

Investigating Factors Causing EFL Instructors' Demotivation and Finding Possible Solutions

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Abstract: The teacher motivation is one of the essential factors of success in an educational context. Motivation doesn't just refer to the factors that activate behaviors; it also involves the factors that direct and maintain these goal-directed actions. A teacher's intrinsic motivation revolves around the psychological need satisfaction experienced during the act of teaching, and it manifests itself in terms of teacher enthusiasm and job satisfaction. Similarly, a teacher's extrinsic motivation refers to behavior that is driven by external rewards such as money and praise to motivate, engage, and increase teacher productivity which is essential to retaining teachers in a profession that is progressively declining in numbers. It is claimed that teachers have an important influence on students' engagement which is generally considered to be among the better predictors of learning. The purpose of this article is to study teachers' work motivation that actively affects students' engagement based on Self-Determination Theory. This shows that teachers' demotivation has a determinant role in students' success. In today's hectic world, there are a lot of factors that cause teachers' demotivation and we have sufficient research findings to find possible solutions for that. This article is aimed at investigating factors causing EFL instructors' demotivation and finding possible solutions.

Keywords: EFL, factors, teacher, Motivation.

Motivation aspect in teachers' career development is a complicated notion that attracted attention in many years and has been observed to impact student motivation and overall performance (see e.g., Atkinson, 2000; Dörnyei & Ushioda, 2011). To assist demotivated teachers, it is vital to apprehend the meaning of the idea of demotivation. According to Dörnyei (2001, p. 143), demotivation refers to "specific exterior forces that minimize or diminish the motivational groundwork of a behavioral intention or an ongoing action" however this does no longer mean that all positive influences have disappeared; some of them have been decreased by extrinsic and poor reasons however some fantastic motives still may additionally remain. Thus, instructor demotivation is no longer the opposite of trainer motivation and teachers can sense both encouraged and demotivated by using a range of factors.

Jesus and Lens (2005) believed that teachers' motivation is an important concern for educational leaders and managers because teachers' motivation has an important effect on students' motivation. It is also important for the improvement of educational reforms. First, motivated teachers are more likely to work for educational reform and progressive legislation. Second, it is the motivated teacher who guarantees the implementation of reforms originating at the policy-making level. Teachers' motivation is important for the satisfaction and fulfillment of teachers themselves (p. 120).

There are two main sources of motivation. Latham (1998, p.82) says that tangible benefits such as salary, fringe benefits and job security are known as extrinsic motivation. Ryan and Deci (2000, p.71) state that intrinsic motivation is concerned with the performance of an activity to succeed in

getting a separable outcome which contrasts with extrinsic motivation. The second is intrinsic motivation. Ellis (1984) defines intrinsic motivation as self-respect of accomplishment and personal growth.

Intrinsic motivation is likely to be increased by a sense of relatedness. Raffini (1996, p.8) defines relatedness as the degree of emotional security that teachers feel. Czubaj (1996, p.372) states that the teachers with an internal locus of control are under less stress and more successful in teaching. Therefore, the students of these teachers feel less stress and take higher scores in their assessment.

According to Dornyei (2001) intrinsic rewards are the most prominent and satisfying aspect of teaching. These motives concern the educational process, experiencing students' development as a result of the teacher's help or increasing both the teacher's and the students' level of competence and knowledge.

Demotivators affecting teachers in mainstream education and in the second language (L2) field include, but are not limited to: lack of social recognition (Kim & Kim, 2015; Schutz & Zembylas, 2009; Spear et al., 2000), a heavy workload (Connie, 2000; Doyle & Kim, 1999; Nikolov, 1999; Roth, 2014; Thorburn, 2017), lack of support (Dinham & Scott, 1998), students' negative attitudes and behavior (Addison & Brundrett, 2008; Linares et al., 2009; Sugino, 2010), or poor relationships and pressure from others in the school (Hettiarachchi, 2013; Roth, 2014). Contextual pressures associated with curricula, performing to a certain standard, school administration, and conforming to others' teaching methods have also been found to affect teachers' autonomous motivation to teach (Pelletier et al., 2002). As a response to these demotivators and others, researchers have attempted to find solutions to negative factors in the teaching profession.

Solutions to Teacher Demotivation and Other Challenges

Researchers have scrutinized demotivators and challenges aiming to find solutions. Butler (2007) employed a self-report measure of goal orientations and suggested that sharing problems with colleagues could help teachers to cope with problems independently. This would build a supportive community of peers that was deemed as a way of overcoming demotivation by teachers in Australia, Japan, and Spain in the study of Brereton (2019).

In terms of external intervention, providing emotional training could help teachers to not only survive but also flourish in their profession (MacIntyre et al., 2019). English as a Foreign Language (EFL) teachers with a high emotional quotient have been found to be more satisfied and to understand their students' feelings better in Iran/Shiraz (Hekmatzadeh et al., 2016). Along the same lines, those teachers with greater Emotion-Regulation Ability (ERA) are able to maintain positive emotions and to reduce or modify undesirable emotions and if teacher-training programs included a focus on ERA, teachers would be benefitted by experiencing less burnout, greater job satisfaction, thus being more effective in the classroom, and staying longer in the profession (Brackett et al., 2010).

Azad and Ketabi (2013) offered three solutions for enhancing teachers' motivation; (1) teachers need to work under better working conditions, it becomes mandatory to solve or at least moderate their economic problems, (2) strong and close cooperation among teachers must be fostered to give professional solutions to the problems regarding teaching English in EFL context, (3) the authorities responsible for the educational and economic policies should appreciate the work of teachers and respect their autonomy.

Conclusion and Remark

Handling the challenging situation in the class and outside the class makes teachers exhausted, which hinders the success of teachers. Motivation is thought to be responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it. Being intrinsically and extrinsically motivated increases job satisfaction. The need to avoid pain and the need for psychological growth are two basic elements found in job enrichment theory. It is important to maintain the teachers' motivation. Motivation factors should be intrinsic which present tasks that are more enjoyable, interesting and psychologically rewarding. Achievement, recognition, work, responsibility, advancement and possibility of growth take place in that group. On the other hand, other factors are extrinsic in terms of the context or setting where the work is performed. Organizational policy and administration, technical supervision, salary, working conditions, status, job security, effects on personal life, and interpersonal relations with superiors, peers and subordinates.

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