

An Exploration of Sources of Foreign Language Teacher Motivation in Iran

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This study aimed to investigate sources of motivation of English language teachers in Iranian public and private language schools. To this end, a Language Teacher Motivation Source (LTMS) questionnaire was developed on the basis of the related literature. The LTMS examined four sources of motivation, i. e., extrinsic (economic, social, emotional, educational), intrinsic, altruistic, and subject matter motivation. Having been piloted and validated, the LTMS was administered to 200 male and female EFL teachers who had been classified in terms of their gender, age, marital status, academic degrees, job status, and their years of language teaching experiences. The results of parametric statistical analyses showed a hierarchy of language teacher sources of motivation that were not similar among different groups of language teachers in terms of their teaching experiences and level of education. This study suggests that authorities pay close attention to the sources of language teacher motivation to improve the quality of English language teaching and learning. Keywords: teacher motivation, extrinsic, intrinsic, altruistic, subject matter motivation.

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Teacher motivation can be considered a consequential factor in comprehending the influential features in relation to students' motivation; in addition, it correlates with students' language learning performances. Teacher and teaching quality seems to have an undeniable effect on educational quality. Moreover, teachers, as Schmidt, Boraie, and Kassabgy (1996) suggest, have a very important influence on the motivation of language learners. Therefore, as Grant and Murray (1999) state, effective and considerable educational improvement should begin with teachers. Furthermore, skillful teachers are mostly motivated ones as well; therefore, absence of motivation may negatively affect teaching a foreign language. However, teacher motivation has not yet been sufficiently addressed by research.

Studies on teachers' motivation reveal that some facets such as teacher's recognition, rewards, salary, and growth, influence the motivation of teachers (Pennington, 1995; Johnson, 1986; Silver, 1982, and Dornyei, 2001). However, EFL teachers do not seem to be motivated by precisely the same components because their motivators may change in different contexts. For instance, some teachers can be inspired by their personal success, ambition to work with students and more significantly subject matter participation; for others, recognition, autonomy and social honor could be the major motivators; still others may get motivated by salary and rewards. In various studies on teachers' motivation (Deci & Ryan, 2002, and Silver, 1982), two general types of motivation have been identified: a) intrinsic motivation, which is self-respect of attainment and personal development such as autonomy and competence, and b) extrinsic motivation, which refers to tangible benefits like salary, job security and physical environment. The results of most studies show that intrinsic motivations are stronger than extrinsic motivations for many teachers (William & Forgasz, 2009, and Spear, Gould & Lee, 2000). It can be concluded that the more motivated teachers are, the more successful classroom performance they will have. As a result, the subject of teacher motivation needs more attention by researchers and teachers alike.

Teacher motivation in general and language teacher motivation in particular are the areas which seem not to have been addressed sufficiently. However, in recent years, the issues have started to be recognized as crucial areas of investigation involved in the classroom setting. Therefore, this study aimed to explore the factors that motivate Iranian foreign language teachers in public schools and private language institutions considering four sources of motivation: intrinsic, extrinsic, altruistic, and subject matter motivation.

Sources of Motivation

Dornyei, (1994) believes that one of the most important determinants which are very influential in second and foreign language learning achievement is motivation. It is also controversial if motivation is basically a reason or a result of learning. But what is concluded is that motivation operates in a regular connection with learning.

One of the most important and critical differences in the theories of motivation is the distinction between the two related theories accounting for intrinsic and extrinsic types of motivation. Extrinsically motivated people tend to do things to receive external rewards and benefits (e.g. good salary), while intrinsically motivated ones are those who enjoy receiving internal rewards.

Studies on motivation show that there are different factors that motivate people and these factors are not the same in different contexts (Latham, 1998; Ryan and Deci, 2000). For instance, in the classroom context, students become motivated differently from employees at work place, or some teachers might get motivated by intrinsic factors and others by extrinsic ones.

Since all people's activities take place in physical and psychological environments and based on the past studies on motivation, there is ample evidence that the environmental factors have an impact on what people achieve through their behavior and cognition. Dornyei and Ushioda (2010) state that recent motivation researches have stopped implicit generalizability of environmental assumption and inserted contextual factors as independent variables in research models such as classroom setting and cross

cultural differences. Motivation-in-context is a binary phenomenon which consists of individual and social factors. It is the integration of motivation and context in a dynamic way.

On the other hand, according to Dornyei (2001), there are two types of contexts affecting motivation for learning. The first one is the instructional context such as material design and evaluation, and the second is social and cultural influences like teacher, school, family and society. Thus, it is not possible to separate context as an independent background from the individual. In this way, there might be a complicated relationship between contexts and individuals that demands evolution over time.

In sum, it appears that environmental factors such as social and cultural components have crucial influences on motivation; therefore, investigating motivational sources requires that relevant contextual features be taken into account. The present study is an attempt to explore motivational factors which affect EFL teachers in context of Iran.

Work Motivation

In some societies, it is the employees' weaknesses rather than strengths that are the focus of attention. According to Bandura (1997), people's beliefs about their abilities to activate motivation, cognitive resources and actions required to successfully implement a special task in a specific context are a good indication of their self-efficacy. Porter, Bigley and Steers (2003) proposed that self-efficacy makes a significant contribution to work motivation. Thus, motivation should be studied within a socio-cognitive theory, and self-efficacy, as a major component of the theory, and its effects on people's performance constitute an important area to be addressed by research.

Work motivation relates to the impacts of the society or work place on people; therefore, it can influence individuals' personal achievements and future success. Some studies indicate that environmental (or external) factors such as rewards and promotion have more impact on work motivation (Spector, 2008, & Stipek, 2002 as cited in Dornyei & Ushioda, 2010). Thus, it can be

concluded that lack of rewards is an enormously important demotivating factor in the work place.

Motivation involved in the teaching/learning context is a sub-category of work motivation, If an educational institution offers the teachers some advantages such as freedom of experimentation, communication and effective interaction with others, value as a member of a community, opportunities for individual educational improvement, responsibility, beneficial salary, respect and appropriate work position and level are more likely to motivate teachers to work efficiently (Porter et al., 2003).

Second/Foreign Language Learning Motivation

Cook (2001) believes that motivation is a bilateral phenomenon which works in both sides: successful learning pushes higher motivation, while being highly motivated leads to successful learning. Motivated people are eager and involved until the task is finished exactly in contrast to those who have lost their inspiration to do an activity. This could apply to both language learners and language teachers. Sufficient level of motivation on the part of the teacher is more likely to improve students' motivation for learning. Several studies have showed that the factors that motivate teachers are somehow similar to those that motivate students (Ushioda, 2003; Darling-Hammond & McLaughlin, 1995). These factors are group development processes, opportunities for continuous individual learning and experience, interaction with others, same aims and goals, feeling of being esteemed and valued, suitable work level, and responsibility.

In short, Motivation has been shown to be a great contributor to efficient learning; therefore, not only is the role of the teacher in motivating students undeniable, but also there is a sort of direct relationship between teacher motivation and student motivation. Ellis (2005) believes that teachers are responsible for their students' motivation, in fact, although teachers exert little effect on students' extrinsic motivation, they can do a lot to increase students' intrinsic motivation.

Teacher Motivation

Dornyei (2005) regards “teacher motivation as an important factor in understanding the affective basis of instructed SLA, since the teachers’ motivation has significant bearings on the students’ motivational disposition and, more generally on their learning achievement” (p.115).

Many international researches have shown that teacher motivating factors can vary across different sociocultural contexts. For example, in France, Australia, Belgium, Canada, Cyprus and the UK, the results of the studies conducted with pre-service and in-service teachers showed that altruism and enjoyment out of working with students are the primary motivators for teachers (Fokkens-Bruisma & Canrinus, 2011; Kyriacou, Hultgren & Stephens, 1999; Richardson & Watt 2005, 2006).

Several studies have been conducted on general teacher motivation, for instance, Luce (1998), Bishay, A. (1996), Anderson and Iwanicki (1984), William and Forgasz (2009), Silver (1982), and Sylvia and Hutchinson (1985). Some other studies made in Zimbabwe (Chivore, 1998), Cameroon (Abangma, 1981), Brunei (Yong, 1995) and Jamaica (Bastick 1999), have showed that motivators such as salary, job security and job status, which are all extrinsic motivations, are more important for teachers in teaching career.

Generally speaking, the major teacher motivation refers to the intrinsic and extrinsic factors. Dinham and Scott (2000) and William and Forgasz (2009) emphasize the influence of intrinsic motivators. Smithers and Robinson (2003) argue for extrinsic factors as the major motivators, while Johnson (1986) and Spear, Gould and Lee (2000) find salary as the main motivating factor. It can be concluded that the sociocultural contexts in different countries such as socioeconomic status and cultural beliefs could affect teachers’ views about teaching and teacher motivation.

ESL/EFL Teacher Motivation

Most researchers have concerned themselves with teacher education and training, and few studies have been carried out on

ESL/EFL teacher motivation. Moreover, the subjects of most studies are English language teachers in elementary and secondary schools. As for ESL teacher motivation, Dornyei (2001) reports the theory of intrinsic motivation as a desire to transmit knowledge to students and extrinsic motivation as getting external effects from society especially school. In another study, Brown (1992) examined teacher motivation problems in 334 ESL teachers who were the members of U.S.A. TESOL organization. He used an open-ended questionnaire as his research instrument. The results of the study showed three major problems mentioned by all the participants: lack of recognition, teachers' concern about their salaries (payment system), and job security.

Pennington (1995) studied ESL teachers in secondary schools. She collected data through questionnaires in the United State, Australia and Hong Kong. It was concluded that ESL teachers were mainly motivated by human relations factors and intrinsic work process. Pennington also reviewed general teacher motivation suggesting job rewards and promotions as the main factors of increasing teacher motivation.

Kassabgy, Boraie and Schmidt (2001) examined ESL teachers using close-ended and open-ended questionnaire. 70 English teachers from Egypt and 37 English teachers from Hawaii were asked about their motivational factors, rewards and satisfaction. The researchers found out that ESL teachers put more value on intrinsic aspects of their job. Also, a positive relation was found between intrinsic, extrinsic rewards and job satisfaction.

Senior (2006) collected a rich data over a 12 year research from more than 100 ESL teachers in England through questionnaires, observations and interviews. She argues that language teachers become motivated by high degree of autonomy, professional and intercultural satisfaction and intrinsic rewards such as observing personal growth and development of students. She also defines that significant number of qualified teachers easily become burnt out because of low status, low pay and lack of permanency.

According to Dornyei (2005), "there is very little published work on the motivation of language teachers and only a limited

amount of rigorous scientific research has been conducted in educational psychology on this topic” (p.116). Regarding EFL teacher motivation in the context of Iranian public schools and language schools, only a few studies have been done mostly on burn out or general teacher motivation but it has to be admitted that still we know very little about Iranian EFL teacher motivation. Thus, the purpose of this study is to investigate the motivational sources of English teachers in public and private language schools in an Iranian context.

Method

The present study attempts to address the Iranian foreign language teachers’ motivational factors. In this study, the following research questions are answered:

1. What are the motivational factors which affect Iranian EFL teachers?
2. Are there any significant differences between Iranian public schools and private language schools EFL teachers in terms of their sources of motivation?
3. Is there any statistically significant difference between the sources of motivation of experienced and less experienced EFL teachers?

Participants

This study was conducted with 200 EFL Iranian in-service teachers from public schools and private English Language schools in six cities including Mashhad, Tehran, Isfahan, Shiraz, Yazd, and Kish in Iran. The participants, who were randomly selected from public and private language schools, included both male (35% and female (65%) EFL teachers. They were divided into three age groups: the first group 20 to 30 years, the second 31 to 40, and the third group 41 to 50 years. All of the English language teachers were BA and MA holders in TEFL and worked full time or part time at their schools; in addition, some of them were employed officially by the government. All English teachers were native

speakers of Persian teaching English as a foreign language with different years of teaching experience.

2.2. Instrument

For the purpose of this study, a questionnaire was developed uniquely. The items in the questionnaire are rooted in the related literature. A description of the questionnaire appears below.

Questionnaire

For the purpose of this study, a close-ended questionnaire was developed. To achieve the purpose of the present study, a unique Language Teacher Motivation Source (LTMS) questionnaire was developed by the researcher on the basis of the related literature. The LTMS is expected to examine four categories of motivation sources: extrinsic (economic, social, emotional, educational), intrinsic, altruistic, and subject matter motivation.

The content of the questions in the questionnaire was checked with 30 English language teachers. To achieve this, 30 language teachers were asked to fill out an open ended questionnaire in order to validate the items of the instrument. The results of the pilot study led us to change the 32 item open-ended questions. As a result, some items were removed and some others were added in order to apply the suggested comments. Eventually, the initial items of the questionnaire increased to 50 close-ended items. A version of the questionnaire appears in Appendix B. So, an a priori examination of validity was achieved. The final version of the questionnaire was administered to the participants who had randomly been selected from schools and institutions in the above-mentioned cities.

The LTMS questionnaire consisted of two sections. The first section was aimed at eliciting the participants' personal information. It included 11 items about their age, gender, marital status, hometown, academic degree, school, years of teaching and if they are employed or not. The second section included 48 items asking participants to rate them on a 5-point Likert scale ranging from very important to unimportant at all, and two personal questions, which examined the current level of motivation for

working as an EFL teacher, and if they were motivated enough to continue teaching or swap it for a better one. The questionnaire took participants about 10 minutes to answer the items.

Data Analysis

To answer the research questions formulated for the purpose of this study, the quantitative method was employed. The quantitative data were analyzed in terms of parametric statistics. A Factor analysis was conducted to identify the construct validity of the instrument. Moreover, t-test and analysis of variance (ANOVA) were performed using the interval data obtained as a result of the analysis of the questionnaire items.

Reliability Analysis

In order to examine the consistency of responses, a reliability analysis was performed. The result of reliability analysis of all items in the questionnaire showed a reliability coefficient of 0.85. This indicates that the data are consistent enough for pursuing further data analysis. Table 1 shows the sources of motivation in the questionnaire, suggesting a relatively acceptable internal consistency as all of the values are above 0.7.

Table 1

Reliability of motivation sources of questionnaire

Sources of Motivation	Cronbach's Alpha if Item Deleted
economic	.79
education	.70
Intrinsic	.80
emotional	.72
social	.74

Validity of the instrument

In order to examine the construct of the items of the questionnaire, a principal component factor analysis was performed. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling

Adequacy and Bartlett's Test of Sphericity showed that the data set is appropriate for factor analysis.

Table 2

KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.775
Bartlett's Test of Sphericity	Approx. Chi-Square	344.979
	Df	21
	Sig.	.000

Sixteen factors that explain 62.56 cumulative percent of variances emerged by default (i.e., with a given value above one). The rotated factor matrix did not show a clear pattern; therefore, it was decided to run a five factor solution since it was assumed that the instrument contained five economic, social, emotional and educational constructs, which are related to both extrinsic and intrinsic types of motivation. It should be mentioned that altruistic and subject matter motivation were excluded from the analysis because of the low number of items.

The factor loadings at item level do not show a clear pattern of item loading under each factor; therefore, the standardized total scores were used in examining the construct of the questionnaire. Since there are four underlying constructs in the questionnaire, a four factor solution factor analysis was performed.

Table 3

A Four-Factor Solution of Varimax Rotation Principal Component Factor Analysis Using Total Scores

	1	2	3	4
Social	.829			
Emotional	.824			
Education	.820			
Subject Matter Motivation		.920		
Intrinsic	.491	.658		
Altruistic			.993	
Economic	.301			.943

Social, emotional and educational components of extrinsic motivation have the highest loading under factor one. Subject matter and intrinsic motivation have loadings under factor 2. This indicates that subject matter and intrinsic motivation can potentially affect each other, altruistic and economic motivation have the highest loadings under factor 3 and 4; therefore, factors 3 and 4 tend to explain altruistic and economic motivation, respectively.

The item level factor analysis did not show a clear construct pattern of the instrument, while the principal component analysis of the standardized total scores showed a relatively clear pattern of construct of the LTSM questionnaire; therefore, the data set is potentially acceptable for doing further statistical analysis.

Results

Motivational factors affecting Iranian EFL teachers

Since the number of items that aims to examine different constructs of motivation was not the same, the percentage of participants' responses to the items of questionnaire was used in the parametric statistics to find an answer to the questions developed for the purpose of this study.

The results of frequency analysis (Table 4) show that in terms of the mean scores, the participants' motivation can be ranked as follows: subject matter motivation (1), altruistic motivation (2), economic motivation (3), social motivation (4), intrinsic motivation (5), emotional motivation (6), and finally educational motivation (7).

The homogeneity of responses does not follow the ranking of participants' motivation. Intrinsic motivation is the most homogenous motivation which is followed by the economic, emotional, educational motivations ranking second, third, and forth in terms of homogeneity. The last three heterogeneous responses belong to social, altruistic and subject matter motivation. The reason for mismatch between ranking of responses in terms of

mean scores and standard deviation requires more investigations.

Table 4

Descriptive Statics of the Subcomponents of Motivation

	Economic	social	emotional	educational	Intrinsic	Altruistic	Subject Matter
Mean	72.62	70.06	67.47	66.83	68.04	77.80	82.10
Std. Deviation	9.59	12.35	10.49	12.11	7.14	18.24	20.18
Minimum	46.0	36.7	43.6	40.0	41.7	20.0	20.0
Maximum	100.00	100.0	96.4	98.3	83.3	100.0	100.0
Rank in terms of Mean score	3	4	6	7	5	2	1
Rank in terms of homogeneity of responses	2	5	3	4	1	6	7

Comparing sources of motivation of EFL teachers in private and public language schools

An independent-samples t-test was conducted to compare the sources of motivation scores for EFL teachers in public and private language schools in Iran. As Table 5 shows, there was a significant difference in the attitude of public and private language teachers concerning the emotional ($t(198)= 2.67$, $p=.008$), educational ($t(198)= 2.81$, $p=.005$), and altruistic ($t(198)= 2.26$, $p=.02$) sources of motivation. In terms of the mean scores, there is a higher mean in altruistic motivation of public schools EFL teachers ($M= 81.69$), but emotional motivation ($M= 68.92$), and educational motivation ($M= 68.59$) of private language schools' teachers have a higher mean. However, there is 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 ($p>0.05$).

Table 5
Comparing Private and Public School Teachers' Attitude towards Motivational Sources

	School	N	Mean	Std. Deviation	t-value	df	Sig.
Economic	Private	129	73.163	10.1541	1.079	198	.282
	Public	71	71.634	8.4671			
Social	private	129	70.620	12.0529	.854	198	.394
	public	71	69.061	12.8999			
Emotional	private	129	68.92	10.55	2.67	198	.008
	public	71	64.84	9.93			
Education	private	129	68.59	12.07	2.81	198	.005
	public	71	63.63	11.60			
Intrinsic	private	129	81.96	8.52	.69	198	.487
	public	71	81.08	8.68			
Altruistic	private	129	75.65	19.35	-2.26	198	.025
	public	71	81.69	15.39			
Subject matter	private	129	83.41	19.54	1.23	198	.217
	public	71	79.71	21.24			

Difference between the sources of motivation of experienced and less experienced EFL teachers

Participants were divided into five groups according to their years of teaching experiences. Group one (less experienced EFL teachers), 1 to 5 years; group two, 6 to 10 years; group three, 11 to 15 years; group four, 16 to 20 years; and group five, 21 to 25 years as experienced EFL teachers. The results of frequency analysis of the components of teacher motivation, as shown in Table 6, indicate that the views of teachers with different years of teaching experience are not the same. In general, those language teachers who are at their earlier years of teaching career had more agreement with economic, emotional, education, and intrinsic sources for teacher motivation, whereas the most experienced language teacher put more emphasis on the social source.

Table 6
Frequency Analysis of EFL Teachers' Motivation across Levels of Teaching Experience

		N	Mean	Std. Deviation
Economic	1-5	57	73.68	9.85
	6-10	68	73.61	7.30
	11-15	46	70.04	12.65
	16-20	22	72.27	7.36
	21-25	7	72.28	9.34
Social	1-5	57	72.16	13.75
	6-10	68	71.27	10.61
	11-15	46	65.72	10.99
	16-20	22	68.33	12.41
	21-25	7	75.23	18.54
Emotional	1-5	57	71.38	11.11
	6-10	68	68.50	9.55
	11-15	46	62.21	8.99
	16-20	22	64.21	8.15
	21-25	7	70.39	15.01
Education	1-5	57	71.57	12.20
	6-10	68	66.78	10.18
	11-15	46	60.94	10.09
	16-20	22	66.28	14.12
	21-25	7	69.04	19.31
Intrinsic	1-5	57	84.15	7.77
	6-10	68	79.95	9.34
	11-15	46	80.43	6.94
	16-20	22	82.27	8.99
	21-25	7	83.81	11.93
Altruistic	1-5	57	75.08	20.10
	6-10	68	75.58	19.19
	11-15	46	82.60	13.73
	16-20	22	79.09	19.00
	21-25	7	85.71	9.75
Subject matter	1-5	57	84.21	19.90
	6-10	68	77.05	21.65
	11-15	46	83.47	18.99
	16-20	22	85.45	18.70
	21-25	7	94.28	9.75

A between-group one-way analysis of variance was conducted to explore the impact of years of teaching on level of language teachers' motivation. As Table 7 shows, there was no significant difference in economic, altruistic and subject matter motivation for any of the five groups; in other words, there is no statistically significant difference across levels of language teaching experiences. However, as Table 4.10 shows, there was a statistically significant difference between less experienced and experienced EFL teachers in terms of social ($F(4, 195)=2.48$, $p=0.04$), emotional ($F(4, 195)=6.30$, $p=0.00$), educational ($F(4, 195)=5.41$, $p=0.00$) and intrinsic ($F(4, 195)=2.31$, $p=0.05$) motivation. The effect sizes, calculated using eta squared, were .04 (social and intrinsic), .09 (educational), and .11 (emotional), which showed small and moderate effect size. Post-hoc comparisons indicated that the mean score for experienced (11 to 15) and less experienced (1 to 5) language teachers in emotional ($M=9.17$, $SD=1.98$) and educational motivation ($M=10.63$, $SD=2.32$) was significantly different from other sources of motivation for different years of experience

Table 7

Comparing EFL Teachers' Motivation across Levels of Teaching Experience

		Sum of Squares	df	Mean Square	F	Sig.
Economic	Between Groups	441.04	4	110.26	1.20	.31
	Within Groups	17882.08	195	91.70		
	Total	18323.12	199			
Social	Between Groups	1470.42	4	367.60	2.48	.04
	Within Groups	28884.24	195	148.12		
	Total	30354.66	199			
Emotional	Between Groups	2511.13	4	627.78	6.30	.00

	Within Groups	19424.66	195	99.61		
	Total	21935.80	199			
Education	Between Groups	2921.23	4	730.30	5.41	.00
	Within Groups	26300.99	195	134.87		
	Total	29222.22	199			
Intrinsic	Between Groups	662.23	4	165.55	2.31	.05
	Within Groups	13959.93	195	71.58		
	Total	14622.16	199			
Altruistic	Between Groups	2290.76	4	572.69	1.74	.14
	Within Groups	63941.23	195	327.90		
	Total	66232.00	199			
Subject matter	Between Groups	3356.40	4	839.10	2.10	.08
	Within Groups	77761.60	195	398.77		
	Total	81118.00	199			

Discussion

This study addressed three research questions. The first research question aimed to find the motivational factors that could affect Iranian EFL teachers. To achieve this, the related literature was reviewed. Then, on the basis of the findings of previous studies, factors such as economic, social, emotional, educational, intrinsic, altruistic, and subject matter sources of teacher motivation were extracted. These factors were empirically examined. The results of this study showed that the importance of the factors of improving teacher motivation is not the same. This study suggests a hierarchy of these factors. Subject matter motivation seems to be the most important source of motivation.

Altruistic motivation is in the second rank. The economic motivation, which is supposed to play a crucial role in motivating language teachers, ranks third. The social, intrinsic, and emotional sources of language teacher motivation rank fourth, fifth, and sixth, respectively. It appears strange enough that educational motivation is the least important source of motivating language teachers.

The second research question addressing the differences between Iranian public schools and private language schools EFL teachers in terms of their sources of motivation ended up with various findings. The results of this study showed that the language teachers in private and public schools are significantly different from each other in respect to emotional, educational, and altruistic sources of language teacher motivation. They expressed almost similar views concerning economic, social, intrinsic, and subject matter sources for teacher motivation. This finding appears to be challenging and requires further explorations.

The third research question aimed to compare the views of participants who had different teaching experiences concerning the factors that could be the sources of language teacher motivation. The results were controversial. They had almost similar views concerning economic, altruistic, and subject matter as the sources of teacher motivation. However, they had different views with regard to social, emotional, educational, and intrinsic sources for teacher motivation.

Conclusion, Implications, and Suggestions for further Study

The findings of this study suggest urgent need for professional development and continuous training courses for EFL teachers in context of Iran. It also provides useful insights for stakeholders into the way they can improve work conditions and increase economic motivators to have highly motivated EFL teachers.

It is hoped that the findings of the present study shed light on how language teachers think, feel, and hope to achieve in their motivating system. In order to gain effective/successful learning in

the classroom, conditions should be created for improving both teachers and learners' motivation.

Insights into the sources of teacher motivation can be applied to improving students' motivation and their learning, too. Consequently, motivated teachers will be more eager to work harder and spend more time on improving their skills. As a result, they can manage and lead their students in a better way and will have positive influences on the educational environment.

As for the findings of this study that attempted to explore the motivational factors of EFL teachers, some insights are provided in order to increase Iranian EFL teachers' motivation. However, in the current research, the degree of motivation cannot be fully discovered, although some motivating factors that reflect positive features of teachers' teaching environment were identified. Further research into the underlying factors of language teacher motivation is needed to explore more about how motivational resources can be manipulated to achieve more efficient teaching and learning.

For the present study, some extensive data were available through Quantitative approach. However, a similar design with a larger sample size would be more appreciated. In addition, a mixed method and triangulation data through using questionnaire, interview, observation and journal keeping provide data from different resources.

Further research can be done to approach teacher motivation from a sociocultural perspective that might include the concept of "identity" and "self", introduced in Dornyei and Ushioda (2009) to offer a richer view about ESL/ EFL teacher motivation.

This study was conducted in private and public language schools. Additional studies can be carried out in other contexts like public, secondary and high schools as well as universities.

Also, studies on teacher motivation regarding gender and age variables as well as ESL vs. EFL contexts will be of great merit.

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