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THE MOTIVATION OF EFL TEACHERS AT PUBLIC PRIMARY SCHOOLS (I.E. IN THE 2 ND CYCLE) TO TEACH ENGLISH: THE CASE OF BAHIR DAR CITY ADMINISTRATION

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BAHIR DAR UNIVERSITY
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

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**By
TEMESGEN MIHIRETU**

**A Thesis Submitted to the Department of English Language and
Literature in Partial Fulfillment of the Requirements for an M.Ed.
Degree in Teaching English as a Foreign Language**

**Advisor
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**August 2018
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Approved by Board of Examination

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	External Examiner		

DECLARATION, CONFIRMATION, APPROVAL AND EVALUATION

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for any degree in any other university and that all source materials used for it and duly acknowledged.

Student's Name: TEMESGEN MIHIRETU

Signature: _____ August 2018

CONFIRMATION AND APPROVAL

This thesis has been submitted for examination with my approval as a thesis advisor.

Thesis advisor Name Signature

YINAGER T/SELLASSIE _____ August 2018

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LISTS OF ABBREVIATIONS AND ACRONYMS

AAU	Addis Ababa University
BDU	Bahir Dar University
B. Ed.	Bachelor of Education
EFL	English as a Foreign Language
ESL	English as a Second Language
1st	First
N⁰.	Number
Q.	Question
2nd	Second
SLA	Second Language Acquisition
SPSS	Statistical Package for Social Sciences
TESOL	Teaching of English to Speakers of Other Languages
TMQ	Teacher Motivation Questionnaire

ABSTRACT

The main purpose of this study was to explore the motivation of EFL teachers of public primary schools to teach English language in Bahir Dar City Administration. Drawing on in-depth qualitative data was gathered from sixty-five EFL teacher participants for the questionnaire item out of which the five EFL teachers were interviewed. This study investigated the motivation of EFL teachers to teach English at public primary schools (i.e., only in the second cycle) in Bahir Dar City Administration, Ethiopia. EFL teachers completed the Teacher Motivation Questionnaire (TMQ) before an interview. The participants were a convenience sample of EFL teachers of public primary schools who were currently teaching in Bahir Dar City Administration. The results of the study revealed: EFL teachers were motivated to teach English with their commitment and the passion they had already developed to this subject despite the challenges, EFL teachers of public primary schools exhibited some kinds of behaviours when they were intrinsically motivated to teach English and there were more kinds of motivators than demotivators of EFL teachers of public primary schools to teach English. Apart from the responses obtained by the questionnaire item, most of the responses of EFL teacher interviewees confirmed that they were motivated to teach English because of several motivators. Some of these motivators were: the personality of their previous EFL teachers who taught them it beginning from their primary schools to their college level education, smart way of lesson presentation of their previous EFL teachers and English is one of the global language and the enthusiasm they had developed towards it so far. However, the main demotivators, as it was clearly understood from the responses of EFL teachers obtained through the questionnaire item, for these EFL teacher participants included: the poor autonomy of teachers, teachers' beliefs in that their teaching accomplishments were not recognized, poor salary payments, unable to participate in decision making issues, particularly in the issues of EFL teaching, inefficiency of school administrative bodies and stakeholders of education of primary schools and the poor relationships of EFL teachers of public primary schools with students' parents. The overall results of the study indicated: teachers were motivated to teach English caused by various motivators despite a few of the inconveniences; teachers read different books, teachers prepare lesson plan/s on time and teachers use English in their classrooms were some of the behaviors exhibited when EFL teachers were motivated teach English and the extrinsic, the autonomy, the relationships, the self-realization and the institutional support of EFL teachers were regarded as either the motivators or demotivators or both as motivators and demotivators of them to teach English. Thus, such demotivators are significant issues in Bahir Dar City Administration, Ethiopia, which need the immediate attention of the administrative bodies of BahirDar City Administration all together, educational stakeholders of public primary schools and the society at large.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Before opening up the about topic of EFL teachers motivation, it is better to begin with the essence of English language forwarded by a scholar. English language, the necessity and significance of which are beyond any controversy, and which is a global communication tool in many fields, has been taught at all schools as one of the compulsory courses of the program by the English language teachers in most countries (Can, 2005). Doubtlessly, the success in education system highly depends on teachers' quality. This success is achieved by teachers who plan, apply and evaluate educational activities, and reconstruct their works upon receiving the related feedback.

A career view emphasizes the temporal dimension of motivation in terms of a vocational situation. The steps on a career path, known as the "contingent path structure" (Dörnyei, 2001:162) activate long-term success in a challenging manner as intrinsic pleasure of being involved in one's profession and different extrinsic rewards which career advancement causes are important. Hence, teacher motivation is not only about the motivation to teach but also about the motivation to be a teacher as a lifelong career. For example and for better assertion let us quote what a scholar has stated out in this regard too. "Motivating young people is a fundamental part of what it is to be a teacher." (Smith, 2001 as cited in Fu Xiao, 2013p.257).

Despite the fact that teacher motivation (as opposed to language learner motivation) is a vastly overlooked area of research in TESOL, a handful of studies on the construct have been reported in the field during the last two decades. First and foremost, Pennington and her colleagues, in the 1990s, conducted a series of studies on ESL/EFL teacher motivation in different parts of the world. In her review of the teacher motivation literature entitled "Work satisfaction, motivation, and commitment in teaching English as a second language," Pennington (1995) provides a detailed summary of these studies. Among them is a major quantitative study conducted by Pennington and Riley (1991a) involving 100 members of the world TESOL organization who are also ESL/EFL teachers from different countries. In this study, they found a "moderate or high level of general job satisfaction" among ESL/EFL teachers (p. 134). However, as the results

indicate, these ESL/EFL teachers, like many other teachers in the world, derive their satisfaction from intrinsic rewards of teaching often associated with moral values, social service, creativity, achievement, ability utilization, responsibility, variety, and independence (p. 130). Meanwhile, their dissatisfaction or demotivation is associated with teacher pay, limited opportunities for advancement and company policies and procedures (p. 134).

A second study conducted by Pennington and Riley (1991b) using a work satisfaction questionnaire called “Job Descriptive Index” also confirmed the above findings when their subjects reported issues related to teacher pay and promotions as demotivators for them (p.37). In their study of EFL teachers in Hong Kong public schools, Wong and Pennington (1993) found that teacher dissatisfaction or demotivation was often associated with high stress, restricted teacher autonomy, difficult working conditions, limited opportunities for collaboration with colleagues, minimal work incentives, and poor resources (p. 134). These results also confirmed the findings of the previous studies by Pennington and others.

In addition to Pennington and her colleagues, Doyle and Kim (1999) also conducted a few studies on ESL/EFL teacher motivation both in the United States and Korea. Their objective in these studies was to “explore a variety of social, cultural and political reasons which diminish ESL/EFL teacher motivation” (p. 1). As a result of this qualitative interview data, they reported salary, teachers’ relationships with school administration, lack of advancement opportunities, obligation to teach a set curriculum, limited choice of textbooks, heavy workloads, lack of autonomy in teaching and evaluation process, and lack of long-term employment and job security to be the main sources of teachers’ decreasing motivation or demotivation. They also report the intrinsic factors like being with students and doing work that they love to be the major source of teacher motivation.

Recently, a few studies on teacher motivation have been reported from different EFL contexts. For instance, Connie (2000), through a qualitative survey, investigated the motivation and demotivation of EFL teachers in Mexico. In this study involving 98 teachers, she reported different factors which motivate and demotivate Mexican EFL teachers. The major motivators for the teachers in the study included student performance, student responses, motivated students, activities that were successful in class, opportunities for training, support and respect by the administration, and a flexible curriculum that they can modify according to student needs (p. 7).

These results indicate that teacher motivation for these subjects was also largely associated with intrinsic rewards of teaching, a common finding in teacher motivation research around the world. Meanwhile, these teachers were also demotivated by students' lack of enthusiasm for studies, low salaries, unavailability of secondary teaching materials, work overload, inflexible curriculum and limited resources for teaching.

Tiziava's (2003) study involving 52 EFL teachers in Greece also reported similar findings. For her subjects, poor teacher pay and incentives are the most demotivating factors. Meanwhile, the study found the desire to work with children to be the most common motivator for teachers (p. 82). In a more recent study on teacher motivation, Bernaus, M., Wilson, A., & Gardner, R. C. (2009) explored how language teacher motivation affects student motivation and their language achievement. Using 31 English teachers and 694 students in compulsory secondary education in Spain, the study reported a close relationship between teachers' motivation, their use of strategies to motivate students, and students' English achievement: "Teacher motivation is related to teacher use of motivating strategies, which in turn are related to student motivation and English achievement" (p. 33). As Bernaus, M., Wilson, A., & Gardner, R.C. (2009) further state, "If teachers are motivated, students are more actively involved in class activities and feel more motivated" (p. 33). With the increasing interest in learning English in different parts of the world, this finding is highly significant in TESOL for it demands more attention to teacher motivation (as opposed to learner motivation), until a phenomenon overlooked in the field.

However, even among the existing research on teacher motivation in SLA/TESOL, only a very few studies have recorded any motivators or demotivators specific to ESL/EFL teachers around the world. For instance, Pennington (1995) identified some motivators and demotivators which specifically affect ESL teachers. While the motivators included travel opportunities, possibility of interacting with people of other cultures, and chance to teach language in creative ways, demotivators included low salary, lack of benefits, job insecurity, and inadequate recognition on the job (p. 5). In line with this, still, Pennington's (1995) findings do not really reflect the complexity of teaching a second or foreign language, especially in non-native English speaking countries. As Crooks (1997) rightly put it, "Languages and language teaching are political, and language teachers are political actors" (p. 75). This suggests the unique nature of language teaching which often poses an additional set of challenges to language teachers in contrast to teachers in general. These challenges are mostly caused by socio-cultural and affective factors

like attitude, inhibition, anxiety, willingness to communicate, risk-taking, and motivation (Brown, 2007, p.154) often associated with language teaching and learning. How ESL/EFL teachers face these challenges in classrooms and what determines their motivation and demotivation in the profession in different contexts are significant questions in TESOL/SLA which have still not been adequately answered in the field. This reminds us of what Dörnyei (2001) states at the beginning of this decade on teacher motivation research in mainstream education and TESOL: “Far more research is needed to do this important issue justice” (p. 156). Even after sixteen years, obviously this statement is still true and applicable to TESOL much more than mainstream education.

As a result, the current researcher intended to do research regarding the motivation of English language teachers to teach English at the public primary schools in Bahir Dar City Administration. Having taken such kind of problem into assumption, the researcher would like to assure that whether this problem may or may not exist in the researcher’s home town. Some of the reasons why he needed to do so were stated as clearly as possible and ended up with the two research questions in the following sub-title. However, it was obvious that the overall consequences (findings) of this study based on these research questions were unknown before the completion of this work.

1.2 Statement of the Problem

Even though much research has been carried out on student motivation in the past century, it is only very recently that teacher motivation has caught the attention of educational researchers. The motivation behind this changing perception has been a growing realization that EFL/ESL teachers' motivation to impart knowledge plays an important role in the overall equation of the teaching process since teacher motivation has a considerable impact on student achievement (Firestone & Pennell, 1993). Along with these and several other scholars’ view, the current researcher believed that if the teachers' enthusiasm and commitment levels were high, then there would have a strong likelihood that their students would also be motivated to learn equally. If the teachers' motivation was low, then this was communicated to the students- either directly by means of intentional action, or indirectly through modeling and this attitude was what students tended to adopt.

Despite the fact that EFL teachers' motivation is fundamental to the teaching and learning process, several EFL teachers are not highly motivated for several reasons. For instance, few scholars suggested that the importance of remuneration can be summed up best by this quote from (Popleton and Riseborough, 1999:4):

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

Thereby, from this perspective, it is assumed that EFL teachers might not receive the right respect from the society and were not properly treated by the administrative body as other professionals equally well or better; honorable teachers like in the past three or four decades in the context of the researcher's home town, Bahir Dar.

However, other researchers were rejecting the idea that man is motivated by drives and instincts alone, and accepting the idea that man is motivated by sources both inside the body and outside in the world (Festinger & Carlsmith, 1959; White, 1959 as cited in Rothman, 1981). This observation would be seriously taken in an investigation into the motivation EFL teachers of public primary school to teach English language at Bahir Dar City Administration.

According to Jackson (1997), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

In line with this, in the researcher's home town, the society and the administrative body give high honor and dignity for other sectors, especially for construction sectors and paying them about twice of teachers salary in the same month apart from the dignity and honor they received as well as their part-time payment and other benefits they gained. This can simply be seen undeniably and obviously true in the existing category of different salary payment principles in the current context

of our country, Ethiopia. For example, as it was retrieved the Indicator 2018 from <http://www.com.Mywage.org/Ethiopia> – Salary Scale in Ethiopian Public Sector clearly stated that different sector offices have different salary payment scales/structures in Ethiopia. Together with this various types of benefits provided to the employees simultaneously. This had been implemented in every sector regardless of educational status rather the type of offices that employees work beginning from the falling of Dergue regime till this research work was conducted.

While some researchers warned and declared about the need of EFL teachers' motivation has got a series of ruin, for example, in Zimbabwe, Gullatt and Bennet (1995) argued that the need for motivated teachers is reaching-crisis proportions in today's technological society undergoing fundamental changes. They added that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of school in facing the various challenges and problems posed to it. It is therefore found to be essential to pay particular attention to public primary schools of English language teachers' motivation in order to revert the assumed adverse situations by doing this research work as a helpful guidance. Ultimately, it would help to address this problem in the way that it should be changed and alleviated the situation that the researcher presupposed so.

Hence, it had been decided to contribute something and help both the government and the society to work hand in hand so as to reverse such discouraging circumstances being observed on the motivation of public primary schools of English language teachers to teach English . If such things were all right, it might be better to increase the motivation of public primary schools of EFL teachers to teach English language.

Though there was no direct connection with the motivation of public primary schools EFL teachers in teaching English, few number of motivation researches were conducted in Ethiopia. For example in Bahir Dar University two researches were conducted. Birhanu (2010) carried out a research entitled 'The Effect of Motivation and Vocabulary Knowledge on Reading Comprehension. In his research, he found out that though students, as EFL learners, are not deeply interested in their education but for its external rewards like grades or money, they may read materials in English. Simultaneously, he also revealed that EFL students' intrinsic motivation and vocabulary knowledge has an influential effect on reading comprehension in which vocabulary took the greatest significant portion by far. Despite the fact that the study included the issue of

motivation, it was about the motivation of EFL learners rather than the motivation of EFL teachers. The other researcher, Yihun (2011) also did a research entitled ‘An Assessment of principals Leadership Behaviour and teachers’ Motivation. He simply showed that there is a relationship between principals’ leadership assessment behavior and teachers’ motivation. Even though teachers’ motivation was a part of his research title, he did not emphasize more about teachers’ motivation in his findings. As it was clearly stated, each of these studies informed us that their research titles could be related in some ways, especially the second one but they were both different in some other ways with this research issues. This is because the above two local researches dealt with motivation in relation to vocabulary knowledge and the behavior of principals leadership and the entire teachers motivation respectively. Whereas, this study focused on the motivational teaching of the specific area of subject teachers, English solely.

Apart from these studies, several studies with different subjects were conducted at AAU. For example, Belaynesh (2014) investigated and found out in her research work that pull motivational factors were stronger than the push ones in driving women to become women entrepreneurs. She came across with this result after administering questionnaire for 80 women entrepreneurs who lived in Addis Ababa. And the other research conducted by Woldemedhin (2015) found out that alternative training and development methods had a positive effect to improve job rotation practices as well as employee’s motivation, commitment and job involvement. In other words, job rotation practices as well as employee’s motivation, commitment and job involvement also had positive effect to alternative training and development methods. However, both of them were conducted completely out of the educational setting. Thus, in the preceding two studies, motivation was dealt in terms of business issues in contrast to educational ones like this one. In fact, they are both conducted with the application of motivation and this is what makes them similar.

Despite the fact that several related issues in different research works have been revealed out either in the aforementioned foreign or the domestic ones, none of them have touched and rather in scarce yet to address the research entitled with the motivation of public primary schools of EFL teachers to teach English: The Case of Bahir Dar City Administration.

In general, the study of EFL teachers motivation was not the only incidence that was not totally investigated in Ethiopia but as a review of the literature on teacher motivation in the foreign

context also reveals that foreign language teacher motivation has received even less attention than general teacher motivation despite the fact that the teaching of English as a foreign language (EFL) is a central component of most national curricula in the world. It appears logical; therefore, that research on EFL teacher motivation was a prerequisite to any improvement of EFL learning/teaching so that policy makers would gain a full and better understanding of the different situations that affect teachers. Strauss and Corbin (1998) describe those novice qualitative researchers often set out to investigate a research problem motivated by some personal and professional experience and having the correction or improvement of the situation as an ultimate aim. The other reason that the researcher embarked on studying teacher motivation was the loss of the researcher's enthusiasm in teaching after he joined his EFL teaching profession-a symptom he also noticed in many of his colleagues. The condition his colleagues and he (the researcher) were in great concern to him, while at the same time he was intrigued to find out more about the basic situations that cause EFL teacher motivation and demotivation. He was hoping that the investigation of teacher motivation, particularly of EFL teacher motivation would supply valuable information about what motivates EFL teachers. This was, especially true in the researcher's home town context and by extension in similar job environments around Ethiopia and then the world by far so that implications can be drawn for teacher educators with regard to the appropriate methods for dealing with EFL teachers motivation in teaching English.

Finally, after it was realised that the study of EFL teacher motivation was an uninvestigated area, the current researcher became motivated to try and bridge this gap. This was not to say that no research in this vein has been conducted in the past either in the foreign research or the local ones as it was already stated so far in the preceding pages. To remind it again that it was also dealt in some amount in the foreign context, for example, important and relevant work has been done by Doyle and Kim, (1999), Kim and Doyle (1998), Pennington,(1989,1990,1992,1995), Pennington and Ho, (1995),Pennington and Young, (1989) and Kassabgy et al., (2001). Along with these authors, the researcher's ultimate aim was that the study of the motivation of primary school EFL teachers to teach English would become part of mainstream second language research.

Hence, conducting a study on this area is very indispensable so that the results used to improve the motivation of public primary EFL teachers to teach English. In a nutshell, this study answered the following research questions after all:

1. Are public primary schools of English language teachers motivated to teach English?
2. What kind of behaviours do EFL teachers of public primary schools exhibit when they are motivated to teach English intrinsically?
3. What are the different kinds of motivators or demotivators of EFL teachers of public primary schools to teach English?

1.3 Objective of the Study

1.3.1 The Main Objective of the Study

This study embraces both main\general and specific objectives. The main objective of this study is to explore the motivation of public primary schools of EFL/ESL teachers at public primary schools to teach English language.

1.3.2 The Specific Objectives of the Study

The specific objectives of this study were able to:

1. find out whether EFL teachers of public primary schools, in Bahir Dar City Administration, were motivated to teach English or not,
2. identify the kind of behaviours that EFL teachers exhibit at public primary schools when they are motivated to teach English intrinsically, and
3. explore different kinds of motivators or demotivators of EFL teachers of public primary schools to teach English.

1.4 Significance of the Study

The findings of this research were ready to benefit the educational stake holders: teachers, students, the government and the society at large. Since this may provide the administrative body and the society with the insight of the problems that teachers had and how the motivation of these teachers should be discharged while teaching the language. The findings of this research were also ready to stand as a stepping stone for those who want to conduct further studies on issues related to this study, explore some new ideas about how primary school EFL/ESL teachers would be motivated, and serve as a guideline to novice researchers. It could also serve as a good input for education policy makers on this regard either in the district level or at a national level.

1.5 The Scope of the Study

The scope of this study was restricted to fifteen public primary schools of English language teachers who were teaching in Bahir Dar City Administration. The researcher had selected these schools so as to make the total population need to be studied was relatively manageable. In addition to this, the researcher would have some kinds of contact with these schools of EFL teachers since he lived and worked in the same city and held the same profession at that moment. As a result, the researcher could have the access of gathering genuine information easily from public primary school EFL teachers of Bahir Dar City Administration.

This research work was also be restricted to find and declare officially about different kinds of motivators or demotivators of public primary schools EFL teachers to teach English in the administrative city particularly which also turned to have a chance to be applicable in the national level at large since the issue raised in this study was supposed to have similar ties to some extent among primary school English language teachers nationally. However; it was not included under the delimitation of this study by far and again it was impractical to attempt to go further beyond this in this short span of time.

By carrying out the study in one city, the researcher saved the time and the resources spent in data collection. In fact, all full cycle primary schools which were found in the administrative city was not addressed by the study. This was because almost half of these schools were established far away from the city instead they were located in a rural area. In addition to that, almost all of these schools didn't have any transport access to reach them easily and safely.

1.6 Limitations of the Study

The study was limited only to Bahir Dar City Administration. This may affect the generalization of the findings of the study to the national level.

1.7 The Education System in Ethiopia

The researcher would like to quote or adopt about the education system of Ethiopia from grade 11 English Teacher Guide, (Webb, 2003):

Education in Ethiopia has a very long history. Archeology tells us that for over two

thousand years people have been able to read and write here. We also know that since the arrival of Christianity in the 4th century there have been religious schools where students have been learning to read and write in order to study religious texts. This was the situation until the end of the 19th century when schools were set up by European missionaries and there were some Islamic schools too. The first non-religious government schools were opened in the early 20th century encouraged by Menelik the II and Emperor Haile Selassie. The system of education changed over the 20th century as it was expanded to meet the need of a modern nation. The current system came into effect in 1994. It is made up of kindergarten, for very young children, before they start primary school, general education, which we'll look at in a minute, technical and vocational education, which provides training for different kinds of work, and tertiary education, our universities and other institutes and colleges offering post-secondary education. In addition to this formal education system there are religious and traditional schools.

The system of general education that it is now lasts for 8 years. In other words, someone who can only attend primary school will complete at least 8 years of education. There are two cycles of primary education, the 1st cycle, called basic education, consists of grades 1-4. Then, there is the 2nd cycle which general primary education and is made up of grades 5-8. Secondary education is also made up of two cycles. The first cycle, grades 9-10, is known as general secondary education and the second cycle, senior secondary education, prepares students for tertiary or higher education. There are national examinations at the end of each level. Students can leave schools and enter technical and vocational institutes at the end of each cycle, but they can only enter tertiary education at the successful completion of the second cycle of secondary education. Since 1994 education in Ethiopia has expanded by an average of 10% per year (15% in primary schools). By the end of 2010, the Ethiopian Government had had already nearly achieved its goal of providing free primary education to all by 2015.

Therefore, my study focuses English language teachers' motivation on one of the Ethiopia's Education system (i.e. at public primary education level) in Bahir Dar City Administration within the 15 primary schools.

1.8 Operational Definition of Terms/Phrases

Affiliation -Closer and better relationship with someone.

Autonomy- The possession or right of self-government: freedom of action.

Cycle–Category of grade levels at a school in the Ethiopian education system.

Extrinsic Motivation-here are some of the scholars definitions that could coincide with the idea of this study.(Latham, 1998:82) defined it related to job such as salary, fringe benefits and job security are known as extrinsic motivation or called extrinsic rewards, which contrasts sharply with intrinsic motivation. In addition to this, physical conditions, the amount of work and the facilities available for doing the work are regarded as extrinsic rewards (Herzberg &et al., 1993:49). Thus, EFL teaching was dealt with context.

Hierarchy- a ranking system ordered according to status or authority.

Hygiene-the overall interaction made among the administration policy of schools, technical supervision, salary, interpersonal relationships with supervisors and working conditions altogether.

Intrinsic Motivation- Despite the various definitions of scholars among these Ellis (1984:1) defines intrinsic motivation as self-respect of accomplishment and personal growth. That is, the emotional and personal benefits of the job itself are known as intrinsic rewards. In other words, Latham (1998:83) also emphasizes those intrinsic rewards take an important role in teachers' lives. For instance, seeing the growth and development of students makes a teacher more satisfied, regardless of extrinsic elements, when compared with a teacher who does not feel anything with the success of his students.

Motivation- This is the attribute that moves us to do or not to do something (Broussard and Garrison (2004). In the context of this study, it is defined as the act of making EFL teachers feel that their EFL teaching is recognized and valued and eventually they get the rewards that helped worth their input.

Reward System- This is the compensation given to EFL teachers for the services they render in terms of incentives in different forms.

Self-realization-Fulfillment of one's own potential.

Work Situations– This is the school environment in which teachers teach.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

In this chapter, The English language Teachers' motivation in teaching English language was the most burning issue in many parts of the world. Since it plays a pivotal role in the economy of a particular country as well as the world's in the production of expertise and technologically empowered professionals for other sectors. Primarily, the purpose of this review was to address situations related to teachers' motivation in teaching English language.

Therefore, in this chapter the following issues were discussed based on different scholars' point of views: definitions of motivation, the importance of motivation, theories related to motivation, EFL teachers' motivation, teachers working environment and some motivators of EFL teachers. All of which dealt about motivation in teaching and learning activities which Scholars underwent in different times in their dedications of writing books or conducting researches some time ago or recently. Ultimately, summary or conclusion of this review in general terms was elaborated as far as possible.

2.2 Some Relevant Definitions of Motivation

As we proceed the review of related literatures of this study, it was essential and fundamental to begin from the preliminary definition of the term 'motivation. Since the term motivation was used quite broadly in the field of education. Therefore, it is necessary to understand why motivation is essential among many contributing to the success of EFL.

Motivation stems from the Latin word "movere" which means "move" (Pintrich, 2003). This implies that it is a condition that requires someone directions, actions to move. Some researchers have explained the definition of motivation. Kleinginna,P. and Kleinginna A. (1981) explained that "motivation is the internal state or condition, and is sometimes described as a need, want, or desire. Motivation activates and energizes behavior and gives direction to behavior. Meanwhile, Ryan and Deci (2000) perceive the basic meaning of the Latin word when they assert "to be motivated means to be moved to do something" Then; Reber, A. S. and Reber, E.S. (2001) also considered that motivation as "energizer of behavior".

Furthermore, Harmer (2001) interprets that motivation as "a kind of internal drive that encourages a person to pursue the action." But, as he further says, someone driven internally when the goal he seeks to achieve is "quite interesting". All definitions seem to get to the point that no behavior without motivation. This implies that when people behave / act, he / she needs motivation.

Thus, motivation plays a huge role to make people act. In education, motivation also contributes to make teachers behave/act. First let me begin to illustrate the importance of motivation in teaching and go to teachers' motivation based on the theory of Maslow's Hierarchy of Needs and Herzberg Motivation-Hygiene Theory.

2.3 The Importance of Motivation in Teaching

Motivation is an important factor in the living process. Motivation implies the arousal and maintenance of interests in teaching. Interest is basic factor in the teaching-learning activities of EFL. No teaching can take place without the interest of any teachers not only EFL ones. This means that motivation plays a vital role in teaching EFL in particular and others in general. In fact no real teaching can take place without motivation. Motivation brings the teachers proper frame of mind for teaching. It concentrates the attention and energy of a person on the activity or knowledge to be learnt (Bhatia, 1997)

2.4 Maslow's Hierarchy of Needs Theory

The theory of Maslow's Hierarchy is a well-established theory that has been accepted and applied by many researchers. This theory is one of the most widely recognized theories of motivation. Abraham Maslow (1954) theory based on the needs of motivation is probably the most cited theoretical content. The action to start, energize, direct, maintain and stop behavior is the central to this theory. This theory proposes that there are five main needs: physiological, safety/security, social/affiliation, self-esteem and self-actualization. The first need is physiological needs. It consists of basic biological needs. He went to see the need for someone to get food, water, air, sexual satisfaction and other primary needs such as shelter, clothing, good and comfortable working conditions etc. In the case of the school system, this requirement will be met when a reasonable salary received by EFL teachers. These impacts on the productivity and quality of EFL teacher in the workplace, that is, school.

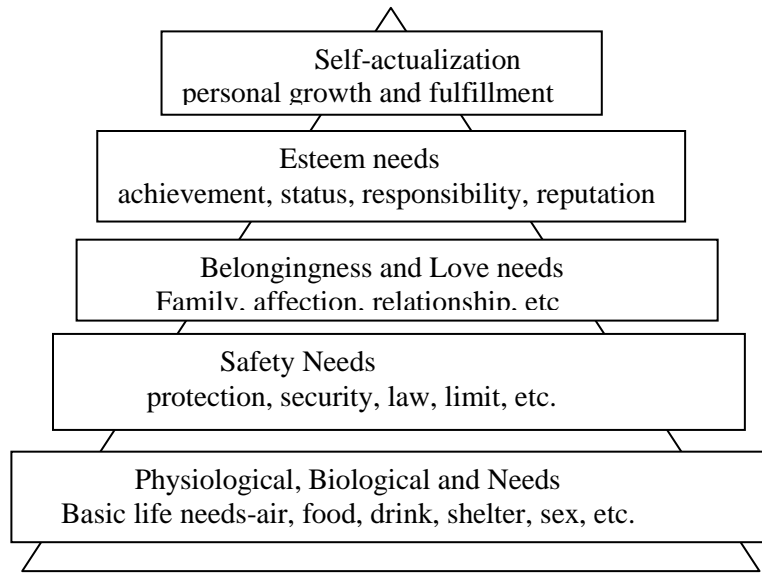
The second requirement is the need for security / safety. This comes after the physiological needs have been achieved. These needs include the need to be safe, secure, protected from the dangers and accidents (threats, deprivation, psychological harm, economic disaster) and stability in the event of internal physical and everyday life. At school, teachers need to have the feeling that his / her work is guaranteed and it is also secured by the school linkages.

The third requirement is the need for social affiliation. It comprises the need for love, affection, friendship, acceptance and friendship, a sense of belongingness in one's relationships with others. At school, EFL teachers social needs can be realized when teachers are satisfied with their colleagues in the group, formal or informal; teachers participate in making decisions that encourage teachers' needs are met. The expertise of EFL teachers in the group and delegates of the right tasks is also driving the need met. In other words, teachers need some kind of affective relationships.

The fourth is a higher requirement includes: ego or self-esteem needs. This requirement involves the need for respect, prestige, recognition, self-esteem, status, personal sense of competence. In schools, this requirement can be met when the teacher autonomy delegated by the lower ratings to assign power by a higher authority; the ability of EFL teachers and competence to recognize; reward tasks and responsibilities; recognize financial performance through profit or paid services, compliments and praise.

The fifth requirement is the need for self-actualization. It comprises the need for growth, achievement, progress and fulfills oneself (Peretomode, 1991). In the case of the school system, teachers need to maintain their competence, achievement and progress. To achieve this goal, teachers must have the training and development through short-term and long-term programs in academics, seminars, and conferences. Scholarship awards are also worth doing to get high quality performance of teachers. When the motivational needs are met, it will affect the quality of teacher performance and output coupled with a guarantee of quality assurance in the education system. It can be concluded that the requirement of motivation is very important for EFL teachers to be met. EFL teachers may be more committed to the improvement of their teaching. When teachers are more committed and dedicated to teaching, it will affect positively the quality of the performance that will directly contribute to the outstanding students in the learning process.

Figure 2.1: Maslow's Hierarchy of Needs



2.5 Herzberg's Motivational-Hygiene Theory

According to Herzberg, Mausner and Snyderman's (1959) two – factor theory suggested that the fulfillment of this requirement is the interest in how to make the workers are satisfied. This theory includes the company's policy administration, technical supervision, salary, interpersonal relationships with supervisors and working conditions. Herzberg et al. (1959) also show that these factors are associated with job content or what people actually do in their workplace. These include achievement, recognition, work itself, responsibility and advancement. When these factors are met, it is likely the possibility that the workers are working hard. Achievement is represented by the drive to achieve, accomplish challenging tasks and achieve the standard of excellence. Individual needs for progress, growth, increased responsibility and self-employed are said to be a motivating situation.

School improvement depends on many things. It depends, fundamentally, on the improvement of teaching, ways to improve EFL teacher motivation and ability. In addition, when teachers have high motivation and needs are satisfied, the teacher can create a climate of social, psychological and physical well in the classroom. They appears to be able to integrate professional knowledge (the subject matter and pedagogy), knowledge of interpersonal (human relations), and knowledge of intrapersonal (ethics and capacity reflective) when he is satisfied with the work (Collinson, 1996; Connell & Ryan, 1984; Rosenholtz, 1989). At school, the

recognition situation in the workplace, job enrichment, advancement and achievement leads to job satisfaction which in turns to teachers motivation in teaching generally.

While the company's policy and administration, strict supervision, interpersonal relationships and poor working conditions lead to job dissatisfaction, which is known as the hygiene factor.

Table 1: Herzberg’s two factor theory

Motivators (leading to satisfaction)	Hygiene (leading to dissatisfaction)
Achievement	Company/institution policy
Recognition	Supervision
Work itself	Relationship with boss
Responsibility	Work condition
Advancement	Salary
Growth	Relationship with peers
	Security

2.6 EFL Teachers’ Motivation

Erkaya (2013) found that ESL / EFL teachers’ motivation research, not much was found. According to Erkaya (2013), the topic of student motivation has been a topic of interest for around thirty years. At that time, many researchers found that students' motivation to be the only requirement for the success of language teaching and learning processes. Because of its importance, Gardner and Lambert (1959) proposed a theory of motivation. They classified students' motivation in integrative and instrumental. This implies that the topic of teacher motivation got less attention at the time. But in the 1990s, researchers began to realize that only a few studies on teacher motivation were researched. They also found that teachers’ motivation affect students' motivation that directly contribute to the achievement of students in the learning process. This was also confirmed by Dornyei (2001) that teacher motivation is an important factor in the classroom: "... the level of enthusiasm and commitment of teachers is one of the most important factors that affect learners' motivation to learn”.

Studies conducted by Lam et al., (2009) showed that the teachers’ motivation contributed to the practice of teachers, which then contributes to student motivation. There are several studies conducted by several researchers. Among them, the results of the study Bishay (1996); Czubaj (1996); Pinto & Pulido (1997); Scott, Cox, & Dinham (1999); Scott & Dinham (1999); what makes teachers tick? (2002); Su (2012) showed that the motivation of teachers contribute to the

success of the learning process. Unfortunately, the problem of teacher motivation, conceptualized as a job commitment and job satisfaction and its relationship with teacher competence has been less written and studied since the 1990s, especially in the study of English as a Second Language (ESL) and English as a Foreign Language (EFL) teachers' motivation.

This paper reviewed the EFL teachers' motivation on the dimensions of teachers' job commitment, and their working environment or place, and teachers' job satisfaction. EFL Teachers' job commitment would be based on the Maslow's Hierarchy of Needs Theory, while EFL teachers' job satisfaction and motivation was based on the Herzberg Motivational-Hygiene Theory.

2.6.1 EFL Teachers' Motivation and Job Commitment

As it was seen from the view of Maslow's Hierarchy of Needs Theory, EFL teachers' commitment is closely related to the teachers' competency and their ability to innovate and integrate new ideas into their own in terms of practice, absenteeism, staff turnover, as well as having an important influence on student achievement and attitudes toward school (Firestone, 1996; Graham, 1996; Tsui & Cheng, 1999). Commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone & Pennel, 1993; Johnson, 1990). Teachers who are committed have a tendency to do their role effectively that their work is needed to establish a good relationship between teachers and students in accordance with their professional values. Astuti (2013) found that motivating students to learn is the duties of a teacher. It means that EFL teachers in the context of public Primary schools of Bahir Dar City Administration give effect to the success of students in the teaching of EFL by building a good relationship between teachers and students. This approach facilitates the learning and development of student behavior. Basic objectives and the values of the teacher as a profession form a change in student behavior in accordance with the principles of education. Commitment to educational institutions can be seen from a teacher who feels like part of the school, and be loyal to the school. A successful school teacher is a teacher who has commitment to the school and their profession. Commitment forms the basis, the driving force,

and resources in the restricting. Fried show what makes a teacher great is (2001, p.54): " This caring about ideas and values, this fascination with the potential for growth within people, this fervor about doing things well and striving for excellence".

2.6.2 EFL Teachers' Motivation and their working Environment

Their work environment has a major influence upon employees' duties or task. When we say working environment, we mean those processes, systems, structures, or situations in the employees' working area that screen out them from favorable or unfavorable job activity. The working environment can also include policies; rules, culture, resources, working relationships, work location and internal and external environmental things, all of which influence the ways those employees perform their job activity by far. According to Dilani (2004), researchers are increasingly finding links between the employee health and aspects of the physical environment at work such as indoor air quality and lighting. In fact this does not mean the only decisive factor but it can be used as a complimentary one beside to others. Another researcher Clements-Croome (2000) also says that, environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees' quality of life, the argument being made that measurable productivity increases will result.

But in many cases, studies referring to physical environment conditions tend to refer to the physical parameters of the tasks being performed rather than to features of the physical space in which work is done. Since research on job strain and other aspects of stress at work tends not to address the growing body of work on the environmental psychology of workspace.

Let us take Macfie (2002) to strengthen this, it is important for management's effort to create a working environment where everyone is highly motivated and feels valued. He adds that if staff look after their health, they will be better in their own lives and in the business. If people feel better about the way they manage, their lives they will be more creative and more productive in the way they contribute at work.

2.6.3 EFL Teachers' Motivation and Job Satisfaction

Greenberg and Baron (1993), defines job satisfaction as a reaction to the cognitive, affective and evaluative individual to their work. Also, Organ and Bateman (1991) showed that job satisfaction is a constellation of their attitudes towards work that they do. According to them it is a function of satisfaction or dissatisfaction with different aspects of the job (salary, supervision, work itself) and of certain components. According to Spector (1997) job satisfaction is viewed as a universal trait among employees and thus Spector (1997) defined job satisfaction as the extent to which people like (satisfaction) or dislike (dissatisfaction) for their work. Therefore, this definition indicates that job satisfaction is a general or global namely affective reactions an individual who keep their jobs. Michaelowa (2002) defines job satisfaction as “an indication of teachers’ well-being induced by the job” and motivation as “their willingness, drives or desire to engage in good teaching to examine whether job satisfaction does or does not translate into motivation”. Similar to job satisfaction, the concept of teacher motivation is not uniform. Evans (1998), who researched teachers in a primary school over five years in the UK, defines motivation as a condition that encompasses inclination towards engagement in activity.

Hoy and Miskel (1991) cited in Bennell and Akeampong (2007, p.4) define motivation as a combination of factors that “start and maintain work-related behaviors toward the achievement of personal goals.” Alternatively, Bennell and Akeampong (2007) emphasize motivation as a teacher’s state rather than the set of factors themselves that influence such a state.

According to Peretomode (1991) motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. However, teachers’ motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task. It can be summarized that teacher job satisfaction and commitment are essential to achieving the millennium development goals for quality education. There is evidence to prove that when teachers are satisfied with their jobs, they become committed to their work and therefore there is effectiveness in the work they do, thereby benefiting the students.

Teacher job satisfaction and commitment is a matter of necessity, because it will help reduce the effects of the turnover in the various schools.

2.6.4 EFL Teachers' Motivation and Competency

Teachers' competency, especially EFL teachers, is also supported by three aspects argued by some experts (Hoyle, 1980; Shulman, 1987; Anderson, 1989; Fish, 1989; Morain, 1990; Richard & Nunan, 1990; Bolitho, 1991; Wallace, 1991; Berliner, 1992; Schelfhout et al, 2006). The three important aspects of qualified EFL teachers are as follows: (1) Personal qualities (attitude) inherent personal qualities possessed by each teacher. Moral responsibility or attitude to teaching is the most important factor for EFL teachers have to transfer not only the subject but also the values that deserve to students in an enjoyable atmosphere (Kyriacou 1997 cited in Alwasilah, 2011). Bolitho (2002) showed that EFL teacher competent should have a good sense of humor, care, patience, pulling, pushing, committed, be understanding, be creative, stimulating, being a good listener, hardworking, fair, honest, and innovative. (2) Process (education and skills). EFL teachers who are competent should have high academic standards; at least, has an educational background in teaching. They are involved in every training to improve them as lifelong learning effort. They also need to improve their knowledge and skills (Fish, 1989; Richard and Nunan, 1990; Schelfhout et al, 2006). (3) Products (knowledge and skills). EFL teachers who are competent should have a good knowledge and extensive as that proposed by Shulman, 1987; Moraines, 1990; Bolitho, 1991 & Berliner, 1992. According to Berliner (1992), qualified EFL teachers are teachers who leave the teaching model of success that can use scaffold for other teachers to achieve a greater level of skill.

In addition, some other scholars viewed their perception on this issue for example according to Hawley (1985:58), in order to increase teacher competence career ladder plans should be done.

There are some principles to be designed for career ladder plans. These are:

- For high performance, economic rewards are important.
- In order to keep higher levels of pay and status, teachers carry on showing high performance.
- There should not be any competitive rewards which can discourage peer interaction and social approval, important to effective teaching.

- Fair and predictable assessment measures should be used.

"The need to avoid pain and the need for psychological growth" are two basic elements found in job enrichment theory (Silver, 1982:551). It is said that motivation factors should be intrinsic which present tasks that are more enjoyable, interesting and psychologically rewarding. Achievement, recognition, work, responsibility, advancement and possibility of growth take place in that group. On the other hand, other factors are extrinsic in terms of the context or setting where the work is performed. Organizational policy and administration, technical supervision, salary, working conditions, status, job security, effects on personal life, and interpersonal relations with superiors, peers and subordinates are in that group.

2.7 What Motivates EFL teachers

According to Max Praver and William Oga-Baldwin(2008) several of which, the six most important points that is considered as to what motivates EFL teachers has been further explained and provided with concrete examples and evidences in the way that could assert each and every points empirically very well. After all let us see what they already illustrated as they are as follows. In considering what motivates EFL teachers, we can consider several things with a heavy influence on job satisfaction. These, loosely based on the work of Kassabgy, Boraie, and Schmidt(2001), are intrinsic and extrinsic motivators, autonomy, relationships, self-realization, and institutional support.

2.7.1 Intrinsic Motivation

In general terms, Dornyei (2001) has defined intrinsic motivation as “performing a behavior for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one’s curiosity.” Anecdotally, there is certainly a strong relationship between intrinsic motivation and skilled language teaching. Internal desire to educate people in a language, to pass on linguistic as well as cultural knowledge to help learners to communicate is at the heart of the profession. Successful transmission of knowledge is the intrinsic reward that many teachers crave. The educational process itself where the teacher is positively affected by working with students and watching grow and improve, could possibly be the intrinsic rewards that make teachers forgo high salaries and social recognition.

The intrinsic rewards provided by teaching are documented in a study by Tardy and Snyder (2004). Teachers who feel a strong connection and sense of accomplishment in their English lessons reported feeling a greater desire to teach in order to feel the same kind of success. These authors offer insight into ways in which teachers find the teaching environment motivating through the fact that their students are able to achieve a great deal of success, communication, and real interactions through close connection and dialogue. According to these researchers, highly positive moments in teaching can encourage teachers to explore and reflect on their teaching practices. Positive interaction and connection with learners leads teachers to better work with their student's needs individually, and thereby create better teacher efficacy and improved teacher motivation (Coladarci, 1992).

The teacher's ostensible intrinsic motivation can also have a significant effect on student perception and desire to learn. One study of student assessments of teachers conducted by Wild, Enzle, and Hawkins, (1992) found that teachers who were perceived to be more intrinsically motivated were willing to experiment and explore their fields of study. Piano students were informed that their teacher was either paid or a volunteer, while the teacher in question was not informed of this condition. Students reported that the "volunteer" teacher appeared more enthusiastic, and these students enjoy the lesson more. Teachers who are perceived to be more motivated seem to be more able to engage the students with the learning material.

2.7.2 Extrinsic Motivation

Positive extrinsic motivators include such factors as salary, pension, insurance, and other benefits that we believe to heavily contribute to job satisfaction and the motivation to teach. Appropriate financial rewards for teachers are an extremely sensitive, yet also very important issue when discussing job satisfaction and teacher motivation. The importance of remuneration can be summed up best in this quote from Poppleton and Riseborough (1990:p.4):

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

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

External factors including lack of job stability, stress levels, heavy workloads, and disagreement with teaching methods are also potentially demotivating factors. Pennington (1995) said that in order to improve teacher motivation, employers' needs to address and eliminate the demotivating factors in teaching environments. Ostensibly, by removing unsatisfactory elements from the work environment, teacher motivation and classroom efficacy should increase. Doyle and Kim (1999) offered a list of factors that create dissatisfaction among ESL and EFL teachers: lack of respect from administration; lack of advancement opportunities; lack of long term employment and job security; overly heavy workloads; separation and alienation of teachers; lack of rewards and for creativity; the malfunctioning of the education system; lack of funding for projects; lack of autonomy in teaching and evaluation process; lack of autonomy due to mandated curricula and tests; lack of appropriate teaching environments; over commercialization of textbooks; discrepancies in teaching philosophies and lack of teacher training; institution of team teaching and foreign assistance teachers.

These factors represent a significant barrier to effective teaching and teachers' classroom efficacy beliefs. Teachers working in these environments will likely have low expectations for success, and therefore be less able and less motivated to teach effectively.

2.7.3 Autonomy

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

Ushioda (2003) also suggested that motivation often comes down to a matter of choice. The more choice and freedom a person is given, the more willing ready he or she will be to work. An individual who is able to decide what and how he or she wants to study is more able to set his or her own goals, work cooperatively and show more internal motivation and self-actualization. An

increased freedom to create goals will be teachers greater motivation to do what they want and achieve these goals in the classroom.

In a two thousand study of teacher empowerment behaviors employed by different school principals, Davis and Wilson found that teachers were more motivated in schools that allowed more choices. Principals who gave more decision making power to the teachers were found to be more motivating. While the added autonomy did not improve satisfaction or alleviate stress, it did improve teacher's motivation scores in what the study described as impact, meaningfulness, competence, and choice.

2.7.4 Relationships

Another factor that is pertinent to job satisfaction the aspect of working relationships among teachers in the educational institution. The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student and teacher accomplishment, than anything else (Barth, 2006). The author said "if, on the other hand, relationships between teachers are fearful, competitive, suspicious, and corrosive, then these qualities will disseminate throughout the school community, and likely be very detrimental to job satisfaction." If the relationships between teachers are trustful, generous, and helpful, and cooperative then the relationships between teachers and students, students and students, and teachers and parents are also likely to have the same qualities. Schools can be thriving with adult relationships that are interactive and possessive. These relationships can be highly motivating and create a wonderful sense of job satisfaction. Brunetti (2005) found that according to the subjects in his study, "positive relationships with colleagues were important concerning job satisfaction and helped them provide and receive both personal and professional support from their peers, including goal setting, sharing of materials, and designing curriculum." The teachers also reported that they shared a common concern for the wellbeing of the students and school.

Positive relationships and evidence of what Barth (2006) call "congeniality" in schools can be found in a variety of places. For example, one teacher makes the coffee and pours it for a colleague, or the principal gives a teacher a ride home so she can care for her sick child. These congenial relationships are personal and friendly and shouldn't be taken lightly. However, congenial relationships represent a precondition for another kind of adult relationship that Barth

claims is “highly prized by school reformers yet highly elusive: ‘collegiality.’” Examples of collegiality are: educators talking with one another about practice, educators sharing their crafts knowledge, educators observing one another while they are engaged in practice, and educators rooting for one another’s success. Barth sums up the importance of positive relationships in educational institutions by saying “when the alarm rings in the morning, the enthusiasm with which an educator jumps out of bed and prepares for school is directly related to the adults with whom he or she will interact that day.” In other words, the promise of congenial and collegial has an impact on ones overall job satisfaction. Ducharme (2000) agreed and stated “Work group interactions, especially social support received from co-workers, may significantly contribute to job satisfaction and motivation among teachers.” Coworker support and positive relationships at an educational institution seems to have an immense effect on teacher motivation. It is implied that promoting positive communicative ties among may ultimately may improve job performance as well as enhance job satisfaction.

2.7.5 Self-realization

Self-realization includes efficacy and personal growth leading to the intrinsic rewards that many teachers find in teaching. Professional effectiveness comes from being aware of one’s strengths and limitations (Kottler and Zehn, 2000). In addition to autonomy where the teacher is given control of what, how, and when work is done, he or she places the idea of “competence” with that of “efficacy.” Wheatley (2000) stated “Teacher efficacy refers to teachers’ beliefs about their ability to influence students’ outcomes.” Teachers who feel their methods are successful can build a sense of efficacy leading to improved intrinsic motivation.

The idea of motivation in an educational environmental has been defined by Mc Keachie (1997) as being based on a cognitive expectancy-valued theory. A teacher’s goals and rewards from his or her job are covered by values, where ideas like self-efficacy and probability of success are covered by expectancies. As is often discussed in student motivation, teacher motivation relies on, among other things, a teacher’s expectation of success in the classroom as well as the aforementioned intrinsic and extrinsic rewards that he or she gains from doing the job (Deci and Ryan, 1985:1997). Mc Keachie also stated that perception of success, the value of teaching and a teacher’s personal goals can all play a larger part in increasing or decreasing a teacher’s motivation.

Considering how a person's goals become more important at different times, and how this affects their work; the example borrowed from Mc Keachie (1997) stated that this would look at whether a person "focuses on doing the task well or competing with others". This theory also proposed the focusing on one's own abilities in relation to a colleague's abilities can be threatening and harmful to overall achievement. While this can mean that positively rewarded teachers get a boost to their motivation, this can also result in possible discouragement when someone finds that they are behind their colleagues.

An important factor that has been documented in faculty motivation is the presence of personal and institutional goals. Goal-setting theory has been well documented to increase motivation in a number of fields, and education is no exception. (Urdu and Maehr, 1995; Latham, Daghighi, and Locke, 1997) by creating concrete, difficult but achievable goals, teachers can increase their motivation and effectiveness in the classroom. In order for personal goals to be meaningful and intrinsically motivating, if possible, the teacher rather than the institution should set them. This is not to say that the institution should not set goals for the teacher; on the contrary, this can create a yardstick by which teachers are being measured, especially if the goals are clear. In order for institutions to improve faculty motivation to teach, personal motivational goals should be encouraged and perhaps requested for submission, but should be subjected to the discretion of the teacher.

2.7.6 Institutional Support

Looking next at the idea of institutional support, we can gain perspective on motivation through the help EFL teachers receive from their schools. Institutional support plays a vital role when looking at the importance of expectations of success. Mowday and Nam (1997) stated that people in general tends to do the least amount of work necessary in order to get what they want. This being the case, if individuals believe that their efforts will lead to success and that the results of success will be positive they will be more motivated and work harder. In their words, "people are more likely to engage in behavior when they see a high probability that effort lead to high performance." This suggests not that teachers should get greater rewards, but rather that institutions should give teachers classes not only for which they feel qualified, but classes which they feel they can teach to a high degree of success in order to gain greater rewards for good performance.

Furthermore, in order for teachers to feel that they can adequately succeed with a class, they must have the proper materials in order to teach the way they need to teach. Without time and proper physical materials needed to prepare or perform classroom tasks, teachers often “become frustrated because they believe their efforts will not be translated into good teaching performance” (Mowday and Nam, 1997). Olsen (1993) demonstrated that many teachers feel that better teaching materials and support will positively influence their teaching, while Philips and Freedman (1984) indicated that many teachers blame too little institutional support and too many restrictions, and thereby lose motivation. In short, if teachers do not believe they are getting adequate institutional support, they will be less likely to believe in the possibility of success, thereby become demotivated.

Finally, in order to promote strategies of success in teachers and keep motivation high, institutions must look at ways to further teacher development, especially early in the teacher’s career. Many new teachers are unsure of themselves during their first few years and are often given heavy teaching loads and can be treated with indifference by more senior faculty (Olsen, 1993). If new teachers are given guidance from their institution, seniors, and peers, teaching performance is likely to improve, it is important that this become a part of a new faculty member’s career earlier rather than later.

2.8 Conclusion

In this chapter, four important issues were found to be pertinent to the topic of this research: Some relevant definitions of motivation from different angles, EFL teachers’ motivation, EFL teachers’ motivation and competency and finally what motivates EFL teachers are already treated and evolved from the literature aspects. The researcher has tried to restate them in relation to the subject of this study-Primary English language teachers’ motivation to teach English.

Therefore, the researcher finds these literature parts very helpful to point out some of the language teachers’ motivation in teaching the English language in his investigation while preparing and using different mechanisms of data collection instruments. Ultimately, the researcher used this literature section to analyze the information obtained by the questionnaire and this would comply with the right information obtained by the interview.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter the research design, subjects of the study, samples and sampling techniques, data collecting instruments, piloting of the research instruments, data collection procedures, data analysis procedures and finally, the research ethics were treated in relation to the objectives of this study.

3.2 Research Design

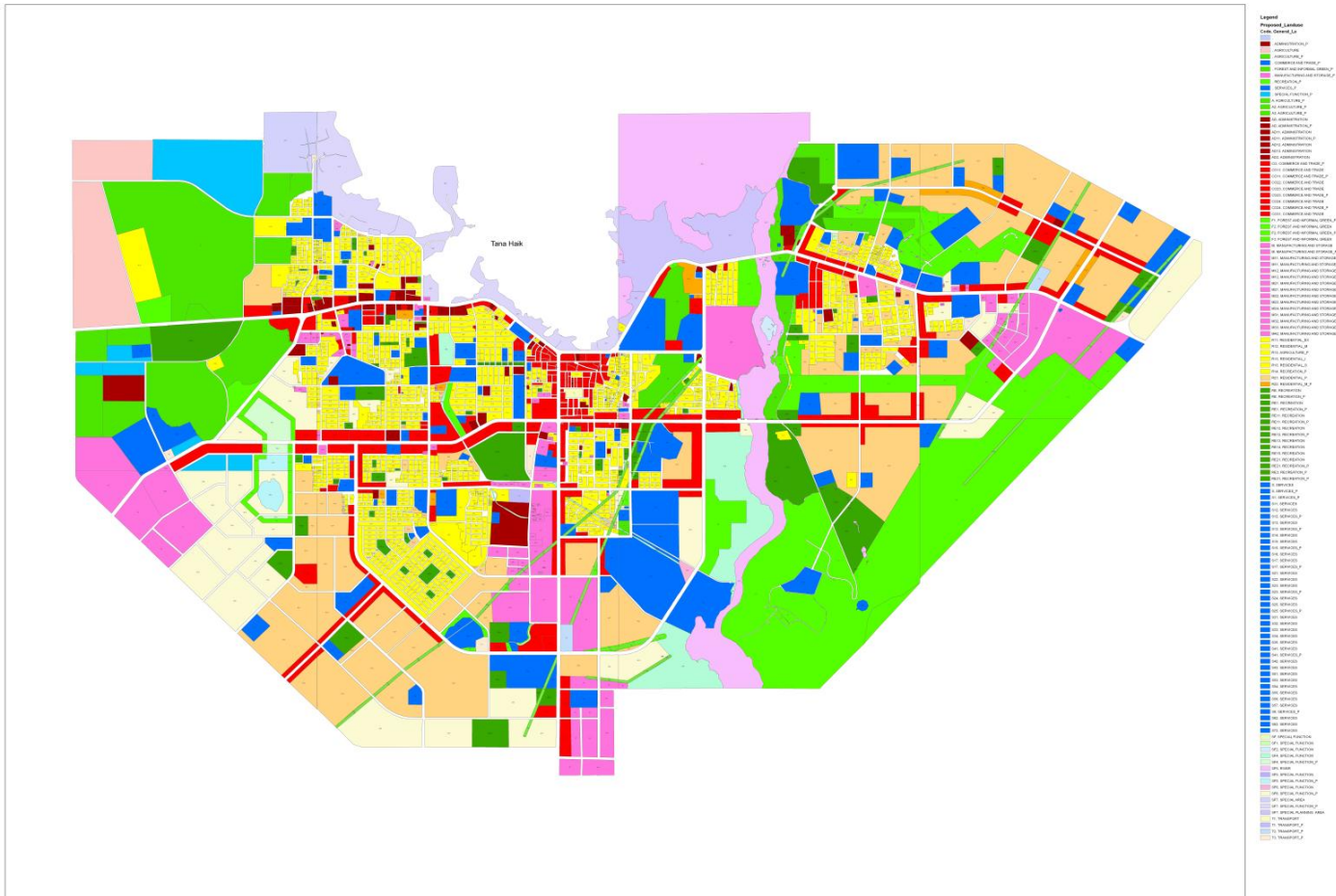
This study used descriptive survey design. The main advantage of this type of design is that it enables the researcher to assess the situation within the study area at the time of the study. The researcher therefore used the design to assess the motivation of EFL teachers at public primary education level. Thus, the researcher regarded the design appropriate for the study as it allowed for investigation of how such EFL teachers are motivated or demotivated to teach English in the area of the study.

3.3 Research site

The research took place in Bahir Dar City Administration. Under the education department of Bahir Dar City Administration, there were 39 public and 34 private primary schools. Out of these public primary schools, 29 were found in the full cycle (contained both cycles: grades 1-4 & 5-8 levels). The rest schools (i.e. the 10) held the first cycle (only grades 1-4) despite the exclusion of this study. The first cycle EFL teachers were not include in this study because in this level teachers were not teaching only English .They were rather teaching all subjects as self-contained teachers. Though the researcher targeted at only the 15 governmental ones which only embraced both cycles called full cycle public primary schools, the researcher's primary focus of the study was only the 2nd cycle ones. Out of these EFL teachers of the two schools, who were teaching in the 2nd cycle, were selected for the prior evaluation of the study-for the pilot study. EFL teachers of the 13 schools, who were teaching in the 2nd cycle, were taken as the main subject of the study. All of these schools were located in the city or nearby it. The remaining 14 schools, containing the two cycles, were located in the rural area far away from the city. In fact, all full cycle primary schools which were found in the administrative city were

not addressed by the study. This was because almost half of these schools (14) were established far away from the city, in rural area. In addition to that, almost all of these schools did not have transport access to reach them.

Figure 3.1: Geographical location of the study area, Map of Bahir City Administration



Note: - The key about the map is aligned vertically on the left of it just outside however it is finely printed.

- _ The position of the map is also located on the left of it (i.e. it is aligned in North-South direction).
- _ The map is taken from Bahir Dar city administration office (i.e. office No.2).

The schools, in the map, are located under the blue colour and other higher institution and public service institutions which were regarded generally as services.

3.4 The Target Population

A population or universe for a study is any group of individuals or institutions which have one or more characteristics in common that are of interest to the researcher (Cooper 1996). The target population for the study was all EFL teachers who were teaching in 39 public primary schools found in Bahir Dar City Administration in Amhara Region. The study targeted EFL teachers in the Administrative City. There were approximately 259 EFL teachers in 39 public primary schools in Bahir Dar City Administration.

3.5 Sampling Technique of the study and Sample size

All public primary schools (N=39) found in Bahir Dar City Administration were studied. Out of these 39 schools, 10 of them were only established in the 1st cycle level. Therefore, from 29 schools, 15 schools were selected through convenient sampling techniques. The total number of EFL teachers in these schools was 126. These teachers were teaching English in two different cycles within the same school or only in one cycle within the same school. From these 15 full-cycle public primary schools, 2 were randomly chosen for the pilot study. The rest (14 schools) were not included in the study since they were established in the rural area though they were administered under the city administrative department of education. Apart from that, almost all of these schools were far from the city and inaccessible of transport. Among these 15 full cycle (i.e. both 1st & 2nd cycle) primary school EFL teachers, all the 2nd cycle of the 13 schools of EFL teachers (N=70) were selected as a sample of the study through comprehensive or availability sampling technique eventually. Since the remaining EFL teachers of the two schools were selected for the pilot study earlier.

Again the researcher used only 5 public primary schools for the purpose of the interview since the responses gathered, from each of the 5 schools, were reached to the maximum of data saturation level. Due to this, the researcher did not find it necessary to expand his interview to the other schools. All these schools were found nearby where the researcher worked. That would help the researcher to make the interview any time even out of these EFL teachers' school time. From each of these schools, volunteer EFL teacher (i.e. with the total number of 5 EFL teachers) was also selected. The selection for the interview was made based on the responses gathered from the consent permission letters they were provided a day earlier than the actual interview really made to them.

And all the selected 13 public primary schools of the full cycle, the 2nd cycle (ranging from grades 5-8) EFL teachers participated in responding both to the questionnaire and the interview as already illustrated in Table 2. This is simply used to show that how sampling was done as shown in Table 2 as just below.

Table 2: EFL Teacher Participants Chosen for the Questionnaire Item

No.	Names of Schools	Total No. of EFL teachers in each school only in the 2 nd cycle.			Sampled EFL teachers from each school only in the 2 nd cycle.		
		Male	Female	Total	Male	Female	Total
1	Addis Amba	1	3	4	1	3	4
2	Dil Chibo	1	3	4	1	3	4
3	Dona Ber	2	4	6	2	4	6
4	Ewuket Fana	5	-	5	5	-	5
5	Kulkual	1	3	4	1	3	4
6	Meskerem 16	4	5	9	4	5	9
7	Shimbit	2	4	6	2	4	6
8	Teyima	1	3	4	1	3	4
9	Tsehai Gibat	1	3	4	1	3	4
10	Maremiya	2	4	6	2	4	6
11	Meshenty	3	4	7	3	4	7
12	Yekatit 23	1	3	4	1	3	4
13	Zenzelima	2	5	7	2	5	7
Total		26	44	70	26	44	70

Demonstrating the data in this table, the research was supposed to be reliable and easy to understand the information on the issue of this study. Table 2 above shows the total and sample population of EFL teachers together with their gender distribution in the sampled schools.

3.6 Data Gathering tools/instruments

In this research work, two data gathering instruments were used. These were questionnaire and semi-structured interview. Therefore, the data that had been gathered through the questionnaire and interview were expressed both in qualitative and quantitative manner. So, in this research the qualitative and the quantitative data were integrated rather than keeping them separate. Quantitative studies could make researchers worked easily because the analysis of research findings could be put statistically. Qualitative studies, on the other hand, helped the researcher to contextualize the analysis of phenomena and they allowed the researcher for an in depth descriptions of the data collected and structured in a good manner keeping the research schedule and procedures.

3.6.1 Questionnaire

The 1st data gathering tool used in this research was the questionnaire. In this research, the questionnaire asked them whether EFL teachers were motivated to teach English or not and included questions that were related to their performance and teaching profession. The questionnaire was prepared for 70 EFL teachers only. Most of the questions in the questionnaire were prepared by the researcher. The rest of the questions were adapted from different web-site sources. Finally and primarily this research work advisor and other experts evaluated both the content and face validity of all the questions enumerated in every of the questionnaire items. All of the items were closed ended items. This was because the closed ended questionnaire items were found easier to gather data from large number of respondents within a short period of time. Apart from that the open ended items were provided and compensated through the semi-structured interview instrument. For further information and better understanding, one could also see Table 2 just above and in the appendices section of this paper. This was done by subtracting the two schools for the pilot study from the total number of 15 schools that were chosen (N=13) for the entire study.

3.6.2 Interview

Interview was the second data gathering tool that was used in this research. Only 5 volunteer EFL teachers were interviewed and the responses gathered from each of the 5 schools after the provision of the consent letters or permission papers were distributed and returned. Due to the fact that, the responses had reached to the maximum level of the required data, the researcher

did not need to expand his interview to the other schools. In this research work the interview questions were used in order to seek information in relation to the objectives of this research paper already set earlier regarding EFL teachers' motivation in teaching EFL only from the second cycle of the sampled representative primary schools (i.e.5-8 grades).

In this research work, the researcher made and used semi-structured interview. This semi-structure interview helped the researcher to gather data from the respondents in the required sequence. This type of interview also helped the respondents to give their responses in an easier manner. Using this data gathering tool, qualitative data were collected from each of the 5 schools of 5 EFL teachers and analyzed accordingly. Meanwhile, the responses were collected by note taking and recording the responses using mobile apparatus. The interview had been kept recorded to utilize the actual information for thematic analysis and transcription in a natural manner and better substantiate the information with evidence that was gathered in note taking as well.

Table 3: EFL Teacher Respondents Chosen for the Actual Interview Item

No.	Names of Schools	Total No. of EFL teachers in each school only in the 2 nd cycle.			Sampled EFL teachers from each school only in the 2 nd cycle.		
		Male	Female	Total	Male	Female	Total
1	Addis Amba	1	3	4	1	----	1
2	Dil Chibo	1	3	4	-----	1	1
3	Dona Ber	2	4	6	---	1	1
4	Ewuket Fana	5	-----	5	1	---	1
5	Teyima	1	3	4	----	1	1
Total		10	13	23	2	3	5

3.7 Piloting the Research Instruments

The instruments of the study were tested in two schools which did not participate in the actual study. The pilot study was done simply to ensure clarity of the final instruments for the actual data collection. Furthermore, experts' opinion chiefly delivered from the researcher's genuine advisor and his senior colleagues. This helped him to check both the content and the face validity of the instruments. In short, the purpose of this pre-testing was to assess, find out and,

finally, avoid some kind of weakness that might have happened in the instruments of the study that was implemented in the actual research questionnaire ultimately.

The comments were forwarded by the respondents of the two schools on both the questionnaire and the interview items. In the questionnaire; the number of questions contained in the tables was not balanced. For example, some of the questions in table 3, 4 and 5 were repeated. From the interview; it was not good to interview the respondents in Amharic since the respondents were EFL teachers, college graduates and they were teaching the English language though they are non-native EFL teachers. Therefore, they were able to respond their opinion in English. However; broken English were expected to happen in some cases. Because of these, if the actual interview was administered in Amharic, it would never be expected that the respondents would give genuine responses. As they assumed that they were looked down and looked up to in their position or career by far so that their responses were more likely to be awkward.

Having these suggestions in mind, it was decided to administer the interview in English. It was also decided to minimize the number of repeated questions contained in table 3, 4 and 5 so that the number of questions available in each table would be clear and free from repetition to somehow.

In the two schools, 4 EFL teachers were selected for an interview pilot test from the entire 10 EFL teachers chosen for the pilot questionnaire item as it can briefly be illustrated on the following tables.

Table 4: EFL Teacher Respondents Chosen for the Pilot Interview

No.	Names of Schools	Total No. of EFL teachers in each school teaching only in the 2 nd cycle.			Sampled EFL teachers from each school teaching only in the 2 nd cycle.		
		Male	Female	Total	Male	Female	Total
1	Ayer Tenna	1	2	3	---	2	2
2	Sertse Dingile	5	2	7	1	1	2
	Total	6	4	10	1	3	4

Table 5: EFL Teacher Participants Chosen for the Pilot Questionnaire

No.	Names of Schools	Total No. of EFL teachers in each school teaching only in the 2 nd cycle.			Sampled EFL teachers from each school teaching only in the 2 nd cycle.		
		Male	Female	Total	Male	Female	Total
1	Ayer Tenna	1	2	3	1	2	3
2	Sertse Dingile	5	2	7	5	2	7
Total		6	4	10	6	4	10

3.7.1 Validity

A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the selected respondents as a pilot study test ahead of the real application of the selected instruments, the data obtained should be a true reflection of the respondents under the study. Apart from that, opinions from this thesis advisor and other experts were used to check on both the content and face validity of the instruments.

3.7.2 Reliability

To test on the reliability of the instruments, the Cronbach Alpha Coefficient was used. The reliability of this study was calculated by using the Cronbach Alpha or Alpha Coefficient formula as follows.

$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum SI^2}{Si^2} \right)$$

Where α =refers to Alpha coefficient/Cronbach Alpha

K = the total number of items/questions,

$\sum SI^2$ =the sum of item variance and

Si^2 =Total item score/Standardivation.

According to Cronbach (1957) as cited in Yalew Endawoke (2005) an internal consistency of a study about 0.8 is high enough to judge the instruments as reliable for the study. Coinciding with this evidence, some professionals also insisted on a reliability score of 0.70 or higher in order to use a psychometric instrument. This rule should be applied with caution when α has been computed from items that are not correlated. The researcher, therefore, considered the

Cronbach Alpha or sometimes called Alpha Coefficient lies between 0.7 and 0.8 to be reliable. The researcher got the internal consistency of the pilot study of this research is 0.843429 as average reliability of all the seven grouped questions in the table form prepared in teachers' questionnaire and thus the instruments were considered reliable. For further information, you can see the data of this attached in the appendices section as an evidence if it need be on page 98.

3.8 Data Gathering Procedures

In this research, data were collected in a complementary manner; semi-structured interview with closed ended questionnaire, so as to get thorough and deep information for the study.

First, the guideline questions for an interview and for the questionnaire items were prepared by the researcher and evaluated by colleagues and other intellectuals for their clarity. When the instruments were found valid, they were duplicated and ready for use.

Then, the researcher went to the selected public primary schools and got the EFL teachers. The researcher first introduced himself to principals and asked him/her to call all EFL teachers who were teaching in the second cycle of every sampled school. The researcher also introduced himself to them and gave an orientation about what they could do with him before explaining why he went there. First consent papers were distributed among the respondents of the questionnaire items and the interviewees. After getting volunteer participants, the questionnaire papers were distributed to 70 EFL teachers and interview were conducted with five teachers.

Finally, both the data gathered through the questionnaire and the responses obtained through interview were collected by the researcher.

3.9 Data Analysis Procedures

In this research work, the data that were collected and analyzed both quantitatively and qualitatively had been well-demonstrated in chapter four. In other words, both quantitative and qualitative methods of data analysis were implemented. Therefore, the data that were collected and tabulated and simple statistical techniques such as numbers together with their percentage ratio values were used for the descriptive analysis. To show the proportion of the responses, the percentage was used and described the characteristics of the given items. In fact, the study chiefly and specifically used the qualitative one. Consequently, the questionnaire was used to

associate with the data obtained from the semi-structured interview and confirmed better results that were attained later.

Finally, based on the results of the findings and analysis of the results, the researcher drew conclusions and possible recommendations for further research or for any other concerned body on this issue of research showing the limitation of the study on the other perspective of it and leaving it to the upcoming researcher in future times.

3.10 Research Ethics

It is a researcher's responsibility to protect the interests of its participants and to avoid unintended negative effects toward the participants both during and following the actual study. As it is adhered to letter of permission of the school principal and their consent permission of questionnaire and interview as guide lines and ensured that the interests of EFL teachers, the participants of this study, were not harmed as a result of participating in this study. These guidelines included: gaining informed consent, maintaining confidentiality of the participants, and sharing results with the interested participants.

All participants (EFL teachers) gave their written consent by signing consent forms. These forms acknowledged that participants' identity would be protected. Moreover, this enabled the participants to understand the purposes of the study and what would be required of them as participants. In the information sheet and written consent form they were provided details about the researcher. The confidentiality of the participants was maintained by giving them pseudonyms such as "EFL teacher 1 from this school interview" in short to protect their identities. The participants were informed that they could withdraw from the research up to 24 hours after the interviews or questionnaire. The interview of all EFL teachers was transcribed by the researcher when they used Amharic language while speaking English, and the transcripts were checked with the participants.

The researcher made it clear to the participants through the meetings prior to the time of both the interviews and the questionnaire that he had with them. The researcher's position was as one of the teaching staff at the study site would not affect the EFL teachers in any way (e.g. EFL teachers' Contingent path structure), whether they decided to participate or not, as the

researcher did not work at this city administration education office at the time of the study and thus did not have control over their contingent path structure.

The respondents were also told that the responses obtained in both the questionnaire and the interview will only be applicable for academic purposes and that confidentiality would be assured and never fell as victim because of any adverse findings in connection with their professional duties. This was to be done in order to motivate them to give their responses without reservation. Every questionnaire paper and the semi-interview script were attached to a cover letter of their own which clearly explained the purpose of the survey. The questionnaire and the interview did not require the names of the respondents; this was to protect their identity and remain anonymous. As a result, the EFL teachers were aware from the beginning what the researcher was doing, why and where the information was going and why it was being gathered.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS OF FINDINGS AND DISCUSSION

4.1 INTRODUCTION

This part of the study dealt with presenting, analyzing and interpreting the data gathered from 65 EFL teachers through questionnaire and 5 EFL teachers were interviewed. Out of the 70 questionnaire were distributed among the participants, 65 were correctly completed or filled and returned. 2 questionnaires were not completely returned and the remaining three were not filled properly. The five EFL interviewee teachers were represented by a letter and a number (i.e. T₁, T₂, T₃, T₄ and T₅). The purpose of the study was to investigate the motivation of EFL teachers at public primary schools education level to teach English: In the Case of Bahir Dar City Administration. The findings of the study were presented based on each of the following objectives of the study:

- ❖ find out whether EFL teachers of public primary schools, in Bahir Dar City Administration, are motivated to teach English or not,
 - ❖ identify the kind of behaviours that EFL teachers exhibit at public primary schools when they are motivated to teach English intrinsically, and
3. explore different kinds of motivators or demotivators of EFL teachers of public primary schools to teach English.

4.2 About the motivation of EFL teachers to teach English

In this perspective, the researcher presented, analyzed and interpreted interms of the perceived situations that determined the motivation of EFL teachers to teach English based on the data presented in Table 6.

Table 6: Perceived situations on the motivation of EFL teachers to teach English

Statement	To very large extent		To large extent		To moderate extent		To small extent		No extent at all		Total	
	F	%	f	%	F	%	f	%	f	%	F	%
Teachers are committed to their job.	34	52	12	19	10	15	4	6	5	8	65	100
Teachers are familiar with their school's general climate and the existing school norms.	3	5	8	12	23	35	18	28	13	20	65	100
There are adequate class sizes, the school resources and facilities at the school.	6	9	11	17	9	14	14	22	25	38	65	100
Teachers agree with the value of EFL teachers' role given by colleagues, authorities and the societies at large.	2	3	5	8	7	11	11	17	40	61	65	100
Teachers are motivated with their job.	27	42	15	23	2	3	17	26	4	6	65	100
EFL teachers have personal qualities.	30	46	17	26	6	9	9	14	3	5	65	100
Teachers have an educational background as EFL teachers.	41	63	5	8	12	18	7	11	0	0	65	100
Teachers have knowledge and skills in English language teaching.	10	16	12	18	37	57	6	9	0	0	65	100

The data in Table 6 shows that 52% of the respondents indicated that EFL teachers were committed to their job and motivated to teach English to a very large extent. The data in this table (Table 6) also depicted that 35% of the respondents showed that they were familiar with their school's general climate and the existing school norms motivated them to teach English to a moderate extent. As the data depicted in the table above (Table 6), it was found that 38% of teacher respondents indicated that they were not motivated to teach English at all extents by the availability of adequate class sizes, the school resources and facilities at their schools. The data in Table 6 also revealed that 61% of the respondents replied that they were not motivated to teach English at all extents by the value of EFL teachers' role given by colleagues, authorities and the

societies at large. As it can be seen one of the decisive situations, the motivation of EFL teachers with their teaching activities, the data in Table 6 showed that 42% of teacher respondents indicated that they were influenced by it to teach English to a very large extent. Regarding On EFL teachers' personal qualities, the data in the above table indicated that 46% of teacher respondents were motivated to teach English by them to a very large extent. As it can be seen EFL teachers' personal background, the data in Table 6 revealed that 63% of teacher respondents confirmed that EFL teachers' educational background motivated them to teach English to a very large extent. The data (in Table 6) eventually revealed that 57% of teacher respondents indicated that their knowledge and skills to teach English language motivated them to a moderate extent.

From all the above descriptions of the study, it can be concluded that EFL teachers of public primary schools were motivated to teach English to a large extent this was driven by EFL teachers' commitment and the motivation they have to their job, EFL teachers' personal qualities and their educational background. In addition to this, EFL teachers of public primary schools were motivated to teach English to a moderate extent this was also stimulated by their familiarities with their schools' general climate and the existing school norms and their knowledge and skills. Nevertheless; EFL teachers of public primary schools were not motivated to teach English at all extents this was deterred by the availability of inadequate class sizes, the limited school resources and facilities and the low value of EFL teachers' role given by colleagues, authorities and the societies at large. Thus, it can be said that most of EFL teachers of public primary schools were motivated to teach English initiated by various situations though they were motivated at different extents. On the other hand, EFL teachers were not motivated to teach English at all extents due to the limitations of very few situations already expressed earlier.

In support of this finding, the study conducted by Tardy and Snyder (2004) had stated out the following points. Teachers who feel a strong connection and sense of accomplishment in their English lessons reported feeling a greater desire to teach in order to feel the same kind of success. These authors offer insight into ways in which teachers find the teaching environment motivating through the fact that their students are able to achieve a great deal of success, communication, and real interactions through close connection and dialogue. According to these researchers, highly positive moments in teaching can encourage teachers to explore and reflect on their teaching practices.

In generally and based on all the interviewees' responses, it can be said that many things were mentioned to motivate EFL teachers to teach English. Some of these were the students' classroom participation and behavior, the nature of the language itself, teaching and staying with children is a source of happiness for EFL teachers, the good results of the students, the conducive classroom environment, etc.

Here are the ideas of the five EFL teachers obtained in an actual interview after asking them a question (Q.No.3): What motivates you to teach English? list out the things which help you to motivate yourself to teach English.

Responses given by the five EFL teachers were:

T₁: However, several reasons can be mentioned. Some these are: I love the profession, teaching and staying with the children made me feel happy, the respect I owed from the students, you know teaching English can be regarded as studying an additional language, the English language by itself this is to say that you can go anywhere in the world and survive with no problem of communication, and for some other reasons though it is not the only language that can be used as a global one.

T₂: As you know English language is very interesting as a worldwide means of communication. For this reason, I am motivated to teach it and thus I am proud of being a teacher of such a subject which is one of global languages.

T₃: The most important things that motivated me to teach the language are: when there are good participation of students, when I see that most of the students scored good results in their English exam and when I get good classroom environment. This is in other words to say that when there are enough desks and chairs for the whole students, cleaned classroom, when all or nearly all of the students have done their homework and class work etc.

T₄: The first and the most important thing that motivates me to teach the language is to have built experiences in teaching language though there are many things to be mentioned. The next thing that could be considered to be important is one's commitment to teach it. The other things those are helpful to motivate EFL teachers to teach English are the conducive school environment, the freedom we, EFL teachers, owed good relationships formed among us or the relationship we do have with other teachers, the attitude of the administrative body

and the society towards us, EFL teachers.

T5: Though many things are important to help EFL teachers to teach English, I would like to enumerate some of them as below: the students behavior that show either in the classroom or outside the classroom, the students participation in the classroom and other activities that students, students' parents and the society showed towards us, EFL teachers.

Therefore, from the five EFL teacher interviewees of public primary schools, it can be concluded that EFL teachers were motivated to teach English by many things which were closely related to their teaching activities particularly performed at their schools and in their classrooms. This also implies that EFL teachers were motivated to teach English relatively by similar things and situations.

To sum up and give more evidence and support this finding, the other researcher Peretomode (1991) also described that motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. However, the motivation of EFL teachers is a way of empowering them in their occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become motivated, dedicated and effective in performing their task.

4.3 The kind of Behaviors Exhibited when EFL teachers were motivated to teach English intrinsically

EFL teacher respondents were given some statements where they were expected to indicate the level of their agreement with each statement regarding on the behaviours of EFL teachers exhibited when they were motivated to teach English intrinsically. The data were presented in Table 7 below.

Table 7: Behaviors exhibited when EFL teachers were motivated to teach English intrinsically

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Teachers prepare lesson plan/s on time and put it in their schools' EFL lesson plan case for evaluation on Fridays.	32	49	19	29	11	17	3	5	0	0	65	100
Teachers use different EFL texts to teach English such as magazines, internet extracts, photographs, cartoon, etc. in addition to the classroom text as enriching materials and to make the lesson enjoyable for the students.	17	26	29	45	9	14	8	12	2	3	65	100
Teachers read different books besides the students' text book both to upgrade themselves and to be efficient EFL teachers as well.	30	46	17	26	6	9	7	11	5	8	65	100
Teachers spend much of their time reading books for their classroom EFL teaching even outside their school.	15	23	21	32	9	14	13	20	7	10	65	100
Most of the time teachers use English in their classrooms and they encourage the students to use English as much as possible when they try to speak and write it in their English lessons even sometimes outside their classrooms.	18	28	25	38	13	20	5	8	4	6	65	100
Teachers work is enjoyable and stimulating.	15	23	37	57	7	11	4	6	2	3	65	100

The data in Table 7 shows that 32(49%) of the respondents strongly agreed with the statement that EFL teachers prepare lesson plan/s on time and put it in their schools' an EFL lesson plan

case for evaluation on Fridays . The data in the table (Table 7) also showed that 29(45%) of the respondents agreed that they use different EFL texts to teach English such as magazines, internet extracts, photographs, cartoon, etc. in addition to the classroom text as enriching materials and to make the lesson enjoyable for the students. The data in the above table (Table 7) depicted that 30(46%) of EFL teacher respondents strongly agreed with the statement that they read different books besides the students' text book both to upgrade themselves and to be efficient EFL teachers as well. With the statement that EFL teachers spend much of their time reading books for their classroom teaching even outside their school, the data in this table (Table 7) also indicated that 21(32%) of the respondents had agreed with it . The data in Table 7 also showed that 25(38%) of the respondents agreed that most of the time they used English in the classroom and they encouraged the students to use English as much as possible when they tried to speak and write it in their English lessons even sometimes outside the classroom. The data in the above table (Table 7), finally, revealed that 37(57%) of the respondents agreed with the statement that their work is enjoyable and stimulating.

From the data in table 7, it can be concluded that some kind of behaviours that EFL teachers exhibited were: preparing lesson plan/s on time and put it in their schools' EFL lesson plan case for evaluation on Fridays, spending much of their time reading books for their classroom EFL teaching even outside their schools, doing enjoyable and stimulating work, etc. These kind of their behaviours showed that EFL teachers of public primary schools were intrinsically motivated to teach English language. In relation to this, one study of student assessments of teachers conduct by Wild, Enzle, and Hawkins, (1992) found that teachers who were perceived to be more intrinsically motivated were willing to experiment and explore their fields of study.

With this regard, the other scholar Bhatia (1997) also added the following points about the roles of motivation in teaching English and others. No teaching can take place without the interest of any teachers, not only EFL ones. This means that motivation plays a vital role in teaching EFL in particular and others in general. In fact no real teaching can take place without motivation. Motivation brings the teachers proper frame of mind for teaching. It concentrates the attention and energy of a person on the activity or knowledge to be learnt.

In an interview made, in this study, with EFL teachers of public primary schools on ways by which whether they are truly motivated with their job, teaching English or not. Few of them

replied that they were not motivated for several reasons. For example the salary they are currently paid, the respect they owed from both the society and the administrative body was the demotivating (i.e., disgusting) ones. However, many of them mentioned that they were truly motivated in teaching the language. Some of the reasons provided by these EFL teachers were: a deep love they have with their previous language teachers and they laid the foundation in the past, a strong believe they developed in that teaching in general is the mother of other professions, in addition to this, it is also an international language and it could serve as a get way to communicate with other English speaking nations lived in many parts of the world. The rest explained that the enthusiastic teachers are motivated to work and help students to pass their exams besides the difficulties.

The EFL teachers were asked to explain whether they were truly motivated with their profession or not and they answered it in the following manner:

T₁: In the past, Yes of course. Before ten years ago when I was teaching EFL in the countryside, I taught it with full motivation of my teaching profession and could be able to produce many students who are now fluent speakers, active readers and writers of books in English language. But now I can't say that I am truly motivated with my profession for various reasons. Some of these were:

The mood or habit of most of students don't show interest to attend class and follow their education properly instead they prefer to go to different recreation centers or addictive areas which are found around their school and spend much of their time there; the salary we are receiving is very meager so that it is found to be insufficient to lead our life properly; the respect we own from the society, the government, even the students, etc. is really threatening, etc. Due to these and other unstated reasons so far, I am not truly motivated with my profession rather it demotivated me as an EFL teacher in particular and other EFL teachers in general.

T₂: Yes of course. As to me I think I am motivated to teach English. This is because of my interest towards this subject aroused beginning from my primary school education till today. This was made because my grade five EFL teacher asked me what I like to be and I replied to him that I like to be an EFL teacher. This is to say, in other words, that the best

source of my motivation to teach English was my grade five EFL teacher. He was very attractive in his lesson presentations. He used pair and group work debates and gave a chance to everyone to forward our opinion about the particular issue on behalf of one's group. This helped me to speak my opinion in English even when I met my classmates anywhere, especially in the school compound. This were some of the reasons that I answered this question yes and you got me here working as an EFL teacher in this school today.

T₃: As to me, the profession I am in is very a fantastic one. However, the teaching profession is not financially well assisted. This is to say that the salary we earn is as meager as the salary paid to laborers even sometimes especially now a day laborers are getting paid better than us, primary school EFL teachers in particular and other subject teachers in general; despite their irregular employment and payment. In addition to this, both the society and the administrative body don't show some kind of respect as compared to the previous regime or administrative body and the society. Therefore, as I see this kind of ignorance and marginalization is being given to my profession because of the lack of financial carrot and other benefits that should have been provided to teachers, especially to EFL ones, I am not truly motivated. Do you know why I say especially EFL teachers? Because we do the EFL teaching which might have been carried out by the indigenous speakers of this language. I think this explicitly implies that we, non-native EFL teachers, are saving the hard currency that our country has to spend to those foreign native EFL teachers though the government has not considered and taken this into account yet.

T₄: As I answered this question, I begun saying 'yes' and explained my answers as in: the 1st thing was that I had the true interest and love towards the teaching Profession. The other point that I would like to mention was that since I had my own strong vision to improve the four major skills of the English language (i.e., Listening, speaking, reading and writing) so that the students could listen, speak, read and write in English language with little or no problem. In fact, this couldn't be attained unless the EFL teachers' real interest of the English language and the true motivation they have to teach it. In addition to this, to see all of these happen, it takes some time.

T₅: Certainly, I am truly motivated to my teaching profession for several reasons. Some of the reasons were: the teaching profession is interesting and the mother of all other professions, many of my students showed me fatherly or motherly respect even if my passion was superior to them, as an EFL teacher, the effort of very few students to speak, to write and read the English language. You know, the English language works as the medium of classroom instructions to most of the subjects in the primary schools and secondary schools and to almost all the courses given in the colleges and universities throughout Ethiopia.

Thus, if there is no motivation of EFL teachers to teach English language, it seriously spoils the results of most of the schools subject or nearly all the courses of the colleges or universities in Ethiopia to large extent. Hence, I strongly believed that the problem of EFL to the grass root level that is to say at the primary schools level lead to the crises of the overall education system of a particular region for example Bahir Dar City Administration which in turns to the entire crises of political, social and economic systems of this region in particular and Ethiopia in general. Thinking this and others harsh problems, I am really motivated to teach English in my school where I think the problem is aroused.

Since most of the responses obtained from the EFL teachers through the questionnaire and the interview gathered from the five EFL teacher interviewees confirmed that public primary school EFL teachers were motivated to teach English intrinsically at public primary schools in Bahir Dar City Administration. However, there were some challenges happened to them as already stated above in their interview provided to them so far. In other words, this didn't mean that they were hundred percent motivated to teach English at public primary schools of Bahir Dar city administration for very few reasons. To give an evidence for this, the interview made with T₃ showed that he was not truly motivated in his profession as he claimed that the profession was not financially well assisted, for example.

Though many things were mentioned that EFL teachers were truly motivated in their teaching profession, interest was found to be the commonest thing for all interviewed EFL teachers to teach English intrinsically.

In this regard, Dornyei (2001) has defined intrinsic motivation as “performing a behavior for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one’s curiosity.”

Consequently, the intrinsic motivation was regarded as the central cause for the behaviors that EFL teachers reflected when they were teaching English intrinsically. This implies that it can be said that those behaviors of EFL teachers could be taken as the best signs/indicators of EFL teachers those who are intrinsically teaching the language. Having this finding in to account, it is possible to know which EFL teachers are teaching English intrinsically and which are not, simply from the behaviours they reflected while they are teaching English.

4.4 Different motivators or demotivators of EFL teachers to teach English

4.4.1 Extrinsic motivators or demotivators of EFL teachers to teach English

To verify the level of EFL teachers’ extrinsic motivators or demotivators, EFL teacher respondents were provided and asked different phrases about their extrinsic motivators or demotivators to indicate the level of their agreement with each phrases or statements. The data were presented in Table 8.

Table 8: Extrinsic motivators or demotivators of EFL teachers to teach English

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
The pay given to teachers is worth with the services they render.	2	3	7	11	3	4	20	31	33	51	65	100
Encouraging them by receiving presents as a reward from their schools	27	42	19	29	9	14	8	12	2	3	65	100
The promotion made on the basis of EFL teachers’ qualifications and performances	40	61	15	23	6	9	3	5	1	2	65	100
Teachers’ output outweighs the pay given to them in terms of salary.	38	58	17	26	2	3	5	8	3	5	65	100
The belief that EFL teachers have about their teaching accomplishments are recognized by both the government and the society at large	2	3	4	6	7	11	21	32	31	48	65	100

The data in Table 8 shows that 33(51%) of the respondents strongly disagreed with the statement that the pay given to teachers is worth the services they render. The data in this table (Table 8) also revealed that 27(42%) of the respondents strongly agreed with that encouraging them by receiving presents as rewards from their schools. The data in this table (Table 8) further indicated that 40(61%) of the respondents strongly agreed with that the promotion made on the basis of EFL teachers' qualifications and performances. The data in the table above (Table 8) also revealed that 38(58%) of the respondents strongly agreed with the statement that teachers' output outweighs the pay given to them in terms of salary. Ultimately, the data (in Table 8) similarly revealed that 31(48%) of the respondents also strongly disagreed with the description that the belief that EFL teachers have about their teaching accomplishments are recognized by both the government and the society at large. From the data of the above table (Table 8), the result of the study found out that presents given to them as a reward form, the promotion made on the basis of EFL teachers' qualifications and performances and EFL teachers' output were found as EFL teachers' extrinsic motivators to teach English. On the other hand, the result of the study also confirmed that low pay given to EFL teachers and the belief that EFL teachers have about the recognition given by both the government and the society at large to their teaching accomplishments were found as the demotivators of EFL teachers to teach English.

In line with the data in Table 8 and the findings appeared, a scholar viewed his perception on this issue for example Hawley (1985:58), stated that in order to increase EFL teachers competence career ladder plans should be done.

Furthermore, Hawley added in that there are some principles to be designed for career ladder plans; for high performance, economic rewards are important:

- In order to keep higher levels of pay and status, teachers carry on showing high performance.
- There should not be any competitive rewards which can discourage peer interaction and social approval, important to effective teaching, and
- Fair and predictable assessment measures should be used.

"The need to avoid pain and the need for psychological growth" are two basic elements found in job enrichment theory (Silver, 1982:551).

In an interview made with five EFL teachers of public primary schools found in Bahir Dar City Administration on ways to question number 2 replied that however there was a reward system in their school, the system of the reward created undesirable influence up on them (i.e. demotivation). In fact, they believed that the reward would be good if it was made to them appropriately. Since it helped them to encourage and motivate in doing their teaching well. They added that the reward system was simply settled to award those who had good political performances and those who had closer friendship with the administrative bodies and other organized committees involving in the decision of schools issues.

In line with this, Crooks (1997) found out that, “Languages and language teaching are political, and language teachers are political actors” (p. 75). This suggests the unique nature of language teaching which often possess an additional set of challenges to language teachers in contrast to teachers in general.

Thus, the findings of this study indicated that though there were problems observed in the wrong administration of a few elements of extrinsic motivators as the five EFL teacher interviewees confirmed and as the questionnaire in the above Table 8 depicted that the extrinsic motivators had positive effects on the motivation of EFL teachers to teach English. This implies that the extrinsic motivators had not been administered in the way that helped and addressed the motivation of EFL teachers to teach English in the public primary schools of the aforementioned City yet. From these findings, thereby, it can be concluded that the motivation of EFL teachers of primary schools to teach English could be better boosted up if the reward was fairly awarded to them, the pay given to those teachers deserves to the services they rendered and the belief that EFL teachers have about their teaching accomplishments are recognized by both the government and the society at large. Otherwise, the motivation of EFL teachers to teach English could be negatively affected by such extrinsic demotivators very badly.

4.4.2 Autonomies as the motivators or demotivators of EFL teachers to teach English

The following are some of the phrases about the autonomy that determined the motivation of EFL teachers to teach English. Then, the respondents were asked to indicate their level of agreement with each of these phrases. The data were presented in Table 9 just below.

Table 9: Autonomies as the motivators or demotivators of EFL teachers to teach English

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Having the right to teach based on their own syllabi without using the national one	0	0	0	0	5	8	15	23	45	69	65	100
Having the right to teach using their own textbook without the book prepared in the national level if they want	0	0	0	0	7	11	20	31	38	58	65	100
Emphasizing and rewarding EFL teachers' creativities at their schools	3	5	9	14	2	3	17	26	34	52	65	100
Having, flexible working hours	2	3	6	9	4	6	25	39	28	43	65	100
Having a good job security	0	0	7	11	12	18	20	31	26	40	65	100
The availability of clear rules and procedures at their schools	5	8	3	4	9	14	17	27	31	48	65	100
The availability of responsive suggestions and grievances to EFL teachers by the school supervisors	4	6	8	12	10	16	19	29	24	37	65	100

The data in Table 9 shows that 45(69%) of the respondents strongly disagreed with that having the right to teach based on their own syllabi without using the national one. The data in this table (Table 9) also revealed that 38 (58%) of the respondents strongly disagreed that having the right to teach using their own textbook without the book prepared in the national level if they

want. The data (in Table 9) also revealed with the kind of autonomy that emphasizing and rewarding EFL teachers' creativities at their schools were strongly disagreed by 34 (52%) of the respondents. Similarly, the data in the table above (Table 9) indicated that 28(43%) of the respondents strongly disagreed that having flexible working hours. The data in the above table (Table 9) also indicated that 26 (40%) of the respondents strongly disagreed that having a good job security (i.e. the responsibility of the administrative body to EFL teachers like the provision of damages or compensations in the case of danger or risk that may be happened while teaching).The data of the above table (Table 9) also showed that 31(48%) of the respondents strongly disagreed that the availability of clear rules and procedures at their schools. Finally, the data in Table 9 revealed that 24(37%) of the respondents also strongly disagreed that the availability of responsive suggestions and grievances to EFL teachers by the school supervisors.

From the data of Table 9, it can be said that the autonomy of EFL teachers (i.e. all the things described in Table 9) were found as demotivators of EFL teachers while they were teaching English. From this it can also be concluded that the autonomy of EFL teachers deprived their motivation to teach English. This implies that the findings of this study indicated that the autonomy was functioned as the only demotivators of EFL teachers to teach English. This simply implies that the motivation of EFL teachers to teach English was highly destructed by the poor autonomy of EFL teachers imposed upon them. As in Table 9 showed that some of the autonomy of EFL teachers functioned as demotivators were: having no right to teach English based on their own syllabi without using the national one, having no right to teach using their own textbook without the book prepared in the national level if they want, not emphasizing and rewarding in response to their creativities, having no flexible working hours, lacking a good job security at the time of risk in their work, having no clear rules and procedures at their schools and being unable to be responsive by their supervisors to suggestions and grievances forwarded by them.

In supporting to the finding of this study, some evidences as provided by Doyle and Kim (1999) briefly stated out that the autonomy acting as demotivators can create dissatisfaction among ESL and EFL teachers. These autonomies which were used as demotivators were: lack of long term employment and job security, separation and alienation of teachers; lack of rewards and for creativity, lack of autonomy in teaching and evaluation process, lack of autonomy due to

mandated curricula and tests, over commercialization of textbooks, discrepancies in teaching philosophies and institution of team teaching and foreign assistance teachers. They also added that teachers working in these environments will likely have low expectations for success, and therefore be less able and less motivated to teach effectively.

In line with this finding, Connie (2000) had conducted a study through a qualitative survey and described the motivation and demotivation of EFL teachers in Mexico. The study involved 98 teachers. Then she reported different factors which motivate and demotivate Mexican EFL teachers. The major motivators for the teachers in the study included student performance, student responses, motivated students, activities that were successful in class, opportunities for training, support and respect by the administration, and a flexible curriculum that they can modify according to student needs (p. 7). These results indicate that teacher motivation for these subjects was also largely associated with intrinsic rewards of teaching was a common finding in teacher motivation research around the world.

In relation to this, the response obtained especially in an interview made with T₅ for question N^o 6, she replied that if the administrative body provided us freedom of many things, like academic freedom in that teaching convenient lessons related to the students' environmental situations, culture, custom of the society, etc. the motivation of EFL teachers would be better stimulated . She also added that EFL teachers didn't have the right to carry out their duty in accordance with the need of the students rather her colleagues and she as an EFL teachers were teaching and doing other school related tasks so as to meet the interest of the administrative body.

In line with this findings, In addition to the other scholars , Hall and Bazerman,(1997) stated that being able to plan their own lessons, create their own syllabi, and pick their own texts in all part of why many people choose to be teachers. In other words, having academic freedom and the power to choose is deeply connected to many people's decisions to become teachers, particularly EFL ones. In the same way, Ushioda (2003) suggested that motivation often comes down to a matter of choice. The more choice and freedom a person is given, the more willing ready he or she will be to work.

Thus, the findings of the study generally revealed that the motivation of EFL teachers were highly deterred by the black and white rules of the methods of teaching English imposed by supervisors, the restricted use of textbooks, having no job security, etc. which never let these teachers to teach based on their academic knowledge, experiences (they acquired and experienced so far), the need and culture of the students, etc. so that these demotivated them to teach English accordingly. As the response obtained from an interviewee apart from the responses obtained from the questionnaire implies that the autonomy of EFL teachers were totally impoverished by the administrative bodies and thus the motivation of EFL teachers could not really exist in the primary schools of Bahir Dar city administration.

4.4.3 Personal relationships as motivators or demotivators of EFL teachers to teach English

To examine the role of relationships on the motivation of EFL teachers to teach English, respondents were given several phrases which described the role of relationships on the motivation of EFL teachers to teach English. Then, they were asked to rate these phrases about their level of agreement. The data were presented in Table 10.

Table 10: Personal relationships as the motivators or demotivators of EFL teachers to teach English

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	f	%	F	%	F	%
Being observed and observing each other while they are engaged in their EFL classroom teaching	17	26	28	43	2	3	13	20	5	8	65	100
Lending and borrowing EFL teaching materials to one another at their schools	31	47	19	29	3	5	9	14	3	5	65	100
Sharing experiences and craft knowledge in their EFL teaching along with another EFL teachers at their schools	35	53	16	25	1	2	11	17	2	3	65	100
Having good relationships with other EFL teachers at their schools	30	46	20	31	5	8	7	11	3	4	65	100
Having a friendly relationship with their students	25	38	16	25	2	3	12	18	10	16	65	100
Having good relationship with their supervisor(s)	2	3	5	7	3	5	18	28	37	57	65	100
Having good relationship with their students' parents	6	9	13	20	2	3	15	23	29	45	65	100

The data in Table 10 shows that 26 (28%) of the respondents agreed with the description that being observed and observing each other while they were engaged in their EFL classroom teaching. In relation to the kind of relationship formed among EFL teachers, lending and borrowing EFL teaching materials to one another at their schools, the data in the table above (Table 10) revealed that 31(47%) of teacher respondents had strongly agreed with it. The data in that (Table 10) also indicated that 35 (53%) of the respondents strongly agreed with the kind of relationships which was described as sharing experiences and craft knowledge during their EFL teaching along with other EFL teachers at their schools. Similarly, 30 (46%) of the EFL teacher respondents, the data in Table 10 again revealed that they strongly agreed with the

phrase saying having good relationships with other EFL teachers at their schools. The data also depicted that 25 (38%) of teacher respondents strongly agreed with a kind of relationship called having a friendly relationship with their students. From Table 10, the data showed that 2 (29%) of the remaining respondents strongly disagreed with the last two descriptions stating about EFL teachers' relationships. In other words, the data in Table 10 also indicated that 37 (57%) and 29 (45%) of teacher respondents strongly disagreed with the kind of expressions describing about EFL teachers' relationships that having good relationship with their supervisor(s) and having relationships with their students' parents respectively. As the entire data on Table 10 indicated, it can be said that the kind of personal relationships of EFL teachers of public primary schools to teach English were grouped into two categories. The two categories of personal relationships of EFL teachers were functioned as either motivators or demotivators to teach English. As the finding ultimately indicated that being observed and observing each other while they were engaged in their EFL classroom teaching, lending and borrowing EFL teaching materials to one another at their schools, sharing experiences and craft knowledge in their EFL teaching along with another EFL teachers at their schools, having good relationships with other EFL teachers at their schools and having a friendly relationship with their students said to be the personal relationships used as motivators. Whereas having good relationship with their supervisor(s) and having good relationship with their students' parents can be categorized under the personal relationships used as demotivators.

In line with this finding, it is good to add and give the idea of some scholars that the relationships appear to be able to integrate professional knowledge (the subject matter and pedagogy), knowledge of interpersonal (human relations), and knowledge of intrapersonal (ethics and capacity reflective) when he is satisfied with the work (Collinson, 1996; Connell & Ryan, 1984; Rosenholtz, 1989).

Similarly, the response obtained from the interview made with **T₁** for **Q. No.6**, showed that she recommended with her best emphases on behalf of other EFL teachers and her as:

She started saying that she would like to recommend that other EFL teachers and herself who were similarly teaching English anywhere at the public primary schools in the administration city had to discuss problems with one another when they faced some kind of challenges which cannot be overcome individually. She also added that other EFL teachers and she should work

all together with commitment for the outshining of their teaching profession so that motivating EFL teachers despite the fact that they were not treated accordingly by the government and the society at large for various reasons. Finally, she concluded that, however, all what she said could only be effectively carried out if the relationship among the schools of EFL teachers built on a peaceful ground. Otherwise; teaching English language became impractical or unimaginable. Since teaching cannot be carried out with an individual effort alone. She also finally added that their positive interaction and commitment they, EFL teachers, developed among them would help them to boost up their motivation to teach English by overcoming undesirable attitudes imposed on them by the administrative body and the society at large.

In supporting with the idea of the responses of the preceding interviewee of this study, what some scholars like Ducharme (2000), Barth (2003) and Brunetti (2005) described about the kind of relationships of EFL teachers in the same way that congenial (personal) and collegial (professional) relationships were important and should be addressed positively concerning job satisfaction and helped them provide and receive both personal and professional support from their peers, including goal setting, sharing of materials, and designing curriculum. What Ducharme (2000) made slightly different from the above two scholars in that he emphasized the best that work group interactions, especially social support received from co-workers, may significantly contribute to job satisfaction and motivation among teachers.

Ultimately, as so much of the information stated out earlier based on the questionnaire and the interview, it can be said that the findings of the study showed that any type of EFL teachers relationships had played an essential role as motivators or demotivators at the public primary schools of EFL teachers to teach English. This, result of the findings of the study, implies that EFL teachers should develop good relationships of any type (congenial-personal and/or collegial-professional) for the best attainment of the motivation of EFL teachers to teach English at their schools.

4.4.4 Self-realization as the motivators or demotivators of EFL teachers to teach English

To see if self-realization has the role on the motivation of EFL teachers to teach English or not, respondents were given several phrases which described the role of self-realization on the

motivation of EFL teachers to teach English. Then, they were asked to rate these phrases in terms of their level of agreement. The data were presented in Table 11.

Table 11: Self-realizations as the motivators or demotivators of EFL teachers to teach English

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
	F	%	F	%	f	%	f	%	F	%	F	%
The provision of job opportunities to learn and develop their abilities to their full potential level	29	44	19	30	4	6	8	12	5	7	65	100
Receiving enough feedback about the effectiveness of their EFL teaching performance frequently	16	24	38	59	2	4	6	9	3	4	65	100
Knowing and helping their students to learn English	13	20	40	61	3	5	7	11	2	3	65	100
Being independence and initiative in their EFL teaching are both encouraged and rewarded at their schools	15	23	28	43	7	11	5	8	10	15	65	100
Having a job in which they can perform to the best of their ability	41	63	14	22	5	8	3	4	2	3	65	100

The data in Table 11 shows that 29(44%) of the respondents strongly agreed that the provision of job opportunities to learn and develop their abilities to their full potential level. Regarding on the issue raised in the table above (Table 11) that receiving enough feedback about the effectiveness of their EFL teaching performance frequently, the data in Table 11 revealed that 38 (59%) of the respondents had agreed with it. The data in the above table (Table 11) further revealed that 40 (61%) of teacher respondents agreed with the phrase that described as knowing and helping their students to learn English. The data in Table 11 also depicted that 28 (43%) of the respondents agreed with the phrase that was stated as being independence and initiative in their EFL teaching are both encouraged and rewarded at their schools. The data in table 11 eventually showed that 41(63%) of teacher respondents strongly agreed that having a job in

which they can perform to the best of their ability. Based on the data in table 11, it can be said and confirmed that self-realization of EFL teachers in the public primary schools of the education department of Bahir Dar City Administration regarded as only the motivators of EFL teachers to teach English. No data in the table above (Table 11) showed that self-realization acting as the demotivators. This did not mean that EFL teachers were hundred percent perfect in their academic knowledge and did not need further educational training program. But they were capable enough to teach English in the public primary schools level.

In accordance with the findings of this study, Max Praver and William Oga-Baldwin (2008) described that self-realization includes efficacy and personal growth leading to the intrinsic rewards that many teachers find in teaching. In addition to this, one of these scholars, he or she explains and places the idea of “competence” with that of “efficacy.” Associated with this, Wheatley (2000) also stated as “Teacher efficacy refers to teachers’ beliefs about their ability to influence students’ outcomes.” Teachers who feel their methods are successful can build a sense of efficacy leading to improved intrinsic motivation. In line with the finding of this study, it is need to join and better state the idea of self-realization as a motivator with the idea of the theory of Maslow's Hierarchy of needs (1954). This theory proposes that there are five main needs: physiological, safety/security, social/affiliation, self-esteem and self-actualization. Therefore, the idea of Maslow’s Hierarchy of needs mentioned as the last stage (i.e. self-actualization) could support with the idea of the findings of this study. The other scholar also added on the fifth stage of development and further elaborates the following points in line with the finding of this study as it comprises the need for growth, achievement, progress and fulfills oneself (Peretomode, 1991). In the case of the school system, teachers need to maintain their competence, achievement and progress.

In connection to this, EFL teacher respondents were interviewed and provided their recommendations on behalf of the administration body for **Q.No.6** as below: the administrative body had to design different training programs. These training programs could be settled in various ways. For example, one could be in short term and the other could be in the long term manner. In the short term training programs, EFL teachers would involve trainings which might take place at their schools or nearby their schools for a few months or weeks while they were teaching side by side. Whereas, in the long term training programs teachers could attain trainings which might take a year or years. These kinds of programs have to be sponsored by

the administrative bodies and NGOs. If these kinds of programs were integrated with peer training programs which took place once or twice a week at their schools, it would help to boost up their level of self-realization which functions as the motivator of EFL teachers to teach English. The interviewees finally said and concluded that the progress of self-realization as the motivator of EFL teachers helps them lead their everyday teaching activities smoothly. Having this efficiency of work, teachers feel proud and motivated to do their teaching properly. Thus, it has been found out that the development of self-realization as the motivator of EFL teachers to teach English could mean ones' competence or efficacy of the language and language teaching. Since one of the scholars mentioned earlier confirmed that the idea of competence could also be replaced by that of efficacy or effectiveness. Thereby, the possession of self-realization as the motivator of EFL teachers would mean the progress, achievement, growth and fulfillment of themselves. Due to these facts, attaining the self-realization of EFL teachers could serve as one of the motivator of EFL teachers in particular to teach English in the primary schools of Bahir Dar city administration.

4.4.5 The institutional supports as the motivators or demotivators of EFL teachers to teach English

To examine whether the institutional support functioned as the motivators or demotivators of EFL teachers to teach English or not, respondents were given several statements which describe the role of institutional support on the motivation of EFL teachers. Then, they were asked to rate these statements in terms of their level of agreement. The data were presented in Table 12.

Table 12: Institutional supports as the motivators or demotivators of EFL teachers to teach English

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	F	%	f	%	F	%
The arrangement of offices and classrooms and the spaces available in them at their schools demotivate EFL teachers	17	26	25	38	3	5	11	17	9	14	65	100
The availability of inadequate instructional materials in their schools	28	43	20	31	2	3	8	12	7	11	65	100
Insufficient school management support as the cause for the absence of the motivation of teachers to teach English	30	46	17	26	5	8	10	15	3	5	65	100
Participatory decision making activities particularly concerning their EFL teaching at their schools	5	8	9	14	3	4	15	23	33	51	65	100
The positive evaluation of their EFL teaching by supervisors	27	41	18	28	13	20	4	6	3	5	65	100

The data in Table 12 shows that 25 (38%) of the respondents agreed with the phrase described as the arrangement of offices and classrooms and the spaces available in them at their schools demotivated EFL teachers. The data in this table (Table 12) also revealed that 28(43%) of teacher respondents strongly agreed with the phrase that the availability of inadequate instructional materials in their schools. In relation to the idea already described in the phrase that insufficient school management supports as the cause for the absence of the motivation of teachers to teach English, the data in the same table, Table 12, revealed that 30 (46%) of teacher respondents had strongly agreed with it. The information in table 12 showed that 33(51%) of the respondents strongly disagreed with the expression that was stated as participatory decision making activities particularly concerning their EFL teaching at their schools. The data, in Table 12, eventually indicated that 27(41%) of teacher respondents strongly agreed with the phrase that was described as the positive evaluation of their EFL teaching by supervisors. These data, observed in Table 12, confirmed that institutional supports

have functioned as the demotivators of EFL teachers to teach English except in the phrase described as the positive evaluation of their EFL teaching by supervisors which functioned as the institutional supports as the motivators. In line with the findings of this study, some scholars Mowday and Nam (1997) stated out that in order for teachers to feel that they can adequately successes with a class, they must have the proper materials in order to teach the way they need to teach. Without time and proper physical materials needed to prepare or perform classroom tasks, teachers often “become frustrated because they believe their efforts will not be translated into good teaching performance”. The other scholar Olsen (1993) also added and demonstrated that many teachers feel that better teaching materials and support will positively influence their teaching, while Philips and Freedman (1984) indicated that many teachers blame too little institutional support and too many restrictions, and thereby lose motivation. In short, if teachers do not believe they are getting adequate institutional support, they will be less likely to believe in the possibility of success, thereby become demotivated.

The interviewees (in their responses for **Q.No.6** as what should be done on behalf the administrative body) also said that the schools have to provide them many things. Some of the things that they expect were the supply of sufficient textbooks, chairs, desks and well-ventilated staff rooms, well-functioned libraries, language laboratory buildings and other things which are essential for the teaching learning activities of English language and others. They added that these resources, in fact, may not be affordable only by the administrative body. Thus, the overall participation (i.e. the administrative body, the society, and we, teachers all together) is needed to fulfill for the successful provision of school materials. Finally, they concluded that if such kind of institutional supports were provided, these provisions could help them as the institutional support which functioned as motivators of their EFL teaching. They also said that this didn't mean that they were receiving the institutional support as motivators of our school at all. This in other words is used to mean that they were in scarce of institutional support so as to carry out their EFL teaching properly in the public primary schools of their city.

Therefore, the finding of the study based on the information gathered through questionnaire found that public primary schools of EFL teachers in Bahir Dar City Administration received much of the institutional support with little exceptions. With some differences as the responses obtained in an interview from primary schools of EFL teachers of the city also confirmed that

though they were not receiving enough institutional support as they should have received, institutional support was found and functioned as a motivator of EFL teachers to teach English in the public primary schools of Bahir Dar city administration.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The purpose of the study is to explore the motivation of EFL/ESL teachers in public primary schools of Bahir Dar City Administration to teach English language. In this section the most important points would be treated with respect to the research questions of this study.

As to begin the summary of this study, data were gathered from 65 EFL teachers through the questionnaire and from 5 EFL teachers through an interview. The analysis of data shows the following results.

EFL teachers of public primary schools were motivated to teach English to a large extent this was driven by EFL teachers' commitment and the motivation they have to their job, teachers' personal qualities and EFL teachers' educational background. In addition to this, EFL teachers of public primary schools were motivated to teach English to a moderate extent this was stimulated by their familiarities with their schools' general climate and the existing school norms and their knowledge and skills. Nevertheless; EFL teachers of public primary schools were not motivated to teach English at all extents deterred by the availability of inadequate class sizes, the limited availability of school resources and facilities and the low value of EFL teachers' role given by colleagues, authorities and the societies at large. Thus, it can be said that most of EFL teachers of public primary schools were motivated to teach English which were initiated by various situations though they were motivated at different extents. On the other hand, EFL teachers were not motivated to teach English at all extents due to the existing limitations of very few situations already expressed earlier.

Generally, it has been found that since most of the responses obtained from the EFL teachers through the questionnaire and the information gathered from the responses of the five EFL teacher interviewees confirmed that public primary schools of EFL teachers were found motivated to teach English. However, there were some challenges happened to them as already stated both in their questionnaire and interview provided to them in the analysis section so far. In other words, this didn't mean that EFL teachers of public primary schools were motivated

hundred percent to teach English for very few reasons. These were: there were no adequate class sizes, the availability of insufficient school resources and facilities at their schools, for example.

In the case of the public primary schools of EFL teachers' behaviour, the result of the study found out that there were some sort of behaviors exhibited as public primary schools of EFL teachers were motivated to teach English intrinsically. As the findings of the study indicated that EFL teachers prepare lesson plan/s on time and put them in their schools of EFL lesson plan case, teachers read different books besides their classroom text to upgrade themselves and then to be an efficient EFL teacher as well, teachers use different EFL texts for their EFL teaching in order to enrich the students' text and make their EFL lesson enjoyable for the students, teachers spend much of their time by reading useful texts even outside their schools and teachers encourage the students to use English while they were trying to speak were some of the behaviours that public primary schools of EFL teachers exhibited vividly as the data in Table 7 indicated.

As we come to the issue regarding on different motivators or demotivators of EFL teachers to teach English, the findings of the study were appeared following the analysis given under every type of situations acting as motivators or demotivators. Five types of situations acting as motivators or demotivators were included and examined in this study. These were the extrinsic, the autonomy, the relationship, the self-realization and the institutional support.

The researcher would like to illustrate every finding of the study regarding on these motivators or demotivators turn by turn as he did in the analysis first and then he put them the overall result. This helped the researcher to put the findings in general terms. Thus, it was tried to demonstrate the findings of the study in a nut shell as below:

With regard to the extrinsic motivators or demotivators, it was found that though there were problems observed in the wrong administration of a few elements of extrinsic motivators as some of the interviewees confirmed and as the data in the questionnaire item in Table 8 depicted that the extrinsic motivators had an effect on the motivation of EFL teachers of the public primary schools to teach English. On the other hand, very few numbers of extrinsic demotivators had not been administered in the way that could help and address the motivation

of EFL teachers to teach English. From these findings, thereby, it was concluded that the motivation of EFL teachers of primary schools to teach English caused by extrinsic motivators was spoiled out to some extent by the demotivators. The extrinsic demotivators, as they were revealed in Table 8, the reward was not fairly awarded, the pay given to those teachers didn't deserve to the serves they rendered and EFL teachers' belief in that their teaching accomplishments were not received the right recognition by any concerned bodies.

From these findings, thereby, it is said and concluded that even the extrinsic demotivators of EFL teachers of public primary schools could better help them to teach English. For example, if the reward is fairly awarded, the pay given to those teachers deserved to the services they rendered and EFL teachers' accomplishments had received the right recognition by any concerned bodies. Otherwise; the motivation of EFL teachers could be affected by such extrinsic demotivators very badly so that demotivated them in the end.

The findings of the study with regard to the autonomy as one component of motivators or demotivators revealed that the motivation of EFL teachers were highly deterred by the black and white rules of primary schools EFL teachers imposed by supervisors. For example, the restricted use of textbooks, having no job security, etc. which never let these teachers to teach based on their academic knowledge, experiences (they acquired and experienced so far), the need and culture of the students, etc. Consequently, these autonomies which were acting as the demotivators and deterred them to teach English accordingly. As the response obtained from an interview apart from the responses obtained from the questionnaire indicated that the whole autonomies of EFL teachers were totally impoverished by the administrative bodies. The autonomy as motivator of EFL teachers could not really exist in the public primary schools of Bahir Dar City Administration to teach English freely. This in other words meant EFL teachers had lack of long term employment and job security, separation and alienation of teachers; lack of rewards and for creativity, lack of autonomy in teaching and evaluation process, lack of autonomy due to mandated curricula and tests, over commercialization of textbooks, discrepancies in teaching philosophies and institution of team teaching and foreign assistance. In short no freedom of action given to EFL teachers, especially the academic one.

Concerning on EFL teachers relationships, as the entire data in Table 10 indicated, it can be said that the kind of personal relationships of EFL teachers of public primary schools to teach

English were found into two categories. The two categories of personal relationships of EFL teachers were functioned as either motivators or demotivators to teach English. As the findings ultimately indicated that being observed and observing each other while they are engaged in their EFL classroom teaching, lending and borrowing EFL teaching materials to one another at their schools, sharing experiences and craft knowledge in their EFL teaching along with another EFL teachers at their schools, having good relationships with other EFL teachers at their schools and having a friendly relationship with their students said to be the extrinsic motivators. Whereas, having good relationship with their supervisor(s) and having good relationship with their students' parents can be categorized under the extrinsic demotivators.

As the findings of the study in the case of relationship of EFL teachers clearly revealed that any type of EFL teachers' relationships (i.e. both congenial-personal and/or collegial-professional) had played an essential role as motivators or demotivators to the public primary schools of EFL teachers in Bahir Dar City to teach English. This, findings of the study, implies that EFL teachers should develop good relationships of any type (congenial-personal and/or collegial-professional) for the motivation of EFL teachers in public primary schools to teach English successfully. Otherwise, it is undoubtedly the reverse will happen to them in the end.

In the case of self-realization and based on the data in Table 11, it can be said and confirmed that self-realization of EFL teachers in the public primary schools of Bahir Dar City Administration regarded as only the motivators of EFL teachers to teach English. No data on the table showed that self-realization acting as the demotivators. This didn't mean that EFL teachers were hundred percent perfect in their academic knowledge and didn't need further educational training program. But, this is simply to say that they were capable enough to teach English in the primary schools level. However, they needed additional training program either to update and refresh their previous knowledge or upgrade themselves to get better position and payment. For this reason, the information obtained by the interview suggested that EFL teachers recommended the administrative body to design different training programs. These training programs could be settled in various ways. For example, one could be in short term and the other could be in the long term manner. In the short term training programs, EFL teachers would involve trainings which might take place at their schools or nearby their schools for a few months or weeks while they were teaching side by side. Whereas in the long term training programs teachers could attain trainings which might take a year or years.

Regarding on the institutional support and based on the data depicted in Table 12, it confirmed that most of institutional supports have functioned as the demotivators of EFL teachers to teach English except the phrases described as participatory decision making activities particularly concerning their EFL teaching at their schools and the positive evaluation of their EFL teaching by supervisors which functioned as the institutional supports acting as the motivators.

The findings of the study, as the information obtained both from the interview and the questionnaire confirmed, with the idea of institutional support revealed that without any sort of the contribution of the institutional support nothing would be expected to be created on the motivation of EFL teachers to teach the language. In other words, this implies that nowhere that education would be effectively implemented whatever EFL teachers endeavor alone was exerted despite the involvement of the institutional support, too.

To sum up the overall summary of the study, the findings of the study were involved in three major issues (i.e. the motivation of EFL teachers to teach English, the behavior exhibited when EFL teachers teach English intrinsically and about the different kinds of motivators or demotivators to teach English with motivation or the vice-versa-demotivation). Therefore, public primary schools of EFL teachers were found motivated to teach English, however, the degree of their motivation were to somehow found to be different. In the case of EFL teachers' behaviors, there were some sorts of behaviors exhibited as public primary schools of EFL teachers were motivated to teach English intrinsically. Finally, there were different kinds of situations used either as motivators or demotivators of EFL teachers to teach English. Though some of these act as only motivators, for example, self-realization or only demotivators, for example the autonomy of EFL teachers to teach English, the rest kinds of situations incorporates both elements of motivators and demotivators with uneven distribution.

5.2 CONCLUSION

Base on the findings, it may be possible to conclude that the motivation of the public primary schools of EFL teachers could be better if they are engaged in a situation that enable them to do their EFL teaching. However, this does not mean that their motivation of EFL teaching only depends on a good situation. This implies that the motivation of EFL teachers to teach the language was also depends on their commitment and self-confidence to carry out their teaching duty.

With regard to the public primary schools of EFL teachers' behaviour, there were some sorts of behaviors exhibited as public primary schools of EFL teachers were motivated to teach English intrinsically. However, it is impossible to say all in all that EFL teachers who didn't exhibit such kinds of behaviors while they were teaching were not motivated intrinsically. In fact, it is easy to say that those EFL teachers who did most of the teaching activities said to be intrinsically motivated on the bases of scholarly view theories. The problem may arise if EFL teachers exhibited behaviors when they were teaching English intrinsically could be treated in the same way as those EFL teachers who didn't exhibit behaviours of similar types while teaching English for a certain time. This implies, nothing was good to teach English and reflect that kind of behavior by far. On the contrary, this may encourage those who were not teaching English intrinsically and rather discourages those who were teaching English intrinsically and exhibited the appropriate behavior.

As it was seen from the different kinds of situations that were acting as motivators or demotivators of EFL teachers to teach English, limited kinds of situations were taken into account in this study. These were the extrinsic, autonomy, relationships, self-realizations and institutional supports. Each of these motivators or demotivators could play different roles in their teaching of English language. However, it is true that, for example, the extrinsic motivators may not be equally motivated for all EFL teachers who were teaching in the public primary schools and helped them equally successful and the same can be happened in the case of demotivators. For this, various reasons could be mentioned. It was assumed that EFL teachers genetic makeup, the environment where EFL teachers live, the diet EFL teachers eat, etc. variations may create another variation in their autonomy, relationship, self-actualizations, extrinsic and institutional supports which act as motivators or demotivators, or both while they teach English. As a matter of fact EFL teachers who were said to be extrinsically motivated or demotivated, could be caused by one of the situations which was acting as motivators or demotivators for EFL teachers.

To sum up the conclusion, public primary schools of EFL teachers were motivated to teach English implies that their motivation level does not mean the same and they were similarly successful as a result of that. However, they were motivated to teach English, their motivation level varies ranging from moderate extent (to the minimum level) to a very large extent (to the maximum level). EFL teachers were also motivated to teach English intrinsically and reflect

some sort of behaviours this also implies that the behaviours exhibited by EFL teachers could not identically exist in all public primary schools of EFL teachers who were motivated to English intrinsically. This in other words is used to mean that the reflection of such behaviors may depend on various situations. Some of these may be the mood of the person, the environment where s/he lives, their educational/family background, etc. for example.

Therefore, the following four points could be suggested at the end of the conclusion of this study:

- ❖ Unless EFL teachers' commitment and self-confidence, the motivation of EFL teachers to teach English did not always depend on good situations.
- ❖ Some kind of problems may arise if EFL teachers exhibited behaviors when they were teaching English intrinsically. For example, when they were treated in the same way as those EFL teachers who did not exhibit behaviours of similar types while teaching English for a certain time.
- ❖ However, it is impossible to say all in all that EFL teachers who didn't exhibit such kinds of behaviors while they were teaching were not motivated intrinsically.
- ❖ Unless different kinds of motivators of EFL teachers such as the extrinsic, autonomy, relationships, self-realizations and institutional supports happened in harmoniously, only the existence of one or two of these as motivators would not bring a fruitful result on the motivation of EFL teachers to teach English.

5.3 RECOMMENDATIONS

5.3.1 To the administrative bodies and stakeholders

- Regarding the motivation of EFL teachers to teach English, the study recommended that the administrative body should ensure that the autonomy of public primary schools of EFL teachers should be alleviated on time to boost up EFL teachers motivation in teaching English.
- The study also recommended that the administrative body should give something to EFL teachers in the form of award, especially to those who were working harder so as to enable their students to listen, speak, read and write in their everyday language skills lesson. The award could be provided either in the form of financial carrot or in the form

of materials which can play a significant role in the teaching learning processes. Apart from salary increments, creating conducive working environment, give proper respect, recognition, etc. These and other similar things which could bring a positive effect in improving the motivation of EFL teachers to teach should be expected to be done on behalf of the administrative body.

- The study finally recommended that the administrative bodies and any other stakeholders should ensure that the schools' environment should be attractive in initiating their working mood. This can be done by ensuring good discipline among students and ensuring that the rules and regulations of the schools were adhered.

5.3.2 To EFL teachers at public primary schools

- On teacher training programs starting from the long term to the short ones, the study recommended that teachers should attend any training programs to update their skills. By attending any type of educational training programs, primary school EFL teachers will develop confidence in teaching English and become motivated.
- It is recommended that EFL teachers need to discuss problems they encounter everyday beginning from the school extending to the society thoroughly on how to reverse the negative attitude developed from both the administrative body and the society and which was being hovered upon them. Apart from this, they should show love and respect to their career and profession at large together with this they should struggle legally to bring back the honor, respect and recognition they lost some years ago.

5.3.3 To the society at large

- The study recommended that the society, since it is one of their public institutions, were expected to do the following things: show proper respect and dignity to teachers, work closely with teachers especially in making decisions and improving the teachers motivation, award committed EFL teachers in their teaching, and so on. if the things stated earlier are ok, the needed quality-the the motivation of EFL teachers will be alright soon. The student's poor performance of language learning will also be returned to the better way of performing the language. In general, if the unfavourable situations

eliminated, it is expected that a paradigm shift will be attained within a short period of time unquestionably on the better motivation of EFL teachers to teach the language.

- The study also recommended that the society have worked with teachers to solve some critical problems and urge the administrative body to make some improvements of the teachers' lives which enable to have delivered quality education to their children via the motivation of EFL teachers in teaching their subject.

5.3.4 Recommendations for Further Research

- Finally, this study was carried out in public primary schools of Bahir Dar city administration and the study came up with that EFL teachers were motivated to teach English despite the challenges. The study also revealed that they were motivated by most of the situations with the exceptions of very few ones as they were depicted in Table 6 of the analysis section of this study. However, the study recommended that further study need to be conducted by other upcoming researchers on this topic with wide and different perspectives.

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APPENDICES

Appendix A: List of Names of Public Primary Schools in Bahir Dar City

No.	Primary Schools with 1-8 grades \ Full Cyle.	No.	Primary Schools with 1-4grade levels \ 1st cycle only.
1	Achader	30	Akuabi
2	Addis Amba	31	Bezawit
3	Ayer Tenna	32	D\ Mariayam
4	Dasra	33	Du Du
5	DilChibo	34	FelegeAbay
6	Dona Ber	35	Gubamie
7	EwuketFana	36	KollaTSION
8	Gediro	37	Shumabo
9	Gordema	38	TissAbay
10	Kulkual	39	Workemila
11	Lumamie		
12	Maggi		
13	Maremiya		
14	Meshenty		
15	Meskerem 16		
16	SaliWarka		
17	Sebatamit		
18	SertseDingil		
19	Shimbit		
20	Teyima		
21	TissAbay		
22	TsehaiGibat		
23	Uora		
24	Woramit		
25	Woreb		
26	Yekatit 23		
27	Yiganda		
28	Zegie		
29	Zenzelima		

Appendix B: Letter of Permission for School Principal

Dear Head of a School,

I would like to request for permission to conduct a research entitled with ‘The Motivation of EFL Teachers to Teach English at Public Primary Education Level in Bahir Dar City Administration’. I am currently undertaking my Masters Degree in Education in Bahir Dar University. The purpose of the research is to investigate the motivation of EFL teachers in teaching (English as Foreign Language) in public primary Education level in Bahir City Administration.

In this research work, I would like to ask participation of the 2018 all English language teachers who teach in this school. No teacher wishing to take part is omitted from the study. The teachers will be asked to participate in an individual filling of questionnaire and interview. No interview will take longer than one hour. Interviews will be recorded and transcribed by me (the researcher) when necessary with no concept difference.

In relation to this, I would also like to inform you that the questionnaire that was prepared for teachers will also be presented in an independent questionnaire formats after the interview will be held.

Throughout this research, the participants’ identities will be kept confidential, which means that in the final report or any academic presentations, no individuals will be identifiable. All data will be stored securely. A summary of the research findings will be made available for the interested participants upon request after the completion of the thesis. The thesis will be submitted to and approved by the Faculty of Humanities in the Department of English and Literature at the University of Bahir Dar.

If you have any questions or anything you would like to receive further information regarding the research, you can address it either to me, my advisor or to the Department of English Language and literature at the University of Bahir Dar. Your contact can be made either through mobile phone or using an email address of us.

Thank you

Your sincerely,

Temesgen Mihiretu

Appendix C: Letter of information for EFL Teachers

Research title: The Motivation of EFL Teachers at Public Primary Education Level to Teach English as Foreign Language

Dear EFL teachers,

I would like to invite you to take part in my research project. I am undertaking a Masters Degree at Bahir Dar University. The purpose of the research is to investigate the motivation of EFL teachers in teaching (English as Foreign Language) in public primary Education level in Bahir City Administration. I am asking for your help by participating in this project.

I would like to interview you individually. The interview will take about not more than an hour. During this interview, you will be asked some questions about teachers' motivation in teaching EFL as you use in teaching English. If you change your mind about your participation in this project, you may withdraw up to 24 hours after the interview takes place without giving any reason. The interview can take place in anywhere that you prefer and at a time suitable for you. The interview will be audio recorded and then transcribed by myself as the researcher when necessary with no concept difference.

Throughout this research, the participants' identities will be kept confidential, which means that in the final report or any academic presentations, no individuals will be identifiable. All data will be stored securely. A summary of the research findings will be made available for the interested participants upon request after the completion of the thesis. The thesis will be submitted to and approved by the Faculty of Humanities in the Department of English and Literature, at the university of Bahir Dar.

If you have any questions or would like to receive further information regarding the research, you can address it either to me, my advisor or to the Department of English Language and literature the University of Bahir Dar. Your contact can be made either through mobile phone or using an email address of us.

Thank you
Yours sincerely,
Temesgen Mihiretu

Appendix D: Consent Letter form for EFL Teachers

Consent to participate in the research (EFL teachers)

Title of the research: The Motivation of EFL Teachers at Public Primary Education

Level to teach English as Foreign Language (EFL)

Please put your tick mark (✓) in the appropriate box to indicate your agreement/disagreement with the statements and to provide informed consent for participation in this research project.

Yes No

I have read and understood the letter of invitation.

I have had an opportunity to ask questions about this research.

I consent to participate both in the interview and questionnaire.

I consent to participate only in the interview.

I understand that the researcher will record and transcribe the interview.

I understand that my participation is voluntary.

I understand that I can withdraw up to 24 hours after the interview takes Place.

I understand that any information that I provide is confidential, and that no information that could lead to my identification will be disclosed in any reports on the project, or to any other party.

I understand that the information I provide may be used in academic papers including the researcher’s master’s thesis.

I understand that all data will be stored securely.

Name :.....

Signature :.....

Date :.....

Please provide your contact details below if you would like to receive a summary of this research.

Thank you!

Contact details:-----

Appendix E: Cover Letter of the Questionnaire Item



BAHIR DAR UNIVERSITY
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
QUESTIONNAIRE FOR PUBLIC PRIMARY SCHOOLS' EFL TEACHERS IN BAHIR
DAR CITY ADMINISTRATION

Dear Respondents:

I am a postgraduate student pursuing a Master of Education Degree (M.Ed.) at Bahir Dar University. The purpose of this questionnaire is to gather data about EFL teachers' motivation in teaching English at public primary (full cycle) education level in Bahir Dar City Administration.

The information you will provide will be used only for research purpose and remain highly confidential and anonymous. The quality and success of this research work directly or indirectly depends on your kind cooperation in filling the questionnaire with genuine, complete, and timely responses.

You are, therefore, kindly requested to provide genuine information for each of the items carefully. Your assistance and cooperation will be highly appreciated.

Thank you in advance for all your earnest responses!

General directions to fill out the questionnaire:

- A. Where the questions require rating (from strongly agree to strongly disagree) please rate the choices by **putting a tick mark (✓)**.
- B. To help the researcher treat your responses confidentially and objectively, please **do not write your name on any of the papers of this questionnaire.**
- C. 'EFL' stands for "English as a foreign language".
- D. Please provide your responses to each item in the questionnaire carefully and responsibly and return it after completing on time as soon as possible.

Appendix F: Pilot Questionnaire for Teachers

Part I: About the motivation of EFL teachers

The following statements are the perceived situations determined the motivation of EFL teachers to teach English Please read these statements in the matrix carefully and decide to what extent these things have determined the motivation of EFL teachers in teaching EFL in your school according to the scales leveled from 5 to 1 below:

5= to very large extent 4= to large extent 3= to moderate extent 2= to small extent

1= no extent at all.

Please tick (√) in front of each stated situation in the box under each scale that best reflects your answer.

No.	Influencing Situation/statement	5	4	3	2	1
1	As an EFL teacher, you are committed to your job.					
2	You are familiar with your school's general climate and the existing school norms.					
3	There are adequate class sizes, the school resources and facilities at your school.					
4	You agree with the value of EFL teachers' role given by colleagues, authorities and the societies at large.					
5	You are motivated with your job.					
6	You have personal qualities as an EFL teacher.					
7	You have an educational background as an EFL teacher.					
8	You have knowledge and skills in English language teaching.					

**Part II: The kind of Behaviours exhibited when EFL teacher are motivated to
Each English intrinsically**

The following are some statements indicating the intrinsic motivation of EFL teachers to teach English. Give your responses based on the levels provided from 1 to 5 below which indicate the level of intrinsic motivation of EFL teachers.

5= **Strongly agree (SA)** 4=**Agree (A)** 3=**Neutral (N)** 2=**Disagree (DA)** 1=**Strongly disagree (SD)**.

Please tick (√) in front of each statement in the box under the scale that best reflects your answer.

No.	Statement	5	4	3	2	1
1	You prepare lesson plan/s on time and put it in your school's an EFL lesson plan case for evaluation on Fridays.					
2	You use different EFL texts to teach English such as magazines, internet extracts, photographs, cartoon, etc in addition to the classroom text as enriching materials and to make the lesson enjoyable for the students.					
3	You read different books besides the students' text book both to upgrade yourself and to be an efficient EFL teacher as well.					
4	You spend much of your time reading books for your classroom teaching even outside your school.					
5	Most of the time you use English in the classroom and you encourage the students to use English as much as possible when they try to speak and write it in their English lessons even sometimes outside the classroom.					
6	Your work is enjoyable and stimulating.					

Part III. Different kinds of motivators or demotivators of EFL teachers to English

A. Extrinsic Motivators or demotivators

- ❖ The following are some phrases indicating the extrinsic motivators or demotivators of EFL teachers to teach English. Please give your responses using the levels given under Part III-A above which indicate the level of extrinsic motivators or demotivators of EFL teachers.

No	Statement	5	4	3	2	1
1	The pay given to teachers is worth with the services they render.					
2	Encouraging them by receiving presents as a reward from their schools					
3	The promotion made on the basis of EFL teachers' qualifications and performances					
4	EFL teachers' output outweighs the pay given to them in terms of salary.					
5	Low pay with regard to your inputs normally is de-motivating your performance.					
6	Earning a good salary					
7	The belief that EFL teachers have about their teaching accomplishments are recognized by both the government and the society at large					

B. Autonomy as motivators or demotivators

- ❖ The following are some phrases on the autonomy as motivators or demotivators that determine the motivation of EFL teachers to teach English. Please give your responses using the levels given under Part III-A above, but this is (C) about how much you, as an EFL teacher, are determined by autonomy as motivators or demotivators.

No.	Statement	5	4	3	2	1
1	Having the right to teach based on their own syllabi without using the national one					
2	Having the right to teach using their own textbook without the book prepared in the national level if they want					
3	Emphasizing and rewarding EFL teachers' creativities at their schools					
4	Introducing changes without going through a lot of red tape and adhere to rules					
5	Having flexible working hours					
6	Having a good job security.					
7	The availability of clear rules and procedures at their schools					
8	Having a manageable workload.					
9	Being treated fairly at your school.					
10	The availability of responsive suggestions and grievances to EFL teachers by the school supervisors					
11	Allowing them with sufficient freedom to do what is necessary in your school to do a good EFL teaching.					

C. Relationships as Motivators or Demotivators

- ❖ The following are some phrases on the relationships that determined the motivation of EFL teachers to teach English. Please give your responses using the levels given under Part III-A above, but this is (D) about how much they, as an EFL teacher, are determined by the relationships as motivators or demotivators of their colleagues.

No.	Statement	5	4	3	2	1
1	Being observed and observing each other while they are engaged in their EFL classroom teaching					
2	The invitations of coffee or tea often made among EFL teachers at the canteen of their schools					
3	Lending and borrowing EFL teaching materials to one another at their schools					
4	Sharing experiences and craft knowledge in their EFL teaching along with another EFL teachers at their schools					
5	Having good relationships with other EFL teachers at their schools					
6	Having a friendly relationship with their students					
7	Having good relationship with their supervisor(s)					
8	Having good relationship with their students' parents					
9	Having sufficient opportunities to contact with professionals in the field of EFL teaching					

D. Self-realization as Motivators or Demotivators

- ❖ The following are some phrases about the self-realization that determined the motivation of EFL teachers to teach English. Please give your responses using the levels given under Part III-A above, but this is (E) about how much you, as an EFL teacher, are determined by the self-realization as motivators or demotivators you attained already.

No.	Statement	5	4	3	2	1
1	The provision of job opportunities to learn and develop their abilities to their full potential level					
2	Receiving enough feedback about the effectiveness of their EFL teaching performance frequently					
3	Having the challenging job					
4	Knowing and helping their students to learn English					
5	Being independence and initiative in their EFL teaching are both encouraged and rewarded at their schools					
6	Having a job in which they can perform to the best of their ability					

E. Institutional Supports as Motivators or Demotivators

- ❖ The following are some statements on the institutional support that determine the motivation of EFL teachers to teach English. Please give your responses using the level given under Part III-A above, but this is (F) about how much you, as an EFL teacher, are determined by the institutional support functioned as the motivators or demotivators.

No.	Statement	5	4	3	2	1
1	The arrangement of offices and classrooms and the spaces available in them at the schools demotivate teachers.					
2	The availability of inadequate instructional materials in the school.					
3	Insufficient school management support as the cause for the absence of the motivation of teachers to teach English.					
4	Participatory decision making activities particularly concerning their EFL teaching at their school					
5	The positive evaluation of their EFL teaching by supervisors					

Thank you very much for all your Cooperation!

Appendix G: Pilot Interview Guideline Questions



BAHIR DAR UNIVERSITY
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
AN INTERVIEW WITH EFL TEACHERS OF TWO PUBLIC PRIMARY
SCHOOLS IN BAHIR DAR CITY ADMINISTRATION

Good morning/afternoon colleagues. My name is Temesgen Mihiretu. I am a student of M.Ed. from the department of Foreign Language and Literature of Bahir Dar University to study the motivation of EFL teachers at public primary education level: In the case of Bahir Dar city administration. This study relates to you in one way or the other, so your opinions are worthwhile to this study.

Therefore, you are kindly requested to tell me the true responses for the questions I ask you. I would like to let you know that any information will be kept confidential. I would also like to thank you very much for sparing your valuable time and effort in this interview.

Qualification: _____; Services in year: _____; Sex: ____ & School name: _____

1. Do you think that you are truly motivated with your profession as an EFL teacher? Please explain it briefly.
 2. Is there any reward system at your school? If your answer is 'Yes', how does the reward system affect your motivation as an EFL teacher to teach English? Please explain it with evidence as much as possible.
- ❖ What motivates you to teach English? List out the things which help you to motivate yourself to teach English supported with examples. Conversely, what other things demotivates you to teach English? Please try to state out them briefly.
 - ❖ When do you think you feel you are motivated as an EFL teacher to teach? Please State out

them with your reasons in a nutshell.

❖ Will you change your job if you have the opportunity to do so? Whether you say 'Yes' or 'No' why? Please explain your reasons well.

6. What would you recommend to be done by the following categories of people in improving EFL teachers' motivation? Please try to put your opinions in terms of your experiences and your knowledge as well,.

- From the Administrative body,
- From you and others who are similarly teaching English, and
- From the society as a whole

Thank You very much for all your Cooperation!

Appendix H: the Amharic Version of Pilot interview Guideline Questions



ባህር ዳር ዩኒቨርሲቲ

የስነ-ሰብ ትምህርት ትምህርት

የእንግሊዝኛ ቋንቋና ስነ-ጽሁፍ ትምህርት ክፍል

በባህር ዳር ከተማ አስተዳደር ውስጥ በሚገኙ የመንግስት አጠቃላይ/ሙሉ ሳይክል አንደኛ ደረጃ ትምህርት ቤቶች ውስጥ የሚገኙ የእንግሊዝኛ ቋንቋት ምህርትን በማስተማር ላይ ያሉ መምህራ ቋንቋውን የማስተማር ተነሳሽነታቸውን ለማጥናት የተዘጋጀ ቃለ-መጠይቅ፡፡

ወደ የዚህ መጠይቅ ተሳታፊዎች እኔ ተመስገን ምህረቱ እባላለሁ፡፡ የመጣሁትም ከባህር ዳር ዩኒቨርሲቲ ሲሆን በዩኒቨርሲቲው የእንግሊዝኛ ቋንቋና ስነ-ጽሁፍ ትምህርት ክፍል ውስጥ የሁለተኛ ድግሪ ተማሪነኝ፡፡

የዚህ ቃለ መጠይቅ ዋና አላማ በባህር ዳር ከተማ አስተዳደር በሚገኙ የመንግስት አጠቃላይ/ሙሉ ሳይክል አንደኛ ደረጃ ትምህርት ቤቶች ውስጥ የሚገኙ የእንግሊዝኛ ቋንቋት ምህርትን በማስተማር ላይ ያሉ መምህራን ቋንቋውን የማስተማር ተነሳሽነታቸውን በተመለከተ መረጃ ለማሰባሰብ ነው፡፡

በመሆኑም በዚህ ቃለ መጠይቅ መሰረት የሚገኝ መረጃ የጥናቱን ዋና አላማ ለማሳካት እጅግ ከፍተኛ አስተዋጾ ያለው ስለሆነ ትክክለኛና ቀናህ የሆነ ምላሽዎን በመስጠት ይተባበሩን፡፡ በዚህ ቃለ- መጠይቅ አማካኝነት የሚሰጡት ማንኛውም መረጃዎች ሚስጥራዊነቱ የተጠበቀ መሆኑን ላረጋግጥለዎ እወዳለሁ፡፡

በመጨረሻም ለዚህ ቃለ-መጠይቅ ሲባል ያለዎትን ጊዜና ጉልበት በቅንነት መስዋት አድርገው ስለተባበሩን ከልብ አድርጌ አመሰግንዎታለሁ፡፡

ቃለ-መጠይቅ የተደረገለት መምህር የትምህርት ደረጃ: _____

በማስተማር ስራዎ ላይ ያለዎት ያገልግሎት ጊዜ: _____ ያታ: _____

እና አሁን የሚሰሩበት ትምህርት ቤት ስም: _____

1. እንደ እንግሊዝኛ ቋንቋ ትምህርት መምህርነትህ/ሽ በሙያዩ ላይ በዕውነት ተነሳስቻለሁ ብለህ/ሽ ታስባለህ/ቢያለሽ?
እባክዎ ባጭሩ ይግለጹ።

 2. እርሰዎ በሚሰሩበት ትምህርት ቤት ውስጥ ማንኛውም አይነት የሽልማት ስርዐት አለ?
አዎካሉ፤ እንደ እንግሊዝኛ ቋንቋ ትምህርት መምህርነትዎ ይህ የሽልማት ስርዐት በእርሰዎ ትምህርቱን የማስተማር ተነሳሽነት ላይ ያለው ተጽዕኖ ምን ይመስላል? በተቻለ መጠን ከማስረጃ ጋር አያይዘው ቢገልጹት።

 3. የእንግሊዝ ኛቋንቋ ትምህርትን ለማስተማር የሚያነሳሱህ/ሽ ምን ምን ነገሮች ናቸው? የእንግሊዝኛ ቋንቋ ትምህርትን ለማስተማር ተነሳሽነትዎን ይጨምርኛል ብለው የሚያስቡትን ነገሮች በምሳሌ አስደግፈው ይዘርዝሩ; በተቃራኒው የእንግሊዝኛ ቋንቋ ትምህርትን ለማስተማር ተነሳሽነትዎን የሚያኮስሱ ሌሎች ነገሮች ምን ምን ናቸው; እባክዎ በአጭሩ ያብራሩ።

 4. እንደ እንግሊዝኛ ቋንቋ ትምህርት መምህርነትህ/ሽ መቸ ነው ትምህርቱን የማስተማር ተነሳሽነት ስሜት ይሰማኛል ብለህ/ሽ የምታስበው/ቢው; እባክዎ ምክኒያትዎን ጠቅለል ባለ መልኩ ይግለጹ።

 5. ከሌሎች ባድ ቀን ስራዎን የመቀየር አጋጣሚ ቢያገኙ፤ ስራዎን ሊቀይሩ ይችላሉ; መልስዎ አዎ ይሁንም አይሁንም፤ ለምን; እባክዎ ምክኒያትዎን በደንብ አድርገው ያብራሩ።

 6. የእንግሊዝኛ ቋንቋ ትምህርት መምህራንን የማስተማር ተነሳሽነትን ለማሻሻል ሲባል፤ ከዚህ በታች ከተጠቀሱት አካላት ምን እንዲሰሩ ይጠበቃል የሚል አስተያየት አለህ/ሽ?

እባክዎ አስተያየተዎን ሲሰጡ ከእርሰዎ ትምህርቱን የማስተማር ልምድ እዲሁም ካለዎት የእውቀት ክህሎት አኳያ አንጻር ጋር አያይዘው ቢገልጹልን።
- ከአስተዳደር አካላት፤
 - ከእርሰዎና እንዲሁም ከሌሎች ይህን ትምህርት በተመሳሳይ ከሚያስተምሩ መምህራን እና
 - ከማህበረሰቡ ባጠቃላይ።

ስላደረጉልን ትብብር በጣም አድርገን እናመሰግናለን!

Appendix I: The Reliability Table of the Pilot Study for the Questionnaire Item

The following 7 tables show the reliability of the pilot study.

Table -1

Respondents	Question Items and Responses							
	1	2	3	4	5	6	7	8
R1	5	5	4	4	5	5	2	5
R2	5	3	1	3	1	4	2	2
R3	1	2	5	3	2	1	2	4
R4	5	5	5	5	5	5	5	5
R5	5	5	4	4	5	5	5	3
R6	4	1	3	1	5	3	3	3
R7	1	5	2	5	5	5	5	5
R8	5	4	3	5	5	4	5	5
R9	5	5	5	5	4	4	5	5
R10	5	5	5	5	4	4	5	5

The reliability result of table-1 is=0.832

Table -2

Respondents	Question Items and Responses					
	1	2	3	4	5	6
R1	5	4	4	5	4	5
R2	5	4	4	4	4	5
R3	5	3	5	5	5	4
R4	2	2	4	4	4	3
R5	5	1	3	3	3	5
R6	5	5	4	4	5	5
R7	1	3	4	3	3	1
R8	5	5	5	5	5	5
R9	5	5	5	5	5	5
R10	5	5	5	5	5	5

The reliability result of table-2 is=0.866

Table -3

Respondents	Question Items and Responses						
	1	2	3	4	5	6	7
R1	5	5	5	5	5	5	5
R2	2	3	5	3	4	2	4
R3	2	3	5	2	5	2	3
R4	5	5	5	5	5	5	5
R5	5	5	5	5	5	5	5
R6	3	4	5	2	5	1	3
R7	4	2	4	4	4	2	4
R8	5	5	5	5	5	5	5
R9	5	3	5	3	3	2	5
R10	5	5	5	5	5	5	5

The reliability result of table-3 is=0.888

Table -4

Respondents	Question Items and Responses										
	1	2	3	4	5	6	7	8	9	10	11
R1	4	5	5	3	5	5	5	4	5	5	4
R2	5	4	5	4	5	4	5	4	5	4	5
R3	2	4	4	2	2	2	3	5	3	5	4
R4	3	1	4	2	2	4	4	4	4	4	4
R5	5	5	5	5	4	5	4	3	5	5	4
R6	1	1	3	4	1	3	2	2	4	3	5
R7	4	2	4	3	4	4	3	4	4	4	4
R8	3	5	5	5	5	5	5	5	5	2	5
R9	4	5	3	5	5	5	5	5	3	5	5
R10	5	5	5	4	1	5	5	5	5	5	5

The reliability result of table-4 is=0.847

Table -5

Respondents	Question Items and Responses								
	1	2	3	4	5	6	7	8	9
R1	5	1	4	5	5	5	4	4	5
R2	4	4	3	4	5	5	5	5	4
R3	4	2	4	5	5	5	2	4	5
R4	4	4	2	4	4	4	4	4	4
R5	4	2	2	3	2	4	2	1	2
R6	2	3	2	5	4	3	2	4	5
R7	4	2	4	4	4	4	4	4	4
R8	5	4	5	5	5	5	5	5	3
R9	5	5	5	5	5	5	5	5	5
R10	5	5	4	5	5	5	4	5	5

The reliability result of table-5 is= 0.878

Table -6

Respondents	Question Items and Responses					
	1	2	3	4	5	6
R1	5	5	5	5	5	5
R2	1	4	2	2	5	5
R3	5	5	2	5	2	5
R4	5	5	5	5	5	5
R5	2	1	4	4	3	3
R6	1	1	1	1	1	1
R7	5	5	5	5	5	5
R8	5	3	1	2	5	3
R9	3	5	2	3	1	5
R10	5	5	5	5	5	5

The reliability result of table-6 is=0.886

Table -7

Respondents	Question Items and Responses				
	1	2	3	4	5
R1	3	4	5	4	1
R2	1	1	1	3	1
R3	3	5	5	4	2
R4	2	4	4	4	4
R5	1	2	1	3	2
R6	1	1	1	1	1
R7	3	3	3	4	4
R8	3	1	5	5	5
R9	5	4	5	5	5
R10	3	4	5	5	5

The reliability result of table-7 is=0.891

The study's average reliability of all the above 7 tables is =

$$\frac{T1+T2+T3+T4+T5+T6+T7}{7} = \frac{0.832+0.866+0.888+0.847+0.878+0.886+0.891}{7} = \underline{0.8697}$$

Appendix J: The Actual Questionnaire for EFL Teachers

Part I: About the motivation of EFL teachers

1. The following statements are the perceived situations influencing EFL teachers' motivation to teach English. Please read these statements in the matrix carefully and decide to what extent these things have determined the motivation of EFL teachers to teach English in your school according to the scales leveled from 5 to 1 below:

5= to very large extent 4= to large extent 3= to moderate extent 2= to small extent 1= no extent at all.

Please tick (√) in front of each stated situation in the box under each scale that best reflects your answer.

No.	Influencing Situation/ statement	5	4	3	2	1
1	As an EFL teacher, you are committed to your job.					
2	You are familiar with your school's general climate and the existing school norms.					
3	There are adequate class sizes, the school resources and facilities at your school.					
4	You agree with the value of EFL teachers' role given by colleagues, authorities and the societies at large.					
5	You are motivated with your job.					
6	You have personal qualities as an EFL teacher.					
7	You have an educational background as an EFL teacher.					
8	You have knowledge and skills in English language teaching.					

Part II: The kind of behaviours exhibited when EFL teachers are motivated to teach English intrinsically

The following are some statements indicating the intrinsic motivation of EFL teachers to teach English. Give your responses based on the levels provided from 1 to 5 below which indicate the level of intrinsic motivation of EFL teachers.

5= Strongly agree (SA) 4=Agree (A) 3=Neutral (N) 2=Disagree (DA) 1=Strongly disagree (SD).

Please tick (√) in front of each statement in the box under the scale that best reflects your answer.

No.	Statement	5	4	3	2	1
1	You prepare lesson plan/s on time and put it in your school's an EFL lesson plan case for evaluation on Fridays.					
2	You use different EFL texts to teach English such as magazines, internet extracts, photographs, cartoon, etc. in addition to the classroom text as enriching materials and to make the lesson enjoyable for the students.					
3	You read different books besides the students' text book both to upgrade yourself and to be an efficient EFL teacher as well.					
4	You spend much of your time reading books for your classroom teaching even outside your school.					
5	Most of the time you use English in the classroom and you encourage the students to use English as much as possible when they try to speak and write it in their English lessons even sometimes outside the classroom.					
6	Your work is enjoyable and stimulating.					

Part III: Different motivators or demotivators of EFL teachers to teach

A. Extrinsic Motivators or Demotivators

- ❖ The following are some phrases or statements indicating the extrinsic motivation as the motivators or demotivators of EFL teachers to teach English. Please give your responses using the levels given under Part III-A above which indicates the level of extrinsic motivators of EFL teachers.

No.	Statement	5	4	3	2	1
1	The pay given to teachers is worth with the services they render.					
2	Encouraging them by receiving presents as a reward from their schools					
3	The promotion made on the basis of EFL teachers' qualifications and performances					
4	EFL teachers' output outweighs the pay given to them in terms of salary.					
5	Low pay with regard to your inputs normally is de-motivating your performance.					
7	The belief that EFL teachers have about their teaching accomplishments are recognized by both the government and the society at large					

B. Autonomies as the Motivators or Demotivators

- ❖ The following are some phrases on the autonomy as the motivators or demotivators that determine the motivation of EFL teachers to teach English. Please give your responses using the levels given under Part III-A above, but this is (C) about how much you, as an EFL teacher, are determined by autonomy as the motivators or demotivators.

No.	Statement	5	4	3	2	1
1	Having the right to teach based on their own syllabi without using the national one					
2	Having the right to teach using their own textbook without the book prepared in the national level if they want					
3	Emphasizing and rewarding EFL teachers' creativities at their schools					
4	Having, flexible working hours					
5	Having a good job security					
6	The availability of clear rules and procedures at their schools					
7	The availability of responsive suggestions and grievances to EFL teachers by the school supervisors					

C. Relationships as the Motivators or Demotivators

- ❖ The following are some statements on the relationships that determined the motivation of EFL teachers to teach English. Please give your responses using the levels given under Part III-A above, but this is (D) about how much you, as an EFL teacher, are determined by the relationships functioned as the motivators or demotivators of your colleague.

No.	Statement	5	4	3	2	1
1	Being observed and observing each other while they are engaged in their EFL classroom teaching					
2	Lending and borrowing EFL teaching materials to one another at their schools					
3	Sharing experiences and craft knowledge in their EFL teaching along with another EFL teachers at their schools					
4	Having good relationships with other EFL teachers at their schools					
5	Having a friendly relationship with their students					
6	Having good relationship with their supervisor(s)					
7	Having good relationship with their students' parents					

D. Self-realization as Motivators or Demotivators

- ❖ The following are some phrases on the self-realization as the motivators or demotivators that determine the motivation of EFL teachers to teach English. Please give your responses using the levels given under Part III-A above, but this is (E) about how much you, as an EFL teacher, are determined by the self-realization you attained already.

No.	Statement	5	4	3	2	1
1	The provision of job opportunities to learn and develop their abilities to their full potential level					
2	Receiving enough feedback about the effectiveness of their EFL teaching performance frequently					
3	Knowing and helping their students to learn English					
4	Being independence and initiative in their EFL teaching are both encouraged and rewarded at their schools					
5	Having a job in which they can perform to the best of their ability					

E. Institutional Supports as Motivators or Demotivators

- ❖ The following are some phrases on the institutional support as the motivators or demotivators that determined the motivation of EFL teachers to teach English. Please give your responses using the levels given under Part III-A above, but this is (F) about how much you, as an EFL teacher, are determined by the institutional support.

No.	Statement	5	4	3	2	1
1	The arrangement of offices and classrooms and the spaces available in them at the schools demotivate teachers					
2	The availability of inadequate instructional materials in the school					
3	Insufficient schools management support as the cause for the absence of the motivation of teachers to teach English					
4	Participatory decision making activities particularly concerning their EFL teaching at their school					
5	The positive evaluation of their EFL teaching by supervisors					

Thank You very much for all your Cooperation!

Appendix K: The Actual Interview Guideline Questions for EFL Teachers



**BAHIR DAR UNIVERSITY
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
AN INTERVIEW WITH PUBLIC PRIMARY SCHOOLS' EFL TEACHERS
IN BAHIR DAR CITY ADMINISTRATION**

Good morning/afternoon colleagues. My name is Temesgen Mihiretu. I am a student of M.Ed. from the department of Foreign Language and Literature of Bahir Dar University to study the motivation of EFL teachers at public primary education level: In the case of Bahir Dar city administration. This study relates to you in one way or the other, so your opinions are worthwhile to this study.

Therefore, you are kindly requested to tell me the true responses for the questions I ask you. I would like to let you know that any information will be kept confidential. I would also like to thank you very much for sparing your valuable time and effort in this interview.

Qualification: _____; Services in year: ____; Sex: ___ & School name: _____

1. Do you think that you are truly motivated with your profession as an EFL teacher? Please explain it briefly.
2. Is there any reward system at your school? If your answer is 'Yes', how does the reward system affect your motivation as an EFL teacher to teach English? Please explain it with evidence as much as possible.
4. What motivates you to teach English? List out the things which help you to motivate yourself to teach English supported with examples. Conversely, what other things demotivates you to teach English? Please try to state out them briefly.
4. When do you think you feel you are motivated as an EFL teacher to teach? Please State out them with your reasons in a nutshell.
5. Will you change your job if you have the opportunity to do so? Whether you say 'Yes' or 'No', why? Please explain your reasons well.
6. What would you recommend to be done by the following categories of people in improving EFL teachers' motivation? Please try to put your opinions in terms of your experiences and your knowledge as well.,
 - From the Administrative body,
 - From you and others who are similarly teaching English, and
 - From the society as a whole.

Thank You very much for all your Cooperation!