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**The effect of school policy and practice on motivation in teachers
working in a private EFL school in the UK**

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Abstract

This dissertation investigates the motivation to teach of English as a foreign language (EFL) teachers working in a private language school in the UK. This language school differs from many UK language schools in that it specialises in offering short courses of one or two weeks mostly to European teenagers on study holidays. Therefore, some features of the school's policy and practice differ from that of most other schools. This dissertation investigates the teachers' level of motivation to teach and the effect of the school's policy and practice on its teachers' motivation.

The level of the teachers' motivation was found to differ amongst the participants from a highly intrinsically motivated teacher who goes to great lengths to develop professionally to a teacher who wishes to leave the profession. The findings support previous research which suggests that the effect of school-specific factors on teacher motivation varies from one individual to another. Factors such as teaching prescribed material repeatedly and the length of the teachers' contracts were reported to increase some participants' motivation and decrease others'. Other factors including teaching teenagers only, teaching short courses and the number of students in the class were found to have no impact on most teachers' motivation. The teachers' relationship with colleagues and the school environment were found to increase most teachers' motivation to teach.

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1 Introduction

1.1 The aims and scope of the dissertation

The aim of this dissertation is to explore the motivation of EFL teachers working in a private language school in the UK teaching European teenagers on short courses. The aim is to investigate whether features idiosyncratic to this school context motivate or demotivate teachers with a view to advising management. Below I provide further information about the language school being considered.

1.2 Personal reasons for selecting this topic

1.2.1 My reasons for selecting this topic

I started working as a teacher at this school on a fixed-term contract 6 years ago. After several years, I became a senior teacher and was given a permanent contract. Recently I became involved in human resources. I recruit new teachers and issue contracts and organise holiday for existing teachers who have fixed-term contracts. I continue to be involved in the teaching department, working as a cover teacher and assisting the Director of Studies with academic administration. Whilst lots of research has been carried out on student motivation, far less work has been done on teacher motivation. As my role has changed, I have found myself more interested in the motivation of teachers.

If a teacher is motivated, they will work harder to achieve good results whilst giving their students the impression that they are interested and care about what they do. This is better for their students and for the reputation of the school. It would be preferable if all teachers were highly motivated. However, the motivation of teachers at my school seems to vary greatly. I get the impression that some staff love their work, find it interesting and exciting, want to develop and become the best teachers they can be. However, I feel that others do not particularly enjoy their work, are not interested in progressing and continue to do the job because it is convenient and easier than pursuing other options. I consider myself to be highly motivated to work and teach at my school. I am interested to learn how other teachers' motivation compares to my own and what influences their motivation.

Having taught in other contexts and through conversations with colleagues and acquaintances in the field, I am aware of the idiosyncrasies of my current school's policy and practice. I am interested to

see whether the situation-specific characteristics of my school, such as only offering short courses or prescribing teaching material, influence the teachers' motivation.

1.2.2 My school context

I work in a private language school which offers short courses of one or two weeks for teenagers. The majority of the students are European although we occasionally have students from Asia, Africa and South America. Generally, the students come to England with groups of their peers and their teachers on a study holiday organised by their state secondary school. The students do a placement test on their first day and are then placed into a class of no more than 14 students. When the students are not studying they attend activities or go on trips organised by the language school. The students stay in host families who provide them with breakfast and dinner. They buy their lunch in the town from shops and cafes. The intention is for the students to be immersed in English language and culture during their stay.

Teaching at my language school is a different experience to teaching in other language schools mostly because our courses are so short. This means the number of students attending our school varies week by week. Whilst the school is busier in the summer, we employ approximately 30 teachers from February to October. In our peak weeks, we employ approximately 60 teachers. Although we operate a continuous recruitment system, there are a core of teachers who have worked at the school for at least 5 years.

It is our policy for teachers to work with a different class every day. Furthermore, unlike in other language schools, teachers at my school do not plan their own lessons. They teach lessons created in-house by the academic managers of the school. These lessons are organised into booklets. Each year, new booklets are created at five different levels. Teachers are randomly assigned a level each week. This means that they may teach the same lessons several times a month.

Teaching at my school takes place in the morning and two afternoons a week. As well as teaching, many of the school's teachers work as activity assistants organising and running the students' activities and trips. Teachers who teach only work between 15 and 21 hours a week. Teachers who do activities work full time.

1.3 How the dissertation is organised

This dissertation is divided into five sections: this introduction, a literature review, information about the research methodology, the findings and a discussion of the findings, a discussion of the implications and conclusions. These chapters are divided into further sub-sections.

In this introduction, I have detailed the aim and scope of this dissertation and explained why I am interested in the topic I have chosen. In the literature review, I examine previous research carried out in the field of motivation. I start by looking at research on work motivation before looking more specifically at studies addressing teacher motivation and then work on English language teacher motivation. In this chapter I consider the value and relevance of previous findings to my current research. In the third, research methodology, chapter, I explain what I did in my research, how I did it and why I chose to do it that way. In part four, I relate the main findings from the data I collected and discuss their importance. Finally, I consider the implications of my results for the UK TESOL industry and discuss what further research could be carried out.

2 Literature Review

In this chapter I consider previous research related to my topic. I start by looking at definitions of motivation and issues connected with defining the term. I address research concerning job motivation before focusing on teacher motivation research in particular. I then consider research relating to English Language Teacher motivation. Finally, I reflect on the importance of research in this area.

2.1 Definitions

2.1.1 Defining ‘motivation’

A fundamental problem in motivation research seems to be researchers’ difficulty in defining ‘motivation’. Dörnyei and Ushioda (2011, p.3) suggest that ‘while intuitively we may know what we mean by the term ‘motivation’, there seems little consensus on its conceptual range or reference’. Some researchers neglect to define the term at all. This cannot be said for Evans (1998) who tackles this difficult task, taking care to ensure that her definition is not too narrow or too wide. Evans (1998, p. 34) asserts that motivation ‘is a condition, or the creation of a condition, that encompasses all those factors that determine the degree of inclination towards engagement in an activity’.

Dörnyei and Ushioda (2011, p.3) define motivation as ‘what moves a person to make certain choices, to engage in action, to expand effort and persist in action’. It seems that key concepts include effort, action, engagement and persistence. Both definitions convey the idea that motivation is influenced by internal and external factors. For the purposes of this dissertation, I wish to investigate the effort that teachers at my language school put into their jobs. What makes them put more effort in and what puts them off making effort.

2.1.2 Confusing ‘motivation’ with ‘satisfaction’

The issue of conceptualisation seems to be compounded when discussing job motivation because the term ‘motivation’ is often used synonymously with ‘satisfaction’. Perhaps because that which motivates also satisfies. The root of this problem may lie in Herzberg’s (1966) seminal work (see below). Herzberg identifies five factors which have the potential to provide job satisfaction. He refers to these five factors as ‘motivation factors’. Herzberg (1966, p.74) explains that, ‘the “satisfier” factors were named the *motivators*, since other findings of the study suggest that they are effective in motivating the individual to superior performance and effort’.

Maslow, (2013, p. 7) attests that 'it is far easier to perceive and to criticize the aspects in motivation theory than to remedy them'. Evans (1998) highlights a further conceptualisation problem in the early research related to the term 'satisfaction'. 'Satisfaction' can be achieved when something is 'satisfying' or when something is 'satisfactory'. However, Evans (1997b, 1998, 2001) often discusses teacher 'morale', 'job satisfaction' and 'motivation' collectively giving the impression that any differences are of limited significance.

For the purposes of this research, I consider job satisfaction to be the extent to which one is content with the nature and circumstances of one's job. Whereas job motivation is the drive to work hard in one's job. This can be influenced by the nature and circumstances of a person's job but is also likely to be influenced by other factors. It could be suggested that the two overlap because if a person is satisfied with their job then perhaps they are also compelled to put effort into their work.

Alternatively, it could be suggested that the two are mutually exclusive since a person who is pleased with their job will not be driven to work harder. Since I am interested with the particular nature and circumstances of the job of teachers working in my language school, I will look at research addressing motivation and job satisfaction.

2.2 Job motivation

The focus of this dissertation is the motivation of teachers to do their job, to teach. Most people have to work to earn the money they need to pay for the things they need to survive and lead a happy life; shelter, food, clothes, entertainment. Some people have income from other sources or are provided for by others and do not need to work to have enough money. The motivation to work for these two groups is very different. One area of interest is why people choose the type of job they do and why people choose to work in the setting they do. Also, after making these initial decisions, why people continue to do a particular job in a particular place. This dissertation will focus on what makes people continually work hard at their job and why.

According to Katzell and Thompson (1990, p. 146) 'work motivation is defined as a broad construct pertaining to the conditions and processes that account for the arousal, direction, magnitude, and maintenance of effort in a person's job'. Katzell and Thompson (1990, p. 144-145) categorise theories of work motivation by whether they deal with 'exogenous' or 'endogenous' processes. Exogenous theories relate to factors that can be influenced by 'external agents'. Endogenous theories involve internal processes, for example attitudes, perceptions, expectations, which can be indirectly manipulated by altering exogenous factors. 'Whereas the latter help explain motivation, the former identify levers for improving worker motivation and performance' (Katzell and Thompson, 1990, p. 144). The following two needs theories by Maslow (1943) and Herzberg (1966)

concern exogenous factors whilst the third theory in this section from Vroom (1964) is an endogenous theory.

2.2.1 Maslow's hierarchy of needs

In his 'A Theory of Human Motivation', written in 1943, Maslow (2013) suggests that human needs can be arranged hierarchically. In ascending order, the needs Maslow (2013) describes are physiological needs, safety needs, belongingness and love needs, esteem needs and self-actualization. The theory purports that when a lower level need is satisfied, a new, higher level need emerges; 'the appearance of one need usually rests on the prior satisfaction of another, more pre-potent need' (Maslow, 2013, p.6)

If applied to job motivation, this theory proposes that employees will first desire a salary sufficient to provide for their physiological needs. They will then look for job security before concerning themselves with forming positive relationships with colleagues. The theory implies that once these needs have been satisfied, an employee will desire recognition for his or her work. Finally, the employee will wish to become better at what they do and fulfil their potential. Maslow (2013, p. 12) writes that 'gratification [...] releases the organism from the domination of a relatively more physiological need, permitting thereby the emergence of other more social goals'. The theory infers that if an employer satisfies his employees' lower, cruder needs, those employees will be motivated by the superior desire to improve their performance.

Maslow's work is often criticised for the constricting order of the hierarchy and the notion that one need must be completely satisfied before another appears. In fact, Maslow (2013, p.26) writes, 'most members of our society who are normal, are partially satisfied in all their basic needs and partially unsatisfied in all their basic needs at the same time'. The hierarchy reflects the relative level of satisfaction which decreases further up the pyramid. When one starts a new job, one is confronted by a desire for all of the needs previously mentioned to be fulfilled. However, perhaps one cannot perform to one's potential until lower level needs are satisfied for example, a good relationship is established with colleagues.

2.2.2 Herzberg's (1966) 'motivation-hygiene theory'

The psychologist, Herzberg (1966) based the design of his 'two factor' theory or 'motivation-hygiene theory' on his work with engineers and accountants in Pittsburgh. The two factors of the theory's name are 'motivation' factors which can provide job satisfaction and 'hygiene factors' which can cause dissatisfaction with one's job. Herzberg (1966, p. 75-76) found that 'the factors involved in producing job satisfaction were separate and distinct from the factors that led to job dissatisfaction'.

Accordingly, absence of 'motivation' factors results in no satisfaction, not dissatisfaction and absence of 'hygiene' factors results in no dissatisfaction as opposed to satisfaction.

Herzberg (1966) identifies 5 'motivation' factors: achievement, recognition of achievement, responsibility for tasks, professional advancement or growth and the nature of the work itself. He notes that all of these factors are related to the work itself. Whereas the hygiene factors are associated with the environment in which the work takes place. Herzberg (1966, p.74) writes 'the major dissatisfiers were company policy and administration, supervision, salary, interpersonal relations and working conditions'. Maitland (1995, p. 3) gives an example of a 'hygiene' factor, explaining 'a safe and healthy workplace will not in itself encourage employees to work harder and/or better but satisfies them enough so that other factors can motivate them'. Here again we see the notions of satisfaction and motivation are intertwined. The suggestion is that for a person to be motivated in their job they must first be satisfied with the situation they work in.

2.2.3 Vroom's (1964) expectancy theory

Vroom's (1964) theory was developed for work motivation. Lunenburg (2011, p.1) explains that this theory differs from Maslow and Herzberg's needs theories which 'attempt to explain what motivates people in the workplace' because expectancy theory 'is more concerned with the cognitive antecedents that go into motivation and the way they relate to each other'. The theory states that motivation depends firstly on 'expectancy' whether the individual involved believes that their effort is likely to result in the successful completion of the task. The second factor influencing motivation is 'instrumentality', whether the individual believes that successful completion of the task is likely to result in a reward or the avoidance of a negative outcome. The final feature of the theory, 'valence', relates to how highly the individual values the outcome of performing the task. Lunenburg (2011) connects this factor with need theories of motivation, 'theoretically, a reward has a valence because it is related to an employee's needs'.

Vroom (1964) proposed that motivation, expectancy, instrumentality and valence were related by the following equation:

$$\text{Motivation} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}$$

The three factors are not impartially calculated but are based on individual conjecture. The factors are multiplied. This means that when an employee rates all three factors highly, his or her motivation will be high. It also means that if any of the factors is felt to be zero, motivation will be zero. The theory suggests that employee motivation can be improved by influencing their beliefs about expectancy, instrumentality or valence.

2.3 Teacher Motivation

2.3.1 Application of general theories of motivation to teacher motivation

It could be suggested that motivation to teach is the same as motivation to undertake any other task. Therefore, researchers have applied general theories of motivation and work motivation to teacher motivation.

2.3.1.1 'Motivation-hygiene theory' and teacher motivation

Sergiovanni (1967) carried out similar research to Herzberg (1966) with state school teachers in New York. He found that whilst the majority of the factors were 'polar' and either only satisfied or only dissatisfied, some were found to satisfy and dissatisfy participants. The factors that contributed to teacher job satisfaction were achievement, recognition and responsibility. The factors that caused dissatisfaction amongst teachers were interpersonal relations with students and peers, school policy and administration, supervision, unfairness, status and personal life. This follows the pattern of the satisfiers being related to the work itself and the dissatisfiers being related to the environment the work takes place in. Interestingly, the work itself, salary, possibility of growth and advancement, status and working conditions were found to both satisfy and dissatisfy. Sergiovanni (1967, p. 81) writes that 'it was concluded that the elimination of the dissatisfiers would tend not to result in job satisfaction. However, it does not appear likely that one can experience work satisfaction without the elimination or tempering of the dissatisfiers'.

2.3.1.2 Expectancy theory and teacher motivation

Watt and Richardson (2008b, p. 410) believe that 'for those already teaching, the demands and rewards are not necessarily sufficient to sustain them in the profession, and a mismatch between initial expectations vs. rewards and demands may lead to early attrition'.

Mowday and Nam (1997) consider Vroom's (1964) expectancy theory in the context of university professors. Mowday and Nam (1997, p.115) write that 'as a cognitive choice theory, expectancy theory applies to situations in which individuals choose among alternative activities in which to engage and among different levels of effort to invest in a particular activity'. This is pertinent for university professors, for whom teaching is only part of their jobs, since they have other tasks that they might choose to engage in with greater effort, for example, research. Teachers in my setting do not have other work-related tasks to choose from. However, a similarity between these teaching

contexts is that in both settings it is difficult to measure the performance of teachers. Despite this, Mowday and Nam (1997) suggest ways to improve motivation for example, by creating high 'effort-to-performance expectancies' in ensuring that teachers are assigned classes that they are confident that they can teach. Also by ensuring that effort regularly results in success and is not thwarted by situational factors such as lack of equipment, time, support or information. This is particularly important for new teachers as well as offering training to develop their teaching skills.

Mowday and Nam (1997, p.119) explain the importance of rewards in expectancy theory, 'if rewards do not follow for high levels of teaching performance or if the rewards that follow are not valued, it is unrealistic to expect that most faculty members will invest time in the classroom'. The researchers believe that monetary rewards do not result in great improvements in university professors' teaching but intrinsic rewards may have a greater impact on performance. University administrators are encouraged to develop a culture where good teaching is valued by rewarding professors with awards, appreciative comments or letters acknowledging success.

2.3.1.3 Self-determination theory and teacher motivation

Deci & Ryan's (1985) self-determination theory divides motivators into two types, 'intrinsic' and 'extrinsic'. Ushioda (2012, p.79) explains that intrinsic motivation involves 'doing something as an end in itself, for its own self-sustaining pleasurable rewards of enjoyment, interest, challenge or skill', whereas extrinsic motivation 'means doing something as a means to some separable outcome'. Deci, Kasser and Ryan (1997) apply self-determination theory to professors teaching in American universities. They assert that teaching at this level is intrinsically motivating because it is challenging and engaging. However, some, who were attracted by other aspects of the job, may not find teaching interesting or may not be well-equipped enough to teach effectively. These professors would be more extrinsically motivated to teach. Intrinsically motivated professors are considered to be superior because they are 'an inspiration and a resource – a guide for students' active and self-initiated learning' (Deci, Kasser and Ryan, 1997, p.68). The implication is that intrinsically motivated professors will inspire their students to become intrinsically motivated. One type of extrinsic motivation that Deci, Kasser and Ryan (1997, p.69) identified in dedicated professors is 'integrated extrinsic motivation' being motivated in this way 'means involving oneself fully in the activity because of having internalized and integrated the importance of the activity'. Deci, Kasser and Ryan (1997, p.62) go on to write about factors that promote these types of motivation in professors; 'people will be more self-determined in performing particular behaviour to the extent that they have autonomy, competence, and relatedness with respect to it'. They suggest that administrators try to facilitate these favourable conditions in their institutions.

2.3.2 Particular characteristics of teacher motivation

Dörnyei and Ushioda (2011, p. 160) believe that 'with such a specific professional activity as teaching it might be realistic to expect to find certain unique motivational characteristics'. Motivation in teaching might be considered different to motivation in other types of job, since the job of teaching involves particular tasks which other jobs do not, for example, working closely with people, imparting knowledge, training, motivating, performing, entertaining, engaging and leading.

2.3.2.1 High intrinsic motivation

Research has shown that teachers tend to be highly intrinsically motivated to teach (Dinham and Scott, 2000). Richardson and Watt (2006, p.51) found that the values of their trainee teacher participants included 'the intrinsic value of teaching, social utility values (including the desire to shape the future, enhance social equity, make a social contribution and work with children/adolescents), and then personal utility values (these included job security, time for family and job transferability)'.

Csikszentmihalyi (1982) considers intrinsic motivation in university professors. He emphasises that teaching at the university level is different to other teaching. He believes that a professor's job is not merely to impart knowledge of a subject, but to instil an intrinsic motivation to learn about that subject in his or her students. Csikszentmihalyi (1982, p.19) believes that teachers can only motivate their students intrinsically by being intrinsically motivated themselves; 'a teacher who loves the subject, who enjoys the process of thinking, is the most convincing argument for the usefulness of knowledge'.

Csikszentmihalyi (1982) uses the term 'flow' to describe the deep enjoyment that can be felt when one is immersed in a task that is challenging but manageable. He discusses how 'flow' can be experienced in teaching firstly when a teacher sees his or her students improve because of his or her instruction. Secondly, when the teacher continues to learn about his or her subject. He considers factors that may inhibit 'flow' for example, if the class is too large or the course too short for the teacher to witness individual students' progress. There are features of teaching in my school which may inhibit 'flow'. Most courses at my school are only a week long and teachers normally teach the same class no more than twice. This means teachers do not get to see their students progress. In my context, teachers teach prescribed material repeatedly to different classes. This may reduce their feelings of being challenged. Csikszentmihalyi (1982, p.24) states that 'in conditions that make

teaching unrewarding, the professor may change the rules and shift into performing mode. As a performer, he or she need not be concerned with specific changes in individual students; the feedback that counts is the audience's spellbound attention'.

2.3.2.2 Contextual factors

The setting that teachers work in is quite different from that of other professionals. Dörnyei and Ushioda (2011, p. 163) state that 'a characteristic feature of most vocation-specific motivation constructs is that they concern a peculiar situation whereby the individual is paid to act according to an externally imposed job description within an organisational framework'. It is believed that the work environment greatly influences workers' motivation.

Dinham and Scott (2000, p. 379) sought to investigate state school teacher 'satisfaction, orientation to teaching, motivation and commitment and mental stress' by surveying 2,000 teachers in England, New Zealand and Australia. Again, they found that teachers were most satisfied by factors intrinsic to teaching such as witnessing the success of one's students. Teachers were least satisfied by factors in the 'third domain', extrinsic to teaching and external to their school setting for example, government policy and the views of society. Teachers' attitudes towards factors related to their school context, such as school leadership and climate, varied the most. Consequently, these factors were not found to be markedly satisfying or dissatisfying. The satisfying and dissatisfying features were found to be different in accordance with Herzberg et al.'s (1968) 'two factor theory'. However, they were not found to be separate. It was suggested that the dissatisfying factors had had a negative impact on teacher satisfaction. Dinham and Scott (2000, p. 393) assert that 'the emergence and growing strength of societal-based dissatisfiers – over which teachers and schools have little control – has eroded satisfaction with both school-based factors and the intrinsic rewards of teaching'.

This research involved teachers working in state school settings. My research is concerned with teachers working in a private language school. Furthermore, the study involved primary and secondary school teachers. The teachers working at my school teach secondary age students. It could be argued that my setting does not have a 'third domain' to influence satisfaction because it is not regulated by the government. However, school policy is influenced by its accrediting organisation. Furthermore, the school is influenced by the public. Teachers might be demotivated by negative public opinion of their work. Also the students' parents and state school teachers may have certain expectations of the school.

I am particularly interested in the school level features that were found by Dinham and Scott (2000) to have varied impacts on teacher satisfaction. Evans' (1997a, p. 839) qualitative research leads her to believe that 'the context of teachers' working lives represents the realities of the job and, as such, has a much greater impact upon job-related attitudes than do factors such as centrally-initiated policy or teacher's conditions of service'. She initially suggests that leadership is the school-specific factor which has the most influence over teacher morale, job satisfaction and motivation (Evans, 1997b). In later work, Evans (2001, p.297) identifies a key influence on job-related attitudes to be 'the degree of match between individuals and their institutions'. This proposes that an individual whose views and values are in harmony with the policy and practise of their institution will have more positive job-related attitudes.

2.3.2.3 Limited Career Structure

Dörnyei and Ushioda (2011, p. 173) explain that 'for someone who wishes to remain a classroom teacher rather than go into management there are usually very few areas of advancement or further goals to attain. As a result, teachers often feel that they have 'got stuck' or 'reached a plateau'. Holbeche (1998, p.181) writes about 'career plateauing' which 'can occur at any level when the person stops growing in the job and is less motivated to maintain high levels of performance. [...] One damaging consequence for organizations can be that people become unwilling to embrace change or develop new working practices'.

It needs to be considered that Holbeche's research took place in a very different context. Holbeche's work is designed to train HR managers in businesses that have been restructured in order to become more competitive. Although, quite different, the school I work in is a privately-owned business and the number of teaching staff required is in constant flux. Therefore, some aspects of Holbeche's work about job insecurity could be relevant to this research. Holbeche (1998, p.130) refers to Maslow's hierarchy of needs, stating 'progressing to higher levels of need, such as 'self-actualisation' or self-fulfilment, tends to occur as other more fundamental levels of need, such as the need for security, are being satisfied'. Therefore, 'holding on to the job they have becomes a prime consideration for many people, rather than thoughts of career progression'.

2.3.3 Negative influences on teacher motivation

Holbeche (1998, p.11) writes 'there is at least one school of thought that suggests that it is better to concentrate less on finding ways to motivate people and more on finding ways to eliminate what is known to demotivate people'. Dörnyei and Ushioda (2011, p.168) refer to five factors that demotivate teachers: the 'stressful nature' of the job, the 'inhibition of teacher autonomy', feelings of

low self-efficacy due to poor training, the 'limited potential for intellectual development' and 'inadequate career structures'.

2.3.3.1 Self-efficacy

Tschannen-Moran and Hoy (2001, p. 783) consider self-efficacy, stating that 'a teacher's efficacy belief is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning'. Self-efficacy can be related to 'expectancy' in Vroom's expectancy theory, discussed above. Lunenburg (2011, p. 2) defines expectancy as 'a person's estimate of the probability that job-related effort will result in a given level of performance'. Expectancy theory suggests that if a teacher does not feel confident in their ability to teach, they will lack motivation. Alexander (2008, p. 490) believes that not enough emphasis is put on maintaining teacher's self-efficacy; 'there is no allowance for the fragility of acclimating teachers' knowledge or pedagogical skills. Such professional mindsets seemed doomed to create the frustrations and lowered efficacies that have been regularly reported in the teacher education literature'. This is important in my setting because we take on a number of inexperienced teachers each year.

2.3.3.2 Stress

Feelings of inadequacy can cause stress in teachers. Alexander (2008) suggests that teachers are not well-prepared by their pre-service training for the realities of teaching. She refers to the 'psychological, philosophical, and pedagogical shock that many seem to experience when their altruism comes face to face with the pragmatics of teaching' (Alexander, 2008, p. 487). Kieschke and Schaarschmidt (2008, p. 430) draw similar conclusions from their study in which they divide teachers into 4 patterns based on their 'work-related coping behaviour'. They compared teachers to entrepreneurs and found that 'among teachers the frequency of unfavourable patterns is disproportionately high, with almost 60% of the sample belonging to one of the two risk types' (Kieschke and Schaarschmidt, 2008, p. 433).

Hiver and Dörnyei (2015, p.2) discuss the consequences of stress in L2 teachers; 'survival is often prioritized over pedagogic concerns'. They refer to 'defensive behavioural mechanisms' that teachers adopt to cope with stress for example, 'developing detachment and cynical attitudes, relying on ritualized standard operating procedures for task performance, and avoiding change in existing systems' (Hiver and Dörnyei, 2015, p.2). This is significant because these coping behaviours might be attributed to low motivation without any consideration for the complex issues behind them.

2.3.3.3 Autonomy

Kieschke and Schaarschmidt (2008, p.435) suggest that one way to improve teacher working conditions is by giving teachers greater autonomy; 'teachers have lost the joy in their occupation because too much regimentation and external interference complicates their pedagogic targets and self-determined professional goals'. As previously discussed, Dinham and Scott (2000) found that teachers were most de-motivated by the constraints of curricula, tests and policies controlled by the 'third domain'. Dörnyei and Ushioda (2011) suggest that these constraints make teaching repetitive and reduce the intellectual stimulation of the job. Teaching in my school is very repetitive, since teachers must use prescribed materials which they teach repeatedly to different classes throughout the year. There is not much scope for teacher autonomy or creativity. The findings above suggest that this would cause teachers stress, however, it could reduce their stress by removing the preparation and reducing the planning that they need to do, giving them more time.

2.3.3.4 Career prospects

As previously mentioned, teaching offers little in the way of future career development. This can be demotivating for teachers. 'We believe that teachers – with their high qualifications, ambitions and intrinsic job involvement – find it particularly difficult to live with the notion of 'futurelessness'' (Dörnyei and Ushioda, 2011, p. 173). The majority of the teachers in my school have a degree and a TEFL certificate since these are the minimum qualifications expected by our accrediting organisation. A number have also got Diplomas or Masters degrees in TESOL. However, there are few career opportunities for a teacher at my school. Any promotion would be into management roles of which there are a limited number.

2.4 ELT Motivation

Whilst considerable research has been conducted in teacher motivation, the same cannot yet be said for research into English language teacher motivation research. Although, this is starting to change. Hastings (2012) asserts that 'as the transition in focus has been made in L2 motivation research from the macro level (societal attitudes and conditions that create social distance) to the micro level (the individual learner in the language learning context), and eventually to the learner's identity in social interactions, a need has developed to understand the role of L2 teachers in the classroom.'

2.4.1 Pennington and Riley (1991)

In an early ELT teacher motivation study, Pennington and Riley (1991) investigated ESL teacher job satisfaction using the Minnesota Satisfaction Questionnaire. They found a moderate level of overall job satisfaction with most satisfaction related to the areas of moral values and social service. ESL

teachers were found to be least satisfied with their opportunities for advancement, administrative policies and practices and compensation. Pennington and Riley (1991) compared the ESL teacher results to those obtained from American primary teachers and Taiwanese primary and secondary teachers and found that attitudes were similar. Their work highlights the importance of intrinsic motivation factors. Pennington and Riley (1991, p.50) state, 'those who work in the ESL profession, like other educators but unlike those who work in some other fields, do so for personal satisfactions that are generally not well compensated financially'. Pennington and Riley (1991, p.51) also note that 'the fact that the lowest rated item involves not pay but opportunities for advancement [...] affirms the importance of a reward structure for those in education that includes chances for promotion and professional development'.

2.4.2 Doyle and Kim (1999)

Doyle and Kim (1999) used questionnaires and interviews to investigate factors that have a negative impact on ESL Teacher motivation, satisfaction and morale. Their sample consisted of 99 Korean teachers and 100 American teachers. The researchers found that intrinsic motivation was the teachers' main motivation. They found that a number of external factors including low salary, lack of career opportunities, lack of respect from school administration and lack of respect for their role had a negative impact on teacher motivation. Further dissatisfaction was attributed to a lack of autonomy due to the rigid curriculum, externally imposed tests and government interference. This study with ESL teachers working in two different contexts reflects the work carried out by Dinham and Scott (2000) with state school teachers.

2.4.3 Tardy and Snyder (2004)

Tardy and Snyder's (2004) work involved Csikszentmihalyi's (1982) notion of 'flow', discussed above. They found that the ten Turkish university EFL teachers they interviewed had experienced 'flow'. For some, 'flow' occurred when they felt interested and involved in their work. For others it was when the students appeared to be highly engaged, when they seemed to be learning or when they were communicating authentically. The teachers thought that 'flow' could not be premeditated but occurred spontaneously and generally involved the feeling of a connection between the teacher and students. Tardy and Snyder (2004, p.124) believe that 'flow experiences are likely to be crucial moments for teachers because it is here that they feel most positive about their teaching. Experiencing flow in their work may help to explain why teachers 'stick with it', despite the often minimal external rewards'.

2.4.4 Shoaib (2004)

Shoaib (2004) investigated EFL teacher motivation in Saudi Arabia by conducting semi-structured interviews with thirty female teachers. Shoaib (2004) identified three areas of dissatisfaction at the teacher level, at the managerial level and at the ministerial or institutional level. Shoaib (2004) suggests strategies to enhance motivation in these areas. Teachers are advised to apply self-regulatory strategies, attend professional development activities and work towards a higher qualification. Managers are encouraged to develop team work between teachers, provide in-service training for teachers and recognise teacher's efforts. At the ministerial or institutional level, suggestions include increasing funding, easing restrictive regulations and involving teachers in the curriculum planning process.

2.5 The importance of research in this area

It is generally accepted that motivated teachers are better than de-motivated teachers. Praver and Oga-Baldwin (2008, p.1) write that 'teachers that are motivated will work harder, put more effort in to trying new techniques and activities, and in general do more for the sake of the students, all of which contribute to smoother classes and more efficient learning'. Furthermore, it is believed that teacher motivation influences student motivation. As previously stated, Csikszentmihalyi (1982, p.15-16) believes 'an effective professor is one who is intrinsically motivated to learn because it is he or she who will have the best chance to educate others'. Therefore, research into English language teacher motivation is vital.

2.5.1 Application

Watt & Richardson (2008a, p.407) refer to 'the critical need to identify and address the varied sources of teachers' dissatisfaction and disengagement'. Information about what motivates and de-motivates EFL teachers and how these factors motivate them could be useful to managers. Holbeche (1998, p. 130) 'it might be argued that the manager is responsible for enabling people as much as possible to find what motivates them or at least eliminate sources of demotivation'.

2.5.2 Lack of research in this area

Research in the area of ELT motivation is limited. No research has been conducted in a setting similar to mine. Praver and Oga-Baldwin (2008, p.1) write that 'especially important to this issue of EFL/ESL teacher motivation, is the recognition and appreciation of the teacher's home culture and value for her or his skill as a teacher'.

There is substantially more research on teacher motivation in general. However, research in teaching motivation focuses more on 'exogenous theories' of what motivates and de-motivates teachers than on 'endogenous theories' of how these factors motivate teachers.

Dörnyei and Ushioda (2011, p.4) state that 'no existing motivation theory to date has managed – or even attempted – to offer a comprehensive and integrative account of all the main types of possible motives'.

3 Research Methodology

I found in my literature review that previous research into ELT teacher motivation is limited and has not examined teachers working in a school like mine in the UK. Evans (2001, p. 297) states that ‘the institution is immensely influential on levels of job satisfaction, morale and motivation’. I wanted to research the motivation of teachers working in this very particular setting to find out if the theories considered in my literature review can be related to them. To do this, I carried out my own empirical research. This chapter details the way I carried out my research and why. I also reflect on the limitations of the methodology used.

3.1 Aims

The aim of this research was to explore the motivation of EFL teachers teaching mainly European teenagers on short courses in the very particular private language school setting where I work. I was particularly interested in the effect of situation-specific features of the school context on the teachers’ motivation.

3.2 Research Questions

My research questions were:

How motivated to teach are the teachers working in my language school?

Do factors related to policy and practice, particular to this specific school environment, increase or decrease teacher motivation?

If factors related to policy and practice, particular to this specific school environment, effect teacher motivation, why?

3.3 Participants

The population studied were the teachers employed by my private language school on fixed-term contracts. For more information about the school, see the Introduction chapter of this dissertation. The number of teachers employed by the school varies each week according to the number of students attending the school. This varies from approximately ten teachers in the quietest weeks to 60 teachers in peak weeks. At the time I carried out my research there were 49 teachers working at the school.

The reason I wanted to research this population is because I am interested in the motivation of teachers working in my particular teaching context. The problem with researching this group of people is that they know me as a colleague and may have found it difficult to separate this from my

role as researcher. I tried to reduce the bias caused by this issue by being transparent about the aims and purposes of my dissertation throughout the research and explaining to the participants that the research was only for my purposes as a Master's student and would not be used by the school. I assured the participants that they would remain anonymous and that I would refer to them as participant A, B, C, D, E or F.

3.3.1 Sampling

Nunan (1992, p.141) writes that 'in those instances in which it is not feasible to collect data from the entire population, the researcher must resort to sampling'. I wanted to obtain more in-depth data from a small number of participants as opposed to obtaining limited data from the whole population. I decided to use a sampling method to select 6 participants.

I used stratified random sampling to choose participants from the population to complete the questionnaire. Wagner (2010, p. 24) explains that in stratified random sampling, 'subgroups are selected from within a particular population and samples are generated from each of these subgroups'. I created sub-groups based on age and sex. The teachers working at my school at the time I carried out the research ranged in age from 23 to 77 years old. I selected out of a hat, one male and one female from the three age categories: 23 to 35 years, 36 to 50 years and 51+ years. I decided that people in these age categories might have different circumstances that affect their outlook on motivation. As this method of sampling is random, each member of a group had an equal chance of being selected. This is preferable because it reduces bias. Had I chosen a convenience method of sampling, I could have selected colleagues that I know better. However, these people may all have similar views. Our closer relationship may also have caused the participants to alter their answers to try to please me.

This stratified random sampling method ensured that the sexes and different age groups were equally represented. Unfortunately, it did not ensure that other groups were equally represented for example, full or part-time workers, experienced or less experienced teachers, longer or shorter serving employees. However, it would be necessary to survey the whole population to ensure that every conceivable group was represented. My research is exploratory and I do not suggest that my findings can be applied to the entire population. Dörnyei (2007, p.126) attests 'qualitative enquiry is not concerned with how representative the respondent sample is or how the experience is distributed in the population. Instead the main goal of sampling is to find individuals who can provide rich and varied insights into the phenomenon under investigation so as to maximise what we can learn'.

3.4 Research approach

My research involved a survey approach. This approach seemed the most appropriate for research on motivation. Woodrow (2010, p. 304) states 'since motivation is a latent construct it cannot be observed directly and so depends upon self-report measure such as questionnaires and interviews'. Previous research carried out on ELT teacher motivation also uses this approach. However, as Wagner (2010, p.35) states, 'survey research is prone to many different forms of bias'. Three types of bias that Wagner (2010, p.35) details are 'prestige bias', 'self-deception bias' and 'acquiescence bias'. Prestige bias occurs when participants respond in a certain way to make themselves look good. Self-deception bias takes place when the participant has a false view of his or her actions. Acquiescence bias ensues when participants are keen to please the researcher and try to answer in the way they think the researcher wants or is expecting them to. Bias may occur consciously or unconsciously. I tried to consider this when carrying out my research and analysing my results. Wallace (1998, p. 127) writes 'when we ask someone a question, we have very often no way of ascertaining the truth of the reply [...] The important issue here is to be sensible and realistic about evaluating data represented through questionnaires and interviews.'

I collected quantitative and qualitative data. I asked some closed questions to ascertain quickly some factual data about the participants and as precursors to open questions. I did not want the questionnaire to be excessively long because I thought this would deter the participants from completing it. I did not want to take up too much of the participants' time. However, the majority of my questions were open. Nunan (1992, p.143) states that 'responses to closed questions are easier to collate and analyse, one often obtains more useful information from open questions. It is also likely that responses to open questions will more accurately reflect what the respondent wants to say'. My reason for obtaining mostly qualitative data is that I am interested in my participants' perceptions of their teaching environment which cannot be easily quantified.

3.5 Research instrument

Wallace (1998, p. 151) writes:

'we often use questionnaires when we are going for breadth, (i.e. wanting to get responses from a comparatively large number of people). We often use interviews, on the other hand, when we want to investigate people's views, attitudes, experiences etc., in depth.' It is sometimes the case, however, that the best way forward is to combine these two techniques, so that the strengths of both procedures can be exploited'.

I considered the two elicitation devices carefully when planning my research. I wanted to explore my small number of participants' perceptions in depth. However, due to my role at the school, I was concerned about carrying out interviews with my colleagues on the sensitive topic of motivation. I thought that some participants might feel uncomfortable talking about the topic and this could lead to the biases discussed above and affect the validity of the study. Therefore, I elected to use an anonymous questionnaire with a number of open questions as my only research instrument. Since the questionnaire was my only source of data, I decided that I needed to put a lot of thought into the questionnaire design and pilot it thoroughly. I piloted my questionnaire on five people and found that the layout was confusing and the instructions were not clear so I made changes accordingly. I also found that some of the questions had not obtained the type of response I was expecting so I re-worded some questions, eliminated some questions and added some new questions. My final questionnaire can be found in appendix 1.

3.5.1 Questionnaire Design

I decided to divide the questionnaire into two sections. In section 1, I wanted to find out about the teachers' level of motivation. When I use the term 'motivation' in my research questions, I am interested in the effort teachers put in to being good teachers. This variable is something that is very difficult to quantify or measure. I designed open questions that asked the participants why they do their job, what extra things they do that other teachers may not do and what their plans are for the future. I hoped the participants' responses would allow me to ascertain to a certain extent their level of motivation.

In section 2, I hoped to find out whether the school-specific factors increase or reduce the participants' motivation and why. Using the results of my literature review, I considered aspects of the school's policy and practice which might affect teacher motivation. These include teaching prescribed material repeatedly, meeting a class only once or twice, the short nature of courses and the obligation for teachers to carry out supervision duties. I created questions asking about the effect of these factors on the participants' motivation. Participants had to respond using a scale. The scale had 7 points which ranged from 'greatly decreases my motivation' to 'has no effect on my motivation' to 'greatly increases my motivation'. I also included factors such as 'relationships with colleagues' which relate to the unique combination of people who work in my school at the present time. I am aware that my results will only provide a snapshot of the situation at my school at the current time from the subjective viewpoints of my limited number of participants.

Part 2 questions 2 and 3 were open questions which asked the participants to reflect on their answers to the previous question. I asked the participants why the factors they said increase their

motivation increase their motivation and why the factors they said decrease their motivation decrease their motivation. This provided me with rich data which prompted further questions which unfortunately I was unable to ask.

The final question in my questionnaire had questions which required the participants to select an answer on a 7 point Likert scale ranging from 'strongly disagree' to 'neither agree nor disagree' to 'strongly agree'. The statements the participants had to consider were related to theories from my literature review about negative influences on teacher motivation. I included these items because I thought they might help to explain why some school-specific features reduced participants' motivation. I put this question last so that the questions did not influence the participants' answers to the previous open questions. I wanted their answers to those questions to be spontaneous. However, I cannot be certain that the participants answered the questions in the order that they were arranged on the paper.

3.6 Procedure

The participants were selected according to the sampling method outlined above. I asked each participant in person if they would be happy to take part in the study. I explained the aim of the study and the methodology being used. I asked the participants to take the questionnaire away, to complete it and return it to me anonymously using a stamped, addressed envelope that I provided. I wanted the participants to carry out the questionnaire away from me and the school. I gave the participants a paper copy and also e-mailed the questionnaire to the them. I explained that they could better ensure their anonymity by typing their answers on the electronic copy and printing it. Most of the participants used this method to complete their questionnaire. I wanted to make the participants feel as comfortable as possible in the hope that this would induce them to give honest answers. When the completed questionnaires were returned to me, I labelled them with a different letter. I analysed the results of the questionnaires using the technique described below.

3.7 Data analysis

The questionnaires were returned to me at different times. This meant that a period of time passed between me looking at each different questionnaire. I wanted to try to consider each questionnaire in isolation before looking at all six responses together. I wanted to analyse each participants' responses to the whole questionnaire, to look for cohesion and disparities in their answers and to get a sense of their overall viewpoint. At this time, I started coding the questionnaires. I decided to code items if they occurred more than once or if they related to theories discussed in my literature review. I coded items if the participant had given me reason to think that they were particularly

important to them. I also coded items that I found surprising to ensure that I was not just considering responses that I expected. Holliday (2007, p.97) states that 'researchers need to be aware and honest about the influence they bring to their thematic analysis from their original preoccupations, where the themes themselves, although emergent, are also influenced by questions or issues that the researcher brought to the research'.

Once I had received all the questionnaires, I tabulated the data from the scale questions. Since I only had six participants, I was not interested in analysing these results statistically. However, I was interested to see how the results varied. I then read all the questionnaires again and coded the responses to the open questions again considering similarities and differences between the different participants' responses. During this second coding, I made notes of my ideas about the connections between the data. Dörnyei (2007, p.254) refers to such notes as 'analytic memos' stating that 'they are invaluable in facilitating second-level coding and are also likely to contain the embryos of some of the main conclusions to be drawn from the study'. I grouped most of the codes from both periods of coding under themes and it is those themes that make up the sections of my analysis and discussion.

3.8 Ethical considerations

Ethical considerations influenced my research design throughout. Dörnyei (2007, p.64) attests, 'there is more to life than research and if there is a possibility for a clash between the researcher's and the participant's interests, it is clear where the priorities should lie', with the participant's interests. I was aware that the topic of motivation is a particularly sensitive one so I tried to consider all the concerns that a participant might have.

I was honest with the participants from the start about the aims of the research and the methodology being used. I also explained to the participants how their anonymity would be ensured throughout the research. I made it clear that the research was for the purposes of my Master's dissertation only. I gave my participants the option not to participate. I let the participants read through the questionnaire before accepting to take part and I told the participants that if they did not feel comfortable answering any of the questions then they should leave them blank and not feel obliged to complete them.

I was pleased to find that my participants all gave seemingly frank answers and criticised aspects of the school's policy and practice. I saw this as a sign that my provisions had made the participants feel comfortable enough to give honest responses.

4 Findings and Discussion

In this chapter I report my findings and consider their significance. I relate my findings to previous research discussed in my literature review. Firstly, I address the research question, how motivated to teach are the teachers at my language school. Then I address the research questions, what effect do factors related to policy and practice, particular to this specific school environment, have on teacher motivation and why. This research involved only six participants so the findings cannot be said to be representative of the whole population. I think it is important to look at each participant individually to get a sense of them as a person as well as looking at the group. The differences between the participants' views are as significant as the similarities between their responses. Evans (2001, p.297) believes that 'job-related needs and ideals are diverse'.

It should also be noted that whilst I have analysed the data in a certain way, another researcher might conceptualise the same data very differently. Other representations of the data would be equally valid.

I do not know the identity of the participants and refer to them throughout by their assigned letters. This means that I do not know whether each participant is male or female, for ease, I use male pronouns to refer to all the participants.

4.1 Participants' motivation

My first research question was how motivated to teach are the teachers at my language school. I asked the teachers sixteen open questions about how they feel about teaching English as a foreign language (EFL), why they started teaching EFL, their career plans and the extra things they do to inform and aid their teaching, in order to ascertain to some extent the level of their motivation. I found from the questionnaires that all the teachers demonstrated signs of being motivated teachers but some appear more motivated than others.

4.1.1 How they feel about teaching EFL

All the participants said that they enjoy their job. Participants B, D and E said that they like meeting and talking to people and participants C and D cited the reason that they like helping people to learn. This indicates that the participants are intrinsically motivated and some have altruistic motives. This follows the pattern of the previous research discussed in my literature review (Dinham and Scott, 2000; Richardson and Watt, 2006).

Two of the participants also commented that they feel that they develop personally through

teaching their students. Participant B said that he was 'always learning' and participant E wrote that he sees his 'confidence grow as well as the students'. This finding can be related to Csikszentmihalyi's (1982) theory that teachers experience deep enjoyment or 'flow' when they learn something new about their subject. However, the level of interest the participants professed to have in the English language varies. Participants A, C, D and F gave positive responses such as 'I like knowing about grammar and understanding why we say what we say'. Participants B and E were a bit more reticent with B writing that he is interested 'to a point' and E writing 'the English language does interest me but probably more in a way I can get it across to the students'. Their responses give the impression that they like teaching in general but do not particularly favour the subject English as a Foreign Language. In fact, participant B has a Bachelor of Education degree in Primary teaching. I have not come across any previous research about teachers' motivation to teach their subject. I think it is assumed that teachers are intrinsically interested in their chosen subject but this might not always be the case, particularly in teaching EFL.

4.1.2 Why they started teaching EFL

The participants in this study started teaching EFL for a variety of reasons. Participant A said 'I had a great interest in the language but initially it fitted in very well with my young children'. This is one of the 'personal utility values' that Richardson and Watt (2006) found to be a common motivating factor. Similarly, Participant E 'wanted more work-life balance which teaching now offers'. Participant B responded that teaching EFL gave him the chance to travel abroad whilst for participant D, 'it started as a summer job'. These answers suggest extrinsic motives for teaching this subject. Two of the participants gave the impression that their decision to start teaching EFL was more considered. Participant C wrote that it was a 'natural extension from teaching Maths, English and ITC and [a] career opportunity'. Participant F did not enjoy the job he was doing previously and 'wanted a challenge and a change'. Only participant A cited his interest in the subject as a reason for initially becoming an EFL teacher. This leads me to believe that unlike in mainstream teaching where teachers have chosen a subject they are passionate about, many EFL teachers are not intrinsically interested in their subject.

4.1.3 The participants' career plans

The participants' motivation for their subject and profession can also be assessed by their long-term plans regarding teaching EFL. Participant F indicated that he does not wish to stay in the TEFL industry, his short-term career plans are to 'continue teaching and start university to study politics and international relations' with a view to 'eventually (4/5 years) move on to something political – government/NGO/UN etc.' In contrast, all the other participants want to continue in the industry in the short and long-term. Participants B and D mentioned wishing to obtain a higher, managerial position. This could indicate a high level of motivation to gain the top positions in their field. However, a managerial position would result in those participants teaching less so this ambition could also indicate low motivation to teach and a desire to do something else. I think the former is more likely, following Dörnyei and Ushioda's (2011) belief that teachers, who have often taken a number of qualifications in order to obtain their jobs, can be very ambitious.

Whilst these participants indicated that they intended to stay in the TEFL field, some of them are not intending to stay at this particular school. Participant B and D's ambitions to 'move into an academic management position' might mean changing schools since both agree slightly or agree that there are no career opportunities at this school. Participant E commented 'next year holds a bit of uncertainty' and 'I am considering an Open University course or a diploma in TEFL. Either here or elsewhere, I would like to consolidate my experience and job training into a higher entry qualification.' This suggests that there might be school-related factors affecting participant E's motivation. This will be discussed in the next section of this chapter. Similarly, participant C wrote about the 'possibility of moving abroad to work'. Participant A aims to 'continue teaching locally' but not necessarily at this school.

4.1.4 The extra things they do to inform and aid their teaching

One of the key ways I hoped to find out about the level of motivation of these teachers was by asking about the extra effort they make to improve their teaching. Participant A does a lot of extra activities to inform his teaching. He wrote 'I contribute to several forums for EFL teachers and read a lot'. He attends one or two conferences a year and attends voluntary in-service training sessions 'whenever they are offered'. He 'always' researches items for his lessons and 'frequently' reads journals for 'professional development and self interest'.

Participant B does a number of things to aid his teaching such as practising Italian, reading journals and researching items for his lessons. However, he gives the impression of having ulterior, extrinsic motives for doing some extra tasks. When asked whether he attends in-

service training sessions, he responds 'always – to look keen [and] you can always improve/get ideas'. Similarly, participant B does not attend conferences because he believes there is no time or incentive to do so.

A lack of time is given as a reason by a number of the participants for not carrying out extra pursuits that would aid their teaching. Participant C wrote he does not always have time to attend in-service training sessions and 'due to a heavy workload, there is little time to pursue a hobby/interest such as learning French'. There is the suggestion that this person feels obliged to develop as opposed to motivated to do so. They refer to the need 'to remain one step ahead of what governing bodies expect of staff' and say 'I need to get into the habit of reading more to keep up to date with changes within TESOL'. Participant C has taken steps to improve his teaching through 'class observation', 'team teaching' and 'sharing ideas' but does not attend conferences and only reads journals 'from time to time'.

Participant D does 'not really' do something outside of work which aids his teaching. He 'hardly ever' attends conferences and 'rarely' reads journals due to a lack of time. However, he attends as many in-service training sessions as he can. He writes 'I try to reflect on my lessons and try new methods. I listen to the ideas of colleagues'.

Many of the participants cite exchanging ideas with colleagues as a way they improve their teaching. Both participants E and F talk about 'getting tips/advice from other teachers'. Participants E and F also gave similar responses to some of the other questions. They never attend conferences or read journals. Participant E does not do anything work-related in his free-time and says that 'switching off enables me to enjoy coming back into school and being the best I can be'. Participant F is learning Italian in his free time but says he has 'no choice' because his girlfriend is Italian. Both attend in-service training sessions when they are offered.

I asked the participants whether they have any extra responsibilities at work that other teachers do not have. I do not think that the participants' responses revealed any greater insight into their motivation to teach. However, it did show how teaching fits into their jobs. It should be remembered that whilst teaching is the main part of their jobs, some of the participants have other duties. A number of the participants travel abroad to promote the school. One was a centre manager for a summer school organised by this school in another part of the UK. Another wrote 'I have had extra additional responsibilities to do with activities, making sure everything runs smoothly and staff are present and doing their job'. These other responsibilities make the participants' work motivation more complex. It may be difficult for

these participants to separate their motivation to teach from their motivation for their job. These other duties may have a positive or negative impact on the participants work motivation which may in turn influence their motivation to teach. When asked how often he attends voluntary in-service training sessions, participant C answered 'it is sometimes difficult to attend lunchtime sessions due to other activities'.

4.1.5 Work life, home life balance

There was a difference in the participants' responses to the question about having a good home life, work life balance. Those who work full time said that work dominated to some extent. However, participant A who works part-time, teaching only, felt he had a good balance. Perhaps participant A only works part-time because he does not need to work. This would indicate strong intrinsic motivation. This is reflected in his responses to the questions about doing extra things that aid teaching. All the other participants demonstrated some signs of motivation. They all attend in-house training sessions, research items for their lessons and take steps to improve their teaching. However, only participant A attends conferences related to teaching EFL and frequently reads journals. Again, this could be because participant A works part-time and unlike a number of the other participants does not have any extra responsibilities at work. Interestingly, participant A disagreed to the statement 'I find my work stressful'. Participant F gave the same answer but all the other participants agreed to the statement to some extent.

4.2 The effect of school-specific factors on motivation

My second research question was what effect do factors related to policy and practice, particular to this specific school environment, have on teacher motivation and why. Table 4.1 below shows the responses each participant gave to part 2, question 1 of my questionnaire which asked the participants to say how thirteen features of the school's policy and practice affect their motivation by selecting one of seven possible answers from a scale. The scale ranges from greatly decreases my motivation to has no effect on my motivation to greatly increases my motivation.

Participants A and B find more aspects of the school's policy and practice motivating than the other participants. Of the thirteen features of the school's practice or policy that the questionnaire asks about directly, six increase participant A's motivation and six have no effect on their motivation. Only one of the thirteen factors has a slightly detrimental effect on participant A's motivation. Participant B reported that one feature greatly increases his

motivation, two features increase his motivation, two features increase his motivation slightly and all the other factors have no effect on his motivation. None of the factors decrease his motivation. Participants A and B's values seem to be in tune with the practices of the school. Evans (2001) would say that these participants have a high 'degree of individual-institution match' which she believes to be very crucial to teacher motivation. Correspondingly, participants A and B were found to be more highly motivated than some of the other participants.

In contrast, participant E said that three of the aspects of school policy and practice in question decrease his motivation and the other ten have no effect on his motivation. Participant D said that two of the features of the school's policy and practice decrease his motivation, four decrease his motivation slightly and five have no effect on his motivation. However, two factors increase participant D's motivation slightly. This reflects the fact that these two participants were found to have lower motivation to teach. The correlation between the participants' overall motivation and how they feel school-specific features affect their motivation supports Evans' (2001) theory that the school environment has a great impact on teachers' job-related attitudes.

Table 4.1 – Participants’ responses to part 2, question 1

- - - greatly decreases my motivation
- - decreases my motivation
- decrease my motivation slightly
- / + has no effect on my motivation
- + increases my motivation slightly
- + + increases my motivation
- + + + greatly increases my motivation

	-	-	-	- / +	+	+	+	
a) Teaching teenagers only				B C D E F		A		
b) Teaching students on short courses of one or two weeks				B C D E F		A		
c) Meeting the same class only once or twice			F	A B D E		C		
d) Teaching material prescribed by the school			C D	B E F		A		
e) Teaching for 3 hours with a 15 minute break in the middle			C D F	A B E				
f) The number of students in the classes				A B C D E F				
g) Teaching the same material again and again		D E		A C F	B			
h) The supervision duties			A D	B C E F				
i) My relationship with colleagues				E	B C D	A F		
j) My relationship with students				A D E	C F		B	
k) The school environment e.g. cleanliness, classroom size etc.				E F	C D	A B		
l) The length of my contract		E	D			A B C F		
m) The lack of opportunities to progress		D E	F	A B	C			
Summary	-	0xA 0xB 0xC 2xD 3xE 0xF	1xA 0xB 2xC 4xD 0xE 3xF	6xA 8xB 5xC 5xD 10xE 7xF	0xA 2xB 4xC 2xD 0xE 1xF	6xA 2xB 2xC 0xD 0xE 2xF	0xA 1xB 0xC 0xD 0xE 0xF	
	Total	0	5	10	41	9	12	1

4.2.1 Features of the school's policy and practice that do not influence teachers' motivation

Most of the participants responded that a number of the features of the school's policy and practice had no effect on their motivation. Participants A, C, D and F answered five to seven questions in this way. Participant B only answered one question in this way but participant E answered ten questions in this way. The features of the school that four or more participants said had no effect on their motivation are teaching teenagers, teaching students on short courses, teaching the same class only once or twice and the number of students in the class. These are key features of the school's policy and practice. This result may be because the participants simply accept these aspects of the school. These factors might be like Herzberg's (1966) 'hygiene factors' to those participants. They do not motivate the teachers but might de-motivate the teachers if they were different. For example, participant A indicated that the number of students in the classes had no effect on his motivation but later comments that 'class size is important for comfort for teachers and students'. He might have meant the classroom size is important. Either way, if there were more students in the class and less space, this might de-motivate the teacher. The number of students in the class does not motivate the teacher but if it was different it might de-motivate the teacher. The remainder of this discussion focuses on the factors that most of the participants said increased or decreased their motivation to some extent.

4.2.2 Prescribed material

As Dinham and Scott (2000) found, the participants' attitudes to these school-specific factors varied with some participants saying that a feature motivated them whilst others said it de-motivated them. A key example of this was the obligation to teach prescribed material.

Participant A said that teaching prescribed material increased his motivation. Participants C and D said teaching prescribed material decreased their motivation slightly.

Participant D admits 'I sometimes get bored teaching the prescribed material again and again. I'm a creative person and I find the prescribed material too rigid and limiting'. This viewpoint can be associated with two of Dörnyei and Ushioda's (2011, p.167) negative influences on teacher motivation; 'restricted autonomy' and 'lack of intellectual challenge'. It is clear that participant D does not find teaching the prescribed material intellectually stimulating. This is significant because all the participants agreed or strongly agreed that they enjoy the challenge of teaching. If teaching stops being challenging, teacher motivation could deteriorate.

Holbeche (1998) describes this as 'career plateauing'. This could be what has happened to

participant F who wrote, 'the challenge aspect has diminished slightly as I've been here for nearly 6 years'. Participant F is planning to leave the teaching EFL profession.

Another example of the way the prescribed material restricts autonomy is given by participant C who states 'some prescribed teaching material can be unsuitable for a particular class. Material can be inappropriate or focus on a particular viewpoint that may upset or embarrass students.' Participant C seems frustrated that he does not have the authority to control what his class is taught. Dörnyei and Ushioda (2011, p.170) describe teacher autonomy as 'one of the cornerstones of teacher motivation'. Pennington (1995, p.140) discusses factors that cause dissatisfaction in English as a second language (ESL) teachers, including 'administrative and supervisory policies and practices that limit professional responsibility'. This finding is echoed in Doyle and Kim's (1999) study.

In contrast, Participant A writes that teaching prescribed material 'reduces planning time'. Other participants mention a lack of time to do extra things to aid their teaching and talk about working long hours. However, they do not mention this benefit of teaching prescribed material. Interestingly participant A reveals in his questionnaire that he only works part-time giving him a good home life, work life balance and causing him to disagree with the statement 'I find my work stressful'. Participants B, C, D and E agree slightly or agree that they find their work stressful, see table 4.2 below. Presumably having to plan their lessons would add greatly to their workload and put the participants under more pressure. The routine of teaching familiar material repeatedly could help teachers to cope with their stress. Hiver and Dörnyei (2015, p.2) explain that 'relying on ritualized standard operating procedures for task performance' is one way in which L2 teachers manage their stress. However, this does not fit with the participants' responses. Participants D and E said that teaching the same material decreases their motivation. Participant B said it increases his motivation slightly because although it is the same lesson, the class is different so there are 'always different dynamics [and he has the] urge to improve/ perfect' the way he teaches the lesson.

Table 4.2 – participants’ responses to part 2, question 4

- - - strongly disagree
- - disagree
- disagree slightly
- / + neither agree nor disagree
- + agree slightly
- + + agree
- + + + strongly agree

	-	-	-	-/+	+	+	+
a) I feel confident teaching my classes						A C D E F	B
b) I enjoy the challenge of teaching						A C D E F	B
c) I find my work stressful		A F			C D E	B	
d) I feel valued				F	B C D	A E	
e) My hard work is rewarded				A C D E	B F		
f) I would prefer to teach on longer courses (6 months or a year) so I can see my students develop			D	A B C E		F	
g) I think being British Council accredited has made the school a better place to work in				F	D	A B C E	
h) There are no career opportunities here.			C	A	B F	D	E

4.2.3 Rewards

Another feature of school policy that has divided the participants relates to the length of teachers’ contracts. All the participants got contracts last year from February to September. Participants A, B, C and F said the length of their contract increased their motivation. Participant D said it reduced his motivation slightly and participant E said it decreased his motivation. The disparity could relate to how long the participant has been working at the school. In the past, contracts were only given for a few months at a time. Teachers who have worked at the school longer will remember this and might feel pleased by the current practice. Those who did not work at the school when contracts were shorter might feel that their

current contract is too short.

Participant A is pleased with the length of his contract, it 'gives job security which to me is a huge motive to work but also a sense of value'. Participant F states 'working in an environment where one is often worrying about the imminent arrival of one's P45 would I believe serve only to decrease motivation'. Participant F is speaking hypothetically, suggesting that he does not believe that he is in this situation. His answer can be related to Holbeche's (1998) interpretation of Maslow's (2013) hierarchy of needs theory. Teachers cannot pursue high level desires to progress and fulfil their potential if they are worried about lower level needs such as job security.

Participant C wrote that the length of his contract increases his motivation but commented 'my motivation to teach would be increased by having a fixed contract with a salary that reflects my teaching'. Participant D thinks 'it's a bit depressing when you work really hard but you know you are still going to be on a fixed-term contract and you probably won't get a promotion but that's the nature of the job'. This finding can be linked to Vroom's expectancy theory. The participant does not believe that success in teaching will result in the reward of a better contract or a promotion. According to Vroom's formula, participant D's beliefs about instrumentality are low this will result in low motivation.

Similarly, Participant B wrote that his motivation could be improved by 'more rewards (not necessarily financial) and praise for doing my job well'. Participants B and D give the impression that they take on extra responsibilities in a bid to stand out from other teachers. Participant B writes that he does the extra work to 'be recognised by managers' and participant D says, 'I get a bit more money and it's something other teachers don't do'. Mowday and Nam (1997) found that monetary rewards did not have a great impact on university professors teaching performance but intrinsic rewards such as praise did. It is important that teachers value the rewards given as valence is the third factor in Vroom's formula that influences motivation.

Participant D said that working hard would not result in a better contract or a promotion. Participant E agrees that 'personal progress and promotion are notoriously difficult to gain which is another contributing factor for people to move on'. Four of the participants agreed to some extent that there are no career opportunities at the school. Participants D and E said that the opportunity to progress decreased their motivation and participant F said that it decreased his motivation slightly. Dörnyei and Ushioda (2011, p. 173) discuss 'the lack of an

appropriate career structure' in many teaching situations saying 'teachers often feel they have 'got stuck' [...] and thinking about the time ahead of them before retirement causes absolutely no tingle of excitement'.

Dörnyei and Ushioda (2011) believe that teachers find the lack of career opportunities particularly disappointing because they are ambitious and highly qualified. Similarly, Dörnyei and Ushioda (2011, p.174) think that further issues come from 'the economic conditions that are usually worse than those of other service professions with comparable qualifications'. I did not ask the participants about the effects of pay on their motivation, however, some participants mentioned this topic in their responses. Participant E says that working long hours on low pay, 'can knock the stuffing out of someone and lowers your desire and confidence, especially when life is increasingly expensive'. Participant F cites 'greater opportunity for advancement and pay increases' as factors that would improve his motivation. Interestingly, these two participants were found to be less intrinsically motivated to teach which may be why their focus is on extrinsic factors such as pay.

4.2.4 The students

Part of the rationale for this research was the relationship between teacher motivation and student motivation. Previous research has suggested that if the teacher is motivated this in turn will motivate their students (Csikszentmihalyi, 1982). My data suggests that the opposite is also true, that if the students are motivated, the teacher will be more motivated.

Participant A wrote of his students, 'the majority are here to learn, therefore as a teacher lessons generally are rewarding'. However, Participant A prefers teaching on short courses because of the variation in students. Dörnyei and Ushioda (2001, p. 169) highlight that the 'rebellious and basic behavioural problems' of teenage students can contribute to teacher stress. Participant E believes that 'e-numbers and caffeine are a must when teaching youngster. It comes with the territory'. Participant F thinks that the long lessons are tiring for the students and 'can make things therefore harder for the teacher'. Teaching on short courses may make it easier to deal with these issues. Participant C believes 'meeting students once is preferable as this keeps both the teacher's and the student's motivation. If the same students are taught repeatedly, then teachers or students may become complacent'.

Participant C later writes that frequently teaching lower levels can be demotivating because of 'the associated behavioural difficulties that I may not have been trained to deal with'.

Participant C writes that training in this area would be useful. Previous research by Alexander

(2008, p. 490), discussed in my literature review, emphasises the importance of teachers feeling confident in their ability to carrying out their work, 'fragile competence must be acknowledged and anticipated'.

Like all the participants except participant A, participant F reports that teaching on short courses has no effect on his motivation. However, he says 'I feel that it is harder to gain a rapport with a class when they (and you) are aware that you'll likely never see them again once you leave the classroom. Participants C and F write that their relationship with their students slightly increases their motivation and participant B writes that it greatly increases his motivation. Participant B states 'if I enjoy, they enjoy more, learning is achieved [and there is] more satisfaction all round'. When asked how he feels about teaching EFL, participant F responds 'mostly enjoyable. Much of course greatly depends on the students'. Again this suggests a reciprocal link between student motivation and teacher motivation.

4.2.5 Management and administration

I did not ask my participants whether the management or administration had any effect on their motivation. However, some participants brought this factor up. Participant C states 'at times my motivation is challenged with lots of changes to my working rota. For example, if I have been on one thing, prepared for it and then been swapped onto something else then my motivation declines'. Participant E says his motivation would be improved through 'better communication between management and recognising accountability when things go wrong'. Deci, Kasser and Ryan (1997, p.69) state 'when administrators and colleagues value and support teaching, professors are more likely to maintain whatever intrinsic motivation they have and to integrate extrinsic motivation. Valuing and supporting teaching means giving it importance in decision making and being consistent and honest about its importance'.

The only feature of school policy and practice which demotivates participant A is the supervision duties that teachers are obliged to perform. 'Locks on some doors but not other doors does not provide security'. Here participant A is highlighting inconsistencies in practice. Participant A dislikes this duty because of the impact on his relationship with his students; 'it also makes the teacher look/appear to be fierce and unreasonable sometimes too'. Mowday and Nam's (1997) research teaches administrators the importance of ensuring that situational factors do not interfere teachers' lesson success. If teachers do not equate their hard work with success, they will lose motivation.

4.2.6 Relationship with colleagues

Previous research into English language teacher motivation has focused on factors that demotivate teachers. My data shows one factor which strongly motivates teachers; their relationships with other teachers. Five of the participants reported that their relationship with colleagues slightly increased or increased their motivation. Participant D explains 'everyone at the school is friendly, welcoming and helpful'. A number of the participants wrote that their teaching has developed through conversations with colleagues. The questionnaire responses portray a supportive environment. Participant A writes, 'being a 'people' person, I like to work with 'people' and to discuss problems, lesson material, exchanging ideas and advising, helping'. Previous research, and this study, has demonstrated that teachers are motivated intrinsically, altruistically and socially. As well as making them good teachers, these characteristics can make teachers supportive colleagues. However, whilst the participants report that working closely with their peers helps them to develop, some participants write that more formal training would improve their motivation as well.

4.2.7 Work environment

I was surprised to find that the school environment, for example classroom size and cleanliness, motivates two participants and slightly motivates two participants. I was expecting this feature to be a 'hygiene factor' according to Herzberg's (1966) theory and Maitland's (1995) example. 'Hygiene' factors can demotivate people but their absence results in no demotivation, not motivation. The data suggests that the state of the school environment motivates the participants and if it were neglected, it would de-motivate the participants. Participant A wrote that 'cleanliness gives a sense of pride and value of staff'. Participant D describes the school as 'clean and well-maintained' which is important because 'it makes you feel that you work in a professional place and that you can take pride in your work and your institution'.

4.3 Conclusion to findings and discussion

As I have said previously, motivation cannot be measured but I think I have ascertained the nature of my participants' motivation to some extent. Participant A is the most motivated and is highly intrinsically motivated. Participants B and C are quite motivated but often by extrinsic factors. The other three participants are less motivated, particularly participant F who wants to leave the profession.

My findings suggest a connection between the participants' level of motivation and the number of features of school policy and practice that the participants found motivating or

demotivating. This could be because features of the school's policy and practice have a strong influence on teacher motivation or it could be that teachers attribute their high or low motivation to a range of factors including aspects of the workplace.

Participants reported that many of the features of the school's policy and practice in question had no effect on their motivation. Some features, including the obligation to teach prescribed material divided the participants. The findings suggested that teachers' motivation is reduced by an inadequate rewards system. Some teachers reported that pay, a lack of career structure, poor contracts and a lack of praise from senior staff reduced their motivation. The findings showed a link between student motivation and teacher motivation. I was surprised by the powerful motivating effects of the participants' relationships with colleagues and the well-maintained work environment.

5 Implications and Conclusions

In this chapter I draw conclusions from my findings and consider the implications of my results on TESOL practice. Whilst my results cannot be extrapolated to other teaching contexts, they may be of interest to other, similar language schools and the wider TESOL community. I also suggest the direction for further research in this topic.

5.1 The research questions

My first research question was: how motivated to teach are the teachers at my school? My research demonstrates the complex nature of the motivation to teach EFL. However, by finding out about how they feel about teaching EFL, why they started teaching EFL, their career plans and the extra things they do to inform their teaching, teacher motivation was assessed to a certain extent. Each participants' motivational profile was different, ranging from one participant who was highly motivated to one who wants to leave the profession.

Many of my findings about these EFL teachers echo the findings in previous research about teachers in general. However, I found that whilst the participants all reported that they enjoy teaching EFL, they did not all seem to be highly interested in their subject. This led me to question whether EFL teachers are less intrinsically motivated by their subject than teachers of other subjects. Teaching EFL gives teachers the opportunity to travel and can be pursued with fewer qualifications than mainstream teaching. These factors could extrinsically motivate teachers to adopt this subject. The motivation to take up teaching EFL was not an area that I intended to cover in this research. Further research would be required to ascertain whether these findings are significant. It should be noted that the most motivated participant reported an intrinsic interest in the subject. This finding, supported by previous research, intimates that intrinsically motivated teachers are more highly motivated.

The second research question was: what effect do factors related to policy and practice, particular to this specific school environment, have on teacher motivation and why? It should be noted that although teachers reported that certain features of the school's policy and practice effected their motivation, there are many other factors at play, influencing their motivation. This may be why some aspects of the school's policy and practice divided the participants' opinions and why many aspects were found to have no effect on motivation.

My research found that some of the teachers were motivated by lots of aspects of school policy and practice. These participants were considered to be 'well matched' to this institution. Teachers whose views and values were aligned with the policy and practice of the school were generally more highly motivated to teach. This could be because they are highly motivated and attribute their motivation

to factors in their environment or it could be because those factors make them highly motivated. Either way, this result could have implications for the teacher recruitment process. Teachers should be advised of the school's policy and practice when they apply for a teaching position. Teachers could be asked about their impression of the school's policy and practice at interview to see whether the two are well suited. This practice could be adopted by other schools with different policies and practices.

5.2 Implications for maintaining teacher motivation

This research was based on the premise that it is important for teachers to be motivated. My findings supported by previous research, have practical implications about ways to maintain teacher motivation that will be of use to this particular private English language school and may be of interest to the TESOL community generally. However, I found that the factors that increase and decrease teacher motivation differ between individuals. Therefore, it is not suggested that these changes would be effective in promoting motivation in all teachers.

5.2.1 Prescribed material

Proposals of major changes to this school's policy and practice would not be welcomed by the school's management who must consider the expectations and needs of the students and their parents as well. However, flexibility with regards to some practices might be beneficial for all. The findings show that some teachers are demotivated by teaching prescribed materials because it restricts their autonomy and reduces the intellectual challenge of teaching. Perhaps those teachers who feel this way could help to design the materials for the school. This would offer them a challenge and allow them to influence what is taught whilst ensuring that those who are motivated by teaching prescribed materials continue to be able to do so. Managers should aim to create 'flow' situations for their teachers by giving them tasks that are challenging but manageable. It is important that a teacher's workload is challenging enough to be intellectually stimulating but not so difficult that the teacher cannot cope and becomes stressed.

5.2.2 Training

If a teacher feels that they are unable to carry out their duties, their motivation will be low. My data supported previous research findings that teaching teenagers can be particularly challenging. This contributes to the stress teachers are under. One of my participants cited his lack of training to deal with teenage behavioural issues as a key concern. The implication of this finding is that teachers should be asked which aspects of teaching they are less confident about. They should then receive support and formal training in those areas. In this case, the teacher concerned would be trained in

classroom management techniques with a specific focus on teaching teenagers. Training is particularly important for less experienced teachers who are likely to lack confidence in a range of areas.

Csikszentmihalyi (1982) believes that when teachers learn something new about their subject they experience 'flow' or deep enjoyment which motivates them. My research indicated that some of my participants had experienced enjoyment in continuing to learn. Training should not just be for newer teachers. Long serving teachers should continue to receive training and be encouraged to try new techniques to stop them from 'plateauing'. Training designed to stimulate and inspire teachers would help to maintain intrinsic motivation in more experienced teachers. It would also generate intrinsic motivation for the subject in newer teachers who may have been drawn to the profession by extrinsic motives, as many of my participants did. Many teachers reported that they did not have time to do extra activities that would inform their teaching. One implication is that time should be assigned in the teachers' work schedule for such developmental activities.

5.2.3 Facilitating good relationships between colleagues

I was surprised at the extent to which the participants find their relationships with colleagues motivating. Management could facilitate good relationships further through bonding sessions or social events. My results also revealed that the teachers support each other and offer one another advice. This peer mentoring should be promoted by management because my results suggest it encourages teachers to try different techniques. Again this is important to stop development from waning in longer serving teachers. This comradely support could be incorporated into a more formal mentoring system. Teachers could be asked to identify areas of strength and weakness in their teaching. Each teacher could then be paired with another teacher with differing strengths and weaknesses in a bid to facilitate reciprocal support. Further research should be carried out to assess the likely success of such a scheme, since it might be found that interference from management lessens colleague support because it becomes a chore.

5.2.4 Rewards system

One of the key findings of my study was that teachers are demotivated by an insufficient rewards system. They do not think that they are rewarded or they do not value the rewards they are given. Managers need to make teachers feel that their hard work is consistently noticed, appreciated and rewarded. Although this was not asked about directly, some teachers said that a pay increase would increase their motivation. However, previous research suggests that this does not result in great improvements in teacher motivation. Also this could become untenable. My findings indicated that

many teachers would like to be rewarded for their hard work with a promotion. At the moment the only positions above a teacher are management positions. This limits the number of vacancies. However, other roles could be created to give teachers positions to work for. Such roles could include senior teachers, team leaders or mentors as described above. This would encourage teachers to continue to develop although again, such an extrinsic motivate might not sustain long-term motivation. My findings suggested that for some teachers the reward of praise, compliments and commendation would be sufficient. If managers can establish a culture of praise, other teachers may come to value this reward.

My findings indicated that the length of their contract makes some teachers less motivated to teach because their lack of job security causes them stress and distracts them from teaching. It is not feasible to suggest that the school offer all its teachers permanent contracts because the seasonal nature of the work would not support such a large permanent staff. However, the administration should provide teachers with as much job security as possible by giving them the longest contracts possible and being explicit with teachers about whether their contracts are likely to be extended in quieter periods.

5.2.5 Improving administration

Teachers' motivation was found to be lessened by factors related to the school's administrative system. My findings and previous research suggest that in order to maintain the motivation to teach, teachers' efforts should not be impeded by situational factors. Teachers and administrators should regularly meet to discuss issues that arise regarding the school's organisation. This would make both parties more aware of the difficulties their colleagues face.

5.2.6 Maintaining the school environment

Again, I was surprised to find that the school environment motivated some teachers. Teachers reported that they felt proud to work in their school because it was clean and well-maintained. The implication from this finding is clear, administration should work to maintain a comfortable environment for their teachers. Administrators could make teachers proud of their institutions in other ways by supporting a charity or playing an active role in the community.

5.3 Further research in the area

As previously mentioned, there is a lot of research on general teacher motivation but little on English language teacher motivation. I have suggested that because EFL teaching is different from mainstream teaching, EFL teacher motivation might be different, especially with regards to the reasons for joining the profession. I suggest that many EFL teachers may lack intrinsic motivation

which has been found here and in previous research to be the stronger form of motivation. Further research could be carried out to find out in more depth why people become EFL teachers and to what extent their motives are intrinsic or extrinsic. I asked teachers their reasons for joining the EFL profession and whether those reasons were still the same now to try to establish a picture of their current motivation. Research could be conducted to find out how EFL teachers' motivation changes over time. My research provides a snap shot of EFL teacher motivation at my school at this particular time. Motivation is not fixed and the same participant might respond differently a short time later.

I would be very interested to find out how the policy and practice of other language schools effects the motivation of their teachers. I have explained that this particular language school's policy and practice differs from most other private EFL schools in the UK. I would like to compare the effects of differing policies and practices on motivation.

Further research would help to establish the importance of English language teacher motivation, provide a greater insight into this area and help schools to maintain their teachers' motivation.

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Appendix 1: Blank Questionnaire

Part 1

1) How do you feel about teaching EFL? Why?

2) Why did you decide to start teaching EFL?

3) Are those reasons still the same now? Why?

4) What teaching qualifications do you have? Please tick ✓ all the relevant boxes

- TEFL/TESOL Certificate eg. CELTA, Trinity CertTESOL
- Post-graduate Diploma
- MA
- PGCE
- Other

5) Are you planning to gain any further qualifications in teaching?

Please tick ✓ the appropriate box

Yes No Don't know

6) What are your short-term career plans (the next year)?

7) What are your long-term career plans (the next 10 years)?

8) How interested are you in the English language? Why?

9) Do you have a good balance between your home life and your work life? Why?

10) Do you do something outside of work which aids your teaching (e.g. learning another language)? Why?

11) Do you take any steps to improve your teaching? What? Why?

12) How often do you attend conferences related to teaching EFL? Why?

13) How often do you attend voluntary in-service training sessions at work? Why?

14) How often do you read journals related to teaching EFL? Why?

15) How often do you research something for a lesson (e.g. a grammar point or something related to the lesson topic)? Why?

16) Do you have any extra responsibilities at work that other teachers don't have? Why do you do those extra things?

Part 2

1) Below are a number of items which might affect some teachers' motivation. How do the factors below affect your motivation as a teacher? For each item, please tick ✓ the box on the scale which best describes the effect of that item on your motivation.

For example:

Eating cake at break time

				✓		
---	--	-	-/+	+	++	+++
Greatly decreases my motivation	Decreases my motivation	Slightly decreases my motivation	Has no effect on my motivation	Slightly increases my motivation	Increases my motivation	Greatly increases my motivation

If you are quite fond of cake and find that having a piece at break time gives you a little boost, you might tick the fifth box.

Example: Eating cake at break time

- a) Teaching teenagers only
- b) Teaching students on short courses of one or two weeks
- c) Meeting the same class only once or twice
- d) Teaching material prescribed by the school
- e) Teaching for 3 hours with a 15 minute break in the middle
- f) The number of students in the classes
- g) Teaching the same material again and again
- h) The supervision duties
- i) My relationship with colleagues
- j) My relationship with students
- k) The school environment e.g. cleanliness, classroom size etc.
- l) The length of my contract
- m) The opportunities to progress

-						+
-	-				+	+
-	-	-	-/+	+	+	+
				✓		

2) Please consider the items above (a – m) that you said increase your motivation to some extent. Why do these things increase your motivation?

3) Please consider the items above (a – m) that you said decrease your motivation to some extent. Why do these things decrease your motivation?

4) Below are a number of statements which some teachers may agree with and some teachers may disagree with. Please indicate your opinion by putting a tick ✓ in the box on the scale which best describes the extent to which you agree or disagree with the statement.

For example:

The cake is delicious

✓						
- - -	- -	-	- / +	+	++	+++
Strongly disagree	Disagree	Disagree slightly	Neither agree nor disagree	Agree slightly	Agree	Strongly agree

If you think the cake was the worst cake you have ever eaten, you might tick the first box.

Example: Eating cake at break time

- a) I feel confident teaching my classes
- b) I enjoy the challenge of teaching
- c) I find my work stressful
- d) I feel valued
- e) My hard work is rewarded
- f) I would prefer to teach on longer courses (6 months or a year) so I can see my students develop
- g) I think being British Council accredited has made the school a better place to work in
- h) There are no career opportunities here.

-						+
-	-				+	+
-	-	-	- / +	+	+	+
				✓		

5) What changes could be made to the school's policy and practice to improve your motivation?
