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Teacher Motivation: a Factor for Classroom Effectiveness and Teaching Improvement

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خُلاصَة:

يُعَدُّ المعلم في جميع المراحل الدراسية أحد الركائز الرئيسية في العملية التعليمية، ولا تتوقف صلاحيته للقيام بعمله على النحو المنشود على حسن إعداده وتدريبه فحسب بل وتشمل ايضاً الدافعية والرضا الوظيفي لديه لما لوجودهما من أثر في تحقيق الأهداف التعليمية وتحسين جودة نتاجات العملية التعليمية وما لغيابهما من أثر سلبي على كل من العمليات التعليمية والتَّعَلُّميَّة على حد سواء. لذا سعت الدراسة الحالية إلى تحليل أثر مجموعة من العوامل التحفيزية الداخلية (فرص الترقية، المشاركة في صنع القرار، فرص تطوير الذات، الشعور بالأهمية، الخ) والخارجية (بيئة العمل وظروفه، الأجر المالي، ساعات العمل، سلوك الطلبة، الخ) على دافعية الأستاذ الجامعي للعطاء المعرفي في مؤسسات التعليم العالي في ليبيا، حيث شملت عينة الدراسة 37 أستاذاً قارًّا (ذكور وإناث) من قسم اللغة الإنجليزية بكليتي الآداب والتربية، جامعة الزاوية. اعتمدت الدراسة على إستمارة إستبيان كوسيلة لجمع البيانات من العينة المذكورة. بعد التحليل الإحصائي للبيانات اظهرت النتائج أن كُلاًّ من العوامل الداخلية والخارجية السالفة الذكر تُأَثِّرُ بشكلٍ مباشرٍ على دافعية الأستاذ الجامعي. وقد اوصت الدراسة بضرورة تحفيز الأستاذ الجامعي ورفع مستوى الدافعية و الرضا الوظيفي لديه بدرجة كافية لضمان تطوير نظام تعليم جامعي فعال وناجح.

Abstract:

Among all the resources of an educational institution, teachers are unquestionably the most important. Motivation plays a vitalrole in increasing the level of teacher's jobsatisfaction. Satisfied teachers in turn can help in improving the performance of an educational institution. The aim of this study is to examine the effects of **intrinsic** and **extrinsic** motivational factors on teacher motivation in higher educational institution of Zawia University, Libya. A Teacher Motivation Questionnaire (TMQ) is used to collect data from 37 respondents teaching in English Language Depts., Faculty of Arts & Faulty of Education. The results of the study confirm the positive influence of some motivating variables on teacher motivation. Similarly,given that the study concludes that certain demotivating factors have been identified in the teaching process, it is possible to emphasize that demotivation may have

some negative effects. In a general sense, it can be stated that demotivation constitutes a barrier for a continuing, improving, interesting and enjoyable teaching and learning environment. It is, therefore, recommended that college teachers need to be adequately motivated for an effective higher-education system.

Key Words:teacher motivation/demotivation, intrinsic factors, extrinsic factors, classroom performance, job satisfaction/dissatisfaction

Introduction:

Huselid(1995) points out that once a personhas been doing a job for a while, theirinterestbegins to wane gradually.Some people lose the pleasure in work while some continue in order to maintaintheir increasing salaries and to secure long term benefits, after they have mentally quit. Others decide a job change is the only way to get back their long-lost enthusiasm. This scenario captures the essence of a problem facing many organizations including educational institutions:*Motivation*! While some employees might be motivated to exert high level of effort, othersare not. Therefore, it becomes management's challenge to cope with employee's lowmotivation (Nadim et.al, 2010). So, we will start our discussion with defining this commonly assumed-to-be good thing that influences an individual's behaviour and performance at work.

1.1. What is *Motivation*?

Motivation is not a completely new term.Scholars and authors had approached the concept of motivationfrom different perspectives. For example, Steers et al. (2004) highlight that Motivation is aprocess through which a person's efforts areenergized, directed, and sustained towards attaining a specific goal. Energy, Direction, and Persistencearethe three key elementsin this definition. The energy element is a measure of intensity or derives. A motivated person exerts more effort and works harder. However, high level of effort doesn't necessarilylead to favorable job performance unless the effort is channeled in a direction that benefits the organization. It means the effort that is directed towards and consistent with, the organizational goals. This is the kind of effort that is required from employees. Finally, motivation includes a persistence dimension. Employees are required to persist in exerting the effort to achieve the goals.

From a psychological point of view, Gibson et al. (2012) explain that motivation is a word used to describe the forces acting on or within a person to initiate and guide behavior. They use the concept to explain the differences in the intensity of behavior (e.g. more intense behavior as a result of high level of motivation) and also to indicate the direction of behavior. Also, Latham andPinder (2005)conclude that work motivation is a set of energetic forces that originate both within as well as outside of an individual, to commence work-related behavior and to determine its form, direction, intensity and duration.

Inextricably associated with motivation is the issue of Teacher Motivation. The decisive role motivated teachers can play in improving the quality of education cannot be denied. To this we now turn with some detail.

1.2. What is *Teacher Motivation*?

Lawrence (1999:13)defines teaching as "an occupation with a very high turnover rate and the graying workforce is only a piece of the puzzle". Mruma (2013) relates to this definition by saying that teacher motivation naturally has to do with teacher's attitude to work. It refers to the teacher's desire to participate in the pedagogical processes within the teaching classroom. Ofoegbu (2004) insists that the teacher is the one that translates educational philosophy and objectives into knowledge and skill and transfers them to their students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, s/he tends to participate more in the process of management, administration, and the overall improvement of the school.

Still within the psychological domain, Herzberg et al. (1959) thinks that teacher motivation is synonymous with job satisfaction. According to his well-known Motivation-Hygiene Model (Two-Factor Theory), there are certain factors in the workplace that cause jobsatisfaction/motivation, while a separate set of factors cause dissatisfaction/demotivation, all of which act independently of each other.

Two-factor theory distinguishes between (Herzberg et al., 1959):

- **Motivators** (e.g. challenging work, recognition for one's achievement, responsibility, opportunity to do something meaningful, involvement in decision making, sense of importance to an organization) that give positive satisfaction (i.e. motivation), arising from intrinsic conditions of the job itself, such as recognition, achievement, or personal growth.

- **Hygiene Factors**(e.g. status, job security, salary/good pay, fringe benefits, work conditions, paid insurance, vacations) that do not give positive satisfaction or lead to higher motivation, though dissatisfaction results from their absence. The term "hygiene" is used in the sense that these are maintenance factors. These are extrinsic to the work itself, and include aspects such as company policies, supervisory practices, or wages/salary.

1.3. Sources of Teacher Motivation

Research has shown that teachers are influenced by both *intrinsic* and *extrinsic* factors (Eimers, 1997). Further studies on motivation for teaching distinguished between intrinsic, extrinsic and altruistic reasons for choosing the profession. Intrinsically motivated teachers are focused on teaching and the activity related to the job itself. The inherent satisfaction or the joy of teaching is viewed as the driving force. The extrinsically motivated teachers focus on the benefits of teaching, such as salary, vacations or other external rewards connected to the job. Finally, the altruistically motivated teacher views teaching as a socially worthwhile and important job, and has a desire to be part of young peoples' growth and development (Heather, Blazar&Lynch, 2015).

Mruma(2013) extrapolates these findings and points out that teachers' motivation is influenced less by externally initiated factors such as salary, educational policy and reform and conditions of service, than by those emerging from the intrinsic context within which they work.

According to Heather, Blazar&Lynch(2015) heads/principals/leaders can play a critical role in the success of educational institutions. They can influence the levels of motivation teachers experience to the extent that they can control the outcomes of teachers' efforts. This can be through their influence on teachers' morale and motivation. Studies have proved that leadership of educational institutions affects the way teachers teach, and

hence, impact directly on student performance. Since these leaders can, in one way or the other, affect the intrinsic factors listed, they, thus, play an extremely role in motivating teachers.

1.4. Importance of Teacher Motivation in Educational Institutions

Educational institutions exist, primarily to educate students. It is for this purpose that teachers are employed in these institutions. Teachers are, thus, the most important professionals for any nation's future. However, without adequate support and resources, teachers will not be motivated although they may be highly qualified. It is sad to note that teachers, the most valuable human resource, are often neglected. One should bear in mind that a nation's strength depends on the high quality of its education system and the strength of such a system, in turn, relies on qualified and motivated teachers (Heather, Blazar&Lynch, 2015).

1.5. Factors Affecting Teacher Motivation

Turner et al. (2009) state that, although they have gained large popularity for their seeming simplicity, merit pay and career ladder programs have failed in adequately resolving the problems of teacher motivation. This is because they had been meant to provide external incentives — financial rewards, advancement opportunities, and workplace variety.

Frase (1992) offers one reason why measures relying on external rewards have been insufficient. There is overwhelming research evidence, he claims, that teachers enter teaching to help young people learn, that their most gratifying reward is accomplishing this goal, and that the work-related factors most important to teachers are those that allow them to practice their craft successfully.

Frase (1992) goes further to identify two sets of factors that affect teachers' ability to perform effectively: work context factors (the teaching environment), and work content factors (teaching). However, it should be stated that the following factors are not exhaustive, but indicate a number of critical points.

1.5.1. *Work Context Factors*

Work context factors are those that meet baseline needs. They include working conditions such as class size, classroom discipline/conduct conditions, and availability of teaching materials; the quality of the principal's supervision, and basic psychological needs such as money, status,

and security. In general, context factors clear the road of the obstacles that block effective teaching. In adequate supply, these factors prevent dissatisfaction. Even the most intrinsically motivated teacher will become discouraged if the salary doesn't pay the mortgage (Frase, 1992).

1.5.2. *Work Content Factors*

According to Frase (1992), work content variables are the crucial factor in motivating teachers tohigh levels of performance. Work content factors are intrinsic to the work itself. They include opportunities for professional development, students' growth and development, recognition, challenging and varied work, increased responsibility, achievement, empowerment, and authority. Frase (1992) argues that teachers who do not feel supported in these aspects are less motivated to do their best work in the classroom. Heidentifies three major areas as the most influential factors that relate to teacher motivation:

- *Feedback and reward*: teachers are typically demotivated when they receive very little accurate and helpful feedback regarding their teaching.
- *Autonomy*: the majority of teachers are dissatisfied when they are not allowed autonomy, i.e., freedom to develop collegial relationships to accomplish tasks.
- *Collegiality*: this is also important for teachers. Collegiality can be expressed through experiencing challenging and stimulating work, creating education improvement plans, and leading curriculum development groups. Teachers are demotivated when they lack participation in norms of collegiality.

To the Work Contentset of factors Suslu(2006) adds the motivating effect of sharing responsibilities with the leadership of the educational institution. He argues that institution leaders should work side-by-side with teachers, rather than in a directive and prescriptive manner. This delegation of leadership helps in creating a warm and caring learning environment, thus attacking teacher isolation and raising motivation. This is supported by further research by Heather, Blazar&Lynch(2015), who find that when principals and teachers share leadership power, teachers' working relationships with one another are stronger and teacher motivation is higher.

Closely related to sharing of power is sharing of *decision making*. Hierarchical management can result in those located at the lower levels who experience feelings such as a sense of inadequacy, inability to express oneself, inability to influence anyone. Their research shows that hierarchical decision-making is not the best way to motivate as many staffs as possible. Hence, teachers should be able to make their own decisions and should have their say in institution matters.(Heather, Blazar&Lynch, 2015)

1.5.3. Negative Influences

The Australian Principals' Professional Development Council Report (1991), and Kowalski (2003) provide a detailed list of Work Context factors that negatively affecting teacher motivation as follows:

- *Problematic Student Behavior* (Classroom Incivilities): e.g. sniping remarks showing disrespect to teachers, cheating, disregard for deadlines, etc.
- *The Overcrowded Curriculum* (i.e. the increasing number of subjects):The effect of the overcrowded curriculum on teachers is to increase their work load, to cause them to neglect teaching in some areas because of lack of time for preparation and presentation.
- *Lack of Control over the Curriculum*:Closely related to the overcrowded curriculum is lack of control over curriculum selection, development and implementation.
- *Pace and Scope of Change in educational institutions*:Irrational changes at an accelerating rate faced by the inadequate time allowed for teachers to implement and evaluate them.
- *The Requirement to Teach Unfamiliar Subjects*: Teachers' work load increases when they are required to teach subjects with which they are unfamiliar. Such a situation is unfair to both teachers and students. It contributes to teacher stress and to less than optimal learning outcomes for students.
- *Class size*:This factor has a direct impact on teacher work load and student outcomes. Many teachers point to the link between increasing class size and increasing work load, and between increasing class size and poorer teacher motivation.

- *Impact of technology*:Teachers' general lack of detailed knowledge of the technology and its applications (especially compared with that of their students) is a significant contributor to teacher demotivation:
  - Computer anxiety or cyberphobia
  - Spending huge amounts of time and money upgrading facilities at home, e.g., personal computers, printers, connection to the internet and the necessary support software.
  - The potential for prepackaged materials to be delivered directly to students without any teacher involvement
  - The potential for students to be flooded with materials produced in other countries and reflecting different cultural values
  - Increased danger of plagiarism
  - Absence of curriculum policies designed to integrate the use of computers into classroom practice
  - A focus on teachers as facilitators, with a corresponding downgrading in the value of their subject knowledge and possibly, as a result, an undermining of their traditional source of authority.

- *Working conditions*
  - Buildings and equipment are often no longer adequately maintained and repaired. Working in such conditions undermines teachers' status in the eyes of the community. It reinforces the view that the teacher is not highly valued.
  - Staffrooms are often overcrowded, the furniture is old and frequently dysfunctional, storage facilities are inadequate, and building stock gradually deteriorates.
  - Lack of adequate teaching facilities and other equipment like laboratories is harmful to teachers' professionalism and motivation.
  - Many classrooms have more enrolled students than chairs. Tables and desks are dirty, trash left behind by previous students, and trash cans overflowing. Whiteboards are filled with writing from other classes, or equipment broken or malfunctioning.

2. **Empirical Literature Review**

A number of empirical studies have proposed that there is a connection between the teacher and the learners' motivation, achievement, negative feelings, and effort. The results of these studies highlight the fact that "the teacher's level of enthusiasm and commitment is one of the most important factors that affect students' motivation (Ghenghesh, 2013). For example, Ofoegbu's (2004) survey of 772 primary and secondary school teachers from the public sector in Nigeria reveals that the majority of participants agree that teacher motivation is the secret of classroom effectiveness and school improvement. The reported results show that teachers would be adequately motivated if salaries were paid regularly, teaching and learning facilities were made available, and put in place, if teachers were encouraged to attend sponsored conferences and workshops, and provided with a conducive working environment.By the same token, Nadim's et al. (2010) study concludes that the majority of university teachers from the public sector colleges in Punjab, Pakistan, are positively motivated by both intrinsic factors (Opportunities to acquire new skills, Promotion opportunities, Participation in decision making, autonomy and recognition) and extrinsic factors (Work environment, Feedback, Salary, Rewards, Relationship with seniors).Significantly, teacher job satisfaction is largely caused by intrinsic motivational factors (39%), while extrinsic motivational factors contribute (12%) to teacher job satisfaction. So this study contradicts to the famousHerzberg's Two Factor Theory (1959) which says that job satisfaction is only caused by intrinsic motivational factors (Motivators) while extrinsic motivational factors (Hygiene Factors) do not generally cause feelings of satisfaction. However, these (i.e. extrinsic factors) tend to reduce job dissatisfaction. Likewise, Mruma (2103) has surveyed 148 respondents including ordinary teachers, department teachers and head teachers working in some Tanzanian

public-sector education institutions.The study reveals that the majority of participants aremotivated by intrinsic factors, except for the salary factor, as the majority is concerned more about the inadequacy of current salary levels to meet their basic needs, although not all extrinsic motivation factors (such as free meals, regular salary payment, leave of absence, free accommodation and weekly allowances) are available to teachers. According to Hilmi et al. (2016), both hygiene factors and motivation factors contribute to satisfaction

and especially, hygiene factors were more satisfying factors in the high school teachers group.

With regard to the positive influence of leadership style and decision-making power, Wasserman's et.al. (2016)research findings indicate a significant correlation between the principal's style of leadership and the teacher's perception of the teaching profession as positive. It is particularly found out that the more decentralized the leadership style the higher teacher motivation is. In an attempt to identify the sources of teacher motivation and ascertainthedegreetowhichintrinsicandextrinsicmotivational

factorsinfluencetheircommitmenttotheteaching job, Koran (2015) has conducted a study on 37 Turkish teachers working in FezalarEducationalInstitution in Iraq. Theresultsobtainedfromthisstudydemonstratethatthereareintrinsic,extrinsican d

altruisticfactorsthatmotivateteachers.However,themostimportantfactorsfound inthisstudyare intrinsicandaltruisticfactorsthatsignificantlymotivateteachers.

3.1 Teacher Motivation and Libyan context

Being a university teacher in the Libya is most of the time described as a challenge. In the case of the current instable situation in Libya, the task is formidable in many cases (Suwaed & Rahouma, 2015).Teachers are expected to prepare, explain and do all the activities that are related to teaching and assessment. When it comes to teachers at Libyan colleges, the situation is more challenging because they are responsible for designing their courses and selecting the material for their students. At the same time, they are expected to demonstrate high performance. Thus, being a teacher at a Libyan college is a very demanding profession (Suwaed, 2018).

Basically, Doyle and Kim (1999) (in Suwaed, 2018) summarize the main factors that demotivate ESL/EFL teacher as follows:

- Lack of respect from administration Lack of teacher training ■
- Lack of job security Separation and alienation of teachers ■
- Lack of rewards for creativity The malfunctioning of the educational system ■
- Lack of autonomy in teaching and evaluationLack of appropriate teaching ■ environment

By the same token, the researcher, being a university teacher herself,insists that higher education institution, Zawia University, in Libya is noticeably decaying. The many problems in the institution range from

shortage of teaching and learning resources, except students, to lack of effective leadership and proper motivation of teachers. Many university teachers are frustrated, uninspired and unmotivated. The educational environment is dotted with buildings equipped with outdated facilities and equipment. Teachers sometimes work under bad conditions. This has, no doubt, translates into teachers' low morale and dissatisfaction. Also, there is the problem of delayed payments. For example, many teachers at Zawia University have not received their salaries for more than 5 months.

Other sources of teachers' stress and demotivation is lack of teacher development, lack of co-ordination among teachers and university authorities and students' low motivation and misbehavior (Pathan et.al., 2016). Suwaed&Rahouma(2015) add demotivating factors like stress and overly heavy workloads, large classes caused by rapid expansion in students' enrolment, and low levels of students' proficiency. Surprisingly, they also point out the demotivating effect of the instable political and economicsituation in Libya where classes have to be suspended for many days and sometimes weeks in some colleges. The wide spread of weapon makes the teachers carful about their way of testing and their evaluation.

3.2. Research Questions and Hypotheses

Although teachers' motivation has been an extensive topic of research, EFL college teachers' motivation is a neglected area of research in Libya. Most of the research studies have been conducted on students' motivation. Hence, using the Libyan EFL context, this study aims to investigate the following research questions:
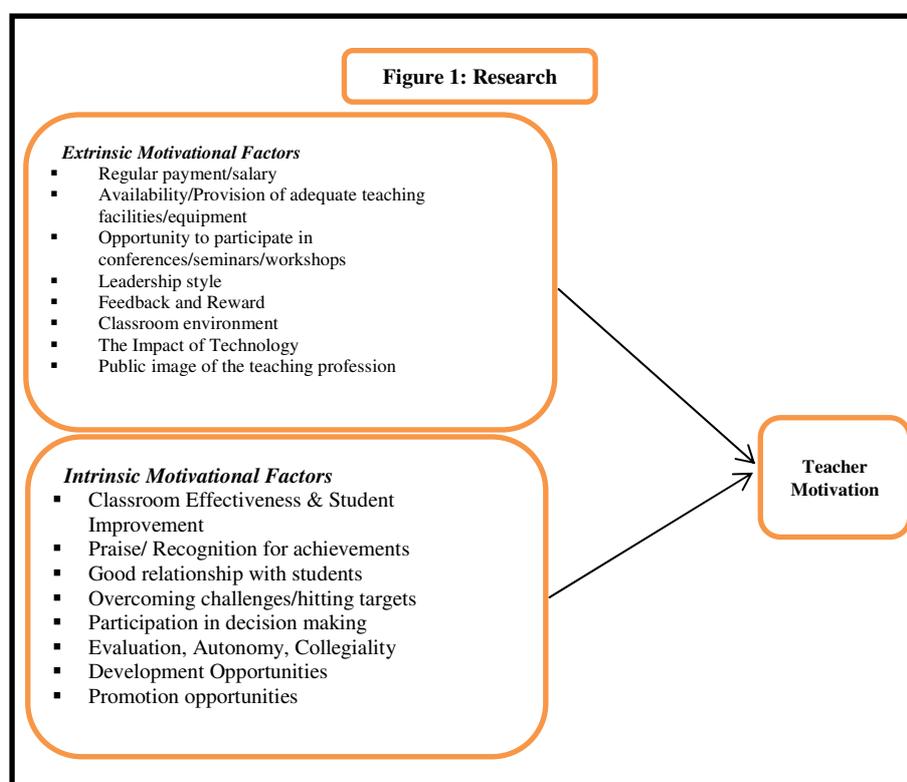
- Would teacher motivation improve classroom effectiveness in Zawia University, College of Arts/ College of Arts Education?
- What are the factors that affect the motivation of Libyan EFL college teachers working in Zawia University, College of Arts/ College of Arts Education?

There is research tosupport the applicability of Herzberg's Two-Factor Theory to the teacher's motivation (Nadimet.al, 2010). So it is reasonable and logical to believe that the Herzberg's Two-Factor Theory is more able to describe job satisfaction or dissatisfaction in an educational setting. Therefore, the proposed model of this study is derived from the famous Herzberg's Two-FactorTheory of Motivation and Job Satisfaction. On the

basis of above theoretical literature, the following research model (Figure 1) and hypotheses can be drawn.

*Hypothesis 1:*There is a significant positive relationship between *intrinsic* motivational factors andteachers' job satisfaction.

*Hypothesis 2:*There is a significant positive relationship between *extrinsic* motivational factors andteachers' job satisfaction.

Figure 1: Research

Extrinsic Motivational Factors
- Regular payment/salary
- Availability/Provision of adequate teaching facilities/equipment
- Opportunity to participate in conferences/seminars/workshops
- Leadership style
- Feedback and Reward
- Classroom environment
- The Impact of Technology
- Public image of the teaching profession

Intrinsic Motivational Factors
- Classroom Effectiveness & Student Improvement
- Praise/ Recognition for achievements
- Good relationship with students
- Overcoming challenges/hitting targets
- Participation in decision making
- Evaluation, Autonomy, Collegiality
- Development Opportunities
- Promotion opportunities

Teacher Motivation

3.2. The Current Study

Studies on motivation and its adaptation to classroom effectiveness and improvement of educational institutions have not been conducted from the perspective of academic personnel (i.e., teachers) (Ofoegbu, 2004). The purpose of the present study is, therefore, to contribute to knowledge and to find out if teacher motivation would subsequently translate to classroom effectiveness and improvement. It specifically aims to:

1. Classify the factors of motivation such as: teacher-related factors; work-context related factors; technology-related factors; student-related factors
2. Identify the influence of intrinsic factors on teacher motivation
3. Identify the influence of extrinsic factors on teacher motivation

3.4. METHODOLOGY

3.4.1. *Participants*

37 full-time teachers (males and females) teaching in English Language Depts., Faculty of Arts (20 teachers) & Faulty of Education (17 teachers), Zawia University, form the population of the study. Six participants hold a PhD and the other 31 participants are MA holders. Their teaching experience ranges from 1-20 years. The random sample method was used; all the sampled college teachers were approached and the questionnaires were distributed (Hilmi et.al. 2016).

3.4.2. *Data collection Method*

As the current study is survey type, therefore, a questionnaire is used for the purpose of data collection.The logic behind using the questionnaire is that it is more efficient instrument of primary data collection because it requires less time, less expense and permits collection of data from a large sample. It is easy to fill out, keeps respondents on subject, is relatively objective and fairly easy to be tabulated and analyzed (Nadim et.al, 2010). The sampling population is surveyed using a Teacher Motivation Questionnaire adapted fromTeacher Motivation and Motivational Strategy Questionnaire TMMSQ (https://www.surveymonkey.com/r/8C3ZVZP), Lester's (1987)Teacher Job Satisfaction Questionnaire TJSQ (https://www.yourhrworld.com/formats/hr/teacher-job-satisfaction-questionnaire/), and Teacher Motivation Questionnaire TMQ (Ofoegbu, 2004). A total of 45 questionnaires are distributed. However, 8 questionnaires are rejected. This results in response data of 37 participants who completed the questionnaire. The questionnaire includes extrinsic as well as intrinsic factors affecting teacher motivation. The questionnaire consists of seven parts. In the first part demographical information is obtained, e.g., gender, age, educational qualifications and teaching experience years. The questions asked in the other parts of the questionnaire relate to the participants' current level of

motivation. These parts contain close-ended questions mainly on extrinsic motivating factors such as *supervision*, *colleagues*, *working conditions*, *pay factor*. Also, it is tried to stimulate respondents' attitudes towards the intrinsic factors such as *responsibility*, *advancement*, *recognition*, *work* itself that keep them motivated. The datasets were analyzed in relation to Herzberg et al.'s (1959) two-factor theory.

3.4.3. Procedure

After receiving permission from the heads of the departments to administer the questionnaire to the English language teachers, the researcher began the data collection. The researcher informed the teachers about the purpose of the study and assured them that the information provided would be kept confidential. The questionnaires were administered in the teachers' workplace. Questionnaires were delivered in person to the sample population and collected a few days after so that participants could have enough time to answer the questions as accurately as possible.

4.1. *Data AnalysisandDiscussion of Results*

As for the **First Part** of the questionnaire, biographic information is analyzed in Table 1 as follows.

Average Age	26-35 years (44%)		35-45 years (36%)		Over 40 years (20%)	
Qualifications	MA Degree (67.6%)		PhD (32.4%)			
Employment status	Full-time 100%		Part-time (8 hours) 0%		Part-time (4-6 hours) 0%	
Average Years of Experience	Less than 5 years (35.1%)		6-10 years (40.5%)		11-20 years (24.4%)	
Positions Occupied	Head of Department (5.4%)		Teachers (94.6%)		Other occupations 0%	
Type of establishment	Public higher education college 100%		Private sector college 0%			
Average Hours Worked Per Week	22-24 hours (67.6%)		18-20 hours (32.4%)			
Average Class Size	59 (8%)	52 (10%)	47 (13%)	40 (50%)	36 (10%)	30 (9%)

Table 1: Statistical analysis of participants' biographic information

In the **Second Part** of the questionnaire, the researcher tries to explore the participants' opinions concerning the importance of teacher motivation for classroom effectiveness and student improvement. Table 2 below shows rounded percentages of participants' responses.

1.	Teacher motivation is the secret of classroom effectiveness and teaching improvement.	77.6%
2.	Motivation empowers teachers to take management roles in classroom and in educational institution.	55.1%
3.	Teacher motivation would improve quality & standard of education.	71.9%
4.	Teacher motivation encourages teachers to use strategies that would discourage students to *cheat* and withhold their efforts in learning.	32.4%
5.	Teacher motivation brings out teacher enthusiasm to control & discipline students in classroom.	32.4%
6.	With motivation, teachers will more readily encourage students to improve their attitude towards their studies.	70%
7.	Teacher motivation makes learning more interesting & meaningful.	32.4%
8.	Motivation helps teachers evaluate students more objectively.	21.6%
9.	Teacher motivation helps display greater in-depth teaching of subjects in classroom.	65.5%
10.	Motivation helps teachers be more tolerant with the work environment.	77%

Table 2: Statistical analysis of participants' responses concerning importance of teacher motivation for classroom effectiveness and student improvement

It can be seen that teacher motivation is most important for classroom effectiveness and teaching improvement (77.6%), tolerance with work environment (77%), improving quality and standard of education (71.9%), encouraging student improvement (70%,) increasing in-depth teaching of subjects (65.5%), and encouraging teachers into shared leadership in educational institutions (55.1%) respectively. It can be said that these percentages echo Ofoegbu's(2004) findings. However, teacher motivation is ranked as less important for helping reduce cheating, bringing enthusiasm, control and discipline into classroom and making learning more interesting and meaningful, with the percentage of 32.4% for each. Also, 21.6% of participants think that teacher motivation is the least important for objective evaluation of students' performance.

In the **Third Part** of the questionnaire, the researcher investigates the impact of some extrinsic factors on teacher motivation. Different variables are identified such as salary, provision of teaching facilities, promotional expectancy, etc. Table 3 below summarizes the results of this investigation.

It is clear that most respondents rate salary and availability of teaching facilities as the most influential extrinsic factors affecting teacher motivation, with the percentage of 83.8% for both. These results are in line with Ofoegbu's(2004) findings. Promotional aspects represent the third most influential factor; 30 teachers (81.1%) rate it as a very high influence, echoing Alfagira's et. al. (2017) results. 75.7% of participants (28) think that opportunities of professional development are very motivating for teachers.

However, 9 responses range between Moderate (14.3%), Average (7.9%), and Low (2.1%). Responses concerning the public image of the teachers are noticeably varied from 57.5% (Very high), to 20.5% (Moderate), 14.4% (Average), and 7.6% (Low). The least influential factor is the leadership style. 18(47.3%) participants agree that it is very important, 16 (30.6%) moderately important, and 3 (22.1%) average.

Factor	Frequency				Percentage			
	Very high	Moderate	Average	Low	Very high	Moderate	Average	Low
Regular payment/salary	31	6	/	/	83.8%	16.2%	/	/
Availability of adequate teaching facilities/ equipment	31	5	1	/	83.8%	14.1%	2.1%	/
Promotional aspects	30	5	2	/	81.1%	14.6%	4.3%	/
Opportunity to participate in sponsored conferences/seminars/workshops	28	5	3	1	75.7%	14.3%	7.9%	2.1%
Public image of the teaching profession	19	10	5	3	57.5%	20.5%	14.4%	7.6%
Leadership style	18	16	3	/	47.3%	30.6%	22.1%	/

Table 3: Statistical analysis of participants' responses concerning the impact of extrinsic factors on teacher motivation

The **Fourth Part** of the questionnaire is designed to look at sample population's beliefs about the impact of intrinsic factors on teacher motivation. It consists of eight statements relating to factors that may affect teachers' *PERSONAL* motivation on a Likert five-point scale from 1 Strongly Agree to 5 Strongly Disagree. Here is a summary of the results in Table 4below.

Factor	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1. I am fully satisfied with my profession as a teacher.	12%	24.55%	0%	16%	47.5%
2. I will change my profession if I have the opportunity to do so.	45%	34.55%	12.5%	8%	0%
3. My students' language learning success/ achievement motivates me to carry on teaching.	67.5%	27%	5.5%	0%	0%
4. I have a good relationship with my colleagues.	79%	16%	3%	2%	0%
5. I know my teaching is effective in helping my students to learn English.	71%	27%	2%	0%	0%
6. I am motivated by overcoming challenges or hitting targets.	100%	0%	0%	0%	0%
7. I am motivated by praise or recognition for my achievements.	70.6%	22.2%	3.2%	2.6%	1.4%

Table 4: Statistical analysis of participants' responses concerning the impact of intrinsic factors on teacher's personalmotivation

On exploring the first statement, "I am fully satisfied with my profession as a teacher",results show that the majority of participants (47.5%) are not much satisfied with their teaching profession. 24.5% of teachers agree, 16% disagree, whereas 12% strongly agree. However, the neutral response Neither Agree nor Disagreerates for a 0% percentage. As one teacher explains,

Research results show that, surprisingly, 45% of participants strongly agree with the second statement, "I will change my profession if I have the opportunity to do so", and 34.5% agree with it. 12.5% of the responses are neutral. Only 8% disagree with the second statement. The Strongly Disagree option is not picked out, 0%.

As for the third statement, "My students' language learning success/achievement motivates me to carry on teaching", statistics indicate that 67.5% strongly agree and 27% agree. 5.5% are neutral, whereas Agree and Strongly Disagreeoptions remain unticked.

79% of participants show strong support for the fourth statement, "I have a good relationship with my colleagues".This result supports Suwaed's (2018) research, which affirms collegiality is one of the factors that motivate college teachers. The researcher believes that to teachers in the current study, good collegiality relationship does not mean only support, but also feedback and comments about their lesson plans and activities from colleagues. For them, support and feedback from colleagues are essential to acquire good teaching experiences. 16% agree with this statement as compared to 3% who remain neutral, only 2% disagree, but no one 0% strongly disagrees.

Results show that the fifth statement, "I know my teaching is effective in helping my students to learn English" is strongly supported as a motivating factor by 71% of respondents. The Agree responses represent 27%, neutral responses 2%, whereas the Disagree response and the Strongly Disagree option remain unpicked.

Before going any further, it's important to say that findings for Item 3 and Item 5 are moderately in harmony withSuwaed's (2018) results, which reveal that students are the most motivating factor.She finds that the most important factors that motivated teachers are better performance among students and students' own motivation. Also, she concludes that teachers' role is important in their students' learning process.

As for the sixth statement "I am motivated by overcoming challenges or hitting targets", all the respondents highly rate it as a motivating factor, with the percentage of 100%, and 0% for the other four ranks.

Recognition and professional prestige are another issue of teacher motivation. Results have shown that recognition for high performance proves to be an effective motivational factor for participants. Statistically, 70.6% of participants strongly support the seventh statement, "**I am motivated by praise or other recognition for my achievements**".This finding is in accordance with Suwaed's (2018) study, which shows that receiving recognition at the university motivates teachers to perform better, whereas it is less motivating if their work is not equally compensated. 22.2 % agree with, 2.6% disagree, 1.4% strongly disagree, and 3.2 % are neutral to the seventh statement.

Still within the domain of extrinsic factors affecting teacher motivation, we turn to the Fifth Section of the questionnaire. Actually, this section investigates the negative influence of classroom environment on teachers' morale, performance and status. Table 5 below provides a statistical analysis of participants' responses on this part of the questionnaire.

Statistical analysis shows that 94.3% of the sample rank heavy workload as the highest demotivating factor, whereas only 5.7% moderately rate it, with the Average and Low options remaining unpicked. The researcher thinks thatif teachers' workload is greater than their motivational support, teacher motivation is reduced. On the other hand, if teachers' workload is reasonable and motivational support matches or exceeds this workload, teacher motivation is enhanced rather than reduced.

Basically, class size refers to both the average number of students per class, and the number of students per teacher in a classroom. Class size is also an influential factor in teacher motivation. 90% (33) of responses think its effect is very high in job satisfaction. This result is consistent with Pathan's et.al. (2016: 31) who report that large classes are a demotivating factor that often causes the teacher to lose control, and

> "*makes pair and group work difficult, tiring, difficult to manage, and difficult to control. Large classes also create challenge of classroom communication. Teacher's voice may not reach to the last student and similar other oral tasks would be difficult. Having large classes also*

means difficulties and challenges in administering tests and correcting home works/assignments and exam papers".

Only 10% rank it as moderate. Like excessive workload, no one of the teachers rates its effect as Average or Low.

The next factor is lack of control over curriculum selection, development and implementation. 86.8% say that it is highly influential in teacher motivation. Only 7.2% say it is moderately effective, and 6% think its effect is average. Low remains unpicked (0%).The researcher accounts for the high percentage of agreement by saying thatwhen teachers and teacher experiences are used to design, develop and implementcurriculum of the department, this significantly enhances teachers' professional standing, thus resulting in high teacher motivation.

57% of participants look at testing and assessment as a de-skilling of teaching profession rather than a diagnostic/learning value. 25% moderately rank the effect of this factor, as compared to 14.6% average responses and 3.4% who rate its impact as low. In this connection, current results are moderately similar to Pathan's et.al. (2016).The researcher thinks that this demotivating factor is possibly the result of lack formal pre-session and in-session training in testing and assessment, which is, in turn, the result of lack of professional development and training in the Libyan context. Lack of training in designing tests makes teachers unable to prepare separate questions based upon a lesson but rather select some questions already given by the textbook authors. This implies students will memorize answers to all the questions given in the textbook or just cheat these answers using various astonishing techniques. This learning habit develops wrong learning habits which is exam-and-passing oriented rather than learning-oriented.

Statistics show that 50% of respondents highly rank the demotivating influence ofthe requirement to teach unfamiliar subjects on teacher motivation. The remaining 50% are 20% Moderate, 17% Average, and 13% Low.

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Factor	Frequency				Percentage			
	Very high	Moderate	Average	Low	Very high	Moderate	Average	Low
1. Excessive work load: The overcrowded curriculum	35	2	/	/	94.3%	5.7%	0%	0%
2. Class Size	33	4	/	/	90%	10%	0%	0%
3. Lack of control over curriculum selection, development and implementation	32	3	2	/	86.8%	7.2%	6%	0%
4. Testing and assessment as a de-skilling of teaching profession rather than a diagnostic/learning value	21	9	5	2	57%	25%	14.6%	3.4%
5. The requirement to teach unfamiliar subjects	19	7	6	5	50%	20%	17%	13%

Table 5: Statistical analysis of participants' responses concerning the impact of classroom environment on teacher motivation

At this point, we analyze the data obtained for the **Sixth Part** of the questionnaire, which is concerned with the impact of technology on teacher motivation and performance. It is designed to examine the potential of new technology to enhance both teaching and learning. It consists of six statements on a Likert five-point scale from 1 Strongly Agree to 5 Strongly Disagree. Table 6 below provides statistical analysis of participants' responses.

Factor	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1. Computer anxiety or cyberphobia (lack of computer competence) is a factor in teacher stress.	23%	45%	20.5%	10%	1.5%
2. Technology is an expensive component of education.	39%	25%	20%	9%	7%
3. Introduction of technology into classrooms could decrease teacher involvement.	19%	25%	41%	11%	4%
4. Students would be flooded with materials reflecting different cultural values.	34%	45%	16%	3%	2%
5. Technology increases danger of plagiarism.	65%	14%	13%	8%	0%
6. Technology creates a focus on teachers as facilitators, thus undermining their traditional source of authority.	37%	31%	18%	8%	6%

Table 6: Statistical analysis of participants' responses concerning the impact of technology on teacher motivation and performance

Teachers' general lack of knowledge of technology and its applications especially compared with that of their students is a significant contributor to teacher stress. According to statistics, 45% of teachers agree with the first statement, "Computer anxiety or cyberphobia (lack of computer competence) is a factor in teacher stress."The researcher thinks that this factor also has to do with the average age of the teacher. Many teachers, aged over 45, might be apprehensive about their computing skills and resist computer use in the classroom. Also, 23% strongly support the statement, as compared to 20.5% NEUTRALs, and 10% DISAGREEs. However, only 1.5% strongly disagree with the statement.

The second statement, "Technology is an expensive component of education." is enthusiastically accepted by 39%, supported by 25%, neutrally accepted by 20%, disagreed with by 9%, and strongly unaccepted by 7%. The researcher thinks that the demotivating effect of this factor lies in the fact that teachers have to spend huge amounts of time and money upgrading computer maintenance, software purchases, and telephone charges for using the Internet.

As to the negative effect of technology, 41% of respondents are neutral to the third statement, "Introduction of technology into classrooms could decrease teacher involvement.", whereas 25% agree, 19% strongly agree, 11% disagree, and 4% strongly disagree with it. The supporters of this statement argue that,

Still within the domain of negative effect of technology on teacher motivation, 45% of the population agree, and 34% strongly agree with the fourth statement, "Students would be flooded with materials reflecting different cultural values."

The fifth statement, "Technology increases danger of plagiarism." is strongly supported by 65% of participants, agreed with by 14%, neutrally accepted by 13%, disagreed with by 8%, but strongly rejected by none. The researcher insists that the Internet suggests a number of opportunities to cheat, making it much simpler and more difficult to detect. One form of cheating is plagiarism. Students can now copy-and-paste information from the websites. The copy-and-paste function provides students with innumerable opportunities to plagiarize.

The last statement, "Technology creates a focus on teachers as facilitators, thus undermining their traditional source of authority." is strongly supported by 37%, agreed with by 31%, neutrally accepted by 18%, refuted against by 8%, and strongly rejected by 6% respectively.

The last part of the questionnaire is the **Seventh Part**, which tackles problematic student behavior. It attempts to explore the negative effect of classroom civilities on teacher motivation. Table 7 below summarizes the findings concerning the statistical analysis of the data collected for this part.

Factor	Frequency				Percentage			
	Very high	Moderate	Average	Low	Very high	Moderate	Average	Low
1. Lateness or leaving early	16	13	6	2	43%	35%	15%	7%
2. Inappropriate cellphone and laptop usage in class	20	11	6	/	49%	31%	20%	0%
3. Side conversations which reduce student participation	26	6	4	/	65%	18%	17%	0%
4. Disregard for deadlines which causes using teacher time unproductively	18	9	8	2	48%	25%	22%	5%
5. Grade grubbing	23	10	3	1	60%	26%	12%	2%
6. Sniping remarks which causes teachers feel disrespected as an authority figure	28	4	4	2	66.6%	13.4%	12%	0%
7. Cheating which affects fairness in grading	31	4	2	/	86%	18%	15%	0%

Table 7: Statistical analysis of participants' responses concerning problematic student behavior on teacher motivation

Reports of problematic behaviors are on the rise nationally, not only in the classroom but in society at large (Kowalski, 2003). The first of these immature, irritating, or thoughtless behaviors is lateness or leaving early. 43% of participants rate it as a highly negative influence on teacher motivation, and 35% rate it as moderately influential. 15% think its influence is average, compared to 7% ranking it as a low influence.

49% of participants think that inappropriate cellphone and laptop usage in class has a highly negative effect on teacher motivation, whereas 31% think it is moderately influential. Statistics also show that 20% say its influence is average, but none of them rates it as Low.

65% of teachers pick the response Very highto rate the effect of side conversations, 18% the response Moderate, 17% the response Average and

0% for the Low option. The majority of participants are very demotivated by those private chats that go on among students during alecture.

The fourth demotivating factor, disregard for deadlines, is highly supported by 48% of participants, moderately rated by 25%, averagely supported by 22% compared to 5% who rate its effect as Low.

The next negative factor is grade grubbing, which is rated as very influential by 60% of teachers, moderate by 26%, average by 12%, and low by only 2%.

The sixth negative factor issniping remarks, whose effect is considered very high by 66.6% of the respondents, moderate by 13.4%, average by 12%, and low by 0% respectively. Basically, the researcher assumes that students should have the right to criticize their teachers, course content and teaching methods. Criticism is a good start to learn how to create useful feedback. Creating feedback is a way to develop trust and make the teacher more reachable. The teacher should not be seen as a perfect God knowing everything, but rather as a human being able to make mistakes. However, when evaluating their teachers, students focus on the person instead of course content and teaching methods. Evaluation is turned into a playground for revengeful students!

The last negative factor is cheating.Actually, this factor is rated very high by the majority of participants (86%). 18% think that this factor is moderately influential, compared with 15% *Average*s, and *Low* by 0%. The researcher might claim that cheatingcan be frustrating to the teachers, who may "interpret such behaviour as a direct insult to themselves." When teachers find out that their students had cheated, they [teachers] feel betrayed!

4.2. Limitations

This study has investigated the motivational factors of 37 teachers working in Faculty of Arts & Faculty of Education at Zawia University. As this study is based on a small number, the research findings cannot be generalized to all EFL teachers in Libya. Also, the participating teachers represent only one group of EFL teachers in Libya. There are several other groups, such as elementary/preparatory school teachers, high school teachers and private college teachers.The findings of the study might have been different if the researcher had interviewed those other groups.

5. Conclusion

This study aims to investigate the factors that motivate Libyan teachers to teach.From the previous rather lengthy review it can be concluded that teacher motivation is a concept that assists in understanding why teachers behave the way they do. Teacher Motivation is a complex construct easier to define than to understand. Motivation is not observed directly but rather inferred from the teacher's behavioral indications such as verbalizations, task choices, and goal-directed activities. The results of the study confirm the significant positive influence of some motivating variables on teacher motivation. Also, given that the study concludes that certain demotivating factors have been identified in the teaching process, it is possible to emphasize that demotivation may have some negative effects. In a general sense, it can be stated that demotivation constitutes a barrier for a continuing, improving, interesting and enjoyable teaching and learning environment.

Moreover, the results of the current study clearly show that the factors causing teacher demotivation are similar to those identified in Herzberg's (1959) Motivation-Hygiene Theory of Motivation and Job Satisfaction, although in the present study the factors were examined holistically, along with their sub-factors. While Herzberg's theory states that what he terms hygiene (job context) factors contribute to dissatisfaction and motivator (job content) factors relate to satisfaction, the present study indicates that both hygiene factors and motivation factors contribute to teacher motivation and job satisfaction of university teachers.

Another finding revealed by the current study is that sampled teachers are satisfied with the Hygiene Factors such as relation with administration or supervision, relation with colleagues, pay factor or salary, and also they are very pleased with Motivation Factors such as responsibility, advancement, recognition and work itself. In line with the results reached by Wall & Stephenson (1970), it is assuredly concluded that university teachers' motivation is relied on both the fulfillment of hygiene and motivator factors and the teachers' job satisfaction.

It is also worth mentioning that all the hypothesized variables (intrinsic and extrinsic) are found significant and contributing to teacher motivation in the studied population. The impact of these variables on teacher motivation

needs to be understood by institution management to retain a motivated teaching workforce.

On the whole, concerns are mounting as there are unacceptably high proportions of teachers in Libyan educational institutions who are poorly motivated, due to a combination of indecent working conditions, poor incentives and inadequate controls and behavioral sanctions. Teachers' needs are not being met. Consequently, the provision of quality education is at risk, standards of professional conduct and performance are low, and falling. Any strategies to improve teacher motivation should look at the issue as a whole, as a compilation of several inter-related factors. But first and foremost, decision makers and designers of educational policies should hear from teachers what their challenges and needs may be. Giving teachers a *voice* and hearing their concerns should be first action. Subsequently, any interventions must be tailored to teachers' needs.

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