Measuring the Degree of English Teachers' Motivation

Selçuk KORAN *

Abstract

Teacher motivation is essential for quality teaching. There are motivation measurement mechanisms devised by researchers and used in education in general and particularly in English language teaching. The presented research aims to create an effective mechanism of defining motivated, less motivated and demotivated English teachers. Using both qualitative and quantitative approaches, a survey triangle of English as foreign/second language teachers, of administration/supervisors and of L2 learners is suggested. Ten university English teachers at a large private university in Iraq were surveyed, using a questionnaire in order to reveal their level of motivation. Each statement/question in the survey was based on the postulates of different researchers, mainly psychologists, concerning human motivation. L2 learners were asked to ll in the questionnaires concerning their teachers' successful teaching practices and commented on the teachers' behavior in and outside the classroom. The research outcomes validated the suggested survey model for detecting motivated vs. demotivated English teachers. During the study many assumptions about teacher motivation were reexamined and confirmed. The research results are reflected in recommendations for administration in educational institutions and for English teachers concerning various issues of motivation. Hopefully, the article will contribute to better teaching/learning practices by means of enhancing English teachers' motivation.

Keywords: English teacher, language teacher motivation, methods of measuring teacher motivation, teacher motivation

Introduction

How much is an English teacher motivated? How to measure his / her level of motivation when training L2 (second language) learners? The latter question presents no lesser a dilemma than the former one. Human motivation is the Gordian knot of conscious and subconscious motives related with myriads of types of behavior. Despite the complexity of the phenomenon, motivation still yields to scrutiny and, if properly researched, is not altogether unfathomable. Understanding how motivated an employed teacher is, is absolutely crucial for any institutions' administration, as it assists:

• to apply appropriate employee-satisfaction measures;

• to eliminate inadequate administrative practices causing dissatisfaction among teachers;

• to predict possible outcomes of teaching / learning at the institution.

Literature review

Teacher motivation has a great impact on the quality of teaching. Consequently, there is a lot of research in terms of measuring teacher motivation and the relevance of measurement is extremely important. Social and educational psychologists, perceiving the demand, suggest various methods of assessing a teacher's motivation discussed below. These measurement mechanisms are designed in such a way that they are flexible; so that they can be modified to fit various situations and hence, purposes.

The latest one is focusing on cognitive, affective, and behavioral measures of motivation and distinguishes between two dimensions of motivation (outcome-focused and process-focused) (Touré-Tillery and Fishbach, 2014).

Intrinsic motivation inventory (IMI) is a multidimensional measurement device, intended to assess a person's subjective experience related to a particular activity. It estimates a person's interest / enjoyment, perceived competence, effort, value / usefulness, felt pressure and tension, and perceived choice while performing a given activity (Deci et al, 1994).

Motivation scales for teachers, like such scales in general, are based on different theories of motivation, e.g., Herzberg's factor motivation, which differentiates between self-determined and controlled types of motivation (Akdemir and Arslan, 2013).

* MA, Ishik University, Erbil, Iraq.
E-mail: seldadas@hotmail.com

WTMST (Work Tasks Motivation Scale for Teachers) was created to measure five motivational constructs (intrinsic motivation, identified, introjected and external motivation and amotivation) towards six work tasks (teaching, evaluation of students, class management, administrative tasks, and complementary tasks). The principle of multitasking is taken into account in this case (Fernet et al, 2008).

One of the most efficien ways of measuring levels of job satisfaction and motivation is the ESM - Experience Sampling Method. Teachers are asked to write a diary during five days and five times a day, eliciting their attitude towards accomplishing certain teaching activities. In this way ESM aims to obtain a complete picture of the emotions that instructors experience before, during and after work (Bishey, 1996).

Another measurement - English Teacher Motivation Scale (ETMS) - reveals English teacher motivation as being multidimensional which comprises four main factors: teacher effica , school leadership, negative influences, and intrinsic compensation (Choi, 2014).

Literature on motivation differentiates between many theories of motivation. Different theorists suggest different notions of motivation itself. Ryan and Deci (2000:54), for example, define motivation in the following way: "To be motivated means to be moved to do something". To Gibson, Ivancevich and Donnelly (2000), on the 0other hand, motivation is a word used to describe the forces acting on or within a person to initiate and direct behavior. Coleman (1998:106), in his turn, emphasizes the influen e of motivation as a driving force behind a person's actions. Dessler (2001) also defines motivation as the intensity of the person's desire to engage in some activity. To Harmer (2001:51), motivation is "some kind of internal drive which pushes someone to do things in order to achieve something". He also says that a person is internally driven when the goal is sufficientl attractive. Mullins (2007) defines motivation as the degree, to which a person desires, wants, and chooses to be involved in a specific behavior. In other words, it is a desire which causes individuals to act in order to fulfill their needs and expectations. Thus, any behavior results from the individual's wants, expectations and desires.

There are many factors that initiate, energize and maintain human behavior. These factors can be needs, beliefs, goals, social means, interests, curiosities, incentives, etc. All of these driving forces of motivation are classified into two groups: intrinsic and extrinsic motivation.

Extrinsic factors are related to the context or environment in which the job is performed (Herzberg, Mausner and Snyderman, 1959). Extrinsic motivation occurs as a result of environment, external to a job and it is usually created by others. It can be inspired by external rewards or tangible results (Tileston, 2004).

Intrinsic motivation stems from the internal factors and it is generated by the doer. Certain behavior is performed by a person because it gives him / her pleasure and a person gets a psychological rather than a physical reward. Intrinsic motivation is seen as the motivation to engage in an activity primarily for its own sake, because the educator perceives the activity as an interesting, involving, satisfying and challenging (Hugo, 2000: 144).

Below the most distinguished and renowned theories of motivation are discussed.

Maslow's study of motivation dates back to 1943. His hierarchy of needs theory is one of the most widely cited and recognized motivation theories. Maslow (1943, 1954) believes that individuals have a set of basic needs they are motivated by. He developed a hierarchy of separate levels of needs, ranging from the lowest point to the highest in order of their importance. He defined those basic needs as: physiological needs, security needs, affiliatio needs, esteem needs, and self-actualization needs. According to Maslow, once a person's need on one level is satisfied, the need at the higher level of hierarchy motivates employees.

Herzberg et al. (1959) in his eminent Herzberg's two-factor theory states that the factors that have a significant influence on the job performance are mainly intrinsic factors and they are usually effective in the long run. However, other factors, which are usually related to specific achievements, are short-lasting. Herzberg and his adherents call the factors which are related to the extrinsic aspects of the job "hygiene factors", which include physical working conditions, pay, benefits, and security. They name other factors, which are related to the intrinsic aspect of the job "motivators" or "satisfiers". Those factors include aspects, such as: the work itself, achievement, growth, responsibility, and recognition. The theory points out those primary motivating factors are intrinsic factors obtained from the job itself.

McGregor, in his influential book Human Side of Enterprise (1960), observed that managerial practice is based on two deep assumptions of human nature. He named the two assumptions "Theory X and Theory Y". According to him, there are two kinds of employees in any work environment. One of them is a person who lacks ambition, dislikes work and change, avoids responsibility, and wants to be told what to do. He called this type of person Theory X. The only motivator to work for this kind of a person is the need for security and control (Steyn, 2002; Wan der Westhuizen, 1991, 2002). Thus, such employees must be controlled by means of close surveillance, punishment or threat, so that they work effectivel . In terms of administrating, they need a manager who is all-powerful and autocratic. On the contrary, Theory Y says people work because they like to work. This kind of employee displays self-realization and self-motivation to complete the task successfully. McGregor saw that kind of employee as a dynamic, self-activating person, unlike the one who needs control or force like threat or punishment to work. Theory Y managers value employees' decisions, freedom, responsibility and involvement in achieving goals in terms of their management style.

Expectancy theory, one of the process theories of motivation, was developed by Victor Vroom in 1964. It postulates that individuals consciously choose a specific behavior among others in order to make the most of pleasure and reduce pain. According to this theory, individuals are usually motivated to strive for their best in their work situation, when they believe there is success and their performance will be rewarded.

Equity theory was developed by Adams (1963). According to this theory, individuals are motivated, when they are fairly treated for their efforts and accomplishments. When an employee perceives that she / he is underpaid, she / he may reduce performance and even this perception might make them have hostile feelings towards the organization. Van Fleet et al (1991:61) argue that motivation comes from the desire to be treated fairly.

Achievement Motivation theory was initially introduced

by Atkinson in 1957. It is define   as the individuals' internal desire to reach success and achievements, and this desire is usually stimulated by the feeling of hope for success or the fear of failure. Rabideau (2007) defines the theory as individuals' definite need for achievement and excellence.

All viewed theories are applicable to all teachers as to ordinary humans; however, implications for understanding the peculiarities of their level of motivation are highly dependant on their profession, in general, and more particularly on the subject taught by them.

The major researches on language teacher motivation were carried out by Pennington (1991, 1995), Kim and Doyle (Kim and Doyle, 1998; Doyle & Kim, 1999), Shoaib (2004), etc. These studies viewed teachers as being a key determinant source of motivation for language learners, thus, teachers are expected to enhance learners' motivation for better language learning due to the positive impact of the links existing between teacher and student motivation, moreover, provided that teacher and student are both motivated, good quality of learning outcome is guaranteed.

Pennington (1995: 139–140) concludes that "ESL practitioners are motivated in a positive direction in their jobs and careers by intrinsic work process and human relations factors". These findings demonstrate that teachers are motivated by means of the opportunity for professional development, sense of achievement, self-respect and responsibility.

They obtain their satisfaction through the teaching process since they believe the very process of teaching is enjoyable and class participation brings its own reward.

Most language teachers who participated in Kim and Doyle's study claimed that their primary motivating factors were intrinsic drives in teaching and helping students to learn. However, according to their findings, the reasons leading to job dissatisfaction were mainly external factors, such as: salary, lack of respect, work conditions, lack of advancement opportunities, etc. (Kim and Doyle, 1998; Doyle and Kim, 1999). They also report administration-related pressure that hinders teacher autonomy and limits choices for teachers to select their material, so that they can design their own curriculum, standardized tests and mandatory attendance, all of which were viewed to lead to job dissatisfaction.

Shoaib (2004) conducted large-scale interviews with teachers in Saudi Arabia and concluded that there exist three main levels of motivation change - the teacher level, the managerial level and the institutional level. Further, she suggested important strategies on each level to motivate language teachers and the list of recommendations for the enhancement of teacher motivation.

The table below summarizes the indicators of motivation mentioned by all or the majority of researchers, in order to further reflect them in the questionnaires made up for and used in the research.

Table 1: *Parameters of motivation to be measured*

Researchers / indicators	wage / salary contentment, security	colleague affiliation	personal self-esteem	professional self-efficacy	working conditions	opportunities for professional development	freedom / autonomy	respect / adequate treatment from administrative bodies	successful practices of teaching used by teachers
Maslow	☐	☐	☐	☐	☐				
Herzberg	☐			☐	☐	☐	☐	☐	
McGregor	☐			☐					
Vroom								☐	☐
Adams	☐							☐	
Atkinson, Rabideau				☐		☐			☐
Pennington		☐	☐			☐	☐		
Kim and Doyle	☐				☐	☐	☐	☐	

Method

This research aims to work out a rational method of differe - tiating between motivated, less motivated and de- or unmotivated English teachers.

The hypothesis of the research is that a three-fold survey (of English teachers, administration-supervisors, and students) and cross-examination of the survey results is necessary in order to differentiate between motivated vs. less motivated vs. demotivated English teachers. If the results coincide, it will serve as a highly probable indicator of the researched phenomenon.

Unlike the previous researches concerning measuring teacher motivation this one is not intended to simply measure the level of English teacher's motivation, but to classify them as motivated, less motivated and not at all motivated. The research is quantitative (Likert scale was used to measure how much the respondents agree with the offered statements)

Teachers of English as foreign / second language at university level were surveyed with a questionnaire made up for the research and based on the analyzed in the article measurement tools. The questionnaire had to reveal their level of motivation. Each statement/question in the survey was based on the postulates of different researchers summed up above. The higher points each question/statement obtains, the more motivated a language teacher can be considered.

Biographical information obtained also contributed to fuller understanding of teachers' motivation variation, e.g., novice teachers at the start of their career are generally highly motivated (Greenhaus and Callanan, 2006: 541), unmarried educators successfully outrival married ones, as they fin more time and energy to devote to their job, female teachers naturally outstrip male colleagues as nurturing and caring is innate for them. As all the teachers surveyed are university lecturers, it increases their motivation, since the job is regarded as highly prestigious.

Statements included wage / salary contentment, colleague affiliation personal self-esteem, professional self-effica , working conditions, opportunities for professional development, freedom / autonomy granted at work by administration, respect / adequate treatment from administrative bodies, and successful practices of teaching used by teachers (providing students with feedback and additional material, using innovative ideas in the classroom).

The following statements and, hence, responses to them are noteworthy:

• Whether the job is vital for a teacher's survival.

• Whether an English teacher has other officia responsibilities connected with the profession in or outside his / her job.

• Whether a teacher keeps up-to-date in his / her profession.

• Whether the teacher works at the peak of his/her abilities.

• Whether a teacher dreads to be criticized and be considered a bad instructor.

• Whether a teacher feeling discomfort and hence, dis-sonance, during the teaching process tries to change the situation for better teaching practice and outcome.

• Whether a teacher in his/her mid-career stage feels she / he has achieved much

The two other angles of the survey triangle – administration and students also answered consequent questionnaires. Acting according to the university policy and regulation requirements, enthusiastically participating in various departmental activities, working in agreement in a team and enhancing its morale, being disciplined and thus, reliable - these criteria were used for teacher assessment by the administration; moreover, academic points gathered by these teachers during two teaching years and lesson observation notes based on Likert scale were obtained for reconfirmatio of the truthfulness of the above teacher evaluation questionnaire results.

Besides, English learners – students at prep school of a large private university in Iraq were asked to fill in the questionnaires concerning their teachers' successful teaching practices, commendable behavior in and outside the classroom, positive and acceptable attitude towards learners.

Ethical aspects of the research

The research was conducted, following the guidelines of the code of ethics that psychologists, sociologists, social psychologists and educators have to obey worldwide when surveying, experimenting, etc. It means that a researcher

• Must take steps to avoid harming their research participants.

• All participants must be informed that they are free to withdraw from a study at any point.

• All information obtained from individual participants must be held in strict confidence, unless the consent of the participants is obtained to make it public (Aronson et al., 2010, p.53).

It was provided that the results of the survey would not harm participants' career prospects in any way and will not create negative attitudes by administration and supervisors towards them (the questionnaires were anonymous). However, the major principle of ethics in psychological and sociological studies - informed consent - had to be rejected, as otherwise English teachers might have fully comprehended the purpose of the survey and outwit students and administration by creating wrong impressions. Thus, an accepted procedure - deception - was chosen in order to survey teachers who knew there was research, but were not cognizant of the purpose of the research. Finally, another widely-used principle - debriefing - was put into practice – all the persons surveyed were fully informed about the purposes and aims of the study, after it was concluded (Aronson et al, 2010: 53).

Results

Below is given the survey of three university English teachers at a large private university in Iraq who were selected by the researcher out of the ten surveyed as the most typical representatives of the three categories of educators according to

their motivational level for better illustrating their peculiarities in general. Based on the results of the ten teachers surveyed, to split them in the three groups more or less proportionately, the following ranges of categories were used:

Teacher A – motivated – average answers between 4.0 and 5.

Teacher B – less motivated – average answers between and 2.9 and 3.9

Teacher C – demotivated – average answers between 1 and 2.8

Table 2 below concerns teacher self-assessment.

All the questions deal with high motivation, more precisely, the more points in items 1-16 teachers obtain, the more motivated they can be regarded, a positive answer to question 17 also reveals high motivation and answer "yes" to question 18 and plus, the first version of the answer "try to change it" indicate that the teacher is motivated; answers "always" to questions 19 and 20 demonstrate high motivation in a teacher again , "sometimes" a lower level of the variable and "seldom" even lower.

Table 2: *Rate how much does the following statement correspond to the truth in your case - (1 point - least, 5 – most)*

	Teacher A	Teacher B	Teacher C
1. I keep updated in my field (English language, TEFL).	5	4	3
2. As a teacher I try to work at the peak of my abilities.	4	4	3
3. Teaching boosts my self-esteem as of a person.	3	3	2
4. Teaching boosts my self-efficacy as of a professional.	4	3	3
5. This job is necessary for my survival.	4	4	4
6. I have good working conditions.	4	3	2
7. I am positively affiliated with my colleagues.	5	4	3
8. I see students' success as the main stimulus of my job.	5	3	3
9. I feel secure in this job.	4	4	4
10. I am adequately treated / respected by administration / supervisors.	4	3	2
11. I am afraid to be criticized and regarded as a bad teacher.	4	3	3
12. I have adequate salary / wages.	4	2	2
13. I have freedom/autonomy to try new ideas, to compile tests / syllabuses.	3	2	1
14. I am in my mid-career phase and I feel I have achieved enough.	3	2	4
15. I have opportunities for professional development.	4	1	1
16. I use innovative ideas in TEFL in the classroom.	4	3	3
Average point for the above questions	4,0	3.125	2.56
17. Do you have other official responsibilities in or out of your work connected with your profession?	yes	yes	no
18. Do you feel any discomfort in teaching?	yes	yes	no
If "yes", what do you do?	try to change	ignore the situation	try to get used to it
19. How often do you use your initiative and enthusiasm to choose additional material for teaching EFL?	always	sometimes	seldom
20. How often do you provide students with feedback?	always	sometimes	seldom

As it is evident from the table, the teachers' answers to various questions did not contradict each other in terms of their motivation level, demonstrated a certain consistency and reconfirme one after another with just one or two exception. Thus, the conclusion could be made that the questionnaire is valid for further use by any teaching institutions' administration and supervisors.

The fact that the questionnaire can be effectively used on its own was validated by means of student and administration/supervisor surveys as well.

The three teachers were rated by supervisors and administration staff, based on their observations and officia evaluation by students in the following way.

Tables 3 (general observations) and 4 (lesson observations) deal with teachers' assessment by administration.

The tables above demonstrate that the highly motivated teacher is graded on Likert scale with a grade good in terms of complying with the university administrative policy, rules and regulations, activeness in class observation, flexibility towards undefined work, and with grade - very good as a university activity and meeting participator, as a person working in harmony with colleagues and contributing to sustaining team spirit and as a disciplined instructor. On the whole the assessment is between very good and good (4.55).

The moderately motivated teacher gathered good assessments in exactly half of these criteria and fair assess-

Table 3: *Questionnaire answered by the head of the administration concerning teachers evaluation*

Evaluation Criteria	Teacher A	Teacher B	Teacher C
Abides by working hours policy	4	3	3
Abides by university regulations and rules	4	4	4
Participates in departmental activities	5	3	2
Participates in departmental meetings	5	4	3
Class observation	4	3	2
Works in harmony	5	4	3
Holds team spirit	5	4	3
Is sensitive about undefined works	4	3	1
Attends his/her classes regularly and is careful about timing of the lessons	5	3	2
Average points	4.55	3.44	2.55
Lecturer Profile Disciplinary issues (the last three years)	no	no	1

based on lesson observation (Scale: 5=very good, 4=good, 3= fair, 2=poor, 1=not satisfactory)

Table 4: *Academics' points collected in 2013-2014 and 2014-2015 teaching years by the teachers, and lesson observation notes (The scale applied for lesson observation was: 5=excellent, 4=very good, 3=fair, 2=poor, 1= very poor).*

Academics' points collected in	Teacher A	Teacher B	Teacher C
2013-2014	65	70	65
2014-2015	80	65	40
Lesson observation notes (Scientific committees' Evaluation)	4.1	3.66	2.66

ment in another half, on the whole the assessment is between good and fair (3.44).

The least motivated teacher collected a good assessment in one item, half of fair assessments, three poor assessments and even one dissatisfactory assessment. The least motivated teacher obtained on average 2.55 points which is in between grades fair and poor.

The minimum requirement for academic points is 50 per year, so we can see that the teacher leading in the evaluation collected 145 academic points during two teaching years, which is 45% above the requirements, the less motivated teacher collected 135, which is 35% above the requirement, whereas the person with least favorable assessment - the lowest – 105 points, which are still within the requirements. It reveals that all teachers care about maintaining the job and try to satisfy the requirements.

An analogous picture is drawn as a result of lesson observations - the first excelling instructor is very good (4.1 points) when teaching, the next mediocre one is on the verge of grade-average (3.66) and the last one nears grade poor (2.66).

Eventually, the three teachers were assessed by the administration verbally in the following way:

Teacher A - Highly efficient enthusiastic, distinguished English teacher.

Teacher B - English teacher with steadily good or medium evaluation, though less enthusiastic and zealous.

Teacher C - the English teacher lacking joy and enthusiasm of teaching, often having a low assessment.

The last, but definitely not least teacher assessment was held by students taught by them. Higher level of motivation among teachers is invariably associated with good teaching practices and vice versa. The questionnaire for students was compiled so as to elicit how much learners liked their EFL/ESL teachers, their behavior in the classroom, their attitude to learners, their enthusiasm, efficien teaching methods and approaches used by them, effectiveness of activities planned and implemented by them. Totally 55 students volunteer participated in the assessment of the three teachers.

As a result we got the following picture seen in Table 5.

* For reverse (with negative assessment) questions the average results were calculated reversely (1 as 5, 2 as 3, 3 as 3, 4 as 2 and 5 as 1; as for decimals, they were calculated, by subtracting from 5 the given number, e.g., as 1.2 = 4.8, 3.6 = 2.4, etc.

In the above questionnaire for students questions 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 19, 24, 26, 27 deal with positive assessment of the teacher, while items 3, 15, 17, 18, 20, 21, 22, 23, 25 with the negative evaluation of the instructors.

The efficien and, hence, highly motivated teacher is rated with the mean of slightly or solidly above 4 as a clear explainer, enthusiastic about teaching, trusting learners, a good listener, as a patient person, the one being aware of classroom intricacies, using authentic language material, understanding learners' needs and nice to communicate with. In all these aspects moderately and scarcely motivated

teachers were rated as less equipped with the mentioned qualities (the means of above 3 and 2 respectively) with the exception of being communicative and trusting learners in which both have similar assessments: 2.62 and 2.05 / 3.43 and 3.1 respectively. Items concerning negative assessment of teachers again define them into three distinct categories - the highly motivated teacher is seen as least hostile, least dissatisfied and bored, rarely sitting at desk, checking homework, not assigning much of it, very seldom coming to lessons late (rated with the mean of slightly or solidly above 1), unfavorable assessment increases with a point or two or even three in case of moderately motivated and least motivated teachers. The latter "leading" in this respect in all aspects, except being hostile.

Thus, the higher the language teachers' motivation, the more efficientl they perform their professional duties in and outside L2 classrooms, the better administration and student evaluation they obtain and consequently, the more advanced teaching outcomes they have. It is evident from tables 3 and 4 that there have been yielded analogous results in terms of teacher evaluation from students and administration, i.e., the highly motivated teacher is assessed equally positively by both, whereas the level of evaluation diminishes gradually with less and least motivated teachers, e.g., the students, when asked about the positive aspects of their EFL teachers' characteristics mostly answer with agree (4 points) when it concerns teacher A (highly motivated teacher), they are typically neutral (point 3) when assessing teacher B (moderately motivated teacher), and generally disagree (point 2) in case of teacher C (demotivated teacher); as for the administration evaluation - teacher A has either very good or good ratings, teacher B is in the middle of good and fair stages, and teacher C is in between grades fair and poor; moreover, the correctness of the teacher assessment is confirmed when these very teachers are surveyed in order to determine their level of motivation- in the questionnaire where more points meant higher level of motivation, the highly motivated teacher got 4 points on average out of 5 maximum, the moderately motivated instructor -3, and the least motivated one - 2,6.

The results of all three surveys are summed up in Table 6.

Though the numbers do differ and students seem to be the strictest assessors, the general classification with the ranges mentioned (5 ≥ A ≥ 4; 3.9 ≥ B ≥ 2.9;   2.8 ≥ C ≥ 1) reveals congruence. It is possible to say that the above statistics confirmed our hypothesis

Discussion

The results of the teacher questionnaire serve as a proof of the main postulates of language teacher motivation it was based on, e.g., there is a person who is dissatisfied with the level of autonomy granted to language teachers at work, moreover, this instructor regards him/herself as inadequately treated by the administration or supervisors, and assumes that s/he lacks opportunities for professional development. This very person demonstrates the lowest level of motivation according to the survey results.

The three teachers discussed in the research rely on the job for their annual income and feel secure at work: the mean for item 5 - this job is necessary for my survival – is 4 in all cases and for item 9 - I feel secure in this job - the mean of 4 was obtained in all cases, though their motiva-

Table 5: *Questionnaire answered by the students on their teachers' attitudes in and outside the classrooms. (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree)*

	Questions answered by the students / mean of teacher assessment	Teacher A	Teacher B	Teacher C
	Number of the students in each class	**18**	**18**	**19**
1	This teacher explains things clearly.	4.72	3.31	2.73
2	This teacher is enthusiastic when teaching.	4.38	3.31	2.68
3	This teacher gets angry quickly.	1.94	3.37	2.73
4	This teacher trusts us.	4.05	3.43	3.1
5	This teacher listens to us when we have something to say.	4.77	3.37	2.68
6	This teacher is aware of everything that goes on in the classroom.	4.27	3.12	2.94
7	This teacher is patient.	4.22	3.81	2.89
8	This teacher realizes when we don't understand.	4.11	3.56	2.94
9	This teacher helps us with our homework.	3.72	3.37	2.94
10	This teacher is confident about our success.	3.88	4.18	3
11	This teacher lets us discuss our lessons.	4.5	4.06	3.1
12	This teacher does't stick only to the course books.	4.44	3.25	4.1
13	This teacher brings authentic materials to the classroom.	4	2.62	1.73
14	This teacher tells jokes or expresses positive attitudes otherwise.	4.16	3.12	2.52
15	This teacher thinks that we can't do things well.	2	2.81	2.89
16	This teacher's tests are challenging.	3.27	3.25	2.89
17	This teacher is extremely strict.	2.16	3.06	3.68
18	This teacher seems dissatisfied and bored.	1.72	3.81	4.21
19	This teacher doesn't give us much homework.	1.77	2.06	3.31
20	This teacher doesn't check our homework.	1.27	3.62	4.1
21	This teacher sits at the desk during the lesson.	1.77	3.56	4.15
22	This teacher involves in arguments with studetns.	2.27	2.5	3.26
23	This teacher is severe when checking papers.	2.88	3.12	3.73
24	This teacher organizes extra-curricular activities with students.	3.83	2	1.73
25	This teacher comes to class late.	1.22	3.18	3.78
26	This teacher presents the lesson using audio-visual materials and ICT.	3.94	2.87	2.47
27	It's easy to contact and communicate with him/her outside the classroom.	4	2.62	2.05
	Average*	3.78	2.74	2.42

tional levels diff r. It might indicate that these aspects are not as crucial and external factors have no significant impact on their behavior.

One more interesting finding is that the least motivated teacher feels no discomfort / dissonance at work (question 18) and if s/he does, tries to get used to it and assumes s/he has achieved much in the profession and career (item 14 - 4 points out of 5), while highly motivated and moderately motivated teachers have in this item 3 and 2 points out of 5, respectively), which shows that self-contentment makes people relaxed, less concentrated, professionally aimless

Table 6: Summary of teacher motivation surveys

Type of survey/questionnaire	Teacher A	Teacher B	Teacher C
	Mean	Mean	Mean
Teacher self-assessment questionnaire	4.00	3.13	2.56
Assessment by administration (questionnaire)	4.55	3.44	2.55
Assessment by administration (lesson observation)	4.1	3.66	2.66
Assessment by students' questionnaire	3.78	2.74	2.42

and therefore, less motivated to excel at work.

Suggestions

• The suggested method of detecting motivated vs. less motivated vs. demotivated teachers of English proved to be valid and reliable. Thus, the survey triangle - teachers, administration, and students - can be used for understanding language teachers' motivational stance.

• Administration of any teaching institution have to reexamine their employment practices from time to time not to have certain teachers' motivation, enthusiasm and energy for teaching stagnated, and thus not to cause worsening of the quality of teaching and learning at their school, university, etc.

• Such a study will enable administration to eliminate practices of unfair treatment, neglect, abuse (if any) towards teachers and will support the creation of a friendly and collaborative atmosphere at work.

• The suggested teacher questionnaire enables detecting cases of subjectivity from teachers, e.g., if one teacher sees working conditions as good and another views the same facilities, conveniences, attitudes as unsatisfactory, the problem is a prejudiced attitude towards the institution and not the existing reality.

• The suggested procedures can be used not only to evaluate teachers, but also to diagnose imminent cases of teacher demotivation.

• It is highly recommended to use the above method not for dismissing demotivated teachers, but in order to critically reexamine administrative measures that cause dissatisfaction among teachers, as the suggested matrix allows such a revisit.

• It is advisable to complement students' evaluation of teachers with the surveys of administration and supervisors for further confirmation of the results of the former and to conduct L2 teachers' assessment of their own level of motivation to eliminate subjective practices at any institution.

• For teachers' interest and benefit it is important to inform them about the results of the surveys so that they can understand what may cause their dissatisfaction, and subsequent loss of motivation. Recommendations could be made, for example, to take measure to redress unfavorable trends in their career, teaching practice and professional development.

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