

## **Factors Contributing to Motivation among Iranian EFL In-Service Teachers**

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### **Abstract**

Since learning English as a foreign language in Iran has turned into one of the most important issues in educational settings, especially in recent years, having motivated teachers in education and maintaining this motivation is one of the defining factors in assuring students' learning. Teachers' motivation affects the process of teaching and EFL learners' achievement. The present study was an attempt to investigate factors contributing to creating motivation among EFL in-service teachers and also factors which contribute to maintaining motivation among these teachers. The results of the study revealed that in interest in learning a foreign language, motivational intensity, and desire to learn English, respectively, two thirds of the teachers were at high and intermediate levels. It can be concluded that they had a positive intrinsic motivation to learn a second language, but that there were external factors that affect such motivation. The results also suggest that teachers in general demonstrated an intermediate to high instrumental and integrative orientation towards teaching English as a second/foreign language.

### **Introduction**

Language teachers have always been considered an inseparable part of education and have always had a great responsibility. Since learning English as a foreign language in Iran has turned into one of the most important issues in educational settings, especially in recent years, having motivated teachers in education and maintaining this motivation is one of the defining factors in assuring students' learning. Teachers' motivation affects the process of teaching and EFL learners' achievement. Thus, the main purpose of this study is to identify potential factors which motivate language teachers and help maintain this motivation.

### **Statement of the Problem**

Motivation is one of the important factors especially for teachers in teaching English as a foreign language. Because motivation can lead to job satisfaction and in turn result in maintaining the job (Orpen, 1994), motivation and job satisfaction are very essential in the lives of teachers because they form the fundamental reasons for having a career in life (Bishay, 1996). However, in the Iranian EFL contexts, few studies have been conducted on factors which may contribute to teacher motivation (e.g., Gheralis, 2003; Shoaib, 2004). Obviously, without an awareness of such factors, it will not be possible to help teachers enhance their motivation throughout their profession. More importantly, maintaining a constant level of motivation throughout the teaching career will not be possible unless such factors are identified. Thus, the current study will make an attempt to fill an important gap in this regard.

A construct that is often associated with motivation is efficacy. Woolfolk Hoy and Davis (2006, as cited in Woolfolk Hoy, Hoy, & Davis, 2009) argued that teachers' behaviors in the classroom and their interactions with students are shaped by their sense of efficacy. In turn, these efficacy-influenced teacher behaviors and decisions may have consequences for students' behaviors, emotions, and decisions. In terms of direct instructional effects, teachers with a strong sense of

efficacy tend to exhibit greater levels of planning, organization, direct teaching, motivation, and enthusiasm (Allinder, 1994, as cited in Woolfolk Hoy, Hoy, & Davis, 2009). Woolfolk Hoy, Hoy, and Davis (2009) argued that much more remains to be done, especially at the individual level, to explore and to refine efficacy and to examine the relationships between individual teacher academic optimism and student outcomes.

### **Statement of the Purpose**

Exploring factors that could motivate Iranian teachers of language and maintaining this motivation among them is an important factor in teaching especially in foreign language teaching. Teachers' motivation is one of the important factors that would lead to classroom effectiveness and teaching centers improvement (Ofoegbu, 2004). The present study is thus an attempt to identify potential factors which may affect teacher motivation and to propose strategies to maintain teacher motivation.

### **Significance of the Study**

Teachers in general and English language teachers in particular in Iran are the most important part of education who may not be motivated most of the time, which will negatively affect foreign language students' achievement in Iran (Hosseini Kohestani, 2012). This is so because teachers' competence and commitment are the most important determinants of learning outcomes. What is striking is that little systematic research has been carried out on motivational issues among EFL teachers in Iran (but see Rezaei et al., 2008). The importance of the present study is twofold: first, it will make an attempt to identify potential factors which may affect teacher motivation. Second, it will seek to propose strategies to maintain teacher motivation in the EFL context in Iran.

### **Research Questions**

The present study will make an attempt to provide answers to the following questions:

1. What factors contribute to creating motivation among EFL in-service teachers?
2. What factors contribute to maintaining motivation among EFL in-service teachers?

#### **1.6. Statement of the Hypotheses**

Since the study is exploratory in nature, the number of potential factors which may contribute to creating, enhancing, and maintaining motivation among in-service EFL teachers is an open question. However, based on the literature available on teacher motivation, factors such as financial satisfaction, receiving due respect from the school administrators, receiving support from the school managers and higher officials, and parents' support are expected to play an important role in creating and maintaining motivation among in-service EFL teachers.

### **Teachers' motivation**

Many researchers have argued that motivation is one of the variables that determine language achievement (Dweik, 1986; Njadat, 1998). Motivation is the intensity of a person's desire to engage in some activity (Dessler, 2001). Ryan and Deci (2000) defined motivation as concerning energy, direction, and persistence. Ofoegbu (2004) considered teachers' motivation as one of the important factors that would lead to classroom effectiveness and teaching improvement. Teachers' motivation causes them to be satisfied and dedicated in such a way that they bring their best into their classes. If teachers do not have enough motivation to continue their work, it reduces classroom effectiveness and students' quality output.

Ryan and Deci (2000) stated that motivation concerns energy, direction, and persistence--all aspects of activation and intention (p. 69). Similarly, Whiteley (2002) believed that motivation involves encouraging people to help them act in a particular way. He argued that motivation is elusive because it exists in the unlikeliest places and is absent in the most promising locations (p. 6). In addition, he stated that motivation can be neither assessed nor easily observed. According to MacIntyre (2002), questions about motivation address three issues. The first issue is why behavior is directed toward a specific goal. The second one refers to the determination of intensity or effort investment in pursuing goals. The third issue addresses why different people in the same situation differ in the direction and strength of motivated behavior.

The factors with a heavy influence on job satisfaction based on the work of Kassabgy, Boraie and Schmidt (2001) are intrinsic and extrinsic motivators, autonomy, relationships, self-realization and institutional support. Intrinsic motivation has been defined as performing a behavior for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity (Dörnyei, 2001). Some intrinsic motivations for teachers can be: internal desire to educate people in a language, help learners to communicate, successful transmission of knowledge, the educational process itself where the teacher is positively affected by working with students and watching them grow and improve. Extrinsic motivation consists of positive motivators including factors such as salary, pension, and insurance.

Maslow's (1970) need-based theory of motivation is the most widely recognized theory of motivation. According to this theory, a person has five fundamental needs: psychological, security, affiliation, self-esteem and self-actualization. This model will be used as the theoretical basis of the present study.

## **Method**

In order to answer the research questions of this study which was investigating the factors contributing to creating and maintaining motivation among EFL in-service teachers, the Attitude Motivation Test Battery (AMTB) was administered to all the participants. As previously stated, this instrument was adapted to the Iranian college context. There were 9 subscales in this instrument and the items were included in each table to make clear what was being evaluated. These subscales include interest in foreign languages, motivational intensity to learn English, teacher evaluation, attitude towards learning English, attitudes toward English speaking people, desire to learn English, integrative orientation, instrumental orientation and English course evaluation. Also included are the number of teachers in each of the clusters that the SPSS software formed, the results of the computations, and some general observations. It is important to take into consideration that the choices in the Likert scale for every item varied from 1 (totally disagree) to 7 (totally agree). It should be noted that the 100 teachers were divided into 4 groups: Group 1 included teachers teaching in the capital, Tehran. Group 2 included teachers who were teaching in small cities and towns like Qazvin and Abhar. Group 3 included teachers who were teaching in rural areas.

### **Subscale 1: Interest in foreign languages**

The results of Table1 reveal that group 2 who obtained score values of 38.5 which ranges from 7.5 to 7.9, had the highest percent of interest in foreign languages. The scores of group 3 ranges from 5.4 to 7.7. It means that group 3 who obtained score values of 34 has the second highest percent of interest in foreign languages. The third highest group was group 1.

That is to say, the scores of this group range from 5.2 to 7.5. The scores of this group range from 5.2 to 7.5 and the obtained score values was 33.1.

4.1 Results of Subscale 1 in AMTB (Interest in foreign language)

Items for interest in foreign languages	1	2	3
I1. I wish I could speak many foreign languages perfectly.	5.2	7.9	7.7
I10. I wish I could read newspapers and magazines in many foreign languages.	6.4	7.6	7.1
I30. If I planned to stay in another country, I would try to learn their language.	7.5	7.9	7.2
I39. I enjoy meeting people who speak foreign languages.	7.5	7.5	5.4
I3. My interest in foreign languages is ....	6.5	7.6	6.6
Value:	33.1	38.5	34

As it is shown in the above table, 85% of all of the valid score cases in this subscale was related to groups 2 and group 3 which cause their interests to become an intermediate and high one. Moreover, the group with the lowest value scores in this subscale, Group 1, yielded scores which were not very low. These results suggest that most of the participants in this sample showed a relatively high interest in learning English and improving it.

**Subscale 2: Motivational intensity to learn English.**

As it can be seen in Table2, group 1 obtained the highest motivational intensity. The values that teachers gave to the items in this subscale ranged from 6.5 to 7.4. Then, group 2 yielded scores ranging from 3.9 to 6.8. Finally, group 3 was the group with the lowest motivational intensity, with scores ranging from 3.3 to 5.1.

4.2 Results of Subscale 2 in AMTB (Motivational Intensity to learn English)

Items for Motivational intensity to learn English	1	2	3
I17. I make a point of trying to understand all the English I see and hear.	7.3	5.9	4.3
I16. I keep up to date with English by working on it almost every day.	6.5	3.9	3.3
I27. When I have a problem understanding something in my English class, I always ask my colleague for help.	7.1	6.8	3.9
I36. I really work hard to learn English.	7.1	5.6	3.4
I44. When I am studying English, I ignore distractions and pay attention to my task.	7.1	4.7	3.3
I9. My motivation to learn English is .....	7.4	6.7	5.1
Value:	42.5	33.6	23.3

The variables of motivational intensity can also be separated in two subgroups: Motivational intensity to learn English in general and motivational intensity to learn English within the classroom. The motivational intensity to learn English in general was measured by items 17, 36 and I9. The results of students' scores of these items show that the groups reflected a high motivation to learn English in general.

On the other hand, motivational intensity to learn English within the classroom was measured by items 16, 27 and 36. The scores of the students resulted in low motivational intensity to learn English within the classroom as the scores within the groups decrease.

For example, the scores of the students for question I44 "When I am studying English, I ignore distractions and pay attention to my task" follows the same pattern of results in all groups in general. On the other hand, the tendencies of the values of the answers for questions 7 and 36, which refer to motivation in general, also follow the same pattern of overall results.

To conclude, the teachers' motivational intensity to learn English in general was higher than their motivational intensity to learn English within the classroom.

### Subscale 3: Teacher evaluation

As it is obvious in Table3, group 1 evaluated their English professors at university as high proficiency level one as their scores range from 6.4 to 7.8. The next higher group was group 3 which evaluated their English professors at university at high proficiency level. The scores of English professors at university evaluation range from 5.4 to 6.7. Then, the group that follows is 2. Their scores ranged from 4.0 to 6.5.

4.3 Results of Subscale 3 in AMTB (Evaluation of English professors at University)

Items for teacher evaluation	1	2	3
I2. I looked forward to going to class because my English professors at University were good.	7.2	4.9	6.1
I11. My English professors at University were better than any of my other professor.	6.4	4.0	5.6
I21. My English professors at University had a dynamic and interesting teaching style.	7.1	5.0	6.3
I31. My English professors at University had a great source of inspiration to me.	6.7	4.1	5.4
I40. I really liked my English professors.	7.8	6.5	6.7
I6. My attitude toward my English professor is .....	7.6	6.3	6.8
Value:	42.8	30.8	36.9

The results of the above table suggest that the majority of the teachers (78.4%) evaluated their English professors at University at an intermediate and high level. The results also indicate that they evaluated their English professors low in relation to the way they evaluated their interest to learn foreign languages and their motivation to learn English.

**Subscale 4: Attitude towards learning English**

In Table4, group 3 had the highest attitude towards learning English as their scores range from 7.0 to 7.7. Then, these scores followed the scores of group 1 range from 4.2 to 6.7. Group 2 is next in attitudes towards learning English. The scores of this group ranged from 5.0 to 6.8.

4.4 Results of Subscale 4 in AMTB (Attitude towards learning English)

Items for attitude towards learning English	1	2	3
I3. Learning English is really great	5.7	5.0	7.0
I12. I really enjoy learning English.	5.8	5.7	7.2
I22. English is a very important part of the school program.	4.2	6.8	7.0
I32. I plan to learn as much as possible.	6.7	6.6	7.7
I41. I love learning English.	5.6	5.6	7.3
I5. My attitude toward learning English is low/very high.	6.3	6.3	7.3
Value:	34.3	36.0	43.5

To sum, the majority of the teachers, about 84%, showed a positive attitude towards learning English.

#### **Subscale 5: Attitudes toward English speaking people**

Table 5 shows the results of teachers' scores in attitudes toward English speaking people. As it is obvious, group 3 had valid scores of 45.3 whose scores in attitude towards English speaking people ranged from 5.4 to 7.3.

Then, the scores of group 1 ranged from 4.8 to 5.7 which yielded in valid scores of 36.9. The teachers in group 2 showed the lowest attitude toward English speaking people as their scores yielded in valid scores of 25.0 and ranged from 2.6 to 4.0.

#### 4.5 Results of Subscale 5 in AMTB (Attitude towards English speaking people)

Items for attitudes towards learning English speaking people	1	2	3
I18. I wish I could have many native English speaking friends.	5.6	4.1	7.2
I23. Native English people are very sociable and kind.	5.0	3.0	6.0
I26. Native English speakers have much to be proud about because they have given the world much of value.	4.8	3.4	6.0
I33. I would like to know more native English.	5.4	4.0	7.3
I42. The more I get to know native English speakers, the more I like them.	5.4	3.5	6.6
I46. You can always trust English speakers.	5.0	2.6	5.4
I2. My attitude toward English speaking people.	5.7	4.4	6.8
Value:	36.9	25.0	45.3

As 86% of the students evaluated their attitudes toward English speaking people as intermediate to high one, it can be assumed that their attitude towards English speaking people was positive.

**Subscale 6: Integrative orientation**

Table6 shows the results of integrative orientation in the three groups. Based on this table, group 1, with valid scores of 37.7 had the highest integrative orientation as their scores ranged from 7.1 to 7.8. Then, they are followed by group 2 with valid scores of 33.2 whose scores in integrative orientation ranged from 5.6 to 7.6. The lowest scores of integrative orientation is related to group 3 with valid scores of 26.2. The scores of this group ranged from 4.3 to 6.2.

4.6 Results of Subscale 6 in AMTB (Integrative orientation)

Items for integrative orientation	1	2	3
I5. Studying English is important because it allows me and my students to be more at ease with people who speak English.	7.8	7.6	5.6
I14. Studying English is important because it will allow me and my students me to meet and converse with more and varied people.	7.8	7.2	6.2
I24. Studying English is important because it will enable me and my students to better understand and appreciate the English way of life.	7.1	5.6	4.3
I34. Studying English is important because my students and I will be able to interact more easily with speakers of English.	7.8	6.5	4.8
I1. My motivation to learn English in order to communicate with English speaking people is .....	7.2	6.3	5.3
Value:	37.7	33.2	26.2

It should be noted that 94.4% of the participants evaluated their integrative orientation as the highest one. Therefore, it can be concluded that they considered English as a means to integrate with the English speaking communities.

**Subscale 7: Desire to learn English**

The results of Table7 indicate that group 2 had the highest scores ranging from 2.7 to 7.7. Their scores values in desire to learn English was 37.1.

Group 3 had the highest scores in desire to learn English. Their scores ranged from 4.8 to 6.9. Their scores value was 36.0. Group 1, with scores value of 25.6 is the group which had the lowest desire to learn English. The scores yielded for this subscale ranged from 2.5 to 5.7.



4.7 Results of Subscale 7 in AMTB (Desire to learn English)

Items for desire to learn English	1	2	3
I6. I have a strong desire to know all aspects of English.	3.6	6.4	5.8
I25. I want to learn English so well that it will become natural to me.	2.5	2.7	4.8
I35. I would like to learn as much English as possible.	4.2	5.9	6.0
I43. I wish I were more fluent in English.	4.6	7.3	6.0
I15. If it were up to me, I would spend all of my time learning English.	5.7	7.7	6.9
I4. My desire to learn English is .....	5.0	7.1	6.5
Value:	25.6	37.1	36.0

To sum up, the results suggest that 87% of the participants rated their desire to learn English as intermediate to high one.

**Subscale 8: English course evaluation**

Results in Table8 indicate that group 2, with valid scores of 32.5 had the highest scores in English course evaluation ranging from 4.8 to 6.2.

Group 1, with valid scores of 26.0 in English course evaluation is the third highest group. The scores for this group ranged from 2.8 to 6.2. Group 3, with valid scores of 21.0, is the group that showed the lowest English course evaluation. The scores of this group ranged from 2.5 to 5.2.

4.8 Results of Subscale 8 in AMTB (English Course Evaluation)

Items for English course evaluation	1	2	3
I9. I would rather spend more time in my English class and less anywhere else.	2.8	5.0	3.1
I19. I enjoy the activities of our English class much more than those outside.	3.5	4.8	2.5
I29. I like my English class so much. I look forward to teaching more English in the future.	4.8	6.1	5.2
I38. I look forward to the time I spend in English class.	4.8	5.4	3.0
I45. Teaching English is one of my favourite activities.	3.9	5.0	2.6
I8. My attitude toward my English classes is .....	6.2	6.2	4.6
Value:	26.0	32.5	21.0

The above results suggest that teaching English does not satisfy teachers adequately, since only 58.9% of them evaluated it as intermediate to high one.

**Subscale 9: Instrumental orientation**

Table 9 shows the results of instrumental orientation of the participants in the groups. As it is obvious, group 2 with valid scores of 37.3 had the highest scores for instrumental orientation. Their scores ranged from 6.7 to 7.9.

Group 3, with valid scores of 32.7, is next in instrumental orientation, with scores ranging from 4.3 to 7.5. Group 1, with valid scores of 28.8, is the group that shows the lowest instrumental orientation. The scores of this group ranged from 3.8 to 7.1.

4.9 Results of Subscale 9 in AMTB (Instrumental orientation)

Items for instrumental orientation	1	2	3
I8. Studying English is important because my students will need it for my career.	7.1	7.9	4.3
I17. Studying English is important because it will make my students more educated.	3.8	7.3	6.8
I28. Studying English is important because it will be useful in getting a good job for my students .	6.3	7.7	7.5
I37. Studying English is important because other people will respect my students more if they know English.	4.3	6.7	6.3
I7. My motivation and my students' motivation to learn English is for practical purposes.	6.7	7.7	7.8
Value:	28.2	37.3	32.7

It should be noted that the item I7 in this subscale, “My students’ motivation to learn English is for practical purposes (e.g. to get a job, a better salary, better grades)” can be, in fact, summarized as the instrumental motivation one which the participants gave high scores to ranging from 6.7 to 7.8. These scores show the teachers’ high interest in teaching English which can be an instrumental one. To conclude, the majority of them evaluated their instrumental orientation as intermediate to high one.

**Discussion**

The results of this study showed that 9 variables contribute to creating and maintaining motivation in EFL in-service teachers. These factors include interest in foreign languages, motivational intensity to learn English, professor evaluation, attitude towards learning English, Attitudes toward English speaking people, Desire to learn and teach English, Integrative orientation, Instrumental orientation and English course evaluation.

Regarding the first variable which was the interest in foreign language, the results of the study showed that most of the participants (79%) had a relatively high interest in learning and teaching foreign languages.

The second variable was motivational intensity to learn English. Based on the results of this study, motivational intensity can be divided into two subgroups including motivational intensity to learn and teach English in general and motivational intensity to learn and teach English within the classroom. The results of the study revealed that motivational intensity to

learn and teach English in general in the four clusters was higher than the motivational intensity to learn and teach English in classroom.

Regarding the third variable i.e. professor evaluation, the results of the study suggest that 54.4% of the teachers evaluated their English professors at an intermediate and high level of proficiency. That is to say, half of the teachers (54.4%) evaluate their English professors low in relation to the way they evaluate their interest to learn and teach foreign languages and their motivation to learn and teach English. It means that in comparison to the previous mentioned variables, the teachers considered their English professors as an intermediate to low one.

In case of the fourth variable, attitude towards learning and teaching English, the results of the study indicated that the majority of the teachers (73%) demonstrated a positive attitude towards learning and teaching English.

With regards to attitudes toward English speaking people, the results of the study revealed that 63 participants (28.4%) had the highest attitude towards English-speaking people. That is to say, the majority (66%) considered their attitudes toward English-speaking people as an intermediate to high. The 33% of the participants stated that their attitude towards English-speaking people, in general, was positive.

Regarding the integrative orientation, the sixth variable, the results of the study indicated that 104 participants saw English as a means to integrate with the English-speaking communities and evaluated their integrative orientation in the highest levels. Based on the results, they reported having the highest Integrative orientation.

In case of desire to learn English, the results of the study indicated that 108 participants evaluated themselves as having the highest desire to learn and teach English. That is to say, the majority (67%) rated their desire to learn and teach English as intermediate to high.

The eighth variable was English course evaluation. The result revealed that the course offered in the university do not satisfy students adequately, since only 64% of them evaluated their courses from intermediate to high.

The last variable was instrumental orientation. The results of the study indicated that 110 participants evaluate their orientation as an instrumental one. In other words, 80.2% of the participants rated their instrumental orientation as intermediate to high.

The results of the present study are in accordance with a number of previous studies Deci, Patrick, Rigby and Ryan (1992) who stated that there is a significant relationship between motivation and learning achievement.

In addition, the findings of this study are in line with those of Bandura (1982), Elliot et al (2000), Reeve and Deci (1996) and Harter (1982) who believed that perceived competence has a vital role in intrinsic motivation research.

The results of the present study is in line with those of Gheralis (2003) and Shoaib (2004) in that instructors' motivational aspect of teaching was higher than their extrinsic one.

As motivation enhances individual judgment of EFL teachers' ability to produce an action, the results of this study also support those of Bandura theory of self-efficacy. In addition,

the results of this study are in accordance with those of Herzberg (1968) in that extrinsic factors had great impact on intrinsic motivation.

Also, the findings of the present study are in accordance with those of Ololube (2006) because teachers' motivation had great impact on their teaching performance. It means that high motivation enhances productivity which is naturally in the interest of all educational systems.

To conclude, motivation is interest, tendency and will of learning and teaching. However, when teachers talk about motivation, they are generally referring to students' efforts to learn. Motivation is affected by students' intrinsic and extrinsic orientations such as self-concept, values, needs and goals. In fact, motivation can be intrinsic and brought to the classroom by the learners, or can be extrinsic which happens in the classroom and educational settings.

Some L2 learners do better than others because they are better motivated. Motivation has chiefly been talked about in L2 learning in terms of two types of favorable type of motivation. The integrative motivation reflects whether the student identifies with the target culture and people in some sense or rejects them. The more a student admires the target culture, the more successful the student will be in L2 classroom. The instrumental motivation, on the other hand, reflects whether the student is learning the language for an ulterior motive unrelated to its use by native speakers.

According to Alderferz (1972), integrative and instrumental motivations are only two types of the possible kinds of motivation. In the other words, they are two poles of a continuum which each has a specific effect on the outcome. These two poles formed a uni-dimensional system, since the concept of motivation consisted of external and internal components which are directly related. Therefore, it is better to complement them together.

### **Summary of the findings**

The results of the study revealed that in subscales 1, 2, and 7 which refer to interest in learning and teaching a foreign language, motivational intensity, and desire to learn English, respectively, two thirds of the students were at high and intermediate levels. One third was at the low level. These subscales are intended to reflect the teachers' own attitudes and motivations toward learning a foreign language. It can be concluded that the teachers in general had a positive intrinsic motivation to learn and teach a second language, but that there were external factors that affect such motivation. For example, in subscales 3 and 8, (English teacher evaluation and English course evaluation), which referred to evaluations of topics external to the teachers, the number of teachers evaluating their English professors and courses with high scores decreased to a little higher than a fifty percent. The results also suggest that teachers in general demonstrated an intermediate to high instrumental and integrative orientation towards learning English as a second/foreign language.

### **Implication of the study**

This study, like other studies, has some implications for different individuals including students and teachers.

Learning foreign language is a complex process because learners should integrate prior knowledge to the new learnt ones. In this regard, the learning process can be facilitated if the

learners will be motivated by their instructors. That is, teachers should give particular attention to their own motivation and attitudes. As people are different from each other, their learning attitudes and motivations are different. Therefore, it is the teachers' task to stimulate students' motivation and enthusiasm by using positive teacher talks.

In addition, in order to help students learn the materials effectively, teachers should consider all the determining factors of the students' learning including age, proficiency level, learning styles, background knowledge, attitudes and motivations in order to review all the existing activities for presenting and teaching materials and choose the one that suits the students' needs more.

### **Suggestion for further research**

Further studies can investigate following issues that are still not being examined in this study.

First, as this study was conducted with instructors who teach the intermediate level of students, future researches can be done with instructors who teach beginner and advanced level ones in order to see whether the same results are obtained.

Second, future studies can be done with more participants because this study was asked just 100 students to participate in this research.

Third, this study was not considered gender as a variable. In this regard, future studies can be investigating male and female participants' variables separately.

Fourth, as the participants of this study were EFL participants and the results could not be generalized to ESL contexts, further studies can consider this issue and choose ESL participants for future investigation.

Last but not least, as the participants of the present study were aged between 25 to 40, further studies can be limited to a specific range of age.

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