

Exploring Japanese University EFL Teacher Motivation

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Current studies show that it is becoming clear that language teachers give significant importance to learners' motivation level, interest levels, and attitudes toward their learning. Motivated teachers can have a powerful influence on students' career directions, and positively impact learners' motivations and interests. However, not many studies have been conducted on teachers' motivation. This teachers' motivation research focuses on teachers' career history, job satisfaction levels, and what university English teachers value in their teaching jobs. In this study, the researcher is attempting to explore factors which enhance and affect university English teachers' motivation in detail. It investigates teacher motivation through quantitative research utilizing questionnaires with six Likert scale questions to explore what teachers experience on a daily basis and throughout their teaching career, both inside and outside of their classrooms. It was found that Japanese university EFL teachers tend to seek intrinsic needs and wants such as autonomy, self-growth, and seeing students' growth through daily interaction in English classes. The results suggest that inner psychological aspects of motivation can be a powerful source of motivation. At the same time, they seek job security most among many extrinsic factors. It implies that working conditions, especially hiring conditions regarding the contract, such as whether they are hired as part time or full time, tenured or contract, dynamically affect teachers' motivation when seeing their career as a lifelong career in their profession.

Key Words: teacher motivation, language teaching and learning, tertiary education

1 Introduction

Motivation is one of the most popular areas of research in the TESOL fields; however, most of the studies have a focus on learners' motivation. Compared with studies on learner motivation, the number of teacher motivation studies is quite limited. Besides, most of the previous studies on teacher motivation focused on teachers' job satisfaction, stress, and burnout (Evans, 1998; Dinham & Scott, 2000; Zhang & Sapp, 2008). Since English teachers' motivation in a Japanese context is an understudied and under-theorized area, the researcher decided to investigate teachers' motivation at tertiary education in Japan. The objective of this study is to identify what motivates Japanese

EFL teachers in the academic workplace. By conducting this questionnaire study on teacher motivation, the researcher hopes to facilitate awareness of EFL teachers' mental processes at work and make a positive contribution to teachers' education by gaining understanding and insights about teachers' lives and voices in higher education in Japan, particularly with regard to individuals who aim to be teachers and novice teachers as well as current teachers.

2 Literature Reviews

2.1 Background of teacher motivation

Teacher motivation study is gradually receiving attention in TESOL and applied linguistics fields nowadays, especially in educational psychology and teacher education. According to Dornyei and Ushioda (2011), teaching motivation studies broadly can be categorized into three areas including issues concerning career choice among teachers, complexities during the teaching process, and important factors that impact the development of teachers and their students. Although the number of studies on teacher motivation is limited to the TESOL and applied linguistics fields, diverse studies on work motivation in general exist in organization psychology. Since this teacher motivation study can be called a work motivation study for the EFL teacher, mentioning the definition of work motivation can give some hint on this particular topic.

Current major studies on teacher motivation have been conducted on particular topics as follows. Dornyei and Ushioda (2011) suggest that teacher motivation can be divided into three categories including issues concerning career choices as teachers, complexities of teaching process, and significant influence and relationship between teachers and students. They also clarify that there are four basic aspects of teacher motivation based on findings from past literature reviews. First, intrinsic components exist as a main source of teacher motivation. Secondly, teacher motivation is often associated with factors directly related with institutional and social aspects at work in the profession. Third, teacher motivation studies related to extended and long-term often life-long career as well as other career motivation study. Therefore, it often involves career structure and promotion throughout a career. Finally, teacher motivation is fragile and teachers are exposed to various negative aspects and this is related to the nature of one's job as a teacher.

2.2 Intrinsic motivation on teacher motivation

As mentioned above, the significance of intrinsic motivation on teacher motivation is emphasized in teacher motivation investigation. Deci and Ryan

(1985) explained intrinsic motivation by categorizing it into three kinds including autonomy, relatedness, and competence. In this definition, autonomy means to have freedom to do, relatedness means to feel related to others and psychological closeness to the others, and competence means to feel that he/she can have competence and as a result feel a sense of achievement.

On teacher motivation study, competence means teachers' self-efficacy which means a belief if the teacher can have a positive influence on students' learning including skills, attitudes, and motivation. He divided teachers' self-efficacy into two hierarchical structures. The first segment of the teachers' self-efficacy is teaching efficacy which has a practical side of teaching for teachers. Another segment of teachers' self-efficacy is personal efficacy which is related to evaluation of how much positive influence teachers can give toward education when we see the teacher from a personal level.

Deci and Ryan (1985) proposed three basic human needs related to intrinsically motivated behavior as follows. It includes autonomy (i.e. experiencing oneself as the origin of one's behavior), relatedness (i.e. feeling close to and connected to other individuals), and competence (i.e. feeling efficacious and having a sense of accomplishment).

Moreover, Hackman (1991) emphasized the importance of intrinsic motivation on work motivation from a view of organizational psychology. He defines specific conditions for what kind of situations a human can be motivated to work. The first condition was if the work is meaningfulness. It is the case when a variety of skills is required and the activity is related to his/her area of interest. Also the task being of significant importance, not only to oneself but also to others, is a necessary condition to be motivated. Secondly, is when it allows autonomy and the potential competence to maximize ability at work. For instance, it includes having control over when and how the work can be accomplished by the workers. Third, to receive specific feedback about how well the work has been done.

Furthermore, Csikszentmihalyi (1997) suggested that intrinsic aspects of teacher motivation can be categorized into two different kinds of motivation. First, one set of intrinsic motivation is in the process of education itself. For instance, it means that the case in which a teacher can see and feel students' growth through daily interaction between the teacher and the students by actually seeing students' performance and actions. The second set of intrinsic motivation is the motivation directly related to subject matter, in this study, English. It includes seeking out new information on the area of the subject and integrating the knowledge for further professional development.

2.3 Extrinsic motivation on teacher motivation

In addition to intrinsic motivation, various studies highlight the prominent

role that extrinsic motivation plays in overall teacher motivation (Porter, Bigley, & Steers, 2003; Walker & Symons, 1997). Additionally, Dinham & Scott (2000) found that more than half of the university English teachers in Australia, England, and New Zealand experienced a decrease in satisfaction since actually beginning teaching through survey research due to extrinsic aspects. In their study, they explained extrinsic aspects of motivation by dividing it into two different parts including micro level and macro level. They defined micro to include various aspects which influence teachers' satisfaction and dissatisfaction at work including school-specific cultures and rules such as class size, school resources, activities and structures that they can utilize in class, relationships among universities, definition and expectation toward teachers among colleagues and authorities, general expectations toward teaching students at the school, the system related to feedback and reward, and the decision-making process. On the other hand, macro was defined as factors that are related to organizational and social levels at school such as status and image for teachers from various viewpoints such as students' parents, media, and politics in the society. It often includes many aspects which are uncontrollable for the teachers themselves.

2.4 Factors to empower teacher motivation

Many studies show the importance of the intrinsic side of motivation as factors to empower teacher motivation. To explore career choice as a teacher, Dinham and Scott (2000) conducted a large scale survey study with 2,000 teachers in England, Australia, and New Zealand. It showed career choice as a teacher from intrinsic motivation can be a powerful source of motivation as teachers. Furthermore, Richard and Watt's survey study with 1,653 pre-service teachers in Australia (2006) showed that teachers with a high intrinsic value of teaching and desire tended to make a decision to work in the teaching area as a way to make social contribution as the reason for choosing teaching as career.

On the other hand, from perspectives in organizational psychology, environment plays an important role in work motivation (Porter, Bigley, & Steers, 2003; Walker & Symons, 1997). Herzberg (1996) suggested, according to classic motivation hygiene theory, that extrinsic aspects of motivation have been considered as an aspect which causes dissatisfaction but its absence does not significantly increase job satisfaction. However, Kassabgy, Boraie and Schmidt's study (2001) failed to prove the theory on teacher motivation in a study with 108 ESL teachers in Hawaii and Egypt.

Furthermore, Fives and Alexander (2004) conducted a meta-analysis on teacher motivation and factor analysis on teacher motivation with 28 empirical studies. In this study, it became clear that two sources of motivation can be powerful sources to empower teacher motivation. The first source is

teacher efficacy and another one is teacher commitment. They define teacher efficacy as teachers' general belief about the possibility of producing student learning even when there are various kinds of obstacles to achieving the goals at work. There are many aspects related to the concept, teachers' autonomy, students' skills and abilities, resources at educational institutions, collaboration among teachers, and school culture that shape a better learning environment, especially regarding education. Teacher commitment is deeply related with the atmosphere of the educational institution, relationships with administrators and management, the decision-making process at the school, characteristics of the students, and extrinsic factors such as geographical factors.

2.5 Factors which affect teacher motivation

As demotivation factors in TESOL and applied linguistics fields, Dornyei and Ushioda (2011) suggest the following five factors which appear to be main factors affecting teacher motivation including stress (Ehrman & Dornyei, 1998; Kieschke & Schaarschmidt, 2008; Menzis, 1959; Pennington, 1995), restricted autonomy (Skaalvik & Skaalvik, 2009), insufficient self-efficacy (Alexander, 2008; Deci & Ryan, 1985), lack of intellectual challenges (Pennington, 1995), and inadequate career structure (Pennington, 1995). Additionally, a recent study conducted by Fattash (2013) examined demotivating factors for EFL teachers in one national university in Palestine. The study shows that the factors include unreasonable demands of administrators, discouraging team spirit, neglecting rewards, and financial problems, and these demotivation factors lead to stress, teacher burnout, lack of interest, lack of accomplishment, emotional exhaustion, and dissatisfaction and as a result, affect their achievement.

2.6 Relationship between teacher motivation and learner motivation

Current studies show that motivated teachers can provide a lot more to learners affecting the learners' motivation, attitudes, and skill levels (Csikszentmihalyi, 1997; Day, 2004; Patrick, Hisley, & Kempler, 2000; Wild, Enzle & Hawkins, 1992). Furthermore, the interrelationship between teacher motivation and student motivation is becoming clearer (Martin, 2006; Pelletier, Seguin-Levesque, & Legault, 2002; Roth, Assor, Kanat-Maymon, & Kaplan, 2007). From these findings, it seems that there is a significant influence on the teacher and learner relationship. In Kiziltepe's study (2008), it appeared to be clear that students can be the main motivating factor, and at the same time, the most significant demotivation factor for university English teachers.

Considering these findings from previous teacher motivation, the researcher conducted this questionnaire study to investigate an overview of

Japanese EFL teacher motivation and what kind of factors empower and affect teacher motivation.

3 Purposes of the Study

The motivation for conducting this teacher motivation research comes from a belief that English teachers' motivation dynamically influences learners' language acquisition regarding their motivation, performance, and attitudes toward their target language and culture. The aim of the study is to identify what motivates university English teachers at work considering the current situation which English teachers face in their daily work. To facilitate awareness of EFL teachers' mental process at work in their profession, this study will help to understand the overview of the English teaching career at university. The researcher hopes to make a positive contribution to the teachers' education for both novice teachers and experienced teachers by exploring specific factors which empower and affect teachers' motivation and gain understanding and insight about teachers' values and lives, focusing on their motivation. To explore these aspects of Japanese university English teachers' motivation, the following set of research questions was developed in order to explore both the overall picture and the details of English teachers' motivation at tertiary education in Japan.

1. How satisfied are the Japanese EFL teachers with their careers and jobs?
2. What kinds of values do the Japanese EFL teachers have?
3. With what aspects of their work are they satisfied or dissatisfied?
4. What kinds of gaps exist between Japanese EFL teachers' ideals and reality?
5. What are the major factors to motivate Japanese EFL teachers through their teaching career?

4 Methods

4.1 Participants

Twelve Japanese current EFL teachers at university in Japan, 11 teachers at private university, and 1 teacher at prefectural university were included. Nine teach in Kanto, 2 in Kansai, and 1 in another area in Japan. Four male teachers and 8 female teachers with ages ranging from 40 to 59 participated in this questionnaire quantitative study. Their teaching experiences at universities vary from 3 to 32 years. The average number of years of teaching experience at university was 11.5 years. Their educational background is as follows, 7 teachers with MA and 5 teachers with PhD or EdD. As for their specialization, 10 teachers specialize in TESOL, 6 in applied linguistics, 2 in

communication and 1 in education. One professor, 4 associate professors, 4 full time lecturers, 3 part time lecturers participated in this study. The number of classes taught per week ranged from 5 to 11. The average number of classes taught per week was 7.43. As for marital status, 6 teachers were single and six teachers were married.

4.2 Materials

The questionnaire was adapted and developed from a set of questions made by Kassabgy, Boraie, and Schmidt (2001) since it was a relevant questionnaire to investigate overall teachers' motivation and values and real lives in the profession. Subsequently, it was specifically modified to investigate the environment of Japanese EFL teachers at university in Japan, omitting unnecessary questions such as those dealing with students' parents because there is actually no need for most teachers to be involved in this area. The questionnaire consisted of the following sections including biographical data including gender, age, years of teaching experience, educational background, specialization, position, teaching hours per week, hiring condition, institution they work for, and marital status. Forty questions regarding teachers values (6 Likert scale questions), 46 questions regarding real teacher lives (6 Likert scale questions), and 2 open-ended questions. (See Appendix) The questionnaire was developed for use in this pilot study on teachers' motivation study. Items in the Likert scale questions to explore teachers' values were measured by six-Likert scale questions (1: not important at all, 2: unimportant, 3: slightly unimportant, 4: slightly important, 5: important, 6: very important). Items to explore teachers' lives were measured (1: strongly disagree, 2: disagree, 3: slightly disagree, 4: slightly agree, 5: agree, 6: strongly agree). These two open ended questions were asked to the participants in order to investigate specific factors that have impact both positively and negatively on their teachers' motivation throughout their career.

- 1) Please think of the university (universities) where you work and list the major factors that have positive influence on your job.
- 2) Please think of major factors that have negative influence on your job.

4.3 Procedures

A set of questionnaires were administered at English teacher's study group in the middle of October 2013. It took approximately 10 to 15 minutes for participants to complete the questionnaires.

4.4 Data analysis

This study was carried out to investigate university EFL teachers' motivation by focusing on their values and real-life experiences at work. Therefore, the data on teachers' detailed values and perspectives on teaching, satisfaction level on their career and daily work, and gaps between ideas and realities. The collected questionnaire data was analyzed as follows. The most important values and least important values were analyzed as well as responses regarding teachers' lives from the highest score to the lowest. The results will be analyzed by answering each research question particularly in attempt to explore overall teachers' expectations and the realities and conflicting realities at work.

In order to analyze the data, teachers' motivation was categorized into two separate parts that is intrinsic motivation and extrinsic motivation (see Table 1). Each intrinsic and extrinsic motivation category was categorized into smaller parts as following. Intrinsic motivation specifically includes autonomy, self- growth, affiliation, students (e.g. skills, attitudes, and motivation), achievement, peace of mind/stimulation/ enjoyment, and feedback (related to competence). Extrinsic motivation includes salary/benefit, status, promotion, work condition/environment, access to resources, job duty, evaluation, involvement in the decision-making process, lifestyle/work life balance.

Table 1. Teacher Motivation Category

Intrinsic motivation	Extrinsic motivation
autonomy	salary/benefit
self-growth	status
affiliation	promotion
students (e.g. skills, attitudes, motivation)	work condition/environment
achievement	access to resources
psychological needs and wants (related to mental health)	job duty
feedback (related to competence)	evaluation
	decision making
	lifestyle/work life balance
	job security

5 Results and Discussion

5.1 Research question 1. How satisfied are the Japanese EFL teachers with their careers and jobs?

As the first question, career and job satisfaction level was probed to investigate the overall satisfaction level at work for Japanese university English teachers. The results on the table 2 show as a group they are relatively satisfied with working in the TESOL field, however they are not satisfied with their current job. EFL teachers' satisfaction towards their

profession (4.67) was relatively higher than their job satisfaction (4.25).

It seems that hiring conditions, either full time or part time and contract or tenured, affects their job and work satisfaction. Teachers who have a tenured position had a tendency to show a higher level of satisfaction in their profession compared to those with no tenure. A teacher who worked for a short time contract rated lowest for satisfaction with his profession and job. Consequently, teachers seem to strive to find a better institution where they can employ their skills and abilities and seek to have a secure job though their career. Their career satisfaction and job satisfaction levels were very different depending on their institution they work for.

Table 2. Career & Job Satisfaction Level

	1 Strongly disagree	2 disagree	3 Slightly disagree	4 Slightly agree	5 agree	6 Strongly agree
I am satisfied with my profession as an EFL teacher. (mean: 4.67)	0	1	1	3	3	4
I am truly satisfied with my present job. (mean: 4.25)	0	1	2	3	5	1
I will change my career if I have the opportunity to do so. (mean: 3.58)	1	3	2	2	2	2
I will change my job if I have the opportunity to do so. (mean: 3.58)	1	0	2	5	3	1

5.2 Research question 2. What kind of values do current Japanese university EFL teachers have?

Participants were asked to rank how they value each aspect at work. As a result, the highest score (see table 2) was 5.67 (good relationship with students) and the lowest (see table 3) was 3.25 (teaching advanced students.) Table 3 shows aspects that teachers value most at work. As a group, teachers regard intrinsic motivation as the more important aspect as previous motivation studies revealed, such as the following studies conducted by Deci & Ryan (1985), Hackman (1991), and Csikszentmihalyi (1997). Most of these aspects were directly related to their students, including a good relationship with students, helping students' learning, seeing students' growth. Other factors such as having a job that they can perform to the best of ability related to competence, optimal characteristics of the teaching job, such as a stimulating and enjoyable job ranked higher as their higher needs and wants.

As for extrinsic motivation, job security was the most important aspect for the teachers.

Table 3. EFL Teachers' Values Most Important Aspect

Mean (5.23)	Specific Aspect	Category
5.67	Good relationship with students	Affiliation
5.50	Helping students' learning	Students
5.41	A job that I can perform to the best of ability	Competence
5.33	Seeing students' growth	Students
5.25	A job in which I can have a peace of mind	Psychological needs and wants
5.18	Having a stimulating job	Psychological needs and wants
5.16	Having an enjoyable job	Psychological needs and wants
5.16	Having a good work life balance	Work life balance
5.08	Having freedom to do what is necessary	Autonomy
5.00	A good relationship with colleagues	Affiliation
5.00	Job security	Job security
5.00	Being treated fairly in my organization	Evaluation

Table 4 shows what kind of aspects teachers regard as the least important at work. The result shows that a number of teachers don't have a preference on teaching advanced level students or motivated students. Promotion and status including being promoted to be a supervisor, having a prestigious profession, having a prestigious job title, working for a reputable organization were the aspects that were the least important aspects for teachers at work. However, significant individual differences exist on these matters. For example, on teaching for a reputable organization, two teachers who are currently teaching at prestigious private universities rated these higher, which is 5 out of 6 on the Likert scale. On the other hand, many teachers' responses spread from 2, 3, and 4. Being evaluated positively by one's supervisor (mean 3.91) was one of the least important aspects for teachers despite the fact that being evaluated positively by one's students was relatively high on the score (mean 4.41).

Table 4. EFL Teachers' Values Least Important Aspects

Mean (3.65)	Specific aspect	Category
3.25	Teaching advanced students	Students
3.33	Having flexible working hours	Lifestyle
3.41	Being promoted to be a supervisor	Promotion
3.54	Having a prestigious profession	Status
3.63	Having a prestigious job title	Status
3.66	Working for reputable organization	Status

3.72	Teaching motivated students	Students
3.91	Being evaluated positively by one's supervisor	Evaluation
4.00	Having sufficient variety in tasks	Autonomy
4.00	Working at a school near house	Environment

5.3 Research question 3. With what aspects of their work are they satisfied or dissatisfied?

Table 5 shows which specific factors that teachers are currently satisfied with. As for the real teachers' lives as university English teachers in Japan, the highest satisfaction on the job was having sufficient access to resources. However, overall, teachers rated higher on intrinsic needs including affiliation needs, self-growth, and autonomy. It appeared to be clear that they are relatively satisfied with inner psychological needs since teachers rated higher on enjoyable jobs (4.67) and stimulating jobs (4.67).

Table 5. EFL Teachers' Lives (Ranking from the Highest Aspects)

Mean (4.69)	Specific aspect	Category
5.00	Sufficient access to resources in class	Resources
4.91	I see my students' growth	Self-growth
4.91	Good relationship with students	Affiliation
4.67	Job is enjoyable	Psychological needs and wants
4.67	Job is stimulating	Psychological needs and wants
4.67	Job provides scope to learn and develop ability	Self-growth
4.58	Having autonomy to choose materials to teach	Autonomy
4.58	Sufficient freedom to do what is necessary	Autonomy
4.50	Teaching motivated students	Students
4.41	Job provides sufficient variety or tasks	Autonomy

Table 6 shows specific factors that teachers need to have filled. Teachers rated lower in organizational needs such as being involved in decision-making, receiving feedback, prospects for promotion. (See Table 5) One intrinsic need, "having peace of mind in my job" was not filled for teachers. As a dissatisfaction factor at work, some extrinsic aspects were raised including job security. This was one of the most important aspects that teachers chose in the values section and benefits such as health insurance and paid holiday were important. These aspects are directly related to working conditions. In addition, good work life balance was also chosen as a one of the dissatisfactory aspects for teachers.

Table 6. Japanese EFL Teachers' Real Lives (Ranking from the Lowest Aspects)

Mean (3.36)	Specific aspect	Category
3.00	Being included in organization's goal setting process	Decision making
3.08	Supervisors give clear guidance regarding job	Job duty
3.08	Receiving feedback about effectiveness of performance	Feedback
3.17	Prospects for motivation	Promotion
3.25	Treated fairly in their organizations	Evaluation
3.50	Job title is satisfactory	Status
3.50	Good work life balance	Life style
3.58	Benefits such as health insurance and paid holiday	Benefit
3.75	Job security	Job security
3.75	Having a peace of mind in my job	Psychological needs and wants

5.4 Research question 4. What kind of gaps can we find between their ideal and reality?

There was the greatest gap between ideal and reality on teachers' work life balance and job security, which are related to non-teaching area mostly related to work conditions. As a significant point to take a deeper look, having a good work life balance (1.66) and job security (1.25) were issues raised where teachers find gaps between their expectation and reality at work. Having a job they can have peace of mind (1.50) was the second biggest gap which has a possibility of linking job security and work life balance.

On the other hand, gaps between ideas and reality are smaller on the intrinsic sides of motivation such as the teaching job itself and autonomy. Following most satisfied areas including seeing students' growth (0.42) and having an enjoyable job (0.49), having freedom to do what is necessary (0.50), and having a stimulating job (0.51) are all related to the intrinsic needs of teachers motivation. Their expectations regarding psychological needs at work as teachers inside of the classrooms were filled in their professional lives.

Table 7. Gaps between Ideals and Realities

Values (5.23)	Reality (4.27)	Gap (0.96)	Specific aspect
5.67	4.91	0.76	Good relationship with students
5.50	4.42	1.08	Helping students' learning
5.41	4.41	1.00	A job in which I can perform the best of ability
5.33	4.91	0.42	Seeing students' growth
5.25	3.75	1.50	Having a job I can have peace of mind

5.18	4.67	0.51	Having a stimulating job
5.16	4.67	0.49	Having an enjoyable job
5.16	3.50	1.66	Having a good work life balance
5.08	4.58	0.50	Having freedom to do what is necessary
5.00	4.41	0.59	Having a good relationship with colleagues
5.00	3.75	1.25	Job security
5.00	3.25	1.75	Being treated fairly in my organization

5.5 Research question 5. What are the major factors to motivate Japanese EFL teachers through their career?

At the end of the questionnaires, each participant was asked to write down specific factors to motivate themselves. Analyzing direct comments from each participant, it seems that teachers tend to seek autonomy including freedom in curriculum setting on teaching. Also, students have significant influence on teachers' motivation. Various comments regarding students including motivated students, honest students, quality of students, seeing students' growth give them positive influence at work.

Table 8. Positive Influence on EFL Teacher Motivation

Participants	Direct comments
Female, 40's, part time lecturer, private, Kanto	Freedom in curriculum setting Advanced level of students Motivated students Networking with colleagues
Female, 50's, part time lecturer, private, Kanto	Location of school Quality of students
Female, 50's associate professor, private, Kanto	A lot of freedom to teach Good location of school Motivated students
Male, 40's associate professor, private, Kanto	Seeing students' growth
Male, 40's, full time lecture, prefectural, other	Students are mostly honest.
Male, 40's, associate professor, private, Kansai	Relationship with students

On the other hand, the following are factors which give negative influence on teacher motivation at work. As a positive influence, most of the teachers mentioned student-related aspects in teaching. However, as negative influences, various types of comments were written on the open-ended question part. Lack of autonomy and freedom can be a negative factor to affect teachers' motivation. One teacher commented on when the students' English levels are very low, it can affect his motivation as a teacher. However, only one teacher had an opposite idea by commenting that his supervisor does not give clear guidance. As a significant point to mention, hiring

conditions also affect their motivation. One female full time contract lecturer at a private university in the Kanto area gave job security as a negative influence. Another female full time associate professor in Kato area commented her ambiguous position can be a negative factor on her motivation.

Table 9. Negative Influence on EFL Teacher Motivation

Participants	Direct comments
Female, 40's, full time contract lecturer, private, Kanto	Job security
Female, 40's, associate professor, private, Kanto	Ambiguous position
Female, 50's, associate professor, private, Kanto	Lack of freedom on teaching materials and methods
Male, 40's, associate professor, private, Kanto	Students' English levels are very low.
Male, 40's, full time lecturer, prefectural, other	Supervisor does not give clear guidance.

6 Conclusion

This study focused on exploring what teachers seek in their profession as values and analyzed the data on socio-psychological perspectives. In summary, although motivation is personal and an invisible aspect of human psychological mental processes, through this quantitative pilot study, the researcher was able to capture the overall picture on teachers' motivation, values, and real lives. Since there was little research on this particular topic, university EFL teachers motivation in a Japanese context, this study gives clear ideas of what teachers want and need and how their lives are progressing. Through this qualitative pilot study, the researchers were able to capture the overall picture of Japanese EFL teacher motivation and details of teachers' motivation from the direct comments on two open-ended questions helped to give us a clear picture of what they are facing in their career.

While there are considerable personal differences on their values and working situation, several tendencies regarding teacher motivation were found in this study. The results show Japanese university EFL teachers tend to seek intrinsic needs and wants such as autonomy, self-growth, and seeing students' growth through daily interaction in English classes. It shows that inner psychological aspects of motivation can be a powerful source of motivation. At the same time, they seek job security most among many extrinsic factors suggested in the questionnaires. It implies that working conditions, especially hiring conditions regarding the contract, such as whether they are hired as part time or full time, tenured or contract, dynamically affect teachers' motivation when seeing their career as a lifelong career in their profession. As a point worthy of especial mention, the biggest

gaps between teachers' expectations and reality was concerning their work life balance, which concerns their personal life and career, while their intrinsic aspects of needs reached their expectations more closely.

Furthermore, this pilot study made it possible to identify which questions should be reduced including ambiguous wording or difficult wording in order to increase the response rate for the main study. Since it was a pilot study to conduct the main study, direct responses including oral and written comments on the questionnaires from the participants helped researchers to narrow down the question. The pilot study made it possible to capture the overview of the whole process of this questionnaire study

In order to conduct further research, the researcher hopes to utilize these findings in her mixed methods study with questionnaires with larger samples and semi-conducted interviews to the participants. Also, based on the findings on this study, the researcher hopes to explore university English teachers' effective motivation management strategies. There are various potentials on this particular area of the study, teacher motivation. The researcher hopes that this study can provide insight in the teacher education field by suggesting specific factors that motivate and demotivate English teachers. The researcher hopes to conduct further longitudinal study on teacher motivation since motivation is a psychological/mental process that is not stable and shifts over time throughout one's life-long career and, therefore, taking a deeper look at the teachers' transformation and growth as teachers in a long-term view in the TESOL profession might be able to give various hints on teachers' education.

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Appendix

Questionnaires for University EFL Teachers' Motivation Research

The purpose of this survey is to identify the factors that influence, motivate, and empower English language teachers at four-year universities in Japan. Also this questionnaire concerns both job satisfaction and career satisfaction. Participation is entirely voluntary. Data from the questionnaires that follow will be completely anonymous.

I would like to ask you to answer these questions if you are currently teaching at a four year university in Japan. I would greatly appreciate if you could share your views on teaching English and experiences which are directly related to your career as a university English teacher. The result of this survey will be used only for research purposes, so please give your answers honestly and sincerely. The contents of this form are absolutely confidential.

I greatly appreciate your contribution. If you are interested in finding out the results of this survey, please send an email message to Rie Tsutsumi at rie2231224@gmail.com. I would be happy to share the results of this study with you. Thank you very much for your cooperation.

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Section One Teachers' Values

In this section, I would like to ask you questions regarding your values as a university EFL teacher. This section consists of 40 statements each followed by a six point scale on which you are requested to indicate the extent of importance that each statement has for you. Please circle each of the following according to how important this aspect of work is to you personally. If you work for more than one organization or program please focus on the one where you teach the most. The numbers on the scale correspond to the following:

Not important at all	Unimportant	Slightly unimportant	Slightly important	Important	Very important
1	2	3	4	5	6

No.	Questions	Scales					
1	Earning a good salary	1	2	3	4	5	6
2	Having flexible working hours	1	2	3	4	5	6

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3	Job security	1	2	3	4	5	6
4	Fringe benefits such as health insurance and paid holiday	1	2	3	4	5	6
5	Having clear rules and procedures about your work	1	2	3	4	5	6
6	Having a manageable work load	1	2	3	4	5	6
7	Being treated fairly in my organization	1	2	3	4	5	6
8	Having a supervisor who gives clear guidance of what you are supposed to do	1	2	3	4	5	6
9	Having sufficient variety in tasks/ type of activity	1	2	3	4	5	6
10	Working for a reputable educational organization	1	2	3	4	5	6
11	Having a prestigious profession	1	2	3	4	5	6
12	Having a prestigious job title	1	2	3	4	5	6
13	Having the freedom to do what is necessary in my teaching to do a good job	1	2	3	4	5	6
14	Being allowed to deal creatively with students' problems	1	2	3	4	5	6
15	Being included in the goal setting process	1	2	3	4	5	6
16	Being able to introduce changes without going through a lot of red tape	1	2	3	4	5	6
17	Having a job which I can perform to the best of my ability	1	2	3	4	5	6
18	Being promoted to a senior supervisory job at some point in my career	1	2	3	4	5	6
19	Having a job which I can learn and develop my abilities to my full potential	1	2	3	4	5	6
20	Teaching smaller classes	1	2	3	4	5	6
21	Teaching advanced students	1	2	3	4	5	6
22	Teaching motivated students	1	2	3	4	5	6
23	Seeing students' growth	1	2	3	4	5	6
24	Having autonomy to choose materials to teach in classrooms	1	2	3	4	5	6
25	Using classrooms with resources such as PowerPoint and DVD	1	2	3	4	5	6

	players						
26	Working at a school where is located near your house	1	2	3	4	5	6
27	Having contact with professionals in the field of English language teaching	1	2	3	4	5	6
28	Frequent feedback about the effectiveness of my performance	1	2	3	4	5	6
29	Being able to work independently and use my own initiative	1	2	3	4	5	6
30	Being evaluated positively by my students	1	2	3	4	5	6
31	Being evaluated positively by my supervisors	1	2	3	4	5	6
32	Being recognized for my teaching accomplishments	1	2	3	4	5	6
33	Helping my students to learn English	1	2	3	4	5	6
34	Having a good relationship with colleagues	1	2	3	4	5	6
35	Having a good relationship with my students	1	2	3	4	5	6
36	Working with other teachers as a team	1	2	3	4	5	6
37	Having an enjoyable job	1	2	3	4	5	6
38	Having a stimulating job	1	2	3	4	5	6
39	Having a job in which I am relaxed and have peace of mind	1	2	3	4	5	6
40	Having a good work life balance	1	2	3	4	5	6

Section Two Teachers' Real Teaching Lives

In this section, I would like to ask you questions regarding your real teaching lives as a university EFL teacher. This section consists of 46 statements specifically related to the organization or program in which you currently work. Please read the following statements and circle each in relation to your current job. The numbers on the scale correspond to the following:

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5	6

No.	Questions	Scales
1	I have a good salary.	1 2 3 4 5 6
2	I have flexible working hours.	1 2 3 4 5 6

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3	I have good job security.	1	2	3	4	5	6
4	I have good fringe benefits such as health insurance and paid holiday.	1	2	3	4	5	6
5	There are clear rules and procedures at work.	1	2	3	4	5	6
6	I have a manageable work load.	1	2	3	4	5	6
7	I am fairly treated in the organization.	1	2	3	4	5	6
8	My supervisor is responsive to suggestions and grievances.	1	2	3	4	5	6
9	My supervisor gives clear guidance regarding my job.	1	2	3	4	5	6
10	My job provides sufficient variety in task/ type of activity.	1	2	3	4	5	6
11	I work for reputable educational organization.	1	2	3	4	5	6
12	English teaching is a prestigious profession.	1	2	3	4	5	6
13	My job title is satisfactory.	1	2	3	4	5	6
14	I am allowed to have sufficient freedom to do what is necessary in my teaching.	1	2	3	4	5	6
15	Creativity is emphasized and rewarded.	1	2	3	4	5	6
16	I am included in my organization's goal setting process.	1	2	3	4	5	6
17	I am able to introduce changes without going through a lot of red tape.	1	2	3	4	5	6
18	I have a job in which I can perform to the best of my ability.	1	2	3	4	5	6
19	I have prospects for promotion.	1	2	3	4	5	6
20	My job is challenging.	1	2	3	4	5	6
21	My job provides scope to learn and develop my abilities to my full potential.	1	2	3	4	5	6
22	I teach smaller classes.	1	2	3	4	5	6
23	I teach motivated students.	1	2	3	4	5	6
24	I teach advanced level students.	1	2	3	4	5	6
25	I see my students' growth.	1	2	3	4	5	6
26	I have autonomy to choose materials to teach in classrooms.	1	2	3	4	5	6
27	I am allowed to use classrooms	1	2	3	4	5	6

	with resources e.g. PowerPoint & DVD players.						
28	I work at a school where is located near your house.	1	2	3	4	5	6
29	I have sufficient opportunities to contact with professionals.	1	2	3	4	5	6
30	I receive frequent feedback about the effectiveness of my performance.	1	2	3	4	5	6
31	Independence and initiative are rewarded.	1	2	3	4	5	6
32	My students evaluate me positively.	1	2	3	4	5	6
33	My supervisors evaluate me positively.	1	2	3	4	5	6
34	Teaching accomplishments are recognized.	1	2	3	4	5	6
35	I know that I am really helping my students to learn English.	1	2	3	4	5	6
36	I have a good relationship with my colleagues.	1	2	3	4	5	6
37	I have a good relationship with my students.	1	2	3	4	5	6
38	The emphasis is on team work.	1	2	3	4	5	6
39	My work is enjoyable.	1	2	3	4	5	6
40	My work is stimulating.	1	2	3	4	5	6
41	I'm relaxed and have peace of mind in my job.	1	2	3	4	5	6
42	I have a good work life balance.	1	2	3	4	5	6
43	I am satisfied with my profession as a teacher.	1	2	3	4	5	6
44	I am truly satisfied with my present job.	1	2	3	4	5	6
45	I will change my career if I have the opportunity to do so.	1	2	3	4	5	6
46	I will change my job if I have the opportunity to do so.	1	2	3	4	5	6

Section Three: Open-ended questions

1. Please think of the university (universities) where you work and list the major factors that have a positive influence on your job.

2. Please list the major factors that have a negative influence on your job.

Section Four: Biographical data

Gender: male _____ female _____

Age: _____

Nationality: _____

Teaching experiences at Universities in Japan: _____ years

Institution(s) (If you teach at multiple schools, please write all of them) :

Academic degree: B.A _____ M.A _____ PhD _____

Specialization: Literature _____ TESOL _____ Applied
Linguistics _____ Communication _____ Other
(please specify your specialization) _____

Position: Professor _____ Associate Professor _____ Assistant
Professor _____ Full time lecturer _____ Part time
lecturer _____

How many koma(s) do you teach a week? _____ Koma(s)

Marital Status Single _____ Married _____

If you are willing to take a follow-up interview about this study, please write your name and email address.

You Name _____

Email Address _____

Thank you very much for your cooperation!