

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Kasdi Merbah Ouargla University
Faculty of Letters and Languages
Department of Letters and English Language



*Dissertation Submitted in partial fulfillment of the requirement of the
Master's Degree in field of English Language and Literature*

Specialty: Linguistics

***Investigating the Factors that Affect English as a Foreign
Language Teacher Motivation in Algerian Primary Schools:
The Case of Primary School Teachers of English in Touggourt***

Presented and publicly defended by

- ✓ *Messaoudi Ikram*
- ✓ *Moad Djazia Rania*

Supervised by

Dr. Badjadi Nour Elimane

Jury

Dr. Saigi	UKMO	Chair Person
Dr. Badjadi Nour Elimane	UKMO	Supervisor
Dr. Seddiki Yousra	UKMO	Examiner

Academic Year :2024

Dedication

*With all my love, I dedicate the fruit of my success and graduation to my beloved father, who supported me unconditionally and gave me without expecting anything in return, to the one who taught me that life is a struggle and its weapon is knowledge and awareness, my first supporter in my journey, my pillar, and my strength after Allah. **Today**, having achieved this milestone, I can't help but deeply miss him and feel the pain of his dear absence.*

To my lovely mother, who eased the hardships with her prayers. I dedicate this achievement, which would not have been possible without your sacrifices.

To those who were by my side and shared every moment of this journey, My dear Siblings.

To my beloved friend and binomial Djazia, I would like to express my deepest gratitude for your remarkable efforts and invaluable collaboration throughout this academic journey, thank you for believing in me and for always cheering me on.

To my dear colleague Abir, your encouragement and moral support. Your friendship has been a constant source of inspiration.

***This** accomplishment belongs to all of you, and **I** will carry your memory and support in **my heart** always*

Messaoudi Ikram

Dedication

*In the Name of **God**, the Most Gracious, the Most Merciful*

*Praise be to **God**, the Almighty, who has guided me to embark upon this scholarly journey. Through His grace and guidance, I have traversed the path of knowledge, completing this endeavor with gratitude and humility.*

*In the grand theater of academia, where ideas dance and knowledge reigns supreme, you are the maestros conducting the symphony of my scholarly pursuit. To my parents **Lilia and Chafik**, whose unwavering belief in my potential has been the bedrock upon which I've built my aspirations, I owe an immeasurable debt of gratitude. Your unwavering support has been the North Star guiding me through the labyrinth of academic challenges.*

*To my beloved brothers **Rami, Nazim** and sisters **Elina, Emma**, whose camaraderie and companionship have made this academic journey all the more enriching and enjoyable. Your encouragement and shared experiences have been a source of strength and inspiration.*

*To my revered grandparents, **Saida and Mohammed**, whose wisdom and guidance have been a guiding light in moments of uncertainty. Your legacy of resilience and determination has fueled my passion for knowledge and academic excellence.*

*To my cherished friends, **DJ, Mouna, chaima**, whose unwavering support and camaraderie have been a constant source of encouragement and motivation. Your presence in my life has enriched every aspect of this journey, making it all the more meaningful and fulfilling.*

*To my beloved friend, Binomial **Ikram** Your friendship is a treasure I hold dear. **Thank you** for your unwavering support and for always being there through thick and thin.*

*This dissertation is more than a culmination of academic rigor; it's a testament **to the love, support, and camaraderie** that have sculpted the contours of my academic odyssey. To each of you, I dedicate this work with boundless gratitude and a sense of awe for the profound impact you've had on my life.*

With heartfelt appreciation and a sense of wonder

ELDJAZIA RANIA MOAD

Acknowledgments

First, we would like to express our tremendous gratitude to ALLAH who has given us power, patience, and will to complete this modest research.

Our supervisor, Miss, Bedjadi Nour Elimane deserves special thanks. She helped us achieving this work through providing us with valuable advice, and devoting much of her time to guide us.

Special thanks go to the members of the jury who agreed to spend their time and effort to review and assess this work.

Our sincere thanks go out to the dedicated teachers of the Department of English for their invaluable teachings over the past five years. We are thankful to the students who participated in this study.

Abstract

This study examines factors influencing the motivation of English as a Foreign Language (EFL) teachers in Algerian primary education. Recognizing the link between motivated teachers and successful student outcomes, the research investigates how to cultivate a more inspiring teaching environment. Employing a mixed-methods approach, the study combines quantitative data from open-ended and closed-ended questionnaires with qualitative data from semi-structured interviews with twelve teachers from different primary schools in Touggourt. This comprehensive approach aims to provide a nuanced understanding of teacher motivation in the Algerian context. While the study reveals a diverse and passionate group of educators, it also identifies challenges such as workload and limited support. Importantly, the findings reveal key factors influencing teacher motivation, including supportive school environments and professional development opportunities. However, areas for improvement are highlighted, including the need for increased administrative support and professional development opportunities. By emphasizing the importance of teacher motivation, this study offers valuable insights for improving teaching practices and ultimately enhancing the learning experience of Algerian primary school EFL students.

Keywords: EFL Teacher, Teacher Motivation, intrinsic Motivation, external Motivation, self-determination theory, goal-orientation theory

List of abbreviation

EFL: ENGLISH AS FOREIGN LANGUAGE

ESL: ENGLISH AS SECOND LANGUAGE

EX: EXTRINSIC MOTIVATION

ICT: INFORMATION AND COMMUNICATION TECHNOLOGY

IM: INTRINSIC MOTIVATION

PMI: POWER MOTIVATION INVENTORY

SDT: SELF-DETERMINATION-THEORY

SLA: SECOND LANGUAGE ACQUISITION

SPSS: STATISTICAL PACKAGE FOR SCIENCE

TM: TEACHER MOTIVATION

List of figures

Figure 1.1: A taxonomy of human motivation.....	13
Figure 2.1: Teachers' Gender.....	36
Figure 2.2: Teachers' Highest Academic Qualification.....	37
Figure 2.3: Teachers' Age.....	38
Figure 2.4: Teachers' Experience in Teaching English.....	39
Figure 2.5: The Level of Administrative Support in School.....	40
Figure 2.6: Satisfaction with Teaching Role.....	41
Figure 2.7: Recognition and Appreciation for Work.....	42
Figure 2.8: Influence of Professional Development Opportunities on Motivation.....	43
Figure 2.9: Impact of Workload and Job Stress on Motivation.....	44
Figure 2.10: Perception of Curriculum Alignment with Student Needs.....	45
Figure 2.11: Experience of Demotivation as an English Teacher.....	46
Figure 2.12: Agreement with Statements on Reward Systems Affecting Motivation.....	47
Figure 2.13: Consideration of Leaving Teaching Position Due to the Low Motivation.....	48
Figure 2.14: Belief in the Positive Influence of Student Engagement on Motivation.....	49
Figure 2.15: Satisfaction with the Current Salary.....	50

List of Tables

Table 2.1: Teachers' Gender.....	35
Table 2.2: Teachers' Highest Academic Qualification.....	36
Table 2.3: Teachers' Age.....	37
Table 2.4: Teachers' Experience in Teaching English.....	38
Table 2.5: The Level of Administrative Support in School.....	39
Table 2.6: Satisfaction with Teaching Role.....	40
Table 2.7: Recognition and Appreciation for Work.....	41
Table 2.8: Influence of Professional Development Opportunities on Motivation.....	42
Table 2.9: Impact of Workload and Job Stress on Motivation.....	43
Table 2.10: Perception of Curriculum Alignment with Student Needs.....	44
Table 2.11: Experience of Demotivation as an English Teacher.....	45
Table 2.12: Agreement with Statements on Reward Systems Affecting Motivation.....	46
Table 2.13: Consideration of Leaving Teaching Position Due to the Low Motivation.....	47
Table 2.14: Belief in the Positive Influence of Student Engagement on Motivation.....	48
Table 2.15: Satisfaction with the Current Salary.....	49

Contents

Dedication.....	I
Acknowledgments.....	II
Abstract.....	III
List of abbreviation.....	VI
List of figures.....	V
General introduction.....	1
<u>1.</u> Research background.....	1
<u>2.</u> Statement of the Problem.....	2
<u>3.</u> The Significance of the Study.....	2
<u>4.</u> Research hypotheses.....	3
<u>5.</u> Research Methods.....	3
<u>6.</u> Structure of the dissertation.....	3
PART ONE: LITERATURE REVIEW	
CHAPRT ONE: EFL TEACHER MOTIVATION	
Introduction.....	5
1. Definitions of motivation.....	5
2.Theories of motivation.....	7
2.2. Goal orientation theory.....	8
3.3. Achievement motivation.....	10
3. 4. Social motivation.....	10
3.5. Autonomous motivation.....	11
3.6. Power motivation.....	11
4.Definitions of teacher motivation.....	13
4.1 English teacher motivation.....	15
4.1.1 Levels of English Teachers' Motivation and Their Impact on Student Learning.....	16
4.1.3 The Effect of Teachers' Motivation on Student Learning.....	19
5. Teacher demotivation.....	20
5.1. Recognizing demotivation in Education.....	20
5.2.1. Teaching Profession-Related Problems.....	21
5.2.2Curriculum-related problems.....	21
5.2.3Working conditions.....	22
5.2.4 Issues with students and parents.....	22
5.2.5 Communication problems and ideological discrimination.....	23

5.2.6. Physical environment-related problems	23
6. Factors that affect teacher motivation	24
6.1 Institutional factors (External)	24
6.1.1 Administrative support.....	24
6.1.2 Workload Pressures.....	24
6.1.3 Curriculum relevance	25
6.1.4 Student engagement and success	25
6.2 Personal factors (Internal)	25
6.2.1. Student Behavior	25
6.2.2 Living Conditions and Social Treatment	26
Conclusion	26
PART TWO: METHODOLOGY & RESULTS	
Introduction.....	29
2.1 Research Design.....	29
2.2 Research Participants	30
2.3 Research Instruments	30
2.4 Description of the Questionnaire	30
2.4.1 Administration of the Questionnaire	31
2.5 Interview Schedule.....	32
2.5.1 Description of the Interview.....	32
2.5.2 Administration of the Interview	33
2.6 Data Analysis	33
2.7 Results and Discussion.....	34
2.8 Results of the Interview	49
General Conclusion.....	54
Pedagogical implications	55
Limitations of the Study.....	58
References.....	59
Appendices.....	61
APPENDIX I: TEACHER'S QUESTIONNAIRE	61
APPENDIX II: INTERVIEW SCHEDULES FOR PRINCIPALS	64
Résumé.....	66
الملخص	

General introduction

General introduction

1. Research background

The importance of the English language in primary education cannot be overstated, given its pivotal role in shaping children's foundational learning. Proficiency in English at this early stage not only facilitates effective communication but also fosters the development of crucial academic and social skills. Acquiring language proficiency during these formative years lays a robust foundation for comprehending the world around students, enabling them to navigate subsequent educational challenges with confidence. English serves as a powerful tool for expressing ideas and facilitating meaningful communication, making it an indispensable element in the learning journey.

In recent years, the motivation of English language teachers in primary education has emerged as a critical factor in enhancing the quality of education. This research adopts an explanatory approach to delve into the challenges faced by educators in this context and to identify effective strategies for stimulating their motivation. Understanding and supporting the motivation of primary school English teachers have become imperative for improving educational quality, as highlighted by esteemed researchers such as Ryan and Deci (2000) and Vallerand and Thill (1993).

Motivation serves as a cornerstone for enhancing the performance of English language teachers, directly impacting teaching quality and inspiring students to achieve optimal educational outcomes. However, motivating educators in this context presents unique challenges, including time constraints and workload volume. Thus, there is a pressing need to implement strategies tailored to enhance motivation in primary school English teachers.

This investigation aims to shine a spotlight on the factors influencing the motivation of English as a Foreign Language (EFL) teachers in primary education, with the ultimate goal of

deducing methods to enhance educational performance. The research further seeks to provide practical, applicable benefits for educators, informing evidence-based educational decisions and ultimately enriching the learning experience for students in this crucial stage.

2. Statement of the Problem

The motivation of English language teachers in primary education is significantly affected by various challenges. These challenges stem from institutional factors, including insufficient administrative support, workload pressures, and growing demands, as well as personal factors like, student behavior, and conditions and social treatment. Moreover, the disparity between the prescribed curriculum and its practical implementation intensifies these difficulties, resulting in decreased motivation levels and diminished engagement in the teaching process. Therefore, it is imperative to comprehend the complex nature of these factors and their influence on teacher motivation in order to enhance EFL teaching and ultimately improve primary school students' development of the four skills.

3. The Significance of the Study

Since this study aims to address a critical need in the field of education by examining the factors influencing teacher motivation, specifically within English language education at the primary level. The findings of this study will make a number of contributions. By identifying the challenges faced by teachers and their impact on teaching effectiveness and student performance, our study seeks to offer practical and effective solutions to enhance teacher motivation. Ultimately, this research has the potential to inform educational policies and improve educational practices, thereby enriching the learning experience for students and benefitting society as a whole

4. Objectives of the study

The objectives of this study are:

1. To examine the levels of motivation among primary school EFL teachers.
2. To identify the factors influencing the motivation of primary English teachers.

5. Research Questions

To achieve the above objectives, the present study attempts to answer the following questions:

1. How do primary school EFL teachers perceive their levels of motivation?
2. What are the main institutional and personal factors influencing the motivation of English language teachers in primary education?

6. Research hypotheses

Based on the research questions stated above, we set the hypotheses as follows:

- * Teachers have varied levels of motivation.
- * Several institutional and personal factors differently influence the levels of motivation

7. Research Methods

Our research is based on a mixed method approach, which means we use both quantitative and qualitative methods. to collect and analyze data, this study will utilize questionnaire and interviews. On one hand, the questionnaires will be to English language teachers in primary education to gather quantitative data on the factors influencing their motivation. More particularly, the questionnaire includes items related to institutional factors (e.g. administrative support ,workload pressures)and personal factors (e.g. student Behavior, and Conditions and Social Treatment) affecting teaching motivation .On the other hand, interviews will provide deeper insights into teachers experiences, and perceptions regarding teacher motivation .These interviews will provide qualitative insights into the nuances of motivation factors and their perceived impact on teaching practices and student engagement. The qualitative data gathered from the interviews aim to complement the quantitative findings, offering a richer understanding of the complex interplay between various factors influencing teacher motivation.

8. Structure of the dissertation

The dissertation is organized into two chapters in the first chapter, we delve into the intricate realm of motivation, beginning with a general overview and delving into various theories and types. We then narrow our focus to teacher motivation, particularly within the context of English teaching. Emphasizing the pivotal role motivation plays in teaching and learning, we inspect its impact and the concerning issue of teacher demotivation. Additionally, we analyze the diverse factors influencing teacher motivation, both internal and external.

Chapter Two constitutes the core of this dissertation, focusing on the research methodology employed. It begins by outlining the research design, including details on the target population. The chapter then provides a comprehensive description of the research instruments utilized, encompassing both questionnaires and interviews, as well as their administration procedures. Subsequently, it delves into the data analysis methods employed. In conclusion, the chapter offers recommendations and suggestions derived from the research methodology employed, setting the stage for the subsequent chapters' analysis and discussion.

Part One: Literature review

Chapter one: EFL Teacher Motivation

Introduction

By exploring both motivation theory and its application to teachers, this chapter seeks to understand the underlying factors influencing teachers' motivation and their implications for effective teaching practices.

1. Definitions of motivation

Motivation is like the fuel that propels people towards reaching their goals, whether in academia or professional careers. It pushes individuals to set targets and strive hard to accomplish them, helping them overcome obstacles along the way. Ultimately, recognizing the importance of motivation can empower individuals to make the most of their abilities and succeed in their academic and professional endeavors. In this case, there are many linguistic concepts for the term motivation, and we have found them in a variety of sources. Dörnyei, and Ushioda, (2011, p.3) affirm that motivation is "what moves a person to make certain choices, to engage in action, to expend effort and persist in action". Likewise, according to Scheidecker and Freeman (1999, p.116) "Motivation is, without question, the most complex and challenging issue facing teachers today". However, Slavin (2003, p.329) state that motivation is "What gets you going, keeps you going, and determines where you are going to do". In other words, this quote underscores the fundamental elements that drive one towards success and shape their journey in life. Firstly, "what motivates you" encompasses the intrinsic or extrinsic factors that ignite a sense of purpose and determination, propelling individuals towards their goals. Secondly, "what sustains you" refers to the resilience and persistence required to overcome obstacles and setbacks along the way, ensuring continued progress towards the desired destination. Lastly, "and determines where you will go" highlights the significance of choices, decisions, and actions in charting the course of one's life, ultimately shaping their future outcomes and destinations. Moreover, Raymond Wlodkowski (1986) discusses the concept of motivation within the field of psychology stating:

“As a concept. Motivation is a bit of a beast. A powerfully influential and wide-ranging area of study in psychology, motivation at its core deals with why people behave as they do. But in terms of mutual understanding and tightly controlled boundaries of application, motivation roams the field of psychology with almost reckless abandon. There are over twenty internationally recognized theories of motivation with many opposing points of view,

differing experimental approaches, and continuing disagreement over proper terminology and problems of definition. . . . In the fields of instruction and learning this has led to some difficult problems - whom to believe, which theories to apply, and how to make sense out of this wealth of confusing possibilities. In general, instructors and trainers can find very few guidelines that suggest how to cohesively and consistently apply the most useful and practical elements from this extensive array of motivational information”. (p. 44-45)

Pinder (1998, p.11) believe that motivation is defined as «a set of energetic forces that originate both within and beyond an individual’s being to initiate behaviors. Mayer (2011, p.302) holds a similar opinion that motivation is “an internal state that initiates and maintains goal-directed behavior”. A similar acknowledgment declared by Dörnyei that motivation is an unseen force or abstract concept used to elucidate human behavior. It is directly linked to the human mind and derived by wants and desires rather than emotions (Dörnyei,2001).

As well said by David Scheidecker and William Freeman (1999, p.117)

“The real problem with motivation, of course, is that everyone is looking for a single and simple answer. Teachers search for that one pedagogy that, when exercised, will make all students want to do their homework, come in for after-school help, and score well on their tests and report cards. Unfortunately, and realistically, motivating students yesterday, today, and tomorrow will never be a singular or simplistic process”.

In addition,Martin Ford (1992, p.202) believes that “there are no magic motivational buttons that can be pushed to ‘make" people want to learn, work hard, and act in a responsible manner. Similarly, no one can be directly ``forced" to care about something. . . . Facilitation, not control, should be the guiding idea in attempts to motivate humans”. This means, the true motivation cannot be achieved through simplistic or coercive methods. People’s desire to learn, work hard, or act responsibly stems from individual values and interests that vary widely. Attempting to force someone to care about something or perform tasks usually results in resistance or disengagement. Instead, effective motivation involves creating supportive environments where individual feel empowered and inspired. This approach emphasizes facilitation over control, aiming to nurture intrinsic motivation by fostering autonomy, mastery, and purpose within individuals. Ultimately, motivation is a nuanced process that requires understanding and catering to individual drivers and aspirations.

2.Theories of motivation

Our views on why people think, feel, and behave as they do depend greatly on the theory of human behavior. Human behavior is intricate, and different theories offer diverse perspectives on interpreting and explaining it. In this case, we'll delve into various theories of human behavior, each shedding light on the motivations and processes that drive individuals and influence their interactions with the world. By exploring these theories, we aim to deepen our understanding of human behavior and the factors that shape it

2.1. Self-Determination theory

Self-Determination theory (SDT), a framework developed by psychologists Edward L. Deci and Richard M. Ryan, offers profound insights into human motivation and well-being. At its core, SDT focuses on understanding why individuals engage in certain behaviors and how these behaviors are motivated. One of the central tenets of SDT is the concept of intrinsic motivation, where individuals are driven to participate in activities for the sheer enjoyment and satisfaction they provide, rather than for external rewards or pressures. This intrinsic motivation is considered the most autonomous and self-determined form of motivation. Deci & Ryan (1985). In addition to that Ryan & Deci (2000) highlighted that SDT also recognizes various forms of extrinsic motivation, which range from more controlled. These include identified regulation (engaging in activities because they are personally valued), introjected regulation (engaging to avoid guilt or anxiety), external regulation (engaging for external rewards or to avoid punishment). Additionally, numerous studies and research findings support the principles of SDT across various domains, including education, work, sport, and healthcare. The groundbreaking contribution of Deci and Ryan, along with subsequent research, are essential references for SDT and its significance in enhancing human well-being in various settings. By acknowledging and supporting individuals' fundamental psychological needs for autonomy, competence, and relatedness, self-determination theory offers valuable guidance on how to foster internal motivation and create an environment conducive to optimal personal development and success. In other words, Self-Determination theory delves into understanding why people do what they do and how they can find motivation from within. It highlights three core needs: autonomy, competence, and relatedness, which are essential for individuals to flourish and find satisfaction. SDT underscores the importance of environments that empower individuals to make choices and have control over their actions, as these foster inner drive and well-being. By recognizing and nurturing these foundational psychological

needs, also it provides valuable guidance for cultivating motivation and nurturing environments conducive to personal development.

2.2. Goal orientation theory

Goal orientation theory, pioneered by Dweck and Leggett in 1988, examines how individuals' goal orientations influence their motivation, behavior, and performance. This theory distinguishes between two main types of goal orientations: mastery orientation and performance orientation. Mastery orientation, as described by Ames and Archer (1988), focuses on skill development, task mastery, and intrinsic growth, viewing challenges as opportunities for learning and improvement. Conversely, performance orientation, outlined by Dweck and Leggett (1988), centers on demonstrating abilities and outperforming others, often driven by external rewards and social comparison. Research by Elliot and Church (1997) underscores the impact of goal orientation on learning strategies and motivation processes, revealing that individuals with a mastery orientation are more likely to use adaptive learning strategies and experience intrinsic motivation. In contrast, those with a performance orientation may exhibit fear of failure, avoidance of challenging tasks, and reliance on extrinsic motivators. Additionally, Elliot and McGregor (2001) highlight the potential for maladaptive behaviors among individuals with a performance orientation, such as cheating or taking shortcuts to achieve desired outcomes. Educators can leverage goal orientation theory to tailor instructional strategies and support students' learning and development effectively. By fostering a mastery orientation and intrinsic motivation, educators can create learning environments that promote skill development, growth mindset, and resilience (Ames & Archer, 1988).

Goal orientation theory explores how individuals' attitudes toward their goals impact their motivation and behavior. It identifies two main types of orientations: mastery and performance. Mastery-oriented individuals focus on learning and improvement, seeing challenges as opportunities for growth. In contrast, performance-oriented individuals prioritize outperforming others and seeking external rewards. Research suggests that mastery-oriented individuals tend to use effective learning strategies and feel more intrinsically motivated. Educators can use this theory to tailor teaching approaches, fostering a mastery orientation and intrinsic motivation to promote student engagement and learning.

3.Motivation types

Motivation is the driving force behind our actions and behaviors, influencing everything from our everyday decisions to our long-term goals. There are various types of motivation that shape our actions and drive us towards specific outcomes. According to Deci&Ryan (1985) “we distinguish between different types of motivation based on the different reasons or goals that give rise to an action”. For them in Self-Determine theory, there are two types of motivation intrinsic and extrinsic.

3.1 Intrinsic motivation

Intrinsic motivation has emerged as an important phenomenon for educators- a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices. (Ryan & Stiller, 1991). This type of motivation arises from internal desires, such as enjoyment, curiosity, or personal satisfaction derived from performing a task or activity (Ryan, R.M., &Deci, E.L,2000).

Slavin (2006, p.336) state that "Classroom instruction should enhance intrinsic motivation as much as possible". This means, effective classroom teaching should focus on fostering students' innate curiosity and passion for learning, aiming to engage them deeply in the subject matter and make the leaning experience inherently rewarding. Besides, according to Williams &Burden (1997, p.136) said that intrinsic motivation is “doing something because the act of doing it is enjoyable in itself”. Also, Ryan&Deci (2000, p. 55) affirm that “Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable”. Noels (2001) identified intrinsic motivation into different categories. IM-Knowledge and IM-Accomplishment.IM-Knowledge pertains to the inherent desire to seek understanding, explore new ideas, and expand one's intellectual horizons purely for the joy of learning. On the other hand, IM-Accomplishment involves deriving intrinsic satisfaction from setting and achieving goals, overcoming challenges, and mastering new skills.

3.2 Extrinsic Motivation

Slavin (2005, p. 348) defined extrinsic motivation as “a reward that is external to the activity, such as recognition or good grade.” That is, extrinsic motivation can be linked to a puppeteer's strings, guiding our actions not by the joy they bring, but by the external rewards

they promise or the consequences they help us evade (Ryan & Deci,2000). They distinguished between four types of extrinsic motivation.

At the most basic level is external regulation, where individuals are motivated solely by EX rewards or the avoidance of punishment, it is considered the classic case of EX motivation. Delving deeper, introjections regulation involves internalizing external pressures or expectations, with motivation stemming from a desire to avoid guilt or seek approval from oneself or others. On a deeper level, identified regulation emerges when individuals recognize the value or importance of an activity and willingly engage in it, even if they don't inherently enjoy it. Finally, integration represents the pinnacle of extrinsic motivation, where individuals fully integrate the significance of an activity into their sense of self, aligning with their personal values, goals and identity.

3.3. Achievement motivation

Achievement motivation, as a fundamental aspects of human behavior, encompasses the inner drive and desire to excel, accomplish tasks, and reach goals (Elliot & Dweck, 2005).According to Vancouver & Day(2005) achievement motivation plays a crucial role in career development and professional success, as individual s with high levels of achievement motivation are more likely to set ambition goals, to pursue opportunities for advancement, and to demonstrate initiative and perseverance in their careers. Also, achievement motivation often involves the process of setting and pursuing specific goals. Goal-setting theory posits that setting clear, challenging, and attainable goals can enhance motivation, performance, and persistence (Locke & Latham, 2002). In addition, the work by Salkind (2008, p. 690) reveals that early theorists explained the need for achievement in terms of implicit and explicit motives: “Implicit motives (...) operate outside of conscious awareness, whereas explicit motives (...) are accessible to conscious awareness.”

3. 4. Social motivation

In Today's interconnected world, the importance of social motivation cannot be overstated. As outlined in psychological research, encompasses the innate drive or desire to engage in activities for the purpose of social connection, approval, affiliation, or belongingness (Baumeister & Leary, 1995). Moreover, Deci &Ryan (2000) assumed that studies have shown that social relationships play a pivotal role in shaping human behavior and motivation, with individuals motivated to seek social interaction and establish meaningful connection to fulfill their social needs. Social motivation as elucidated by Festinger (1954), is

linked to the process of social comparison wherein individuals gauge their own attributes, abilities, and achievements in comparison to those of others. This evaluative process not only shapes one's self-perception but also influences aspirations and goals. For instance, an individual may feel motivated to excel academically or professionally upon observing the achievements of their peers, thereby setting higher standards for themselves. Conversely, unfavorable social comparison may lead to feelings of inadequacy or demotivation. Thus, social comparison serves as a potent determinant of social motivation, driving individuals to strive for excellence and achievement in various domains of life.

3.5. Autonomous motivation

Autonomous motivation, a fundamental concept in self-determination theory, encapsulates the intrinsic drive to engage in activities for their inherent enjoyment and personal significance rather than external rewards or pressures. This type of motivation stems from the seminal work of Deci and Ryan, who find that individuals possess innate psychological needs for autonomy, competence, and relatedness. Autonomous motivation arises when these needs are met, fostering a sense of volition and self-endorsement in one's actions. Individuals driven by autonomous motivation perceive themselves as agents of their behavior, experiencing a deep sense of choice and ownership in their pursuits. Such motivation is characterized by sense of internal locus of causality, where individuals perceive their behavior as emanating from their authentic selves rather than being coerced or manipulated by external factors. Additionally, research within SDT has demonstrated that autonomous motivation leads to greater well-being, optimal performance, and sustained engagement across various domains, including education, work, and personal relationships. Furthermore, autonomous motivation is associated with higher levels of intrinsic satisfaction and vitality, as individuals experience a profound sense of fulfillment and meaning in their activities (Deci & Ryan, 1985).

3.6. Power motivation

Understanding power motivation, also known as the need for power, is crucial for comprehending individuals' desires to influence, control, or impact others and their environment. This concept, articulated by psychologist David McClelland in his influential work "The Achieving Society" (1961), sheds light on the underlying drivers of human behavior and interpersonal dynamics. McClelland's research suggests that power-motivated individuals often exhibit specific personality traits, such as assertiveness, ambition, and self-

confidence, which propel them towards seeking leadership roles and assertive decision-making positions. Additionally, the need for power is shaped by various factors, including upbringing, cultural background, and societal influences, which further influence an individual's motivations and behavioral tendencies. In other words, power motivation manifests in various aspects of life, impacting leadership styles, career paths, and social interactions. Individuals driven by power motivation are drawn to environments offering opportunities for advancement and recognition, where they can exercise authority and influence over others. However, while power motivation can drive individuals towards achieving ambitious goals and attaining success, it may also lead to interpersonal conflicts and ethical dilemmas, particularly when misaligned with organizational values.

McClelland's work underscores the significance of psychometric assessments, such as the Power Motivation Inventory (PMI), in quantifying and understanding power motivation levels among individuals. These assessments provide valuable insights for leadership research and motivation theory, facilitating a deeper understanding of the complex interplay between individual motivations and organizational dynamics (McClelland, D. C., 1961).

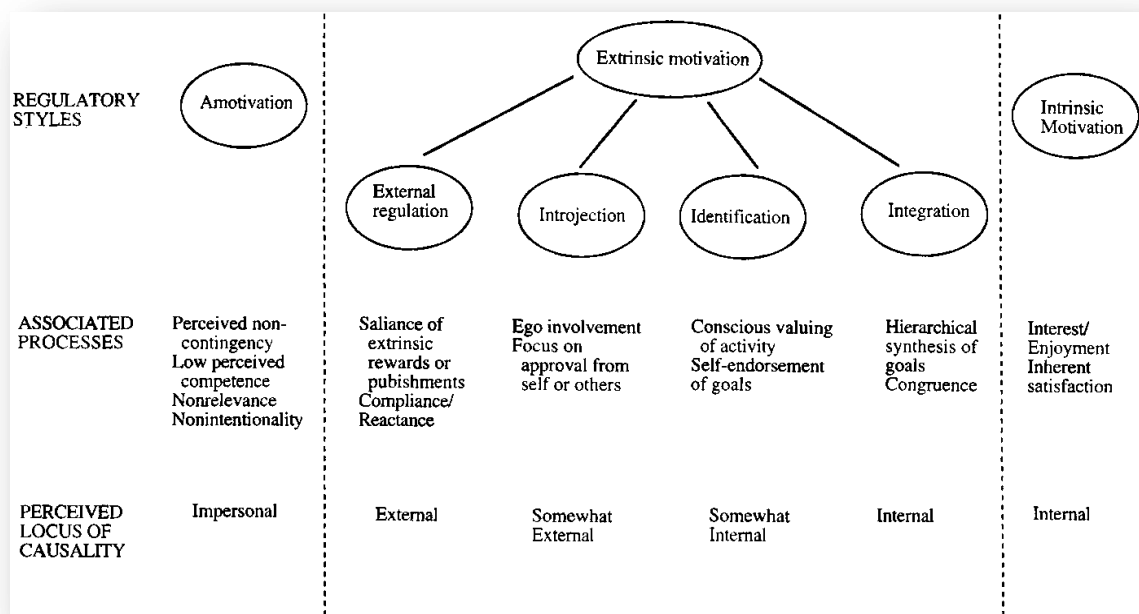


Figure 1.1 A taxonomy of human motivation

Richard M. Ryan and Edward L. Deci ,2000 Intrinsic and Extrinsic Motivation.

4. Definitions of teacher motivation

Teacher motivation is a complex construct shaped by internal and external factors influencing educators' commitment and engagement. Intrinsic motivators, such as a genuine love for teaching and a sense of purpose, intertwine with external incentives like recognition and professional development. Notably, researchers like Wentzel (2002) emphasize the role of social and environmental factors in understanding teacher motivation. Additionally, the work of Tschannen-Moran and Woolfolk Hoy (2001) underscores the significance of teacher efficacy and the impact of colleagues and school leadership on motivation. This holistic perspective enriches our comprehension of the diverse dimensions that contribute to and shape teacher motivation in primary school settings.

Teacher motivation encompasses the dynamic interplay of individual and environmental factors that drive educators to consistently invest energy and effort in their instructional roles. On a personal level, intrinsic motivation stems from a teacher's innate satisfaction in facilitating student learning, while extrinsic factors, such as professional recognition and supportive work conditions, contribute to external motivation. This multidimensional concept, as articulated by researchers like Vallerand (1997) and Maslow (1954), underscores the intricate balance between personal fulfillment and external incentives, shaping the commitment and enthusiasm teachers bring to their primary school classrooms. Also, TM is a prominent focus in mainstream education research, with recent studies delving into factors influencing new teachers' career choices, motivators and demotivators, the impact on teaching practices, the interplay with student motivation, and strategies for enhancing motivation (Addison & Brundrett, 2008; Dinham & Scott, 2000; Pelletier et al., 2002; Roth et al., 2007; Smithers & Robinson, 2003).

In Second Language Acquisition (SLA) research, teacher motivation significantly influences learner motivation, emphasizing the role of ESL/EFL teachers in fostering intrinsic motivation through various instructional strategies Guilloteaux & Dörnyei (2008, p. 52). The effectiveness of teachers in motivating students hinges on their own motivation levels (Atkinson, 2000; Bernaus et al., 2009; Guilloteaux & Dörnyei, 2008), as highlighted by Bernaus et al. (2009), stating, "teacher motivation is the most important variable" for successful strategy implementation (p. 29).

Defining teacher motivation is a complex endeavor, with various perspectives offered by scholars. It can be construed as the motivation teachers possess in their profession, akin to

work motivation (Hastings, 2012: 63), reflecting an individual's willingness to exert effort in work-related behaviors (Pinder, 2008; Deressa & Zeru, 2019). Teacher motivation encompasses intrinsic and extrinsic, as well as integrative and instrumental features (Igawa, 2009, p. 205). Dörnyei (2005, p. 157) suggests that general motivation models are applicable to describe teacher motivation, explaining why teachers choose the profession, how long they intend to stay, and the effort they invest.

Sinclair (2008, p. 80) aligns with this view, emphasizing that teacher motivation determines attraction to teaching, the duration of commitment, and engagement levels. Dörnyei (2005, p.157) outlines four components of teacher motivation: intrinsic elements, contextual factors at macro and micro levels, the temporal dimension focusing on lifelong commitment, and negative influences like stress and restricted autonomy. Other scholars like Dowson and McInerney (2003) and McInerney, Maher, and Dowson (2004) propose three dimensions: attraction, retention, and concentration in teaching.

In a Chinese context, scholars such as Zhong, Shen, and Xin (1999) describe teacher motivation as a psychological force propelling positive participation in teaching activities. Dong and Ji (2008, p.10) emphasize its role in continuous progress, dedication, attitudes, and behavior during teaching. Li (2011) associates teacher motivation with internal drive and needs, while Tang (2011) links it to the time and effort teachers invest in the teaching process (Michaelowa (2002: 5; Guajardo,2011: 6). The Chinese perspectives echo international research, focusing more on the teaching process than the career aspect.

Educational psychologists have presented various content and process theories to explore teacher motivation, often relying on Herzberg's (1959) motivation-hygiene theory in studies on teacher job satisfaction (Al Hashmi, 2004; Al-Maawali, 2003; Dinham and Scott, 2000; Kaiser, 1981; Nias, 1981). Despite extensive research, conclusive evidence regarding any distinction between subject and language teacher motivation remains elusive. In other words, motivating teachers is crucial for promoting learning and inspiring students. Understanding the factors that drive or demotivate teachers is essential, as motivated educators significantly contribute to student success. Research suggests a connection between teacher motivation and students' self-esteem, emphasizing the impactful role teachers play in shaping student motivation. Teachers, viewed as influential motivational figures, embody group conscience, symbolize unity, and serve as standards within the classroom.

In fostering learning and student motivation, teacher motivation is vital (Dörnyei, 2001; Menyhárt, 2008). Recognizing factors that drive or hinder teachers is crucial, as motivated educators significantly impact student achievement (Addison and Brundrett, 2008; Dörnyei, 2001; Menyhárt, 2008). Bishay (1996) identified a link between teacher motivation and students' self-esteem, underscoring the influence of teacher motivation on student well-being. Dörnyei (2001) persuasively contends that teachers wield substantial influence over students, making teacher motivation pivotal for student engagement. He asserts that teachers, as powerful motivational socializers, embody group conscience, symbolize unity, and set standards within the classroom (p. 35).

4.1 English teacher motivation

English teacher motivation is a critical factor in the success of both educators and their students. Motivated teachers bring enthusiasm, passion, and dedication to their classrooms, creating engaging learning environments that inspire students to excel. Research suggests that intrinsic factors, such as a genuine love for teaching and a desire to make a difference, play a significant role in driving English teacher motivation (Deci & Ryan, 2000). Additionally, extrinsic factors like administrative support, professional development opportunities, and recognition for their efforts can also influence teacher motivation (Kyriacou, 2001).

Studies have shown that English teachers who feel supported and valued by their school administration are more likely to be motivated and satisfied in their roles (Hargreaves & Fullan, 2012). However, collaborative learning communities where teachers can share ideas, resources, and support can enhance motivation by fostering a sense of belonging and camaraderie (Lieberman & Wood, 2003). Furthermore, Effective goal setting is another crucial aspect of English teacher motivation. By setting clear, achievable goals for themselves and their students, teachers can maintain focus and motivation throughout the academic year (Locke & Latham, 2002). Professional development opportunities tailored to English teaching can also invigorate teachers' passion for their subject and provide them with new skills and strategies to enhance their practice (Guskey, 2000). In other words, English teacher motivation significantly impacts instructional success and student performance. Intrinsic factors, such as a genuine love for teaching, and extrinsic elements like administrative support and recognition, play crucial roles in fostering teacher dedication. Studies highlight that teacher feeling supported by school administrations are more motivated and satisfied. Collaborative learning communities contribute to motivation by fostering a sense of

belonging. Effective goal setting and tailored professional development further enhance English teacher motivation, ensuring sustained focus and continual improvement.

4.1.1 Levels of English Teachers' Motivation and Their Impact on Student Learning

Understanding the various levels of motivation among English teachers is crucial, as it directly affects student learning outcomes in primary school settings. The motivation of teachers is influenced by a multitude of factors, ranging from intrinsic to extrinsic motivators, all of which play a significant role in shaping the quality of education provided to young learners.

In primary schools, where the foundation of language skills is laid, the motivation of English teachers holds particular importance. Research suggests that intrinsically motivated teachers, driven by a genuine passion for teaching and a desire to make a difference in their students' lives, are more likely to create engaging and interactive learning environments (Deci & Ryan, 1985). These teachers are enthusiastic about their subject matter and demonstrate a commitment to continuous improvement, which positively impacts student engagement and achievement. However, the motivation of English teachers in primary schools can also be influenced by external factors such as administrative support, professional development opportunities, and recognition from peers and supervisors (Eccles & Wigfield, 2002). Teachers who feel valued and supported by their school community are more likely to remain motivated and dedicated to their profession, leading to improved student learning outcomes. In addition to that, the organizational culture and leadership within primary schools play a crucial role in fostering teacher motivation. Schools that prioritize teacher well-being, provide opportunities for collaboration and growth, and celebrate the achievements of their educators create a conducive environment for fostering high levels of motivation among teachers (Ryan & Deci, 2017).

English language teaching relies heavily on the motivation and dedication of teachers, as their enthusiasm and commitment can significantly influence student learning outcomes. Understanding the various levels of motivation experienced by English teachers and their subsequent impact on student learning is crucial for enhancing educational practices and maximizing student success.

At the core of teacher motivation lies intrinsic factors, driven by a genuine passion for teaching and a desire to make a positive impact on students' lives (Deci & Ryan, 1985).

Teachers who are intrinsically motivated derive satisfaction from witnessing their students' progress and growth in language proficiency. Their enthusiasm and dedication create a dynamic and engaging learning environment that fosters student motivation and enthusiasm for learning English. In addition to intrinsic motivation, extrinsic factors also play a significant role in shaping teachers' levels of motivation in English language teaching. External incentives such as salary, recognition, and opportunities for professional development can impact teachers' job satisfaction and commitment to their profession (Eccles & Wigfield, 2002). Teachers who feel valued and supported by their institutions are more likely to be motivated and invested in their teaching, leading to positive outcomes for students.

Motivated teachers are more likely to employ effective instructional strategies, provide meaningful feedback, and create a supportive learning environment that meets the diverse needs of students (Ryan & Deci, 2017). Their enthusiasm and passion for teaching inspire students to engage actively in the learning process, leading to higher levels of motivation and achievement in English language proficiency. In this case, to enhance teacher motivation in English language teaching, it is essential to provide ongoing support and professional development opportunities that address both intrinsic and extrinsic factors. School leaders and policymakers must recognize the importance of fostering a positive work environment that values and celebrates the contributions of teachers. By investing in the professional growth and well-being of English teachers, educational institutions can promote a culture of excellence and continuous improvement that benefits both teachers and students alike.

To sum up, the levels of motivation among English teachers in primary schools have a direct impact on student learning outcomes. By understanding the factors influencing teacher motivation and implementing strategies to support and enhance teachers' motivation levels, primary schools can create enriching learning environments that promote student success. By understanding the complex interplay between intrinsic and extrinsic factors that drive teacher motivation, educators can develop strategies to support and empower teachers in their professional roles. Through collaborative efforts and a shared commitment to excellence, we can create learning environments that inspire students to achieve their full potential in English language proficiency.

4.1.2 The role of motivation in teaching and learning

In primary school education, motivation serves as a cornerstone for both teachers and students, shaping the dynamics of the learning environment and influencing academic outcomes. For teachers, intrinsic motivation, driven by a genuine passion for teaching and a desire to make a positive impact on young minds, fuels their commitment to providing high-quality education. Intrinsically motivated teachers are enthusiastic about their profession, continuously seeking ways to innovate and engage their students in meaningful learning experiences (Skaalvik & Skaalvik, 2017). Moreover, the motivation of primary school teachers is closely intertwined with student motivation and learning outcomes. Teachers who are intrinsically motivated create dynamic and interactive classrooms where students feel empowered to explore, question, and discover. By fostering a nurturing and supportive learning environment, these teachers inspire students to become active participants in their own education, leading to improved academic performance and a deeper understanding of the subject matter.

Ultimately, the role of motivation in teaching and learning extends beyond the individual classroom to encompass the entire school community. By prioritizing a positive school culture, effective educational leadership, and meaningful parent-school partnerships, primary schools can create an environment that fosters intrinsic motivation, promotes academic success, and cultivates a lifelong love of learning among students. Also, the role of motivation in teaching and learning is paramount, serving as a driving force that influences both educators and students alike. Motivation plays a crucial role in shaping the learning environment, fostering engagement, and enhancing the overall educational experience.

For teachers, motivation serves as the fuel that drives their passion for teaching and commitment to their profession. Intrinsically motivated teachers, who find fulfillment in the act of teaching itself and derive satisfaction from seeing their students succeed, are more likely to create dynamic and interactive learning environments (Deci & Ryan, 1985). Their enthusiasm and dedication inspire students to actively participate in the learning process, leading to improved academic performance and a deeper understanding of the subject matter.

Similarly, motivation plays a significant role in student learning outcomes. When students are motivated to learn, they are more likely to actively engage with the material, persist in the face of challenges, and strive for academic excellence. Intrinsic motivation,

driven by a genuine interest in the subject matter or a desire to achieve personal goals, is particularly effective in promoting deep learning and long-term retention of knowledge (Ryan & Deci, 2000). Moreover, extrinsic motivation, such as rewards or recognition, can also influence student engagement and performance, especially in the short term. However, intrinsic motivation is generally considered more sustainable and conducive to fostering a lifelong love of learning. In addition to its impact on individual educators and students, motivation also plays a crucial role in shaping the overall learning culture within educational institutions. Schools and classrooms that prioritize and cultivate motivation create environments where both teachers and students are empowered to reach their full potential.

In conclusion, the role of motivation in teaching and learning cannot be overstated. By understanding and harnessing the power of motivation, educators can create enriching learning experiences that inspire students to achieve their academic goals and cultivate a lifelong love of learning.

4.1.3 The Effect of Teachers' Motivation on Student Learning

The effect of teachers' motivation on student learning is profound and multifaceted, shaping the educational experience and academic outcomes of students in primary school settings. Motivated teachers are instrumental in creating engaging, supportive, and dynamic learning environments that foster student growth and success.

When teachers are intrinsically motivated, driven by a genuine passion for teaching and a desire to make a positive impact on their students' lives, they are more likely to employ effective instructional strategies, provide meaningful feedback, and cultivate a nurturing classroom atmosphere (Deci & Ryan, 1985). Intrinsically motivated teachers are enthusiastic about their subject matter, continuously seeking opportunities for professional growth, and demonstrating a commitment to their students' academic and personal development.

The enthusiasm and dedication of motivated teachers have a direct impact on student engagement, motivation, and achievement. Research suggests that students are more likely to be engaged in their learning and demonstrate higher levels of academic performance when they are taught by teachers who are passionate, knowledgeable, and invested in their success (Eccles & Wigfield, 2002). Motivated teachers inspire students to explore, question, and think critically, creating a stimulating learning environment that encourages curiosity and intellectual growth. Moreover, the influence of teachers' motivation extends beyond the classroom to encompass the overall school culture and learning community. Teachers who are

motivated and engaged in their profession contribute to a positive school climate characterized by collaboration, support, and mutual respect (Ryan & Deci, 2017). In such environments, students feel valued, supported, and empowered to take ownership of their learning, leading to improved academic outcomes and enhanced overall well-being.

In conclusion, the effect of teachers' motivation on student learning is significant and far-reaching. Motivated teachers play a central role in shaping the educational experiences of students, fostering engagement, motivation, and academic achievement. By recognizing the importance of teacher motivation and providing support and resources to enhance motivation levels, schools can create enriching learning environments that promote student success and prepare them for future academic and personal endeavors.

5. Teacher demotivation

Teacher demotivation refers to a state in which educators experience reduced enthusiasm, engagement, or satisfaction in their professional roles, leading to decreased effectiveness in teaching and diminished student outcomes. It can manifest in various ways, including feelings of burnout, disengagement, or disillusionment with the teaching profession. For instance, Kumazawa (2013) indicated that there was a wide gap between what teachers had expected and their real experiences in their job, which was a great source of demotivation for some teachers.

5.1. Recognizing demotivation in Education

Recognizing demotivation among educators is crucial for fostering a supportive and effective learning environment. Indicators such as changes in behavior, decreased job satisfaction, and observable emotional distress can signal underlying issues that need to be addressed (Skaalvik & Skaalvik, 2017). Educators experiencing demotivation may exhibit increased absenteeism, reduced participation in professional development activities, or diminished collaboration with colleagues. Furthermore, assessing levels of job satisfaction through surveys or interviews can provide valuable insights into educators' well-being and motivation (Ingersoll, 2003). Observing signs of emotional distress, such as irritability or withdrawal, can also help identify educators who may be struggling with demotivation (Hargreaves, 1998). Additionally, evaluating student outcomes, such as academic performance and behavior, can offer clues about the effectiveness of educators and potential issues with motivation. Creating supportive environments within educational communities,

promoting work-life balance, and providing avenues for professional development and emotional support are essential strategies for addressing demotivation among educators and ultimately improving student learning outcomes.

5.2. Navigating demotivating factors

Navigating demotivating factors in primary school education is crucial for maintaining the well-being and effectiveness of educators, as well as ensuring positive learning outcomes for young students. Demotivating factors can arise from various sources, including workload, lack of support, and insufficient recognition, and addressing them requires a proactive approach. Here, we explore key strategies for navigating demotivating factors in primary school settings.

- The following are the main factors that have negative effects on teachers:

5.2.1. Teaching Profession-Related Problems

Teaching profession-related problems encompass various challenges faced by educators in their professional roles. These can include the lack of adequate training. Teachers may feel demotivated if they haven't received sufficient training in effective teaching methodologies, classroom management techniques, or language instruction strategies. For instance, Farrell (2017) emphasizes the importance of reflective practice in ESL teacher development groups, highlighting the need for ongoing training to enhance teaching skills and address challenges effectively. Also, dealing with special needs students that educator may struggle to effectively teach English to students with special needs without proper support and resources, leading to feelings of frustration and demotivation. Marzano et al. (2003) discuss research-based strategies for classroom management, emphasizing the importance of tailored approaches to meet the diverse needs of students, including those with special needs.

5.2.2 Curriculum-related problems

Demotivation among EFL teachers can stem from issues within the curriculum itself. For example, if teaching materials are inadequate or outdated, teachers may struggle to deliver engaging lessons. Similarly, if central examination systems do not accurately assess students' abilities or are perceived as unfair, it can undermine teachers' confidence in the educational system.

Furthermore, inconsistencies and imbalances in course books can make it challenging for teachers to plan cohesive lessons, leading to frustration and demotivation.

Research by Marzano et al. (2003) emphasizes the importance of using research-based strategies in curriculum design to ensure that materials are engaging and effective for diverse learners. Additionally, Cheng and Tsui (2012) discuss the need for globalization and individualization in education, highlighting the importance of adapting curriculum frameworks to meet the needs of diverse student populations.

5.2.3 Working conditions

Demotivation often arises from unfavorable working conditions that place undue stress on teachers. Financial problems, such as low salaries or delayed payments, can impact teachers' morale and motivation. Additionally, heavy workloads and administrative duties can leave teachers feeling overwhelmed and undervalued. Moreover, difficulties in maintaining a healthy work-life balance and participating in social activities within the school community can further contribute to demotivation.

Research by Maslach and Leiter (2017) highlights the detrimental effects of burnout on educators, emphasizing the need for supportive working environments to prevent demotivation and promote teacher well-being. Furthermore, Grissom et al. (2003) discuss the relationship between working conditions and teacher retention, underscoring the importance of addressing issues such as workload and compensation to attract and retain qualified educators.

5.2.4. Issues with students and parents

Teacher demotivation can result from challenges in student behavior and parental involvement. For example, instances of violence or disruptive behavior in the classroom can create a negative learning environment, leading to frustration and demotivation for teachers. Similarly, if students lack motivation or display negative attitudes towards English learning, it can be disheartening for teachers. Moreover, when parents are disengaged or uninvolved in their children's education, it can hinder teachers' efforts to support student learning and development.

Additionally, Day and Gu (2014) discuss the impact of resilient teachers in challenging school environments, highlighting the need for support from both students and parents to promote teacher well-being and motivation.

5.2.5 Communication problems and ideological discrimination

Demotivation may arise from interpersonal challenges within the school community. Communication barriers among teachers can hinder collaboration and teamwork, leading to feelings of isolation and frustration. Additionally, if school administrators practice ideological discrimination or favoritism, it can undermine trust and confidence in the workplace, leading to demotivation among teachers who feel unfairly treated.

Research by Ball (2003) explores the concept of performativity in education and its impact on teacher morale, highlighting the need for transparent communication and equitable treatment within school systems. Furthermore, Day and Gu (2014) discuss the importance of building resilient teachers in challenging environments, emphasizing the role of supportive leadership and inclusive practices in promoting teacher motivation and well-being.

5.2.6. Physical environment-related problems

The physical learning environment can significantly impact teacher motivation. Overcrowded classrooms, excessive noise, and inadequate facilities can make it difficult for teachers to create an optimal learning environment. Furthermore, if the school climate is unsupportive of educational technology or fails to provide necessary resources, it can hinder teachers' ability to innovate and engage students effectively, leading to demotivation.

Research by Marzano et al. (2003) emphasizes the importance of a conducive learning environment in promoting student engagement and achievement, highlighting the need for adequate classroom resources and infrastructure. Additionally, Fullan (2007) discusses the role of school culture and climate in fostering innovation and improvement, underscoring the importance of supportive environments for both students and teachers.

In conclusion, EFL teachers face various challenges that can impact their motivation and effectiveness in the classroom. Teaching profession-related problems, such as inadequate training and stress management, can hinder teachers' ability to deliver engaging lessons. Curriculum-related issues, such as outdated materials and assessment methods, can further exacerbate demotivation. Moreover, unfavorable working conditions, including low salaries and heavy workloads, can contribute to feelings of frustration and burnout among educators. Additionally, difficulties in managing student behavior and fostering positive relationships with both students and parents can create additional stressors for teachers. Communication barriers and ideological discrimination within the school community can further undermine teacher morale. Furthermore, physical environment-related problems, such as overcrowded

classrooms and inadequate resources, can hinder teachers' ability to create an optimal learning environment. Addressing these challenges requires systemic changes, including ongoing professional development, supportive working environments, and collaborative efforts to improve school culture and resources.

6. Factors that affects teacher motivation

Teacher motivation is regarded as pivotal within the educational system, playing a significant role in shaping the quality of education and student success. However, comprehending the intricate interplay between institutional and personal factors influencing teacher motivation poses a considerable challenge.

6.1 Institutional factors (External)

6.1.1 Administrative support

Cruz and Gutierrez (2010) defined this factor as encompasses the assistance and guidance provided by school administrators, such as principals and department heads, to teachers within the educational institution. This support is characterized by supportive leadership practices, effective communication, and responsiveness to teachers' needs. When administrators demonstrate genuine care and appreciation for the contributions of teachers, it cultivates a sense of belonging and empowerment among the faculty. As a result, teachers feel valued and supported in their professional endeavors, leading to increased job satisfaction and commitment to their roles within the school community. Therefore, understanding the significance of administrative support in influencing teachers' motivation is essential for promoting a conducive and thriving educational environment in Algerian primary schools.

6.1.2 Workload Pressures

Teachers with a lot of work need encouragement to stay motivated and maintain professionalism while doing their job. As highlighted by Skaalvik (2017) Workload pressures refer to the numerous responsibilities and tasks that teachers are required to undertake in their professional roles. These tasks may include preparing lesson plans, grading assignments, and fulfilling administrative duties. When teachers are confronted with an excessive workload, it can lead to heightened stress levels and feelings of being overwhelmed. This, in turn, can negatively impact their motivation and job satisfaction, as they may struggle to balance their professional responsibilities with their personal well-being. However, addressing workload

pressures is crucial for maintaining teachers' motivation and overall well-being within the educational setting, ultimately contributing to a positive teaching and learning environment.

6.1.3 Curriculum relevance

This factor refers to the significance and appropriateness of educational content, objectives and materials in relation to students' backgrounds, interests, and future prospects. A relevant curriculum resonates with students, acknowledging their diverse experiences and preparing them for real-world challenges. It goes beyond mere knowledge transmission to foster critical thinking, problem-solving, and social-emotional skills.

Teachers' motivation and engagement are enhanced when they perceive the curriculum as meaningful and aligned with their students' needs (Riley & Bell, 2018). This means a relevant curriculum promotes a positive learning environment, where students feel empowered and motivated to actively engage in their education. Thus, ensuring curriculum relevance is crucial for cultivating teachers' enthusiasm and improving educational outcomes.

6.1.4 Student engagement and success

Teachers' motivation is not only shaped by internal factors but is also influenced by the engagement and success of their students. This means, when teachers have positive interactions with their students and witness their growth and accomplishments, it can significantly boost their satisfaction and enthusiasm for their work. This suggests that student engagement and success play a crucial role in fostering a supportive learning environment that nurtures both teacher and students' motivation to excel. As teachers observe their students' progress and achievements, it reinforces their sense of purpose and fulfillment in their profession, contributing to a positive cycle of professional development.

6.2 Personal factors (Internal)

6.2.1. Student Behavior

When students consistently demonstrate negative behaviors such as disengagement, disruption, or lack of discipline, it can serve as a significant demotivating factor for English language teachers. Moreover, if there exists substantial variation in the proficiency levels among students within the same class, it presents a formidable challenge for teachers to effectively address the diverse needs of all learners. This struggle to accommodate such disparities may ultimately diminish the teachers' sense of efficacy and enthusiasm, thereby impeding their motivation.

6.2.2 Living Conditions and Social Treatment

When confronted with unfavorable living conditions or subjected to adverse treatment due to their foreign status, teachers may experience a detrimental effect on their motivation and instructional effectiveness. Additionally, discrepancies between personal standards and the in actual circumstances, such as unmet professional needs, can lead to feelings of dissatisfaction and frustration among teachers. These misalignments may significantly impair their motivation and performance within the classroom environment. Such challenges underscore the importance of providing adequate support and resources to educators, enabling them to navigate and overcome these obstacles while maintaining their commitment to effective teaching practices.

Conclusion

In conclusion, this chapter delves into the multifaceted realm of motivation, elucidating its significance in guiding human actions and accomplishments. By dissecting motivation theory and its various types, a fundamental understanding of human behavior is established. Furthermore, the exploration of motivation within the context of English teachers in Primary schools' sheds light on the nuanced challenges they encounter and the profound impact motivation has on their roles. Through this exploration, this chapter lays the groundwork for comprehending the intricate interplay between motivation and effective teaching practices, with implications for enhancing educational outcomes in primary education settings.

Part Two:

Practical Part

Chapter Two:

Methodology & Results

Introduction

Having established a robust theoretical framework for understanding EFL teacher motivation in primary education, this chapter technically represents the practical phase of the dissertation. It aims at presenting the methodology adopted for building up this piece of research, which seeks to investigate the factors that affect English teacher motivation in primary school. Firstly, it describes the research design, study participants and the data collection instrument that have been chosen in this research. Next, it shows the data analysis and the discussion of the findings. All in all, the questionnaire and the interview data are analyzed, and discussed in a detailed formula further in the chapter.

2.1 Research Design

The present study is explanatory in nature with a sequential mixed-methods underlying approach. A sequential mixed methods procedure is that “in which the researcher seeks to elaborate on or expand on the findings of one method with another method.” (Creswell, 2009, p.31). Explanatory studies attempt to clarify why and how there is a relationship between two aspects of a situation or phenomenon. (Kumar, 2018). The primary purpose of explanatory research is to explain why phenomena occur and to predict future occurrences. Explanatory studies are characterized by research hypotheses that specify the nature and direction of the relationships between or among variables being studied. The goal of explanatory studies is often to generalize the results to the population from which the sample is selected.

Accordingly, in alignment with the study’s objectives, a combination of quantitative and qualitative methodologies was employed in this investigation. Hence, in the quantitative approach, researchers use measurable data and statistical analyses to investigate phenomena, aiming to quantify relationships and patterns. This approach is particularly useful for testing hypotheses, and making predictions based on numerical evidence. However, in the qualitative approach, researchers delve into the richness and depth of human experiences and behaviors. They use flexible and open-ended methods to gather data, allowing for in-depth exploration of topics and the generation of new hypotheses (Creswell, 2014). Additionally, through the mixed methods approach, researchers leverage the strengths of both quantitative and qualitative methodologies to address research questions from multiple angles. Denscombe (2010, p. 150) Although implementing a mixed-method study can increase the time or cost of the research project and also requires the researcher to develop research skills related to more than one method, this research strategy allows the researchers to grasp a “more comprehensive account of the thing being researched”. Therefore, the present study uses an

explanatory approach to achieve its aim of examining the factors affecting English teachers' motivation, using a variety of survey questions.

2.2 Research Participants

The population under study encompasses primary school educators actively engaged in instructional roles within a specified geographical area or administrative district, exemplified by Touggourt. The participants are typically tasked with facilitating the educational development of students at the primary level in terms of English language as a school subject. The current study encompasses a carefully selected sample of 12 primary school English as a foreign language (EFL) teacher, chosen to actively engage in the research process. Data collection methods include the utilization of electronically administered questionnaires via Google Forms online, alongside conducting comprehensive online interviews. These meticulous procedures aim to ensure the depth and breadth of data collection. The identified educators serve as the cornerstone cohort for the expansive investigation into the multifaceted factors that impact EFL teachers' motivation within the primary school setting.

2.3 Research Instruments

The utilization of two distinct yet complementary instruments, namely questionnaires and interviews, underscores a comprehensive approach to data collection in this research endeavor. Questionnaires afford a structured framework for gathering quantitative insights, facilitating standardized responses across participants. Meanwhile, interviews offer a qualitative dimension, fostering rich discourse and nuanced perspectives on the research topic. By employing both instruments, this study aims to triangulate data sources, enriching the depth and breadth of analysis while ensuring a holistic understanding of the phenomena under investigation.

2.4 Description of the Questionnaire

A questionnaire, as delineated by Babbie (2016), constitutes a fundamental instrument in the realm of social science research, designed meticulously to systematically collect data from participants through a structured set of inquiries. Questionnaire enable researchers to gather quantitative data from a sample, facilitating the analysis of patterns or trends within the data. Similarly, according to Leedy and Ormrod (2015), a questionnaire is crafted with precision to serve as a methodical instrument for empirical inquiry, offering researchers the means to efficiently gather quantitative data through written inquiries. Recognized as an

indispensable component of the research process, questionnaires provide researchers with a mechanism to gather and analyze data rigorously.

The questionnaire used in the present study consists of close-ended questions and open-ended (see appendix 1). Both closed-ended and open-ended questions, as outlined by Dillman et al. (2014), serve distinct purposes in research and inquiry. Closed-ended questions are particularly adept at describing attributes, beliefs, or attitudes with precision, as their predetermined response options facilitate clear and objective analysis. On the other hand, open-ended questions offer a platform for deeper exploration and understanding, encouraging respondents to provide nuanced and multifaceted responses. While closed-ended questions provide straightforward data analysis, open-ended questions yield richer insights, albeit with a greater need for subjective interpretation during analysis.

The current survey comprises questions with predetermined response options. Moreover, the close-ended questions used in the present study use a Likert scale, which consists of five points: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree. “The Likert scale is one of the most frequently used methods for the measurement of social attitude. ‘The method of summated ratings’ developed by Likert in 1932” (Singh, 2006, p.207). However, in the open-ended question, respondents are encouraged to provide a paragraph-length response.

Section One: It contains four questions about the Demographics and Background Information of teachers.

Section Two: It contains five questions related to Perception of School Environment and Support.

Section Three: It consists of four questions about Curriculum and Teaching Experience.

Section Four: It consists of one question about Teacher Motivation and Student Engagement.

Section Five: It includes of three questions concerning Compensation and Personal Experience.

2.4.1 Administration of the Questionnaire

The questionnaire was sent via Google forms online to EFL teachers of several primary schools. The participants were asked to fill in the questionnaire by choosing the appropriate option. Only 12 participants responded to Google forms online and sent their answers.

2.5 Interview Schedule

Interview schedules, as delineated by Patton (2015) and Rubin and Rubin (2012), represent meticulously structured instruments utilized in qualitative research to systematically gather data through face-to-face or virtual interactions with participants. Patton (2015) describes interview schedules as carefully designed protocols comprising a predetermined set of open-ended questions, prompts, and probes aimed at eliciting detailed and nuanced responses from interviewees. These schedules serve as frameworks for guiding the flow of the interview, ensuring consistency and comprehensiveness in data collection while allowing flexibility for exploratory discussions. Similarly, Rubin and Rubin (2012) emphasize the role of interview schedules as structured guides for conducting in-depth interviews. Crafted with precision, these schedules provide researchers with a roadmap for the interview process, facilitating the exploration of complex topics and the generation of rich qualitative data. By adhering to the principles of systematic inquiry and reflexivity, interview schedules empower researchers to capture the depth and richness of participants' experiences, contributing to a deeper understanding of the phenomena under investigation.

2.5.1 Description of the Interview

The second instrument used in this study is the interview (see appendix 2). Accordingly, there are several types of interviews depending on whether the questions are controlled in advance by the researcher or not. In the present study, this interview is designed to be a semi-structured interview focusing on understanding the motivations, challenges, and impact of motivation on teaching practices among English teachers in Algerian primary schools. The questions are designed to gather detailed insights into the factors influencing motivation, the relationship between motivation and teaching practices, and the broader context of the school environment.

The questions in **Section One** (Q1-Q4-Q6) The aim of this section is to understand what motivates English teachers in Algerian primary schools and identify the main factors influencing their motivation. (**Motivation as an English Teacher**).

The questions in **Section two**(Q2-Q5) The aim of this section is to define motivation in the context of teaching practices, explore the impact of external factors on teachers' motivation, and understand how the work environment influences motivation. (**Definition and Impact of Motivation**).

The questions in **Section three** (Q7-Q9-Q10) are aimed to examine how teachers' motivation influences their choice of teaching methods and approaches and assess its impact on students' learning outcomes. (**School Environment and Culture**).

The eighth question (Q8) in **Section four** seeks to understand the overall culture and atmosphere of schools in Algeria and explore how it affects English teachers' motivation and morale. (**School Environment and Culture**).

The question twelve (Q12) in **section five** is concerned with understanding English teachers' personal experiences of demotivation in their roles and their implications for teaching practices and student outcomes. (**Personal Experience and Reflection**).

2.5.2 Administration of the Interview

The interview was administered online via Google Forms to 12 EFL teachers in Algerian primary schools, specifically in Touggourt district. Teachers responded to the interview just after the collection and the analysis of the questionnaire's responses. It consists of 12 questions that were designed to provide their insights and experiences that are richer than the questionnaire questions. The structured format ensured consistency in data collection, while the online platform facilitated convenient participation and data recording. Ethical considerations regarding consent, confidentiality, and data usage were upheld throughout the process.

2.6 Data Analysis

Quantitative data (Questionnaire): the data is analyzed using the Statistical Package for Social Sciences (**SPSS**) to identify trends, correlations between motivational factors, and potentially segment teacher responses based on demographics or school contexts.

Qualitative data (Interviews): the data are interpreted using thematic analysis of interview transcripts to identify key themes and narratives related to teacher motivation.

2.7 Results and Discussion

Question01: Teachers 'gender.

Gender	Number	%
Male	5	42
Female	7	58
Total	12	100

Table 1: Teachers' Gender

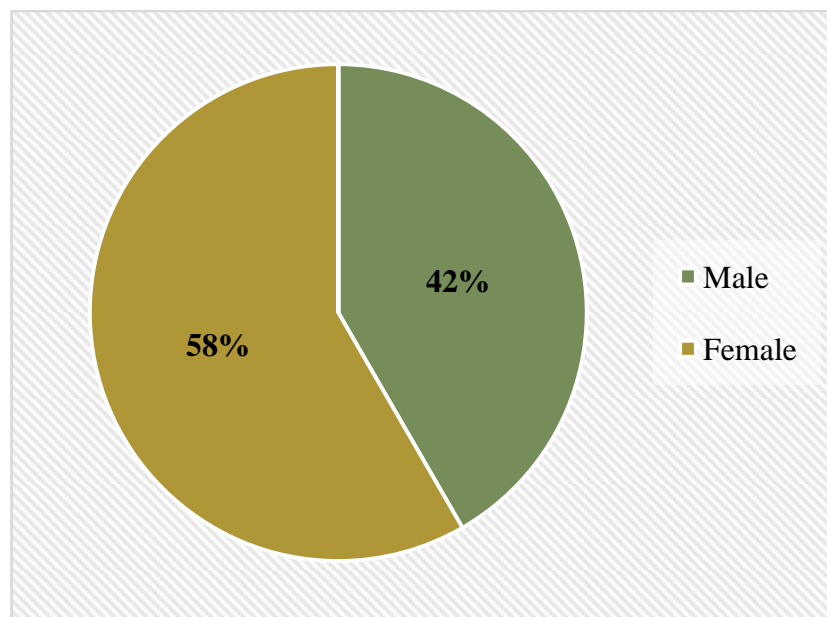


Figure 1: Teachers' Gender

The participants are EFL teachers at primary schools in Touggourt. The respondents were asked to indicate their gender. As shown in Figure 1, (58%) of those participants are female whereas (42%) are males.

Question 2: Teachers highest academic qualifications.

Qualifications	Number	%
Bachelor's degree	2	17
Master degree	9	75
Another diploma	1	8
Total	12	100

Table 2: Teachers' Highest Academic Qualification

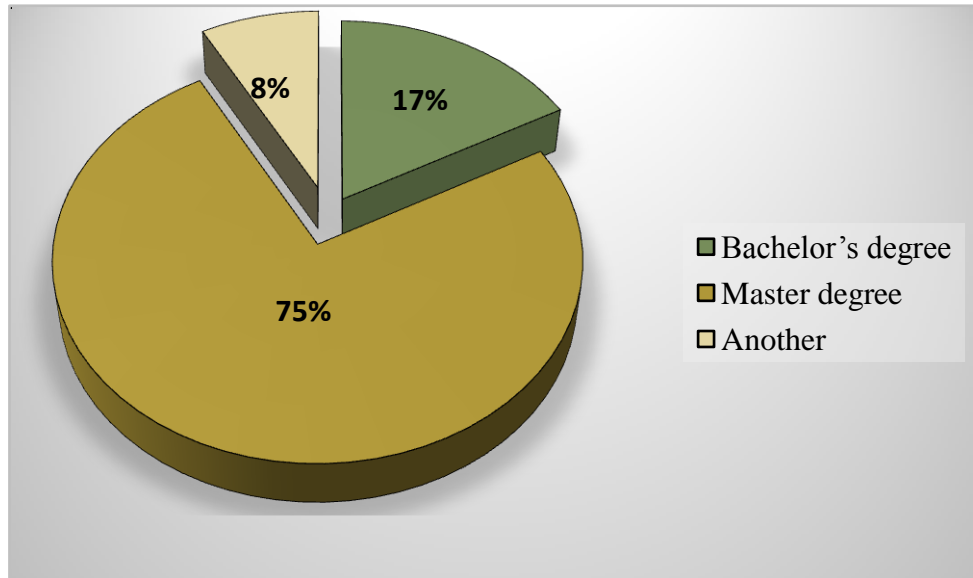


Figure2: Teachers' Highest Academic Qualification

According to the study, 17% of the participants identified as Teachers with a Bachelor's degree in education, while the majority, constituting 75%, held a Master's degree in education. Additionally, 8% of the Teachers reported possessing a degree outside the field of education.

Question 3: Teachers' age.

Age	Number	%
Less than 25	2	17
25-35	4	33
More than 35	2	17
Total	12	100

Table 3: Teachers' Age

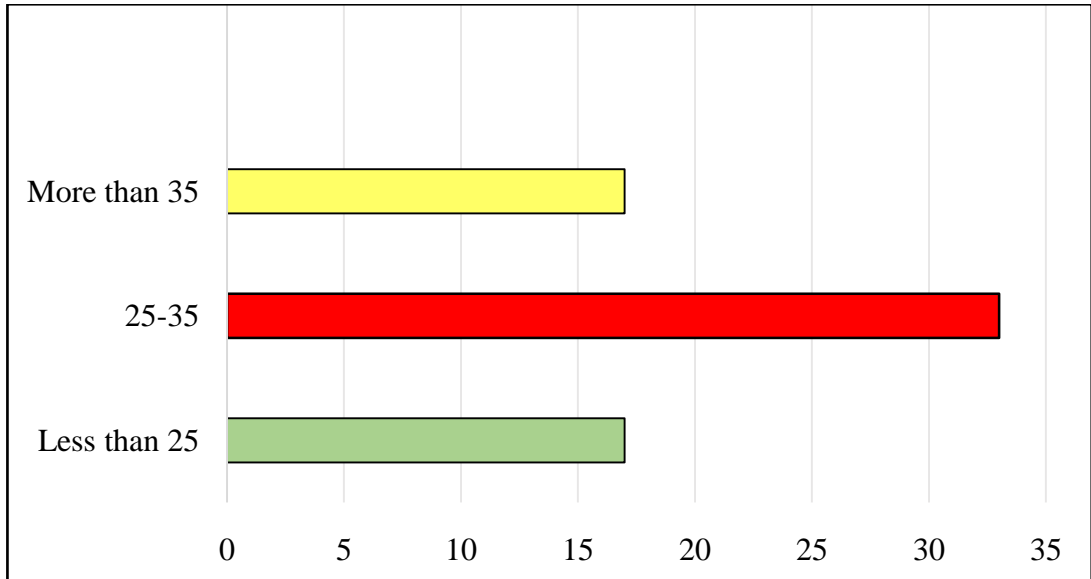


Figure 3: Teachers' Age

According to the results in figure 3, the study indicates that 33% of teachers are aged between 25-35 years while 17% of them are less than 25 and 17% are more than 35 years old.

Question 4: Teachers' experience in teaching English.

Years	Number	%
Less than 1	8	67
More than 1	4	33
Total	12	100

Table 4: Teachers' Experience in Teaching English

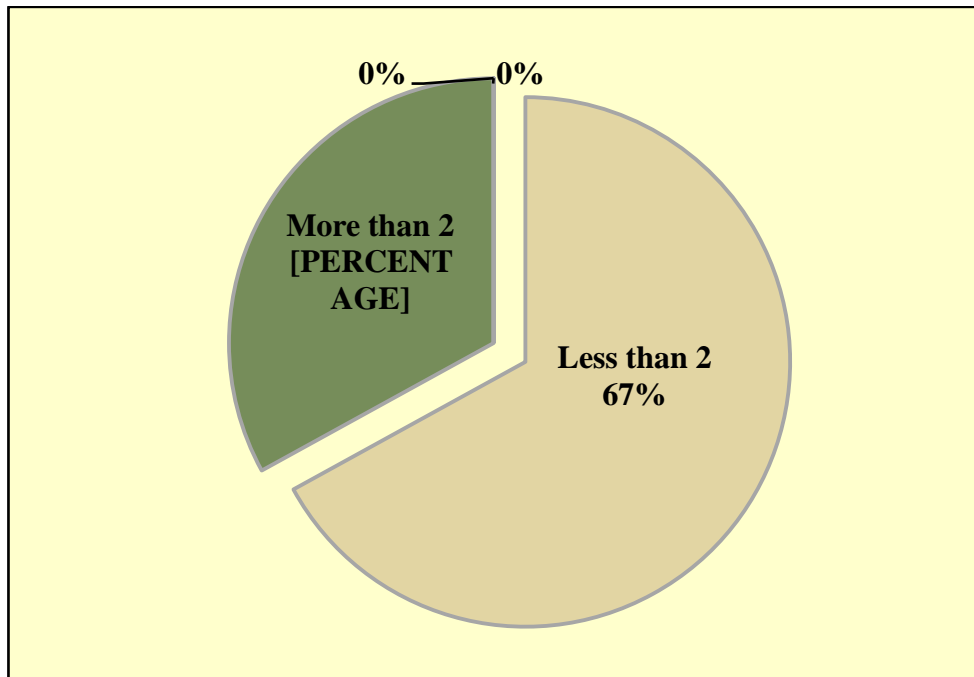


Figure 4: Teachers' Experience in Teaching English

According to the results in the figures 5, In the provided data, 67% of teachers having less than 2 years of experience suggests a youthful workforce, potentially indicating recent hires or high turnover. Meanwhile, the 33% with more than 2 years of experience offer stability and mentoring opportunities. This distribution implies a need for robust training programs and the potential for fresh perspectives within the institution.

Section two: Perception of School Environment and Support.

Question 5: How would you rate the level of administrative support in your school?

Level	Number	%
High	4	33
Low	8	67
Total	12	100

Table 5: The Level of Administrative Support in School

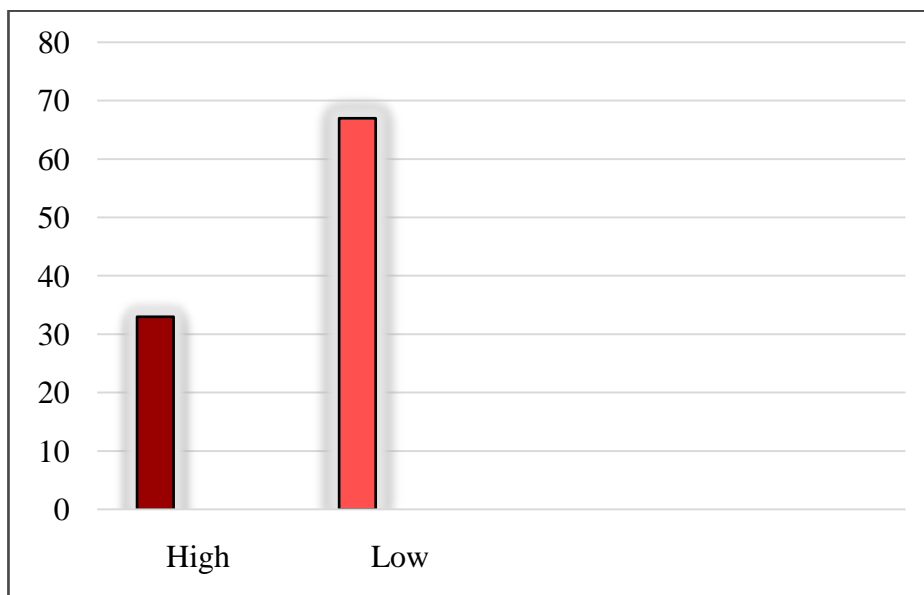


Figure5: The Level of Administrative Support in School

According to the results in the figures 5, the study indicates that most of the participants 8T (67%) perceive the level of administrative support as low. The rest of respondents 4T (33%) perceive the levels of the administrative support provided by their schools as high. Meanwhile, no respondents selected 'average'.

Question 6: Satisfaction with teaching role.

Options	Number	%
Dissatisfied	0	0
Satisfied	0	0
Neutral	0	0
Very satisfied	12	100
Total	12	100

Table 6: Satisfaction with Teaching Role.

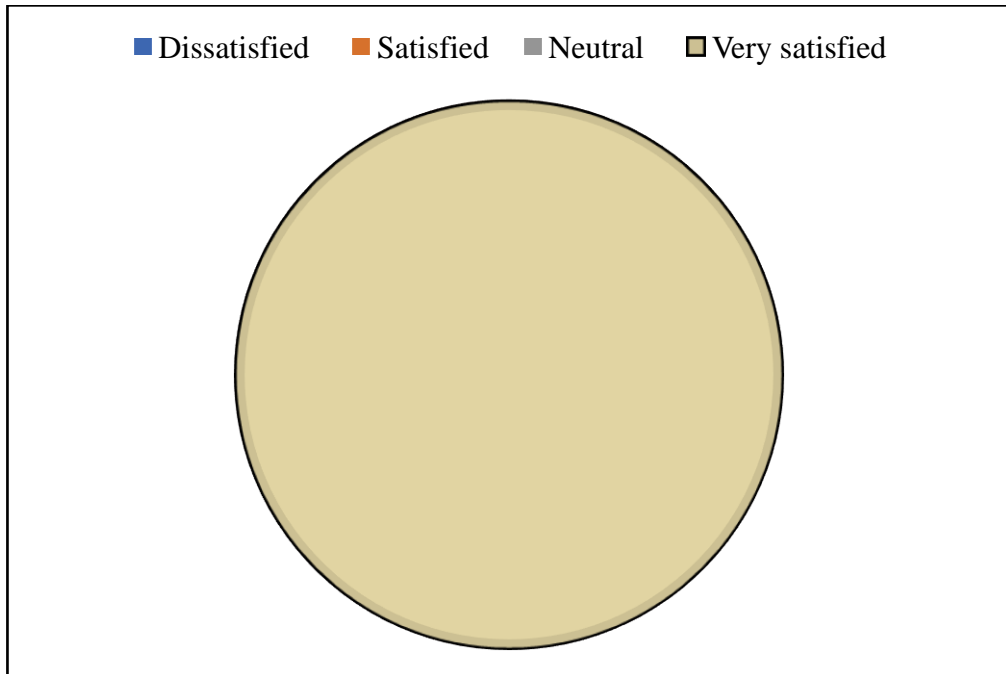


Figure 6: Satisfaction with Teaching Role.

According to the results in figure 6, the study indicates that all of participants are very satisfied with their teaching role as English teachers.

Question 7: Recognition and appreciation for work.

Options	Number	%
Always	5	42
Often	6	50
Occasionally	1	8
Total	12	100

Table 7: Recognition and Appreciation for Work.3

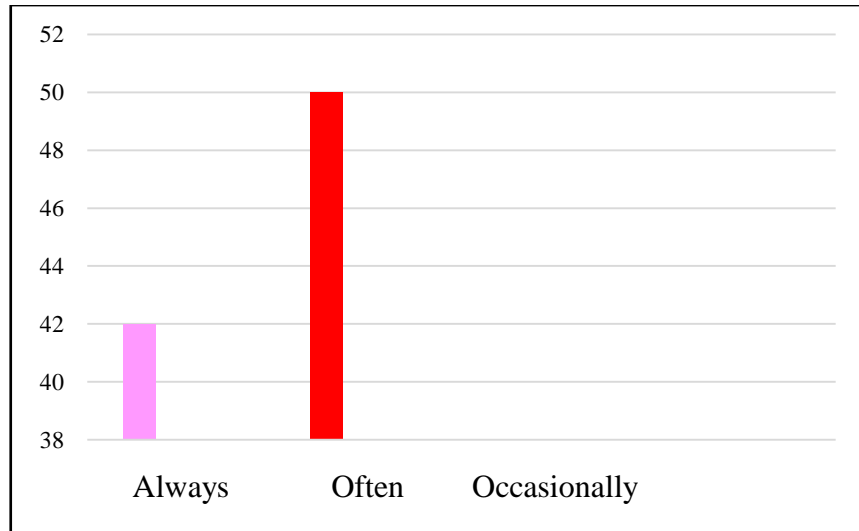


Figure7: Recognition and Appreciation for Work.

The responses revealed varying degrees of perceived recognition and appreciation, as shown in figure (7), (50%) of participants indicated that they often feel recognized and appreciated for their work. A smaller percentage, (8%) of participants, reported feeling occasionally recognized and appreciated. The largest portion of respondents, comprising (42%), stated that they always feel -recognized and appreciated for their work.

Question 8: Influence of Professional development opportunities on motivation.

Options	Number	%
Neutral	4	33
Some influence	7	58
Little influence	1	8
Total	12	100

Table 8 : Influence of Professional Development Opportunities on Motivation.

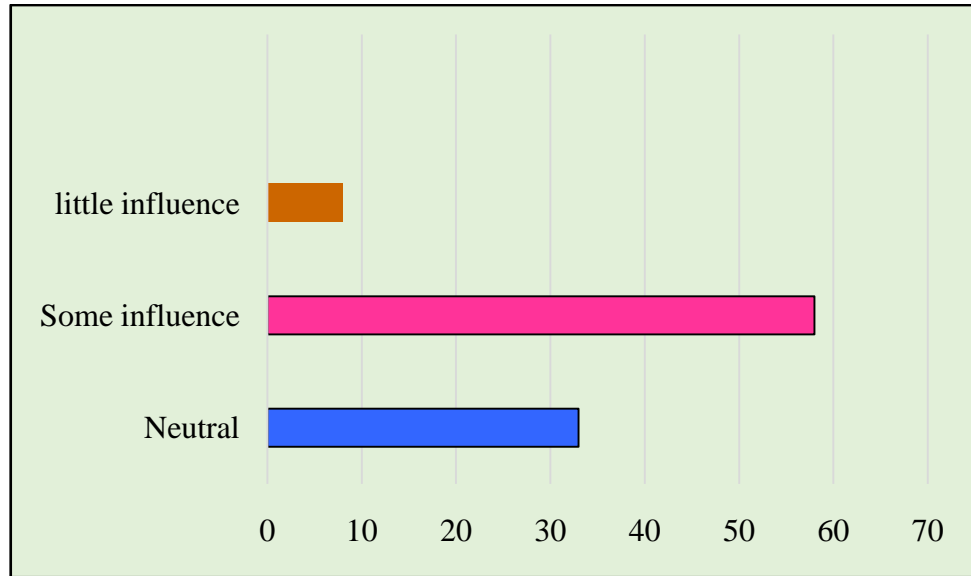


Figure8: Influence of Professional Development Opportunities on Motivation.

The findings of the study indicate that the majority of teachers surveyed (58%) feel at least somewhat influenced by opportunities for professional development and growth. However, a substantial portion (33%) reported a neutral stance and a smaller percentage (8%) expressed little to no influence from professional development opportunities

Question 9: Impact of workload and job stress on motivation.

Options	Number	%
Positive	6	50
Neutral	3	25
Negative	3	25
Total	12	100

Table 9: Impact of Workload and Job Stress on Motivation.

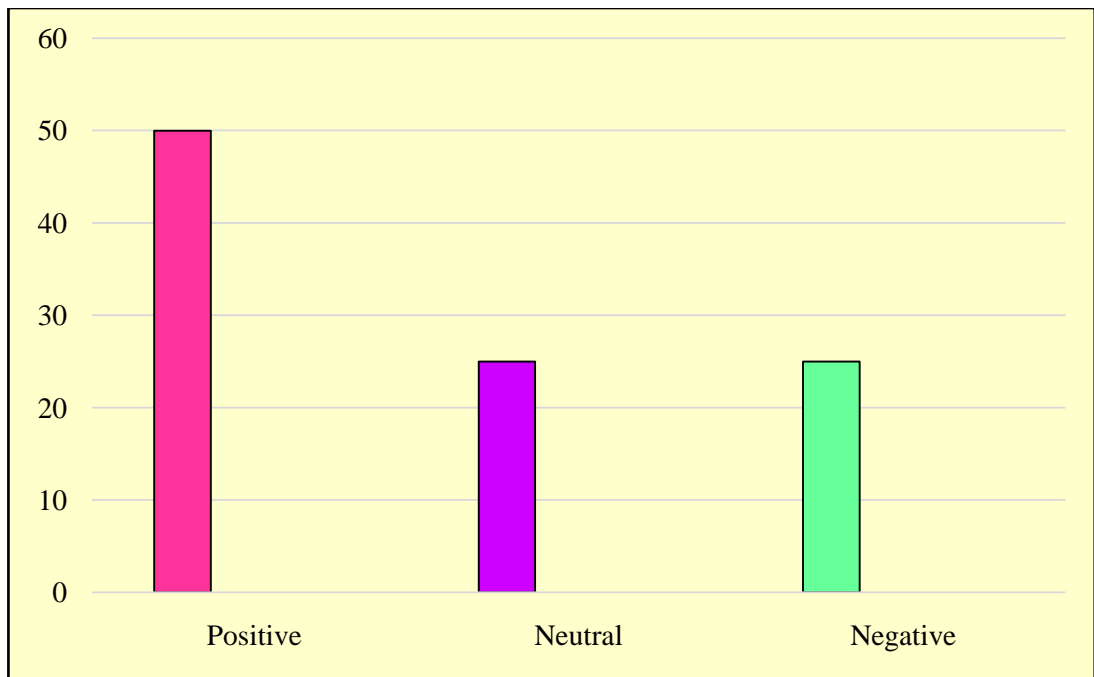


Figure 9: Impact of Workload and Job Stress on Motivation.

The survey reveals varied perspectives. While 50% of teachers view these factors positively, suggesting resilience and adaptability, 25% of the responses feel very neutral, indicating a balanced perception, and another 25% of participants report a negative impact, highlighting the need for support.

Section 3: Curriculum and Teaching Experience.

Question 10: Perception of curriculum alignment with student needs.

Options	Number	%
Not at all	8	67
Somewhat	2	17
Very much	2	17
Total	12	100

Table 10: Perception of Curriculum Alignment with Student Needs.

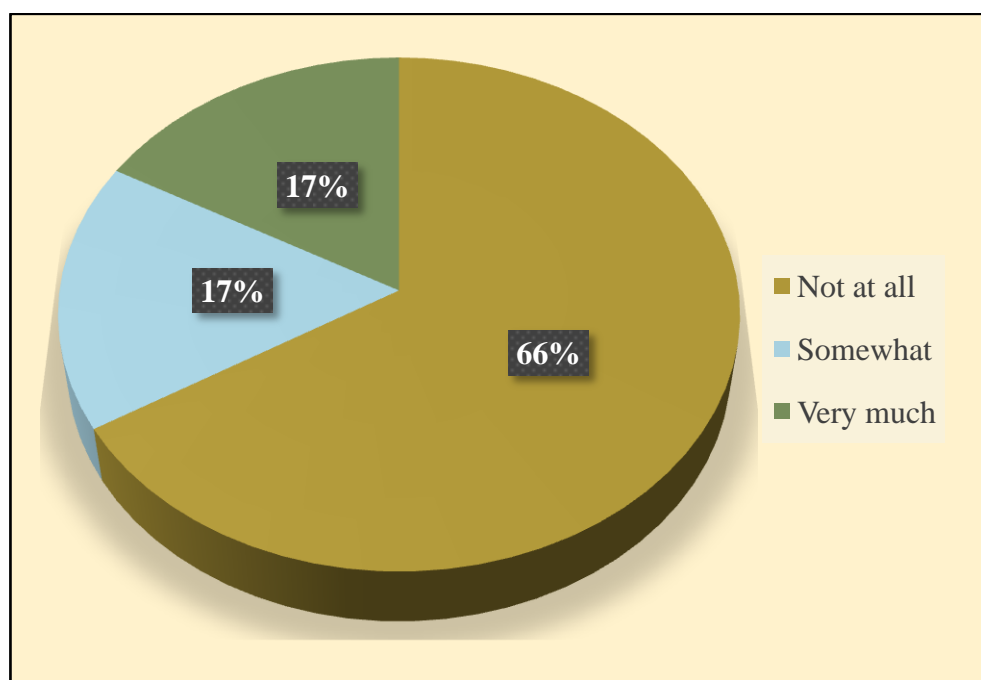


Figure10: Perception of Curriculum Alignment with Student Needs.

According to figure 10, the majority (66%) indicating that the curriculum does “not at all” meet the needs suggesting that there is some alignment between the curriculum and student needs. 17% of teachers feel that the curriculum “somewhat” meets the needs of their students. Similarly, the same percentage (17%) of teachers feel that the curriculum “very much” meets the needs of their students.

Question 11: Experience of demotivation as an English teacher.

Options	Number	%
Yes	6	50
No	6	50
Total	12	100

Table 11: Experience of Demotivation as an English Teacher.

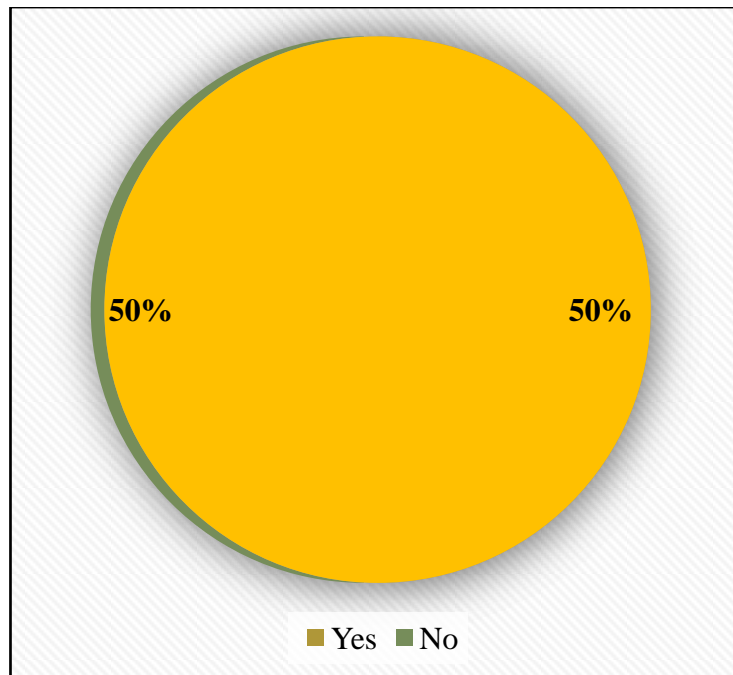


Figure11: Experience of Demotivation as an English Teacher.

According to the findings in figure 11, the study indicates equal responses. 50% of the participants reported feeling demotivated as an English teacher at the primary school. On the other hand, 50 % of them indicate not feeling demotivated in their position as an English teacher.

Question 12: Agreement with statements on reward systems affecting motivation.

Options	Number	%
Strongly agree	1	8
Agree	9	76
Neither agree nor disagree	1	8
Disagree	1	8
Total	12	100

Table 12: Agreement with Statements on Reward Systems Affecting Motivation.

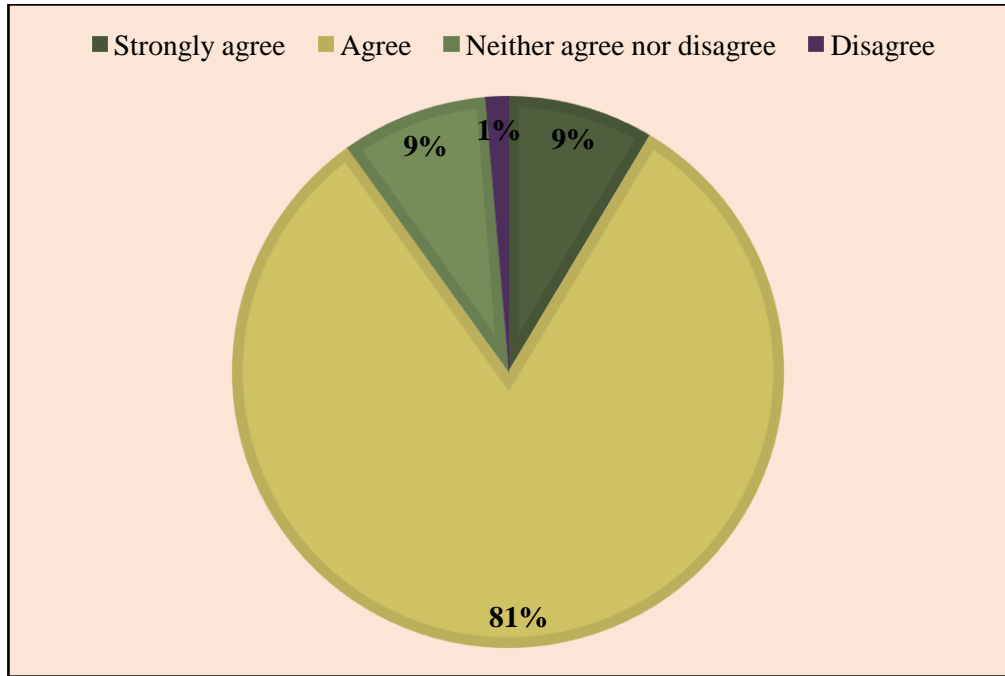


Figure 12: Agreement with Statements on Reward Systems Affecting Motivation.

According to the findings, the majority of the participants (75%) agree with the statements in relation to their school while the remaining portion (25%) was divided into 3 portions, 9% of the respondents neither agree nor disagree, the other (9%) strongly agree and the last portion of teachers (1%) disagree agree with the statements.

Section Four: Teacher Motivation and Student Engagement.

Question 13: Consideration of leaving teaching position due to the low motivation.

Options	Number	%
Yes	6	50
No	6	50
Total	12	100

Table 13: Consideration of Leaving Teaching Position Due to the Low Motivation.

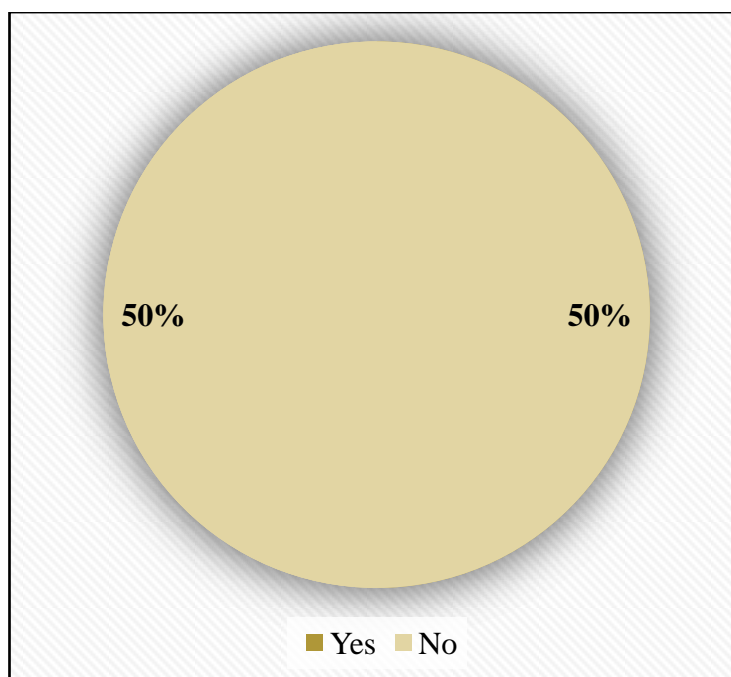


Figure 13: Consideration of Leaving Teaching Position Due to the Low Motivation.

According to figure 13, there is an equal split in responses among English teachers in Algerian primary schools regarding whether they have considered leaving their teaching position due to low motivation. The finding that 50% have not considered leaving their position show that they may have found ways to overcome or mitigate low motivation.

Section Five: Compensation and Personal Experience.

Question 14: Belief in the positive influence of student engagement on motivation.

Options	Number	%
Yes	10	83
No	2	17
Total	12	100

Table 14: Belief in the Positive Influence of Student Engagement on Motivation.

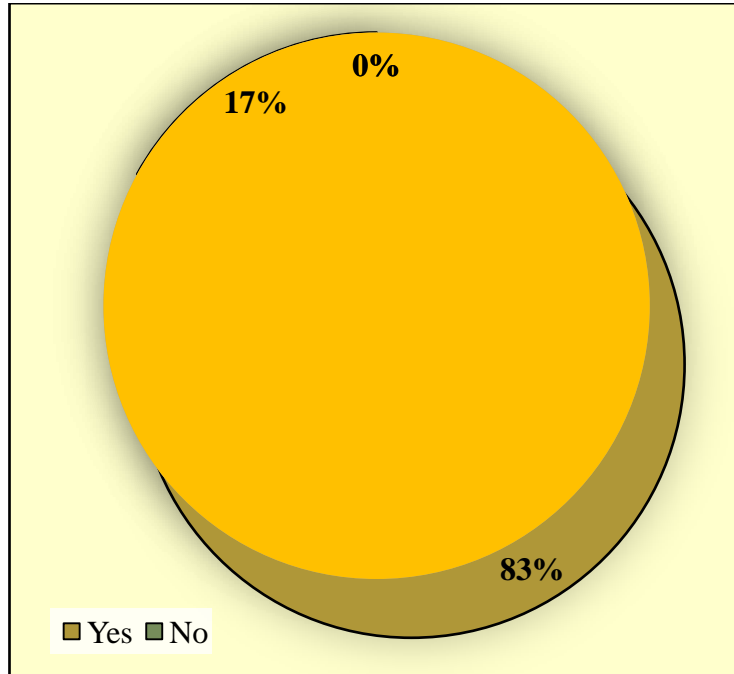


Figure14: Belief in the Positive Influence of Student Engagement on Motivation.

According to the findings, a significant majority of primary school English teachers (83%) do not believe that student engagement positively influences their motivation, while 17% acknowledge the positive influence of student engagement on their motivation.

Question 15: Satisfaction with the current salary.

Options	Number	%
Yes	7	58
No	5	42
Total	12	100

Table 15: Satisfaction with the Current Salary.

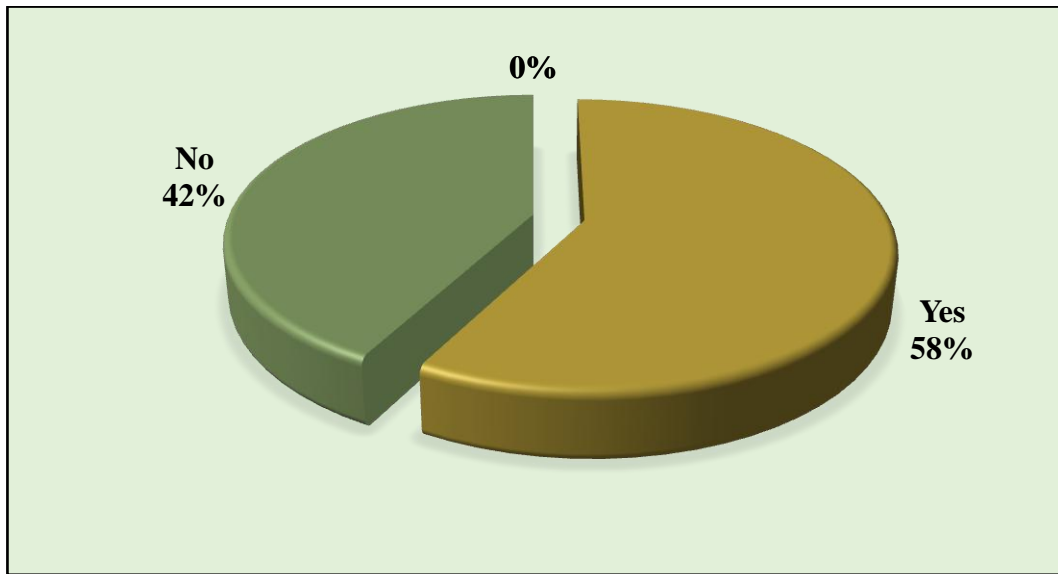


Figure 15: Satisfaction with the Current Salary.

According to the figure above, 58% of teachers reported being satisfied with their current pay, while 42% of them expressed dissatisfaction.

Question 16: Description of recent experience affecting motivation.

According to the varied and mixed responses of the participants, the experiences shared by English teachers in the sample's primary schools regarding recent events that significantly affected their motivation as educators encompass both positive and negative encounters. Positive experiences may include instances of student success, and meaningful interactions with colleagues.

Question 17: Reasons for choosing to become a teacher.

The participants were requested to express their reasons for deciding to pursue a career in teaching. The unanimous response of English teachers in the sample's primary schools citing positive reasons, especially their love for the job, as their main motivation for choosing to become educators reflect a shared passion and dedication within the teaching community. This collective commitment to the profession suggests a genuine desire to make a positive impact on students' lives, foster learning, and contribute to the education sector. The emphasis on love for the job underscores the intrinsic motivation driving these educators.

2.8 Results of the Interview

Section one:

Question 1: What motivates you as an English teacher?

According to the responses on the first question of the interview, the results reveal diverse motivations among English teachers, highlighting the importance of personal fulfillment, student engagement, and academic achievement in driving effective teaching practices. For instance, one of the participants suggests that According to the responses on the first question of the interview, the results reveal diverse motivations among English teachers, highlighting the importance of personal fulfillment, student engagement, and academic achievement in driving effective teaching practices. For instance, one of the participants suggests that: “the teacher is motivated by achieving excellence in student performance”. It indicates a desire to work with high-achieving students or to elevate students to their highest potential. This motivation may stem from a passion for academic success and a hope of seeing students excel. Another participant highlights the importance of student-teacher interaction as a motivating factor. The teacher finds fulfillment and motivation through engaging with students, fostering relationships, and experiencing the dynamic exchange of ideas and learning in the classroom: the teacher is motivated by achieving excellence in student performance”. It indicates a desire to work with high-achieving students or to elevate students to their highest potential. This motivation may stem from a passion for academic success and a hope of seeing students excel. Another participant highlights the importance of student-teacher interaction as a motivating factor. The teacher finds fulfillment and motivation through engaging with students, fostering relationships, and experiencing the dynamic exchange of ideas and learning in the classroom.

Question 2: What challenges do you face as an English teacher that may affect your motivation?

As (T1, T2 Views about this question, .one of the participants respond (“*Lack of external tools (ICT), pupils’ weakness, time inadequacy*”). The other one states: (“*The help of the administration, the level of pupils, and the parents*”): In this case, both responses emphasize external factors that English teachers often encounter and that can significantly impact their motivation.

Question 3:How do you define motivation as it relates to your teaching practices?

All the participants suggested their own opinion in here: One of them suggests that motivation involves identifying and utilizing various strategies to inspire and engage students,

aiming to enhance their learning experiences and outcomes. As answered by one of the participants: (“*Providing intrinsic and extrinsic motivation factors to affect the learners positively*”). Similarly, another one clarifies: (“*Motivation is the operation that helps teachers to reach their goal by giving opportunity to pupils to be better*”). In this case this respondent views motivation as a mechanism that supports teachers in achieving their educational objectives. It implies that motivating students involves creating opportunities for them to improve and excel, aligning with the teacher’s goals of fostering student growth and development.

Question 4: How do external factors impact English teachers’ motivation?

All the responses of the participants in this question provide insights into how various factors outside the teacher’s direct control influence their motivation. One of the participants said: (“*When the pupils get rid of the old recitation methods, that motivates them to react more*”). This response suggests that eliminating outdated teaching methods (an external factor) can positively impact teacher motivation by fostering increased student engagement and responsiveness. Teachers are motivated when they see students actively participating and responding to updated instructional approaches. Another suggestion by the other participant indicates that external factors play a significant role in supporting and enhancing teacher motivation. While not specifying which external factors are most impactful, it suggests that external support positively affects the teacher’s motivation level. As answered by the participants (2.4.6). (“*External support Helps me a lot*”). Such as Teachers (7.9) highlighted that the influence of external factors on English teachers’ motivation, underscoring the importance of supportive environments, updated instructional methods, and adequate resources in fostering positive motivation and engagement among educators. As teacher 7 responded, (“*Student, classroom materials, and installation*”).

Section two:

Question 5: In what ways does your motivation impact your choice of teaching methods and approaches?

The responses collectively highlight the pervasive influence of educators’ motivation on their selection of teaching methods and approaches. Across the varied responses, several common themes emerge: a commitment to student engagement, a focus on individualized instruction, a dedication to professional growth, and an emphasis on creating supportive learning environments. These themes underscore the multifaceted nature of educator motivation, which encompasses a desire to foster student success, a passion for pedagogical innovation, and a commitment to lifelong learning. Among the responses, the unique

emphasis on prioritizing technology and innovative pedagogical approaches stands out. as suggested by one of the participants “*Motivation drives me to utilize technology and innovative pedagogical approaches to enhance student engagement and facilitate deeper learning experiences.*” This response underscores the transformative potential of technology in enhancing teaching and learning experiences. By leveraging technology, educators can create interactive and dynamic learning environments that cater to diverse learner needs and preferences. Moreover, the emphasis on innovation reflects a forward-thinking approach to pedagogy, wherein educators are proactive in adapting their instructional practices to meet the demands of an increasingly digital age. This response highlights the pivotal role of motivation in driving educators to embrace emerging technologies and explore novel teaching methods to enhance student engagement and learning outcomes.

Question 6: How do you think your motivation as a teacher impacts your students’ learning outcomes?

The responses collectively underscore the significant impact of teacher motivation on students’ learning outcomes. They highlight how a teacher’s enthusiasm, commitment, and innovation contribute to creating a positive and effective learning environment. By prioritizing individualized instruction tailored to students’ needs and continuously seeking out new approaches, motivated teachers inspire students to engage actively in their learning journey. Two particularly noteworthy responses emphasize the transformative power of a teacher’s passion for their subject (Response 2) and the proactive pursuit of innovative teaching methods (Response 1). When teachers genuinely convey excitement and curiosity, it sparks students’ interest and motivates them to delve deeper into the subject matter. Similarly, by embracing innovation and experimentation in teaching, educators create dynamic classrooms that foster student engagement and promote deeper understanding. In essence, these responses highlight the critical role of teacher motivation in driving student success and academic achievement.

Question 7: Have you noticed any changes in student outcomes based on your motivation levels?

The responses collectively underscore the significant influence of teacher motivation on student outcomes. They highlight a consistent pattern wherein heightened teacher motivation positively correlates with increased student engagement, participation, and ultimately, academic achievement. Two particularly noteworthy responses emphasize the direct relationship between teacher enthusiasm and student performance (Response 2) and the observable impact of fluctuations in teacher motivation on student engagement and learning

outcomes (Response 4). These insights reaffirm the importance of sustained teacher motivation in creating a dynamic and supportive learning environment conducive to student success. Notably, the correlation between high teacher motivation and increased student enthusiasm and performance is evident across multiple responses (Responses 1 and 3). These observations underscore the profound influence of teacher motivation on student success, emphasizing the need for educators to maintain high levels of enthusiasm and dedication to foster positive learning experiences and outcomes.

Section three:

Question 8: Could you describe the overall culture and atmosphere of your school, and how it affects your motivation and morale as an English teacher?

The six responses by participants collectively paint a picture of a school environment characterized by supportive, inclusive, and innovative cultures, all of which profoundly influence the motivation and morale of English teachers. The emphasis on collaboration, diversity, and professional development fosters a sense of value and inspiration among educators, encouraging them to continually improve their teaching practices and incorporate diverse perspectives into the curriculum. Furthermore, the culture of creativity and student well-being cultivates a nurturing environment where teachers feel empowered to experiment with innovative pedagogies and prioritize the mental health and academic success of their students. Finally, the overarching commitment to academic excellence and high standards instills a sense of purpose and fulfillment in English teachers, motivating them to strive for excellence in their teaching and to foster a culture of achievement within the school community.

Question eleven: How does work environment affect teachers' motivation?

All the responses of the participants in this question collectively underscore the significant impact of the work environment on teachers' motivation. Across the spectrum of responses, several key themes emerge: the importance of a positive and supportive culture (Response 1), the value of clear communication and transparency (Response 2), the role of professional development opportunities (Response 3), the significance of adequate resources and facilities (Response 4), and the impact of recognition and appreciation (Response 5). These insights highlight the multifaceted nature of the work environment in shaping teachers' motivation and job satisfaction. A supportive and empowering environment, characterized by trust, autonomy, and opportunities for growth, not only fosters a sense of belonging and

camaraderie among teachers but also provides the necessary resources and recognition to sustain their motivation and dedication to their profession.

Section fourth:

Question 9: Have you felt demotivated in your role as an English teacher in Algerian primary schools? Yes (). No (), briefly justify your answer.

All the responses from English teachers in Algerian primary schools collectively reveal a varied spectrum of experiences regarding demotivation in their roles. While Responses 1, 3, and 5 express a consistent sense of motivation and fulfillment derived from factors such as witnessing student progress, supportive school environments, and personal passion for teaching, Responses 2 and 4 highlight challenges such as limited resources, administrative hurdles, and the lack of professional development opportunities, which have led to feelings of demotivation. These insights underscore the nuanced interplay between intrinsic factors such as passion for teaching and extrinsic factors such as resource availability and institutional support in shaping teachers' motivation levels in primary schools.

Conclusion

In this chapter, we outlined the methodology, data collection tools, and analysis procedures used to explore the factors that affect EFL teachers' motivation in the primary school. Through a combination of quantitative and qualitative methods, we collected data from 12 primary school teachers using questionnaires and interviews. Interview data provided deeper insights into the motivation levels revealed in the questionnaire. Quantitative data analysis identified trends while thematic analysis of interview transcripts revealed key themes and narratives related to teacher motivation. Concurrent convergence Triangulation was used to integrate findings, with quantitative data highlighting prevalent motivational factors and qualitative data explaining the "why" behind them. Our analysis revealed key factors influencing teacher motivation, including supportive school environments and professional development opportunities. These findings contribute to our understanding of teacher motivation and provide valuable insights for improving teaching practices and student outcomes in Algerian primary schools.

General Conclusion

In conclusion, our research has systematically examined the factors influencing the motivation of English as a Foreign Language (EFL) instructors within Algerian primary education. Through a methodologically rigorous mixed-methods approach, we integrated quantitative insights from structured questionnaires with qualitative depth derived from in-depth interviews with a purposive sample of twelve primary school educators from Touggourt.

The analysis and discussion in the second chapter entailed a meticulous examination of the data, emphasizing exemplary responses as quotations and providing generalized indications of recurring themes. Additionally, noteworthy remarks were thoughtfully considered to potentially guide future research in this domain.

Drawing from the comprehensive results obtained from both closed-ended and open-ended questionnaires and structured interviews, our study offers valuable insights into the motivation of English teachers in Algerian primary schools. While a majority of participants expressed satisfaction with their teaching roles and identified motivation as instrumental in their adoption of innovative teaching methods, including technology integration and student-centered learning, it is essential to acknowledge areas for improvement.

During the interviews, a diverse range of experiences among English teachers in Algerian primary schools was uncovered, encapsulating both positive and negative influences on their motivation. Despite encountering challenges such as limited resources and administrative hurdles, teachers demonstrated a profound dedication to their profession, driven by their commitment to effective teaching. They emphasized personal fulfillment, student engagement, and academic achievement as key motivators, alongside external factors such as administrative support and classroom resources. However, it is crucial to recognize that while motivated teachers displayed enthusiasm for innovative teaching practices, obstacles such as resource scarcity persisted.

In summary, our research contributes to a nuanced understanding of the multifaceted factors shaping teacher motivation in Algerian primary education. By highlighting the critical importance of addressing teacher motivation to enhance teaching practices and improve

student learning experiences in Algerian primary schools, our findings underscore the need for strategies aimed at bolstering administrative support and professional development opportunities. These endeavors can significantly contribute to fostering a more motivating and conducive environment for English teachers in Algerian primary education, ultimately benefiting both educators and students alike.

Pedagogical implications

In the context of primary education, English as a Foreign Language (EFL) teachers play a pivotal role in facilitating language acquisition and fostering cross-cultural communication skills among young learners. However, EFL teachers often encounter various challenges that can impact their motivation and effectiveness in the classroom. To address these challenges and enhance teacher well-being and professional development, it is essential to consider pedagogical implications tailored specifically to the needs of EFL teachers in primary school settings. This section will explore actionable strategies aimed at empowering EFL teachers to improve their instructional practice, foster a supportive professional environment, and ultimately, promote positive learning outcomes for their students.

For teachers:

- ✓ **Professional Development Opportunities:** EFL teachers should actively pursue opportunities such as workshops, conferences, and online courses focused on language teaching methods, acquisition theories, and cultural competence. By continuously enhancing their skills and knowledge, teachers can deliver more effective instruction.
- ✓ **Self-Reflection and Goal Setting:** EFL teachers benefit from regular self-assessment and setting professional goals. This practice fosters motivation, enables continuous improvement, and enhances classroom effectiveness and job satisfaction.
- ✓ **Collaborative Learning Communities:** EFL teachers should participate in professional groups, book clubs, or peer observation networks. These collaborative environments facilitate idea exchange, resource sharing, and mutual support, fostering camaraderie and collective professional growth.
- ✓ **Utilization of Technology:** EFL teachers should incorporate digital tools, multimedia resources, and online platforms into their instruction. This enhances language practice,

communication skills, and cultural understanding, creating a more engaging learning environment for students and revitalizing teacher motivation.

- ✓ **Cultivation of Student-Centered Approaches:** Implement inclusive and interactive learning environments tailored to diverse learner needs. Incorporate communicative activities, project-based learning, and differentiated instruction to enhance student engagement, autonomy, and language proficiency, fostering professional fulfillment
- ✓ **Work-Life Balance Strategies:** Prioritize time management, set boundaries, and engage in self-care activities to prevent burnout and sustain motivation. Balance professional responsibilities with personal well-being through effective time management and self-care practices.

For Parents:

- ✓ **Active Engagement in Language Learning:** Parents should actively engage in their child's language learning journey by creating a supportive home environment conducive to language practice. Encourage regular conversation in the target language, provide opportunities for language-rich activities such as reading together, and celebrate language milestones to motivate and reinforce learning.
- ✓ **Collaboration with Teachers:** Establish open communication channels with EFL teachers to stay informed about classroom activities, curriculum goals, and your child's progress. Attend parent-teacher conferences, participate in school events, and seek guidance on how to support your child's language development at home effectively.
- ✓ **Cultural Immersion Opportunities:** Seek out opportunities for cultural immersion to supplement classroom learning and broaden your child's cultural awareness. Attend cultural events, festivals, or language-related workshops as a family to enrich your child's language experience and foster a deeper appreciation for diverse cultures.
- ✓ **Promotion of Positive Attitudes Towards Language Learning:** Foster a positive attitude towards language learning by emphasizing the value and importance of being multilingual. Encourage resilience in the face of challenges, celebrate progress, and

instill confidence in your child's language abilities to nurture a lifelong love for learning.

- ✓ **Balanced Approach to Academic Support:** Strike a balance between providing academic support and fostering independence in your child's learning journey. Offer guidance and assistance when needed, but also encourage autonomy and problem-solving skills to promote self-directed learning and academic resilience.
- ✓ **Modeling Lifelong Learning:** Serve as a role model for lifelong learning by demonstrating your own interest in language acquisition and continuous self-improvement. Engage in language-related activities as a family, explore new cultural experiences together, and demonstrate a growth mindset towards learning to inspire your child's educational journey.

For Educational Systems:

- ✓ **Professional Development Opportunities:** Implement structured and continuous professional development programs tailored to the specific needs and interests of EFL teachers. These programs could focus on enhancing language proficiency, teaching methodologies, classroom management techniques, and intercultural competence.
- ✓ **Recognition and Rewards:** Establish a system for recognizing and rewarding EFL teachers' contributions and achievements. This could include acknowledging excellence in teaching, providing incentives for professional growth, and offering opportunities for career advancement.
- ✓ **Supportive Work Environment:** Create a supportive work environment that fosters collaboration, innovation, and creativity among EFL teachers. This may involve reducing administrative burdens, promoting a culture of teamwork, and providing access to resources and materials that facilitate effective teaching and learning.
- ✓ **Regular Feedback and Evaluation:** Establish mechanisms for providing constructive feedback and performance evaluation to EFL teachers. This could involve peer observations, mentorship programs, and annual reviews aimed at identifying areas for improvement and growth.

- ✓ **Autonomy and Empowerment:** Grant EFL teachers' greater autonomy and decision-making authority in their classrooms. Empowering teachers to make instructional choices and tailor their approaches to meet the diverse needs of students can enhance their sense of ownership and motivation.
- ✓ **Promotion of Work-Life Balance:** Recognize the importance of work-life balance and implement policies that support EFL teachers in managing their professional responsibilities alongside personal and family commitments. This may include flexible scheduling options, wellness programs, and access to counseling services.

Limitations of the Study

There are several limitations to the current study:

Small Sample Size: The study's sample size of 12 participants may limit the generalizability of findings to a broader population of English teachers in Algerian primary schools. A larger sample size could provide more representative insights into teacher motivation.

Contextual Specificity: The study focused solely on English teachers in Algerian primary schools, more particularly, with a sample of teachers from Touggourt district, limiting its applicability to other educational contexts or subject areas. Consideration of a broader range of teachers or schools could enhance the study's relevance and generalizability.

Research design: The study's research design provides a snapshot of teacher motivation at a specific point in time, without capturing longitudinal changes or trends. Longitudinal studies could offer insights into the dynamic nature of teacher motivation over time.

Further Research

Based on the limitations and findings of the study, the following recommendations can be made for future research. This study examines teacher motivation as a whole. Future research could delve deeper by focusing on specific demographics within the teacher population, such as novice teachers, experienced teachers, or teachers in under-resourced schools. Besides, this study explores factors that influence motivation. Future research could investigate the effectiveness of specific interventions, such as targeted professional development programs or mentorship initiatives, on teacher motivation.

References.

- Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. *Journal of Educational Psychology*, 80(3), 260–267.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Pearson Education Limited.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109–132.
- Elliot, A. J., & Church, M. A. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, 72(1), 218–232.
- Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7(2), 117–140.
- Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Teachers College Press.
- Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners*. *Research methodology*, 1-528.
- Leedy, P. D., & Ormrod, J. E. (2013). *Practical Research: Planning and Design*. Pearson.
- McClelland, D. C. (1961). *The achieving society*. D. Van Nostrand Company.
- Neuman, W. L. (2013). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson Education.
- Noels, K. A. (2001). New orientations in language learning motivation: Towards a model of intrinsic, extrinsic, and integrative orientations and motivation. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 43–68). University of Hawaii Press.
- Pinder, C. (1998). *Work motivation in organizational behavior*. Psychology Press.

Scheidecker, D., & Freeman, W. (1999). Classroom management that works: Research-based strategies for every teacher. Association for Supervision and Curriculum Development.

Slavin, R. E. (2006). Educational psychology: Theory and practice (8th ed.). Pearson Education.

Vancouver, J. B., & Day, D. V. (2005). Industrial and organizational psychology: An applied approach (5th ed.). Routledge.

Wlodkowski, R. (1986). Enhancing adult motivation to learn: A comprehensive guide for teaching all adults. Jossey-Bass.

Appendices

APPENDIX I:QUESTIONNAIRE FOR TEACHERS

INSTRUCTIONS

- Kindly answer all questions honestly.
- Give brief explanations for questions that need any.
- Tick appropriately in the boxes provided.

Section one: Demographics and Background Information.

1. Gender:

a- Male

b-Female

2. What is your highest academic qualification?

a-Bachelor's Degree

b-Any other

c-Master's Degree

3. Age Bracket:

a-Less than 25

b-25-35

c-More than 35

4. For how long have you taught in your current school?

a-More than 2

b-Less than 2

Section two: Perception of School Environment and Support.

5. How would you rate the level of administrative support in your school?

High

Low

6. On a scale of 1 to 5, how satisfied are you with your teaching role as an English teacher?
 a-Dissatisfied b-Satisfied c-Neutral d-Very satisfied
7. To what extent do you feel recognized and appreciated for your work?
 a-Always
 b-Often
 c-Occasionally
8. How much do opportunities for professional development and growth influence your motivation?
 a-Neutral b-Some influence
 c-Little influence d-Not at all
9. How much factor such as workload and job stress impact your motivation?
 a-Positive b-Very positive
 c-Neutral d-Very negative

Section three: Curriculum and Teaching Experience

10. To what extent do you feel that curriculum meets the needs of your students?
 a-Not all b-Somewhat
 c-Very much d-completely
11. Have you ever felt demotivated as an English teacher in Algerian primary school?
 Yes No
12. The following are some statements on the reward systems schools affecting teacher motivation. Please indicate the extent of your agreement with each statement in relation to your school?
 a-Strongly Agree b-Agree
 c- Neither agree nor disagree d-Disagree
13. Have you ever considered leaving your teaching position due to low motivation?
 Yes No

Section four: Teacher Motivation and Student Engagement

14. Do you believe that student engagement positively influences your motivation?
 Yes No

Section five: Compensation and Personal Experience

15. Are you satisfied with your current pay as a teacher?

Yes

No

16. Please, describe a recent experience that significantly affected your motivation as an English teacher?

17. Please briefly state your main reason(s) for choosing to become a teacher?

“Thank you for taking the time to complete this questionnaire”

APPENDIX II: INTERVIEW SCHEDULES FOR PRINCIPALS

INSTRUCTIONS

. Please answer the following questions honestly and to the best of your knowledge.

1: What motivates you as an English teacher?

2: How do you define motivation as it relates to your teaching practice?

3: How would you describe your level of motivation in your teaching role?

4: What are the main factors that you believe influence your motivation as an English teacher?

5: How do your external factors impact English teachers' motivation?

6: What challenges do you face as an English teacher that may affect your motivation?

7: In what ways does your motivation impact your choice of teaching methods and approaches?

8: Could you describe the overall culture and atmosphere of your school, and how it affects your motivation and moral as an English teacher?

9: How do you think your motivation as a teacher impact your students' learning outcomes?

10: Have you noticed any changes in student outcomes based on your motivation levels?

11: How does work environment affect teachers' motivation?

12: Have you felt demotivated in your role as an English teacher in Algerian primary schools?

Yes [] No [] Briefly explain your answer?

“Thank you for your time and cooperation”

Résumé

Cette étude explore les facteurs influençant la motivation des enseignants d'anglais langue étrangère (EFL) dans l'enseignement primaire algérien. Reconnaisant le lien entre les enseignants motivés et les résultats réussis des élèves, la recherche examine comment cultiver un environnement d'enseignement plus inspirant. En utilisant une approche mixte, l'étude combine des données quantitatives issues de questionnaires fermés avec des données qualitatives issues d'entretiens structurés avec douze enseignants du primaire de Touggourt. Cette approche globale offre une compréhension nuancée de la motivation des enseignants dans ce contexte. Bien que l'étude révèle un groupe diversifié et passionné d'éducateurs, elle identifie également des défis tels que la charge de travail et le soutien limité. Importamment, la recherche trouve une corrélation positive entre la motivation des enseignants et l'adoption de méthodes d'enseignement innovantes, conduisant finalement à une amélioration des résultats scolaires des élèves. Cependant, des domaines à améliorer sont soulignés, notamment le besoin d'un soutien administratif accru et d'opportunités de développement professionnel. En mettant l'accent sur l'importance de la motivation des enseignants, cette étude offre des insights précieux pour améliorer les pratiques pédagogiques et finalement enrichir l'expérience d'apprentissage des élèves des écoles primaires algériennes.

Les mots clés : Enseignant d'anglais langue étrangère, Motivation des enseignants, Motivation intrinsèque, -Motivation extrinsèque, -théorie de l'autodétermination, Théorie de l'orientation vers les objectifs.

ملخص

هذه الدراسة تستكشف العوامل التي تؤثر على دافعية معلمي اللغة الإنجليزية كلغة أجنبية في التعليم الابتدائي الجزائري. مع الاعتراف بالرابط بين المعلمين المتحفزين ونتائج الطلاب الناجحة، تهدف البحث إلى التحقيق في كيفية تنمية بيئة تعليمية أكثر إلهامًا. باستخدام نهج متعدد الأساليب، تجمع الدراسة بين البيانات الكمية من الاستبيانات المغلقة مع البيانات النوعية من المقابلات المنظمة مع اثني عشر معلمًا من المدارس الابتدائية في تقرت. يوفر هذا النهج الشامل فهمًا دقيقًا لدافعية المعلمين في هذا السياق. بينما تكشف الدراسة عن مجموعة متنوعة ومتحمسة من المعلمين، فإنها تحدد أيضًا التحديات مثل العبء العملي والدعم المحدود. ومن المهم أن تجد البحث علاقة إيجابية بين دافعية المعلم واعتماد أساليب تدريس مبتكرة، مما يؤدي في نهاية المطاف إلى تحسين أداء الطلاب. ومع ذلك، يتم تسليط الضوء على المجالات التي تحتاج إلى تحسين، بما في ذلك الحاجة إلى زيادة الدعم الإداري وفرص التنمية المهنية. من خلال التأكيد على أهمية دافعية المعلم، تقدم هذه الدراسة رؤى قيمة لتحسين الممارسات التعليمية وبالتالي تعزيز تجربة التعلم لطلاب المدارس الابتدائية الجزائرية.

كلمات مفتاحية: معلم كلغة أجنبية - دافعية المعلم - الدافعية الذاتية - الدافعية الخارجية نظرية تحديد الذات

نظرية التوجه نحو الهدف