

Investigating English Language Teachers' Motivation in Private Institutes in Iran

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ABSTRACT

Motivation is the main drive behind any course of action which aims success. Considering the fact that teachers are the main agents for the success of an institution, the issue of teachers' motivation has always attracted great attention among researchers in the field of education. There have been a number of studies conducted in the context of Iran, investigating the teacher motivation and job satisfaction from various perspectives. However, there seem to be no studies conducted on the motivation of English language teachers teaching in private institutes in different cities in Iran. To address this gap, the present study has been conducted in six different private institutes in four different cities in Iran (namely, Tehran, Isfahan, Mashhad and Yazd) to investigate the perceptions of the Iranian English language teachers in those institutes regarding teaching, self-efficacy, their teaching context and colleagues. The study also aims to elicit how the participants perceive the motivation-related factors in their job.

The study followed both quantitative and qualitative methodology which means a mixed-method. The data were collected from 150 English language teachers working in these six institutes. In addition, semi-structured interviews were conducted with 10 volunteers. The data analysis revealed a general satisfaction of the English language teachers in private institutes of Iran regarding their job as well as their self-efficacy. Considering the factors of English teachers' motivation, the results highlighted two main sub-themes: intrinsic and extrinsic types of motivating or demotivating factors. The results indicated that Iranian English language teachers' motivation or demotivation was mostly influenced by extrinsic factors. To increase the motivation

level of English language teachers in the context of Iran, this study has a number of implications. It is recommended that managers, as leaders of their institutes, need to be informed about the importance of their role and influence on teachers' motivation. For this purpose, some leadership courses can be designed, and managers, as leaders of their institute, can be encouraged to participate in these training programs. The participating English language teachers in the study criticize the lack of opportunities for their participation in the decision-making stages of teaching- learning process, and this does not contribute to their motivation. To increase their motivation, weekly or monthly meetings can be organized in which teachers share their ideas with colleagues. This kind of meetings may also help teachers to meet their colleagues, who are another factor of their motivation or demotivation. This study also highlighted the importance of students' role on teachers' motivation. Equipping institutes by modern audiovisuals and attractive learning assist tools, which was the mentioned factors for teachers, will not only keep the students motivated but also increase teachers' motivation. Also, involving teachers and students in supporting programs or conferences may help both to develop their motivation. Finally, financial incentives, good salaries, and regular payment are reported to be important factors in increasing English language teachers' motivation in private institutes in Iran.

Keywords: Motivation, job satisfaction, self-efficacy, extrinsic factors, intrinsic factors, EFL teachers, private institutes, Iran.

ÖZ

Motivasyon, başarıyı hedefleyen her türlü eylemin ardındaki ana itici güçtür. Öğretmenlerin bir kurumun başarısı için ana etken olduğu düşünüldüğünde, öğretmenlerin motivasyonu konusu eğitim alanındaki araştırmacılar arasında her zaman büyük ilgi görmüştür. İran bağlamında öğretmen motivasyonunu ve iş doyumunu çeşitli açılardan araştıran bir dizi çalışma yapılmıştır. Ancak, İran'ın farklı şehirlerinde özel kurumlarda öğretmenlik yapan İngilizce öğretmenlerinin motivasyonu konusunda herhangi bir çalışma yapılmamıştır. Bu boşluğa değinmek için, bu çalışma İran'daki dört farklı şehirde (Tahran, İsfahan, Meşhed ve Yezd) altı farklı özel kurumda, bu kurumlardaki İranlı İngilizce öğretmenlerinin öğretim, özyeterlik ve öğretim bağlamı ve çalışma arkadaşları ile ilgili algılarını araştırmak amacıyla yapılmıştır. Çalışma aynı zamanda katılımcıların çalıştıkları kurumda motivasyonla ilgili faktörleri nasıl algıladıklarını ortaya çıkarmayı amaçlamaktadır.

Çalışma, karma yöntem yaklaşımını izlemiştir; bu kapsamda bu altı kurumda çalışan 150 İngilizce öğretmeninden hem nicel hem de nitel veri toplanmıştır. Ayrıca 10 gönüllü ile yarı yapılandırılmış görüşmeler yapılmıştır. Veri analizi, İran'da özel kurumlardaki İngilizce öğretmenlerinin işlerinin yanı sıra özyeterliklerinden genel olarak memnuniyet duyduklarını ortaya koymuştur. İngilizce öğretmenlerinin motivasyon faktörleri göz önüne alındığında, sonuçlar iki ana alt tema etrafında ele alınabilir: içsel ve dışsal tipte motive edici veya demotive edici faktörler. Elde edilen sonuçlar, İranlı İngilizce öğretmenlerinin motivasyon varlığının veya motivasyon eksikliğinin çoğunlukla dışsal faktörlerden etkilendiğini göstermiştir. Bu çalışmanın sonuçlarına dayanarak, İran bağlamında İngilizce öğretmenlerinin motivasyon

düzeyini artırmak için bir dizi öneriler yapılabilir. İlk olarak, özel kurumların liderleri konumundaki yöneticilerin, kurumsal rollerinin önemi ve öğretmenlerin motivasyonu üzerindeki etkisi konusunda bilgilendirilmeleri önerilir. Bu amaçla, bazı liderlik kursları tasarlanabilir ve kurum yöneticileri bu eğitim programlarına katılmaya teşvik edilebilir. Ayrıca, çalışmaya katılan bazı İngilizce öğretmenleri, çalıştıkları kurumda öğretme-öğrenme sürecinin karar verme aşamalarına bizzat katılmaları konusunda fırsat olmamasını eleştirmiştir. Bu çerçevede, öğretmenlerin fikirlerini meslektaşlarıyla paylaşacakları haftalık veya aylık toplantılar düzenlenebilir. Bu tür toplantılar, öğretmenlerin motivasyonlarının artmasına neden olabileceği gibi, motivasyonlarının artmasında bir başka faktör olan meslektaşlarıyla daha yakından tanışmalarına ve işbirliği yapmalarına da yardımcı olabilir. Çalışmada, öğrencilerin de öğretmenlerin motivasyonu üzerindeki rolünün önemi vurgulanmıştır. Söz konusu kurumların modern görsel-işitseller ve teknolojik araçlar ile donatılması, sadece öğrencileri motive etmekle kalmayacak, aynı zamanda öğretmenlerin de motivasyonunu artıracaktır. Ayrıca, öğretmenleri hizmetiçi eğitim programlarına veya konferanslara dahil etmek motivasyonlarının gelişmesine yardımcı olabilir. Son olarak, çalışmada finansal teşviklerin, iyi maaşların ve düzenli ödemenin, çalışmaya katılan İngilizce öğretmenlerinin motivasyonlarını artırmada önemli faktörler olduğu vurgulanmıştır.

Anahtar Kelimeler: Motivasyon, iş tatmini, özyeterlik, dışsal motivasyon veya motivasyon türleri, içsel motivasyon veya motivasyon türleri, İngilizce öğretmenleri, özel kurumlar, İran.

DEDICATION

First of all, I dedicate this study to the Almighty God; thank you for the guidance, strength, power of mind, protection and skills and for giving me a healthy life. All of these, I owe to you.

This study is wholeheartedly dedicated to my beloved parents, who have been my source of inspiration and gave me strength when I thought of giving up, who continually provide their moral, spiritual, emotional and financial support.

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Chapter 1

INTRODUCTION

This introductory chapter first provides a brief overview of the study's background; then, it describes the statement of the problem followed by the study's aim and the research questions. At the end of this chapter, the significance of the study is highlighted.

1.1 Background of the Study

Motivation is the main drive behind any course of action which aims success. It is through this phenomenal concept that reaching the peak becomes possible. When it comes to educational milieu, the concept appears to have more weight. In the second/foreign language teaching and learning context, it is the motivation on both teachers' and learners' side that determines the way up to success.

Dörnyei (1994) believes that the defining factor in second and foreign language learning is motivation. In other words, changes in one's attitude and demeanor can make a change in his/her way of thinking accordingly, and thus affect his/her level of motivation. Also, as Deci and Ryan (1985) point out, language learners whose motivation is higher will be more successful than other learners who have negative attitude towards second language learning.

By the same token, Maslow's (1943) motivational theory highlights a five-tier model of human needs, namely safety needs, physiological needs, esteem needs, self-

actualization and belongingness and love needs. While physiological needs are food, water, warmth and rest, safety needs are security and safety. Belongingness and love needs are intimate relationships and friends. Esteem needs, on the other hand, are prestige and feeling of accomplishment. Self-actualization, which is on the top of the Maslow's hierarchy, includes achieving one's full potential and creative activities.

Theory of self-determination (SDT) is about human motivation which deals with inherent growth tendencies and innate psychological needs. Deci and Ryan (1985) distinguish between two types of motivation based on different goals or reasons which lead to do an action. They are intrinsic and extrinsic motivation. Intrinsic motivation refers to doing an action because it is enjoyable by nature, and extrinsic motivation is reward- driven behavior. This is a form of behavior turnover by using rewards or punishment to increase or decrease probabilistic behaviors.

Due to the importance of motivation and its direct effect on educational issues, abundant number of studies have been conducted on learners' motivation (Dahlia, 2019; Gottfried, 1985; Guilloteaux & Dörnyei, 2008; Jumani, & Basit, 2010; Kwong et al. 1997; Liu & Zhang, 2013; Matsumoto, 2009; McMillan & Forsyth, 1991; Nikolov, 2001; Safdari, 2019; Sayadian & Lashkarian, 2010). Besides, many researchers have been attracted to teachers' motivation (Alam & Farid, 2011). Obviously, teachers play a considerable role in the process of students' learning as they try to copy their teachers. Hence, the teacher motivation is very important because it affects students directly. Neves and Lens (2005) mention that teachers suffer more than other professional groups due to lack of motivation in their career.

According to Alam and Farid (2011), there are several factors which affect teacher motivation. They can be listed as personal/ social factors, socio economic status, classroom environment, student's behavior, examination stress, rewards/incentives, self-confidence/ personality of teacher and etc. Richardson (2014), also mentions that a great number of studies conducted in developed or developing countries about teacher motivation found similar factors which have an effect on teachers' motivation either positively or negatively. Guajardo (2011) classifies these factors in categories such as workload and challenges including learning materials and facilities; remuneration and incentives; recognition, voice, and prestige; accountability and institutional environment, and career development.

In close connection with the concept of teachers' motivation is job satisfaction (Jerotich & Box, 2015; Li et al., 2014; Ololube, 2006). Job satisfaction is teachers' feelings to their job due to their work conditions (Nyakundi, 2012). Job satisfaction is required to barricade bad performance of teachers and losses. Michaelowa (2002) believes that there is a close relationship between motivation and teacher job satisfaction, but the two are not usually used as the same terms. He further argues that the definition of job satisfaction is the welfare of teachers caused by their job while motivation stands for the desire, drives and willingness of teachers to participate in good teaching.

1.2 Statement of the Problem

Iran, like any other developing countries in the world, is going through changes in all aspects of life including the process of education. As pointed out by Farhady and Hedayati (2009), public schools follow a curriculum specified by the Ministry of Education. Helping students to reach a fundamental level of communication in English

is the main aim stated by the Secretariat of Higher Council of Education. English language learning, according to students and their parents, is considered an essential qualification that contributes to their future success, therefore, only 100-minute language courses per week at schools are not considered satisfactory. Therefore, there is a great demand for private institutions in which students find more opportunities to meet their expectations.

According to Farhady and Sajadi (2004), English language teachers' motivational level in public schools is not very high because of some factors related to students (e.g., low motivation, low level of parents' involvement), schools (e.g., lack of technology, crowded classes), teaching methodology (e.g., too much stress on grammar, useless vocabulary items). Alipour (2018) argues that there are some differences between motivation of private sector language teachers and public sector language teachers. Private language institutes' teachers are more motivated than public schools' language teachers. Yet, they (i.e., teachers in private language institutes) are not motivated as much as it is expected.

Until present day, there have been a number of studies conducted in the context of Iran, investigating the teacher motivation and job satisfaction (Alipour, 2018; Alavi & Mehmandoust, 2011; Soodmand Afshar & Doosti, 2016). Alavi and Mehmandoust (2011), for instance, investigated the motivation sources of public and private language schools' English language teachers in Iran and categorized the sources as extrinsic (social, economic, educational, emotional), intrinsic, altruistic as well as subject matter motivation.

Alipour (2018) conducted a quantitative study to find the differences between the motivation levels in teaching English in public schools and private institutes and found out that English teachers in private institutes had higher level of motivation than public schools' English teachers.

In these studies, the researchers investigated Iranian English teachers' motivation in the participants of particular contexts (i.e., Ahar, Isfahan, Kish Mashhad, Shiraz, Tehran and Yazd in Iran). Also, they mostly looked into the sources of motivation in public and private schools. To the researcher's knowledge, no studies were conducted in the Iranian context that focused only on private institutes.

1.3 Aim of the Study

Through 10 years' experience as an English language teacher in private institutes in Yazd (a city in Iran), the researcher realized that teachers are not aware of the effect of motivation on their career life. Considering the importance of teacher motivation, finding ways for motivating the teachers is very important. The aim of this study, along with the pervious discussion, is investigating the Iranian English language teachers' perceptions in six private institutes located in few different cities in Iran, regarding teaching, self-efficacy and their teaching context and colleagues. The study also intends to elicit how they perceive the motivation related factors in their job.

1.4 Research Questions

This study attempts to answer the following research questions to reach the purposes stated above:

1. What are the participants' perceptions of a) being an English language teacher, b) their self-efficacy, and c) their teaching context and colleagues?

2. How do the participants define ‘motivation’, ‘motivating’ and ‘demotivating’ factors in their job as a teacher of English?

1.5 Significance of the Study

Although teacher motivation has been thoroughly studied from various perspectives and in different contexts, to the researcher’s best knowledge, there are no studies conducted on the teacher motivation among English language teachers teaching in private institutes in different cities in Iran. Therefore, this study attempts to contribute to the knowledge pool of the previous studies.

Additionally, with the findings of this study, the education leaders and teacher trainers can be informed about the possible effective steps to take in order to help the Iranian English language teachers and in other context which are similar about their motivation to continue their professional career that their teaching will not be affected in negative way.

1.6 Summary

This chapter provided detailed explanation about the background of the study. It also explained the statement of the problem, aim of the study, research questions and significance of the study. In the next chapter, the related literature will be reviewed.

Chapter 2

REVIEW OF LITERATURE

This chapter provides an overview of Maslow's theory of needs, other theories of motivation in general and their classifications, emphasizing on the English language teachers' motivation and their satisfaction. Additionally, the chapter reviews the literature on teachers' motivation in different countries, specifically Iranian English language teachers.

2.1 Theory of Maslow and Hierarchy of Needs

Theories on human needs indicate that all humans have some basic and universal needs which must be met in order to avoid possible problems (Danesh, 2011). Yet, initially, the concept of human needs should be clarified. Abraham Maslow (1943, 1954), one of the most well-known psychologists in the twentieth century, proposed a hierarchy, classifying human needs in the shape of a pyramid. The proposed hierarchy included five stages starting from the bottom of the pyramid including needs for food, drink, shelter, cloth, warmth, sleep and sex. This stage is called physiological needs. Maslow believed that if these needs were not satisfied, human beings would not be able to function properly. The second stage of the hierarchy is safety needs, which refer to security, safety, law and freedom. The third level of human needs is love and belongingness, which include friendship, trust, acceptance and belonging to a group like family, friends or work environment. Esteem needs represent the next stage of the pyramid, and this stage is categorized into two categories: (a) esteem for itself: dignity, achievement, independence; (b) the desire to be respected from others: status, prestige.

The fifth and last of these stages is the self-actualization needs. According to Maslow's theory, self-actualization is the kind of needs that a person has to fulfill to satisfy his/her tendency for growth.

The five-stage model which was mentioned above had been expanded to eight-stage model during 1960's and 1970's by Maslow. The three stages added were cognitive needs, which included knowledge, understanding and need for meaning and predictability, which come after esteem needs. The second added stage was aesthetic needs, described as an appreciation and the need for beauty, balance and form. The last stage which was added to the pyramid was transcendence needs, which is defined as motivational factors which are beyond a human, and it comes after self-actualization needs. Transcendence is the need to help other reach the self-actualization.

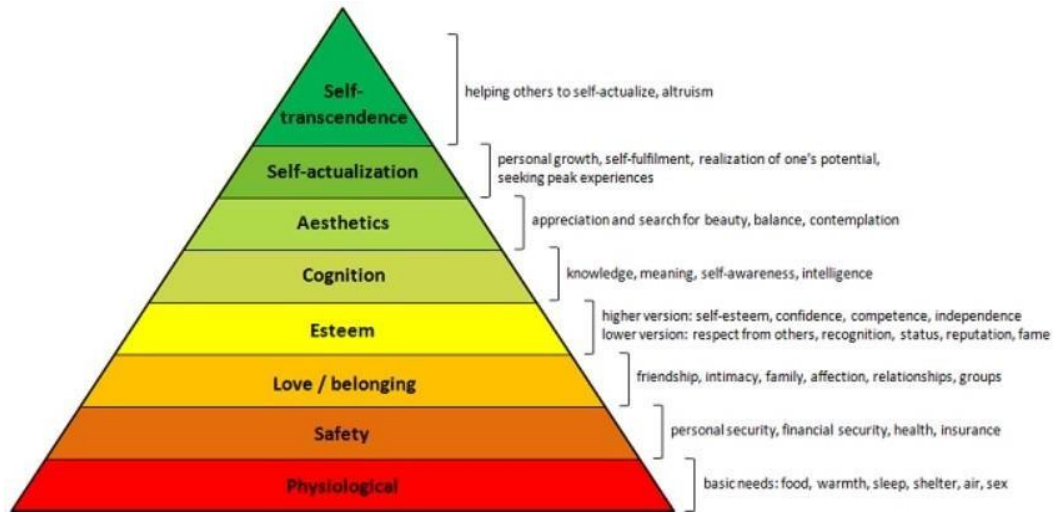


Figure 2.1: Maslow's 8 Stage Hierarchy of Needs

2.2 Theories and Studies on Motivation in Education

In the field of education, the question about motivation in educational contexts was raised back long time ago to find an answer of what actually motivates a person. Thrasymachus (400 BC, as cited in Bess, 1997), believed that motivation is related to

self-interest. Maslow's hierarchy of needs is the most effective theory in the field of motivation (Cinar, Bektas & Aslan, 2011). Herzberg (1964) presented another theory of motivation which is known as the two-factor theory. Two-factor theory has a very close relation with Maslow's theory of needs. This theory proposed two factors measuring how employees were motivated. The theory was based on a study that included 200 participants' feedback regarding their personal feelings towards their job place in the USA (Robbins, 2009). The two factors were hygiene factors and motivation factors. Hygiene factors (extrinsic) were the external factors that prevented workers from feeling satisfied. The other factor was motivation, which did not exist in the environment but they were in their intrinsic value. The study concluded that a job should be challenging and interesting for the jobholders to boost their motivation. In this vein, Maslow and Herzberg (1943, 1964) reviewed the relationship between internal needs and the resulting effort expended.

Vroom (1964, as cited in Steers, Mowday & Shapiro, 2004) presented the expectancy theory of motivation, focusing on individual's behavior at workplace. Vroom (1964) believed that an employee performed his/her job based on factors like personality, skills, knowledge, experience and abilities. This theory was based on three basic theories, namely expectancy, instrumentality and valence. Expectancy is the belief that one's effort will result in the attainment of desired performance goals. Instrumentality is the belief that one will receive a reward if the performance expectation is met, and valence is the value of an individual place on the rewards of an outcome (Van Erde & Thierry, 1996).

Another theory on motivation is from McClelland (1994), who assumed that there are three main needs by which individuals are motivated. These three motivational needs

are affiliation, power and achievement which, unlike Maslow's, are not stated in a hierarchy. According to his theory, these needs are effective in improving employees' satisfaction and performance (Raeisi, Hadadi, Faraji & Salehian, 2012). A worker who is motivated by the factor of power, when given the opportunities for controlling, will perform better. Therefore, there are two kinds of power which may affect employees' motivation. The first one is the personalized power, which motivates people for increasing their power, with no regard to organizational goals. The other power is the socialized one, influencing other employees to improve the organization (Fisher, 2009).

As regards the theories of motivation, the theory X and theory Y should also be discussed. This theory was developed by Douglas McGregor in 1960. Theory X was based on three hypotheses. According to the first hypothesis, human beings in average do not like to work inherently and, if it is possible, they would avoid it. The second one implies that because of work dislike, most of the people should be beneath, controlled and guided and also they should be intimidated with punishment to be forced to try to achieve organization's goal. The last hypothesis refers to people who prefer to be directed, and who prefer security over all. Theory Y, however, presents a different view. In this theory McGregor believed that working is something that human beings generally want to do. This theory supported the hypothesis of human's creativity and their ability to solve problems. The Y theory also complied that self-actualization needs motivate people more than rewards or punishment (Weinbach, 1998).

Yet another theory related to motivation, development, and wellness is the self-determination theory (SDT) (Deci & Ryan, 2008). The first idea of SDT goes back to

the 1970s and it was developed in mid-1980s (Deci & Ryan, 1985). This theory focused on different types of motivation, with particular attention to autonomous motivation and the regular motivation. SDT claims that there are two basic types of motivation, namely intrinsic and extrinsic motivation. In the following part these two types of motivation are explained in detail.

2.3 Classification of Motivation Types

The importance of the classification of motivation arises from the distinction made between different types of motivation. Thus, if the classification is based on a phenomenal goal that the people are trying to reach, motivation can be classified into groups, such as physiological motivation, which is related to human's biological requirement; social motivation, referring to those addressing the need of cooperation with others; and the educational motivation, which is the basic pillar to reach social, cultural, political and economic goals (Pakdel, 2013).

As mentioned previously, self-determination theory discusses the different types of motivation based on reasons which cause a rise of an action. The most basic distinction is between intrinsic motivation and extrinsic motivation (Deci & Ryan, 1985). Intrinsic/extrinsic theory is one of the most well-known aspects in motivation theories.

2.3.1 Intrinsic Motivation

Intrinsic motivation has become an important phenomenon for educators. This type of motivation promotes action performance because it is inherently enjoyable. It means that when a person is motivated intrinsically, she/he is motivated to act for the sense of fun or challenge. For human beings, this kind of motivation is not just a kind of a volitional activity, rather it is a more important one. Human beings are dynamic in nature; they demonstrate from their very early age signs for being active, playful and

curious. They are also ready to learn and explore. Accordingly, they generally do not need any external motivation to perform actions. This natural motivation is a critical element in physical, social and cognitive development, because it grows through by one's inherited skills (Ryan & Deci, 2000). Therefore, intrinsic motivation occurs for activities that require novelty, challenge or aesthetic value, or those that hold intrinsic interests for an individual. There are some activities which are not appealing for people. To create an extrinsic type of motivation for this kind of activity, it is necessary to deeply analyze the nature and dynamics this kind of motivation (Dörnyei, 1994).

2.3.2 Extrinsic Motivation

In Deci and Ryan's (2000) SDT theory, extrinsic motivation refers to performing an activity to get a different outcome. Deci and Ryan (2000) believe that extrinsic motivation contrasts inartistic motivation. However, SDT proposes that there could be various forms of extrinsic motivation depending on the degree of its autonomy (Vallerand, 1997). Rather than one-dimensional contrast, external motivation is a broad dimension, which promotes autonomy somehow. Thus, if an activity is not intrinsically motivating, it can be regulated externally (Deci & Ryan, 2000). Other distinctions of the extrinsic motivation are: external regulation, introjected regulation, identified regulation and integrated regulation. External regulation refers to behaviors, which are controlled by external factors like rewards and punishments. Introjected regulation, on the other hand, is the one that is deflected through the external pressures. This kind of motivation seems to be controlled not only by external pressure, but also by internal one. Identified regulation implicates personal valuing of behavior and sense of importance. Finally, behaviors which are fully internalized are called integrated regulation (Legault, 2016).

2.4 Teacher Motivation and Teacher Satisfaction

Bayer, Freguson and Gowllwitzer (2003) believe that human motivation is difficult to observe, categorize and measure. Early researches showed that people's basic needs and instincts guide their motivation at first. As mentioned before, intrinsic and extrinsic motivation factors can increase individuals' motivation. It would not be wrong to say that teaching is more related with intrinsic motivation than other behavioral areas. 'Teaching' as a career goal always carries internal desire for educating people, transferring the knowledge, and improving the society (Dörnyei & Ushioda, 2013). Notions such as commitment, satisfaction, moral and attitudes are well-known in teacher motivation. Measuring these factors and outcomes of teacher motivation is not very simple because this kind of psychological processes cannot be observed directly (Bennell, 2004).

What is teacher motivation? According to Guajardo (2011), there is not a unanimous agreement on the definition of 'teacher motivation' in the developing societies. However, some researchers proposed some definitions. For example, Hasan and Hynd (2014) pointed out the difference between a motive and the drive: "a motive has an important component, the drive which is usually an internal process, but may be highly influenced by external environmental or other conditions to reach or achieve a reward" (p. 28). Similarly, Guajardo (2011) defined teacher motivation as a desire or drives to teach good and which is acted upon. However, Ramachandran (2005) found that teachers had a limited understanding of the concept of motivation as a "dynamic and changing feeling" (p.66). Teacher motivation has some mobile components that can be driven by and drive teacher motivation. These components are personal achievement, job satisfaction and self-efficacy. Job satisfaction is a positive and

pleasant emotional situation which receives from individual's appreciating or its' personal experience (Demirtas, 2010). Personal achievement is an attribute which gives a person with a sense of pride. Self- efficacy or teacher efficacy achieved when teachers believe in own students guiding ability to success (Bandura, 1997).

There are some studies that focused on teacher job satisfaction and teacher motivation since these two phenomena are very close and interrelated through the influence they have on each other. Generally, motivation means a behavior drive and action in the area of specific context, while satisfaction and dissatisfaction is an outcome of a behavior and action in a particular field (Baleghizadeh & Gordani, 2012). Hongying (2007) mentioned that studies on teachers' job satisfaction are based on three aspects: (1) overall job satisfaction, i.e., teachers' reaction and attitudes towards the work as itself and its environment, (2) dimension of job satisfaction, i.e., feeling towards job and the way that outcome will reach or exceed the expectations, (3) influencing factors like organizational factors such as salaries, wages, and promotion chance.

Self-efficacy was proposed by Bandura (1997), about a quarter century ago, as beliefs in teachers' capacity for organizing and performing an act, which is required to produce certain attainments. Since that time, researchers have found out links between student achievement and three kinds of efficacy, namely students' self-efficacy, teachers' self-efficacy and schools' collective efficacy (Tschannen-Moran & Hoy, 1998).The concept of teacher efficacy was defined as teachers' beliefs which can influence students' learning, including students who are not motivated (Guskey & Passaro, 1994). Also, it seems that teachers' efficacy beliefs affect the endeavor of their teaching and goals that they set (Hoy & Spero, 2005). Bandura (1997) pointed out that teachers' efficacy is not necessarily the same in different types of requested

duty or among several subject matters. Bandura (1997) and Caprara, Barbaranelli and Steca (2003) believed that teachers' self-efficacy accelerated job satisfaction, and hence, affected teacher's motivation. Bandura (1997) also added that teachers are more intrinsically motivated with strong sense of self-efficacy because they enjoy their job. High self-efficacy raises welfare in teachers. Therefore, teacher motivation could be boosted or blocked by various levels of self-efficacy (Bandura, 1997). To sum up, teacher efficacy is an important key in teacher motivation. Hoy (2004) believes that the sense of efficacy that teachers have is not something that can be overlooked by practitioners or researchers.

Need for achievement is a kind of stable personality trait which is reflected on an individual's behavior in every part of life. Teachers with high need for achievement are interested in the best for their own reason (Oxford & Shearin, 1994). Studying the attributes and effects of achievement provides a framework for examining the motivational process in different goal or reward structures (Ames & Ames, 1984).

2.5 Factors of Teacher Motivation

According to Doyle and Forsyth (1973), the most important part of an educational institute is teachers. In fact, teachers are the main agents for the success of an institution. Therefore, teacher motivation is an important and unavoidable goal of the institutions' management. The first and most important factor for promoting teacher motivation, as Rasheed et al. (2019) mentioned, is teacher's salary. Similarly, Marlow et al. (1996) noted that low salary may create stress in teachers.

Another important issue in the field of teachers' motivation, according to Parker (2001), is job design and working environment. Parker (2001) believed that jobs which

are well-designed can actually help employees to be interested in their job. Earlier in the study of Clarke and Keating (1995), it was found out that educational institution's work design affects teachers' motivation. Also, they introduced the student as another major factor to motivate teachers. Students who are talented and hardworking play an important role in promoting teacher's assurance. Furthermore, the number of students in a classroom is another matter that they referred to. In this vein, Rao (2004), mentioned that teachers are happier with intrinsic factors than with the monetary aspect of teaching.

An additional factor is teacher's professional development, which is believed to be an important motivator for teachers (Laslie, 1989). Lynn (2002) also noted that to motivate teachers, professional learning and growth opportunities should be provided for them. According to Hun and Yin (2016), the current knowledge of psychology about teacher motivation introduced two areas, which are: pre-service teachers' motivation to choose teaching as a career and in-service teachers' motivation to remain in their job.

Brookhart and Freeman (1992) classified some variables that affect teachers' motivation. These are motivation to teach and job expectation, their confidence or anxiety about teaching perceptions of the teaching roles, and teachers responsibilities and their demographic profiles. Kaiser (1981) mentioned that teacher motivation would occur when teachers have the right to select their material and methodology in their teaching and class organization.

However, these factors are not the only available sources for promoting teacher motivation. As Mani (2002) pointed out, working environment, colleagues, and

teachers' personal features are the other factors in in-service teachers' motivation. As mentioned earlier, teachers are also motivated across various demographic categorization such as gender, age, years of experience and highest degree-earned.

2.5.1 Gender

According to Meece, Glienke and Burg (2006), the relationship between gender and motivation is not a novel issue in psychological and educational studies. There are significant research studies which focused on differences between genders. Rogers et al. (1998) mentioned that differences between genders in motivation are not permanent. Gender is a social artefact and therefore its definitions change over time and place. Gender differences that happen with other motivational factors show that gender is relevant but only in some conceptualizations of motivation. Meece et al. (2006), there are three effective factors concerning gender differences in motivation. The first is modeling gendered-type behavior, the second one is different expectations and goals communicated between both genders and the third is encouraging different skills and activities. Gender stereotypes followers believe that men and women select their workplace according to various predispositions. For men, for example, earnings, challenge, freedom to use their skills, challenges, etc. are some factors according to which they get motivated (Armania-Kepuladze, 2019). On the other hand, for women, complying to their families' needs and paying attention to the quality of their families' lives, interpersonal relationship, security, environment, etc. are more important. However, Yemisi (2013) reported that there is no significant difference between male and female teachers' motivation.

2.5.2 Age

The factor of age is one of the most interesting subjects in teacher motivation literature, which may lead to changes in the attitudes toward teaching (Hildebrandt & Eom,

2011). Investigating teacher motivation based on factors related to the level of income and its relation with age shows that teachers in their 30s are more motivated compared with their colleagues in their 40s and 50s. Generally, people in their 30s have more obligations regarding their financial duties, like their children and house payments, than older people. Hildebrandt and Eom (2011) suggest that motivation can change over time; therefore, main generation to understand the dynamics of teacher professionalization is in teachers 30s.

2.5.3 Years of experience

As mentioned before, the expectancy theory suggests that there is a connection between the teachers' years of experience and the factors which may cause motivation. The two anticipations presented in the expectancy theory which are the effort of performance, which is applicable as teachers get more experience, and the effort of presentation. Maele and Houtte (2012) found out that teachers with few years of experience face different issues in their job unlike experienced ones. Teachers' years of experience is somehow related to teachers' motivation as reported in several studies such as Ma and MacMillan (1999), and Van der Ploeg and Scholte (2003), which showed that experienced teachers had less motivation in their job and hence less job satisfaction.

Also, Alavi and Mehmandoust (2011) mentioned that the views of teachers with different years of experience are not the same. In general, those language teachers who are at their earlier years of teaching career had more agreement with economic, emotional, education, and intrinsic sources for teacher motivation, whereas the most experienced language teachers put more emphasis on the social source.

2.6 English Language Teachers' Motivation and Demotivation

Researchers often tend to find the factors and reasons for language teachers' motivation (Johnson, 2000). Freeman and Freeman (1994) pointed out some factors which influence English language teachers, such as their access to materials, the qualifications of their co-workers and their supervisors as well as their students' type. The factors that distinguished foreign language teachers from other subject matter were listed as follows: 1) The nature of subject matter itself, 2) The interaction patterns are necessary to provide instruction, 3) The challenge for teachers to increase their knowledge about the subject 4) Isolation (foreign language teachers, because of the absence of other colleagues, feel more isolated than other teachers), 5) The need for extracurricular activities in their teaching.

When the characteristics of good language teachers are considered, Girad (1977) presented a list from the language learner's perspective. Some characteristics he presented included making the course interesting, having good pronunciation, providing clear explanation, involving all of the students, showing good patience, and showing all the students the same interest. According to Ng and Ng (2015), teachers' motivation is the teachers' personal willingness and commitment to teaching which is influenced by the job environment consisting of students, colleagues and other staff. Researchers also believe that the factors which promote teachers' and students' motivation are the same. Yet, studying about second language teachers' motivation is overlooked. Dörnyei (2001) described that the teachers' motivation involves the desire to teach and the person's interpersonal style with students. To answer the question about what motivates a person to enter the language teaching profession, we need to look at some recent studies about factors of motivation, both intrinsic and extrinsic. In

the language teaching career, it usually refers to a person's passion both for language and teaching (Hayes, 2008). Dörnyei (2001) also added that a person's learning background is another reason to choose teaching as their career. In other words, ones who have strong language learning abilities may get motivated to be a language teacher. Dörnyei (1994), in his study about motivation in foreign language classrooms, pointed out that teachers' motivation is important for learners' success in second language learning. Walker and Symons (1997) defined motivated teachers as enthusiastic ones, who try to do their job the best they can, and whose love for their job is obvious. Ng and Ng (2015) drew a mental picture of the motivated teacher as hardworking and diligent, trying to find new beneficial strategies for students and achieving more efficient learning consequences and satisfaction. According to Praver and Oga-Baldwin (2008), there are several factors that may cause teachers' motivation. They can be listed as follows: 1) Intrinsic motivation: determined by inner desires, establishing communication between students and teachers, having the feeling of being efficient in classroom, being successful, 2) Extrinsic motivation: determined by conditions at the workplace that can be controlled, permanence and security for a long period career, 3) Autonomy: being free to use different methods and materials and make decisions in the class, 4) Relationships: making healthy relationship between teachers and keeping that, 5) Self-realization: deciding achievable goals according to students' level, having high attainment expectation, 6) Institutional support: getting help from the school or institute, making expectation of successfulness, providing good materials and supporting and guiding new teachers. Regarding these factors, motivated teachers may like working hard and manage their students in a better way.

On the other hand, researchers and psychologists are interested in the concept of teacher demotivation and discomfort. According to some researchers like Guglielmi and Tatrow (1998) and Kyriacou (1997), discomfort in teachers is expressed as dissatisfaction or stress. Some other researchers like Deutsch (1984) and Ratlif (1988) called it burnout and some others like Dörnyei (2001) named it demotivation. When motivation decies, some factors may cause demotivation. According to Dörnyei (2001), demotivation may happen because of the external factors. Besides, Dörnyei (2011) believes a person who is demotivated now is the one who was motivated before and lost his/her motivation for some reasons. Gates (2000) mentioned students are the main sources of teachers' demotivation. The same finding was obtained in Kiziltepe's (2008) study which was conducted to find demotivation factors among 3000 instructors in Turkish universities. The researcher categorized demotivating factors for teachers into five headings: students, economics, structural and physical characteristics, research, and working conditions. Overall, the results showed that students are the main source of motivation and demotivation for the participants in Turkey.

In the same vein, Han and Mahzoun (2018) classified the factors causing demotivation into: human factors, personal factors and working condition factors. More specifically, the main factors which cause demotivation in English language teachers in the context of private primary and secondary private schools setting in Turkey are administration and working conditions, parents and students.

To encourage teachers to stay motivated, Pesce (2018) proposed a number of suggestions. To exemplify, a teacher should always remember the vision s/he had. In other words, a teacher needs to have a goal and try to reach that. Another suggested

strategy is learning from mistakes, that is using each failure as a tool for motivation. Above all, Pesce (2018) believes that motivation is a learned skill and deeply rooted in teachers' vision, goals and dreams.

2.7 English Language Teaching in Iran

Before discussing the English language teachers' motivation in the Iranian context, English language's place in Iran, its importance in the Iranian curriculum and Iran's educational system should be discussed.

2.7.1 The Place of English Language in Iran

A significant number of Iranian people are fluent English speakers or they try to improve their English skills by contacting with visitors (Richards, 2012). Anthony Bourdain, the TV celebrity, noted in New York Times, June 24, 2014, that "Never would I have guessed that of all countries in the world, my crew and I would be treated so well everywhere by total strangers in Iran". English was regarded as a tool for modernizing the country before Islamic revolution, in the Pahlavi dynasty (1925-1979). After that in 1979, i.e., the Islamic revolution, English was considered as a threat to the Islamic identity and nation. After a while, views about English language changed and Imam Khomeini, the Islamic revolution's leader, in one of his lectures noted that there had been no need for foreign language before, but in those days it was a need. Until now, English and Arabic are the two foreign languages taught in Iranian schools. Since 2015, English has not been considered an obligatory course and students have the option to select between German, French, Spanish and Chinese along with Arabic and English. In the Iranian schools today English is taught.

Since the year 2015, the students' school life starts at the age of 5 after the 2 years of pre-primary school. Students attend primary school for 6 years, and then they start the

first period of high school for 3 years, and continue their last 3 years of the total 12-years of education, as the second period. Schools in Iran are gender-segregated in all school levels, and they are divided into two categories: Public schools which are free-for-all, and private schools which charge a tuition fee. The schools are under the administration of the Ministry of Education and all materials are under its supervision (Dahmardeh & Hunt, 2012).

2.7.2 English in Iranian Educational System

In the current educational system of Iran, English is formally presented at the high schools. All schools have to use the prescribed materials and syllabuses, and changing the course content by teachers is not an option. Developing basic proficiency and reading skills is the main focus of the course materials from the beginning; then the focus shifts toward reading comprehension, grammar, and vocabulary development with little emphasis on writing. Listening is absent from the classes and speaking is limited to drills for practicing grammar and short dialogues (Sadeghi & Richards, 2016).

English textbooks used in Iran, as mentioned earlier, are under the supervision of the Ministry of Education and they are written by an expert team (Dahmardeh, 2009). Grammar Translation Method (GTM) is still very popular among the Iranian teachers of English and the classes generally are teacher-centered. Because of cultural issues and crowded classrooms, the students' level of participation in the classroom is low in public schools.

Considering the English language students at universities, they are divided into three groups: literature, language teaching and translation. All three majors' students take some common courses during the first two years of their studies (Shahriari, 2017).

Currently, there are about 29 state and 35 distance education universities which offer an English program for the 2019-2020 academic year. Therefore, the opportunity to become an English language teacher in public schools and in private language institutes is becoming vast for all graduates from these three majors of English.

Iranians recently believe that a person without the knowledge of computer and English these days is illiterate even if he/she received an academic education. Moreover, because of the importance of English as an international language and the importance of developing practical English skills, and because of the lack of attention shifted toward them, many students take courses in private institutes which specifically focus on English language. These institutes/schools have impressive differences when compared to public schools regarding their organization, educational structure, and level of job satisfaction in their staff, work place, work load, management, teaching material, and salary, training teachers programs, staff contraction and quality of teaching (Iliya & Ifeoma, 2015). English language institutes in Iran are built to help people reach their aims such as enabling them to communicate in English, continuing their education abroad, living overseas, traveling to other countries, and taking international examinations like TOEFL, IELTS, GRE (Iran Ministry of Education, personal communication). The students' participation and enrollment in the private institutes double in the summer time. All the classes in these private institutes, unlike in public schools, are conducted in English. While the materials used in these institutes consist of popular books, teachers try to apply the updated methodologies in their classes, as well (Zarrabi & Brown, 2015). All of the private institutes nowadays tend to employ teachers with high proficiency levels in English and computer. To ensure

the equal levels that the teachers of an institute have, the managers ask new teachers to attend some classes called TTC (Teacher Training Course).

As mentioned earlier, motivation plays a fundamental role for teachers in their careers (Lathman, 1998). Dörnyei and Ushida (2011) noted that it is important to create motivating workplaces for teachers and also keep them motivated. If teachers are motivated, they will participate in different learning opportunities, programs and workshops (Gorozidis & Papaioannou, 2014). Moreover, learners' motivation and teachers' motivation are highly correlated (Taylor, Ntoumanis & Smith, 2009). Due to the importance of learning English as a foreign language in Iran and the main role of motivation in language teachers, like in other contexts, Iranian researchers conducted several research studies in this area. In the following section some of these recent studies are discussed.

The first study to mention was conducted by Alavi and Mehmandoust (2011), in which they aimed to investigate the source of motivation of Iranian English language teachers in public and private language schools. The study included 200 EFL Iranian in-service teachers, 65% of whom were females and 35% were males, aged between 20-50 years. The participants held BA and some of them had MA degrees (the exact number was not mentioned) and they had different numbers of years of teaching experience. Some were officially government employees worked full time or part time at the schools or institutes and (the exact number was not mentioned). A close-ended questionnaire was piloted and used by the researchers. The Language Teacher Motivation Source (LTMS) planned to observe four categories of motivation: 1) intrinsic, 2) extrinsic (social, educational, economic, and emotional), 3) altruistic, and 4) subject matter motivation. After analyzing the data, the results showed that teachers are motivated by

the following reasons: 1) educational motivation, 2) emotional motivation, 3) economic motivation, 4) social motivation, 5) intrinsic motivation, 6) altruistic motivation and 7) subject matter motivation. The researchers suggested urgent provision of professional development, and for further research, they offered to work on teacher motivation from the sociocultural perspective.

Alipour (2018), in a quantitative study, compared the English language teachers' motivation in private institutes and public schools in Iran. He aimed to answer the following question: what are the differences between the motivation of English teachers to teach English in private schools (PS) and private institutes (PI)? Alipour (2018) also investigated the main sources of motivation for them. He proposed two hypotheses: 1) the PS English teachers' and PI English teachers' are the same in the motivation. 2) the main sources of motivation of PS teachers are different from those of PI teachers. The questionnaire used in this study was the one introduced by Dweik and Awajan (2013). The participants included 17 PS English teachers, and 16 PI English teachers. Their ages ranged between 22-45 years old and they all had more than five years of teaching experience. The researcher found out that there are differences between the PI teachers' motivation and the PS teachers' motivation. PI teachers seemed to be more motivated than PS teachers. He believed that private language institutes have a different context and environment, and also their organization is different. He found out that teachers are more motivated by intrinsic rather than extrinsic motivation. Both types of teachers believed that the supervisor role is very important for motivating them. The financial factor is considered another difference between teachers in PIs and teachers in PSs. Teachers teaching in PSs receive a stable salary around the year, while PI teachers have part time jobs and they

do not have a stable and secure job. Learners' type is totally different in public schools than it is in private institutes. In other words, private institutes are more motivated than learners in public schools. Therefore, working with motivated learners is easier. For further studies, the researcher suggested selecting a bigger sample, which may help in finding more reliable results.

The last study to mention is the mixed method research of Riahipour, Tavakoli and Eslami Rasekh (2019), which was conducted to find the effects of curricular reform on ELT teachers, sources of teacher motivation. The total number of participants in the quantitative phase were 98 English teachers, 43 males and 55 females, between the ages of 30-47 years old with 10 to 25 years of teaching experience. Sixty-one of the participants were bachelor degree holders, 32 were holding master's degrees and 5 PhD candidates in TEFL. The survey was based on the four aspects of motivation which were proposed by Dörnyei and Ushioda (2011). For collecting the qualitative data, the researchers conducted interviews with six randomly selected interviewees. After analyzing the data, they reported that there was no significant difference before and after curricular reform in terms of intrinsic motivation factors, but there was an exception which included the teachers' appeal for teaching after the reform. They hoped that their findings can be beneficial for policymakers so that they can consider all aspects of teacher motivation and demotivation factors for their future curriculum.

2.8 Summary

This chapter first presented a review of related literature on teachers' motivation and theories behind it. Then, relevant studies about teachers' motivation in several countries and review of some recent studies on English language teachers' motivation

in the context of Iran were summarized. In the following chapter, the method followed in this present study will be explained.

Chapter 3

METHODOLOGY

This chapter describes the methodology used in the study. It contains six parts. In the first part detailed information about the research design is provided. The research context included in the second section. The third section introduces the study's participants. The fourth and fifth sections include information about data collection instruments and the procedures followed. The data analysis procedures are described in the last section.

3.1 Research Design

As mentioned in the first chapter, this study aims to investigate the perceptions of the Iranian English language teachers of motivation-related issues. More specifically, it aims to determine the perceptions of Iranian English language teachers in private institutes as regards, self-efficacy, teaching context and colleagues. It also aims to explore how these teachers perceive motivation-related factors in their job. For this purpose, this research follows mixed-methods design, involving both qualitative and quantitative data.

A mixed methods research utilizes both quantitative and qualitative data. Johnson and Onwuegbuzie (2004) refer to mixed methods as the third research paradigm in which the target is to show a sketch of the research strengths and diminish the research weaknesses by mixing both quantitative and qualitative methods in one single study. By using both of these methods, the researchers can easily collect different kinds of

data in order to have more valid and reliable research findings (Fraenkel, Wallen, & Hyun, 2012). This is, in fact, the concurrent triangulation method in which a researcher uses two different methods in an attempt to conform, cross, validate, or corroborate findings within a single study (Creswell, 2003). As pointed out by McKim (2017), using mixed methods makes the research more valuable and enables the readers to gain a better and deeper understanding.

Fraenkel and Wallen (2003) discuss that what is more likeable by researchers is the research quality, instead of the regularity of a certain action or its alternative evaluation. They declare that “research studies that examine the quality of activities, relationships, situations, or materials are habitually referred to as qualitative research” (p. 430). In fact, this is a triangulation methodology which researchers use in a single study to conform, cross or validate the findings (Creswell, 2003).

There are different ways to obtain quantitative and qualitative data. For instance, tests are the most common research instrument in quantitative research, examples of those tests are psychological tests like aptitude tests or personality batteries or language tests. Another common research instrument used in quantitative research is surveys where, the researcher uses different types of questionnaires. The common instruments used in qualitative research, on the other hand, are observations, interviews, journals and diaries (Dörnyei, 2007). This study uses both qualitative and quantitative data collection tools, namely a questionnaire and semi-structured interviews.

3.2 The Research Context

Since the role of English is increasing in a globalized world, Iran, like other developing countries, feels the need of the acceptable level of competence in English

usage. At present, English is taught in schools as a required course. Yet because of the limited time dedicated to English language teaching in the school curricula, private language institutes attract lots of school students as well as adults who are interested in learning English (Talebinezhad & Sadeghi, 2005). The role of English language institutes in Iran is increasingly important.

To run an English language private institute in Iran, as a first step, it is important to select the language which is going to be taught and the teaching methodology to follow. Then, an appropriate place should be recommended to the Ministry of Education. As a legal obligation, the institute holder should be a bachelor degree holder with three years of experience in schools or institutes under the vision of the Ministry of Education. After this process, some names as institutes' staffs should be introduced to the Ministry for getting permission. If adults are composing the majority of the learners, in some cities, male and female people should be separated. All of the staff and teachers should be introduced to the Ministry of Education and teachers should be the holding a training qualification.

Regarding the amount of salary and benefits paid by different private institutes in Iran it should be noted that there is diversity. There is not a written rule about these issues as different private institutes have various policies. Usually the teachers' payment depends on teachers' educational level, years of experience and other certificates they hold related to teaching English. Also, it is affected by institute's credentials and the learners' age.

3.3 Participants

A total of 150 English language teachers working in six different private institutes in four cities in Iran, namely Tehran, Isfahan, Mashhad and Yazd participated in this study. The participants were selected randomly and all were willing to participate.

The sample of the participants included both males and females, where 26% of them were male and 74% were female. Regarding their age, 32.7% of them were under 25, 26.7% were between 26 and 30, 29.3% were between 31 and 40, 6.7% were in their 40s and the rest of them (4.7%) were 50 years old and above. Regarding their experience, nearly half of them (45.3%) had below 5 years of experience, 32.7% had been teaching English between 5-10 years, 14.7% had 11-15 years' experience and 7.3% had been an English teacher for more than 16 years.

Concerning participants' years of experience in those institutes, about 54% of the participants had been teaching in that institute for 1-3 years, 23.3% for 4-5 years, and 22.7% of the participants had over 5 years of experiences in their institutes. About the participants' highest academic qualification, a majority of the participants (62.8%) held a bachelor degree, 33.1% were MA holders, and 4.1% had PhD or PhD in progress. When participants were asked whether they had any other certificates related to teaching English, 75.3% of them replied that they did not have any, and 24.7% had different certificates such as TESOL (Teaching English to Speakers of Other Languages) and TTC (Teacher Training Course). Table 3.1 represents the demographic data of the participants.

Table 3.1: Demographic Data of the Participants

Characteristic	Levels	Frequency	Percent
Gender	Male	39	26.0
	Female	111	74.0
Age	Under 25	49	32.7
	26-30	40	26.7
	31-40	44	29.3
	41-50	10	6.7
	Above 50	7	4.7
General experience of teaching	Under 5	68	45.3
	5-10	49	32.7
	11-15	22	14.7
	Above 16	11	7.3
Experience of teaching in the institute	1-3	81	54.0
	4-5	35	23.3
	Above 5	34	22.7
Academic qualification	Bachelor	93	62.8
	Master	49	33.1
	PhD	6	4.1
Other certificates	Yes	113	75.3
	No	37	24.7
Total			150

3.4 Data Collection Instruments

A questionnaire was administered to 150 participants and 10 participants agreed to take part in the semi-structured interviews in the present study.

3.4.1 The Questionnaire

To reach the study's aim, the researcher reviewed different questionnaires and decided to use the questionnaire which was developed by Mifsud (2011). This questionnaire (Teacher Motivation Questionnaire) includes 3 parts. The first part contains 6 questions about background information such as the participants' gender, age, years of experience, academic qualifications and any other related certificates. The second part includes 59 items (statements) on a 5-point Likert scale from (1) strongly disagree to

(5) strongly agree and the last part contains 3 open-ended questions about the sources of teacher motivation or demotivation. The items in the second part of the questionnaire cover the following three categories as shown in table 3.2. Attitudes toward teaching: the way teachers recognize their job and their attitudes toward it, which are very important issues while studying about job motivation. (30 items)

Teacher efficacy: the sense of competence and teachers' understanding of how students are affected by them. One of the most important parts of teachers' motivation is teacher efficacy (Dörnyei, 2001). (14 items)

Attitudes toward institutes and colleagues: teachers' relationship between their colleagues and other workers in an institute, and the influence of the relationships on their motivational level. It may cause motivation or demotivation (McKeachie, 1997). Dörnyei (2001) believed that the school environment directly affects teachers' motivation. Also, the relationship between teachers and other colleagues is an important issue on teachers' motivation. (15 items)

Table 3.2: TMQ Items of the Teachers' Motivation Domains

Scale domains	Number of Item	Total Items 'no.
Attitudes toward teaching	1,4,5,7,10,13,16,18,20,21,22,23,24 25,28,29,31,32,33,34,35,40,41,46, 47,48,51,54,55,58	30
Teacher efficacy	2,8,14,15,19,26,27, 37,38,43,44,49,52,56	14

Attitudes toward context and colleagues	3,6,9,11,12,17,30,36,39,42, 45,50,53,57,59	15
Total		59

3.4.2 Semi-Structured Interviews

To find out the sources of teacher motivation for Iranian English language teachers in private institutes, 10 teachers participated in semi-structured interviews in six institutes in different cities of Iran, Isfahan, Mashhad, Tehran and Yazd. Although the researcher was careful to include equal numbers of teachers from each of the chosen six cities, three teachers were selected from Isfahan, Mashhad, Tehran, the rest of the interviewees were from Yazd because of time and accessibility constraints. The researcher adopted the interview questions from Mifsud's (2011) research and adapted them to match the context of the present study. For example, some questions were paraphrased to make them more clear and understandable. In order to give participants, the chance to express their opinions as free as possible, the interview questions were conducted in the form of semi-structured. Dörnyei (2007) mentioned that semi-structured interviews insure more the participants to have more freedom explain their ideas.

The semi-structured interview used in this study consisted of ten questions. It started with inquiring the reason why the participants selected teaching English as their career and whether this job was their first choice or they wish they had a different job. Other questions inquired about their interest in their job and then continued with the participants' definition of teacher motivation and their ideas about the sources of teacher motivation. The interviewees were also asked to mention the things that

motivate them to stay in their job, and whether the source of motivation is internally or externally oriented. The interviewees were also invited to describe how they perceive their place in the social hierarchy as a teacher of English and its effect on their level of motivation. As a final question, they were asked about the role of institutes they worked at in their level of motivation and the ways that institutes can increase the level of their motivation as a teacher of English.

3.5 Data Collection Procedures

The data collection procedures were held between June 23 and July 25, 2019, during the summer semester. Before starting the study, permission letters from the administrators were obtained from the private institutes where the researcher conducted the study. Later, an approval from the Ethical Committee of Eastern Mediterranean University was obtained as a by-law requirement. Then, data was collected from the participating English language teachers in private institutes in Tehran, Isfahan, Mashhad and Yazd via the Teacher Motivation Questionnaires (TMQ) and semi-structured interviews.

Before the implementation of the questionnaire and the interviews, the researcher obtained the consents of all participating teachers. The teachers signed the consent form and submitted it to the researcher prior to giving their answers to the data collection tools.

As mentioned before, the qualitative data were collected by using the questionnaire adopted from Mifsud (2011). The questionnaire, as recommended by Dörnyei (2007), was piloted to make sure that it was reliable and valid. To this end four M.A students and one PhD student of EMU, who were Iranian in origins, were given the

questionnaire. All of them were satisfied that the items were clear, understandable and relevant, so the researcher did not make any changes in the original one.

The researcher explained the purpose of the study to the participants in person and after getting their consent, she distributed the questionnaire to the participants to be filled in. Then, the researcher collected the questionnaires back to analyze them. All participants answered all the items in the questionnaire without missing any item.

In order to collect qualitative data, semi-structured interviews were conducted with ten English language teachers in private institutes in Iran. All of them already had responded to the questionnaire and signed the consent letters. The interviewees were the teachers who showed their interest in being interviewed. The interviews were conducted in English. The researcher recorded all the interviews and transcribed them for analyzing.

3.6 Data Analysis

Both qualitative and quantitative research methods were used to analyze the data in this study. The quantitative data were obtained from Teachers' Motivation Questionnaire (TMQ) (Mifsud, 2011) and analyzed descriptively by use of Statistical Package for Social Sciences (SPSS, version 20). Semi-structured interviews, on the other hand, provided the qualitative data, and content analysis was followed to analyze it.

In analyzing the transcribed data, the researcher followed the methodology of coding presented by Mackey and Gass (2015). Firstly, the topics as motivational measure were found and listed. To become sure about the researcher's coding, another person, a PhD

candidate in the ELT program, got engaged in the coding process by working on three transcriptions individually. Then, this coding was compared with the researcher's coding and about 80% similarity was found between the coding. This high percentage showed that the researcher's coding was on the right track; therefore, the rest of the coding process was continued by the researcher on her own. Findings were placed on the tables to be analyzed and interpreted.

3.7 Summary

This chapter explained the research design which was used in this study, the context of the research, the participants, the data collection tools, and the procedures of data collection and data analysis. The results of the collected data will be presented extensively in the following chapter.

Chapter 4

RESULTS

This chapter includes an overall display of the findings reached through the questionnaire and semi-structured interviews analysis, which focused on the private institutes' Iranian English language teachers' perspectives about their motivation. The quantitative data was obtained via TMQ (Teacher Motivation Questionnaire), developed by Mifsud (2011). The qualitative data were collected through three open-ended questions which were included in the questionnaire and also from the interview questions. The findings will be presented in the same order followed in the study's research questions.

4.1 Research Question #1: What are the participants' perceptions of a) being an English language teacher, b) their self-efficacy, and c) their teaching context and colleagues?

4.1.1 Participants' Perceptions of Being an English Language Teacher

As mentioned previously, the Teacher Motivation Questionnaire used by the researcher included 59 items, 30 of which (Items: 1, 4, 5, 7, 10, 13, 16, 18, 20, 21, 22, 23, 24, 25, 28, 29, 31, 32, 33, 34, 35, 40, 41, 46, 47, 48, 51, 54, 55, 58) were associated with the participants' perceptions of being an English language teacher in private institutes in the context of Iran.

The descriptive statistical analysis results are presented in Table 4.1 below. According to the analysis, the mean score is 3.7035 with a standard deviation (SD) of .33707. This result can be interpreted as a positive perception of the participants, showing their satisfaction from being an English language teacher in their teaching context.

Table 4.1: Participants' Perceptions of Being an English Language Teacher

Mean	Standard Deviation (SD)	n
3.7035	.33707	150

The qualitative data obtained from the interviews support this finding. All of the interviewees expressed their general satisfaction with their job regardless of the challenges that they were encountering such as insufficient wages. Some of the respondents (nine out of ten) mentioned that they selected teaching as their initial choice. To exemplify, one of the participants (Participant 2, shortly P2) expressed it as follows:

As a matter of fact, I wasn't very much interested in this job when I was a child. When I took Konkoor exam, my rank in math wasn't very good but it was very good in English. I was interested in English but not in its teaching, so I studied English literature in Isfahan University, but I realized that I wasn't interested in that either. I thought studying translation would be challenging so I chose that department and studied it for four years and finished it. When it was over, I really didn't like translating because I'm not good at translating, because my Persian is not very good. So I thought teaching English would be a good opportunity for me. Then I took teaching English position at this institute and actually I like this career. (P2)

When the participants were asked if performing their job was easy or difficult, some of the teachers (five out of ten) thought it was quite a difficult job; two out of ten stated that it is an easy job, and the rest of the participants (three out of ten) believed it is a

challenging job because of their responsibility for students. The quotes below exemplify these ideas:

We don't have any holiday. We have to prepare a lot of questions and then correct them. It is very difficult to motivate students to learn well. (P2)

No, being an English language teacher is not a hard job for those who like teaching and who are passionate about what they do. I believe anything we do in this world requires motivation. Without it, it will be hard to keep pushing to the top. (P6)

I want to change the term 'difficult' to 'challenging'. The act of teaching is something challenging. Not difficult, but challenging. I have to define challenging that is something that test your ability to be able to share, able to make the atmosphere of the class suitable and comparable for the act of teaching so it is challenging, not difficult. (P10)

4.1.2 Participants' Perceptions of Their Self-Efficacy

Fourteen items in the Teacher Motivation Questionnaire (Items 2, 8, 14, 15, 19, 26, 27, 37, 38, 43, 44, 49, 52, 56) were related to the participants' perceptions of their self-efficacy. Table 4.2 below presents the descriptive statistical analysis result. According to the analysis, the mean score is 3.9295 with a SD of .38103. This result can be interpreted as a positive perception of the participants, showing their acceptable self-efficacy level.

Table 4.2: Participants' Perceptions of Their Self-efficacy

Mean	Standard Deviation (SD)	n
3.9295	.38103	150

As regards the qualitative data, one of the semi-structured interview questions was based on the self-efficacy of teachers in the Iranian context in private institutes, asking "Are you satisfied with your teaching abilities? How about your subject matter knowledge? Are you satisfied with it as well?" More than half of the interviewees (six

out of ten) expressed their satisfaction with their teaching abilities regarding the feedback they received from their students at the end of the semester via a form completed by the students in order to evaluate their teachers. To exemplify, P3 said:

From the feedback I get in general from my students about my teaching skill and also my students' grades they get at the end of the semester make me believe that my teaching abilities should be above average. I also trust my overall knowledge of the subject. (P3)

The rest (four out of ten) were dissatisfied because they said that they need to be updated more. The following quotes are examples:

I am doing my best about my teaching abilities although recently I don't have an opportunity to keep myself updated. I can somehow say yes but not completely, and if you want a percentage of that, it's about 60%. When it comes to my English knowledge, no, I'm not satisfied with that. I am afraid it is not sufficient. (P8)

Actually you cannot be satisfied with your teaching abilities, because you need to improve your abilities continuously. Of course I'm not satisfied with my English knowledge, because we are not mainly English speakers, we are not expected to know everything but I do not feel good when my students ask something and I don't know that in English For example, when I watch movies in English and don't understand what they say, because I'm an English teacher I am expected to know everything, so I feel I have to work on my English every day, and as you know good teachers have good students. (P5)

4.1.3 Participants' Perceptions of Their Teaching Context and Colleagues

Obviously, institutes' role on teachers' motivation at the workplace can be very important. To investigate this issue, fifteen items (Items 3, 6, 9, 11, 12, 17, 30, 36, 39, 42, 45, 50, 53, 57, 59) in the Teacher Motivation Questionnaire were related to the participants' perceptions of their teaching context and colleagues. The following table presents the results of the descriptive statistical analysis of the perceptions of participants regarding their teaching context and colleagues. Based on the results, the mean score is 3.5673 with the SD of .40998. It can be said that this result represents the importance of teaching context and colleagues for the participants' motivation.

Table 4.3: Participants' Perceptions of Teaching Context and Colleagues

Mean	Standard Deviation (SD)	n
3.5673	.40998	150

The qualitative data on this issue was obtained from the interviews by means of the following question: “What is the role of institute in your motivation? What should the institute do to increase your and your colleagues’ motivation level?” In response to this question, all the interviewees mentioned the important role the institute plays in their level of motivation at the workplace. All of the participants emphasized the significance of the role played by the managers in their motivation or demotivation level and put the role of their colleagues on the second place. The following quotes exemplify this:

The role of managers is really important. Undoubtedly the managers can motivate or demotivate the teachers in the institute by their attitude and it is very important. (P5)

Institute, I mean its manager, can influence me to do better at my job by supporting me either financially or emotionally, because teachers have to carry a lot of pressure plus everything in their lives, so I need some support from my institute to do better as a teacher. (P1)

One of the participants emphasized the importance of institutes’ facilities in motivation or demotivation level, by saying the following:

The institute’s role is very important. When you enter your classes and if everything is ready, computers run well, white board is OK and something like this, you have no problem, but when every session I go to my classes and I have to spend about 10 minutes to find the right track on my flash disk and something like this, and sometimes when you see students, not listening to you but trying to keep themselves cool because it is too hot, these things make you demotivated. (P7)

According to the importance of colleagues' role in motivation or demotivation level, one of the participants mentioned that by the following:

To me, the good relations among my colleagues and the manager motivate me come to work every day eagerly. When I see my colleagues, it's better to say my friends, are very up-to-date and active, it encourages me to follow them and try for better performance in my classes. (P3)

4.2 Research Question #2: How do the participants define 'motivation', 'motivating' and 'demotivating' factors in their job as a teacher of English?

4.2.1 Interviewees' Definition of Motivation

The answer to this question was obtained from the content analysis of the responses given by ten interviewees to the related interview question ("How would you define motivation in professional life?"). The analyzed content of the collected data indicates that almost all of the interviewees (nine out of ten) described motivation as 'a willingness to do their best and a personal desire and drive'. Also, all of the interviewees emphasized that the only reason they continue this job is because they love their job and their students very much. Their students were reported to be a very important motivational factor which attracts them to the work every day. Only one of the interviewees related the motivation to the inspiration by the manager. Accordingly, all of the interviewees believed that their level of motivation is something that not only they themselves control but also others (such as their managers, colleagues and students) control it. In fact, they meant that it is the combination of both.

As regards how teaching as a job is viewed among people and teachers' place in social hierarchy in the context of Iran, all of the interviewees expressed their belief that in Iran teachers are highly respected, and this contributes to their motivation. One of the

participants mentioned how the people view English language teachers in society in general by the following words:

Fortunately, the view of people about teachers, in Iran I mean, is good but English teachers are viewed somehow higher than other teachers. It is because whenever they know someone can speak English and can communicate with foreigners, they are valued more. I have to say that the English language teachers are more respected. (P5)

4.2.2 Motivating and Demotivating Factors

The data regarding the motivating and demotivating factors among Iranian English language teachers in private institutes came from two sources: from the responses given by the 10 interviewees to the question in the semi-structured interview (“What aspects of your job do you find motivating and demotivating?”), and from the open-ended questions in the survey which was administered to 150 English language teachers in 6 private institutes in Iran. The participants were asked to list the three factors that most motivate them and three factors that make them demotivated in the open-ended questions. Also, they were asked to write three changes which they would make if they had the authority in the institute.

Regarding the motivating factors, all the interviewees had a common opinion that their students are the most motivating factor in their career. On the other hand, they believed that the low payment is the most significant demotivating factor.

Content analysis of the data gathered through the responses to the open-ended questions has shown that the sources of motivation and demotivation can be classified into the following sub-themes:

- a) Intrinsic type of motivating/demotivating factors
- b) Extrinsic type of motivating/demotivating factors

Table 4.4 provides a detailed presentation of each of these themes. Also, further elaboration will be made bellow for clarification.

Table 4.4: Participants' Perceptions as Regards to Motivating/Demotivating Factors

Themes	Sub-themes
Intrinsic type of motivating/demotivating factors	- desire to participate in the teaching-learning process and management style
	- personal traits and development
Extrinsic type of motivating/demotivating factors	- institute's environment
	- students
	- financial incentives: salary, regular pay, payments

4.2.2.1 Intrinsic Type of Motivating/ Demotivating Factors

4.2.2.1.1 Desire to Participate in the Teaching-Learning Process

In open-ended questions the participants were asked to state three changes which they would make if they had the power/authority in the institutes to feel motivated. Desire to participate in the teaching-learning process was the most important mentioned issue among the participants. The factors which were mentioned repeatedly by the participants were the institute's selecting the books, methods, learning assist tools, etc., by consulting the teachers. They mentioned when they are not participated in any decisions or they are not asked about their opinion about the teaching-learning process this makes them demotivated. Some participants mentioned that because the teachers are more in touch with the students and their parents, they are more aware of what students and parents need and demand. This may necessitate new management style in institutes, yet no one asks about their opinion.

4.2.2.1.2 Personal Traits and Development

The second sub-theme in the intrinsic type of motivating and demotivating factors appeared in the data is personal traits and development. According to the analysis results, all of the participants are happy to be an English language teacher and they like their job personally, as it keeps them motivated to continue their job. As mentioned above, they believe they can learn new things during teaching. In this vein, participants seem to be motivated to find new ways to develop their abilities. On the other hand, some participants reported that because of the lack of support from the manager(s) of the institute they work at, they feel their individual effort to improve themselves professionally is useless.

4.2.2.2 Extrinsic Type of Motivating/ Demotivating Factors

4.2.2.2.1 Institute's Environment

Teachers as a big and most effective part of the institutes' society are more affected by the institutes' environment. The sub-themes that emerged after conducting the content analysis were as follows:

- i. Managers
- ii. Classroom equipment
- iii. Colleagues and other staff

Managers, according to the participants, are one of the most significant factors in their motivation or demotivation. If a manager has a close relationship with teachers and understands them, tries to solve their problem, and listens to the teachers, this motivates the teachers. On the other hand, managers with no flexibility to understand teachers may cause teachers to feel demotivated.

Classroom equipment was another aspect related to institute's environment. Some of the complaints the participants made were related to either the lack of or the old-fashioned facilities in the classroom. Many teachers said that the audio-visual equipment which is very important in English classes is very old in their workplace, and they found it very demotivating.

Colleagues and other staff were found to be another important reason for teachers to be motivated or demotivated. Most of the participants reported that motivated, active and updated colleagues would motivate the others and help them to develop professionally. Also, they stated that burnout, demotivated and unhappy teachers around them affect them negatively and cause demotivation in everybody.

4.2.2.2.2 Students

The content analysis of the data obtained from the participants indicated that some of the motivating or demotivating factors are related to students. Students' motivation level appears to influence the participated teachers. For example, one of the participants stated:

Motivated students make me motivated and demotivated ones reduce mine. When I enter the classroom and see they are waiting for me, this makes me sure that I'm on the right way in teaching. (P4)

Some of the participants pointed out that the respect they get from their students and their parents make them feel more motivated;

Some of my students come to the class by their parents' force, so they don't like to participate or do their assignments. They are not respectful and they are too careless. At the end of the semester when parents see their children have progressed, they come to me and appreciate my effort. It really makes me motivated and keeps me trying hard. (P1)

4.2.2.2.3 Financial Incentives: Salary, Regular Pay, Payments

Considering the motivating and demotivating factors, all of the 150 participants in this research emphasized that salary is one of the factors that had the most significant influence on their motivation. As mentioned before, there is no written criteria or rules about teachers' salary in private institutes in Iran. Instead, each institute has their own payment scale according to teachers' years of experience, their obtained certificates such as, CELTA, DELTA, TOEFL, IELTS, GRE etc., and the level of their students which analyzed by the institutes. Also, the payment is affected by the evaluations, which are conducted at the end of each term. All of the six institutes where this research was conducted follow this practice about their teachers' salary.

Some of the participants mentioned that they get rewards for their achievements and that the evaluation result affects their salary. They expressed their trust that this practice motivates them to keep themselves updated and developed.

I feel motivated especially when I see the teachers who tried hard are distinguished from teachers who are unqualified or not serious. Knowing that success is rewarded is very motivating. To increase my salary, I took my TOEFL certificate and you see, it was a good motivating factor. (P9)

4.3 Summary

The current chapter presented the findings obtained from the questionnaire and semi-structured interviews. According to the findings, Iranian English language teachers in private institutes are found to be satisfied with their jobs in general although they emphasized the existence of some extrinsic factors such as financial matters and student-related issues which affected their motivation negatively.

Chapter 5

DISCUSSION OF RESULTS AND CONCLUSION

This chapter presents a detailed discussion of the main findings presented in Chapter 4 in relation with each of the study's research questions. The chapter includes a statement of conclusion, implications of the study, limitations of the study, and ends with suggestions for future research.

5.1 Discussion of Results

This section includes the presentation of the findings related to each of the study's research question. The first research question was looking for the perceptions of the Iranian English language teachers in private institutes of being an English language teacher, their self-efficacy, and their teaching context and colleagues. For this purpose, a questionnaire called Teacher Motivation Questionnaire (TMQ) was managed to a total of 150 Iranian English language teachers who work in six private institutes in four different cities in Iran, and semi-structured interviews were held with 10 volunteer participants.

The results revealed that Iranian English language teachers in private institutes are satisfied with their jobs and being an English language teacher was their first choice. This finding is consistent with Alipour's (2018) study, which compared the motivation of teachers working in private institute and public-school regarding teaching English in Iran and reported the same result about teachers' job satisfaction in private institutes.

In the present study, the participants also described teaching English as a challenging job due to the responsibilities they have for the students.

The result of the participants' perceptions of their self-efficacy showed that the participated English language teachers are satisfied with their level of self-efficacy. On the other hand, based on the results of Hoy and Spero's (2005), teachers' self-efficacy affects the endeavor of the teachers' goals that they set. So, the need for developing teachers' knowledge of teaching and new methodologies is noticeable. The participants mentioned that they need to be updated and in the institutes which they worked at, the lack of plan for teacher development is quite tangible.

The result of the participants' perceptions of their teaching context and colleagues revealed that the participants' motivation is directly affected by their colleagues and especially the way the institutes' managers treat teachers. While, Tschannen-Moran et al. (1998) point out the negative influence of colleagues on teachers' motivation by discouraging each other from proving new methods or by pressure to perform in exact expected ways by colleagues. Likewise, the effect of the facilities used in the institutes such as audio-visual system and the class equipment on teachers' motivation cannot be ignored. Baran et al. (2010) also indicate that the facilities used in schools, have an influence on the increasing demotivation for teachers.

The aim of the second research question is to determine how the participants define 'motivation', 'demotivation', 'motivating and demotivating factors' in their job as a teacher of English. Data were obtained via semi-structured interviews, as well as open-ended questions in the TMQ. The data analysis showed that the English language teachers in Iran define motivation as a willingness to do their best and a personal desire

and drive. The participated English language teachers also believed that the level of motivation is not only controllable by themselves but also the level of motivation among the participants is affected by others such as managers, colleagues and students.

As regards the importance of how teaching English as a job is viewed among the society and as well as teachers' level in social hierarchy, teachers, especially English teachers, are highly respected within the society and this definitely contributes to their motivation. According to the Maslow's (1943) hierarchy of needs, the goal is to satisfy the lower needs in the hierarchy to reach higher levels. It would be the same according to Herzberg's (1964), theory: hygiene factors should be preserved and then the English teachers' satisfaction factors can be achieved, which ultimately would result in teachers' motivation.

To find out how the participants commented on the motivating and demotivating factors in their job as a teacher of English, data were obtained through open-ended questions of TMQ and also semi-structured interviews. To analyze the data, the theory of self-determination presented by Deci and Ryan (1985) was followed, and the sources of motivation and demotivation were classified into two sub-themes, namely 'intrinsic type of motivating/ demotivating factors' such as the desire to participate in the decision-making stages of teaching-learning process and management style, their personal traits, and desire for development, and 'extrinsic type of motivating/demotivating factors' such as the institutes' environment and facilities, students' profile, and financial incentives like salary, regular pay and payments. The participants of the current study believed that their involvement in teaching-learning process decision-making stages would make them more motivated. They stated that by their participation not only they will be more motivated but also the institutes'

managers would benefit from the experience of teachers and thus they would be able to manage their institutes better. In this vein, Gülen (2004) believed that teachers' perspectives about their working conditions need to be taken into consideration. There should be forums and facilities that would allow the teachers to share their professional experiences and opinions to explore original ideas so that there would be improvement in their teaching practice and students' achievement.

Another motivating or demotivating factor reported by the participants was the personal traits and desire for development. According to the results, the motivation of the participating Iranian English language teachers comes from their interest in their job, especially the field of teaching English. This seems to be a very important factor as indicated in other studies such as Farber (1991), Kegan (1982), Prusilk and Szulawski (2019), Shirom (1993) and Vallerand, Fortier and Guay (1997).

As mentioned before, theory of self-determination (Deci & Ryan, 1985) introduced extrinsic factors as another sub-theme for motivation or demotivation. The participants in the current study named three factors for extrinsic motivation or demotivation factors such as: managers, classroom equipment, and colleagues and other staff. Regarding the managers' role in teacher motivation, some studies (for instance, Sachu, 2007) emphasized that the role of managers to increase (or decrease) the teachers' motivation and their long-term satisfaction can become more important than the factor of salary, for example, which is known as another important factor of teacher motivation. Sachu (2007) believed that managers can increase teachers' motivation by many ways, one of which is by providing psychological growth opportunities.

Classroom equipment was another aspect related to the teachers' workplace mentioned by the participants. The participants complained about either the lack of facilities or the old-fashioned equipment at the classrooms. Buckley, Schneider and Shang (2004) stated that classroom equipment can have an effect on teachers' motivation and on their ability to teach. Also, Gülen (2004) and Alsandgan and Cetin (2007) emphasized that appropriate and facilitated classroom environments have a positive effect on the motivation and performance of teachers, and this ultimately supports students' learning. Dörnyei (2001) also pointed out that the general climate and the physical environment of the teachers' workplace and classes affect teacher motivation.

Colleagues and other staff working in institutes were found to be as another important reason for motivation or demotivation of the teachers. The participants in this study reported that motivated, active and updated teachers would motivate them while demotivated, old-fashioned and burned out colleagues and staff demotivate them. This finding complies to findings reached in some other studies such as Nias (1998), McKeachie (1997), Evans (1997) and Osterman (2000), who argued that teachers' relationships with their colleagues and workplace staff can increase or decrease their motivation.

Students' motivation or their level of proficiency was another motivating or demotivating factor mentioned by the participants in this study. Several other studies have emphasized this finding indicating a relationship between students' level of motivation and teacher motivation (Hismanoglu & Ersan, 2016; Lou & Chen, 2016; Shunying, 2015). In his study, Shunying (2015) reported that students may cause motivation or demotivation among English language teachers by their proficiency

level or their level of motivation or demotivation. From this perspective, there seems to be consistency between the findings of the present study and the previous studies.

Finally, 'financial incentives' appeared to be one of the most prominent motivation or demotivation factors among English language teachers in Iranian private institutes. Considering the economic challenges to be met by the majority of people in the research context (including generally teachers and specifically English language teachers), like in many other parts of the world, this factor has been highlighted in other studies as well. To exemplify, Figlio and Kenny (2006) and Tutor (1986) believed that imbalance in teachers' salary influence their motivation in a negative way, indeed. In that respect, the results of this study support the results of earlier studies.

5.2 Conclusion

Motivation is the main drive behind any course of action which aims success. It is through this phenomenal concept that reaching the peak becomes possible. When it comes to educational milieu, the concept appears to have more weight. The determinant of the success when it comes to the context of second/foreign language teaching and learning is the motivation in both teachers' and learners' side.

This study investigated the perceived motivating and demotivating factors in Iranian English language teachers in private institutes and their perceptions on teaching, self-efficacy, teaching context and colleagues. The analysis of quantitative data, collected through Teachers' Motivation Questionnaire (TMQ) by Mifsud (2011), and qualitative data obtained by means of semi-structured interviews, indicated that the participants of this study are motivated and/or demotivated by two sources: first, intrinsic types of motivation or demotivation factors, such as the desire to engage in the

teaching/learning process and personal traits and management style and desire for development; and second, extrinsic types of motivation or demotivation factors such as the institutes' environment and facilities, students' profile and their motivation level, and financial incentives.

Regarding the findings of the current study, managers of the Iranian English language institutes appear to be the most noticeable source of motivation or demotivation factors among the participating English language teachers. Likewise, students, as another extrinsic factor, play a great role in teachers' motivation and/or demotivation. Furthermore, financial incentives are another noticeable extrinsic type of motivating or demotivating factor among the participants. And finally, the importance of classroom equipment and colleagues and institutes' other staff has been emphasized as another extrinsic type of motivating or demotivating factors.

Contrary to previous findings by Ellis (1984), Spear, Gould, and Lee (2000), and Bennell and Akyeampong (2007), which asserted that intrinsic factors are the reason behind teachers' motivation or demotivation rather than extrinsic factors, the findings of this study revealed that English language teachers in private language institutes in Iran are motivated or demotivated by extrinsic factors such as institutes' environment, students and financial incentives.

5.3 Implications of the Study

Based on the study's findings, it is possible to refer to some implications as regards the ways to increase the motivation level of English language teachers in Iran, which will eventually help in improving the teaching quality in the country. First, the managers of private institutes need to be informed about the importance of their role

and its effects on teachers' motivation. For this purpose, some leadership courses can be designed, and managers, as leaders of their institute, can be encouraged to participate in these training programs. It would not be wrong to claim that becoming a manager in many parts of the world is justified by various factors, and most of the time these factors may lack any academic principles. Therefore, it is important that managers be made aware of their responsibilities in improving the quality of instruction in their institutes, which is very closely related to teachers' motivation and enthusiasm.

Second, the participating English language teachers in the study criticize the lack of opportunities for their participation in the decision-making stages of teaching- learning process, and this does not contribute to their motivation. To increase their motivation, weekly or monthly meetings can be organized in which teachers share their ideas with colleagues. This kind of meetings may also help teachers to meet their colleagues, who are another factor of their motivation or demotivation.

Third, this study highlighted the importance of students' role on teachers' motivation. Therefore, students should keep motivated in different ways. Equipping institutes by modern audiovisuals and attractive learning assist tools, which was the mentioned factors for teachers, will not only keep the students motivated but also increase teachers' motivation. Also, involving teachers and students in supporting programs or conferences may help both to develop their motivation.

Finally, financial incentives, good salaries, and regular payment are reported to be important factors in increasing English language teachers' motivation in private institutes in Iran. For this purpose, English language institutes in Iran should all agree

to follow the same principles or by-laws about teachers' salary and incentives regarding their professional certificates such as CELTA, DELTA, TOEFL, IELTS, and GRE that they have obtained. The very same principles can be used in evaluating teachers' performance as well, as teacher appraisal principles. These principles and rules should be notified to the teachers at the beginning of each term.

5.4 Limitations

According to the findings, it is possible to claim that the present study has attained its aim; yet, some limitations still exist and those can be summarized as follows. First, a total of 150 English language teachers working in six private institutes in four cities in Iran participated in the study, but this number can be considered limited. Also, the number of the interviewed English teachers is relatively low (totally 10) due to the unavailability of many teachers to take part in the interviews. Therefore, the results obtained in this study cannot be generalized to all private institutes in this country. Yet, the variety of the institutes (six in number) and cities (four cities) may make this study valuable among the other similar studies conducted in Iran.

The second limitation of the study is related to the time of data collection. The data was collected in a period in which Iran was facing a financial crisis, which may have an influence on the study's results. The emphasis on the financial issues as a factor on teachers' motivation might have been due to this coincidence.

5.5 Suggestions for Further Research

This current study introduces a number of suggestions that can be taken into account for further research. The first suggestion is the replication of this study in other cities in Iran and the encouragement of more English teachers to participate. This initiative

can provide a more accurate picture regarding the Iranian English teachers' motivation in private institutes.

Second, conducting comparative studies between the teachers of other subject matters (such as Maths, Science, History) can help to find out whether the effects of the internal and external sources differ or are similar for those teachers, as well. The challenges that English language teachers have to cope with are explained in Borg (2006) as compared to other subject matter teachers, and a study investigating the relationship between these challenges and their effects on teachers' motivation in the Iranian context can be studied more closely and in depth.

Finally, the context in which this study was conducted is private language institutes. Thus, repeating the same study in other contexts like private schools (at secondary and high school level) as well as universities would be of great worth.

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APPENDICES

Appendix A: Questionnaire

TEACHER MOTIVATION QUESTIONNAIRE

PART 1: BACKGROUND INFORMATION

Please mark the appropriate option by ticking (✓) it.

1. What is your gender? () a) Male () b) Female
2. How old are you? () a) under 25 () b) 26 - 30
 () c) 31 - 40 () d) 41 - 50
 () e) over 51
3. How long have you been teaching () a) below 5 years () b) 5-10 years
English in general? () c) 11-15 years () d) over 16 years
4. How long have you been teaching in () a) 1-3 years () b) 4-5 years
this institute? () c) over 5 years
5. What is your highest academic () a) Bachelor () b) Master
qualification? () c) PhD
6. Do you have any other certificates
related to teaching English? If yes,
name them.

PART 2: TEACHER MOTIVATION

Please kindly indicate your opinion about each statement by circling what best indicates the extent to which you disagree or agree with the statement. I am interested in your personal opinion. Thank you for your help.

Strongly disagree SD	Disagree D	Undecided / Not sure U	Agree A	Strongly agree SA
1	2	3	4	5

		SD	D	U	A	SA
1	In this job I have an opportunity to develop my own special ability	1	2	3	4	5
2	I have enough training to deal with almost any learning problem	1	2	3	4	5
3	I am satisfied with the degree of respect and fair treatment I receive from this institute	1	2	3	4	5
4	The amount of challenge in my job is very satisfying	1	2	3	4	5

		SD	D	U	A	SA
5	I like my job because I have long holidays	1	2	3	4	5
6	If I were the head teacher I would change something in the institute	1	2	3	4	5
7	This is a job where I can learn new things, learn new skills	1	2	3	4	5
8	I do my best to instill a desire to learn in my students	1	2	3	4	5
9	In my school there is a good working relationship between management and staff in general	1	2	3	4	5
10	It is important that I have a good relationship with my students' parents	1	2	3	4	5
11	There are things about working here (people, policies, or conditions) that encourage me to work	1	2	3	4	5
12	I would be happier teaching at another institute	1	2	3	4	5
13	Teaching at this level is important to my career development	1	2	3	4	5
14	I know that I am really helping my students to learn English	1	2	3	4	5
15	Teachers have a rather weak influence on student achievement when all factors are considered	1	2	3	4	5
16	I organize extracurricular activities and outings because I like spending more time with my students	1	2	3	4	5
17	I am satisfied with my chances of getting ahead in this organization in the future	1	2	3	4	5
18	I have a manageable workload	1	2	3	4	5
19	I feel I should personally take credit or blame for how well my students learn	1	2	3	4	5
20	I enjoy teaching	1	2	3	4	5
21	When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment	1	2	3	4	5
22	I always wanted to become a teacher	1	2	3	4	5
23	I encourage extra work and offer assistance with these	1	2	3	4	5
24	I am satisfied with my job	1	2	3	4	5
25	There are adequate opportunities for advancement in my job	1	2	3	4	5
26	Generally speaking, I think I am a competent language teacher	1	2	3	4	5
27	A good teacher can really shape his/her students' development	1	2	3	4	5
28	I look forward to coming to work each day.	1	2	3	4	5
29	I have a good rapport with my students	1	2	3	4	5
30	I think the morale of my colleagues is high	1	2	3	4	5
31	Teaching English is a prestigious profession	1	2	3	4	5
32	When the class ends, I often wish that we would continue	1	2	3	4	5

		SD	D	U	A	SA
33	It is very difficult to be a teacher nowadays because students don't respect you.	1	2	3	4	5
34	I like planning for my lesson	1	2	3	4	5
35	I have high expectations for my students	1	2	3	4	5
36	I am satisfied with the job security that I have	1	2	3	4	5
37	Teaching requires me to use many high-level skills	1	2	3	4	5
38	If a student in my class becomes disruptive and noisy, I can usually handle him/her	1	2	3	4	5
39	In my school teaching accomplishments are recognized	1	2	3	4	5
40	Most of the things I have to do on this job seem useless or trivial	1	2	3	4	5
41	Teaching these classes is a challenge that I enjoy	1	2	3	4	5
42	I will still be teaching at this institute in five years' time	1	2	3	4	5
43	It is most important for me to do my best when I am teaching these classes	1	2	3	4	5
44	If I try really hard, I can get through to even the most difficult or unmotivated student	1	2	3	4	5
45	I think that teaching English in this institute is fun	1	2	3	4	5
46	I share my own personal interest in English with my students	1	2	3	4	5
47	I like my job because of the status it has in society	1	2	3	4	5
48	My job provides sufficient variety of tasks/types of activity	1	2	3	4	5
49	When a student is having difficulty with an assignment, I am usually able to adjust it to his/her level	1	2	3	4	5
50	In this institute creativity is emphasized and rewarded	1	2	3	4	5
51	It is important that I have a friendly relationship with my students	1	2	3	4	5
52	It is important for me to know English in order to be similar to the British/Americans	1	2	3	4	5
53	Considering my skills and the effort I put into the work, I am satisfied with my pay	1	2	3	4	5
54	I am desperate to leave	1	2	3	4	5
55	I often think of quitting this job	1	2	3	4	5
56	I feel that I can really help my students to learn English	1	2	3	4	5
57	I work for a reputable educational organization	1	2	3	4	5
58	I offer to meet students individually to explain things	1	2	3	4	5
59	I am not asked to do excessive work	1	2	3	4	5

PART 3: SOURCES OF TEACHER MOTIVATION / DEMOTIVATION

1. Can you list the most important/significant **3 things that motivate you most** in your profession (i.e., teaching English)?

- i)
- ii)
- iii)

2. Can you list the most important/significant **3 things that demotivate you most** in your profession (i.e., teaching English)?

- i)
- ii)
- iii)

3. If you had the power/authority, what changes would you make so that you (as an English language teacher) would feel more motivated? Please write down at least 3 things:

- i)
- ii)
- iii)

Thank you very much for your cooperation!

Appendix B: The Semi-Structured Interview

Investigating English Language Teachers' Motivation in Private Institutes in Iran

Semi-Structured Interview Questions

1. Why did you choose this career? Was 'teaching' your first choice? Or do you wish you had a different profession?
2. Do you like your job? If yes, tell me what you like most about teaching? And what do you like least? Why?
3. Do you consider being an English language teacher a difficult job in general? Why? (Why not?)
4. What is your definition of 'motivation in professional life'?
5. Is your level of motivation something you control or others control? Or is it a combination of both?
6. Describe what motivates you to come to work every day.
7. What aspects of your job do you find motivating? And demotivating?
8. Are you satisfied with your teaching abilities? How about your subject matter (i.e., English language) knowledge? Are you satisfied with it as well?
9. How do you think people view teachers (especially English teachers) in society in general? Where do you think you are in the social hierarchy? Do you think this affects your motivation to teach in any way?
10. What is the role of institute in your motivation? What should the institute do to increase your and your colleagues' motivation level?

Appendix C: Consent Form for Questionnaire

Consent Letter for the Questionnaire

Dear respected colleague,

You are kindly invited to take part in the research titled **Investigating English Language Teachers' Motivation in Private Institutes in Iran**. The survey you'll be given aims to investigate the factors that may affect your motivation in your professional life.

Your participation is completely voluntary. No risks and no direct benefits are anticipated as a result of your participation in this study. You are free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, if you do not wish to answer any particular question or questions, you are free to decline. Answering this survey will take between 10-15 minutes.

It is very important that you answer all the questions sincerely. You are not required to write down your name on the survey. Other identity-related details (such as your age, gender, years of teaching experience) will be used only for research purposes, and no one except the researcher and her supervisor will be allowed to access to the filled-in forms.

Further information can be obtained directly from me or my thesis supervisor.

Thank you for your participation and cooperation.

Maryam Ehsani
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Prof. Dr. Ülker Vancı Osam
MA Thesis Supervisor
Department of Foreign Language Education
Faculty of Education
Eastern Mediterranean University
E-mail: ulker.osam@emu.edu.tr

✂.....

Consent Form

I confirm that I have read and understood the main purpose of this survey, and how my answers will be used. Thus, I agree to take part in this survey.

Name-Surname: -----

Signature: -----

Date: -----

Appendix D: Consent Form for Interview

Consent Letter for Interview

I am an MA student and conducting my thesis on the topic of *Investigating English Language Teachers' Motivation in Private Institutes in Iran*. This interview aims to identify your idea about motivational factors that could affect Iranian EFL teachers and how you (and they) think about it.

Your participation is completely voluntary. No risks and no direct benefits are anticipated as a result of your participation in this study. You are free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, if you do not wish to answer any particular question or questions, you are free to decline.

The interview will take approximately 15-20 minutes. It is very important that you answer all the questions sincerely. The interview will be recorded. The audio recording made for this interview will be used only for research purpose. Extracts from the interview from which you would not be personally identified may be used in any conference presentation, report or journal article developed as a result of the research. No one except the researcher and her supervisor will be allowed access to the original recording. Further information can be obtained directly from me or my thesis supervisor.

Thank you for your participation and cooperation.

Maryam Ehsani
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Prof. Dr. Ülker Vancı Osam
Thesis Supervisor
Department of Foreign Language Education
Faculty of Education
Eastern Mediterranean University
E-mail: ulker.osam@emu.edu.tr

✂.....

Consent Form

I confirm that I have read and understand the main purpose of this interview, and how my responses will be used. Thus, I agree to take part in this interview.

Name-Surname: -----

Signature: -----

Date: -----

Appendix E: Permission Letters

تاریخ: ۱۳۹۸/۰۱/۲۰
شماره: ۱۶۱۷
پیوست: دعای خیر

بِسْمِ
تَعَالَى



To Whom it May Concern,

We hereby grant our consent to the data collection request by Ms. Maryam Ehsani, MA Candidate at EMU, regarding her MA thesis on "Investigating English Language Teachers' Motivation in Private Institutes in Iran".

The aforementioned researcher is permitted to conduct a part of her study at Farhang pajoo Language School.

Sincerely yours,

Manager director :
Mohammad Mahdi rouhi



آدرس: یزد - میدان شهید بهشتی - ابتدای خیابان فرخی - بعد از کوچه ی گل - پلاک ۱۷ - تلفن: ۳۶۲۶۸۰۰۶ - ۳۶۲۲۴۱۶۲

تاریخ: ۹۸/۰۱/۲۰
شماره: ۱۶۱۷
پیوست: رضای خیر

بِسْمِ
تَعَالَى



To Whom it May Concern,

We hereby grant our consent to the data collection request by Ms. Maryam Ehsani, MA Candidate at EMU, regarding her MA thesis on "Investigating English Language Teachers' Motivation in Private Institutes in Iran".

The aforementioned researcher is permitted to conduct a part of her study at jaam-e-jam Language School.

Sincerely yours,

Manager :

Mahnaz Rouhi



آدرس: یزد - آزادشهر - مابین فلکه سوم و چهارم تلفن: ۳۷۲۱۳۲۳۳

April 7, 2019
شماره: 98/100



To: Eastern Mediterranean University (EMU)

Education Faculty, Department of Foreign
Language Education

April 7, 2019

To whom it may concern,

After reviewing the request for data collection for the purpose of MA thesis on "Investigating English Language Teachers' Motivation in Private Institutes in Iran", we hereby grant our consent to this data collection request.

The MA candidate, Ms. Maryam Ehsani, has permission to collect the required data at Zaban Gostar Language Academy.

Respectfully yours,



نشانی: یزد، شهرک دانشگاه
بلوار یوسفیوار حبیبی
پلاک ۴۴، پلاک صادرات، پلاک ۴۴
۸۲۱۵۹۴۱ - ۸۲۲۲۸۳۶

☎ (031) 820 38 30
(031) 821 59 21
No 44 - Hesabi Blvd
Seyed Hasan Sq. Yazd
info@zabangostar.com
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POOYESH LANGUAGE SCHOOL

April, 11th, 2019

Dear Ms. Maryam Ehsani,

Regarding your letter of request seeking our consent to allow you to investigate the motivation of Pooyesh Language School teachers for your study, we hereby inform you that we feel it is an honor and a part of our responsibility to agree with your data collection request.

We hope the required data you collect and the results you ultimately obtain from the motivation analysis of English language teachers in private institutes in Iran can be useful to promote the teachers' motivation and their job satisfaction as well.

Best Regards

Managing Director

H. Hashemian



No 2, Daneshgah Ave., Esfahan, Iran.
Phone: +983136279654 -- +983136276381

تاریخ: ۱۳۹۹/۰۳/۰۳
شماره: ۱۰۲۸
پیوست: ۲

مؤسسه فرهنگی، آموزشی مهر سجاد (mci)
برگزار کننده کلاس های آموزشی زبان انگلیسی و فرانسه



Date: April 03, 2019

To: Eastern Mediterranean University (EMU)

Education Faculty, Department of Foreign Language

Subject: Permission

This is to certify that Ms. Maryam Ehsani has permission at
Mehrsajjad institute, to collect the required data.

Respectfully yours

Ali Saeed Modagheh

آدرس: مشهد، ملک آباد، فرهاد ۶، پلاک ۱۳۸
تلفن: ۳۷ ۶۷۷ ۹۸۱ - ۳۷ ۶۷۷ ۹۸۰

تاریخ: ۱۳۹۸/۱/۲۱
شماره: ۱۸۱۲
پیوست: دعای خبر



موسسه زبان آفاق
AFAQ LANGUAGE CENTER

Date: april, 17 ,2019

To: Eastern Mediterranean University (EMU)

Education Faculty, Department of Foreign Language


This is kindly to inform you that Afaq Language Center has granted permission to Ms. Maryam Ehsani to collect the required data from English language teachers in this institute.

Respectfully yours

Managing Director

A.Bordpishah



 www.afaq-lc.com

تهران، میدان ولیعصر، بلوار کشاورز، جنب بیمارستان آریا
تلفن: ۸۸۹۶۶۷۹۴ - ۸۸۹۶۸۵۳۳ - ۸۸۹۶۲۴۹۲





Doğu Akdeniz
Üniversitesi

Eastern
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E-mail: bayek@emu.edu.tr

Etik Kurulu / Ethics Committee

Reference No: ETK00-2019-0107

26.04.2019

Subject: Application for Ethics.


RE: Maryam Ehsani

Faculty of Education

To Whom It May Concern:

On the date of **26.04.2019**, (Meeting number **2019/13-13**), EMU's Scientific Research and Publication Ethics Committee (BAYEK) has granted, Maryam Ehsani from the, Faculty of Education to pursue with her MA thesis work "**Investigating English Language Teachers' Motivation in Private Institutes in Iran**" under the supervision of Prof. Dr. Ülker Vancı Osam. This decision has been taken by the majority of votes.

Regards,


Prof. Dr. Fatma Güven Lisaniler
Director of Ethics Committee

FGL/ns.

www.emu.edu.tr