



Factors affecting teacher motivation and demotivational-reasoning in a second service area school in Turkey: A single-case research

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Abstract

The purpose of this qualitative single-case study is to examine the current level of motivation and the demotivational reasoning of a Turkish EFL teacher working at a secondary school in the secondary service area in Turkey. The data were collected from three sources for triangulation: a) interview, b) self-reflection papers, and c) a diary kept by the participant. The study lasted 14 weeks. The analysis was based on pattern matching. The findings showed that lack of self-motivation is the most frequently stated issue that causes demotivation. Further, the study showed that extrinsic factors (e.g. curriculum and course book, facilities for teachers, and school administration) can negatively affect the demotivation of the EFL teacher.

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1. Introduction

Motivation can lead people to achieve their goals and generally perform better. Maslow's theory of the Hierarchy of Needs (1960s) indicates that a person has four types of needs before acting unselfishly, which are 'physiology, safety, love, and esteem' (Maslow, 1943). According to this theory, people become motivated in order to reach their goals and they can be referred to as 'rewards'. Rewards can be intrinsic or extrinsic. Intrinsic rewards are those that are derived from individuals while extrinsic rewards are related to those given by other motivators (Shanks & Dore, 2011). In this sense, motivation is an internal activity but people can be motivated by others, providing necessary needs for their motivation. The reverse case of motivation is demotivation that refers to the "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (Goodluck, 2013 cited in Daif-Allah & Alsamani, 2014, p.128).

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Teacher's motivation can have a pivotal role in education. Hettiarachchi (2013) indicated that if teachers are dissatisfied with their job, this may lead to weak education outcomes for students in public schools. Therefore, planning their career in advance can also reduce stress. Increasing teachers' experience, their ability to have relationships with people and their psychological capacity is effective for increasing their motivation. Furthermore, teachers are just as highly motivated to monitor their own intellectual development as they are for their students' improvement (Menyhárt, 2008).

Although there are several external factors that affect teachers' motivation and demotivation, the research literature on teacher demotivation frequently discusses two main factors such as the factor related to curriculum and teaching as a profession. The former has been discussed in the existing literature on teacher motivation. Some results primarily underlined the necessity for the curriculum's flexibility and for not overloading it with several objectives to meet because they would be impossible to attain (e.g. Johnson, 2000). A curriculum should be flexible and drawn according to the teaching conditions and students' competence to prevent demotivation of teachers and harm the teaching process; further, course books are also being developed according to the flexible and convenient curriculum in accordance with the students' ability and needs in teaching (Johnson, 2000). The latter, that is the teaching as a profession, refers to the recognition of the value of teaching.

Principles implemented by a national education ministry, attitudes of education administrators and society in general can impact upon teachers' professional motivation (Başaran & Dedeoğlu-Orhun, 2013). Students' lack of interest, poor responses to the lesson, and misbehaviors can also be demotivating for teachers. Indeed, stress-inducing factors such as low salaries, job insecurity, as well as set curriculum and inadequate teaching facilities appeared to negatively affect teachers' performance (Menyhárt, 2008). Some solutions were proposed to solve demotivation problems in studies. In a study by Johnson (2000), it was suggested that having a supervisor/coordinator that shows respect and support to the teachers and having positive reinforcement for the job they are doing can motivate teachers. In another study by Aydın (2012), it was suggested that an organization of seminars for students, teachers, parents, and administrators as well as guidance activities for problematic children can assist in keeping those who misbehave (not paying attention, talking too much, etc.) under control and in motivating teachers (Aydın, 2012).

Briefly, there are internal and external factors causing demotivation of teachers. Motivation and demotivation include cultural aspects and therefore it is a culture-based issue, but it appears that very little research has examined the specific case of EFL teaching in Turkish context (e.g. Aydın, 2012; Başaran, Dedeoğlu & Dedeoğlu-Orhun, 2013; Erkaya & Rocha, 2013; Öztürk, 2015; Yavuz & Karadeniz, 2009; Kızıltepe, 2008). Therefore, this study aims to contribute to the existing literature through examining an EFL teacher with a different profile.

1.1. Literature review

Several studies have investigated the motivation of teachers in Turkish context (e.g. Aydın, 2012; Başaran & Orhun, 2013; Fattash, 2013; Sugino, 2010). This issue was also investigated in other contexts (e.g. Hettiarachchi, 2013, Johnson, 2000; Menyhárt, 2008).

In Turkish EFL context, Kızıltepe (2008) investigated the factors that affect motivation and demotivation of university teaching staff at a public university in the city of Istanbul in Turkey. The author asked three hundred teachers (112 males and 118 females), aged between 33 and 65, two open-ended questions regarding their own motivational and demotivational factors. The motivating factors were categorized into four main units: students, career, social status, and ideals. The demotivating factors were categorized into five main units: students, economic reasons, structural and physical characteristics, research and working conditions. In conclusion, the results showed that for university

teaching staff, students are the main factor for motivation and demotivation. While career is a secondary motivational factor, economic reasons and research are secondary demotivating factors.

Yavuz and Karadeniz (2009) investigated the effect of job satisfaction and motivation on teachers' performance. Specifically, the factors affecting job satisfaction, social facilities, working environment, promotion and rewards systems like the tasks and level of education in six groups of teachers were examined. Results showed that the level of teachers' performance was affected directly by teachers' high or low levels of motivation and job satisfaction.

In a Turkish EFL context, Aydın (2012) examined the demotivating factors among EFL teachers at the elementary level. This study showed that although there were several studies about the motivating factors of the teachers, there were fewer studies about the demotivating factors of the teachers in terms of their profession. It was also indicated that demotivation was led by lack of effort, need and desire in teaching process, teacher-to-teacher and teacher-to-student relationships, course content and materials, teachers' style and perfection, school conditions, cultural differences between the language and the students, heavy workload, an inflexible curriculum, salary, economic conditions, lack of students' competence and their misbehavior, administrators and gender. As a result, it was revealed that there were six factors that demotivate teachers: the profession itself, the curriculum, the conditions of their profession, students, and their family members, relationships between administrators and colleagues, and the school conditions. It was also indicated that there should be a radical change in teacher training, the arrangement of the curriculum and course materials, school conditions, and the heavy workload of the teachers.

Next, Başaran and Dedeoğlu-Orhun (2013) investigated the factors related to 291 pre-service teachers' professional motivations in a Turkish university context. A questionnaire was given to the pre-service teachers. The results indicated that pre-service teachers were affected by the society's perception of their profession, and also the importance of the job for the society's future. The physical conditions of the schools as well as economic conditions were also indicated as de-motivators.

Then, Erkaya and Rocha (2013) examined the intrinsic and extrinsic factors that affect Turkish EFL teachers' motivation. As it was revealed in former studies, this study showed that working conditions, other teachers, students, physical conditions, administrations, and salary could impact upon teachers' motivation. It was suggested that if teachers are motivated intrinsically, they can be unaffected by the negative external factors.

Ada et al. (2013) investigated the intrinsic and extrinsic factors that motivate or demotivate classroom teachers by using a qualitative research design. 19 classroom teachers who were working for primary schools participated in the study, and semi-structured interviews were conducted. The results showed that there were 63 extrinsic motivators, 19 intrinsic motivators, 82 extrinsic demotivators, and 9 intrinsic demotivators. Highlights of the results include the following: A strong and confidence-inspiring administrator was needed in order to support teachers. Human relations and qualities were prominent factors. Social experiences like satisfying human relations and a sense of achievement were also required.

More recently, Öztürk (2015) conducted a qualitative study on the motivation of 20 Turkish EFL teachers working at state universities in Turkey. Semi-structured interviews and daily reflection entries were used while collecting data. The results showed that teacher motivation was an inner driving force. The main factors that influenced motivation positively and negatively were students, administrative issues, and workplace conditions.

In Egyptian context, Ghenghesh (2013) carried out a study of various factors of motivation at a British university in Egypt. One-hundred-three academic staff (27 males and 76 females) from four English departments took part in the study. A 34-item questionnaire survey was used to collect the data.

The results showed that a good relationship with people and responsibility within the job were the most significant intrinsic factors. Extrinsic factors included the students' interest, the working environment, recognition by one's boss and others, sufficient positive feedback, and payment. However, dissatisfaction factors were pay/salary, university policy, and administration, lack of positive feedback and lack of time for family and home. For males, job security was the major factor for job satisfaction, but for females, prominent factors were opportunities for training and development, and recognition by one's boss and others. In conclusion, if prominent intrinsic and extrinsic factors were present in their job, teachers would be probably motivated and satisfied.

In Mexican context, Johnson (2000) investigated the motivating and demotivating factors for Mexican EFL teachers. It was indicated that, interestingly, as a result of the radical changes in Mexican education system, teachers were largely demotivated because there was an outdated traditional grammar-based English curriculum, and it was changed into the communicative approach. Further, curriculum, course books, teaching conditions, radical changes in ELT in Mexico, economic situations, relationships between teachers, administrators and students, teachers' approach to their delivery contributed to the teachers' motivation level. Also, the longer years the teachers work, the more motivated they become with the help of the students' positive attitudes.

In Hungarian context, Menyhárt (2008) investigated the factors affecting university teachers' motivation and demotivation. The findings indicated that instinctive values were very important in the profession of teaching. Further, the study revealed that a student-centered approach, teachers' attitudes towards the subject they teach, teachers' own intellectual development about the subject they teach, and the importance of the feedback neglected in higher education were very important for teachers' motivation and stress. Low incomes, an inflexible curriculum, and low-resource teaching facilities negatively affected teachers' performance.

Hettiarachchi (2013) examined the motivating and demotivating factors for Sri Lankan EFL teachers in public schools. The results indicated that the favorable perception of ELT teachers had a positive effect on teachers. However, the limited conditions for teaching, teachers' appointments, the gap between the curriculum and the student's competence, lack of parental relationships with teachers, and the lack of communication between colleagues had negative effects on teachers. The results indicated that the inefficiency of the curriculum, students' incompetence, the lack of the relationships between teachers, students, and the families, and teachers' transfers and all education policy require immediate regulations/policy modifications in Sri Lanka.

In Japanese context, Sugino (2010) carried out a study on sources of demotivation among 97 college Japanese EFL teachers. In the study, the most prominent items were related to student attitudes. Teaching material and discrepancy in student abilities were the least demotivating items. However, inconsistency in the curriculum was a more demotivating item. The results also showed that culturally specific and school-specific factors might be demotivating as well.

In a Palestine EFL context, Fattash (2013) investigated the lack of motivation among EFL teachers at a university. Results showed that teachers who were motivated intrinsically were more motivated than the other teachers who were motivated extrinsically. Intrinsic rewards such as teachers' and their students' development and raising the level of competence and knowledge had positive effects on teachers' motivation. External effects, such as teaching conditions, economic issues, relationships with the other people, lack of learner motivation and competence about the subject could be demotivating for teachers. The results indicated that there were several motivating and demotivating factors. However, demotivating factors had negative effects on teachers' mental health, the efficacy of their teaching process, and academic outcomes. In addition, teachers should be supported in terms of having good attitudes towards their profession to gain instinctive motives.

As the above literature indicates, a good deal of research has investigated the teacher motivation and demotivation in different context; however, little research has investigated the issue in Turkish EFL context. Therefore, the aim of this study is to represent the current level of motivation of an EFL teacher at a secondary school and her demotivational reasoning. Moreover, this study replicated Aydın's (2012) 'Factors Causing Demotivation in EFL Teaching Process: A Case Study' with a different teacher profile and a different context.

1.2. Research questions

What are the factors that cause teacher demotivation based on the teacher experiences?

2. Method

The current study is a qualitative single subject-case research in nature in order to represent the current level of motivation of an EFL teacher at a secondary school in a secondary service area (e.g. mid-range developed and have opportunities) and her de-motivational reasoning. As a qualitative research, a single subject-case research focuses on understanding people's subjective experience, collecting relatively unstructured data (e.g., detailed interviews) and analyzing such data, using narrative techniques (Price, 2012).

Data collection and data analysis are the two steps of the study. The data were gathered from three sources: interview, self-reflection papers, and a diary kept by the subject. The interview was voice recorded. In addition, self-reflection papers were saved as computer documents. Finally, the data obtained from these sources were analyzed in order of priorities. The participation was voluntary, and the subject's privacy was respected.

2.1. The Participant

The age of the participant is 30. She graduated from a Turkish state university in 2008. After graduation, she worked at a private school in the city of Istanbul for a year and then worked in the third service area cities in Turkey (e.g. the city of Diyarbakir and the city of Tunceli) for six years. At the time of the study, she was working at a secondary school in a second service area city (e.g. the city of Elazığ). The service areas are three groups. Each group is determined according to the number of teachers in service, geographical conditions, economy, and social opportunities and transportation. The third service area is the least developed area. Further, she was teaching 24 hours a week at the time of the study. The main reason for choosing that subject as a participant was that she was an experienced teacher. She was informed about the study and its significance.

2.2. Instruments

Data collection tools included three sources: an interview, a self-reflection paper, and a diary written by the subject. In each type of the data collection process, the main focus was on the teacher experience in the factors related to motivation and demotivation. Specifically, three questions were asked: a) What motivates you to work at a secondary school? b) What demotivates you from working at a secondary school? c) How can your motivation be enhanced?

At first, a summary from the notes taken while conducting interviews was prepared. Similarly, the diary was summarized. Furthermore, the interview was recorded via a voice recorder. Then, the data from the sources were analyzed and classified according to the order of importance from the most

common/repeated factor to the least repeated one. In conclusion, the research was investigated qualitatively, and the data collection tools helped to ensure data from the participant's point of view.

2.3. Data collection procedures

The data were collected and analyzed in the following steps. First, as stated before, the participant was informed about the aims, procedures, output, and significance of the study, including the data collection tools at the beginning of the first semester of the academic year 2015-2016. Then, the participant voluntarily and consciously participated in the study.

The researcher and the subject discussed the teaching environment and problems in terms of EFL teaching in general. Then, the questions focused on more specific issues in a natural context. The intelligibility of the questions in conversations was ensured by the interview that was recorded by the researcher and the notes kept by the participant. The process lasted nearly fourteen weeks. The participant took notes regarding her observations on her own demotivation. The researcher examined the entire process, data collection, and analysis.

2.4. Data analysis

The data analysis was performed by two researchers who hold at least MA degree in the field of English language teaching. An inter-coder reliability was calculated for the reliability of the analysis (Cronbach alpha .86). The data were categorized separately. The findings from the sources were compared to validate the data. When comparing the data, it was found that most of the data appeared similar, therefore ensuring its validity. Finally, the data were categorized into two sections: intrinsic and extrinsic motivating factors such as competence and ability in teaching, intellectual development, positive attitudes and psychological conditions of the teachers, career, professional ethos, planning of the lessons, experiencing students' development, experience, self-motivation, relationships with the other people, public personnel selection exam, curriculum and books, salary, administration, school conditions, students, students' parents, colleagues, society, job security, heavy workload, culture, and teacher transfers. Similar to Aydın's (2012) study, the analysis was based on pattern matching: the line of evidence here compels one to compare the predicted (theoretical) patterns with observed (empirical) patterns, as proposed by Yin (2009). The participant sometimes preferred English in responding to the interview questions. If the participant preferred to respond to the questions in the data collection tools in L1 (e.g. Turkish), then the data were translated into English by the researchers. Figure 1 shows the timeline regarding the study.

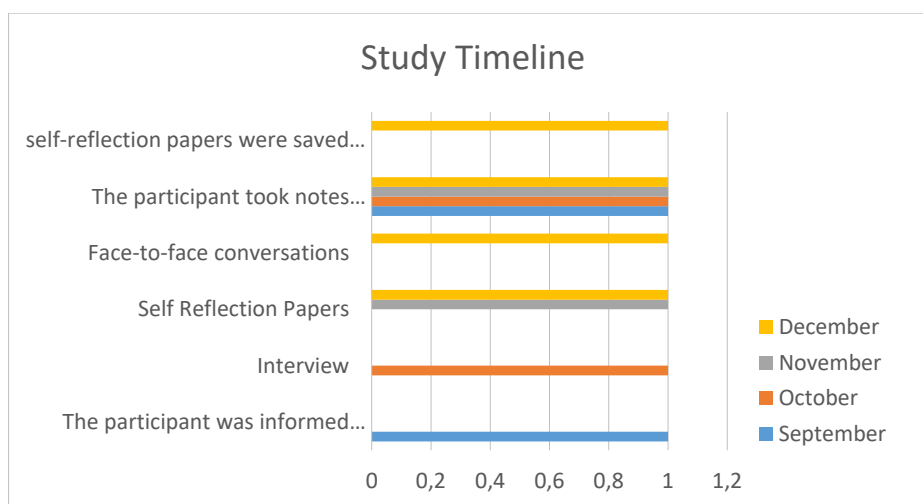


Figure 1. Timeline of the present study.

3. Results

The results of the study can be categorized into two main groups: intrinsic and extrinsic factors affecting the participant's motivation in the EFL teaching process. Following a coding and classifying of themes approach that was followed by the coders in the analysis of the interview, self-reflection and diary data, the following intrinsic factor themes were determined: 1. Rewards, 2. Competence, 3. Intellectual development, 4. Psychological conditions, 5. Positive attitudes, 6. Career, 7. Professional ethos, 8. Planning, 9. Relationships with other people, 10. Experience, and 11. Self -motivation. The extrinsic factors include 1. Public Personnel Selection Examination, 2. Teacher transfers, 3. Curriculum and course books, 4. Salary, 5. Administration, 6. School conditions, 7. Students, 8. Parents, 9. Colleagues, 10. Society, 11. Job security, 12. Heavy workload, and 13. Culture.

In the first group, there are eleven intrinsic factors. The findings demonstrated that the subject faced several problems regarding the teaching profession and other related issues. First, the participant stated that intrinsic rewards, such as praise and being stimulated by other people, are quite important. This makes teachers more self-confident and content with their job:

"I think rewards are a very important form of motivation because I can get the feeling of acceptance and be successful. Rewards may only be thanking or any words that can praise you. These things coming from your administrators can be very effective. Taking a prize is very important too. I think it is the worst problem in our educational system in the motivation of teachers. I think teachers deserve this kind of motivators from the administrators or maybe from the government."

The findings demonstrated that teachers feel relaxed when they are sufficiently competent and have had satisfactory training in the teaching profession. Further, the demotivational factors for her involve the number of students and lack of training. In the earlier years of their careers, teachers may be more stressed because of the lack of knowledge about the teaching profession:

"I work at a public school and we need more English teachers than the government has appointed here. In order to close this gap between the number of the students and teachers given to them, our school hires teachers who graduated from different areas. They do not have enough education in the ELT departments or even pedagogy. This incompetence makes them demotivated, and they become

useless for our education system. I can easily say that my competence given by my university makes me feel secure in my teaching in many ways. People can feel inadequate when they encounter 40 students which have some needs for education, self-development and even for their own psychology.”

The participant also evaluated the existing conditions and mentioned intellectual development. The participant found it quite important because she thought that people without intellectual development are inadequate instructors. The field of education is ever growing and expanding with new methods and approaches being discussed. Therefore, teachers should stay up to date on current research and methodologies:

“For me, people are responsible for their own development. However, among Turkish teachers, there are fewer people who are trying to develop themselves even for their own social life. This may derive from many problems in our education system. For example, we say to children ‘You should read more books to be successful’, but the ratio of our readers, as compared to that of the other developed countries, shows a huge difference. I feel ashamed about this. We need some facilities to develop ourselves than the other workers in our country because we educate our children and our future. Our society sometimes talks about our summer holidays. They see that it is a loss for our education system; however, nobody who is responsible for the teachers explains that our holiday is a special need for us to develop ourselves. This makes our teachers upset and demotivated.”

The participant expressed that every EFL teacher in Turkey should take free motivation support sessions provided by the school administration. Administrators and society ignore the mental health of teachers. The better psychological conditions teachers have, the more effective the teaching environment is:

“There are many aspects that affect people in their careers or social life. I sometimes cannot make the discrimination between my social and professional lives because our social needs are not welcomed in this country, and I am sure that most of the teachers think like that. We work such long hours that our business life goes over our own life. This makes us feel bored. I think all teachers should take free psychology support sessions provided by the government because no one with a bad psychology can educate people.”

The participant mentioned that having a positive attitude towards teaching as a profession makes teachers more motivated:

“Teachers should have positive attitudes to their profession. I am the lucky one who has such feelings. I become happy to teach something to someone and see people surprised and excited about what they have learned from and with me. However, I can admit that I saw many teachers who do not share the same feeling with me especially in the eastern or south-eastern parts of this country. Teachers should be curious about their professions and do research about it to reach the development level of this century.”

The participant expressed that in Turkey teachers do not have the same facilities or conditions with the academicians. They do not have many chances to make progress in their careers:

“Teachers were more respected in the past years. However, I see that this respect is getting lowered currently. I do not know why, but I think that the development of the technology and the sources,

people's need for somebody to learn becomes less. Our administrators' attitude towards our education system to make it more democratic has become a different understanding among our people. They started to think that teachers are less effective in this system. I think teachers are the conductors in our education system. I have not got any anxiety about my career, I am sure that I will become successful if I motivate myself without any bad interference from other people."

The participant mentioned that professional ethos is ignored in Turkey. There should be some regulations about teaching professional ethos to young teachers:

"I think it should be the most important part of the teachers' education. Teachers should be aware of their professional ethos in their school years. There should be some regulation about this. I can easily say that I am very careful about how I do my job. I want to do my job in the best way I can. I see people do their jobs just to complete it. This causes bad side effects in our system, for which we cannot achieve development."

Another factor the participant mentioned was planning. The participant considers planning quite significant for teaching, especially when educating young children. Without planning, teachers do not use time, teaching environment, and materials efficiently:

"I am a lucky person because my first teacher and my father taught me about planning. I divide subjects into many categories in my mind and make a hierarchy of them. I make a plan to do it step by step. I believe that planning is the first part of solving the problems or learning something. However, in our education system, we cannot teach these planning rules to our students. People don't know where to start, develop or finish something. Planning should exactly be the first part of teaching."

Relationships with people were one of the most important subjects in our interviews. The participant thought that she should improve herself in this subject. She believed that by doing this, EFL teachers can create more efficient teaching environments with the help of other people:

"I think teachers should have good relationships with students, their families, administrators, and the other teachers. Having good relationships especially with the colleagues of the teachers makes teachers motivated even if they have problems with their teaching. They can get a lot of help from the others and this motivates them even they have not got good relations with other people in the education system. Administrators also have a huge effect on teachers' motivation. They have positive attitudes about the teachers, and they should not have prejudice and disrespect about them. All teachers and the administrators should be working on one thing, which is 'educating people'. Students' families sometimes can be very demanding, intolerant or prejudiced. I think they need some time to understand teachers and their efforts to teach their beloved ones."

The participant highlighted that gaining experience while teaching makes teachers feel more relaxed and motivated. Experienced EFL teachers develop positive attitudes towards their professions. Inexperienced ones should receive help from the experienced EFL teachers:

"I think experience is a self-relieving system. I feel relaxed as time passes in my career. I made many mistakes and took lessons from them. In order to be more experienced, I wish I had more training in

the real classroom environment. It gives self-confidence when you are teaching. I don't know what will happen after 20 years but I am happy to gain experience in my job."

Self-motivation is another problem for the subject. The participant found it quite difficult to motivate herself while teaching because teachers may encounter several demotivating factors:

"I am not a positive person but I admire people who can motivate themselves and see the positive sides of the events. Self-motivation can help people to reach higher levels in their professions. I wish I could motivate myself easily. It will help me while teaching; it will make me feel more energetic."

In the second group, there are thirteen factors related to extrinsic factors. The findings demonstrated that the subject faced several problems with the teaching profession and other related issues. To begin with, public personnel selection examination is almost the most important factor to be a teacher in Turkey:

"My last year at the university was the worst year of my life in terms of studying because I had several anxieties. First of all, we were responsible for our 4th-grade lessons and they were very hard. Second, we were going to take public personnel selection examination which will determine our transfers. Third, we have to arrange our personal affairs. I felt that managers were not sure about our education system in our universities. We need several teachers in our schools but they want to make an exam to select teachers. There is no balance between the need and the assignment of the teachers. It was very demotivating. We were young and we want to transfer our knowledge to the young brains, but some people don't let us make our minds clear. Moreover, in those years there was no teaching course exam."

Another problem the participant encountered was teacher transfers. She expressed that she remained in between setting to work and going far away from her hometown. That was very worrying and different from her social life:

"I started my career in a private school in Istanbul because my score of public personnel selection examination was not enough to get a transfer. After 4 months I made an application for public schools and it was accepted. We had one choice to make our administrator transfer us where schools need a teacher. It was very strange for me because I was appointed to a school 1500 km away from my hometown to the south-eastern part of the country. There were prejudices about the culture of the region. However, I met with good people there and they helped me a lot. We are still in contact. They were the hardest but the most beautiful years of my career. I met several friends coming from all over the country. Some of them became my best friends. I miss them a lot."

The participant next described the imbalance between the matter of the curriculum and course books. She found the exercises given in the course books inappropriate and insufficient:

"I can say curriculum and the books are terrible in our ELT. We urge students to learn several things which are not useful in their daily life when they go to different countries. Also, there are some differences between Turkish and English. For example; I have lessons with 5th grades this year. They don't know the Present Tense in their own language but we have to teach them in English lesson. It is not easy. I think that students should be taught Turkish completely to learn another language. There are

different subjects in Turkish and English. They should be parallel. I am in favor of teacher's decisions on the selection of the books and selecting and grading the content."

The next demotivating factor was the salary given to EFL teachers in Turkey. The participant found her salary insufficient to meet her needs. Therefore, she faced financial problems, especially during her earlier years in the profession.

"It is the worst demotivating factor among ELT teachers in Turkey. We work for longer hours than our counterparts in other developed countries but our salary does not even amount to half of theirs. Salary is one of the most important factors when people choose their jobs. However, should anybody evaluate being a teacher in terms of the money given, they will surely not choose this job. Governments should make urgent regulations in order to motivate their teachers and maximize their education level."

The participant suffered from communication problems with the administration. School administrators try to enjoin their ideas to the teachers:

"I think administration determines the schools' success. If one school is administrated correctly, teachers and students feel secure, relaxed and enthusiastic about education. Teachers become demotivated when they are managed too strictly or too permissively. People should be well educated to manage a school in many ways."

She also complained about insufficient facilities given to teachers. In today's world, she thought that the school conditions are behind the time and this situation handicaps teachers. At schools there are not enough materials that can be used for teaching English:

"Schools do not have proper conditions in our country especially in the eastern parts of Turkey. They are too crowded and most of them do not have enough technological facilities, hygiene and even heating systems. Most of the times we fight for the school conditions instead of educating students."

She had some problems with the students' self-motivation and negative attitudes towards learning English. Students' bad behaviors may also be one of the most demotivating factors in the teaching environment:

"There are different factors when we want to talk about this subject. Personal abilities, misbehaviors and poor responses from the students can be demotivating for teachers. Actually, the problem is about teachers' lack of knowledge about what to do about these circumstances. Especially most of the teachers are not educated about the kids with special needs in the classes. We are trying to find solutions with the help of guidance counselors and sometimes it can be time-consuming."

She thought that parents have a lack of interest in their children. They do not take care of their children enough. They have negative attitudes towards learning English, and they impart this negative attitude to their children:

"We do not live in a well-educated country. The problem derives from the families. Parents sometimes may be too demanding or have some prejudices about teachers. They are generally not focused on problem-solving. They are not trying to find a solution to the problems. Instead of this, they come to

school to threaten the teachers or to find a way to prove their children right about the problems. It can be too tiring for us sometimes.”

Another important factor that demotivated her was her colleagues in the school. Communication problems with her colleagues may handicap cooperation:

“As I mentioned before, people who work together affect each other in terms of motivation. Some people lack self-confidence. It causes several problems among teachers. Our job is really hard, so we should help each other. However, sometimes behaviors of the other teachers may be really demotivating. I encountered several misunderstandings among teachers.”

She also had some problems with the attitudes of the society to EFL teaching. Society determines the way of education in a country. Society should be aware of the regulations and developments of education:

“In our society teachers are very important. We believe that we owe much to people who teach us something. In today’s world, however, there is a negative change in the way this thought is perceived; teachers are gradually being disregarded for what they do. I do not exactly know why but when you see this disregard from the society, you become demotivated.”

According to the participant, job security is a neglected issue in Turkey. According to Maslow’s theory, people cannot be successful without feeling secure. The participant reported encountering many problems regarding job security, and she expressed that security in the schools is not sufficient. Most of the teachers feel insecure in their schools:

“I can say that I feel insecure while I am at school in many ways. I worked in a third service area school in the city of Tunceli for 5 years. My two schools were problematic because of the construction problems and it is an earthquake zone. I am working in a second service area city of Elazığ now. We were given a seminar about job security at the beginning of this academic year but all the things were conflicting with the facts. I have witnessed several events about security in schools.”

The participant emphasized that she felt the workload was too heavy. She reported not having enough time for her family, professional development, and even her regular duties. She frequently encountered unexpected duties given by administrators, and she was obliged to do them involuntarily:

“The teachers in Turkey work longer hours than the teachers in other countries. We encounter a heavy workload when we start our job. I think inexperienced teachers shouldn’t have more than 15 hours in a week. Moreover, female teachers should have more permission when they become mothers. I encountered several problems while I was breastfeeding my son. I am not happy with my working hours because I have 28 hours a week. It is too much for me to bear. Moreover, our administrators are keen on conducting meetings about easy subjects that can be solved in less time.”

The final topic that came up during this study was the difference between English and Turkish cultures. That caused most of the misunderstandings while teaching EFL to Turkish learners. She believed that with the help of realia and well-prepared materials, that problem can be solved:

“Turkish culture is very different from English culture. It sometimes can be complex in terms of understanding the subjects. We should be careful about giving cultural items to the students. We should not impose them on students but we should render them aware of the subjects. It can be easier if we have the same cultures. Moreover, schools were not suitable for EFL teaching. There should be more materials and facilities.”

4. Discussion

The findings of the study showed that intrinsic and extrinsic factors affected the participant's motivation in EFL teaching process. Intrinsic factors are as follows: 1. Rewards, 2. Competence, 3. Intellectual development, 4. Psychological conditions, 5. Positive attitudes, 6. Career, 7. Professional ethos, 8. Planning, 9. Relationships with other people, 10. Experience, and 11. Self-motivation.

The extrinsic factors are as follows: 1. Public Personnel Selection Exam, 2. Teacher transfers, 3. Curriculum and course books, 4. Salary, 5. Administration, 6. School conditions, 7. Students, 8. Parents, 9. Colleagues, 10. Society, 11. Job security, 12. Heavy workload, and 13. Culture.

First of all, lack of self-motivation is one of the most important issues found in this study. We conclude that receiving rewards is a booster for teachers' motivation. It is stated that teachers' competence and intellectual development are very effective for increasing motivation. Furthermore, psychological conditions determine the teachers' effectiveness, patience, tolerance, and teaching atmosphere. Moreover, in order to maintain high motivation and quality performance, teachers should have positive attitudes towards their profession. In addition, the study showed that teachers need better education in the way of learning professional ethos. In this sense, planning is a good tool for teachers to regulate their teaching process, as it is very significant in terms of using the facilities more effectively. Furthermore, in the teaching environment, there are several types of participants (e.g. colleagues and students) and there should be good relationships between these members. Gaining experience while teaching makes teachers feel more relaxed and motivated. Experienced EFL teachers gain positive attitudes towards their professions. In addition to these factors, in a study by Kızıltepe (2008), it was found that students were mainly affected by university teacher motivation and demotivation. Along the same lines, Öztürk's study (2015) indicated that learners, administrative issues, and working conditions were prominent factors affecting teacher motivation.

Second, the study showed that extrinsic factors are also effective for EFL teachers. Firstly, public personnel selection examinations are a significant burden for young teachers and they lose motivation. The exam is extremely stressful because teachers are appointed according to their scores. After the participant graduated from the university, the most stressful activity for her was the public personnel selection examination. In addition, curriculum and the course books were in some ways demotivational for the participant. The participant teacher of this study stated that there should be urgent regulations about them. The mismatch between the curriculum and foreign language makes teaching hard. Similarly, Aydın (2012) found that some problems about the curriculum were also demotivating, stemming from a lack of supportive material for classroom use, invalid central examinations, and problems with the course books in terms of disunity and coherence, as well as imbalanced activities presented in the books.

Next, teachers should be provided with better working conditions. Their economic problems should be solved, and their heavy workload should be made reasonable. There should be strong and close cooperation between school administrators and teachers. Unexpected duties and heavy workload were

very demotivating for her and for this reason; the administration in schools should be more helpful and sympathetic. Similarly, in Aydın's (2012) study, it was found that difficult working conditions are also demotivating, such as financial problems, heavy workload, and problems in respect of regular duties and social activities within the school environment.

Another demotivating factor the participant of this study expressed is that students have a prejudice when learning English. Students' bad behaviors may also be one of the most demotivating factors in the teaching environment. Aydın (2012) explained this situation as such students and their parents caused a few problems. The learners vary according to the level of motivation, violence, abuse, lack of parental interest, their negative attitudes and perceptions of EFL learning, and ignorance of computer use in the learning process. She also expressed that parents had a lack of interest in their children. She also had the same problems about the attitudes of the society to EFL teaching.

Another important factor that demotivated the participant was her experience with her colleagues in school. Communication problems with her colleagues may handicap cooperation. According to Aydın (2012), there are other factors causing demotivation such as communication problems between and among the teachers and the discrimination by the school administration. In addition, Aydın (2012) stated that physical conditions, such as noise, crowded classrooms, and bad school climate relating to educational technology, were demotivating. Finally, most of the teachers feel insecure in their schools. Job security is a neglected issue in Turkey, according to the participant.

Briefly, in line with the results of the study by Aydın (2012), our research indicated the same factors that negatively affected motivation. These factors included salary, teacher-administrator relationships, curriculum, course books, heavy workload and the lack of materials. Aydın's study (2012) did not mention the intellectual and psychological conditions of the teacher, planning, attitudes towards this profession, experience, self-motivation, the public personnel selection examination, teacher transfers, society, job security and cultural differences between L1 and L2. Moreover, Kızıltepe's study (2008) was applied to university teaching staff, and findings were mostly similar in terms of decreasing level of prestige of teaching profession, bad conditions of the classes, teachers' own development, economic status, positive attitudes towards teaching, the importance of intrinsic and extrinsic rewards, student-teacher relationships, relationships with colleagues and administrations. In addition, in Kızıltepe's study (2008), there were different factors that were not significant in this study, such as inadequate time for research or pressure to publish because of different education levels among teachers.

5. Conclusions

In conclusion, this study focused on the effects of the factors and sub-factors regarding teachers' motivation and demotivation. Based on the findings, it can be suggested that first, teachers should receive intrinsic rewards such as prizes, praise and simple thanks from their administrators. Teachers also have the ability and competence in teaching how to have positive attitudes towards their profession. They should also be aware of their own professional ethos in order to show or gain respect from others. They should be curious about teaching scope to motivate themselves. Next, teachers should be made comfortable about their job security and the quality of their work should be high: the condition of the buildings and the security environment play a significant role in maintaining high motivation. Additionally, heavy workloads can be very stressful for teachers, and this will demotivate them as well. There should be more regulations about teachers' selection, attendance and working hours. Students' native culture interference can make teachers' job harder, and in order to avoid this, there should be more realia, posters, sources, and materials supplied to the teachers. This study is limited only to a single case. Further research should include a group of teachers to investigate this issue deeper. Also, the further research can investigate each of these factors separately. Finally, this study raises the

following question: “What can be done to create more awareness towards teachers’ motivation and demotivation?”

Results from the study are discussed, explained, and interpreted in the Discussion part. This part should explore the significance of the results of the study, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature. The results are examined to determine whether the study’s hypotheses were confirmed. This section allows you to offer your interpretation and explain the meaning of your results. If the findings are different from those that were predicted by the hypotheses, you have to provide tentative explanations for those discrepancies. For example, some common explanations for unexpected results in a study are that the sample size was too small, the study was too short, directions given to participants were not followed properly, the instruments were not valid or reliable, or the survey response rate was too low. Or, in some studies, one may speculate that the responses given by the participants were contrary to what was expected because people were dishonest in their responses or were reluctant to share certain sensitive information with others.

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Appendix A. Demographic Information Form

Please complete the following information.

PLEASE DO NOT WRITE YOUR NAME IN ORDER TO MAINTAIN ANONYMITY.

Gender: () Male () Female

How many years have you been a teacher?

0-5 years 6-11 years 12-17 years 18-23 years 24 years +

How many years have you been teaching in a secondary school?

.....

Is anyone else in your family a teacher?

What is your educational status?

Bachelor`s degree Masters Degree PhD

What is your age?

What motivates you working at a secondary school?

...

What demotivates you working at a secondary school?

...

How can your motivation be enhanced?

....

Türkiye'de ikinci hizmet bölgesi okulunda öğretmen motivasyonunu ve motivasyonsuzluğunu etkileyen faktörler: Tek olgulu durum çalışması

Öz

Bu tek-durumlu nitel çalışmanın amacı, Türkiye'de ikincil hizmet alanında bir ortaokulda görev yapan bir Türk İngilizce Öğretmeninin mevcut motivasyon düzeyini ve motivasyonunu azaltan etkenlerin sebeplerini incelemektir. Veri üçlemesi için veriler üç kaynaktan toplanmıştır: a) röportaj, b) öz yansıtma kâğıtları ve c) katılımcı tarafından tutulan bir günlük. Çalışma 14 hafta sürdü. Analiz, örüntü eşleştirmeye dayanıyordu. Bulgular, kendi kendini motive etme eksikliğinin (içsel motivasyon), motivasyonun düşmesine neden olan en sık belirtilen konular olduğunu göstermiştir. Ayrıca, araştırma, dışsal faktörlerin (örn., öğretim programı ve ders kitabı, öğretmenler için olanaklar ve okul yönetimi) İngilizce öğretmenin motivasyonunu olumsuz yönde etkileyebileceğini göstermiştir.

Anahtar sözcükler: Öğretmen motivasyonu; demotivasyon; İngilizce Öğreten Türk öğretmenler

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