

Motivational Factors and Job Satisfaction of EFL Teachers at the Tertiary Level in a Thai Context

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Abstract

This research aims at examining teachers' motivational factors by looking at job satisfaction of university teachers teaching EFL in a Thai context and giving suggestions to maintain and enhance teacher motivation level. The questionnaires containing closed and open-ended statements were used to gather the quantitative and qualitative data from two groups of respondents consisting of 28 Thai and 21 native speakers of English (NS) who were full-time EFL teachers at universities in Thailand. The results from the questionnaires revealed that both groups of EFL teachers were mainly motivated by intrinsic factors, especially those related to students such as imparting knowledge and helping students to succeed. On the other hand, issues related to institutional support such as unfair treatment, unclear rules, and muddled communication were found to be major demotivators. The results are further discussed in relation to the Self-Determination Theory (SDT). Based on the findings, recommendations for maintaining and enhancing teacher motivation level are made; so too are limitations of the study and suggestions for future research discussed towards the end of the paper.

Key words: teacher motivation, job satisfaction, intrinsic motivation, extrinsic motivation, Self-Determination Theory

ปัจจัยที่มีผลต่อแรงจูงใจและความพึงพอใจในการปฏิบัติงานของครูผู้สอน ภาษาอังกฤษเป็นภาษาต่างประเทศในระดับอุดมศึกษาในบริบทสังคมไทย

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยที่มีต่อแรงจูงใจในการทำงานของครูโดยการสำรวจความพึงพอใจในการปฏิบัติงานของครูในระดับอุดมศึกษาที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศในบริบทสังคมไทย และเพื่อให้คำแนะนำในการรักษาและเพิ่มแรงจูงใจของครู เครื่องมือที่ใช้ในการเก็บข้อมูลเชิงปริมาณและเชิงคุณภาพจากผู้ตอบแบบสอบถาม 2 กลุ่ม ซึ่งประกอบด้วยชาวไทย 28 คน และชาวต่างประเทศผู้ใช้ภาษาอังกฤษเป็นภาษาแม่ 21 คน ได้แก่ แบบสอบถามที่ประกอบด้วยคำถามปลายปิดและปลายเปิด ผู้ตอบแบบสอบถามเป็นอาจารย์ประจำที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศ ณ มหาวิทยาลัยต่างๆ ในประเทศไทย ผลจากแบบสอบถามแสดงให้เห็นว่า อาจารย์ทั้งสองกลุ่มต่างมีแรงจูงใจจากภายใน และมักได้รับแรงกระตุ้นจากปัจจัยที่เกี่ยวข้องกับแรงจูงใจภายใน โดยเฉพาะอย่างยิ่งในเรื่องที่เกี่ยวข้องกับนิสิตนักศึกษา เช่น การให้ความรู้ และการช่วยให้ นิสิตนักศึกษาประสบความสำเร็จ ในอีกด้านหนึ่ง ผู้วิจัยพบว่าประเด็นต่างๆ ที่เกี่ยวกับการสนับสนุนของหน่วยงาน เช่น การปฏิบัติอย่างไม่เป็นธรรม กฎเกณฑ์ที่ไม่ชัดเจน และการสื่อสารที่ไม่ชัดเจน ถูกพบว่าเป็นตัวการหลักที่ทำให้แรงจูงใจลดลง ผู้วิจัยได้อภิปรายผลการวิจัยเพิ่มเติมเชื่อมโยงกับทฤษฎี Self-Determination Theory (SDT) และจากผลการวิจัยนี้ ได้พัฒนาข้อเสนอแนะเพื่อรักษาและเสริมสร้างระดับแรงจูงใจของครู อีกทั้งยังกล่าวถึงข้อจำกัดของงานวิจัย และข้อเสนอแนะสำหรับงานวิจัยในอนาคตไว้ในส่วนท้ายของงานวิจัยนี้

คำสำคัญ: แรงจูงใจของครู ความพึงพอใจในงาน แรงจูงใจภายใน แรงจูงใจภายนอก Self-Determination Theory

Introduction

Motivation has been one of the most popular subjects in psychological and educational research, and the issue of second language (L2) motivation has been relatively widely researched. Many studies (e.g. Dörnyei, 2001; Gardner & Lambert, 1972; Lambert, Gardner, Barik, & Tunstall, 1963) underscore the significance of motivation and its impacts on successful second language acquisition (SLA). In the L2 context, most of the attention is paid to learner, rather than teacher motivation (Dörnyei & Kubanyiova, 2014) although teacher motivation is considered "one of the most important factors that can affect learners' motivation to learn" (Dörnyei & Ushioda, 2011, p. 158). Previous studies have shown a strong connection between teachers' and learners' motivation and academic success (e.g. Dörnyei, 2003a; Dörnyei, 2005; Kassabgy, Boraie & Schmidt, 2001). Dörnyei (2001) also notes that teachers' level of motivation is "infectious" (p. 50) as it affects students' commitment to their learning. Despite its importance, there is still a scarcity of research on teacher motivation, especially that of L2 teachers (Hastings, 2012) when compared to learner motivation.

Therefore, this present study looks into the motivational factors of Thai and native speakers of English (NS) teaching EFL at different universities in Thailand to explore the issue further to gain more insights into EFL teacher motivation in a Thai context. With this in mind, this research aims to examine factors that motivate and demotivate L2 teachers. It attempts to address the following questions:

1. What work-related aspects are regarded as important and unimportant among the Thai and NS EFL teachers?
2. What work-related aspects are regarded as satisfactory and unsatisfactory in reality among the Thai and NS EFL teachers?
3. What factors do the Thai and NS EFL teachers find motivating and demotivating?
4. What could be done to improve the motivation of the Thai and NS EFL teachers?

Literature review

Definition of motivation

Motivation is a complex issue. Many scholars have come up with different theories which offer different views about it. According to Dörnyei (2001), motivation causes humans' actions and determines how much they want to pursue something and how far they can stay engaged in an activity. Being self-motivated and curious makes humans strive to improve their knowledge and skills and commit themselves to doing something (Ryan & Deci, 2000a). In brief, motivation is the force driving human behavior and keeping them engaged in something. Early studies on teacher motivation were done after the community started to realize that teachers' levels of motivation could greatly affect students' motivation and performance.

Job satisfaction and teacher motivation

The concept of job satisfaction and motivation is usually closely linked as both have an influence on each other (Dinham & Scott, 1998). While motivation generally refers to a stimulus for human action, satisfaction is a product of action. Teacher job satisfaction refers to “a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher” (Zembylas & Papanastasiou, 2004, p. 359). Job satisfaction occurs when job-related needs are satisfied, while dissatisfaction arises when such needs are not fulfilled (Evans, 1997). Researchers have been interested in studying factors affecting ESL/EFL teacher motivation (Erkaya, 2012). Motivational factors have been examined through the perspective of satisfaction teachers have with their job, which implied the interrelatedness between motivation and job satisfaction. An early work by Hill (1986) highlighted that teacher job satisfaction should stem from not only intrinsic factors like the inherent joy of teaching itself, scholarly success, and creativity, but also external factors like salary, fringe benefits, administration, and relationships with colleagues. However, several previous empirical studies on teacher motivation and job satisfaction (e.g. Dinham & Scott, 1998, 2000; Kassabgy et al., 2001) have highlighted the dominance of intrinsic factors as primary sources of teacher motivation over extrinsic factors. Nevertheless, extrinsic factors were believed to be major causes of teacher

job dissatisfaction. The distinctions between intrinsic/extrinsic motivation and their pivotal roles in teacher motivation were discussed in the next section.

Self-Determination Theory (SDT)

To better understand the nature of motivation and draw basic distinctions between intrinsic and extrinsic motivation and the roles they play, Deci and Ryan's (1985) Self-Determination Theory (SDT), which is claimed to be one of the most influential motivation theories (Winn, Harley, Wilcox & Pemberton, 2006), is adopted. According to Ryan and Deci's (2000a), intrinsic motivation refers to "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (p. 56). It generally refers to doing something for inherent satisfaction and joy in performing a certain thing. It is arguably an initial push that brings teachers to the teaching career, and it plays an important role in retaining them in the profession. Deci and Ryan (1985) put forward that intrinsically motivated behavior is closely related to three fundamental needs of humans: autonomy, relatedness, and competence. Teaching is a profession that provides practitioners with opportunities to meet these needs, especially the first two, as they usually have a fair amount of autonomy in teaching and work intensively with humans such as students and coworkers (Dörnyei & Ushioda, 2011). Freedom to do what they see fit to help learners achieve goals, the joy of pursuing purposeful activities, and the love of the language are good examples of factors contributing to increased intrinsic motivation, which could be one of the reasons why practitioners in the teaching profession tend to forgo financial rewards (Hastings, 2012) and be able to stay in the profession for many years.

In contrast, extrinsic motivation occurs when one performs an activity for a separate outcome such as tangible rewards (e.g. pay and trophies) or psychological rewards (e.g. praise, feedback, and recognition). According to SDT, extrinsic motivation is believed to vary greatly in terms of autonomy (Ryan & Deci, 2000b) (see Figure 1). While intrinsic motivation is associated closely with internal feelings, extrinsic motivation is prompted by external stimuli. It is worth noting that although intrinsic motivation is an initial condition for someone to engage in doing something, many activities are not

done out of intrinsic motivation alone (Ryan & Deci, 2000b). Oftentimes, extrinsic motivation is necessary to maintain a person's overall motivation when intrinsic motivation becomes weaker, for instance, when activities are not interesting or enjoyable (Niemi & Ryan, 2009).

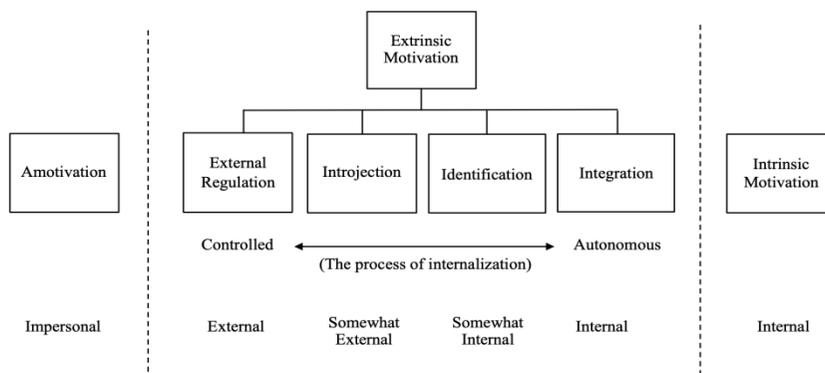


Figure 1 The self-determination continuum of human motivation (Ryan & Deci, 2000a, p. 61)

Instead of explaining motivation using the intrinsic/extrinsic dichotomy, Deci and Ryan (1985) came up with an elaborate continuum of human motivation and highlighted the dynamic nature of motivation. Figure 1 above shows the continuum exhibiting various degrees of external and internal control, ranging from amotivation (i.e. lacking an intention to act) on the left to more active commitment and self-determination on the right. The nuances of extrinsic motivation are captured through the concept of *internalization*, which is instrumental in a shift from a more controlled to a more autonomous form of extrinsic motivation (Deci & Ryan, 1985; Ryan & Deci, 2000a). This process consists of four stages. *External regulation* is the least autonomous form of extrinsic motivation occurring when one does something to obtain rewards or avoid punishment. Next, *introjected regulation* or *introjection* involves the state of being controlled by rules and regulations and pressure to feel worthy and involved. Regulation through *identification* is another stage. It is when a person has more self-determination and sense of intentionality in engaging in an activity, for instance, memorizing lists of words as it helps with teaching. Lastly, *integration* or the most autonomous, self-determined stage of extrinsic motivation occurs when one's behavior is fully

internalized and becomes a part of oneself. However, this form of extrinsic motivation is not intrinsic motivation, but they share several qualities. By and large, studying motivational factors through the lens of SDT would provide some useful insights into factors affecting EFL teachers' motivation and help draw possible methods to enhance their motivation.

Studies on ESL/EFL teacher motivation

Several studies investigated teacher motivation by looking at motivational factors that impact job satisfaction. Pennington (1995), whose work was probably the earliest study in the field of ESL teacher motivation, surveyed ESL teachers teaching in secondary schools in Australia, Hong Kong, and the United States. Attempting to identify ESL teacher satisfaction and their working conditions, she found that high satisfaction among teachers involved intrinsic aspects of the work itself and relationship with colleagues, while low satisfaction resulted from extrinsic factors such as unsatisfactory salaries and limited career prospects, which could hinder teachers' performance and achievement. Crediting Pennington with her groundwork, Doyle and Kim (1999) studied the motivation and satisfaction of ESL teachers in the United States and EFL teachers in South Korea using the combination of surveys, written answers, and interviews. They also concluded that teacher satisfaction was mainly curbed by extrinsic factors of work, whereas the intrinsic aspects of teaching were primary sources of teacher satisfaction.

Later, Dinham and Scott (2000) surveyed 2,000 school executives and teachers in England, Australia and New Zealand and found that intrinsic factors such as learners' success, positive relationships with students and coworkers, professional development and a sense of membership at work were the main sources of job satisfaction. Conversely, their major dissatisfiers were extrinsic, uncontrollable matters such as increased expectation from societies, heavy workload, and lack of institutional support. Kassabgy et al. (2001) also conducted a survey to investigate ESL teachers in Egypt and Hawaii and their motivation together with job satisfaction based on teachers' views on what they considered important and their reported realities about their jobs. They concluded that the teachers usually valued intrinsic more

than extrinsic factors, and were intrinsically satisfied in general. However, they were extrinsically dissatisfied with pay, fairness, and good administration.

A more recent study by Oga-Baldwin and Praver (2008) discussed intrinsic and extrinsic motivation and explored job satisfaction of a diverse group of EFL teachers in Japan, including Japanese and international teachers, by looking at teachers' desired factors versus realities at work. Using a questionnaire survey, they found that intrinsic factors and institutional support were the major motivators and that institution-related issues were the most dissatisfying. More recently, Syamananda (2017) investigated factors affecting the motivation of Thai EFL teachers teaching at a tertiary level focusing only on Thai teachers from one state university in Thailand. Using the questionnaire adapted from Kassabgy et al.'s (2001), she found that Thai teachers valued relationships with both students and colleagues and opportunities to impart knowledge and improve the society highly, while extrinsic factors such as a heavy workload and low salaries were teachers' main demotivators.

Unlike Syamananda's (2017) study which investigated motivational factors of only Thai EFL teachers working at a university, this study includes both Thai and native speakers of English (NS) teaching staff from different universities in Thailand. Considering the dynamic and nuanced nature of motivation, the researcher chose to follow Kassabgy et al. (2001) and Oga-Baldwin and Praver (2008) by looking at the following motivational factors: intrinsic and extrinsic factors, autonomy, relationships, professional development, and institutional support. This would facilitate the analysis of results as the questionnaire items can be categorized in relation to these motivational factors. The following section further describes the factors and their related issues.

Motivational factors of interest

Intrinsic factors

Teaching is believed to be closely related to the internal needs. The joys of teaching and having contact with the language, as well as the desire to educate people, impart knowledge, and drive the society forward are considered intrinsic components (Dörnyei & Ushioda, 2011). According to

Csikszentmihalyi (1982), internal rewards can come from relationships with students, students' development, and the learning of teacher him/herself. The study of Kiziltepe (2008) highlighted that for university English teachers, students could be their major motivator, but at the same time, the most important demotivator.

Extrinsic factors

Extrinsic factors including financial incentives and fringe benefits, job security, recognition, and flexible working hours are believed to contribute to teachers' job satisfaction and motivation (Kassabgy et al., 2001; Oga-Baldwin & Praver, 2008). Unrealistic workloads, stress, lack of recognition for creativity, and conflicts in teaching strategies can potentially be detrimental to teacher motivation. To maintain a high level of teacher motivation, Pennington (1995) suggested that extrinsic demotivators be removed from their work environment. Otherwise, teachers are likely to be stressed and less motivated.

Autonomy

Autonomy is one of the vital needs that can enhance self-motivation (Ryan & Deci, 2000b). Individuals will become more willing to work when they have more freedom of choice to set their own goals and to adopt their own teaching methods in the classroom. Aoki and Smith (1999) noted that with teachers' competence, together with freedom of choice for their teaching, teachers would become intrinsically motivated. Also, when teachers work in an environment that allows freedom in materials design, teaching strategies, and lesson planning, they experience flow in their jobs (Abbott, 2000), resulting in greater self-efficacy as well as better control of their work.

Relationships

Relationships include rapport and connections with colleagues and other staff on a personal and professional level. Barth (2006) asserted that the quality of an institution and achievement of both students and teachers are affected by relationships among staff members at the institution more than anything else and that toxic relationships at work are likely to be greatly

damaging to teachers' job satisfaction. Conversely, positive communication at work, together with social support among colleagues can create bonds and lead to job satisfaction (Ducharme & Martin, 2000). When there are positive relationships among coworkers, work environment becomes trustful and supportive, hence a great motivator for teachers.

Professional development

Professional development, including personal growth, has been reported to be an important motivator and is associated with internal needs (Kassabgy et al., 2001) for self-competence. Challenges in jobs and opportunities to develop oneself improve teachers' skills and competence, which would foster intrinsic motivation if accompanied by autonomy (Ryan & Deci, 2000b). Praver and Oga-Baldwin (2008) also noted that teachers could be motivated and perform more effectively if their needs for challenging but achievable goals were met. However, the lack of development programs and teacher training prevents teachers from developing professionally and can be detrimental to motivation.

Institutional support

One of the most important components of teachers' lives involves the support provided by the institution they work for. The institution-related issues include proper teaching materials, feedback from supervisors or institutions, fair treatment, clear guidance, and clear rules. Olsen (1993) found that many university instructors feel that institutional support together with good materials can raise their teaching standards. Praver and Oga-Baldwin (2008) also underscored its significance commenting that with adequate institutional support, teachers were more likely to believe their efforts would earn them success. With such a belief, teachers' motivation would increase and they are likely to prepare lessons with greater dedication and perform better in class.

Table 1 below summarizes the aforementioned motivational factors and examples of their related issues.

Table 1 Motivational factors of interest and their related issues

Factors	Related issues
Intrinsic factors	imparting knowledge, enjoyable careers, students' achievement, positive relationships with students
Extrinsic factors	realistic salary, fringe benefits, job security, realistic workloads, social status, prestige
Autonomy	freedom to choose teaching strategies, freedom to make choices and set goals, abilities to initiate something
Relationships	positive relationships with colleagues, teamwork
Professional development	personal growth, opportunities for training, career prospect
Institutional support	policies, fair treatment, good teaching materials, good physical working conditions, recognition, feedback from supervisors

Methodology

Participants

Table 2 below shows the demographic information of the participants of the study. A total of 49 teachers teaching EFL at universities in Thailand participated in this study. Of these 49 teachers, 28 were Thais and 21 were NSs. For Thai participants, there were five males and 23 females from state and private universities in Thailand. Twenty-three participants held a master's degree and the rest held a doctoral degree. Participants were divided into four age ranges, i.e. 25-30, 31-40, 41-50, and 50 and above. Seven participants have taught English for 1-5 years while 10 participants had 6-10 years of teaching experience. Eleven participants were experienced teachers with more than 10 years of experience.

Table 2 Thai and NS participants' demographic data

	Thai (N = 28, 57.14%)		NS (N = 21, 42.86%)	
	Number	%	Number	%
Gender				
Male	5	10.20	17	34.69
female	23	46.94	4	8.16
Age				
25-30	4	8.16	1	2.04
31-40	16	32.65	10	20.41
41-50	6	12.24	5	10.20
50 and over	2	4.08	5	10.20
Academic degree				
Undergraduate	0	0	6	12.24
Master's	23	46.94	15	30.61
Doctoral	5	10.20	0	0
Teaching experience				
1-5	7	14.29	3	6.12
6-10	10	20.41	7	14.29
More than 10	11	22.45	11	22.45
Type of university				
State	16	32.65	17	34.69
Private	12	24.49	4	8.16

Another group of participants consisted of 21 native English speakers (17 males, four females) of different nationalities. All were full-time teaching staff from state and private universities in Thailand. Six participants held a bachelor's degree while 15 of them held a master's degree. Participants were divided into four age ranges, i.e. 25-30, 31-40, 41-50, and 50 and above. Three participants have taught English for 1-5 years whereas seven participants had 6-10 years of teaching experience. Eleven participants were experienced instructors with more than ten years of experience.

Questionnaire and data collection

This study used a self-completed close and open-ended questionnaire adapted from that of Kassabgy et al. (2001) to gather information. The original questionnaire was included in Dörnyei's (2003b) selected list of published L2 questionnaires of teacher motivation and was widely used by many researchers conducting research on teacher motivation. In this study, some of the close-ended questionnaire items that were not relevant to the context of this study were taken out (e.g. *I am employed part-time in one educational organization* and *I have a good relationship with my students' parents*). One open-ended item asking the respondents to suggest what should be done to improve what they perceived as demotivating factors was added to the questionnaire.

The questionnaire created on Google Form consisted of four sections. In the first section, participants were asked to provide their demographic information. The second section consisted of 31 close-ended statements functioning as probes into factors important to teachers' decision to pursue their teaching career. Participants rated from 5 to 1 (5 = very important, 4 = somewhat important, 3 = neutral, 2 = somewhat unimportant, and 1 = not important at all). The third section was comprised of 31 statements that matched those in section 2, making it possible to investigate the extent to which their current teaching job matched the desired factors. Participants rated from 5 to 1 (5 = strongly agree, 4 = agree, 3 = no opinion/neutral, 2 = disagree, and 1 = strongly disagree). The questionnaire ended with three open-ended questions to add more insightful, qualitative information about the positive and negative influences of their jobs and suggestions for improvement.

Two experts in the field of language testing and assessment who taught English to both undergraduate and postgraduate students at a prestigious university in Thailand, with more than twenty years of teaching experience were asked to validate the questionnaire. This present study followed Kassabgy et al.'s (2001) data analysis approach by measuring the mean scores of each statement in sections 2 and 3. Given the small number of questionnaires, both the researcher and the second coder who was a Thai

EFL university teacher with 10 years of teaching experience coded all the responses from the open-ended items in section 4 to ensure that the coding was consistent and reliable. The percentage of agreement between the two coders was 98.18.

The questionnaire was distributed to the researcher's colleagues who were asked to help email the questionnaire further to their acquaintances teaching EFL at other universities in Thailand. All the participants were informed about the purposes of this study and were well aware that their personal information and responses would remain confidential. In the end, there were 49 teachers (see Table 2 for their demographic information) responding to the questionnaire.

Results

Research question 1: What work-related aspects are regarded as important and unimportant among the Thai and NS EFL teachers?

The responses from the questionnaire (section 2) revealed what EFL teachers in Thai universities considered vital for their jobs. Table 3 shows that 18 out of 31 statements rated by Thai teachers received overall means of 4.0 or higher. One-third of these 18 statements were intrinsic factors with *helping my students to learn English* ($M = 4.68$) receiving the highest mean score. Institutional support was also important to their teaching jobs as institution-related items took almost one-third of 18 items, followed by those under the themes of extrinsic motivator, autonomy, professional development, and relationships, respectively.

Among the top five items ($M \geq 4.5$), two of them were intrinsic factors [*helping my students to learn English* ($M = 4.68$), *having a job that is enjoyable and stimulating* ($M = 4.57$)], another two were related to autonomy [*having the freedom to do what is necessary in performing good teaching* ($M = 4.64$), *being able to work independently and use my own initiative* ($M = 4.50$)], and the last one [*being fairly treated in my organization* ($M = 4.50$)] involved institutional support.

Table 3 Thai EFL teachers' desired factors (high and low)

Items	Means \geq 4.0 (SD)
Helping my students to learn English (Intrinsic)	4.68 (0.80)
Having the freedom to do what is necessary in performing good teaching (Autonomy)	4.64 (0.81)
Having a job that is enjoyable and stimulating (Intrinsic)	4.57 (0.68)
Being fairly treated in my organization (Institutional support)	4.50 (0.91)
Being able to work independently and use my own initiative (Autonomy)	4.50 (0.68)
Having a job in which I can perform to the best of my ability (Intrinsic)	4.46 (0.73)
Having a person I report to who is responsive to suggestions and grievances (Institutional support)	4.46 (0.68)
Having clear rules and procedures at my organization (Institutional support)	4.36 (0.97)
Having a job in which I can learn and develop my abilities to my full potential (Professional development)	4.32 (0.89)
Having flexible working hours (Extrinsic)	4.39 (0.98)
Having job security (Extrinsic)	4.25 (0.95)
Having a manageable workload (Extrinsic)	4.21 (0.94)
Having good relationships with colleagues (Relationships)	4.18 (0.76)
Having a friendly relationship with my students (Intrinsic)	4.18 (0.85)
Having an adequate and comfortable physical working environment (Institutional support)	4.18 (0.71)
Being evaluated positively by my students (Intrinsic)	4.11 (0.62)
Being recognized for my teaching accomplishment (Institutional support)	4.07 (0.92)
Receiving feedback about the effectiveness of my performance from my students (Intrinsic)	4.00 (0.89)
Items	Means \leq 3.5 (SD)
Being included in the goal setting process at my organization (Autonomy)	3.50 (0.87)
Being promoted to a senior supervisory job at some point in my career (Professional development)	3.21 (1.08)

None of the 31 items received mean scores of 3.0 or lower. In other words, none of them was considered unimportant. However, *being included in the goal-setting process at my organization* ($M = 3.50$) and *promoted to a senior supervisory job at some point in my career* ($M = 3.21$) received the lowest mean scores.

Table 4 NS EFL teachers' desired factors (high and low)

Items	Means \geq 4.0 (SD)
Helping my students to learn English (Intrinsic)	4.76 (0.43)
Being fairly treated in my organization (Institutional support)	4.76 (0.43)
Having the freedom to do what is necessary in performing good teaching (Autonomy)	4.71 (0.45)
Having a job that is enjoyable and stimulating (Intrinsic)	4.62 (0.58)
Having a friendly relationship with my students (Intrinsic)	4.52 (0.50)
Having a manageable workload (Extrinsic)	4.48 (0.66)
Having a job in which I can perform to the best of my ability (Intrinsic)	4.48 (0.50)
Being able to work independently and use my own initiative (Autonomy)	4.38 (0.58)
Having good relationships with colleagues (Relationships)	4.29 (0.55)
Having a job in which I can learn and develop my abilities to my full potential (Professional development)	4.24 (0.68)
Earning a good salary (Extrinsic)	4.19 (0.58)
Having flexible working hours (Extrinsic)	4.19 (0.66)
Having job security (Extrinsic)	4.19 (0.79)
Having an adequate and comfortable physical working environment (Institutional support)	4.19 (0.50)
Having clear rules and procedures at my organization (Institutional support)	4.14 (0.64)
Having a person I report to who is responsive to suggestions and grievances (Institutional support)	4.14 (0.71)
Providing service to society (Intrinsic)	4.10 (0.92)

Items	Means \leq 3.5 (SD)
Having fringe benefits (Extrinsic)	3.24 (0.87)
Having contact with professionals in the field of English language teaching (Professional development)	3.24 (0.87)
Having a profession that is prestigious (Extrinsic)	2.86 (0.83)
Being promoted to a senior supervisory job at some point in my career (Professional development)	2.29 (1.12)

As can be seen from Table 4 above, 17 out of 31 items rated by NS participants received means of 4.0 or higher. Almost one-third of these 17 statements were intrinsic factors. Statements related to extrinsic factors and institutional support came the second and third, followed by those involved autonomy, professional development, and relationships, respectively. Among the top five items ($M \geq 4.5$), three of them were intrinsic factors. NS teachers ranked *helping my students to learn English* ($M = 4.76$) the highest, alongside *being fairly treated in my organization* ($M = 4.76$). *Having the freedom to do what is necessary in performing good teaching* ($M = 4.71$) came the second, followed by *having a job that is enjoyable and stimulating* ($M = 4.62$) and *having a friendly relationship with my students* ($M = 4.52$), respectively. Overall, the top five items of NS were relatively similar to those of Thai teachers.

On the low-end of desired factors, NS teachers felt somewhat neutral about *having fringe benefits* ($M = 3.24$) and *having contact with professionals in the field of English language teaching* ($M = 3.24$). However, unlike Thai teachers who rated every item higher than 3.0, NS teachers did not consider *having a profession that is prestigious* ($M = 2.86$) and *being promoted to a senior supervisory job at some point in my career* ($M = 2.29$) important as both received mean scores lower than 3.0. In other words, these teachers were not very keen on having a prestigious job title or advancing to a higher position.

Research question 2: What work-related aspects are regarded as satisfactory and unsatisfactory in reality among the Thai and NS EFL teachers?

The responses from the questionnaire (section 3) revealed the realities EFL teachers in Thai universities faced and to what extent they were satisfied with their current jobs. Overall, both Thai and NS teachers rated almost every item in this section lower than those in section 2. In addition, none of them was rated higher than 4.5.

Table 5 below shows that only seven out of 31 items rated by Thai teachers appeared on the high-end ($M \geq 4.0$), which were regarded as rewards teachers gain from their jobs (Kassabgy et al., 2001). The mean scores of these seven reported realities and their matching desired factors in Table 4 ($M \geq 4.0$) were congruent, except for *I work for a reputable organization* ($M = 4.07$). Although the reputation of the workplace did not matter much to Thai teachers, they agreed that they actually worked for reputable organizations. Additionally, four out of these seven items were intrinsic rewards: *I have a friendly relationship with students* ($M = 4.29$), *I know that I am helping my students to learn English* ($M = 4.21$), *my students evaluated me positively* ($M = 4.11$), and *my teaching job is enjoyable and stimulating* ($M = 4.11$). The other three consisted of extrinsic rewards: *flexible working hours* ($M = 4.14$) and *I work for a reputable organization* ($M = 4.07$) and autonomy: *I am allowed sufficient freedom to do what is necessary to perform good teaching* ($M = 4.00$). It is also important for the employer to note that none of the institution-related items was rated higher than 4.0.

Table 5 Thai EFL teachers' reported realities

Items	Means \geq 4.0 (SD)
I have a friendly relationship with my students (Intrinsic)	4.29 (0.84)
I know that I am helping my students to learn English (Intrinsic)	4.21 (0.77)
I have flexible working hours (Extrinsic)	4.14 (0.79)
My students evaluated me positively (Intrinsic)	4.11 (0.82)
My teaching job is enjoyable and stimulating (Intrinsic)	4.11 (0.86)
I work for a reputable organization (Extrinsic)	4.07 (0.70)
I am allowed sufficient freedom to do what is necessary to perform good teaching (Autonomy)	4.00 (0.76)
Items	Means \leq 3.5 (SD)
I have a good relationship with the person I report to (Relationships)	3.46 (1.15)
I have an adequate and comfortable physical working environment (Institutional support)	3.46 (1.05)
I have good job security (Extrinsic)	3.43 (0.90)
The person I report to is responsive to suggestions and grievances (Institutional support)	3.39 (0.98)
I have sufficient opportunities for contact with professionals in the field of English language teaching (Professional development)	3.29 (0.96)
I am fairly treated in my organization (Institutional support)	3.25 (1.21)
I am included in my organization's goal setting process (Institutional support)	3.21 (0.90)
I have good teamwork at my organization (Relationships)	3.21 (1.01)
Teaching accomplishments are recognized at my organization (Institutional support)	3.21 (1.01)
I have a satisfactory salary (Extrinsic)	3.18 (1.04)
I have prospects for promotion (Professional development)	3.11 (1.05)
There are clear rules and procedures at my organization (Institutional support)	2.96 (1.15)
I have good fringe benefits (Extrinsic)	2.86 (1.03)
Independence and initiatives are rewarded at my organization (Autonomy)	2.82 (0.97)

Thirteen statements on the low-end received group means of 3.5 or lower, representing what teachers were not rewarded from their jobs (Kassabgy et al., 2001). Among these 13 statements, *there are clear rules and procedures at my organization* ($M = 2.96$), *I have good fringe benefits* ($M = 2.86$), *independence and initiatives are rewarded at my organization* ($M = 2.82$) were rated lower than 3.0. In other words, their workplace lacked clear rules and procedures, did not provide proper fringe benefits, and did not place importance on independence and initiatives. None of the intrinsic items could be found in the low-end ($M \leq 3.5$). Overall, Thai teachers mainly lacked institutional support and extrinsic factors.

As for NS teachers' reported realities, 18 out of 31 items were rated 3.5 or lower. Only five items were rated 4.0 or higher, but none were higher than 4.5 (see Table 6). Concerning rewards ($M \geq 4.0$), NS teachers *had a good relationship with colleagues* ($M = 4.19$), *a friendly relationship with students* ($M = 4.14$), and *sufficient freedom to do what is necessary to perform good teaching* ($M = 4.05$). These high-end reported realities were congruent with their matching desired factors (see Table 4). In addition, NS teachers also *received a positive evaluation from students* ($M = 4.10$) and admitted that they *worked for the reputable organization* ($M = 4.00$)

Table 6 NS EFL teachers' reported realities

Items	Means ≥ 4.0 (SD)
I have a good relationship with colleagues (Relationships)	4.19 (0.73)
I have a friendly relationship with my students (Intrinsic)	4.14 (0.71)
My students evaluated me positively (Intrinsic)	4.10 (0.61)
I am allowed sufficient freedom to do what is necessary to perform good teaching (Autonomy)	4.05 (0.79)
I work for a reputable organization (Extrinsic)	4.00 (0.76)

Items	Means \leq 3.5 (SD)
I have sufficient opportunities for contact with professionals in the field of English language teaching (Professional development)	3.48 (0.66)
I have a manageable workload (Extrinsic)	3.38 (0.84)
Teaching English is a prestigious profession (Extrinsic)	3.29 (1.03)
I have good teamwork at my organization (Relationships)	3.24 (1.06)
I have good job security (Extrinsic)	3.10 (1.02)
I am fairly treated in my organization (Institutional support)	3.10 (1.02)
My job provides scope for me to learn and develop to my full potential (Professional development)	3.10 (1.15)
I receive frequent enough feedback about the effectiveness of my performance from my students (Intrinsic)	3.10 (1.02)
The person I report to is responsive to suggestions and grievances (Institutional support)	3.05 (1.13)
I have good fringe benefits (Extrinsic)	2.86 (0.89)
There are clear rules and procedures at my organization (Institutional support)	2.71 (1.08)
I receive frequent enough feedback about the effectiveness of my performance from the person I report to (Institutional support)	2.29(1.08)
Teaching accomplishments are recognized at my organization (Institutional support)	2.24 (1.19)
Independence and initiatives are rewarded at my organization (Autonomy)	2.14 (1.12)
I am included in my organization's goal setting process (Institutional support)	1.90 (1.06)
I have prospects for promotion (Professional development)	1.86 (1.04)

On the other hand, issues related to institutional support and extrinsic factors accounted for more than half of 16 items on the low-end ($M \leq 3.5$). Considering the items with means ≤ 3.0 , NS teachers felt the institution did not make enough efforts to make rules and procedures clearer, provide adequate feedback on teacher performance, and recognize their accomplishment. It is also worth mentioning that *I have prospects for promotion* ($M = 1.86$) and *I am included in my organization's goal setting process* ($M = 1.90$) were rated lower than 2.0.

Table 7 Thai and NS EFL teachers' mean scores (desired vs reported-reality means)

	Desired means	Reported-reality means	Difference
Thai (n= 28)	4.06	3.54	0.52
NS (n= 21)	3.98	3.33	0.65

Table 7 shows the discrepancy between desired and reported-reality means of both Thai and NS EFL teachers. It can be seen that the mean scores of the desired factors were higher in both groups. This suggested that what happened in reality were not so positive as their expectations.

Research question 3: What factors do the Thai and NS EFL teachers find motivating and demotivating?

The first open-ended questionnaire item in section 4 revealed what the participants considered positive influences on their jobs. Twenty-eight Thai and 21 NS teachers responded to this item. Forty percent of the answers of Thai teachers were intrinsic factors (4% = love of English, 36% = student-related issues e.g. being a part of students' achievement or helping students to improve). This was also the case for NS teachers as student-related issues accounted for almost 30% of their answers. Below were some of the comments:

“Students’ faces when they learn something new from my class or when they understand what I teach” (Thai 18)

“When I can see that they are enjoying classes and enjoy having me as a teacher, I gain further motivation.” (NS 17)

Fourteen percent and 12% of Thai teachers' answers referred to flexible schedules/working hours and good relationships with colleagues respectively as positive influences. On the other hand, healthy relationships with colleagues/teamwork (20%) and autonomy (15%) were viewed as positive influences by NS teachers. Other extrinsic factors such as salary and fringe benefits were barely mentioned by either Thai or NS teachers. Some of the comments were as follows:

“flexible workload, supportive colleagues and supervisors” (Thai 21)
“Personal relationships; being respected; being understood; being treated humanely; being treated as a person with a life outside of working” (NS 16)

The second open-ended item elicited negative influences of their jobs. Twenty-seven Thai and 21 NS teachers responded to this item. The issues related to institutional support clearly dominated the answers of both groups. To illustrate, almost 50% of Thai teachers’ and 75% of NS teachers’ answers were institution-related. They mainly considered red tape, unclear rules and regulations, unfairness, and ineffective management as negative influences. Also, about one-third of the answers showed that Thai teachers were not happy with many impractical rules set by the Ministry of Education (MOE) and Office of the Higher Education Commission (OHEC). In contrast, NS teachers mainly criticized muddled communication, poor management within the workplace, and exclusion from the organizational affairs. Interestingly, while 20% of the comments from Thai teachers were about low salary and inadequate fringe benefits, only approximately 3% of NS teachers’ comments were about this issue. Lastly, it is worth mentioning that none of the Thai or NS teachers mentioned intrinsic factors related to students as their negative influences. Some of the negative influences mentioned in the questionnaire were as follows:

“Not-so-practical standards set by OHEC” (Thai 9)
“Unorganized and unprepared working system” (Thai 23)
“Unfair supervisor and unprofessional management” (Thai 26)
“The institution being disorganized, with poor communication and weak administration” (NS 8)
“Over-reliance on student feedback as the sole assessment criteria for teaching, lack of transparency in the evaluation process” (NS 13)

Research question 4: What could be done to improve the motivation of the Thai and NS EFL teachers?

Twenty-six Thai and 19 NS teachers shared their thoughts on what could be done to improve their feelings about teaching EFL. Their recommendations were mainly to tackle the aforementioned negative influences. Approximately 50% and 65% of the recommendations from Thai

and NS teachers respectively were on institutional issues. Fairer treatment, better communication, better performance evaluation, and transparent administration were suggested by both groups.

A closer look at the recommendations showed that NS teachers placed more emphasis on receiving feedback on their performance, being more included in terms of collaboration and other affairs in the workplace, teaching well-organized courses with well-written materials, and seeing more efforts from the administration to communicate with them. It can be said that NS teachers' recommendations were mainly about internal issues. On the other hand, among all of the suggestions made by Thai teachers, almost half of them went beyond their workplace to third parties such as the Ministry of Education (MOE) and Office of the Higher Education Commission (OHEC), calling for the revision of impractical policies and regulations. It is also worth mentioning again that while several Thai teachers wished for increased salary and improved fringe benefits (about 16% of Thai teachers' comments), none of the NS teachers brought up such issues.

Below are some of the recommendations:

"I think we need a clear procedure, maybe something written e.g. who is qualified to attend international conferences, who you evaluate and who evaluates you, etc." (Thai 8)

"less document work which is caused by too many assessments designated by the ministry of education" (Thai 16)

"Being more included (foreigners are rarely consulted)" (NS 5)

"More positive feedback, constructive criticism from those with authority, and greater consistency in the quality of courses" (NS 6)

"Openness to share ideas, less of a top-down approach to administration" (NS 15)

Discussion and implications

As regards research question 1, the results of this present study generally corroborate previous studies (e.g. Doyle & Kim, 1999; Kassabgy et al., 2001; Oga-Baldwin & Praver, 2008; Syamananda, 2017) in that both groups of EFL teachers were mainly motivated by intrinsic factors, especially the issue related to students. The results also supported Hastings's (2012) claim that although teaching is not a financially rewarding career, its practitioners

are usually paid more with intrinsic rewards. It can be seen from the results that the EFL teachers of this study stressed the importance of the intrinsic value of teaching such as imparting knowledge, working with students, and developing good relationships with students. This confirms that the intrinsic interest in helping students is a major motivating factor for teachers, and this type of motivation is likely to remain high despite facing unpleasant situations (Davis & Wilson, 2000).

The results also showed that generally, both Thai and NS EFL teachers did not consider extrinsic factors such as having a prestigious job or being promoted to a higher position as crucial factors in their teaching jobs, which is in line with Pennington's (1995) study. The fact that most teachers expect intrinsic rewards from their jobs makes them readily overlook prestige and high income (Dörnyei & Ushioda, 2011). This scenario might appear positive, but the fact that teachers tend to forgo such extrinsic rewards can be an opportunity for many educational establishments to treat teachers unfairly, knowing that teachers would hold onto intrinsic motivation to stay in their career. However, the results of some previous studies (e.g. Doyle & Kim, 1999; Kassabgy et al., 2001; Syamananda, 2017) and this present study also revealed that unsatisfactory extrinsic rewards like salaries and career advancement caused dissatisfaction, which can have detrimental effects on teacher motivation and performance in the classroom in the long term.

Concerning research question 2, it was found that teachers received intrinsic rewards, especially those related to students, leading to higher job satisfaction. Both groups also reported having freedom and capacity for autonomy at work, which is good for maintaining teacher motivation. Based on Hackman's (1991) view of work motivation, when work allows teachers to have control over what, when, and how teaching should be done, that work will become more motivating. Nevertheless, it is important to be aware that although teachers can earn autonomy through their lesson planning and teaching, teacher autonomy can be undermined by some constraints imposed by institutions or other governmental bodies. The results of this study showed that the respondents had relatively negative views on the items reflecting such issues. It is important to note that teachers who lack

autonomy are more likely to be stricter with their students and engage less in autonomy-supportive practice (Pelletier, Séguin-Lévesque, & Legault, 2002), which can be detrimental to learner motivation too.

On the contrary, to address rewards teachers did not receive from their jobs, an interesting issue that deserves attention is teachers' prospects for promotion. Similar to Kassabgy et al.'s (2001) finding, the questionnaire item addressing this issue did not receive very high mean scores from Thai teachers and was rated strikingly low by NS teachers. This implied that there was the lack of an appropriate career path, especially for NS teachers, although it was not considered as a pressing issue for both groups of teachers as neither Thai nor NS teachers expressed concerns over job promotion when they responded to the open-ended items. Even so, professional development is an important factor that should not be ignored. Pennington (1995) pointed out that job satisfaction can occur when a person has the outlook of his/her career, whereas dissatisfaction is likely to occur among those without it. A lifelong career path can stimulate achievement strivings, helping teachers gain more extrinsic rewards and enhance intrinsic motivation as one can better identify him/herself with their professions (Dörnyei & Ushioda, 2011).

Qualitative comments from the teachers also supported that students were teachers' primary positive influence. However, many of the comments revealed their needs for feedback and healthy relationships with colleagues and supporting staff, both on a personal and professional level. The relationship at work is a factor that deserves attention too as it reflects basic human needs for relatedness (i.e. feeling connected to others) and competence (i.e. feeling efficacious) through working with others and receiving constructive feedback. Based on SDT, feelings of relatedness and competence are considered internalization boosters that help teachers take in the value of their work and increase employees' motivation (Gagne & Deci, 2005).

Despite being perceived as vital for teacher motivation, institutional support was the factor that left EFL teachers in this study deeply dissatisfied, which was in line with previous studies (e.g. Kassabgy et al., 2001; Oga-

Baldwin & Praver, 2008). As can be seen from the findings, unfair treatment and unclear rules were among the most disappointing issues. Rules and regulations that teachers are bound to comply with, be it from their institution or external policymakers, can inhibit EFL teachers' sense of autonomy. Dörnyei and Ushioda (2011) conceded that education is the area that consists of many players (e.g. governments, educational organizations, and university boards) who impose rules and regulations that teachers are obliged to follow. Despite good intention, being controlled by unnecessary rules can weaken self-determination and cause teacher autonomy to decline. Through the lens of SDT, fulfilling duties only to avoid undesirable consequences or to follow the rules is among the most controlled forms of extrinsic motivation that disrupts the process of internalization (see Figure 1) and probably pulls teachers away from autonomy, but towards amotivation.

Interestingly, several Thai teachers expressed dissatisfaction with their salaries through their comments, while NS teachers rarely did so. The results found in this study were consistent with Syamananda's (2017) but different from Oga-Baldwin and Praver's (2008). While the former study was conducted in a Thai context, the latter was done in a Japanese context in which EFL teachers enjoyed good remuneration. This shows that teacher motivation and job satisfaction are context specific and can vary from one context to another. Additionally, although salaries or other extrinsic factors like fringe benefits are the less autonomous form of extrinsic motivator, they can be beneficial for teachers who have to struggle with some challenges (e.g. difficult students or monotonous lessons) that could weaken their intrinsic motivation. When a person does not feel inherent joy or loses intrinsic interest in their work for any reason, extrinsic motivation can come into play and help that person to focus on a separate outcome (Ryan & Deci, 2000a). Also, only an educated guess could be made as to why salaries were not an issue for NS teachers. One possible explanation might be greater job opportunities for NS teachers, for the number of university's international programs has been on the rise in recent years. When compared to Thai programs, these international programs can pay teachers much higher. As Wongsamuth (2015) argued, in Thailand, obsession with white skin and the

standard English accent is prevalent. Many prestigious institutions in Thailand hire only NS, preferably white candidates, to teach English in their international programs (Wongsamuth, 2015). Nonetheless, the reason why very few NS teachers complained about this financial issue was beyond the scope of this paper and therefore will not be discussed further.

In terms of recommendations for improvement, basically, both groups of teachers would like to remove the abovementioned negative factors and have the administration improve the current situation. To support career advancement and improve teacher competence, the provision of professional training that provides teachers with opportunities to reflect on their performance and to instill new pedagogical knowledge can be motivational (Darling-Hammond & McLaughlin, 1995). This might compensate for the lack of prospect for promotion and help promote competence, which is one of the cornerstones of intrinsic motivation according to SDT (Deci & Ryan, 1985). In addition, the administration may implement some policies or hold activities that foster collaboration among both Thai and NS teachers in order to satisfy the need for relatedness and foster a sense of belonging among both Thai and NS teachers, as well as support staff. Also, educational authorities should guarantee sufficient teacher autonomy, weed out unnecessarily strict rules, and invite teachers to participate in decision-making, especially in the issues that matter to their jobs. Lastly, the administration should realize that despite their needs for institutional support, both groups of teachers are not in identical situations and customized approaches may be required to deal with different issues of different groups of teachers.

Conclusion

This research studies factors affecting the motivation of Thai and NS EFL teachers in Thai universities by identifying what they considered desired factors for their jobs as well as their job satisfaction through reported realities. The key findings indicated the belief that the primary source of EFL teacher motivation lays in intrinsic factors, especially those involving students. These findings support Kassabgy et al.'s (2001) belief that teachers are primarily altruistic and intrinsically motivated to become teachers. Nevertheless, EFL

teacher motivation can be undermined mainly due to the issues involving the institutions. Thai teachers were mainly dissatisfied with unfair evaluation, unclear rules, unsatisfactory salaries and benefits, and unnecessary paperwork. In contrast, insufficient support, lack of feedback, muddled communication, and exclusion from organizational affairs were considered troublesome for NS teachers.

One of the ways to improve the situation might be through the support of administrators and policymakers. As Dörnyei and Ushioda (2011) noted, there has been an increase in evidence that teacher motivation has a positive impact on learner motivation. Therefore, a better understanding of motivational factors and their roles in teacher motivation is crucial. It is also important to understand that the issues the EFL teachers in this study addressed are manageable. The stakeholders should take these issues seriously and revise certain policies to enhance teacher motivation, for highly motivated teachers can pass on their infectious enthusiasm to their students and make a positive difference to both their teaching and the learning of their students.

Limitations of the study

This present study is an attempt to conduct institutional research. However, it can be considered a preliminary study instead of a full-scale one due to some limitations. First, the researcher used only questionnaires as a data collection tool. Although the open-ended questions in the questionnaire allowed the researcher to go beyond numerical data to elicit participants' thoughts and feelings, these qualitative data might yield some insights in relation to teacher motivation and job satisfaction only to a certain extent. This is because questionnaires, by their nature, do not provide the researcher with the opportunity to follow up respondents' ideas and clarify certain issues. In terms of representativeness, as the sample size of this study was small, it could impact generalizability. However, the goal of this study is not the generalizability of the results but a deeper understanding of teacher motivation and job satisfaction in a specific context.

Suggestions for future research

Future research on teacher motivation can be conducted in various ways. As this present study explored teacher motivation in a particular context, it would be interesting for future research to be conducted in a different context and recruit participants with different backgrounds or cultures. Another interesting option is to conduct motivation research based on novice and experienced teachers or teachers with different academic backgrounds. Also, a longitudinal study to assess levels of teacher motivation and job satisfaction over time would be interesting. It might also be interesting to observe highly motivated teachers and see how they fare in the classroom and how learners react to their teaching. Finally, to make the findings more generalizable, the number of respondents should be larger, and a variety of data collection methods such as an interview, a group discussion, and a classroom observation might be adopted in order for the researcher to probe further into respondents' thoughts and feelings.

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