

“A STUDY OF ENGLISH LANGUAGE TEACHER MOTIVATION
IN SECONDARY SCHOOL IN THE DISTRICT
OF KUALA TERENGGANU TERENGGANU.”

SABARIAH BT HARON

FACULTY OF EDUCATION
MARA UNIVERSITY OF TECHNOLOGY
SHAH ALAM
MARCH 21,2002

ABSTRACT

"A STUDY OF ENGLISH LANGUAGE TEACHER MOTIVATION IN SECONDARY SCHOOLS IN THE DISTRICT OF KUALA TERENGGANU, TERENGGANU."

The purpose of this study is to determine the relationship between demographic characteristics and motivation among English language teachers. The study also determines the difference in motivation among English language teachers by gender, marital status, level of education, TESL training, age and length of service. Another purpose of the study is to identify factors which influence teacher motivation. A 40- item questionnaire were administered to 48 English language teachers in thirteen secondary schools in Kuala Terengganu, Terengganu. The data was statistically analysed by using the SPSS version 6.01. Pearson correlation, t-test and One-way Anova were the statistical methods used to test the hypotheses of this study. Tukey HSD test is used to determine between which group did the significant differences occur. Frequency counts were the descriptive statistic used to identify factors influencing teacher motivation. The findings of this study show that there is insignificant correlation between demographic characteristics and motivation among English language teachers except for the relationship between teachers' extrinsic motivation and their TESL training.

The study also finds out that there is insignificant difference in motivation among English teachers in terms of gender, marital status, level of education, age and length of service. However, there is a significant difference in motivation among them in terms of TESL training. TESL trained non-English graduate teachers are found to be more extrinsically motivated than TESL trained English or linguistic graduate teachers. From the study, students are found to be the group of people who is most likely to influence English language teacher motivation. Having no other opportunities is highly ranked by English teachers as the motive for choosing their profession. Factors which influence teachers to stay on the job are improved attitude of students, better working conditions and better support from colleagues, administrators, parents and societies. Intrinsic factors which motivate the English language teachers are feelings of self-worth, satisfaction of having met a goal and accomplishment. The extrinsic factors which motivate English language teachers are attitude of the students, the working conditions and collegiality among teachers. Finally, it is suggested that the authorities concerned should pay attention to the task of providing and maintaining teachers' motivation. The Ministry of Education must identify factors which influence teacher motivation to formulate strategies for the selection and retraining of teachers. Education authorities and policymakers should let teachers participate in planning and decision making, in order to facilitate successful teaching and learning of the language.

TABLE OF CONTENT

	PAGE
LIST OF TABLES	ix
CHAPTER	
1 INTRODUCTION	
Statement of the problem	2
Purpose of the study	3
Significant of the study	5
Research Hypotheses	6
Limitations of the study	7
Delimitation of the study	8
Definition of terms	9
2 LITERATURE REVIEW	
Introduction	14
Motivation Theories	14
Work and motivation	17
Demographic Characteristics and Motivation	19
Teacher Motivation	20
Extrinsic Motivation	20
Intrinsic Motivation	23
Motives For Teaching	24
Job Satisfaction and motivation	28
Summary	32
3 METHODOLOGY	
Introduction	34
Population	34
Sample and Sample Selection	36
Data Gathering Instrument	37
Procedures Employed	38
Data Analysis	39
Summary	39
4 RESULT OF THE STUDY	
Introduction	40
Analysis of Data	41
Research Hypotheses 1	42
Research Hypotheses 2	45
Research Hypotheses 3	47
Research Hypotheses 4	48
Research Hypotheses 5	50

Research Hypotheses 6	51
Research Hypotheses 7	54
Factors Influencing Teacher Motivation	56
Discussion	62
English Language Teacher Motivation	70
Summary	72
5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Summary	74
Conclusions	77
Implications	78
Recommendations For Further Research	81
Recommendations For Career Enhancement	83