

A Study of Demotivational Factors in Iranian ELT Context: Resolutions and Attitudes from Teachers

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Abstract

The authors, in the current study, looked at the causes of demotivation among adult language instructors at the language schools in Shahrekord and Brujin. The participants in this study were 50 EFL teachers. Data were gathered using the Teacher Demotivation Questionnaire (TDQ), which Sugino (2010) developed. The data from this study were analyzed using a one-sample t-test and some independent-sample t-tests. When comparing the results, it was found that "Students are not interested in studying," "low teacher evaluation from students," "low pay," and "little appreciation from the administration" were, in order, the most demotivating factors in SAC, TMF, RWC, and HR. "Students' attitude" and "research and working conditions" were more significant and regarded as more potent demotivating factors among the questionnaire's four subsections. In light of all the various suggestions for solutions, it appeared that the teachers' demands for higher pay and commuter reimbursement were the most demoralizing elements of all. The results of this study have some pedagogical and practical ramifications for teachers, administrators, and L2 students.

Keywords: Motivation; Demotivation; Motivating Factors; Demotivating Factors; Attitude

1. Preliminaries

The process of teaching and learning languages is influenced by a variety of elements. One of the most significant ones is motivation, which is essential to both language learning and teaching. The pace and success of learning a second or foreign language are thought to be significantly influenced by motivation, according to teachers and pupils. Students with

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more motivation are more effective in learning languages because social psychology explains that learning a new language cannot be divorced from the learner's social propensity toward the target community (Ely, 1986; Gardner, 2000).

Motivation, according to Woldowski (1985, p. 2), is "the processes that (a) awaken and incite conduct, (b) provide direction or purpose to action, (c) continue to enable behavior to persist, and (d) lead to selecting or preferring a certain behavior." Although motivation has many distinct meanings (see, for instance, Alderman, 1990; Dornyei, 1994; Ellis, 1997), motivation may be considered to be relative. A person could be highly motivated to do one task while being unmotivated to perform another.

Demotivation and demotivating influences are the opposite of motivation and motivating elements (Dornyei, 2001). Demotivation is the inability to motivate oneself to do an activity. A demotivated learner is someone who had motivation at first but has lost it for a variety of reasons. Demotives are the negative side of motivations (demotivating forces) (motivating factors). A demotive reduces the effort and desire to accomplish a goal, while a motive improves both.

Teachers need the motivation to perform at a high level. The creation and preservation of an informed, intelligent populace are critically dependent on the quality of instruction (MCEETYIA, 1999). The effectiveness of teaching and the performance of pupils are greatly influenced by teachers' motivation. Work motivation is "a collection of energy variables that arise both inside and outside an individual's being, to launch work-related behavior and shape its form, direction, intensity, and length," according to Latham and Pinder (2005, p. 486).

Sugino (2010) asserts that a high-quality educational system necessitates paying teaching positions. Rewards include employment satisfaction in addition to high salaries and financial benefits. When kids are motivated, learning, and making progress, teachers are motivated.

One of the areas of individual variability that has received substantial research is motivation in second language (L2) acquisition (Ellis, 2001). Another aspect of motivation that is crucial to the study of second language acquisition (SLA) is demotivation. Many teachers express frustration with their interactions with students, students' parents, and other coworkers. They often lament their lack of privacy and comfort in their classrooms and offices, as well as their poor pay and other daily challenges. These challenges place them under a lot of stress and anxiety, which will have an impact on their performance and the academic success of both themselves and their pupils.

2. Literature Review

2.1. Demotivation

Students or instructors may have unpleasant effects during learning (Bednarova, 2011). Motivating factors are negatively impacted by negative influences. According to Dornyei and Ushioda (2011), the detrimental consequences may be connected to specific learning-related situations (such as exam failure or public humiliation) or social learning activities (e.g. the personality and the behavior of the teacher, the classroom community). Although the "dark side" of motivation known as demotivation plays a significant part in the learning process, it has not previously been thought of as a study issue (Dornyei & Ushioda, 2011, pp. 137-138). It has been neglected, if not outright ignored, throughout the teaching and learning processes (Bednarova, 2011).

Demotivating aspects prevent learning and "lead to unsatisfactory mastering of English competence" whereas motivating ones have favorable effects (Hu, 2011, p. 88). These demotivating elements, also known as demotives, are the "opposite of positive motivations" (Yan, 2009, p. 109). It is crucial to pinpoint the elements that have a detrimental impact on students' or instructors' capacity to learn or impart a foreign or second language. The decision-making process regarding "the choice of language to be learned, the kinds of activities that learners are more inclined to engage in, the types and extent of proficiency that learners expect to attain, the degree of external intervention needed to regulate learning, and the extent of engagement in the long run" depends significantly on the identification of learners' and teachers' demotivating factors at the beginning of a language course. (Abu Baker, Sulaiman, and Razaai, 2010 p. 72).

The number of students who were once motivated and then became demotivated for some reason is high. Besides, the literature on demotivation is very insufficient. Hence, the researchers has collected some of the most important studies on demotivation and explained them comprehensively after the definition of the main terms; demotivation and amotivation, and explaining the sources of demotivation.

2.2. Demotivation Vs. Amotivation

No one can agree on what motivation is, as was previously said. Demotivation also remained a challenge to the definition. Because it is a fresh problem in the realm of L2 learning and a different aspect of motivation. Dornyei and Ushioda are two researchers who have helped to raise awareness of and interest in demotivation (2011). The term

"particular external influences that impair or lessen the motivational foundation of a behavioral intention or an ongoing activity" is used by them to describe demotivation (pp. 138-139). According to Dornyei (2001), demotivation does not imply that all detrimental impacts should be seen as demotivating factors. It suggests that although some other good motivations are still available and ready to be triggered, a significant negative influence blocks the current incentive. However, demotivation, in Dornyei's (2001) view, is not only an external phenomenon. Some internal causes are identified as demotivating influences, including a decline in self-assurance, and unfavorable views regarding FL and the FL community.

According to Bednarova (2011), motivation may be affected by both internal and external variables. "Demotivation represents the psychological condition of a student who was previously driven to study and set objectives effectively, but who is now impacted by internal and/or external forces that hinder his/her complete growth," he said in his description.

The learners or instructors may get demotivated by a variety of internal and external factors. Dornyei and Ushioda have developed fictitious instances of a demotivated learner to illustrate the many factors of demotivation (2011, p. 138). The first example is a student who loses motivation when his or her language group is divided into groups of high and low ability, with the learner placed in the latter group. In the second illustration, a student's desire to learn a language is lessened since he was unable to follow the teacher's interpretation during a class. The last example shows how an uncomfortable event, like asking a teacher a question, may adversely affect a student who was previously driven to study.

Following are some instances of behaviors of a demotivated learner given by Chambers (1993): Poor concentration, a lack of confidence in one's abilities, a lack of effort made to learn, what's the use syndrome, a negative or nonexistent reaction to praise, lethargy, a lack of cooperation, disruptive behavior, distracting other students, throwing things, shouting out, producing little to no homework, failing to bring materials to class, and claiming to have lost materials are all examples of poor concentration. (1993, Chambers, p. 13).

Three reasons, according to Dornyei (2001, p. 142), cannot be classified as demotivation: 1. An alluring substitute activity that acts as a potent diversion (such as watching TV in place of completing schoolwork). 2. Gradual waning of enthusiasm in a continued, protracted

activity. 3. The abrupt recognition that there are too many expenses involved in pursuing a goal (e.g. when someone recognizes how demanding it is to attend an evening course while working during the day).

According to what was said, not every behavior that has a negative impact should be classified as demeaning. Amotivation is a term coined by Deci and Ryan (1985, p. 120) to describe "the relative absence of motivation that is not produced by the absence of initial interest but rather by the persons experiencing emotions of ineptitude and powerlessness when presented with the task." Dornyei (2005) distinguishes between "complete loss of motivation," also known as amotivation, and "diminished motivation," also known as demotivation. He claimed that both demotivation and amotivation had unique processes and outcomes. He maintains that as motivation wanes, not all the motivating factors that first fueled it are lost. For instance, a student who has lost some interest in studying English because of his teacher's unfair treatment of the students may find new sources of motivation. Dornyei draws attention to demotivation and the potential compensating positive impulses. According to Dornyei (2005, p. 143), certain demotivating factors might result in amotivation, while for other demotivating factors, positive motivations may emerge after their externally imposed negative consequences are no longer present.

Amotivation is thought to be caused by four factors, according to Vallerand (1997). First, they believe they cannot carry out an activity (capacity-ability beliefs). Second, they believe the methods used are ineffective (strategy beliefs). The third sort of amotivation is brought on by the notion that success requires excessive capacity and effort (also known as "effort-effort beliefs"). The last category results from the widespread notion that a student's necessary efforts are atypical (helplessness views) (Vallerand, 1997, pp. 271-360).

2.3. Sources of Demotivation

Demotivation is described as "certain external circumstances that impair or lessen the motivational foundation of a behavioral intention or an ongoing activity" by Dornyei (2005, P. 143). Amotivation, a concept coined by Deci and Ryan in 1985, is used to describe "the relative absence of motivation that is not driven by a lack of initial interest but rather by the persons experiencing emotions of ineptitude and powerlessness when presented with the task." Yan (2009) distinguishes between the two concepts by stating that demotivation is concerned with particular external causes, while amotivation is tied to generic results and expectations that

are unachievable for a variety of reasons. He goes on to say that a demotivated learner is someone who was previously motivated but has now lost that motivation due to various factors. Demonstratives are the opposite of motivations.

An investigation of the causes of motivation and demotivation among instructors at an Istanbul public university was done by Kiziltepe (2008). The findings indicated that the primary source of motivation and demotivation is pupils. According to Willos (2011), overcrowded classrooms have more detrimental impacts than beneficial ones. They disrupt classes, make some students feel embarrassed to engage, and generally impede students' growth, confidence, and comprehension. The instructor also experiences stress as a result of it.

According to Geitenbeek (2011), a packed classroom may have a detrimental impact on both instructors and pupils. They may place more burden on the teacher's body and mind and raise their risk of burnout, stress, and tiredness. Lynch (2008) identifies three pressing issues with teaching and learning the English language. They are a lack of student motivation, a lack of time, supplies, and resources, and packed classrooms. Stress, according to Menyhart (2008), might be the most demotivating element that sometimes prevents instructors from providing effective instruction.

The examined research articles offered a variety of potential demotives and increased awareness of demotivation as a multifaceted problem, despite some discrepancies in how negative effects were classified as demotives. However, the findings reported by the majority of studies appear to be consistent with the roles played by instructors and students in contributing to student and teacher demotivation, respectively (e.g., teachers' conduct, attitude, personality, teaching style, and competency).

Christophel and Gorham introduced the field of demotivational research to a systematic approach. They disclosed which elements the students thought were detracting. Chamber's research stoked further interest in demotivation in the context of 12 learning. Oxford's consideration of the time constraint and the students' evocative remarks about language instructors increased our comprehension of demonstratives. Additionally, Ushioda discovered that negative characteristics of the institutionalized learning material were more demotivating than poor instructor conduct in her examination of demotivators. Some research checked the demotivation of instructors in Iran, but the majority of the studies included in the evaluation of the literature are about other nations. Additionally, no research has looked at

the opinions of the instructors concerning resolutions to remove the demotivations.

Demotivation is a significant occurrence in teaching and learning an L2/FL, and instructors, students, classrooms, etc. have a significant influence in this regard, according to the findings of all the research discussed in this chapter. The majority of earlier research in the sector was primarily concerned with pupils and paid little attention to instructors, particularly when it came to their demotivation. According to the researchers, there had only been a small number of studies on teacher demotivation in Iran. Because of the importance of instructors in the teaching process, this research has chosen to concentrate on them. Finding the harmful impacts and potential remedies to get rid of them appears to be crucial for improving the educational system.

3. This Study

3.1. Objectives

In this study, four objectives were pursued. The study has particularly focused on determining the main sources of demotivation among adult teachers teaching in Shahrekord and Brujin language institutes. Furthermore, to more profoundly investigate the influence of demotivating sources, an attempt was made to uncover which source of demotivation had the most significant effect on English adult teachers in the institutes. It is quite obvious that when some problems are detected by the researchers, they are expected to offer solutions, thus, as the third objective, it was tried to discover the Iranian EFL teachers' solutions to remove the demotivating factors. Considering the solutions to the problem of teachers' demotivation, this study is novel. Last, but by no means least, the study also concentrated on gender as one very influential factor regarding the attitude of FL male and female teachers in relation to such demotivating factors in EFL classes.

3.2. Research Questions

In order to tackle the problem in the research, the following research questions were formulated.

RQ1: What are the main sources of demotivation among adult teachers in Shahrekord and Brujin English institutes?

RQ2: Which source of demotivation has the most significant effect on English adult teachers in Shahrekord and Brujin English institutes?

RQ3: What are the Iranian EFL teachers' solutions to remove the demotivating factors?

4. Methodology

4.1. Research Design

This present study employed a quantitative design with a survey research method. The technique used in this study to select the participants was non-random sampling based on the convenience of selecting the participants according to their availability. The present study checks two main variables namely, demotivating factors and their solution in the Iranian EFL context.

4.2. Participants

To begin the data collection, the researchers has searched for the name and addresses of all the language institutes in Shahrekord and Brujin in which English as a foreign language has been taught. There were several language institutes in Shahrekord and Brujin among which eleven institutes had at least five years of experience teaching English to different levels of adults. Then the name of all teachers in the eleven focal institutes was recorded with their experiences of teaching English in institutes. There were 75 teachers in the chosen institutes, however, based on convenience sampling fifty teachers were chosen among which 35 were female and 15 were male. Both male and female participants were between 20 to 35 years old. Nine male instructors were in their twenties, fifteen were in their thirties, and one was in his forties. There were two female instructors in their forties, ten female teachers in their thirties, and thirteen female teachers in their twenties. With one exception, all of the instructors worked with adults at various levels, from basic to advanced, and they were all residents of the Shahrekord and Brujin suburbs. Thirty-three instructors had a B.A. or were pursuing one, fourteen had an M.A. or were pursuing one, and three were pursuing a Ph.D. Adult instructors with at least a year of experience teaching in institutions were meant to be the participants.

4.3. Instruments

Sugino (2010) created the Teacher Demotivation Questionnaire (TDQ), which includes four subcategories: student attitudes in class, teaching resources and facilities, research and working conditions, and interpersonal relationships. It was adapted from Hughes's (2006) Teacher Job Satisfaction Questionnaire (TJSQ). It was used to gather data to respond to the research questions.

Items about students' attitudes in class were taken from a study and Sugino's open-ended questions to the study's sixteen participants (2010).

They said things like, "Students don't prepare for the class, including homework," "Students are not trying," and "Students sleep in class." The format of this survey was a five-point Likert scale. Each question is graded on a scale from five to one, with five being the most demotivating and one being the least. Zero was added for the questions that participants chose to skip.

The reliability of the questionnaire was evaluated using Cronbach's alpha formula. Internal consistency measures for the various sections of the questionnaire—student attitudes in class, teaching resources and facilities, working and research conditions, and interpersonal relationships—were, respectively, .85, .92, .78, and .83. Before the distribution of the questionnaires, 5 TEFL and psychology professors were consulted to determine the validity of the survey. Their feedback prompted a few minor changes to the questionnaire. When subsequently asked for their professional judgment on the validity of the questionnaire, they all agreed that it was valid.

The third research question, which concerns teachers' attitudes toward a potential solution to eliminate demotivating factors, has a section that the researchers added at the end of the questionnaire. The participants were asked to list all of the possible solutions in writing. This section's goal was to eliminate those identified demotivating elements.

4.4. Procedures

The questionnaire was first handed to the instructors in a total of fifty copies. The researchers clarified the purpose of the study and addressed instructors' questions about the subcategories of the questionnaire. Additionally, the scoring system was described. All items were given scores ranging from five (highly demotivate) to one (least demotivate), with zero being assigned to those that participants chose to skip. The participants were then instructed to put down their views toward any potential remedies they may know of that may be useful in removing the demotivating elements.

The questionnaires were collected by the researchers after one week, and data were tallied and put into SPSS software. Four domains were defined, examined, and then male and female questionnaires were compared. Descriptive and inferential statistics for all the questions were presented. Examining the similarities and variations in the views of the two genders toward their primary causes of demotivation was the goal of comparing the questionnaires completed by male and female teachers.

5. Data analysis and Results

Both descriptive and inferential statistics were used to obtain the answers to the study's research questions. A mean score was then determined for each question by counting the frequency counts and percentages of the options for each questionnaire item. To assess the statistical significance of the findings, a one-sample t-test was used. A series of independent-sample t-tests were also carried out to compare the demotivating variables faced by male and female instructors.

5.1. Results for the First Research Question

The primary causes of adult instructors' demotivation in Shahrekord and Brujin institutions were the subject of the first research question of the present study. In light of this, a questionnaire was used for this. The following displays the questionnaire's findings. The mean score of each questionnaire item was compared against the average score of the options since each choice in this Likert-scale questionnaire carried a point (Strongly demotivating (SD) = 5, Pretty demotivating (PD) = 4, Neutral (N) = 3, Not so much demotivating (ND)= 2, and Least demotivating (LD)= 1). This would imply that the instructors thought a factor was less demotivating if the mean score of a questionnaire item was less than 3. On the other side, larger levels of demotivation were evident when the mean score exceeded 3. In separate tables, the findings from the four sections of the questionnaire—student attitudes in class (SAC), teaching materials and facilities (TMF), research and working conditions (RWC), and human relations (HR)—are provided.

Table 1. Results of Frequency and Percent of Teacher Demotivation Pertinent to the SAC

No.	Statements	(SD)	(PD)	(N)	(ND)	(LD)	Mean
1	Students talk to each other	3 6%	13 26%	25 50%	9 18%	0 0%	3.20
2	Students use cell-phones	12 24%	11 22%	17 34%	7 14%	3 6%	3.44
3	Students forget to do homework	13 26%	21 42%	11 22%	5 10%	0 0%	3.84
4	Students forget to bring textbooks dictionaries	3 6%	15 30%	21 42%	11 22%	0 0%	3.20
5	Students sleep	17 34%	20 40%	1 2%	11 22%	1 2%	3.82
6	Students are not interested in studying	25 50%	18 36%	3 6%	1 2%	3 6%	4.22
7	Students are not interested in foreign languages	19 38%	17 34%	12 24%	1 2%	1 2%	4.04

8	Students take a rebellious attitude	19 38%	21 42%	3 6%	7 14%	0 0%	4.04
9	Students give negative comments	8 16%	23 46%	11 22%	3 6%	5 10%	3.52
10	Students do not do group work	10 20%	23 46%	12 24%	0 0%	5 10%	3.66
11	Students show different attitudes toward female/male teachers	12 24%	13 26%	11 22%	7 14%	7 14%	3.32
12	Students do not verbally respond	14 28%	22 44%	9 38%	2 4%	3 6%	3.84

The first questionnaire item had a mean score of 3.20, demonstrating a clear propensity among the instructors to see "students' conversation in class" as a demotivating issue. It was possible to conclude that the majority of instructors believed that students' use of mobile phones in class was also a demotivating factor since the mean score for the second item was higher than the average of the five alternatives (i.e. $3.44 > 3.00$). The third questionnaire item, which said that students often fail to do their assignments, was likewise extremely demotivating to 13 instructors (26%) and fairly demotivating to 21 teachers (42%); this was further supported by the mean score for this item ($M = 3.84$). All the other SAC-related questionnaire items (items 4 to 12) had mean scores well above 3.00, demonstrating that all the factors therein (such as students forgetting to bring textbooks/dictionaries, students sleeping, students not being interested in studying foreign languages, students adopting a rebellious attitude, students making derogatory remarks, students failing to complete group projects, students displaying different attitudes toward female teachers, and students failing to verbally respond to questions) are present. The items with the highest mean scores among these were items 6 and 7, and item 8 received the highest mean scores ($M = 4.04$) and (4.22), indicating that for the teachers under investigation, the students' disinterest in academics and foreign languages, as well as their rebellious attitudes, were the most demotivating factors among those listed in items 1 through 12.

Table 2. Results of Teacher Demotivation Pertinent to the TMF

No	Statements	(SD)	(PD)	(N)	(ND)	(LD)	Mean
13	Discrepancy between teacher's expectations and students'	5 10%	25 50%	9 18%	7 14%	4 8%	3.40

14	Low teacher evaluation from students	14 28%	22 44%	10 20%	3 6%	1 2%	3.90
15	Abilities differ greatly in one class	3 6%	26 52%	18 36%	2 4%	1 2%	3.56
16	Large class size	2 4%	5 10%	13 26%	15 30%	15 30%	2.28
17	Classroom facilities are poor	5 10%	15 30%	24 48%	6 12%	0 0%	3.38
18	Problems with audio-visual equipment	5 10%	18 36%	16 32%	9 18%	2 4%	3.30
19	Teaching material is fixed	6 12%	17 34%	18 36%	7 14%	2 4%	3.36
20	Teaching material is NOT fixed	2 4%	9 18%	8 16%	15 30%	16 32%	2.32
21	Teaching method is fixed	6 12%	22 44%	10 20%	12 24%	0 0%	3.44
22	Changing teaching materials often	0 0%	15 30%	13 26%	9 18%	13 26%	2.60
23	No consistency in curriculum with clear goals	14 28%	16 32%	9 18%	8 16%	3 6%	3.60

If one looks at the mean ratings for items 13 through 23, it becomes clear that, out of the 11 things connected to TMF, 8 were assessed to be demotivating and 3 were not. There was no evidence that items 16 (M = 2.28) relating to big class sizes, 20 (M = 2.32) stating that teaching materials were not fixed, or item 22 (M = 2.61) stating that teaching materials changed often were demotivating factors. The most demotivating items in the TMF section of the questionnaire were items 14 (M = 3.90), 23 (M = 3.60), and 15 (M = 3.56), which, respectively, stated low teacher evaluation from students, a lack of consistency in the curriculum with clear goals, and significant ability differences among the students in a class. On the other hand, all the other 8 factors were considered to be motivating.

Table 3. Results of Teacher Demotivation Pertinent to the RWC

No.	Statements	(SD)	(PD)	(N)	(ND)	(LD)	Mean
24	Commuting problems	16 32%	16 32%	15 30%	3 6%	0 0%	3.90
25	Employment system is unstable	32 64%	5 10%	7 14%	3 6%	3 6%	4.20
26	Low pay	26 52%	20 40%	2 4%	0 0%	2 4%	4.36
27	No bonus	24 48%	15 30%	7 14%	2 4%	2 4%	4.14

28	Lacking research fund	3 6%	20 40%	19 38%	5 10%	3 6%	3.30
29	Lacking research time	0 0%	16 32%	17 34%	14 28%	3 6%	2.92
30	Long meeting hours	0 0%	16 32%	13 26%	13 26%	8 16%	2.74
31	Much paperwork	2 4%	14 28%	20 40%	11 22%	3 6%	3.02

The average score for item 24 ($M = 3.90$) suggested that instructors' commute-related demotivation was genuine. Additionally, the instructors believed that their motivation had decreased as a result of the employment system's volatility ($M = 4.20$). The most demotivating factor associated with RWC was determined to be item 26, which is poor salary ($M = 4.36$). The item with the highest mean score under RWC, item 27, no bonus ($M = 4.14$) was also one of the least motivating elements. Items 28 ($M = 3.30$) and 31 ($M = 3.02$), which respectively discussed a lack of research funding and a ton of paperwork, were seen to be demoralizing. Contrarily, it was not intended for the lack of research time (item 29, $M = 2.92$) and the lengthy meeting schedule (item 30, $M = 2.74$) to be demotivating.

Table 4. Results of Teacher Demotivation Pertinent to the HR

No.	Statements	(SD)	(PD)	(N)	(ND)	(LD)	Mean
32	Lacking communication among the full-time faculty	3 6%	22 44%	17 34%	5 10%	3 6%	3.34
33	Lacking communication between full-time and part-time faculty	4 8%	19 38%	20 40%	5 10%	2 4%	3.36
34	Negative comments by colleagues	14 28%	12 24%	13 26%	5 10%	6 12%	3.46
35	Little appreciation from the administration	22 44%	15 30%	8 16%	2 2%	3 6%	4.02
36	Colleagues do not give straight opinions	0 0%	14 28%	25 50%	7 14%	4 8%	2.98

Four of the five HR-related questionnaire questions had aspects that were demotivating. These items were 32 ($M = 3.34$), 33 ($M = 3.36$), 34 ($M = 3.46$), and 35 ($M = 4.02$), which stated, respectively, that there is a lack of communication among full-time faculty, a lack of communication between full-time and part-time faculty, that colleagues make unfavorable remarks, and that the administration does not value the teachers sufficiently. The only question in the HR section with a mean score of less

than 3.00 was item 36 (M = 2.98), which said that coworkers don't always provide honest assessments. Surprisingly, this element wasn't thought to be demotivating.

5.2. Results for the Second Research Question

Which source has the most impact on the demotivation of English adult instructors in Shahrekord and Brujin institutes? was the study's second research question. One-sample t-test was used to determine if the four causes of demotivation (SAC, TMF, RWC, and HR) had an impact on teacher demotivation and to identify which source had the greatest impact. This statistical test determined if each total mean score was substantially different from 3.00, the mean score of the alternatives, by comparing the total mean score of each section of the questionnaire against this value. The results are shown below.

Table 5. One-Sample Descriptive Statistics for the TDQ

	N	Mean	Std. Deviation	Std. Error Mean
SAC	12	3.67	.34	.09
TMF	11	3.19	.54	.16
RWC	8	3.57	.64	.22
HR	5	3.43	.37	.16

Table 5 shows that the mean scores for each of the TDQ components—SAC (M = 3.67), TMF (M = 3.19), RWC (M = 3.57), and HR (M = 3.43)—were higher than the alternatives' average value of 3.00. A factor (or group of variables) was likely judged demotivating by instructors if the mean score was higher than 3.00. The results, therefore, showed that all four factors—SAC, TMF, RWC, and HR—were demotivating, but it's important to know whether or not they were substantially so. The response to this query may be seen in Table 6.

Table 6. One-Sample t-Test Results for the TDQ

Test Value = 3						
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
SAC	6.84	11	.000	.67	.46	.89
TMF	1.19	10	.260	.19	-.16	.55
RWC	2.49	7	.041	.57	.03	1.11
HR	2.57	4	.062	.43	-.03	.89

The p-values in the Sig. (2-tailed) column of Table 4.6. are the relevant values. The difference between the mean score of that section of the questionnaire and the average value of the alternatives has gained statistical significance if a p-value is less than the significance threshold, which is .05. As a result, the p-value ($p = .000$) for SAC was discovered to be lower than .05. As a result, SAC was determined to be a considerably demotivating factor, with the derived mean score for SAC being significantly greater than 3.00.

The mean score of the items and the average value of the alternatives did not vary significantly in the case of TMF, however ($p = .260$). It was determined that the RWC section of the questionnaire was considerably demotivating since the Sig. value was .041, and this p-value was less than .05. Finally, even though the p-value for this comparison looked to be higher than the significance threshold ($.062 > .05$), the overall mean score for the HR portion of the questionnaire ($M = 3.43$) was not substantially higher than 3.00.

5.3. Results for the Third Research Question

The third research question of the study was concerned with the solutions the teachers offered to remove demotivating factors. The data obtained via an essay-type question in the questionnaires were recorded and classified to help answer this research question. The responses were classified into solutions germane to (a) attitudes, (b) facilities, (c) working conditions, and (d) human relations. Details of the responses are provided in Table 4.7.

Table 7. Teachers' Solutions to Remove Demotivating Factors

Solution Type	Solution	F	P
Attitude	Teachers must feel that they belong to the institute as valuable members of a family	6	2.31%
	Informing Students who don't know why they are in the class	5	1.93%
	<i>Total</i>	<i>11</i>	<i>4.24%</i>
Materials and Facilities	Payment for teachers' commuting	19	7.33%
	Observing the teachers by experienced experts once a term in order to improve their teaching quality	8	3.08%
	Improving teachers by providing them with different workshops in or out of institutes	9	3.47%
	Providing opportunities of teaching different books or levels for teachers	7	2.70%
	Providing databases such as libraries, books, English magazines, etc. for teachers' improvement	13	5.01%

	Having different facilities for both teachers and students	16	6.17%
	<i>Total</i>	72	27.79%
Working Conditions	The principal must take action to instill the teachers' sense of attachment	11	4.24%
	The institute itself must try to reduce the extra factors which may distract teachers' attention	6	2.31%
	Making a stress-free setting for teachers and learners	12	4.63%
	Expanding the time of the institute's classes (both in the morning and in the afternoon)	4	1.54%
	Applying rules in class and the administration's support of the teachers' rules (for example turning off the cell phones in class...)	8	3.08%
	Compulsory students' attendance (by for example applying the rule of maximum 3 absences in a term)	7	2.70%
	On-time and higher salary	23	8.88%
	Employing fewer teachers with more classes or benefits for each	14	5.40%
	Giving financial and teaching raise to teachers after observing them if they deserve	17	6.56%
	Insuring teachers	16	6.17%
	Having a coherent, capable, and sympathetic administration	9	3.47%
	<i>Total</i>	127	49.03%
	Human Relations	Creating a friendly relationship among colleagues and also teachers and the administration	7
Having meetings regularly between teachers and the administration, discussing their difficulties and trying to solve them		9	3.47%
Providing opportunities for teachers to consult with experts about their teaching experiences		6	2.31%
Students' appreciation of teachers		12	4.63%
Students' parents' appreciation of teachers		8	3.08%
Respecting and appreciating teachers by the administration, at least once a term		7	2.70%
<i>Total</i>		49	18.91%

Based on the results obtained from the essay-type question at the end of the questionnaire, a total number of 259 solutions were offered by 50 teachers, of which 11 (4.24%) related to attitudes, 72 (27.79%) to materials and facilities, 127 (49.03%) to working conditions, and 49 (18.91%) to human relations.

As could be observed, most of the solutions were pertinent to working conditions ($f = 127, p = 49.03\%$). This was followed by the solutions relating to materials and facilities ($f = 72, p = 27.79\%$), human relations ($f = 49, p = 18.91\%$), and attitudes ($f = 11, p = 4.24\%$).

Among the solutions pertinent to working conditions, on-time and higher salaries ($f = 23, p = 8.88\%$) and giving financial and teaching raise ($f = 17, p = 6.56\%$) were the most frequently suggested solutions. As for materials and facilities, the solutions with the highest frequencies were payment for teachers' commuting ($f = 19, p = 7.33\%$) and having different facilities for both teachers and students ($f = 16, p = 6.17\%$). Besides, among the solutions germane to human relations, students' appreciation of teachers ($f = 12, p = 4.63\%$) and holding regular meetings between teachers and administration ($f = 9, p = 3.47\%$) received the highest frequencies. In the area of attitudes, engendering a sense of belonging to the institute ($f = 6, p = 2.31\%$) was the solution with the higher frequency. Considering all the solutions of different types, it seems that the teachers' demands for better pay ($f = 23, p = 8.88\%$) and for commuting payment ($f = 19, p = 7.33\%$) were the most frequently suggested solutions of all.

6. Discussion

As mentioned at the beginning of the study, the aim of the current study was to find appropriate answers to the following research questions: 1. what are the main sources of demotivation among adult teachers in Shahrekord and Brujin institutes? 2. Which source of demotivation has the most significant effect on English adult teachers in Shahrekord and Brujin institutes? 3. What are the Iranian EFL teachers' solutions to remove the demotivating factors?

6.1. Research Question One

The findings of the given questionnaires were statistically analyzed using frequency and percentages to pinpoint the demotivating variables for EFL instructors and provide a response to the first study question. It should be recalled that the questionnaire was divided into four sections: the student attitude component (SAC), the teaching materials and facilities component (TMF), the research and working conditions component (RWC), and the human relations component (HR).

The first section's study, which focused on the attitudes of the pupils in class, showed that this discourse was a demotivating force. The majority of instructors also said that the usage of mobile phones in a class by pupils was a demotivating factor. Students neglecting to do their assignments

was another significant demotivating cause. All of the other SAC-related questionnaire items (items 4 to 12) were deemed to be demotivating, including the following: students forget to bring textbooks or dictionaries, students sleep, students show a lack of interest in academics and foreign languages, students adopt a rebellious attitude, students make negative comments, students refuse to work in groups, students have different attitudes toward male and female teachers, and students fail to verbally respond. Finally, the comparison of the obtained means revealed that the instructors of the present research were more demotivated by the student's lack of enthusiasm for learning foreign languages and studying than by any other aspect indicated in items 1 through 12.

Items about instructional resources and facilities were included in the questionnaire's second section. The results of the analysis of the questions in this portion of the questionnaire showed that there were significant variations in students' abilities within a class and poor student ratings of teachers, in addition to a lack of consistency in the curriculum and clear objectives. The lack of stable teaching materials, frequent content changes, and huge class sizes might be included as less demoralizing elements.

The final component of the questionnaire included eight additional questions concerning the research and working environments. According to the results, demotivating reasons included difficult commutes, an unstable job structure, poor salary, no bonuses, a lack of research funding, and a ton of paperwork.

The questionnaire's last section, which had 5 questions, was about human interactions. Four out of the five items—a lack of communication among full-time faculty, a lack of contact between full-time and part-time faculty, unpleasant remarks from coworkers, and inadequate management support for the teachers—could be viewed as important demotivating factors.

According to Bednarova (2011), unpleasant sentiments that arise during the learning process for either students or instructors might have a detrimental impact on motivation. According to Dornyei and Ushioda (2011), the detrimental consequences may be connected to specific learning-related situations (such as exam failure or public humiliation) or social learning activities (e.g. the personality and the behavior of the teacher, the classroom community). Demotivating aspects prevent learning and "lead to unsatisfactory mastering of English competence" whereas motivating ones have favorable effects (Hu, 2011, p. 88). Determining the elements that hinder students' or instructors' ability to

learn or teach L2 is crucial. The decision-making process regarding "the language to be learned, the types of activities that learners are more likely to engage in, the types and extent of proficiency that learners expect to attain, the degree of external intervention needed to regulate learning, and the extent of engagement in the long run" depends significantly on the identification of learners' and teachers' demotivating factors at the beginning of a language course (Abu Baker, Sulaiman & Razaai, 2010, p. 72).

The sole systematic line of study on demotivation is found in the classroom, where interactions between teachers and students take place since motivation is the key component in the area of education (Christophel & Gorham, 1995). Therefore, the results of this research are consistent with the bulk of other studies that sought to identify demotivating influences. Sugino's research is one of them, and its findings concur with those of the present study (2010). He studied 16 language instructors in preliminary research. The study identified five factors—student attitudes, instructional methods, instructional materials, working environments, including facilities, and interpersonal relationships—that may demotivate instructors. The findings indicated that the main causes of instructors' demotivation were student behaviors including dozing off in class and skipping assignments.

Kiziltepe implemented a second study (2008). According to the study, which included 300 instructors between the ages of 33 and 65, demotivating variables fall under the following five categories: pupils, economics, structural and physical features, research, and working circumstances. The findings demonstrated that Turkish university lecturers' primary source of inspiration and demotivation was their pupils.

The results of this investigation concur with those obtained in an Iranian environment. For instance, in a research she conducted in 2011, Ghalibaf Sani examined the impact of demotivating elements on the ability to speak English. Her goal was to look into the perceptions of Iranian EFL language instructors and students on what makes speaking courses demotivating. 125 language instructors and students were chosen to participate in this study. To find out what instructors and students thought about the variables that demotivate them from speaking English in EFL situations, two surveys in a five-scale Likert style were given out. Both qualitative and quantitative analyses were used to get the data. The researchers coded the responses to analyze the data. There was an ANOVA test of repeated measurements and a subsequent Pos Hoc Bonferroni test. The results showed that the primary demotivating issues

include not employing the proper tools and materials, including CDs and DVDs. Students may increase their desire to talk more persuasively by taking into account a variety of elements, including personal needs, the needs of other students, the subject for their speech, the materials and equipment, and many more.

6.2. Research Question Two

A one-sample t-test was used to determine which of the four causes of demotivation (i.e., SAC, TMF, RWC, and HR) had the greatest impact on teacher demotivation to respond to the second study question. The statistical analysis's findings showed that each of the four factors—student attitudes in the classroom, instructional resources and infrastructure, working and research environments, and interpersonal relationships—was beneficial. Inferential statistics' findings, however, showed that student views in the classroom, during research projects, and in the workplace were more substantially influential and may be seen as more potent demotivators.

Different theories of L2 motivation have been put out based on various features of L2 motivation. Robert Gardner put forward the most popular motivation hypothesis (Vural, 2007). Since learning L2 entails adopting the behavioral traits of the L2 cultural group, Gardner contends that an individual's attitude towards the L2 and the L2 community is crucial because people's attitudes about a target influence their reaction to the target (Dornyei, 2001; Gardner, 2001a). As a result, a motivating or demotivating influence in the classroom might be a student's attitude.

The macro-context and the micro-context are two different degrees of contextual impacts on teacher motivation, according to Yan (2009). The phrase "the general work echoes common at the social level" is used to describe macro-contextual impacts. They include hopes for extrinsic benefits like "large incomes and social recognition" as well as hopes for intrinsic rewards like "to educate people, to teach information and ideals, and to progress a community or a whole country." In this way, the teaching profession is open to outside influences from all facets of society, such as the media, parents, and politicians.

The organizational climate of the specific institution where the teacher works and the features of the immediate teaching environment, i.e., the classroom and the learner group, are more directly tied to micro-contextual factors. The specific factors include the general atmosphere and norms of the school, the number of students in each class, the school's resources and facilities, the regular activity structure within the institution,

collegial relations, the definition of the teacher's role by colleagues, and authorities, the general expectations for student potential, the school's reward contingencies and feedback system, and the leadership and decision-making structure.

On the one hand, we should support teacher motivation; on the other, we should comprehend and maximize the link between teacher and student motivation. According to Deci (1975, p. 68), the interaction between students and teachers "may be either positively or adversely synergistic." Just as instructors have an impact on student's motivation and conduct, so do students. As a consequence, given what this study's findings showed, it is obvious that instructors' motivating behavior is influenced by students' attitudes in the classroom. Lynch (2008) found three major issues with English language teaching and learning: inadequate time, tools, and resources; overcrowding in the classrooms; and a lack of student motivation.

6.3. Research Question Three

The most significant aspect of this research is the suggestions made for removing the elements that demotivate FL instructors and creating a more inspiring atmosphere for teaching and learning. The information gathered from the questionnaires' essay-style questions was noted and categorized to assist in addressing this research topic and to provide a better image of the solutions. The replies were divided into categories that addressed (a) attitudes, (b) instructional resources and facilities, (c) working circumstances, and (d) interpersonal relationships.

The majority of the ideas focused on improving working circumstances, with on-time and better pay as well as financial and teaching raises being the most often proposed options. The third round of suggestions focused on teaching resources and facilities, emphasizing paying instructors for their travel expenses and providing separate facilities for both teachers and students. Another problem addressed was how to handle people differently. The two that came up most often were having regular meetings between teachers and management and having students express their gratitude to instructors. Creating a feeling of belonging to the institution was the response that was given the most often in the attitude category.

Demotivating elements "impede learners' learning motivation," according to Hu (2011) (p, 88). According to Gorham (as described in Fallout & Falout 2004), the absence of demotivation is the sole factor that may motivate learning. Additionally, Falout & Falout (2004) said that

"demotivation cuts learning short whereas motivation promotes learning for life" (p. 280). They said that 10 inspiring stimuli combined with one demotivating one might have a negative impact. Demotivating circumstances also have lasting consequences. Numerous research has shown that pupils' poor competency is caused by their prior demotivation (Fallout & Falout, 2004; Falout & Maruyama, 2004). Finding methods to eliminate the demotivating causes is therefore vitally necessary.

7. Conclusions and Implications

Any action's likelihood of being successful often relies on how hard people work to achieve their goals and how much they want to accomplish them. This psychological component—the urge that prompts the action—is often referred to as motivation. It is a driving force, anything that motivates or stimulates action, as the name of the concept suggests. It is only a partial understanding of the phrase to consider motivation as merely about the beginning phases of an action, that is, as being concerned with piquing initial attention and persuading it to decide to participate in an activity. Maintaining this level of arousal is important to get someone to exert the necessary effort to finish a task.

Demotives are the "negative opposites of motivations" or demotivating circumstances (Yan, 2009, p. 109). It is crucial to pinpoint the elements that have a detrimental impact on students' or instructors' capacity to learn or impart a foreign or second language. In EFL circumstances vs ESL contexts, demotivation and its impacts are more severe, according to Dornyei (2001), since there is less chance to interact with native speakers. Consideration of the demotivators of language learning and teaching for students and instructors is essential in these situations. He contends that the most significant barrier to effective teaching is circumstances that demotivate instructors. Finding the demotivating variables in instructors is thus just as crucial as finding those in students. Thus, the purpose of this research was to identify the elements that demotivate FL instructors who instruct EFL at language schools in Shahrekord and Brujin, two cities in Iran.

According to the results, out of the four main elements under examination, the demotivating aspects were the attitude of the students in a class (SAC), the teaching resources and facilities (TMF), the research and working circumstances (RWC), and the human relations (HR). The most powerful demotivating causes were determined to be the student's behavior in class, research, and working circumstances. As for remedies, it was discovered that the majority of them were related to working

conditions. There was not a significant difference between male and female instructors for any of the TDQ's components (apart from TMF) or the whole TDQ itself. These were followed by answers about facilities, human connections, and attitude.

Numerous things might have an impact on a teacher's performance. Two elements that have been shown to have a major impact on educational environments are motivation and demotivation. Demotivating influences halt the learning or teaching process and cause dissatisfaction, whilst motivating aspects have favorable effects. The student or instructors may get demotivated by a variety of internal and external factors.

The results of this research have some pedagogical and practical implications for instructors, administrators, and FL students. Having a balance between teachers' and students' expectations, avoiding overcrowded classrooms, encouraging cooperative/teamwork in the classroom, avoiding negative comments, being more attentive and committed to the studies and assignments, improving classroom facilities, having consistency in teaching methods and syllabus, removing teachers' problems with commuting, low pay, and bonus, assigning more research fund and time, creating a more appropriate atmosphere for better communication among teachers, and more tangible appreciation on the part of administrators.

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