



**INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO DA HUÍLA**  
**ISCED-HUÍLA**

**FACTORS AFFECTING EFL TEACHER MOTIVATION AT "ESCOLA DO  
MAGISTÉRIO SECUNDÁRIO Nº 135 "COMANDANTE LIBERDADE-  
LUBANGO"**

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**LUBANGO**

**2022**



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**TÍTULO: FACTORS AFFECTING EFL TEACHER MOTIVATION AT  
"ESCOLA DO MAGISTÉRIO SECUNDÁRIO Nº 135 "COMANDANTE  
LIBERDADE-LUBANGO"**

**Trabalho apresentado para a obtenção do Grau  
de Licenciado no Ensino da Língua Inglesa**

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**LUBANGO**

**2022**

**DECLARAÇÃO DE  
AUTORIA**

## **DECLARAÇÃO DE AUTORIA**

Tenho consciência que a cópia ou o plágio, além de poderem gerar responsabilidade civil, criminal e disciplinar, bem como reprovação ou a retirada do grau, constituem uma grave violação da ética académica.

Nesta base, eu **MIGUEL MUNDA MUTECA BERNARDO**, estudante finalista do Instituto Superior de Ciências de Educação da Huíla (ISCED-Huíla) do curso de ENSINO DA LÍNGUA INGLESA, do Departamento de Línguas e Ciências Humanas. Declaro por minha honra ter elaborado este trabalho, só e somente com o auxílio da bibliografia que tive acesso e dos conhecimentos adquiridos durante a minha carreira estudantil e profissional.

Lubango, aos 12 de Outubro de 2022

**Assinatura**

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**Miguel Munda Muteca Bernardo**

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**DEDICATION**

## DEDICATION

“I have done my best in the race, I have run the full distance, and I have kept the faith” (2 Timothy 4: 7).

I dedicate this thesis to my family. First of all, to my beloved wife, **Conceição Soma**, for her love and for always being there for me when technology was giving me challenges, pushing me forward to get things done. Second to our loving children; our beloved son **Eliciandro Bernardo**, and our dear daughter, **Michela Bernardo**.

# **ACKNOWLEDGEMENTS**

## ACKNOWLEDGEMENTS

First and foremost, I would like to thank **The Almighty God** without whom this project would never ever have started, mainly due to the life, health, wealth and vigor that he gifted me with during the training and this research project.

I sincerely express my profound gratitude to my inspiring supervisor Professor **Joaquim Sapalo Castilho Cacumba PhD**, for his unconditional and tremendous support, active encouragement and expert advice throughout my academic journey at ISCED. I still remember that I wanted to give up because of sicknesses and lack of financial conditions, but he believed on me. Thanks a million!

I would also like to present my deep thankfulness to Professor **Delcio Jacob Felicidade Tweuhanda**, for the enormous contribution on teaching methodology experience to become an excellent teacher as expected. Moreover, I thank him for being that teacher whom we can share our problems and give special attention.

I also would like to thank Professors, **Sónia Roque** who despite a teacher was also a mother to me clapping when things go well and punishing when go wrong, Professor **Carlos Afonso**, Professor **Manuel Piedoso** and, Professor **Josefina Martins** (*my elder sister*) for all their contributions on the different subjects. Moreover, thanks to **Tomás António Mateus**, a particular person who outside of the institution helped me in succeeding in all subjects. Thank you very much!

My sincere thanks are also extended to my bosom friends who have highly helped me during the design of this research project: **Rafael Moisés, Joaquim Caveto, Ramiro Catuta, Filipe Cardoso, Ilonda Panzo, Daniel Lussequé, Pedro Domingos**. I owe you this research project.

I also would like to thank deeply all the study participants for their cooperation, specially teachers **Joaquim Graciano** and **Sicato**; all my colleagues with whom I shared good and bad memories, particularly **Vito Sapalalo, Rosária Troco** (*my mum*), **Joaquim Capata, Feliciano Capequete, Isaú Mauricio, Manuel Baptista, Benjamim, Dario Catata**. We are now a big family in the sake of academia.

Last but by no least, greatest measure of gratitude goes to my Father and Mother, **Manuel Bernardo** and **Cecília Bimbi**, I honour you. To my wife, **Conceição Soma** for being more than a wife to me and for her understanding when I made myself scarce due to this project. To my children **Eliciandro** and **Michela Bernardo** (*vós sois o meu ponto fraco*). I owe my thanks to my sisters Helena, Florinda, Isabel, Teresa, Maria and Madalena Bernardo, my brothers António, Diniz, and António Bernardo (*my first born*), my nephews and my nieces.

Needless to say, I would also like to thank all my other relatives (uncles, aunties, sisters, cousins, nephews, and nieces) for their confidence in me.



# **ABSTRACT**

## ABSTRACT

This study aimed at investigating the factors that influence positive and negatively in EFL teacher motivation at *Escola de Magistério Secundário nº 135 – “Comandante Liberdade – Lubango*. Therefore, EFL teachers at this school tend to teach English less motivated and as consequences, a) They tend to be less productive, fail in motivating and enhancing the learning of their students and students become negative and disrespectful toward teachers, affecting the smoothness and the effectiveness of the learning process (Kasimi & Hangişi 2021, Ipek & Kanatlar 2017, and Shishigu 2015). 8 EFL teachers and 1 principal participated in the study through a questionnaire (for teachers) and an interview (for the school principal). The results of the study concluded the following: The main factors that affect motivation among EFL teachers at *“Escola de Magistério Secundário nº 135 - Comandante Liberdade-Lubango”* have to do with recognition and prestige, working conditions, library and IT materials, salary and other compensations; To increase EFL teachers’ motivation from *“Escola de Magistério Secundário nº 135 - Comandante Liberdade-Lubango”*, it was proposed that improving the teachers’ working conditions, guarantee of institutional support, raise teachers’ salary, provision of staff development and training, guarantee of job security and provision of adequate physical facilities can be adopted.

**Key words:** motivation, teacher motivation, reward system, job satisfaction, and working conditions

**RESUMO**



## RESUMO

Este estudo visa investigar os factores que influenciam positiva e negativamente na motivação dos professores de Inglês como Língua Estrangeira na Escola de Magistério Secundário nº 135- “Comandante Liberdade”-Lubango. Toda via, os professores de Inglês como Língua Estrangeira, nesta escola tendem em ensinar o Inglês pouco motivados, como consequência: a) Acabam sendo menos produtivos, falham em motivar os alunos e espreitar o aprendizado dos alunos e os alunos tornam-se aversos e desrespeitam os professores, afectando a suavidade e a efectividade do processo de aprendizagem (Kasimi & Hangişi 2021, Ipek & Kanatlar 2017, e Shishigu, 2015). 8 professores de Língua Inglesa como Língua Estrangeira e 1 director participaram no estudo por meio de um questionário (para os professores) e uma entrevista (para o director). Os resultados do estudo concluíram que: Os factores principais que afectam a motivação entre os professores de Língua Inglesa da “*Escola de Magistério Secundário nº 135 - Comandante Liberdade-Lubango*” têm que ver com o reconhecimento e prestígio, condições de trabalho, biblioteca materiais tecnológicos, salário e outras recompensas; Para melhorar a motivação dos professores de Língua Inglesa da “*Escola de Magistério Secundário nº 135 - Comandante Liberdade-Lubango*”, foi proposto que o melhoramento das condições de trabalho, garantia de apoio institucional, aumento do salário dos professores, contínuo desenvolvimento de equipa e formação, garantia de segurança de trabalho e fornecimento de matérias físicos podem ser adoptados.

**Palavras-chave:** motivação, motivação do professor, sistema remuneratório, satisfação no trabalho, e condições de trabalho.

# **INTRODUCTION**

## INTRODUCTION

Motivation for both EFL teachers and students plays a pivotal role in second language learning once it is seen as intra or extra strength which pushes an individual to engage in a certain task. Hence, this study aims at investigating the factors that influence positive and negatively EFL teacher motivation at “*Escola de Magistério Secundário nº 135, Comandante Liberdade, Lubango.*” Surely, many studies have been carried out in different contexts around the world to check the impact of motivation for teachers. In this respect, to support and guide this work, some of these research studies were selected, as follow: Adil and Fatma (2015); Afshar and Doosti (2016); Ahmed, Nawaz, Iqbal, Ali, Shaukat and Usman (2010); Boru (2018); Guajardo (2011); Nwakasi and & Cummins (2018), and many others whose results contributed greatly.

For many years, the improvement of students’ outcomes was the main concern of the researchers to attend the global need of offering a quality education for all students (Almulla 2020, p. 13). This reason on one hand made the existing literature on student motivation to learn wider and on the other hand limited the literature on teacher motivation to teach, because only on the last few decades after figuring out that the student outcomes depends on teacher motivation the issue became worth of attention.

With this regard, as an EFL teacher my concern was to undertake this research in order to present solutions for motivation problems in EFL teaching, explaining why students’ motivation to learn is influenced by teachers’ motivation to teach, as a consequence, a quantitative and qualitative study was administered to check their opinion concerning teacher motivation. It could be noticed that both the teachers and the principal showed to aware of the factors that influence positive and negatively in teachers’ motivation as well as what to do to overcome the problem of lack of motivation.

Nonetheless, EFL teachers at *Escola de Magistério Secundário* tend to teach English less motivated, consequently a) “they tend to be less productive” (Börü as cited in Kasimi & Hangişi 2021, p. 107); b) “they fail in motivating and enhancing the learning of their students” (Ipek & Kanatlar 2017, p. 37); and c) “students

become negative and disrespectful toward teachers, affecting the smoothness and the effectiveness of the learning process” (Shishigu 2015, p. 143).

For this study, we did not include any hypothesis for the research problem, but we hope to find answers for the asked research questions basing on the data collected with the used research instruments.

Moreover, using appropriate research methods, this study has got the following research questions:

- What are the factors affecting motivation in EFL teachers?
- What are strategies that can be used to increase motivation in EFL teachers?

Nonetheless, this study was developed in the light of the following research objectives:

- To explore the factors affecting motivation in EFL teachers.
- To suggest strategies that can be used to increase motivation in EFL teachers.

In order to provide accurate and credible information to answer the research questions that lead the study, the research instruments were designed in the light of a descriptive research. The participants of the study were 8 EFL teachers and 1 principal. To collect the expected data, a questionnaire (for EFL teachers) and a Face-to-Face interview (for the principal) were used. Also some ethical issues were taken into account.

In respect to previous studies found at ISCED-Huíla library, it was found only one by Figueiredo whose works' purpose was to investigate factors affecting Grade 9 EFL/ESL teachers motivation at “Escola do I Ciclo do Ensino Secundário '27 de Março in Lubango.” This study found that the top 4 motivating factors affecting EFL/ESL teachers' motivation are remuneration, professional growth, teacher autonomy, and social benefits respectively. Moreover, it also revealed that motivation is significant and related to the teaching/learning process. Finally, the study concluded that strategies including those related to giving fair salaries,

giving autonomy and responsibilities, better working conditions and career development are the four top motivational strategies.

Being so, the previous study is very similar to this current one as both were conducted at the same school and have produced quite the same findings.

As far as the significance of the study is concerned, for the participants, it will make them aware of the ways of getting motivated; for policy-makers, it will give them information to come up with the ways of motivating teachers as well as rigorous strategies to select teachers; for other researchers, it will be interesting to keep on studying the impact of motivation; for me, this study will produce good hints on about the importance of motivation.

Therefore, to achieve the above research purpose, this work was divided into three chapters, specifically: Chapter One – Literature Review, Chapter Two – Research Methodology and Chapter Three – Analysis and Discussion.

# **CHAPTER ONE: LITERATURE REVIEW**

# **CHAPTER ONE: LITERATURE REVIEW**

## **1.0. INTRODUCTION**

In this chapter we shall be discussing some highly relevant issues regarding EFL teachers' motivation by resorting to scholars and experts in the field of motivation in education settings. By means of several studies, motivation has been considered as the major constituent that leads teachers to achieve the foremost purpose of schools which is to guide, instruct and educate students as well as enable them so that they can deliver successful learning outcomes. This chapter is discussed in basis of some researchers' studies such as Dornyei and Ushioda (2011), Ryan and Deci (2000), Ipek and Kanatlar (2018), Sozen (2015) and many others

Elaborating on these researchers' results one could state that if teachers feel demotivated due to factors provided by the institutions they work to (in specific) or by the government (in general) then the education itself cannot produce good students. In other words, teachers need to be highly motivated so that they can perform their profession with some interest and commitment.

In this respect, and to achieve the purpose set for this chapter, it will be divided into (4) four main sections: firstly, the section that will provide precise details concerning the key terms used throughout this paper. Secondly, it will look at lack of motivation problems in EFL teachers. Thirdly, we shall concentrate on the intrinsic and extrinsic factors that affect EFL teachers' motivation and lastly will be focusing on strategies to increase EFL teacher' motivation. Hence, let us start by detailing the first section.

### **1.1. DEFINITION OF TERMINOLOGY**

Before starting the discussion of relevant issues regarding EFL teacher motivation, it is worth to define specific terminologies that throughout the reading process will help the reader to understand the purpose of this research study. With this in mind, in this section we are going to define the following terms: a) *Motivation*, b) *Teacher Motivation*, c) *Job Satisfaction* and d) *Reward System*.

### **1.1.1. Motivation**

According to Dornyei and Ushioda (2011), “the word motivation derives from the Latin verb *movere* meaning *to move*. In addition, motivation is what moves a person to make certain choices, to engage in action, to expend effort and to persist in action.” Ryan and Deci (2000) refer to motivation as an “inner energy that leads us to behave in a particular way.”

In summary, motivation is the inner force that influences individuals to perform in different way according to the circumstances that they are involved in. In this case, the definition given by Dornyei and Ushioda (2011) will be taken as the working one in this work. Then, we can look at teachers’ motivation.

### **1.1.2. Teachers’ Motivation**

Sajid, Rana and Tahir (2018, p. 287) define teachers’ motivation as “an attraction, retention and concentration of an individual about the teaching profession.” According to Iliya & Ifeoma (2015, p. 10), it is “the instructors’ desire to take part in the pedagogical process and interest in sharing their knowledge with the students.” Yet, Dornyei (n.d., as cited in Syamananda, 2017, p. 120) defines this term as “the teacher’s level of enthusiasm and commitment to tech.”

In sum, teacher motivation is the willing that the instructor has in exercising the teaching profession according to the educational goals of the institution that he or she works for. In this respect, Sajid, Rana and Tahir (2018) have provided the working definition. Now, let us focus on Job Satisfaction.

### **1.1.3. Job Satisfaction**

For Wiener (n.d., as cited in Ahmed, et al., 2010, p. 72), Job Satisfaction can be defined as “an attitude towards work-related conditions, facets, or aspects of the job.” Following Nyakundi (2012, p. 11), it is defined as “the feeling by the employee towards the job they do with regard to working conditions that they are provided and how rewarded they are.”

Summing up, it can be said that job satisfaction has to do with how well the employee feels happy and fulfilled exercising the work that he or she is expected



to. Nyakundi's definition (2012) is regarded as the working one. Then, we can refer to Reward System.

#### **1.1.4. Reward System**

According to Clark (n.d., as cited in Yego (2013, p. 8), Reward System is referred to as "a set of mechanisms which regulates the pay back process of certain individual." For Eerde (2015, p. 2), it "consists of the policies and mechanisms by which organization administer employee rewards."

Hence, reward system can be described as a structure used by institutions which establishes the payment modalities of the employees. For the purpose of our work, Eerde's definition (2015) is seen as the working one. At this time and after defining the main terms, we can now turn our attention on the factors that affect motivation of EFL teachers.

### **1.2. FACTORS AFFECTING MOTIVATION OF EFL TEACHERS**

In this section we are dealing with some relevant factors that affect either positive or negatively EFL teachers' motivation. The word *affect* comes from the Middle English *affecten* which means *influence* or *alter*. In this respect, teachers are said to be motivated or de-motivated by various factors. Thus, many are the researchers who have focused their attention on these factors and according to Ryan and Deci (2000), Ipek and Kanatlar (2018), Sozen (2015) and Herzberg (n.d., as cited in Koran & Koran, 2017, p. 74), these factors can be categorized as intrinsic and extrinsic. In the following subsection we are going to describe them one by one starting with the intrinsic ones.

#### **1.2.1. Intrinsic Factors**

People are normally easy to be motivated when doing an activity if such activity itself satisfies their physiological needs. According to the self-determination theory presented by Ryan and Deci (2000), "intrinsically motivated behaviours arise from the innate psychological needs like the needs for competence, relatedness and autonomy." That is to say that these intrinsic factors are strictly related to the teachers themselves and they involve the following aspects (that will be described in turn): a) Inhibition of work autonomy; b) Teacher stress levels; c) Recognition and prestige; and d) Teacher self-realization.

#### **1.2.1.1. Inhibition of Work Autonomy**

One thing that can be done in favour of the education process is to trust teachers as professional that they are. That is, the self-reliance of arranging their lessons may facilitate both the teaching as well as the learning process. Although one may be against this strategy, due to the number of teachers that are seen as less proficient than others, teachers are normally considered to be more productive when they are given the freedom of choosing the most accurate methods, procedures and school materials that they feel themselves comfortable working with (Koran and Koran, 2017).

Lack of autonomy, in this case, has a negative impact not only on teachers as people, but also in their motivation as an ELT professional. Sometimes schools set on regulations that prevent teachers of being creative and innovative, of choosing what to teach, how to teach, when to teach and which means to use as stated by Sozen (2015).

In a word, we can say that it is fundamental that teachers feel directly involved in the decision-making process of the way lessons are ministered for the success of the academic achievement. Then, we look at teachers' stress level as another factor.

#### **1.2.1.2. Teachers' Stress Level**

The teaching profession is among the most demanding professions for the fact of dealing with students of all ages and cultures regardless academic matters and interacting with parents. Yet, teachers are extremely expected to correct unwanted social behaviours that students bring from their families. Therefore, all these aspects affect greatly and lead of course to stress.

Teaching is a highly stressful and challenging profession, mostly due to the fact that teachers' job is to deal with groups of children/teenagers who might show behavioural problems or are going through rebellious phases in their lives...This is why, teachers sometimes feel the need to apply defence mechanisms against stress and anxiety, which encompass from breaking the teacher-student relationship to avoiding change and relying on ritualised performances. (Sala, 2019, p. 10)

Having these points highlighted, we can conclude that stress for teachers is quite unavoidable since they are supposed to deal with human beings every single day. Thus, teachers need to be trained to know what to do with classroom management in order to avoid stress by means of seminars or workshops. Then, we have recognition and prestige as other factors.

### **1.2.1.3. Recognition and Prestige**

Wart (n.d., as cited in Appoline, 2015, p. 22), “recognition is a motivational strategy which is very important, it is an intangible incentive that shows gratitude and offer praise.” Normally, and due to the physiological needs missing, teachers tend to have a weak performance in exercising the profession. Being so, when it happens, the society refuses fairly to give teachers recognition and prestige deserved by the profession (UNICEF, 2017, p. 15).

According to Richardson (2014, p. 20), recognition can be a “powerful incentive to enhance teachers’ motivation.” It may mean that, nothing can be more prestigious or motivational for a professional than having his work being esteemed by those who direct or indirectly take advantage of it. What is more, when a teacher is competent and proficient the society gives him especial treatment.

In sum, it is worth saying that recognition for teachers’ motivation has both positive and negative impact. That is, when the society does not see a teacher according to the especial position in the society it has a negative impact, but when the teacher is seen as a ‘hero’, it impacts positively. Let us now look at teachers’ self-realisation.

### **1.2.1.4. Teachers’ Self-realisation**

According to Uysal, Aydemir and Genc (2017, p. 216), “self-realisation is an effort made by an individual to maximize his own capacity, to develop his skills, and to reach the ideal type of person he really wants to be.” In addition, these researchers claimed that “even though all the needs at the other levels of the hierarchy are satisfied, the person will still feel uneasy and dissatisfied.” Hence, as EFL teachers are never fully satisfied with their achievements, they will always desire the best. For example, during the compilation of a lesson the teachers will have to read more than one grammar to be more capable of comparing and

selecting the best for their students. Another example resides in the teachers' academic level. That is, there will be a vital necessity of continuing studying, but when there is less willingness of being self-realised motivation is low.

Self-realisation, in this case, refers to every effort which guides the teachers' ambitions as people and professionals with regard to their future as a professional in education.

Summing up, intrinsic factors have to do with every single aspect which are directly related to what teachers bring into the teaching profession. Teachers' motivation decreases if one these aspects is not put into consideration as they have to develop personal and professionally. Then, we can look at the extrinsic factors that affect teachers' motivation.

### **1.2.2. Extrinsic factors**

In this subsection we are dealing with the extrinsic factors that may also affect positive or negatively EFL teachers' motivation. Extrinsic factors refer to what teachers encounter in the context of working. In this study, particular emphases will be given to the following: a) Working conditions, b) Overly heavy workload, c) Professional development and training d) Salary and other compensations, e) Healthy collegial relations and f) Principals' leadership skills. Let us start with the first factor.

#### **1.2.2.1. Working Conditions**

Nyakundi (2012) refers to working conditions as "the school environment in which the teaching process occurs." For Han and Mahzoun (2017, p. 1008), "working conditions is divided into many aspects and among these we have: workload, salary, student readiness to learn, school amenities and public respect for teachers."

Then, and according to the level of importance, Iwu, Ezeuduji, Iwu, Ikebuaku and Tengeh (2018, p. 7) classified working conditions into two groups which are: (1) primary working conditions: pay/salary, job security, and duties/responsibilities and (2) secondary working conditions: upper vision leadership, job title/status, interpersonal relationship, recognition and rewards, growth opportunities.

However, primary working conditions were considered to be more effective in motivating teachers than secondary working ones.

According to Mtyuda and Okeke (n.d., as cited in Iwu, Ezeuduji, Iwu, Ikebuaku, & Tengeh, 2018, p. 8), deplorable working conditions and the difficulty in thoroughly performing their roles and responsibilities almost push teachers to consider leaving the profession.

To sum up, the working conditions that surround the teachers will determine greatly their level of motivation as well as their enthusiasm to keep on teaching. Consequently, teacher motivation will also increase. Let us now look at overly heavy workload.

#### **1.2.2.2. Overly Heavy Workload**

With regard to heavy workload, Ipek & Kanatlar (2018, p. 33) argue that when the teaching hours exceed the acceptable limit, it affects negatively the teachers' motivation. Moreover, when the teaching load can be manageable, teachers' motivation is affected positively. It means that when institutions lack solutions unless giving more working hours to these teachers, surely their motivation may be negatively affected and consequently students fail to learn effectively the target language.

Summing up, institutions need to design manageable timetables for teachers so that they cannot feel demotivated due to heavy workload and it also necessary that the government stipulates regularly the admission of EFL teachers in the education sector. We can now deal with teachers' professional development and training.

#### **1.2.2.3. Teachers' Professional Development and Training**

The teaching profession is an on-going activity. It is not a stuck task that can be done at once as it demands creativity and innovation. Besides, teachers' professional development and training deal with the mastering of scientific knowledge which in its turn should a continuous process. Nevertheless, "teachers should be refreshed along the time to gain new ideas and approaches towards teaching and learning" as proposed by Afshar and Doosti (2016).

Professional development can help overcome shortcomings that may have been part of teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement. (UNICEF, 2000, p. 14)

Rewarding teacher with on-line courses, workshops, seminars, promotion opportunities and classroom observation will increase greatly teachers' motivation (Guajardo & Bank, 2011, as cited in Richardson, 2014). Moreover, Asghar and Ahmed (2014) argued that submitting teachers to such activities would enhance teachers' professional skills in order to outstanding however the quality of pupil learning.

In summary, school organizations in connection with the education department should provide regularly the above-mentioned activities to renew teachers' scientific and didactic knowledge. Teachers' motivation may also be affected by what the institutions do or organize for teachers' professional development. Then, we have salary and other compensations.

#### **1.2.2.4. Salary and Other Compensations**

Nowadays, teachers are expected to transform people (students') minds and not only look at salary and/or other compensations to keep on teaching. However, Richardson (2014, p. 19) defends that "government and private organisations should use monetary incentives to motivate teachers." According to this researcher, "low and delaying salaries demotivate teachers whereas increased and on time salaries increase teacher motivation."

To summarise, we can say that, as quality is costly, teachers should be awarded for what they do otherwise they can keep on demotivated and the teaching/learning can be negatively affected.

#### **1.2.2.5. Healthy Relationships**

Teachers are part of the human capital that work to achieve the school goals. According to Rayn and Deci (2020) teachers as human beings have biological tendencies of getting integrated and interacting with others.

EFL teachers' motivation is greatly affected by their ways of interacting with others. According to Ipek and Kanatlar (2018, p. 34), "when teachers interact positively their motivation is affected positively and significant is their collegial relation. This is to say that if teachers' relationship is troubled low will be their motivation."

Communication is a powerful weapon for the success of a team. According to Boru (2018), "teachers' communication leads to healthy school relations which in turns motivate teachers. When motivated teachers interact constantly, they tend to be more united consequently, an effective teamwork is built."

In summary, it can be said that quality education is a shared goal and the components directly involved in this process should interact constant and positively so that the common goals can easily be achieved. Then, we look at principals' leadership skills.

#### **1.2.2.6. Principals' Leadership Skills**

Even being a very much discussed issue throughout academicians, the term leadership still does not have a consensual definition. However, Adgoy (2019) refers to leadership as an "influence of people toward a goal." In education context, according to the same researcher, the term refers to the "influence that principals possess over a group of teachers to work on the achievement of the school goals."

Principals are the basis of the school operations that leads teachers and all the administrative staff to ensure the success of the institution. Being so, as the ones "who lead people with different behaviours, principals should possess some fundamental skills to empower them to work successfully." These skills involve "principal's technical skills, human relations skills, and conceptual skills" (Katz, 2010, as cited on Adgoy, 2019, p. 20). Skripack (2016) presented the following leadership skills: technical, interpersonal, conceptual, communication, time-management and decision-making skills.

Summarising, it can be said that leaders should be aware of the leadership skills they are expected to possess so that they can lead their team more competently and have a united teamwork.

To conclude, we could see that there are factors that tend affect teachers' motivation and these factors were categorised into two main groups which are intrinsic factors, which depend to what teachers bring into the teaching profession (i.e. personal and professional achievements), and extrinsic factors, which are seen as all the outside conditions found in the schools and other people that surround teachers. Accordingly, we can now move on to the strategies that can be used to increase EFL teachers' motivation.

### **1.3. STRATEGIES TO INCREASE EFL TEACHERS' MOTIVATION**

Finding the main ways through teachers can feel their wishes satisfied has been seen as a demanding task the managers of schools and government have been struggling due to many reasons and/or factors that can directly affect teachers' motivation. However, and as it was previously mentioned, if teachers are demotivated, then the whole teaching/learning process can negatively be affected. Being so, in this section we are attempting to present possible strategies that can be resorted to increase teachers' motivation.

In this respect, and in specific, the strategies found suitable to help school managers and the government itself can be: a) Improving the working conditions, b) Raising teacher salary, c) Providing staff development and training, d) Giving teachers autonomy to work, e) Guaranteeing job security, f) Reducing workload, g) Guaranteeing institutional support, h) Ensuring regular teacher promotion and i) Designing clear educational policies. Thus, let us present them one by one starting with working conditions improvement.

#### **1.3.1. Improving the Working Conditions**

Provision of good working conditions is hereby considered as the first strategy or way that can be taken to improve teachers' motivation. According to Podolsky, Kini, Bishop and Darling-Hammond (2016, p. 38), "teachers' working conditions affect their ability to teach well." It means that, guaranteeing good working conditions can be a half way gone for the achievement of the educational goals. It



was further added by the previous researcher that “teachers working conditions are also students’ learning conditions.” As the main goal of the education process is to provide to people a quality education guaranteeing school facilities, enough school materials, good salaries, teacher training and a supportive administration should be a must for education authorities.

Considering the fact that working conditions can unavoidably affect teachers’ motivation as well as the learning process, Podolsky, Kini, Bishop and Darling-Hammond (2016, p. 47) proposed the following policy strategies to improve working conditions:

1. Investing in the development of high-quality principals who work to include teachers in decision-making and foster positive school cultures;
2. Surveying teachers to assess the quality of the teaching and learning environment, and to guide improvements; and
3. Incentivizing professional development strategies and the redesign of schools to provide for greater collaboration.

In sum, pleasurable working conditions are not singularly principals’ duty. However, there should be cooperation between principals and education ministry to ensure effectively these conditions. Now we can present another way.

### **1.3.2. Raising Teacher Salary**

The necessity of satisfying physiological and safety needs is an imperative dutifulness. Reason why teachers want, wish and/or need to see their salary increased. According to Maslow (2011, as cited in UNICEF, 2017, p. 15), “the need to satisfy basic survival requirements is an absolute precondition in order for an individual to be adequately motivated.” It may mean that, “when teachers are not well rewarded financially, they are often more prone to look for secondary employment activities to obtain money [and consequently] it spreads attention” (Guajardo, 2011, p. 12).

In a word, for the quality of the education process, teachers should be monetarily well rewarded. Therefore, there is a question that can be asked in here: Do all teachers deserve to receive worth living salaries? UNICEF (2017, p. 35) suggests the following ways that can be applied to regulate the payment system:

1. **Pay level:** teachers' pay level in relation to the cost of living is still low as the small annual salary increments within each grade are easily eroded by inflation. As a matter of priority, teachers' salaries and benefits should be raised in line with increases in the costs of living.
2. **Pay and career structures:** The teachers' scheme of service describes a logical pay structure, and, if fully implemented, has potential to address some of the teacher demotivation factors. The selective implementation of this scheme has been a source of envy, anger and discontent among teachers.
3. **Qualification upgrading:** Those teachers who have upgraded their qualifications should subject to satisfactory job performance, be awarded the stipulated pay for their qualification grade level according to public service regulations.

Briefly, it is important to point out that teachers who earn low and irregular salaries tend naturally to be demotivated. It is grueling to be fully involved in your job, when at the same time you have to deal with the day-to-day survival. Having said this, we suggest that in favour of the society in general and a quality education in particular, the raise of teachers' salaries should be priority.

### **1.3.3. Providing Staff Development and Training**

The formation of motivated, professional, competent and proficient teachers is a government policies' function regarding the chain of the teaching cycle (UNICEF, 2017, p. 17). According to this view, the government should locate inputs to drive the education process. As a result, motivated and competent teachers will be the output generated. Finally, competent teachers in its turn will produce better student outcomes.

Re'em (2014, as cited in Appoline, 2015, p. 23) pointed out that "training strongly motivates teachers. Teachers' training prevents them from failing in achieving the educational goals, due to a lack of skills." In addition, the author further adds that "managers should offer employees with constant training in order to increase their chances of performing a successfully and competently."

According to Graig and Oguntimehin (2015, as cited in Oyeh & Ukaigwe, 2018, p. 117) providing to teachers training and development is important due to the following reasons:

- It increases productivity;
- It improves the quality of work;
- It improves skills, knowledge and understanding;
- It enhances the use of tools and machines;
- It reduces wastes, accidents, turnover, lateness, absenteeism and other overhead costs; and
- It eliminates obsolescence in skills, technologies, methods, products, capital management etc.

In a word, because professional development galvanizes a better outstanding performance of teachers, it should deserve a special attention of the educational authorities. In addition, activities that maximize the teacher's competence should be done regularly. Then, we can look at another way of improving teachers' motivation.

#### **1.3.4. Giving Teachers Autonomy to Work**

The fourth way of increasing teachers' motivation is to give them some autonomy. In respect to this, autonomy, in the educational field, is defined as the "freedom to decide how to instruct and when to take responsibility for their own teaching" according to Koran and Koran (2017, p. 154). In other words, for a better performance, teachers should not work under the pressure of higher educational authorities that means teachers should be free to decide the best way to design their work.

Sometimes authorities set on limits on teachers' autonomy, because some teachers misunderstand the concept of teacher autonomy. However, Sehwat (2014, p. 4) clarifies that "teacher autonomy is not independence or isolation nor a total state of freedom constraint."

Then, why is it important to let teachers be free in deciding how to work? People normally tend to not perform as such when they work under limitations of doing

things according to their will. Being so, Sehwat (2014, p. 5) suggests the following reasons why teachers should be given autonomy:

- Autonomous teachers feel personal responsibilities, attend workshops and come up with new classroom ideas;
- Teachers' autonomy refers to the ability to develop appropriate skills, knowledge and attitude for oneself as a teacher, in cooperation with other;
- The teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the need and capabilities of the concerns of the community; and
- Autonomous teachers feel more confident with virtual learning environment.

Summing up, it can be said that successful teaching and learning processes demands teachers' professionally independence. Instead of restricting teachers' autonomy, educational authorities should bet more in teacher development to guarantee modern teaching insists. Hence, we can look at job security as another way.

#### **1.3.5. Guaranteeing Job Security**

Starting with Oyeh and Ukaigwe (2018, p. 115), "job security is the assurance that an employee has in his employer that he will not be thrown out of his job or rendered jobless arbitrarily by his employee." Furthermore, for Macknzie and Nwafor (2019, p. 15), teachers "are before job security when the employee cannot be unfairly or illegally fired from his/he job."

Nowadays, in Angolan context, it is quite usual seeing teachers either in public school or in private schools allowing mistreats against them due to the insurance that they have toward their job. Normally, such practices happen, because there is not an employment contract signed between both parts. According to Macknzie and Nwafor (2019, p. 15), "job security protects teachers from all forms of mistreats or unfair labour practices that employers can have toward to their employees."

In this respect, for Adebayo and Lucky (1999, as cited in Oyeh & Ukaigwe, 2018, p. 115), there are certain factors that determine employee job security and they are as follow:

- Employment contract;
- Collective bargaining agreement;
- Labour legislation; and
- Personal factors (education, work, experience, job functional area, work industry, work location, skills).

In sum, it can be assumed that providing teachers with an employment contract, rewarding teachers with job security and treating them according to the legal statutes can also increase greatly their motivation. Then, teachers need also to be provided with adequate physical facilities.

### **1.3.6. Reducing Workload**

Employees usually tend to be outstanding performers when they are submitted to a working load with a considerable sense of management. For Ipek and Kanatlar (2018, p. 33), “when the teaching load is heavy teachers are often less producers and their motivation is affected negatively. Whereas, when the teaching load is manageable teachers are normally high performers and their motivation is affected positively.”

Heavy work load is seen as one of the majors de-motivating factors among EFL teachers. In Syamananda’s words (2017, p. 127), it is read that “effective team work or collaboration between teachers as one of strategies to reduce the amount of work and consequently increase EFL teachers’ motivation.”

In sum, we are worth pointing out that teacher’s work does not finish at school. Beside the teaching process in the classroom, there are a lot of home activities like planning lessons, correcting tests, readings that teachers should do. Being so, as they are expected to be more efficient their work load should not be too heavy or the learning process will be jeopardised. Then, let us take a look at the institutional support teachers also need.

### **1.3.7. Guaranteeing Institutional Support**

Teachers most often work more successfully when they are led under fair treatment, clear rules, open communication and mutual respect. In other words, a good leadership guarantees institutional support. Jitpraneechai (2019, p. 63)

asserts that “institutional support is extremely important for teachers’ lives as it is one the most essential motivating factors for teachers.”

Jitpraneechai (2018) states that one of the ways of “showing institutional support to workers is through providing immaculate working conditions, recognition and helpful feedback.” That is, teachers need to be aware of the positive feedback or support they are supposed to have from their schools managers.

To summarise, it is worth being pointed out that institutional support is in fact essential for the increasing of EFL teacher motivation. Leaders themselves will not be able to guarantee massive support to teachers. It is fundamental that educations authorities take it as one of the priorities in favour of the education system. Then, we have teachers’ promotion as another way of improving their motivation.

#### **1.3.8. Ensuring Regular Teacher Promotion**

Despite being benefit for their competence, teachers see it as the most effective way out to be promoted. The reality in institutions nowadays shows that the more productive and efficient a worker is higher is the probability of being promoted. This desire of being promoted motivates employees very much. For example, Herzberg (2012, as cited in Boru, 2018, p. 763) defends that “promotion possibilities are effective in motivating individuals.”

Hard-working and committed teachers put much effort in their teaching so that their students’ learning process can be rather favourable. Teachers’ good performance has a positive relationship with timely promotion. When teachers are promoted their motivation increases and (consequently) students’ academic performance also enhances.”

Moreover, Caprara *et al.* (2015, as cited in Ndijuye & Tandika, 2019, p. 452) argue that “when teachers are timely promoted/motivated they will love their teaching profession; they will teach effectively that may help the pupils to increase their academic performance.”

In sum, promoting teachers regularly is a fair form of demonstrating how much the educational authorities care about system and value teachers. It is fundamental that teachers know how important they are in the society valuing their efforts and their academic level. By doing this teachers will be motivated and will work in their best to achieve the educational goal. Let us now see how educational policies can also help increase motivation among teachers.

### **1.3.9. Designing Clear Educational Policies**

It is worthwhile known that the ranking of countries better positioned in terms of academic success is led by those that bet seriously in education sector. This fact shows that, for high-quality education, the best educational policies are demanded. For Boru (2018, p. 764), “education policies refer to the sum of the principals’ laws and policies for education system and management of schools.”

Education policies refers to how much the government values the educational institutions in a particular country concretely the size of the schools and classes, the number of student of each class, the privatization in education, the school preferences of the individuals, teacher’s academic level, teacher’s employment, teacher salaries, education programs, teaching methods, and priorities in education. (Aypay, 2010, as cited in Boru, 2018, p. 764)

The implementation of coherent national education policies plays a primary importance in the success of the education process as it motivates teachers to work in their best. Then, and according to Boru (2018, p. 764), “the issues of education policies can be considered as external motivation sources that determine the internal and external elements of school administration and it moves teachers to work.”

In summary, it can be said that for better academic success the best national educational goals should be designed, because they are the major architect of the education system in a particular country.

By way of conclusion, this chapter has focused on the review of the most and main literature regarding the strategies that can be undertaken to increase teachers’

motivation. However, in order to achieve its purpose, it was divided into three parts whereby the first one has presented the definition of the main terms considered important for the work, the second part has referred to the main factors that tend to affect teachers' motivation and the third (and last) part has proposed the possible tips that can be applied to foster teachers' motivation.

Being so, and after going through the description and discussion of the presented parts of the chapter, it was possible to draw the following conclusions:

With respect to the factors that affect EFL teachers' motivation, it was found that the motivation of EFL teachers was affected by both intrinsic and extrinsic factors. In relation to intrinsic factors it was pointed out that inhibition of work autonomy, stress level, recognition and prestige as well as self-realization were seen as the most relevant ones. Contrarily, the extrinsic factors involve working conditions, overly heavy workload, teachers' professional development and training, healthy relationships and principals' leadership skills as the main ones which tend to affect teachers' motivation.

Referring to the strategies to increase EFL teachers' motivation, it was proposed that both schools managers and the government should improve the working conditions, raise teachers' salary, provide staff development and training, give teachers' autonomy to work, guarantee job security, reduce workload, guarantee institutional support, ensure regular teachers' promotion and design clear educational policies.

At this time, we now turn our attention to the second chapter which is about Research Methodology.



# **CHAPTER TWO: RESEARCH METHODOLOGY**

## **CHAPTER TWO: RESEARCH METHODOLOGY**

### **2.0. INTRODUCTION**

The preceding chapter sought to review the most and main literature regarding the strategies that can be undertaken to increase teachers' motivation. In a word, this chapter has found that teachers' motivation is affected by both intrinsic and extrinsic factors and many strategies were also proposed as ways of increasing teachers' motivation.

The present chapter aims to present the research methodology by means of which the study was guided. Richards and Schmidt (2010, p. 363) defined *Methodology* as "the procedures used in carrying out an investigation, including the methods used to collect and analyse data." Additionally, Thomas (2021, p. 29) stated *Research Methodology* is regarded as "the systematic study of the research process starting from the planning process to the reporting results..."

Being so, this chapter is divided into two main sections. The first section will deal with the methodology used to conduct the research, while the second section displays and explains the results of the research.

### **2.1. Methodology**

As pointed out previously, this section refers to the methodology employed as far as research procedures are concerned. Thus, this section is divided into six (6) subsections: (1) Research Setting, (2) Type of Research, (3) Research Design, (4) Research Participants and Sampling Techniques, (5) Period of Study, and (6) Research Instruments.

#### **2.1.1. Research Setting**

The study was carried out at "*Escola do Magistério Secundário nº 135 – Comandante Liberdade – Lubango.*" Concerning its history, five years ago, the name of the institution was *Escola de "Formação Professores Comandante Liberdade.*" However, from the 28<sup>th</sup> March 2017 (Diário da República, 2008 act 197/17) the designation of the institution has changed to "*Escola de Magistério Secundário nº 135- "Comandante Liberdade-Lubango."*



**Fig. 2.1: Picture of Magistério's main building**

#### **2.1.1.1. Location of the School**

The school is located in Northeast of Lubango city properly at Centralidade da Quilemba, approximately 20 (twenty) kilometres from the downtown. It was approved on the 28<sup>th</sup> March 2017 (Diario da Republica, 2008 act 197/17) according to the educational reform it comprises Grades 10, 11, 12 and 13.

The school has 24 classrooms working in 2 periods (morning and afternoon), 6 offices, being among these: one for the principal, and two for the pedagogical and the administrative directors, respectively one for administrative matters and other for pedagogical matters and the last one the seretary, 1 staff/teacher room, 2 toilets in the main building, 8 toiles for students being half for men and half for women, 2 toilets for teachers, 2 konicas, 1 Physics laboratory and 1 Chemistry laboratory, 1 Biology laboratory, 12 storerooms, 1 canteen, 1 reading room, 1 gymnasium, 1 football field, and 4 sportive court.



**Fig. 2.2: Picture of Magistério's building**

The lessons in the morning start at half past seven until twenty-five to one p.m., in the afternoon start at one o'clock p.m. until five past six p.m. English is taught as a foreign language. Then, let us see why the school was created.

### 2.1.1.2. Nature and Mission of the School

A society to develop and prosper depends great much on the co-effort (by working to achieve common goals) that its institutions make in favour of this development. For that to happen, these institutions should set their activities based on the goals established by the ministry of education that will guide their mission. Nonetheless, Magistério Secundário is not an exception. According to Diário da República (2020, p. 4437/8) the main objective of the education subsystem is “to train teachers and other education agents with the needed profile for the integral materialization of the general objectives of the education in different teaching subsystems.” Then, let us look at the organisation of the school and its training courses.

### 2.1.1.3. Organization and Courses

Magistério Secundário nº 135 is one of the most important teacher training public institution for secondary level in the South of Angola, considering the academic performance, number of courses, and the number of students that come from different provinces around Angola to apply for a place. It has a total number of 1.286 students in different courses and 123 teachers. Due to the mission that was designed by the Educational teaching subsystem of Angola, Magistério Secundário nº 135 offers 7 courses (all gathered) in the Department of educational science as shown in the following table below.

Department	Courses
Ciências da Educação	Ensino de Matemática/ Física
	Ensino de Biologia / Química
	Ensino de História e Geografia
	Ensino de Língua Portuguesa/E.M.C
	Ensino de Língua Francesa E.M.C
	Ensino de Língua Inglesa/E.M.C
	Ensino de Educação Física

**Table 2.1: Division of the courses by Departments of Teaching and Research**

### **2.1.2. Type of Research**

In respect to the type of research, it was decided to use descriptive research. As abovementioned, descriptive research is used to describe the characteristics of a population by means of reporting frequencies, averages and percentages. To collect pertinent data on the factors affecting positive and negatively EFL teachers' motivation, we have used both qualitative and quantitative methods as a mixed and/or triangulated way of collecting data. In other words, data related to both numbers and descriptions of facts were collected to facilitate the analysis of the results (Brown & Rodgers, 2002; Denzin & Lincoln, 1998; Dörnyei 2007, 2010; Jupp, 2006; Marshall & Rossman, 1999; Punch, 2005, 2009; Schwandt, 1997). The following subsection has to do with research design.

### **2.1.3. Research Design**

According to Kumar (2019, p. 209), "research design is a plan through which you decide for yourself and communicate to others your decisions regarding what study design you propose to use, how you will collect information from your respondents, how you will select your respondents, how the information you will collect is to be analysed and how you will communicate your findings." In order to provide accurate and credible information to answer the research questions that lead the study, the research instruments were designed in the light of a descriptive research. Then, the next subsections deal with the design of the research instruments.

#### **2.1.3.1. Teacher Questionnaire**

This subsection seeks to describe how EFL Teachers questionnaire was designed and what procedures were employed during its compilation. The questionnaire was distributed to 8 EFL teachers. It is however important pointing out among these teachers, 6 were responsive to answering the questionnaires. Nonetheless, in the following subsection we shall be discussing how the teacher questionnaire was design.

##### **2.1.3.1.1. Design of Teacher Questionnaire**

In order to acquire reliable data from EFL teachers at "*Comandante Liberdade*", it was important do design the teacher questionnaire. After designing it, even before

its administration, the questionnaire went through a pilot study with two experienced teachers to measure the feasibility and the effectiveness of the research tool as advised by Felix & Smith (2019). However, throughout the designing process of the teacher questionnaire we came across with some problems that were competently overcome by two highly experienced teachers of ISCED-Huila. These teachers were rather helpful in terms of the wording, the logical sequence of some questions, word structure and question types. Accordingly, we are going to make plain of the changes as a result of the analysis and piloting phase.

Firstly, we had to rearrange the content of the heading of the teacher questionnaire. We just explained the aim of the survey without including instruction for the respondents. Secondly, in question 3 we replaced *senior* for *high school*, *national degree* for *bachelor (3<sup>rd</sup> Higher education completed with no completion of the course)* and *Bachelor* for *Licenciado*. Thirdly, in question 4 we added option c) *15-20 years old*. In question 5 we rephrased the question *What are the factors affecting EFL teachers' motivation?* to *What are the factors affecting your motivation in EFL teaching?* In the same question we had to remove the instruction: *Please indicate how influential each of these factors below are to EFL teachers' motivation*. In question number 6 we had to rephrase the question *To what extent do the following strategies increase EFL teachers' motivation?* to *To what extent do the following strategies increase your motivation in EFL teaching?*

Needless to say, it helped us to ascertain whether the research instruments were suitable to accomplish this very task. Now let us consider the procedures we carried out in order to accomplish our purposes.

#### **2.1.3.1.2. Procedures**

After having demonstrated the process of developing the Teacher Questionnaire, it is now time to focus our attention on the procedures employed to capture data for this study. Therefore, after making the noticeable changes on the Teacher Questionnaire, the final version of this research tool was administered to eight EFL teachers at “*Escola de Magistério Secundário nº 135 – Comandante Liberdade-Lubango*.” Nonetheless, in order to stimulate the respondents *full hart participation*

in the study, some ethical principles, such as, non-maleficence, privacy, informed consent, voluntary participation, confidentiality and reciprocity, had to be considered as proposed by some experts (Cacumba, 2014; Felix & Smith, 2019; Kumar, 2019; Punch, 2006; and Thomas, 2021).

All respondents were given two days to answer it, but unfortunately 6 of them returned it thirteen days later and the other two did not return, consequently decreasing the process of compiling and analysing the responses. Next, we concentrate our attention on the Principal Interview.

### **2.1.3.2. Principal face-to-face Interview**

As a way of allowing the participant (the school principal) to express his beliefs, view point and opinions with regard to EFL teacher motivation, it was decided to developed in two versions (one in English and the other in Portuguese) the Principal Interview, (see *Appendix 2: Principal Interview*).

Johnson and Christensen (2019, p. 543) argued that “an *interview* is a data-collection method in which an *interviewer* (the researcher or someone working for the researcher) asks questions of an *interviewee* (the research participant).” It is important to say that the one-on-one structured Interview has been undertaken under a collaborative environment. Structured interviews are a “type of one-to-on interview” which according to Mckinley & Rose (2020, p. 278) “consists of predetermined questions and responses, very similar to a questionnaire which is administered in person.” Nevertheless, recommended ethical issues such as informed content, anonymity and secrecy were before guaranteed. In the next subsection we will be describing the procedures employed to design it.

#### **2.1.3.2.1. Design of Principal Face-to-face Interview**

In order to collect relevant data from the school principal, an interview had to be designed (In this case a face-to-face interview). Alike the teacher questionnaire, a pilot study was also needed to avoid any mistake and we had to make some changes as it follows: Firstly, we had to rearrange the content of the heading. We just explained the aim of the survey without including instruction for the respondents. Secondly, in question 3 we replaced *senior* for *high school, national degree* for *bachelor (3<sup>rd</sup> Higher education completed with no completion of the*

course) and *Bachelor for Licenciado*. Thirdly, in question 4 we added option c) *15-20 years old*. In question 5 we rephrased the question *What are the factors affecting EFL teachers' motivation?* to *What are the factors affecting your EFL teachers' motivation?* Accordingly, in the same question we had to remove the instruction: *Please indicate how influential each of these factors below are to EFL teachers' motivation*. Likewise, in question number 6 we had also to rephrase the question: *To what extent do the following strategies increase EFL teachers' motivation?* To: *To what extent do the following strategies increase your EFL teachers' motivation?*

As the school principals' native language is Portuguese, it was necessary to design a Portuguese version of the Principal Interview. In general, the purpose of this Interview was to measure how aware the principal was regarding the motivation problems that EFL teachers in his institution pass through as well as what to do in order to overcome these pitfalls and contrast it with the information gathered from the teachers' questionnaire. Then, let us see the procedures taken for the interview.

#### **2.1.3.2.2. Procedures**

After the adjustment that resulted from the pilot study, the final version was administered to the school principal serving as the sample. As aforementioned, this interview aimed to measure how aware the principal was with respect to the motivation problems that his EFL teachers pass through.

Therefore, the research tool was divided into three parts (Part One: Principal's background information; Part Two: Principal's opinions about the factors that affect EFL teachers' motivation and Part three: Principals opinions regardless the strategies that by means of them EFL teacher motivation is increased.

The fact of being one respondent only made the data collection in this case much easier. The principles of ethical issues were rigorously obeyed as there was an efficient organization. There was no harm, the participant was previously informed about the purpose of the study, there was no obligation to take part of the study and the principle of anonymity was safeguarded (Cacumba, 2014; Johnson and Christensen, 2019; Syamananda, 2017; and Thomas, 2021). Thus, the next



section gives a brief description about the research participants and sampling technique used.

#### **2.1.4. Research Participants and Sampling Techniques**

In order to answer the posed research questions in this paper, we have worked with all EFL teachers (eight) who teach in both morning and afternoon classes as well as the principal all from “*Escola de Magistério Secundário nº 135 – Comandante Liberdade-Lubango*” who collaborated fruitfully.

Due to the number of teachers (i.e. reduced), the most appropriate sampling technique that best worked was the *Census*. Johnson and Christensen (2014, p. 344) indicated that “when a research is based on data collected from the entire population rather than a sample then it is a *census study*.” Further, “if the population of a study is very small (e.g., all teachers at a single school), including all the individuals in the research study, the census is the best bet” (p. 344). Then, we can present the period of study.

#### **2.1.5. Period of the Study**

The study started to be arranged in 2019 at the very end of the academic year with the purpose of obtaining my *Licenciatura* degree in ELT from ISCED – Huíla, a public high school whose aim is “to train teachers with a necessary profile to attain the objectives of education in an effective and integral way” (*Diário da República, Decreto Presidencial nº 110/11, 2011, p. 3019*). Thus, we can present the research instruments.

#### **2.1.6. Research Instruments**

There are various methods of data collection. The choice of most appropriate method depends great much on the purpose of the study, the resources usable and how skillful the researcher is. Nonetheless, “in choosing a method of data collection, it is fundamental to know that socioeconomic-demographic characteristics of the study population such as educational level, age structure, as well as socioeconomic conditions play an overwhelming importance” (Kumar, 2019). In order to achieve the objective of this research, we have collected data through the use of questionnaires (for EFL teachers) and a Face-to-Face Interview (for the school principal) as the main research instruments.

Nevertheless, to have the final research instruments, we have counted with the attentive contribution of the tutor of the work whose orientations and instructions were of a great importance to have the questionnaire and the interview ready to be applied. At this time, we can present the results of the research.

## **2.2. Research Results**

The previous section has discussed the research methodology and the procedures that were employed for the application of the questionnaires and the interview. Therefore, this section aims at presenting the actual findings from the research instruments (i.e. Teacher Questionnaire and Principal Interview) employed to conduct this research study. Notwithstanding, throughout the results presentation some differences and similarities in terms of response frequencies and percentages will be observed. At this point, we are going to start from presenting the results obtained from the teacher questionnaire. As a matter of fact, the results are administered in quantitative and qualitative descriptions by means of statistical representations (tables). Now, we are going to present the results of the Teacher Questionnaire.

The first part of the Teacher Questionnaire was designed in order to collect data about the respondents' background information, more specifically: gender, age range, academic qualifications and teaching experience; the second part deals with teachers' perception about the factors that affect their motivation in EFL teaching; the third part explores the strategies that can be used to increase motivation in EFL teaching; and the fourth and last part deals teachers opinion regardless the importance of EFL teachers' motivation. Being so, we will describe the statistical data results gathered from the Teacher Questionnaire. Consequently, the results will be exhibited tables by following the order of the questions according to the research instrument, as it can be seen in the appendix 1 (Teacher Questionnaire).

Thus, according to teachers' schedules, they were given two days to complete the questionnaires. From the 8 (100%) copies of the questionnaire, 6 (75%) returned thirteen days after. This time, did not allow us to prepare and analyse the information and present them in less than a month. Then, it follows the

presentation of the responses of each research question, starting from the background information of the participants. Being so, about the age range it was found that no teacher ranged from 25-29 years old (0%), 1 teacher ranging from 30-34 years old (16%), 1 teacher ranging from 35 to 39 years old (17%), 1 teacher ranging from 40 to 45 years old (17%), finally 3 teachers are above 45 years old. Among the teachers, one is female (17%) and six (83%) are male. Regarding the academic qualification, from the 6 teachers, none of them (0%) has high school degree, two (33%) have bachelor degree, four (63%) are *licenciados*, none (0%) has master degree as well as none (0%) holds a PhD. degree. With respect to teaching experience, none (0%) has been teaching from less than 10 years, one (17%) has been teaching from 10-14 years, two (33%) have been teaching from 15-20 years and three (50%) have been teaching for more than 20 years. To some extent, their cooperation was highly importance for the purpose of the study.

Apart from the EFL teacher who participated in this study, 1 principal (100%) has also given a meaningful contribution to this research paper. His age is above 45 years old, regardless his academic qualification it should be said that he is a Master, and leads the institution for 5-9 years (See appendix 2). It is worth to highlight that despite having given the allowance to the development of the study in the institution the principal was also one of the participants as an interviewee. Fortunately, the interview was administered successfully. Next, the results of the other questions will be presented.

### **2.2.1. FACTORS AFFECTING EFL TEACHERS' MOTIVATION**

This subsection presents the research findings regarding the first research question of our study. Firstly, it will present the teacher`s opinions about the factors affecting EFL teachers' motivation; Secondly it will deal with principal's perception regarding the same research question.

### 2.2.1.1. Teacher Questionnaire

The following table displays the results concerning the teachers' opinions concerning the factors that affect teacher motivation in EFL teaching.

Factors that affect EFL teacher's motivation		Not influential at all	Slightly influential	Neutral	Moderately influential	Very influential
a. Inhibition of work autonomy	Respondents	2	1	2	0	1
	Percentage	33%	17%	33%	0%	17%
b. Teacher stress levels	Respondents	1	2	2	0	1
	Percentage	17%	33%	33%	0%	17%
c. Recognition and prestige	Respondents	0	0	1	3	2
	Percentage	0%	0%	17%	50%	33%
d. Teacher self-realization	Respondents	0	0	2	2	2
	Percentage	0%	0%	33%	34%	33%
e. Working conditions	Respondents	0	0	1	2	3
	Percentage	0%	0%	17%	33%	50%
f. Overly heavy workload	Respondents	0	2	1	2	1
	Percentage	0%	33%	17%	33%	17%
g. Professional development and training	Respondents	0	0	0	2	4
	Percentage	0%	0%	0%	33%	67%
h. Salary and other compensations	Respondents	0	0	0	3	3
	Percentage	0%	0%	0%	50%	50%
i. Healthy collegial relations	Respondents	0	0	3	2	1
	Percentage	0%	0%	50%	33%	17%
j. Principals' leadership skills	Respondents	0	0	4	2	0
	Percentage	0%	0%	67%	33%	0%

**Table 2.2.: Factors affecting EFL teachers' motivation**

Table 2.1 above shows that the majority of the teachers (67%) agreed that professional development and training is a factor that affects very much motivation in EFL teaching. Moreover, (50%) of teachers claimed that recognition and prestige, as well as salary and other compensations are factors that affect motivation in EFL teaching moderately. A great number of teachers (67%) are neutral as to whether the Principals' leadership skills affect motivation in EFL teaching. Furthermore, (33%) teachers stated that teacher stress levels, as well as overly heavy workload are factors that affect motivation in EFL teaching slightly. Finally, (33%) teacher considered that inhibition of work autonomy is a factor that does not affect motivation in EFL teaching at all.

### 2.2.1.2. Principal's Face-to-face Interview

The following table displays the results concerning the principals' opinions about the factors that affect EFL teachers' motivation.

Factors that affect EFL teacher's motivation	Not influential at all	slightly influential	Neutral	moderately influential	very influential
Inhibition of work autonomy		X			
Teacher stress levels	X				
Recognition and prestige	X				
Teacher self-realization	X				
Working conditions				X	
Overly heavy workload		X			
Professional development and training	X				
Salary and other compensations					X
Healthy colegial relations	X				
Principals' leadership skills	X				
Other (s) Please specify					X

**Table 2.3: Factors affecting EFL teachers' motivation**

As it can be observed, from the table above, the principal considered Library and I.T. Materials as Very influential on EFL teachers' motivation. In addition, the Working conditions that EFL teachers are exposed to were considered to be Moderately influential factor on EFL teacher motivation. Inhibition of work autonomy as well as Overly heavy workload were considered Slightly influential. Finally, Teacher stress levels, Recognition and prestige, Teacher self-realization, Professional development and training, Healthy collegial relations, and Principals' leadership skills were found to be Not influential at all as for the principal they do not play important role on EFL teacher motivation. Next, let us take a look at the results concerning the strategies to increase teachers' motivation.

### 2.2.2. STRATEGIES TO INCREASE EFL TEACHERS' MOTIVATION

This subsection aims at presenting the research findings regarding the second research question of our study. Firstly, it will present the teachers' opinions about the strategies that can be used to increase EFL teachers' motivation and finally principals' opinions about the same issue.

### 2.2.2.1. Teacher Questionnaire

The following table presents the results concerning the teachers' perception about the strategies that can be used to increase EFL teachers' motivation.

Strategies to increase EFL teacher motivation		Not influential at all	Slightly influential	Neutral	Moderately influential
a. Improving working conditions	Respondents	0	1	1	4
	Percentage	0%	16%	17%	67%
b. Raising teacher salary	Respondents	0	2	1	3
	Percentage	0%	33%	17%	50%
c. Providing staff development and training	Respondents	0	0	3	3
	Percentage	0%	0%	50%	50%
d. Giving teachers autonomy to work	Respondents	0	0	5	1
	Percentage	0%	0%	83%	17%
e. Guaranteeing Job security	Respondents	0	1	4	1
	Percentage	0%	17%	67%	16%
f. Provision of adequate physical facilities	Respondents	1	0	3	2
	Percentage	17%	0%	50%	33%
g. Reduction of amount of work	Respondents	1	2	3	0
	Percentage	17%	33%	50%	0%
h. To guarantee institutional support	Respondents	0	2	0	4
	Percentage	0%	33%	0%	67%
i. To ensure regular teacher promotion	Respondents	0	0	5	1
	Percentage	0%	0%	83%	17%
j. To design clear educational policies	Respondents	1	0	4	1
	Percentage	17%	0%	67%	16%

**Table 2.4: Strategies to increase EFL teachers' motivation.**

The results from Table 2.4 shows that Most of the teachers (67%) reported that both improving working conditions and guaranteeing institutional support increase EFL teachers' motivation very much. A great majority (87%) of teachers argued that Giving teachers autonomy to work as well as to ensure regular teacher promotion increase EFL teachers' motivation somewhat. In addition, some teachers (33%) claimed that raising teacher salary, the reduction of amount of work, as well as guaranteeing institutional support increase EFL teacher's

motivation very little. One (17%) teacher also considered that provision of adequate physical facilities, reduction of amount of work, and the design clear educational policies do not increase EFL teacher’s motivation at all.

### 2.2.2.2. Principal Face-to-face Interview

The following table presents the results concerning the principals’ point of view with regard to the strategies that can be used to increase EFL teachers’ motivation [not at all (1); very little (2); somewhat (3); very much (4)]

Strategies to increase EFL teacher motivation	Not at all	Very little	Somewhat	Very much
Improving working conditions				X
Raising teacher salary				X
Providing staff development and training				X
Giving teachers autonomy to work			X	
Guaranteeing Job security				X
Provision of adequate physical facilities				X
Reduction of amount of work			X	
To guarantee institutional support			X	
To ensure regular teacher promotion			X	
To design clear educational policies			X	
Other (s) Please specify			X	

**Table 2.5: Strategies to increase EFL teachers’ motivation.**

The results from the Table 2.5 above illustrates that the principal considered that Improving the working conditions, raising teacher salary, providing staff development and training, guaranteeing Job security, and provision of adequate physical facilities motivate teachers very much. Furthermore, it was also considered that giving teachers autonomy to work, reducing the amount of work, to guarantee institutional support, to ensure regular teacher promotion, to design clear educational policies, to guarantee public transport, and the distance from work place motivate EFL teachers somewhat.

### **2.2.3. IMPORTANCE OF EFL TEACHERS' MOTIVATION**

This question sought to explore both teachers' and principal's understandings about the importance of EFL teacher motivation in the teaching process.

#### **2.2.3.1. Teacher Questionnaire**

With respect to this question, none of the teachers made further comments. After presenting the results from the teachers' questionnaire, the results from the Principal will now be put out next.

#### **2.2.3.2. Principal Face-to-face Interview**

Regardless the importance of EFL teacher motivation the principal argued that for a teacher to be productive, it is fundamental to keep their motivation high by guaranteeing the components that increase their motivation like Libraries, I.T. materials, language labs, access to internet, easy access to the working place, as well as continuous teacher development.

After presenting the interview results, it can be said that from the information presented by the principal, there is an agreement on both teachers' perceptions about the factors that affect their motivation as well as the strategies to increase it and the principal's perceptions. The coming section is about the research ethical issues.

### **2.3. ETHICAL ISSUES**

Before starting the discussion on the ethical issues that was obeyed in this study it is important to highlight that any particular research carried on human beings is prone to generate disagreements between the researcher and the respondent. Consequently, every researcher should have a basic idea about some key aspects in relation to ethical issues. However, in order to prevent such problems, ethical issues should be considered during the data collection process as suggested by experts (Cacumba, 2014; Johnson and Christensen, 2014; Johnson and Christensen, 2019; Syamananda, 2017; and Thomas,2021).

Cacumba (2014, p. 118) presents a concise and general summary, from different authors, of the methods used to control the ethical standards of a study.



- **Informed consent:** This means that prospective research participants must be fully informed about the procedures and risks involved in research and must give their consent to participate.
- **Voluntary participation:** Requires that people not be coerced into participating in research. This is especially relevant where researchers had previously relied on 'captive audiences' for their subjects such as prisons or universities.
- **Confidentiality or anonymity:** While confidentiality is the assurance that no one, including the researcher, will know the identity of individual participants, anonymity is the assurance that the identity of participants will be preserved by the researcher. Basically, this means that the participant will remain anonymous throughout the study – even to the researchers themselves. Researchers should protect confidential communications, such as papers or grants submitted for publication, personnel and other records.
- **Honesty and trust:** Researchers should strive for honesty in all scientific communications. They should honestly report data, results, methods and procedures, and publication status. They should not fabricate, falsify, or misrepresent data; neither deceive colleagues, or the public.
- **Courtesy:** Researchers should not intrude unnecessarily into participants' lives or make unnecessary demands on their time and knowledge. The participant sample should be realistic based on producing valid results and inclusive in that potential participants do not feel excluded from the study; and only necessary data should be collected.
- **Respect for intellectual property:** Researchers should honor patents, copyrights, and other forms of intellectual property. They should not use unpublished data, methods, or results without permission; they should give credit where credit is due; they should give proper acknowledgement or credit for all contributions and collaborations to research and should never plagiarize.

#### 2.4. LIMITATIONS AND DELIMITATIONS OF THE STUDY

Although the present study sought to provide practical insights into the elements that affect EFL teachers' motivation as well as how to motivate EFL teachers, there was still some limitation. Firstly, the study was limited in terms of scope due to the small number of participants. Secondly, as for many years student motivation was the main concern of researchers. "Only in 1990<sup>s</sup> when it was realized that teachers' motivation could have massive impacts on student motivation, researchers in this field began to lead some studies concerning teachers' motivation" (Syamananda, 2017, p. 122). As a consequence, we had difficulties in collecting the data needed for the theoretical support of the study.

In conclusion, this chapter presented the aspects related to the research methodology. It was divided into two main parts. The first described the methodology used to conduct the study and the second outlined the results obtained from the research instruments. The research methodology contained all the required aspects needed to have the research process itself ready.

Then, referring to the results concerning the factors affecting teachers' motivation, the chapter concluded that by means of percentage professional development and training, recognition and prestige as well as salary and other compensations were pointed as the main ones. In addition, from the principal it was also found lack of a library and I.T. materials as additional factors.

As for the strategies to increase teachers' motivation, we were proposed that teachers' motivation can increase by improving working conditions, guaranteeing institutional support, giving teachers autonomy to work, ensuring regular teacher promotion increase EFL teachers' motivation, raising teacher salary, providing staff development and training, guaranteeing job security and provision of adequate physical facilities motivate teachers.

Needless to say, with an extra question, which is about the importance of EFL teachers' motivation, it was found that it is fundamentally important keeping teachers' motivation by guaranteeing the components that increase such motivation like libraries, I. T. materials, language labs, access to internet, and easy access to the working place as well as continuous teachers' development.

Having reached the end of chapter two, the next chapter discusses the relevant results obtained from the instruments.

# **CHAPTER THREE: ANALYSIS AND DISCUSSION**

## **CHAPTER THREE: ANALYSIS AND DISCUSSION**

### **3.0. INTRODUCTION**

The preceding chapter dealt with the description of the research methodology used in the study. Accordingly, the findings from the research instruments (i.e. both Teacher Questionnaire and Principal's Face-to-face Interview) were equally presented basing on two research questions: a) what are the factors affecting motivation in EFL teachers? and b) what are strategies that can be used to increase motivation in EFL teachers? Thus, the results obtained are the foundation of the present chapter, which aims at analysing and discussing the main findings of the two previous chapters to see how far they are similar and different at the same time.

In order to achieve the intended aim, this chapter is divided into two main sections. The first section refers to the factors affecting EFL teachers' motivation. The second section discusses the strategies to increase EFL teachers' motivation. Thus, we can start by discussing the first one.

#### **3.1. FACTORS AFFECTING EFL TEACHERS' MOTIVATION**

As afore described in the Literature Review, researchers such as Rayn and Deci (2020); Adgoy (2019); Sala (2019); Boru (2018); Ipek and Kanatlar (2018); Uysal, Iwu, Ezeuduji, Iwu, Ikebuaku and Tengeh (2018); Aydemir and Genc (2017), Han and Mahzoun (2017), and many others, were the ones have written on the factors that affect motivation in EFL teachers. Therefore, according to their research studies, it could be inferred that EFL teachers' motivation is highly affected by many factors whereby some are directly intertwined to teachers' expectations while others have to do with physical conditions that surround them.

Looking at the existing literature used to try to answer the research question number one of this study in Chapter 1 (see **section 1.2**), Ipek and Kanatlar (2018) claim that teaching environment, the workplace, and collegial relations pay a crucial role in EFL teachers' motivation. Similarly, Kamstra (2020) argues that teachers get more motivated and positively affected by being recognised, by having a supportive working environment and professional climate, by having job security, independence, decision-making power, leadership and having enough

resources. It was further added that being a teacher is not only about transmitting new knowledge. Meaning that, teaching involves more than merely teaching. Under this immense myriad of tasks, teachers may feel stressed and overwhelming consequently have their motivation hindered. In this regard, Khanal and Phyak (2021) also add that multiple factors influence teachers' motivation towards the teaching profession such as promotion, school management and leadership, and professional development and training opportunities. Yet, lack of communication with colleagues, lack of rewards, low salary, long workhours, and crowded classroom are demotivating factors on foreign EFL teachers as pointed by Kasimi and Hangişi (2021).

Considering the results from the teachers' questionnaire about the issue being analysed, we could observe that a majority part of teachers pointed to **professional development and training** as the factor which affects very much teachers' motivation. In addition, a half of these respondents pointed also to **working conditions**, as well as **salary and other compensations** as further factors which tend to affect teachers' motivation very much. Yet, some teachers also consider that **recognition and prestige** affects motivation **very much**.

If look at the results of the study conducted by Ipek and Kanatlar (2018) and Kamstra (2020) are in accordance with was pointed by the teachers as the main factors that tend to decrease and/or affect in anyway their motivation.

Moreover, a half slice of the teachers argues that **recognition and prestige**, as well as **salary and other compensations** respondents affect EFL teachers' motivation **moderately**. Additionally, some of them also consider that **teacher's self-realization** affects EFL teachers' motivation **moderately**. Similarly, Khanal and Phyak (2021) have found in their research that teachers need to be well-rewarded and recognised so that they can their motivation always high and committed with the profession.

As for the results from the principal's face-to-face interview regarding the factors that affect motivation in EFL teaching is concerned (**see table 2.3**), **library and I.T. materials**, as well as **salary and other compensations** influence EFL teachers' motivation **very much**. Moreover, the principal also claims that **working**

**conditions** influence EFL teachers' motivation moderately. Surprisingly, these results converge with most of the aspects aforementioned.

In this respect, the results from both the teachers and the principal present more similarities than differences. The most significant similarity lies on the fact that both the teachers and the principal agree that salary and other compensations influence EFL teachers' motivation very much. On the contrary, there are many differences on the results. First, while the teachers consider that professional development and training influences EFL teachers' motivation very much, the principal suggest that they do not influence EFL teachers' motivation at all. Second, teachers claim that recognition and prestige affect EFL teachers' motivation moderately while the principal argues that they do not influence EFL teachers' motivation at all. Third, teachers are neutral as to whether or not principal' leadership skill affects EFL teachers' motivation, the principal claims that it is not influential at all. Fourth, some teachers point that teacher's stress level influences EFL teachers' motivation slightly; whereas, the principal argues it does not influence EFL teachers' motivation at all. Finally, the teachers point out that inhibition of work autonomy does not influence at all while the principal suggests that it influences motivation slightly.

On one hand, the teachers may have pointed that professional development and training, working conditions, as well as salary and other compensations affect mostly their motivation due to the following reasons: firstly, nowadays with the advancement of technology and social networks as well as the active participation of parents in the educational process, sometimes students go to school with strong background about the issues being discussed.

This demands teachers to be in constant upgrade of their scientific and methodological knowledge. Secondly, both teacher's competence and proficiency, and student's ability will only match positively if the working conditions that they are exposed to (i.e. school material, social interaction, and positive relationship with the student's family) are worth. Finally, there is a common misunderstanding that good teachers are those who put passion of teaching before everything. The salary that teachers earn, the bonuses that that they receive for a particular

performance, health care and best teacher award play a significant role in motivating them. Passion may make teachers good performers but salary and reward will keep them in the profession.

On the other hand, the teachers might have suggested that the principal's leadership skills have no significant impact on their motivation due to the fact that as professionals, teachers may be able to cope with different leadership styles that the principal chooses to apply.

The principle may also have suggested that library and I.T materials are important factors in motivating EFL teachers because achieving effective language teaching results may be rather difficult without teaching aids such as books and dictionaries. In this technological era, teachers also understand that the use of high-tech devices such as computers, data show, CD players and smart phones where students can have access to social media and interact with native or proficient language speakers for overseas may constitute important ways to develop foreign language skills. Most importantly, learning a language requires developing reading skills and for that to happen it is fundamental that students get used to environment that invite them to read. With regard to I.T. materials it is important to posit that technology plays a significant role in EFL lessons. I.T. material can be used in audio, visual or in audio visual lessons.

Generally, in the Angolan context, EFL teachers' motivation may be commonly affected by: a) First, the importance that English language occupies in Angolan's educational curriculum. Unfortunately, English seems to be taught with no specific purpose in public school rather than a subject that effectively helps students to become fluent in this foreign language. This point is supported by the fact that students start to learn English in grade 7 only; b) Second, the salary that EFL teachers earn monthly. Angolan teachers in general are unfairly rewarded. Most of teachers cannot afford to buy teaching aids (computers, printers, books, and others), a car, a proper house, or even to have access to efficient healthy services without any extra job; c) Thirdly, the working conditions that teachers are exposed to. Teaching under trees, outdoors, in loaded classes, are examples of inappropriate working conditions that EFL teachers have to deal with in Angola; d)

Finally, professional development and training for EFL teachers. As mentioned earlier, professional development and training plays a significant importance in EFL teachers' motivation. Seminars, workshops, conferences, or in-service training keep teachers background knowledge in constant improvement.

As a way of summarising, the factors that affect motivation among EFL teachers at "*Escola de Magistério Secundário nº 135 - Comandante Liberdade-Lubango*" are divided in two categories namely intrinsic factors, which have to do with recognition and prestige; and extrinsic factors such as working conditions, library and IT materials, salary and other compensations. Nevertheless, inhibition and work autonomy, teachers' stress level, overly heavy workload, healthy collegial relations, and principal's leadership skills seem not to affect much EFL teachers' motivation, although they cannot put aside. Then, we can look at the strategies to maximise teachers' motivation.

### **3.2. STRATEGIES TO INCREASE EFL TEACHERS' MOTIVATIONS**

With reference to the strategies that can be employed to increase motivation in EFL teaching, Iliya (2015) posits that no real education can take place without motivation. For this researcher, motivation plays in fact a pivotal role in the education process especially in the administration of school staff and the teaching and learning process. It is vital that teachers work motivated. For that to happen teacher's needs should be fulfilled. Policy makers (ministry of education), the society, and school managers play a vital role in helping to fulfil these needs.

Considering all the aspects proposed in the first chapter (Literature Review), we can observe that each researcher has presented a different tip that can serve to increase teachers' motivation, but as the listing of the Point 1.3, teachers can see their motivation rising by having their working conditions improved, their salaries raised, continuous staff development and training, some autonomy to work, job security, reduced workload, institutional support, regular promotion and educational policies for them.

With this in mind, the results from the teachers' questionnaire regarding the strategies to increase EFL teachers' motivation, we could observe from the Table 2.3 that the majority part of teachers suggested that **improving the working**



**conditions, guarantee of institutional support,** increases EFL teachers' motivation **very much**. With respect to **rising teachers' salary, providing staff development and training** it is also observable in the same table that a half number of respondents proposed **very much** these options.

With regard to the strategies that can be used to increase motivation in EFL teaching, the teachers at "*Escola de Magistério Secundário nº 135 – Comandante Liberdade-Lubango*" may have suggested that improving the working conditions is essential, because it is a way of ensuring commodity, and consequently enhancing teachers' willingness to teach. In addition, teachers also suggest that the guarantee of institutional support is vital because teachers feel confident when they know that their decision is supported by the institution that they are part of. It is also worth mentioning that rising teachers' salary increases teachers' social level according to the exercised profession. Finally, by providing staff development and training, teachers become able to perform accordingly in different areas.

Concerning the results from the principal's face-to-face interview, improving working conditions, raising teachers' salary, providing staff development and training, guaranteeing job security, as well as the provision of adequate physical facilities were seen to motivate EFL teachers very much. Furthermore, the principal also suggested that giving teachers' autonomy to work, reduction of amount of work, institutional support, regular teacher's promotion, in addition to designing clear educational policies increase the motivation of EFL teachers.

As it can be seen, these results present as many similarities as differences. The first similarity is the fact that improving working conditions, raising teachers' salary as well as providing staff development and training were considered by both teachers and the principal as factors that increase EFL teachers' motivation very much. Another similarity is the fact that both teachers and the principal agree that giving teachers autonomy to work, to ensure regular teacher promotion, in addition to design of clear educational policies increase somewhat EFL teachers' motivation. As for the differences, while teachers observe that reduction of amount of work, and the guarantee of institutional support increase EFL teachers'

motivation, the principal claimed that these strategies increase teachers' motivation somewhat.

The principal may have suggested that, improving working conditions increases EFL teachers' motivation because, less loaded classes, well equipped classes, modern buildings, library disposal, and access to school resources makes the teaching process much easier. As for raising teachers' salary, the principal might have chosen this strategy because it is rather important in guaranteeing financial stability in EFL teachers. Providing staff development and training makes teachers more competent and safe in the teaching process. As discussed before (see Chapter one subsection 1.3.5.), when teachers know that their job is protected by an employment contract they very seldom allow mistreats against them. This means that guaranteeing job security motivates teachers. Looking at the popular saying "a bad work man blames his tools", it can be said that the provision of adequate physical facilities it should be highlighted that access to good materials makes teachers to work in their best.

Giving teachers work autonomy, the provision of physical school facilities, and guaranteeing job security were the strategies less mentioned by teachers and used by the principal. Even being less used they still hell very much in motivating teachers. In Angolan context it is quite common seeing teachers moving from one school to another due to the interference either by the principal or the coordinator. With regard to school facilities the respondents may have chosen, because the absence of school facilities leads to bad working conditions which affect negatively EFL teacher motivation. Finally, safety is a fundamental need for human beings. Teachers are more motivated when they are safe in their job. When they know that no unfair situation will make them to lose their job.

Looking at the context of the research, regarding the strategies that are used to increase EFL teachers' motivation, it should be posited that very little is done by the educational authorities in order to increase EFL teachers' motivation. One of the most noticeable strategies has to do with the insignificant rise of teachers' salary. Another strategy that can be noticed is the number of new schools

(relatively small compared with the numbers students ready to start schools) being built.

To summarise, the strategies that can be used to increase EFL teachers' motivation are improving the teachers' working conditions, guaranteeing institutional support, raising teachers' salary, providing staff development and training, guaranteeing job security, and providing adequate physical facilities.

To conclude, this chapter aimed at analysing and discussing the main findings of both chapters 1 and 2 so that we could see how far they are similar and different at the same time. It was divided into two main parts: Factors affecting teachers' motivation and strategies to increase teachers' motivation. Being so, after going the analysis process, it was possible to draw two main conclusions as follow.

Starting with the factors that affect teachers' motivation, we could find that EFL teachers from "*Escola de Magistério Secundário nº 135 - Comandante Liberdade-Lubango*" pointed to recognition and prestige, working conditions, library and IT materials, salary and other compensations as the main factors that affect their interest and motivation to exercise their teaching profession. However, some of these factors presented are related to teachers themselves while others are external ones.

As to the strategies that can be used to increase EFL teachers' motivation from "*Escola de Magistério Secundário nº 135 - Comandante Liberdade-Lubango*", it was proposed that improving the teachers' working conditions, guaranteeing institutional support, raising teachers' salary, providing staff development and training, guaranteeing job security as well as providing adequate physical facilities can be the possible remedies schools' managers and governemnt can adopt so as to maximise teachers' commitement, interest and motivation to practise their profession.

Hence, and after presenting the analysis and discussion of the most prominent findings, we can present the general conclusions of the work as well as its recommendations.

# **CONCLUSIONS AND RECOMMENDATIONS**

## CONCLUSIONS AND RECOMMENDATIONS

In the final analysis, this study sought to investigate the factors that influence positive and negatively EFL teacher motivation at “*Escola de Magistério Secundário nº 135, Comandante Liberdade, Lubango.*” To conduct the study and achieve its main purpose, it was decided to pose the following research questions:

1. What are the factors affecting motivation in EFL teachers at “*Escola de Magistério Secundário nº 135, Comandante Liberdade, Lubango*”?
2. What are strategies that can be used to increase motivation in EFL teachers at “*Escola de Magistério Secundário nº 135, Comandante Liberdade, Lubango*”?

In fact, motivation is undoubtedly a force which fosters people to engage in any task. In this case, teachers’ motivation plays an utmost importance, because the teaching/learning process turns around their interest to enter into the classrooms, but when this motivation is negatively affected by several factors, then students’ academic achievement decreases drastically.

Accordingly, and basing on the results presented throughout the work, we were able to reach the following conclusions:

1. Referring to the factors that tend affect teachers’ motivation, it was seen that these factors were categorised into two main groups which are intrinsic factors, which depend to what teachers bring into the teaching profession (i.e. personal and professional achievements), and extrinsic factors, which are seen as all the outside conditions found in the schools and other people that surround teachers.
2. The main factors that affect motivation among EFL teachers at “*Escola de Magistério Secundário nº 135 - Comandante Liberdade-Lubango*” are divided into two categories namely intrinsic factors, which have to do with recognition and prestige; and extrinsic factors such as working conditions, library and IT materials, salary and other compensations.
3. Regarding the strategies to increase EFL teachers’ motivation, it was proposed that both schools managers and the government should improve the working conditions, raise teachers’ salary, provide staff development and training, give teachers’ autonomy to work, guarantee job security,

reduce workload, guarantee institutional support, ensure regular teachers' promotion and design clear educational policies.

4. Then to increase EFL teachers' motivation from "*Escola de Magistério Secundário nº 135 - Comandante Liberdade-Lubango*", it was proposed that improving the teachers' working conditions, guaranteeing institutional support, raising teachers' salary, providing staff development and training, guaranteeing job security as well as providing adequate physical facilities can be the possible remedies schools' managers and government can adopt so as to maximise teachers' commitment, interest and motivation to practise their profession.

By reason of that, and considering the above conclusions, it can be recommended that:

1. The government, syllabus-designers and schools' managers are extremely recommended to prevent the possible factors that tend to hinder negatively teachers' motivation by ***creating policies that consider and respect teachers as the main bridge among students and knowledge.***
2. The school managers from "*Escola de Magistério Secundário nº 135 - Comandante Liberdade-Lubango*" are invited to be maximise and create all the conditions that capture and foster teachers' interest and motivation to work seriously and committed with the profession and school's aims by providing them the recognition and prestige they deserve and equip them with continuous training and good working conditions (***for further details, see Appendix 4 – Importance of Teachers' Continuous Training.***)
3. The government and the teachers' representative are recommended to maintain continuous contact to solve the basic problems that tend to demotivate teachers and which affect negatively students' academic achievement by discussing policies regarding salaries, teaching materials, workload and other compensations (***for further details, see Appendix 5 – Ways of Compensate Teachers' Efforts.***)
4. The school's managers and the teachers from "*Escola de Magistério Secundário nº 135 - Comandante Liberdade-Lubango*" are hereby invited to have good institutional relationships so that they can meet whenever

possible to discuss about ways of keeping teachers' motivation and commitment by setting an academic timetable for meetings whereby teachers have the opportunity to present their dissatisfaction and propose ways of improving teaching/learning process as well as achieving school's aims (***for further details, see Appendix 6 – Guiding Principles on Policies to Support Teachers and School Leaders in Schools as Learning Organisations***).

Having reached the end of this paper, it is believed that some aspects might not have been fully covered. In this regard, it is suggested for further research the topic *“Investigating the relationship between EFL teachers' motivation and students' performance at “Escola de Magistério Secundário nº. 135 - Comandante Liberdade – Lubango.”*

# **APPENDICES**





**INSTITUTO SUPERIOR DE CIÊNCIAS DA EDUCAÇÃO**  
**DEPARTAMENTO DE LÍNGUAS E CIÊNCIAS HUMANAS**  
**SECÇÃO DE INGLÊS**  
**APPENDIX 1: TEACHER QUESTIONNAIRE**

**Dear Teacher**

This questionnaire aims at investigating the **Factors that influence positive and negatively in EFL Teacher's Motivation at Escola de Magistério Secundário n.º 135 - "Comandante Liberdade-Lubango"**. By filling this questionnaire, you will help us to answer the following questions: a) What are the factors affecting motivation in EFL teachers? b) What are the strategies that can be used to increase motivation in EFL teachers? We guarantee that the data you provide will be treated confidentially and with the most secrecy possible.

Yours faithfully,

**Miguel Munda Muteca Bernardo**

**SECTION A: BIBLIOGRAPHICAL INFORMATION**

1. **Age range.** Please tick (✓)
  - a) 25 – 30 years old
  - b) 30 - 35 years old
  - c) 35 - 40 years old
  - d) 40 – 45 years old
  - e) Above- 45 years old
2. **Gender.** Please tick (✓)
  - a) Male
  - b) Female
3. **Academic qualifications.** Please tick (✓)
  - a) High school
  - b) Bachelor (3<sup>rd</sup> Higher education completed with no completion of the course)
  - c) Licenciado
  - d) Master
  - e) P.h.D
4. **How long have you been teaching English?** Please tick (✓)
  - a) 5-10 years
  - b) 10-15 years
  - c) 15-20 years
  - d) More than 20 years

**SECTION B: EFL TEACHERS' MOTIVATION**

5. What are the factors affecting your motivation in EFL teaching? **Please tick (✓) your answer, considering the options in the table below.**

Not Influential at all (1) Slightly influential (2) Neutral (3) Moderately influential (4) Very influential (5)

Factors that affect EFL teacher's motivation	1	2	3	4	5
a. Inhibition of work autonomy					
b. Teacher stress levels					
c. Recognition and prestige					
d. Teacher self-realization					
e. Working conditions					
f. Overly heavy workload					
g. Professional development and training					
h. Salary and other compensations					
i. Healthy collegial relations					
j. Principals' leadership skills					
k. Other (s) Please specify					

6. To what extent do following strategies increase your motivation in EFL teaching? **Please tick (✓) your answer, considering the options in the table below.**

Never (1) not at all (2) very little (3) somewhat (4) very much (5)

Strategies to increase EFL teacher motivation	1	2	3	4	5
a. Improving working conditions					
b. Raising teacher salary					
c. Providing staff development and training					
d. Giving teachers autonomy to work					
e. Guaranteeing Job security					
f. Provision of adequate physical facilities					
g. Reduction of amount of work					
h. To guarantee institutional support					
i. To ensure regular teacher promotion					
j. To design clear educational policies					
k. Other (s) Please specify					

7. **Please, feel free to add further comments on the importance of EFL teachers' motivation.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**THANK YOU VERY MUCH FOR YOUR COOPERATION!**

**Lubango, February 2022.**

**Adapted from:**

Syamananda, P. (2017). Factors affecting EFL teachers' motivation in Thay University: A case study of EFL teachers at tertiary level . *Language Education and Acquisition Research Network Journal*.

Ipek , H., & Kanatlar , M. (2018). Factores affecting EFL teacher motivation . *Journal of Qualitative Research in Education*, 25-41.



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**APPENDIX 2 – PRINCIPALS’ FACE-TO-FACE INTERVIEW SCHEDULE**

Thank you for agreeing to get involved in my research project. This study aims at investigating the factors that influence positive and negatively in EFL teacher motivation at *Escola de Magistério Secundário nº 135- "Comandante Liberdade"-Lubango*. I would like to corroborate that all the information obtained from this interviews will be regarded as confidential and will be used for the study only. Please feel free and express yourself to the best of knowledge.

**SECTION A: BIBLIOGRAPHICAL INFORMATION**

**1. What is your age range?**

- a) 25 – 30 years old
- b) 30 - 35 years old
- c) 35 - 40 years old
- d) 40 – 45 years old
- e) More than 45 years old

**2. Gender.**

- a) Male
- b) Female

**3. What is your academic qualification?**

- a) High school
- b) Bachelor (3<sup>rd</sup> Higher education completed with no completion of the course)
- c) Licenciado
- d) Master
- e) P.h.D

**4. How long have you been leading the institution?**

- a) 5-10 years
- b) 10-15 years
- c) 15-20 years
- d) More than 20 years

**SECTION B: EFL TEACHERS' MOTIVATION**

1. What are the factors affecting your EFL teachers' motivation? **Please, tick your choice.**

Not influential at all (1) slightly influential (2) Neutral (3) moderately influential (4) very influential (5)

Factors that affect EFL teacher's motivation	1	2	3	4	5
a. Inhibition of work autonomy					
Teacher stress levels					
Recognition and prestige					
Teacher self-realization					
Working conditions					
Overly heavy workload					
Professional development and training					
Salary and other compensations					
Healthy colegial relations					
Principals' leadership skills					
Other (s) Please specify					

2. To what extent do following strategies increase your EFL teachers' motivation? **Please, tick your choice.**

not at all (1) very little (2) somewhat (3) very much (4)

Strategies to increase EFL teacher motivation	1	2	3	4
Improving working conditions				
Raising teacher salary				
Providing staff development and training				
Giving teachers autonomy to work				
Guaranteeing Job security				
Provision of adequate physical facilities				
Reduction of amount of work				
To guarantee institutional support				
To ensure regular teacher promotion				
To design clear educational policies				
Other (s) Please specify				

3. Please, feel free to add further comments on the importance of EFL teachers' motivation.

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THANK YOU VERY MUCH FOR YOUR COOPERATION!

Lubango, February 2022.

**Adapted from:**

Syamananda, P. (2017). Factors affecting EFL teachers' motivation in Thay University: A case study of EFL teachers at tertiary level . *Language Education and Acquisition Research Network Journal*.

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**APPENDIX 3 – AGENDA DE ENTREVISTA DO DIRECTOR**

Obrigado por concordar em participar neste projecto. Este estudo tem como objectivo investigar os factores que influenciam, positiva e negativamente, na Motivação dos Professores de Inglês como Língua Estrangeira *na Escola de Magistério Secundário nº 135 - "Comandante Liberdade-Lubango"*. gostaria de dizer que toda informação obtida nesta entrevista será confidencial e a sua identidade será preservada. Por favor, sinta-se livre em expressar da melhor maneira que poder

**SECÇÃO A: INFORMAÇÕES BIOGRÁFICAS**

**1. Qual é a sua média de idade?**

- a) 25 – 30 anos
- b) 30 - 35 anos
- c) 35 - 40 anos
- d) 40 – 45 anos
- e) Mais de 45 anos

**2. Género.**

- a) Masculino
- b) Feminino

**3. Qual é o seu nível académico. (assinale com um ✓ por favor)**

- a) Técnico médio
- b) Bacharel (3º Ano do ensino superior concluído sem terminar o curso)
- c) Licenciado
- d) Mestre
- e) P.h.D

**4. Há quanto tempo dirige a instituição?**

- a) 5-10 anos
- b) 10-15 anos
- c) 15-20 anos
- d) Mais de 15 anos



**SECÇÃO B: MOTIVAÇÃO DOS PROFESSORES DE INGLÊS COMO LÍNGUA ESTRANGEIRA**

5. Quais são os factores que afectam a motivação dos professores de Inglês como língua estrangeira? **Por favor, marque a sua escolha.**

Não de todo influente (1) Relativamente influente (2) Neutro (3) Moderadamente influente (4) Muito influente (5)

<b>Factores que afectam a motivação dos professores de Inglês como língua estrangeira</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Limitação da autonomia de trabalho					
Nível de estresse do professor					
Reconhecimento e prestígio					
Realização pessoal do professor					
Condições de trabalho					
Demasiada carga horária					
Desenvolvimento e formação aos professores					
Salário e outras compensações					
Boa relação colegial					
Habilidades de liderança dos directores					
Outro (s) Por favor especifique _____					

6. Até que ponto as estratégias que se seguem melhoram a motivação dos professores de Inglês como língua estrangeira? **Por favor, marque a sua escolha.**

De modo nenhum (1) Pouquíssimo (2) De algum modo (3) Bastante (4)

<b>Estratégias para melhorar a motivação dos professores de Inglês como língua estrangeira</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Melhorar as condições de trabalho				
Aumentar os salários dos professores				
Providenciar desenvolvimento e formação aos professores				
Dar aos professores autonomia para trabalhar				
Garantir vínculo contratual seguro				
Providenciar materiais, infra-estruturas e instrumentos pedagógicos adequados				
Redução da carga horária				
Garantir apoio institucional				
Assegurar a promoção regular dos professores				
Conceber políticas educativas claras				
Outra (s) Por favor especifique _____				

7. Por favor, sinta-se livre de adicionar comentários sobre a importância da motivação para os professores de Inglês como língua estrangeira.

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Muito obrigado pela vossa cooperação!  
Lubango, Fevereiro 2022.

**Adaptado de:**

Syamananda, P. (2017). Factors affecting EFL teachers' motivation in Thay University: A case study of EFL teachers at tertiary level . *Language Education and Acquisition Research Network Journal*.

Ipek , H., & Kanatlar , M. (2018). Factores affecting EFL teacher motivation . *Journal of Qualitative Research in Education*, 25-41

## **APPENDIX 4 – IMPORTANCE OF TEACHERS’ CONTINUOUS TRAINING**

### **APPENDIX 4 – IMPORTANCE OF TEACHERS’ CONTINUOUS TRAINING**

Eleonora Villegas-Reimers (2003) in an exhaustive literature review states several of the main characteristics of continuing training activities: she highlights that there are extremely **heterogeneous** and that their outcomes are linked to the circumstances in which these activities are organized. This means that there is no —magical formulall: it is not because one particular continuing training design was effective in an environment that it can be transposed to another.

The scope of these activities is very wide; nevertheless, it is possible to identify some broad trends (OECD, 2005):

- ✧ Continuing training can include **activities intended to facilitate the implementation of a policy or an educational reform** (ex: dissemination conferences to provide teachers with information about new pedagogical content), in the case for example of the implementation of a new curriculum.
- ✧ **Subject-oriented continuing development:** preparation of teachers to new subject-matter content, or to pedagogical content (task-oriented). Also for the preparation of new functions (becoming school leaders for example). In this case, continuing training organized in smaller groups, under the form of workshops, short courses.
- ✧ **Continuing training is becoming increasingly school-based;** it is organized by the schools to respond to specific. In this case, it involves study groups for example, or work-shops with teachers from the same school working together on a specific issue, or learning about new skills that are needed by the school as a whole. Can also be, for example, to develop a programme.

School-based continuing training allows to enhance collegiality between teachers, providing a fertile learning context for them. To place continuing training at the scale of the school also allows teachers to be present in the precise identification of what they need to learn.

Teachers can also choose to follow continuing training activities for their **own personal teacher development**. These activities usually take place outside for schools, individually or with teachers from other schools.

As for the evolution of the importance of each of these types of continuing training, it seems as in the OECD countries, **school-based continuing training is becoming more and more common**, even if the other three types of continuing development exist simultaneously. Individual based teacher continuing training is becoming less common, at least in terms of programmes funded publically. TALIS (2009) asked teachers to which continuing training activities they had participated in. 93 % of the teachers surveyed mentioned having participated in —Informal dialogue to improve teaching—. 80 % of teachers report participation in —Courses and workshops—.

Adopted from:

Musset, P. (2010). Initial teacher education and continuing training policies in a comparative perspective: Current practices in OECD countries and a literature review on potential effects. *OECD Education Working Papers*, (48). OECD Publishing. Retrieved from: <http://dx.doi.org/10.1787/5kmbpjh7s47h-en>



## **APPENDIX 5 – WAYS OF COMPENSATING TEACHERS’ EFFORTS**

### ***Funding Individualized Professional Growth***

Teachers, like all professionals, need support and professional development to continue honing their craft. Many states and districts curate, buy or host professional development resources annually, and some have created helpful repositories for pedagogical and content development to allow teachers to select what they need. There are also many free online resources, but most quality, in-depth professional development comes at a cost. With low salaries (and many teachers purchasing classroom supplies out-of-pocket), few teachers at any level can pay for continued learning.

States and districts could consider providing professional development stipends for teachers — a small sum of money dedicated solely to purchasing professional development geared to each teacher’s needs. District oversight would be required to be sure the funds were used for quality development, but a multitude of options should be allowed, such as books, courses, college credits, National Board Certification, seminars, micro-credentials or coaching. States could bolster this strategy further by curating a report of quality professional development for various needs.

### ***Maintaining or Returning Planning Periods***

One of the complaints of many teacher groups and protests the last few years is the disappearing planning period. This open period for teachers to plan ahead, consult colleagues for help, email parents and catch up on paperwork is either being reduced, taken away, or diverted by administrators for other meetings or requirements.

There is much debate about lowering class size as an alternative to increasing teacher salary and benefits. However, schools, districts and states could alternatively think about lessening the overall caseload for many teachers — reducing how many classes they teach per day — rather than focusing on class size. This strategy can help schools maintain or return the planning period.

District leaders, or even state policymakers, might consider funding a small number of additional positions to allow teachers to have a full planning period. Additionally, restrictions could be put in place on the amount of time per week

that administrators can require teachers to complete other tasks or meetings during planning periods.

### ***Bonuses for Teachers in Advanced Teaching Roles***

While many states provide raises or bonuses for teachers based on factors such as time spent on continued education, earning a master's degree, National Board Certification, teaching tenure and so on, these strategies show little or no correlation with increasing instructional skills or student growth.

States and districts should consider a more effective strategy of rewarding teacher outputs and outcomes. To be clear, this is different from performance or differential pay, which has sometimes brought political friction and conflicting or negative results. Many states have implemented tiered certification or licensing for advanced teaching roles, but none have offered financial incentives for these leadership roles statewide. By doing so while maintaining classroom instruction for a portion of the day — teaching more students, leading professional learning communities, leading staff meetings and pedagogical or content trainings, mentoring early-career teachers on improvement plans — states and districts can reward teachers for increased responsibility. Key to this strategy is assessing teachers' effectiveness in the classroom, their appropriate leadership and adult coaching skills and dispositions, to be sure that only the appropriate teachers assume these roles. North Carolina and Alabama education leaders are currently working on state plans to do just this.

#### **Adopted from:**

Boren, M. (2020). *New ideas in teacher compensation*. Southern Regional Education Board (SREB) program.



## **APPENDIX 6 – GUIDING PRINCIPLES ON POLICIES TO SUPPORT TEACHERS AND SCHOOL LEADERS IN SCHOOLS AS LEARNING ORGANISATIONS**

**1. EDUCATION AS A LEARNING SYSTEM:** Education should be an inclusive learning system with a key role for teachers and school leaders.

In school education, the learning system should function in an inclusive manner that respects diversity to ensure that no school, nor individual teacher, is isolated or is unable to participate effectively. Regular review of the system, involving national and local government as well as the schools themselves, should identify and strengthen connectors across networks, but allow sufficient time for change to take place and be embedded. The system should be open and provide opportunities to engage multiple stakeholders as part of the process, including social partners, pupils and their families.

**2. COHERENCE OF POLICIES:** Policy-makers should aim to achieve coherence across the system, aligning different policies directly affecting teachers and school leaders and embedding them in wider school policies, to serve the ultimate objective of ensuring high quality education for all learners.

Ensuring coherence, or continuity, between different policies (professional development, staff careers, support measures, leadership, curricula) avoids tensions and contradictions and makes systems more effective. Coherent policies should also seek to create room for experiment and innovation. Engaging a broad range of stakeholders, including social partners, in meaningful dialogue may help achieve this coherence.

**3. SHARED VISION AND UNDERSTANDING:** Shared vision and understanding, which consider national, regional and local perspectives and priorities on school policy, give direction to the work of schools as learning organisations and to the systems by which they are supported.

Developing a shared vision and understanding strengthens teachers' and school leaders' ability to develop effective learning and teaching, and to collaborate rather than compete. Ensuring opportunities for interpretation in the local context will help teachers and school leaders gain ownership of the vision and engage with the management of change.

**4. SETTING EXPECTATIONS:** Clear expectations for the engagement of teachers and school leaders that can be set through frameworks such as standards, competence frameworks and curricula, help to define roles within learning organisations.

These expectations can guide the provision of appropriate support, whilst maintaining freedom to take risks, develop and innovate, have ownership, and stimulate collaboration within and across areas of curriculum and school development.

**5. SCHOOL LEADERS AND TEACHERS SHAPING LEARNING SYSTEMS:** School leaders and teachers should be acknowledged and respected for their

expertise and their contribution to developing the education system at different levels.

Through their own endeavours as learners, teachers and school leaders act as role models, adding to the development of the school as a learning organisation. But they should also be supported in their efforts to increase capacity to work across networks of schools and professionals. Involving teachers and school leaders in the design of new initiatives and reforms from the start will help improve the system and empower staff to engage in leadership, be innovative and take as well as manage risks.

**6. PROFESSIONAL CULTURE:** Education systems can help schools develop professional working and learning cultures that motivate teachers and school leaders.

Fostering a desire and providing capacity in schools to learn and improve together will help teachers and school leaders better adapt to changing needs of learners and society. Motivation can be influenced by internal and external factors and should be taken into account when considering the recruitment and retention of staff. Collaboration, distributed leadership and networking offer significant potential for a professional culture that supports working and learning at school.

**7. RESEARCH, REFLECTIVE PRACTICE AND ENQUIRY:** Policies should support a culture of research, reflective practice and enquiry-based learning at school.

Practice-oriented research and enquiry should be embedded along the continuum of school leaders' and teachers' professional development, including Initial Teacher Education. This will stimulate teachers' motivation and competence to engage in research with the purpose of informing and enabling action across the system. Researchers in schools, higher education institutions and other organisations should have opportunities to disseminate their work, share expertise, and exchange information and ideas.

**8. PROFESSIONAL COMPETENCES, CAPACITY AND AUTONOMY:** Teachers and school leaders should be supported in their professional development, autonomy and growth in a continuum spanning all phases of their careers.

Teachers and school leaders should be trusted, supported and empowered as professionals who can be agents of change contributing to school development and who have the capacity to take responsibility and be accountable for the impact of their actions. Teachers and school leaders should be expected, enabled and encouraged to collaborate; their competences and capacities, as well as their autonomy and accountability should be considered not just individually but also collectively, as part of professional teams.

**9. LEADERSHIP COMPETENCE:** Systems should provide opportunities for school leaders and teachers to develop leadership competences that support them in strategic thinking and planning.

Teachers and school leaders should be inspiring and be able to set priorities for self and others. They should be able, and enabled, to identify their own needs and opportunities for professional development, and to lead others in reflective practice as part of the process of change.

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