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SCHOOLS OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



TOPIC:

The Importance of Teachers' Motivation in the Teaching Learning Process

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INDEX

I.	Introduction.....	6
II.	Objectives.....	8
III.	Justification.....	9
IV.	Statement Of The Problem.....	11
V.	Theoretical Framework.....	13
	A. Motivational Theories.....	14
	A.1. Drive Reduction Theory	
	A.2. Need Hierarchy Theory	
	A.3. Herzberg’s Two Factor Theory	
	B. Loss of Motivation.....	16
	C. Rewards And Reinforcements To Increase Motivation.....	17
	D. Kinds Of Motivation	18
	D.1 Intrinsic Motivation	
	D.1.1. Characteristics Of An Intrinsically Motivated Person	
	D.1.2. Strategies For Promoting Intrinsic Motivation	
	D.2. Extrinsic Motivation	
	E. Importance Of Motivation In The Teaching-Learning process.....	23
	F. Importance Of Teachers’ Motivation In The Teaching-Learning Process.....	24
	G. Factors That Motivate Teachers.....	26
	H. Encouraging Teachers’ Motivation.....	28

VI.	Methodology.....	30
VII.	Conclusion.....	32
VIII.	Bibliography.....	36
IX.	Annex.....	37

I. INTRODUCTION

Many researches related to motivation have been carried out in order to find out what motivates people to engage in an activity and finish it. Williams and Burden (1997) defined the interest, curiosity or a desire to achieve something as the key factors that constitute motivated people. According to this, motivation will depend on how interested a person is in a determined activity, the desire and curiosity are factors that help to support that interest until the final aim is achieved.

In the teaching – learning process the word motivation has become one of the most important aspects that teachers take into consideration and put into practice at the moment of delivering instruction. When talking about motivation there are many concepts that come out, some of these concepts have been used along this research. One of these concepts is Students' Motivation, which is very important in the teaching learning-process.

When motivation comes from outside an individual, it is called Extrinsic Motivation; on the other hand, there is also the motivation that comes from inside an individual, which is called Intrinsic Motivation. The two of which will be dealt with along this work.

The importance of motivation in the teaching-learning process is one of the aspects that are developed along this research in which are mentioned the ones who are involved in this process and also who is in charge of promoting motivation in the teaching-learning process. The importance of teachers' motivation in the teaching-learning process is one of the most important concepts that will be developed along this research, which is one of the key factors that will lead the teaching- learning process into an effective one. Some aspects

that can help to increase teachers' motivation are also mentioned and how this motivation can be sustained and increased as well.

Some information about the reasons why this topic was chosen to be studied can be found in the justification. The importance of motivation in the teaching learning process and the importance of teachers' motivation can be found in the statement of the problem. In the theoretical framework, some theories from different authors are presented, authors who carried out researches related to this topic. An explanation about the kind of data collection and how these data was compared to the bibliographic information, in order to develop this research, is presented in the methodology part. Finally, the last part of this paper is the conclusion.

II. OBJECTIVES

General Objective:

- To carry out a bibliographic research based on the importance of teachers' motivation at the Foreign Language Department of the University of El Salvador.

Specific Objective:

- To find out what motivates teachers to get better performance in the Teaching-Learning process.
- To find out what teachers and principals can do to keep and increase Teachers' Motivation to perform better along a course.
- To find out the kind of motivation that teachers should have to perform better in classrooms.

III. JUSTIFICATION

This research has been carried out to find out the importance of motivation in the teaching-learning process. In addition, it was carried out to find out what motivates both teachers and students in and out of the classroom to perform better along a course. In the teaching –learning process most of the responsibility of students’ motivation and performance rely on teachers, that is why teachers need to be motivated too in order to keep and increase their students’ motivation. Sometimes this point is not taken into consideration by some schools’ administrators who just demand good academic results from students, avoiding all the related aspects that can be obstacles, which can drive teachers to fail in the delivery of a good and efficient instruction.

This research is intended to find out about teachers’ motivation and how this can help them to have a better performance in classrooms. If there is not enough attention on this point, the goals set at the beginning of a course can be not reached because of the absence of motivation. Some of the aspects that can help teachers to be motivated and engaged in the teaching-learning process are a good environment at work, salary, fringe benefits, and the relationship with their coworkers. All these aspects can help teachers to be motivated and because of that, they can transfer that motivation to all their students in order to reach the goals they set at the beginning of the course.

This is a very important topic that principals should take into consideration when working with the teachers’ staff, since if they do not work on the aspects that motivate teachers, they will not get an effective learning along and at the end of a course or semester. As future teachers there are some aspects which can help us to keep motivated in order to

transmit that motivation to our students; some of these aspects are mentioned along this research.

This research can also provide some tips not only to teachers but also to the principals to look for the ways to improve the environment at their workplace what will benefit everyone from principals to students, since as it has been mentioned above the delivery of instruction, the performance of both teachers and students and the fulfilment of the objectives will be easier if not only students but also teachers are effectively motivated.

IV. STATEMENT OF THE PROBLEM

Motivation is an essential and important factor in any person's life. Harmer (2001) argues that motivation is what encourages, drives, moves, and incentives a person to do something; according to this, motivation is present every single day of our lives, in any activity we carry out along a day. When people are motivated they have an ample series of impulses, similar desires, necessities, yearnings and forces (Williams and Burden, 1997). All these impulses will keep someone motivated and will lead him to the end of any particular activity. The interest of someone will depend on the necessity that s/he may have to get up to the end of a particular activity. If there is not interest in carrying out that activity, it will not be finished successfully. When a person is highly motivated, s/he shows a necessity to reach a purpose or a benefit in any particular activity.

Motivation and teaching are related because each one depends on the other, there will not be an effective teaching-learning process if motivation is not present at the moment of conveying instruction. Lot has been said about motivation, especially about students' motivation; but teachers' motivation is a very important theme since teachers are the ones who set the goals they want to reach at the end of the course, the ones who plan the whole course or semester, the ones who have to look for the ways to motivate their students and try to keep them motivated in order to have an effective instruction and good performance from students; and all of these have to be reached in order to have a good and effective teaching-learning process.

It is of great importance that teachers be motivated in order to reach all the aspects that were mentioned before and also it is very important to know what motivate teachers and what principals should do in order to create or prepare an environment in which not

only students but also teachers are motivated, so the relationship among all the ones who are involved in the teaching- learning process will be more effective and that good relationship and an appropriate environment will lead the teaching-learning process to a successful one.

V. THEORETICAL FRAMEWORK

Motivation is an essential and important factor in any person's life that is why, many researches about motivation have been carried out in order to find out what motivates people to engage in an activity and finish it. Williams and Burden (1997) defined the interest, curiosity or desire to achieve something as the key factors that constitute motivated people. According to this, motivation will depend on how interested a person is in a determined activity, the desires and curiosity are factors which help to support that interest until the final aim is achieved.

When applying motivation to the educational field, we realize that there are two main individuals who play an important role in the teaching-learning process; these are the teacher and the student. Both, students and teachers need to be motivated to get good results at the end of a course or a semester. According to many researchers, motivation is based on the interest a person has in engage in and finishing an activity. That is why in order to get both teacher and students motivated, they will have to work together to support each other's motivation.

There are two kinds of motivation, Intrinsic and Extrinsic Motivation. Intrinsic Motivation is the one that comes from inside an individual; a person who is intrinsically motivated does not need to be conditioned by any kind of reward to engage in and finish an activity. On the contrary, extrinsic motivation is conditioned by external rewards such as money, a gift, etc. A person extrinsically motivated needs to know that he will receive something when he finishes the activity. Many theories have been studied to find out where motivation comes from and to define if motivation is something that can be improved along a person's life; some of these theories are mentioned below.

A. MOTIVATIONAL THEORIES

A.1. Drive reduction theories

Retrieved from: <http://www.businessballs.com/davidmcclelland.htm>

There are a number of drive theories. Among them, there is the Hull's Drive Reduction Theory. According to Clark Hull (1940) whose theory, proposes that humans have certain biological needs, such as hunger, what he calls the drive. As time passes, the strength of the drive increases as it is not satisfied. Then as humans satisfy that drive by fulfilling that desire, the drives strength is reduced. This is based on the theories by Freud and the idea of feedback control systems. The example of this theory can be applied to the workplace. For instance, when it is known there will be a promotion among the teachers' staff, and that everyone will be observed in order to evaluate their performance to choose the one who really deserves that promotion, everyone will do his or her best to improve his/her methodology / performance in order to be the chosen one. At this time as Freud said in his theory, the drive increases and after the teacher is already chosen the drive will decrease because he has already gotten what he wanted.

This theory seems to estate that everyone is extrinsically motivated, and that would be a problem in the teaching- learning process, if one thinks of what would happen with the other ones who were not promoted. Probably the ones who did not get the promotion will decrease their performance; and this at the same time will influence in others who are part of the process. That is students; whose performance will not be as satisfactory as expected.

To find out how much extrinsic motivation can affect teachers' performance, there was an interview carried out among teachers of the Foreign Language Department (FLD) to find out what motivates them to perform better in classrooms. According to the data gotten

from those interviews, being promoted is one of the factors that help them to increase their motivation as teachers.

A.2. Need hierarchy theory

Retrieved from: <http://www.businessballs.com/davidmcclelland.htm>

This is another theory that has been proposed by Abraham Maslow (1940) Abraham Maslow's hierarchy of human needs theory is the most widely discussed theory of motivation. According to Maslow, human beings have wants and desires and these ones are the ones who influence our behavior. He stated that only unsatisfied needs could influence behavior since only if they are not satisfied they can move us to take an action responding or fulfilling a determined need. Since needs are many, they are arranged in order of importance, from the basic to the complex; as one is reached the person advances to the next level of needs only after the lower level of needs is at least minimally satisfied.

Maslow's theory can be applied in the educational field or in a workplace context in which everyone is looking for a better position or a better job and this can only be reached if we reached or accomplish the lower levels. For example, a student who wants to go to the University, first he has to finish high school (lower level) in order to get to the next level (University). In addition, if someone is trying to get a promotion or a better job he will have to fulfill all the responsibilities demanded for his actual position, in order to show that he is prepared to face new and more responsibilities.

A.3. Herzberg's two factor theory

Retrieved from: <http://www.cte.ku.edu/cteInfo/ctePublications/newsletters/archive>

Frederick Hertzberg (1959) in his two factor theories concludes that certain factors in the workplace result in job satisfaction, while others do not; but if absent, they lead to

dissatisfaction. He distinguished between: Motivators such as challenging work, recognition, responsibility that give positive satisfaction; and Hygiene Factors such as status, job security, salary, and fringe benefits, which do not motivate if present, but if absent will result in a decrease of motivation. The name Hygiene factors is used because, like hygiene, its presence will not make you healthier, but absence can cause health deterioration. This theory is sometimes called the “Motivator-Hygiene Theory”.

This theory should be given consideration by principals because as Herzberg said; at the workplace, there should be motivators, which will act as kind of prizes for the one who receives them. For example, recognition for an excellent work, such as a rise in salary, will become a challenge for a person to continue doing a good job. Moreover, Herzberg’s theory refers to the job security, salary, and fringe benefits as the hygiene factors that can help someone keep motivated. However, if they are no present it can drive someone to decrease his motivation. Since some of these benefits are the ones who most people look for in a job, working without them could lead someone to carry out his job without any concern or improvement. In the case of the teaching - learning process, it would mean the failure in the delivery of instruction.

When comparing Herzberg’s theory to what the FLD teachers said, it was found that good salary, job stability and also a good environment at the work place are some of the factors that if present help teachers to be motivated.

B. LOSS OF MOTIVATION

Thinking about undertaking an assignment or a project, this could be the result of loss of motivation. Loss of motivation can also cause withdraw from a subject or leaving

the university for a semester, a year or forever. Some of the most common reasons for loss of motivation are: a negative experience or several negative experiences, and the specific contributing factors might be: getting behind on a program of study, responsibilities, other than study, taking priority, feeling isolated, the difficulty of subject material. Another reason why someone can lose motivation is the absence of a goal. If there is not a set goal, that person will not be motivated enough to engage in and finish a determined activity. Another reason is how important it is for the individual to reach that goal. The importance of the goal can also help someone find his lost motivation. For example, a student who does not have the money to continue with his studies can lose motivation even though he has a goal set, but if that student were benefited with a scholarship, he could get his motivation back. The search of motivation will involve some focusing on how important the goal that you are seeking is, and some changes to your behavior.

Some of the aspects that affect teachers' motivation at the FLD are the daily routine, the lack of resources they have to prepare a class or a course, and the lack of students' success, which is a key factor in the teacher-learning process that can lead teachers to the loss of their motivation.

C. REWARDS AND REINFORCEMENT TO INCREASE MOTIVATION

Retrieved from: <http://rer.sagepub.com/cgi/content/abstract/64/3/363>

There are many ways in which Motivation can be increased, and the most common one is by using rewards and reinforcement. Rewards are the benefits brought out for an excellent work; they are what follow a well-performed activity. These are used with the intention of acknowledging a behavior in a positive way. Besides, they have the intent of encouraging that behavior to happen again.

According to Herzberg (1964), there are two kinds of rewards: Extrinsic Rewards and Intrinsic Rewards. Extrinsic Rewards are external to, or outside of the individual; for example, praise, or money. On the other hand, Intrinsic Rewards are internal to, or within, the individual; for example, satisfaction, or accomplishment. Reinforcement is different from a reward since it is intended to influence a behavior; it is used to improve that behavior in order to accomplish the desirable activity. When asking the FLD teachers it can be said that for some of them, their motivation is increased more by extrinsic rewards such as salary, job stability, and being promoted. However, some others are also motivated by intrinsic rewards since their students' success is a very important aspect that helps them to keep and increase their motivation.

D. KINDS OF MOTIVATION

Three aspects must be taken into account when someone is trying to obtain something. These aspects are the kind of motivation the person has, the behavior a person shows while trying to achieve that goal, and the goal itself. The goal is the result of the behavior an individual has 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 also important to mention the kind of motivation this person has, what motivates him to do something, or how he is motivated. There are two kinds of motivation a person may have: Intrinsic motivation and Extrinsic motivation.

D.1. Intrinsic Motivation

Retrieved from:

http://en.wikipedia.org/wiki/Motivation#Intrinsic_and_extrinsic_motivation

Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades. This motivation does not need to have compensation at the end of a performed activity. The person who is intrinsically motivated will carry out a task just because he likes and enjoys what he is doing.

According to Dev. (1997) when someone is intrinsically motivated s/he will not need something, such as a reward or incentive to initiate or complete an activity. An intrinsically motivated person will develop a determine activity just for the satisfaction it produces to him when carrying it out. The one who is intrinsically motivated does not look for a reward, since the challenge of carrying out and completing the task will provide a sense of satisfaction more than, if he gets an external reward. Pintrich and Schunk (2000) stated that intrinsic motivation refers to be engaged in an activity for its own sake. Also Wlodkowski (1999) said that intrinsically motivated actions is what occurs for its own sake, an action for which only rewards are the spontaneous affects and conditions that accompany it.

As we can see intrinsically motivated behaviors require no support and reinforcement for their sustenance. However, it does not mean that an intrinsically motivated person will not seek rewards. Intrinsically motivated people actively engage themselves in learning out of curiosity, interest, or enjoyment, or in order to achieve their own intellectual and personal goals. They do not need to be conditioned to receive something in order to initiate and complete an activity. When asking the FLD teachers how

intrinsically motivated they are, the gotten answers were that most of them are intrinsically motivated. Besides of some external rewards that also help to increase their motivation as teachers, their motivation is influenced by some aspects such as students' success, they care about the classroom atmosphere and the planning among others, what is important in the teaching-learning process in order to have students motivated.

D.1.1. Characteristics Of An Intrinsically Motivated Person

These kinds of people use “more logical information-gathering and decision-making strategies" than extrinsically-motivated people do, they are also more likely to persist with and complete assigned tasks. They can retain information and concepts longer, and are less likely to need remedial courses and review; besides, they are more likely to be lifelong learners, continuing to educate themselves outside the formal school setting long after external motivators such as grades and diplomas are removed and to feel confident about their ability to learn new material.

D.1.2. Strategies For Promoting Intrinsic Motivation

Leper (1988). Retrieved from: <http://researchnews.osu.edu/archive/inmotiv.htm>

Technique	Description	How to do it
Control	Promote the learners' sense of control over activities	1. Minimize extrinsic constraints on the activity. (If an activity is of initial intrinsic interest, avoid adding superfluous extrinsic control. If an activity is of low intrinsic interest, use minimal sufficient external control.)

		<ol style="list-style-type: none"> 2. Reduce extrinsic constraints over time. (If it is necessary to use external pressures or incentives, fade these over time.)
Challenge	Provide students with a continuously challenging activity.	<ol style="list-style-type: none"> 1. Help students set goals of uncertain attainment, and give feedback regarding current status of accomplishments. (Help students' short-term and long-term goals at intermediate levels of difficulty. Also help students set multiple levels of goals, so that students at different levels will feel motivated and so that students can move on to new goals as they attain earlier goals.)
Curiosity	Provoke the learners' curiosity.	<ol style="list-style-type: none"> 1. Highlight areas of inconsistency and incompleteness and focus on paradoxes or possible simplifications that will provoke the interest of the learners. 2. Focus on activities, domains of knowledge, persons, and problems that are already of interest to the learners.
Contextualization	Highlight the functionality of the activity.	<ol style="list-style-type: none"> 1. Present the activity in a natural, interesting context. 2. Present the activity in a simulation or fantasy context of interest to the student.

D.2. Extrinsic Motivation

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide. Extrinsic motivation is when someone is motivated by external factors, as opposed to the internal drivers of intrinsic motivation. According to Latham, (1998:82) extrinsic motivation drives someone to do things for tangible rewards or pressures, rather than for the fun of carrying out an activity.

Extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. An extrinsically motivated student, for example, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

Both Intrinsic and Extrinsic motivation are present in the teaching- learning process, and teachers are in charge of developing these two kinds of motivation equally, since they are a complement for each other. That is why Intrinsic and Extrinsic motivation have to work together. If teachers focus their attention, for example, on intrinsic motivation without using any kind of reward, as they are used in extrinsic motivation, the learning process could get into a monotonous and boring one for those students who are extrinsically motivated, what could drive students to decrease their motivation. On the other hand, if teachers focus on extrinsic motivation, students could get used to act and respond just for

the reward they could receive at the end of the activity they are asked to perform what will cause a decrease of their motivation.

E. IMPORTANCE OF MOTIVATION IN THE TEACHING-LEARNING PROCESS

As it has been pointed out, motivation is a key and an important factor that must be present every time in any activity in which a person is engaged in and this can be the factor that might produce the greatest results depending on the courage a person has. According to Olochukwu (1990) motivation is important because it stimulates individuals to accomplish laid down institutional goals. It is purposive, designated and goal-oriented behaviour that involves certain forces acting on or within the individual in order to initiate, sustain and direct behaviour. Therefore, the importance of motivation in the teaching-learning process is essential since the very beginning of this process, because motivation is that force that moves an individual, in this case teacher/student, to initiate in the teaching- learning process. After they are already in the activity, motivation sustains them so that, they can keep on and be directed into the objectives set at the beginning of the teaching-learning process.

In order to get good results in the teaching-learning process motivation has to be present in the main participants, teachers and students. But the one who has to initiate this process is the teacher, since he is the responsible of planning how instruction will be delivered to students and what he can do to keep them motivated along a course.

Motivation has to be present in every plan or activity that teachers carry out during instruction. As it has been mentioned before, in a classroom teachers will find not only intrinsically motivated students but also extrinsically motivated ones; and teachers have to

work in order to carry out activities to help these two kinds of students. By promoting the two kind of motivation and working on them by carrying out different activities that include topics of interest for all the individuals in a class, teachers will be helping students not only to improve but also to increase their motivation, what will lead them to an efficient teaching-learning process and the results at the end of the instruction will be more effective.

F. IMPORTANCE OF TEACHERS' MOTIVATION IN THE TEACHING - LEARNING PROCESS

Teachers' motivation has to do with teachers' attitude to work. It has to do with teachers' desire to participate in the pedagogical processes within the school environment. It also has to do with teachers' interest in students' discipline and control in the classroom. Therefore, it could determine their involvement or non-involvement in academic and non-academic activities, carried out in schools. Teachers must take into account all the things or aspects that lead them to plan the activities to be carried out along the given course in order to deliver a good instruction. The teacher is the one that translates educational philosophy and objectives into knowledge and skills and transfers them to students in the classroom. That is why they need to be motivated too, so they can transfer that motivation to students.

Teachers' motivation has a very important role in the Teaching-Learning Process. If teachers are not motivated they will not prepare or plan their classes, what could make students receive a poorly motivated class. That kind of classes could drive students to a reluctance to assist to them, besides that kind of classes could decrease students' motivation. Otherwise, if a teacher is motivated he will care about the planning of his classes, he will look for extra material that can help him to motivate students. A motivated teacher will transmit that motivation to their students through many ways, by planning his

classes, by the speech he uses when teaching a class, by the material and the activities he develops along the class.

Classroom climate is also important when talking about teachers' motivation. If a teacher experiences the classroom as a safe, healthy, and a happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall improvement of the school. The teacher commands and emits the image of one who improves knowledge and the physical conditions of the classroom through his assessment, discipline, and control.

As it has been mentioned before, there are two kinds of motivation Intrinsic and Extrinsic motivation. Teachers have both of them. A teacher who is intrinsically motivated will do his job just for the pleasure it produces on him, because he likes teaching and because he always will be looking for self-actualization in any subject he is developing. On the other hand, if a teacher is extrinsically motivated, his performance will be based and conditioned on the reward he can obtain; this reward could be the salary. Extrinsic motivation can influence a person's behavior; that is why, principals have to pay all the attention on teachers' motivation, If they have intrinsically motivated teachers, the performance and success of both teachers and students in the teaching-learning process will be more effective rather than if the teachers' staff is conform by extrinsically motivated teachers. It does not mean that extrinsic motivation is bad and that its absence in the teaching-learning process will be better. It just means that if someone, in this case teachers, do their work by heart, because they like and enjoy teaching, the results will be more satisfactory and effective; rather than if someone is teaching just because of the reward or payment he will get at the end of a month.

G. FACTORS THAT MOTIVATE TEACHERS

Recent studies have shown that teachers are motivated more by intrinsic than by extrinsic rewards. Pastor and Erlandson (1982) conducted a survey which found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning. All these factors are considered as intrinsic, and according to what it has been mentioned above, intrinsic motivation is what really helps when talking about the Teaching-Learning process since these intrinsic factors will help to increase teachers' motivation so that students' motivation will also have an improvement; therefore the Teaching-Learning process will be more effective.

When teachers are taken into consideration in decision making, they feel that their opinions are valued. That will motivate them to care more about their performance at teaching, they will care more about their lesson plans, and the development of their classes will be more productive. By being motivated, teachers can transmit that motivation to their students and help them to get interested in what is being taught. Even though students might not like a determine subject, because of the motivation that the teacher transmits, students will perceive that motivation and will get interested in the instruction that is being delivered.

It is also important that teachers feel free to do whatever they think will be beneficial for the development of their classes. Instead of being tied up to a series of directions provided by principals, teachers should also be given the independence they need in order to show their creativity in teaching; after all, teachers are the ones who share and

get to know their students' interests and needs. And based on those interests and needs they can adjust what either principals or the educational system asks for the planning and development of a semester or a course.

Another important factor that will help teachers to be motivated is the fact of being provided with opportunities of self actualization. If the institution where a teacher is working provides him the opportunity of growing by participating on different workshops, it will be a very important aspect that will help teachers to increase their motivation. When someone enjoys teaching, he will always be looking for self actualization, in order to learn new things that can help him to apply and carry them out in the teaching – learning process. Being part of a workshop will benefit not only teachers who acquire new knowledge but also students since they will be part of the development of all the new important information to be applied and carried out along the teaching-learning process.

All the factors mentioned above are considered as intrinsic factors. These ones constitute a very important key to improve teachers' motivation; but not only intrinsic factors are important in order to improve teachers' motivation. Besides the intrinsic factors, teachers also need to be motivated extrinsically. Salary, working conditions, job security, and interpersonal relation with superiors, students and subordinates are some of the extrinsic motivational factors that help teachers to carry out a good instruction. The FLD teachers consider these factors and some others such job stability, a good environment at work and a good relationship with their co-workers as some key factors that can keep and improve their motivation as well.

H. ENCOURAGING TEACHERS' MOTIVATION

Teachers' motivation, therefore, is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that, both students and parents will greatly benefit from their services (Stoll and Fink 1996). As it has been mentioned before, teachers need to be motivated not only by intrinsic but also by extrinsic factors that will lead them to improve their motivation. Most of these factors rely on authorities' responsibilities. Authorities have to care more about improving teachers' motivation. It is by working on teachers' motivation that the teaching-learning process will be more effective and the results that directors want to get at the end of every semester, school year or a determined course will be the expected ones.

The interaction between directors and the teachers' staff is of great importance in order to identify each other interests and needs. Taking into consideration those interest and needs, directors and teachers can work together to elaborate a series of activities or workshops to promote teachers' creativity and self-actualization. Participation of both principals and teachers in the planning of a school year; for example, will create a good work and educational environment, in which all the people who are involved in the teaching- learning process will be considerably benefited.

A good environment will help principals to determine the nature and quality of teachers' motivation (Owens 2001). Getting to know their teachers' staff and interacting with them will help principals to measure how motivated teachers are and what motivates them. Once these important aspects have been identified, it will be easier for principals to start planning how that motivation can be improved, so they can look for the different activities to be developed along the teaching-learning process in which teachers will be involved in order to not only keep them motivated but also increase that motivation.

Another important point to take into consideration by principals when looking for the ways to increase their teachers' staff motivation is, that they do not have to lean more towards either intrinsic or extrinsic factors. There has to be a balance between them and both of these factors have to be given the importance each of them requires in order to fulfil teachers' needs. Taking into account all these aspects, the delivery of instruction in the teaching-learning process will be more effective and productive not only for teacher but also for their students, because a well planned instruction in which all the participants are important and taken into consideration will produce great results at the end, and the objectives set at the beginning will be reached.

VI. METHODOLOGY

There is a lot of information when talking about students' motivation and what motivates them, and on what can be done in order to increase their motivation. These are some of the topics that come out when talking about motivation in the teaching-learning process. On the contrary, when talking about teachers' motivation there is not much information, what could mean, that there is not enough attention on that issue; that is why this research is focused on all the aspects that help teachers to be motivated and what help them to increase that motivation. In the teaching-learning process, both students' motivation, teachers' motivation is of great importance.

Many aspects about motivation had to be studied in order to find out and to identify where motivation comes from. Besides, to demonstrate the importance of its presence in every activity we get in, how this one can be applied in our daily life, and also to know what can be done to increase that motivation, different authors and their theories were studied. Authors such as Freud and his Drive Reduction Theory, Abraham Maslow and his Need Hierarchy Theory, among others, were some of the theorists studied and cited along this research. The theories mentioned above were chosen because when analyzing them, they were the ones that better fit into the education field. These theories also lead us to pay attention to the importance of motivation in the teaching-learning process and how important it is that every participant in this process, and most of all teachers, be motivated. Moreover, based on those theories many aspects about what motivates teachers and what can be done to increase that motivation came out.

Since the type of methodology used to carry out this research was mainly bibliographical, different sources, most of them retrieved from the internet, were studied

and cited in order to have an ample idea about some of the factors that can help to keep and increase teachers' motivation. Besides all the bibliographic material, a second source of information was a questionnaire, which was delivered to the teachers of the Foreign Language Department (FLD), and it was used in order to contrast what experts says about it in the bibliographical information and that provided by teachers.

The chosen population to be interviewed was the teachers' staff of the Foreign Language Department at the University of El Salvador. A sample of 40 teachers was asked to answer a questionnaire. The objective set for this data collector was "To identify what motivates teachers from the English Language Department at the University of El Salvador to perform better along a course". The instrument consisted of 39 questions in which three options to answer the questions were provided. The questions included how important motivation is in the teaching-learning process; some factors that can work as motivators for teachers were also included so they could choose how much those factors motivate them. Besides some of the questions were intended to identify if teachers are motivated either by extrinsic or intrinsic factors. After collecting this information, it was compared with the bibliographic information

Based on the information gotten from the questionnaires and after comparing that with the information gotten from experts, a first draft was written, and after all the respective corrections a second draft was delivered, which also had some corrections to be done. Finally, the third and final paper was delivered.

VII. CONCLUSION

As it has been mentioned before motivation is an ample term, from which many others are derived. Teachers' motivation was the principal concern; however, students' motivation was also studied, since they are directly affected by teachers' performance in classrooms. In order to find out what can be done to increase teachers' motivation some theories were studied, compared, and applied in the teaching- learning process.

There are some factors that can help teachers to increase their motivation. Some of these factors can be Intrinsic and Extrinsic. Participation in decision-making, use of valued skills, freedom, and independence, challenge, expression of creativity, and opportunity for learning are considered as intrinsic factors, which can help teachers to increase their motivation. Most of these factors rely on principals' responsibility. As it has been stated along the paper, principals play a very important role in the teaching-learning process. When talking about teachers' motivation, it is principals' responsibility to interact with their teachers' staff in order to know what kind of teachers they have, how motivated they are and if they are either intrinsically or extrinsically motivated. All these information is of great importance for authorities to take into consideration in order to plan all the activities to be developed along the teaching- learning process.

Knowing their teachers' staff, principals can help them to keep and increase their motivation, and also it would be easier for them to create an environment in which teachers are also taken into consideration in the planning of the instruction to be delivered along the teaching-learning process. As it has been mentioned along this research, teachers have to be motivated in order to transmit that motivation to their students and as a result of that, they can have good results along and at the end of the teaching-learning process.

There are some teachers who are intrinsically motivated, and they do not need a reward in order to carry out all their responsibilities. Intrinsically motivated teachers would be the ideal one, since they are motivated more by the fact of interacting with students and helping them to fulfil their needs. However, it does not mean that extrinsic rewards can not be used with this kind of teachers. Even though they are intrinsically motivated, there are also some needs that they have to fulfil. And those needs can be satisfied with extrinsic rewards such as a good salary or being risen up, those are factors that can help to keep and increase teachers' motivation.

But not all teachers are going to be intrinsically motivated. It is of great importance that principals interact with teachers in order to identify what kind of motivators they have to use and develop along the course and not only promote motivation but also increase that motivation in teachers in order to, accomplish the objectives that were set at the beginning of the process.

Taking into consideration all the information provided along this research, motivation in the teaching- learning process can be structured as a pyramid of responsibilities, from the higher level to the lower one, in which principals are located in the higher level. Authorities, therefore, have to care more about teachers' motivation, and look for ways to keep them motivated to perform better in their jobs.

Following this structure of motivation and applying it to the teaching-learning process can not guarantee that this process will be a 100% successful, but by following this structure, and by knowing each ones responsibilities, there will be a higher percentage of accomplishment of the objectives set at the beginning of the teaching-learning process.

When comparing the data gotten from the questionnaires to what experts say about teachers' motivation in the teaching-learning process, it can be said that teachers from the

Foreign Language Department are motivated. Most of the 70% of teachers at the FLD considered they are intrinsically motivated; even though there are some extrinsic factors that according to them are missing, and which will be very helpful if they were present. Factors such as more and better resources to be used in classes and a good labor environment are some of the factors that do not permit teachers perform to the best effect in the teaching- learning process.

When analyzing the bibliographical data discussed along this research and comparing it with the teachers' questionnaires it is satisfactory to know that most of the teachers at the FLD are intrinsically motivated. They are more motivated by intrinsic factors such as their students' success, and if their students fail that could drive them to a decrease of motivation. However, there are some extrinsic factors that certainly are also considered, as it has been mentioned before, those factors, external motivators or rewards, are very helpful to teachers' motivation. Among those factors we find job stability, a good pay check, getting promoted and a good environment at their work place.

Definitely, an intrinsically motivated teacher will not be based completely on these extrinsic factors, but as Herzberg argued, if one of them is absent, it could help to decrease teachers' motivation. That is why principals have to pay special attention to make sure that these factors will be present along a course because these could help to guarantee a high level of success at the end of the teaching learning process.

There are also, some important aspects that teachers at the FLD mentioned help them keep motivated; that is the material they count with in order to prepare and deliver their classes. This is a very important point that should be taken into consideration by authorities. They have to provide teachers with all the necessary tools in order to carry out all the activities they plan to develop along the teaching- learning process.

Some of the factors that teachers at the FLD considered will help to improve their performance at work are the use of rewards, job stability, good salary, being risen up, or being promoted in their jobs; these are also considered as extrinsic factors. All these factors, some of them considered as fringe benefits such as Herzberg mentioned in his Two Factor Theory, will help teachers be motivated. Even though they do not motivate if present, if absent, they could cause a decrease of motivation.

There are some other factors, which according to the gotten data affect teachers' motivation at the FLD; for example, students' lack of success can cause a decrease of teachers' motivation, since students' success is one of the main objectives for teachers. Having too many subjects to teach, is another factor that can affect teachers' motivation and even more if their work is not recognized, as it should. A crowded class is another important factor that can affect teachers' motivation. If there are too many students in a class, it will not permit teachers to focus in their students' needs and interests. When they have fewer students that makes easier for teachers to get to know and identify their students' different academic needs.

By fulfilling teachers' needs and providing them with all the necessary elements or tools to deliver a good instruction, students' needs will be also covered and the set goals will be reached at the end of the course or semester; at the same time authorities will be satisfied not only with the teachers' work but also with students' success.

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ANNEXES

UNIVERSITY OF EL SALVADOR
 SCHOOL OF ARTS AND SCIENCES
 FOREIGN LANGUAGE DEPARTMENT

Questionnaire about the importance of teachers' motivation in the Teaching- Learning Process.

- OBJECTIVE: To identify what motivate teachers from the English Language Department at the University of El Salvador.

- INSTRUCTION: According to your personal criteria, check the best option.

	QUESTIONS	VERY MUCH	MUCH	NOT MUCH
1	How important is motivation in the teaching-learning process?			
2	How much does the teacher need to be motivated in order to have a successful teaching learning process?			
3	How much does the student need to be motivated in the teaching-learning process?			
4	How important is the teacher in the teaching- learning process?			
5	How important is the student in the teaching- learning process?			
6	How important is the classroom atmosphere in the teaching-learning process?			
7	How much does the success in the teaching learning process depend on the teacher?			
8	How much does the success in the teaching learning process depend on the student?			
9	How much does the success in the teaching learning process depend on the material to be used?			
10	How much does a good environment increase your motivation as a teacher?			
11	How much does a good salary increase your motivation as a teacher?			
12	How much does students' success increase your motivation as a teacher?			
13	How much does job stability increase your motivation as a teacher?			
14	How important is students' success in your work?			
15	How important is for you to get a pay check at the end of the month?			
16	How important is to get along or maintain a good relationship with your co-workers?			
17	How much does the salary stop you performing to best effect?			
18	How much does students' lack of success stop you performing to best effect?			

19	How much does the daily routine stop you performing to best effect?			
20	How much does the lack of resources stop you performing to best effect?			
21	How much do the changes in the department stop you to best effect?			
22	How much degree of motivation do you have at work?			
23	How much does having to train a new member of the staff reduce your motivation as a teacher?			
24	How much does having a large amount of students reduce your motivation as a teacher?			
25	How much does not having a good labor environment reduce your motivation as a teacher?			
26	How much does having too many subjects to teach reduce your motivation as a teacher?			
27	How much does getting a promotion increase your motivation as a teacher?			
28	How important is to be a good planner teacher in order to succeed in the teaching learning process?			
29	How important is to be a creative teacher in order to succeed in the teaching learning process?			
30	How important is to be a flexible teacher in order to succeed in the teaching learning process?			
31	How important is to have a positive attitude in order to succeed in the teaching learning process?			
32	How much are you intrinsically motivated?			
33	How much are you extrinsically motivated?			
34	How important is for you getting promoted at work?			
35	How important are prizes for you at your work?			
36	How important is getting risen up in order to increase your motivation and performance at work?			
37	How good do you feel working in the position you are working nowadays?			
38	How good do you feel working at the place you work for?			
39	How proud do you feel of working at the place you work for?			