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SCHOOL OF ARTS AND SCIENCES
FOREING LANGUAGE DEPARTMENT



GRADUATION TOPIC
THE IMPORTANCE OF INTRINSIC AND EXTRINSIC TEACHERS' MOTIVATION IN
THE TEACHING - LEARNING PROCESS

PRESENTED BY
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I. INTRODUCTION

Motivation is a very important factor in every human's life aspects. Motivation is what moves, incentives, or encourages a person to do something or achieve a specific goal.

There are two actors involved in the Teaching-Learning Process: the teacher and the student. Both need motivation and both are important when instruction is delivered. However, this research was based on the importance of teachers' motivation in the Teaching –Learning Process, since they are in charge of creating activities and setting up conditions that lead to succeed in instruction.

Teachers' motivation is important because they are the ones in charge of administering instruction to their students. They are in charge of motivating their students every day; they help them shape their future because of the influence teachers may have in students' development. It can be stated that even when both actors have to be motivated, there is one that should be motivated for both and that one should be the teacher. Being a teacher is a matter of having that inside "calling" that makes you wake up every day and feel eager to teach your students, to help students who have troubles understanding any structure. Being a teacher means to have motivation to walk into a classroom and develop a topic in the best possible way in order to get a successful Teaching-Learning Process and feel proud not only of your students but also of yourself.

The present work includes the sections divided as follows: The first part includes the general and specific objectives that guided the project all along the different stages.

After the objectives, there is the justification. Here the reasons, importance and the population benefited, and how that population can be benefited with the research explained.

The third part of this research includes the statement of the problem. This part has the objective of stating the main consequences of the lack of motivation in teachers.

This research also includes information related to motivation and the importance it has not only in the Teaching Learning – Process but also in teachers' performance. It includes different aspects that help teachers to be motivated in order to be both effective and efficient at the moment of sharing with their students.

The sixth part of this research includes the methodology. Here the different steps followed in order to carry out the survey are fully described so that there can be a clear picture of the way data was collected to obtain the necessary information to complete the research.

After the methodology, the analysis of the data is presented. It has been divided in three different sections since the surveys included questions related to personal opinion concerning motivation, labor environment and economical situation questions that lead to find out the kind of motivation that teachers at the Foreign Language Department of the UES have and how this affects their teaching performance, the analysis of data has been divided in accordance with the types of questions included in the survey. To present the data graphically, pie charts are presented after every analysis as well.

The last part of the work includes some recommendations, which are expected to be taken into account in order for teachers to be motivated. After the conclusion there is the bibliography, which includes every source consulted in order to obtain the necessary information to support the survey.

The last part of this research includes the annexes with the sample of the survey which was delivered to teachers at the Foreign Language Department at University of El Salvador.

II. Objectives

General Objectives

- To find out the kind of motivation that teachers have as part of the Teaching – Learning Process in the Foreign Language Department, School of Arts and Sciences at the University of El Salvador.

Specific Objectives:

- To determine the quality of Intrinsic Motivation and Extrinsic Motivation in Teachers at the Foreign Language Department.
- To determine the degree of Intrinsic Motivation and Extrinsic Motivation in teachers at the Foreign Language Department.

III. JUSTIFICATION

This research has been carried out at University of El Salvador, School of Arts and Science with the objective of pointing out the importance of teachers' motivation in the Teaching – Learning Process and how this can affect positively or negatively students' learning.

In education teachers deal with the problem of setting up conditions in the classroom so that learners can succeed in the learning process. Teachers are in charge of motivating students by giving them different activities as well as creating the context so that students feel at ease and comfortable.

Much has been written about students' motivation; however there are no many records about the importance of teachers' motivation in the Teaching – Learning Process. It is easy to find different sources that provide activities to motivate students in the classroom, but not about activities to motivate our teachers.

Because of the ideas stated above, it was considered important and necessary to carry out my graduation work based on the importance of teachers' motivation so that it can be known that teachers' motivation is also an important factor that should be taken into account.

This research is intended to benefit all those people who work or are involved somehow in the Teaching – Learning Process. It is also important to mention that since this research is based on teachers' motivation, the main subjects to be beneficiated are students since a motivated teacher will always be willing to teach and share knowledge with his students

IV. STATEMENT OF THE PROBLEM

Motivation and teaching are closely related since there cannot be an effective instruction if the main elements involved in this activity are not enough motivated. The majority of people cares about having students motivated and creates activities or set up conditions so they can feel motivated by the teacher, but teachers also need motivation.

They also need to feel the desire for working, being comfortable at the place they work for and feeling eager to do their best in order to achieve a particular goal.

The problem arises when most institutions only care about having their staff working and getting good results from students, but this makes teachers lose motivation, since the institution just pays attention to the students. Most institutions only care about having their students motivated, but few of them care about having their teachers motivated and provide activities to motivate their staff. Teachers' motivation is a factor which is not seen as it should be. It is not given the importance it has to be given. In many occasions, there are bad results, or students' performance is poor because teachers are not motivated to teach.

It is believed that the main problem in not having motivated teachers may be caused by the lack of attention institutions, directors, and chiefs pay to teachers, what is more, they sometimes just pay attention to get good results but they do not realize that the person that is in charge of making those results happen is the teacher. Therefore, it is important to find out what motivates teachers to perform better in classrooms in order to have better results not only in the performance that teachers may have but also in students' performance.

V. THEORETICAL FRAME WORK

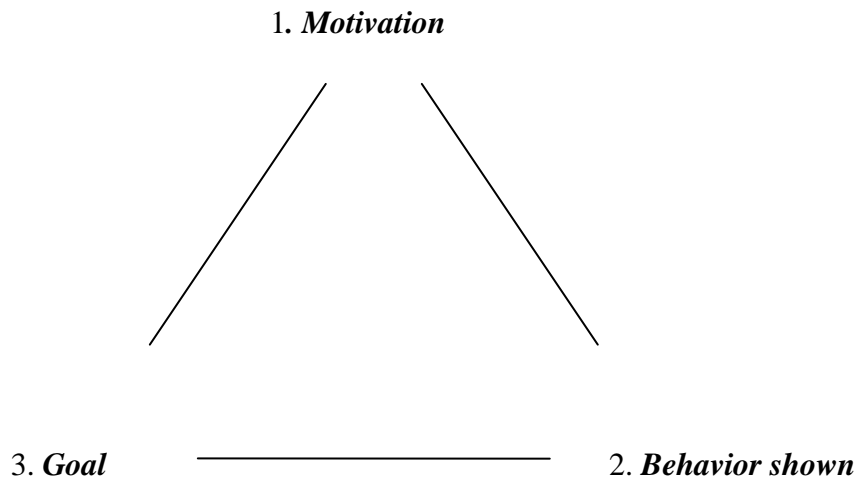
Motivation is a process which takes place in different circumstances and it depends on the degree of motivation a person has to achieve his final objective or goal. There are three different aspects in the motivational process, and these three phases must be present so that the goal can be achieved no matter the kind of motivation the person has.

The three aspects of motivation take place in a cycle which is described below.

Motivational Cycles

Motivation has three different phases: the motivation that states inside the person which drives him to an objective or goal, the behavior shown while trying to reach the objective or goal, and the achievement of the objective or goal. (Psicología general, 1989, “*La Naturaleza de la Motivación*”: *Ciclos Motivacionales*, p2)

These three aspects of motivation take place in a cycle:



In the book *Psicología general*, 1989, “*La Naturaleza de la Motivación*”: *Ciclos Motivacionales*, p2 it is said that the motivation state leads to the behavior, and this one does it to the goal; once the goal is achieved, the purpose is still going on, at least for a while. The first phase is derived from a Latin word which means *to move* in this way motivation is what moves the behavior. Many words have been used to describe the reason that drives someone to do something: wishes, urges, needs, purposes, goals, aspirations, impulses, ambition, etc. The two most important words which are used by psychologists are: impulse and necessity. Impulse is more commonly used when the physiological impulses are studied such as: hunger, thirst, and sex. Necessity is more commonly used when talking about love, social approval, among others. Even though all the reasons are considered as an internal state, that is, as something which is inside the person and which makes him try very hard to get something, these reasons are often aroused by external reasons.

The second phase of the motivational cycle is a kind of behavior aroused by the reason or necessity the person has at first; this behavior is fundamental to get to the goal.

V.I. Kinds of Motivation

Any time someone is trying to obtain something, three aspects must be taken into account which are the kind of motivation or incentive the person has, the behavior this person shows while trying to achieve the goal, and the goal itself. The goal is the result of the behavior an individual had in order to achieve it. The behavior is the result of the degree or kind of motivation the individual has.

Taking into account that motivation is the principal factor that drives a person to do something, it is important to know the kind of motivation a person has, what motivates him to do something or how he gets motivated. There are two kinds of motivation a person may have: intrinsic motivation and extrinsic motivation.

V.II. Intrinsic Motivation

Intrinsic motivation refers to the motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades. David H (1961). (Retrieved September 12, 2006 from: <http://giftedkids.about.com/od/glossary/g/extrinsic.htm>)

It seems that motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution provides a sense of pleasure. In these cases the person does not work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade.

Some definitions about intrinsic motivation

According to Pintrich and Schunk (2000), intrinsic motivation refers to get engaged in an activity for its own sake. People who are intrinsically motivated work on tasks because they find them enjoyable. Reeve (2001) describes intrinsic motivation is the innate propensity to engage one's interests and exercise one's capacities, and, in doing so, to seek out and master optimal challenges." Raffini (2000) states intrinsic motivation as a chosen activity for no compelling reason, beyond the satisfaction derived from the activity itself--it's what motivates

us to do something when we don't *have* to do anything." Finally Wlodkowski, (1999) says an intrinsically motivated action is that which occurs for its own sake; action for which the only rewards are the spontaneous effects that accompany it.

Based on the definitions given, intrinsic motivation can be defined as that feeling that comes from inside the person, and drives this person to do something for the satisfaction that doing the task causes him. It can be agreed that intrinsic motivation does not mean, however, that a person will not seek rewards; it just means that external rewards are not enough to keep a person motivated. An intrinsically motivated student, for example, may want to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project.

Based on Dev, (1997) "A person who is intrinsically motivated will not need any type of reward or incentive to initiate or complete a task. This type of person is more likely to complete the chosen task and be excited by the challenge of an activity". It can be agreed that intrinsically motivated teachers don't need any type of reward or a "special something" to deliver instruction; as it has been said before, these kind of people just need to feel the excitement of feeling eager enough to do an activity and complete this one with success since they are going to feel much better with themselves; the power of intrinsic motivation is in the willingness the person has inside not in the reward he may receive.

V.III. Extrinsic motivation

Extrinsic motivation refers to the motivation that comes from outside an individual. It can be added that in this kind of motivation teachers have an “extra reason” to do something, and to have a good performance at it. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide the satisfaction and pleasure that the task itself may not provide; hence, teachers work hard not for the activity or task itself, but for the “something” they are going to get once the task is already done. It is considered that an extrinsically motivated teacher will work on a task even when he has little interest in it because of the anticipated satisfaction he will get from the reward he will be given at the end. For example, an extrinsically motivated teacher who finds difficult to teach Phonetics may work hard on trying to find useful techniques to teach this subject properly because this person wants to get good results from students in order to achieve the expected reward for doing it. Extrinsic motivation does not mean, however, that a teacher will not get any pleasure from working on or completing a task, but of course he will perform instruction better more for the reward he is going to be given at the end.

V.IV Motivation in the Teaching Learning Process

Motivation in education can have several effects on how students learn and their behavior towards a subject matter. Ormond,(2003) said “motivation can direct behavior toward particular goals, lead to increased effort and energy, increase initiation of, and persistence in, activities; it can also enhance cognitive processing, determine what consequences are reinforcing and lead to improved performance.”

Based on what has been previously stated, there are many factors that may interfere in the teaching-learning process, but there is no doubt that motivation is one of the most important ones. Motivation is important in learning because it is the process that motivates not only the instructor but also the learner to engage in a particular activity. Motivation is also important in the teaching-learning process because the teacher needs to motivate students so that he can reach the objectives established at the beginning of the course; otherwise, he will feel discouraged or unmotivated to continue teaching. Motivation makes a teacher be willing to teach every day, to feel excited about being exchanging different situations every single day with his students. Students are also an essential part for teachers’ motivation because they are what drive a teacher to administer instruction.

V.V. Importance of Motivation in Teachers

Motivation is needed not only in students but also in teachers. Many tasks that teachers have to perform are not pleasant; therefore they need to be motivated to perform these tasks. It is desirable that motivation for teachers be as intrinsic as possible. For example, Shechtman, Reiter, & Schanin (1993) found that most teachers were aware of many negative elements that are likely to be present when students with special needs are mainstreamed into their classrooms. Many of these teachers resist mainstreaming and resist the consultation processes that could help them work with these students. On the other hand, other teachers see positive as well as negative elements in mainstreaming; for example, they may perceive working with mainstreamed students to be a professional challenge. However, in my opinion the main challenge of a teacher is not those mainstreamed students but those who have difficulties in learning things, topics, and structures easily. Those students are a professional challenge since they are the ones that need more attention and more effort from us (teachers).

Morales (2003) points out that success at teaching these students would be a boost to their self-esteem, and so they are inclined to embrace the challenge of having these students in their classrooms. By viewing their work with these students as a challenge, these teachers are motivated to work harder than they would have to work if such challenges were not present. It is thought that a teacher must be always willing to work hard, and as a personal opinion a teacher can improve his teaching techniques or skills with those students who need special attention because they make teachers look for different techniques to teach these students properly and effectively.

It can be thought that a teacher needs motivation because he needs to feel his profession is worthy and profitable. Teachers need motivation to be enthusiastic to teach every day in order to transmit that enthusiasm to students and feel satisfied with the outcome they can get from them. However, students are not the only force that moves teachers. A teacher needs motivation from different sources such as: the labor environment, the necessity to feel comfortable in the place they work, the authority they work for since principals have to build a good relationship with their staff, because teachers need to feel comfortable and satisfied with the person they work with, in order to continue administering a good quality of teaching. Morales (2003) mentions some factors that can help motivate teachers. The first factor is the salary. It is not new that the teaching practice is not one of the most profitable professions in any country, but a good and reasonable salary makes everyone appreciate their job and be enthusiastic to work. The second factor is: Positive feedback. Giving credit or positive feedback makes a person feel proud of himself and also feel proud of the performance he is having at work. The third factor is: Promotions. Being promoted is important because that makes someone's work be recognized for the effort this person is doing.

It can be considered that all these aspects are important, but if one aspect had to be mentioned as the most important one to motivate teachers or to make teachers feel willing, eager, or excited to teach, that would be the labor environment. Sometimes, a teacher can have everything: a good salary, positive feedback, a promotion, etc. but if there is not a pleasant environment or context to work in, teachers will definitely feel stressed or uncomfortable when doing the job they are assigned to do.

Motivation is affected by different factors and here are some others that can be taken into account at the moment of motivating teachers. All these aspects should also be taken into consideration in order to have motivated teachers and as a result motivated students as well.

V.VI. What motivates teachers?

In Classroom environment can be found that there are different aspects or factors which help in the process of getting teachers motivated. The first one is related to students' success. Students' success is what drives teachers to continue. Each student who did not understand a concept and then learned it through your help can be exhilarating.

(www.infomedsearch.com/learning))

The second factor is the objectives to be achieved: To administer instruction the objectives the teacher wants to accomplish at the end of the class have to be set first in order to administer instruction. If a teacher does not have the objectives set or clear since the very beginning, the instruction will not be a success and there will be lack of motivation in teachers and students since the teacher will be fooling around all the time.

The third factor to motivate teachers is daily humor: If you have a positive attitude and a sense of humor, you will find things to laugh about each day. Sometimes it will be silly jokes you will make up as you teach that might get a laugh from your students and that will give you pleasure and confidence that you are administering instruction satisfactorily. Sometimes it will be jokes that kids share with you. And sometimes students will come out with the funniest statements without realizing what they've said.

An extra factor that motivates teachers is feeling a counselor or a guider: teachers mold the future of their students each day in class. In fact, it is a sad fact that you will see some of these students more consistently day-to-day than their parents will. Besides this factor, there can be found the autonomy a teacher has in the classroom as a motivator for them since once a teacher closes that door each day and begins teaching, they really are the ones who decide what's going to happen. Not many jobs provide an individual with so much room to be creative and autonomous each day.

V.VII. Characteristics of a motivated teacher

The performance and development of the Teaching – Learning Process is of a great importance, since the teacher is the main subject in charge of creating a good setting, so that this process takes place in a significant way. According to Johnson and Summer (1986), in order to create this setting, teachers should be motivated and willing to do it; to show how motivated a teacher is, and how willing to teach is, they must have the following characteristics: good planner, creative, democratic, impartial, flexible, enthusiastic and positive attitude.

Good Planner: A good planner teacher is that kind of teacher who bases his/ her planning on his students' needs, previous knowledge, on the time that it will take him to administer instruction, the kind of methodology to be used. And of course a good planner teacher checks the Teaching – Learning Process continuously.

Creative: Based on the teachers' creativity, the Teaching- Learning Process is continuously being modified. Being creative means sometimes to “improvise”.

Impartial: Teachers should always be in a neutral position regarding difficult situations that could arise in the classroom. A teacher should not be influenced by either negative or positive appreciations because this may affect the relationship with his students.

Flexible: Teachers should know when to be flexible with their students without leaving apart the role they have in the classroom.

Enthusiastic: Teachers should be enthusiastic to teach. Every time a teacher steps into a classroom should have a positive attitude toward the important role he or she is about to get engaged in: teaching.

Extrinsic Aspects that can help teachers to be motivated

According to Johnson (1986), measures developed to boost teachers' motivation are based on three theories of motivation and productivity:

* Expectancy theory: Individuals are more likely to strive in their work if there is an anticipated reward that they value, such as a bonus or a promotion, than if there is none.

* Equity theory: Individuals are dissatisfied if they are not justly compensated for their efforts and accomplishments.

* Job enrichment theory: Workers are more productive when their work is varied and challenging.

V.VIII. Consequences of lack of motivation in teachers

The lack of motivation in teachers arises from different aspects, and this provides the lack of other aspects which are important in the Teaching- Learning Process. If one of these aspects is missing, the Teaching – Learning Process may not be that effective.

Not only students, but also teachers, need motivation. Many tasks that teachers must perform are not pleasant; they need to be motivated to perform these tasks. It is desirable that motivation for teachers be as intrinsic as possible because extrinsic motivation may not be present for teachers, so if this teacher is not intrinsically motivated, and he is trying to get extrinsic motivation from another source, he may be wasting his time and not giving a well and effective instruction. If an instruction is not effective, the teacher may feel disappointed since he is not getting or accomplishing the goals or objectives he had established at first.

The lack of motivation does not only affect the teaching learning process, it also affects many aspects such as the relationship the teacher can have with his colleagues, with the superiors or it can affect that much that can make the teacher feel not willing to go to the work place every day, and also it makes teachers not feeling eager or encouraged to look for or improve his instruction by not trying to find ways to be updated with the best trainings, teaching tips or techniques to administer instructions successfully.

It is considered that the lack of motivation in teachers besides causing a waste of time in instruction affects the students' learning, because they might feel they are learning nothing and that there is not a sequence in the Teaching – Learning Process. This causes the common drop outs in students; they do not continue attending school since they feel it is a waste of time

because they are not getting something useful. Therefore students' lack of motivation is present at the same time; then there are two main factors affecting the Teaching- Learning Process; that is the lack of motivation in teachers and students.

Lacking motivation in teachers also causes the lack of other important factors that may be important in the Teaching – Learning Process. These factors are: formation, personality, professionalism and experience.

Formation: Teachers should be in continuous development processes which allow them to be flexible when planning and applying new contents to the Teaching – Learning Process.

Personality: Teachers' personality is a basic element that influences in the Teaching – Learning Process because it not only motivates students but also teachers to provide a better instruction.

Professionalism: Teachers should take into account that different contents should be taught based not only on them but also on students.

Experience: A teacher, through his experience, can modify the Teaching- Learning Process in such a way that this one becomes easier. (Olochukwu, 1990. Retrieved August 25 from <http://www.texmed.org/cme/phn/psb/burnout.asp>)

VI. METHODOLOGY

In order to carry out this project, it was decided to carry out an exploratory research since no records were found about the importance of teachers' motivation in the teaching learning Process. This exploratory research was carried out at University of El Salvador at the Foreign Language Department. Teachers from this Department were taken into account to carry out this research since they were the main factors to be researched.

The steps taken into account for carrying out this research were:

1. to select the universe
2. to select the sample
3. to design the survey
4. to deliver the survey
5. to analyze the information obtained
6. to present the information in graphics

1. **To select the universe:** The universe chosen was the teachers of the Foreign Language Department. This population was chosen since this project was carried out in this University, and the 43 teachers of this Department were given the survey in order to find out information related to the topic under research.
2. **To select the sample:** the same universe was selected for the sample since there are only 43 teachers and the purpose was take into account all of them in order to enough and different opinions about the topic.

3. **To design the survey:** a survey containing 34 closed questions was designed in order to compare or contrast the theoretical information with the real situation of teachers and also with the objective of identifying what motivates teachers from the Foreign Language Department. The instructions for this survey were to check the best option (very much, much, not much) according to teachers' personal criteria.

The 34 questions were divided in three categories: personal opinion, economic situation and labor environment. The number of questions included in each category is presented in the following table:

Type of question	Number of questions
Personal Opinion	17
Economical Situation	11
Labor Environment	5
Total	33

Personal opinion questions were designed in order to see the concept that teachers have about motivation and to see how important they consider motivation is in the Teaching –Learning Process.

Economical situation questions were designed with the purpose of identifying how important it is for them to get money at the end of every month and to establish how money and motivation are connected and how this may affect in the performance they may have in the Teaching – Learning Process.

Labor environment questions were designed in order to see how the infrastructure, multimedia resources and staff influence in the performance that teachers may have in the Teaching – Learning Process.

4. **To deliver the survey:** once the survey was designed, this one was delivered to the 43 teachers of the Foreign Language Department at University of El Salvador.
5. **To analyze the information obtained:** once the information was obtained this one was divided into the three categories of questions and analyzed question by question. The process to do this was counting every single question in order to obtain the majority in every response.
6. **To present the information in graphics:** the analysis of the survey was made question by question and the information was put into pie charts.

VII. Analysis of Data

A) Personal Opinion Section

This section includes all the analysis of the personal opinion questions. At the end of the analysis, it can be found the pie charts to have a better reference of the analysis

In question number 1, 90% of teachers think that motivation is really important in the teaching-learning process; while 10% of them think that motivation is not important.

Question number 2 shows that 80% of teachers think that the students need to be motivated in a high degree in the teaching-learning process.

Question number 3 shows that 75% of teachers believe that the teacher is very important in the teaching-learning process. While in question number 4, 82% of teachers agreed that the student is very important in this process.

In question number 5, 67% of teachers think that the success of the teaching –learning process depend on the teacher, while in question number 6, the 74% of teachers think the success depend on the student.

According to how much students' success increases their motivation as teachers, 80% of the interviewed teachers think that this factor increases their motivation as teachers.(question number 7)

Regarding to question number 8 which is about how much degree of motivation they have at work, 95% of teachers at the Foreign Language Department think that they have a

very high degree of motivation; while 5% of them agree that they do not have too much motivation.

In question number 9, 84% of teachers think that having too many subjects to teach reduces their motivation in the Teaching Learning Process. However, it is important to mention that in question number 10, 82% of them think that it is important to be a good planner in this process to do that requires to have less groups and less students.

About the degree of intrinsic motivation teachers have, the results shown in question number 11 show that 74% of teachers have a high degree of intrinsic motivation while 10% of them agree that not much and 3% preferred not to answer this question.

In question number 12, 74% of teachers at the Foreign Language Department agree that it is important to be a creative teacher in the learning process..

In question number 13, 75% of teachers express that they feel fine working in the position they are working nowadays. In fact in question number 13, 77% of teachers agree that they feel proud of working at the place they work for

In question number 14, 77% of teachers feel good working at the place they are working for.

Question number 15 shows that teachers believe in a 75% that they need to be motivated either intrinsically or extrinsically in a high degree in the teaching – learning process.

Question number 16 shows that 72% of teachers think it is important to be a flexible teacher in the teaching – learning process.

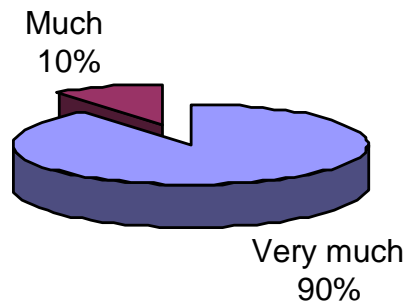
The last personal opinion question which is about how extrinsically motivated teachers are, 70% agree that very much , 15% much, 10% not much and 5% of them did not answer.

It can be said that teachers at the Foreign Language Department care not only about the degree of motivation they have but also about the degree of motivation students may have in this process.

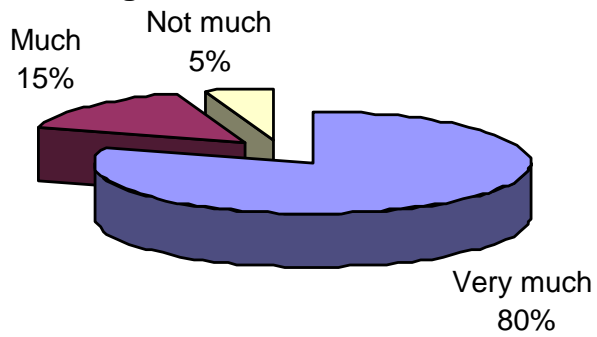
GRAPHICS

A. PERSONAL QUESTIONS

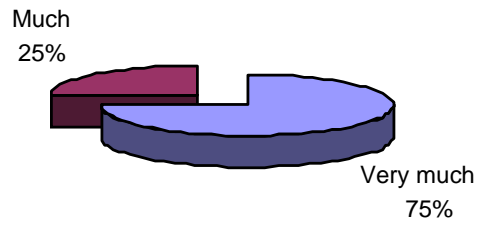
1. How important is motivation in the Teaching - Learning Process?



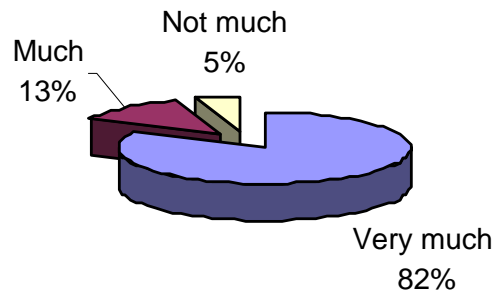
2. How much does the student need to be motivated in the Teaching-Learning Process?



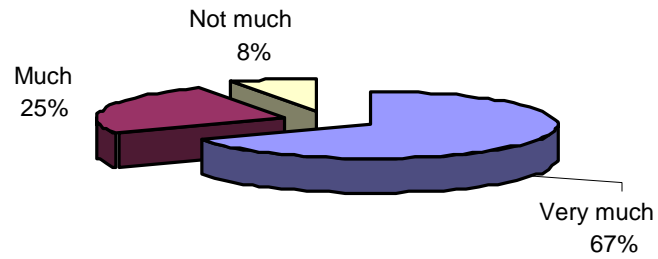
3. How important is the teacher in the Teaching-Learning Process?



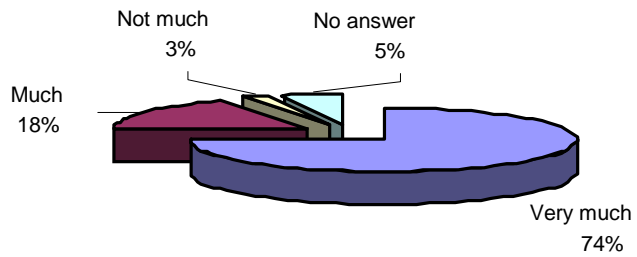
4. How important is the student in the teaching-learning process?



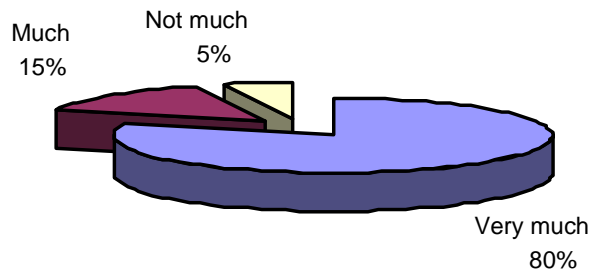
5. How much does the success in the teaching - learning process depend on the teacher?



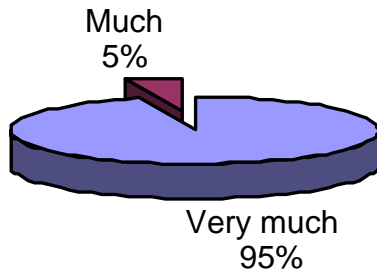
6. How much does the success in the teaching - learning process depend on the student?



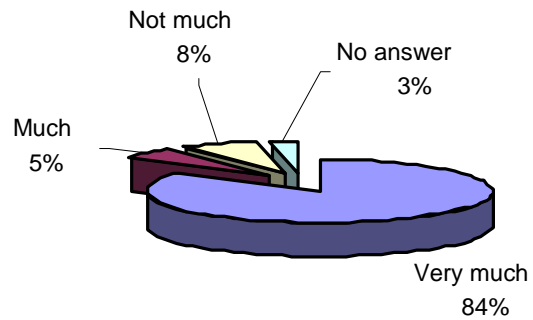
7. How much does students' success increase your motivation as a teacher?



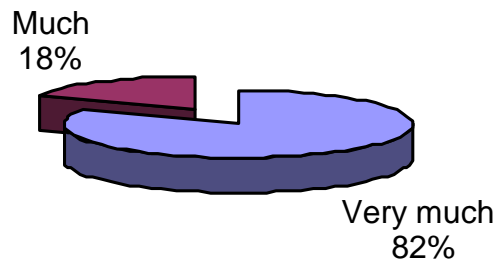
8. How much degree of motivation do you have at work?



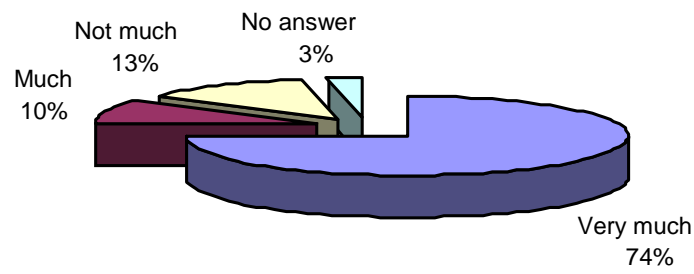
9. How much does having too many subjects to teach reduce your motivation as a teacher?



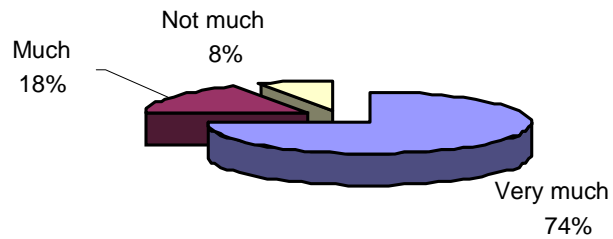
10. How important is to be a good planner teacher in order to succeed in the teaching-learning process?



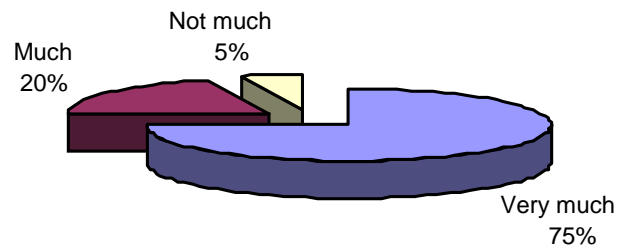
11. How much are you intrinsically motivated?



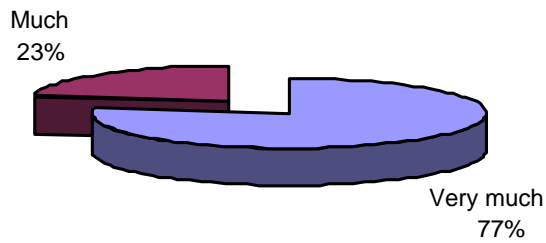
12. How important is to be a creative teacher in order to succeed in the teaching-learning process



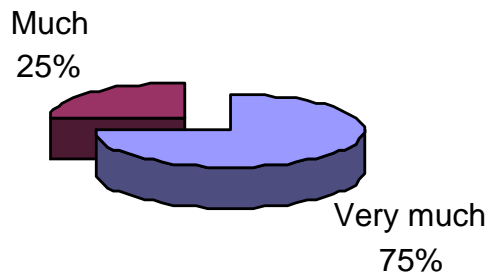
13. How good do you feel working in the position you are working nowadays?



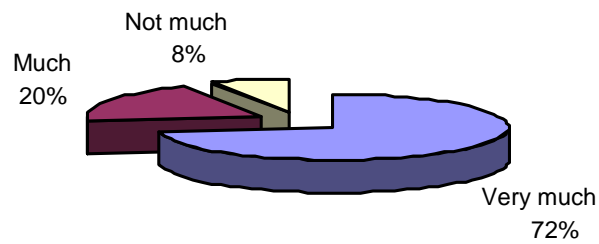
14. How good do you feel working at the place do you work for?



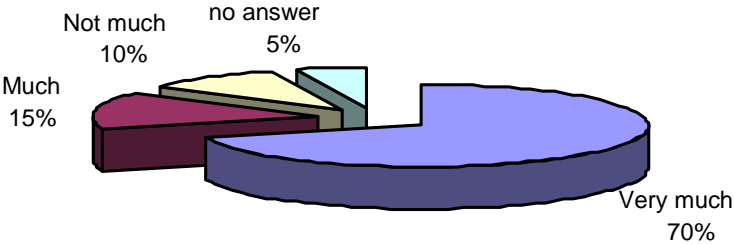
15. How much does the teacher need to be motivated in order to have a successful teaching-learning process?



16. How important is to be a flexible teacher in order to succeed in the teaching-learning process?



17. How much are you extrinsically motivated?



B) Labor Environment Section.

This section includes all the analysis of the labor environment questions. At the end of the analysis, the pie charts can be found representing the results in percentages to have a better reference of the analysis

Question number 1 which is about the importance of classroom atmosphere in the teaching – learning process shows that 75% of teachers agree that classroom atmosphere is very important in the Teaching Learning Process and 25% agree that it is not that important.

72% of teachers agree that the success of the Teaching Learning Process depends to a great extent on the material to be used, while 25% think that “much” and 3% “not that much”.(question number 2)

According to question number 3 which is about the importance of job stability, 79% of teachers agree that job stability increases their motivation as teachers in the Teaching Learning Process.

Question number 4 which is about how important is to maintain a good relationship with coworkers,72% of teachers at the Foreign Language Department agree that this factor is important, the 25% shows “not much” and the 3% “much”.

Regarding to question number 5 based on how much the daily routine stops teachers from having a successful instruction, 89% of them agree that this aspect stops them in a high degree, 8% that “not much” and 3% “much”.

Question number 6 shows that 82% of teachers agree that the lack of resources interferes from performing to best effect in the Teaching Learning Process.

According to Changes (new coworkers or a new subject to teach) in the department, 82% of teachers think that these changes stop them from performing to best effect, 8% shows that this interferes “much”, 5 % “not much” and 5% did not answer.(question number 7)

84% of teachers agree that having a large number of students reduces their motivation as teachers as well as 82% of these teachers agree on the idea that not having a good labor environment reduces their motivation as teachers when administering instruction . (question number 8)

Question number 9 shows that not having a good labor environment reduces motivation in teachers in an 82%.

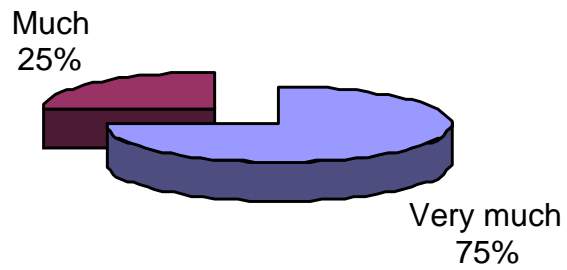
Based on question number 10 which is about how proud teachers feel of working at the place they work for, 60% of teachers agree that they feel very proud of working there.

The last labor environment question (number 11) which is about how much a good labor environment increases their motivation as teachers, 79% of teachers agree that this factor is important for them to be motivated.

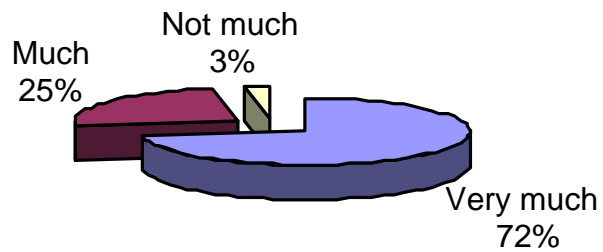
When analyzing the results in this part of the survey, it can be concluded that teachers at the Foreign Language Department are mainly extrinsically motivated since they take into consideration aspects such as the environment, the amount of students they have in classes and the number of subjects they may have to teach.

B. LABOR ENVIRONMENT

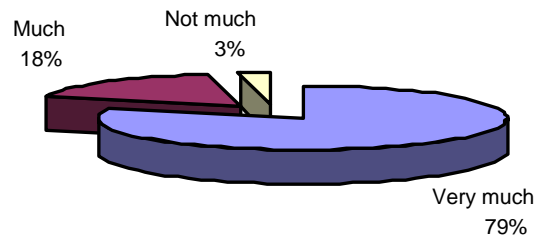
1. How important is the classroom atmosphere in the teaching-learning process?



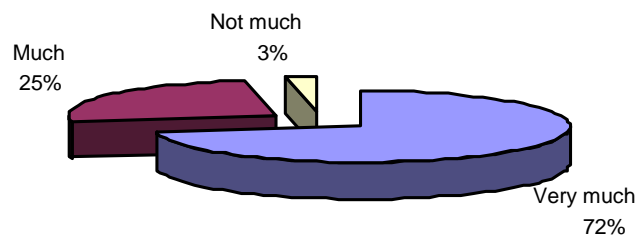
2. How much does the success in the teaching-learning process depend on the material to be used?



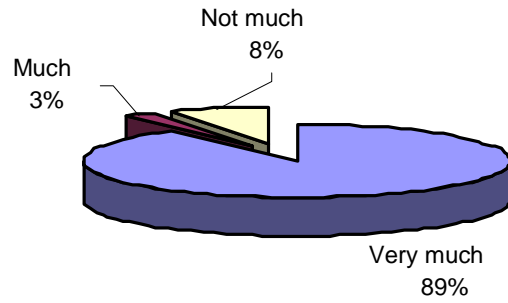
3. How much does job stability increase your motivation as a teacher?



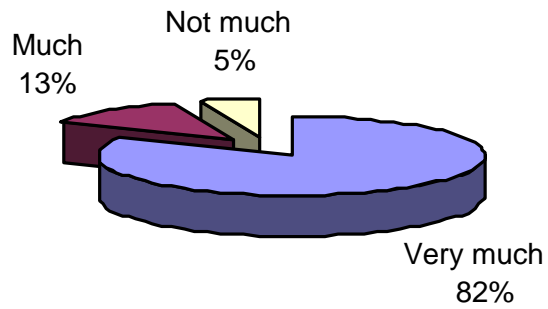
4. How important is to get along or maintain a good relationship with your co-workers?



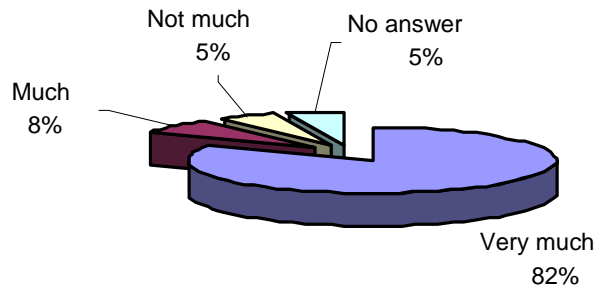
5. How much does the daily routine stop you performing to best effect?



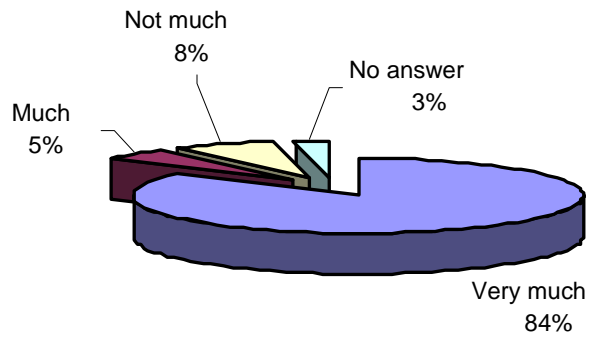
6. How much does the lack of resources stop you performing to best effect?



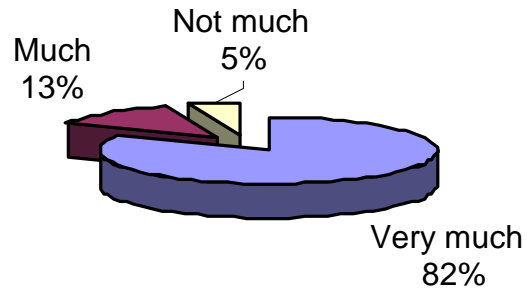
7. How much do the changes in the department stop you to best effect?



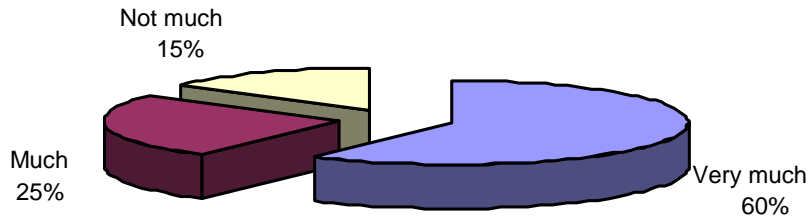
8. How much does having a large amount of students reduce your motivation as a teacher?



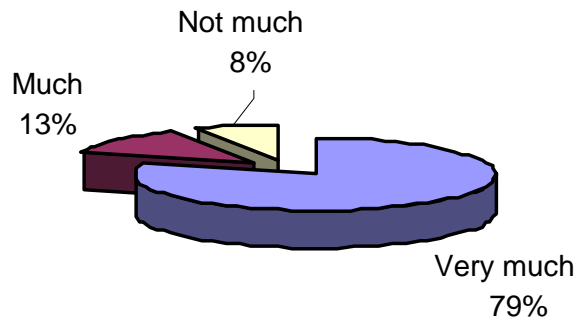
9. How much does not having a good labor environment reduce your motivation as a teacher?



10. How proud do you feel of working at the place you work for?



11. How much does a good environment increase your motivation as a teacher?



C) Economical Situation Section

This section includes all the analysis of the economical questions. At the end of the analysis, it can be found the pie charts to have a better reference of the analysis

Question number 1 which is about how much having a good salary increases their motivation as teachers, 75% of teachers think that salary increases their motivation in a high degree.

Regarding to question number 2, for teachers it is important to receive a pay check at the end of the month, which is shown by the 88% of teachers who agree that this factor is very important.

Question number 3 shows 72% of teachers are stopped by the salary from performing to best effect.

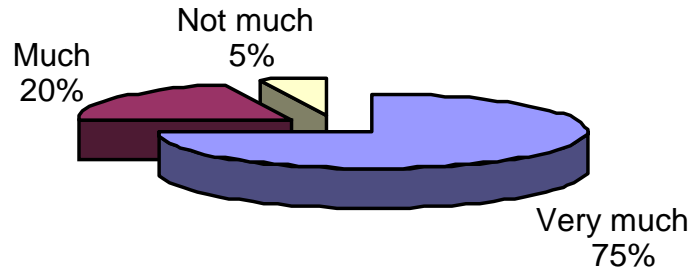
85% of the teachers concluded that getting a promotion increases their motivation as teachers as well. (Question number 4)

Question number 5 shows that 66% of teachers think that getting economical prizes increases their motivation as teachers in the teaching learning process.

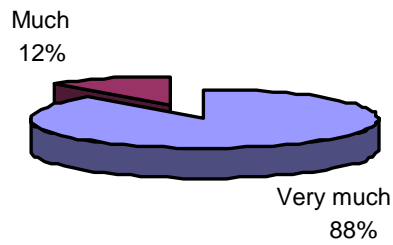
Based on these results it can be said that teachers consider money an important factor in the Teaching Learning Process which gives them motivation and makes them feel satisfied with themselves.

C. ECONOMICAL SITUATION

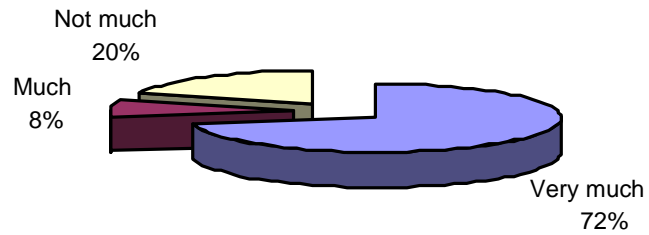
1. How much does a good salary increase your motivation as a teacher?



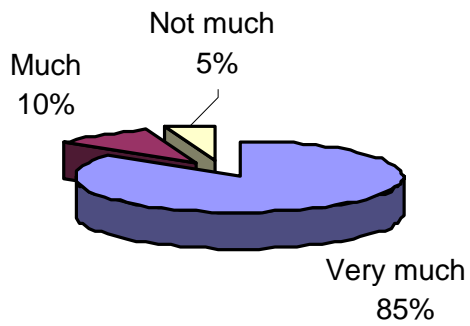
2. How important is for you to get a pay check at the end of the month?



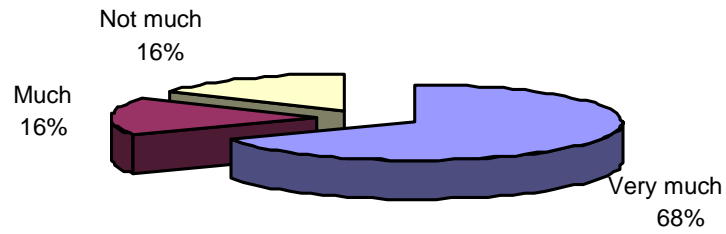
3. How much does the salary stop you performing to best effect?



4. How much does getting a promotion increase your motivation as a teacher?



5. How important are economical prizes for you in your work



VIII. CONCLUSION

After having carried out this research at the University of El Salvador with teachers from the Foreign Language Department, it can be said that part of the theory found about what motivates teachers is related to the facts or information obtained from teachers.

Teachers at the Foreign language Department seem to take into account and pay more attention to extrinsic factors such as money, classroom atmosphere, relationship among them, resources to be used etc. in order to perform better in their classes. The difference between intrinsic and extrinsic percentages is of 4%, being intrinsic motivation the top. However, it is important to mention that it is normal to take into account these aspects since these ones motivate any person in a high degree.

Teachers at the Foreign Language Department pay attention to the motivation their students may have in the Teaching Learning Process and not only to the motivation that they as teachers may have. This proves that they as teachers consider that the student is also an important factor in this process and that both, teachers and students have an important role to develop in order to succeed in the Teaching Learning process.

Finally, it could be concluded that teachers who work at this department are mainly intrinsically motivated, however they consider the student to be the main factor in the Teaching – Learning Process.

IX. RECOMMENDATIONS

Based on the findings the following recommendations can be given. They are expected to be taken into account by the corresponding authorities in order for teachers to be motivated.

- To carry out a SWOT (strength, weaknesses, opportunity, threat) to identify why teachers are not 100% extrinsically and intrinsically motivated.
- To develop workshops so that teachers can have better and new techniques to teach in order for them to feel more comfortable and motivated to teach knowing different activities they can put into practice.
- To organize motivational workshops in which they can participate in different activities to put into practice while administering instruction.
- To keep a harmonious and respectful environment among all teachers and the director of the department by having week meetings where teachers can not only inform their duties during the week but also can feel they are taken into account not only work but also for knowing how they are.

X. BIBLIOGRAPHY

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XI. ANNEXES

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREING LANGUAGE DEPARTMENT

Survey about the importance of Teachers' Motivation in the Teaching Learning Process.

OBJECTIVE: To identify what motivates teachers from the Foreign Language Department at UES.

INSTRUCTIONS: Check the best option according to your personal criteria.

QUESTIONS	VERY MUCH	MUCH	NOT MUCH
PERSONAL OPINION SECTION			
1. How important is motivation in the teaching learning process?			
2. How much does the student need to be motivated in the teaching learning process?			
3. How important is the teacher in the teaching learning process?			
4. How important is the student in the teaching learning process?			
5. How much does the success in the teaching learning			

process depend on the teacher?			
6. How much does the success in the teaching learning process depend on the student?			
7. How much does students' success increase your motivation as a teacher?			
8. How much degree of motivation do you have at work?			
9 How much does having too many subjects to teach reduce your motivation as a teacher?			
10. How important is to be a good planner teacher in order to succeed in the teaching learning process?			
11. How much are you intrinsically motivated?			
12. How important is to be a creative teacher in order to succeed in the teaching learning process?			
13. How good do you feel working in the position you are working nowadays?			
14. How good do you feel working ate the place you work for?			
15. How much does the teacher need to be motivated in order to have a successful teaching learning process?			
16. How important is to be a flexible teacher in order to succeed in the teaching learning process?			

17. How much are you extrinsically motivated?			
LABOR ENVIRONMENT SENCTION			
1. How important is the classroom atmosphere in the teaching learning process?			
2. How much does the success in the teaching learning process depend on the material to be used?			
3. how much does job stability increase your motivation as a teacher?			
4. How important is to get along or maintain a good relationship with your coworkers?			
5. How much does the daily routine stop you performing to best effect?			
6. How much does the lack of resources stop you performing to best effect?			
7. How much do the changes in the department stop you performing to best effect?			
8. How much does having a large amount of students reduce your motivation as a teacher?			
9. How much does not having a good labor environment reduce your motivation as a teacher?			
10. How proud do you feel working at the place you work for?			

11. How much does a good environment increase your motivation as a teacher?			
ECONOMICAL SITUATION SECTION			
1. How much does a good salary increase your motivation as a teacher?			
2. How important is for you to get a pay check at the end of the month?			
3. How much does the salary stop you performing to best effect?			
4. How much getting a promotion increase your motivation a teacher?			
5. How important are economical prizes for you?			