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**Initial Career Motives and Demotivation of English
Language Teachers in Turkish Context**

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ABSTRACT

The purpose of the present study is to find out initial career motives and demotivation of English language teachers working in Turkish context. 30 teachers working at high state schools participated in the current study. Initial career motives and demotivation questionnaires adopted from Kim & Kim (2015) were applied to the participants. Initial career motives questionnaire has four factors: global orientation, job security, altruism, and ought-to-self, each one represented by 3 or 4 items. Demotivation questionnaire have three factors as: obstacles to communicate language teaching, inadequate administrative support, and lack of social recognition. In addition to the questionnaires, a semi-structured interview was conducted with 3 of the participants. The descriptive statistics of each factor was presented by the tables and supported by qualitative data. The result of the study showed that with regard to the initial motives of teachers, global orientation found to be the most important reason of being an English teacher followed by job security, altruism and ought-to-self, respectively. With regard to the demotivating factors, inadequate administrative support was found to be the most influential factor decreasing teachers' motivation. The findings of the study were compared with the findings of the previous similar studies.

Key Words: Initial career motives, demotivation, Turkish context

1. Introduction

Motivation which is generally seen as a very important human characteristics and which is also immensely complex (Dörnyei, 2001, p.6) has been questioned for a long time. In educational sciences, especially in language teaching, motivation has been one of the key factors to catch and sustain success and has been researched from various perspectives (Kim & Kim, 2015). However, the concept has many different definitions and "there is no official definition of motivation that most researchers can agree upon" (Bednarova, 2011, p. 28). One of the commonly accepted definitions is that "it explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity." (Dörnyei, 2001, p.7). While the impact of motivation has been noticed and studied in the literature from the learner perspective, teacher motivation has not received the interest it deserves yet.

Bearing in mind the importance of motivation, exploring demotivation of teachers also helps us identify the reasons of it and create opportunities to enhance it. As in the teacher motivation, teacher

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demotivation, which refers to the lack of effort, need and desire in teaching process (Aydın, 2012) is also one of the new areas in the field of English Language Teaching and there are few studies concerning the issue. Dörnyei (1998, p. 139) defined the concept as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action.” Sugino (2010, p. 218) defined a demotivated person as “someone who was initially motivated but because of negative external influences, has lost it.”

Some recent studies focused on the relationship between the teacher and student motivation showing that the motivation of teachers influence the students’ success though (Chambers, 1999; Bernaus, Wilson & Gardner, 2009; Hinnant, O’Brien, & Ghazarian, 2009). In other words, teacher motivation or demotivation and student motivation or demotivation positively correlated. Therefore, determining factors that motivate or demotivate teachers would also provide opportunities to maintain or increase student success.

Given this, this study is a humble attempt to provide a contribution to the literature by trying to find out the factors that motivate and demotivate in-service English Language Teachers working at state schools in Turkish context.

2. Theoretical Background

Although motivation is a crucial concept in language learning and teaching process, there is not a definition of motivation that the researchers agreed upon. Dörnyei (2001) explained why the concept doesn’t have an agreed definition as its being “an abstract, hypothetical concept that we use to explain why people think and behave as they do” (p.1). Therefore, it is a much more complex process than we think. In general sense, it can be defined as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out” (Dörnyei & Ottó, 1998 p.65). Harmer (2001) defined it as a kind of an internal drive to encourage the individual to pursue a course of action. In basic sense, motivation deals with what directs somebody to do something and keeps him doing it. There are different theories of motivation in literature such as expectancy-value (Atkinson & Raynor, 1974), attribution theory (Weiner, 1992), goal-setting theory (Locke & Latham, 1990), self-determination theory (Vallerand, 1997). All these theories help researchers understand the nature of the concept.

Motivation, like in any other field is the key factor of teaching and learning process and it is not only important at the initial step of the learning process, it is also important to maintain and stimulate a healthy learning process. Positive teaching and learning environment is important both for the motivation of the teachers and the students. Motivating ourselves is important since we, as teachers, can direct and modify the learning environment and atmosphere. When we are motivated we become more satisfied and dedicated, and as a result, put our best into what we are doing and our students will definitely be affected from such an atmosphere positively. In the last decade of the 20th century, teacher motivation issue gained popularity. Dörnyei (1998) reported the significance of the concept by stating “the teacher’s level of enthusiasm and commitment is one of the most important factors that affect the learners’ motivation to learn.” (p.130). After realizing the importance of studying teacher motivation, theorists came up with some theories to explain the motivation from the teachers’ perspective. Pennington (1991) is one of the very first researchers to pay attention to teacher motivation reported that work satisfaction is influenced by factors inside and outside the work

environment. She pointed out that ESL teachers are pleased with their work but unpleasant with “pay, promotions and administrative aspects” (Pennington, 1991: 59).

2.1. Initial Career Motives and Demotivation

The initial career motives of being teacher show diversity considerably. Ellis (1994) explained the characteristics of motivation as being causative (i.e. have an effect on learning) and it can be resultative (i.e. be influenced by learning), intrinsic (i.e. from the personal interests and inner needs) and extrinsic (i.e. from external sources). Studies showed that there are three basic categories of motives as extrinsic factors such as long holidays, salary, praise; intrinsic factors such as like working with children, personal interest, interest in foreign languages; and altruistic factors such as trying to help other individuals. There are various studies focusing on these career motives trying to find out which one is more effective in choosing teaching profession (Yong, 1995; Kyriacou & Kobori, 1998; Topkaya & Uztosun, 2012; Bookhart & Freeman, 1992).

As in the motivation, knowing the demotivating factors help teachers increase their efficiency because demotivation is the flip side of the motivation. Dörnyei & Otto (1998) reported that the concept, demotivation ‘concerns various negative influences that cancel out existing motivation’ (p. 138). Thus, teachers who lose their motivation have this psychological situation by reason of the negative effects of various factors. The various factors that demotivate teachers may be students’ ignorance and negative attitudes towards learning English. Not being autonomous and being restricted with a set curriculum, administrative workload or having the responsibility of preparing our students for the national proficiency exams may be other factors that demotivate teachers in Turkish context. Although these may be demotivating factors for teachers, Dörnyei & Otto (1998) noted that not all negative factors referred to as demotivation and added that ‘demotivation concern specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action’ (p. 139).

2.2. Related Studies

There have been different studies from different parts of the world looking at the issue from different perspective although the studies have been limited in number. In private school context, for example, Tziava (2003) aimed to find out the factors motivate and demotivate Greek English as a Foreign Language (EFL) teachers. The findings of the qualitative research showed that the factor that motivates teachers the most was the fact that they work with young people while the factor that demotivates them the most was monetary issues. Tziava (2003) also found that teachers’ working conditions, their relation with the management, colleagues, students, their age experience, the training they had and the sense of achievement can be counted as motivating and demotivating factors in Greek context.

In Spanish context, Bernaus, Wilson & Gardner (2009) investigated the relationship among motivational characteristics of the class, the use of teaching strategies as viewed by both the teacher and the students, and the level of teacher’s motivation. The result of the study showed that there is a high correlation between the teachers’ motivation, the use of teaching strategies and student motivation. Therefore, teacher motivation contributes to their use of strategy and students’ motivation and educational authorities. The study also showed that parents positively or negatively contribute to the level of teacher motivation. Similarly, Knowles (2007) conducted a case study to assess the motivation level of the Japanese university teachers and found out that Japanese teachers are satisfied with their job but non-Japanese one complained about the attitudes of the students towards education

by adding that the meaning of motivation changes from one teacher to another. Dweik & Awajan (2013) investigated the factors enhancing English language teacher's motivation in Jordanian context. They concluded that English language teachers in Jordan felt highly motivated because of intrinsic reasons, job security and the prestige of being a teacher.

Addison & Brundrett (2008) looked at the effect of ethnographic and demographic characteristics on motivation and demotivation of primary school teachers in London. They found that the sources of motivation for primary school teachers come from the intrinsic reasons; however, demotivation come from the extrinsic reasons. When it comes to the ethnographic and demographic characteristics, they commented as follow: "the motivators and demotivators of the various ethnographic groups have been found to be similar, that is 'well-behaved, motivated and interested children', in relation to the former, and 'workload' and 'poorly-behaved and disinterested children' in relation to the latter."

Sugino (2010) investigated the demotivating factors in Japanese context and investigated the sources of demotivation if they are originated from cultural or school specific reasons. The result showed that Japanese teachers' demotivation originated from mostly student attitudes and partially teaching materials. Similar study was conducted in Turkish context but the focusing on teacher demotivation (Aydın, 2012). The qualitative case study found that there are 6 factors causing demotivation in Turkish context such as problems related to teaching profession, curriculum, working conditions, students and their parents, colleagues and school administrators, and physical conditions. The main reason of demotivation of the teacher was lack of knowledge in Turkish context but we cannot generalize the findings of Aydın (2012) because he conducted a case study analyzing only one teacher.

Teacher motivation may be different from initial motives of teachers and there are some studies investigating the career reasons of students in literature. For example, Ana Massari (2014) investigated the motivation for teaching career in Romanian context and found that students prefer to be a teacher because of intrinsic, extrinsic and altruistic reasons. Students preferred to be teacher as their career especially for long holidays and passion and love for society. Igawa (2009) investigated the initial career motivation of Japanese, Cambodian and American English language teachers applying three small-scale surveys. The study revealed that while the initial motives of American teachers are to travel abroad and interest in foreign culture, Japanese and Cambodian teachers preferred to be teacher because of intrinsic and altruistic reasons such as to support students, to contribute the society or their interest in English language. In a similar vein, Kim & Kim (2015) examined the initial career motives and demotivation of 94 in-service English language teachers in Korean context. The researchers developed a questionnaire for this study and interviewed teachers to find out their motives of being teachers and demotivating factors. The result of the study showed that Korean teachers preferred to be a teacher because of global orientation, which means that enthusiasm and using English as global language and altruism meaning teaching English as directed at the goodness of, and interest in others. What demotivated Korean teachers of English found to be obstacles to communicative language teaching, which deal with the teaching English communicatively as Korea has EFL context. Therefore, these studies show that the initial career motives of teachers change from nation to nation.

Topkaya & Uztosun (2012) conducted a study revealing career motivations of 2nd and 4th grade pre-service English language teachers in Turkey. The researchers investigated the effects of gender and grade levels of students on their initial career motives. They applied an adapted version fit-choice scale (Richardson & Watt, 2005) to 207 students revealing that social utility values (desire to shape the future of the children, making contribution to society) and intrinsic values (interest in English and

desire to teach) are the sources of initial motives of the teachers. When it comes to the effect of gender, the researchers found that females have more altruistic and intrinsic reasons to be teacher than males. The effect of the grade on the initial motives of teachers found to be similar with minor differences. The result of the study may not be generalizable because the researchers conducted the study with pre-service teachers and used a different scale, fit-choice. On the other hand, Erkaya (2012) investigated factors that motivate Turkish EFL teachers working in preparatory program in state university. Interviews showed that wanting to become a teacher was the source of intrinsic motivation for Turkish teachers. Working with students was the source of extrinsic motivation for Turkish instructors.

Considering the literature in different context about the issue, the studies showed that cultural aspects affect the sources of motivation and demotivation of EFL teachers. The studies conducted in Turkish context is quite limited. Moreover, most of the previous studies conducted in Turkish context focused more on the motivation sources of teachers rather than demotivating factors. Therefore, the current study aims to find out the initial career motives and demotivation of English language teachers working at Turkish state schools. To reach the aforementioned aim, the following questions are formulated:

1. What are the initial motives of in-service English language teachers working at Turkish state schools?
2. What are the factors demotivate English language teachers working at Turkish state schools?

3. Method

3.1. Participants

Purposeful sampling was used in the selection of the participants. According to Creswell (2009, p. 178) "the idea behind qualitative research is to purposefully select participants or sites that will best help the researcher understand the problem and the research question." A total numbers 30 English Language teachers working at state schools participated in the present study. All of the participants were working at state high schools. While 22 of the participants were females, 8 of them were males. Their age ranged from 23 to 37 (mean 26.5). As for the year of teaching, 18 of the participants had experience between 1-5 years, 9 of them had experience between 6-10 years and 3 of them had 11-15 years of experience. On average, the participants had 5.3 years of experience in teaching English. Only three of the teachers had M.A. degree.

3.2. Instruments

In order to collect data both quantitative and qualitative instruments were used. After collecting the demographic information of the participants (Appendix I), the participants were applied two different survey questionnaires to investigate teachers' initial motives and demotivation. The questionnaires were adapted from the study of Kim & Kim (2015). The first questionnaire investigates the initial motives of teachers (appendix II). It is a 5-point Likert-type scale ranging from 5 (strongly agree) to 1 (strongly disagree) and consists of 18 items. The questionnaire consists of 4 factors: global orientation, job security, altruism, and ought-to-self (Kim & Kim, 2015). The first factor global orientation is about "the teachers' initial enthusiasm for teaching and using English as global language" (Kim & Kim, 2015 p.81). The second factor, job security is about the extrinsic rewards of the job such as steady income, long holidays. The third factor, altruism "represents teaching English as directed at the goodness of,

and interest in, others” (Kim & Kim, 2015 p.83). The last factor ought-to-self refers to the sources of motivation caused by a sense of obligation and fear for negative consequences (Kim & Kim, 2015 p.83). Internal reliability of the questionnaire was calculated after the application and found to be .795.

The second questionnaire (Appendix III) used in the study investigates the demotivation of the teachers. The questionnaire is a 5-point Likert-type scale ranging from 5 (strongly disagree) to 1 (strongly agree) and consists of 9 items. Each three items of the study represent a factor namely, obstacles to communicate language teaching, inadequate administrative support, and lack of social recognition (Kim & Kim, 2015 p.86). Obstacles to communicate language teaching refer to the demotivating factors of having difficulty in language teaching. In other words, this factor is about the difficulty that English language teachers face such as preparing different activities and tasks, teachers’ efforts to encourage students and so on. Inadequate administrative support represents the heavy workload, inadequate support of colleagues and administration. The last item, lack of social recognition is about being respected and appreciation of teaching. After the application of demotivation questionnaire, the internal reliability was calculated and found to be .789 for this study.

In addition to the questionnaires, semi-structured interview (see Appendix IV) was conducted with three of the participants to gather qualitative data about the initial career motives and demotivating factors.

3.3. Design and Data Analysis

Sequential explanatory mixed method was chosen as the design of the study. Creswell stated that (2009) “a sequential explanatory design is typically used to explain and interpret quantitative results by collecting and analyzing follow-up qualitative data.” (p. 211). Therefore, data analysis part had two separate phases. In the first phase, descriptive analysis was used to show the mean and standard deviations of the factors of initial career motives and demotivation factors. After the data analysis process of the questionnaire items, a follow-up semi-structured interviews were conducted with the participants of the study in order not to miss any factors motivating or demotivating English language teachers. In the interviews, open-ended questions were asked to the participants and their answers were recorded. After the transcription of the data, content analysis was applied to form themes and codes. The originated themes and codes were grouped under the factors of initial career motives and demotivating factors of the questionnaire. Some important quotes of the teachers were also presented in the result part of the study.

4. Findings and Discussions

4.1. Initial Career Motives

To explore the teachers’ initial career motives and demotivation as well as the relationship in-between, the descriptive statistics regarding both constructs were firstly calculated. Table 1 below presents the overall findings regarding the teachers’ initial career motives along with its factors.

Tablo 1. *Descriptive statistics for initial career motives*

	Number	Minimum	Maximum	Mean	Standard Deviation
Global Orientation	30	1.75	5	4.25	.76
Job Security	30	1.75	5	3.89	.82
Altruism	30	1.00	5	3.07	.89
Ought-to Self	30	1.00	5	2.12	.84
Overall	30	3.11	5	3.33	.82

In overall, the mean score of the teachers' responses in the scale was found to be 3.33, which means that participants had moderately high level of career motives and the factor with the highest mean score was Global Orientation while the one with the lowest mean was Ought-to Self. In other words, the teachers had motives in their initial career mostly with regard to global orientation, whereas Ought-to Self was not influential in this sense. English language teachers stated the importance of teaching English in globalized world as their most important career motive. English language teachers expressed how they were interested in learning cultures and languages of other countries. Among the items of global orientation, the 4th item 'I thought the importance of teaching English in globalized world' had the highest mean score followed by 'I thought it was wonderful to communicate in English'. The result of the questionnaire was also supported by qualitative data analysis. All three teachers emphasized the importance of knowing English and their interest in foreign culture. One of the teachers stated her passion to learn English as follow:

"I always wanted to be an English language teacher because I had interest in foreign languages and cultures. When I was a young child, I used to watch foreign TV channels even though I didn't understand what they were talking about. When I grow up, I realized the importance of knowing a foreign language and wanted to be an English language teacher."

The result found here was consistent with the findings of Kim & Kim (2015) and Igawa (2009). Kim & Kim (2015) found that global orientation was the most important initial factor for Korean teachers of English. Similarly, Igawa (2009) revealed that the most important factor to be an English teacher for Japanese teachers of English was because they liked English, which is quite similar to the items of global orientation. Previous findings also showed that interest in teaching English and love for English were the most important reasons for choosing English teaching as profession (Pizarro & Labardo, 2017).

The second factor stated as initial career motive by Turkish group of English language teachers was the job security. As seen in table 1, the mean score of Job security is 3.89. English language teachers stated that working as a teacher is a stable job and guarantees a lifelong career. They also stated that finding a job as an English language teacher is easier compared to other teachers. Qualitative data revealed that in addition to job security, long holidays, working hours and payments were also important factors affecting teachers' choice. Therefore, it can be concluded that when choosing their profession, the teachers gave great importance in the extrinsic factors. One of the teachers emphasized the extrinsic reasons for choosing English language teaching as profession and stated:

"I always wanted to be an English language teacher because it has lots of advantages such as long holidays, lifelong career, plus you know a language. I also have other opportunities to earn money such as translation or giving private lessons."

This finding was in line with the findings of Dweik & Awajan (2013) in which job security and employment possibilities were found to be one of the most important motives of being an English language teacher. In Dweik & Awajan (2013) study, 74% of English language teachers stated that they were motivated because English language teaching gives security for their family. Ghenghesh (2013) also found that job security was a major factor for job satisfaction especially for male English Language teachers.

Altruism was also found to be influential in the initial career motives of Turkish teachers of English. The mean score of altruism was 3.07 which was higher than the 3.0 neutral point. Among the items of altruism, 'I wanted to contribute to the English education of my country' had the highest mean score.

Previous studies also found altruism as a motivating factor (Kim & Kim, 2015; Kyriacou & Kobori, 1998; Yong, 1995; Ghenghesh, 2013). Kyriacou & Kobori (1998) revealed that the most frequent reasons for choosing English language teaching as a profession by pre-service teachers were stated to be 'I enjoy the subject I will teach', 'English is important to me' and 'I want to help children succeed'. Ghenghesh (2013) showed that educating the next generation was one of the most important career motives for teachers in Egypt.

As for the ought-to self, the mean score was found to be below the 3.0 neutral point which suggested that ought-to self was not an important reason for choosing English language teaching as a profession in Turkish context. The finding was consistent with the findings of Topkaya & Uztosun (2012) which revealed that social influences of other people such as parents was the least influential factor for choosing teaching as a profession.

The reasons of being English language teacher were found to be mostly related to global orientation. However, Topkaya & Uztosun (2012) found that in Turkey, teacher generally choose the English language teaching profession because of altruistic reasons such as shaping the society and influencing the next generation. The inconsistency with the results can be explained by the questionnaire used. Although English Language Teachers stated that they chose to be teachers because of global reasons in the current study, the interviews showed that they love teaching with children and they are pleased to teach English to young children. When it comes to the working hours, the questionnaire used in this study didn't have any item about it; however, some of the teachers stated that teaching have long holidays and it effected their choice of being a teacher. This result was inline with the findings of Tziava (2003). Turkish English language teachers as in Greek context preferred to be a teacher because of the long holidays it provided. Lengthy holidays and short workday were found to be second most important initial career motives of teachers in Topkaya & Uztosun (2012) study.

4.2. Demotivation

As the second construct of the study, Table 2 presents the overall findings regarding demotivation along with its factors.

Table 2. *Descriptive statistics for demotivation*

	Number	Minimum	Maximum	Mean	Standard Deviation
Inadequate Administrative Support	30	1.33	5.00	4.22	.73
Obstacles to Communicative Language Teaching	30	2.00	5.00	3.85	.76
Lack of Social Recognition	30	1.33	5.00	3.42	.78
Overall	30	1.55	5.00	3.83	.75

As can be seen from the table, Inadequate Administrative Support was found to show the highest mean score, meaning that this factor was related to higher demotivation in the teachers compared to the other factors. English language teachers mostly complained about their administration and workload. The item that had the highest mean score was 'an excessive amount of administrative task besides teaching English.' Almost all the teachers complained about the paperwork and administrative tasks. This finding was consistent with some of previous findings. For example, Aydin (2012) explored that regular duties, social activities for students and some unexpected duties at school was among the most important demotivating factors for English language teachers. In a similar

vein, Sugino (2010) found that long meeting hours, much paperworks, and little appreciation from the administration as demotivating factors in the Japanese language teaching context.

Obstacles to communicative language teaching was second most important factor demotivating English language teachers. This factor was also related to the first factor, inadequate administrative support in that teachers should cope with inflexible curriculum and they should prepare their students to national examinations rather than teaching them English in communicative way, which made their job harder and demotivated them. One of the participants expressed the problem as follow:

“We have to prepare our students to the national examination, we have to use one type of books and we have to use one type of curriculum, which is not flexible. This is a big problem for language teachers because we don’t teach out students how to speak. We only teach them how to answer questions in a test, which is accepted as success by the administration”.

Lack of Social Recognition had the lowest mean score, which means that this factor demotivated language teachers less than other factors. Teachers in their interviews didn’t mention lack of social recognition. Some of the findings of the study such as problems related to teaching profession, curriculum, and school administration as demotivating factors are in line with the findings of Aydin (2012).

The findings of the study showed that the requirements of communicative language teaching and lack of administrative support found to be the most important demotivating factors in Turkish context. The teachers explained the reason, as their students can’t speak English because all the time they have to prepare their students for the national exam rather than teaching English communicatively. The teachers here blamed the inflexible curriculum and the books they used in the classroom. Aydin (2012) also found that teaching profession and curriculum are demotivating factors for English language teachers; however, in his study teaching profession means some problems pertaining to the lack of knowledge about teaching profession. In this study, teachers didn’t state anything about lack of knowledge. The reason of that may be the questionnaire used in this study. The demotivating factors questionnaire has some missing items about the requirements of teaching such as psychical conditions, computer literacy and so on. As stated by Aydin (2012) “demotivation constitutes a barrier for a continuing, improving, interesting and enjoyable teaching and learning” (p.9). Although there are some changes, the general findings of this study are consisted with the previous findings.

4. Conclusion

This study investigated the initial motives and demotivation of English language teachers working at Turkish state schools. With this purpose, initial career motives and demotivation questionnaire was applied to 30 language teachers and a semi-structured interview was conducted with 3 of the participants. The result showed that the most important reason for participants to choose teaching profession was global orientation. In other words, English language teachers chose to be English language teachers because they believed how important to know English and to be interested in other cultures in a globalized world. Along with global orientation, Job security and altruism were other important reasons for the participants to choose language teaching as a profession. English language teachers believed that teaching English is a job-guaranteed profession with long vacation time and has job-security. These reasons made the participants choose teaching English as a profession. As for the demotivating factors, English language teachers emphasized the attitude of administration towards teachers and workload. Obstacles to teach English in a communicative way was also one of the most

important factors that demotivates English language teachers. University entrance exam in Turkey does not include speaking and listening parts. Therefore, English language teachers focused more on reading, vocabulary, and grammar skills rather than teaching students how to communicate, which demotivated them.

Understanding the thoughts, knowledge and beliefs of teachers is the first step in understanding teachers and teaching (Borg, 2009). Having the purpose of creating in-depth focus on the initial motives and demotivating factors, the current study offers some suggestions based on teachers' expressions. First of all, Administrators should focus on demotivating factors as demotivators have a great impact on teacher's motivation. Second, teachers should be given some opportunities in decision-making process to create collaborative atmosphere. School administrators need to be aware of the needs of English language teachers and provide support to reduce the impact of workload.

Regarding the limitations, the current study has a small number of participants. This study can be replicated with a large number of English language teachers which provides more generalizable findings. The current study was conducted with state school teachers. As the needs and working conditions of state school and private school teachers are different, the demotivating factors may also change. Further studies are suggested to include English language teachers working in private schools.

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Appendix I

Section A: Demographic Data

1. Gender:

Female

Male

2. Age

From (20-30) years

From (31-40) years

From (41-50) years

More than 51 years

3. Highest educational qualification achieved:

Bachelor Degree

M.A. Degree

PhD. Degree

4. English language teaching experience.

Less than 5 years

From (5-10) years

From (11-15) years

More than 16 years

Appendix II

Section B: Motivation and Demotivation

1. Initial Career Motives

1 2 3 4 5

1	I thought I could meet a lot of different people around the world through English.					
2	I thought it was wonderful to communicate in English.					
3	I wanted to be recognized as being a good English speaker.					
4	I thought it was important to teach English in a globalized world.					
5	I thought it was wonderful to be able to teach English.					
6	I have had lots of interest in foreign culture and people.					
7	I thought it was enjoyable to teach students English.					
8	I thought that English teaching was a stable job that would support my family.					
9	I thought it would be difficult to find another job other than as an English					

	teacher					
10	I thought I had a talent for teaching English.					
11	I thought that being an English teacher could be a lifelong career without any sexual discrimination.					
12	I wanted to help students.					
13	I wanted to contribute to society.					
14	I liked teaching.					
15	I wanted to contribute to the English education of my country.					
16	My parents advised me that being an English teacher is a good job for both men and women.					
17	My parents would have been disappointed if I hadn't chosen to become an English teacher.					
18	I was afraid of choosing another career unrelated to my undergraduate major.					

Appendix III

2. Demotivation

1 2 3 4 5

1	Students' bored and uninterested attitudes in English classes					
2	A large number of students in a single English class					
3	Few opportunities to teach English in autonomous and diverse ways					
4	Uncooperative attitudes of principal or fellow English teachers					
5	Lack of supports or understanding in the school regarding English education (e.g., classrooms only for English, English teaching materials and aids, and English storybooks)					
6	An excessive amount of administrative tasks besides teaching English					
7	None or few adequate rewards for what I do at school					
8	Excessive interference or expectations of parents					
9	Lack of social recognition and respect for teachers					

Appendix IV

Open-Ended Interview questions

Why did you choose to be an English language teacher?

What makes you motivated or demotivated at school?

Do you ever say I wish I wouldn't be an English language teacher? Why? Why not?

Is there any advantage of being English language teacher compared to other teachers?