A STUDY OF ENGLISH LANGUAGE TEACHER
MOTIVATION IN SECONDARY SCHOOLS IN THE
DISTRICT OF MARAN, PAHANG

by
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A thesis submitted
in partial fulfilment of the requirements for the degree of
Master of Science

Faculty of Cognitive Science and Human Development
UNIVERSITY MALAYSIA SARAWAK
JULY 1998
DECLARATION

No portion of the work referred to in this dissertation has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher learning.
The purpose of this study is to determine the relationship between demographic characteristics and motivation among English language teachers. The study also determines the difference in motivation among English language teachers by gender, marital status, level of education, TESL training, age and length of service. Another purpose of the study is to identify factors which influence teacher motivation. A 40-item questionnaire were administered to 48 English language teachers in thirteen secondary schools in Maran, Pahang. The data was statistically analysed by using the SPSS version 6.01. Pearson correlation, t-test and One-way Anova were the statistical methods used to test the hypotheses of this study. Tukey HSD test is used to determine between which group did the significant differences occur. Frequency counts were the descriptive statistic used to identify factors influencing teacher motivation. The findings of this study show that there is insignificant correlation between demographic characteristics and motivation among English language teachers except for the relationship between teachers’ extrinsic motivation and their TESL training. The study also finds out that there is insignificant difference in motivation among English teachers in terms of gender, marital status, level of education, age and length of service. However, there is a significant difference in motivation among them in terms of TESL training. TESL trained non-English graduate teachers are found to be more extrinsically motivated than TESL trained English or linguistic graduate teachers. From the study, students are found to be the group of people who is most likely to influence English language teacher motivation. Having no other opportunities is highly ranked by English teachers as the motive for choosing their profession. Factors which influence teachers to stay on the job are improved attitude of students, better working conditions and better support from colleagues, administrators, parents and societies. Intrinsic factors which motivate the English language teachers are feelings of self-worth, satisfaction of having met a goal and accomplishment. The extrinsic factors which motivate English language teachers are attitude of the students, the working conditions and collegiality among teachers. Finally, it is suggested that the authorities concerned should pay attention to the task of providing and maintaining teachers’ motivation. The Ministry of Education must identify factors which influence teacher motivation to formulate strategies for the selection and retraining of teachers. Education authorities and policymakers should let teachers participate in planning and decision making, in order to facilitate successful teaching and learning of the language.
The writer was born in Penang in 1965. She is the eldest in a family of three children. She received her primary education at Sekolah Rendah Jalan Bahagia, Temerloh, Pahang. She continued her secondary education at Mara Junior Science College, Kuantan, Pahang. After completing her SPM, she was enrolled in the American Associates Degree (AAD) program at Mara Science College in Kuantan, Pahang for two years. Then, she pursued her studies at Western Illinois University, Macomb, Illinois from 1986 to 1988. She graduated with Bachelor of Business Degree in Economics. When she returned, she took up Diploma in TESL at Raja Melewar teacher training college. She was first posted to Sekolah Menengah Maran, Pahang. Since then, she had been teaching in four other schools before she left for this course. Her last post was as a teacher in Sekolah Menengah Jalan Damai, Bukit Mertajam, Penang.
ACKNOWLEDGEMENTS

This study would not have been possible without the help, advice, co-operation and commitment of various individuals. I would like to express my gratitude and appreciation to my supervisor, Associate Professor Dr. Jamali Ismail for his invaluable commitment, guidance and encouragement. I would also like to thank the Director of IAB, Dr. Ibrahim Ahmad Bajuned, the Dean of Cognitive Science and Human Resource faculty, Professor Dr. Razali Arof, the co-ordinator of the UNIMAS-IAB program, Dr. Abang Hj. Ahmad Ridzuan Abang Awit and his staff from the Cognitive Science and Human Resource faculty for their contribution and support. My gratitude also goes to all the lecturers who were involved in the program.

I also wish to extend my thanks to those who helped to make the successful completion of this study possible: the scholarship division as well as the service division of the Ministry of Education for awarding me the scholarship and granting me the study leave to pursue this graduate program; the Educational Planning and Research Division for approving the study; and the Education Office of the district of Maran, Pahang for permitting me to conduct the study in the participating secondary schools.

I would also like to thank all the Principals and the Heads of the English language panel in the district of Maran for their co-operation. My sincere thanks to the English teachers in all the thirteen secondary schools who responded to my questionnaires.

I wish to express my gratitude to my parents, brother, sister and in-laws for their continuous reminders, encouragement, help and support. My special thanks to my husband, Md. Zailani and my wonderful baby boy, Ahmad Nor Ariff who are the source of my inspiration for without their love, understanding and patience, I would not have succeeded.

Above all, I am grateful to the Almighty Allah S.W.T. for his blessings.
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<td>ANOVA</td>
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Chapter 1

INTRODUCTION

1.0 Introduction

The importance of English as a second language cannot be denied. It is not only a medium to negotiate trade and business deals but more importantly it is also a medium to obtain information and knowledge. Thus the concern for the state of the language in Malaysia is well-founded. Many factors are listed for its declining standard of proficiency. One of the main factors which is mentioned as the cause for this situation is the lack of motivation among English language teachers. The motivation of teachers is critical to the success of public education, the well being of our children and the future of our society (Gretzinger, 1992). To face the upcoming challenges in today’s world we need to prepare our students for a more complex and intellectually demanding environment. Thus, teacher motivation will be one of the important elements for effective education.

Campbell and Pritchard (1976) stated that “motivation has to do with a set of independent and dependent variable relationships that explain the direction, aptitude and persistence of an individual’s behaviour, holding constant the effects of aptitude, skill and understanding of the task, and the constraints operating in the environment.” Frymier (1987) defined motivation as that which gives direction and intensity to human behaviour.
Motivation theories suggest that there are two types of motivation: 1) intrinsic motivation, the motivation to engage in work primarily for its own sake, because the work itself is interesting, engaging or in some ways satisfying; and 2) extrinsic motivation, the motivation to work primarily in response to something apart from the work itself, such as reward or recognition or the dictates of other people.

1.1 The Statement Of The Problem

There are a lot of criticism and comments about the declining standard of proficiency in English among Malaysian students. These critics claim that the present generation is not able to communicate or write in the second language.

... only to a handful of English-educated urbanites to whom the deteriorating standard of competence in the language is of concern. Nonetheless, this situation is inevitable because the education system is not producing English-educated individuals as it had during the pre-1970s. At the same time, the majority of Malay-medium learners of today see English as nothing more than a school subject.

(Jamali, 1994:12)

This create a situation whereby the school leavers having problems pursuing higher education and entering the job market. English teachers are said to be responsible for this condition. English teachers are perceived as not being motivated and dedicated enough to ensure that the students are able to use the English language efficiently. In addition, with a big class (of between 30 to 40 learners) and with several classes of English to teach, the workload for teachers is very heavy. This has serious
repercussions on quality of teaching (Jamali, 1994). Teachers who are not apt in their job and faced with the discouraging situation will definitely be demotivated.

This study will indicate whether demographic characteristics such as gender, marital status, level of education, TESL training, age and length of service have any significant relationship with English language teacher motivation. It will also observe the differences in English language teacher motivation by gender, marital status, level of education, TESL training, age and length of service.

The motivation of English language teachers may be influenced by a lot of factors. These factors include self-fulfilment, students attitude, community and parents support, working environment, job appraisal, career advancement, benefits and incentives, government policies on the subject, recognition and collegiality at work. Therefore, this study will also discover which intrinsic and extrinsic factors influence English language teacher motivation.

1.2 Purpose Of The Study

The purpose of this study is to determine whether there is a relationship between demographic characteristics and English language teacher motivation in secondary schools. Another purpose of this study is to find the difference in the teacher motivation by gender, marital status, level of education, training, age and length of service. The findings will help authorities to identify the teachers who are motivated
in their work. This is necessary for the selection and retraining of English teachers. In order to improve the standard of English proficiency, teachers who are highly motivated and committed are badly needed.

The study also seeks to find out the motivating factors that influence English language teacher motivation. Not only the study identifies the people and the factors that influence teacher motivation but also it will uncover their motives for choosing the profession. Possible differences in the components of intrinsic and extrinsic motivation of the English language teachers in secondary schools will be examined. Extrinsic motivation includes monetary rewards, benefits, recognition, working conditions, appraisal, career advancement and promotion, policies, and the dictates of other people. Intrinsic motivation includes feelings of self-worth, accomplishment, competence, enjoyment, personal enrichment, interest, and self-determination. By knowing the factors which affect teacher motivation, the authorities concerned will be able to take appropriate steps to keep and attract individuals to the profession.

1.3 Objectives

The general objectives of the study is to understand the motivational factors that influence English language teacher motivation in secondary schools. The specific objectives of this study:
1. To determine the degree of relationship between demographic characteristics and motivation among English language teachers.

2. To determine the difference in motivation among English language teachers by gender, marital status, level of education, TESL training, age and length of service.

3. To identify the factors which influence teacher motivation.

1.4 Research Hypotheses

In relation to objectives 1 and 2 above, this study will attempt to confirm the following hypotheses:

1. There is a relationship between demographic characteristics and motivation among English language teachers.

2. There is a statistically significant difference in extrinsic, intrinsic and overall motivation between male and female English language teachers.

3. There is a statistically significant difference in extrinsic, intrinsic and overall motivation between single and married English language teachers.
4. There is a statistically significant difference in extrinsic, intrinsic and overall motivation between college trained English language teachers and university trained English language teachers.

5. There is a statistically significant difference in extrinsic, intrinsic and overall motivation between TESL trained non-English graduate teachers, TESL trained English or linguistics graduate teachers and TESL trained non-graduate (college) teachers.

6. There is a statistically significant difference in extrinsic, intrinsic and overall motivation between English language teachers of various age group.

7. There is a statistically significant difference in English language teacher extrinsic, intrinsic and overall motivation by length of service.

1.5 Research Significance

This study will help to establish the degree of relationship between demographic characteristics and motivation among English language teachers. The study will also look at the difference in motivation by gender, marital status, level of education, TESL training, age and length of service. The study will reflect the current situation that exists in rural secondary schools. It intends to examine whether the demographic characteristics of these teachers have any affect on their motivation. Various approaches might be needed to motivate teachers who differ in terms of their
demographic characteristics. Only by fulfilling their needs, enable us to have teachers who are truly motivated.

It will also identify and determine the factors that influence English language teacher motivation. A teacher orientation in a particular direction, toward extrinsic or intrinsic motivation if fulfilled may improve his or her motivation to grow professionally and teach well. If our government and society are really concern about improving the ability of our young generation to use English as a second language, the factors influencing the motivation of our English language teachers must be look into seriously. This study also contributed to the numbers of literature on teacher motivation.

1.6 What Is Motivation?

*Motivation* is the general term given to an inferred underlying state which energises behaviour, causing it to take place. There has been extensive physiological research into the neural mechanisms involved in motivational states such as hunger, thirst, the need for sex, exploration of novelty and so on. In addition, much research has emphasised the social aspects of motivation: the need for positive regard from others; or the way that specific forms of behaviour may occur as a result of the need to communicate or interact in meaningful ways with other people (Manjula and Sunita, 1992).
Motivation is a term used in psychology to mean the cause of behaviour that is persistently directed toward a goal. A simple reflex action, such as jerking one's hand away from a hot stove, is not said to be motivated in the psychological sense. Motivation is usually made up of a combination of motives, which may also be called drives, incentives, or interests. Drives usually activate an individual to satisfy a physiological need such as for food, sleep, or relief from pain. Incentives and interests are usually said to stimulate action that satisfies emotional and mental needs or desires. Motivation is often based on acquired social values. Such values may motivate a person to seek a college education or to win the approval of others. Another person, with different social values, might reject higher education for the immediate goal of a job in order to buy a car and expensive clothes. Adequate motivation is one of the important conditions for efficient learning. In general, the stronger the motivation, the more effectively the student will learn (New Standard Encyclopedia Vol.11, 1992).

Motivation are factors within a human being or other animal that arouse and direct goal oriented behaviour. Psychologist have presented a multitude of often conflicting theories that purport to explain why individuals are at all, why they select the actions they do, and why some people are more motivated than others and succeed where others of similar talents and abilities fail. Some theorists have sought an internal mechanism that gives rise to action; some have explored external stimuli in the environment; some have studied the basic motivations themselves, attempting to establish which are innate needs and which are learned; and some have tried to
determine whether motivation directs behaviour toward a particular goal or whether it simply energises behaviour determine by other factors such as habit. From a behavioural viewpoint, there can be no motivation without a goal. Generally speaking, the more strongly one needs or desires a goal, the more successful one will be in attaining it, although myriad factors such as individual temperamental, upbringing and self-image may intervene. Behaviour therapists stress the importance of a person's attitude toward his goal and postulate three factors that influence motivation: the degree of ambivalence a person feels about his object of design, one's ability to visualise one's goal clearly, one's ability to break the goal down into accomplishable smaller tasks. Cognitive psychologists have found that a motive sensitises the person in cognitive areas related to the motive. Some one with a high need for achievement tends to recognise achievement-related words quickly when they are briefly flashed on a screen; a poor subject sees or remember coins as being larger than does a rich subject; a hungry subject perceives food stimuli as larger than other stimuli. Psychologists have also postulated their motivations greatly influence a person's choice of occupation. A high need for achievement for example; is most likely to be satisfied in a business entrepreneurial occupation where there is clear-cut knowledge of results, a sense of personal responsibility and the challenge of moderate risk (The New Encyclopaedia Britannica Vol.8, 1993).

Motivational factors refer to any factor conscious or unconscious, physiological or psychological that stimulates, maintains, and directs behaviour. Among these factors
are basic or immediate needs, interests, incentives and rewards, social drives, and personal drives for security, self-esteem, or superiority.

*Motive* is objectively defined as a hypothetical state in an organism used to explain its choices and goal oriented behaviour. Subjectively defined, a motive is experienced as a desire or wish. The word motive is associated with other words such as motion and movement. In a fundamental sense, a motive is anything that sets an organism in motion, that makes it move. The concept of motive is very similar to the concept of biological drives. However, a motive is more general than a drive, and may include both learned and unlearned components. The subject of motivation is a basic one in psychology, playing a part in more than one important theory. For example, psychoanalysis makes extensive use of the concept of motivation (Manjula and Sunita, 1992).

1.7 Operational Definitions Of The Terms

*Motivation* are factors from within or outside a human being that direct and activates, guides and maintains a person's behaviour.

*Teaching* is the act of helping someone to learn; also, the profession that deals with helping others to learn. It is the largest profession in the U.S. Most full-time professional teachers work in kindergartens, elementary and secondary schools, and colleges and universities. Both public and private. Others teach in technical and
vocational institutions. In junior and senior high schools, each teacher usually teaches only one or two subjects to several different groups of students (New Standard Encyclopedia Vol.17, 1992). The definition holds the same meaning for the term 'teaching' in Malaysia.

*English Language Teachers* are teachers that are trained to teach English as a second language. They are either university or college trained. The university trained English language teachers are divided into two categories. They are either graduates with degrees in fields other than language with diploma in TESL or graduates of TESL or English with diploma in TESL.

*College* is a general term used to designate several kinds of educational institutions above the high school level. In the US, the terms “college” and “university” are frequently used interchangeably, as in references to college entrance requirement, or college football. There are, however, several specific meanings of the term “college.” One important type of college is an institution that forms a major division of university, granting undergraduate or graduate degrees, or both, in a particular field. A second type is the independent 4 year institution that grants bachelor’s degrees in liberal arts or science or both. A third type is the technical or professional college offering bachelor’s or master’s degrees. Teachers colleges are examples of the professional classification. Junior or community colleges, offering associate degrees, constitute a fourth category. In England as in the U.S, the term “college” may mean a division of a university. Oxford and Cambridge universities, for example, are