



## Demotivational Factors among Secondary School EFL Teachers in Iran

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### ABSTRACT

Demotivating factors negatively influence teacher's attitudes and behaviors and hence lead to undesired teaching outcomes. The endeavor of this thesis was to scrutinize some sources of demotivational factors among Iranian English language teachers junior and senior high schools. To begin with, 100 junior and senior high school teachers in Chaharmahal Va Bakhtiari province, South West of Iran participated in this study. Two instruments (questionnaire and interview) were used for collecting data. Descriptive and inferential statistics for all questions and categories were generated and reported. The overall results showed that five out of six top items are related to working conditions and class facilities. The lowest number of demotivating factors related to lack of communication among teachers, lack of expression of straight opinion by colleagues, heterogeneity of learners in one class, students' forgetting to do homework, students' forgetting to bring textbook. The results also showed that recognizing and eradicating such impeding factors serve promising attention to learning, teaching and attainment.

**Keywords:** motivation; demotivation; frustration; Iranian EFL teachers



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## 1. INTRODUCTION

Customarily, motivation has been understood and studied as a multifaceted construct consisting of various influences with a positive effect (Dörnyei 2001). Motivational factors or motives have been considered as kind of inducements with the effect of energizing ongoing action (Dörnyei 2001). However, there is another aspect to motivation that has been left with little attention. Just as there are influences that have a positive effect on motivation, there are also those that have a negative effect on motivation. These influences are called demotivating influences. The notion of demotivation is relatively new and has not been fully adopted yet in the field of L2 research. However, Dörnyei (2001) has attempted to provide a definition for it. Accordingly, demotivation concerns specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (Dörnyei, 2001, p. 143). Thus, demotivation could be regarded as the negative counterpart of motivation. Similarly, demotives could be regarded as the negative counterparts of motives. Furthermore, a demotivated learner or teacher is someone who has lost his or her interest for some reason. The loss of interest can derive from various sources of demotivation. For instance, a teacher who is not paid well cannot be an accomplished one in the domain of language teaching and learning, so this factor may act as a demotive for a teacher.

A number of studies including Gardner (1985), Domyel (2001), and Vázquez, Paulina, Guzmán and Rodríguez (2010) have been conducted to determine whether the student's motivation has any significant impact on their learning or not. Odiléa Rocha (2012) investigated factors that motivate Turkish EFL teachers. Despite the fact that such studies have been done on the effect of motivation on learning, the negative side of this term, namely, demotivation has been underestimated. The majority of the studies in this field show that increased motivation has an encouraging effect on EFL learning; on the other hand, studies on teacher demotivation are not too many. It seems that more studies should be done to further illustrate it. The review of the previous literature suggests that no study has been conducted among Iranian English teachers pertaining to demotivating factors. Therefore, the present study is aimed at identifying the demotivating factors among Iranian English teachers at the level of senior and junior high school. Moreover, this study planned to investigate the degree of influence of demotivating factors belonging to different categories.

The present study tries to investigate the impact of different factors (demotivating factors) among Iranian English Teachers at the level of senior and junior high school. This study also wants to determine the most and the least demotives among Iranian English Teachers, the case of Chaharmahal and Bakhtiari province. While few studies have been done pertaining to SL demotivation (e.g. Factors that discourage pupils from Learning the English language; Jenni Muhonen 2004, and Teacher demotivational factors in the Japanese language teaching context ; Toshiko Sugino 2010), the present study focuses on two aspects of demotivating factors : the nature of demotivating factors, and the impact of each category on teachers . A questionnaire is also accompanied by extra interpretation (drawing participants' attention and attitude to the factors they are not exposed to).

## 2. LITERATURE REVIEW

### 2.1. Motivational research in Iranian school settings

Concerning SLA motivation research in the Iranian EFL context, Vaezi (2008) states Iranian students have very high motivation and positive attitudes towards learning English and they were more instrumentally motivated. She also mentioned, the class atmosphere, the course content, materials and facilities, as well as personal characteristics of students have an effect on classroom learning motivation. Chalack and Kassaian (2010) investigated the various socio-psychological orientations of Iranian undergraduates toward learning English focused on motivation orientation. The result revealed that these Iranian non-native English learn the language both for "instrumental" and "integrative" reasons (Chalack and Kassaian, 2010). Regarding the factor of motivation Sadeghi and Zarafshan (2006) showed that integratively – motivated students employed more strategies than instrumentally – oriented ones.

### 2.2. Teacher demotivation

Haggai and Piwuna (1997) in their study concluded that the teacher in the entire education system is and should be identified as the most important factor in motivation. This is because he/she sits and sets all class activities. Every action of the teacher, they say, would influence the child behavior, either directly or indirectly. Eggen and Kaochak (1992) also observed that teachers design the environment and implement instruction, while orientation to teaching and learning provides the framework on which the rest of classroom motivation is built. They then identified many ways and strategies through which the teacher warmth and empathy, teacher expectation, his arrival toward order and safety success, comprehension, challenge, stressing focus involvement and reinforcement. Haggai and Piwuna also concluded that one of the most prevalent problems with teachers is just their own being dissatisfaction and demotivation which could be due to many causes like lack of adequate salary, being uninterested to their job, etc.

The concept of teacher discomfort in the profession has been of paramount interest for educators and psychologists. This discomfort was expressed as dissatisfaction or stress by some researchers (Guglielmi & Tatrow, 1998), burnout (Deutsch, 1984) and low morale by others (Evans, 1998). It was also named as demotivation by some (Dörnyei, 2001). Demotives are the negative counterparts of motives: while a motive increases an action tendency, a demotive decreases it. Dörnyei (2001, pp. 142–143) claimed that demotivation stems from specific external causes that reduce or diminish the motivational basis of a behavioral intention or a continuing action. He furthermore said that a demotivated person is someone who was once motivated, but has lost her or his interest for some reason. Therefore, a demotivated teacher is assumed to be a person who was once motivated but has lost it due to some specific causes in the teaching environment.



Conceptually, in this study, demotivation was meant to refer to 'no more involved in'; 'having no more enthusiasm, energy' (Dörnyei, 2001).

Likewise, Guskey and Passaro (1994) reported that enthusiastic teachers are both knowledgeable and skilled, and also work harder to make learning more meaningful for their students. However, if they cannot find what they were looking for in the profession, they are demotivated by it. In a study, Sergiovanni (1967) concluded that a poor relationship with students can be a source of considerable teacher dissatisfaction.

Only motivated teachers can produce motivated students. A demotivated teacher cannot guide the learners to their destination. It goes without saying that clarifying and eradicating the teachers demotivating factors will have paved the way a better transferring of knowledge and experiences in the domain of second or foreign language teaching and learning.

Demotivational factors for teachers continue to be an understudied area in SLA research. Wangchuk (2007) introduced a study by Dorji, a lecturer of the College of Education in Bhutan. In this study, it was reported that a majority of 51 schoolteachers in the study had low morale and motivation due to additional responsibilities such as two hours of drawing up lesson plans every day besides the normal teaching load, the monetary incentive, and a lack of training opportunities.

In recent years, it is widely acknowledged that the status of teachers has declined appreciably both in developed and developing countries (Bennell, 2004). He noted that in many low-income countries, high proportions of teachers working in public school systems are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. In consequence, Bennell concluded that standards of professional conduct and performance are low and failing in many of these countries.

In a study by Kiziltepe (2008), conducted with three hundred teachers aged between 33 and 65, it was stated that demotivating factors can be categorized into five headings: students, economics, structural and physical characteristics, research, and working conditions. Overall, the results showed that students are the main source of motivation and demotivation for university teachers in Turkey.

Finally, in the pilot study, Sugino (2010) investigated 16 language teachers. This open-ended survey identified five factors that may demotivate the teachers: students' attitudes, teaching material, teaching method, working conditions including facilities, and human relationships. The results showed that students' attitudes such as sleeping in class and forgetting homework were the most crucial factors for demotivating teachers. The results also showed that culturally specific factors such as a lack of student participation and students' speaking to one another in Japanese are factors that cause frustration in native speaker teachers.

All in all, few or no study was done in Iranian context regarding teacher demotivation. In this article, an attempt was made to investigate the term demotivation among Iranian English teachers at the level of senior and junior high schools.

### 3. STATEMENT OF PROBLEM

A number of studies including Gardner (1985), Dörnyei (2001), and Vázquez, Paulina, Guzmán and Rodríguez (2010) have been conducted to determine whether the student's motivation has any significant impact on their learning or not. Odiléa Rocha (2012) investigated Factors that motivate Turkish EFL teachers. Despite the fact that such studies have been done on the effect of motivation on learning, the negative side of this term, namely, demotivation has been underestimated. The majority of the studies in this field show that increased motivation has an encouraging effect on EFL learning; on the other hand studies on teacher demotivation are not too many. It seems that more studies should be done to further illustrate it. The review of the previous literature suggests that no study has been conducted among Iranian English teachers pertaining to demotivating factors. Therefore, the present study aimed at identifying the demotivating factors among Iranian English teachers at the level of senior and junior high school. Moreover, this study planned to investigate the degree of influence of demotivating factors belonging to different categories.

#### 3.1 research Questions

The major research questions presented in this study are:

- 1) Which factors mostly demotivate EFL teachers at the level of junior and senior high schools in Iran?
- 2) To what extent do the factors in each category frustrate EFL teachers?

#### 3.2 Research Hypotheses

In order to respond the above mentioned research questions, this study was conducted with the following hypotheses:

- 1) There seem to be a number of demotivating factors which influence EFL teachers at the level of junior and senior high school.
- 2) The degree of influence of demotivating factors belonging to different categories tends to be different.

### 4. METHODOLOGY

#### 4.1. Participants

One hundred participants who were chosen from Chaharmahal Va Bakhtiari province accomplished this survey. Since stratified sampling is a useful blend of randomization and categorization, therefore; participants were chosen based on



stratified sampling (Wikipedia, 2012). A total of 59 (59%) of the participants teach at the junior high school, and the 41(41%) teach at the senior high school. Fifty (50%) of the respondents were male, and 50 (50%) were female. 8 respondents were in their 20s (8%), 35 (35%) were in their 30s, 34 (34%) were in their 40s, and 23 (23%) were in their 50s or above. The most common retired age in Iran for teachers is 65. Most of the participants (81%) use Persian as their first language, 19 (19%) use Turkish. As for L2, 100 (100%) respondents answered 'English'. English is taught at all of junior and senior level as a general course, but compulsory. English is a foreign language in Iran. All of the respondents are Iranian teachers of English. As for the type of hiring, 100(100%) were hired on a full-time basis.

## 4.2 Instruments

The following instruments were employed in this study:

### 4.2.1 Teacher Job Satisfaction Questionnaire (TJSQ)

A questionnaire consisting four parts and five-point Likert scale format (see Appendix A) was delivered to Iranian EFL teachers. The items were in the form of statements and the participants graded them from 1 to 5 where:

- 1 means least demotivated.
- 2 means not so much demotivated.
- 3 means neutral.
- 4 means pretty much demotivated.
- 5 means strongly demotivated.

It was adopted from the Teacher Job Satisfaction Questionnaire (TJSQ) by Hughes (2006), and with a little revision to fit Iranian teaching context. Statements were categorized into four main sections named 1) students' attitudes in class, 2) teaching materials and facilities, 3) research and working conditions, 4) human relationships. This study was to identify the most and the least demotivating factors among Iranian English teachers at the level of senior and junior high school, and also classifies each category in a descending order. The first part of the questionnaire concerned with the demotivating factors related to students, in other words how the attitude, way of thinking, way of doing, and performance of students frustrate teachers during teaching performance. This part of questionnaire contains twelve items reflecting the demotivating factors and a five- point Likert Scale ranged from strongly demotivated to least demotivated was used. These items were used to find out how much the learners have an effect on teacher performance in the process of teaching. The second part of the questionnaire solicited class facilities, teaching materials, and curriculum for teacher demotivation. The researcher intended to explore these ten demotivating factors which might decrease the teachers' enthusiasm in the process of language teaching. The third part was tailored to consider working conditions for teacher demotivation. These seven items plus five Likert Scales explore demotivating factors facing Iranian English teachers pertaining to working conditions. The fourth part of the questionnaire designed to measure human relationship for teacher demotivation. This part refers to how administration and colleague affect teaching performance, in other words, how much they decrease teacher enthusiasm during the teaching process. The remainder of the second page of the questionnaire allowed space for responses to one open-ended question: "We are interested in knowing the kinds of things that affect your motivation in the class you are teaching. What things demotivate you to try hard to do your best in the process of teaching?" Space was provided after question for teacher responses. To facilitate the task of the subjects and avoid any misunderstanding of the items, the Persian translation of the questionnaire was used (see Appendix B). Finally, there was no limitation of time for teachers' responses.

### 4.2.2 Interview

After administering the questionnaire, the participants were asked to discuss general issues pertaining to demotivating factors. A semi-structured interview (see appendix C) was employed to fifty teachers from those who participated in taking the questionnaire to obtain qualitative data. There was no limitation of time.

## 4.3 Procedures

The participants in this study were 100 teachers who were chosen from Chaharmahal VaBakhtiari province. A questionnaire includes of four categories and five-point Likert scale format (see Appendix A) was delivered to Iranian English teachers. The items were in the form of statements that the teachers were supposed to circle the numeral which represents the degree of demotivating.

The instructions for the questionnaire distributed to the teachers assured them that their participation was voluntary and that all responses would be anonymous and confidential. This instruction was highlighted both in print and during the verbal explanation of directions. After responding to the questionnaire, 50 percent of the subjects had an opportunity to take part in the interview which was a semi structured interview. Two English teachers as supervisor cooperated in this study. There was no time restriction for collecting data.

## 4.4 Data Analysis

In order to categorize and classify the most, and the least demotivating factors, both descriptive and inferential statistics were employed.



## 5. RESULTS AND DISCUSSIONS

### 5.1 Results

#### 5.1.1 Investigating the Second Research Question

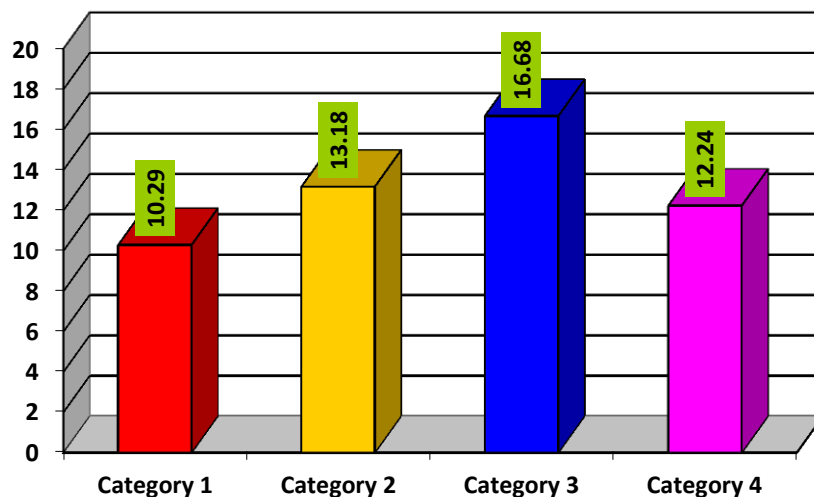
In the present study, the researcher made an attempt to find the validity of the following hypothesis:

The degree of influence of demotivating factors belonging to different categories tends to be different.

As mentioned earlier in the previous chapter, there were four categories under study in this research, namely, students, facilities, conditions, and relations. The results obtained for each category through the questionnaires were compared with those of other categories. Table 4.1 shows the descriptive statistics for this comparison and Figure 4.1 illustrates, graphically, the mean for each category.

**Table 4.1 Descriptive statistics for the categories**

	N	Mean	SD	Min	Max
Students	100	10.29	4.056	1.05	19.60
Facilities	100	13.18	4.169	3.36	20.16
Conditions	100	16.68	3.972	4.20	21.00
Relations	100	12.24	4.544	3.50	21.00



**Figure 4.1. Graphical representation of the means of categories**

It can clearly be seen in Figure 4.1 that the means of the different categories are different. To find out whether the differences are statistically significant or not, a one-way ANOVA was employed. Table 4.2 presents the results of the ANOVA.

**Table 4.2 The results of the ANOVA for the comparison of the categories**

Source	SS	df	MS	F	Sig.
Between Groups	2143.362	3	714.454	40.684	.000
Within Groups	6954.179	396	17.561		
Total	9097.541	399			

Regarding the amount F-observed, which is 40.684, and the significance level, which is .001, it can be concluded that the differences between the categories are significant. In order to find the exact place(s) of difference(s), a Scheffe post hoc test was implemented. Table 4.3 depicts the results of this test.

**Table 4.3 The results of the scheffe post hoc test**

groups	groups	Mean Difference	Sig.
Students	Facilities	-2.89**	.000
	Conditions	-6.39**	.000
	Relations	-1.95**	.006
Facilities	Students	2.89**	.000
	Conditions	-3.50**	.000
	Relations	.94	.391
Conditions	Students	6.39**	.000
	Facilities	3.50**	.000
	Relations	4.44**	.000
Relations	Students	1.95**	.006
	Facilities	-.94	.391
	Conditions	-4.44**	.000

\*\* . The difference is significant at the 0.01 level

According to the data available in Table 4.3, the following results can be concluded:

1. Category student is different from category facilities,
2. Category student is different from category conditions,
3. Category student is different from category relations,
4. Category facilities is different from category conditions, and
5. Category relations are different from category conditions.

It can be seen in the table that there is no difference between category facilities and category relations. Therefore, the hypothesis of the study stating that, "the degree of influence of demotivating factors belonging to different categories tends to be different" can be retained. In other words, according to Table 4.1 and Table 4.3, the most demotivating category is conditions, and category facilities coming next, category relations after that, and category student the least demotivating.

### 5.1.2 Investigating the First Research Question

Among the items pertinent to teachers' demotives, the highest number of demotivating factors related to pay incentives(71%), little appreciation from administration (66%), students are not interested in foreign languages (64%), class facilities are poor (63%) , focuses on quantity of evaluation; rather, quality of teaching (53%), and class poor facilities(50%), take a rebellious attitude (47%). The lowest number of demotivating factors related to lacking communication among teachers(68%), colleagues do not give straight opinion (65%) ability greatly differ in one class (56%), students forget to do homework (53%),students forget to bring textbook(49%).

## 5.2 Discussion

As it was mentioned before, the modified version of the questionnaire devised by Hughes (2006) was used to gather the data on demotivating factors and to find out the factors that negatively affected teachers' performance. Some items of this questionnaire were modified and some new items were added to make it compatible with the context of Iranian teachers. In this study, the first research question asked what the main demotivating factors for secondary school EFL teachers in Iran were.

The major endeavor of the first phase of this study, as mentioned earlier, was to explore the most, and the least demotivating factors which may affect teachers' performance in the process of language teaching. According to the obtained results, statistically significant indications were revealed in the performance of participants when they completed the questionnaire. Accordingly, the effects of demotivating factors were significant. In other words, the teachers who participated in the survey were aware of those impeding factors. In addition, the extent to which each category has an effect on the presentation of teachers was revealed. Generally speaking, the highest number of demotivating factors related to pay incentives (71%), the percentages presented in here reveals that payment dishearten the Iranian EFL teachers. As a result, the teachers expressed that payment is a major demotivator for their teaching at school. Their



demotivation is justified by some of the motivation. Cognitive Evaluation Theory would argue that EFL teachers in Chaharmahal and Bakhtiari are not extrinsically motivated since external rewards, such as payment, are not well provided to their profession.

Additionally, Maslow's Hierarchy Needs Theory would account for teachers' demotivation caused by their monetary rewards. Lack of enough payment means that in many cases teachers are not able to satisfy their lower needs, such as physiological and safety's. They cannot go forward to the next step that is self actualization. Finally, Theory X and Y could justify teachers' demotivation caused by low payment since the 'systems' - extrinsically rewards - that have been developed to motivate teachers are not adequate enough.

Among the factors contributing to teaching demotivation in this study is low salary which is top out of seven demotivating factors.

The results of this study are consistent with the previous studies which involve teachers demotivating factors. For example, Sugino (2010) shows the sources of demotivation among language teachers in Japan. This study investigated teacher demotivation among 97 college teachers confirmed that of 37 items, five out of the top seven items were related to student attitudes. In this study the least motivating items were related to teaching material and discrepancy in student abilities though in that study many responded that 'No consistency in curriculum with clear goals' would demotivate them further. The results also showed that culturally specific and school specific factors may lead to demotivation as well, but Sugino did not classify the extent to which each category has an effect on teachers.

This study is in line with Kiziltepe (2008), who conducted a research with three hundred teachers aged between 33 and 65, it was stated that demotivating factors can be categorized into five headings: students, economics, structural and physical characteristics, research, and working conditions. Overall, the results showed that students are the main source of motivation and demotivation for university teachers in Turkey. It is also in contrast, where the students are not the main source of demotivating for English language teachers in Iranian context.

In another research, Tabatabaei and Molavi (2012) had an attempt to explore demotives affecting EFL learning of Iranian Islamic seminary students they conclude that factors such as the improper method of English teaching, frequency of classes in a week, problems in understanding listening materials and lack of use of English in students' real life were found to be the essential demotivating factors among Iranian seminary students. So, in that study they investigated improper method of teaching for students' demotivating, here we considered the fixed or variability of method as demotivating for EFL teachers. This study is also in line with Ghadirzadeh and Shokri (2012) who investigated demotivating Factors for English language learning among university students, accordingly; they concluded five demotivation factors, that is, (a) lack of perceived individual competence, (b) lack of intrinsic motivation, (c) inappropriate characteristics of teachers' teaching methods and course contents, (d) inadequate university facilities and (e) focus on difficult grammar. Moreover, they recognized that internal forces cannot be ignored as demotivating factors when studying them among Iranian students. So, they recognized inadequate university facilities and course content as demotivating, in which these factors were the focus of surveying in our study at the level of school. Heidari and Riahipour (2012) in another study considered demotivating factors on English speaking skills. They focused their attention on learners and teachers' attitudes. Their study revealed that students believe that factors related to teachers, equipments and class utility are the three most demotivating factors as far as speaking skill is concerned. In addition, based on teachers' perspective, the three most discouraging factors were related to teachers, time and classroom. Like this study the main interest of this study was to identify the demotivating factors. They investigated teachers' attitudes as demotivating for students, while in this research we illustrated students' attitude as demotivating for English teachers. Our study is in line and contrast with Muhonen (2004) who followed four questions in his study. The first question aimed at finding out the variety in the demotivating factors. The aim of the second question was to give an idea of the proportions and of the order of importance of the demotivating factors that is in line with our study. The third question aimed at offering an insight into the proportions and into the order of importance of the demotivating factors among boys and girls, where we neglected the gender-oriented survey in our study. The aim of the fourth question was to find out whether there is a connection between achievements in English and demotivating factors, here again we did not consider the achievement pertaining to demotivating factors among English teachers. The findings indicated that, clearly, the teacher had an important role in pupil motivation. The teacher was a source of demotivation for over a half of the pupils, in other hand we verified students as demotivating for teachers. Furthermore, some of the demotivating aspects related to teaching performance found in this study were also found in all the previous studies on demotivation (Chambers 1993, Ushioda 1996a, Dörnyei 1998b, Oxford 1998). Wangchuk (2007) introduced a study by Dorji, a lecturer of the College of Education in Buhtan. In that study, it was reported that a majority of 51 school teachers in the study had low morale and motivation due to additional responsibilities such as two hours of drawing up lesson plans every day. Besides, the monetary incentive, as our study reduced school teachers' motivation.

Like this study which the researcher investigated demotivating factors for teachers, Bennell (2004) conducted a study that focuses on teacher motivation and incentives in low-income developing countries. He investigated the material and psychological need of teachers in sub-Saharan Africa and Asia, including job satisfaction, pay and benefits, recruitment and deployment, attrition, and absenteeism. In recent years, it is broadly acknowledged that the status of teachers has declined considerably both in developed and developing countries (Bennell, 2004). He added that in many low-income countries, high proportions of teachers working in public school systems are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. In consequence, like Bennell who concluded that standards of professional conduct and performance are low and failing in many of those countries we came to this conclusion that the performance of teachers in Iran is jeopardized by low payment.



This study has an affiliation with, Sugino (2010) who investigated 16 language teachers. The results of that study showed students' attitudes such as sleeping in class and forgetting homework as the most crucial factors for demotivating teachers. Specifically, in Sugino's study sleeping in school, which students do quite often after hard training, were not tolerated even at the cadet school, but this research elucidated that Iranian EFL teachers can bear students' wrong actions in class. In contrast with this study, he also showed that culturally specific factors such as a lack of student participation and students' speaking to one another in Japanese are factors that cause frustration in native speaker teachers. Moreover, in spite of this study which working conditions and facilities were the most frustrating for teachers, Sugino concluded students' attitudes as crucial for demotivating teachers.

In another study, Pennington (1992) investigated work motivation and applied Hackman's characteristics model of work motivation to English language teaching. His model focused on internal rewards resulting from the job. Pennington recommended that his principles for job design were used when designing programs, so, teachers' motivation increased, teachers became more committed to their job, and their performance improved. So, Pennington followed how to boost teachers' motivation whilst we scrutinized the sources of demotives among Iranian English teachers to enhance teacher performance.

Moreover, Tziava's (2003) dissertation reports on Greek EFL teachers' motivation. Her findings showed that what motivates Greek teachers the most is working with young students, but in this study students's attitude considered as a demotivating factor. Furthermore, Johnson (2001) analyzes Mexican EFL teachers' motivating and demotivating factors, such as curriculum, institution, and classroom. What Johnson found is that being a part of curriculum development, transmitting knowledge to students, getting trained, and having supportive colleagues are factors that motivate teachers. But in this study, the researcher clarified curriculum, classroom facilities and colleagues as some sources of demotivating for Iranian EFL teachers. Also, in a study conducted in Spain, Bernaus, Wilson, and Gardner (2009) report on the relationship between teacher motivation and class strategies. What they found suggests that "teacher motivation is related to teacher use of motivating strategies, which in turn are related to student motivation and English achievement" (p. 25). But they didn't pay attention to how to deal with teachers' demotivations for English achievement, where as the researcher in this study recognized, classified and maximized teachers' demotives as a means of improving teacher performance.

In this study, the researchers investigated working conditions, colleagues, classes, pay/benefits, administration, and students as demotivating for English language teachers, whilst Odiléa Rocha (2012) considered these six groups as motivating. Looking at the findings, Odiléa Rocha understood that what would increase the teachers' motivation the most would be their colleagues.

## 6. CONCLUSION

The study in hand is aimed at finding the common factors that are perceived demotivating by Iranian EFL teachers, the case of Chaharmahal Va Bakhtiari province (south west of Iran). After analyzing the data, the researcher concluded that pay incentives preceded the rest of the factors and accounted for the greatest amount of demotivating. As mentioned earlier, teachers have a crucial influence on EFL learning process. So, having known those demotivating factors makes teachers well equipped in the process of language teaching.

Based on the interviews, the possible reasons why payment is a factor that reduces teachers' motivation are (a) comparison with other colleagues, who are not putting the same effort, still paid the same since the payment is related to the teachers' years of service and not on the actual quality of the individual teachers' work, and (b) comparison with other occupations. Among the items pertinent to teachers' demotives, the highest number of demotivating factors related to pay incentives (71%), little appreciation from administration (66%), students are not interested in foreign languages (64%), class facilities are poor (63%), focuses on quantity of evaluation; rather, quality of teaching (53%), and class poor facilities (50%), take a rebellious attitude (47%) respectively. The lowest number of demotivating factors related to lacking communication among teachers (68%), colleagues do not give straight opinion (65%) ability greatly differ in one class (56%), students forget to do homework (53%), students forget to bring textbook (49%). Besides, most of the Iranian EFL teachers declared that the hours they are expected to teach every day have no much effect to their motivation towards their profession. Few of the teachers claimed that the hours they are expected to teach reduce their motivation greatly. Moreover, a significant percentage of the teachers in the interview claimed that the hours of teaching actually are something that greatly increases their motivation.

It can be concluded that the teachers who participated in the study think that the hours they are expected to teach EFL each day have no effect on their motivation to work. On the contrary an important percentage (33%) claimed that the working hours is a factor that actually increases their motivation in a great extent. This finding can be easily justified for someone who has experience in the Iranian teaching environment, since that the majority of teachers teach in the schools per day does not exceed 6 hours.

Based on the researcher's experience with the Iranian environment, it can be claimed that some teachers are motivated by the amount of time they are expected to teach each day at school they work for, which does not exceed six hours, for various reasons: (1) because they have more time to spend at home, and (2) because they are able to work elsewhere – such as giving private lessons.

Furthermore, the administrators would also play an important role for the teachers' demotivation if they were more responsible to the teachers' conditions, if they tried to understand them better, and if they accepted them as a living member of society, namely, if they gave all teachers more facilities. Providing any undue tension in a foreign language classroom should be strictly prohibited. The findings indicated that factors related to working conditions were the most





demotivating for English language teachers. Some teachers believed that the dignity of teachers was questioned by themselves. Additionally, human relationship had considerable effect on demotivating teachers, that is to say rebellious attitude of principle and experts jeopardized teachers' performance. Contrary to other studies in the field of EFL teachers' demotivation (Sugino, 2010; Johnson, 2001), students' attitudes is not perceived as the most demotivating factors for the Iranian EFL teachers.

## 7. IMPLICATIONS

The results of this study have yielded quite many implications for future research. The findings of this survey carry important implications and suggest some ideas to EFL teachers, language learners, syllabus designers, and curriculum developers that help them in English language learning, and teaching.

### 7.1. Theoretical implications

The outcome of this study can be fruitful for material developers, administrators, curriculum designers, and absolutely teachers, students and principles to provide and plan more effective teaching performance. They should take this fact into account that teaching requires less stressful and discouraging environment. Not only can reducing those impeding factors have a striking effect on teaching performance, but also it will be more successful and teachers will have fewer problems regarding teaching EFL.

Administrators are responsible for teachers' demotivating factors. They should predict and guess those disheartening and frustrating causes in advance. It is better to provide optimal conditions for teachers. It is their duty to improve teachers' working conditions. Students should know which factors irritate their teachers, and attempt to avoid performing them.

### 7.2. Practical implications

English foreign language teachers as well as EFL learners can benefit from the result of the study quite well. Everybody who is involved in the field of teaching like tutors, private practitioners, and so on can profit from this research.

#### 7.2.1. Implications for EFL teachers

Teachers can benefit from the results of the study in a number of ways. First, they make sure that there are some demotivating factors that may jeopardize their teaching performance, and these demotivating factors cause students not to grasp the content as what is expected. This implies knowing those discouraging factors can help teachers to predict their performance. Second, EFL teachers should try to eradicate those factors which are muddling their function. One of the benefits of recognizing demotivating factors is confronted with a reasonable challenge making teachers competent in the process of teaching. Finally, it may help the teachers to be more responsible for their own and the motivation of those who work with them.

#### 7.2.2. Implications for EFL learners

The students should know that they may be the source of demotivation for their teachers. They should be aware of frustrating factors, and improve their teachers' performance by improving themselves. The learners should also know that a demotivated teacher cannot have a nice presentation. The students should pay attention to differences between a motivated and demotivated teacher because each one has its own properties. Among different demotivating factors, learners should pay much and special attention to the factors related to themselves.

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