

Comparison of private-institute and public-school English teachers' motivation towards teaching English in Iran

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Abstract

Teacher's motivation plays a key role in their career success. Recognising the factors which impede an ideal performance in teaching helps curriculum developers and instructional managers to resolve the issue as much as possible. This is not valueless to investigate and deploy possible solutions from which are being experienced in different types of instructional institutes. Therefore, to find the possible differences between the institution teachers and public-school teachers, the present study was initiated. It was also aimed to compare the motivation sources in their teaching context. So, English teachers' motivation was measured regarding their intrinsic and extrinsic motivation. The results suggest that there is a significant difference between two types of teachers. In fact, teachers in private institutions have more motivation than public-school teachers. The findings of present study indicate that education system, school managers and supervisors need to motivate teachers towards teaching English.

Keywords: Contextual sources of motivation, extrinsic motivation, intrinsic motivation, teaching English, teachers' motivation.

1. Introduction

As there is vast opportunity of getting job as an English as a Foreign Language (EFL) teacher in public and especially in private English language institutions, EFL teaching job has created one of the biggest occupation vacancies in Iran. English language learning is the common feature of official education curriculum and private language institutions, and as a matter of fact, knowing English is considered both as an educational accomplishment and as social prestige (Sadeghi & Richards, 2016). Students and their parents perceive learning English as a necessary qualification for future success and they aren't satisfied by an only 100-minute English language course per week at middle school, so they prefer to enrol for private institutions as well to meet their expectations. This growing demand for learning English language created good occupation vacancies for English teachers especially at private institutions. In fact, language teachers in Iran fall into two categories: teachers at public schools and teachers at private institutes.

These contexts of teaching may have a lot of differences in their organisations, educational structures, the rate of job satisfaction among their staff, workmanship, the quality of teaching, type of learners, management, promotion programs, salary raise policies, teaching material, training teachers programs, work load, type of job contract and incentives (Iliya & Ifeoma, 2015). The differences in the mentioned factors may lead to different types of motivation among English teachers.

As motivation plays a key role in teachers' career development and job satisfaction (Latham, 1998; Suslu, 2006), creating motivating environment for teachers and retaining motivation among them are important issues in education (Dornyei & Ushioda, 2011). Participating in various learning opportunities, programs and workshop depends on the teachers' level of motivation (Gorozidis & Papaioannou, 2014). Undoubtedly, motivated teachers are willing to participate in such programs to improve their teaching methods (Gorozidis & Papaioannou, 2014). In addition, the high correlation between teachers' motivation and learners' motivation (Pahlavanpoorfard & Soori, 2014; Roth, Assor, Kanat-Maymon & Kaplan, 2007; Taylor, Ntoumanis & Smith, 2009) vitalise the fact that recognising the motivational sources and doing researches in this area are crucial.

Regarding teacher motivation, Dornyei divides motivational aspects into intrinsic component, contextual factors, temporal dimension and negative influences (2001). Intrinsic factors such as self-efficacy, instructional goals, subject area of interest or performance feedback modify the level of effort and persistence at teaching job (Dornyei & Ushioda, 2011). In fact, as Dornyei and Ushioda state, 'the intrinsic dimension of teacher motivation is related to the inherent joy of pursuing a meaningful activity' (2011, p. 163). As Dornyei and Ushioda (2011) hold extrinsic factors do not significantly increase job satisfaction by themselves; however, their lacking is great sources of dissatisfaction among teachers. These factors may include salary, fringe benefits and job security (Latham, 1998, p. 82). Contextual factors include the society of teaching and organisational climate (Dornyei & Ushioda, 2011). Negative factors or demotivation factors could be fragile self-efficacy, work load, stress and so on. According to Dornyei (2009), temporal dimension is related to the fact that 'what was insignificant a short while ago might assume fleeting or enduring power now, depending on the circumstances' (p. 211).

Among the mentioned factors, present study focused on context of teaching in which teachers are involved, public-middle schools and private institutes in Ahar, Iran. These different contexts can have effect on their intrinsic, extrinsic, contextual and temporal motivation too. In fact, the type of programs for keeping good motivation level of teachers may differ from context to context. Training programs, workshops, promotion policies, wages, types of learners, incentives and wage rate are among the factors which can differ from the private institute to the public school (Daniels, 2016; Fives & Alexander, 2004; Yaghoubinejad, Zarrinabadi & Nejadansari, 2017). So, it is necessary to compare the organisational differences (contexts of teaching) to see how the settings are different, and what factors make difference in teachers' motivation. Applying practical ideas from one context into another one (if possible) can lead to improvement of teachers' motivation which is in tight relationship

with teachers' job satisfaction and learners' motivation and achievement. In addition, previous studies (e.g., Alavi & Mehmandoust, 2011; Soodmand Afshar & Doosti, 2016; Yaghoubinejad et al., 2017) about teacher motivation in Iranian EFL context have just focused on the school context, and they didn't compare public schools with private institutes regarding contextual motivational factors. So, the present study was also an attempt to fill this gap as well.

1.1. Purpose of the study, research questions and hypotheses

Therefore, this study was designed to compare middle level public-school (PS) English teachers' and private-institute (PI) English teachers' motivation towards teaching English. It was also aimed to compare the sources of motivation in these two contexts. Therefore, it was tried to answer the questions:

Q1: Is there any difference in motivation to teach English between PS English teachers and PI English teachers?

Q2: What are main motivation sources for English teachers in public schools and private institutes?

The hypotheses of the study are as follows:

H0: There is no difference in motivation to teach English between PS English teachers and PI English teachers.

H1: Main motivation sources are different from PS English teachers to PI teachers.

1.2. Review of the literature

In literal meaning, the word motivation derives from the Latin verb *movere* meaning 'to move'. Dornyei and Ushioda define it as 'what moves a person to make certain choices, to engage in action, to expend effort and persist in action' (2011, p. 3). Similarly, Gardner defined motivation as a combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language (1985). Giving a comprehensive definition, Dornyei and Otto's (1998) define L2 motivation as:

the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out. (p. 65)

As Dornyei and Ushioda (2011) hold motivation is responsible for the reason that people decide to do something, to continue activity and to pursue it. Relating the definition of L2 motivation into teaching English as a second language or as a foreign language, Michaelowa defines motivation as the 'willingness, drive or desire to engage in good teaching' (2002, p. 5). In this definition, good teaching means adherence to professional conduct and effort to help students learn as best as the teacher knows how. Putting all of these definitions together, we can say motivation to teach English is teachers' willingness to teach English which is their desire to teach English in the best way they can and their effort to reach the teaching goals.

As previously mentioned in introduction section, intrinsic component, contextual factors, temporal dimension and negative influences are the motivational aspects for teachers (Dornyei, 2001). While intrinsic components refers to teachers' self-efficacy and interest in teaching job, extrinsic motivation refers to tangible benefits such as salary, fringe benefits and job security (Latham, 1998). Most of the researchers believe that motivated teachers are intrinsically motivated (e.g., Doyle & Kim, 1999; Erkaya, 2012; Iliya & Ifeoma, 2015). However, Johnson (1986) states that inadequate training, low pay, low status, unstaged career, unrecognised effort and poor working condition make teachers ineffective. In fact, extrinsic motivation is necessary for teachers' motivation but not enough by itself.

Another motivational aspect known as temporal dimension refers to lifelong commitment, and it may vary from time to time. Furthermore, negative influence refers to demotivating factors which can be the result of contextual factors, extrinsic factors or temporal dimension.

For the aims of this study, we discuss contextual factor from among the other motivation sources for teachers. Organisational setting provides the contextual motivation which can be separated into two categories of 'micro level' and 'macro level' (Dinham & Scott, 2000). Contextual micro-level motivation is the function of the organisation leadership; however, contextual macro-level motivation refers to the status and image of teachers in society, including politicians, parents and the media (Dornyei & Ushioda, 2011). Dornyei and Ushioda (2011) count following factors as components of micro-level contextual motives at school (or institutions):

- the school's general climate and the existing school norms
- the class sizes, the school resources and facilities
- the standard activity structure within the institution
- collegial relations
- the definition of the teacher's role by colleagues and authorities
- general expectations regarding student potential
- the school's reward contingencies and feedback system
- the school's leadership and decision-making structure (p. 164)

Furthermore, contingent path theory explains how micro-level organisational policies may have various effects on staff's job satisfaction and motivation. The theory contrasts between closed contingent path and open contingent path; in closed contingent path, the occupational context has a clearly defined final or upper plateau for advancement; while, in open contingent others, final or upper plateau for advancement is open-ended. The result is that, in closed paths, achievement related motivation decreases with advancement, whereas open paths sustain persistence and prolonged effort because additional possibilities for continued career-related striving become apparent as the individual moves along the career path (Dornyei & Ushioda, 2011).

In line with contingent path theory, some practical programs have been administrated. For example within the field of language education, Pennington (1995, p. 209) presents a 'sample career ladder' to suggest how the theory can be established. Some steps are suggested to get teachers involved and motivated in their career. These steps include:

- the increased variety of courses taught
- contribution to curriculum development
- monitoring role with new faculty
- being in charge of developing new courses/programs
- making conference presentations and/or preparing professional publication
- serving as teaching consultant within and/or outside the institution
- conducting teacher-training workshops (in-service programs)
- developing materials for use in the home institutions and elsewhere

In fact, 'career ladder program can increase teacher competence' (Hawley, 1985, p. 58); however, in applying such programs, it should be noted that economic rewards are important. There should not be any competitive rewards which can negatively affect the teachers, and indeed fair assessment is required as well. Suslu (2006) adds that motivation factors should be intrinsic in order to make teaching more enjoyable, interesting and psychologically rewarding. Without having intrinsic motivation, lack of success is inevitable. In addition, it seems that contextual factors are complementary to intrinsic ones. Even with the best possible match between a profession and an individual, one's intrinsic motivation will be inevitably 'tainted' by the impact of external conditions and constraints (Dornyei & Ushioda, 2011).

In contrast to motivating programs, context of teaching may demotivate teachers (Corno & Kanfer, 1993) by factors such as stressful job, the increasing restrictions of teaching autonomy, imposed factors (e.g., curricula, tests, methods and other directives), the fragile self-efficacy, repetitive content and routine classroom practices, the salary rate, less control on classroom physical features (e.g., rearrange the classroom layout for maximal attention from students) and lack of support (e.g., Call teacher study groups to resolve problems cooperatively). Learning English in private institutes and public schools are quite different in the case of learners' goals, and motivation which may have effect on teachers. In fact, as Latham (1998, p. 83) points out 'sociologically extrinsic' elements cause less motivation in career context.

After providing the related theories about teacher motivation and contextual factors, here, we review some of the related empirical studies in the world and Iran. A comprehensive review of teacher motivation studies was done by Han and Yin (2016). The researchers identified five main related research areas: influencing factors of teacher motivation, teacher motivation and teaching effectiveness, relationship between teacher motivation and student motivation, teacher motivation research across different disciplines and the instruments for assessing teacher motivation. The results of this review led to the finding that teacher motivation was a key determinant for student motivation and teaching effectiveness.

Fattash (2013) investigated the sources of anxiety, the obstacles, the limitations, and extrinsic or intrinsic demotivating factors to find out which ones have negative effect on instructors' performance and students' achievement. Findings indicated that there was extra psychological strain on the teachers, and there was high degree of dissatisfaction with their financial condition. In addition, rewarding was enhancing factor on the teachers' motivation, and the instructors were overloaded with classes. Fattash (2013) concludes that extrinsic domain has the highest mean regarding the effective factors. In fact, it indicates how extrinsic factors as well as other factors are important in motivating teachers.

In contrast to Fattash, most of empirical studies have repeatedly validated the dominance of intrinsic teacher motivation sources over extrinsic motivation sources (e.g., Doyle & Kim, 1999; Erkaya, 2012; Kassabgy, Boraie & Schmidt, 2001; Wild, Enzle, Nix & Deci, 1997). For example, Kassabgy et al. (2001) compared these two factors in their studies with 170 ESL/EFL teachers from Egypt and Hawaii. They reported that there was no major discrepancy between EFL teachers' ranking of what they considered important and what they got from their job in terms of rewards. The researchers reported that teachers may emphasise the importance of intrinsic over extrinsic rewards as a group, but there was considerable variation in individual concerns. Moreover, extrinsic aspects of work such as salary, title and opportunities for promotion were rated less important.

Daniels (2016) investigated teachers' opinion about the positive and negative effective factors in their motivation. The purpose of the study was to explore the factors that teachers identify as supporting or hindering their professional motivation. Findings revealed that curricular, relational and logistical factors had effect on teachers' motivation. It was also found that master schedule, organisation of time and condition of the physical environment play a major role in the way teachers are motivated.

Similarly, Kiziltepe (2008) investigated sources of motivation and demotivation among teachers at a public university in Istanbul, Turkey. She considered four categories of motivation in the questionnaire: students, career, social status and ideals. Demotivating factor included: students, economics, structural and physical characteristics, research and working conditions. The findings (Kiziltepe, 2008) indicated that students were the main source of motivation and demotivation for university teachers. After students, career was a second motivational factor; however, economics and research were second demotivating factors.

Understanding the importance of contextual variables, Fives and Alexander (2004) conducted a meta-analysis of empirical studies to explore relationships between contextual factors and teachers'

motivation. The result of meta-analysis indicated that teacher efficacy and teacher commitment are central motivational sources in context of teaching. They also reported that school climate, relationship with administrators, participation in school decision-making, student characteristics and school demographic factors are associated with organisational commitment. Fives and Alexander (2004) found that perceived teacher autonomy, student ability, school organisation and resources, teacher collaboration and an institutional culture that emphasises mastery of content over performance are associated with teacher efficacy.

In Iranian EFL context, some studies have also concerned about teachers' motivation. For example, Alavi and Mehmandoust (2011) investigated sources of motivation among English language teachers in Iranian public and private language schools. The researchers considered four sources of motivation: extrinsic (economic, social, emotional, educational), intrinsic, altruistic and subject matter motivation. The researchers reported no significant difference in the attitudes of EFL teachers from public and private language schools regarding the economic, social, intrinsic and subject matter sources of motivation. The result of the study (Alavi & Mehmandoust, 2011) indicated that the language teachers in private and public schools are significantly different from each other with respect to emotional, educational and altruistic sources of language teacher motivation. However, Alavi and Mehmandoust (2011) also found that English teachers expressed almost similar views concerning economic, social, intrinsic and subject matter sources for motivation in teaching.

Soodmand Afshar and Dossti (2016) also explored factors contributing to job satisfaction and dissatisfaction of Iranian secondary school English teachers. The study led to the finding that most teacher motivating sources were: imparting knowledge to others, serving the society and having an internal desire to teach. They also found that the most demotivating factors were: inadequate salary, principals' inattention to the teachers, no encouragement to seek professional development, students' lack of motivation to learn English and low occupational and social status. In addition, Yaghoubinejad et al. (2017) investigated the demotivating factors among 105 Iranian middle school teachers. The finding indicated that lack of social recognition, inadequate rewards, lack of supports and a large number of students were the major demotivating factors for Iranian teachers.

Reviewing the theoretical and empirical studies in teacher motivation domain, indicated that much of the previous effort was towards comparing the effects of intrinsic and extrinsic on teacher's motivation, findings relationship between teachers' motivation and learners' motivation, investigating contextual motivation and demotivation factors. However, there is still a big gap about the effect of contextual sources of motivation and comparison of different contexts. Therefore, this factor needs to be investigated more to use ideas from different contexts into each other to raise the teachers' motivation or to retain their motivation in English language teaching and learning contexts.

2. Methods

2.1. Participants

The sample of the present study included English teachers at middle schools and private English institutes in Ahar, Iran. The participants of study ($N = 33$) included PS English teacher ($N = 17$) and PI English teachers ($N = 16$). All teachers in Ahar were sent questionnaire. Both genders participated in the study and they were aging from 22 to 45 years. All participants were experiencing teaching English for more than 4 years. In all, 18 female teachers and 15 male teachers were in the study groups. In both groups, teachers' degrees included from associate of art up to postgraduate ones (Master of Arts or PhD students). Except one of the participants, who was native Persian speaker, the other teachers were native speakers of Azeri (spoken in Ahar, East Azerbaijan Province, Iran). However, all teachers' second language was Persian which is the formal language of Iran and all syllabuses are presented in that language.

All teachers' qualification for teaching English was approved by Education Office of Ahar according to their degree and skills in English language teaching. It should be mentioned that, PS teachers have

been trained in teachers training universities or accepted for teaching job through a national exam and their duty is to teach English for 24 hours a week. However, PI teachers have just passed institutional entrance exam, and they had no limitation of teaching hours. From the sample of study, five teachers were experiencing both types of teaching context (public school and private institute).

2.2. Instrument

To gather information about teachers' motivation towards teaching English, a teacher motivation questionnaire by Dweik and Awajan (2013) was selected for the study, and two items were added to the questionnaire item list to issue more contextual factors.

The questionnaire included three sections. The first section included the personal and occupational data of the participants such as age, gender, educational degree and experience of teaching in English. The second section included list of motivational sources to find out to what extent English language teachers are motivated by these sources. The motivation sources section of questionnaire included 12 items with five-point Likert scale: poorly motivated = 1, slightly motivated = 2, neutral = 3, motivated = 4 and strongly motivated = 5.

2.3. Procedure

The present research was conducted in the middle of 2016–2017 school year. The study was a quantitative one including two comparison groups: English teachers at public schools and English teachers at private language institutes. In order to calculate the reliability of the teacher motivation questionnaire, a pilot study was run and the questionnaire copies were distributed among high-school English teachers through the social Telegram group of teachers. The reliability level of 0.78 was gained for the questionnaire. The result of pilot study was in line with the previous findings. For instance, Ng and Ng (2015) have already reported above 0.7 reliability based on Cronbach's α reliability test for the main teacher motivation questionnaire. Therefore, the questionnaire was administered in the study.

To gather information about teachers' motivation to teach English, the questionnaires were distributed among teachers. Therefore, the researcher distributed the questionnaire papers in English group meetings or through the social media group of Ahar English teachers.

2.4. Data analysis

The needed data for present study included teachers' personal and occupational information and their level of motivation towards teaching English. The gathered data were analysed through SPSS software, so descriptive and inferential statistics were reported. The independent samples *t* test was run to compare the study groups' level of motivation.

3. Results

3.1. Descriptive statistics

This section provides the descriptive statistics related to the gathered data from the motivation questionnaire, as following Table 1 shows institute English teachers' motivation mean ($M = 40.29$, $SD = 5.90$) is more than private school English teachers mean ($M = 35.56$, $SD = 5.17$).

Table 1. Descriptive statistics of the study groups' motivation towards teaching English

Participants	N	Mean	SD	SEM
Institute teachers	17	40.29	5.90	1.43
School teachers	16	35.56	5.17	1.29

In addition, the Figure 1 shows the PS and PI English teachers' motivation mean for each motivation sources.

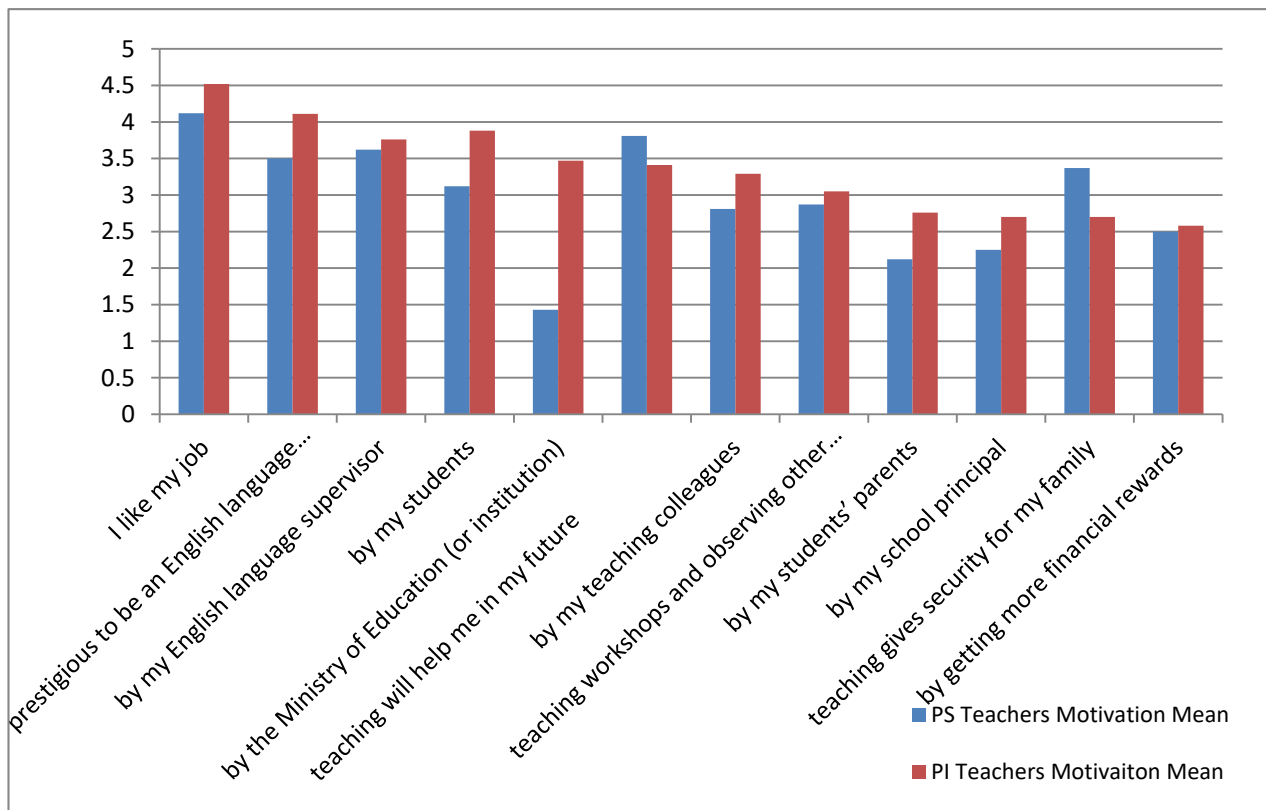


Figure 1. Teachers' motivation sources for teaching English

As Figure 1 shows except for 2 motivation sources (e.g., teaching will help me in future, teaching provides security for my family), in other 10 motivation sources, PI English teachers' motivation surpass PS English ones.

3.2. Inferential statistics

In order to answer the first question 'Q1: Is there any difference between the motivation to teach English between PS English teachers and PI English teachers?', an independent sample *t* test was run for two groups' motivation scores (Table 2). The results from the independent *t* test indicated significant difference in motivation scores between PS teachers and PI teacher ($p = 0.5$ (two-tailed), $t(89) = 0.6$, $p > 0.05$). Therefore, the null hypothesis of study was rejected; putting it in another word, PI English teachers ($M = 40.29$, $SD = 5.90$) were more motivated than PS English teacher ($M = 35.56$, $SD = 5.17$).

Table 2. Independent samples t test for groups' motivation

	Levene's test for equality of variances		t Test for equality of means						
	F	Sig.	t	df	Sig. (two-tailed)	Mean difference	SE difference	95% Confidence interval of the difference	
								Lower	Upper
Equal variances assumed	0.00	0.92	2.44	31	0.02	4.73	1.93	0.77	8.68
Equal variances not assumed			2.45	30.85	0.02	4.73	1.92	0.79	8.66

In order to answer the second study question 'Q2: How sources of motivation towards teaching English are different between public schools and private institute?', the mean scores for 12 motivation sources were calculated and the percentages of motivated teachers in each group were identified. In addition, the sources of motivation were ranked for each group to see which motivation sources have higher association with teachers' motivation in the context. Table 3 provides the means, percent of motivated teachers in each motivation source category, and motivation source ranking.

Table 3. Sources of motivation for PS and PI English teachers

Motivational sources I am motivated.....	Mean		Percent of highly motivated teachers		Ranking	
	PS	PI	PS	PI	PS	PI
	teachers	teachers	teachers	teachers	teachers	teachers
1. Because I like my job	4.12	4.52	81	94%	1	1
2. Because teaching gives security for my family	3.37	2.70	62	41	5	10
3. Because teaching will help me in my future	3.81	3.41	75	41	2	6
4. Because it is prestigious to be an English language teacher	3.50	4.11	69	70	4	2
5. By my students	3.12	3.88	50	65	6	3
6. By my students' parents	2.12	2.76	12	23	11	9
7. By my teaching colleagues	2.81	3.29	31	41	8	7
8. By my school principal	2.25	2.70	19	29	10	10
9. By my English language supervisor	3.62	3.76	62	71	3	4
10. By the Ministry of Education (or institution)	1.43	3.47	0	47	12	5
11. By getting more financial rewards	2.50	2.58	31	35	9	11
12. Teaching workshops and observing other colleagues' teaching	2.87	3.05	31	41	7	8

As Table 3 shows, the most important source of motivation for both PS and PI teachers' liking their teaching job and 94% of PI teachers and 81% of PS teachers are motivated by this motivation source. However, PI teachers showed more motivation than PS teachers in liking their teaching job.

Considering other sources, PS and PI teachers are quite differently motivated by other sources of motivation. High percentages of PI teachers are motivated by institute supervisors, prestige of being

English teacher and students. However, high percentage of PS teachers are motivated by these sources: teaching job will help me in future, prestige of being English teacher, teaching gives security for my family and supervisors.

The percentages of teachers motivation in liking English teaching job, students, students' parents, colleagues, school principle (institute manager), supervisor, institute (ministry of education), getting financial rewards and workshops and observing other colleagues' teaching show that PI teachers are more motivated than PS teachers in these sources.

The only two sources in which PS teachers showed more percentage of motivation in comparison to PI teachers are 'teaching gives security for my family' and 'because teaching will help me in my future'. Both groups of teachers showed almost equal percentages of motivation towards the prestige of teaching English.

4. Limitations of the study

The important limitation of any motivation study is complexity of motivation concept and as Dornyei and Ushioda hold 'no existing motivation theory to date has managed—or even attempted—to offer a comprehensive and integrative account of all the main types of possible motives' (2011, p. 4). The present study focused on limited intrinsic and contextual factors as motivation sources to compare the role of contexts in providing motivation for their teachers; however, the concept of motivation is under the effect of many other social, intrinsic and extrinsic factors. Individual differences and character types are also in association with motivation level of individuals. Temporarily good events or bad events, any small struggle might have had an effect on the participants' motivation at the time of data collection.

The other limitation of present study was the small size of sample. As the study was done in a small city, the results may be under the effect of this small sample size; therefore, there is a need for further research with bigger sample size to check the reliability of present study.

5. Discussion

The present study found that there is a difference between motivation of PS teachers and PI teachers, and PI teachers are more motivated than PS English teachers regarding contextual motivation sources. This finding is in agreement with the findings of Alavi and Mehmandoust (2011) who reported significant difference between PS and PI teachers. As a matter of fact, private language institutes have different context and educational organisation than public schools. Competitive marketing setting, satisfaction of supervisors, educational managers, students and their parents provide a demanding job. The survival of teachers in such a context is dependent on the mentioned factors; so as a result, managers and supervisors do their best to improve teaching and learning. The support that teachers receive are the following: their raise in levels of teaching, raise in salary, popularity among students and their parents as well as managers and supervisors motivates PI teachers.

The present study also found that liking teaching job was the most prominent motivation source for both types of teachers. This finding is line with previous empirical studies (e.g., Doyle & Kim, 1999; Erkaya, 2012; Iliya & Ifeoma, 2015; Kassabgy et al., 2001; Wild et al., 1997) which have validated the dominance of intrinsic teacher motivation over extrinsic motivation. In contrast, they are a few findings (Johnson, 1986; Spear, Gould & Lee, 2000) claiming on the salary and financial sources as a main motivation sources for teachers. Nobody can deny the importance of financial issues as motivation sources; however, as present study and previous studies indicates liking once career (an intrinsic motivation source) is moving power towards professional development and job satisfaction.

In addition, the present study found that for PS English teachers, the important motivation sources were the importance of teaching job for participants' future, prestige of being English teacher, security

for participants' family and supervisors. For PI English teachers, the important motivation sources were institute supervisors, prestige of being English teacher and students. This finding reveals the importance of teaching and learning English in Iran, as Sadeghi and Richards (2016) state English in Iran is considered of high value, so both learning and teaching of English is of high prestige in Iranian society. Alavi and Mehmandoust (2011) have also reported that teachers in Iran are almost equally motivated by intrinsic and social sources for teacher motivation. In fact, prestige of teaching English is related to contextual 'macro level' of motivation. In Iranian context, English teachers benefit from this level of contextual motivation.

Supervisors' job is a critical job which can lead to motivation and demotivation at the same time; however, both types of teachers perceive supervisor as an important motivation source. Providing enough feedback, evaluating teaching and learning, supports are among the supervisors' task which motivates both types of teacher; however, PI teachers were more motivated by this source in comparison to PS teachers. As a matter of fact, regarding contextual 'micro level' of motivation, private institutes in Iran have provided more motivational sources for their teachers. In addition, job promotion has increased teachers' motivation in such institutes.

One of the differences between private institutes and public schools is in the financial sources; it means that public schools provide stable and consistent salary with annual raise (in the case of Iran). As a formal and in service teacher who works 24 hours a week for public schools, teachers' main income source is by their salary. In contrast, PI teachers teach part time in institutes for less wages which cannot provide them with stable job security. That's the reason PS teachers are dependent to teaching job as a source which provides financial security for them and for their future.

Type of learners in PI context is almost different from school context; it means that attending in extra private language classes is the matter of motivation and goals. Most of the learners in private language institutes are more motivated than those school learners towards learning English (Azarnoosh, 2014). Therefore, working with attentive and motivated learners motivates PI teachers as well.

6. Conclusion

Working conditions (context of teaching) were reported potential demotivating and motivating factors (Sugino, 2010) in combination of cultural and school-specific factors. Contextual micro-level factors such as promotion policies, raising the level of teaching, support, feedback, rewarding policies, colleagues, teaching material and supervisors are different from public schools to private institutes. In addition, contextual macro-level factors such as social recognition and being language teachers at language institutes make English teachers motivated towards their career development. In contrast to public schools, at private institutes the language teachers' language and teaching skills are the key elements of progress.

Private English language institutes found their high social popularity since English language has been perceived as basic need for international communications, applying for jobs and education in postgraduate levels. English language is seen as a valuable asset and it is associated with high prestige (Sadeghi & Richards, 2016). Therefore, private institutes are aware of this demand and they are trying to absorb highly motivated teachers and keep them motivated too. Annual teacher entrance exams in institutes is a great opportunity for motivated teachers to enter this career; however, for entering public schools, interested people should wait long time for national career entrance exam. Therefore, private institutes have the advantages of hiring their staff according to their exam scores, interviews and motivation rate. However, some institutes may prefer to hire their staff without any formal procedure and just by their personal preference. Periodic class observations, workshops and meetings help institute teachers to share their experience and knowledge and feel responsibility for the institutional progress.

However, public schools and their managers can't apply their preference and teachers (according to their organisational scores based on their experience, degree and so on) identifies their school for

teaching. The manager or supervisors do not have any role in suggesting, accepting or rejecting teachers' apply. The curriculum course books are sacred cows and the teachers' main issue is to cover the course book. The text book evaluation of Prospect Books (Iranian middle-school English books) indicated some problems with teaching these books (Alipour, 2016). However, still language teachers at public schools are doing their best based on their own intrinsic motivation towards teaching English. Two dimensions of the motivation to teach and the motivation to remain in the profession are controversial (Dornyei & Ushioda, 2011). Especially at public schools, the programs should aim remaining motivational levels among teachers through the time. In fact, in addition to personal factors, context of teaching and its structure play key role in keeping teachers motivated. As it was mentioned before, the motivation of teacher is in tight relationship with students' motivation, teachers' development and job satisfaction, so the main issue for ministry of education is to first absorb motivated English teachers and then plan for keeping the motivation level of teachers. There aren't enough teaching challenges and there are no significant rewards or appreciation for public teachers, so only intrinsically motivated teachers are following their teaching career professionally.

7. Implications of the Study

The findings of present study have wide implication for EFL contexts including schools, institutes and universities. Absorbing intrinsically motivated teachers and keeping them motivated through the time, are important issues, since teacher motivation is in relationship with students motivation. As it was found that some motivational sources are different for private institute teachers and public school teachers, both organisations can try to apply programs in order to benefit from other motivation sources to increase their English teachers motivation. Identifying qualified supervisors for public schools, appreciating programs for skilful English teachers, rewarding selected teachers, holding influential teaching workshops with expert lecturers and teachers are the suggested ways to raise English teachers motivation towards teaching English.

8. Suggestions for Further Research

As present study faced with some limitations, it is highly suggested to do a broader and comprehensive research in the area of comparing contextual motivation factors. It is also suggested to gather teachers' longitude motivation portfolios to keep track the trend of their motivation rate. Researchers can compare English teachers' motivation in different demographics to find out more about the effect of contextual factors on English language teachers' motivation. Furthermore, the future studies can investigate the role of various contextual factors, educational and motivational programs on teachers' motivation.

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