

INVESTIGATING DEMOTIVATING FACTORS OF EFL TEACHERS WHEN TEACHING ENGLISH

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Abstract

Motivation is essential in teaching and learning; it drives us to work persistently to reach a specific goal. However, only a few studies have explored possible demotivating factors in English as a Foreign Language (EFL) teachers when they teach English effectively. As a response, this study aims to explore what causes demotivation in EFL teachers when teaching English and how they should deal with that demotivation effectively. To meet the research objectives, the researcher first conducted a comprehensive literature review of 18 articles published in national (indexed in SINTA 1 & 2) and international journals. Then, the researcher interviewed 4 lecturers to discuss the literature review analysis results thoroughly. The research found that heavy workloads, burnout, and low salaries were the main factors that could increase demotivation in teaching. Meanwhile, teachers' engagement in school activities and their relationships with students were identified as helpful strategies for maintaining or restoring motivation, suggesting that these interpersonal and institutional or restoring motivation, suggesting that these interpersonal and institutional connections can act as ways to cope with demotivating factors. The data collected from the interviews with the lecturers mostly contrast with that which has been found in previous studies. Most of the answers from the interviews contrasting with the previous studies related to the interviewees' genuine passion for teaching as a profession. Directions for further research and practical implications are presented.

Keywords: teacher's motivation; demotivation factors; motivation; EFL teacher's motivation

Abstrak

Motivasi sangat penting dalam proses belajar mengajar; motivasi mendorong kita untuk bekerja dengan tekun untuk mencapai tujuan tertentu. Namun, hanya sedikit penelitian yang mengeksplorasi faktor-faktor yang dapat menurunkan motivasi guru Bahasa Inggris sebagai Bahasa Asing (EFL) ketika mereka mengajar Bahasa Inggris secara efektif. Sebagai tanggapan, penelitian ini bertujuan untuk mengeksplorasi apa yang menyebabkan demotivasi pada guru EFL ketika mengajar bahasa Inggris dan bagaimana mereka harus menangani demotivasi tersebut secara efektif. Untuk memenuhi tujuan penelitian, peneliti pertama-tama melakukan tinjauan literatur yang komprehensif terhadap 18 artikel yang diterbitkan di jurnal nasional (terindeks di SINTA 1 & 2) dan internasional. Kemudian, peneliti mewawancarai 4 orang dosen untuk mendiskusikan hasil analisis tinjauan literatur secara menyeluruh. Hasil penelitian menunjukkan bahwa beban kerja yang berat, burnout, dan gaji yang rendah merupakan faktor utama yang meningkatkan demotivasi dalam mengajar. Sementara itu, keterlibatan guru dalam kegiatan sekolah serta hubungan yang baik dengan siswa diidentifikasi sebagai strategi yang membantu mempertahankan atau memulihkan motivasi, menunjukkan bahwa hubungan interpersonal dan dukungan institusional dapat berfungsi sebagai cara untuk menghadapi faktor-faktor yang menurunkan motivasi. Data yang dikumpulkan dari wawancara dengan para pengajar sebagian besar bertentangan dengan apa yang telah ditemukan dalam penelitian sebelumnya. Sebagian besar jawaban dari wawancara yang berbeda dengan penelitian sebelumnya terkait dengan semangat tulus para responden untuk mengajar sebagai sebuah profesi. Arahkan untuk penelitian lebih lanjut dan implikasi praktis disajikan.

Kata Kunci: motivasi guru; faktor demotivasi; motivasi; motivasi guru EFL

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INTRODUCTION

Movies In general, a teacher's motivation is essential in promoting teaching-learning excellence; motivation is a crucial factor that can directly affect student motivation and achievement levels in the target language (Tambunan et al., 2018). Several studies have identified the causes of demotivation among teachers (Aydin, 2012; Balintag & Saengsri, 2022; E. Daniels, 2016; Eyal & Roth, 2014; Mukminin et al., 2015; Pelletier & Rocchi, 2016; Siripol & Wilang, 2021; Sugino et al., 2017). A teacher's motivation must be prioritized as one of the key measures for potentially attracting and retaining highly qualified personnel to provide quality instruction to students (Salifu et al., 2018). Since how a teacher behaves and shows their attitude significantly affects the students, the teachers must address their demotivating factors and learn how to cope with them. People's feelings, beliefs, and attitudes will influence how we approach a language, use it, and interact with others in class (Dumancic, 2019). Aydin (2012) and Dumancic (2019) mentioned how school administrators and even principals often neglect the variations of demotivating factors on teachers.

Although much research has been done to investigate motivational and demotivational factors in EFL learners, only a few studies have been done on the primary source of a student's motivational state: the teachers themselves. As Pelletier and Rocchi (2016) mentioned, teachers have traditionally not been the primary focus in this research area, and there needs to be more systematic and theory-driven attention paid to teachers' motivation. With this background in mind, the researcher aims to answer the following research questions: (1) *What are demotivating factors that affect EFL teachers when teaching English?* (2) *How can EFL teachers deal with those demotivating factors?* This study will aid EFL teachers by shedding light on the precise variables that lead to their demotivation, allowing for a better understanding of the issues they confront in their profession. By recognizing these variables, teachers may become more aware of possible stressors and take preventative measures to alleviate them. In addition, the study offers practical ways for combating demotivation, allowing teachers to maintain their enthusiasm and efficacy in the classroom. Finally, this research promotes teacher well-being, which has a direct influence on student engagement and learning results.

LITERATURE REVIEW

This paper continues with a brief literature review defining demotivation conditions, possible demotivation factors, and solutions to the demotivation of EFL teachers teaching English.

Demotivation Conditions

When teachers are demotivated, they experience the following conditions: First, based on Aydin's (2012) research interview with a Turkish EFL teacher, the interviewee mentioned that she found it difficult to control her stress in the classroom. Secondly, teachers could experience emotional overwhelming, which causes them to break down emotionally (Ergul-Bayram & Eveyik-Aydin, 2023). This is similar to what Aydin's interviewee experienced when she cried when overwhelmed and frustrated that she was inexperienced in handling students with special needs. Lastly, when teachers experience demotivation, they tend to work alone; one of Han and Mahzoun's (2017) interviewees said they would have no motivation to gather with the other teachers and would rather work for themselves.

Possible Demotivation Factors

To understand how to prevent demotivation from happening, it is essential to understand what causes demotivation, specifically demotivation in EFL teachers. To name a few, lack of knowledge of teaching methodology, heavy workloads, students' significant gap in proficiency,

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toxic work environments, and low salaries (Astuti, 2016; Aydin, 2012; Balintag & Saengsri, 2022; Ergul-Bayram & Eveyik-Aydin, 2023; Gonzalez-Garcia et al., 2022; Kuswandono, 2014; Rizqi, 2017; Rosita & Halimi, 2023). Sugino et al.'s (2017) study on ninety-seven Japanese teachers found that several factors contribute to teacher demotivation, including frequent changes in teaching materials and curriculum, long meeting hours and paperwork, individual differences in student abilities, and interpersonal relationships based on the majority of the results of a survey concluded by the researcher.

Burnout might be one of the causes of demotivation in teachers. Maslach et al. (2001, p. 397) state that burnout is “a prolonged response to chronic emotional and interpersonal stressors on the job.” Maslach et al. (2001) proposed three dimensions within the complexity of burnout: Exhaustion, which is having drained emotional resources and being unable to serve others. Depersonalization neglects the features that distinguish and engage service recipients, creating a barrier between them and the provider. Lastly, inefficacy refers to a work environment with excessive demands that can lead to tiredness and a loss of effectiveness. According to Ergul-Bayram & Eveyik-Aydin (2023), teachers' burnout can be attributed to organizational factors such as heavy workload, working conditions, limited resources, inadequate support, in-service training, insufficient appreciation, delayed rewards, and low salaries. Demotivation is an experience that can be experienced by anyone, no matter what their age or occupancy, and is not exclusively for teachers. Because the various sources of demotivation stated above have varied approaches to dealing with them, two widely known theories related to increasing one's motivation will be discussed further. These theories may help teachers deal with demotivation and prevent it from happening when teaching English, answering the second research question the researcher mentioned.

Possible Solutions to Deal with the Demotivating Factors

The solutions can derive from the two well-known theories. From the perspectives of Self-Determination Theory, teachers should fulfill the three essential psychological needs: competence (interactions with the environment), autonomy (acting by one's interests and values), and relatedness (a sense of belonging with others and the community as a whole). However, aside from the three needs, contextual factors such as the educational environment and the people within the environment should indirectly influence motivation in general (Ofojebe & Ezugoh, 2010; Pelletier & Rocchi, 2016; Ryan & Deci, 2000; Taylor et al., 2008).

Meanwhile, from the perspective of Self-Regulation Theory, teachers should be able to control and prepare when facing a difficult phase in the classroom or life in general. The theory has three main phases; a forethought phase, a performance phase, and a self-reflection phase. This theory's discussions will focus on the forethought phase, which will help prevent demotivation. Teachers, from the perspective of the Self-Regulation Theory, should strategically plan their lesson plan and set short-term and specific goals, which will result in motivated teachers if they maintain an orderly and well-planned outline. Aside from the two main theories the researcher will discuss as possible solutions to motivation, the researcher will provide alternative solutions aside from the two theories, to name a few; internal interest, teachers' engagement in school activities, and community appreciation (Afandi et al., 2021; Bacova, 2022; Barrable et al., 2022; E. Daniels, 2016; Marouf, 2023; Ozcan, 2023; Putri et al., 2023; Suparjan, 2022; Tustiawati, 2017; Waddington, 2018; Xu, 2022).

RESEARCH METHODOLOGY

This research paper aimed to explore the demotivating factors that affected EFL teachers when teaching English and how they can deal with those demotivating factors. To answer the research questions, the researcher first conducted a literature analysis on articles (see Table 1)

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published in peer-reviewed national and international journals relevant to the purpose of this study. To find those articles, the researcher used EBSCO and Google Scholar, using the following keywords: “teacher demotivation,” “demotivation factors,” “demotivation conditions,” “teacher motivation,” “motivation in EFL teachers,” “demotivation in EFL teachers,” and “preventing demotivation.” In total, the researcher reviewed 18 empirical studies published in the last ten years (i.e., 2014-2024) were selected based on the specific inclusion and exclusion criteria. The inclusion criteria were: (1) studies written in English, (2) peer-reviewed empirical research, (3) a clear focus on teacher motivation or demotivation in EFL or general education contexts, and (4) availability of full texts. Studies were excluded if they were conceptual papers, purely theoretical discussions, conference summaries, or research focusing solely on student motivation without addressing teacher-related factors. Although initial database searches produced thousands of results, applying these criteria narrowed the selection to 18 studies that were most relevant to the research aims. The non-empirical research studies were excluded from the analysis.

Table 1. The Empirical Studies Reviewed in This Study

Journal Title	Empirical Study	Research Goal	Participants
Teaching and Learning of English (TEFLIN)	Astuti (2016)	To investigate how teachers employed motivational teaching tactics in an Indonesian high school and how these strategies affected student motivation	four teachers and four groups of their students
Teaching and Learning of English (TEFLIN)	Bayram and Eveyik-Aydin (2023)	To examine the correlation between emotional labor and burnout among EFL teachers at Turkish universities' language preparation programs	179 Turkish state and foundation university EFL teachers
Teaching and Learning of English (TEFLIN)	Kuswandono (2014)	To investigate challenges experienced by PSTs, particularly their motivations to become teachers	Thirteen preservice teachers (PSTs) at Guru University in Indonesia
Teaching and Learning of English (TEFLIN)	Rizqi (2017)	To bridge gaps by providing a more thorough view of an EFL teacher's stress and resilience in Indonesia	One EFL instructor with more than five years of teaching experience was considered capable, not just of retaining her positive dedication
Teaching and Learning of English (TEFLIN)	Tustiawati (2017)	To investigate the motivating variables that encourage pre-service teachers to pursue English teacher training and their perceptions of English teaching as a career option	140 pre-service teachers from a Bali-based teacher training school participated in two semi-structured group interviews

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Journal Title	Empirical Study	Research Goal	Participants
International Journal of Instruction	Afandi et al. (2021)	To discover patterns of motivation and discipline links utilizing causality structural techniques to achieve a more thorough understanding	162 primary school teachers in Semarang City were randomly selected as responders
International Journal of Evaluation and Research in Education (IJERE)	Balintag and Saengsri (2022)	To investigated the demotivating factors and coping strategies of seven Filipino English as a foreign language (EFL) teachers in Thailand	99 Filipino teachers participated in the online survey, but only seven teachers were purposely chosen to join the semi-structured interview
European Journal of Teacher Education	Barrable et al. (2020)	To examine teachers' experiences in providing meaningful, safe, and appropriate outdoor learning experiences, recognizing the importance of Initial Teacher Education (ITE)	A one-year ITE course in Scotland that uses a qualitative technique. Seven ITE students were interviewed using semi-structured questions
ELT Journal	Báčová (2021)	To shed light on L2 teacher motivation in the context of long-term participation in a school drama festival	Eight semi-structured interviews of Slovak ELT teachers
ELT Journal	Waddington (2017)	To look at how ELT teachers comprehend and apply motivating tactics	26 experienced in-service primary school teachers
Estudios Sobre Educación	González-García et al. (2022)	To investigate gender variations in teacher motivation, teaching satisfaction, loneliness, and emotions, as well as the relationship between age and these factors	315 teachers filled out several self-report surveys
Journal of English Education and Linguistic Studies (JEELS)	Rosita and Halimi (2023)	To evaluate Flipgrid's usefulness in improving the speaking skills of secondary school teachers from various academic fields	20 teachers of a local private high school in Cibubur, Indonesia
International Journal of Engineering Pedagogy (iJEP)	Marouf (2023)	To analyze extrinsic factors that influence teacher motivation in computer science	Approximately 100 undergraduate computer science students were randomly selected for the survey

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Journal Title	Empirical Study	Research Goal	Participants
Celt : A Journal of Culture, English Language Teaching and Literature	Putri et al. (2023)	To examine the link between student-teacher interaction, students' academic motivation, and instructor motivation in the eighth-grade English classroom	137 eighth-grade students at Semarang's Karangturi Junior High School in the academic year 2022-2023
International Journal of Interactive Mobile Technologies (iJIM)	Suparjan (2022)	To provide insight into how successful this e-learning platform is in supporting the instructional programs of elementary school instructors by analyzing their perspectives and motivation	103 elementary school teachers in West Kalimantan
Educational Technology Research and Development	Xu (2022)	To uncover teachers' motivation for information technology using achievement goals and expectancy-value theories	866 teachers (94% females) from 58 kindergartens in southeast China
Discourse and Communication for Sustainable Education	Özcan (2023)	To use an explanatory sequential design, a mixed research approach, to investigate the motivation of high school teachers at work	284 participants in the quantitative stage and 15 in the qualitative stage of the study

After the literature review analysis, the researcher conducted in-depth interviews with five lecturers from a private university in Salatiga, Indonesia, to discuss ideas obtained from the literature analysis. The research participants were selected because they have more than 10 years of teaching experience with the long teaching experiences; the researcher believed that they might help to answer the research questions of this study. To protect their real identities, the researcher used pseudonyms to refer to the participants: Mario (Teacher 1), Peaches (Teacher 2), Daisy (Teacher 3), and Luigi (Teacher 4).

Initially, the researcher contacted the participants via WhatsApp about the purpose of the study and answer any questions they had about the study. After that, the researcher provided a list of statements related to the purposes of the research (i.e., the results of the literature review analysis) and asked the participants to respond to those statements in the interview session. All the interview sessions were recorded and transcribed for data analysis.

There were two data analysis stages. First, the researcher read the collected articles (see Table 1) several times and underline any words, phrases, or sentences that are closely related to the research questions of this study. Then, the researcher developed themes in phrases or sentences as the answers to the research questions. These themes are presented in the findings section. Second, to analyze the interview data, the researcher read the interview transcripts and did the same things described above. After that, the researcher presented excerpts of the interview data to support the themes.

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FINDINGS AND DISCUSSION

This study aimed to answer the following: a) What are demotivating factors that affect EFL teachers when teaching English and (b) how EFL teachers deal with those demotivating factors. The following subsections will show themes resulting from the data analysis as the answers to the research questions. The first to third themes are the answers to the first research question. Meanwhile, the fourth and fifth themes are the answers to the second research question.

Theme 1: Heavy workloads increase demotivation in teaching

Unlike previous studies (e.g., Addison & Brundrett, 2008; Astuti, 2016; Aydin, 2012; Ergul-Bayram & Eveyik-Aydin, 2023; Johnson, 2000; Kuswandono, 2014; Rosita & Halimi, 2023) that mentioned heavy workloads—whether related to preparation before teaching, during teaching, or administrative workloads—as one factor in teachers' demotivation to teach, this study's participants have different views.

In my opinion, we as teachers, we have to be professional, so when we have a lot of works or when work tasks are mounting, we have to do this and that, then this should not decrease our motivation in teaching, so this should be separated from teaching. [Peaches/ interview/ September 13]

I don't think it's a problem, it doesn't decrease any motivation whatsoever, actually, nothing is decreasing my motivation for teaching. [Daisy/ interview/ September 18]

However, the other two interviewees agree that heavy workloads affect their motivation differently than one.

Yes, we have many workloads. Administrative things; reports, meetings to attend, which frankly speaking consumes our energy. [Mario/ interview/ September 12]

[...] If its about teaching in front my students, in-class teaching, maybe not that demotivating, but again, most of them affects my preparation.” [Luigi/ interview/ September 14]

Theme 2: Burnout increase demotivation in teaching

In distinction to previous studies (e.g., Ergul-Bayram & Eveyik-Aydin, 2023; Gonzalez-Garcia et al., 2022; Rizqi, 2017), which primarily discuss how burnout could be a cause of the increase of teaching demotivation in EFL teachers from several different countries across the world, the findings from this research show a broader range of perspectives.

Just like what I mentioned earlier; I'm always motivated to teach. No matter how tired we are, we have to teach. [...] For me, teaching students is a priority. [Peaches/ interview/ September 13]

In terms of burnout, I guess you will feel demotivated a little bit when you don't get the support that you need. [...] of course I feel burnout, but it doesn't affect my motivation to teach. It doesn't affect my motivation to be creative in planning my lesson or designing the courses. [Daisy/ interview/ September 18]

The other two interviewees share the same ideas as the previous studies regarding burnout hindering them in motivating themselves or other aspects before teaching.

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When we are very busy, like... teaching, teaching, teaching [...] not burnout per se, yeah tired, and we tend not to interact with the student more. So, we tend to like; ok, explain and give assignments and please do the assignments in class. [Mario/ interview/ September 12]

Heavy workloads and burnout affect my preparation. It's like I lower my personal standard, I lower my material quality in my preparation. [Luigi/ interview/ September 14]

Theme 3: Low salaries increase demotivation in teaching

While previous studies (Astuti, 2016; Aydin, 2012; Balintag & Saengsri, 2022; Rosmanida et al., 2022; Sango, 2016) have highlighted the impact that low salaries can have on a teacher's motivation to teach, the current findings reveal a range of differing opinions from the participants.

We love teaching, so that's why we never complain about salary. [Peaches/ interview/ September 13]

When it comes to discussing salaries, then it should be the initial phase. I mean, before the real teaching, I need to make sure and make sure everything is transparent with the one who's giving me the job. If the salary doesn't suit me, then I will not take the job. [Luigi/ interview/ September 14]

I'm not really a materialistic person. Money is not everything. We need money, but money is not my goal. I'm more into personal satisfaction. [Daisy/ interview/ September 18]

However, according to the interview results, Mario seemed to disagree with the other interviewees, as he felt it was important to ensure the salary could fulfill his daily needs.

There are no points where we work very hard for an institution, but it is not enough to buy good food, for example, it's not enough for fulfilling my monthly needs, I can tell that if that is happening to me now, not only in decreasing in motivation but, it will encourage me to leave my job. [Mario/ interview/ September 12]

Theme 4: Teacher's engagement in school activities helps increase motivation in teaching

Although much of the literature points to how teachers seem to gain bond and good rapport with the students as mentioned by previous studies (e.g., Bacova, 2022; Butler, 2012; Tustiwati, 2017), when involved in school or, in this case, campus activities, help them feel more motivated in teaching, this study uncovers different responses from the participants.

Not really [...] because sometimes teachers are already tired. if we join more activities, in the past 10 years frankly speaking, I'm too tired to join the activities outside my lecturer job. [Mario/ interview/ September 12]

Perhaps, but not always. [...] Being active in school activities or campus activities can enhance motivation, but not always. Like me for example, i like seeing students active in fun fair, debate, in any other kind of activities, but it doesn't mean if i'm not involved then i'm not motivated. [Peaches/ interview/ September 13]

Personally, it doesn't really affect my motivation. Sometimes i like to get involved in such activities, [...] i like to spend time with my students, but those kind of activities doesn't affect my motivation [Luigi/ interview/ September 14]

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However, Daisy mentioned that, based on her response, she might have felt more motivated to teach the students when she got involved in such activities outside of the classroom.

Definitely, I think because you get connected to the students, you get to know the students outside the classroom context. Of course, because you involved you participated you get close to the students, for me that is good for development and engagement with the students. [...] But enhancing motivation? Probably. [Daisy/ interview/ September 18]

Theme 5: Building relationships with students helps increase motivation in teaching

Echoing earlier studies on how building a good rapport with students impacts the teacher's teaching motivation in class (Bacova, 2022; L. M. Daniels et al., 2021; Putri et al., 2023), the participants shared comparable insights, supporting the existing literature.

That's what I really believe. [...] I know I'm going to teach nice students, I know that I'm going to teach students who I can talk to. [Mario/ interview/ September 12]

For me, building relationship or rapport with the student enhance my motivation as a teacher. [Peaches/ interview/ September 13]

On one side I want to get connection, but on another side it should be kind of professional. But I like spending time, I enjoy discussing things with my students. I enjoy helping them. [Luigi/ interview/ September 14]

Yes as I mentioned earlier when I get involved with the students, activities, I can identify their strengths, weaknesses, that can be a starting point to help to learn better. [...] from knowing the students, knowing what they like to do, what music they like, things like that can help increasing my motivation to work better to serve the students better. [Daisy/ interview/ September 18]

This study focused on examining the main causes of demotivation among EFL teachers and the strategies they use to cope with these challenges. The findings of this study provide important insights into exploring what might have caused EFL teachers to be demotivated and only do the bare minimum for the students, as teaching has been their responsibility. However, the data collected through interviews primarily contrasts with what has been found in previous studies.

The first theme about heavy workloads affecting a teacher's teaching motivation has gained various perceptions from the participants. Addison & Brundrett's (2008) interviews and diary entries from their participants mention workload and extended hours as the main demotivators in four of the six schools in England. This is in line with only one of the responses from the participants of this study. Mario mentioned how he agreed that heavy workloads affect him personally and how motivated he is to teach his students. Even so, the data from the remaining three participants shows a different view of this aspect, in which they mentioned that workload doesn't affect their motivation to teach. According to Addison & Brundrett (2008), teachers who are used to handling a wide range of other responsibilities face less of a workload issue. This seems to align with the remaining three participants, as they mentioned that they are used to the workloads given to them, and it has been their responsibility to cater to the workload and teaching.

The second theme concerns how mental burnout affects the motivation of EFL teachers to teach students. According to Ergul-Bayram & Eveyik-Aydin's (2023) data analysis of Turkish EFL teachers, the most common feature was emotional tiredness at moderate and high burnout degrees. Mario and Luigi's responses to the theme prove this statement true. They felt burnt out from time to time from teaching multiple classes a week, which could hinder the preparation process before a class, such as designing a lesson plan and making PowerPoint slides as the materials. In contrast,

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Peaches and Daisy respond that they feel tired but don't explicitly feel any less motivated to teach their students in class. There is some explanation for Peaches and Daisy's tenacity when dealing with emotional stress, "Whilst some teachers are more vulnerable, some others are more tenacious and perceive stress as a positive force or challenge, with this attitude finally making them more resilient." (Rizqi, 2017, p. 27).

The third theme is how low salaries affect teachers' motivation to teach. Out of the four participants who were interviewed, only Mario seemed to agree with the statement that salaries are a severe part of his teaching career. As he mentioned, not only does he feel demotivated to teach, but he would consider quitting the job. This finding is in harmony with Sango's (2016) data analysis on teachers in Zimbabwe. The data analyzed appear to show that, while teachers were satisfied with the overall work environment, which included school policies and professional relationships with their peers, they were dissatisfied with their salaries and the incentives provided by school development committees. In contrast, the rest of the participants' responses disagree with the notion. Peaches, Daisy and Luigi mentioned that salaries were never a problem in their career, as they teach for passion to teach students, personal fulfillment, and not solely for money. Daisy mentioned that she has a side job as a translator, and her salary as a teacher never bothered her.

The fourth theme is about how teachers gain motivation to teach when they participate in school or campus activities, and three out of four participants disagreed. They mentioned that they were too tired to be involved in campus activities, but Peaches and Luigi enjoyed being involved in campus activities and bonding with the students. However, it doesn't affect their motivation to teach, and it doesn't decrease or increase. Daisy, however, mentioned that she might be more motivated to teach as, through campus activities, she can get to know the students better and with that, she can design better lesson plans to cater to her students' interests and strengths.

The last theme is how teachers can gain more motivation to teach by building good rapport with students, and all of the participants in this study agreed. They mentioned that connecting with the students helps them better explain in the classroom, understand their students better, and help them with academic or non-academic problems. This confirms the views of Putri et al. (2023) that an interaction between a student and a teacher is impactful towards the teacher's motivation.

CONCLUSION AND SUGGESTIONS

Conclusion

In conclusion, (1) the demotivating factors that affect EFL teachers when teaching English are heavy workloads, burnout, and low salaries. Then, (2) EFL teachers can deal with those demotivating factors by EFL teacher's engagement in school activities and building good rapport with the students.

This study found that the resilience of teachers varies all over the world; some seem more vulnerable to external factors and are easily affected by their motivation to teach. And the teachers that the researcher interviewed seem more passionate about teaching as their main career in life; they genuinely enjoy teaching and helping students in their academic life. Hence, what has been found by the previous researchers did not have much of an impact on the teachers that the researcher had interviewed, again, because of the resilience, work ethic, and personal habit in encountering stress triggers, such as workload, burnout, and salaries.

Suggestions

In closing, the researcher would like to propose the following directions for future research to follow up on the present study. This study conducted interviews with 4 EFL university lecturers who had significantly long experience in teaching. However, some researchers have mentioned that such demotivation occurs more frequently in junior and senior high school contexts. In contrast, the research of this study is limited to the university level, which needed a much broader perspective.

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Future research could complement my study by including more aspects to consider, such as a variety of experiences in teaching, personal background, and a variety of teachers ranging from elementary to university level. Additionally, exploring the role of institutional support in mitigating teacher demotivation across these levels could provide valuable insights. Incorporating diverse geographical and cultural contexts may also shed light on how localized factors influence teacher motivation and teaching practices.

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