PROFESSIONAL MOTIVATION AND WORK-LIFE BALANCE OF FEMALE FOREIGN LANGUAGE INSTRUCTORS DURING MANDATORY ONLINE EDUCATION: A SOCIAL PERSPECTIVE

Kübra ÖZTÜRK
211113112

MASTER'S THESIS

Department of Foreign Languages Education
English Language Education Master's Program with Thesis
Advisor: Prof. Dr. Aysu Aryel ERDEN

Istanbul
T.C. Maltepe University
Graduate School
July, 2024

PROFESSIONAL MOTIVATION AND WORK-LIFE BALANCE OF FEMALE FOREIGN LANGUAGE INSTRUCTORS DURING MANDATORY ONLINE EDUCATION: A SOCIAL PERSPECTIVE

Kübra ÖZTÜRK
211113112
ORCID: 0009-0006-2632-3600

MASTER'S THESIS

Department of Foreign Languages Education
English Language Education Master's Program with Thesis
Advisor: Prof. Dr. Aysu Aryel ERDEN

Istanbul
T.C. Maltepe University
Graduate School
July, 2024



JÜRİ VE ENSTİTÜ ONAYI

KÜBRA ÖZTÜRK'ın "Zorunlu çevrimiçi eğitim sırasında kadın yabancı dil eğitmenlerinin mesleki motivasyonu ve iş-yaşam dengesi: Sosyal bir perspektif" başlıklı tezi 17.07.2024 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Maltepe Üniversitesi Lisansüstü Eğitim ve Öğretim Yönetmeliği" nin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans/Doktora/Sanatta Yeterlik tezi oy birliğiyle/oy çokluğuyla, başarılı/başarısız olarak kabul edilmiştir.

	Unvanı. Adı ve Soyadı	İmza
Üye (Tez Danışmanı)	Prof. Dr. Aysu Eryel ERDEN Maltepe Üniversitesi	.....
Üye	Doç. Dr. Abdullah Nejat TÖNGÜR Maltepe Üniversitesi	.....
Üye	Doç. Dr. Timuçin Buğra EDMAN Düzce Üniversitesi	.....

Enstitü Müdürü

ETİK İLKE VE KURALLARA UYUM BEYANI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

ACKNOWLEDGEMENTS

Firstly, I want to express my appreciation to my advisor, Prof. Dr. Aysu Aryel Erden, for her support and guidance throughout the completion of this study.

I am also grateful to Lecturer Özlem Pervan for her continuous assistance and readiness to help whenever I needed it. She patiently answered all my questions during the process.

I express my gratitude to the members of my thesis committee. Firstly, Associate Prof. A. Nejat Töngür, who provided understanding, support, and guidance throughout my education. Additionally, I thank Associate Prof. Dr. Timuçin Edman for their valuable feedback.

Most importantly, I dedicate my thesis to my dear father, who supported and felt proud of me constantly for pursuing my master's degree and improving myself, motivated me throughout my master's journey despite his illness, and passed away before seeing my graduation.

Next, I thank my beloved mother, who, despite all the sadness and difficulties she experienced, has always been by my side with unconditional support and love.

Throughout my master's degree, despite all the challenges I faced from start to finish, I thank myself the most for not giving up and overcoming them to graduate.

Kübra ÖZTÜRK

July, 2024

ÖZET

ZORUNLU ÇEVRİMİÇİ EĞİTİMDE KADIN YABANCI DİL EĞİTMENLERİNİN MESLEKİ MOTİVASYONU VE İŞ-YAŞAM DENGESİ: SOSYAL BİR PERSPEKTİF

Kübra Öztürk
Yüksek Lisans Tezi
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı
Danışman: Prof. Dr. Aysu Aryel Erden
Maltepe Üniversitesi Lisansüstü Eğitim Enstitüsü, 2024

Bu çalışmanın amacı, kadın yabancı dil öğretmenlerinin zorunlu çevrimiçi eğitimdeki profesyonel motivasyon ve iş-yaşam dengesini bozan faktörleri saptamak ve bu eğitimdeki zorlukları aşmak için kullanılan stratejileri belirlemektir. Araştırmacı, İstanbul il sınırları içerisinde yer alan bir vakıf üniversitesinde görev yapan kadın İngilizce öğretim görevlilerinin, zorunlu uzaktan eğitim sürecinde profesyonel motivasyonlarının bozulduğunu ve iş-yaşam dengelerinin azaldığını gözlemlemiş ve bunu incelemeye yönelik bir çalışma yürütmüştür. Ankete dayalı veri toplama, yarı yapılandırılmış bireysel görüşmeler ve odak grup görüşmeleriyle veriler 3 aşamada toplanmıştır. Çevrimiçi ankete 51, bireysel görüşmelere 14 öğretim görevlisi katılmıştır. Bu görüşmelerin transkriptleri çıkarılmış ve çıkarılan transkriptler nitel araştırma kapsamında içerik çözümlemesi ile tematik olarak incelenmiştir. İlk olarak çevrimiçi anket aracılığıyla katılımcılardan mesleki motivasyon ve iş-yaşam dengesinin düşüp düşmediğini ölçen bilgi toplanmıştır. Toplanan bilgiler ışığında, bu iki konudan olumsuz etkilendiğini belirten katılımcılara birebir mülakatlarda, yarı-yapılandırılmış mülakat soruları detaylandırılıp sorulmuştur. Bireysel görüşmeler esnasında ortaya çıkan sonuca bakıldığında, bazı katılımcıların mesleki motivasyon ve iş yaşam dengelerini bozan faktör olarak sadece bir faktöre odaklandıkları tespit edilmiş ve 4 öğretim görevlisiyle bu çerçevede odak grup görüşmesi yapılmştır. Araştırmanın amacına bağlı olarak, nitel verilerin analiz sürecinde,

katılımcıların verdikleri cevaplardan ortak temalar ortaya çıkarılmıştır. Tüm cevaplar analiz edilmiş ve benzer cevaplar ortak temalara göre gruplandırılmıştır. Sonuç olarak, zorunlu çevrimiçi eğitimde kadın öğretim görevlilerin mesleki motivasyonlarının azaldığı ve iş yaşam dengelerinin bozulduğu ortaya çıkmıştır. Özellikle evli ve çocuklu kadın öğretim görevlilerinin çevrimiçi eğitimde motivasyonlarının ve iş yaşam dengelerinin, çocuklu birer kadın ve eş olmalarından kaynaklı, daha çok bozulduğu saptanmıştır.

Anahtar Sözcükler: profesyonel motivasyon, iş-yaşam dengesi, kadın öğretim görevlileri, uzaktan eğitim

ABSTRACT

PROFESSIONAL MOTIVATION AND WORK-LIFE BALANCE OF FEMALE FOREIGN LANGUAGE INSTRUCTORS DURING MANDATORY ONLINE EDUCATION: A SOCIAL PERSPECTIVE

Kübra Öztürk

Master's Thesis

Department of Foreign Languages Education

English Language Teaching Program with Thesis

Thesis Advisor: Prof. Dr. Aysu Aryel Erden

Maltepe University Graduate School, 2024

The aim of this study is to identify the factors that disrupt the professional motivation and work-life balance of female foreign language instructors during mandatory online education and to determine the strategies used to overcome these challenges. The researcher observed that the professional motivation of female English instructors working at a private university within the borders of Istanbul had deteriorated and their work-life balance had decreased during the mandatory remote education period, and thus conducted a study to investigate this. Data were collected in three stages through survey-based data collection, semi-structured individual interviews, and focus group discussions. The online survey included 51 participants, and 14 instructors participated in the individual interviews. The transcripts of these interviews were created and thematically analyzed through content analysis within the scope of qualitative research. Firstly, information was collected from the participants through an online survey to measure whether their professional motivation and work-life balance had declined. Based on the collected information, semi-structured interview questions were detailed and asked in one-on-one interviews with participants who indicated that they were negatively affected by these two issues. During the individual interviews, it was found that some participants focused on only one factor as the cause of their deteriorating professional motivation and work-life balance. Consequently, a focus group discussion was conducted with four instructors within this framework. In line with the study's objective, common themes were

identified from the participants' responses during the qualitative data analysis process. All responses were analyzed, and similar responses were grouped according to common themes. As a result, it was found that the professional motivation of female instructors decreased and their work-life balance deteriorated during mandatory online education. Specifically, it was determined that the motivation and work-life balance of married female instructors with children were more adversely affected due to their roles as mothers and spouses.

Keywords: professional motivation, work-life balance, female instructors, online education

GENİŞLETİLMİŞ ÖZET

ZORUNLU ÇEVRİMİÇİ EĞİTİMDE KADIN YABANCI DİL EĞİTMENLERİNİN MESLEKİ MOTİVASYONU VE İŞ-YAŞAM DENGESİ

Bu araştırma, kadın yabancı dil öğretmenlerinin zorunlu çevrimiçi eğitim sürecindeki mesleki motivasyonlarını ve iş-yaşam dengelerini anlamayı, karşılaştıkları zorlukları belirlemeyi ve bu zorlukları aşmak için kullanılan stratejileri ortaya koymayı amaçlamaktadır. Araştırmacı, İstanbul'daki bir vakıf üniversitesinde çalışan kadın İngilizce öğretim görevlilerinin zorunlu uzaktan eğitim sürecinde profesyonel motivasyonlarının düşüşe geçtiğini ve iş-yaşam dengelerinin bozulduğunu gözlemlemiş ve bu durumun detaylı bir incelemesini gerçekleştirmiştir.

Veri toplama süreci üç aşamada yürütülmüştür: çevrimiçi anket, yarı yapılandırılmış bireysel görüşmeler ve odak grup görüşmeleri. Çevrimiçi ankete 52 öğretim görevlisi katılmıştır. Bu anket, katılımcıların mesleki motivasyonlarının ve iş-yaşam dengelerinin nasıl etkilendiğine dair bilgi toplamak amacıyla hazırlanmıştır. Anket sonuçlarına dayanarak, bu iki konuya olumsuz etkilendiğini belirten katılımcılarla birebir mülakatlar yapılmıştır. Yarı yapılandırılmış mülakatlara 14 öğretim görevlisi katılmıştır. Bu görüşmelerin transkriptleri çıkarılmış ve nitel analiz yöntemi ile tematik olarak incelenmiştir.

Bireysel görüşmelerin sonuçlarına göre bazı katılımcılar, mesleki motivasyonlarını ve iş-yaşam dengelerini bozan tek bir faktöre odaklanmıştır. Bu bulgular ışığında, 4 öğretim görevlisi ile odak grup görüşmeleri gerçekleştirilmiştir. Araştırmanın amacı doğrultusunda, nitel verilerin analiz sürecinde katılımcıların yanıtlarından ortak temalar belirlenmiştir. Tüm yanıtlar analiz edilerek benzer temalar altında gruplandırılmıştır.

Araştırma soruları şunlardır:

1. Kadın İngilizce dili öğretim görevlilerinin zorunlu çevrimiçi eğitimdeki mesleki motivasyonlarını azaltan ve iş-yaşam dengelerini bozan faktörler nelerdir?

2. Zorunlu çevrimiçi derslerde mesleki motivasyonu azalmamış ve iş-yaşam dengesi bozulmamış olan öğretim görevlilerinin bu durumu korumalarını sağlayan stratejiler nelerdir?

Araştırmanın bulgularına göre, kadın yabancı dil öğretmenlerinin zorunlu çevrimiçi eğitim sürecinde mesleki motivasyonları azalmış ve iş-yaşam dengeleri bozulmuştur. Özellikle evli ve çocuk sahibi olan kadın öğretim görevlilerinin motivasyonlarının ve iş-yaşam dengelerinin daha çok etkilendiği saptanmıştır. Öğretmenlerin motivasyonlarını ve iş-yaşam dengelerini olumsuz etkileyen faktörler arasında evde çalışma ortamının uygun olmaması, iş yükünün artması, teknolojik sorunlar ve öğrencilerle yüz yüze etkileşim eksikliği gibi unsurlar öne çıkmaktadır.

Buna karşılık, mesleki motivasyonlarını ve iş-yaşam dengelerini koruyan öğretim görevlilerinin benimsediği stratejiler arasında zaman yönetimi becerilerini geliştirme, evde uygun bir çalışma ortamı oluşturma, teknoloji kullanımına yönelik becerileri artırma ve iş-özel yaşam dengesini sağlamak amacıyla belirli sınırlar koyma gibi yaklaşımlar yer almaktadır.

Sonuç olarak, zorunlu çevrimiçi eğitimde kadın öğretim görevlilerinin mesleki motivasyonlarının ve iş-yaşam dengelerinin bozulduğu görülmüştür. Bu durumun düzeltilmesi için gerekli stratejilerin belirlenmesi ve uygulanması önemlidir.

TABLE OF CONTENTS

JÜRİ VE ENSTİTÜ ONAYI ii
ETİK İLKE VE KURALLARA UYUM BEYANI iii
ACKNOWLEDGEMENTS iv
ÖZET v
ABSTRACT vii
GENİŞLETİLMİŞ ÖZET ix
TABLE OF CONTENTS xi
LIST OF TABLES xiv
LIST OF FIGURES xv
ABBREVIATIONS xvi
1. INTRODUCTION 1
1.1 Statement of the problem 4
1.2 Aim of the study 5
1.3 Significance of the study 6
1.4 Limitations 7
1.5 Keywords and Identification 8
2. LITERATURE REVIEW 10
2.1 Motivation 10
2.1.1 Content theories 11
2.1.1.1 Herzberg's two factor theory 12
2.1.2 Intrinsic motivation 15
2.1.3 Extrinsic motivation 15

2.1.4 Process theories 16

2.2 Instructor Motivation 17

2.3 Work-Life Balance 18

2.3.1 Kotter's eight stages of change model (1996) 20

2.4 The Importance of Work-Life Balance in the 21st Century 21

2.5 Theorizing the Interactions between Work and Non-Work Lives 23

2.5.1 Managing borders 24

2.5.2 Boundary study models 26

2.6 The Relationship between Motivation and Work-Life Balance 28

2.7 Women's Role in Working Life in Türkiye 31

2.8 Education 33

2.8.1 Traditional education 34

2.8.2 Online education 35

2.8.2.1 Asynchronous education 38

2.8.2.2 Synchronous education 40

2.8.2.3 Blended (Asynchronous + Synchronous) education 42

2.8.2.4 Strengths of online education 43

2.8.2.5 Weaknesses of online approach 44

2.8.2.6 Challenges in online education 45

2.9 The Relationship between Instructors' Motivation and Work-Life Balance in Online Education 47

3. METHODOLOGY 50

3.1 Research Questions 50

3.2 Research Design 50
3.3 Participants 51
3.4 Data Collection 53
3.4.1 Data collection tools 53
3.4.2 Data collection procedure 54
3.5 Data Analysis Procedure 54
4. FINDINGS AND DISCUSSION 56
4.1 Findings 56
4.2 Discussion 108
4.2.1 Discussion on the first research question 109
4.2.2 Discussion on the second research question 110
5. CONCLUSION AND SUGGESTIONS 115
REFERENCES 119
APPENDICES 138
Appendix-1: Informed Consent Form 138
Appendix-2: Online Survey 139
Appendix-3: Semi-structured interview questions 140
Appendix-4: Transcription of the interviews 141
Appendix-5: Maltepe University Ethical Clearance 142
CURRICULUM VITAE 143

LIST OF TABLES

Table 1. Education preference of female instructors 56

Table 2. The effects of online education on professional motivation 61

Table 3. The factors of affecting motivation 66

Table 4. The effects of online education on work-life balance of female instructors 70

Table 5. The factors of affecting work-life balance of female instructors 73

Table 6. Course process of female instructors during online and face to face education 77

Table 7. Educational model preference criteria of female instructors 80

Table 8. The instructors whose professional motivation increase and decrease during online education 82

Table 9. Factors of female instructors in terms of motivation during face-to-face education 84

Table 10. Factors of female instructors in terms of motivation during online education 88

Table 11. Work-life balance of female instructors 92

Table 12. Work-life balance of female instructors during face-to-face education 97

Table 13. Work-life balance of female instructors during online education 101

Table 14. The effects of being married and having children on motivation and work-life balance in online education 105

LIST OF FIGURES

Figure 1. Hygiene and motivating factors of dual factor theory 13

Figure 2. Hierarchy of needs – 1990's eight-stage model based on Maslow 14

Figure 3. Kreiner's boundary congruence (2009) and Ammon's boundary fit (2008).. 27

ABBREVIATIONS

P **:** Participant

I **:** Instructor

F **:** Focus Group Participant

1. INTRODUCTION

Among the variables that have received relatively large amount of attention in the research literature, there is work-life balance and professional motivation of employees. The term work-life balance was first used in conjunction with the place of work, and Greenbalt (2002) defines it as the "right amount of clash and conflict between work and non-work requirements" (p. 50). Professional motivation is a somewhat ambiguous factor to qualify as well as to measure but it is an extensively researched entity as a considerable number of advantages accrues to both organization and people at work. Several definitions have been proposed and majority of them are on professional concern which is the extent to which the worker engages himself or herself in his or her day-to-day tasks, the goals and objectives that the individual has and how he or she ensures that the objectives set are met amongst other things. (Wiley, 1997; Donovan, Williams, & Jowett, 2013).

A professional motivation can be defined to be one of the important driving forces that will lead towards effectiveness in organizations. It fosters organizational effectiveness through developing employees' capability to perform their duties. They try to achieve their desires through their employees and so, the productivity of the employees is vital for the success of the employer (Wiley, 1997). However, the employees who rated less compared to the others will not be as productive in work even if skilled. This is the reason why employers need employees that are fully motivated in their tasks. Job motivation continues to remain an influential factor as a subject of study in operational psychology because it focuses on why people behave as they do in organizations of businesses (Donovan et al., 2013).

There has been a development of strategy in managing relationship with different roles of multiple lives and establishing work-family boundaries. Research on work-life balance and quality of life has identified various life domains that contribute to a person's ability to maintain balance at work and overall happiness in life. They include; work, leisure, neighborhood, financial resources, place of dwelling, health, family and friends, and social integration (Warren, 2004). As the number of imbalances and issues that

individuals undergo at the workplace increase, people have reported higher levels of mental fatigue. Issues relating to work-life balance are generally considered to compromise the affirmative identity, quality of life and role performance of a person (Bacharach et al., 1991; Cinamon & Rich, 2010).

Gender remains a crucial element influencing the division of labor and many aspects of life (Emslie, 2008). Rather than having a fixed definition, it represents a fluid state where self-identification is continuously evolving. There is ample evidence that expectations and norms of behavior vary with gender. Women are stereotypically portrayed as carers (family duties), care givers and other tasks that have come to be defined as 'women's work'; men on the other hand are portrayed as breadwinners or workers with paid employment (Atkinson & Hall, 2019).

The COVID-19 pandemic unquestionably impacted the area of education, affecting significantly every part of the learning and teaching process. Along with the outbreak of the pandemic globally, educational institutions had to move from familiar face-to-face learning to online platforms. This sudden change has resulted in a major disturbance in the educational systems, which has affected many learners and instructors worldwide (Pokhrel & Chhetri, 2021). Together with the sudden alterations in the educational atmosphere, their tasks of maintaining work-life balance and inspiration also get affected. Consequently, many experts and even instructors went often under great stress and suffered from burnout from dealing with the pandemic.

Professional motivation and work-life balance of female instructors during online teaching process has become a crucial factor that is seen especially important since the COVID-19 pandemic. Traditionally and culturally, in many countries and in Türkiye, women have faced with more challenges at home in terms of household chores and caretaking compared to men. In the 21st century too, women are still wrestling with more challenges as a considerable percentage of women are working. The shift to the home-based work environment has been noticed that work-life balance for women has variously changed in Turkiye (Erdirençelebi et al., 2022). Women, especially those with young children, have found it challenging to balance work and family responsibilities during the pandemic (Mento et al., 2023). This research has shown that the pandemic has increased

the care burden of women and families, with emerging evidence suggesting a dramatic rise in unpaid care work.

In the context of the education, work-life balance for teaching professionals today has also become the biggest challenge. Even prior to the pandemic, teaching had been low in the quality of life perception because the mental and physical health of instructors had deteriorated due to stress at workplace leading to overload at work (Lizana et al., 2021). İnstructors were required to devote more time if they wanted to be effective and qualitative in their careers and their working load was not limited to the daily school hours only but they had to work at home as well in order to prepare themselves as well as maintain records for their students and perform different tasks in the institution. According to Hong et al. (2021) the two stressors that the female instructors experienced during the pandemic were work-family conflict and professional burnout which the work-family conflict had a moderating role. In addition, Naz et al. (2021) revealed that a steep work-life imbalance was affecting female instructors, as they were working from home during COVID- 19 pandemic.

Altough the pandemic is over, mandatory online education are still implemented in many universities. Particularly after the pandemic, which hits the world in 2020, when online education whether mandatory or hybrid, has been a universal concern. Although there may be differences in the application procedures, length and contents in the education institutions throughout the world. This has been an issue over which teachers, students, education administrators, ministry officials and all other concerned parties have been spending their time on. It is obvious that it has been a universal theme; hovewer, there may be local, cultural and national differences. In the universities where mandatory online education are still being implemented, female instructors are still being stranded with different setbacks to adjust to online teaching, for instance, lack of technical knowledge, negative attitudes, and lack of motivation. As Soh et al (2022) also stated, both extrinsic and intrinsic motivation have become less in online education than face-to-face education, causes of which are attributed to lack of interactions with peers and instructors. What is more, in their 2019 study, Shaleh et al. (2019) explored the relationship between work motivation, work discipline, and instructor performance. They found a strong correlation between instructors' motivation and their professional attitudes, performance, and

discipline, highlighting the importance of motivational factors in educational settings .Therefore, it is almost very essential to investigate the work-life balance and professional motivation of female instructors who experienced and have still been experiencing the difficulties of mandatory online education.

In what was just mentioned, the fact that the possibility of being able to work from home is now available brings various questions. What are the possible effects of employees' work-life balance and professional motivation? What level of motivation do they have, and does this result in a more or less quality final product than what would be produced in a typical working environment? One of the problems is that there is not any obvious distinction between work and home and the bringing people to work any time and on any day creating more stress for them. Also, motivation and work-life balance are very significant components of successful job performance, but these may not be high if it is neglected or even not compensated for in the case of home-work.

1.1 Statement of the problem

The rapid transition to mandatory online education due to the COVID-19 pandemic exacerbated existing challenges faced by female English language instructors, particularly in terms of professional motivation and work-life balance. Gender disparities and traditional societal roles place additional burdens on women, particularly those with children, impacting their ability to maintain a harmonious balance between professional responsibilities and personal life. This shift has underscored the critical need to examine how these instructors are coping with the dual demands of work and family during and after the pandemic

Women are often expected to fulfill traditional roles as primary caregivers and homemakers, tasks which have intensified during the pandemic due to increased domestic responsibilities. This has been especially challenging for female instructors who are required to manage their professional duties alongside these heightened household demands. Research indicates that the pandemic has significantly increased the care burden on women, leading to greater levels of stress and professional burnout. Female instructors have struggled to balance online teaching responsibilities with family

obligations, resulting in diminished work-life balance and reduced professional motivation.

The problem is further compounded for women with young children who face additional pressures in providing both childcare and effective educational instruction from home. The blurring of boundaries between work and home life has led to increased stress and a decline in mental and physical health among female instructors. These issues are not limited to the pandemic period but continue to persist as mandatory online education remains in place at many institutions.

Moreover, the lack of technical knowledge, negative attitudes towards online teaching, and reduced intrinsic and extrinsic motivation have further strained female instructors. The transition to online education has highlighted significant disparities in professional support and resources, affecting their ability to perform effectively. As online teaching often lacks the interpersonal interactions found in face-to-face settings, it contributes to feelings of isolation and decreased job satisfaction, further impacting motivation and work-life balance.

Given these challenges, it is imperative to investigate how the professional motivation and work-life balance of female English language instructors are being affected in the context of mandatory online education. Understanding these impacts will not only shed light on the specific struggles faced by female instructors but also provide insights into developing strategies to support their professional and personal well-being in a rapidly evolving educational landscape.

1.2 Aim of the study

The present study aims at investigating the factors that deteriorating the professional motivation and work-life balance of female English language instructors during mandatory online education. Additionally, another aim of this study is to uncover strategies used by female instructors in terms of their professional motivation and work-life balance in mandatory online education. For this reason, data on the experiences of female English instructors were collected and analyzed to determine the key factors contributing to decreased motivation and work-life balance. Additionally, the study

examined the strategies employed by instructors who maintained high levels of professional motivation and balanced their work and personal lives effectively during the period of mandatory online education.

1.3 Significance of the study

This study is important because it can offer a thorough grasp of the particular difficulties encountered by female English language instructors during mandatory online education that was prompted by the COVID-19 pandemic. This research addresses several critical areas that have implications for instructors, educational institutions, policymakers, and the broader academic community in Türkiye and all over the world.

Focusing on the gender-specific challenges experienced by female English instructors is crucial. Traditional gender roles and societal expectations intensify the difficulties these instructors face in balancing professional and personal responsibilities. By shedding light on these gender-specific issues, the study can inform the development of targeted interventions and support systems that cater specifically to female instructors, promoting gender equity in the educational sector.

Identifying the factors that deteriorate professional motivation among female instructors during mandatory online education is a significant contribution of this study. The insights gained can help educational institutions and policymakers develop strategies to enhance and sustain professional motivation. This is particularly important in an online education context, where the absence of physical interaction and increased technical demands can lead to decreased job satisfaction and burnout.

The study's exploration of effective strategies employed by instructors who maintain a healthy work-life balance is highly valuable. These strategies can serve as practical solutions for other instructors facing similar challenges. Institutions can implement these findings to create supportive work environments that facilitate flexible scheduling, mental health support, and other resources, helping instructors manage their dual responsibilities more effectively.

The findings of this study have the potential to influence institutional policies and practices significantly. Educational institutions can benefit from a deeper understanding

of the specific needs and challenges of their female staff, leading to the implementation of more effective support systems. Policies addressing workload management, access to technological resources, and professional development opportunities tailored to online education can be developed based on the study's insights.

This research contributes to the broader discourse on online education and its impacts on instructors. The rapid shift to online teaching has been a global phenomenon, and understanding its effects on instructors is essential for the future of education. The pandemic has highlighted significant mental and physical health challenges faced by instructors. This study's focus on the impact of mandatory online education on female instructors' health emphasizes the need for comprehensive support systems.

By identifying successful strategies used by female instructors who have maintained high levels of professional motivation and work-life balance, this study serves as an empowering resource. Sharing these success stories can inspire and motivate other instructors, fostering a community of support and resilience among female instructors.

The long-term implications of this study are significant. As online education continues to evolve, understanding its impact on instructors will remain crucial. The findings can guide future research and policy-making, ensuring that the needs of female instructors are prioritized in the ongoing development of educational practices.

In conclusion, this study presents a thorough examination of the professional motivation and work-life balance of female English language instructors during mandatory online education. By highlighting the challenges and successful strategies employed by these instructors, the research provides valuable insights that can inform policy, support professional development initiatives, and enhance the overall well-being of female instructors. This study's findings have the potential to benefit not only the participants but also the broader educational community, contributing to a more equitable and supportive educational environment for female instructors.

1.4 Limitations

Even though this study is carried out methodically with a strict data collection procedure, there are certain limitations that should be taken into account for future research.

First of all, all the participant English instructors are working in the same university. Their teaching practices may reflect the particular teaching policies of the institution they teach, which may correspondingly influence their experience and perception of professional motivation and work-life balance.

Another limitation of the current study is that it is qualitative in nature. As it was necessary to study the specifics and peculiarities of the participants' experiences, the research was carried out with fewer people. Therefore, the research findings cannot be considered generalizable. Nonetheless, based on the valuable information generated by this research study, subsequent investigations may involve a broader group of participants using the same data collection techniques to confirm and add to the outcomes of the study.

Third, while all the participants were willing to participate in the study, they were recruited using convenience sampling. The main disadvantage is that this sampling technique can create a bias and provide less accurate data. Future research could explore the use of random sampling techniques to enhance the reliability and applicability of the findings.

Finally, it's important to emphasize that the instructors' responses are derived from their own teaching experiences. The lack of uniformity in teaching experience among participants could result in different perceptions for the study. It may be worthwhile for future studies to compare the views of first-year instructors and those who have been teaching for a long time in order to gain a better understanding of the impact of specific and varied factors on professional motivation and work-life balance.

By acknowledging these limitations, future studies can expand upon the findings of this research, providing a broader and more comprehensive analysis of the challenges faced by female English language instructors during mandatory online education

1.5 Keywords and Identification

This section provides definitions for commonly used terminology throughout the thesis study to avoid ambiguity.

Professional motivation is the pleasure individuals derive from their job, leading to a greater willingness to engage in job-related tasks (Tietjen & Myers, 1998).

Work-life balance is defined as the equilibrium between work-life and personal life, such that individuals feel that they can cope effectively with both professional commitments and their non-working personal responsibilities (Puspitasari & Darwin, 2021).

Online education can be characterized as the shift from traditional face-to-face coursework into online units, offering both synchronous and asynchronous learning opportunities to students (Cantabella et al., 2019).

2. LITERATURE REVIEW

2.1 Motivation

Professional motivation plays a key role in influencing the performance and dedication of employees across different organizational contexts. Tietjen and Myers (1998) define job motivation as the pleasure individuals derive from their job, leading to a greater willingness to engage in job-related tasks. This aligns with the assertion by Munyengabe et al. (2017) that motivation is a goal-oriented process explaining variations in employee behavior, with intrinsic motivation leading to greater dedication to duties compared to extrinsic motivation.

In the broader context, motivation is defined as the desire to perform work or achieve specific goals, accompanied by goal-oriented behavior. It serves as a powerful internal drive to fulfill unsatisfied needs (Ryan and Deci, 2000). Motivation is very significant for people to achieve their goals. This corresponds with the statement that motivation serves as an efficient instrument that strengthens behavior and encourages individuals to persist, as noted by Ryan and Deci (2000). Furthermore, the practical correlation between motivation and job performance has been recognized, highlighting its integral role in organizational settings. Abdirahman (2018) established a strong positive relationship between lecturer job motivation and performance in Malaysian universities, while Inayatullah and Jehangir (2012) argued that school instructors' motivation significantly impacts their efficiency levels. Further, Inayutullah and Jehangir (20212) highlighted the influence of economic and social conditions on motivation and subsequent performance. In addition to this, Theresia et al. (2018) emphasized the intrinsic role of motivation and satisfaction in enhancing employee commitment, loyalty, and performance.

Instructor motivation is very important in education because it has a great influence on the emergence and efficiency of teaching methods. The motivation concept and its implications have been widely explored, pointing out its significance in the formation of instructors' activity and performance (Han & Yin, 2016). Additionally, Handajani et al. (2017) found that motivation and the competencies of lecturers positively affect their

performance, while Schulz and Steyn (2003) observed that older and experienced instructors are motivated by a conducive working environment. However, the recent COVID-19 pandemic has introduced new challenges. The heightened stress and its effects on employees' psychological health have resulted in challenges with burnout, anxiety, and depression. This highlights the evolving nature of motivation and its interaction with external factors, necessitating a comprehensive understanding of its impact on employee well-being and performance in contemporary contexts. That is why, the current research deals with the potential impact of homeworking on motivation among female lecturers.

It is widely recognized that Herzberg and Maslow (1965) were among the first to research motivation, and their theories are still applied today. These theories shed light on what motivation is and they are also useful for the conceptualization of motivation in intrinsic and extrinsic motivation. It is significant to deeply understand these theories since they lay the foundation of motivation, which is one of key concepts of this thesis. These theories are expounded in the following sections.

2.1.1 Content theories

Since one of the main topics of this thesis is to focus on motivation of instructors, it is firstly better to look at theories of motivation which are divided as Content Theories and Process Theories. Content theories in the context of motivation refer to theories that focus on the specific factors or content that drive individuals to act in certain ways. These theories aim to understand what motivates individuals by examining the internal needs, desires, and goals that influence their behavior. The examples of Content Theories are Alderfer's ERG Theory (1969), Herzberg's Two-Factor Theory (1965), Maslow's Theory of the Hierarchy of Needs (1943), McClelland's Human Motivation Theory (1987), McGregory's Theory X and Theory Y (1960) and Self-determination Theory (1985). Content theories base on the idea that people redirect and keep their actions towards fulfilment of their needs.

One of the major theories in this area is Maslow's Hierarchy of Needs (1965) which argues that human beings have needs ranging from basic physiological needs to higher-level desires like self-actualization. On the top of that, Ryan and Deci's Self-Determination Theory (1985) categorizes the types of motivations as intrinsic and extrinsic, emphasizing

the role of autonomy and the internal drives in affecting behavior. When it comes to McClelland's Human Motivation Theory (1987), they divided human needs into three groups as the need for achievement, power and establishing relationships, and unlike the other scope theories, they argued that these are not innate but can be learned throughout life. The need for achievement, one of the needs from which the theory takes its name, comes to the fore. Overcoming the task, desire to succeed and achieving goals are important indicators. On the other side, McGregory (1960) categorized the staff members into two distinct groups, namely Group X and Group Y. Varied assumptions were formulated by McGregory (1960) regarding these two categories of individuals. The discussion on this differentiation was elaborated by McGregor in their publication titled "Human Side of Enterprise." The theory in question aims to explain all human actions, particularly from the perspective of management and the motivating forces within it (Charles, 2005). In the investigation, Herzberg (1965) identified employee discontent in the absence of specific circumstances. Even so, it was determined that the existence of these conditions did not function as a motivator. External elements lacking this motivational aspect but leading to dissatisfaction are denoted as protective hygiene or health factors (Davis, 1984). Internal motivators encompass success, acknowledgement, opportunities for growth, professional enhancement and progression (promotion), gratitude, accountability, and protective hygiene. Among external factors are status, reward, wages, job stability, institutional regulations, oversight, managerial methodologies, working environments, supervisory approach and personal life, which can be viewed as interactions with coworkers and subordinates (Herzberg, 1965). Hygiene factors do not serve as motivators. Nonetheless, motivating employees is unattainable in the absence of these factors. Essentially, for the motivating factors to be fully effective, a basic level of protective conditions must be ensured.

2.1.1.1 Herzberg's two factor theory

Herzberg (1959) classified motivators and hygiene factors as two different factors in their popular Two-Factor Theory of Motivation. That is, variables must always be hygienic or motivational, but not both. Intrinsic incentives include factors like responsibility, challenge, and acknowledgment, external driving elements identified as status, job stability, and salary form the hygienic factors, while both intrinsic and extrinsic factors

are also explored in the subsequent sections. While hygienic considerations may give rise to dissatisfaction when they are absent and satisfaction when they are presented, they cannot be perceived as the sole factor. As Herzberg (1959) claims, job motivation is the willingness to undertake tasks that are enjoyable to you.

Figure 1 represents a table where Herzberg's motivator and hygiene are detailed below. Figure shows how motivators are inherent to the work and hygiene are the extrinsic types of the work.

Hygiene and Motivating Factors of Dual Factor Theory

Hygiene Factors	Motivating Factors
1)Company's Policies and Administration	1)Achievement
2)Supervision	2)Recognition for Accomplishment
3)Working Conditions	3)Increased Responsibility
4)Interpersonal Relations	4)Opportunity for Growth and Development
5)Salary	5)Creative and Challenging Work
6)Job Security	
7)Status	
8)Personal Life	
9)Employee Benefits	

Figure 1. Hygiene and motivating factors of dual factor theory

The Two-Factor Theory of Herzberg, which was developed in 1959, and Maslow's 1943 Theory of Motivation as a Hierarchy of Needs, are connected. According to Maslow's 1943 Hierarchy of Needs, there is a minimum of five categories of objectives known as the basic wants, which are as follows: self-actualization, esteeming, safeguarding, loving, and physiology. Furthermore, the other motivations come from an intellectual need and they are keeping the initial basic needs satisfied. Next, there is the higher order need after the first need has been met. A difference is made by Maslow between lower and higher order wants; the two subsidiary needs are higher order requirements and the other three (physiology, safety, and love) are lower order needs. Meeting lower-order needs facilitates the pursuit of higher-order needs, such as self-fulfillment, which Maslow discussed in 1943. However, the five needs differ in terms of motivation. For instance,

self-actualization relies on intrinsic development and can be understood as the growth and fulfillment of the organism's true potential (Maslow, 1943). In line with their proposition, then the actualization of oneself goes beyond the concept of something extraneous for whole good-being that may be illustrated by a tree which needs water. Thus, Maslow (1943) further explains the nature of lower order needs in that they are external, while the higher level need is more internal. Following on the figure 2, Maslow's Hierarchy of Needs are involved in the picture:

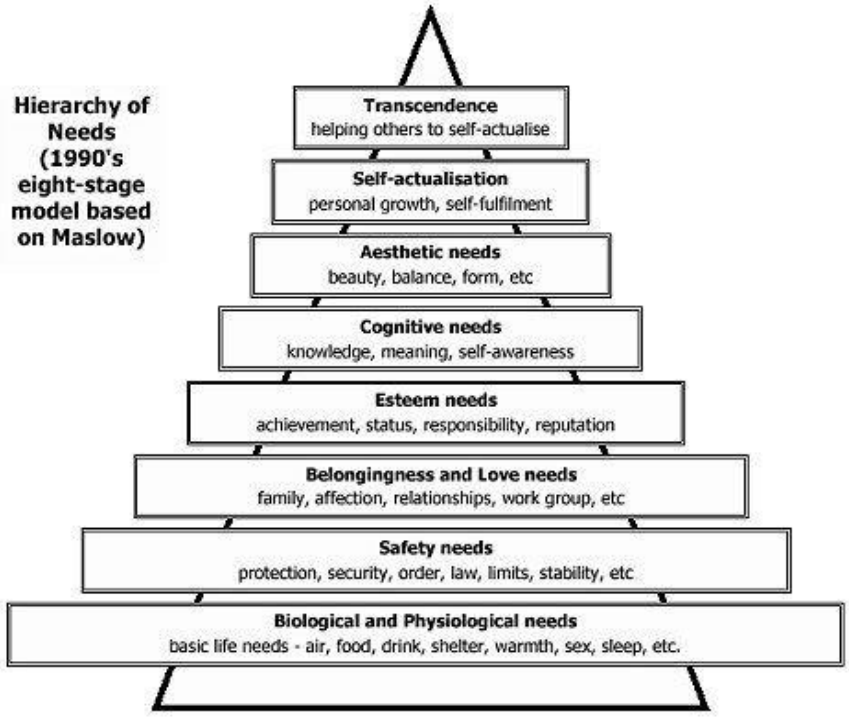


Figure 2. Hierarchy of needs – 1990's eight-stage model based on Maslow

It can be stated that Herzberg's (1959) Two-Factor Theory and Maslow's (1943) Hierarchy of Needs are two-releated theories. Moreover, it appears that these two explanations are part of the rudimentary to later motivational theories since they make quite a clear distinction into two kinds of motivation, that is, intrinsic and extrinsic. How intrinsic and extrinsic motivation works is explained in the following sections.

2.1.2 Intrinsic motivation

Coetsee (2002) explained intrinsic motivation as this refers to people's activities which they do because they like them and have personal objectives behind such activities. Hence, an individual's internal factors serve as a source of motivation, driving them to engage in activities they consider invaluable and find satisfaction in the outcomes. People are driven internally by emotions that make individuals to be fulfilled, curious and significant and accomplished. Coetsee (2002) further argues that an individual should self-develop some internal rewards. It is an intra-organizational, self-reinforcing activity that every employee is involved in.

Besides, Nurfaizi & Muafi (2022) connects Self-Determination Theory (2000) to intrinsic motivation, emphasizing the satisfaction people receive while they work based on their values. They underlined the role of intrinsic motivation in the context of work and performance showing its positive and significant effect on instructor performance. So, intructors' intrinsic motivation can be accepted as a major factor on their job related performance.

2.1.3 Extrinsic motivation

Extrinsic motivation refers to the act of performing tasks to obtain a tangible result, focusing on the value of external rewards or anticipated outcomes (Ryan & Deci, 2000). This would be some type of evaluation or reward (mostly financial), however, it can't be the feeling of satisfaction from one's job. The reason this motivation is called extrinsic is because its sources are external to the employee or the job. They are imposed and administered by others. Others' decisions also influence the award sum. Extrinsic motivators are things such as job security, promotions and money. Some external motivators, of which professional progress is an example, can increase people's intrinsic motivation while maintaining the extrinsic motivation.

In different organizational settings, the performance of workers is greatly influenced by extrinsic motivation factor (Ryan & Deci, 2000). They concluded that autonomous motivation has been proven to make performance more successful as well as to be the

predictor of adherence and persistence, particularly in case of difficult or heuristic tasks that require creativity or deep information processing.

2.1.4 Process theories

Process theories of motivation concentrate on the mechanisms of motivation. Rather than centering on individuals' needs, these models emphasize the psychological and behavioral processes that individuals adhere to. Through comprehending these processes, it becomes feasible to grasp the actions, engagements, and circumstances that drive individuals' behaviours. To understand the process theories of motivation, it is crucial to consider perspectives such as Adam's Equit Theory (1963), Locke's Goal Setting Theory (1990), Vroom's Expectancy Theory (1964), and Skinner's Reinforcement Theory (1957). These theories provide a comprehensive theoretical basis which can explain the dynamics of motivation in different contexts in-depth.

Expectancy theory underscores the cognitive processes activated in the individual which channelize effort levels over a period of time (Mowday, 1982). It posits that an individual behaves in a certain manner because they perceive that this behavior will lead to a specific outcome, and that this outcome is desirable to the individual. Similarly, Adam's Equity Theory (1963) deals with the fairness in how outcomes are distributed within social interactions (Stecher & Rosse, 2007). It implies that people are prompted by their perception of fairness in social exchanges and they are driven towards equality as to their inputs and outcomes compared to others. Beyond that, Nicholl's Goal Theory (1984) stresses the great importance of goals in fostering motivation in people. Apparently, motivation grows with the expectancy to reach a goal and with the value of the goal (Liberman & Förster, 2008). Finally, Reinforcement Theory of Motivation (1957) is one of the process theories of motivation which highlights the role of reinforcement and punishment in shaping behavior. The core of the Skinner's theory of behavioral conditioning lies in the assertion that it is the results of the behavior that forms it. There exists a probability that if an individual's action is supported by a reinforcement, the tendency to repeat such behaviors, will be high. However, this likelihood is diminished if the actions are not rewarded (Skinner, 1938).

The process theories of motivation give helpful details about how to comprehend and forecast human behavior in different settings like the workplace, educational institutions, and other social settings. Through integration of these theories, organizations and instructors will develop successful strategies to improve motivation, productivity and learning outcomes. In addition, these theories lay the conceptual basis for comprehending the intricacies of human motivation and provide practical suggestions for creating motivation interventions and management practices.

2.2 Instructor Motivation

Instructor motivation comprises of two main elements. Here, first dimension is the individual's will and desire for the teaching since it is the spark that starts the activity to join the teaching profession, which is the main reason that makes somebody to decide to become a instructor (Richardson, 2016). The next dimension is concern intensity and the lasting action that prepares one for the job of the teaching profession (Han, 2016). It will help to guide the students into the way that they can put all their efforts in learning. Therefore, the amount of time people devote to teaching and the degree to which instructors do everything possible to make classroom teaching more efficient and students more engaged is an important factor.

Instructors' motivation influences the learning achievement of students (Taştan, 2018; Barbieri et al., 2017). In the first place, as it was mentioned, instructor motivation refers to the instructor's desire to develop his/her teaching methods and involve students into the learning process. As Barbieri et al. (2017) stated the instructors who are highly motivated have high self-efficacy in their competency over their teaching and solving problems, they have more concerns for their students and they can go the extra mile of their efforts when managing the situations like students' learning difficulties, classroom management, and challenging circumstances. In another study, Taştan (2018) noted that unmotivated instructors reflect negative attitudes when facing challenges. The motivation of the instructors will directly shape teaching practices which will certainly influence the students' studies. The highly motivated instructors have also significantly contributed to the students' academic performance

At the same time, instructor and student satisfaction are interrelated as they engage each other in the education process (Ahmad et al., 2018; Ahn et al., 2021). Ahmad and their collegues (2018) discovered that the behavior of an instructor whom we call a motivator actually includes caring for students and their interests in learning which in turns increases the motivation. Consequently, Ahn et al. (2021) stressed that the mediators, i.e., class control and mastery-oriented instruction, fill their role to influence instructor motivation enforcing motivation of students. Another similar finding was reported by Ahn et al. (2021) who evaluated the role of a instructor's motivation in stimulating the student's motivation by adopting the Self-endpoint theory and proposing that training instructor affects the students' motivation via the teaching practices, particularly the practice of ensuring and granting students' basic psychological needs. To sum up, the instructor load impacts how the instructors act, think, and teach. Those factors are not only the inner processes but also affect the students' motivation.

Instructor motivation, considered the cornerstone of a school's success, is essential for improvement (Kapur, 2019). For the purpose of school improvement, it means to reach the educational targets, helps to enhance the school effectiveness and learning surroundings, and also the improvement of school condition to meet student's requirements and increase the learning (Kapur, 2019). According to Kapur, the process could not but deal with the instructors being among the major players. Instructors' tasks are catching students on knowledge delivery, and acting as ones responsible for instilling ethics and morality. The key point of instructor's motivation is to preserve orderly manning, constructive attitude to the working conditions along with personal, professional development goals and growth of the leadership skills, communication skills, and cooperating skills when they participate in everyday school services. A instructor who has high motivation, not surprisingly, also enjoys when they are at the work and is more ready to be involved in the development of the school and its improvement (Ali, 2016).

2.3 Work-Life Balance

Work-life balance is, "the point where an individual feels that their daily work and non-work lives are, effectively managing their work commitments, in which the time and energy for non-work roles are neither limited nor are in conflict with time for job roles"

(Puspitasari & Darwin, 2021, p. 324). It includes the ability to prioritize work and private life such as health, leisure, family, and spiritual development. The balancing of work and life is linked with decreased stress levels, increased job satisfaction and overall wellness (Gragnano et al., 2020). According to them, it is a dynamic notion which is unique for every person and it is influenced by their values, priorities and goals. Having expressed all the points above, Munn et al. (2011) presents a straightforward explanation of work-life balance: "Work-life balance is simply how individuals choose to prioritize their work, family, individual and community responsibilities" (p.1). This definition has been adopted for this study.

Because of the Covid-19 pandemic, the existing work-life balance situation has undergone many great changes. The pandemic has brought about a quick change of remote work arrangements, thus merging the professional and also personal life (Puspitasari & Darwin, 2021). The shift led to the management of work engagements when attending to family responsibilities and also personal wellness. The COVID-19 pandemic also showed the social resemblance of the work-life balance as organizations and also individuals try to balance in the new normal of remote work and also flexible times (Gragnano et al., 2020). It has highlighted the importance of having supportive resources and work-life balance initiatives to minimize employee stress and promote organizational wellness (Chiang et al., 2010). Furthermore, it has underlined the significance of recognizing how work-life balance impacts job performance, life satisfaction, and mental health in different cultures. Given the relationship between the pandemic and the future of work, work-life balance has emerged to be a key issue in the workplace (Aziz & Vinodhini, 2021).

The question of work-life balance for instructors, particularly for the female instructors in online medium, has been brought to light recently. The COVID-19 pandemic indeed defined the work-life balance of female instructors in a very meaningful way. Before the pandemic, female instructors already reported low perception of the quality of life which caused mental and physical health problems because of many stress factors that were associated with heavy workload (Lizana & Vega-Fernandez, 2021). During the pandemic, female instructors had to handle various stressors and were less satisfied with their jobs, with work-family conflict influencing their experience. Elements like heavy workload,

conflict of work-family life, job satisfaction, and quality of life have been pointed to as the critical facets affecting the work-life balance for female instructors (Hong et al., 2021). The research suggests that work stress and family stress jointly impact female instructors during online teaching and home affairs. In addition to this, as Lizana & Vega-Fernandez (2021) stated, the pandemic has prompted the move to working from home which has been linked to changes in working hours, work-family balance especially for female instructors. The consequence of working from home on work-life balance has been a key concern, these studies showing that this affects the mental health of the instructors, mostly women workers.

Consequently, the significance of work-life balance can be highlighted through its influence on different areas such as academia, which is the topic of many research papers and various published publications (Gragnano et al., 2020). Female instructors mostly have had to adjust to demanding distance education as well as working at home. They have faced with the task of re-establishing a routine and coming up with new approaches and techniques to deal with the changes imposed by pandemic. Despite numerous surveys devoted to work-life balance of the academic, mandatory remote education doesn't fit into the list of the challenges they encountered during the pandemic as there is a gap in female instructors' experiences.

2.3.1 Kotter's eight stages of change model (1996)

Kotter's Eight Stages of Change Model (1996) can be instrumental in implementing changes that are likely to result in a healthier work-personal life balance. The importance of work-life balance in enhancing overall health and job satisfaction has been extensively highlighted (Sirgy & Lee, 2015). The use of Kotter's framework enables organizations to adopt ways of managing that employees use in their effort to have equality between work and other personal commitments.

Some aspects of the Eight Stages of Change Model put forward by John Kotter (1996) have got acceptance as a respectful tool for change management on a system level. The model has eight steps where organizations can adopt to run their change projects more efficiently. Stages of such change include mobilizing support, creating empowerment

base, determining what specific objectives will be, communication, reinforcement of goals and anchoring new practices to the organizational culture (Hackman, 2017).

Multiple studies try to prove that the practicality and relevance Kotter's model are useful in organizations in different contexts. To explain this, for instance, Hackman (2017) adopted Kotter's Eight-Stage Change Model (1996) in the reorganization of an academic library, which is regarded as a validation of the practicability and applicability of this model as an organizational change model. Similar to this, Brock et al. (2019) also converted that of kinesiology department to a school using the model of Kotter that proved to be the best in guiding and ensuring the completion of a successful change process. Also, Kotter's model was applied in educational institutions to develop academic initiatives, change the curriculum, and enhance strategic vision (Patterson et al., 2021).

In conclusion, the Eight Stages of Change Model by Kotter is an indispensable reference material for organizations which aim to go through changes in an appropriate manner. Embracing this approach wisely and in conjunction with other appropriate models will not only enable organizations to achieve successful changes but also would create a working environment that supports staff to reach their goals of lifework balance.

2.4 The Importance of Work-Life Balance in the 21st Century

Amid the conflicts of the 21st century, in which the productions of the most advanced innovations lead to the speeded-up pace of life, work-life balance became an essential facility. As employees juggle their work responsibilities and personal ambitions, achieving a balance between work and personal life has become a primary factor influencing all dimensions of their well-being.

In regard to the twenty-first century, there is an increasing significance of work-life balance that is vital for either people or organizations. Life is composed of many dimensions; however, affectively managing the interaction between work and personal life is a crucial factor affecting multiple areas of life. As Odugawa & Olateju (2021) stated, the significance of work-life balance is related to productivity and creativity, employee performance, overall quality of life, encompassing mental health and well-being, as well as organizational outcomes. Furthermore, according to Deery & Jago

(2015), work-life balance has been linked to employee satisfaction, retention and commitment to the organization. In addition, in the present era of work-life, marked by rapid technological advancements and constantly evolving work structures, the traditional notions of work-life 'balance' have undergone redefinition (Kelliher et al., 2018). Kelliher et al. (2018) highlighted the fact that the modern mode of work and non-work frame of mind are rapidly evolving in the 21st century and hence it is needed to adjustably reconceptualize the whole concept of work-life balance which was previously studied. This transformation sets the bar for a two-pronged perspective of work-life balance that can cope with the work dynamics of the modern work environment.

Furthermore, the consequence of work-life balance stretches not only individual well-being but also organizational outcome and productiveness. The benefits of having flexible working schedules, usually intertwined with lot of employees' personal lives, have been proven to contribute to workers' health and wellness (Joyce et al., 2010). Employers who focus on work-life balance programs do not only benefit employee satisfaction, retention, and a much healthier workforce but also build a more efficient and productive one.

In reality, even the most continuous work doesn't always translate to productivity yield as reasonable as needed. Therefore, unremitting work is not always the best prescription to enhance productivity level as needed. The Stanford University research findings showed that productivity declines noticeably after 50 hours and this trend worsens when one is 55 hours or more, which should be a wake-up call that work burnout can be prevented with reasonable time constraints (Kelliher & Anderson, 2010). Overall, scheduling time each week for relaxation and non-work-related interests can act as a reboot for the mind, refreshing it, encouraging creative thinking, and giving birth to ideas--a widely held belief among notable thinkers such as Steve Jobs, who saw their remarkable ideas emerge while relaxing.

For any organization, achieving a balance between work and life is crucial for employee satisfaction, retention, and performance (Yang & Wang, 2021). A very comprehensive meta-analysis published in *Journal of Applied Psychology* displayed a strong link between the work-life policies found to sustain organizations and lower employee attrition rates; these same policies also led to an increased level of job satisfaction (Allen

et al., 2013). Furthermore, companies that prioritize staff health and well-being tend to attract more competent employees who enjoy working in a supportive environment, thereby ensuring their long-term success.

Overall, these studies demonstrate the importance of work-life balance in the current era, and the necessity of adopting strategies such as involving the organizations, policymakers and individual's management in work and personal life integration is highlighted.

2.5 Theorizing the Interactions between Work and Non-Work Lives

Work-life balance has been regarded as a vital issue that has attracted more attention as the time passes by. Interrelationships between work and non-work lives have been found having an impact on every part of person's life, leading to results like psychological distress, emotional exhaustion, anxiety and depression (Gragnano et al., 2020).

According to Haar et al. (2018), many researchers argued that balance of work and life is not only employer and family but also the entire non-work dimensions such as education, health, friendship, community, and leisure. They further state that the conflict between professional and family life is probably the most common when the demands placed on employees and on the family by the nature of their roles in each domain are contradictory. It has been proved to be a two-way construct, where work interferes with family (either work-family conflict or enrichment) and family interferes with work (either family-work conflict or enrichment) depending on a situation (Casper et al., 2018). The research implies the fact that those who are high work-life balance usually manage to distribute their time and psychological energies in the proportional manner, which results in the satisfaction of both their work-related and non-work/life-related demands. Work-life balance is linked to positive outcomes, including satisfaction with work and life, as well as better mental health (Haar et al., 2014). Moreover, it is recognized that the private lives of individuals contribute enormously to their level of emotional intelligence which in turn affects their job performance and this idea is thus a foundation of the work-life balance perspective.

While work-life balance is dynamic and subject to change, prioritizing effectively is important for each spend individual to maintain a sense of balance (Gragnano et. al.,

2018). Effectiveness of work-life balance in employee performance, satisfaction and intention to leave is attracting the attention of several other industries including instructors in higher education institutions. Companies and policymakers are equipped to bring in policies which bring work-life balance, thus enhancing employee satisfaction and output (Abendroth & Dulk, 2011).

In conclusion, the interactions between work and non-work lives are intricate and multifaceted, with implications for individuals, organizations, and society as a whole. Achieving a harmonious balance between work and non-work domains is essential for overall well-being and satisfaction.

2.5.1 Managing borders

Bringing equity in the work-life balance will be through given proper boundaries for work and life domains (Michel et al., 2014). Although appropriately managing boundaries has long been acknowledged to be one of the important factors in standing the challenges posed by a work-life balance (Avolio et al., 2023). People have different attitudes regarding the method which they can adopt to preserve this privacy. Establishing a clear definition of work-life balance can be beneficial, allowing individuals to easily distinguish between work and personal time. Having a well-balanced work and life is extensively linked to a good career development as family and culture are also influential in the creation of this balance (Eshak& Transport, 2021) and, obviously, it contributes to overall well-being, happiness and success as well (Soomro, et al., 2018). It constitutes establishing boundaries hence, keeping work and personal life free from each other's' intrusion and promoting balance between the two. Organizations stay back to provide a shoulder for workers' balancing out by incorporating initiatives that touch on the needs of employees for balance (Abendroth & Dulk, 2011). Employees that enjoy balanced lives and have positive energy tend to engage in work more willingly and perform better, which is why work-family support from various sources matters (Gragnano et al., 2018). Transparent work scheduling that provides more options to employees tends to attract less stress and better quality of life, thus implying that steps should be taken to ensure a balance between work and personal life (Shagvaliyeva and Yazdanifard, 2014).

While it is true that setting up suitable boundaries between work and personal life is vital, failing to do so can lead to significant problems for both individuals and organizations, raising concerns about the potential consequences of ineffective management. Research has proved that the work flexibility assessed by the employees is important for work-family balance, and those outside this bracket may have a struggle (Hill et al., 2001). Organization cultures which do not support work-life balance practices can further cause this problem to worsen and then develop into employees taking more and more work stress and finishing up in burnout (Zakaria et al., 2022). And, Plutt & Wonders (2020), for their part have indicated that a feeling of work-life boundary blurring is related to degradation of healthy lifestyle behaviour and happiness among employees. Thus, it can create psychophysical tension, decrease job satisfaction, and make it more probable to leave the organization. A worker's life becomes even more challenging with technology now being essential in the workplace, combined with the ability to work at any time and from any location. This constant connectivity can lead to distress, negatively affecting the individual and preventing their family life from providing the expected relief (Wheatley, 2012). As the research finds out that the boundaries between the home and work environment through the pandemic additionally allow employees to be even more engaging in work while feeling distance from family, friends and shortage of productivity (Lee & Chao, 2023).

Further, as an outcome of work and personal disconnection, employees are oftentimes to experience the negative impact of work-family conflicts which, just like many have witnessed in the pandemic, overwork and priorities of work can make the employees lose their well-being as opposed to developing it. When boundaries between work and leisure are not clearly defined, it can negatively impact both employees and their organizations, leading to decreased job satisfaction, commitment to responsibilities, and overall functioning (Cole et al., 2014). Female employees are especially vulnerable to experienced discrimination and exclusion – the glass ceiling effect, sexism and sexual harassment, which may contribute to their work-life balance and getting ahead (Liling et al., 2022).

In conclusion, maintaining clear boundaries between work and personal life is crucial for individuals to attain a healthy work-life balance. This balance not only leads to improved

employee performance and well-being but also benefits organizations by fostering a positive work environment. By understanding and implementing strategies to manage these boundaries effectively, both individuals and organizations can benefit from a harmonious work-life balance.

2.5.2 Boundary study models

Nippert-Eng's book (1996) is a study of concepts necessary for comprehending boundary setting as well as the implicit and explicit labels that determine work-life separation. She then revealed that the four locations where work and families meet (cognitive, physical, temporal, and behavioural) combine to generate personalized world patterns that vary from division to inclusion. Setting aside the narrow understanding of separation, which implies that keeping house and office roles (as in "they should not mix") is not only physically separated but nothing similar – interconnected activities, people or thoughts - is allowed to enter the other one. The assimilation approach, which lies somewhere between complete separation and complete assimilation, is a design based on the total blending of homes and workplaces. While individuals can potentially fall at either end of the continuum, most men and women fall somewhere in-between because of physical limitations and expectations related to every field (Nippert-Eng, 1996). According to boundary theorists, boundaries are flexible ones that are not only created but also influenced by perception of organizational members and their social environment, however, most researchers agree that work-life boundaries are very firm and not greatly affected by any change. In contrast with the results of the longitudinal study on Canadian workers by Hecht and Allen (2009), two points of measurement examine the stability of employees' well-defined boundaries at one-year-period.

Individual demands and societal preferences shape borders as social structures, but with social development and time, all limits become observers of obvious social and cultural arrangements and behaviours. Accordingly, the authors consider that it may or may not be possible to discern a pattern in the emotions expressed by individuals. The details of working environment and home determine the scope and the general structure which then result in acted and preferred limits; thus, there may be constraints, resources or opportunities for family or for work that can further complicate the perception of

coinciding boundaries. Among which, change in the degree of external environment exposure, inclusive or direct and indirect contact, can be effective to lead individuals to reflect on the work-family boundary and the walls they can knock down. According to Nippert-Eng (1996), the resulting modifications in understanding what and where home and work mean are often accompanied by an arsenal of new and upgraded tactics on how to realize these understandings.

The key finding is that the developing human boundaries' line of inquiry is grounded on the human-ecology identity, consistency between the boundaries imposed by an individual and those given by external conditions and workplace (the state of things as portrayed in Figure 3). The concept of person-environment can be understood that boundary congruence can be enhanced to gain productivity when the existing practices or policies, or available conditions can be readily matched with those preferences in boundary setting (Kreiner, 2006). Such a practice contributes to the development of mental health, enables adjustment balance at family/work front (Chen et al., 2009), and, at last, enhances commitment and job satisfaction (Rothbard et al., 2005).

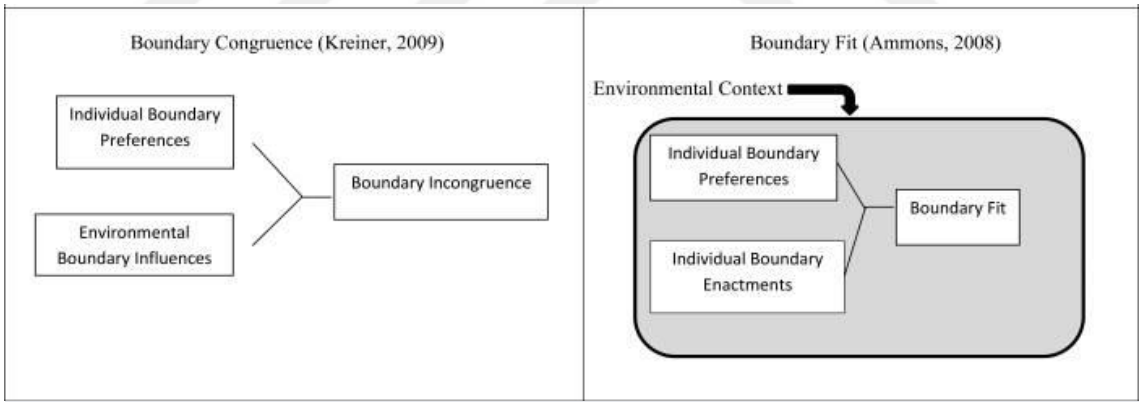


Figure 3. Kreiner's boundary congruence (2009) and Ammon's boundary fit (2008)

This field, however, still has a lot of gaps to explore: boundary work is an exciting and almost unexplored space for research. Theory-wise, researchers have explored factors including border preferences, performances, environmental conditions and their relations (Kossek & Lautsch, 2012), however most empirical studies do not come up with positive evidence for them. Logically, they are insufficient, as there are only few and none, which looks into the stability of how boundaries are made and are applied. There is a transition

to the fashionable trend of research that is directed towards the boundary outcomes sometimes neurotic model (Rothbard et al., 2005; Chen, et al., 2009). The case is the same with each of these sub-areas still having space for more activities.

2.6 The Relationship between Motivation and Work-Life Balance

Professional motivation and work-life balance are correlated, allowing employees to be satisfied with their jobs due to achieving a healthy work-life balance (Gounder & Govender, 2018). As stated by Ng et al. (2016), in addition to work and family spill overs, which is understudied in these transactional perspective studies, there is also presence of positive spill over. On the other hand, Christiana and Rajan (2014) noted that when people have both their personal and career lives in order, they had higher job satisfaction, stress reduction and improved productivity. Haar et al. (2014) utilized Structural Equation Modeling (SEM) to find out how work-life balance influences depression, job satisfaction, anxiety satisfaction of life of 1416 applicants working in Italy, European countries, Malaysia, France, Spain, China and New Zealand. So, a balanced workplace environment enriches both happiness on job and at home as well as leading to mental well-being. The article of Haar et al., (2014) is significant in that having a balanced life and work is not only a good workplace characteristic in the context of job satisfaction, but it is also a correspondence point for the removal of negative consequences of the workplace such as stress and depression.

Surveys have been conducted that focusing on associating balance between job satisfaction and work-life balance with social variables and that the difference of the association intensity among the variables is dependent on individual backgrounds (Gounder & Govender, 2018; Haar et al., 2014). A study on the same topic was conducted by Gounder and Govender (2018) and they employ factor analysis and correlation, which indicated that job satisfaction had an average effect on work-life balance, which varies based on different aspects of job satisfaction and work-life balance. They conducted empirical research on employees from South African contact centers at the level of 107 employees, from which they found out a positive correlation of very high level between these two notions (Gounder & Govender, 2018). Income distribution, performing corporate exposure duties, and encouragement come up as the main drivers of job

satisfaction, but job flexibility and Emergency Assistance Programs become the most significant aspects of work-life balance. This research shows that such measures as satisfaction at work and support functions of work-life balance programs must be integrated into the company's mission and principles by changing of them to the level where harmony between the family and work issues is ensured (Gounder & Govender, 2018). Nevertheless, it may affect the rate of someone's achievements. Research among 141 partners of manufacturing employees from the Midwest region of the United States showed the extent to which partners haven't been well informed about their work-life understandings, which results into job satisfaction (Wilson et al., 2018).

Work-life balance and work satisfaction are influenced by specific aspects. Employment-life balance components may alter for each individual due to the very sensitive nature of modifications in gender variables, generation variations, type of employment, and relationships with partners (Kebbe & Ramsoomiar, 2017). Kebbe and Ramsoomiar (2017) stated that different jobs, cultures, and countries were studied, and job satisfaction was revealed as the most significant factor in work-life balance. Padma and Reddy (2014) investigated whether work-life balance influences job satisfaction among school instructors. In this study, the issue is the influence of work-life balance on job satisfaction, considering demographic characteristics such as age, experience, and qualifications. They revealed that work-life balance had a substantial effect on instructor's job satisfaction level, regardless of age or experience (Padma & Reddy, 2014).

On the contrary, these scientists stressed on the position of employment contentment and employment life judgment regarding age differences in the 158 Malaysian physicians. However, contrary to this opinion, the data furnished by Kaliannan et al. (2016) displays that age matters in job satisfaction. Their data shows that the older doctors born before 1980 prefer work-life balance that in turn increase their job satisfaction than the ones born after 1980. On the other hand, the researchers come up with a problem of determining what exactly job satisfaction is, as each individual can have her/his own definition and expectations from the job due to their individuality, which triggers the scientists to keep exploring the various components of the job fulfillment and work-life balance to understand what they consist of. Differently from some scholars' individual perceptions, Wilson et al. (2018), researched on interpersonal role conflict congruence in

an occupation-home-life balance and job satisfaction. It indicated that conflicts that are caused by role incongruence can be reduced if a couple is on an equal footing and both of them find the load in common, however, the spouse will not be fully immersed in family duties and the person will know that his or her partner is not doing his or her chores (Wilson et al., 2018). In other words, work-life balance is a complicated problem which cannot be reduced to the fact that certain companies mistake the lives of people. The research, based on the survey of 141 pairs of couples who worked together linked in the Midwestern USA was accomplished, and it was demonstrated that the congruence of couples proved to be positively associated with favourable work to family balance what in turn may affect with job satisfaction.

These results suggest that the total level of interrole conflict may be below expectation and such an outcome is possible when couples both constantly experience conflicts. However, the levels of conflict may vary for each partner, with stress potentially affecting only one of them. Therefore, it is possible that the other partner does not feel the burden of family responsibilities since he/she bears the conflict (Wilson et al., 2018). The data of the survey was taken to the analysis which accepted the fact that work-life balance is a multifaceted question with these factors of life can affect employee perception of work-life balance and consequently be unhappy at work.

With more and more women taking up corporate careers, gender criterion is gaining eminence, as a researcher has to take work-life balance or job-satisfaction into consideration. According to Rollero et al. (2016), the general overall well-being is highly linked to organizational culture, work-life balance, and status of both gender and career. Rollero et al. (2016) questioned 238 employees and used a general linear framework to look at how gender and position affected four variables: employee isolation, job satisfaction, strains between work and family, and decision making. Nevertheless, they discovered that those employees who were skillful, self-motivated, and high-qualified had a more favorable job satisfaction, reduced alienation in work, and less professional and psychological conflicts. Women have a higher level of job satisfaction compared to men, even though the survey does not clearly indicate the type of correlation. On the flip side, gender was in no way linked with the combination of work and life. Additionally, they are implied from a gender perspective because under low

status, dissatisfaction, and less decision-making effectiveness they are seen as job characteristics (Rollero et al, 2016).

Grönlund and Öun (2018) compared the general job happiness of men and women living in different countries having laws, corporations, and traditions that can enable woman employment. The study covered 2,450 successful graduates at the tertiary level from all different professions in Sweden. The studies on the Gender Paradox showed that women who are in the field are happier than men. They showed that although females have probably more difficulties than males in the labour market, they also tend to like their jobs more. Moreover, they discovered that the gendered distributions of work within families point to the fact that family-friendly working schedules result in higher job satisfaction among women. As Grönlund and Öun (2018) indicate, when other factors related to employment are controlled, women have higher job satisfaction as compared to men. No significant differences emerged between men and women's job satisfaction, even though that they had differences in career, family duties, and desire for family-oriented workplaces. Apart from this, it was demonstrated that the private and professional lives of women are similar to those of men, and the degree to which women are adjusted to their jobs does not significantly impact their job satisfaction. They discovered that job control was more significant for women than for men. They found that women often had to choose between their career and family. Women have a dual focus in their careers and families, more than men do. Surprisingly, work-life balance and women's job satisfaction turned out to be unrelated in this research contrary to previous studies.

2.7 Women's Role in Working Life in Türkiye

Social and cultural contexts significantly influence gender role attitudes. Despite numerous societal changes, particularly with more women joining the workforce, traditional gender roles remain prevalent in Türkiye. Studying women's gender role attitudes is crucial as these attitudes impact various behaviors such as parenting, marital relationships, and self-development. Gender role attitudes are shaped by learned opinions and beliefs about the distinct behaviors expected of women and men in their personal, family, and societal roles. Although defined by society and culture, gender

roles are also susceptible to change over time (Greenhaus & Powell, 2010). As individuals undergo socialization, they learn the different behavioral expectations for males and females. Additionally, individuals develop schemas, which are cognitive structures that help interpret perceptions of the world. These mental structures are actively constructed through cultural lenses such as societal values, norms, and beliefs (Crain, 1992). Gender roles affect individuals' lives, behaviors, and attitudes in various ways. For instance, traditional views see men as primary earners and women as homemakers, whereas egalitarian views advocate for shared responsibilities in both family and work life. Men who hold traditional patriarchal views often do not participate in domestic chores, display sexist behaviors towards their spouses and children, do not believe in gender equality, and tend to place all childcare responsibilities on mothers once they become fathers.

Since the 1980s, particularly with the rise in working women, both genders have become more likely to agree on schedules and careers. While attitudes have started to shift towards women working and men sharing housework and childcare responsibilities, the actual behaviors of men and women have not changed as quickly (Thornton, 1989). In Türkiye, socio-economic and societal shifts, including urban migration and rising education levels for women, have increased women's participation in the labor force (Kağıtçıbaşı, 1996). Despite rapid industrialization and societal changes, opinions and attitudes have been more resistant to change, resulting in slower adoption of egalitarian gender role attitudes compared to these societal changes (Imamoğlu, 1994). Research indicates that in Türkiye, dominant male-female and family relationships are still defined by a traditional (patriarchal) structure (Güvenç, 2014). According to the United Nations Gender Inequality Index, Türkiye ranked 68th in 2012 and 120th out of 136 countries according to the World Economic Forum Global Gender Gap Report in 2013. Domestic work remains a major barrier for women contributing to the labor force in Türkiye.

Findings show that Turkish men spend significantly less time on domestic work than men from other countries, while Turkish women spend much more time on domestic chores (OECD). Even modern and educated Turkish women often feel conflicted about working outside the home, mainly due to guilt over family responsibilities. As Koten

(2015) stated, domestic responsibilities not only create challenges in work-life balance but also reinforce women's inferior standing in the labor market. To illustrate, due to domestic responsibilities, women are perceived as less reliable than male workers and are expected to leave their jobs when they marry or have children (Kaya, 2009). Consequently, employers believe that women's turnover rates are higher and their attachment to work is lower. These beliefs impact women's education and on-the-job training opportunities, as employers are less inclined to support the professional development of female workers. Many employers assume that women will leave their jobs upon marriage or motherhood, so women are often not promoted to higher positions even if they have the same qualifications and experience as men.

Child care responsibilities are especially crucial as the findings reveal that female workers with children are less likely to engage in paid work than women who do not have children. According to Soyseçkin (2016), accessing to high-quality and widespread childcare, especially for children aged 0-6, is a key factor in women's ability to work. This directly affects the employment rate of women in Türkiye. For example, compared to the OECD average in 2013, the employment rate of Turkish women having at least one child between 3 and 5 years old is very low.

In conclusion, the complex dynamics of gender roles and their impact on women's participation in the labor force are deeply embedded in Türkiye's social and cultural context. Despite the increasing presence of women in the workforce, traditional gender roles persist, significantly influencing behaviors, attitudes, and opportunities. This analysis highlights the challenges that Turkish women face in achieving a balance between professional and domestic responsibilities, exacerbated by societal expectations and limited support for them, especially for working mothers. These insights are crucial for understanding the broader landscape in which female instructors in Türkiye navigate their professional and personal lives.

2.8 Education

Education is not the process of training and education alone, also professional development as well as socialization occurring within the context of society. Education is mirroring the society, and society acts in the manner education does. Therefore, it is

not unexpected that the global education system and its subsystem are critically examined while prominent pedagogical approaches are constantly sought and many models are tested.

In the process of education, the students not only master general educational and vocational disciplines, but they are also influenced by the prolonged impact of the acquired knowledge on their personality development throughout their lives. Meaning that education is the major determinant of one's future entirely. Lunacharsky, A.V. expressed in their speech "What is education?" the society's concern with what a man should turn into from himself and what society should make him into, thus creating an image of man that is a consciousness of some material (as cited in Kopytov, 2008). In fact, Lunacharsky's use in the present situations is the synonymous interpretation of the words education, upbringing and learning. F. Mahlup (1966) viewed education as a process through which learning occurs and knowledge is acquired from various sources, including educational institutions, industrial experience, educational TV, family, church education, military training, and self-study based on personal experience. Furthermore, education is necessarily or simply an act of teaching that implies the mind formation, personal qualities, characteristics and the behaviour of the person that is directed to the image of some values or social standards.

Education finds its representatives in different forms, with the traditional education and online education being the most popular to date and constantly gaining their popularity, particularly considering recent global events, such as the COVID-19 pandemic. In the past, conventional education, a system already structured with conventional pedagogies and interactions in physical classrooms, has been the method of conveying knowledge (Adeyemi & Adeyinka, 2003). At the same time, online education is driven by digital technologies and the internet and offers learners an accessible and flexible format of learning (Basilaia & Kvavadze, 2020).

2.8.1 Traditional education

The educational system has been considered as an intangible cultural heritage of the societies throughout the world that provides the historical, cultural as well as pedagogical values and traditions to the learners since decades. The fundamentals and content of

traditional education have been the subject of academic investigation, which majorly focuses on explaining the contextual evolution of educational systems (Adeyemi & Adeyinka, 2003). Generally, the conventional learning system entails the direct contact between tutors and students in the form of physical classrooms with multidisciplinary discipline and practice-based techniques used to help students understand (Lackéus et al., 2016).

The traditional education is noted by them as the primary pursuit of truth and knowledge that is ascertained in a rational and objective manner and free form any desired influences such as by circumstance, contingent, whim or caprice. This emphasis on objectivity and the disclosure of knowledge in an ordered manner have been the main characteristic of the educational systems, in diverse cultures and societies. One of the key features of traditional educational approaches is the pursuit of objective knowledge, often minimizing the impact of subjective influences such as circumstances, contingency, whims, or passions (Lackéus et al., 2016). It is the emphasis on the objective, and the orientation of knowledge to the system of transmission that characterizes the educational approach of traditional systems, the different cultures and societies.

The conventional educational systems pinpoint a serious involvement on the side of subject mastering as well as core academic fields, so that schoolchildren get a strong basis in terms of skills and knowledge. It is commonly seen that the approach of knowledge mastery is accompanied by the incorporation of cultural values, norms, and moral principles to the teaching and learning process (Ismail et al., 2022). Traditional education systems not only transmit knowledge but also embed and convey the values and beliefs of the community's culture, ensuring these elements remain integral to the community's overall identity.

2.8.2 Online education

Online education, formerly called distance education or e-learning, is a type of learning that makes the physical or non-physical distance of students from the instructor an important component. It is a multidimensional and complex field of science that has been constantly developing through the course of history, from the birth of the Internet until the present-day innovative technologies and digital communication instruments

(Abdirahman, 2018). The main feature of distance education is that the students perform the study activities remotely, usually using online platforms, often without attending a classroom in the manner they are used to.

The idea of distance education embraces different ways of transmission, including interactive two-way electronic communications, online delivery systems where learners can access to educational materials and faculty members to engage them in interactions. This type of instruction has been commended for its efficacy in training competent instructors, enhancing student-instructor interaction, and offering flexible learning option to the heterogeneous population of students. E-learning has conquered large areas of unique expertise, making it easier for students to access education from the comfort of their homes, even if they cannot physically get to the class in a traditional way (Zidan, 2015).

According to Zidan (2015), distance learning has been known to use the terms like online environment, web-based instruction, or technology-based instructional environments, which underline the importance of Internet and advanced communication networks in delivering course content to students or learners alike. Which, as an ongoing practice with various expressions in the world, distance education generates various strands, complexities, and possibilities that need unique forms of teaching and learning depending on the circumstances (Kirkup, 2014).

About three hundred years ago, the first distance education idea was emphasized, taking people back to the eighteenth century (Moore & Kearsley, 1996). In those days, technology was at a growing stage. So, people's perception towards distance learning was quite different from now when so IT has been advanced. Moore and Kearsley (1996) underlines the fact that distance education has three generations. They say that it has a plethora of humble beginnings with hands-on activities and independent learning sessions. Secondly, the first open institutions which were called open universities appeared in the 1970s. The preceding generation established data-based broadcasts and video conferencing. Similarly, Kaplan and Haenlein (2016) state that there are three phases of distance learning according to the kind of media used: printed information, television, and the web. The first distant learning ever recorded occurred in 1720, when

a newspaper in Boston gave students a course on stenography, since they could access to the course material only through weekly course meetings. The second phase, beginning with TV broadcasting, has marked a new era in mass communication. When television eventually got into the homes of many people, some television programs aimed at those viewers who learned from a particular broadcast. ‘Sesame Street’ used distance as a learning material for preschool pupils, counting, letters, chanting some songs. The third generation marked by the widespread internet usage was initiated. The effect of the information technology on distance education is unreserved and the term “learning from distance” has been replaced by ”online learning” (Casey, 2008).

During the 19th and 20th centuries, one of the basic functions of distance learning was to complement the spread of education, higher education and the professional training of people who lived far from urban centers. Caruth and Caruth (2013) argue that online learning in the 21st century evolved from distance learning, which initially began as a system of correspondence education. Therefore, the notion of ‘distance education’ of the 21st century existing bears no resemblance to first impressions. The educational field experienced significant transformation as a result of the public availability of Internet that was common in the 1990s. It somehow has turned into almost another mode of education and is steadily outperforming its peers.

Though online education appeared to be just a fragment of a pretty picture before Covid-19, the latter has put it in the spotlight because it has highlighted the online learning’s potential. Despite the fact it had been utilized as a replacement or additional channel of conventional education previously, Covid-19 made it unavoidable to make sure that the pandemic could not cause a gap in terms of students' education (Jandric et al., 2020). This was not a thing that it has been expected. The popularity of distance education has been growing; however, transitioning from face-to-face education to online in just two weeks or less is exceptionally short in most countries. Neither instructors nor students were foreseeing such a quick revolution in learning in any way. According to a survey on the impact of COVID-19 in higher educations around the world and out of those surveyed two-thirds of the higher education institutions were able to move teaching online while one third of the institutions could not (Radu et al., 2020).

Facilities with adequate platforms for online classes were among the few institutions that continued teaching with online programmes as an alternative to a rapid shift. On the other hand, enrolling for online courses through the internet and organizing online classes did not necessarily mean that everything had already run smoothly. Nevertheless, using a virtual platform and joining online classes was not always to solve the existing issues which was not always the case. Online education is much more complicated than the offline one and instructors need more time to feel familiar with the new domain. This could also mean it was a challenge for faculty to enact their current curriculum using distance education. Hodges et al. (2020) argue that an unplanned and experienced-crisis move of teaching mode from traditional to alternative online one due to pandemic, is not able to equal to a well-planned, designed and organized online education. In their book, Marshall (2000) declares that educational philosophies often mirror the social and political realities, economics and philosophical values of certain eras and related events. By implication, their theory can be indirectly inferred as the one formulated due to current situations and used as a tool for solving existing problems. To conclude the discussion, newer theories are probably going to be proffered to satisfy the limitations of the current online education. The fast pace of online university courses development has generated a variety of educational, psychological and social problems raising a need to review processes of teaching and learning. Through the advancement and improvement of the educational technologies, it is foreseen that online learning will be implemented and developed within the Intermediate educational institutions (Toro-Troconis et. al, 2019).

Distance learning can be classified into three primary forms depending on the timing of engagements between students and instructors: asynchronous, synchronous, and mixed education, each of which will be elaborated upon in the subsequent sections.

2.8.2.1 Asynchronous education

Asynchronous education, a form of distance learning that is a student-centred pedagogy, enables students to factor in time and space flexibility, free from the confines of the traditional classrooms. Such a model of education is built on a time lag between the dispatch of teaching materials and student involvement, thus allowing students to view course content whenever they want or whether they like it or not (Mallin et al., 2014). One

of the distinct advantages of asynchronous e-learning is that it has become one of the most easily accessible types of online education (Hrastinski, 2015). No doubt, the world of asynchronous learning gives students material to digest in the format of audio/video lectures, pamphlets, articles, and PowerPoint presentations. Such resources are always available at hand through online platforms as well as in some of the education systems.

Asynchronous e-learning of learner-centric approach comes from constructivist perspective and puts peer-to-peer interaction as a top priority (Shahabadi, 2015). They explain that the method unites the process of self-learning and asynchronous interactions to increase learning process and, therefore, can be applied in campus courses or university education, distance education, and continuous education. Unrestricted knowledge transfer, enhanced accessibility, and the importance of health professions education are among the few potential advantages of offline digital education (Murphy, 2011). Murphy (2011) also states other advantages such as educational content flexibility and possibility for students to absorb learning materials at their own pace, location, and time contribute to this goal. The approaches can be further developed to offer interactive, associative, and perceptual lessons by blending images, audio, and video in order to implement spatial, auditory, and visual components, aiming at enhancing the learning outputs of health professional (Hodges, 2020). Hodges (2020) also says that this entails the offline digital education which may potentially develop abilities such as thinking memory and attention by upgrading the efficiency of chemical synaptic transmission between neurons, sustaining particular neuronal connections, and creating new patterns of neuronal connectivity and more neurons formation. One of the key benefits of asynchronous education is flexibility in terms of time and place for learners as they will be able to learn the course content at their own convenience (Çoban & Vardar, 2021). According to Çoban and Vardar (2021), the flexibility of e-learning is advantageous for both students who have limited time as well as those who live in remote areas, where there may be little or no access to traditional learning resources. In the context of online learning, asynchronous learning contributes to personalized learning experiences that suit individual learning styles and preferences. Furthermore, asynchronous education will foster self-directed learning and independence among the students, as they are the ones responsible for regulating their time and performance within the course material. This also forms a base for the introverted or hesitant students to be able to be a part of the

discussions and activities more confidently. Moreover, asynchronous education will facilitate informal education and lifelong learning which will continue the access to education beyond the traditional barriers.

On the other hand, asynchronous education has certain drawbacks. On the downside, there is a possibility of losing real-time interaction and immediate feedback, which creates problems for student engagement, and motivation (Fabriz et al., 2021). An absence of immediate feedback, which can affect learning outcomes, is a feature of online learning because the constructive feedback is very important for student motivation and academic achievement as noted by them. The other main challenge of asynchronous learning is communication and collaboration between instructors and students, which can lead to alienation or detachment (Koçak & Göksu, 2023). Technical obstacles like technology set up or audio-visual problems can also be a disadvantage of asynchronous education just like how Gormley (2013) observed. Additionally, communication, expertise, and timely feedback may hamper the effectiveness of educational experiences in an online education environment (Karatas-Aydin, 2023). Despite being beneficial in many ways, asynchronous education should also take care of these possible hurdles to develop a balanced and productive learning environment for students.

2.8.2.2 Synchronous education

Synchronous online education is a learning method when students and instructors are meeting at the same session in real time but in different places. In this way, synchronous online learning is a type of online learning that is gaining its importance at present because of the convenience and interactivity it provides to both students and instructors. In online classes, with instructor and learners that many times are geographically distant, the need of real-time interaction is being recognized and is normally called ‘same time, some place learning’. Besides, the connection between learners and instructor can be improved by utilizing synchronous activities (Martin et. al 2012).

Synchronous online platforms offer audio, video, text chat, inter-modal whiteboard, application sharing, instant polling and other tools to the students and instructors that make them feel physically present in the virtual classroom just like they do in a traditional classroom. The participants can discuss, show themselves by webcam, and use emoticons

or work in breakout rooms. Zoom, Google Meets, and Microsoft Teams, Blackboard Collaborate are some synchronous technologies for distance learning commonly used in higher education. Synchronous technologies can be applied in online courses for community building or social learning. These technologies are better suited for having discussions concerning less complex issues, meeting new people, or planning tasks (Hrastinski, 2008). Synchronous online technologies provide less flexibility in regard to time, yet it could be used at any location. On one hand, they offer immediate feedback, while on the other hand, they provide multiple opportunities for communication in various formats (Martin & Parker, 2014). Building and nurturing the diversity of different types of interactions among the participants is of significant importance since the interaction contributes, and sometimes determines, to the success of online learning (Zimmerman, 2012). Considering that online learners are much more likely to exhibit feelings of loneliness and detachment from both peers and instructors because of distance, an important factor for retention, knowing that it is much lower in online education than traditional face-to-face teaching in higher education, is interaction and engagement of online students with each other.

In synchronous online education, interaction typically occurs through video and audio conferencing, where synchronous chat allows for immediate feedback and response times. In contrast, asynchronous interactions often take place on discussion boards. Here, learners have the opportunity to thoroughly consider the course content and peer contributions at their own pace, since they are not working simultaneously and face no immediate pressure. Research indicates that the interaction styles common in synchronous online communication are particularly effective for building social-emotional connections, fostering a sense of community and belonging, engaging learners, and facilitating rapid information and feedback exchanges. According to Moore (1993), these interactions occur among learners, between learners and instructors, and with the content itself. Research by Fabriz et al. (2021) points out the fact of how the involvement of the synchronous learning increased the learners' commitment and the task motivation. It is therefore emphasized how crucial the immediate interactions in facilitating student's participation and inspiration in online educational contexts are. Moreover, meanwhile Martin et al. (2021) focus on a meta-analysis on the advantages of synchronous online learning, indicating that the role of the synchronous online learning

is connecting instructors and student through live connection regardless of the barriers caused by distance. The synchronicity of this approach fosters prompt returns, individual involvement, as well as increased instructor-student relationships.

Challenges, even though they have their advantages, exist in synchronous learning. They investigated the shift to online learning during the COVID-19 outbreak and found out that some instructors and trainee instructors were unhappy with synchronous online classes regardless of their appreciation for its efficacy (Güneş & Kaya, 2022). This implies that while there are advantages which can be obtained from synchronous education such as free educational resources, flexibility and convenience; yet there may be limitations affecting overall satisfaction with the learning mode.

2.8.2.3 Blended (Asynchronous + Synchronous) education

Blended online education is presented as a choice that merges the qualities of the two online learning/teaching models. This method of learning combines both asynchronous and synchronous learning modes. With this education mode, students may face less connection issues due to the variety of interactions on the learning platform, and also less engagement issues on their side, especially in asynchronous style of learning (Wang et al., 2022). Essentially, the strengths of both modes are combined to mitigate the occurring challenges. It gives rise to a learning environment where students not only participate actively during live lessons, but also benefit from self-paced activities, as stated by them.

The COVID-19 pandemic underscored the value of mixed education models, according to the work of Singh et al (2022), which shows that the combination of synchronous and asynchronous methods can improve social interaction and facilitation of community building in educational settings. Through harnessing the advantages of real-time interactions and self-paced activities, blended learning can accommodate various learning preferences and enhance student engagement. Research has demonstrated that a well-thought-out design that integrates both synchronous and asynchronous activities can enrich the overall learning experience (Mozelius & Hettiarachchi, 2017). While synchronous learning entails simultaneous teaching, learning, and evaluation, asynchronous learning offers flexibility in timing (Singh et al., 2022). The fusion of these two modes in mixed education systems has been shown to provide a well-rounded

approach to education. Through the combination of the two methods, synchronous and asynchronous, instructors can enhance the learner's experience and satisfaction by providing an environment that caters for each individual's educational needs (Cahyani et al., 2021).

On the other hand, the combination of asynchronous and synchronous learning modes in blended education systems can occasionally complicate instructional design and implementation. According to Villanueva et al. (2020), researchers have emphasized the necessity for a deliberate design that appropriately combines the advantages of each mode so as to enhance engagement among students and their learning outcomes. Poor organization and synchronization between asynchronous and synchronous activities in a course may result in a disconnected learning experience that does not make sense to learners or effectively reinforce fundamental ideas. Moreover, some students may find it hard to participate in asynchronous discussions or self-paced activities actively while others may have a hard time in engaging in real-time synchronous sessions effectively (Yuyun, 2023). One of the main challenges for instructors integrating mixed education methods is the ability to balance different modes of engagement to ensure that all students are actively involved and gain the maximum benefit from the learning process.

2.8.2.4 Strengths of online education

Nobody could have foreseen how the COVID- 19 pandemic would completely reshape the teaching in schools and universities, with the traditional blended classroom sessions having to rapidly transform to online to ensure learning continuity during lockdowns and social distancing measures. This situation, in turn, draws attention on the role of digital learning in its ability to generate a highly promising alternative to traditional ways of education. Bonk and Graham (2012) highlights the need for research into the cognitive impacts of online learning, the controversies that position them in great debates, and how it could change educational sector in one way or another. Moreover, the way the pandemic has made instructors to change the methods of teaching and the structure of school curriculum to meet challenges of the digital age, which also leads to the preparation of students for the new world, is clearly visible.

In time of pandemics, the use of various distance learning methods proved successful and brought several benefits that could not be achieved by the traditional training courses. For instance, with the digital materials available from anywhere at any time, asynchronous discussions with classmates and instructors, and immediate feedback on online exams and projects are some of the outstanding advantages of internet education that helps to accomplish the learning process (Dehaghi, 2020).

According to researchers Hew and Cheung (2013), online learning provides a lot of benefits for the students such as higher academic achievement and increased engagement. As depicted by Hew & Cheung (2013), multimedia tools such as electronic texts, interactive simulations, movies and discussion forums among others are being experimented to help learners with hard concepts engage and comprehend complex topics better. Online education contributes to lifelong learning and develops the critical thinking skills people have (Palloff & Pratt, 2013). Furthermore, Gamage and Pang (2016) note that online learning also has a lot of merits, like its flexibility and the possibility to tailor students' education.

2.8.2.5 Weaknesses of online approach

Even though college students, often referred to as millennials, are quite tech-savvy and can adapt to changes in online education, the long-standing traditional education system has overshadowed the impact of the online education system. Variables such as extensive methods and systems, along with numerous techniques that cannot be quickly converted into digital formats, have also positively influenced digital systems. It was argued that there are many reasons why online learning might be less effective than traditional classroom learning. These include:

- A digital learning experience transition can be very complex and difficult to execute well on a large scale.
- Issues of student achievement and pedagogical complications hold different levels of priority for learners and instructors.
- Due to various factors such as internet conditions, unit cost, and learning environment, online education may be unequal compared to face-to-face education.
- The competence of instructors to deliver subject matter online is crucial.

– The assessment and grading system lack actual or physical interaction. (Ali, 2016, p.36)

It is very obvious that transferring all the content onto online learning systems right away, continuing education with Zoom meetings which will act if they were normal classes, or providing learning materials which could be accessed anytime is just not enough. Inadequate preparation of instructors for the use of the virtual platform, limited access to information and technological infrastructure, being deprived of the physical learning possibilities, low technological literacy, equality in learning processes, and limitations when building courses online are some of the most pressing challenges that emphasize the need to coordinate the efforts of relevant managers and policymakers to formulate consensual solutions for the future use of virtual learning (Mian, 2020). Besides, Aung and Khaing (2016) revealed the two major obstacles of e-learning i.e. the lack of information technology knowledge, poor infrastructure, and inadequate educational content which created the major problems for developing world particularly.

2.8.2.6 Challenges in online education

Instructors are not only the people who teach on subjects (Redecker, 2017), but also the ones with digital skills, hence, the digital skills are the requirements for all members in society to live in the digital life and to participate effectively. They need to exemplify the same, and as such, expose their own digital competency with the students, and demonstrate innovation and skeptical use of digital tools. UNESCO et al. (2020) emphasizes the importance of involving instructors at all levels to facilitate uninterrupted learning during the COVID-19 pandemic. Hence, instructors have to radically reimagine their teaching delivery since the focus then was giving students' high-quality remote learning even without digital mediums.

Yet instructors do not stop there because the main role of the instructor is primarily being a learning facilitator or an instructor. While instructors can easily apply digital technologies to teaching, it is also necessary to have digital competencies which are specifically instructor-oriented, alongside generic ones useful to life and work generally (Redecker, 2017). On the contrary, instructors started benefiting from this distant model when the pandemic began and this was imposed many times even when there were not

many guides, training or resources at all levels of education. However, instructors over the world were unclear about skills that are relevant to continuing learning and were using teaching techniques that should have been modified to fit the environment.

One more thing was that because the workload progressively increased, the instructors had to work much more intensely. Instructors needed to adjust to the new content by digitization and to write lessons as well as to prepare electronic educational materials alongside individual tasks etc. Therefore, distance education forced instructors to work for each student separately and presented them with many difficulties. One of these is the alumnae who cannot survive an "externally motivated" environment because of their not very high level of academic independence or weak motivation related to the stimulation towards self-development or personal growth (Valeeva & Kalimullin 2021).

However, many instructors are still among those who do not master ICT skills, and that makes it complex for them to control their professional development or provide quality remote learning even in the environment that has enough infrastructure and connectivity (the United Nations, 2020). Bates (2019) points out that trainers must know how students can take advantage of varied technologies as well as realize their pros and cons for appropriating them. What the reader must know is understanding the research on teaching and learning; supporting instructors and instructors in the digital era; choosing the various learning theories connected to various knowledge concepts; and selecting the various teaching techniques and their advantages and disadvantages. For there is no learning process without this critical formation that is accessed and utilized by both learners and instructors in a different model of knowledge transmission which is sometimes a game changer, but at most, it limits the necessary knowledge for the digital age. There was a sudden shift from the known to the unknown when it came to the use of remote teaching methods, pandemic-related worries, insufficiency in providing student support services, fear of unemployment in the private sector by tutors, and financial problems among other things that were responsible for increasing the level of stress on instructors during this period. Also, according to Aydın (2022), many countries including Türkiye do not fund education enough for their instructors. Accordingly in these situations central governments alongside local partners that were rather unprepared for the radical change

concentrated their efforts to develop a corresponding infrastructure curriculum and content for distance learning.

The survey on work related pressure and uncertainty of students as well as the wellness of instructors themselves presented significant negative influence in each of this factor caused by the Covid pandemic. It is notable that some instructors involved in the study did not fully become technology enthusiasts, unlike their counterparts. Furthermore, there was a sense of trepidation and anxiety on the part of instructors and principals of primary schools when the topic of negative impact on learners was raised (Bradshaw et al., 2023).

2.9 The Relationship between Instructors' Motivation and Work-Life Balance in Online Education

The fundamental aspect of the relationship between work-life balance and job satisfaction, based on the concepts of Locke and Greenhaus and Beautell, will aid in a detailed exploration of these areas. Locke (1976) studies how personal values are linked to job satisfaction, measured by what extent job attributes meet an individual's values systems. Greenhaus and Beutell (1985) suggested that work-life conflict research be built on different forms of work and family role pressure and spill over, as these unique roles can have different effects on individuals. Research shows that academic staff members find fulfillment in their work when it enhances their overall life, contributing to a better work-life balance. Yee (2018) and Jameel and Ahmad (2020) have found that job satisfaction and performance significantly influence the effectiveness of academic staff. Also, Bhagat in their paper (1982) reveals that performance versus satisfaction have an inverse relationship because of the pressures from time. On the other hand, Rezaee et al. (2018) discovered that instructors' job satisfaction has a moderate association with the educational efficiency. The research indicated that even if they are happy with the jobs, their job performances remained almost the same during the COVID-19 period. It might be that job satisfaction alone is not sufficient for performing these tasks efficiently during the critical COVID-19 phase. It is likely that other determinants, such as promotion, incentives, and bonuses, were considered. However, these factors may have been found to be unstable variables given the current situation, time constraints, and varying perceptions. The study of Baghat (1982), Jameel and Ahmad (2020) and Rezaee et al.

(2018) reveal that job satisfaction and performance are not directly linked. As their findings establish, job satisfaction is not an immediate cause of productivity during the pandemic. However, the role of employee management plays a decisive role in which remedy is chosen.

Increasing levels of stress and anxiety can negatively impact employees' job performance. However, in this situation, the threat of job loss is very real for them, and since they are likely to remain in the same position, they must work as hard, if not harder. Employees have been seeking to upgrade their personal status during COVID 19 pandemic at the office. Ultimately, because they could not be away from outbreak they tended to be busy with their work from home and being engaged with their work would boost their enthusiasm. Furthermore, their motivational factor migh not be just strong enough to perform better but may be just doing what they are told as not to lose their job. So, this is where their motivations might not arise from the good performance they produce while working remotely. Alìasah et al. (2020) argued that work-life balance negatively affects motivation and productivity among university staff. This suggests that these academic professionals felt dissatisfied when their professional responsibilities overlapped with their personal lives and vice versa. Especially when working from home, their lives became intensely entangled between their home and work roles. To mention, the study found out that their motivation score was highly related to their academic performance during the COVID 19 pandemic.

Research highlights the crucial role of motivation in the performance of academic staff (Akhtar and Iqbal, 2017). However, the influence of moderating factors like age, experience, and gender remains underexplored. For instance, Feng and Savani (2020) found that female staff members are generally more productive and satisfied with their positions compared to males. In a similar vein, Petcu et al. (2021) reported that women experienced greater job satisfaction than men during the same period. Conversely, Sukirno’s study (2018) indicated that demographics such as age, gender, experience, and education did not significantly affect the productivity of university lecturers. Fasasi et al. (2017) pointed out that age and experience positively impacted the motivation of instructors.

In conclusion, the literature on the professional motivation and work-life balance of female instructors during mandatory online education highlights several critical factors. The shift to online education has introduced new challenges that impact both motivation and the ability to maintain a healthy work-life balance. Factors such as the need for technological competence, altered student interactions, and increased workloads have compounded the stress experienced by educators. Understanding these dynamics is essential for developing strategies to support instructors in this new educational landscape. Thus, addressing these challenges is crucial for ensuring that instructors can achieve their professional goals while maintaining personal well-being.

3. METHODOLOGY

This chapter illustrates the procedure of the study and is dedicated to the research questions, methods of research, participants and tools for data collection and the way of data analysis of the topic: the motivation and work-life balance of female mentor's profession during online teaching process. As discussed at the beginning of this study, the objective is way beyond a simple understanding of what motivates female instructors as well as their challenges in online teaching. The aim is a comprehensive investigation of their approaches to maintain the bound balanced professional and personal life. As a result, it is examined all the factors that affect their motivations, activities they engage in in order to realize a favourable work-life balance. The research design was carried out with success precision and accuracy and led to comprehensiveness in aspect evaluation.

3.1 Research Questions

There are not many studies which investigate professional motivation and work-life balance of instructors, specifically of women. This study aims to investigate the factors that negatively impact the professional motivation and work-life balance of female English language instructors during mandatory online education. Furthermore, the study seeks to identify the strategies these instructors use to maintain their professional motivation and work-life balance in this context. Regarding these aims, the study was led by two research questions which can be stated as the following:

1. What are the challenges that female instructors deal with regarding professional motivation and work-family balance during mandatory online education?

2. What strategies do female instructors adopt to maintain their professional motivation and work-life balance during mandatory online education?

3.2 Research Design

The objective of this study is to obtain comprehensive information through the use of a phenomenological design, which is one of the qualitative research methods. Qualitative research employs an empirical approach that involves the collection and analysis of non-

numerical data, such as words and images (Yıldırım & Şimşek, 2017). The phenomenological design entails conducting in-depth interviews with individuals who have first-hand experience of complex or difficult-to-understand phenomena in order to gain an understanding of them (Christensen et al., 2020). Giorgi (1997) underscores the necessity of grasping the distinctive attributes of phenomenology to ensure an effective evaluation of it. Phenomenology, which originated from a philosophical movement seeking to comprehend the human experience, primarily concentrates on elucidating the significance underlying a specific phenomenon. In phenomenological research, the phenomenon under investigation is identified, along with the participants' perceptions, perspectives, understanding, experiences, and descriptions of it. This phenomenon may be a concept, idea, or emotion. For example, Brown et al. (2006) asserted that phenomenological research aims to faithfully depict the consciousness associated with experiences and the fundamental and unchanging structure of those experiences. Previous studies employing the phenomenological approach have also indicated that observing a phenomenon can become an experience in itself (Miller 2003; Wilson 2015). In light of these considerations, the phenomenological design was considered to be the most appropriate methodology for this study, which aimed to gain insight into the perspectives of female foreign language instructors on professional motivation and to identify strategies for achieving work-life balance.

3.3 Participants

In this study, the purposive sampling technique was employed to select the sample with the objective of gaining insights into the knowledge and experiences of female lecturers regarding the challenges they face and the strategies they use in achieving work-life balance based on their professional motivation. This approach was considered suitable because purposive sampling allows for a detailed exploration of situations believed to contain rich information (Patton, 2015). Given the subjective nature of the research, maximum variation sampling was deemed the most appropriate among the purposive sampling techniques. The objective of this technique is to create a relatively small but heterogeneous sample in various respects, with the aim of determining whether there are any shared situations among individuals who may be parties to the phenomenon under investigation in this sample. Although the individual participants may have different

characteristics, the rationale behind maximum variation sampling is that if certain experiences are common in a highly diverse and heterogeneous group, this is an important finding (Patton, 2015). In this context, data were collected from 51 participants in Study One through the online survey method. In Study Two, data were collected from 12 participants through face-to-face individual interviews. In Study Three, data were collected from 4 participants through a focus group interview. In all three studies, the study groups consisted of female lecturers.

Among the 51 participants, the marital status varied significantly. A notable portion of the instructors, 28 participants were married. Of these instructors, 20 had children, with the number of children ranging from one to three per instructor and from different age groups. Specifically, 12 participants had one child, 5 had two children, and 3 had three children. The presence and number of children introduced additional complexities to the participants' work-life balance, particularly during the transition to online education.

To ensure a balanced representation, instructors with various personal backgrounds participated in the study. However, only those who were willing to participate were included. All participants were non-native English speakers, sharing the same mother tongue, Turkish. The demographic focus of this study specifically considered the participants' marital status and number of children, as these factors significantly impact professional motivation and work-life balance.

In focus group, 4 female instructors had different demographics except being married and having at least one child. The number of children among the participants also varied and the children’s ages were different from each other. Of the 51 instructors, 20 had children, with the number of children ranging from one to three per instructor. Specifically, 12 participants had one child, 5 had two children, and 3 had three children. The presence and number of children introduced additional complexities to the participants' work-life balance, particularly during the mandatory online education.

These demographic characteristics provided a rich context for exploring how marital status and parental responsibilities influence the professional motivation and work-life balance of female foreign language instructors during mandatory online education. The insights gained from this diverse group are crucial for understanding the unique

challenges and developing targeted interventions to support this demographic in the educational sector.

3.4 Data Collection

3.4.1 Data collection tools

The objective of this study was to conduct three consecutive studies in order to develop a comprehensive insight into the research problems during the data collection and analysis process. In Study 1, a series of five open-ended questions were given to the participants (n=51) through the utilization of an online survey. The open-ended questions were formulated based on a review of relevant literature pertinent to the research problems.

The data obtained from the participants using the online survey method were subjected to a phenomenological analysis. Based on the aforementioned findings, Study 2 was planned, and semi-structured interview questions were prepared. In this study, data were collected from the participants (n=12) through face-to-face interviews. In the course of the face-to-face interviews, the responses of the participants were recorded with a voice recorder and subsequently transcribed.

The data obtained from the participants through face-to-face interviews were subjected to a phenomenological analysis. In light of these findings, the Study 3 was planned, and new semi-structured interview questions were prepared. In this study, data were collected from the participants (n=4) through focus group interviews. The responses of the participants were recorded via a voice recorder and subsequently transcribed.

In all three studies, open-ended questions were employed to elicit experiences and meanings pertaining to the phenomena under investigation and to examine the context in depth. In each study, the questions were revised in accordance with the opinions and suggestions of the relevant academic experts. Furthermore, prior to conducting both individual and focus group interviews, permission was sought, and appointments were arranged by contacting the participants. Subsequently, the interviews were conducted. The interviews were conducted in isolated environments. The informal and conversational nature of the interviews permitted the researcher to challenge the participants' responses and elicit further details through probing.

3.4.2 Data collection procedure

Online survey to instructors to identify the target group, semi-structured interviews with instructors to get more insights from them, and focus group interview to allow the instructors discuss in detail and share more ideas were used to gather the data.

3.5 Data Analysis Procedure

A phenomenological design was chosen as an appropriate analytical approach for this research because it effectively examines how individuals make sense of their life experiences (Smith & Osborn, 2003). Phenomenology does not enforce a single methodology for data analysis; instead, it provides researchers with a flexible set of processes that focus on understanding participants' experiences. This approach allows for the exploration of both lived experiences and the processes through which individuals make sense of these experiences over time (Thomson et al., 2017). In line with the research objectives, phenomenology is a psychological research method that emphasizes how individuals interpret the phenomenon being studied within a specific context. For data analysis, researchers may choose between descriptive or hermeneutic approaches. In this study, both content analysis and an interpretive approach were utilized to analyze the data from all three studies as interpretive analysis is necessary to understand the participants' natural attitudes (Chan et al., 2013). In content analysis, the goal is to conceptualize the data and identify themes that effectively describe the phenomenon being studied. The results are then presented as a descriptive narrative. Additionally, findings within the framework of emerging themes and patterns are explained and interpreted (Yıldırım & Şimşek, 2017). In qualitative analysis, coding is the essential first step, allowing the content of the data to be uncovered (Punch, 2005). Content analysis involves grouping similar data within a conceptual and thematic structure to present findings clearly and coherently (Yıldırım & Şimşek, 2017). An interpretive approach was chosen for data analysis in this study because it reveals the meanings of individual experiences and identifies emerging themes through comparison (Chowdhury, 2015). In this context, attention was given to naming, categorization, validity, reliability, and interpretation stages. During the naming and category development stage of the content analysis, the data were carefully examined and

classified. The procedures suggested by Yıldırım and Şimşek were used to analyze the lecturers' perspectives on their professional motivation and work-life balance, based on their experiences with online and face-to-face education. The content analysis was carried out in sequential stages. First, the audio recordings were transcribed into text, followed by open coding based on the concepts identified in the text. All data were read continuously and then coded to form a coherent whole. To aid reader comprehension, certain concepts and codes were initially analyzed and separated, and then these concepts and codes were integrated within the established themes.

4. FINDINGS AND DISCUSSION

4.1 Findings

The first survey question of the study was *"Do you prefer online education or face to face education? Please briefly explain why?"* Among the participants who responded to this survey question, the themes and codes derived from the collected data are presented below.

Table 1. Education preference of female instructors

Main Theme	Sub-Themes	Codes	Participants
Education Preference	**Face-to-Face Education**	Interaction	P1, P2, P3, P6, P9, P18, P23, P25, P37, P38
		Efficiency	P4, P5, P10, P20, P21, P22 P8, P16, P47
		Classroom Management	P6, P12, P14, P19, P24, P26, P30, P33
		Traditionalism	P28, P29, P31, P35, P49
	Online Education	Flexibility	P7, P11, P13, P15, P17, P32, P36, P41, P51
		Resource accessibility	P27, P34, P39, P41, P42, P46, P50
		Inclusiveness	P40, P43, P44, P45, P48

When the participants were queried about their preferences for conducting the education, two subthemes emerged: face-to-face education and online education. The face-to-face education sub-theme encompasses the following codes: interaction, efficiency, classroom management, and traditionalism. These reasons were provided by the participants as to why they prefer this model. The sub-theme of online education consists of the following codes: flexibility, resource accessibility, and inclusiveness. These reasons were provided by the participants as to why they prefer this model.

In the initial code pertaining to the sub-theme of face-to-face education, namely interaction, a considerable number of participants expressed a preference for this modality of education on the ground that they believed that physical presence enhanced direct communication between instructors and students, thereby fostering a more interactive learning environment. Some participant quotes in this code are as follows:

"Face to face. I get to touch my students' ideas and collect their feelings through their reactions. Nothing is better than face to face education. The energy in the classroom is palpable, and it motivates both the students and me" (P6).

"I prefer face-to-face education because it's easier to communicate with students and check if they understand the lesson. Misunderstandings can be quickly clarified, and I can adapt my teaching on the spot" (P18).

"I prefer face to face education because it is more effective and helps both instructors and students stay more focused and interested. The physical presence keeps distractions to a minimum" (P23).

The second code within the theme of face-to-face education is the efficiency code. Some participants indicated that they believe face-to-face education is more effective and efficient because it provides a structured and focused environment. The following statements were made by participants who offered their opinions on this code:

"Face to face education is more efficient, active, and productive for both instructors and students. The structured environment ensures that time is used effectively" (P5).

"Face to face because during face-to-face students are more active and it is more effective. Participation rates are higher, and students are more likely to engage in discussions" (P20).

"I prefer face to face education because it is more effective and helps both instructors and students stay more focused and interested. The immediate feedback loop enhances learning" (P23).

Another code within this subtheme is that of classroom management. A significant proportion of participants consider classroom management to be an essential component of effective teaching and assessment of students' progress. Consequently, instructors find it more straightforward to maintain order and oversee student performance in traditional, face-to-face instruction than in online learning environments. Some participant statements related to this code are as follows:

"I prefer face-to-face lessons in order to measure the students' learning process and to follow the process closely in case of a problem. Additionally, it is very difficult to encourage students to participate in online classes" (P14).

"I prefer face to face education because students have more motivation in face-to-face classes. It is easier to manage the class and teaching processes in class. Classroom management is more straightforward when you can see the students" (P19).

"Definitely I prefer face to face education. It is too hard to control the class and motivate students. They generally prefer to sleep, and as instructors we know this. This also creates unwillingness" (P26).

> Face to face. Because in Face to face, I can assess students' progress and understanding in real-time but in online education it is hardly possible to do it. The immediacy of feedback in a physical classroom is critical for effective teaching (P30).

The final code created under the sub-theme of face-to-face education is the code of traditionalism. Some participants have expressed a preference for face-to-face education, citing their commitment to traditional teaching methods. In this context, instructors

indicated that they found the physical classroom environment more satisfying and compatible with their professional identity. A selection of participant statements from this code is provided below:

"I prefer face to face education because as an instructor I appreciate the spontaneity and energy in the classroom environment, which inspire creativity and foster a sense of excitement and curiosity in my students" (P28).

"I like face to face education better since I feel like I am literally implementing my job as it should be. The traditional classroom setup aligns with my teaching style" (P31).

"Definitely face to face because teaching is not a job that you can do through a screen. You have to be active and comprehend the learning process of the students. The personal interaction is vital for effective teaching" (P35).

> I strongly prefer face-to-face education over online education. The physical presence of students in the classroom fosters better engagement and interaction, which greatly enhances the learning experience. Seeing my students' reactions, addressing their queries immediately, and creating a lively atmosphere are aspects I cherish in traditional teaching methods (P49).

The first code in the online education sub-theme is flexibility. According to the participants who expressed their opinions under this code, online education is preferred primarily because of its convenience and flexibility. Participants indicated that online education is more convenient for better managing their daily schedules and avoiding commuting, thus saving time and energy. Some of the statements of the participants who expressed opinions on this code are as follows:

"Online. More comfortable. I can set up my workspace in a way that suits me best" (P11).

"Online, I am much more comfortable, I am not as tired, and I have more time as I am not commuting. The flexibility to work from home is invaluable" (P13).

> If I had a chance, I would go with the online education model a thousand times. This is because it is very comfortable and timesaving for me. You do not need to spend hours without doing anything at the office in this education model. After

> you do your job and conduct your lessons, you are free and have the chance to spend your time as you wish (P15).

Another code within this sub-theme is the resource accessibility code. According to the participants who expressed their opinions in this code, the ease of accessing various educational resources quickly and synchronously is an important advantage of online education. Some participant statements related to this code are as follows:

"I prefer online education because it's super easy to access study materials whenever I want. It's right there on my computer, ready for me to learn" (P27).

"Online. One reason I love online learning is that I can access a wide range of resources with just a few clicks. It makes researching and studying so much easier" (P34).

"I prefer online education because I don't have to commute, and I can adapt my teaching and my materials better according to the needs of my students. The flexibility to teach from anywhere is a huge advantage" (P41).

> I prefer online education over face-to-face education. The flexibility it offers allows for greater accessibility to resources and accommodates diverse learning styles. Additionally, online platforms facilitate personalized learning experiences and enable students to engage with the material at their own pace, which enhances comprehension and retention (P50).

The final code within the online education sub-theme is that of inclusiveness. With regard to this code, a number of participants perceive online education as a more inclusive and adaptable mode of learning. These participants view online education as a potential solution to geographical or logistical barriers to traditional forms of education. Some illustrative participant quotations pertaining to this code are as follows:

"I prefer online education because it offers unparalleled flexibility for both students and instructors. I am a very young instructor so I can easily integrate technology into my teaching. With online platforms, I can create a more inclusive educational environment" (P44).

"Online. It provides great flexibility and also it includes students who may face barriers to attending face-to-face classes due to geographical or logistical constraints. The adaptability of online education makes it accessible to a wider range of students" (P45).

The second survey question of the study was *"How do you evaluate your professional motivation during mandatory online education? Please explain briefly".* Among the participants who responded to this survey question, the themes and codes derived from the collected data are presented below.

Table 2. The effects of online education on professional motivation

Main Theme	Sub-Themes	Codes	Participants
Online Education and Professional Motivation	**Decreased Motivation**	Lack of Interaction	P2, P4, P10, P13, P21, P26, P29, P31, P32, P34, P36, P38, P39, P40, P44, P50
		Technical Challenges	P3, P6, P9, P11, P23, P24, P27, P30, P37
		Work-Life Balance Issues	P1, P14, P17, P25, P33, P43
	Increased Motivation	Technological Innovation	P7, P28, P41, P45, P46, P48, P49, P51
		Flexibility	P12, P16, P22, P35, P42
		Creativity	P5, P8, P15, P18, P19, P20, P47

The participants' self-assessment of their professional motivation in the context of online education yielded two sub-themes: *decreased motivation* and *increased motivation*. The first sub-theme encompasses the following codes: *lack of interaction*, *technical*

challenges, and *work-life balance issues*. The second sub-theme incorporates the following codes: *technological innovation*, *flexibility*, and *creativity*.

The initial code within the sub-theme of decreased motivation is the absence of communication. In this code, lecturers indicated that they experienced a notable decline in their motivation due to the absence of face-to-face interactions in online education. Furthermore, this deficiency in personal contact renders it challenging to ascertain the extent of student participation and their comprehension of the material. Some participant quotes in this code are as follows:

"Low. I do not feel very motivated as it is usually one way communication. In a face-to-face classroom at least, we can understand from students' faces" (P21).

"I cannot say I have much motivation in online education as students do not participate in lessons as much. This situation directly affects my motivation for teaching" (P26).

"My professional motivation is too bad because I miss the personal connections and rapport that I build with students in face-to-face interactions" (P29).

"I feel less motivated since I cannot see my students' face and understand if my teaching goals are covered or not" (P31).

The second code in this sub-theme is technical difficulties. Participants indicated that technical issues, such as connectivity problems, a lack of adequate digital tools, and the general monotony of screen-based learning, negatively affected their motivation in online education. The following statements were made by participants who offered their opinions on this code:

"I feel like I've done my best. I've never felt so exhausted, but I also felt like I was teaching for nothing" (P27).

"It goes down because I cannot really understand if I am teaching or just talking to the screen" (P30).

"Mostly it is down. I find it difficult to keep a dynamic and interactive nature of traditional classroom activities in online lessons" (P37).

The final code within the sub-theme of decreased motivation is that of work-life balance issues. The participants indicated that online education frequently confuses the boundaries between private and professional life, which in turn leads to elevated stress levels among instructors. Some participant statements related to this code are as follows:

"I can't find any motivation during online education because it is daunting to attract students to have an efficient work time" (P1).

"I am motivated because I get to be home. Sometimes I lose motivation when students don't respond though" (P14).

"I sometimes even find myself questioning my job during these online sessions where I basically talk to myself" (P17).

The initial code within the increased motivation sub-theme is technological innovation. This code encompasses the perspective of some lecturers who view the transition to online education as an exhilarating chance to delve into novel technologies and pioneering pedagogical approaches. A selection of participant statements from this code is provided below:

"My students' responses keep me motivated, I guess. I get to hear their voices from time to time and I can use any kind of web tool to support my point. These affect my motivation" (P7).

"As a instructor, I find my professional motivation actually increases during mandatory online education because it challenges me to explore new teaching methods and technologies" (P28).

"The flexibility of online teaching has actually increased my professional motivation as I can experiment with new methods and technologies" (P41).

"My professional motivation during mandatory online education is exceptionally high. Being in my own environment while teaching gives me extra positivity and most of the time, I challenge myself to explore innovative pedagogical approaches for online teaching" (P45).

"My professional motivation is really high in the online teaching environment I can say. The opportunity to explore new technologies and teaching methods keeps me enthusiastic and inspired" (P46).

The second code in this sub-theme is flexibility. The flexibility provided by online education is an important source of motivation for some instructors. The ability to teach from home, the savings in time that result from not commuting to and from work, and the increased control over schedules that online education affords positively affect the motivation levels of lecturers. Some of the statements of the participants who expressed opinions on this code are as follows:

"The flexibility of online teaching allows me to save time on commuting, which boosts my overall motivation" (P16).

"The flexibility that comes with online teaching, such as working from home, has actually increased my motivation. I feel more comfortable and less stressed" (P35).

"The flexibility offered by online teaching, like not having to commute and being able to manage my own time more effectively, has had a positive impact on my professional motivation" (P42).

The final code within this sub-theme is the creativity code. In this context, some lecturers perceive the creation of engaging content, such as interactive quizzes and videos as a motivating factor. According to the participant statements, the opportunity to experiment with diverse content and teaching methods serves to sustain the motivation of lecturers. Some participant statements related to this code are as follows:

"The ability to use various multimedia tools to create engaging lessons keeps my motivation high" (P18).

P19: "The opportunity to innovate and engage students through different platforms and methods has positively impacted my professional motivation" (P19).

"Developing new, creative ways to present material and keep students engaged has increased my professional motivation during online teaching" (P20).

"My motivation has been positively influenced by the opportunity to be more creative and engaging in my teaching approach during online education" (P47).

The third survey question of the study was *"What factors affect your professional motivation positively and negatively during mandatory online lessons?"* Among the participants who responded to this survey question, the themes and codes derived from the collected data are presented below.

Based on the participants' statements regarding the factors influencing their professional motivation in the context of online education, two sub-themes were identified. The first sub-theme, entitled positive factors, encompasses codes such as comfort of home, easy access to teaching materials, avoiding commute, and interactive tools. The second sub-theme, titled as negative factors includes codes such as student absenteeism, lack of interaction, technical problems, isolation, and challenges in assessment.

Table 3. The factors of affecting motivation

Main Theme	Sub-Themes	Codes	Participants
The Factors of Affecting Motivation	**Positive Factors**	Comfort of Home	P1, P2, P4, P5, P7, P10, P14, P15, P17, P20, P23, P26, P27, P29, P32, P33, P47
		Easy Access to Teaching Materials	P2, P3, P7, P16, P22, P35, P45, P49, P51
		Avoiding Commute	P4, P5, P17, P20, P23, P27, P29, P33
		Interactive Tools	P18, P24, P28, P31, P35, P46, P48, P49,
	Negative Factors	Student Absenteeism	P1, P2, P4, P6, P7, P8, P9, P14, P17, P18, P20, P21, P27, P30, P32, P34, P43, P50, P51
		Lack of Interaction	P4, P6, P7, P19, P21, P28, P31, P32, P34, P36, P40, P42, P50, P51
		Technical Problems	P11, P12, P16, P19, P22, P39, P41, P44, P50
		Isolation	P5, P5, P7, P14, P26, P28, P34, P36
		Challenges in Assessment	P8, P13, P31, P37, P38

The initial code within the positive factors sub-theme is home comfort. This code encompasses the notion that the comfort of working from home is a significant

contributing factor to the motivation and focus of many lecturers. Some illustrative participant quotations pertaining to this code are as follows:

"The positively affecting factors are not having to use public transportation and doing lessons in the comfort of my house, using my own supplies" (P4).

"Positive: being home, not as tired, can be more creative" (P14).

The second code within this sub-theme pertains to the easy access to teaching materials. As evidenced by the statements of the lecturers, the availability of teaching materials on the internet has the effect of streamlining lesson planning and facilitating the delivery of online courses. Some participant statements related to this code are as follows:

"I can reach online materials easily this is very helpful" (P22).

"Having all my resources at hand without needing to carry them to school is a huge benefit" (P35).

Another code of the positive factors sub-theme is avoiding commute. According to the participant views, avoiding commuting to and from work every day is recognized as an important benefit for many lecturers. It saves time, reduces work stress, and contributes to an increase in professional motivation. Some of the statements of the participants who expressed opinions on this code are as follows:

"Being with my daughter at home, not being stuck in the traffic jam are the positive ones" (P5).

"I don't have to drive or wake up early" (P17).

"The feeling that you don't have to deal with the traffic and time that you consume while getting prepared for work is the good side of it" (P29).

The final code within the positive factors sub-theme is the utilization of interactive tools. Participants have indicated that the incorporation of diverse interactive tools and multimedia resources enhances the appeal of online education for both lecturers and

students, which in turn has a favorable impact on motivation. A selection of participant statements from this code is provided below:

"Another factor having a positive impact on my motivation is being able to use online tools and engaging my students by doing so" (P18).

"While being able to use more web 2.0 tools have a positive influence" (P24).

"The various interactive multimedia tools available make lessons more engaging and positively affect my motivation" (P46).

The initial code pertaining to the second sub-theme of negative factors is student absenteeism. In this code, the participants indicated that student absenteeism is a significant factor that demotivates from the motivation of lecturers. For a lecturer, having few students in an online course has a negative impact on motivation. Some participant statements related to this code are as follows:

"Negatively affecting factors are not having students attend classes regularly" (P1).

"If students don't attend classes, it is demotivating" (P2).

"When students are absent, it feels like my effort is wasted" (P27).

A further significant code within this sub-theme is the lack of interaction. The absence of direct communication and engagement with students in an online setting is perceived as a significant challenge by the participants. Consequently, the lack of communication between students in online courses renders it exceedingly challenging for the lecturer to maintain enthusiasm in their work. The following statements were made by participants who offered their opinions on this code:

"The negatively affecting factors are not having interaction with students as in face-to-face teaching" (P4).

"The lack of direct interaction with students negatively affects my motivation" (P21).

"It's hard to keep students engaged in an online environment" (P50).

The third code in this sub-theme is technical problems. According to the participants, common technical problems such as disconnections and software glitches disrupt the dynamism of the online education process and negatively affect the motivation of lecturers. Some participant quotes in this code are as follows:

"Internet connection issues disrupt the flow of my lessons" (P11).

"Technical glitches are frequent and frustrating" (P19).

"Technical issues are a major hurdle in delivering effective lessons" (P22).

The fourth code of the negative factors sub-theme is isolation. A significant number of lecturers reported that they felt isolated due to the lack of physical presence of colleagues and students. This feeling of isolation has been found to increase the lecturers' feelings of loneliness and demotivation. Some participant statements related to this code are as follows:

"I feel isolated without my colleagues around" (P5).

"The lack of physical presence and interaction makes me feel lonely" (P26).

"The feeling of isolation is overwhelming at times" (P34).

The final code within this subtheme pertains to the challenges in assessing students' performance in online education. Participants in this study expressed frustration regarding the difficulty of assessing students' in-class performance in online courses. This difficulty arises from the fact that lecturers often find it challenging to obtain meaningful feedback from students in online settings, which in turn hinders their ability to accurately gauge students' progress. Some of the statements of the participants who expressed opinions on this code are as follows:

"Assessing students accurately online is challenging" (P31).

"It's hard to gauge students' understanding through online assessments" (P37).

"Online assessment methods are inadequate" (P38).

The fourth survey question of the study was *"How do you evaluate your work-life balance during mandatory online education? Please explain briefly why?"* Among the participants who responded to this survey question, the themes and codes derived from the collected data are presented below.

Two sub-themes were identified in accordance with the participants' self-assessment of their work-life balance in the context of online education: positive work-life balance and negative work-life balance. The positive work-life balance sub-theme encompasses the codes flexibility and improved personal time. In contrast, the negative work-life balance sub-theme comprises the codes blurred boundaries and increased stress.

Table 4. The effects of online education on work-life balance of female instructors

Main Theme	Sub-Themes	Codes	Participants
Online Education and Work-Life Balance	**Positive Work-Life Balance**	Flexibility	P6, P7, P8, P12, P17, P18, P19, P20, P25, P28, P32, P42, P46, P48, P51
		Improved Personal Time	P3, P14, P33, P35, P41, P47, P49
	Negative Work-Life Balance	Blurred Boundaries	P1, P9, P13, P11, P23, P24, P26, P31, P34, P38, P39, P50
		Increased Stress	P4, P22, P27, P29, P36, P40, P43, P44

The initial code within the positive work-life balance sub-theme is flexibility. In this code, participants indicated that flexible scheduling, which they perceive as the most significant benefit of online education, affords them the opportunity to manage their time more efficiently in order to fulfill both work and personal life responsibilities. The following participant quotations illustrate this code:

"It is easy mostly, and I do not have to spend my time on the road, that's a plus. I get to have some time for myself. Also, with the help of technology I do not have to deal with in class problems" (P7).

"Having a flexible schedule during mandatory online lessons helps me manage my work and personal life better" (P28).

"I totally balance work and life during online education because after the lessons are over, I can find more time for myself or my beloved ones since I don't have to juggle between work and home" (P46).

"The flexibility to work from home allows me to better integrate professional responsibilities with personal commitments, promoting a more harmonious work-life balance" (P48).

In the second code of this sub-theme, improved personal time, some participants indicated that online education afforded them greater personal time, primarily due to the elimination of other time-consuming tasks associated with face-to-face education, such as commuting to work. The following statements were made by participants who offered their opinions on this code:

"It is way better because there is no commute time that you have to spend in Istanbul" (P33).

"It is more balanced because I can create more time for myself" (P35).

"I can balance it better because online education has improved my work-life balance by eliminating the need for a commute and offering more flexibility in scheduling" (P41).

"It is balanced because my lessons are over around noon and there is a lot of time left to me to do the things I want or have to" (P47).

The initial code within the negative work-life balance sub-theme is that of blurred boundaries. This code encompasses the challenges encountered by the participants in maintaining a clear distinction between their personal and professional lives. Some participant statements related to this code are as follows:

"It is unbalanced because the roles are intertwined. I cannot understand if I am a mother of two, a instructor or a wife when I am teaching at home" (P34).

"Online education blurs the boundaries between work and personal life, affecting my work-life balance negatively" (P38).

"The boundary between work and personal life has blurred, with the constant need to be available online exacerbating stress and reducing time for personal pursuits" (P50).

Another code within this subtheme is increased stress. Participants reported high levels of stress due to the demands of online teaching, technological challenges, and the lack of a clear distinction between personal and professional spheres. A selection of participant statements from this code is provided below:

"During mandatory online education, my work-life balance suffers because I feel like I'm always 'on' and available to students, even outside of regular school hours" (P29).

"Juggling household responsibilities alongside online teaching rises the feelings of imbalance" (P40).

"My work-life balance during mandatory online education has suffered as I find it challenging to disconnect from work" (P43).

The fifth survey question of the study was *"What factors affect your work-life balance positively and negatively during mandatory online lessons?"* Below are the themes and codes derived from the collected data provided by participants who responded to this survey question.

Table 5. The factors of affecting work-life balance of female instructors

Main Theme	Sub-Themes	Codes	Participants
The Factors of Affecting Work-Life Balance	**Positive Factors Affecting Work-Life Balance**	Flexibility	P5, P6, P7, P15, P16, P21, P28, P41, P45, P46, P48, P50, P51
		Improved Personal Time	P2, P4, P18, P20, P23, P24, P25, P29, P30, P32, P33, P35, P37, P49
		Autonomy and Control	P12, P42, P51
		Reduced Commute	P2, P4, P9, P18, P20, P23, P25, P26, P33, P41, P46, P47, P49
	Negative Factors Affecting Work-Life Balance	Blurred Boundaries	P1, P3, P4, P15, P16, P20, P22, P24, P26, P29, P32, P34, P37, P38, P43, P44, P50, P51
		Increased Stress	P5, P10, P13, P16, P17, P19, P23, P24, P29, P36, P39, P43, P50
		Technological Issues	P8, P11, P16, P19, P22, P27, P38, P50
		Isolation	P16, P18, P24, P34, P36, P40

Based on the participants' statements regarding the factors affecting their work-life balance in the context of online education, two sub-themes were identified. The first sub-theme, titled positive factors, includes codes such as flexibility, improved personal time, autonomy and control and reduced commute. The second sub-theme, titled as negative factors, includes codes such as blurred boundaries, increased stress, technological issues, and isolation.

In the section on flexibility and time management, which falls under the umbrella of positive factors affecting work-life balance, participants evaluated the flexibility to plan and manage time afforded by online education as a beneficial factor in maintaining a healthy work-life balance. The lecturers indicated that online education helped them to structure their days and integrate personal and professional responsibilities in a more efficient manner**.** Some illustrative participant quotations pertaining to this code are as follows:

"Online teaching offered me increased flexibility in scheduling and reduced commute time" (P16).

"The limited lesson hours allow me to have a more flexible daily schedule" (P21).

"The flexibility of online teaching allows me to efficiently manage my workload while prioritizing personal commitments" (P45).

In the enhanced personal time code of this sub-theme, participants highlighted that the elimination of commuting and the ease of working from home afforded them more time for personal activities, family, and self-care. Some participant statements related to this code are as follows:

"Sparing the time, I spend on commuting for myself is a positive side" (P18).

"I can spend more time out of work, manage my personal life and housework better" (P25).

"Being in my comfort zone makes it balanced" (P30).

In the autonomy and control code, some lecturers perceived the capacity to adapt online courses to personal preferences and students' needs as a means of exercising initiative over teaching methods. Some of the statements of the participants who expressed opinions on this code are as follows:

"The condition of the place where I have my online lessons impacts my balance positively" (P12).

"Without the constraints of a physical classroom, I feel more empowered to design engaging lessons" (P42).

"The autonomy afforded by online education enables me to structure my day according to personal needs and priorities" (P51).

The last code within the sub-theme of positive factors that facilitate work-life balance is reduced commute. In this code, participants identified the absence of a commuting routine in online courses as a beneficial factor that saves time and reduces stress. A selection of participant statements from this code is provided below:

"Not losing time on my way home is a positive factor" (P2).

"Not having to leave my house allows me to allocate more time for my personal life" (P4).

"Sparing the time, I spend on commuting for myself is a positive side" (P18).

"As I don't have to spend hours in traffic, I save time for other things" (P25).

The first code within the subtheme of negative factors that positively affect work-life balance is blurred boundaries. In this context, numerous lecturers indicated that they were experiencing challenges in maintaining the distinction between their professional and personal lives. Consequently, the participants have identified the code blurred boundaries as a negative factor. Some participant statements related to this code are as follows:

"Online teaching makes it harder to find balance because we can easily multitask and end up doing nothing productive in both our personal life and work-life" (P4).

"The blurred boundaries between personal and professional life sometimes made things challenging" (P16).

"It affects me negatively since there are a lot of distractions when you are not in a physical class" (P24).

The participants identified the constant adaptation of the course materials according to the circumstances, the demands of online education such as constant accessibility, and the increased workload as a significant stressor. The following statements were made by participants who offered their opinions on this code:

"The presence of too many meetings and an excessive workload may affect my work-life balance negatively" (P19).

"Online classes require more preparation time, which can be stressful" (P24).

"The flexibility of scheduling virtual classes offers some freedom in managing personal responsibilities, but the increased workload due to adapting teaching materials for online delivery and the expectation of being constantly available online leads to heightened stress" (P50).

Another code within this sub-theme is that of technological problems. In this code, participants indicated that they perceive frequent technical issues and the necessity of managing technological tools as significant negative factors that impact work-life balance. Some participant quotes in this code are as follows:

"The possibility of tech problems is a negative factor" (P11).

"Technology-related issues and social isolation were additional challenges that negatively impacted me" (P16).

"Insufficient technological tools are an adverse effect" (P22).

"The worry of the internet going out generally stressed me out and made me uneasy" (P27).

In the isolation code, participants stated that online education prevented them from having physical contact with their colleagues and students, which caused a lack of interaction and negatively affected their work-life balance. Some participant statements related to this code are as follows:

"Social isolation was a negative factor" (P18).

"It affects me negatively since there are a lot of distractions when you are not in a physical class" (P24).

"No positive factors, only negative ones due to social isolation" (P34).

"Lack of social interaction and isolation from students and colleagues make me feel demotivated and cause more workload" (P40).

Based on the data collected from the online survey, semi-structured interviews were conducted individually with volunteer participants. The first interview question posed in the study was: "Can you tell us about your teaching process? How do you teach the lessons, what methods, techniques, etc., do you use?" Below are the themes and codes derived from the collected data provided by participants who responded to this interview question.

Table 6. Course process of female instructors during online and face to face education

Theme	Codes	Participants
Course Process	General Description of the Course Process	I.1, I.7, I.8, I.10
	Methods and Techniques Used in the Course	I.2, I.3, I.4, I.5, I.6, I.9, I.12
	Student Engagement and Motivation	I.2, I.3, I.7, I.8, I.12
	Appropriate Approaches to Course Content and Student Needs	I.2, I.3, I5, I.6, I.9, I.11
	Challenges and Solutions in Online Education	I.1, I.4, I.8, I.12

Upon analysis of the participants' views on the course process, the first code identified was general description of the course process. The participants typically commenced their responses by delineating the procedures associated with the courses. The code encompasses a number of variables, including whether the courses are conducted online or in person, the duration of the courses, and the rituals employed to initiate the courses. A participant statement in this code is as follows:

"During the pandemic, we held all 24 hours of weekly classes online. Now, we're limiting it to a maximum of 12 hours out of 24" (I.1).

The second code in the course process theme is methods and techniques used in the course. The participants employ a variety of methods and techniques to facilitate the learning process. This code encompasses methodologies such as gamification, interactive teaching techniques, brainstorming, and approaches including task-based, skill-based, and communicative approaches. A participant statement in this code is as follows:

"I use gamification platforms to make my lessons more engaging for my students!" (I.4).

The third code in this theme is student engagement and motivation. A variety of strategies are employed by participants with the objective of enhancing student engagement and motivation. This code places particular emphasis on the active participation of students, the provision of interactive course materials, and the implementation of student-centered approaches. The following participant quotes illustrate the opinions expressed on this code:

> I always start the lesson with a brainstorming session to get the students thinking and to remind them of what they already know about the topic. It's a great way to get everyone excited about the topic and get them engaged in the learning process!*"* (I.9).

"I always try to keep the students engaged in the subject or activity" (I.12).

The fourth code in this theme pertains to the development of appropriate approaches to course content and student needs. Participants engage in the planning of their lessons in accordance with the course content and the needs of their students. In this code, the

principles of student-centered teaching, student-oriented activities, and approaches that are suitable for different learning styles are emphasized. A participant statement in this code are as follows:

"We want to help our students develop their skills, so we give them project drafts related to their departments and in a way that we can observe their English development" (I.5).

The fifth code in this theme pertains to the development of challenges and solutions in online education. Participants engaged in a discourse regarding the challenges they have encountered in the online education process and the strategies they have employed to overcome these challenges. This code encompasses issues such as maintaining student interest, encouraging online participation, and utilizing feedback mechanisms. A participant statement in this code are as follows:

"I know students can be a bit distractible, so I do my best to keep my focus on them" (I.8).

The second interview question of the study was *"Do you prefer face-to-face or online education and why? What are the differences between them? Can you explain how both training methods make you feel?"* Among the participants who responded to this interview question, the themes and codes derived from the collected data are presented below.

Table 7. Educational model preference criteria of female instructors

Theme	Codes	Participants
Education Model Preference Criteria	Importance and Advantages of Face-to-Face Education	I.1, I.2, I.5, I.6, I.9, I.10, I.12
	Advantages and Disadvantages of Online Education	I.3, I.4, I.7, I.8, I.11
	Student Motivation and Engagement	I.2, I.3, I.7, I.12
	The Role and Impact of Technology	I.1, I.3, I.4, I.8, I.11
	Interaction and Communication	I.4, I.6, I.8, I.10, I.12
	In-Course Interaction and Activities	I.2, I.3, I.4, I.8, I.10, I.12

Upon analysis of the participants' views on the education model preference criteria, the first code identified was the importance and advantages of face-to-face education. In accordance with this code, participants emphasize the significance and advantages of face-to-face education. They posit that face-to-face communication, interaction, and class participation are superior to other forms of education. Trainers emphasize the importance of direct interaction with students, maintaining minimal distractions, and optimizing the efficiency of the training. A participant statement in this code are as follows:

"I absolutely love face-to-face education! It's so efficient and satisfying for me. It's also relatively easy to control other factors because there aren't so many distractions like in distance learning" (I.1).

The second code in the education model preference criteria theme is an analysis of the advantages and disadvantages of online education. Regarding the advantages of online education, participants focused particularly on the flexibility it offers students and the ability to attend classes from anywhere. Conversely, participants identified low student motivation and reduced interaction as potential disadvantages of online education. A participant statement in this code are as follows:

"Students can participate from anywhere in the world. We can have fun together with interactive lessons using different digital tools and platforms. I truly believe this will be beneficial for my students and will help them succeed" (I.4).

The third code in this theme is student motivation and engagement. In this code, participants claim that student motivation and engagement in online education has decreased significantly. Furthermore, the participants stated that low student engagement and motivation reduces both the quality of online education and instructor motivation. A participant statement in this code are as follows:

"I think the main problem with online education is that students can sometimes lack motivation" (I.12).

The fourth code in this theme is the role and impact of technology. The participants consider the role and impact of technology in education, with a particular focus on the use of technology in online education and its effect on the teaching process and the course materials. A participant statement in this code are as follows:

"We all know that interaction is the key to language learning. We can't say that online learning is perfect, but it's still a great option for many people" (I.1).

The fifth code in this theme is interaction and communication. Participants in this code highlight the distinctions between interaction and communication in face-to-face and online education. They assert that it is more challenging to interact with students in online education and that a lack of communication negatively affects the learning process. A participant statement in this code are as follows:

> I think it's really important to be able to see the audience when you're giving a presentation. For instance, the fact that the students don't turn on the camera is a major issue for me, and it does, have a significant impact on my motivation. Not being able to see the audience you are addressing, having the feeling that you are telling a wall, not getting an answer when you ask a question, and other similar issues can be quite frustrating. They can really affect negative the course of the lesson (I.9).

The final code in this theme pertains to in-class interaction and activities. This code examines the distinctions between the execution of classroom interactions and activities in online and face-to-face educational settings. In addition, participants emphasized the role of digital tools and platforms in facilitating interaction and activities in online courses. A participant statement in this code are as follows:

"I've found that Kahoot and Padlet are great for lectures. I've started using them more and more" (I.8).

The third interview question of the study was *"Can you define what motivation means to you in terms of your profession, the work you do? Can you explain the factors that decrease or increase your motivation in your work?"* Among the participants who responded to this interview question, the themes and codes derived from the collected data are presented below.

Table 8. The instructors whose professional motivation increase and decrease during online education

Theme	Codes	Participants
Professional Motivation	Vocational Motivation and Definition	I.1, I.2, I.3, I.4, I.5, I.6, I.7, I.8, I.9, I.10, I.12
	Factors that Increase Motivation	I.1, I.2, I.4, I.5, I.8, I.10, I.11, I.12
	Factors Reducing Motivation	I.2, I.4, I.5, I.6, I.7, I.8, I.9, I.10, I.12

Upon analysis of the participants' views on professional motivation, the first code identified was that of vocational motivation and definition. This code pertains to lecturers' sentiments regarding their occupational satisfaction and intrinsic motivation. Participants defined occupational motivation as the desire to derive enjoyment from one's work, to achieve success, and to pursue continuous improvement. A participant statement in this code are as follows:

"I get a lot of satisfaction from my job. It's what motivates me" (I.1).

The second code in this theme concerns the factors that increase motivation. In this code, participants cite a number of factors that serve to enhance their motivation. These include the observation of student success and development, collaboration and teamwork, the provision of rewards and appreciation, a conducive work environment, and the presence of supportive colleagues. A participant statement in this code are as follows:

"For me, the main things that get me excited about my work are seeing my students succeed, having the chance to learn and research in my role, working in a great team, and being rewarded for my achievements" (I.4).

The third code in this theme is the factors reducing motivation**.** In this code, participants identified several factors that have the potential to diminish their motivation. These include suboptimal management practices, mobbing, a lack of effective communication, economic challenges, and a dearth of interaction in distance education. A participant statement in this code are as follows:

"Mobbing, organizational cynicism, poor management, lack of communication and unfair salaries are the main things that demotivate us" (I.6).

The fourth interview question of the study was *"Can you evaluate face-to-face education in terms of your own professional motivation? What factors do you think positively or negatively affect your professional motivation in face-to-face education? Can you provide details and examples?"* Among the participants who responded to this interview question, the main theme and sub-themes and codes derived from the collected data are presented below.

When the participants evaluated face-to-face education in terms of professional motivation, two sub-themes emerged: positive factors and negative factors. In the positive factors sub-theme, the participants mentioned situations that increased their professional motivation. In the negative factors' sub-theme, participants gave examples of situations that decreased their professional motivation. These sub-themes have different codes within themselves. Consequently, the positive factors' sub-theme is comprised of the following codes: student communication and interaction, working environment and atmosphere and real-world experience. The negative factors' sub-theme includes the following codes: transportation issues, physical conditions, working hours and load and administrative unfairness and pressure.

Table 9. Factors of female instructors in terms of motivation during face-to-face education

Main Theme	Sub-Themes	Codes	Participants
Face-to-Face Education and Motivation	**Positive Factors**	Student Communication and Interaction	I.1, I.4, I.5, I.7, I.8, I.11, I.12
		Working Environment and Atmosphere	I.2, I.6, I.7, I.8, I.11, I.12
		Real-World Experience	I.1, I.7, I.9, I.10, I.11, I.12
	Negative Factors	Transportation Issues	I.1, I.7, I.9, I.10
		Physical Conditions	I.3, I.5, I.10
		Working Hours and Load	I.1, I.3, I.7, I.10
		Administrative Unfairness and Pressure	I.1, I.2, I.7, I.8, I.11, I.12

In the initial code of the positive factors' sub-theme, student communication and interaction, the participants indicated that they contribute to the academic success of students by interacting directly with them in face-to-face classes, which has a positive impact on the professional motivation of lecturers. This is because the opportunity to communicate one-on-one with students creates opportunities for lecturers to better understand student needs and support them. Some participant quotes in this code are as follows:

"It's great to be able to engage in face-to-face communication with students and observe their development. I find that every interactively conducted lesson significantly boosts my motivation" (I.1).

"I find that interaction and more effective feedback really help to boost my motivation" (I.4).

"I can't say that other factors are very influential because what really motivates me is the communication I have with students in the classroom" (I.7).

"My motivation is really driven by what the students in the classroom are feeling" (I.12).

The code working environment and atmosphere is the second most significant factor in the positive factors sub-theme. This code is related to the positive effects of the psychological environment on the lecturer. A positive working environment enables lecturers to enjoy their work by fostering cooperation and team spirit. Additionally, a positive atmosphere in the classroom increases the professional motivation of the lecturers as well as the motivation of the students, thereby facilitating more efficient work. The following statements were made by participants who offered their opinions on this code:

"I find that face-to-face education really motivates me because it makes it easier to communicate directly with the students and to manage the classroom" (I.6).

"I'm really driven by what motivates the students in the classroom" (I.8).

"The atmosphere of the classroom has a big impact on motivation" (I.12).

The final code in this sub-theme is real-world experience. This concept is related to the fact that lecturers provide students with practical and concrete learning opportunities in face-to-face courses. Thus, lecturers enrich students' learning experiences and provide more meaningful learning. Some participant statements related to this code are as follows:

"I'd say my main motivation at work is doing face-to-face education" (I.5).

"It's great to be able to connect with students. It makes things more accessible, and you feel more at ease. It's also a good way to build better connections" (I.7).

"I can control it, I'm in charge, it's a more familiar system, and being face-to-face with the students in the classroom, we have mastery, we can manage and control everything" (I.12).

In the initial code of the negative factors sub-theme, transportation issues, the participants indicated that the transportation challenges of residing in Istanbul elevated their probability of arriving late for work, which subsequently intensified their stress levels. Consequently, extended commutes and traffic congestion negatively impact the job performance and motivation of lecturers. A selection of participant statements from this code is provided below:

"Istanbul can be a bit of a waste of time, especially when you consider how much time you lose in commuting" (I.3).

"Istanbul can be a real time suck" (I.9).

The second code in this sub-theme is physical conditions. In this code, the participants indicated that the inadequacy of the physical conditions in the classroom or the technical problems that arise prevent the lessons from running efficiently. This situation decreases the motivation of lecturers and negatively affects student achievement. A participant quote in the physical conditions code are as follows:

"If there aren't enough resources, like meal allowances or service hours, or if the projectors or air conditioning units don't work, it can mess up the learning environment and make instructors less motivated" (I.7).

The third code of the negative factors sub-theme is working hours and load. In this code, participants indicated that extended work hours and an excessive workload negatively impacted their work performance and motivation. Some of the statements of the participants who expressed opinions on this code are as follows:

"I think it's important to have a good work-life balance. I believe that having long working hours, especially for students and instructors, can have a negative impact" (I.3).

The final code within this sub-theme is administrative unfairness and pressure. This code encompasses mobbing from the institution's top management and the institution's top management's unfair policies regarding the distribution of resources. Administrative unfairness and pressure can negatively impact lecturers' professional motivation, reduce their job satisfaction, diminish their job performance, and elevate their job stress. Some participant statements related to this code are as follows:

"The attitude and behaviors of the management that are not supportive of the instructors, sometimes leading to sanctions resembling mobbing, also significantly affect my motivation negatively" (I.1).

The fifth interview question of the study was *"Could you evaluate online education from the perspective of your own professional motivation? What factors in online education positively or negatively affect your professional motivation? Could you provide details and examples?"* Among the participants who responded to this interview question, the main theme and sub-themes and codes derived from the collected data are presented below.

Table 10. Factors of female instructors in terms of motivation during online education

Main Theme	Sub-Themes	Codes	Participants
Online Education and Motivation	**Positive Factors**	Comfort and Flexibility	I.1, I.4, I.7, I.8, I.10, I.11
		Time Savings	I.2, I.3, I.4, I.5, I.6, I.9, I.12
		Adaptability	I.2, I.3, I.7, I.8, I.11, I.12
	Negative Factors	Student Participation and Interaction	I.1, I.2, I.3, I.5, I.6, I.9, I.11
		Technical Issues	I.1, I.4, I.8, I.12
		Difficulty in Monitoring and Control	I.1, I.2, I.5, I.6, I.9, I.10, I.12

When the participants evaluated online education in terms of professional motivation, two sub-themes emerged as positive and negative factors, as in their evaluations of face-to-face education. In the positive factors sub-theme, participants mentioned situations that increased their professional motivation in online education. In the negative factors sub-theme, participants gave examples of online education situations that decreased their professional motivation. These sub-themes have different codes within themselves. Consequently, the positive factors' sub-theme encompasses the codes comfort and flexibility, time savings, and adaptability. Conversely, the negative factors' sub-theme comprises codes pertaining to student participation and interaction, technical issues and difficulty in monitoring and control.

The initial code within the positive factors sub-theme is comfort and flexibility. In accordance with the aforementioned code, the participants hypothesize that the comfort derived from working in a home environment will result in a reduction of stress levels among students, thereby positively influencing their learning experience. This, in turn, will have a positive effect on performance. Consequently, this would also enhance the professional motivation of lecturers. Two participants who expressed opinions aligned with this code are as follows:

"When it comes to my own professional motivation, I'd say it's much worse in online education. The good stuff? I can create engaging lessons thanks to the tech possibilities. I can teach anywhere I want and be more flexible" (I.4).

"I like being able to do my work in the comfort of my own home at my own desk in the order I'm used to. Not spending any time on this is extra" (I.11).

Another code within the positive factors sub-theme is time savings. This code encompasses the lecturer's perspectives on the time savings derived from working at home. The avoidance of the time spent commuting to and from school by remaining at home enables students to plan their daily work and organize their work more effectively more efficiently. Some illustrative participant quotations pertaining to this code are as follows:

"Being comfortable, I guess, not having to deal with traffic, really relaxes me. I'm like, oh, because today I'll start my online class so comfortably. I'll just grab my coffee" (I.4).

"It's about being comfortable, like working in a relaxed environment, not having to deal with traffic, not having to wake up two or three hours earlier in the morning and endure an hour of traffic" (I.12).

The third code in the sub-theme of positive factors is adaptability. This code consists of lecturer suggestions on how online learning environments can be transferred to real life and to students' other learning. The ability of students to adapt to online education can enable them to be successful in future online work environments. In this context, how students can use various technological tools and adapt to different learning environments

should be considered as the main learning outcome of online education. Two of the participant views on the adaptability code are as follows:

"I think the aspects of online education that lower professional motivation are more pronounced for me. The biggest one is the lack of student motivation, which lowers my motivation" (I.12).

"I sit in front of the computer at a set time every day, but I don't feel like I'm making any progress. It seems like what I'm doing isn't reaching anyone" (I.11).

The initial code within the negative factors sub-theme is student participation and interaction. In this code, the participants indicated that low student participation and interaction in online courses negatively impacted the quality of the learning experience, which subsequently diminished the professional motivation of the lecturers. Two representative statements from the participants regarding the student participation and interaction code are as follows:

"In online education, the instructor puts in a lot more effort than in face-to-face teaching, but the results aren't as good" (I.1).

> The constant desire of students to remain silent, their likelihood of being asleep, and the fact that you're constantly talking to a screen without seeing or interacting with the students all contribute to a shift in your perception, questioning your profession, and so on, which leads to a loss of motivation in online teaching (I.6).

The second code in this sub-theme is technical issues. According to the participants, internet connection problems, platform errors, and other technical difficulties prevent both students and lecturers from focusing on the lessons and reduce their motivation. Two of the participant quotes in this code are as follows:

"Online classes can have hiccups, like when the platform isn't very efficient, or lessons get cancelled due to internet issue" (I.12).

"Technical issues like internet disconnections during online education can throw off the rhythm of my classes and take the wind out of my sails" (I.4).

The final code in the negative factors sub-theme is difficulty in monitoring and control. The lecturers' difficulty in monitoring and controlling the students impedes the effective management of the course and has a negative effect on their motivation. With regard to this code, a lecturer made the following statements:

"How are we going to teach students if they're always closed, and it feels like I'm talking to a wall because I don't know if the student is there or not, and there's no way to check it?" (I.10).

The sixth interview question of the study was *"What does work-life balance mean to you in terms of your profession and the work you do? Do you think there is a balance between your work and personal life? Or are you able to establish a balance between your work and personal life? If so, what are your basic strategies here? If you don't think there is a balance between your work and personal life, could you explain the reasons for this and its effects in detail?"* Among the participants who responded to this interview question, the main theme and sub-themes and codes derived from the collected data are presented below.

Table 11. Work-life balance of female instructors

Main Theme	Sub-Themes	Codes	Participants
Work-Life Balance	Strategies for Achieving Balance	Avoiding taking work home	I.1, I.2, I.4, I.5, I.6, I.8, I.9, I.10, I.12
		Keeping work hours short	I.1, I.4, I.5, I.7, I.8, I.11, I.12
		Prioritizing planning	I.2, I.4, I.6, I.7, I.8, I.11, I.12
		Clearly separating work and personal life	I.1, I.2, I.5, I.7, I.9, I.10, I.11
	Impact of Work on Personal Life	Additional workload from work	I.1, I.7, I.8, I.9, I.10
		Impact of working from home on family ties	I.3, I.5, I.9, I.10
		Constant intrusion of work into home life	I.1, I.3, I.10
	Perceptions Between Work and Personal Life	The mutual influence of work and personal life	I.1, I.2, I.7, I.8, I.11, I.12
		Flexibility of work hours and maintaining balance	I.1, I.4, I.7, I.8, I.11, I.12
		Physical and mental boundaries of work	I.2, I.3, I.4, I.5, I.6, I.9, I.12
	Balance Between Work and Personal Life	Work-life balance in face-to-face education	I.2, I.3, I.4, I.5, I.6, I.9, I.12
		Challenges of working from home and maintaining balance	I.1, I.2, I.3, I.5, I.6, I.9, I.11
		Managing work and personal life within a specific schedule	I.1, I.5, I.8, I.12

Upon examination of the participants' perspectives on the nexus between their work-life balance and their role as lecturers, four sub-themes emerged: strategies for achieving balance, impact of work on personal life, perceptions between work and personal life, balance between work and personal life.

The initial sub-theme within the overarching main theme of work-life balance is strategies for achieving balance. In this sub-theme, participants discussed the strategies they employ to maintain equilibrium between the demands of their professional and personal lives. Four codes were generated within this sub-theme. The inaugural code within the sub-theme strategies for achieving balance is avoiding taking work home. In this code, the participants indicated that they do not work at home outside of their scheduled work hours, unless they are required to do so. This prevents the intrusion of work into their private lives and allows lecturers to set aside time for their personal lives. A participant statement related to this code is as follows:

"Working from home helps to keep work and life separate, so you don't bring work home with you" (I.6).

The second code in this subtheme is keeping work hours short. According to the participants, this is an important factor in maintaining a balance between work and private life. Shorter working hours allow for a reduction in work stress by creating more time for private life. A quote that can be evaluated within this code is as follows:

"I don't have trouble finding a good work-life balance because I work fewer hours" (I.7).

The third code in the sub-theme strategies for achieving balance is prioritizing planning. This code emphasizes the significance of planning one's time to achieve a more balanced work-life equilibrium. The participants indicated that planning enables them to manage their time between work and personal life and maintain equilibrium between the two domains. One of the participants offered the following insight into this code:

"There's a lot on my plate, especially at the end of the semester. But since I make my annual plan at the beginning of the semester, I don't have to worry about it. I just keep working from home" (I.4).

The final code in this sub-theme is clearly separating work and personal life. This code posits that it is necessary to clearly separate work and personal life in order to achieve a healthy balance. Participants have indicated that avoiding work-related activities outside of work hours helps to maintain this balance. A quote that can be evaluated within this code is as follows:

"If I had to think about the most important strategy for work-life balance, I'd say it's not bringing work home or maintaining the boundary between work and home" (I.5).

The second sub-theme under the main theme of work-life balance is impact of work on personal life. In this sub-theme, the participants provided illustrative examples of how work-life permeates private life. Three codes were created within this sub-theme. The initial code within the sub-theme impact of work on personal life is additional workload from work. In this code, the participants indicated that the additional workload from work had a detrimental effect on their personal lives, particularly during periods of high workload. A representative participant statement pertaining to this code is as follows:

"I've already worked enough during the week, and I don't want to work on the weekend. All my plans are thrown off. I can't tell you how much stress this causes me" (I.8).

The second code in this sub-theme is impact of working from home on family ties. In this code, participants expressed their complaints that the intrusion of work into personal life weakened their family ties and reduced their personal time. The last code in the sub-theme impact of work on personal life is constant intrusion of work into home life. Some participants mentioned that the constant intrusion of work into home life makes it difficult to balance work and personal life. The encroachment of work on other activities at home intensifies the existing stress in one's life. A representative statement from a participant on this topic is as follows:

"Sometimes I just don't have time for my family because of work. It can really affect our family dynamics. For me, work-life balance means being able to set aside enough time for the family. That's what it means to me" (I.2).

The third sub-theme under the main theme of work-life balance is perceptions between work and personal life. In this sub-theme, the participants focused on the factors affecting

their perceptions of work-life balance. Three codes were created within this sub-theme. The first code in the sub-theme perceptions between work and personal life is the mutual influence of work and personal life. In this code, the participants acknowledged that work can negatively impact their personal lives and family relationships, and that difficulties in their personal lives can negatively impact their work lives. In particular, periods of intense workload can negatively affect the personal lives of lecturers by creating stress and fatigue. An excerpt that can be evaluated within this code is as follows:

"I try to keep it separate, but it's hard to say that my work doesn't affect my personal life and my personal life doesn't affect my work" (I.1).

The second code in this sub-theme is flexibility of work hours and maintaining balance. According to the participants, flexible working hours play an important role in maintaining a balance between work and private life. In addition, the participants stated that the flexibility of work hours due to their profession makes it easier to allocate more time for private life and reduce stress. A participant statement related to this code is as follows:

"I don't have to do office hours after my lecture, and I can go home right away. In my profession, this is a very important perk" (I.12).

The third code in the sub-theme perceptions between work and personal life is physical and mental boundaries of work. It is of great importance to determine the physical and mental boundaries of work in order to maintain a balance between work and personal life. Participants stated that by clearly defining the boundaries of work, they were able to protect their private time and reduce work-related stress. A quote that can be evaluated within this code is as follows:

> There was a time in my career when I felt like I was going in the dark, both literally and figuratively. I was working long hours and didn't have much time for myself. I think it's important to have boundaries between work and personal life to maintain a healthy work-life balance. Work should stay at work and personal life should stay at home (I.3).

The final sub-theme under the overarching main theme of work-life balance is the subtheme of balance between work and personal life. In this sub-theme, participants elucidated their conceptualizations of work-life balance. Three codes were generated within this subtheme. The first code within the sub-theme balance between work and personal life is work-life balance in face-to-face education. In this code, participants indicated that they were better able to balance work and personal life in face-to-face education than in online education. This is because a more structured work plan in face-to-face education makes it easier for lecturers to maintain their work-life balance. A participant statement related to this code is as follows:

> Teaching is all about communication and feedback. When you try to do this in online education, it can be tough to find that balance between work and private life. But in face-to-face education, you're at school with your students and at home with your family (I.3).

The second code in this sub-theme is challenges of working from home and maintaining balance. According to the participants, contrary to popular belief, working from home, as in online education, makes it difficult to maintain work and personal life balance. This is because being at home and at work simultaneously leads to the interference of work at home and family life, which makes it difficult for lecturers to maintain work-life balance and increases their work stress. The final code within the sub-theme of balance between work and personal life is managing work and personal life within a specific schedule. This is an important aspect of maintaining balance. In this context, participants stated that a specific work schedule and time management strategies help to maintain a balance between work and personal life. An excerpt that can be evaluated within this code is as follows:

"I think having a set work schedule and good time management strategies are the best ways to balance work and personal life" (I.5).

The seventh interview question of the study was *"Can you evaluate face-to-face education in terms of your work-life balance? What were the factors in face-to-face education that disrupted or strengthened your work-life balance? Could you explain?"*

Among the participants who responded to this interview question, the main theme and sub-themes and codes derived from the collected data are presented below.

Table 12. Work-life balance of female instructors during face-to-face education

Main Theme	Sub-Themes	Codes	Participants
Face-to-Face Education and Work-Life Balance	**Strategies for Maintaining Balance**	Keeping regular working hours	I.1, I.4, I.5, I.6, I.7, I.9, I.12
		Planning ahead	I.2, I.3, I.10, I.11, I.12
		Avoiding bringing work home	I.3, I.5, I.7, I.9, I.11, I.12
		Clearly separating work and personal life	I.3, I.5, I.6, I.7, I.9, I.11, I.12
	Impact of Work on Personal Life	Unexpected workload	I.4, I.5, I.8, I.12
		Transportation issues	I.2, I.5, I.8, I.10, I.11, I.12
		Work interfering with personal life	I.5, I.10, I.11, I.12
	Perceptions of Work-Life Balance	The balancing effect of face-to-face education	I.4, I.5, I.8, I.11, I.12
		The potential of unexpected factors to disrupt balance	I.2, I.10, I.11, I.12
		Different perceptions of work at home and at school	I.2, I.4, I.5, I.10, I.11, I.12

Upon analysis of the participants' views on the connection between face-to-face education and their work-life balance, three sub-themes emerged: strategies for maintaining balance, impact of work on personal life and perceptions of work-life balance.

The initial sub-theme within the overarching theme of face-to-face education and work-life balance is strategies for maintaining balance. This sub-theme encompasses a variety of strategies and methodologies employed by the participants to mitigate the stress associated with face-to-face education while maintaining equilibrium in their personal lives. These strategies are employed to facilitate a more seamless transition between work and personal life, thereby reducing stress and improving overall quality of life. Four codes were created within this subtheme. The first code is keeping regular working hours. In this code, the participants emphasized the importance of maintaining regular working hours in order to achieve a sense of balance. The following excerpt can be evaluated within this code:

"In fact, I can say that my work-life balance is good both in terms of my working hours and the fact that I am more motivated and organized in face-to-face education" (I.7).

The second code within the strategies for maintaining balance sub-theme is planning ahead. Participants indicated that planning facilitates the management of work and private life in an effective manner. A representative statement related to this code is as follows:

"I find that being more effective at managing my time and organizing my work hours helps me to achieve a better work-life balance" (I.4).

The third code in this sub-theme is avoiding bringing work home. Participants indicated that not doing work at home is important in protecting private life. A quote that can be evaluated within this code is as follows:

"The part I mentioned at the start is actually more balanced for the face-to-face part. You don't bring work home" (I.9).

The final code in the sub-theme strategies for maintaining balance is clearly separating work and personal life. Participants in the study indicated that maintaining a clear

distinction between work and personal life is crucial for achieving balance. A representative statement from a participant is as follows:

"Face-to-face training doesn't mess with your work-life balance. It actually makes your life and your daily life more meaningful because your work stays at work" (I.6).

The second sub-theme under the main theme of face-to-face education and work-life balance is the sub-theme of impact of work on personal life. This sub-theme encompasses the manner in which participants assess and perceive the influence of face-to-face education on their personal lives. Moreover, an understanding of the impact of face-to-face education on personal life is a crucial element in achieving balance. The sub-theme is comprised of three codes, the first of which is unexpected workload. In this code, participants indicated that unexpected meetings or additional tasks can disrupt work-life balance. An excerpt that can be evaluated within this code is as follows:

"I've already said that my work-life balance is better in face-to-face education. But, you know, jobs, meetings, or events that come up at the last minute are extra things that mess with this balance for me" (I.8).

The second code in the impact of work on personal life sub-theme is transportation issues. In this code, participants indicated that transportation problems, such as traffic, which is one of the most significant challenges of residing in a large urban area, is one of the factors that negatively affects the work-life balance. A participant statement related to this code is as follows:

"Traffic is really tiring and exhausting. We can either see it as a negative or a challenge in face-to-face training" (I.4).

The final code within this sub-theme is work interfering with personal life. Participants indicated that they could bring work home, even in face-to-face education, and that doing work at home could negatively affect their personal lives. An excerpt that can be evaluated within this code is as follows:

"Actually, there are a few hiccups here and there, like when I have to evaluate student assignments. It can get pretty hectic at work, especially in face-to-face education. But it's not something that happens all the time" (I.11).

The final sub-theme under the overarching main theme of face-to-face education and work-life balance is perceptions of work-life balance. This subtheme encompasses participants' perceptions, attitudes, and beliefs about work-life balance. It is comprised of three codes, the first of which is the balancing effect of face-to-face education. In accordance with this code, lecturers posit that face-to-face education has a beneficial impact on work-life balance. A representative statement pertaining to this code is as follows:

"When I look at all the pros and cons, I think that work-life balance is easier to achieve in face-to-face education" (I.8).

In the perceptions of work-life balance sub-theme, the second code is the potential of unexpected factors to disrupt balance. In this code, participants stated that unexpected factors related to face-to-face education, such as additional workloads or traffic, may disrupt work-life balance. An excerpt that can be evaluated within this code is as follows:

"Face-to-face training is great, but sometimes things don't go as planned. You might get a new job or problem that causes stress" (I.5).

The final code of this sub-theme is different perceptions of work at home and at school. This code is based on the premise that the same job can be perceived differently depending on the environment. A participant statement related to this code is as follows:

> Ultimately, working is good for you as a human being. It's fulfilling to do your duty at work, and it's also great to have time for yourself during the day. You can leave work at work, and you don't bring it home. But when you bring it home, the work that gives you pleasure at work turns into a chore at home (I.4).

The eighth interview question of the study was *"Could you evaluate online education in terms of your work-life balance? What were the factors in online education that either disrupted or enhanced your work-life balance? Could you elaborate?"* Among the

participants who responded to this interview question, the main theme and sub-themes and codes derived from the collected data are presented below.

Table 13. Work-life balance of female instructors during online education

Main Theme	Sub-Themes	Codes	Participants
Online Education and Work-Life Balance	**Challenges**	Working Hours	I.1, I.2, I.3, I.4, I.5, I.6, I.7, I.8, I.9, I.10, I.11, I.12
		Project Intensity	I.2, I.3, I.5, I.9, I.10, I.11, I.12
		Communication Issues	I.1, I.2, I.6, I.8, I.12
		Balancing Family and Social Life	I.1, I.3, I.4, I.5, I.6, I.7, I.9, I.10, I.11, I.12
	Coping Strategies	Flexible Planning	I.1, I.5, I.9, I.10, I.12
		Communication and Collaboration	I.1, I.3, I.6, I.8
		Continuous Improvement	I.1, I.3, I.9
		Student-Centered Approach	I.3, I.9

When the participants' views on how they establish the connection between online education and their work-life balance were analyzed, two sub-themes emerged as challenges and coping strategies.

The first sub-theme under the main theme of online education and work-life balance is the sub-theme of challenges. In this sub-theme, participants expressed their complaints about the burdens brought by online education. Four codes were identified in the challenges sub-theme. The first code identified in this sub-theme is working hours. With regard to this code, participants expressed their discontent regarding the duration of online education courses and the resulting uncertainty between work and home life. In particular, the participants highlighted that the unpredictability of work hours made it challenging to transition between work and study. Two illustrative participant statements are provided below:

"Sometimes the hours of the online speaking exams can be pretty long, and because they take place on the weekend, you lose the whole day and can't spend time with your family" (I.4).

"First of all, it's longer in terms of class hours. So, I already spend most of my day with online education, and in the meantime, I can't say that I'm doing my job completely" (I.11).

Another code in the challenges sub-theme is project intensity. In this code, participants indicated that additional responsibilities, such as preparing more materials, monitoring student progress, and detailed reporting in the online education process, increased their workload. This situation not only makes it challenging for lecturers to balance their work and home lives but also causes them to feel more mentally exhausted. A participant who expressed an opinion about the project intensity code is as follows:

"When I'm at home, you inevitably take care of other things, like the house. So, you can't spare that time for yourself. Everything gets mixed up, all the roles get mixed up" (I.5).

The third code in this sub-theme is communication issues. Participants mentioned that the lack of or delayed feedback from students during online courses negatively affected their motivation and disrupted their work-life balance. Participants also mentioned that

external factors such as voices and children at home or technical problems with online communication tools can also lead to communication problems, making it very difficult for lecturers to maintain a work-life balance. Two participant views that can be evaluated within this code are as follows:

"Sometimes I'm not sure whether to teach or tidy up, which can affect my motivation" (I.12).

"There are lots of reasons why people feel out of balance. For instance, being at home, worrying about whether your family members will make noise or not, and expectations about your home life because they think you are at home" (I.6).

The final code within the challenges sub-theme is balancing family and social life. The fact that the courses within the scope of online education are typically conducted in the home environment results in the professional missions of the lecturers being intertwined with the expectations of housework and other family members. This negatively affects the work-life balance of female lecturers. As evidenced by the statements of participants, assuming the roles of both lecturer and mother at home presents significant challenges in time and energy management. This situation results in inefficiencies in both work-related and home-related responsibilities. Two participants expressed their concerns regarding this code as follows:

"It's over there. Then I'll do the housework, and you might want to squeeze in some of that, but it's not a distraction" (I.9).

"When I'm at home, there are more distractions. For instance, the doorbell rings. In terms of the course, you know, work-life balance, work and life interfere with each other, and this is not very nice" (I.10).

The second sub-theme under the main theme of online education and work-life balance is the sub-theme of coping strategies. In this sub-theme, which consists of four codes, the participants discussed the strategies they employed to overcome the challenges of online education. The first code in the coping strategies' sub-theme is flexible planning. In this code, the participants emphasized the importance of creating a flexible work plan and making time to balance work and home tasks. Furthermore, the participants underscored

the significance of allocating time for personal pursuits outside of work hours. Additionally, they described adopting a strategy of utilizing the time between two classes effectively and setting aside time for daily tasks. Two illustrative quotations from the participants that can be evaluated within the context of the flexible planning code are as follows:

"I often find myself doing something related to the house in between classes" (I.1).

"You have to sit and wait at school for a face-to-face meeting, but online you can wait in your own comfort zone. I don't know, while watching TV, or while cooking, for example" (I.12).

In the coping strategies sub-theme, the communication and collaboration code ranked second. Within this code, strategies such as being open in communication, increasing interaction with students, and creating a supportive collaborative environment with colleagues stand out. In this context, participants mentioned that efforts should be made to communicate more frequently and effectively, especially with students. A participant opinion that can be considered in this context is as follows:

"You have to talk more. At the end of the day, you may actually feel that you have worked harder mentally. I think there is a big difference" (I.3).

Another code in this sub-theme is continuous improvement. Regarding this code, the participants emphasized the importance of adapting to new technologies, teaching methods, and workflows in order to teach effectively with online education. They also highlighted the necessity of allocating time for professional development and maintaining a continuous learning process. A participant quote related to this code is as follows:

"I try to keep up with new ideas as much as I can, but I still prefer to teach in my usual way. I just need to work on myself to be more useful to my students" (I.1).

In the sub-theme of coping strategies, the last code is student-centered approach. This code emphasizes the importance of strategies that focus on students' needs and adapt course content and teaching methods according to those needs. Participants emphasized the importance of more effective and personalized interaction between lecturers and

students in order to increase students' motivation and course success. One participant expressed her view on this code as follows:

"I learned this through my own experience in online education: When we complain about students' lack of interest in classes, they tend to tune out. But when we try to engage with them in some way, they tend to respond by improving their academic performance" (I.9).

The focus group interview question of the study was *"In the last interview, you said that only being married with children disrupted this balance. Could you tell us a little bit more about that? When you think about your married life before you had a child, was your work-life balance and motivation in online courses so distorted or is the child really the main factor here?"* Among the participants who responded to this interview (research) question, the main theme and sub-themes and codes derived from the collected data are presented below.

Table 14. The effects of being married and having children on motivation and work-life balance in online education

Theme	Codes	Participants
The Effects of Being Married and Having Children on Motivation and Work-Life Balance in Online Education	Increased responsibilities	F1, F2, F3
	Decreased motivating factors	F1, F3
	Children's needs	F1, F4
	Physical and emotional burnout	F1, F3, F4

In the focus group interview, participants engaged in a detailed discussion regarding the impact of marriage and parenthood on their motivation and work-life balance in online education. In this context, the theme of the effects of being married and having children on motivation and work-life balance in online education was developed. In this theme, participants generally indicated that the demands of childcare and household

responsibilities at home can have a negative impact on their motivation in online education and their work-life balance.

Furthermore, the participants indicated that the distinction between work and home life becomes increasingly indistinct when they are at home, which has a profoundly negative impact on their ability to maintain a healthy work-life balance. The fact that female lecturers are physically present at home all the time due to online education leads to the perception by family members that they are not at work. Consequently, domestic duties and childcare assume a greater importance in their lives. This situation presents a challenge for female lecturers in maintaining discipline and focus on their work. In this context, the codes increased responsibilities, decreased motivating factors, needs of children, and physical and emotional burnout are relevant.

The initial code within the thematic framework of the effects of marriage and parenthood on motivation and work-life balance in online education is increased responsibilities. In this code, participants discussed the increased responsibilities that accompany marriage and parenthood. In particular, the care, feeding, and cleaning of children place a greater burden on female lecturers at home. Some illustrative participant quotes pertaining to this code are as follows:

> As a parent, you have a lot of responsibility, especially when it comes to daily tasks like feeding and dressing your child. It can be tough to find time for you and your child, but it's important to make that time for both of you (F1).

"My daughter is five years old. She wants me in the bathroom with her, helping her with her personal care. When she's at home, she makes me do it because she knows that her mom is there" (F2).

> Even though my kid is a teenager, he still needs me a lot. After all, moms are at home and moms do it. Also, before I had kids, I shared responsibilities with my husband, but after I had kids, most of the responsibilities fell to me, and I didn't have much personal space left (F3).

The second code in this theme is decreased motivating factors. This code emphasizes that work-related motivation may decrease due to children at home. In this context, the

distraction caused by the need to constantly intervene with children may cause a decrease in motivation. This situation has negative effects on both work and personal life. In this context, participants 1 and 2 expressed their thoughts as follows:

"Because the child is such a distraction, I don't see other factors. This also makes me less motivated to do online education. Because you get extra tired" (F1).

"You're always on the go, and you're not really motivated to work anyway. Life with a spouse and kids is a lot more complicated than living alone, and it makes it harder for me to stay motivated" (F3).

Another code in this theme is children's needs. This code encompasses the challenge of reconciling the need to respond to children's needs with the necessity of fulfilling work-related tasks. The fact that children are continuously dependent on their parents at home and expect assistance or attention from them impedes the participants' work and educational activities. In this context, participants indicated that while they were able to dedicate their entire time and energy to themselves before having children, this equilibrium was disrupted after having children. The following are some of the participants' views on the code of children's needs:

> After having kids, I realized that working from home was harder than I thought. My kid knows I'm home, so he needs me all the time. I'm in class, but he still expects me to take care of him. It's tough to balance my kid's needs, my other responsibilities at home, and my work (F1).

> My two-year-old doesn't have the luxury of sitting down and playing with something on his own. Plus, he needs constant attention and supervision, so I end up taking care of him instead of taking time for myself, even during short breaks (F4).

The final code in the theme of the effects of marriage and parenthood on motivation and work-life balance in online education is physical and emotional burnout. The fact that caring for children requires constant attention and energy causes physical and emotional exhaustion in the participants. Female lecturers who are constantly taking care of children and doing housework experience physical and emotional exhaustion. This state of burnout

also decreases work motivation and negatively affects focus and productivity during online education. Regarding this code, some participants made the following statements:

"It's tough to fully switch off from being a mum when there are kids at home. It can be really stressful and anxiety-inducing" (F1).

> The fact that I have to be on my toes all the time at home, unlike at work, is really tough for me. While chatting with friends at work gets me pumped, being at home with the kid limits this opportunity. I'm always at home, but I never feel rested (F3).

"I'm really concerned that childcare is a priority even during short breaks because it prevents individuals from getting the rest and recovery they need. It's a real worry" (F4).

4.2 Discussion

This research examines the professional motivation and work-life balance of female language instructors in online and face-to-face education processes. It comprises three studies conducted consecutively, with the aim of answering the research questions set out in detail in the introduction to the thesis.

A collective evaluation of the results of online survey and individual interviews reveals that professional motivation is a complex construct, with various factors affecting the motivation of female lecturers in a positive or negative manner. While positive relationships at the workplace play a critical role in increasing motivation, factors such as poor management, mobbing, and workload have been identified as contributors to reduced motivation. Additionally, professional motivation has been evaluated in detail in the context of both online and face-to-face education. The results demonstrated that face-to-face education is more effective, particularly in regard to student-instructor interaction and motivation. However, although online education offers flexibility in terms of space and time, it presents challenges for lecturers in managing the teaching process due to reduced classroom interaction. This is one of the factors that contribute to a decline in professional motivation. In conclusion, female lecturers exhibit higher levels of motivation in face-to-face education. In the light of the studies that were conducted, it was revealed that female instructors who are married or live with their partners and having

at least 1 child finds online education more difficult in terms of the burden that family responsibilities and housework cause when it is compared to the instructors who live alone or do not have any child. They also stated that they are affected from other factors, but according to them, other factors were very unimportant and somewhat tolerable compared to being married and having children.

4.2.1 Discussion on the first research question

The focus of this study was to explore the multifaceted challenges that female instructors face with regards to professional motivation and work-family balance during mandatory online education. The transition from traditional face-to-face teaching to an online modality, necessitated by external circumstances such as a pandemic, has significant implications on the pedagogical dynamics and personal lives of instructors. This shift has exposed both vulnerabilities and adaptabilities within the educational sector, particularly among female instructors who often juggle multiple roles within their professional and personal spheres.

Findings indicate that while online education offers certain flexibilities such as reduced commute times and a more fluid integration of personal responsibilities, it simultaneously blurs the boundaries between work and home life. This ambiguity often leads to increased stress levels as instructors struggle to demarcate clear lines between their professional duties and family obligations. For many participants, the flexibility of online education paradoxically translates into extended work hours as the classroom invades personal space, often leading to a sense of perpetual engagement with work tasks. This intrusion is exacerbated by the physical presence in the home, which does not always equate to availability but is often perceived as such by family members, further complicating work-life balance.

The challenge of maintaining professional motivation in an online environment is another significant finding of this study. The absence of physical interaction with students, which underpins much of the pedagogical exchange in traditional settings, is keenly felt. Many instructors reported a decrease in motivation due to the lack of immediate feedback and reduced student engagement, which are more readily managed in a face-to-face context. The dynamic of teaching online, where non-verbal cues are minimal or absent, and the

engagement can often seem unidirectional, poses a stark contrast to the interactive and responsive environment of a physical classroom.

Interestingly, the transition has also led to innovative approaches to teaching and interaction. Some instructors have embraced the technological tools available to enhance their teaching methods, which has not only helped in maintaining student engagement but also provided new avenues for professional growth and satisfaction. This adaptation, however, is not universal. The variation in technological proficiency among instructors and the availability of resources can significantly impact the effectiveness of online teaching and, by extension, the professional motivation of instructors.

Comparatively, when discussing the modes of education—online versus face-to-face—many instructors expressed a preference for face-to-face settings due to the inherent advantages in engagement, communication, and educational outcomes. The spontaneous and immediate nature of the traditional classroom environment offers a sense of professional fulfillment that many find lacking in online formats. However, the nuanced benefits of online teaching, particularly in terms of logistical flexibility and the potential for broader educational reach, present compelling arguments for its integration into future educational paradigms.

In light of these findings, the study underscores the need for educational institutions to consider more supportive structures that address the unique challenges posed by online education. This includes providing robust technological support, training for instructors to adapt to online teaching modalities effectively, and policies that recognize and mitigate the extended demands placed on instructors in online environments. Additionally, acknowledging the dual demands on female instructors, particularly those with family responsibilities, is crucial. Institutions might explore policies that offer more flexible scheduling, childcare support, and mental health resources to help instructors manage the dual spectra of professional and personal demands effectively.

4.2.2 Discussion on the second research question

Building upon the initial findings from the interviews addressing the first research question, "What strategies do female instructors adopt to maintain their professional

motivation and work-life balance during mandatory online education?" it was delved deeper into the complexities of the strategies employed and their effectiveness. The same question was also asked in terms of professional motivation. This discussion aims to contextualize these strategies within broader educational and psychological frameworks and to examine their alignment with existing literature on remote work and education.

The responses from the study indicate that female instructors have developed a multifaceted approach to sustain their motivation and manage their work-life balance under the constraints of online education. One prominent strategy is the rigorous structuring of their workday. Instructors reported establishing clear start and end times for their workday to mimic a traditional work environment, which is consistent with findings from Allen et al. (2013), who noted that such structuring helps in maintaining a psychological boundary between work and home spaces. This approach is crucial as it aids in minimizing the role conflict often experienced in work-from-home scenarios, highlighted by research as a significant stressor affecting both productivity and well-being (Bui et al., 2021).

Moreover, the use of digital tools has been instrumental in maintaining professional motivation. Instructors incorporate interactive platforms and applications to enhance engagement with students, thereby overcoming one of the significant challenges of online education—the lack of physical presence and immediate feedback. This strategy supports the assertions by Lee (2006) that technological engagement tools can compensate for the absence of physical cues in online settings, which are vital for keeping instructors motivated by allowing for real-time interaction and feedback.

In terms of maintaining work-life balance, many instructors emphasized the importance of physical exercise and scheduled breaks, which are in line with recommendations by psychological studies such as those by Taylor and Brown (1988), suggesting that physical activity and periodic disengagement from work-related tasks can reduce burnout and improve mental health. This approach not only enhances personal well-being but also indirectly contributes to professional efficacy by reducing fatigue and increasing overall energy levels.

Another significant strategy is the prioritization of tasks and delegation, where possible. Female instructors often delegate non-essential tasks or incorporate family members into their work routine, where feasible, to manage their workload better. This method is reflected in the work of Riisgaard et al. (2017), who found that task delegation and prioritization could lead to more efficient time management and reduce the feeling of being overwhelmed, which is particularly pertinent in remote work settings where professional and domestic responsibilities can easily overlap.

Furthermore, instructors highlighted the psychological strategy of maintaining a positive mindset through regular self-reflection and mindfulness practices. These practices are instrumental in managing the stress of balancing multiple roles, as suggested by Terry et al. (1993), who noted that mindfulness and reflection are effective in enhancing job satisfaction and personal well-being by helping individuals to process their experiences and emotions constructively.

In conclusion, the strategies adopted by female instructors during mandatory online education reflect a comprehensive approach that includes scheduling and environmental structuring, technological integration, physical health maintenance, task management, and psychological resilience building. These strategies, while diverse, are interconnected and collectively contribute to managing the dual challenges of professional motivation and work-life balance. This discussion underscores the necessity for institutions to support these strategies through policies and resources that facilitate a sustainable teaching environment that accommodates the unique challenges of online education.

The focus group interviews provided profound insights into the specific challenges faced by female instructors, particularly those who are mothers and spouses, in the context of online education. These instructors articulated how their dual roles deeply influence their professional motivation and ability to maintain a healthy work-life balance. The feedback highlighted that the responsibilities of parenthood and marital obligations are predominant stressors that complicate their professional engagements in the digital teaching environment. Regardless of children’s age, 4 participants in the focus group complaint more about being married and having children than anything else when it

comes to the factors deteriorating their professional motivation and work-life balance during online education.

Participants detailed the multifaceted impact of their home responsibilities, which include not only the direct care of children but also the broader spectrum of household management such as cooking, cleaning, and other chores—responsibilities traditionally expected of women. These tasks are seen not just as physical activities but as emotional and mental burdens that encroach upon the time and energy that could otherwise be dedicated to professional activities and self-care. The need to continuously manage these domestic roles alongside professional duties often results in a fragmented work schedule, leading to extended work hours that do not necessarily align with effective productivity.

Moreover, the demands placed by spouses for attention and participation in familial and domestic life can further complicate these challenges. The expectation for female instructors to be always available at home, simply because their physical presence is more constant, adds to the strain. This overlapping of personal and professional spaces makes it difficult for these instructors to establish clear and respected boundaries between their work-life and home life.

Interestingly, the focus group discussions revealed that while technical glitches and increased work intensity due to online modalities are certainly challenging, they pale in comparison to the pressures of managing a household and fulfilling maternal and spousal roles. This disparity underscores the significant psychological and emotional toll these traditional roles take on female instructors, overshadowing other professional challenges that might be more directly associated with online education itself.

This insight calls for a broader discussion about the structural support systems within educational institutions that can mitigate these challenges. There needs to be a proactive approach in recognizing and addressing the specific needs of female instructors who are balancing these dual pressures. Possible supports could include flexible scheduling, robust technical assistance to reduce the frustration of technical glitches, and perhaps most importantly, a cultural shift within institutions to acknowledge and actively support the unique challenges faced by female instructors.

Overall, this study contributes to the ongoing discourse on the future of education in the digital age, highlighting the need for adaptive strategies that support both the professional growth and personal well-being of instructors. By fostering an environment that values and supports instructors' needs, educational institutions can enhance the quality of education and the well-being of those at the forefront of delivering it. This balance is not only crucial for the sustainability of educational practices but also for the holistic development of both instructors and their students in a rapidly evolving world.

5. CONCLUSION AND SUGGESTIONS

The present study aimed to investigate the professional motivation and work-life balance of female English language instructors during mandatory online education. Through a comprehensive data collection process involving online surveys, semi-structured individual interviews, and focus group discussions, it is revealed that the transition to compulsory online education significantly impacted the social and professional lives and professional motivation of these instructors. The findings underscore the multifaceted challenges faced by female instructors, particularly those with familial responsibilities, during mandatory online education.

The study's results highlight a marked decline in professional motivation among female English instructors. The absence of face-to-face interaction, increased workload, demands of balancing professional and personal responsibilities leads to feelings of burnout and job dissatisfaction. Moreover, the data indicates that married instructors, especially those with children, experienced greater disruption in their work-life balance. This group reported heightened stress due to traditional gender roles and societal expectations that demand their engagement in both professional and domestic spheres.

The study highlights various strategies that female instructors implemented to maintain their professional motivation and enhance work-life balance amidst the challenges of online education. These strategies included refraining from bringing work home, consciously limiting working hours, emphasizing meticulous planning, and maintaining a clear separation between professional responsibilities and personal life. Instructors who adeptly navigated the complexities of online teaching often adopted structured routines and leveraged available technological resources effectively. These deliberate and strategic approaches not only facilitated improvements in their teaching efficacy but also significantly contributed to their overall personal well-being.

In conclusion, this study provides a comprehensive examination of the professional motivation and work-life balance of female English language instructors during mandatory online education. By identifying the challenges and successful strategies

employed by these instructors, the research offers practical solutions and policy recommendations that can enhance the well-being and professional satisfaction of female instructors. The findings contribute to a broader understanding of the impact of online education and underscore the need for targeted interventions to support female instructors in their professional and personal lives. Implementing these recommendations can help educational institutions create a more equitable and supportive environment, ultimately benefiting both instructors and the broader educational community. This research not only highlights the immediate challenges posed by online education but also offers long-term strategies for sustaining the professional motivation and work-life balance of female foreign language instructors in the evolving landscape of education.

Implications for ELT:

This study fills a critical research gap by focusing on the gender-specific challenges faced by female English language instructors during mandatory online education, an area that has been underexplored in the field of English Language Teaching. By highlighting the unique difficulties encountered by these instructors, particularly those related to traditional gender roles and societal expectations, this research extends the existing knowledge on the impact of online education on instructors' professional and personal lives. The findings offer valuable insights into the specific needs of female instructors, contributing significantly to the discourse on gender equity in education.

Furthermore, professional development opportunities tailored to the needs of online education are crucial. Training programs that enhance technical skills, digital literacy, and effective pedagogical strategies for virtual classrooms can empower female instructors to feel more confident and competent in their roles. By providing these resources, institutions can help mitigate some of the negative attitudes towards online teaching and improve overall job satisfaction.

Promoting gender equity in institutional policies and practices is essential for addressing the unique challenges faced by female instructors. Ensuring equal access to resources, opportunities, and support for female instructors can help create a more inclusive and equitable work environment. Institutions should advocate for policies that address

workload management, access to technological resources, and professional development tailored to online education.

In summary, the results of this study indicate that English instructors can use their experiences from compulsory online teaching to navigate challenges and support one another throughout the teaching process. Additionally, instructors should recognize that instructors' professional motivation and work-life balance vary based on demographic factors, and the strategies they adopt are subjectively determined.

Suggestions for Further Studies:

One of the key contributions of this study is its identification of the primary factors that deteriorate professional motivation and work-life balance among female instructors. The lack of physical interaction, increased technical demands, and the need to balance professional and personal responsibilities have been shown to lead to decreased job satisfaction and burnout. Understanding these factors enables educational institutions and policymakers to develop targeted interventions that can mitigate these challenges. For instance, institutions can implement workload management policies, offer flexible scheduling options, and thereby enhancing the professional motivation and well-being of female instructors.

Educational institutions should consider implementing flexible work arrangements that allow female instructors to manage their professional duties alongside their domestic responsibilities. This could include options such as part-time work, job-sharing, and asynchronous teaching, which can provide instructors with the flexibility needed to balance their work and personal lives effectively. Additionally, institutions should offer access to mental health support services, such as counseling, stress management workshops, and peer support groups, to help instructors cope with the psychological challenges associated with online teaching.

Moreover, by addressing the challenges faced by female instructors and promoting supportive measures, institutions can create a more conducive teaching environment. This can lead to improved job satisfaction and reduced burnout, which in turn can enhance the quality of teaching and learning. İnstructors who feel supported and motivated are more

likely to engage effectively with their students, adopt innovative teaching methods, and contribute positively to the academic community.

REFERENCES

Abdirahman, H. I. H. (2018). The relationship between job satisfaction, work-life balance and organizational commitment on employee performance. *Academic Journal of Economic Studies*, *4*(3), 12-17.

Abendroth, A., & Dulk, L. d. (2011). Support for the work-life balance in Europe: The impact of state, workplace and family support on work-life balance satisfaction. *Work, Employment and Society*, *25*(2), 234-256.

Adeyemi, M. B., & Adeyinka, A. A. (2003). The principles and content of African traditional education. *Educational Philosophy and Theory, 35,* 425-440.

Ahmad, B., Kalyar, M. N., & Kalyar, H. (2018). Does teacher motivation lead to student motivation? The mediating role of teaching behavior. *American Journal of Theoretical and Applied Research, 3,* 91-119.

Ahn, I., Chiu, M. M., & Patrick, H. (2021). Connecting teacher, and student motivation: Student-perceived teacher need-supportive practices and student need. *Contemporary Educational Psychology, 64.*

Akhtar, J. H., & Iqbal, I. (2017). Impact of motivation on teachers' job performance: A case study of a public sector university. *Journal of Educational Sciences, 4(1),* 54.

Ali, A. Y. S., Dahie, A. M., & Ali, A. A. (2016). Teacher motivation and school performance, the mediating effect of job satisfaction: Survey from secondary schools in Mogadishu. *International Journal of Education and Social Science Research, 3,* 24-38.

Aliasah, M. W. S., Abdullah, Z., & Shafee, S. (2020). The impact of the work-life balance on work motivation among the non-academic employees of public higher learning institutions in Malaysia. *The Malaysian Journal of Social Administration, 14*(2), 1-18.

Allen, T. D., et al. (2013). The relationship between work–family balance and quality of life: A meta- analytic review. *Journal of Vocational Behavior, 84*(6), 297-316.

Arissaryadin, A., Yuliati, Y., Hidayat, K., & Cahyono, E. (2022). A questionnaire to determine the work motivation of agricultural extension workers in Indonesia. *Agricultural Social Economic Journal, 22(2),* 103-109.

Atkinson, C., & Hall, L. (2009). The role of gender in varying forms of flexible working. *Gender, Work & Organization, 16*(6), 650-666.

Aung, T. N., & Khaing, S. S. (2016). Challenges of implementing e-learning in developing countries: A review. In T. Zin, J. W. Lin, J. S. Pan, P. Tin, M. Yokota (Eds.), *Genetic and Evolutionary Computing. GEC 2015. Advances in Intelligent Systems and Computing* (Vol. 388, pp. 405- 411). Cham: Springer.

Aydın, A. (2022). Covid 19 pandemisinin psikolojik ve ekonomik etkileri. *Uluslararası Sosyal Bilimler Akademi Dergisi, 4(8),* 64-76.

Aziz, A., & Vinodhini, Y. (2021). Work-life balance of airhostess at airlines sector. In *Proceedings of the First International Conference on Computing, Communication and Control System (I3CAC 2021)* (pp. 7-8). Bharath University, Chennai, India.

Barbieri, G., Rossetti, C., & Sestito, P. (2017). Teacher motivation and student learning. *Politica Economica*, *33*(1), 59–72.

Barbuto, J. E. (2006). Mental energy: Assessing the motivation dimension. *Nutrition Reviews, 64,* S14- S16.

Bates, A. W. (2019). *Teaching in a digital age* (2nd ed.). Vancouver: Pressbooks.

Bhagat, R. S. (1982). Conditions under which stronger job performance–job satisfaction relationships may be observed: A closer look at two situational contingencies. *Academy of Management Journal*, *25*(4), 772-789.

Bhende, P., Mekoth, N., Ingalhalli, V., & Reddy, Y. (2020). Quality of work-life and work– life balance. *Journal of Human Values, 26(3),* 256-265.

Bonk, C. J., Graham, C. R., Cross, J., & Moore, M. G. (2005). *The handbook of blended learning: Global perspectives, local designs.* John Wiley & Sons.

Bradshaw, C. P., Kush, J. M., Braun, S. S., & Kohler, E. A. (2023). The perceived effects of the onset of the COVID-19 pandemic: A focus on educators' perceptions of the negative effects on educator stress and student well-being. *School Psychology Review, 53*(1), 82–95.

Brock, J., Peak, K., & Bunch, P. (2019). Intuitively leading change: Completing a kinesiology department-to-school transformation using Kotter's 8-stage change model. *Journal of Physical Education and Sports Management, 6*(2), 11-25.

Brown, J., Sorrell, J. H., McClaren, J. & Creswell, J. W. (2006). Waiting for a liver transplant. *Qualitative Health Research, 16*(1), 119-136.

Bui, T., Zackula, R., Dugan, K., & Ablah, E. (2021). Workplace stress and productivity: A cross-sectional study. *Kansas Journal of Medicine, 14*(1), 1-10.

Cahyani, N. M. W. S., Suwastini, N. K. A., Dantes, G. R., Jayantini, I. G. A. S. R., & Susanthi, I. G. A. A. D. (2021). Blended online learning: Combining the strengths of synchronous and asynchronous online learning in EFL context. *Jurnal Pendidikan Teknologi Dan Kejuruan, 18(2),* 174.

Cantabella, M., Guillén, M. Á., Lopez, B., Muñoz, A., & Cecilia, J. M. (2019). Evaluation of parallel programming teaching methodologies: On-campus versus online methodologies. *Computer Applications in Engineering Education, 28(2),* 229-238.

Carson, C. M. (2005). A historical view of Douglas McGregor's Theory Y. *Management Decision, 43*(3), 450-460.

Caruth, G. D., & Caruth, D. L. (2013). Distance education in the United States: From correspondence courses to the Internet. *Turkish Online Journal of Distance Education, 14*(2), 141-149.

Casey, D. M. (2008). A journey to legitimacy: The historical development of distance education through technology. *TechTrends, 52*(2), 45.

Casper, W., Vaziri, H., Wayne, J., DeHauw, S., & Greenhaus, J. (2018). The jingle-jangle of work-nonwork balance: A comprehensive and meta-analytic review of its meaning and measurement. *Journal of Applied Psychology, 103*(2), 182-214.

Chan, Z. C., Fung, Y. & Chien, W. (2013). Bracketing in phenomenology: Only undertaken in the data collection and analysis process. *The Qualitative Report, 18*(30), 1-9.

Chen, Z., Powell, G. N., & Greenhaus, J. H. (2009). Work-to-family conflict, positive spillover, and boundary management: A person–environment fit approach. *Journal of Vocational Behavior, 74,* 82-93.

Chowdhury, M. F. (2015). Coding, sorting, and sifting of qualitative data analysis: Debates and discussion. *Quality & Quantity, 49*(3), 1135-1143.

Christensen, L. B., Johnson, R. B., & Turner, L. A. (2020). *Araştırma yöntemleri: Desen ve analiz* (A. Aypay, Trans.). Ankara: Anı Yayıncılık.

Christiana, B., & Rajan, M. J. (2014). Impact of stress and job satisfaction toward work-life balance of professionals and private sector executives: An empirical study. *International Journal of Research in Commerce & Management, 5*(8), 36-39.

Clark, S. C. (2000). Work/family border theory: A new theory of work/family balance. *Human Relations, 53*(6), 747-770.

Çoban, B. T., & Vardar, A. K. (2021). Evaluation of distance English language teaching education during COVID-19 pandemic from the perspectives of ELT student teachers and their instructors. *Journal of Pedagogical Research, 5*(3), 198-220.

Cole, R. J., Oliver, A. A., & Blaviesciunaite, A. (2014). The changing nature of workplace culture. *Facilities, 32*(13/14), 786-800.

Connell, R. (2009). Accountable conduct. *Gender & Society, 23*(1), 104-111.

Cooper, R. B., & Jayatilaka, B. (2006). Group creativity: The effects of extrinsic, intrinsic, and obligation motivations. *Creativity Research Journal, 18(2),* 153-172.

Crain, W. C. (1992). *Theories of development: Concepts and applications* (3rd ed.). London: Prentice-Hall, Inc.

Dede, F., & Kuşakçı, S. (2022). An up-to-date overview of the motivation-performance relationship: A study on the Bosnian banking sector. *South East European Journal of Economics and Business, 17*(2), 96-112.

Deery, M., & Jago, L. K. (2015). Revisiting talent management, work-life balance and retention strategies. *International Journal of Contemporary Hospitality Management, 27*(3), 453-472.

Dehaghi, B. F., Teimori-Boghsani, G., Ghavamabadi, L. I., & Mohammadi, A. (2020). Public eye toward COVID-19: A systematic review. *Open Access Macedonian Journal of Medical Sciences, 8*(T1), 61-65.

Dogra, P., & Kaushal, A. (2021). Underlying the triple burden effects on women educationists due to COVID-19. *Education and Information Technologies, 27*(1), 209- 228.

Donovan, J. J., Bateman, T., & Heggestad, E. D. (2013). Individual differences in work and motivation: Current directions and future needs. In N. Christiansen & R. Tett (Eds.), *Handbook of Personality at Work (*pp. 101-128). London: Routledge.

Emslie, C., & Hunt, K. (2008). 'Live to work' or 'work to live'? A qualitative study of gender and work– life balance among men and women in mid-life. *Gender, Work & Organization, 16*(1), 151- 172.

Erdirençelebi, M., Çini, M. A., Ertürk, E., & Baykal, E. (2022). Work-life conflict experienced by Turkish women managers during the COVID-19 pandemic: A qualitative research. *Ege Akademik Bakış (Ege Academic Review).*

Eshak, M., & Transport, A. (2021). Flexible work arrangements and their impact on the employee performance of Egyptian private university employees: A case study on the Arab Academy for Science, Technology, and Maritime Transport. *International Journal of Social Science and Human Research, 4*(10).

Fabriz, S., Mendzheritskaya, J., & Stehle, S. (2021). Impact of synchronous and asynchronous settings of online teaching and learning in higher education on

students' learning experience during COVID-19. *Frontiers in Psychology, 12*, 733554.

Fasasi, Y. A., Etejere, P. A. O., & Oyeniran, S. (2017). Factors influencing lecturers' motivation toward maximum job performance in Nigerian higher education institutions. *MOJEM: Malaysian Online Journal of Educational Management, 4*(1), 32- 43.

Feng, Z., & Savani, K. (2020). COVID-19 created a gender gap in perceived work productivity and job satisfaction: Implications for dual-career parents working from home. *Gender in Management: An International Journal, 35*(7-8), 719-736.

Gamage, D., & Pang, W. M. (2016). The impact of blended learning mode on academic performance of undergraduate students: Evidence from a blended learning trial. *Journal of Further and Higher Education, 40,* 321-331.

Giorgi, A. (1997). The theory, practice, and evaluation of the phenomenological method as a qualitative research procedure. *Journal of Phenomenological Psychology, 28*(2), 235-260.

Gopal, R., Singh, V., & Aggarwal, A. (2021). Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID-19. *Education and Information Technologies, 26(*6), 6923-6947.

Gormley, D. K. (2013). Considerations when developing online continuing education programs in nursing. *Journal for Nurses in Professional Development, 29*(3), 149-151.

Gounder, S., & Govender, P. (2018). The moderating effect of work-life balance on job satisfaction. *Journal of Economics and Behavioral Studies, 10(*2), 63-73.

Gragnano, A., Simbula, S., & Miglioretti, M. (2020). Work–life balance: Weighing the importance of work–family and work–health balance. *International Journal of Environmental Research and Public Health, 17*(3), 907.

Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *The Academy of Management Review, 10*(1), 76-88.

Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work-family enrichment. *The Academy of Management Review, 31*(1), 72-92.

Grönlund, A., & Öun, I. (2018). The gender-job satisfaction paradox and the dual-earner society: Are women (still) making work-family trade-offs? *Work, 59*(4), 535-545.

Güneş, S., & Kaya, F. N. (2022). Transition to distance education during COVID-19 pandemic: Opinions of faculty members and pre-service teachers in an English language teaching department in Turkey. *Journal of Computer and Education Research, 10*(20), 547-571.

Güvenç, G. (2014). Construction of wife and mother identities in women's talk of intrafamily violence in Saraycık-Turkey. *International Perspectives in Psychology, 3*(2), 76-92.

Haar, J., Russo, M., Suñe, A., & Ollier-Malaterre, A. (2014). Outcomes of work–life balance on job satisfaction, life satisfaction and mental health: A study across seven cultures. *Journal of Vocational Behavior, 85*(3), 361-373.

Hackman, T. (2017). Leading change in action: Reorganizing an academic library department using Kotter's eight-stage change model. *Library Leadership & Management, 31*(2), 1-20.

Handajani, S., Rahayu, I. A. T., & Pritasari, O. K. (2017). Influence of motivation and competence factor on lecturers' performance in Universitas Negeri Surabaya. *1st International Conference on Social, Applied Science and Technology in Home Economics, 112*, 51-54.

Herzberg, F. (1965). The new industrial psychology. *Industrial and Labor Relations Review, 18*(3), 364- 376.

Hew, K. F., & Cheung, W. S. (2013). Use of three-dimensional (3-D) immersive virtual worlds in K-12 and higher education settings: A review of the research. *British Journal of Educational Technology, 44*, 969-975.

Hill, E. J., Hawkins, A. J., Ferris, M., & Weitzman, M. (2001). Finding an extra day a week: The positive influence of perceived job flexibility on work and family life balance. *Family Relations, 50*(1), 49-58.

Hodges, C. B., Moore, S., Lockee, B. B., Trust, T., & Bond, M. A. (2020). The difference between emergency remote teaching and online learning. *Educational Review*. Advance online publication. https://doi.org/10.1080/00131911.2020.1867094

Holmes, W. T. (2023). Motivating language theory, the four frames, and change: An infused model. *Development and Learning in Organizations: An International Journal, 38*(2), 16-19.

Hong, X., Liu, Q., & Zhang, M. (2021). Dual stressors and female pre-school teachers' job satisfaction during COVID-19: The mediation of work-family conflict. *Frontiers in Psychology, 12*, Article 691498. https://doi.org/10.3389/fpsyg.2021.691498

Hrastinski, S. (2008). Asynchronous and synchronous e-learning. *EDUCAUSE Quarterly, 31*(4), 51-55.

İmamoğlu, E. O. (1995). Değişim sürecinde aile: Evlilik ilişkileri, bireysel gelişim ve demokratik değerler. In 1994 Aile Kurultayı (pp. 33-51). Ankara, Turkey: Aile Araştırma Kurum

Inayatullah, A., & Jehangir, P. (2012). Instructor's job performance: The role of motivation. *Abasyn Journal of Social Sciences, 5*(2), 78-99.

Ismail, I., Ali, H., & Us, K. A. (2022). Factors affecting critical and holistic thinking in Islamic educationin Indonesia: Self-concept, system, tradition, culture. (Literature review of Islamic education management). *Dinasti International Journal of Management Science, 3*(3), 407-437.

Jameel, A. S., & Ahmad, A. R. (2020). The mediating role of job satisfaction between leadership style and performance of academic staff. *International Journal of Psychosocial Rehabilitation, 24*(04), 2399-2414.

Jandrić, P., Hayes, D., Truelove, I., Levinson, P., Mayo, P., Ryberg, T., et al., (2020). Teaching in the age of Covid-19. *Postdigital Science and Education, 2*(3), 1069-1230.

Joyce, K., Pabayo, R., Critchley, J., & Bambra, C. (2010). Flexible working conditions and their effects on employee health and wellbeing. *Cochrane Database of Systematic Reviews, 2010*(2), Article CD008009.https://doi.org/10.1002/14651858.CD008009.pub2

Kağıtçıbaşı, Ç. (1996). Özerk ilişkisel benlik: Yeni bir sentez. *Türk Psikoloji Dergisi, 11*(44), 444-451.

Kaliannan, M., Perumal, K., & Dorasamy, M. (2016). Developing a work-life balance model toward improving job satisfaction among medical doctors across different generations. *Journal of Developing Areas, 50*(5), 343-351.

Kanwal, F., & Rehman, M. (2017). Factors affecting e-learning adoption in developing countries –Empirical evidence from Pakistan's higher education sector. *IEEE Access, 5*, 10968-10978.

Kaplan, A. M., & Haenlein, M. (2016). Higher education and the digital revolution: About MOOCs, SPOCs, social media, and the Cookie Monster. *Business Horizons, 59*(4), 441-450.

Kapur, R. (2019). *Teacher motivation: A key factor for school improvement*. Retrieved January 24, 2024 from https://www.researchgate.net/publication/337278788_Teacher_Motivation_A_Key_Factor_for_School_Improvement

Karatas-Aydin, F. I. (2023). It is time to restructure initial teacher education in Turkey due to the COVID- 19 pandemic. *Journal of Educational Technology and Online Learning, 6*(1), 105-115.

Kaya, H. E. (2009). An overview of Turkish women's status in Turkey. *Toplum ve Demokrasi, 2*(5), 211-219.

Kebbe, A., & Ramsoomair, F. (2017). Quality of work-life balance: The application of the Denmark workplace model on Canadian workplace environment. *I-Manager's Journal on Management, 11*(3), 17-26.

Kelliher, C., & Anderson, D. (2010). Doing more with less? Flexible working practices and the intensification of work. *Human Relations, 63*(1), 83-106.

Kelliher, C., Richardson, J., & Boiarintseva, G. (2018). All of work? All of life? Reconceptualising work- life balance for the 21st century. *Human Resource Management Journal, 29*(2), 97-112.

Kirkup, G. (2014). Editorial. *Open Learning: The Journal of Open, Distance and E-Learning, 29*(3), 185- 189.

Koçak, Ö., & Göksu, İ. (2023). Engagement of higher education students in live online classes: Scale development and validation. *TechTrends, 67*(3), 534-549.

Koten, E. (2015). Flexible labor: A scheme for women's inclusion or exclusion in Turkey? *European Scientific Journal, 11*(5). Retrieved July 20, 2024 from https://eujournal.org/index.php/esj/article/download/5191/4980

Kopytov, A. D. (2008). *Methodology of the study of educational systems: Philosophy of education. Innovative practice and management mechanisms*. Tomsk: Tomskij CNTI.

Kossek, E. E., & Lautsch, B. A. (2012). Work–family boundary management styles in organizations. *Organizational Psychology Review, 2*(2), 152-171.

Kreiner, G. E. (2006). Consequences of work-home segmentation or integration: A person– environment fit perspective. *Journal of Organizational Behavior, 27*, 485-507.

Lackéus, M., Lundqvist, M., & Middleton, K. W. (2016). Bridging the traditional-progressive education rift through entrepreneurship. *International Journal of Entrepreneurial Behavior & Research, 22*(6), 777-803.

Le, K. (2022). Pre-recorded lectures, live online lectures, and student academic achievement. *Sustainability, 14*(5), 2910.

Lee, S. S., & Chao, M. M. C. (2023). Employee psychological wellbeing in the face of pandemic: The role of belief in work priority. *Social and Personality Psychology Compass, 17*(11).

Lee, Y. (2006). An empirical investigation into factors influencing the adoption of an e-learning system. *Online Information Review, 30*(5), 517–541.

Liberman, N., & Förster, J. (2008). Expectancy, value and psychological distance: A new look at goal gradients. *Social Cognition, 26*(5), 515-533.

Liling, N., Elim, I., & Massie, J. (2022). Challenges on female employees at PT Pertamina geothermal energy area Lahendong. *Jurnal Emba Jurnal Riset Ekonomi Manajemen Bisnis Dan Akuntansi, 10*(3), 422.

Lim, L. T. S., Regencia, Z. J. G., Cruz, J. R. C. D., Ho, F. D. V., Rodolfo, M. S., Ly-Uson, J. T., et al., (2022). Assessing the effect of the COVID-19 pandemic, shift to online learning, and social media use on the mental health of college students in the Philippines: A mixed-method study protocol. *Plos One, 17*(5), e0267555.

Lizana, P. A., & Vega-Fernadez, G. (2021). İnstructor teleworking during the COVID-19 pandemic: Association between work hours, work–family balance and quality of life. *International Journal of Environmental Research and Public Health, 18*(14), 7566.

Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology* (pp. 1297-1349). Chicago, IL: Rand McNally.

Maatuk, A. M., Elberkawi, E. K., Aljawarneh, S., Rashaideh, H., & Alharbi, H. (2021). The COVID-19 pandemic and e-learning: Challenges and opportunities from the perspective of students and instructors. *Journal of Computing in Higher Education, 34*(1), 21-38.

Mamun, M. Z. A., & Khan, M. Y. H. (2020). A theoretical study on factors influencing employees' performance, rewards and motivation within organisation. *SocioEconomic Challenges, 4*(3), 113-124.

Marshall, G. (2000). Models, metaphors and measures: Issues in distance learning. *Educational Media International, 37*(1), 2-8.

Martin, F., & Parker, M. A. (2014). Use of synchronous virtual classrooms: Why, who and how? *MERLOT Journal of Online Learning and Teaching, 10*(2), 192-210.

Martin, F., Parker, M. A., & Deale, D. F. (2012). Examining interactivity in synchronous virtual classrooms. *The International Review of Research in Open and Distributed Learning, 13*(3), 228-261.

Martin, F., Sun, T., Turk, M., & Ritzhaupt, A. D. (2021). A meta-analysis on the effects of synchronous online learning on cognitive and affective educational outcomes. *The International Review of Research in Open and Distributed Learning, 22*(3), 205-242.

Martin, M. Y., & Stanfill, A. G. (2023). On the road to achieving work–life balance in academia. *Clinical and Translational Science, 16*(4), 553-556.

Maslow, A. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370-396.

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. US Department of Education, Office of Planning, *Evaluation, and Policy Development.*

Mento, C., Rizzo, A., Liga, F., Zito, C., Bruno, A., Muscatello, M. R. A., Tanaka, Y., Kawai, T., & Silvestri, M. C. (2023). Eating behaviors and body self-esteem in couple's satisfaction during COVID-19 quarantine. *Nutrition and Health*. Advance online publication.

Mian, A., & Khan, S. (2020). Medical education during pandemics: A UK perspective. *BMC Medicine, 18*(1), 100.

Michel, J. S., Kotrba, L. M., Mitchelson, J. K., Clark, M. A., & Baltes, B. B. (2011). Managing boundaries between work and personal life: A review of research on work-nonwork interference and its outcomes. *Journal of Organizational Psychology, 72(*2), 129- 157.

Miller, S. (2003). Analysis of phenomenological data generated with children as research participants. *Nurse Researcher, 10*(4), 68-82.

Moore, J. L., Dickson-Deane, C., & Galyen, K. (2011). E-learning, online learning, and distance learning environments: Are they the same? *The Internet and Higher Education, 14*(2), 129-135.

Moqbel, S., El-Tah, Z., & Haddad, A. (2020). Anti-littering in developing countries: Motivating the people of Jordan. *Waste Management & Research the Journal for a Sustainable Circular Economy, 38*(7), 726-733.

Mowday, R. (1982). Expectancy theory approaches to faculty motivation. *New Directions for Teaching and Learning, 1982*(10), 59-70.

Mozelius, P., & Hettiarachchi, E. (2017). Critical factors for implementing blended learning in higher education. *International Journal of Information and Communication Technologies in Education, 6*(2), 37-51.

Munn, S. L., Rocco, T. S., Bowman, L., & van Loo, J. B. (2011). Work-life research and the representation of sexual minorities. *7th International Critical Conference, Naples, Italy, 11-13 July, 2011*.

Munyengabe, S., Haiyan, H., Yiyi, Z., & Jiefei, S. (2017). Factors and levels associated with lecturers' motivation and job satisfaction in a Chinese university. *Eurasia Journal of Mathematics, Science and Technology Education, 13*(10), 6415-6430.

Murphy, E., Rodríguez-Manzanares, M. A., & Barbour, M. (2011). Asynchronous and synchronous online teaching: Perspectives of Canadian high school distance education teachers. *British Journal of Educational Technology, 42*(4), 583-591.

Naz, F., Awan, R., & Noureen, G. (2021). Managing the porous boundaries: Impact of working from home on work-life balance of university teachers during COVID-19. *Journal of Arts & Social Sciences (JASS), 8*(2), 85-96.

Nurfaizi, M., & Muafi, M. (2022). The impact of Islamic work ethics and transformational leadership on job performance with mediating role of intrinsic motivation. *International Journal of Research in Business and Social Science, 11*(3), 120-129.

Oduguwa, A. S., & Olateju, I. A. (2021). Impact of work-life balance on employee performance in deposit money banks in South West Nigeria. *Journal of Corporate Issues and Corporate Social Responsibility*, *4*(2), 121–142.

Organization for Economic Co-operation and Development. (n.d.). Turkey. OECD Better Life Index. Retrieved July, 19 2024 from http://www.oecdbetterlifeindex.org/countries/turkiye

Padma, S., & Reddy, M. S. (2014). Work-life balance and job satisfaction among school teachers: A study. *IUP Journal of Organizational Behavior*, *13*(1), 51.

Palloff, R. M., & Pratt, K. (2013). *Lessons from the virtual classroom: The realities of online teaching*. New Jersey: John Wiley & Sons.

Patton, M. (2015). *Qualitative research and evaluation methods*. New York: SAGE Publications.

Petcu, M. A., Sobolevschi-David, M. I., Anica-Popa, A., Curea, S. C., Motofei, C., & Popescu, A. M. (2021). Multidimensional assessment of job satisfaction in teleworks conditions: Case study: Romania in the COVID-19 pandemic. *Sustainability*, *13*(16), 8965.

Pink, D. H. (2011). *Drive: The surprising truth about what motivates us*. London: Penguin.

Pluut, H., & Wonders, J. (2020). Not able to lead a healthy life when you need it the most: Dual role of lifestyle behaviors in the association of blurred work-life boundaries with well-being. *Frontiers in Psychology*, *11*.

Punch, K. F. (2005). *Sosyal araştırmalara giriş, nitel ve nicel yaklaşımlar* (D. Bayrak, H. B. Arslan ve Z. Akyüz, Çev.).Ankara: Siyasal Kitabevi.

Puspitasari, A., & Darwin, M. (2021). Effect of work-life balance and welfare level on millennial employee performance through work engagement. *International Journal of Science and Society*, *3*(1), 334-344.

Radu, M. C., Schnakovszky, C., Herghelegiu, E., Ciubotariu, V. A., & Cristea, I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A

student survey. *International Journal of Environmental Research and Public Health, 17*(21), 7770.

Redecker, C., & Punie, Y. (2017). European framework for the digital competence of educators: DigCompEdu. *Publications Office of the European Union.*

Reeve, J., & Su, Y. L. (2014). İnstructor motivation. In M. Gagné (Ed.), *Oxford handbook of work engagement, motivation, and self-determination theory* (pp. 349-359). Oxford University Press.

Rezaee, A., Khoshsima, H., Zare-Bahtash, E., & Sarani, A. (2018). A mixed method study of the relationship between EFL teachers' job satisfaction and job performance in Iran. *International Journal of Instruction, 11*(4), 577-592.

Richardson, P. W., Karabenick, S. A., & Watt, H. M. G. (2014). *İnstructor motivation: Theory and practice*. London: Routledge Press.

Riisgaard, H., Søndergaard, J., Munch, M., Le, J. V., Ledderer, L., Pedersen, L. B., & Nexøe, J. (2017). Work motivation, task delegation and job satisfaction of general practice staff: A cross-sectional study. *Family Practice, 34*(2), 188-193.

Rollero, C., Fedi, A., & De Piccoli, N. (2016). Gender or occupational status: What counts more for well- being at work? *Social Indicators Research, 128*(2), 467-480.

Rothbard, N. P., Phillips, K. W., & Dumas, T. L. (2005). Managing multiple roles: Work–family policies and individual's desires for segmentation. *Organization Science, 16*, 243-258.

Russo, M., Shteigman, A., & Carmeli, A. (2015). Workplace and family support and work– life balance: Implications for individual psychological availability and energy at work. *The Journal of Positive Psychology, 11*(2), 173-188.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*(1), 54-67.

Sarkar, S. S., Das, P., Rahman, M. M., & Zobaer, M. S. (2021). Perceptions of public university students towards online classes during COVID-19 pandemic in Bangladesh. *Frontiers in Education, 6*, Article 703676.

Shagvaliyeva, S., & Yazdanifard, R. (2014). Impact of flexible working hours on work-life balance. *American Journal of Industrial and Business Management, 4*(1), 20-23.

Shahabadi, M. M., & Uplane, M. (2015). Synchronous and asynchronous e-learning styles and academic performance of e-learners. *Procedia Social and Behavioral Sciences, 176*, 129-138.

Shaleh, A., Suhaimi, & Ngadimun. (2019). The relation of work motivation, work discipline on teacher performance through teacher professional attitude. *Journal of K6 Education and Management, 2*(4), 323–330.

Singh, C. K. S., Madzlan, N. A., Ong, E. T., Gopal, R., Muhammad, M. M., Shukor, S. S., Mostafa, N. A., Singh, T. S. M., & Maniam, M. (2022). Using synchronous vs. asynchronous methods during the COVID-19 pandemic in Malaysia: Preservice and in-service teachers' perspectives. In *IntechOpen eBooks*. IntechOpen.

Skinner, B. F. (1938). *The behavior of organisms*. New York: Appleton-Century-Crofts.

Smith, J. A. & Osborn, M. (2003). Interpretative phenomenological analysis. J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* içinde (ss. 51-80). SAGE Publications.

Soh, M. C., Author, F. P., Mahmud, M. B., Rahim, M. A., Soegiono, A. N., & Rahmat, N. H. (2022). Investigating the source of motivation for online learning. *International Journal of Academic Research in Business and Social Sciences, 12*(1).

Soomro, Z. A., Shah, N., & Qureshi, A. (2018). Managing work-life balance: A study on banking sector of Pakistan. *Journal of Management Sciences, 5*(1), 76-90.

Soyseçkin, S. İ. (2016). Balance between work and family life: Middle class working mothers in Turkey. *Fe Dergi, 8*(1), 130–143.

Staines, G. L. (1980). Spillover versus compensation: A review of the literature on the relationship between work and nonwork. *Human Relations, 33*(2), 111-129.

Stecher, M. D., & Rosse, J. G. (2007). Understanding reactions to workplace injustice through process theories of motivation: A teaching module and simulation. *Journal of Management Education, 31*(6), 777–796.

Sukirno, S. (2018). Do demographics really affect lecturer performance? In W. Strielkowski (Ed.), *Character education for 21st century global citizens* (pp. 623-626). London: Taylor & Francis.

Taştan, S. B., Mehdi, S., Davoudi, M., Masalimova, A. R., Bersanov, A. S., Kurbanov, R. A., & Pavlushin, A. A. (2018). The impacts of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students. *Eurasia Journal of Mathematics, Science and Technology Education, 14*, 2353-2366.

Taylor, S. E., & Brown, J. D. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psychological Bulletin*, *103*(2), 193–210.

Terry, D. J., Nielsen, M., & Perchard, L. (1993). Effects of work stress on psychological well-being and job satisfaction: The stress-buffering role of social support. *Australian Journal of Psychology*, *45*(3), 168–175.

Theresia, L., Lahuddin, A. H., Ranti, G., & Bangun, R. (2018). The influence of culture, job satisfaction and motivation on the performance of lecturers/employees. In *Proceedings of the International Conference on Industrial Engineering and Operations Management* (pp. 2541-2552).

Thomson, R., Martin, J. L. & Sharples, S. (2017). The experience of couples being given an oxygen concentrator to use at home: A longitudinal interpretative phenomenological analysis. *Journal of health psychology*, *22*(6), 798-810.

Thornton, A. (1989). Changing attitudes toward family issues in the United States. *Journal of Marriage and Family*, *51*(4), 873-893.

Tietjen, M. A., & Myers, R. M. (1998). Motivation and job satisfaction. *Management Decision, 36*(4), 226-231.

Toro-Troconis, M., Alexander, J., & Frutos-Perez, M. (2019). Assessing student engagement in online programmes: Using learning design and learning analytics. *International Journal of Higher Education, 8*(6), 204-213.

UNESCO, UNICEF, & World Bank. (2020). *What have we learnt? Overview of findings from a survey of ministries of education on national responses to COVID-19*. Retrieved May 20, 2024 from https://doi.org/10.1596/34700

United Nations. (2020). *Policy brief: Education during COVID-19 and beyond*. Retrieved April 15, 2024 from https://unsdg.un.org/resources/policy-brief-education-during-covid-19-and-beyond

Utomo, H. B. (2018). İnstructor motivation behavior: The importance of personal expectations, need satisfaction and work climate. *International Journal of Progress in Education, 2*, 333-341.

Valeeva, R., & Kalimullin, A. (2021). Adapting or changing: The COVID-19 pandemic and teacher education in Russia. *Education Sciences*.

Villanueva, M. E., Camilli, E., Chirillano, A. C., Cufré, J. Á., Landeta, M. C. D., Rigacci, L., et al., (2020). Teaching instrumental analytical chemistry during COVID- 19 times in a developing country: Asynchronous versus synchronous communication. *Journal of Chemical Education, 97*(9), 2719-2722.

Virtanen, M., et al. (2012). Long working hours and depressive symptoms: Systematic review and meta- analysis of published studies and unpublished individual participant data. *Scandinavian Journal of Work, Environment & Health, 38*(4), 365-376.

Vliagoftis, H. (2016). Work–life balance: How can we achieve it within the work environment? *Frontiers in Pediatrics, 4*, 40.

Wang, N., Chen, J., Tai, M., & Zhang, J. (2019). Blended learning for Chinese university EFL learners: Learning environment and learner perceptions. *Computer Assisted Language Learning*.

Wheatley, D. (2012). Work-life balance, travel-to-work, and the dual career household. *Personnel Review, 41*(6), 813-831.

Wiley, C. (1997). What motivates employees according to over 40 years of motivation surveys. *International Journal of Manpower, 18*(3), 263-280.

Wilson, A. (2015). A guide to phenomenological research. *Nursing Standard, 29*(34), 38-43.

Wilson, K. S., Baumann, H. M., Matta, F. K., Ilies, R., & Kossek, E. E. (2018). Misery loves company: An investigation of couples' interrole conflict congruence. *Academy of Management Journal, 61*(2), 715-737.

Yang, Y., Wang, T., & De Leon, J. (2021). Study on the effect of work-life balance on the intention to leave of grassroots employees in the service industry. *Academic Journal of Business & Management, 3*(8), 1-15.

Yee, L. C. (2018). An analysis on the relationship between job satisfaction and work performance among academic staff in Malaysian private universities. *Journal of Arts and Social Sciences, 1*(2), 64-73.

Yıldırım, A., & Şimşek, H. (2017). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.

Yuyun, I. (2023). Investigating university student engagement in online learning: A case study in EFL classroom. *Indonesian Journal of Applied Linguistics, 12*(3), 648-667.

Zakaria, H., Kamarudin, N. D., Azizul, N. F., Feham, N. a. D. M., & Abdullah, N. A. (2022). Work-related stress: Contributing factor of employee burnout in Malaysia's food and beverage industry. *International Journal of Humanities Technology and Civilization, 7*(2), 99–106.

Zidan, T. (2015). Teaching social work in an online environment. *Journal of Human Behavior in the Social Environment, 25*(3), 228-235.

Zimmerman, T. D. (2012). Exploring learner to content interaction as a success factor in online courses. *The International Review of Research in Open and Distance Learning, 13*(4), 152-165.

APPENDICES

Appendix-1: Informed Consent Form

Professional Motivation and Work-Life Balance of Female Instructors during Mandatory Online Education

This research, entitled Professional Motivation and Work-Life Balance of Female Instructors during Mandatory Online Education, is led by Kübra Öztürk. The aim of this research is to explore English instructors' views on mandatory online education, identify factors that negatively impact their professional motivation and work-life balance, and discover the strategies they use to handle these challenges. The study involves an online survey, individual interviews, and a focus group discussion. Participation is entirely voluntary, and all information provided will remain confidential. Participants can withdraw from the study at any time, even after agreeing to participate or after beginning the study. By filling out this form, you consent to participate willingly. All interviews and recorded lessons will be stored exclusively by the researcher and will be anonymous. Your candid sharing of experiences is crucial for the researcher to uncover factual insights about the subject. If you have any questions now or later, you can reach out to me.

Thank you for your time and involvement.

English Instructor Kübra Öztürk

I agree to participate in the study.

Participant’s Signature:

Participant’s Name

Appendix-2: Online Survey

Please fill in the given form.

Name and Surname (Names will be replaced with numbers to provide confidentiality):

Age:

Duration of Experience:

Marital Status:

Number of Children:

1. Do you prefer online education or face to face education? Please briefly explain why.
2. How do you evaluate your professional motivation during mandatory online education? Please explain briefly.
3. What factors affect your professional motivation positively and negatively during mandatory online lessons?
4. How do you evaluate your work-life balance during mandatory online education? Please explain briefly.
5. What factors affect your work-life balance positively and negatively during mandatory online lessons?

Appendix-3: Semi-structured interview questions

1. Can you tell us about your teaching process? How do you teach the lessons, what methods, techniques etc. do you use?
2. Do you prefer face-to-face or online education and why? What are the differences between them? Can you explain how both training methods make you feel?
3. Can you define what motivation means to you in terms of your profession, the work you do? Can you explain the factors that decrease or increase your motivation in your work?
4. Can you evaluate face-to-face education in terms of your own professional motivation? What factors do you think positively or negatively affect your professional motivation in face-to-face education? Can you provide details and examples?

   Could you evaluate online education from the perspective of your own professional motivation? What factors in online education positively or negatively affect your professional motivation? Could you provide details and examples?
5. Could you evaluate online education from the perspective of your own professional motivation? What factors in online education positively or negatively affect your professional motivation? Could you provide details and examples?
6. What does work-life balance mean to you in terms of your profession and the work you do? Do you think there is a balance between your work and personal life? Or are you able to establish a balance between your work and personal life? If so, what are your basic strategies here? If you don't think there is a balance between your work and personal life, could you explain the reasons for this and its effects in detail?
7. Can you evaluate face-to-face education in terms of your work-life balance? What were the factors in face-to-face education that disrupted or strengthened your work-life balance? Could you explain?

   Could you evaluate online education in terms of your work-life balance? What were the factors in online education that either disrupted or enhanced your work-life balance? Could you elaborate?

Appendix-4: Transcription of the interviews

"Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli *"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"* ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

Appendix-5: Maltepe University Ethical Clearance

“Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli *“Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge”* ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

CURRICULUM VITAE

Kübra ÖZTÜRK

Education

Degree	Year	University, Institute, Department
MA	2024	Maltepe University Graduate School, Department of Foreign Languages, English Language and Teaching
BA	2011	Istanbul University Faculty of Social Sciences, American Culture and Literature
High School	2010	Vakıfbank Zübeyde Hanım Anatolian High School, Foreign Languages

Work Experiences

Year	Job
2021-	English Instructor, Istanbul Medipol University
2020-2021	English Instructor, Fatih Sultan Mehmet Foundation University
2019-2020	English Instructor- Nişantaşı University
2017-2019	English İnstructor- Doğa High School