothering or boring parts of work.

When the data results of the questionnaires and the results of the interviews on the teachers' contact hours (classroom teaching) were compared, some contradictions were found out since for some teachers contact hours were more than thirty hours a

week. After comparing the results of questionnaires and interviews, the exact contact hours for each teacher were found out. It was found out that a few teachers counted their voluntary teaching hours at their institutions as their workload. It seems that the teachers' workload is manageable. One point that can be considered crucial is the number of the teachers who took part-time jobs. When classroom teaching, time spent on school work at home and part-time jobs are considered, it appears that the teachers are overworked.

<u>Satisfaction and Dissatisfaction for EFL Teachers in Work</u>

The issues of whether teachers were satisfied with teaching as their profession, what the sources of satisfaction were, and why teachers felt dissatisfaction in their jobs were investigated.

In the Likert scale part of the questionnaire, there were two items related to satisfaction and dissatisfaction. For the item, "I feel happy when I come to my university", the mean score is quite high (4.00) which means that most of the teachers felt happy when they entered their universities each day.

The mean score of the other item, Item 10, "I am satisfied with teaching as my profession." is 4.17. Figure 7 indicates the results of an item asked whether the teachers were satisfied with teaching as a profession.
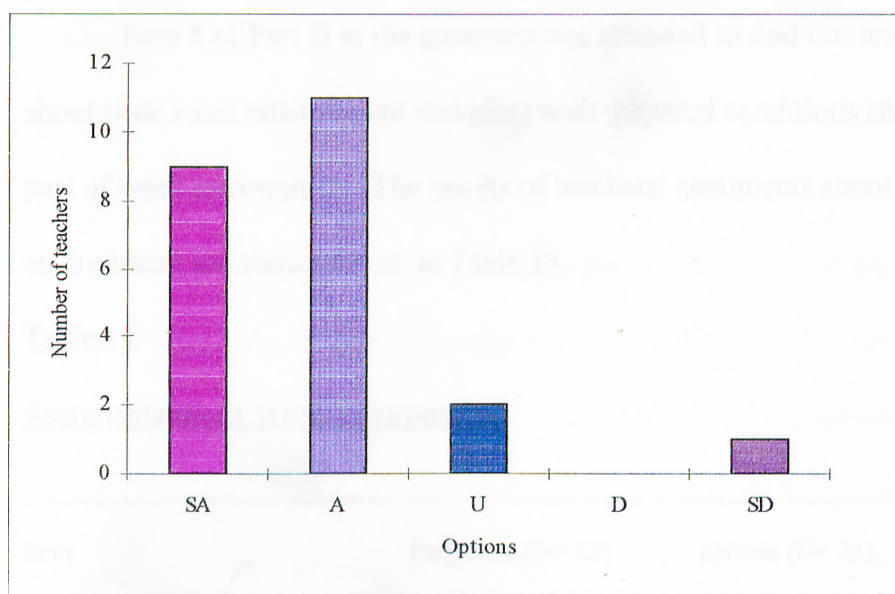
Figure 7. Teachers' views on Teaching as a Profession

SA= strongly agree, A= agree, U= uncertain, D= disagree, SD= strongly disagree

This Likert scale item concerning teacher sentiments on teaching as a profession shows most of the teachers (20) stated that they were satisfied with teaching as their professions. For this reason it is not surprising to discover that more than half of the teachers see teaching itself as a main source of their satisfaction in work. This is a very positive result and crucial as well. It is possible that when teachers are satisfied with their profession, they may work harder, feel motivated, or try to be efficient.

The responses to these two items seem interesting for two reasons. First, when the results are compared with the results about work conditions discussed in the previous parts, it is clear that the teachers have positive sentiments about their universities and professions. This also shows that the reasons behind EFL teachers' dissatisfaction may not be related to teaching as a profession or the universities as their work places. It seems that their dissatisfaction much more related to their work conditions.

Item 8 of Part II in the questionnaire intended to find out teachers' sentiments about their work environment including both physical conditions and human beings as part of work environment. The results of teachers' sentiments about their work environment are shown below in Table 13.

Table 13

Sentiments about Work Environment

Item	frequency (N= 23)	percent (N= 23)
Extremely satisfied	1	4.34
Satisfied	16	69.56
Uncertain	3	13.04
Dissatisfied	3	13.04
Extremely dissatisfied	-	-

Almost seventy percent of the teachers were satisfied while thirteen percent expressed their dissatisfaction with their work environments. About thirty percent of the teachers were uncertain or dissatisfied with their work environment. Thus, a source of dissatisfaction seems to be work environment for almost one third the teachers.

The results of the question concerning sentiments about work environment raise several questions. Firstly, if the teachers feel happy with their work environment, the question of the reliability of their opinions about the facilities, colleagues and administrators can be questioned. Secondly, the number of the changes which they would like to see should be limited. Finally, it was identified that the teachers whose

choices were uncertain or dissatisfied with their work environment were not from only one institution. That is to say, no differences were found among the universities.

Although the teachers have negative sentiments about their salaries and claim there should be changes in their work conditions, their sentiments towards teaching as their profession are positive. This may seem as a contradiction. However, there were other sources which would make the teachers feel positive sentiments towards teaching: job security, work hours, amount of holidays, status of university teachers in society, opportunity of doing another part-time job, and being partly independent in work. These are the major sources make teachers have positive sentiments about their profession.

<u>Sources of Satisfaction</u>

Both in the questionnaires and during the interviews, the teachers were asked what the sources of their satisfaction were. The question which was asked during the interviews was slightly different from the question asked in the questionnaire in terms of its wording. The open-ended question in the questionnaire was "If you are satisfied with your job, what are the sources of your satisfaction in work ?" (Question 9). A similar question which was worded as "What are the sources which make you more involved in your work ?" was asked during the interviews (Question 25).

Table 14 shows the results of the questions concerning the sources of satisfaction for the teachers in their work. The data in the table were gathered through the questionnaires and interviews.

Table 14

Sources of Satisfaction for Teachers

Response	frequency (N= 23)	percent (N= 23)
Questionnaire Results		
Students	13	56.52
Teaching	12	52.17
Working/being with people	8	34.78
Regular/manageable working hours/holidays	7	30.43
Freedom in work	2	8.69
Students success/efficiency	2	8. 69
Working at a prestigious place/status	1	4.34
Seminars/workshops	1	4.34
Interview Results		
Teaching	11	47.82
Students	10	43.47
Ss' learning/advancement/success	5	21.73
Regular life/holidays/free time	3	13.04
Doing career/academic environment	3	13.04
Working with people/mates	3	13.04
Environment/atmosphere	3	13.04
Working in a prestigious place/status	2	8.95

According to the results shown in the table; students, teaching itself, working with people and having regular or manageable working hours and enough holidays are the main sources of satisfaction for the teachers.

One result of the question related to the sources of satisfaction in work is that teaching itself and students play very important role in the lives of the teachers. When the teachers were asked what part of their work they liked, being with students was dominant preference of the teachers. In this case, there is consistency between the responses given to that question and the responses for the sources of satisfaction. These results also show that the teachers are more interested in human beings rather than facilities or teaching materials.

A teacher who was doing a doctorate degree and had heavy workload as she said expressed her feelings of happiness in work:

"I as a teacher I don't. If I myself can do what I want to do with the students and get what I have given, I feel very happy. The thing makes me bothered is the syllabus which is creating problems. As I said, little things. A student, years later, comes and tells me I gave him a lot or a student calls from another country and says 'Everything happened as a result of you, hocam' you know."

She said her mood changed whenever she went into a classroom. She said even she sometimes had problems in her mind, being with students would motivate her.

"The students…I don't think I can get the joy which I have with students in or outside the classroom," said a married twenty-eight year-old teacher at the University of Summer. He added that he liked teaching very much, however, he got bored when he had to teach same things every year. For that reason he tried to teach different levels every year.

A native speaker who had left teaching for a while and then applied for a teaching position at a university said,

"I think it is my niche. You know niche or niche (pronouncing in a different way sounding French). I feel it's me, I've tried other things...I did full-time translation work, but that was a bit tedious, and I missed the people. I like people. I'm a people-person."

Sources of Dissatisfaction

Whether the teachers felt any job dissatisfaction, the reasons behind their dissatisfaction and if they had been tempted to leave the profession were the areas of investigation.

In the questionnaires (Question 10) and during the interviews (Questions 23 and 24), the teachers were asked whether they felt any dissatisfaction in their work and what the reasons behind their dissatisfaction were.

In the interviews the teachers were asked "Do you feel any dissatisfaction in your job ?" Very small difference was identified when the number of the teachers who stated they did not feel any dissatisfaction in the questionnaires was found out. According to the results of the questionnaires, eighteen of the teachers felt at least a kind dissatisfaction while the results of the interviews show that nineteen of the teachers were dissatisfied with their work conditions.

Secondly, he reasons behind the teachers' dissatisfaction in job were examined. Table 15 includes the results of the questionnaires and interviews.

Table 15

Reasons behind Teacher Dissatisfaction

Response	frequency (N= 23)	percent
Salaries	11 (3)	47.82 (13.04)
Administrators'/colleagues/students' attitudes	9 (14)	39.13 (60.86)
Facilities/materials/development opportunities	7 (6)	30.43 (26.08)
Relationships among teachers	4 (3)	17.39 (13.04)
Workload/parts of work	5 (4)	21.73 (17.39)
Education system/curriculum	1 (4)	4.34 (17.39)
No any kind of dissatisfaction	5 (3)	21.73 (13.04)

Note. The calculations were made by using the total number of all of the respondents though five of them did not expressed any dissatisfaction. The numbers the parentheses indicate the results of the interviews while the ones outside indicate the questionnaire results.

Table 15 shows that the main reasons behind the teachers' dissatisfaction are related to low salaries, administrators' and students' attitudes, facilities, materials, and self-development opportunities. Another point which should be underlined is the percentage (22 %) of the teachers who did not feel any kind of dissatisfaction in their work. This may bring the question of why these teachers do not feel any kind of dissatisfaction although they have the same conditions and work at the same places to mind. Each teacher's workload; relationships with administrators, colleagues and students; personality; cultural, social background; views on education and language teaching; ambitions; and some others factors should be taken into consideration. In other words, sources of satisfaction and dissatisfaction for each teacher may change and every person has his or her own views about education, work conditions, and life.

When the teachers were asked what they were dissatisfied with, the results of the questionnaires were very similar to the results of the interviews. A difference was noticed; the number of the teachers who wrote salaries or low pay in the questionnaires was higher (11) than the number of the teachers (3) who mentioned or talked about their salaries during the interviews. The reason behind this can be avoiding repeating the same things or feeling that they had already talked about it when their opinions and feelings about salaries were questioned. The results of the study related to the changes the teachers would like to see proves that the responses given in the questionnaire seem more reliable because most of the teachers thought their salaries should be raised (see Table 18).

A teacher at the University of Autumn who also had high school teaching experience complained about the current education system. She said, "Yes there is. I went to elementary and secondary schools abroad. Though I went to high school and university in Turkey, I can't practice this system." She claimed because of the memorisation oriented system, she had a lot of difficulties.

Several of the teachers responded to the researcher's question by saying their dissatisfaction was not "serious" or "much". While talking about salaries a young female teacher who had done a master degree in Teaching English as a Foreign Language expressed her feelings and anger. "I laugh when I tell outsiders I work at this university they respect me, but when we talk about salaries mine is the lowest. Maybe people are working as secretaries, but they are paid well."

During the interviews, the teachers were asked whether they had ever been tempted to leave teaching (Question 26). Nearly half of the teachers (11) stated that they had thought of leaving teaching. Among the teachers who said "No" (52 %) a

teachers said, "I sometimes want to leave if I choose a target. Maybe." while another one said, "Maybe in the future."

The teachers who had thought of leaving were also asked what made them stay in the profession (Question 27). Table 16 displays their responses to this question.

Table 16

The Reasons that keep Dissatisfied Teachers stay in the Profession

Teacher	Response (N= 11)
A	loves her job
B	likes the city, has not had saved money to live on for a while
C	will regret for her ten -year work experience, feels will get bored at home
D	thinks cannot do another job
F	likes the atmosphere, loves teaching
H	is afraid of hard life in another place, wants to do a job requires English
J	finding it difficult to give up habits, feels will be difficult to change
K	does not think she can do what she dreams
P	thinks she has much free time in her current job
Q	likes people, the atmosphere
R	thinks lifestyle is easy, not qualified for anything else

It seems that the reasons for staying in the job are various and each teacher's reasons differ from the others', although love for teaching, the atmosphere in the university and being afraid of doing another job or working in another place are the main reasons.

In sum, it can be concluded that the EFL teachers at the three universities feel dissatisfaction in their work. The reasons behind their dissatisfaction range from very

small things like "pop quizzes from top" to some major sources like salaries and the education system. The main reasons behind their dissatisfaction seem to be their work conditions rather than the teaching profession.

<u>Changes Teachers would like to see in their Work Conditions</u>

One of the aims of this descriptive study was to investigate whether the teachers wanted to see changes in their work and what kind of changes they thought should be made.

During the interviews, all of the teachers (100 %) said that there should be changes in their work conditions (Question 28). In response to the changes they wanted to see in their work conditions, three of the teachers said "Small things." The result of the questionnaire responses support the result of the interview. All of the teachers said they wanted to see changes in their work while they were interviewed. As the result of Item 11 in Part I of the questionnaire which concerns with changes shows that most of the teachers thought there should be changes in their work conditions. The responses given for this item were reversed. The mean score of this item is 1.56 which means that most of the teachers believed that there should be changes in their work conditions. Another result is that three teachers were uncertain about whether there should be changes in their work conditions.

An item in Part II of the questionnaire aimed to find out the reasons for the changes (Item 9). The results of the multiple choice item "I think there should be changes in my work conditions because..." are shown in Table 17.

Table 17

Reasons for the need of Changes

Option	frequency (N= 23)	mean
These changes will increase my involvement in my work.	15	65.21
There are some problems at my institution.	5	21.73
Students seem dissatisfied with the education they get.	12	52.17
Other	1	4.34

All of the teachers selected at least one option which they were given. Table 17 shows that more than half of the teachers (65 %) thought the changes they wanted to see in their work conditions will increase their involvement in their work. Surprisingly, less than one fourth of the teachers (22 %) marked the option "There are problems at my institution." However, more than half of the teachers (52 %) gave students' dissatisfaction with the education they are currently getting as a reason for the changes.

A difference was found among the responses of the teachers' at the three universities. The responses of the teachers at the University of Autumn fall into the options concerning problems at institution and students' dissatisfaction with the education they are getting. Another significant result is that four of, out of five, the teachers at the Department of March, University of Spring thought students' dissatisfaction with the education they are getting was a reason for the changes. Two of the teachers at the University of Autumn selected the option concerning existence

of problems at their institution. These two teachers worked at the same faculty. The other two teachers stated that the changes would increase their involvement in work.

The issue of what changes should be made in teachers' work conditions was examined. The results of the interviews and questionnaires are shown in two tables separately. Their views and wish for the changes were various. For example; a teacher said the changes she wanted were not so crucial while another one at the same university had totally opposite views on the changes.

Table 18 indicates the responses given to Question 11 in Part III of the questionnaire concerning teachers' sentiments about changes (Question 11).

Table 18

<u>Changes Teachers want</u>

Teacher	necessary changes should be made
A	Ts should be involved in making decisions
B	being accepted as the members of faculty, problems be solved soon, not postponed
C	more salary, attitudes of administrators, rewards
D	improvement of facilities, ideas should be applicable
E	less teaching hours
F	education policies, salary, quota of Ss in the department
G	-
H	foreign language in univ. entrance exam, Ss into different levels, an advisor
I	workload, physical conditions, meeting administrators regularly
J	less teaching hours, a room to study or work in
K	pay-rise
L	payment, rewards
M	heavy workload, salary
N	a private office and computer for each teacher
O	increase salary, educational facilities
P	no so 'gicik' quizzes from top
Q	pay-increase
R	more pay, opportunities for career development, changing courses
S	nothing will change attitudes towards teaching
T	physical atmosphere more civilised, salaries drastically increased
U	more money, more participation in decision making, participation in academic life
V	consensus on the conflicts among people, a building for the department
W	administrators' attitudes, curriculum, meetings with agenda

As shown in Table 18, the changes the teachers wanted to see differ. More salary, less workload, physical conditions, participation in making decisions, and relationships are the categories that teachers' responses fell into. Nearly half of the teachers' responses (43 %) include pay raise. Almost one third of the teachers (30 %) wanted changes in physical conditions. Their demands were on better or more facilities, teaching materials and other equipment like computers.

Table 19 shows the responses given to the question "What changes do you think can make EFL teachers become more involved in their work ?" during the interviews (Question 29).

Table 19

<u>What can make Teachers become More involved in their Work ?</u>

Teacher	Responses
A	more salary, asking for opinions, ESP in the curriculum
B	more pay from revolving fund of university, maximum teaching hours 15
C	less teaching hours, better facilities, pay-rise, no discouragement from admns.
D	facilities, teaching materials, sending teachers abroad
E	less teaching hours, rewards from administrators
F	less workload, change in policies, facilities, sending teachers abroad
G	better facilities, more teaching hours in the curriculum, materials, financial support
H	administrators' interest in solving problems, facilities, materials, rewards, pay-rise
I	less teaching hours, administrators' interest in solving problems, rewards, support
J	serious organisation, teacher responsibility, in-service training, rewards
K	pay-rise, equal opportunity for university houses, job security/status
L	pay-rise, better relationships among teachers, rewards, encouragement
M	more salary, rewards, teacher development opportunities
N	private room, rewards, pay-rise, less teaching hours
O	classroom environment, pay-rise, teacher development opportunities
P	teaching materials
Q	improvement in salaries, opportunities for teacher training
R	higher salary, more rewards, more ongoing education
S	less students in a class, rewards
T	less students in a class, pay-rise, rewards, encouragement for training activities
U	pay-rise, teachers' participation in making decisions, support for training
V	more rewards
W	more help among teachers, co-operation, more motivation

<u>Note.</u> admns. is the abbreviation for administrators

Table 19 shows that the teachers' would be more involved in their work if they were paid more. The number of the teachers (61 %) who wanted changes in pay raise is high. More than one third of the teachers (39 %) demanded better facilities or teaching materials. The table shows that there is demand on self-development opportunities and getting rewarded too.

When the data in Table 18 and the data in Table 19 are analysed the changes the teachers would like to see in their work fall in these categories: pay-raise, more facilities and teaching materials, rewarding, teacher development opportunities, less workload, administrators' attitudes towards teachers, renewing curriculum, lessening number of students in a class, and policies. When the data in Table 18 which indicates the data in the questionnaires with the data in Table 19, the responses of the teachers change. For example, in the questionnaires only two teachers requested for less workload while the number of teachers who talked about lessening workload during the interviews is six.

There is a demand on the change of salaries; the results of the questionnaires show that ten teachers thought that teachers should be paid more while the number of the teachers who requested pay-rise during the interviews is fourteen. This result shows there is high demand on more pay. At this point several significant questions should be considered: Why do teachers do part-time jobs ?, Are the teachers financially supported to attend seminars, workshops, or other development activities?

During the interviews eleven teachers said they should be rewarded. A teacher at the University of Spring who said she loved teaching suggested, "People should be rewarded. This can be sending abroad, it can be sending course. It can be salary." Most of the teachers claimed there was not a reward system at their

universities earlier. So their demand for rewards is not surprising. Under topic 'Rewards' it was discussed that there was not a reward system at the universities and the teachers wanted to get rewarded.

Nearly half of the teachers (48 %) believed that opportunities for teacher development were crucial and requested that teachers should be encouraged and supported for attending in-service training, seminars, and workshops (see Table 19). The data in Table 18 do not support this result since only three teachers requested for teacher development opportunities.

A large number of the teachers complained about facilities and teaching materials. More than half of the teachers (70 %) were not happy with the facilities or teaching materials. Teacher J said he wanted a quiet place to work or study.

Seven teachers, both in the questionnaires and during the interviews, wanted to see changes in their administrators' attitudes towards them. The complaints were very strong sometimes. For example, during the interview a teacher who shared an office with three other teachers told the researcher she could not understand the administrators' attitudes while making decisions. Here is a part of her speech: "Main problem, this institution…as an institution, of course it can be all over Turkey. For example, a prep school was established, but nothing was asked us and this is something which directly interests us. I will be a teacher there, but nobody asks 'What is your opinion ?'" Another teacher at the same faculty who had done an MA degree in ELT pointed out that administrators did not care about them. She said, "What can I say about administrators ? At least they should ask 'Do you have a problem ?' I mean. 'Do you live, are you alive ?'."

Among other changes the teachers would like to see in their work are renewing the curriculum, education policies, lessening number of students in the departments or classes, regularity of meetings, good relationships among teachers, classroom environment, and participation of teachers while decisions are made. It should be noted that one of the teachers did not respond to the question concerning changes in the questionnaire while another one wrote "Nothing will change my attitudes towards teaching."

In some cases, it was sometimes difficult to get an exact answer. During the interview with a native speaker teacher; when the researcher asked whether there should be changes, the teacher said "No. No. I mean OK. I suppose. Occasionally photocopy   like that. Technical. I don't know." In response to "What changes can make EFL teachers become more involved in their work ?" she said "Ah. Actually, the acoustics of some of the classes are not good and the audio equipment is a problem." Finally, the researcher asked her whether she thought there should be changes to make teachers become more involved in their work. To this similar question which was the same as the earlier one, the teacher's response was more detailed, "I don't know. To me, it's, to me this is a job I am doing this to earn money. I want to be a good teacher but I am not going to my aim is to."

The last question asked the teachers for the most crucial change they would make in their work if they had an opportunity. When the data were analyzed, a common crucial change was not found out. Three of the teachers' responses included more than one crucial change. A teacher did not write anything though for the question. Six teachers responded to the question as "increasing salaries", three teachers wanted less teaching hours, and three intended to renew or change

curriculum. The other responses varied; teachers' involvement in making decisions, gathering everyone in the same building, decreasing the quota of the students, organise workshops, better facilities, in-service training courses, putting drama into ELT, private office and computer for each teacher, more frequent bus-service, change administrators, attitudes of teachers towards each other, and teamwork. One of the teachers said he would give up and set up his own business when he was asked what would the most crucial he wanted to make.

As it is pointed out above, the most crucial change for six teachers would be pay raise. Several of the changes the teachers wanted to make were more personal rather than being problem of the institution or other teachers'. For example, more frequent bus-services, putting drama into ELT, or giving up teaching can be considered more personal problems. It seems that several of the changes the teachers would make are simple, however, most of the changes they want to make are not under the control of their own administrators.

In sum, it can be concluded that the teachers of the three universities wanted changes which would make them change their attitudes towards their work. Their demands on changes reflect their dissatisfaction with their work conditions. If they were satisfied with the work conditions, they might not demand any changes.

In the next chapter, the findings of the study will be summarised and discussed in the light of the research questions. Implications and limitations of the study will also be discussed.

CHAPTER 5: CONCLUSIONS

In this chapter, the procedures used for collecting and analysing data for this study are summarized. Then the general findings are discussed with respect to the research questions and the pedagogical or institutional implications are presented. As a final step, the limitations of the study and the possibilities for further research are presented.

Summary of the Study

The purpose of this study was to investigate the sentiments of EFL teachers at Turkish universities about their work conditions, the sources of satisfaction and dissatisfaction, and changes they would like to see in their work conditions. The term "work conditions" is used to cover teachers' relationships with administrators, colleagues and students and teacher salaries, rewards and workload.

For the purpose of finding answers to the research questions of the study, questionnaires were prepared and administered and interviews were conducted. An initial questionnaire was used to select the respondents of the study. After the selection of the respondents, a questionnaire which consisted of 11 Likert scale items, 9 multiple choice items, and 12 open-ended questions was prepared and administered. As a final step, interviews were conducted with all of the respondents. The interviews were used for the triangulation of the data and searching for the issues which were not covered through the questionnaires.

The respondents of this descriptive study were 23 EFL teachers from three universities situated in three different provinces in Turkey. Each of the universities is considered to have its own characteristics (see Chapter 3). To ensure confidentiality; each respondent, university, department, school or faculty was given a pseudonym.

Both quantitative and qualitative techniques were used to analyze the data. Frequencies and mean scores of the Likert scale items were calculated while frequencies and percentages of were computed for the multiple choice items. The open-ended questions in Part III of Questionnaire 2 were analyzed quantitatively and qualitatively. A coding system was used to analyse the responses. Question 8 of this part was analysed only quantitatively. All of the interviews were listened to and the parts which the researcher wanted to quote were transcribed. As the interviews with non-native speaker English teachers were conducted in Turkish, the responses of the non-native English speaker EFL teachers' were translated into English.

This chapter interprets the results of the study for which the data were collected through questionnaires and interviews. In this section of the chapter, the findings are discussed referring to the three research questions concerning sentiments which were as follows:

1) What are work conditions of EFL teachers' at Turkish universities like ?

2) What are sources of satisfaction and dissatisfaction for EFL teachers at Turkish universities ?

3) What kind of changes would EFL teachers at Turkish universities like to see in their work conditions ?

EFL Teachers' Work Conditions

In several studies (see for example Demircan, 1988; Johnston, 1997; Pennington, 1992; Tütünis, 1993), it is indicated that teachers of English as a Foreign Language (EFL) live under work conditions which may hinder their self-development, efficiency and effectiveness or force them to leave their profession.

It is argued that teachers play crucial roles in language teaching. Their work conditions affect them; their motivation, involvement in work, desire to develop, decision to stay in or leave the profession, attitudes towards administrators and students depend on where they are and how they feel about their work conditions.

As it is discussed in Chapter 2 of this thesis, EFL teachers work under difficult conditions in many countries including Turkey. That is to say, teachers do not have control over their work conditions, they are overworked, they have to see a number of student which does not enable them to have relationships with students, their salaries are low, and they feel the lack of a prestigious profession.

Teachers' Relationships with Administrators

It is argued that relationships between teachers and their administrators are important (Lortie, 1975). With the cooperation between teachers and administrators, developments in a school can be made faster and more efficient.

In this study, how often and for what occasions the administrators and the teachers come together and what the teachers think and feel about their administrators' attitudes towards them were investigated. As a result of this study, it was found out that the EFL teachers at three universities in Turkey mainly came together with their administrators at meetings held for evaluation of exams, announcements by the administrations and when the teachers had any kinds of problems including personal issues. They also came together with the administrators at parties, ceremonies or other official occasions.

Differences were also found among the three universities in terms of regularity and frequency of coming together with administrators. At the University of Spring, the teachers would meet administrators regularly and there was a schedule while at

the other two universities the teachers complained about the meetings because the numbers of meetings were limited and insufficient. Differences were also found within these universities since the teachers taught at different faculties or schools. Each faculty, department or school had its own schedule and English teaching programs. Thus, the teachers' opinions differed. For example, at the University of Summer the teachers of the Faculty of June were satisfied with the frequency and regularity of meetings with their administrators while the teachers of the Faculty of July had totally opposite feelings and opinions. The teachers of the Faculty of July were responsible to the head of the Foreign Language Teaching Department and to the dean and deputy deans of the faculty they were teaching for. That situation was difficult for them because they felt isolated.

It is usually suggested that administrators or decision-makers should ask teachers for their opinions and suggestions when they renew the curriculum, make decisions concerning teaching or facilities or change policies. In Turkey policies concerning holidays, getting permission, clothes to be worn at work, salaries, and aims of education are determined by the government, the Higher Education Council (YÖK), the Ministry of Education or administrators of universities. It should be noted most of the rules concerned with rights, duties, and punishments of are stated in the Civil Servants' Statute Number 657 and the Law of Higher Education, Number 2914. However, the decisions like renewing the curriculum, rewarding teachers, giving extra work, organising projects, and determining teachers' duties are made by the senate of each university. When these laws are examined, it seems that the teachers working at Turkish universities have limited control over their work and most of the decisions are made by administrations.

Given the results of this study, it can be concluded that most of the teachers were not asked for their opinions or suggestions by their administrators when developing or renewing the curriculum, whether there should be changes in policies related to work conditions or what materials the institution needs for teaching purposes. This means that either the administrators may be highly qualified and they did not need the teachers' opinions and suggestions or they did not care about what the teachers thought and knew. It could be the case that the administrators did not think the teachers were qualified enough to make changes in policies or curriculum. For instance, at one of the universities the administration had decided to open a school of English. During the interview in her office one of the teachers claimed they had not asked for their opinions and suggestions on the opening of that school. On the other hand, more than half of the teachers seemed satisfied with their administrators attitudes towards them. This could be the result of a strategy by the administrators to avoid making teachers feel isolated or humiliated. The teachers might have related the word 'attitude' only to their administrators' behaviours like being polite or friendly. It is also possible that the teachers were satisfied with their administrators personalities and behaviors.

No differences concerning teachers' sentiments about administrators were found among the three universities while there were differences in terms of teachers' relationships with administrators. At the University of Spring the teachers were responsible to and had relationships with the administrators who came from the field of English teaching and who were the administrators of the school and departments of English. At the other two universities, the teachers not only had relationships with the heads of departments of English, but also were responsible to the deans and deputy

deans of the faculties they taught for. That kind of responsibility and relationship

made the teachers feel confused and isolated since they felt they were somewhere

between. It is worth questioning to what extent the administrators who are not

qualified in the field of English teaching can have the same views as the teachers.

This study shows that the teachers believed that their administrators would do

as much as they could when the teachers needed administrators' help to solve a

problem. As a result, there are two points that can be emphasized: first, the teachers'

sentiments on the administrators' attitudes towards them, interest in solving problems,

being qualified in their work were positive. The second point is that the teachers were

not asked for their opinions and suggestions. This results is line with what is discussed

in the literature review. It is usually argued that teachers do not have control over

many issues in schools including curriculum which is crucial for teachers. The results

of this study verifies the theory that teachers do not have power in schools.

How close are Teachers to their Colleagues ?

This study reveals that the EFL teachers got on well with their colleagues and

socialized with their colleagues both at university and outside university. Despite the

fact that the teachers got on well with their co-workers, there were groups in a

department or school and several teachers complained about this situation.

Surprisingly, seventeen percent of the teachers would meet their colleagues neither at

university nor outside university and thirty percent did not meet or socialize with their

colleagues outside university.

If the teachers admit that they get on well with their colleagues, it is expected

that they meet or socialize with their colleagues. The reasons behind keeping away

from colleagues may be because of lack of time as some teachers said, variations in self-interests, or having different kind of personalities.

It is expected that teachers have relationships and share opinions and feelings with their colleagues because of working in the same place, doing same things and having similar backgrounds. It is claimed that teachers be the sources of satisfaction for each other or may create problems for each others.

<u>Teachers' Relationships with Students</u>

"They stay young , they stay young and young and they stay young and young, and you get older and older and older, it's the same pattern. That's what I dislike about teaching (cited in Sikes in Ball and Goodson, 1997)."

EFL teachers at Turkish universities are officially supposed to teach students at least for 12 hours a week. Keeping office hours with students is another duty of teachers at some institutions.

The findings of this study show that, for example, the teachers' sentiments concerning the amount of relationships with students differed, the teachers of two universities were expected to have office hours while at one university it was optional for the teachers to see teachers apart from classroom teaching. This is in line with what Sikes claims arguing that relationships between a teacher and a student depends on the teacher's and the student's age, sex, and other factors (see Sikes in Ball and Goodson, 1997). As the responses to the Likert scale and multiple choice items show, the teachers were more optimistic and satisfied with the time they spent with their students and their students' attitudes towards them.

Socializing with the students is another clue that the teachers liked being with their students. It is surprising that more than half of the teachers complained or had

negative sentiments about their students. More important than this, one fourth of the teachers never socialized with their students, neither at university nor outside university. In a profession like EFL teaching this is unexpected. First, teachers and students have to come together in the classroom and they are expected to communicate. Second, it is argued that good relationships have positive effects on learning and teaching. According to a multiple choice item (Item 6) concerning the reasons behind the teachers' attempt to trying to keep away from their students; lack of time, feeling that it would negatively affect the classroom atmosphere, and having nothing in common with the students were the responses.

The extent to which teachers want to share their interests and identify with their students differs. Teachers know the importance of keeping distance in order to maintain discipline. It is part of the culture, the tradition at some schools for students to meet out of school. Sometimes, relationships are not teacher - student , but fellow - team-mate may develop between teachers and students (see Sikes in Ball and Goodson, 1997).

Students are considered to be the futures of countries and the targets of every education system. Teachers are the ones who are responsible to educate them. The relationship between a teacher and a student is not like the relationship between a consumer and a producer. The consumer can decide to buy a product while a student does not have the right to choose his or her teacher. In addition, in most cases the producer does not see the consumer; however, the teacher sees the student almost every day. The relationship between a student and a student is more than it is imagined. What the student gets in school, how he or she behaves towards the teacher may be the happiness or suffer of the teacher.

Effects of Salaries on Teachers

The teachers of the three Turkish universities in which this study was conducted had similar or same sentiments about their salaries. The decision of increase in salaries of university teachers is made by the government. The teachers of the three universities felt that their salaries were low or too low. A teacher's comment on her salary is noteworthy. She said, "It's a kind of shame." As it is presented in Chapter 2, research shows that teacher salaries are low in many contexts. The results of this study are very similar to what is claimed or discussed.

Most of the teachers took part-time jobs at their institutions or worked outside their universities. Courses at the universities included programs of teaching English to graduate students, university staff or outsiders who wanted to learn English. Giving private lessons, working in a language teaching school, doing translating or proof reading, and advising high school students were the jobs the teachers perform outside their universities. This leads us to the conclusion that since the teachers felt they were underpaid, they took part-time jobs and thus became overworked. The findings concerning salaries were very similar to what is discussed in the review of literature. In the review of literature it is argued that teachers are underpaid and they usually take part-time jobs. This study reveals that the EFL teachers at three Turkish universities felt that their salaries were low or too low. Thus, they took part-time jobs and felt less motivated.

Would their attitudes change towards their work or would the teachers be more involved in their work if they were paid more ? This study shows that their attitudes would change. The teachers believed that they should be paid more because of the amount of work, the expenses they made on teaching materials or self-

development activities, higher status in society. A teacher at the University of Summer said, "At least I could buy a book that I wanted to... ." It is also important that almost one fourth of the teachers claimed their attitudes would not change if they were paid more. This might be a result of strong dedication to work or those teachers did not have any expectations in terms of salaries.

Teacher Rewards

It is suggested that teachers should be rewarded in order to make them be more involved in their work and have the feeling that they are respected.

As a result of this study, it can be concluded that there was not a reward system at the University of Spring, the University of Summer and the University of Autumn although several teachers (3) had been rewarded at their current institutions. The question 'Why are the teachers not awarded ?' arises at this point. The reasons may be:

1) There is not a reward system at these institutions.

2) The teachers may be feeling that intrinsic rewards are not a kind of being rewarded.

3) There may not be a financial source for rewarding at these institutions.

4) The administrators may be feeling that the rewards may cause conflicts among the teachers.

5) The administrators may think that the work done by the EFL teachers is not worth rewarding.

In addition, more than half of the teachers had never been given any rewards during their teaching experience. The most interesting result is that the teachers were even not praised much. Most of the teachers who had been rewarded had been rewarded when they used to work in secondary schools or other private or

government language teaching courses. The rewards which had been given to the teachers included opportunities for self-development activities, certificates, money, less teaching hours, job security, and praise.

The teachers were affected in positively when they were rewarded. It is also important that the reward was for something the teacher had done. When it was given as a kind of excuse, bribe or just making the teacher feel happy, it did not affect the teacher. In the review of literature, the importance of rewarding and its effects on teachers are emphasized. The results of this study shows that the teachers were affected by rewards and they were motivated. Thus, what is discussed in the review of the literature is the case also in this study.

What should the teachers do to be rewarded by their administrators ? Since there was not a reward system at the universities, the teachers were not required to do anything to get rewards from the institutions. In response to the question concerning what teachers should do to get rewards, several teachers' responses were being a yes, sir/madam person, do degree, have enough work experience, be productive, do something extra. "How did the reward affect you ?" was another question the teachers were asked during the interviews. When the teachers were rewarded; they felt they are someone, they were more motivated, they had good attitudes towards their administrators, and they felt better. This verifies the theory that teachers are more motivated and enjoy what they are doing. It also shows that, though simple to do, appraisal plays role in motivating teachers.

In sum, the results emphasize the fact teachers felt lack of a reward system at their universities and they would be affected positively if they were rewarded.

Amount of Teacher Workload

The contact hours for the teachers of the three universities where this study was conducted ranged from 12 to 24 hours a week. This does not mean that they did not think they had little work to perform or their workload was not tiring since they had to deal with other issues apart from classroom teaching. The results of this study concerning the teachers' workload were slightly different from what is discussed in Chapter 2. That is to say, teachers in many contexts are overworked. The results of this study show that the teachers at the three Turkish universities did not have the amount of workload, especially when actual teaching hours are considered, which teachers in many contexts have. According to several studies concerning EFL teachers' workload, teachers usually teach between 20 and 30 actual contact hours a week.

As a result of the items in the questionnaires and the interviews; it can be concluded that, although most of the teachers thought that their workload was manageable, they felt that they were overworked. One question that should, however, be asked for a such a feeling is to what extent their sentiments reflect the reality of the situation. It is clear that most of them not only worked for their institutions, but also taught or worked for another institution or gave private lessons. More than one-third of them worked in the projects organized by their institutions. Such extra work was voluntary and enabled them to earn more money. It can be concluded that the teachers spent a lot of time on their own private jobs and this probably hindered their involvement and efficiency in their work at their institutions.

The main parts of work that the EFL teachers liked included teaching or being with students in classroom, lesson preparation, and preparing tests. On the other hand

grading exam papers, giving exams, doing extra work, inefficient meetings, checking assignments or writings were the main bothering parts of work for the teachers.

It appears that the teachers at the University of Spring, the University of Summer and the University of Autumn performed similar jobs in their work as other EFL teachers working in other contexts did. It can be concluded that the amount of work spent on lesson preparation, seeing students, attending meetings or doing extra work like proctoring during exam periods, and checking assignments was as much as the amount of actual teaching hours. If only actual teaching hours are counted as workload for teachers, then the teachers of these three universities were not overworked.

In the review of literature it is argued that EFL teachers in many countries are overworked and they have to deal with many issues while teaching (see Chapter 2). The results of this study reveals that EFL teachers at three universities in Turkey were not overworked when only actual teaching hours (classroom teaching) is considered. It also appears that their workload is manageable. In this case, what is discussed in the literature review is different from the results of this study. However, this study also reveals that the teachers thought they were overworked because of dealing with jobs like checking exam papers, proctoring exams, attending meetings, preparing for lesson, and taking part in committees. As a result of Lortie's study (1975) teachers liked being with their students which is a result of this study as well.

Sources of Satisfaction and Dissatisfaction for EFL Teachers in Work

The second research question of this study investigated sources of satisfaction and dissatisfaction for EFL teachers at Turkish universities in their work.

At the University of Spring, the University of Summer and the University of Autumn; the main sources of satisfaction were stated to be students, teaching as a profession, teaching students or seeing that students have learnt, being with people, regularity and manageable amount of work, freedom in work, working at a prestigious institution, and opportunities for attending self-development activities. Among these, students and teaching itself played a very crucial role in the teachers' involvement in their work.

This study reveals that in spite of the fact that the EFL teachers were satisfied with teaching as a profession, they were dissatisfied in their work. It is significant that one fifth of the teachers did not feel any dissatisfaction or their dissatisfaction was limited to some minor problems. Low salary was the major source of teacher dissatisfaction. The other reasons which made the teachers feel dissatisfied were administrators' and students' attitudes towards teachers, lack or quality of facilities and teaching materials, limited self-development opportunities, relationships like existence of small groups among teachers, heavy amount of workload, the education system or curriculum.

When teachers feel dissatisfaction they leave teaching or work for private institutions or take part-time jobs. What Demircan (1988) claims is also true for the EFL teachers at Turkish universities.

An unexpected result of this study is that almost half of the teachers stated that they had been tempted to leave teaching. This may be a consequence of work

conditions under which they worked. In Turkey, working at a university is considered
prestigious in society. This study shows that the teachers were happy to be teaching,
and they loved their work environment. It is clear that their intentions to leave the
profession were because of their work conditions.

As discussed in Chapter 2, it is impossible to be in a profession in which all
members are satisfied (Lortie, 1975). It is expected that the amount of dissatisfaction
changes from person to person and context to context. It is suggested that common
reasons behind dissatisfaction in work are identified and precautions are taken to
make teachers become more involved in their work. What seems very crucial is the
result that EFL teachers at these three universities were happy with teaching, but had
negative sentiments about their work conditions. Those work conditions were the
reasons behind their dissatisfaction. The results of this study in terms of reasons
behind teacher dissatisfaction support what it is presented in Chapter 2 on this issue.

Changes EFL Teachers would like to see in their Work Conditions

The third research question of this study investigated what kind of changes
EFL teachers at three universities wanted to see in their work. The demands on
changes ranged from solution of simple problems like more frequent bus-service to
radical changes such as the whole education system, a building for the members of
department, the whole curriculum. It should not be surprising to get responses stating
that all of the teachers would like to see changes in their work conditions. In the
previous section it is stated that the teachers at the three universities had
dissatisfaction to a certain extent. It seems that teacher dissatisfaction with work
conditions caused demands on changes.

The results of the study indicate, the changes which could make the EFL teachers become more involved in their work were as follows:

1) The salaries should be increased. If they had been paid well, they would have had much more time for their own institutions and they would have been more motivated.

2) The number and quality of facilities, teaching materials, and self-development opportunities such as seminars, workshops or conventions should be more.

3) The EFL teachers can be rewarded and given opportunities such as doing career, going abroad for a while, and attending in-service training.

4) The amount of workload could be lessened. The teachers felt that not only the actual teaching hours, but also other duties and jobs should be taken into consideration.

5) The teachers should be asked for their opinions and suggestions when decisions are made.

6) The current curriculum can be renewed or changed.

7) Students' attitudes - interest in learning, working hard, and respecting teachers - affect teachers. It would be beneficial to see students who are motivated, respecting teachers and interested in learning. Administrators can help the teachers solve the problems on time and be supportive. The cooperation among the teachers could be improved. The relationships among the teachers can be improved in a better way since there are conflicts, jealousy, rivalry, naughtiness, lack of teamwork and sharing.

8) The education system and the curriculum should not be test-oriented, hindering learning, ors forcing students to memorise rather than learn.

9) The meetings can be scheduled and become more efficient.

10) The EFL teachers, at two of the universities, should be accepted as the members of the faculties or schools they are working for. There is need for the equality of between other instructors and EFL teachers.

It would be logical to base changes on the teachers' opinions and suggestions when decisions concerning work conditions of EFL teaching are made. Although many large decisions are made by the central office - the governments, the Higher Education Council, or each university's senate- small changes are made by the administrators of departments, schools or faculties.

As emphasized in this section, there are reasons behind the teachers' dissatisfaction in their work. It can be concluded that the changes the teachers want will increase their involvement and motivation in their work, they will spend more time on university work rather than their private work, and their teaching will be more effective. Moreover, several of the changes they want to see are simple to make. For example; the administrators can ask teachers for their opinions and suggestions before they decide to do something related to the curriculum or they can give small rewards that will make teachers feel happy.

In the review of literature it is discussed that changes should be based on teachers' views. A result of this study, which is very important, is that the teachers did not have control over the issues related to issues like curriculum, facilities and teaching materials. Thus, the results of this study support the previous research or what has been claimed. This study reveals that there were changes that the teachers wanted to see in their work conditions. It also shows that they wanted to participate in making decisions.

Pedagogical or Institutional Implications of the Study

It is hoped that this study will help the Higher Education Council and administrators of universities such as department heads, deans of faculties and principals of schools in helping to understand EFL teachers' sentiments about their work conditions, sources of their satisfaction and dissatisfaction and what changes they want to see. It can help the Higher Education Council and university administrators when they make decisions or changes concerning EFL teachers or English teaching at universities. Particularly the department, school, or faculty administrators may take their teachers' sentiments about their work lives into consideration and in making institutional changes.

It is expected that this study will be beneficial for the Ministry of Education, and other institutions like the British Council, the USIS and Ingilizce Ogretmenleri Dernegi (INGED). These institutions can learn about the details of EFL teachers' world in terms of their work conditions and their requests for changes.

Novice teachers or students of English Language Teaching departments in Turkey may be able to learn about EFL teachers' lives, advantages and disadvantages of language teaching profession at a university before they go into the profession. Thus, they can be ready for what to what expect and not to expect.

It is also hoped that this study will inform the general public about the sentiments of EFL teachers at Turkish universities. This study may raise the general public interest in teachers' lives.

Limitations of the Study

One of the main limitations of this study that only three institutions were included. Although it was aimed to cover the situation at three universities which are considered to be different from each other, the number of universities could have been increased given the fact that there are over fifty government and more than ten private universities in Turkey.

A second limitation is related to the respondents of the study. The respondents of this study were twenty-three EFL teachers and represented only one group of an educational institution. In an educational institution there are administrators, teachers, students and other subordinate staff. Collecting data from administrators working at these three universities could have helped the researcher to describe the situation from a different perspective. Their opinions and feelings about the topics investigated in this study might have been different from the teachers'. Thus, a comparison would be more beneficial.

Finally, in such a study, classroom observations might have helped the researcher for the triangulation of the data. In order to see what teachers have said or how the system is working inside and outside the institutions, observations could enrich the amount and reliability of the data.

Further Research

A similar study might be conducted at private universities to include the teachers who have left government institutions. Then comparisons can be made between private and government institutions.

Further research might reflect the views of administrators and decision-makers who have power to determine work conditions and make changes in EFL teachers'

lives. Administrators' views may be different from teachers' or it may be beyond their control to change the situation because of factors like the budget of each university.

Further research might also cover a broader area, more universities in different places, since every institution might have their own characteristics in terms of work conditions. A study which will include institutions in other parts of Turkey may support the findings of this study.

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Appendix A

LETTER OF INTRODUCTION

20 February, 1998

Dear Colleague,

I am an MA TEFL graduate student at Bilkent University. I am doing a research project on EFL teachers' lives at Turkish universities. This research project will cover three areas of EFL teachers' lives. These areas are "EFL teachers' work conditions, sources of satisfaction and dissatisfaction, and the changes teachers would like to see in their work."

I am interested in your opinions and feelings about your work conditions, sources of your satisfaction and dissatisfaction and the changes you would like to see in your work. Your responses will help me a great deal with my research. Your responses will be kept confidential. You do not have to give your name and no one will know your specific answers to these questions. I will be very grateful if you would participate in this research project.

I would like to thank you for participating in this research project.

Very Truly Yours,

Kazim AR

Appendix B

QUESTIONNAIRE 1

Would you like to participate in my research project ?　　☐ Yes　　☐ No

PART I

Please give details about yourself.

First name (optional)

Last name (optional)

Date of birth

Sex

Phone Home

Phone Work

E-mail

Fax

Institution

Department

PART II

Please circle the letter (option) that is true for you.

1. I am ....

       a. married with child/children

       b. married with no child/children

       c. divorced/widow/widower

       d. single/engaged

2. I got my BA (undergraduate) in ....

       a. English as a Foreign Language

       b. English Language and Literature

       c. American Language and Literature

       d. Other (Please specify) ....

3. I have taught English for .... years.

       a. 4-5

       b. 6-7

       c. 8-9

       d. 10

4. I have mostly taught .... level English.

      a. Advanced

      b. Intermediate

      c. Beginning

      d. Other (specify) ....

5. I am teaching English .... hours a week this semester.

      a. 25 or more

      b. 20 - 24

      c. 14 - 19

      d. 13 or less

PART III

Please answer the following questions.

1. Where were you raised ? (the place(s) where you were until the age of 18)

        _____

        _____

        _____

2. How long have you been working at this institution ?

        _____

3. Are you a native or non-native English speaker ?

        _____

4. What language(s) do you speak apart from English ?

        _____

5. What university did you attend ? (only undergraduate)

        _____

6. Have you received an MA ? (please specify what field it is in)

        _____

7. Have you taught English at the secondary level ? (middle or high school)

        _____

Appendix C

QUESTIONNAIRE 2

The purpose of this questionnaire is to solicit data about your opinions and feelings on EFL teachers' work conditions at Turkish universities, sources of their satisfaction and dissatisfaction and the changes teachers would like to see.

This questionnaire is divided into three parts: Part I Lickert Scale Statements, Part II Multiple Choice, and Part III Open-ended Questions. If a statement or question is not applicable to your situation, leave it blank.

PART I Please read each statement, then tick (...ā..) the column that most closely corresponds to your opinion.

Strongly Agree   = 5   Disagree   = 2

Agree   = 4   Strongly Disagree   = 1

Uncertain   = 3

	SA 5	A 4	U 3	DA 2	SD 1
1. My administrators seem qualified for their work.					
2. My administrators seem aware of my abilities in teaching.					
3. My administrators regularly ask for my suggestions and opinions.					
4. My salary barely covers my living expenses.					
5. At my institution, teachers who seem to deserve rewards are rewarded.					
6. The happiest time at my university is the time I spend with my students in the classroom.					
7. I get on well with my co-workers at work.					

	SA	A	U	D	SD
	5	4	3	2	1

8. I am overworked at my university this term.

9. I feel happy when I come to my university.

10. I am satisfied with teaching as an occupation.

11. There should be changes in my work conditions. .....

PART II Please read each statement, then circle the option or options that most closely corresponds to you. You can circle more than one option.

1. My administrators ask for my opinions and suggestions on ....

      a. what materials the institution needs for teaching purposes

      b. whether there should be changes in policies related to work conditions

      c. when renewing a curriculum

      d. other (please specify) ....

2. Apart from my work at my university, I ....

      a. give private lessons at my home or at the learner's place

      b. have a part-time teaching job at a private or governmental institution

      c. translate text, letters, etc.

      d. other (please specify) ....

3. Rewards given to teachers at my university include ....

    a. salary, fewer contact (actual teaching) hours, or opportunities for self-development

    b. higher status in the society

    c. praise, certificates of success, or job security

    d. others (please specify) ....

4. I meet with my colleagues ....

    a. for official meetings, ceremonies, or other educational activities

    b. in their offices to share opinions and feelings

    c. outside the university

    d. other (please specify) ....

5. Apart from classroom instruction, I meet my students ....

    a. in my office to discuss their problems or get to know them better

    b. in school the garden, canteen, café, or restaurant, to be closer or learn more about them

    c. in or out of school for entertainment activities such as sport, parties, meetings.

    d. other (please specify) ....

6. I do not try to meet my students outside of classroom because of ....

    a. lack of time

    b. feeling that it will negatively affect the classroom atmosphere.

    c. my wish to avoid making any problems for the university

    d. other (please specify) ....

7. I spend .... hours on school work at home in average week.

    a. 20 or more

    b. 19 - 15

    c. 14 - 10

    d. 9 or less

8. I am .... with my work environment (e.g. facilities, relationships with colleagues, etc)

    a. extremely satisfied

    b. satisfied

    c. uncertain

    d. dissatisfied

    e. extremely dissatisfied

9. I think there should be changes in my work conditions because

    a. these changes will increase my involvement in my work

    b. there are some problems at my institution

    c. students seem dissatisfied with the education they are currently getting

    d. other (please specify) ....

PART III Answer the following questions. Please give clear and detailed answers.

1. On what occasions do you meet your administrators ?

2. a) What do you feel are your administrators' attitudes towards you ?

   b) What things make you feel that way?

3. If you think teachers should be paid more, what would your reason(s) be for this ?

4. If you were paid more, how would that change your attitudes towards your work ?

5. What do you feel that a teacher should do to get a reward from your institution ?

6. What feelings and opinions do you think you share with your colleagues ?

7. Based on your observations, what do you think about your students' attitudes ?

8. How do you distribute your time in an average week ? (Indicate the number of hours)

classroom teaching   paper work (administrative)

preparation for class   meetings

seeing students   grading exam papers

checking homework   other (specify)

9.If you are satisfied with your job, what are the sources of your satisfaction in work ?

10. If you are not satisfied with your job, what are the sources of your dissatisfaction with your work ?

11. Whether you are satisfied or not, what changes that will change your attitudes towards your work do you think should be made ?

12. If you had an opportunity, what would be the most crucial change you would make ?

Appendix D

INTERVIEW SCHEDULE

I would like to talk to you in order to learn your opinions and feelings about your work life for about an hour. Your observations, opinions and feelings as a teacher will make invaluable contributions to my research project. If any of the questions are not clear to you, please do not hesitate to ask for explanation. Shall we start with your life story ?

Life Stories of EFL Teachers

1. When did you decide to become a teacher ?

2. How did you get into the teaching profession ?

3. What expectations did you have when you started to teach ?

4. Have your thoughts changed ?

EFL Teachers' Work Conditions

Administrators

5. For what occasions do you come together ?

6. How often do you come together with your administrators ?

7. Do you think administrators try to do as much as they can when you need their help to solve a problem at your institution ?

Colleagues

8. Do you socialize with your colleagues ?

9. What opinions and feelings do you have about your colleagues ? (in general)

Students

10. How would you describe the attitudes of your students towards you as a teacher?

11. Do you socialize with your students ? (going to a cafe, having lunch, playing a sport,

    drinking tea etc.)

Salaries

12. How do you feel about your salary ?

13. Do you take other jobs at your university or outside your institution ? (translating,

    private lessons, working in a shop, etc.)

14. How would your attitudes change towards your work if you were paid more ?

Rewards

15. Is there a reward system at your institution ?

16. Have you ever been rewarded ? If yes, when was that ?

17. Why were you rewarded ?

18. How did it affect you ?

Workload

19. Could you tell me about your workload ?

20. Is it manageable ?

21. What part of your work do you find enjoyable ?

22. What part (s) of your work bothers you ?

Sources of Satisfaction and Dissatisfaction in Work

23. Do you feel any dissatisfaction in your job ?

24. What things make you feel dissatisfied both in your job and in your relationships with administrators, colleagues and students ?

25. What are the sources of your satisfaction in work ?

26. Have you ever been tempted to leave teaching ?

27. What has made you stay in job ?

Changes Teachers Would Like to See in their Work Conditions

28. Do you think there should be changes in your work conditions ?

29. What changes do you think can make EFL teachers become more involved in their work?

Appendix E

OKUTMAN VE ÖĞRETİM GÖREVLILERI RÖPORTAJ SORULARI

Okutman ve Öğretim Görevlilerinin Yaşam Hikayeleri

1. Ne zaman öğretmen olmaya karar verdiniz ?

2. Öğretmenlik mesleğine nasıl girdiniz ?

3. Öğretmenliğe başladığınızda beklentileriniz nelerdi ?

4. Görüşlerinizde degişmeler oldu mu ?

Okutman ve Öğretim Görevlilerinin Çalışma Şartları

Yöneticiler

5. Yöneticilerinizle hangi durumlarda bir araya geliyorsunuz ?

6. Yöneticilerinizle ne kadar sıklıkla bir araya geliyorsunuz ?

7. Kurumunuzdaki bir problemi çözmek için yardımlarına ihtiyacınız olduğunda,

   yoneticilerin ellerinden geleni yapmaya calıştıklarını düşünüyor musunuz ?

Meslektaşlar

8. Meslektaşlarınızla ne tür ilişkileriniz var ?

9. Meslektaşlarınızla iligili fikir ve duygularınız nelerdir ? (genel olarak)

Öğrenciler

10. Öğrencilerinizin bir öğretmen olarak size karşı tutumları nelerdir ?

11. Öğrencilerinizle ne tür ilişkileriniz var ?

Ücretler

12. Maaşınızla ilgili neler düşünüyorsunuz ?

13. Üniversite içinde veya dışında başka işler yapıyor musunuz ? (çeviri, özel ders

verme, bir yerde çalışma vs)

14. Maaşınız arttırılsaydı, işinize karşı tutumunuz nasıl değişirdi ?

Ödüller

15. Kurumunuzda bir ödüllendirme sistemi var mı ?

16. Hiç ödüllendirildiniz mi ? Evet ise, ne zaman ödüllendirildiniz ?

17. Ödüllendirilmenizin nedeni neydi ?

18. Bu ödüllendirme sizi nasıl etkiledi ?

İş yükü

19. İş yükünüzün ne kadar olduğunu söyleyebilir misiniz ?

20. İş yükünüzü yerine getirebiliyor musunuz ?

21. İşinizin hangi bölümleri hoşunuza gidiyor ?

22. İşinizin hangi bölümlerini sıkıcı buluyorsunuz ?

İşde Mutluluk ve Mutsuzluğun Kaynakları

23. İşinizde bir memnuniyetsizlik hissediyor musunuz ?

24. Hem yöneticileriniz, meslektaşlarınız ve öğrencilerinizle olan ilişkilernizde hem

   de işinizde sizi rahatsız eden durumlar nelerdir ?

25. Sizi mesleğinize bağlayan nedenler nelerdir ?

26. Hiç meslekten ayrılmaya yeltendiniz mi ?

27. Ayrılmayı düşündüğünüz halde, mesleğinizde kalmanızı ne sağladı ?

Okutman ve Öğretim Görevlilerinin Görmek İstedikleri Degişiklikler

28. Çalışma şartlarınızda değişiklikler yapılması gerekiyor mu ?

29. Sizce hangi değişiklikler İngilizce okutmanlarının işlerine daha fazla

   bağlanmalarını sağlayabilir ?