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Challenging Assumptions
Looking In, Looking Out

The motivated language teacher: Work satisfaction in a Japanese context

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One of the most often overlooked areas of second language acquisition is the motivation level of the teacher. Although there is an abundance of research on learner motivation, data and material on language teacher motivation is rather scarce. Especially important to the issue of EFL/ESL teacher motivation is the recognition and appreciation of the teacher's home culture and value for her or his skill as a teacher. In this study, the authors first define and discuss intrinsic and extrinsic motivation, and then identify direct obstacles to motivation affecting the field today. The paper then shifts to focus on the survey research on EFL teachers' job satisfaction levels, based on real and ideal working conditions. The study concludes with a discussion of ways that institutions can address the motivational realities of ESL environment in Japan.

第二言語習得において最も見落されがちな点の一つが、講師のモチベーションの度合いである。学習者のモチベーションについては多くの調査研究があるにもかかわらず、講師のモチベーションについてのデータや資料は稀である。言語講師は、職場環境や生徒の応答など多数の外面的な要因から、教えることの本質的なモチベーションの維持が難しいと感じることがよくある。特にEFL/ESL講師のモチベーションの課題において重要なことは、外国人講師の母国文化が認識・理解されているか、また講師としての技能が認識・理解されているかである。この研究において拙著が始めて、内・外在のモチベーションを定義、議論し、また現在EFL/ESL講師に影響を与えている直接的なモチベーションの障害について定義している。次に、さらに間接的な内・外在のモチベーション要因を、自律性、自己実現、制度的支援、人間関係の点から深く議論している。そして、講師自身の理想や目標の度合いによって動機づけられるだけでなく、仕事に対する満足度を感じることににより動機づけられる点を考察している。最後に、議論したことを基盤に、教育機関や雇用主が講師を動機づけさせるための、また教育学的質の向上のための一般的ガイドラインを数多く提言している。

Motivation is thought to be responsible for “why people decide to do what they do, how long they are willing to sustain the activity and how hard they are going to pursue it” (Dörnyei, 2001a, p. 8). In contrast to people who have lost drive and inspiration to act, motivated people are eager and engaged until the task is complete. This idea of motivation applies not only to language learners but to language teachers, too. Several researchers (Darling-Hammond & McLaughlin, 1995; New National Center for Education Statistics, 1997; Ushioda, 2003) have contended that the factors that motivate teachers are the same as those that motivate students. These authors argued that learners want group development processes, opportunities for continuing individual learning, dialogic interaction with others, common goals, freedom to experiment, value as a member of the group, and appropriate levels of work and responsibility. These are also factors that a positive work environment offers the teacher, and it is these significant factors that help to provide teachers with the necessary motivation to work and do their jobs effectively, in and above appropriate benefits and compensation.

Literature review

Pennington (1995) presented a set of important motivating factors for teachers. The author suggested that in an employee-centered environment, teacher efficacy could stem from skill variety, task identity, task significance, freedom, and feedback. According to this perspective, the ideal teaching situation would be one where teachers are able to use and acquire a variety of new professional skills. They would then be able to assign more personal meaning to their

teaching, have the freedom to choose how to best utilize their skills as teachers, and ideally get more direct, concrete feedback from their colleagues, superiors, and students as to the effectiveness of their methods.

Therefore, in considering what motivates a teacher, we will look at several factors with a strong influence on job satisfaction. The factors, based on the work of Kassabgy, Boraie, and Schmidt (2001), are intrinsic and extrinsic motivators, autonomy, relationships, professional development, and institutional support.

Intrinsic motivation

Speaking in general terms, Dörnyei (2001b) has defined intrinsic motivation as “performing a behavior for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one’s curiosity” (p.47). Anecdotally, there is certainly a strong relationship between intrinsic motivation and skilled language teaching. Internal desire to educate people in a language, to pass on linguistic as well as cultural knowledge to help learners communicate, is at the heart of the profession. The educational process itself, where the teacher is positively affected by working with students and watching them grow and improve, could possibly be the intrinsic reward that draws teachers away from other professions.

The intrinsic rewards provided by teaching are documented in a study by Tardy and Snyder (2004). Teachers who feel a strong connection to their students and a sense of accomplishment with the material in their English lessons reported feeling a greater desire to teach in order to feel the

same kind of success. According to these researchers, highly positive moments in teaching can encourage teachers to explore and reflect on their teaching practices. While there is also a great deal to be said about negative experiences in the language class, especially as learning experiences for the instructor, previous research points to the notion that positive interactions and connections with learners lead teachers to better work with their students' needs individually, and thereby create better teacher efficacy and improved teacher motivation (Coladarci, 1992).

The teacher's ostensible intrinsic motivation can also have a significant effect on student perception and desire to learn. One study of student assessments of teachers conducted by Wild, Enzle, and Hawkins (1992), found that teachers who were perceived to be more intrinsically motivated inspired students to experiment and further explore their fields of study. In a double blind study, beginner piano students were informed that their teacher was either paid or a volunteer, while the teacher in question was not informed of this condition. Students reported that the *volunteer* teacher appeared more enthusiastic, and these students enjoyed the lesson more. According to this study, teachers who are perceived to be more motivated are more engaging to students, and thus intrinsic motivation can play a large role in students' beliefs about and interactions with their teachers.

Extrinsic motivation

Positive extrinsic motivators include such factors as salary, pension, insurance, and other benefits that we believe heavily contribute to job satisfaction and the motivation to teach. Appropriate financial rewards for teachers are an extremely

sensitive, yet also very important issue when discussing job satisfaction and teacher motivation. The importance of remuneration can be summed up best in this quote from Poppleton and Riseborough (1990):

Pay does not have absolute importance in relation to job satisfaction but, if it is perceived to be good... all other aspects appear to have relatively less significance. If, on the other hand, it is perceived to be poor... then it is seen as a symptom as much as a cause and associated with other symptoms such as lack of respect in the community. (p.219)

Appropriate compensation is certainly an important factor in the motivation of teachers; low pay has been cited as a prominent reason for leaving the teaching profession (Coladarci, 1992, citing Metropolitan Life, 1985).

External factors including lack of job stability, stress levels, heavy workloads, and disagreement with teaching methods are also potentially demotivating factors. Pennington (1995) said that to improve teacher motivation, employers need to address and eliminate the demotivating factors in teaching environments. Ostensibly, by removing unsatisfactory elements from the work environment, teacher motivation and classroom efficacy should increase. Doyle and Kim (1999) state that dissatisfaction among ESL and EFL teachers often stems from a lack of advancement opportunities and long term employment and job security, as well as overly heavy work loads, lack of funding for projects, and a lack of proper teaching environments. Teachers working in these environments will likely have low expectations for success, and therefore be less able and less motivated to teach effectively.

Autonomy

Autonomy is one of the most important factors for many educators (Hall & Bazerman, 1997). Being able to plan their own lessons, create their own syllabi, and pick their own texts is all part of why many people choose to be teachers. In other words, having academic freedom and the power to choose is deeply connected to many people's decisions to become teachers.

In a study of teacher empowerment behaviors employed by different school principals, Davis and Wilson (2000) found that teachers were more motivated in schools that allowed more choices. Principals who gave more decision making power to the teachers were found to be more motivating as opposed to principals who did not. While the added autonomy did not improve overall job satisfaction or alleviate job stress, it did improve teachers' reported motivation due to an increase in individual meaning to the teacher, higher reported self-efficacy, and greater feeling of control over their work environment.

Relationships

Another factor that is pertinent to job satisfaction is the aspect of working relationships among teachers in the educational institution. The nature of relationships among the adults within a school has a greater influence on student and teacher accomplishment than anything else (Barth, 2006). Positive relationships and evidence of what Barth calls *collegiality* in schools can be found in a variety of places. If the relationships between teachers are trustful, generous, helpful, and cooperative, then the relationships

between teachers and students, students and students, and teachers and parents are also likely to have the same qualities.

These relationships can be highly motivating and create a wonderful sense of job satisfaction. Marston, Brunetti, and Courtney, (2005) found that according to the subjects in their study, teachers "provided and received both personal and professional support from [their colleagues], including goal setting, sharing of materials, and designing curriculum"(p.484). Promoting positive communicative ties among teachers may ultimately improve job performance as well as enhance job satisfaction. Ducharme and Martin (2000) agreed and stated "workgroup interactions, especially social support received from coworkers, may significantly contribute to job satisfaction and motivation"(p.223). Coworker support and positive relationships at an educational institution seem to have an immense effect on teacher motivation.

Professional development

As is often discussed in student motivation, teacher motivation relies on a teacher's self-efficacy, or expectation of success in the classroom (Bandura, 1997), as well as the aforementioned intrinsic and extrinsic rewards that he or she gains from doing the job (Deci & Ryan, 1985; 1997). Teachers with positive outcome expectations are more likely to show higher commitment to education. Common factors in teacher self-efficacy include teacher-student ratio, administrative support, and participation in professional or academic societies (Coladarci, 1992). In investigating teacher efficacy, it is important not only to consider the

teacher's expectations, but also his or her values and goals. McKeachie (1997) stated that perception of success, the teacher's beliefs about the value of education, and a teacher's personal goals can all play a large part in increasing or decreasing her or his motivation.

An important factor that has been documented in faculty motivation is the presence of personal and institutional goals. Goal-setting theory has been well documented to increase motivation in a number of fields, and education is no exception (Urduan & Maehr, 1995; Latham, Daghighi, & Locke, 1997). By creating concrete, challenging, achievable goals, teachers can increase their motivation and effectiveness in the classroom. The presence of goal setting behaviors often indicates a high desire to learn, which can lead to high teacher motivation.

Institutional support

Looking next at the help language teachers receive from their schools, we can gain perspective on satisfaction and motivation. While it was previously presented that teachers desire autonomy, the support of the institution does not stand in the way of that autonomy, but can rather help teachers to use their autonomy well by providing them with materials, specialized classrooms, institutional backing in disagreements with students, and performance feedback. Institutional support plays a vital role when looking at the importance of expectations of success. Mowday and Nam (1997) stated "people are more likely to engage in behaviors when they see a high probability that effort will lead to high performance" (117). Playing into the idea of teacher self-efficacy, the more support teachers receive, the more

likely they are to feel their efforts will be successful, and are thereby more willing to put time and energy into classes in which they have better support established. This being the case, if individuals believe that their efforts will lead to success, they will be more motivated and work harder, spending more time preparing for classes and being more available to students.

For teachers to feel that they can adequately succeed with a class, they must have the proper materials to teach the way they need to teach. Without preparation time and proper physical materials needed to prepare or perform classroom tasks, teachers often "become frustrated because they believe their efforts will not be translated into good teaching performance" (Mowday & Nam, 1997, pp. 118). In this case, the teacher's efforts are the energy he or she puts into the teaching, while the performance would be a successful outcome. Olsen (1993) demonstrated through her survey of first and third year university faculty that many teachers feel that better teaching materials and support will positively influence their teaching. Likewise, Philips and Freedman (1984) indicated that many teachers blame too little institutional support and too many restrictions for their lack of successful classroom outcomes, and thereby lose intrinsic and extrinsic motivation due to a lack of self-efficacy beliefs. In short, if teachers do not believe they are getting adequate institutional support, they will less likely believe in the possibility of success, and thereby become demotivated.

Method

This paper grows out of the statement by Dörnyei (2003) that a list of "ways to motivate language teachers" has not

been forthcoming or empirically validated. Teachers are highly likely to suffer from a lack of motivation, reportedly more so than any other profession. Many teachers leave the profession after a very short time, and others report a lack of desire to continue (Jesus & Lens, 2005). Additionally, many of the studies cited in this paper have inspired the need for more recent studies, which are necessary to accurately discuss language teacher motivation. While teacher motivation is a construct that has been and continues to be studied in the first language environment, the second language environment does not receive the same attention. The lack of current data on the motivation of teachers in second language environments also represents a need for more current research on modern educational institutions. Key issues when discussing ways to motivate language teachers are the factors that are important to language teachers and that keep these teachers in the profession over an extended period of time.

Participants

The participants in this study were a diverse group of second language teachers of English (N=81) currently residing and working in Japan. The teachers were both Japanese and non-Japanese, with the former group representing 8 countries (Australia, Canada, China, England, Ireland, New Zealand, Papua New Guinea, and the United States) and accounting for 69% of the participants. Language teaching experience also ranged from less than 1 year to over 30 years, and the age of the participants ranged from 24 years old to over 65 years old. Academic qualifications for teaching English also varied greatly, ranging from BAs in majors unrelated

to education to PhDs in applied linguistics and TESOL. Similarly, the participants also varied in status at their places of work from part-time instructors to full time professors, with a number filling in the area between as well. Finally, the level of students taught by the language teachers included elementary school, junior high school, high school, junior college, university, and adult learners no longer in school.

Materials

A questionnaire survey of teachers currently working at language institutes in western Japan, consisting of 90 items, was developed and adapted based on an instrument used originally by Schmidt, Boraie, and Kassabgy (1996) and then later modified by Jacques (2001). Following Dörnyei's (2001c) guidelines, a five point Likert scale was implemented (See Appendix A).

Part 1 of the questionnaire consisted of 44 items of what language teachers' believe is important concerning motivation and job satisfaction. The 5 point Likert scale ranged from *very important* to *not important at all*. The questions were broken down and grouped into the following 6 categories: intrinsic motivators, extrinsic motivators, autonomy, relationships, self-realization, and institutional support. The 6 categories had no less than 5 questions each and all questions were dispersed randomly throughout the questionnaire to prevent teachers from lumping questions together and answering similar questions in the same way.

Part 2 of the questionnaire consisted of an almost identical 46 items that measured the degree to which languages teachers feel intrinsic motivators, extrinsic motivators,

autonomy, relationships, self-realization, and institutional support play a role in their *current* jobs. The additional 2 questions on this second half were questions involving teachers' desire to continue teaching at their current institution or continue in the profession at all. The 5 point Likert scale ranged from *strongly agree* to *strongly disagree*. As before, the above 6 categories had no less the 5 questions each and all questions were dispersed randomly throughout the questionnaire. For an individual breakdown of the survey contents, please see Table 1.

Table 1. Question categories

Category	Number of Questions	% of Questions
Intrinsic motivation	11	25
Extrinsic motivation	6	13.6
Professional development	6	13.6
Autonomy	7	15.9
Relationships	5	11.3
Institutional support	8	18.2

Procedure

The teacher questionnaires were administered throughout the 2006-2007 and 2007-2008 school years. The teachers were given as much time as needed to complete them, although it was observed that it only took each teacher an average of 10 to 15 minutes. Throughout the course of the survey, names

and institutions were kept anonymous so as to gain more accurate information without fear of repercussions regarding what teachers marked on the form.

Results

The data were analyzed in terms of mean scores for each category. All data were calculated for mean and standard deviation, and then questions involving intrinsic factors, extrinsic factors, professional development, autonomy, relationships, and institutional support were grouped and isolated. Mean values for each question were extracted, and then averaged together to get a mean score for each category for teachers' desired and current situations. In terms of teachers' ideals, the highest mean scores reported were for intrinsic factors (Mean=4.17) and institutional support (Mean=4.02) with the lowest reported being relationships (Mean=3.47) and extrinsic factors (Mean=3.91). The second half of the survey, henceforth referred to as the reported reality, showed that the factors most present were those intrinsically motivating (Mean=3.67) or useful for professional development (Mean=3.47), while the least present were autonomy (Mean=3.08) and relationships (Mean=3.03). The largest difference between the ideal and reality was in institutional support, with a desired score of 4.02 and a reality score of 3.10. The total values can be seen in Table 2.

Table 2. Motivational category mean values

Category	Desired mean value	Reality mean value
Intrinsic factors	4.17 (Sd=0.22)	3.67 (Sd=0.30)
Extrinsic factors	3.91 (Sd=0.61)	3.14 (Sd=0.32)
Professional development	3.98 (Sd=0.33)	3.47 (Sd=0.23)
Autonomy	3.99 (Sd=0.31)	3.08 (Sd=0.46)
Relationships	3.47 (Sd=0.43)	3.03 (Sd=0.43)
Institutional Support	4.02 (Sd=0.30)	3.10 (Sd=0.42)

Also important to these results are the highest and lowest ranked questions in the desired and reported-reality categories. The factors teachers reported being the most motivating tended to be those that seemed to correspond highly with efficacy. Having the freedom to do what is necessary, developing their abilities as educators, and performing at peak level are all related to a teacher's positive sense of efficacy. Enjoyment and fair treatment also rated highly. (See Table 3)

All the factors teachers most often reported to be a reality involved intrinsic motivation. Teachers generally believed their jobs to be stimulating and fun. Additionally, most reported that they had a good relationship with their students and were able to help them to enjoy the subject (see Table 4).

Teachers also reported that relationships and prestige were not particularly important to them, which also turned out to be less true than other factors. Teachers' job titles and relationships with students' parents tended to be less important and less present than other factors. Teachers also felt that they were not getting guidance or feedback from

their supervisors and institutions, and did not generally feel able to affect change within their institutions without dealing with bureaucracy (see Tables 5 and 6).

Table 3. Desired factors (high)

Item	Mean Score
Having the freedom to do what is necessary in my teaching to do a good job. (Autonomy)	4.53
Being fairly treated in my organization. (Institutional support)	4.49
Having a job that is enjoyable and stimulating. (Intrinsic)	4.49
Having a job in which I can learn and develop my abilities to my full potential. (Professional development)	4.44
Having a job that I can perform to the best of my ability. (Intrinsic)	4.43

Table 4. Reported-reality factors (high)

Item	Mean Score
I am helping my students to enjoy English. (Intrinsic)	4.01
I have a friendly relationship with my students. (Intrinsic)	3.98
My job is enjoyable and stimulating. (Intrinsic)	3.86
My job is fun. (Intrinsic)	3.84
My students evaluate me positively. (Intrinsic)	3.84

Table 5. Desired factors (low)

Item	Mean Score
Having flexible working hours. (Autonomy)	3.49
Having a profession that is prestigious. (Extrinsic)	3.28
Having good relationships with my students' parents. (Relationships)	3.11
Spending time with colleagues outside of work. (Relationships)	2.98
Having a prestigious job title. (Extrinsic)	2.98

Table 6. Reported-reality factors (low)

Item	Mean Score
I have a good relationship with my students' parents. (Relationships)	2.69
I have a prestigious job title. (Extrinsic)	2.68
I get frequent feedback about the effectiveness of my performance. (Professional development)	2.62
I have a supervisor who gives clear guidance. (Institutional support)	2.62
I am able to introduce changes without going through a lot of bureaucracy. (Autonomy)	2.56

The different levels at which teachers operate also offers some insight into the satisfaction and motivation of EFL teachers in Japan. Mean scores for university, high school, and junior high school teachers were extracted (see Table 7). In each of these categories, there was some overlap, in that very few of the teachers taught at only one level. For this reason, any teacher who taught at the university level was considered with the university teachers, likewise with

high school and junior high school teachers. Looking at each level, the difference between the high school teachers' desired and reported-reality means were the largest, followed by junior high teachers, and finally university teachers. Also interesting was the discrepancy between high school teachers' desired mean score and university and junior high school teachers' desired mean scores.

Table 7. Teachers' mean scores according to level

Teaching level	Desired mean	Reported-reality mean
University (N=50)	3.91	3.42
High school (N=33)	4.15	3.41
Junior high (N=16)	3.98	3.36

Further breaking down each category by each of the factors previously discussed offers further information about satisfaction levels and areas where teachers are closest to their ideal teaching situations (see Table 8). Of note are the junior high school and high school mean reported-reality scores for intrinsic motivators (3.61 and 3.87 respectively) in comparison with the university score in the same category (3.87), perhaps indicating that university teachers have more intrinsically motivating factors present in their teaching situations. In keeping with previously noted trends, autonomy and institutional support tended to be high in the desired category, though both were considerably lower in reported reality. Of additional note, high school and junior high school teachers tended to place more emphasis on

desired relationships and the extrinsic factors. In looking at the differences between the means, the high school teachers tended to have much higher discrepancy between the desired and reported reality, perhaps indicating a lack of satisfaction. University teachers, notably in the intrinsic and relationship factors, tended to have very close scores, and the differences overall appear to be lowest at the university level.

In further exploring the individual categories, autonomy is at the top of university teachers' desired factors, followed by

institutional support, and intrinsic factors. The lowest of the top factors, regarding job security, corresponds interestingly with the lowest of the reported-reality factors as well. The reported-reality factors are also interesting in that intrinsic motivators comprised the entirety of the high factors, similar to overall results. The fact that university teachers are often left out of institutional decisions is not surprising, though important to note nonetheless. The low factors indicate that these teachers are less interested in prestige, as was previously noted, and have little interest in spending time

Table 8. Comparison each factor at each level

Category	University		High School		Junior High School	
	Desired	Reality	Desired	Reality	Desired	Reality
Intrinsic factors	4.11	3.87	4.38	3.70	4.17	3.61
	Difference=0.24		Difference=0.68		Difference=0.54	
Extrinsic factors	3.78	3.07	4.03	3.32	3.96	3.18
	Difference=0.71		Difference=0.71		Difference=0.78	
Professional development	4.06	3.57	4.33	3.67	3.98	3.65
	Difference=0.49		Difference=0.66		Difference=0.33	
Autonomy	4.03	3.22	4.12	3.22	4.03	3.14
	Difference=0.81		Difference=0.9		Difference=0.89	
Relationships	3.31	3.16	3.72	3.18	3.54	3.00
	Difference=0.15		Difference=0.54		Difference=0.54	
Institutional support	3.99	3.24	4.18	3.22	4.12	3.36
	Difference=0.75		Difference=0.96		Difference=0.76	

with their colleagues outside of the working environment or building strong relationships with their students' parents. This may in part be explained by the fact that university teachers rarely meet the parents of students they teach. In keeping with this, parent-teacher relations scored lower in the desired reality as well, as did having a prestigious job title, which may indicate some relationship between the low scores.

Table 9. University teachers' desired factors (high)

Item	Mean Score
Having the freedom to do what is necessary in my teaching to do a good job. (Autonomy)	4.52
Being fairly treated in my organization. (Institutional support)	4.50
Having a job that I can perform to the best of my ability. (Intrinsic)	4.44
Having a job that is enjoyable and stimulating. (Intrinsic)	4.44
Job security. (Extrinsic)	4.36

Table 10. University teachers' desired factors (low)

Item	Mean Score
Being promoted to a senior supervisory position at some point in my career. (Professional development)	3.34
Having a profession that is prestigious. (Extrinsic)	3.02
Spending time with colleagues outside of work. (Relationships)	2.88
Having good relationships with my students' parents. (Relationships)	2.84
Having a prestigious job title. (Extrinsic)	2.72

Table 11. University teachers' reported-reality factors (high)

Item	Mean Score
I have friendly relationships with my students. (Intrinsic)	4.18
I help my students to enjoy English. (Intrinsic)	4.14
I am positively evaluated by my students. (Intrinsic)	4.08
I have a job that is fun. (Intrinsic)	4.08
I am really helping my students learn English. (Intrinsic)	4.0

Table 12. University teachers' reported-reality factors (low)

Item	Mean Score
I have a supervisor who offers me help with my job improvement. (Institutional support)	2.92
I am included in the process of setting goals for the educational institution. (Autonomy)	2.72
I have a prestigious job title. (Extrinsic)	2.7
I have good relationships with my students' parents. (Relationships)	2.6
I have good job security. (Extrinsic)	2.58

High school teachers were unique in that their high-end desired factors tended to be slightly higher than the other groups. Holding with previously noted trends, intrinsic motivators, institutional support, and autonomy all held places in the highly desired category. As with university teachers, relationships and prestige did not appear to be high

on their list of priorities, though having a flexible schedule was also less important. This last point matches the lowest of the reported-reality scores, in which high school teachers unsurprisingly reported having very fixed schedules. High school teachers reported, much the same as university teachers, that they had high intrinsically motivating factors involved in their work, and could use their own initiative in the job. Of additional interest, high school teachers reportedly had more contact with other English teaching professionals, a factor that did not previously appear in the university teaching population or the overall scores. On the low-end of their reported realities, high school teachers indicated that they did not have autonomy to help with the process of setting goals for the institution, though considering the fact that many decisions are not made at the school but by the Ministry of Education, this does not come as a surprise. However, teachers also reported that they were not well supported by the institution through feedback on their performance or guidance from supervisors.

Table 13. High school teachers' desired factors (high)

Item	Mean Score
Really helping my students learn English. (Intrinsic)	4.61
Having the freedom to do what is necessary in my teaching to do a good job. (Autonomy)	4.61
Being fairly treated in my organization. (Institutional support)	4.58
Helping my students to enjoy English. (Intrinsic)	4.58
Having a job that I can perform to the best of my ability. (Intrinsic)	4.55

Table 14. High school teachers' desired factors (low)

Item	Mean Score
Having flexible working hours. (Autonomy)	3.48
Having good relationships with my students' parents. (Relationships)	3.45
Having a profession that is prestigious. (Extrinsic)	3.42
Spending time with colleagues outside of work. (Relationships)	3.24
Having a prestigious job title. (Extrinsic)	3.21

Table 15. High school teachers' reported-reality factors (high)

Item	Mean Score
Helping my students to enjoy English. (Intrinsic)	4.15
Having friendly relationships with my students. (Intrinsic)	3.97
Having contact with professionals in the field of English language teaching. (Professional development)	3.94
Having a job that is fun. (Intrinsic)	3.91
Being able to work independently and use my own initiative. (Autonomy)	3.88

Table 16. High school teachers' reported-reality factors (low)

Item	Mean Score
I spend time with colleagues outside of work. (Relationships)	2.88
I am included in the process of setting goals for the educational institution. (Autonomy)	2.76
I get frequent feedback about the effectiveness of my performance. (Institutional support)	2.76
I have a supervisor who gives clear guidance. (Institutional support)	2.73
I have flexible working hours. (Autonomy)	2.73

Junior high school teachers were fairly unique in their somewhat higher desire for extrinsic factors, such as a manageable work load and benefits such as health care and bonuses. Due to the nature of the job, the desire for a responsive supervisor to help with problems is also to be expected. The focus on autonomy holds with other groups, further supporting the desire for freedom that draws many teachers to the profession. Interestingly, junior high school teachers also claim to care less about relationships, much like high school teachers. Junior high school teachers frequently have a high degree of contact with their students' parents, unlike other groups, which makes the reported reality that they do not have good relationships with students' parents noteworthy. Like high school teachers, they did not emphasize the desire to have flexible working hours, which may connect to the reality that their schedules are strictly fixed. Prestige rated low as well.

The reported realities of teaching in a junior high school indicate that this population of teachers generally feels intrinsically satisfied, but notably, they also feel that they are properly supported with materials, a factor that did not come up previously. Junior high school teachers also reported good relationships with their supervisors, which may or may not connect to the previously mentioned desire for a responsive supervisor, though this also stands out against the report that their supervisors do not give clear guidance. Additionally, scores indicate that junior high school teachers feel that they are regarded well by their colleagues, though not connected to them. Finally, like high school teachers, the junior high school teachers are not included in the goal setting process of the institution, which very well may relate to Ministry of Education controls on curriculum.

Table 17. Junior high school teachers' desired factors (high)

Item	Mean Score
Having a manageable work load. (Extrinsic)	4.56
Having the freedom to do what is necessary in my teaching to do a good job. (Autonomy)	4.50
Fringe benefits (bonus, vacations, sick days, health care). (Extrinsic)	4.44
Having a supervisor who is responsive to suggestions and grievances. (Institutional support)	4.44
Being able to work independently and use my own initiative. (Autonomy)	4.44

Table 18. Junior high school teachers' desired factors (low)

Item	Mean Score
Having good relationships with my students' parents. (Relationships)	3.44
Having flexible working hours. (Autonomy)	3.31
Having a profession that is prestigious. (Extrinsic)	3.19
Spending time with colleagues outside of work. (Relationships)	3.13
Having a prestigious job title. (Extrinsic)	2.9

Table 19. Junior high school teachers' reported-reality factors (high)

Item	Mean Score
I am helping my students to enjoy English. (Intrinsic)	4.06
I am positively regarded by colleagues on work related matters. (Professional development)	4.00
I have friendly relationships with my students. (Intrinsic)	3.88
I have good relationship with my supervisor. (Relationships)	3.88
I have the resources necessary to do a good job. (Institutional support)	3.81

Table 20. Junior high school teachers' reported-reality factors (low)

Item	Mean Score
I have a supervisor who gives clear guidance. (Institutional support)	2.81
I have flexible working hours. (Autonomy)	2.75
I have good relationships with my students' parents. (Relationships)	2.75
I am included in the process of setting goals for the educational institution. (Autonomy)	2.63
I have a job where I am connected deeply with other people at that job. (Relationships)	2.44

Discussion

The primary aim of this research was to investigate the factors that offer the most professional and personal motivation to teachers living and working in an EFL situation. Within this group of teachers, it becomes fairly apparent that the most important factors are those intrinsic to teaching. Considering the mean age and experience of the teachers surveyed, this is not surprising. This intrinsic motivation is likely what draws teachers to the profession in the first place, and generally does not appear to change in spite of positive or negative external situations (Davis and Wilson, 2000). As most teachers are aware of the difficulties when they enter the world of education (Sinclair, Dowson, and McInerney, 2006), the fact that these teachers have continued in the profession indicates that the positive factors involved in their teaching, be they extrinsic or intrinsic motivators, autonomy, institutional support, professional development, or relationships, were enough to overcome

the demotivating factors that most often cause teachers to leave the profession. More in depth analysis is needed to ascribe a root cause to the longevity of the teachers' studied. Additionally, we can see from the realities that teachers reported that their jobs were generally intrinsically motivating, and they enjoyed their work and believed themselves to be helping students to enjoy the language.

The support of the institution is also highly important to teachers, according to the results, though the reality is that teachers' desire for support is rarely met by the institutions where they teach. Looking at the factors involved in institutional support, teachers are most interested in clearer guidance from supervisors, followed closely by increased feedback on their performance, and resources with which to teach. Guidance from supervisors was also rated as one of the factors least present in teachers' current working situations. This would suggest that supervisors looking to improve motivation should offer clear teaching guidelines and feedback on teaching.

Institutional support is the category in which high school teachers appeared to be the least satisfied. This would indicate that more needs to be done to improve these teachers' autonomy and institutional support, perhaps through more inclusion in decision making, more room for innovation, and better feedback on teaching performance. One suggestion for this might be setting up lesson sharing and observations for teachers on a voluntary basis to improve teacher efficacy and motivation. However, it has also been noted that group decision making in a Japanese high school setting tends to push teachers toward rather than away from more traditional methods of teaching, and can frustrate

teachers who are interested in learning about new ways of teaching (Ninomiya & Okato, 1990; Sato & Kleinsasser, 2004), thus alluding to a greater need for autonomy in teaching decisions at lower levels to improve teachers' satisfaction. Further study of each of these individual factors may be needed to investigate the true effects of guidelines and feedback.

We also see from these results that language teachers appear to be interested in only certain kinds of relationships with colleagues. Teachers did indeed want to have good collegial relations, though they did not appear to want to carry on friendships with colleagues outside of the workplace. Teachers were also not terribly interested in having good relationships with students' parents, and in reality, did not appear to, though whether this is due to a lack of contact or different opinions on education is unclear. The parent-teacher relations appeared to be more of a factor for junior high and high school teachers. Teachers also reported that prestigious job titles were not important, which seems to actually be a positive factor, in that many also reported that they did not have one. In this case, as before with relationships with parents, the desire closely matches the reality, which would indicate that this factor actually does not serve to demotivate teachers.

Teachers' extrinsic motivation also stands firmly in the *needs improvement* category. While Japan stands out in that many teachers enjoy good remuneration, other benefits like vacation time and job security can suffer, the former for workers at junior high and high school levels and the latter for university teachers, many of whom have very short, non-renewable contracts. As was noted for university teachers,

one of their most desired yet least present factors was job security. Moving away from shorter contracts to provide a more stable work environment would appear to improve teachers' satisfaction and motivation. In terms of improving extrinsic motivators for junior high and high school teachers, the expectation of teachers as surrogate parents should be decreased (Shimahara, 1995; 1997).

Conclusion

The results found in this paper indicate that the factors cited in the literature on teacher motivation play a strong role in a teacher's level of job satisfaction. While the results herein are only a snapshot of teachers at one point in their careers, they do reinforce the current research on teacher motivation and begin to shed some light onto the world of second language pedagogy. Further studies of these results involving a greater range of statistical tools are needed to statistically validate the information. A more in-depth look at these teachers' desire to continue in the profession in relation to their individual satisfaction scores would also help to validate the data. Additionally, the inertia factor involved in the profession, the perception of difficulty of changing or continuing careers, would need to be further tested within these results. Further study of teachers' feelings regarding their ability to change professions in relation to their work satisfaction would also aid the overall study of second language teacher motivation.

To further validate this study over time, the same teachers would need to be surveyed again at a later date and have their results compared with previous data. Researchers interested in continuing this line of inquiry may also find that

interviewing a smaller number of teachers over time may provide more reliable results.

Summarily, it appears that teacher motivation is a complex construct, and it is only possible to review elements which may be measured to some extent. Most important overall to the idea of teacher motivation seems to be the concept of intrinsic motivation, seconded by institutional support through the form of clear guidelines and concrete feedback on teachers' individual performance. Teachers whose teaching situations have all of the above factors appear to be the most satisfied. From the evidence above, it would appear that all of these factors are quite important, and should be cultivated in the teaching environment by administrators, supervisors, and most importantly, by teachers themselves who wish to increase their motivation and improve the quality of their teaching.

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