



Factors Influencing English Language Teachers' Motivation at Universities

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1. Introduction

The speaking of the English as a foreign language has expanded remarkably and consequently the demands for learning the foreign language has expanded also .These demands correlate with the motivation to learn the foreign language .The teacher is responsible of the process of higher education ;therefore he might be encouraged and supported .The teacher is the person who transforms the principles of higher education into practical steps and convey them to students in the classroom .The teacher's encouragement helps to enhance students' performance and then help students in improving their educational level . Human's behavior is dominated by the reinforcement principle .People always feel happy when they achieve success and feel sad when they fail . Identifying the motivation is not an easy task , because human behavior is a very complex one . Knowing the kind and



the degree of encouragement that suit the English language teachers will be of use for those teachers ,the student and the second language achievement .

The main focus of the study will be on identifying the level of support of the English language teachers and the variables that affect that support .

2. The Problem

The teacher plays an important role in improving English learning .Teachers might be highly supported to get desirable higher academic outcomes . The existence of desirable behavior in the student is correlated to the motivational levels of the teacher ,as well as the teacher's situation and practice .Teacher's support and encouragement is a very crucial variable in determining the creditably and authenticity of the teaching process. Getting good teaching results in lectures is determined by the motivational level of teachers . The proficiency to enrich the development of young minds and the feeling of security students feel , all of these factors lie under the influence of the motivational level a teacher possess .All the efforts exerted to improve the



process of higher education are not sufficient to motivate the English language teacher .

3. Objectives of the Study

The main objectives of the study are :-

1. Investigating the motivational level of the English language teachers
2. Finding out the factors that could motivate the English language teachers.

4. Significance of the Study

The proficiency and the accurate implementation of teaching instructions are very crucial factors in determining teaching results .Many studies had been done about this topic ,but what is noteworthy is the systematic and the incentive issues which have been tackled concerning the support and the encouragement of English foreign language learners and the factors that affect that motivation .

Discovering the kind and degree of support that is suitable for the English language teacher is of great benefit for the teachers themselves ,the students



,mastery of the second language ,administrators of higher education and higher education system generally

5. Limitation of the Study

The sample of the study contains 100 English language teachers chosen haphazardly from the secondary schools of Thi –Qar Governorate . It is also limited to two instruments used by the researcher . These two instruments are interviews and an English language teacher's questionnaire which is prepared by the researcher for this purpose.

6. Definition of terms

Motivation is the power that stimulate you to teach in a good manner or to perform a certain activity . It means the aims ,willingness ,prospects ,and needs that decide human behavior .

English language teacher is the person who teaches the subject of English as a foreign language.

7 .Literature Review



The concept of motivation was defined by many writers .Vroom(1964:26) stated that one 's motivation to act is affected by two separated factors. The first is the personal eventuality that a certain behavior gives a certain result .The second factor is the better results we gain from the teaching process .Vroom explained that the more prominent variables engaged in influencing the motivation to act well are :-high wage, considerable promotional opportunities, numerous works , great mastery of required duties .

Robins (1989:73)shows that motivation is the desire to reach great degrees of performance to certain aims stipulated by the attempts to comply to students' requirements .

Tracy (2000:25)gave another definition for motivation, he defined it as the inside conflicting situations attributed as willingness ,goals and motives to activate person's attention in achieving a certain activity .It is also the hidden case that stimulate one ' s activity and behavior.

Cole (2000:32)defined motivation as a term used to describe those operations that might be initiative and rational through which people look for



satisfying the main needs, perceived requirements and self-goals which motivate human behavior .

Toug (2003:51) defined motivation from another perspective , he elaborated it as a number of inside and outside conditions that stimulate a person towards internal or external interests .

Harmer (2005:15)distinguished between two types of motivation or stimulation : inside and outside motivation .outside stimulation is related to a number of external factors like the motive to get a high examination mark or a financial support . The inside stimulation springs from inside the person himself , which occurs throughout the process of stimulating the teacher . Ofoegbu (2004:5) also wrote about motivation . He considered it as an ancient word which is supposed to be a high quality impulse that affects person's practice and achievement at working place .He confirmed that stimulation and encouragement is the force that lessen pressure ,anxiety ,worries and frustration resulting from problems of everyday life situations.



The distinction between inside and outside stimulation was further clarified by other methodologists ,among them Sansone &Harackiewicz 2000 .According to them ,inside motivation is given to teachers to complete their duties because they love their jobs. Externally motivated teachers do their duties in return to other things such as receiving money or reward .

Williams &Burden (1997 :21) stressed on the point of teacher' stimulation and showed that if the teacher is well encouraged , he will give the lesson in a good way and that thing would assist the student to comprehend the foreign language. The linguists also gave things that help motivation like dedication , drive ,passion ,interest ,and inspiration .

Doyle &Kim (1999:15) adopted a number of variables which affect teacher's motivation

- 1.Estimation from the boss
- 2.Improvement chances .
3. Financial support for innovation .
- 4.Independence in the process of learning evaluation .



5. Suitable learning conditions .
6. Teachers participating in training programs .
7. Employment insurance and employment for a prolonged period of time .
8. Establishing centers for teachers training

Scott ,Cox and Dinham (1999:12) clarified that the degree of stimulation for teachers differs from one case to another , a matter which depends on the stage of the educational institution whether it is primary or secondary .

Kocabas&Karakose (2002:15) put forward the view that tutors endure the consequences of their teaching programs , The first obligation for tutors' stimulation lies on the headmaster.

Ofoegbu (2004:13) assumed that teachers' motivation is a crucial factor in achieving classroom effectiveness and school improvement . Motivation stimulates teachers to contribute to the higher learning operation and give them impulse to cooperate with educational institutions .Ofoegbu announced that stimulation is important because it makes teachers feel cheerful , persuaded ,devoted and obliged to complete his duties in such a



manner that they exert big efforts in their place of work . Accordingly ,Ofoegbu considered teacher's motivation as a group of variables working in the educational institution order and when they are absent ,they could hinder performance ,cause anxiety, discontentment and frustration and in result they could lessen the activity of the school and the kind of student production . This means that motivation is a number of factors that lead to channel sustain and effect teachers' performance and lead him to high management and academic success .

Jesus &Lens (2005 :28) think that teacher's stimulation is very crucial for higher educational managers because teacher's stimulation had essential role in affecting pupils' stimulation . It also has its effect on developing teaching repairs . Stimulated tutors are very willing to labor for higher and advanced legitimation . Stimulated tutors are the only ones who guarantee the achievement of repairs belonging to the plan doing stage .Teachers' stimulation is very essential for the tolerance and achievement of tutors .



Wang (2005:16) mentioned that teacher's motivation is related to three main factors affecting their stimulation and working options : population features ,inside variables belonging to the sensations they feel about their jobs and outside variables belonging to the self-features of the job they occupy . Findikei (2006:75) showed that one's stimulation stage depends on the fees and the financial rewards he gets from his working place .

For Davidson (2007:56),teacher's motivation is a critical and dominant factor .On one side , teacher's motivation is controlled by a number of factors such as the availability of suitable environment and the apparatus that helps the teacher to achieve his duties Basically speaking ,we can say that teacher's motivation is connected to the manner they comprehend work and life circumstances .For instance ,if a tutor realized that he must teach for a long period of time each week ,this issue might be tackled even if other people in the higher educational institution do not realize that the tutors' burden is too much .Davidson (2007:42) put forward a view that the essential vitality of the teacher's contribution in emphasizing the

essentiality and vitality of higher education must be perceived and comprehended and taken into consideration. Furthermore, teacher's rights might be taken into consideration to ensure and enhance their own compliance to performing a high quality of higher education.

Praver & Oga – Baldwin (2008:19) elaborated several kinds of motivation for tutors. Initially, there is the inside stimulation which is represented by the potential desire to teach, the reciprocal understanding between tutors and student, achieving a high degree of effectiveness and the feeling of high performance. The other kind is the outside one as an example for that :- the long time employment, independency in the method of teaching and the choice of material, the options in the classroom, good working relationship, well-established understanding. The self-realization for tutors secures anticipations of achieving good results in the classroom.

Gardner (2001:5) gave another definition for motivation. He defined it by shading light on the main role it plays in any educational situation. Accordingly, stimulation can be tackled from three different aspects when



we put attention on learning English as a foreign language . He stated that in the process of teaching ,we have three partners :- the teacher , the student and the researcher . These three partners are not in accordance because the circumstances which stimulate the student may not be the same of those stimulating the teacher and what stimulate the researcher may not be so by either the student neither the teacher .

AL-Zu'abee (2003 :7) adopted a certain definition for motivation .He defined it as the force that boost teachers to complete duties .Teachers that obtain good motivation get high points of performance , better than those who are not motivated .

8. The Empirical Side of the Study

In this study , a twofold approach is used to testify the aims . At the first step , a qualitative method is employed by using interviews to achieve the aims of the study in the actual contexts of secondary schools .



Secondly ,a qualitative method is used based on questionnaire arranged to accumulate data from a sample of one hundred tutors selected randomly from secondary schools .

The researcher employed the semi – structured interviews in order to get more information from the interviewees .The main advantage of the semi – structured meetings is that they enable the researcher to get more information about students' thoughts and points of view . The writer can get detailed information about the points that are contained in the questionnaire . The questions in the semi - structured interviews can be modified and further questions can be added . The questionnaire is designed in such a way that it allows the researcher to know the level of tutors' stimulation and revealing the variables that can affect teachers' stage of stimulation .The questionnaire of the study consists of one hundred copies given to tutors of the English language appointed at different secondary schools . Only 77 questionnaires were answered and delivered to the writer .



Table (1) the factors that affect teacher's motivation

The motivational resources	Frequency of occurrence	Percentage	The degree of motivation
1.I have motivation because I love my job .	71	92 %	advanced
2.I have motivation because teaching gives guarantee for me and my life .	68	88 %	advanced
3.I have motivation because teaching helps me in my future .	42	54 %	intermediate
4.I have motivation because it is prosperous to tutor of the English language .	41	53 %	intermediate
5.My pupils are the source of my motivation .	41	53 %	intermediate



6. The teacher is stimulated because pupils' fathers and mothers encourage him .	38	49 %	intermediate
7. My teaching colleagues motivate me .	35	45 %	intermediate
8. My school principal gives me motivation .	35	45 %	intermediate
9. My language supervisor gives me motivation .	32	41 %	intermediate
10 .The ministry of higher education gives me motivation .	31	40 %	intermediate

From the aforementioned table , we can conclude that tutors of English are most stimulated by the first statement and the second statement . They are greatly motivated because they like their job and because their job forms the security for them and for their families . From the



statement number one up to statement number nine , the stage of motivation for tutors of English is intermediate because it seems that education would assist them in the incoming life . Statement number 10 comes at the last because most of the tutors are not stimulated by the institution of higher teaching and scientific research .



Table (2) Factors relating to the Ministry of Higher Education

Factors of motivation	Frequency of occurrence	percentage	The level of priority
1.Seminars on English language pronunciation .	72	93 %	Significant
2.Finding laboratories for teaching listening.	70	90 %	significant
3.Giving a good salary .	55	71 %	significant
4.Participating in conferences related to English language teaching	52	67 %	significant



5. Providing teachers with Endowments of medical care and housing .	45	58 %	significant
6.Participating in workshops on using illustrative aids for English language teaching .	42	54 %	significant
7.Using school facilities .	41	53 %	significant
8.Providing service rewards .	40	51 %	significant
9.Arranging training courses .	42	54 %	significant
10.Finding appropriate school building .	40	51 %	significant

Table (3) Factors related to the Educational Institution

Statement of the Factor	Frequency of occurrence	Percentage	Degree of Importance
1.Periodical supervision .	72	92 %	significant
2.Appreciation of English language teacher's success.	71	92 %	Significant
3.Feeling of safety at school .	70	90 %	significant
4.English language teachers' opinions taken for granted .	70	90 %	significant
5.Acceptable class density .	66	85 %	significant
6.Encouraging the English Language teacher by parents .	68	88 %	significant
7.Parents inspecting their	62	80 %	significant



children' achievement .			
8.Collaboration between parents and English Language teacher .	60	77 %	significant
9.Students' participation in the lectures .	61	79 %	significant
10.Emotional support from the principal .	60	77 %	significant

The results enlisted in this table show that the first two variables which correlate with teaching institution are very crucial . These factors are essential in fostering a positive environment for the teacher and can be considered the power that control his activity . All of these factors in one way or another affect the teacher's vitality and his ability to exert big efforts to enrich the educational process . Five English language teachers were interviewed to find out whether they are motivated or not , to find out degree



of stimulation and the variables that affect them . The first teacher works at a certain secondary school and has experience in education for 14 years . The tutor is questioned about his stimulation . The answer was " he wasn't stimulated " and reasons behind that are several . Initially the teacher stated that he dealt with teenagers and those need special way of dealing because the majority of students don't estimate tutors and most of them suffer from poor performance in English , a matter which exacerbate the problem .

As tutor is questioned about the variables that could stimulate him , he answered by giving a number of factors : - Initially , supplying a means for learning the skills of listening and reading by using laboratories containing laptops . The second factor was preparing workshops on pronunciation . The third factor is increasing the fees of tutors of English because they exert big efforts during the process of teaching due to the difficulty of the English language and it is being language which is totally different from their native language The second teacher who is interviewed by the researcher is of a large experience in education (about five years) . He is stimulated and he loves his job greatly . He stated that students like him and he is motivated because



he receives much encouragement from pupils' fathers and mothers . The tutor considers himself badly stimulated from the headmaster and the intendant . As he had been questioned about the variables that could stimulate him , he clarified that as English language teacher , he bear a big burden represented by the large number of lectures he is obliged to give , also there is a big responsibility because he is teaching a foreign language to an adult pupils and their curriculum is difficult and require from them great efforts . The teacher explained also that there might be training courses for teachers in methods of teaching and the structure of language . The questions are repeated to the other tutor . His answer is that he was not motivated because the salary he receives is very low and he elaborated that school classes are very crowded , a matter which makes the process of teaching very difficult . Another teacher who had long experience in teaching (about 12 years) is subjected to the questionnaire . As questions are directed to him , he gave the answers that he was stimulated as a result of pupils' good performance in the target language and fathers and mothers of his pupils are highly appreciating his efforts also because most of the students' level are high in the English language .He



showed that he was not stimulated because of the few fees he receives . The fifth teacher works in an occupational school . He has ten year experience in teaching the English language .The tutor is questioned whether he is stimulated or not , his answer is that he was not stimulated because students are suffering from a bad level in the English Language and this forms a reason for their absence from the lectures .

8. Discussion of Results

Answers given to questions of part B in the questionnaire demonstrate that tutors of English in Iraq are not highly motivated . A large number of teachers are not motivated education and scientific by the ministry of higher research because their salaries are very low .The other point that need to emphasized is that the teacher must attend seminars and rehearsal programs related to methods of teaching and must be equipped with the teaching aids , there must be selection and evaluation for the syllabus and curriculum design . A high rate of students are not motivated by their bosses and managers , teachers' opinions and suggestions might be taken seriously



and there might be financial incentives for teachers as a form of gratitude and appreciation for their efforts . A large number of teachers demonstrated that they are slightly motivated by their supervisors .The evaluation of supervisors for teachers is always negative because they try to highlight points of weaknesses neglecting the positive aspects

during the lesson ,so their criticism is destructive and negative and not constructive .

It can be noted that most teachers are not acquainted with the appropriate way for language teaching , the duty of supervisor was guiding the teacher in this field . We can observe that a small ratio of tutors of English have been stimulated by pupils' fathers and mothers , a thing that leads teachers to form a negative impression about students' parents Students' parents always think that teachers are guilty and bear the responsibility of pupils' low marks and if there is any achieved success ,they do not thank teacher and say they are already clever . Teachers might be motivated by children' parents , there might be a kind of gratitude and appreciation for the great efforts exerted by them .The results of the study show that tutors are



stimulated by their pupils . If the teachers has various educational echelons in his class or if the students are suffering from bad level this forms a kind of demotivation for the teacher . There might be a sense of efficiency and good performance

Answers of certain items of the questionnaire illustrate that teachers are motivated because they feel that it is prosperous to be tutors of English language .English language is considered the language of interaction and telecommunication in different parts of the globe , the language of teaching , administration and it is important to be efficient in that language .

The study gives emphasis that tutors are stimulated because this job gives insurance to them . Furthermore , it is proved throughout the questionnaire that a high rate of the tutors are stimulated because they love their profession . Tutors who like their professions are more vital ,vigorous and faithful with their students .



The Ministry of Higher Education might provide the educational institutions with suitable labs for learning the skills of reading and pronunciation and to use earphones for pupils in each classroom . It is crucial to arrange workshops on phonology for tutors of English and this is due to the fact that most B A courses at universities concentrate on the theoretical aspect neglecting the practical side . There might be a good monthly salary for English language teachers .That is a result of being them teachers of crucial material , namely ; the material of the English language in addition to being them teachers at secondary schools and this require big efforts from them and the responsibility is greater than it is in other stages of teaching . Teachers of English should participate in conferences related to English Language teaching methodology . Those conferences keep teachers in contact with the recent developments related to theories of teaching and the recent inventions in the field .

Teachers should be endowed medical insurances , housing gifts and transportation fees, as well as they might be paid well for their jobs . The availability of school facilities are crucial in keeping teachers motivated .



Factors related to the school principal . There might be emotional and psychological support for the teachers . The principal of the school might give teachers the required psychological and emotional support because this is an important factor in keeping them motivated . teachers' opinions and suggestions might be respected by the principal especially those related to the students , the teacher is the best person who knows the things that suit the students and those that are inappropriate and unsuitable to the students . the responses to the questionnaire show that tutors are mostly stimulated as soon as they have the feeling that their students comprehend their lessons .

9 . Conclusions

The data taken from the questionnaire and the semi _ structured interviews show that teachers are not encouraged by the school principal ,the supervisor and the ministry of higher education and scientific research , therefore ; the



following steps might be taken into account as a repair for the lack of motivation of teachers .

1. There might be financial support for the teachers in the form salary raising .
2. School principals might support teachers emotionally and psychologically .
3. English Language supervisors might support teachers emotionally and psychologically
4. The availability of teaching aids such as language laboratories is crucial for developing language teaching methods .
5. The arrangement of training workshops for English Language teachers is a required thing for the accomplishment of the teaching process .
6. The following up of pupils by their parents help to support the teaching process .
7. Programs of awareness for the wide coverage of methods of teaching English might be developed .
8. The society might give enough encouragement for the tutors of English .



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