# A Measure of English Teacher Motivation: Scale Development and Preliminary Validation

Sunhee Choi[1]

[1] Department of English Edeucation, Jeonju University
303 Choenjam-ro, Wansan-gu, Jeonju
560-759 Jeonbuk, Korea (sunheech@jj.ac.kr)

**Abstract.** The present study aims to develop and validate a survey instrument for measuring English teacher motivation. The survey items were developed based on interviews with two English teachers and a review of teacher motivation literature. 49 questions were included in the survey termed 'English Teacher Motivation Scale', which was administered to 279 secondary school English teachers in Korea. The data were submitted to the internal consistency analysis to determine reliability of the instrument and exploratory factor analysis to validate the scale. The results showed the construct of English teacher motivation is multi-dimensional with four factors including teacher efficacy, school leadership, negative influences, and intrinsic compensation.

**Keywords:** English teacher motivation, Development of a survey instrument, Scale validation

## 1    Introduction

A variety of measures have been employed to attract and satisfy high quality teachers because the more satisfied teachers are with their job, the better motivated they become to teach. Nevertheless, little has been known about teachers' satisfaction levels, let alone the factors affecting their satisfaction. In order to help teachers stay in the teaching profession and teach better, it is mandatory to find out what affects their job satisfaction and motivation, which warrants the development of a valid teacher motivation scale. The present study aims to develop and validate a survey instrument for measuring Korean English teachers' motivation to teach.

## 2    Teacher Motivation and Influencing Factors

Teacher motivation can be defined as the drive, energy, or desire in teachers to be committed to making efforts to help students learn as best as they could [1]. When teachers are motivated to teach better, a school can achieve its goal of providing quality education to its most important constituent, students. However, there is a scarcity of research on teacher motivation, let alone English teacher motivation,

which results in lack of understanding of teacher helplessness in teaching and disciplining students [2].

Dörnyei [3] identified four major aspects of teacher motivation: intrinsic component, contextual factors, temporal dimension, and negative influences. The intrinsic component is related to teachers' internal desire to educate people and improve their lives. The intrinsic rewards include witnessing the changes in students' behavior and performances due to the teachers' action, and improving their own skills and knowledge in a valued discipline [4]. The contextual factors refer to external conditions and constraints which can be categorized into two groups: school-based factors such as school leadership and societal-level factors such as the status and image of teachers in society [5]. The temporal dimension of teacher motivation is concerned with career perspectives. It is reported that if a teacher believes that her dedication to teaching does not bring further career advancement, she will lose interest in the job and her work morale will be negatively affected [6]. Finally, negative influences are triggered by stress, restricted teacher autonomy, low level of self-efficacy, and relatively closed career paths.

## 3    Research Method

### 3.1    Participants

A sample of 279 English teachers (108 male teachers and 171 female teachers) working in secondary schools in Korea were recruited. Among them, 135 teachers (48.4%) were from middle schools while 144 teachers (51.6%) were from high schools.

### 2.2    Instrument

To generate an initial pool of English teacher motivation scale items, two high school English teachers were interviewed regarding the factors that affect their job satisfaction and motivation to teach. Based on the interview responses, a total of 49 items was developed. The instrument, termed English Teacher Motivation Scale (ETMS), adopted a 5-point Likert response format (1 = strongly disagree; 2 = disagree; 3 = no strong feelings either way; 4 = agree, 5 = strongly agree).

### 2.3    Statistical Analyses

The reliability of the initial scale was assessed by calculating the internal consistency of the items. The Cronbach's alpha coefficient of the 49-item scale was excellent with the value of .900. In order to validate the scale of English teacher motivation, exploratory actor analysis was adopted to pick items which form the subscales.

# 4   Results

Table 1 shows the factor loadings from the rotated pattern matrix. When promax rotation was conducted, there were 19 items which loaded weakly on the identified rotated factors (i.e., loadings less than |.35|). More specifically, 30 items were loaded on four factors which were labeled as English Teacher Efficacy, School Leadership, Negative Influence, and Intrinsic Compensation, respectively. The result provides evidence for the multi-dimensional nature of English teacher motivation and offers preliminary support for its construct validity.

**Table 1**. Rotated Factor Pattern Matrix of English Teacher Motivation Items

| Items | Factors | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 51. I can teach English well. | **.774** | -.037 | -.062 | .082 |
| 52. I can help my students believe that they can do well in English. | **.763** | -.033 | -.169 | .163 |
| 56. I can help my students with various techniques when they are having difficulty. | **.670** | .156 | -.097 | -.108 |
| 31. I can motivate students who show low interest in in English. | **.653** | -.046 | .066 | -.082 |
| 16. I can utilize a variety of teaching methods to teach English. | **.565** | .113 | -.029 | .056 |
| 41. I am confident in my English. | **.503** | .026 | .005 | .061 |
| 57. I can get my students to study English autonomously. | **.501** | .173 | .011 | .016 |
| 14. I can use a variety of assessment strategies | **.471** | .172 | -.098 | .099 |
| 8. My students evaluate me as an English teacher positively. | **.457** | -.076 | .082 | .243 |
| 12. My students believe in me. | **.449** | .001 | .193 | .200 |
| 19. I can control disruptive behavior in the classroom. | **.399** | -.167 | .131 | .193 |
| 36. The principal of my school runs the school in a reasonable method. | -.151 | **.837** | .051 | .099 |
| 35. The principal of my school treats teachers fairly. | .078 | **.817** | -.105 | -.020 |
| 38. The principal of my school does not listen to teachers' opinions on running the school. | -.091 | **.662** | .007 | .226 |
| 32. The principal of my school supports teacher to teach well. | .123 | **.618** | .206 | -.045 |
| 37. The principal of my school helps me to deal with difficult students. | .046 | **.555** | .016 | -.127 |
| 42. My school acknowledges and praises teachers who teach well. | .166 | **.518** | .119 | -.192 |
| 43. I am not allowed sufficient freedom to do what is necessary in performing good teaching | -.194 | **.405** | .081 | **.468** |
| 33. The principal of my school does not like teachers to get in-service teacher training. | -.034 | **.345** | -.032 | **.467** |
| 24. Teaching English is very stressful. | -.003 | -.036 | **.628** | .036 |
| 58. I have manageable teaching load. | .182 | .053 | **.576** | -.231 |
| 59. I have manageable administrative work load. | .046 | .050 | **.546** | -.221 |

| | | | | |
|---|---|---|---|---|
| 22. I have a satisfactory salary. | -.223 | .059 | **.492** | .046 |
| 23. I am disappointed at limited opportunities for promotion. | -.147 | .016 | **.459** | .178 |
| 18. I am tired of thinking about school in the morning. | .095 | .005 | **.456** | .188 |
| 47. I often feel frustrated with my students. | .005 | -.141 | **.376** | .180 |
| 2. I feel happy when my students get interested in English. | .203 | -.063 | -.090 | **.553** |
| 4. I feel happy when my students' academic achievements increase. | .180 | -.083 | .014 | **.488** |
| 53. I feel happy when I influence my students' morale positively. | .254 | .000 | .003 | **.464** |
| 54. I feel happy when my students show respect to me. | .286 | -.113 | .172 | **.350** |

## 4    Conclusions

The present study conducted an exploratory factor analysis on the motivation of 279 Korean secondary school English teachers in order to validate a new scale developed by the researcher. Out of initial 49 items, 30 were loaded on four factors which include English Teacher Efficacy, School Leadership, Negative Influence, and Intrinsic Compensation. These results provide evidence for the multi-dimensionality of English teacher motivation, and thus offer preliminary validity evidence.

The results demonstrate that Korean English teachers are affected most by their belief in their capability to teach English. This means that it is important to provide opportunities for professional development so that teachers improve their abilities to teach and manage students. It was also shown that school leadership manifested through principals' management styles and support for teachers is major influence. Interestingly, though, teachers are shown less likely to be affected by intrinsic components, which is different from prior studies. More studies are thus required to clarify the conflicting results and to provide further validity evidence.

## References

1. Kim, S.: Korean English Teachers' Motivation: An Exploratory Study. The Journal of Linguistic Science, 58, 1-18 (2011)
2. Jesus, S. N., Lens, W.: An Integrated Model for the Study of Teacher Motivation. Applied Psychology: An International Review, 54, 119-134 (2005)
3. Dörnyei, Z., Ushioda, E.: Teaching and Researching Motivation (2nd Ed.). Pearson Education Limited, Edinburgh Gate (2011)
4. Deci, E.L, Kasser, T., Ryan, R.M.: Self-determined Teaching: Opportunities and Obstacles. In Bess, J.L. (ed.) Teaching Well and Liking It: Motivating Faculty to Teach Effectively, pp. 57-71. Johns Hopkins University Press, Baltimore (1997)
5. Dinham, S., Scott, C.: Moving into the Third, Outer Domain of Teacher Satisfaction. Journal of Educational Administration, 38, 379-396 (2000)
6. Blackburn, R. T.: Career Phases and Their Effect on Faculty Motivation. In Bess, J.L. (ed.) Teaching Well and Liking It: Motivating Faculty to Teach Effectively, pp. 314-336. Johns Hopkins University Press, Baltimore (1997)