

Factors Affecting EFL Teacher Motivation*

Yabancı Dil olarak İngilizce Öğretmenlerinin Motivasyonunu Etkileyen Faktörler

Hülya İpek**
Müge Kanatlar

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Abstract. Although it has been suggested that motivated teachers would be more dedicated and effective in teaching/learning process, further studies need to be carried out to highlight this issue. Thus, the current study investigated the factors that affect the motivation of foreign language teachers. The study applied a qualitative design with a purposeful sample of 117 English of Foreign Language (EFL) instructors working at a School of Foreign Languages, at a state university in Turkey. Participants were asked to write down and briefly explain the factors that affect their motivation positively and negatively. Content analysis was applied to determine themes from the data. Data was categorized considering the factors affecting teacher motivation reported in the related literature. Results revealed that EFL teachers' motivation is affected by various factors including the teaching environment, the workplace, collegial relations, and students.

Keywords: Teacher, motivation, foreign language teaching

Öz. Motivasyon sahibi öğretmenlerin öğretme/öğrenme sürecinde, daha etkili olacakları bilinmesine rağmen, bu konuda daha fazla çalışmaya ihtiyaç duyulmaktadır. Bu nedenle, bu çalışma yabancı dil öğretmenlerinin motivasyonunu etkileyen faktörleri incelemeyi amaçlamıştır. Bu çalışma nitel bir yöntem kullanarak Türkiye'deki bir devlet üniversitesinde bulunan bir Yabancı Diller Yüksekokulu'nda İngilizce Öğretmeni olarak çalışan 117 katılımcıyla gerçekleştirilmiştir. Katılımcılardan İngilizce öğretmeni olarak motivasyonlarını olumlu ve olumsuz etkileyen faktörleri yazmaları ve bunları kısaca açıklamaları istenmiştir. Verilen cevaplardan ortaya çıkan temaları belirlemek için içerik analizi uygulanmıştır. Veriler literatürde yer alan, öğretmenlerin motivasyonunu etkileyen faktörler dikkate alınarak gruplanmıştır. Yabancı Dil olarak İngilizce öğretmenlerinin motivasyonunu etkileyen faktörler arasında öğretim ortamı, çalışma ortamı, meslektaşlar arası iletişim ve öğrenciler gibi faktörler bulunmuştur.

Anahtar Kelimeler: Öğretmen, motivasyon, yabancı dil öğretimi

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** *Correspondence:* Dr. Hülya İpek, Department of English Language Teaching, Education Faculty at Anadolu University, Turkey, email: hipek@anadolu.edu.tr ORCID: <https://orcid.org/0000-0002-4362-8776>

The key to pursuing an activity successfully is motivation. As Ryan & Deci (2000) indicated, motivation is what moves us to do something and is thought to explain “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, 2001a, p.7). Two types of motivation are defined, *intrinsic* motivation and *extrinsic* motivation. If one does something because it is inherently interesting or enjoyable, it is termed as intrinsic motivation. However, if one does something because there is a separable outcome at the end, then it is termed extrinsic motivation (Ryan & Deci, 2000).

Considering workplaces, motivation plays a significant role. Motivated employees play an important role in the success of an organization and if an organization wants to succeed, employee motivation is vital. Thus, in order to attract successful individuals, organizations need to provide work environments that attract, motivate and retain such people (Müller, Allia, & Benninghoff, 2009). According to the two-factor model of job satisfaction by Herzberg, Mausner, & Snyderman (1976, in Pennington, 1995) job satisfaction is based on motivator factors and hygiene factors. Motivator factors are regarded as intrinsic factors and are internal needs such as achievement, recognition, responsibility, or professional growth. Hygiene factors, on the other hand, are extrinsic factors such as company policy and administration, supervision, physical working conditions, and salary. These motivator factors are also present in the field of teaching.

With regard to teaching environments, motivation also plays an essential role because “teachers are the leaders of a classroom” and the motivation of teachers will affect their students’ motivation (Dörnyei, 2001b; Montalvo, Mansfield, & Miller, 2007). Thus, “improvement in teacher motivation has benefits for students as well as teachers” (Bishay, 1996; p. 147). In terms of teaching, Sarıçoban and Mengü (2008; p. 66) define motivation as the “desire of teaching (for teachers) which leads to a fruitful outcome: the successful teaching process (achievement) at the end.”

Dörnyei (2001b: p.174) emphasizes motivation in his definition of the teaching profession as “a body of highly qualified professionals with an intrinsically motivated and ideologically coloured commitment to pursue what they see as a by and large fulfilling job.” He lists the demotivating factors of the job as follows:

- considerably high stress level
- restrictions of teaching autonomy (by imposed curricula, tests, and methods and government policies)
- insufficient self-efficacy of teachers
- little opportunities for intellectual development and repetitive content and routinized classroom practices
- inadequate career structure or lack of a professional contingent path

Pennington’s (1995) review of studies on teacher satisfaction between the 1960s and 1980s revealed that teachers were generally satisfied in terms of various issues such as colleagues, responsibility, supervision, the work itself, job security, student performance and attitudes, and professional autonomy. However, teachers seemed to be dissatisfied with the quality of in-service training, lack of involvement in policy decisions, non-productivity of faculty meetings,

pay, relations with co-workers, facilities and equipment, teaching load, teacher training, class size, self-appraisal of inadequacy as a teacher, time available, status of the profession in society, insufficient clerical support, heavy workload, advancement opportunities and recognition.

Bishay (1996) also conducted a study on teacher motivation and job satisfaction with teachers from various departments such as science, mathematics, English, social studies, foreign language, and technology. The results showed that job responsibility has had a significant impact on job satisfaction. Greater involvement, challenge and control were predicted to lead to job satisfaction. Other factors affecting job satisfaction were reported to be lower levels of paperwork and successful classroom discussions. Reduction in class size was thought to facilitate more participation, thus, leading to job satisfaction. Basing on the survey studies with the teachers in Switzerland, Müller et. al. (2009) stated that extrinsic factors and autonomy led individuals to choose being a teacher, while salary and financial benefits are regarded as less important and unsuccessful in increasing motivation. However, a study with Mexican EFL teachers revealed a reverse finding indicating that their low salary demotivated them (Johnson, 2001).

It is worth pointing out that there may be various factors affecting teacher motivation. Following is a list of the factors provided in the literature that affect teacher motivation (Doyle & Kim, 1999 cited in Oga-Baldwin & Praver, 2007; Dinham & Scott, 2000; Dörnyei, 2001b; Kassabgy, Boraie, & Schmidt, 2000; Oga-Baldwin & Praver, 2007; Pennington, 1995; Ryan & Deci, 2000b; Williams & Burden, 1997):

Intrinsic Motivators

- Autonomy
- Feedback
- Communication
- Rewards

Extrinsic Motivators

- Professional development
- Institutional support
- School's general climate
- Present school standards
- Class sizes
- School's resources and facilities
- Regular activity arrangements in the organization
- Collegial relations
- Cooperative relations and reactions
- The teacher's role defined by colleagues and administration
- General expectancy pertaining to student potential
- Student achievement
- Relationship with students
- School's reward policy and feedback system
- School's leaderships and administrative framework and decision-making structure
- Participating in decision making
- Salary
- Fringe benefits
- Appropriate financial rewards
- Job security

- Physical conditions
- Appropriate teaching environments
- Facilities for carrying out the job
- Stress levels
- Disagreement with teaching methods
- Funding for projects
- Amount of work - workloads
- Status of the profession in society
- Communities' opinion of teachers

A study conducted on motivation in English language teachers by Hettiarachchi (2013) revealed that factors that motivate teachers were students, teaching, and the position of English in the country. Demotivating factors were reported to be limited facilities, overcrowded class size, school-based assessment, colleagues who didn't work, poor relationships with colleagues, lack of parental involvement in students' education, and limited opportunities for professional development, inappropriate text books, frequent changes of syllabus and textbooks, teaching other subjects, and issues in teaching methodology. Johnson's (2001) study with Mexican EFL teachers also revealed that curricular matters (consisting of exams, textbooks, and the curriculum), classroom matters (students, the teacher her/himself), and administrative matters (training, salary, equipment/labs, accessibility to extra material, mandated policies, physical space, academic freedom, colleagues, and supervisors) had an important impact on EFL teacher motivation.

After reviewing studies on job satisfaction and motivation in ESL teachers, Pennington (1995: 139) concluded "ESL practitioners are motivated in a positive direction in their jobs and careers by intrinsic work process and human relations factors." Similarly, Oga-Baldwin & Praver (2007) found that language teachers were more affected by intrinsic factors and that the extrinsic motivation of teachers' need to be improved. They indicated that teachers were more likely to suffer from a lack of motivation than any other profession. The results of their study with 81 second language high school teachers of English in a Japanese context revealed intrinsic factors, support of the institution, relationships with colleagues, and extrinsic motivation to be factors that affect teachers' motivation. Institutional support where teachers had received clear guidance from supervisors, increased feedback on their performance and resources to teach with was very important for teachers. They also indicated that factors such as autonomy, positive working relationships and strong relationships with colleagues, self-realization, and institutional support played an important role in language teacher motivation (Praver & Oga-Baldwin, 2008).

In another study, Dörnyei (2001a; 2005) drew attention to the effects that teacher motivation could have on students' motivation and learning achievement indicating that the teachers' enthusiasm and commitment to teach, greatly affects the learner's motivation to learn; and argued that more research is needed in the field of teacher motivation and language teacher motivation respectively. As Pennington (1995) also indicates, although there are similarities between the ESL work context and the work context of others, these similarities cannot be generalized. This indicates that the factors related to motivation can differ from one work context to the another.

Therefore, a study conducted in a Turkish context might shed further light on the factors affecting the motivation of teachers. Although this study is limited to a specific context, it is believed that it will provide valuable insights on this issue.

Considering the importance of teacher motivation in ELT, the current study aims at

- 1- determining the factors affecting EFL teachers' motivation positively.
- 2- determining the factors affecting EFL teachers' motivation negatively.

Significance of the Study

In order to improve teacher motivation and job satisfaction, it is vital to determine the sources for motivation and demotivation in the related context first. Then, approaches and suggestions for increasing motivation and work satisfaction can be offered (Pennington, 1995). This seems to be essential because if teacher motivation can be improved, the quality and standard of education would also improve respectively (Sarıçoban & Mengü, 2008).

Methodology

In order to determine the factors that affect the motivation of EFL teachers, this study employs a qualitative research design. As Cresswell (2014: 227) asserts, through qualitative studies, researchers 'do not restrict the views of participants', thus, collect data with self-designed protocols or a few open-ended questions designed by the researchers that help to organize the information provided by each participant.

Participating and Setting

Participants were determined through purposeful sampling as this sampling method allows the researcher to select participants who can provide rich information concerning the issue under study (Patton, 2002). This study was conducted with a sample of 117 EFL instructors at a School of Foreign Languages at a state university in Turkey to determine factors motivating EFL teachers. Also, maximal variation sampling, a purposeful sampling strategy, was employed to involve participants with different characteristics (Cresswell, 2014). In this case, participants were at various ages, had from 0 to 20 years of experience in the field, taught various language skills to students at various English language proficiency levels. They had different educational backgrounds, and some participants held an MA or PhD whereas some were novice teachers with only a bachelor's degree. It is worth pointing out that participation was on a voluntary basis.

The preparatory program where the study was conducted employed a skill-based program. The courses taught were reading, writing, speaking/listening and grammar. Teachers were teaching at least two different courses and had to prepare and grade quizzes and exams. Also, they were sometimes assigned extra duties which were not directly related to teaching EFL, such as translating or editing.

Students were required to take and pass a proficiency exam in order to continue their education at their departments. Classes consisted of students from different departments. For some

departments preparatory school was compulsory whereas for some others, it was optional. Therefore, prerequisites to continue the education varied from department to department.

Instrument

In order to collect the data, a questionnaire consisting of 2 open-ended questions was developed by the researchers. Following Cresswell (2014: 227)'s suggestion that open-ended questions would not restrict participants' views, it was preferred to design an open-ended questionnaire. This type of instrument is recommended to collect more reliable and valid data since the respondents are not led in anyway.

The data collection instrument consisted of two parts. In the first part, participants were asked to write down at least 3 factors that affected their motivation positively. In the second part, participants were asked to write down at least 3 factors that affected their motivation negatively. It is known that while analyzing such open-ended replies, categorization of data could be hard because of short answers. This would consequently affect the validity of categories. Therefore, the respondents were also asked to explain each factor briefly as well.

Data Collection and Analysis

As the participation was voluntary base, only voluntary teachers were asked to complete the open-ended questionnaire. Considering workload of the participants, they were given 3 days to complete it.

When all the respondents handed in the questionnaires, the responses were categorized considering the factors affecting teacher motivation and satisfaction provided by the literature. Content analysis was used to determine themes from the data obtained. Both researchers, who were experienced EFL teachers with Ph.D. degrees, explored the data and coded them. First, each researcher analyzed and coded the data individually and separately. Next, these codes were reduced into themes, regarding the factors suggested by the literature, considering overlapping and redundant data. To establish intra-rater reliability, each researcher repeated the categorization process after 2 weeks. For inter-rater reliability, the researchers compared the analysis of 10% of the data and negotiated on any discrepancies.

Results and Discussion

As a result of the data-driven categorization, 10 major themes that the related literature also refers to were found. The findings also revealed that some factors were related to the instances that were specific to the context where the current study was conducted. The data is presented based on the amount of occurrences in a descending order.

The aspect frequently mentioned by the participants as a factor affecting their motivation was student induced factors. As Pennington (1995) and Hettiarachchi (2013) also report, the results of the current research revealed that teacher motivation and satisfaction were positively affected by their students (see Table 1). In total, student related factors occurred 219 times.

A. Table 1.

Student Induced Factors Affecting Teacher Motivation

Students	
Positive	Negative
Student feedback	Lack of Student motivation
Students' success / improvement	Negative student attitude
Students' participation	Unfavorable student feedback
Student motivation	Students' profile
Student attitude	Lack of students' participation
Students' profile	Low Students' success / improvement

As Table 1 shows, the factor that was frequently stated to be motivating was student feedback. Most teachers in this study found receiving feedback from students quite motivating. In addition, success and improvement of students along with students' participating in class and being motivated were regarded as motivating.

However, student motivation occurred (57 times) as a demotivating factor as well. Participants reported that their students' lack of enthusiasm and motivation to learn English seriously demotivated them. It can be said that the notion of teacher and student motivation are closely related and have a profound effect on each other. Another demotivating factor resulting from students was students' attitudes towards the teacher or towards each other. Negative or disrespectful attitudes of students seem to be a demotivating factor for teachers. Participants indicated that students' profile, their cultural, background and world knowledge affect their motivation both positively and negatively. Students with a rich cultural or world knowledge seem to motivate teachers, while students with a weak cultural or world knowledge seem to demotivate them. Therefore, it can be suggested that students should be encouraged and provided with opportunities to widen their horizons. To enrich students' cultural and world knowledge will be beneficial to both students and their teachers. Towards the end of the list, inadequate or lack of student participation in the lesson can demotivate teachers. The reasons for this recklessness in participating in lessons should be investigated and measures should be taken.

Table 2 reflects the second data driven category, *administrative factors* (153 occurrences) with its subthemes. The literature (Johnson, 2000; Kassabgy et. al., 2001; Müller et. al., 2009; Öztürk, 2015), too, suggests that factors generating from administration affect teacher motivation.

A. Table 2.

Administrative Factors Affecting Teacher Motivation

Administration	
Positive	Negative
Praise/Reward/Appreciation/Support	Unfair/inconsistent treatment
Fair/consistent treatment	Inadequate Praise/Reward/Appreciation/Support
	Inadequate Communication

Table 2 shows that EFL teachers participating in this study reported administrative factors to be demotivating. The frequently stated demotivating factor was related to fair and consistent treatment - stated 51 times. The participants stated that they thought the administration was not fair or consistent in treating teachers' efforts and achievements, granting permissions, assigning equal workload, and in their relationships with their staff. In terms of negative factors, fair treatment factor was the second frequently stated factor, though with 14 occurrences. This suggests that there are more participants demotivated with the administration's treatment than those motivated. Participants also stated that there was a lack of or insufficient amount of praise, reward, appreciation or support from the administration (44 occurrences). Yet again, there are other teachers that are content with the praise, reward, appreciation and support they receive (28 occurrences). Communication (23 occurrences) between staff and the administration related to issues such as the notification system or announcing the meeting agenda emerged as a demotivating factor. It was stated that teachers wanted to be informed about the agenda of meetings before the meetings were conducted. Ambiguity seems to create uneasiness and demotivation in teachers. These findings indicate that the administration plays an important role in teachers' motivation. Treating teachers equally and granting them the praise, support and appreciation they deserve will have an important impact on improving their motivation

As seen in Table 3, *system induced factors* that affect teacher motivation emerged as implementations, autonomy, and class hours.

B. Table 3.

System Induced Factors Affecting Teacher Motivation

System	
Positive	Negative
Implementations	Implementations
Autonomy	Lack of Autonomy
Class hours	Class hours

Regarding the system induced factors, they were mentioned 86 times in total and mostly as having a negative impact on the participants' motivation. The implementation of exams and meetings, changing regulations, implementing separated-skills teaching, coordination and the decision system seemed to be demotivating factors and occurred 34 times. Yet, it also occurred 17 times as positively motivating.

Implementation may also be related to teacher autonomy since teachers were not directly involved in the decision-making process on the issues related to the system. The lack of autonomy in using material of their choice or having to implement certain material required by the school were indicated as both demotivating (14 occurrences) and motivating (5 occurrences). This finding is in concordance with the literature (Dörnyei, 2001b; Praver et. al., 2008) where the lack of autonomy is reported to be a demotivating factor for teachers. Finally, class hours in total that students need to take or class hours assigned to particular courses were reported to be demotivating (11 occurrences) as well as motivating (5 occurrences). This issue was also decided

on by the school administration with a seemingly little say of the teacher, which again may suggest a little of or a lack of autonomy for teachers (see Table 3).

Another category found as a factor affecting teacher motivation in this study was the *workload* (see Table 4). Workload was mentioned 93 times as affecting teacher motivation.

C. Table 4.

Workload Induced Factors Affecting Teacher Motivation

Workload	
Positive	Negative
Teaching load	Teaching load Extra Duties

As seen in Table 4, under the workload category, the teaching load was mentioned as both a demotivating (54 occurrences) and as motivating (21 occurrences). In cases where teacher feel overwhelmed by the teaching hours they are assigned or teaching related requirements, their motivation is affected negatively. However, when the teaching load is perceived to be manageable, teacher motivation is affected positively. In addition, extra duties or in other words, the duties except teaching assigned to the participants were also reported as demotivating. It can be implied that a demanding workload has a negative effect on teacher motivation, thus assigning a manageable workload may help to motivate teachers and increase teacher efficiency.

The factors related to the teaching environment were also determined as affecting teacher motivation. As seen in Table 5, technical equipment and facilities, course materials, and the class size have an impact on teacher motivation.

Table 5.

Factors related to the Teaching Environment Affecting Teacher Motivation

Teaching Environment	
Positive	Negative
Technical Equipment/ Facilities	Inadequate Technical Equipment/ Facilities
Course material	Course material
Class Size	

Issues related to the teaching environment were reported to be motivating. The participants seemed to be satisfied and motivated by the technical equipment and facilities, which refer to a library, computer access, projectors, CD players, printers, school resources, etc. provided by their institution (47 occurrences). However, it was also found that some participants felt that the technical equipment was inadequate (15 occurrences). It can be argued that providing teachers with facilities that can aid them in their teaching motivates teachers. A lack or inadequacy of such materials seems to have a demotivating effect. The variety and quality of equipment can be explained in terms of the financial capability of the institution, which may vary according to the countries or even the regions within a country. Course materials used by teachers were

indicated to be both motivating (8 occurrences) and demotivating (15 occurrences), which implies that if teachers are content with the material they have to use, they are motivated. However, if they do not like or approve of the material they have to use, they tend to get demotivated. A final factor in this category affecting teacher motivation is class size. The number of students had a positive effect (11 occurrences) on participants. Similarly, the literature points out that class size plays an important role in teacher motivation and that reducing class size would enhance job satisfaction. Bishay (1996), for example, argues that crowded classes lead to demotivation in teachers.

The factors related to *relations*, among colleagues and between teachers and students are shown in Table 6.

A. Table 6.

Factors related to Relations Affecting Teacher Motivation

Relations	
Positive	Negative
Collegial relations	Collegial relations
Teacher-Student relations	Teacher-Student relations

Similar to the reports by Hettiarachchi (2013) and Oga-Baldwin & Praver (2007), relations among colleagues and with students were stated as factors affecting teacher motivation in the current study (see Table 6). The analysis revealed collegial relations affect the participant teachers both positively

(55 occurrences) and negatively (20 occurrences). This suggests that if positive collegial relations exist among teachers, their motivation is positively affected. Likewise, the relation between teacher and students (8 occurrences in each case) affects motivation. This finding suggests that when teachers can establish a good rapport with their students, their motivation will be affected positively.

In the current study, as shown in Table 7, *financial issues* were stated as both motivating (30 occurrences) and demotivating (32 occurrences).

B. Table 7.

Factors related to Financial Issues Affecting Teacher Motivation

Financial Issues	
Positive	Negative
Effort-payment relation, financial reward, on-time, increase in salary	Effort-payment relation, financial reward, late payment, increase in salary

As Table 7 shows, while some participants reported that they thought the pay they received did not meet the effort they spent for the job or that the payments were not made on time; others

seemed to be satisfied with financial issues. These findings echo with those of Öztürk (2015) who asserts that while participants in her study, Turkish EFL preparatory school teachers, were content with their salaries, some thought that they deserved a higher salary and that a higher salary would make them work harder.

As for another factor, it was found that the *workplace* such as the school building and teachers' offices affect teacher motivation (see Table 8).

A. Table 8.

Factors related to the Workplace Affecting Teacher Motivation

The Workplace	
Positive	Negative
Building, offices	Building, offices

Considering the workplace, a large modern building or the office and its equipment along with the location of the building seem to be equally motivating (27 occurrences) and demotivating (32 occurrences). As seen in Table 8, although participants were working in a large, modern, newly built building at the time the data was collected, some teachers seemed to be unhappy about it. The building being “too large” could result in classes and offices being distant from each other which would make it hard to reach classes on time, especially after breaks. Also, a new building can have utility problems that in turn may affect teachers.

The love for the job and teaching a preferred language skill were found as *professional factors* affecting teacher motivation (see Table 9).

A. Table 9.

Professional Factors Affecting Teacher Motivation

Professional Factors	
Positive	Negative
Love of Job	Teaching of preferred skill or skill with teaching experience
Teaching of preferred skill or skill with teaching experience	

Loving the job - teaching was stated as a motivating factor (16 occurrences) and this finding suggests that the intrinsic motivation to teach plays an important role in teacher motivation. Teaching of a preferred skill or skill with teaching experience was also mentioned as a factor affecting motivation (10 occurrences). When teachers teach a skill they prefer, their motivation increases. On the other hand, if teachers were assigned to teach a skill they preferred not to, they stated this had a negative effect in their motivation (see Table 9).

The replies also showed that the support teachers receive from their institution to advance their academic career or professional improvement; briefly, *institutional support* affects their motivation (see Table 10).

B. Table 10.

Factors related to Institutional Support and Professional Development Affecting Teacher Motivation

Institutional Support	
Positive	Negative
Conference, seminar, workshop, in-service training MA, Ph.D.	Restrictions in MA, Ph.D. Restrictions in conferences, seminars, workshops, in-service training

As Table 10 displays, the participants indicated the institutional support for attending conferences, seminars, workshop or in-service training (10 occurrences) as a positively motivating source. On the other hand, not being given the opportunity to receive an MA or PhD degree (7 occurrences), which depended on the permission of the school manager and the rector respectively, was demotivating.

Giving teachers the opportunity to improve themselves seems to have a positive effect on their motivation.

Context-specific issues were also stated as factors affecting teacher motivation as shown in Table 11. It is worth noting that context-specific factors are specific to the institution where this study was conducted.

A. Table 11.

Context-specific factors affecting teacher motivation

Positive	Negative
	Campus Teaching more than 2 skills Make-up lessons Students' proficiency level

The campus with its location and facilities (19 occurrences) was regarded as a demotivating factor as shown in Table 11. The campus where the preparatory building resided; was a little far from the city center and commuting, especially by public transportation, was problematic. The lack of social facilities, and the inadequacy of food courts, cafeterias, or lunch halls at the time the data were collected, had a negative impact on teacher's motivation.

The participants mentioned that teaching more than two skills as one of the demotivating factors (10 occurrences), too. When the data were collected, there used to be skill-based teaching where listening, speaking, reading, writing and grammar were taught as separate classes. These responses pointed out that it was quite challenging and demotivating to teach more than two skills.

The data revealed that the implementation of conducting make up classes was a source of demotivation. At the school where the data were obtained, the teachers were required to make up for each class they couldn't teach due to illness or other personal reasons.

Students' proficiency level in English was stated as a demotivating factor 4 times. Since the participants of this study were EFL teachers, they reported that the language proficiency level of their students, either being below or above their appointed level or non-homogenous groups, negatively affects their motivation.

As previously mentioned, teacher motivation is affected by intrinsic as well as extrinsic factors. It seems that EFL teachers in this study are affected primarily by intrinsic factors such as feedback from their students, autonomy, communication, and rewards. Intrinsic motivators are followed by extrinsic motivators and institutional support regarding professional development seems to affect teacher motivation the least.

To wrap up, it is worth pointing out that the findings obtained in the current study cannot be conclusive for all EFL teachers. Nevertheless, although this study is not generalizable, it gives an insight into the factors that lead to motivation or demotivation in Foreign Language teachers.

Conclusion and Implications

Considering the fact that motivated teachers will motivate and enhance the learning of their students, it can be suggested that taking measures to increase the motivation of teachers should be considered. As Praver & Oga-Baldwin (2008) indicate, motivated teachers will work harder and try new tasks and activities and thus, create more efficient learning environments for students. Pennington (1995) also argues that work dissatisfaction can cause ineffectiveness, unproductivity and even psychological distress and physical illness in employees. If such dissatisfaction is continuous, it can even end in a loss of qualified people in the field of ESL.

Student induced factors were determined as the factor affecting teacher motivation frequently. Especially student motivation seems to have a direct effect on teacher motivation as it was stated that lack of or low student motivation affected the participants negatively. This finding suggests that student and teacher motivation are closely related and perhaps dependent on each other. The factors such as student feedback, attitude, success, participation, and profile also affect teacher motivation. Thus, institutions, together with the teachers, could work on how to increase student motivation, participation and success. This would in turn have a positive effect on teacher motivation as well.

The second frequently occurring factor was related to administration. A supportive, transparent, fair administration that appreciates rewards and supports its teachers will have a very positive effect on teacher motivation. Likewise, giving teachers the opportunity to grow and develop as

professionals or to advance their academic careers will not only benefit the teachers themselves but also their students and the institution they are working at.

Teacher autonomy was found as a further factor in teacher motivation. Providing teachers with opportunities to be more autonomous; giving teachers a say in deciding on the material to be used in class, preparing and implementing exams will have a positive effect on their motivation.

The workload, in the current case: the teaching load, has an impact on teacher motivation. Teaching too many class hours can be exhausting and thus, affect motivation negatively. In addition, duties assigned to teachers besides teaching can add to this exhaustion. Assigning class hours and extra duties that teachers can handle effectively and efficiently can have a positive effect on their motivation.

Teacher motivation seems to be affected by the teaching environment and the workplace as well. A manageable number of students in class, technical equipment and facilities for teachers to use while teaching, and a well-equipped and efficient building and offices all have positive effects on teacher motivation.

In addition to teaching environment and workplace, relationships teachers establish with their colleagues and their students are of great importance. Institutions may build a well-established and positive corporate culture that values and enables positive collegial relations. Also, emphasizing the importance of positive teacher-student relations and providing teachers with ideas on how to build a good rapport with their students will be for the benefit of both teachers and students.

Although payment was found not to affect the choice of becoming a teacher in Switzerland (Müller et. al., 2009), teachers can still be demotivated by the amount of their salary, or the idea that their salary does not meet their efforts. These findings echo with that of a study conducted with Mexican EFL teachers who indicated that they were demotivated with their salaries (Johnson, 2001) and that of a study with Turkish EFL teachers who indicated that they deserved a higher salary (Öztürk, 2015). It can be argued that financial issues can differ in terms of the country teachers are working in and are thus context specific.

As a conclusion, teachers who love their job are motivated. This intrinsic motivation seems to be an important drive. However, factors that demotivate teachers may have a negative effect on this feeling and should therefore be eliminated as much as possible. Also, while teaching a skill they like or they are experienced in motivates teachers, the opposite case demotivates them. Therefore, teachers should be given the opportunity to teach what they feel confident in, which in turn would raise their self-esteem and their motivation.

Finally, the current study was conducted with participants from a single institution. Conducting studies with EFL teachers working in various settings would extend our understanding of teacher motivation. Since “qualified and motivated employees are considered to be a key factor for organizational success” (Wright and McMahan, 1992 in Müller, Aliata, Benninghoff, 2009, p. 579) further studies on the motivation of language teachers are recommended. Furthermore, factors affecting motivation may be studied considering the age, gender, or teaching experience of teachers.

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Authors

Dr. Hülya İPEK is currently teaching at the Department of English Language Teaching, Education Faculty at Anadolu University, Turkey. Dr.İpek received her M.A. and Ph.D degrees in English Language Teaching from Anadolu University. Her research interests include affective factors in language learning and teaching, teaching and testing foreign languages.

Contact

hipek@anadolu.edu.tr

Dr. G. Müge KANATLAR is currently teaching at the Department of English Language Teaching, Education Faculty at Anadolu University, Turkey. Dr. Kanatlar received her M.A. in English Language Teaching from the Bilkent MA TEFL Program, and her PhD from degree in English Language Teaching from Anadolu University. Her research interests are language teaching methodology, testing and psychology.

gmkanatlar@anadolu.edu.tr