
A Validation Pilot Study for The Motivation of English Language Teachers in the College of Health Sciences and the College of Nursing, PAAET, Kuwait

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doi: <https://doi.org/10.37745/ijelt.13/vol12n594114>

Published December 02,2024

Citation: Boland D., Alazemi A.M., Hayat M.A. and Alsaber A.R. (2024) A Validation Pilot Study for The Motivation of English Language Teachers in the College of Health Sciences and the College of Nursing, PAAET, Kuwait, *International Journal of English Language Teaching*, Vol.12, No.5, pp.94-114

Abstract: *There are several components that determine and play an essential role in teachers' motivation. The purpose of this research is to validate the survey questionnaire items that are employed in the study by Ng & Ng (2015) and see if such items can be applied in two selected colleges at the Public Authority for Applied Education and Training (PAAET), Kuwait. The participants of the study are 15 faculty members from the college of Health Sciences and the college of Nursing where they were asked to complete the survey questionnaire items anonymously. Although some survey items were omitted due to having low factor loadings, the rest of the survey items were proven to be applicable to both colleges and other potential academic institutions in Kuwait, and possibly in the GCC region. The analysis resulted in having six major components that determine teachers' motivation. The six components are intrinsic motivation and self-improvement, leadership influence, social support and relationships, financial motivation, autonomy and administrative support, and career advancement and esteem. The current study findings emphasize that such six components are essential in fostering and maintaining teachers' motivation in every academic institution in Kuwait and in the region.*

Keywords: teachers' motivation, language center, PAAET, Kuwait

INTRODUCTION

Though it is unofficial, English has become the second language of Kuwait for many years now making it the language of communication with many diverse countries worldwide. Due to its high necessity and demand in the market, the instruction of the English language has been part of the school curriculum in Kuwait as English is embedded in instruction as early as kindergarten in several school institutions. From as early as KG levels to as advanced as graduate and post graduate degrees, English is being used as the language of instruction in several schools due to its high importance and demand both domestically and internationally. Therefore, there has been a great emphasis, by the government of Kuwait, on developing students' English language skills to recruit viable citizens that would benefit both themselves and the country. Despite of the government efforts, there still remains a lack of substantial students who are able to use the English language proficiently. Therefore, there should be a need in examining the reasons that underlie such issue to better understand and resolve the problem. One of the many reasons that is considered a contributing factor to this issue is the lack of English language teachers' motivation. Although several studies have outlined that students obtain extrinsic motivation higher than intrinsic motivation, teachers have been proven to take a vital part in the extrinsic motivation for such students; therefore, there is a positive relationship between having a strong teachers' motivation and producing high English proficiency level students (Dweik and Awajan, 2013). The current study is a validation pilot study that is adopted from Ng and Ng (2015) and focuses on exploring the English language teachers' motivation in the language center of PAAET (Public Authority for Applied Education and Training), Kuwait, with a focus on two colleges which are Health Sciences and college of Nursing. Most studies regarding motivation are centered around students rather than on teachers. As a result, it would be of great interest to explore the factors that underlie teachers' motivation, especially of English language teachers in a well reputed public academic institution such as PAAET. Therefore, the objective of this pilot study is to utilize the survey questionnaire items that are used in the study done by Ng & Ng (2015) and validate its items to the English language teachers at PAAET, Kuwait. Concluding remarks will be made from analyzing the questionnaire's items with the hopes of increasing such teachers' motivation to have better academic students' outcomes in return.

RESEARCH METHODOLOGY

The sample participants of the current pilot study is English language teachers at the colleges of Health Sciences and Nursing at the PAAET, Kuwait, making the sample size of 15 participants of both male and female faculty members. The rationale for choosing such sample size is due to both colleges teaching students who would later be working in the medical field; so, faculty members of both institutions would be teaching diploma students who would be sharing same medical

Publication of the European Centre for Research Training and Development-UK terminologies and who would have somewhat similar approaches in teaching English to such students. However, the analysis will later show that the survey questionnaire items are valid and can be applied to different colleges and different academic institutions in Kuwait. The utilized survey questionnaire to be validated is composed of 30 questions that cover all factors of motivation, which are “intrinsic motivation, extrinsic motivation, autonomy, relationship, self-realization and institutional support” (Kassabgy, Boraie and Schmidt, 2001), and uses a 5 point Likert scale where the participated faculty members indicated their level of motivation as of Poorly Motivated =1, Slightly Motivated =2, Neutral =3, Motivated =4, and Strongly Motivated =5. In return, the anonymous responses from the faculty members were collected and a thorough statistical analysis was performed to obtain the following results.

RESULTS

Statistical methods

The statistical methods used in this study included reliability analysis and principal component analysis (PCA) to assess the internal consistency and underlying structure of the data. Reliability analysis was performed with Cronbach's alpha values calculated to determine the reliability of each scale, and items negatively correlating with the total scale were identified for potential reverse scoring. PCA was employed to explore the dimensionality of the dataset, with component loadings, uniqueness values, and variance explained by each component analyzed. A varimax rotation was applied for a clearer interpretation, and assumption checks, including Bartlett's Test of Sphericity and the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy, confirmed the data's suitability for PCA. All statistical calculations were conducted using JAMOVI Version 2.4.14.0, with a p-value of 0.05 considered statistically significant.

Pilot Testing

A research survey needs to be pre-tested to further improve the tool designed. A good pilot test involves selecting a sample, negotiating access, delivering the instrument, calculating response rate and analyzing the results in the same way as aimed for the final study (Gorad, 2003). Accordingly, since the current study is a validation pilot study, the survey questionnaire items used in Ng & Ng (2015) were already piloted and therefore the survey questionnaire that is used in the current study is considered and proven to be efficient and adequate.

Reliability of The Questionnaire

The ‘Cronbach’s alpha’ was used to check the reliability of the survey questionnaire tool. The overall internal consistency estimated 0.945 highlighting the instrument to be highly reliable in

Publication of the European Centre for Research Training and Development-UK measuring teacher's responses (see table 1). A similar process was carried out to estimate the reliability coefficient for each sub-scale (see table 2). It is important to note that due to component analysis several items were therefore excluded due to items not confirming to the criteria of the component analysis itself and because of low factor loadings. Moreover, the remaining questionnaire items were proven to be enough and sufficient to be used to the selected region of study.

Table 1: Item Reliability Statistics

	Mean	SD	Item-rest correlation	If item dropped
				Cronbach's α
I am motivated because teaching gives security for my family.	3.93	1.387	0.404	0.945
I am motivated because teaching helps me in my future.	4.13	0.915	0.649	0.943
I am motivated because being an English language teacher is prestigious.	3.13	1.506	0.556	0.944
I am motivated by my students.	3.20	1.424	0.592	0.943
I am motivated by the parents of my students.	2.53	1.187	0.615	0.943
I am motivated by my colleagues and teaching partners.	3.13	1.407	0.756	0.941
I am motivated by my head of department.	2.60	1.242	0.600	0.943
I am motivated by my English language supervisor.	2.60	1.242	0.638	0.942
I am motivated by the Ministry of Education.	2.27	1.100	0.528	0.944

Table 1: Item Reliability Statistics

	Mean	SD	Item-rest correlation	If item dropped
				Cronbach's α
I am motivated because I earn a good salary.	3.93	1.223	0.378	0.945
I am motivated because I believe I will be promoted to a senior supervisory job at some point in my career.	2.93	1.580	0.565	0.944
I am motivated because I have the freedom to do what is necessary in performing good teaching.	4.00	1.363	0.443	0.945
I am motivated because I am clear of the rules and procedures in my center/department.	3.13	0.990	0.776	0.941
I am motivated because I have the support from other teachers	3.53	1.187	0.782	0.941
I am motivated because I am able to work independently and use my own initiative.	3.87	1.302	0.531	0.944
I am motivated because I have good relationships with colleagues.	3.80	1.146	0.747	0.941
I am motivated because I have a friendly relationship with my students.	3.87	1.125	0.674	0.942
I am motivated because I have a good relationship with the person I report to.	3.07	1.163	0.669	0.942

Table 1: Item Reliability Statistics

	Mean	SD	Item-rest correlation	If item dropped
				Cronbach's α
I am motivated because I work with colleagues as a team.	3.27	1.387	0.799	0.940
I am motivated because I have a job in which I can learn and develop my abilities to my full potential.	3.33	1.291	0.651	0.942
I am motivated because I have a job in which I can perform to the best of my ability.	3.47	1.356	0.671	0.942
I am motivated because I have a challenging job.	3.27	1.335	0.669	0.942
I am motivated because I am often evaluated positively by my students.	3.73	1.163	0.553	0.943
I am motivated because I am often evaluated positively by the person I report to.	3.13	0.990	0.732	0.942
I am motivated because I am really helping my students learn English.	4.20	0.862	0.437	0.944
I am motivated because I am providing service to society.	4.07	0.961	0.450	0.944
I am motivated because I have a job that is enjoyable and stimulating.	3.67	1.345	0.665	0.942

Table 2: Item Reliability Statistics for the sub-scales

Sub scale	Items	Cronbach's α	Mean	SD	Item-rest correlation	Item-rest correlation if item dropped
1	I am motivated because I have a job in which I can perform to the best of my ability.	0.928	3.47	1.356	0.897	0.904
	I am motivated by my students.		3.20	1.424	0.807	0.915
	I am motivated because I have a challenging job.		3.27	1.335	0.887	0.905
	I am motivated because I have a job in which I can learn and develop my abilities to my full potential.		3.33	1.291	0.810	0.914
	I am motivated because I am providing service to society.		4.07	0.961	0.713	0.924
	I am motivated by my colleagues and teaching partners.		3.13	1.407	0.713	0.925
	I am motivated because I am really helping my students learn English.		4.20	0.862	0.634	0.931
	2		I am motivated by my head of department.	0.938	2.60	1.242
I am motivated by my English language supervisor.	2.60	1.242	0.826		0.928	

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	I am motivated because I am clear of the rules and procedures in my center/department.		3.13	0.990	0.915	0.906
	I am motivated because I have a good relationship with the person I report to.		3.07	1.163	0.821	0.928
3	I am motivated because I have good relationships with colleagues.	0.931	3.80	1.146	0.914	0.908
	I am motivated because teaching gives security for my family.		3.93	1.387	0.599	0.941
	I am motivated because I am often evaluated positively by the person I report to.		3.13	0.990	0.869	0.915
	I am motivated because I have the support from other teachers		3.53	1.187	0.906	0.908
	I am motivated because I work with colleagues as a team.		3.27	1.387	0.844	0.914
	I am motivated because I have a friendly relationship with my students.		3.87	1.125	0.690	0.928
	I am motivated by the parents of my students.		2.53	1.187	0.713	0.927

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4	I am motivated because I earn a good salary.	0.856	3.93	1.22	0.749	0.796
	I am motivated because I am able to work independently and use my own initiative.		3.87	1.30	0.742	0.798
	I am motivated because I am often evaluated positively by my students.		3.73	1.16	0.679	0.826
	I am motivated because I have a job that is enjoyable and stimulating.		3.67	1.35	0.636	0.845
5	I am motivated because I have the freedom to do what is necessary in performing good teaching.	0.717	4.00	1.36	0.572	0.709
	I am motivated by the Ministry of Education.		2.27	1.10	0.572	0.462
6	I am motivated because I believe I will be promoted to a senior supervisory job at some point in my career.	0.860	2.93	1.58	0.755	0.792
	I am motivated because being an English language teacher is prestigious.		3.13	1.51	0.755	0.719

Principal Component Analysis

The components influencing motivation are numerous and complex and the comprehensive understanding of their interrelationships is essential. The following detailed table delineates the separate components after undergoing a 'varimax' rotation. (see table 3). The first component focuses on intrinsic goals, such as self-improvement and contribution, which demonstrate a substantial internal drive, with loadings ranging from 0.681 to 0.885. The second component underscores the influence of leadership, particularly from department heads, which is most pronounced at a loading of 0.913. The third component highlights the importance of colleagues and students, with loadings between 0.603 and 0.843, reflecting the significant role of social dynamics. The fourth component emphasizes the importance of financial considerations, with salary receiving a high rating of 0.878. The fifth component addresses autonomy and policies, weighing the impact of both independence and administrative directives. Finally, the sixth component focuses on career advancement and esteem, indicating a desire for status and the steps required to achieve it. Individual items exhibited minimal standalone effects; however, the model effectively accounted for the variance in motivation. This organized statistical analysis provides valuable insights, offering a new perspective on what inspires English teachers in this context.

Table 3: Component Loadings

	Component						Uniqueness
	1	2	3	4	5	6	
I am motivated because I have a job in which I can perform to the best of my ability.	0.885						0.0639
I am motivated by my students.	0.875						0.0976
I am motivated because I have a challenging job.	0.853						0.1537

Table 3: Component Loadings

	Component						Uniqueness
	1	2	3	4	5	6	
I am motivated because I have a job in which I can learn and develop my abilities to my full potential.	0.817						0.0736
I am motivated because I am providing service to society.	0.798						0.1012
I am motivated by my colleagues and teaching partners.	0.681						0.0522
I am motivated because I am really helping my students learn English.	0.681						0.0479
I am motivated by my head of department.		0.913					0.0735
I am motivated by my English language supervisor.		0.843					0.0515
I am motivated because I am clear of the rules and procedures in my center/department.		0.841					0.0616

Table 3: Component Loadings

	Component						Uniqueness
	1	2	3	4	5	6	
I am motivated because I have a good relationship with the person I report to.		0.745					0.1384
I am motivated because I have good relationships with colleagues.			0.843				0.0270
I am motivated because teaching gives security for my family.			0.806				0.1568
I am motivated because I am often evaluated positively by the person I report to.			0.765				0.0691
I am motivated because I have the support from other teachers			0.757				0.1305
I am motivated because I work with colleagues as a team.			0.692				0.0616
I am motivated because I have a friendly relationship with my students.			0.617				0.0251

Table 3: Component Loadings

	Component						Uniqueness
	1	2	3	4	5	6	
I am motivated by the parents of my students.			0.603				0.1040
I am motivated because I earn a good salary.				0.878			0.0723
I am motivated because I am able to work independently and use my own initiative.				0.771			0.0774
I am motivated because I am often evaluated positively by my students.				0.760			0.1789
I am motivated because I have a job that is enjoyable and stimulating.				0.591			0.2154
I am motivated because I have the freedom to do what is necessary in performing good teaching.					0.827		0.0348
I am motivated by the Ministry of Education.					0.720		0.1991

Table 3: Component Loadings

	Component						Uniqueness
	1	2	3	4	5	6	
I am motivated because I believe I will be promoted to a senior supervisory job at some point in my career.						0.827	0.1004
I am motivated because being an English language teacher is prestigious.						0.669	0.0886
I am motivated because teaching helps me in my future.							0.1839

Note. 'varimax' rotation was used

Component Statistics

The table of component loading shows a concise depiction of the variance across six components following the varimax rotation (see table 4). The first component explains the largest amount of variance that is accounting for 24.5% of the overall variance. This suggests that it reflects the most important underlying feature in the data. The second component accounts for an additional 18.02% of the total variance, resulting in a cumulative explained variance of 42.5%. The addition of the third component results in an increase of 17.75%, resulting in a combined total of 60.2%. The fourth component accounts for 12.91% of the variance, whereas the fifth and sixth components account for 8.73% and 8.35% of the variance, respectively. The combination of these six components accounts for 90.2% of the overall variability, indicating a thorough understanding of the fundamental elements that impact teacher motivation in this particular setting.

Table 4: Summary

Component	SS Loadings	% of Variance	Cumulative %
1	6.61	24.47	24.5
2	4.86	18.02	42.5
3	4.79	17.75	60.2
4	3.49	12.91	73.1
5	2.36	8.73	81.9
6	2.25	8.35	90.2

Assumption Checks

The Kaiser – Meyer – Olkin (KMO) Measure of Sampling Adequacy, with an overall value of 0.500 implies that the sample is just barely adequate for doing factor analysis. A KMO number approaching 1.0 indicates that the data is very suitable for factor analysis, but a value below 0.5 often shows that the factor analysis may not be viable due to insufficient sample adequacy. Given the KMO score of 0.500, it indicates that although factor analysis may still be conducted with the available data, the findings should be taken carefully due to the only marginally adequate sample adequacy. Additional inquiry or refinement of the dataset may be required to enhance the reliability of the analysis.

Eigenvalues

The scree plot provided displays the eigenvalues linked to each component, graphed in relation to the number of components. The substantial decrease in eigenvalues from the first to the third component suggests that these components account for a considerable amount of the variability in the dataset. Following the third component, the slope levels out, indicating that subsequent components have a diminishing impact on explaining variance. The inflection point at around the sixth component indicates the ideal number of elements to maintain for research, as further components provide negligible extra explanatory power. This justifies the choice to prioritize the

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first six components, which collectively account for a significant proportion of the variance, as demonstrated by the previously mentioned cumulative percentages (see figure 1).

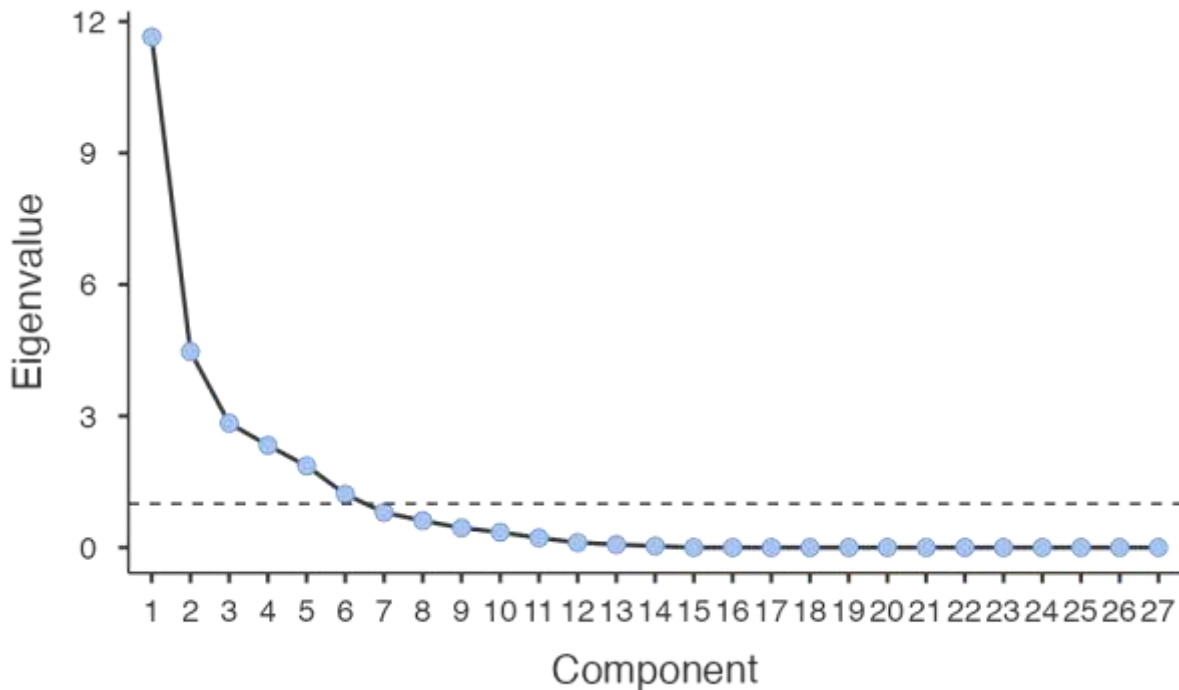


Figure 1: Scree Plot Illustrating Eigenvalues for Each Component in the Factor Analysis, Indicating the Optimal Number of Components to Retain Based on the 'Elbow' Criterion.

The analysis in this study offers a comprehensive understanding of the factors influencing teachers' motivation in their profession, utilizing a combination of reliability analysis and Principal Component Analysis (PCA). The reliability analysis demonstrated that the survey instrument is highly reliable, with an overall internal consistency of 0.945, indicating the effectiveness of the questionnaire in measuring teachers' motivational factors.

The PCA identified six key components that together account for 90.2% of the variance in the data, indicating a thorough explanation of the underlying motivational factors. The components were named based on the selected items and their loadings:

1. **Intrinsic Motivation and Self-Improvement:** This component reflects teachers' internal drive to perform well, improve their abilities, and contribute positively to society.

2. **Leadership Influence:** This component emphasizes the role of leadership, particularly the impact of department heads and supervisors on teachers' motivation.
3. **Social Support and Relationships:** This component highlights the importance of relationships with colleagues, students, and parents in maintaining teachers' motivation.
4. **Financial Motivation:** This component focuses on the significance of salary and financial stability as motivators for teachers.
5. **Autonomy and Administrative Support:** This component addresses the impact of having independence in teaching and the support provided by educational policies and the Ministry of Education.
6. **Career Advancement and Esteem:** This component captures the desire for career progression and the prestige associated with being an English language teacher.

The assumption checks, including the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy, indicated that the sample was barely adequate for conducting factor analysis, with a KMO value of 0.500. While the factor analysis was conducted, the findings should be interpreted with caution due to the marginal sample adequacy.

The scree plot analysis supported retaining these six components, as they account for the most significant proportion of variance in the dataset. The substantial decrease in eigenvalues after the third component and the inflection point around the sixth component justified the selection of these six components for further analysis. This detailed analysis provides valuable insights into the factors that motivate English language teachers, highlighting the roles of intrinsic motivation, leadership, social support, financial incentives, autonomy, and career advancement. The findings offer a strong foundation for understanding and enhancing teacher motivation in educational settings.

DISCUSSION

The findings of the current validation pilot study resulted in six main components that are related to previous literature. The first component is identified as intrinsic motivation and self-improvement. Internal motivation has a tremendous effect on educational environments making the learning experience more positive and fun due to teachers' having that drive in positively wanting to enhance students' learning. It was said by research that when teachers build fruitful educational relationships with their students and colleagues that their internal motivation drive tends to blossom (Ryan and Deci, 2020). Moreover, research done by Avadhanam and Chand (2016) concluded that when teachers are motivated internally is when they tend to be creative in coming up with new teaching strategies and pedagogical innovations for the purpose of promoting students' academic success; therefore, making teachers' intrinsic motivation directly linked to students' academic performances. A study by Tripathi and Tripathi (2018) has identified several factors that lead to teachers' intrinsic motivation. One of the factors is self-efficacy; their study

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states that when teachers perceive themselves as capable in improving the learning environment, they will be more dedicated in reaching that vision of themselves doing so. So, there should be a need in academic institutions to foster teachers' intrinsic motivation to have the best outcomes possible for teachers and for students' as well. The second component that the current validation pilot study has identified is leadership influence. This component focuses on the role of higher departmental figures in terms of leadership like department heads and supervisors. Higher departmental figures tend to lay the foundation of how motivated teachers tend to be and whether they feel like striving in their careers or not. Several research studies have highlighted that when such leaders offer democratic approaches with their faculty members and also tend to recognize their efforts, that these teachers tend to feel valued, acquire a sense of collaboration and start to develop a true sense of belonging to the institution, and that tend to foster and increase their motivation which also leads to better educational outcomes (Sehar & Alwi, 2019, and Odundo & Rambo, 2013). Social support and relationships is the third component that the current pilot study has identified. Like the previous components, this third component is important and cannot be overlooked. Several research has shown and proved that social support and relationships between teachers and their students can lead to a positive effect on both groups. Klassen et al. (2012) said that the relationship between teachers and their students tends to have more positive outcomes on teachers in comparison with the relationship that teachers have with their colleagues. Moreover, Daniels and Pirayoff (2015) said that such relationship can offer teachers with a sense of job satisfaction and fulfillment which emphasizes that having relationships between teachers and students is vital since it also tends to influence students positively. When it comes to social support, teachers need to feel supported by departmental leaders and other colleagues for a rich environment to be created and fostered where teachers can feel safe to express their thoughts, concerns, suggestions, and receive feedback in an atmosphere that feels both positive and caring.

The fourth component that the current validation study has identified is financial motivation. As the name entails, it signals that there is a positive relationship between having a good salary and financial stability and teachers' level of motivation. Financial stability tends to serve as a driving force that pushes teachers to do well on the job to maintain their positions. A study by Rice & Malin (2015) talks about how teachers view financial rewards as an incentive that plays an important role in their motivation, as it is only obvious that teachers who see financial rewards as incentives tend to increase and maintain their excellent job performances. Another study by Kamunjeru & Mchunu (2012) argues that although competitive salaries tend to be important, there has to be other driving forces to complement job satisfaction. The fifth component identified in this study is autonomy and administrative support. This component entails the effect of teachers possessing independence in teaching while having the full support by their academic administration. Several research state that teacher autonomy and administrative support tend to bolster teachers' satisfaction in their careers and, as a result, enhances students' academic

Publication of the European Centre for Research Training and Development-UK performances (Patall & Zambrano, 2019). However, it is important to mention that while obtaining autonomy and administrative support is crucial in job satisfaction, there needs to be a balance between an approach that supports teachers' autonomy while having clear guidelines for being held accountable for fostering educational environments that support ultimate learning (Escardibul & Calero, 2013). The final component that has been identified in this pilot study is career advancement and esteem. This component entails the desire for having continuous career development and the prestigious title that comes with being an English language teacher. According to Motha and Lin (2014), teachers who teach English to speakers of other languages tend to have desires linked to yearning of power and identity that comes with English. Moreover, according to Xue (2022) teachers who own and show high self-esteem tend to feel more confident to pursue further career advancement to take leadership roles in their academic institutions. Therefore, existing literature agrees that career advancement and esteem are considered important factors of motivation in the field of English language teaching.

CONCLUSION

The current validation pilot study is aimed at utilizing the survey questionnaire items that are used in the study by Ng & Ng (2015) for the purpose of validating them with faculty members of the college of Health Sciences and the college of Nursing, PAAET, Kuwait. The areas of study that were examined are the factors of motivation which include "intrinsic motivation, extrinsic motivation, autonomy, relationship, self-realization and institutional support" (Kassabgy, Boraie and Schmidt, 2001). After running thorough statistical analysis on the data collected from 15 participants, the current study resulted in six major components. The six components, which are intrinsic motivation and self-improvement, leadership influence, social support and relationships, financial motivation, autonomy and administrative support, and career advancement and esteem, are proven to be essential and important for maintaining teachers' motivation. Not only that, but previous literature findings also support and prove that there is a positive relationship between these six factors and teachers' motivation. The survey questionnaire items that have been validated can be applied to other colleges and academic institutions in Kuwait, and the current study can be used for further future research.

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International Journal of English Language Teaching

Vol.12, No.5, pp.94-114, 2024

Print ISSN: 2055-0820(Print)

Online ISSN: 2055-0839(Online)

Website: <https://www.eajournals.org/>

Publication of the European Centre for Research Training and Development-UK