Demotivating Factors of EFL Teachers: A Case Study of a Private School in Turkey[*]

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Abstract: This study investigated the influence of certain human, work condition, and personal factors on primary and secondary school EFL teachers' work motivation. The research utilized four data collection instruments (e.g., profile form, semi-structured interviews, field-notes and diaries) to assure the validity of the study through triangulation. The participants of the study were comprised of nine primary and secondary school EFL teachers. The descriptive data from the intrinsic qualitative case study were sorted by means of semantic maps and analyzed by comparing their relatedness to prominent theories of motivation. The findings demonstrated that the main causes of demotivation were parents, administration, students, and working conditions, which proves that human and working condition variables had a higher impact on demotivation than personal variables.

İngilizce Öğretmenlerinin Motivasyonsuzluk Faktörleri: Türkiye'de Özel bir Okul Durum Çalışması
Öz: Bu çalışma ilkokulda ve ortaokulda görev yapan İngilizce öğretmenlerinin iş motivasyonu etkileyen bazı insan, çalışma koşulları ve kişisel faktörlerin etkisini araştırmıştır. Araştırmada, çalışmanın geçerliliğini sağlamak için çeşitleme yoluyla dört veri toplama aracı (profil formu, yarı yapılandırılmış görüşme, alan notu, günlükler) kullanılmıştır. Araştırmanın katılımcıları dokuz ilkokul ve ortaokul EFL öğretmeninden oluşmaktadır. İçsel niteliksel örnek olay incelemesinden elde edilen tanımlayıcı veriler semantik haritalarla düzenlenmiş ve ilgili motivasyon teorileriyle olan ilişkileri karşılaştırılarak analiz edilmiştir. Bulgular, motivasyonsuzluğun ana nedenlerinin, insan ve çalışma koşulu olduğunu ve bu değişkenlerinin bireysel değişkenlere göre demotivasyon üzerinde daha fazla etkiye sahipliğini kanıtlayan ebeveynler, yönetim, öğrenciler ve çalışma koşulları olduğunu göstermiştir.

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1. Introduction

In educational and research contexts, motivation is a frequently-used term. Despite this, there is little or no agreement regarding its exact definition (Dörnyei, 1998). However, most researchers agree that motivation is the determining factor of human behavior, and it directs and energizes this behavior (e.g., Addison & Brundett, 2008; Doyle & Kim, 1999; Oga-Baldwin & Praver, 2008; Sinclair, 2008; Han & Yin, 2016). Steers and Porter (1987) defined work motivation as the modifying factor of employees' behaviors and actions. Teacher motivation pertains to the rationales originating from individuals' deep-rooted values prompting them to choose teaching as their profession and to continue teaching; moreover, it is directly related to the intensity of effort teachers make in the course of fulfilling their job responsibilities (Han & Yin, 2016). According to Dörnyei (2001), demotivation refers to specific external factors that deplete or lower the motivational level of an intention or objective. Demotivating manners are in fact the misused forms of motivating strategies that lead to destructive effects (Mohammadi, 2014).

The efficiency of institutions and organizations rely on how they manage their human resources, which are the most important elements that constitute the competitive power of the organization (Robins & Coulter, 2005). If an organization aims to succeed and maintain that success, it is vital to have motivated employees who are eager to learn and improve (Martin, 2003).

Educational institutions are not exempt from the benefits of employee motivation (Rasheed et al, 2016). In educational organizations and institutions, teacher motivation is vital for student learning and consequently for educational outcomes (Creemers, 1994; Scheerens & Bosker, 1997; Guajardo, 2011; Thoonen et al., 2011). Therefore, a lack of teacher motivation causes negative educational outcomes. According to Bennell and Akyeampong (2007), low motivation leads to absenteeism, misused class time, professional under-functioning, traditional teaching methods, under-preparedness, and distraction from teaching tasks due to the adoption of another job for a secondary income. Guajardo (2011) indicated that low teacher motivation leads to high rates of teacher attrition, immutable turnover, changeable levels of professional commitment, lack of confidence, and severe feelings of incompetency at improving students' outcomes or their own situations.

One of the most common findings of many studies on teacher motivation is that, compared to other professional groups, teachers show higher levels of stress and lower levels of motivation (Alvarez et al., 1993; Kyriacou, 1987; Lens & Jesus, 1999). According to Jesus (1995), fewer than half of the teachers intend to pursue their careers, while others are likely to leave their professions and adopt new jobs.

Teacher motivation is a burning issue for educational authorities and directors due to its essential effect on student motivation (Jesus & Lens, 2005). How can an unmotivated teacher motivate students? Skinner and Belmont (1993) indicated that what keeps students engaged in the classroom is their perception that their teacher is capable of providing an engaging atmosphere for learning.

A broad look at the body of research on the topic of motivation reveals that a great majority of the studies have dealt with student motivation (e.g., Bernaus & Gardner, 2008; Cheng & Dörnyei, 2007; McDonough, 2007; Stipek, 2001; Weiner, 2001). There are relatively fewer studies that have investigated teacher motivation (e.g., Cheng & Dörnyei, 2007; Kızıltepe, 2008; Sugino, 2010), most of which have relied on surveys as a research instrument (Oga-

Baldwin & Praver, 2008; Han & Yin, 2016), and the lack of in-depth research into the topic is strongly felt.

In the context of Turkey, there are a number of studies that have dealt with teacher motivation research (e.g., Aydın, 2012; Erkaya, 2013; Han & Mahzoun, 2017; Kızıltepe, 2008; Öztürk, 2015). Aydın's research was a qualitative case study deploying face-to-face conversations, MSN talks, and daily diaries of the participant as data collection tools, which investigated the demotivating factors of only one Elementary level EFL teacher. Erkaya (2013) conducted a case study using unstructured interviews to study the motivational factors of 8 EFL teachers at a university. Han and Mahzoun (2017) examined the demotivating factors of 2 native EFL teachers at a private school using a qualitative case study design. Kızıltepe (2008) conducted a large-scale research of 300 participants to study the motivational and demotivational causes of university teachers at a public university in Istanbul. For that purpose, the researcher applied two open-ended questions to collect the necessary data. Öztürk (2015) investigated the motivation of 20 EFL teachers at state universities through a qualitative research design using semi-structured interviews and daily reflections.

Based on the above-mentioned history of the teacher motivation research in Turkey and the global stance on the matter, the current research is significant in several ways. Firstly, it considers an understudied area of research, both globally and in Turkey, since most of the studies were done either in university settings or utilized fewer data collection methods. Therefore, the current study explores the issue more comprehensively in a larger population at this educational level. Secondly, it approaches the issue with an intrinsic qualitative design through triangulation, which helps to provide a deeper understanding of the factors causing demotivation when compared to the aforementioned studies. Thirdly, this is the first study in Turkish context to investigate the teacher motivation issue so comprehensively at private schools, since 3 of the studies (i.e., Erkaya, 2013; Kızıltepe, 2008 & Öztürk, 2015) were carried out at university levels, and Aydın (2012) had investigated 1 participant with 3 data collection tools. Additionally, the research of Han and Mahzoun (2017) focused on two participants. Therefore, this research can be considered the most comprehensive so far in terms of the number of participants and data collection tools for qualitative studies at the school level. The major research question that guided this study is 'What factors cause non-native EFL teachers to become demotivated in a private school context?'

2. Review of the Literature
2.1. Motivation Theories
There are numerous theories in the literature discussing the origins and underpinnings of motivation. However, all of the existing theories can be put into two broad categories: Content theories and Process theories (Jafri, 2013). By definition, content theories are those related to individual goals and needs; that is, factors inside an individual are determinants of motivation. These theories deal with answering the 'what' questions pertaining to motivating individuals and explicate certain human needs --physical, psychological, safety, self-esteem, etc. -- that have a huge impact on their behaviors. Therefore, these theories can also be named 'needs theories.' Herzberg, Maslow, McClelland, and Alderfer are among the most prominent theoreticians of concept motivation theories. On the other hand, process theories seek to answer 'how' questions about the formation of motivation. In other words, process theories try to explain how an individual's behavior is invigorated, conducted, and maintained. These theories deal with the conscious aspect of human behavior as a determinant of motivation. Among the most noted theoreticians, Adams, Locke, Vroom, Porter, and Lawyer can be mentioned. The main tenets of process theories of motivation pertain to early cognitive

theories, which state that behavior originates from conscious decision-making processes. Among the major theories of motivation, the following are of process theories: expectancy theory, goal-setting theory, equity theory, and reinforcement theory.

2.2. Review of the Previous Studies

In their recent study, which is an extensive review of the literature on Teacher Motivation, Han and Yin (2016) indicated that there is a dearth in the number of studies carried out on teacher motivation within different disciplines. However, research on language teacher motivation has gained popularity in the last decade. The first study on teacher motivation was carried out in 1995 by Pennington, which focused specifically on ESL language teachers. Han and Yin (2016) also declared that most researchers have shown interest in studying the factors affecting EFL/ESL teachers' motivation. Empirical studies (Wild et al., 1997; Kazeem et al., 2001; Erkaya, 2013) have frequently emphasized the ascendancy of intrinsic over extrinsic motivation of teachers.

For ease of investigation, the studies reviewed in the literature are classified into three main categories of human factors, working condition factors, and personal factors. Human factors consist of administration, colleagues, students, and parents; working condition factors include workload, salary, and school facilities; personal factors encompass a variety of items such as gender, educational background, teaching experience, living conditions, and personal criteria and expectations.

2.3. Human Factors Causing Demotivation

In a study carried out in China, Simpson (2008) examined the origins of the challenges that native EFL teachers coped with. Among the main origins, high expectations and a low understanding between the students and the teacher, which led to frustration and demotivation, were prominent. Simpson (2008) concludes that merely being a native speaker does not guarantee teacher success, and to obtain success, acquiring some knowledge of the historical, philosophical and cultural background of students is vital for EFL teachers to avert any conflict.

Sugino (2010) explored the demotivating factors of 97 Japanese college teachers using a questionnaire. The findings yield that the use of cell phones during the lesson, lack of interest in the participants, sleeping during the lesson, and aggressive behavior by the students were among the main causes of demotivation for teachers.

In a case study carried out in England, Addison and Brundett (2008) found that low-motivated and badly-behaving students and discouraging colleagues were two of the main causes of demotivation for the six primary school teachers in the study. In the Turkish context, Kızıltepe (2008) investigated the demotivating causes for university teachers. The findings revealed that the main cause of demotivation was uninterested students.

Aydın (2012) conducted a qualitative case study on EFL teacher motivation in Turkey and found the following to be determinant in the loss of motivation by the teachers: low motivation of students, negative perceptions regarding learning foreign languages, negative attitudes of parents towards learning English, and lack of constructive communication between the administration and the teachers. All the findings can be classified as human factors of motivation.

In their investigation of demotivating factors of two native EFL teachers, Han and Mahzoun

(2017) conducted a qualitative case study. Two out of the three findings proved to be related to human factors of motivation: lack of effective communication between teachers and administration or colleagues and inattentive and rude students. The third finding will be mentioned in the personal factors part. Some other researchers have pointed out that feedback and appraisal from the administration is one of the main determinants of motivation for teachers (e.g., Hoy & Miskel, 2004).

2.4. Personal Factors Causing Demotivation
In a case study of four inexperienced EFL teachers in Japan, Kumazawa (2013) discussed the shocking gap between the realities of the profession and the pre-assumptions of EFL teachers before initiating their job. Kumazawa (2013) suggested that teacher educators must inform the students about those realities beforehand to prevent this being a cause of demotivation for future teachers.

Addison and Brundett (2008) pointed out that Muslim teachers and those with no faith in any religion were more likely to get demotivated than those with other religious beliefs. Single teachers or those with no children were also reported to be exposed to higher risks of losing motivation.

One of the studies in which the role of personal factors was so distinguished belongs to Kızıltepe (2008). The findings revealed that male and female participants showed two distinct priorities as to the sources of motivation or demotivation since male participants were found to regard economic and research-affiliated issues as a determining factor of their motivation, whereas female teachers regard students to play the main role in their career motivation.

2.5. Working Condition Factors Causing Demotivation
Nbina's (2010) study of secondary school teachers concluded that low salaries and insufficient facilities, like the lack of professional development opportunities, were the main demotivating factors for teachers. Addison and Brundett (2008) also found long working hours and heavy workloads to be sources of demotivation.

In addition to the findings related to human factors, Sugino (2010) added that some other school-related factors, like too much stress on examinations, long meetings, too much paperwork, and frequent changes of teaching materials, had a negative impact on teachers' motivation as well. On the importance of working conditions and workplace environment, Nelson and Economy (2003) and Kazeem (1999) also emphasized the role these factors play in motivating teachers. In their investigation of public schools in Kenya, Matoke et al. (2015) concluded that the lack of sufficient developmental programs for teachers, such as seminars and workshops, was the main cause of demotivation.

According to research (Delannoy & Sedlock, 2000, cited in Matoke et al., 2015), the policy of increasing teachers' salaries in Brazil has failed to improve the performance of teachers. Han and Mahzoun (2017) also reported that salary was not a determining factor in the demotivation of the teachers.

Ololube (2006) investigated the job satisfaction and motivation of 680 secondary school teachers in Nigeria through a survey research design. The main causes of dissatisfaction and demotivation for Nigerian teachers in the study were reported to be the feeling that they are not treated fairly by the administrators and the government since teaching is ranked among the lowest-paid jobs in Nigeria. They also complained about being forced to work in insecure

environments. In addition, they had no opportunity to advance in their jobs.

3. Methodology
3.1. Research Design
This was an intrinsic qualitative case study that utilized face-to-face interviews, profile forms, field-notes and diaries to assess teacher motivation. Data were collected from a primary and a secondary school in a large city in Turkey. The details of the components of the research design will be discussed below.

3.2. The Participants
EFL teachers at a private school in the city of Antalya in Turkey were invited to participate in the study. A total number of 9 teachers, comprised 8 females and 1 male, participated voluntarily. A purposeful sampling strategy was followed in the selection of the participants due to their relevance to the research topic of the present study.

The demographics of the participants and their educational and career backgrounds are presented in Table 1. In order to facilitate the analysis, the 9 participants are labeled alphabetically as A to I.

Table1

The demographic information of the participants

	Gender	Age	Mother tongue	Foreign languages	The highest level of education	Total years of teaching experience	Years of teaching at the current school	Certificates and Examinations
Participant A	F	42	Filipino and English	-	Bachelor's	6	2	-
Participant B	F	29	Turkish	English, German	Master's	6	3	TOEFL and IELTS
Participant C	F	26	Turkish	English	Bachelor's	3	2	-
Participant D	F	31	Turkish	English, French	Bachelor's	7	3	-
Participant E	F	23	German	English	Bachelor's	1	1	-
Participant F	F	33	Russian	English, Turkish, German	Bachelor's	5	3	
Participant G	F	32	Turkish	English	Bachelor's	10	1	-
Participant H	F	32	Turkish	English	Bachelor's	9	4	-
Participant I	M	24	Turkish	English, German	Bachelor's	4	1	-

Six out of 9 participants had acquired Turkish as their first language, and 3 of them had different mother tongues (Russian, German, and Filipino). Only one of the participants held a Master's degree whereas others held Bachelor's degrees. The years of teaching experience of all teachers ranged between 1 and 3 at the current school, with total experience of 1 to 10 years. In terms of teaching certificates, none of the participants had gained a certificate, and only one participant had taken part in TOEFL and IELTS examinations. It should also be

noted that among the nine participants, four teachers were chosen from the primary school, and the rest were secondary school teachers.

3.3. Data Collection Instruments

The data were collected using four tools. Firstly, a Profile Form was distributed to each participant to gather their demographic, educational and professional information. Secondly, a face-to-face interview including nine questions was carried out separately with each participant. The interviews were mostly done in Turkish for the ease of communication, audio-recorded, transcribed and translated into English. The interview questions regarding their motivational reasoning were prepared based on previous research in the literature. Thirdly, the researcher recorded field-notes based on day-to-day observations over a 4-month period. Fourthly, all participants were asked to keep diaries of what occurred to them over a four-week period, which affected their level of motivation negatively.

In conclusion, the 'Informed Consent Form' was presented to the participants to get their consent to participate in the research. It was also in Turkish so that participants could understand it more easily. This form showed that the participants agreed in a voluntary and conscious way to take part in the study without any compulsion. All of the participants filled out this form including their names, surnames, the date, and their signature.

3.4. Data Collection Procedure

Initially, permission was obtained officially from Kafkas University Graduate Institute Committee to conduct the research and collect data for the study. Once permission was granted, the principals and English department heads of the two schools (primary and secondary schools) were contacted for the purpose of clarifying the objectives and procedures of the study and obtaining their consent to collaborate on the study. Written permission from the secondary school principal and the general manager was also obtained. Next, volunteers were contacted separately to schedule an appointment for the interview and submit the profile forms. Meanwhile, the Consent Form was given to prospective participants to ensure that they were aware of the study's objectives, their involvement, and their alternatives to participation. After the interview, each participant was given a diary form and asked to write their observations and experiences over a four-week period.

3.5. Data Analysis

The analysis of the findings of the qualitative data is presented. Due to the nature of the study, being an intrinsic qualitative case study, semantic maps were used to visually demonstrate the connections between the findings and to graphically organize the data. This serves to present the study and the answers to the research questions in a clear and systematic format. The data analysis had been done separately for each data collection method, but they are presented holistically as one table.

4. Findings

As mentioned before, the data of the study were gathered from multiple sources; therefore, the findings were extensive, making them too complicated to analyze. As a result, the overarching points that occurred in all four methods were chosen to be presented here. A summary of the findings is also demonstrated in Table 2. As can be seen from the table, the main demotivating factors were administration, colleagues, working conditions, parents, and students. Four of the five factors are related to Human factors of demotivation. The administration is one of the main factors having a negative impact on teachers' motivation because they imposed strict rules on teachers, while being too lenient on students, and they

lacked effective communication with teachers. Parents deteriorated the situation by bringing anxiety through unreasonable expectations from teachers. Uninterested and misbehaving students, as well as crowded classrooms, were other catalysts. As regards working conditions, unpaid overtime, frequent meetings with no notice, and excessive responsibilities constituted the major causes of demotivation for teachers.

Table 2

Summary of Findings

Sources	Profile forms of participants	Semi-structured Interviews	Fieldnotes of researcher	Diaries of participants
Administration	Too much control over teachers is stressful and hard to manage.	Irrational policies	lack of communication between the administration and the department	-no consequences for misbehaving students are considered
Colleagues	Seeing your colleagues disappointed affects you negatively.	-	No collaboration among teachers	-
Working conditions	Tiring and useless meetings	Too many meetings, without prior notice, disturbs teachers' private life.	-unpaid overwork -unnecessary meetings -frequent schedule change	Extra responsibilities, despite the low salary
Parents	Parents do not consider English as an important subject.	Parents' high expectations cause anxiety and feeling inadequate.	-	-interference in teaching methods -frequent visits or phone calls
Students	students do not prioritize English as a subject	Disrespectful students and lack of authority for teachers.	Disruptive and rude	Overcrowded classes

5. Discussion and Conclusions

This study investigated the demotivating factors of EFL teachers in a private school setting. The study followed an intrinsic qualitative case study design. In order to answer the research questions, 4 data collection tools were utilized to triangulate the study. Profile forms were used to get acquainted with the participants in terms of their demographic information as well as their educational and professional backgrounds. Semi-structured interviews were executed to achieve a deeper perception of the feelings and attitudes of the participants towards the issue. Field-notes were recorded on a daily basis over a 4-month period of time so as to add an external preview of the situation by exploiting tacit knowledge of a researcher. Diaries kept by the participants were also a crucial complement to other sources of data collection since they provided the latest information regarding the issue. Given the type of research design, semantic maps and descriptive analysis were deployed to analyze and interpret the data.

The main aim of the study was to examine the factors causing demotivation for EFL teachers, in the context of primary and secondary schools in the private sector. The study was guided by one major and 5 supporting research questions (mentioned in the Methodology section). The answers to the research questions are discussed below.

Discussion of the major research question: What factors cause non-native EFL teachers to

become demotivated in a private school context?

The findings of the study indicate a combination of factors that have interacted to develop feelings of dissatisfaction and demotivation in the participants. Based on the observations and perceptions of the researcher, having analyzed all four types of the collected data, parents were found to be the leading cause of demotivation. The way parents trigger demotivation lies in their attitudes towards the teachers and on the importance of English as a subject for their children. This is in line with another study in a Turkish context by Aydın (2012) which stated that parents' negative attitudes to learning English was one of the main demotivating factors. Participants also reported that parents impact their self-esteem negatively. This is theoretically supported by Maslow's hierarchy of needs theory, which argues that if self-esteem needs remain unsatisfied, individuals cannot achieve their ultimate goal of self-actualization, which is rendered as motivation in the workplace context. Participants also reported that their efforts are not valued and regardless of what they are doing, they do not receive proportionate feedback, the result being that teachers give up making efforts. This is the practical definition of amotivation, mentioned in the Introduction section.

The second major factor pertained equally to the administration and working conditions since teachers' attribute working conditions to the status of teachers in the eye of the administration, which means working conditions represent how the administration treats the staff. Too many extra unpaid but obligatory tasks, frequent meetings, most of which teachers are not informed in advance, and frequent changes in the schedule are examples of working conditions that teachers blame the administration for. A number of studies (e.g., Addison & Brundett, 2008; Sugino, 2010; Nelson & Economy, 2003; Kazeem, 1999) have pointed to these factors as the main causes of demotivation as well. Adam's Equity Theory supports the impact of working conditions and administration on motivation levels, in that the administrators are responsible for maintaining a just ratio of input to output by providing fair working conditions for employees to prevent them from losing motivation at work.

The third major cause of demotivation was related to students. Disrespectful, disruptive, and low-motivated students were reported to be another negative aspect of work for the participants. Similar findings were found in other studies reviewed in the literature (e.g., Simpson, 2008; Sugino, 2010; Addison & Brundett, 2008; Aydın, 2012; Han & Mahzoun, 2017). The repercussions of students' behaviors were pinpointed to be the loss of confidence, lack of authority, and feeling of helpless for teachers.

As regards the demotivating factors for teachers, the analysis of the data yielded a relationship between the different lengths of teacher service and the effect of nationality. The causes of demotivation were almost identical for all participants. Next, the participants stated that excessive control of the administration over EFL teachers and their performance created a stressful atmosphere, which was hard to handle at times because there was no mutual communication between the teachers and administration. Similar results were reported by Aydın (2012) and Han and Mahzoun (2017), in which a lack of effective communication between teachers and the administration had caused demotivation.
Theoretically, the importance of the role of the administration's feedback on employees' morale and sense of achievement is backed up by the Goal-setting Theory (Locke, 1968). Based on this theory, constructive feedback is the key to helping employees reflect effectively on their task performance. An imperative atmosphere which demands employees to accomplish organizational goals without recognition of their feelings results in employees losing motivation to perform at their fullest potential.

In this study, parents were proved to be the leading cause of demotivation for teachers in many ways. Negative attitudes towards English learning, being too critical of teachers' qualifications, excessive interference in teaching methodologies applied by teachers, and lack of respect for teachers were among the main points of discouragement for teachers. This finding was also reported by Aydın (2012) in which parents were diagnosed to cause demotivation due to negative attitudes regarding learning English. The theoretical justification of this issue lies in the equity of input and output proposed by Adam's Equity Theory, which argues that if there is not a balance between efforts (input) and rewards (output), the result will be dissatisfaction and demotivation and finally quitting the job. In the current study, teachers expressed dissatisfaction because their efforts were undermined by parents, and regardless of what they do, they could never meet their expectations.

Furthermore, in this study, the students were also diagnosed as one of the main causes of demotivation in several ways. Misbehavior, disrespectfulness, ignoring teacher's authority, lack of interest and disruption to the fulfillment of classroom obligations were the main points of outrage for teachers. The student factor is one of the most prevalent sources of demotivation for teachers according to almost all research on the topic, and this study is no exception (e.g., Simpson, 2008; Addison & Brundett, 2008; Kızıltepe, 2008; Sugino, 2010; Aydın, 2012; Han & Mahzoun 2017).

According to McClelland's Achievement Motivation Theory, the need for power is the third principle which justifies this need in some individuals or professions. In this study, the participants, as class teachers, expect to own some degree of power and authority which they assume to be essential in the fulfillment of their obligations. As stated in the Findings section, teachers complained about the lack of respect from and authority over students which discouraged and amotivated them professionally since their efforts did not repay.

Findings from this research offer a number of implications for educational and broader professional fields. The major implication concerns the administration boards of educational organizations. Administrators were the policy-makers who are liable for the success or failure of their policies, and strategies should take into consideration that teachers as human capital of the organizations comprise an instrumental part in the accomplishment of policies (Robins & Coulter, 2005; Martin, 2003; Rasheed & Humayon, 2016; Creemers, 1994; Guajardo, 2011; Scheerens & Bosker, 1997; Thoonen et al., 2011). Therefore, their level of motivation and commitment is a crucial determining factor for the success of the organization. As Alderfer's ERG model suggests, administrators must consider the multiple needs of their employees simultaneously. Focusing on one need at a time, while ignoring others, does not help to motivate their staff, and it results in degression of their employees to lower levels.

Administrators are recommended to create a more communicative workplace for teachers in which they can address their challenges to the management. They should also support their teachers in dealing with problems with students and parents to alleviate negative feelings of teachers, such as being abused or underestimated.

One of the limitations of this research was that the population was not distributed equally from the point of view of gender and there was only 1 male participant against 8 female participants. Therefore, gender was not considered a factor among other independent variables, which might be essential. Another limitation of the study is assumed to be the distribution of participants in terms of nationality, which was not equal. There were 3 non-Turkish participants against 6 Turkish participants. The third limitation of the research might be attributed to its methodology. Since the research was designed as a qualitative case study,

the number of participants was low.

In reference to the limitations of the research, two recommendations will be made here. Future studies could choose a population consisting of equal as well as higher numbers of male and female participants in order to investigate the effects of gender on teacher demotivation, while all other factors are kept unchanged. The second recommendation pertains to the nationality of EFL teachers. The researcher could choose equal numbers of Turkish and Non-Turkish teachers for the purpose of more accurate investigation of this factor on teacher demotivation. In terms of methodology limitations, the researcher recommends that the study could be replicated as a longitudinal research for better reliability and generalizability.

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