



Moroccan High School Teachers' Motivation in Teaching English as a Foreign Language

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Abstract— Teachers' motivation has been investigated by many educational psychologists due to its significant role in the field of English language teaching. The present study aims at investigating forms of teachers' motivation and their impact on students' motivation as well. To attain these objectives, a quantitative research design is adopted through the use of an online questionnaire to collect data on teachers' motivation and its effect on students' motivation. The sample of this study is randomly chosen by focusing on both teachers of high schools and their students as well, so the questionnaire was divided into two parts. The results of the study shows that both extrinsic and intrinsic go hand in hand with teachers and students who get motivated when a good environment is set. The study also showed that teacher's motivation impacts students' motivation positively. The significance of the results lies in the fact that language policy makers would definitely benefit from the findings of this research to take good care of teachers in terms of constant support and also to provide them with professional development trainings to boost their intrinsic motivation.

Keywords— Teachers' motivation, EFL high school teachers, Teachers' development

I. INTRODUCTION

Teachers have a crucial role in the methodology of teaching English as a foreign language, and the basic material to work in a good positive environment is the motivation. Motivation is, indeed, an important factor for teaching foreign language (English). The teachers have to believe in what they are doing, if they do not they will have no chance to send a clear information to the students. Students must enjoy the session to get inspired and motivated to know more of this new language, because enthusiasm is a part of learning environment. A motivated teacher is the key of successful classroom, the teachers have always to keep motivated to contribute to a good condition in teaching and using a lot of learning materials like the advantages of learning English enables students to communicate with foreigners. Motivation help the teacher to be consistent and that means everything that he do in his classroom, such as organize the space, the time specially the college students are still teenagers and need a lot of care and time and manners to build a relationship between them, the student will trust his teacher more, show more engagement in learning, behave better in class and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn (assuming that English language class is engaging, age-appropriate and well matched to the student's skills).

The purpose of this field is to review the research on teachers from a motivational perspective, while taking into

consideration the role that teacher's motivation has on their behaviors with their students. Teaching and learning is a step by step incremental approach that the teacher uses to identify increments of learning that accomplish the objective. ELT (English Language Teaching) is a good topic to do research on, because it plays a very significant role in engrossing the student's attention, of knowing the importance of motivation, and also the attention of the education system to give an interest about this topic.

1.1 Statement of the problem

Teachers' motivation has been widely investigated in the field of applied linguistics in general and educational psychology in specific by focusing on the factors and sort of motivations that affect teacher's performances. However, less practical research have been carried out. So, the current study tries to investigate teachers' motivation and its impact on students' motivation as well.

1.2 Objectives of the study:

The objectives of this study and its main significance lies in the fact that it attempts to investigate the following:

- To see what motivates teachers to perform well in their teaching practices
- To investigate the factors affecting teachers' motivation.
- To examine the relationship between teachers' and students' motivation

In order to reach the previously mentioned objectives, three research questions and hypotheses are formulated.

1.3 Research questions

Related to research problem stated above, four main research questions will be the focus of this study and the pivotal axes of this research.

The questions that will be answered by the end of this study are formulated as follows:

- What do motivate teachers to perform very well in their teaching practices?
- What are the factors affecting teachers' motivation?
- How does teachers' motivation contribute to students' motivation?

II. RELATED WORK

Within the field of psychology and education, improving the motivation and incentives of teachers greatly improves the overall quality of the education system. Motivation has been generally regarded as an incentive to move from one state to another for the sake of improvement by nature (Dörnyei & Ushioda, 2011). Thus, different theories to motivation have been the focus of researcher. For example, Williams and Burden (1997) provides two aspects of motivation. The first one is 'initiating motivation' which explains the rationale for doing something and taking a decision for doing it. The second one is 'sustaining motivation' which means that people are making efforts to do well in something they are engaged in.

Concerning teachers' motivation, Sinclair (2008) defined it in terms of "attraction, retention and concentration as something that determines what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession" (p. 37). The author here describes motivation as a sort of support that keeps pushing people in general and teachers in specific. Dörnyei and Ushioda (2011) give two dimensions of motivation, namely the motivation to teach and to keep going into the teaching profession without getting burn out. Their analysis concludes that there are four featured components of teacher motivation: "prominent intrinsic motivation which was closely related to inherent interest of teaching; social contextual influences relating to the impact of external conditions and constraints; temporal dimension with emphasis on lifelong commitment; and demotivating factors emanating from negative influences" (Dörnyei, Ushioda, 2011, p.38)

It is likely safe to say that the commonly known theory of motivation is Maslow's need hierarchy theory. Maslow's theory is based on the human needs. Drawing essentially on his scientific experience, he classified all human needs into a hierarchical manner from the lower to the higher order. The reason, he says, is that removal of dissatisfying characteristics from a job does not necessarily make the job satisfying. He believes in the existence of a dual continuum. The opposite of 'satisfaction' is 'no satisfaction' and the opposite of 'dissatisfaction' is 'no. In

the same realm, the self-determination theory of motivation, pioneered by Richard Ryan and Edward Deci and widely researched around the world, suggests three motivational states: intrinsic motivation, extrinsic motivation, and motivation (Strirling, 2014). Strirling (2014) claims that motivation can be referred to as the unwillingness to engage in a particular task or behavior, while intrinsic motivation is inspired by personal interests or deeply held values. In contrary, extrinsic motivation is referring to motivation for behavior that is not interesting or perceived as relevant to one's values, which is the behavior is related to some particular, separable outcome.

3. Teacher motivation and teaching effectiveness

Supporting students to learn is the superordinate aim of school education. Apart from individual factors (e.g., students' cognitive abilities), the teacher is one of the most important determinants of students' performance. According to Carson & Chase (2009), "Teachers' motivation plays an important role in promoting a healthy teaching environment as teacher motivation is an essential component to enhance classroom effectiveness" (p.34). The learning outcomes are highly dependent on teachers' motivation. If they are motivated, their performance would be, undoubtedly, good, and will reflected, in return, to students' motivation as well (Butler & Shibaz, 2014; Han, Yin, & Wang, 2015; Kunter et al., 2008). Retelsdorf and Günther (2011) state that "the degree to which teachers promote students' comprehensive learning rather than surface learning might be taken as an indicator for instructional quality" (p. 1112). This quote shows that the comprehensive learning is of high value as opposed to surface learning because cultivating the first one would definitely equip students with the necessary skills to get motivated to handle their learning issues successfully.

III. METHODOLOGY

1. Research methods and data collection instruments

In order to provide answers to the research questions, the research design that will be adopted both is a quantitative research design). The quantitative data will be collected using an online questionnaire as it is an effective tool for collecting large amounts of numerical data considering that it is economical in terms of time and distribution. The questionnaire items targets the main research questions raised in the present study.

2. Data analysis tools

For the quantitative analysis, Google form is used to automatically extract the obtained results from the distributed online questionnaires. Charts and graphs will be used to present the results of the current study.

3. Sample and sampling procedure

The sample of this study includes teachers of high school who are randomly selected to take part in this study. Some students have also given importance in this study to see how motivated they are when their teachers are motivated as well.

IV. RESULTS AND DISCUSSION

1. Students' questionnaire answers.

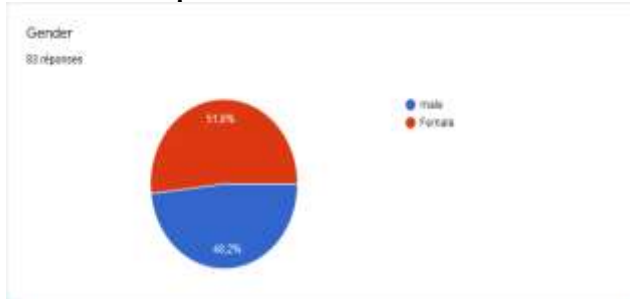


Fig. 1

The figure above represents the participants who took part in filling the questionnaire items, based on their gender. Surprisingly, and for although the questionnaire was posted online to random students of high school, the participation of Females and Males in the questionnaire is almost equal with a small difference of 3.6% in favor of females. So, 51.8% are females and 48.2% are males.

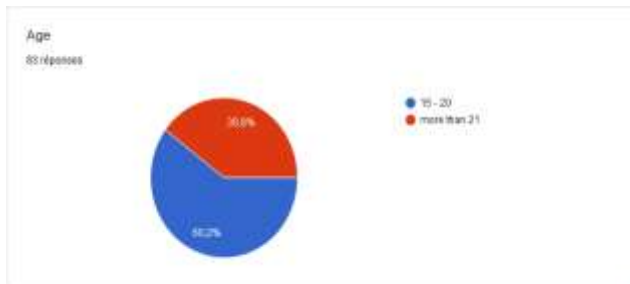


Fig. 2

Among demographic questions, the participants were asked about their age as well, a largest part of the population are aged between 15-20, represent 60.2% and the rest of students whose age is more than 21 represents a percentage of 39.8% of the whole sample.

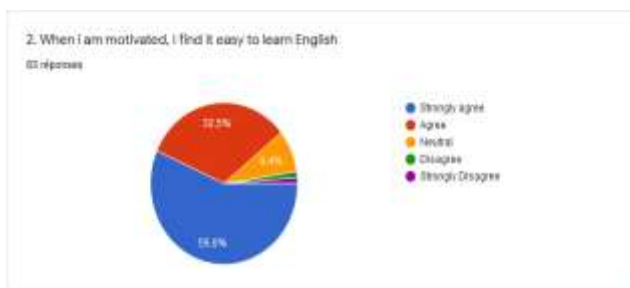


Fig. 3

The figure above shows respondent's responses to the item "When I get motivated, I find it easy to learn English". Participants had choices ranging from strongly agree to strongly disagree depending on how they find it easier to learn when they feel motivated. 56.6% of the respondents those who strongly agree, 23.5% agree, 8.4% chose neutral and only 2.5 represent both disagree and strongly disagree. Thus, the majority of students learn easier when they feel motivated.



Fig. 4

The figure above shows respondent's responses to the item "I get motivated when I see my teacher excited about teaching". Participants had choices ranging from strongly agree to strongly disagree depending on how they find it easier to learn when they feel motivated. 65.1% of the respondents those who strongly agree, 18.1% agree, 14.5% chose neutral and only 2.3 represent both disagree and strongly disagree. Thus, the majority of students get motivated when they feel that their teachers are excited to teach.

2. Teachers' questionnaire answers

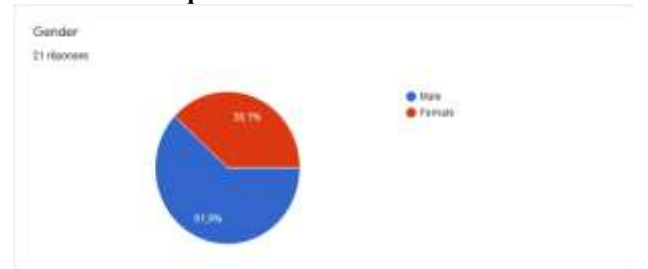


Fig. 5

The figure above represents the teachers' participants who took part in filling the questionnaire items, based on their gender. Surprisingly, and for although the questionnaire was posted online to random teachers of high school, the participation of males outperform the males' in the questionnaire with a small difference of 23.8% in favor of males. So, 38.1% are females and 61.9% are females.

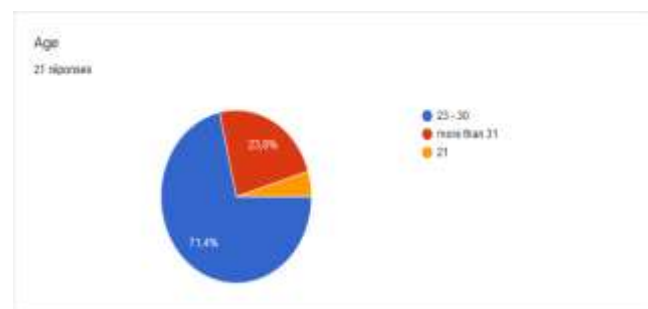


Fig. 6

Among demographic questions, the participants were asked about their age as well, a largest part of the population are aged between 23-30, representing 71.4% and the rest of students whose age is more than 31 represents a percentage of 23.8% of the whole sample.

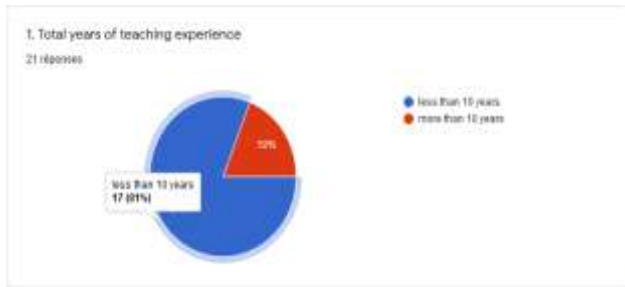


Fig. 7

This question is meant to get data about the total of teaching experience. The results shows that 19% of the sample is more than 10 years and 81% are less than 10 years. That is to say, the majority of teachers have less than 10 years of teaching experience.

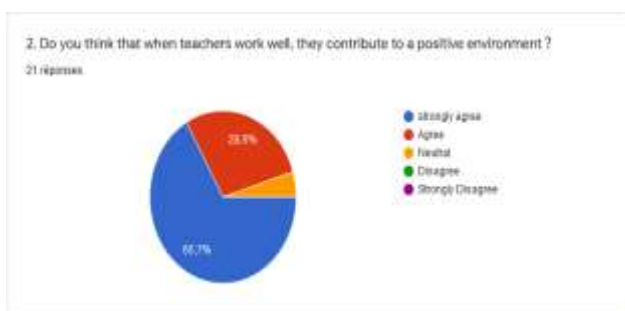


Fig. 8

The figure above shows respondents responses to the item “Do you think that when teachers work well that they contribute when they get to a positive environment”. A large amount of teachers with a 66,7% strongly agree to work well and creating a good and a positive environment to feel and to share a good energy between them ,And the 28.6% are also agree about the statement .

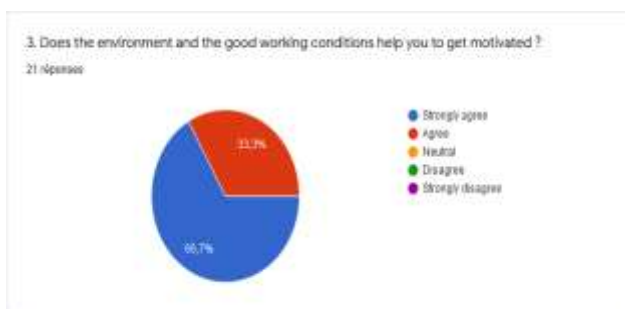


Fig. 9

The figure above shows respondents responses to the item “Does the environment and the good working conditions help you to get motivated”. Participants had choices ranging from strongly agree to agree and how they get motivated with the environment and the good working conditions .66,7% of the respondents those strongly agree, 33,3% are agree. Thus the majority of teachers need good conditions of working to get motivated.

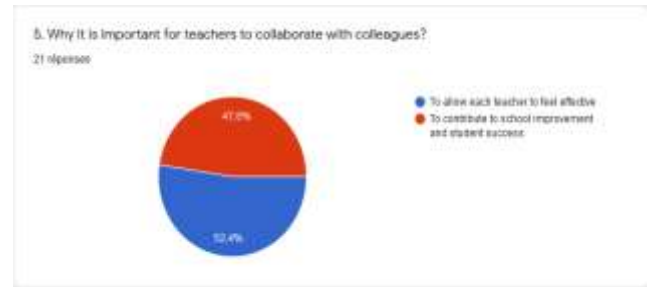


Fig. 10

The figure above is on respondents’ responses to the item “Why it is important for teachers to collaborate with colleagues». Participants had choices ranging from “To allow each teacher to feel effective” to “To contribute to school improvement and student success” depending on how they feel effective when they contribute to school improvement and student success .52,4% of to allow each teacher to feel effective , 47,6% of to contribute to school improvement and student success. Thus the majority of the teachers see the collaboration with colleagues is important to allow each teacher to feel effective.

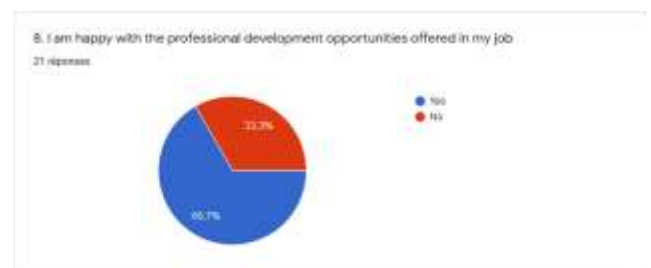


Fig. 11

The figure above shows respondents responses to the item “I am happy with the professional development opportunities offered in my job”. Participants had choices ranging from yes to no depending on how they are happy with the opportunities in their jobs. 66, 7% yes, 33, 3% chose no because they are not happy with the opportunities that are offered on their jobs .Thus the majority of teachers are happy with the conditions of their jobs.

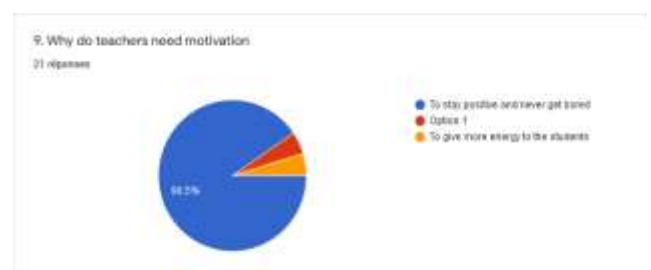


Fig. 12

The figure above shows respondents’ responses to the item “Why do teachers need motivation”. Participants had choices ranging from “ To stay positive and never get bored” to “ To give more energy to the students depending on how they need motivation in teaching English .90,5% all agree that teachers need motivation to stay positive and never get bored, 9,5 are about to give more energy to the

students. Thus the majority of teachers they want to stay positive and motivated.

V. CONCLUSION AND FUTURE SCOPE

The findings of this study on teachers' motivation seem promising as the obtained results reveal that teachers are driven by two kind of motivation. The first one shows that teachers of high schools who participated in this study are led by their desire to upgrade their social status. The second kind reveals that some teachers love the teaching job and claims that their dream was to become an ELT teacher. In the same respect, the results also reveal that having a good infrastructure motivated teachers to get excited about their teaching practices. For example, having ICT tools and clean classrooms boost their motivation to perform well in their profession. What further motivates EFL teachers is also students' learning achievement. The majority of teachers, in this study, claim that when students achieve the learning goals of the syllabus and get good scores, they automatically get more motivated to work in god manner.

Concerning the research questions that was meant to guide the research under investigation, the obtained results answered that. The first research question that deals with the sort of factors that motivate teachers to perform well is answered by the findings of the questionnaire. It was indicated that the majority agreed on the fact that the good environment and conditions of work do motivate them. In addition to that, professional development opportunities are also factors that contribute to their degree of motivation.

As to research question number two dealing with the factors that affect motivation, it has been found that teachers' collaboration is the most significant factor affecting teachers' degree of motivation. Indeed, when teachers get help from their colleagues, namely documents sharing, peer observation, and other collaboration forms, they undoubtedly feel motivated to keep excitement to perform well in their profession.

For the last research question on how teachers' motivation contributes to students' motivation, it has been found that there is a strong association between the two variables. That is to say, the majority of students say that they get motivated when they see their teachers excited and motivated. So, this indicator shows that there is a direct link between teachers' motivation and students' motivation.

The present study has revealed that teachers' motivation is of paramount importance for EFL teachers. The study has shown that teachers get motivated via different aspects, namely good environment and infrastructure are good enough for them. The obtained findings have also proven that teachers' motivation do impact students' motivation as well. The significance of this study lies in the fact that it touches upon a very crucial tissues within applied linguistics general and educational psychology in specific. The adoption of a quantitative research design, using the online questionnaire as a data collection technique helped in

getting statistics that confirmed and answered the research questions set for the present study. Thus, teachers' motivation is a variable that needs to be taken into account by stake holders in the field of ELT and language policy makers as well.

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