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**The Role of Motivation and Motivational Strategies in
Job Satisfaction among Iranian EFL Teachers**

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*In the name of God,
the Compassionate, the Merciful*

Dedication

To my Mom & Dad

For your unconditional love, support, and guidance throughout my life.

You have always been and always will be my heroes. Thank you for the family that means more to me than anything in this world.

To my wife, Rezan

whose constant loyalty and support made it possible.

For being a candle flame in dark times... for being there. Thank you for providing me strength, courage and support.

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Abstract

“Motivation is generally considered to be one of the primary causes of success and failure in second language learning” (Richards and Schmidt, 2010, p. 378). Very little is known about ESL/EFL teacher motivation (Kassabgy et al., 2001) and a little, if any, number of research has been conducted on the relationship between teacher motivation, motivational strategy use, and job satisfaction. This study was conducted on the one hand to investigate the role of English teachers’ motivation in their job satisfaction and from another point of view to investigate the role of importance of motivational strategies and frequency of motivational strategies as predictors of job satisfaction. To do so, 100 English teachers (65 males and 35 females) from Kurdistan province were randomly selected. Three questionnaires each dealing with one of the three variables of teachers’ motivation, motivational strategies and job satisfaction were distributed among the subjects to collect the required data. Analyzing the data through correlation, the results, ($r = .31$, $n=100$, $p < .01$), revealed that there is a significant relationship between English teachers’ motivation and job satisfaction as well as between motivational strategies and job satisfaction, ($r = .35$, $n=100$, $p < .01$). The results of hierarchal regression revealed that both importance and frequency of using motivational strategies mediate the relationship between teachers’ motivation and job satisfaction by 15% and 16% respectively. The findings of the current study demonstrated how teachers’ motivation and motivational strategies can be relevant to their job satisfaction which goes on to show that it can be used by the teacher and implemented in educational contexts.

Key Words: Motivation, Motivational strategies, job satisfaction

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List of Abbreviations

MS	Motivational Strategy
MSQ	Motivational Strategy Questionnaire
TJSQ	Teacher Job Satisfaction Questionnaire
TMQ	Teacher Motivation Questionnaire

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Chapter One

Introduction

1.1. Introduction

Cheng and Dörnyei (2007) believe that motivation has long been recognized as one of the key factors that determine second language (L2) achievement and attainment in the domain of foreign language learning. Robbins (1989, p. 168) defined motivation as “ the willingness to exert high levels of effort toward organizational goals, conditioned by the effort’s ability to satisfy some individual need”. Harmer (2001) considers motivation “as some kind of internal drive which pushes someone to do things in order to achieve something” (p. 98). Motivation does not represent a homogenous concept and can be categorized as a) instrumental which is represented by our aim to pass an examination or get a better job (educational and economic opportunities); b) integrative which is described by our willingness to be identifiable by the people and culture of L2 (or aims to manipulate and overcome them); c) resultative through which success in learning L2 may in turn cause motivation; and d) intrinsic which involves learners’ provoked and prolonged curiosity in learning L2 (Cheng &Dörnyei, 2007).Motivation functions firstly as a device for producing learning and secondly as a continuing driving force that sustains the long journey of acquiring a foreign language. Without adequate motivation even the brightest learners meet a lot of problems in attaining language proficiency, whereas most learners with strong motivation can achieve a working knowledge of the L2, which this is not related to their language aptitude or any undesirable learning conditions.

There has been some argument about which variable is more prominent in promoting motivation (Jordan, 2004). In regard to the effect of teacher motivation, the teacher-pupil relationship is said to be the most significant variable affecting pupils’ attitudes or motivation towards L2 learning (Dörnyei, 2001). In a learning experience not only learners’ motivation, but

also teachers' motivation is a significant and determining factor. Dörnyei (2005) believes that teacher motivation is a significant positive factor in L2 students' learning and achievement. Williams and Burden (1997) also emphasize the crucial role of language teachers in sustaining L2 learner motivation to pursue their goals. There is a mutual correlation between teacher, and learner motivation, and the less the strength of motivation held by teachers, the less their perception of their students' motivation levels (Gorham & Millete, 1997). Dörnyei (2005) maintains that teacher motivation significantly impacts upon that of learners and learning outcomes. Teacher motivation is the prerequisite for an encouraging and fruitful learning environment. Atkinson (2000) also reported a potential link between learners' motivation and teachers' motivation. According to Ololube(2006) “ the relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world.” (p. 1)

Job satisfaction is defined as the extent to which a staff member has favorable or positive feelings about work or the work environment (De Nobile, 2003). Conversely, job dissatisfaction is pertained to sad or negative emotions about work or the work environment (Furnham, 1997). Teacher job satisfaction varies and researchers, e.g., (Peretomode, 1991, Whawo, 1993) have suggested that the higher the prestige of the job, the greater the job satisfaction. It is a truism that job satisfaction and school climate have an impact on student achievement (Brookover & Lezotte, 1979; Latham, 1998; Mertler, 2002; Rutter, 1981; Wynne, 1980).

The relationship between job satisfaction and motivation is very important to the long-term progression of any educational system around the world. (Ololube, 2006). However, the concepts of motivation and job satisfaction are often confused with one another. Peretomode (1991) citing Gibson, *et al.* pointed out that the two terms are related but are not synonymous. Considering the

role of teachers, we can find so many facts but the teachers' job satisfaction which subsequently will motivate them to use motivational strategies in classroom is of the utmost importance. It is acknowledged that job satisfaction is one part of the motivational process. High levels of job dissatisfaction, stress, and burnout can negatively influence motivation, cognition, and job performance (Dai & Sternberg, 2004). While motivation is primarily concerned with goal-directed behavior, job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. It is possible that an employee enjoy every aspect of his job while he may display low motivation from the organization's perspective. This state represents high job satisfaction. Peretomode (1991, p. 113) also argued that "a highly motivated employee might also be dissatisfied with every aspect of his or her job".

"Whatever is done by a teacher has a motivational, formative, influence on students. In other words, teacher behavior is a powerful motivational tool" (Dornyei, 2001, p. 120). Teacher influences are manifold, ranging from the rapport with the students to teacher behaviors which "prevail upon" and/or "attract" students to engage in tasks. For Alison (1993), a key element is to establish a relationship of mutual trust and respect with the learners, by means of talking with them on a personal level. This mutual trust could lead to enthusiasm. At any rate, enthusiastic teachers impart a sense of commitment to, and interest in, the subject matter, not only verbally but also non-verbally - cues that students take from them about how to behave. To be motivated to learn, students need both plentiful opportunities to learn and steady encouragement and support of their learning efforts. Because such motivation is unlikely to develop in a chaotic classroom, it is important that the teacher organize and manage the classroom as an effective learning environment. Furthermore, because anxious or alienated students are unlikely to

develop motivation to learn, it is important that learning occur within a relaxed and supportive atmosphere that teacher can create using motivational strategies (Good and Brophy, 1994).

Dörnyei (2001) proposes some effective motivational strategies for language teachers including: (a) promoting student motivation, (b) advancing teacher commitment, (c) maintaining rapport and positive student relationships, and (d) taking part in professional development. According to Dörnyei (2001) motivational strategies are defined as techniques that enhance the learners' goal-oriented behavior and claims that due to the rather complex nature of human behavior, it can be promoted in various manners. He further maintains that the chances of successful employment of motivational strategies are low in a motivational vacuum and some essential requirements must be met prior to any effective endeavor in creating motivation. Part of such requirements comes from teacher variables such as autonomy in planning their own lessons (Hall & Bazeman, 1997; Ushioda, 2003), self-realization (Kottler & Zehn, 2003), teacher efficacy (Wheatly, 2000), and institutional support (Mowday & Nam, 1997).

The aim of this study was to investigate the relationship among the aforementioned variables including teachers' motivation, teachers' job satisfaction and their use of motivational strategies to ascertain how they are associated.

1.2. Statement of the Problem

The motivation of language teachers has been researched much less than the motivation of language learners, and few studies have been reported in the applied linguistics literature (Kassabgy, et.al., 2001). Many articles have been written about students' motivation and second language achievement (eg., Clément, 1980; Gardner, 1985 and MacIntyre, Clément & Noels, 1998). On the other hand, research done so far has neglected the idea that although motivated

teachers are more susceptible to the use of motivational strategies, their job satisfaction may counterbalance the influence of teachers' motivation in promoting or impeding learners' motivation through increasing or decreasing their exploitation of motivational strategies. This study is based on self – determination theory. In Self-Determination Theory (SDT; Deci& Ryan, 1985, as cited in Deci& Ryan,2000) different types of motivation are distinguished based on the different reasons or goals that give rise to an action. The distinction between intrinsic and extrinsic motivation characterizes self-determination theory (Dörnyei, 2005, as cited in Yau, 2010). To the best of knowledge of the author, no research exists on the relationship between Iranian EFL teachers' motivation and job satisfaction. Therefore, there is a hope that the current study fills the gap with regard to how promoting Iranian EFL teachers' job satisfaction promotes their motivation and consequently boosts their endeavors in motivating their own learners. The claim is that language teachers' use of motivational strategies is determined by the strength of their own motivation which is in turn determined by their job satisfaction. Dornyei (1998) believes that due to the importance of motivation as a significant element of success in one's learning, teachers' capability in promoting learners' motivation is expected to be considered as critical in determining the effectiveness of teaching practices. It is believed that as one major component of teacher motivation, job satisfaction has a role in influencing teachers' motivation and their attempts in motivating learners. Teacher job satisfaction has almost been neglected as a determining factor in teachers' commitment to use motivational strategies. The purpose of this study is to investigate the relationship between teacher motivation and job satisfaction, motivational strategies use and job satisfaction, and teacher motivation and job satisfaction as mediated by motivational strategies use (importance and frequency).

1.3. Significance of the Study

Despite enormous research done on the role of teacher motivation in language learners' motivation and thus their learning and achievement, there seems to be a lack of focus on the significance of teachers' job satisfaction as a major factor in promoting teachers' practices. When it is believed that high level of job satisfaction promotes teaching quality, student self-esteem and commitment, and thence student performance and achievement, almost no research has been done to discover the significant role of job satisfaction on language teachers' performance with regard to their promotion of learners' motivation. Findings to this study provides us with an awareness about the role of teacher' motivation and their job satisfaction as mediated by their use of motivational strategies which in turn facilitates teachers' effective involvement and engagement as dedicated practitioners in their attempt to promote language learning and use on the part of language learners. Results obtained from this study will hopefully answer the research questions proposed and enhance our understanding about the relationship between not only teachers' job satisfaction, motivation, and their use of motivational strategies, but also about the chances that motivational strategies are employed by teachers in language classrooms conditioned by their job satisfaction. Implications derived are expected to encourage educational stakeholders and policy makers to promote teachers' satisfaction with their jobs emotionally and economically.