

A Comparative Study of Iranian and Japanese English Teachers' Demotivational Factors

Somayeh Baniasad-Azad and Saeed Ketabi*
University of Isfahan

Baniasad-Azad, S. & Ketabi, S. (2013). A Comparative Study of Iranian and Japanese English Teachers' Demotivational Factors. *Pan-Pacific Association of Applied Linguistics*, 17(1), 39-55.

This study examined demotivational factors among Iranian and Japanese college teachers of English. To achieve the purpose, the study used a 35-item questionnaire and semi-structured interviews. The results were compared with the similar study in Japan by Sugino (2010). The findings of the study revealed that Iranian and Japanese lecturers are much similar regarding motivation and demotivation in their teaching. However, there is difference with respect to the top items causing demotivation. For Iranian teachers, the most demotivating items were 'No consistency in curriculum with clear goals', 'No bonus, 'Little appreciation from the administration', 'Employment system is unstable', 'When students are not interested in studying', and 'Lack of research fund'. Whereas, the top demotivating items for Japanese college teachers were: students using cell-phones in classes, students sleeping in class, students taking rebellious attitudes, long meeting hours, much paperwork, and 'fixed teaching method. Implications for curriculum development, working conditions, and educational authorities will be discussed.

Key Words: demotivation, English teachers

1 Introduction

It is universally accepted that motivation plays a vital role general in academic learning, and particularly in mastering a second language. The number of studies on learners' motivation, different sources and dimensions of motivation, and what motivates learners is extensive (Crookes & Schmidt, 1991; Csizer & Dornyei, 2005; Dornyei, 1994, 2001; Gardner, 1968; Masgoret & Gardner, 2003; Mofidi, 2006; Oxford & Shearin, 1994). Improving learners' motivation has also been the concern of many scholars. Chastain (1988), Dornyei (1994, 2001), Spaulding (1992), Williams and Burden (1997) are among those scholars who widely discussed motivation, its dichotomies and strategies to promote learners' motivation. However, the

* Corresponding author: Somayeh Baniasad-Azad; second author: Saeed Ketabi

extent to which teachers are able to motivate learners depends on how motivated the teachers themselves are (Atkinson, 2000; Guilloteaux & Dörnyei, 2008).

1.1 Research on teacher motivation

Even though teacher motivation is an important factor contributing to students' successful language learning, there is limited literature on this area. Roslan, Sharifah and Thirumalai (2012) investigated the secondary school teachers' psychosocial profiles such as commitments, motivation, self-confidence, efficiency, competence, and social skills. Regarding motivation, they found that teachers' motivation decreased comparing to their first years of teaching and it might be the result of tension, stress, and heavy job demands. Eymur and Geban (2011) explored the relationship between academic achievement and motivation. They found a positive relationship between intrinsic motivation and academic achievement. Related to SLA context, Hettiarachchi (2013) has investigated the aspects of motivation and demotivation among English language teacher in Sri Lankan public schools. The results of the study revealed that students, the act of teaching students, and the prestigious social position for English teachers in Sri Lanka are main motivators for teachers.

1.2 Research on learner demotivation

Just like motivation, demotivation is an important factor in language learning. By demotivation we mean states or conditions that hinder a person from doing his or her best in achieving a specific purpose. Some regard demotivation similar to amotivation. However, some scholars like Dörnyei (2001) make a distinction between these two. He argues 'amotivation' indicates a lack of motivation brought about by the realization that 'there is no point...' or 'it's beyond my ken...' Thus, 'amotivation' is related to general outcome anticipations that are usually considered to be unrealistic, whereas 'demotivation' is pertaining to specific external causes (p. 17). Dörnyei also has defined demotivation as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (pp: 143). He identified several factors that could hinder learners' motivation including negative experiences with current and previous teachers, poor school facilities and materials, low self-confidence, bad opinions of the second language or its culture, negative attitudes of other group members, and the fact that language study is compulsory.

In comparison with motivation, the number of studies on learners' demotivation is very limited. Kikuchi and Sakai (2009) focused on specific external forces that may decrease Japanese high school students' motivation. They collected data through questionnaire administration and found five

factors related to students' demotivation: course books, inadequate school facilities, test scores, non-communicative methods, and teachers' competence and teaching styles.

The study of demotivation is still in its beginning stage in Iran. Heidari Soureshjani and Riahipour (2012) attempted to get the perspectives of language teachers and learners, regarding their views about the factors which may negatively affect the speaking performance of language learners. Their findings revealed that from the students' point of view, factors related to teachers, equipments and class utility are the three most demotivating ones as far as speaking skill is concerned. From the teachers' perspective, the three most demotivating factors are related to teachers, time and classroom. Another study by Meshkat and Hassani (2012) examined demotivating factors in learning English from the learners' perspective. The results indicated that Iranian students considered lack of school facilities, overemphasis on grammar, long passages, and expectancy to use grammatically correct English in the classroom as strong sources of demotivation. Learning contents and materials and teachers' competence and teaching styles are moderate sources of demotivation. They also found significant differences between boy's and girls' perspectives regarding demotivational factors.

1.3 Research on teacher demotivation

Even though teachers in many contexts in the world are intrinsically motivated, there are many factors that weaken the intrinsic character of teacher motivation (Dörnyei, 2001). According to Dörnyei (2001) teacher demotivation is often associated with five main factors: stressful nature of work, inhibition of teacher autonomy, insufficient self-efficacy, content repetitiveness, and inadequate career structure (p. 165). Regarding the stress factor, Kyriacou (2001, cited in Hettiarachchi, 2013) states that teaching is a high-stress profession in many countries. Teacher stress results from factors such as bureaucratic pressure, lack of facilities, low salaries, teaching students who lack motivation, coping with change, being evaluated by others, and ambiguity (Dörnyei, 2001). According to Dörnyei, the second source of teacher demotivation is restricted teacher autonomy. In the profession of teaching, nationwide standardized tests, national curricular and increasing administration demands often restrict teacher autonomy (Dörnyei, 2001, p.167). The third demotivator for many teachers is insufficient self-efficacy (Dörnyei, 2001). One reason that causes lack of self-efficacy is the traditional approach to teacher training which puts much emphasis on subject matter training (Dörnyei, 2001). Teacher demotivation can also be caused by content repetitiveness and lack of intellectual challenge in teaching that some teachers suffer when they teach the same subject or the same level of students for years (Dörnyei, 2001, p. 169). Inadequate career structure is another

demotivating factor for many teachers. Although some countries provide teachers with different responsibilities to improve their motivation, these opportunities are very limited for teachers.

In spite of its importance, teacher demotivation has been the concern of few studies. Yan (2009) reviewed literature on motivation and found few studies on de-motivation in general and did not mention any studies on teachers' de-motivation. Hettiarachchi (2013) investigated the aspects of motivation and demotivation among English language teacher in Sri Lankan public schools and found that the most frequent demotivators related to teaching included limited facilities for teaching and learning in schools, inefficiency of school administration and zonal education offices, difficulties in obtaining teacher transfers, the discrepancy between the English curriculum and students' English proficiency, and the poor relationship between colleagues.. Aydin (2012) conducted a study to investigate the demotivating factors in EFL teaching at the elementary level in Turkey. It was qualitative case study, involving face-to-face conversations and a diary maintained by the subject for data collection. The results of the study showed that the teachers' demotivating was related to the teaching profession, curriculum, working conditions, students and their parents, colleagues and school administrators, and physical conditions.

Sugino (2010) explored teacher demotivation among English college teachers. The findings showed that students' attitudes demotivate the teachers the most. , The top demotivating items for Japanese college teachers were: students using cell-phones in classes, students sleeping in class, students taking rebellious attitudes, long meeting hours, much paperwork, and emphasis on TOEFL.

The present study compared the demotivational factors among Iranian and Japanese college teachers of English. Comparison between the two countries potentially provides cross-cultural and national, educational and curricular understanding. The commonalities, if can be found, will assist in making statements about demotivational factors among teachers that are valid in more than one country with particular implications for teacher education programs, curriculum development, and educators. Moreover, research may also shed light on the role of factors that are context specific, with further implications for policy makers and syllabus designers. In fact, present study tried to find answer to the following question:

Question: What are demotivational factors among college English teachers Iran and Japan?

2 Methodology

2.1 Participants

The participants of the study in Iran were 30 college teachers; 20 females and 10 males. 24 of them were in their 30s; 6 were below thirty years old. 18 of the teachers had 6-10 years of teaching experience, other had 1-5 years and 2 had more than 10 years of teaching experience English. 17 of teachers had part-time job. The participants of the study in Japan were 97 teachers, 46 of the respondents were male, and 51 were female. Two respondents were in their 20s, 25 were in their 30s, 38 were in their 40s, and 32 were in their 50s or above. As for the years of teaching, 12 have taught 1-5 years, 25 with 6-10 years of teaching experience, and 60 have taught for more than 10 years. As for the type of hiring, 28 were hired on a part-time basis, 56 were hired on a full-time basis, and 13 had a part-time teaching job while hired as a full-time faculty.

2.2 Instruments

To compare the result of this study with the results obtained from the study in Japan, the same questionnaire was used.

2.2.1 Questionnaire

A 35-item questionnaire was used to investigate the sources of demotivation of English teacher in the context of Iranian universities. The questionnaire developed by Sugino (2010), which used a five-point Likert scale format adopted from the Teacher Job Satisfaction Questionnaire (TJSQ) by Hughes (2006), was used in this study. The statements of the questionnaire addressed four factors related to demotivation including 1) students' attitudes; 2) Class facilities, teaching material and curriculum; 3) Working condition ; 4) Human relationships. There were also some items at the beginning of the questionnaire to elicit demographic information about participants (age, gender, years of teaching experience, and the employment status). At the end, the participants were asked to write other factors that might demotivate them or comments.

2.2.2 Interview

The study in Japan did not conduct any interview. The small number of the participant for the context of Iran was the main reason for conducting interview. Semi-structured interviews were conducted with 10 participants to gain qualitative data with respect to the other sources of demotivation which may not be considered in the questionnaire. Another purpose of conducting interview was to know if there were some demotivational factors specific to Iran.

3 Procedure

The questionnaire was distributed among 40 participants both through e-mail access and paper-and-pencil. However, 35 participants returned the questionnaire and from these; five participants were excluded because they did not answer most of questions. At the bottom of the questionnaire, the participants were asked to write about other factors that may demotivate them, or their comments. Six participants responded and added some comments; salient and/or insightful responses are reported. At the end of the study, informal interviews were conducted with 10 teachers who volunteered to participate. This follow-up interview aimed to shed more light on the sources of teacher demotivation.

4 Data Analysis

The participants' answers to questionnaire were analyzed with SPSS to obtain frequencies, mean differences and percentages. The semi-structured interviews with teachers were transcribed and analyzed to obtain general themes and categories from the statements made by the participants.

5 Results

5.1 Questionnaire

To find answer for the research question, frequency of options and mean were computed. Regarding the first factor related to learners' attitudes, the largest means were for the items 'When students are not interested in studying', 'When students use cell-phones', 'When students sleep', and 'When students take a rebellious attitude' (ranging from 3.80 to 4.13). Table 1 shows the mean difference of the students' behaviors. For Japanese teachers, the items 'when students use cell-phones,' 'When students sleep in class,' 'When the students are not interested in studying,' and 'When students take a rebellious attitude,' demotivate them most. These results represent the fact that both Iranian and Japanese teachers are similar regarding the role of students' attitudes in their demotivation.

A Comparative Study of Iranian and Japanese English Teachers'
Demotivational Factors

Table 1. Students' Attitudes in Teacher Demotivation (Iran) N=30

Items	Mean
students are not interested in studying	4.133
students use cell-phones	3.966
students sleep	3.833
students take a rebellious attitude	3.800
students forget to bring textbooks/ dictionaries	3.733
students forget to do homework	3.500
students are not interested in foreign languages	3.366
in class, students talk to each other	3.266
students give negative comments	3.166
students do not verbally respond	3.066
students do not do group work	3.033
students show different attitudes toward female teachers	2.466

The reason that item 'When students show different attitudes toward female teachers' has the smallest mean both for Iranian and Japanese teachers is due to the fact that this item did not apply to male teachers. Table 2 shows the mean for each item related to students' attitudes in Japanese context.

Table 2. Students' Attitudes in Teacher Demotivation (Japan) N=97

Items	Mean
Use cell-phones in class	3.85
Sleep	3.78
Take a rebellious attitude	3.61
Do not verbally respond	3.54
Are not interested in studying	3.43
forget to do homework	3.30
Forget to bring textbooks/dictionaries	3.29
When in class, students talk to each other	3.27
When students give negative comments	3.19
Are not interested in foreign languages	3.15
When students do not do group work	3.13
When students show different attitudes toward female teachers	2.25

With respect to the second factor in the context of Iran (i.e. facilities, teaching material and curriculum), items ‘No consistency in curriculum with clear goals’, ‘When there is discrepancy between teacher’s expectation and students’ and ‘teaching material is fixed’ had the largest means (from 3.46 to 4.20). For Japanese teachers, ‘No consistency in curriculum with clear goals’, ‘Low teacher evaluation from students’, and ‘teaching material is fixed’ had the largest mean.

As mentioned before, the researcher asked participants to comment on the items of questionnaire. Most of comments received from Iranian teachers were on the second factor. One teacher commented that problems with the books and evaluation system which give no room for oral skills demotivate her. Another mentioned that she had seen little relevance of teaching materials to the learners’ needs and it would demotivate not only teacher but also the learners. For the item ‘teaching material is fixed’, some teachers commented that being forced to teach material and textbooks specified by universities and organizations kills teacher’s autonomy. One teacher mentioned that he preferred to select textbook, materials, and classroom activities based on learners’ needs and language ability. Therefore these comments may justify the reason why the item ‘teaching material is NOT fixed’ has the least role in teachers’ demotivation. Table 3 shows the mean differences for the items related to facilities, teaching material and curriculum for Iranian teachers.

Table 3. Classroom facilities, Teaching material, and Curriculum for Teacher Demotivation (Iran)

Items	Mean
No consistency in curriculum with clear goals	4.200
When there is discrepancy between teacher’s expectation and students’	3.700
Teaching material is fixed	3.466
Classroom facilities are poor	3.466
When abilities differ greatly in one class	3.400
Problems with audio visual equipment	3.233
Large Class size	3.233
Low teacher evaluation from students	3.066
Emphasis on TOEFL	2.633
Changing teaching material often	2.600
Teaching material is NOT fixed	2.300

Table 4 shows the results of the mean difference for the second factor in Japanese context. These results showed similarity between the sources of demotivation among Japanese and Iranian teachers.

A Comparative Study of Iranian and Japanese English Teachers'
Demotivational Factors

Table 4: Classroom facilities, Teaching material, and Curriculum for Teacher Demotivation (Japan)

Items	Mean
No consistency in curriculum with clear goals	3.29
Low teacher evaluation from students	3.12
Teaching material is fixed	3.12
Problems with audio visual equipment	3.03
Classroom facilities are poor	3.03
Large Class size	2.99
Discrepancy between teacher's expectations and students'	2.97
Changing teaching material often	2.77
Emphasis on TOEFL	2.72
Teaching material is fixed	2.56
Teaching material is NOT fixed	1.97

Considering the third factor related to working condition, the largest mean were for the items 'Employment system is unstable', 'No bonus', and 'Lack of research fund'. These items ranked second, fourth, and sixth among all 35 items. Table 5 shows the results of the items related to working condition.

Table 5. Working Condition in Teacher Demotivation (Iran)

Items	Mean
No bonus	4.166
Employment system is unstable	4.133
Lacking research fund	4.066
Low pay	3.866
Commuting problems	3.333
Long meeting hours	3.166
Much paperwork	2.900

Comparing full-time and part-time teachers with respect to the item 'Employment system is unstable', their responses were similar; in both groups about 90% answered that this item either strongly or pretty much demotivates them. For the items 'no bonus' and 'low pay', 83% of part-time teachers answered that it demotivates them, while for full-time teachers it was 67%. Table 6 shows the results of working condition for Japanese teachers. Unlike Iranian teachers, Japanese teachers states that 'long meeting hours', 'much paperwork', and 'lack of research time' demotivate them. This difference between the results of the two contexts may be due to the

difference in educational context, and educational system. Another reason for this difference may be the fact that most participants in the present study had part-time job, whereas most Japanese participants had full-time job.

Table 6. Working Condition in Teacher Demotivation (Japan)

Item	Mean
Long meeting hours	3.61
Much paperwork	3.58
Lacking research time	3.42
Employment system is unstable	3.34
Low pay	3.26
Commuting problems	3.11
No bonus	2.88

The last items in the questionnaire aimed at investigating the effect of human relationship on teachers' demotivation. Among the items related to this factor, the most demotivating one was 'Little appreciation from the administration' (mean, 4.16). This item had the third rank among 35 items. Table 7 shows the results related to human relationship.

Table 7. Human Relationship in Teacher Demotivation (Iran)

Items	Mean
Little appreciation from the administration	4.166
Lacking communication between full time and part time faculty	3.733
Lacking communication among the full time faculty	3.500
Negative comments by colleagues	3.466
Colleagues do not give straight opinions	3.300

Most of the respondents commented on the 'little appreciation from the administration'. Their statements represented that lack of respect from the side of authorities, students, colleagues and administrative staff demotivates them.

For Japanese teachers, the results of human relationship showed that 'little appreciation from the administration' and 'negative comments by colleagues' demotivated them. Regarding this factor, the results of the study in Japan are similar to those in Iran. Table 8 shows the results of human relationship in Japanese context.

Table 8. Human Relationship in Teacher Demotivation (Japan)

Items	Mean
Little appreciation from the administration	3.41

A Comparative Study of Iranian and Japanese English Teachers' Demotivational Factors

Negative comments by colleagues	3.28
Lacking communication among the full time faculty	3.14
Lacking communication between full time and part time faculty	3.13
Colleagues do not give straight opinions	2.86

The overall results revealed that the top items causing demotivation among Iranian teachers were 'No consistency in curriculum with clear goals', 'No bonus, 'Little appreciation from the administration', 'Employment system is unstable', 'When students are not interested in studying', and 'Lack of research fund'. Whereas, the top demotivating items for Japanese college teachers were 'students using cell-phones in classes', 'students sleeping in class', 'students taking rebellious attitudes', 'long meeting hours, much paperwork', and 'fixed teaching method'.

Computing and comparing total mean for each factor showed that the most demotivating factors were respectively learners' attitudes and classroom materials and curriculum. Table 9 shows the results of mean difference for factors related to Iranian teachers' demotivation. The results of Japanese study also showed that 'students' attitudes' was the most demotivating factor among all four factors.

Table 9. Mean Difference for Factors in Teacher Demotivation (Iran)

	Range	Mean	Std. Deviation	
	Statistic	Statistic	Std. Error	Statistic
Learners' Attitude	39.00	41.3333	1.94483	10.65229
Curriculum	36.00	35.3000	2.08285	11.40825
Working Condition	22.00	25.6333	1.02327	5.60470
Human Relationship	17.00	18.1667	.90476	4.95555

5.2 Interview analysis

The study in Japan was a survey, investigating participants' answers through questionnaire. However, in the present study, interviews with 10 participants were conducted to examine the salience of the factors investigated through the questionnaire. Also, the researcher aimed to find out the other potential demotivating factors which might not be considered in the questionnaire. The most demotivating factors, based on frequency, were: 1) fixed teaching material and curriculum; 2) lack of job stability and financial issues; 3) weak communication among co-workers and authorities; and 4) little freedom in grading process.

5.2.1 Fixed teaching material and curriculum

The most demotivating factor based on teachers' interviews was teaching material and curriculum. 10 teachers thought that being forced to follow a certain textbook and curriculum demotivates them.

"Being forced to follow a certain policy and curriculum demotivate me.... (T1)"

8 teachers discussed that following a certain policy would kill their autonomy and creativity.

"I am forced to teach a certain textbook.... This limits me in choosing best teaching method or activities.... I feel I have no autonomy and this feeling decreases motivation for teaching (T3)"

6 teachers considered that little relevance of teaching materials to students' needs is frustrating and decrease their interest and motivation.

"Curriculum demotivates me most. I see little relevance of teaching materials to the learners' needs and it demotivates me... (T10)"

5.2.2 Lack of job stability and financial issues

The next demotivating factor was job stability and financial issue. Most teachers commented on this factor both at the end of the questionnaire and in the interview. 8 teachers considered job instability important in diminishing their motivation.

"Lack of job stability is also demotivating for me.... (T5)"

Seven teachers talked about low payment which underestimated their identity as a teacher.

"The most demotivating factor that hinders me as a teacher to devote myself to my class, students and my teaching is insufficient payment and underestimating the identity of teacher... (T8)"

One male teacher who put demotivational factors in order thought the most demotivating factor was low salary. He commented that he had to manage a family and low payment made him worried about financial problems and inhibited his concentration and focus on teaching.

"In the order of importance, factors that demotivate me are low salary, lack of respect.... (T7)"

5.2.3 Weak communication among co-workers and authorities

Another demotivating factor salient in interviews was relationship with authorities and colleagues. Five teachers talked about lack of cooperation and effective communication among co-workers.

“Absence of positive competition between colleagues... being compared with other colleagues in a negative manner by the students, so as to highlight the abilities and strong points of the other colleagues (teachers)... lack of constructive cooperation between the colleagues are very much demotivating....(T 2)”

Six teachers talked about lack of respect and support from principals and administrative staff demotivated them.

“Lack of respect from the side of authorities also makes me irritated and slows on my way to accomplish the perfect goals of my career (T 4)”

5.2.4 Little freedom in grading process

Yet, one factor mentioned by some teachers was not considered in the questionnaire. Four teachers complained about having little freedom in grading students and being forced, even from administrative part, to pass most students.

“It is very demotivating when we are forced by principals and education office to pass most of the students and overestimate their real ability by giving false and unreal scores (T 9)”

6 Discussion and Implication

The main finding of this study was that ‘learners’ attitudes’, ‘classroom materials and curriculum’, and ‘working condition’ were the most demotivating factors for Iranian English teachers. The findings of this study are in line with previous studies (Sugino, 2010; Aydin, 2012; Hettiarachchi, 2013). The findings revealed that the top demotivating items for Iranian teachers were ‘No consistency in curriculum with clear goals’, ‘No bonus’, ‘Little appreciation from the administration’, ‘Employment system is unstable’, ‘When students are not interested in studying’ and ‘Lack of research fund’. Previous studies also confirm these findings; Dörnyei (2001) argued that teacher demotivation is often associated with inhibition of teacher autonomy, insufficient self-efficacy, content repetitiveness, and inadequate career structure; Hettiarachchi (2013) found that the most frequent demotivators related to teaching in Sri Lankan public schools included limited facilities for teaching and learning in schools, textbooks that do not match student proficiency, and issues in teaching methodology. However, regarding the top demotivating items, this study’ findings were different from the findings of the study in Japan by Sugino (2010). He found the top

demotivating items for Japanese college teachers were: 'students using cell-phones in classes', 'students sleeping in class', 'students taking rebellious attitudes', 'long meeting hours', 'much paperwork', and 'fixed teaching method'. While for Japanese teachers 'much paperwork' was one of the most demotivating factors, for Iranian teachers this item was the least demotivating factor. This extreme difference may be due to difference in educational and curricular systems of the universities in Iran and Japan. Most exams at university level in Iran, especially English for students of other majors, contain multiple-choice items. Therefore, Iranian teachers did not consider this item a demotivating factor. It is worth-mentioning that for Iranian teachers the items 'students using cell-phones in classes' and 'students' sleeping in class' had high means. It shows that Iranian teachers were also demotivated by these items.

The other reason for the difference between the findings of the study in Iran with those in Japan may relate to working condition and financial support of the two countries. Iranian teachers considered 'no bonus', 'little appreciation from the administration' and 'employment system is unstable' most demotivating. Another reason for this finding may be due to the fact that most participants of the study in Iran had part-time job. However, even the participant with full-time job believed that employment system and working condition would demotivate them; most participants commented on these items. The results of interview analysis also confirmed this fact.

The results of the interviews with Iranian teachers showed that curriculum, financial issues, and working condition are the most demotivating factors for Iranian college teachers. These findings reinforce the findings of questionnaire. Moreover, the findings are confirmed by previous studies in the literature. For example, Yan (2009) reviewed the literature on teacher demotivation and argued that general demotivating factors of teacher are stress, restricted autonomy, insufficient self-efficacy, lack of intellectual challenge and inadequate career structure. Iranian teachers also complained about restricted autonomy which is caused by fixed materials, lack of career structure and adequate curriculum. Findings of the study, particularly interviews, are most concurrent with the results of the study by Aydin (2012) that showed the teachers' demotivating was related to the teaching profession, curriculum, working conditions, colleagues and school administrators.

As the current study concludes that the certain demotivating factors have been identified among college teachers, emphasis can be made on the fact that demotivation may have some negative effects. Based on the research findings, teachers' comments, and previous studies (Aydin, 2012; Dornyei, 2001), it can be stated that demotivation constitutes a barrier for a continuing, improving, interesting and enjoyable teaching and learning. Thus, the findings of the study can be used to have some practical recommendations for teaching English in universities of Iran and Japan. First, course books and teaching methodologies need revisions in terms of needs analysis and

teacher's autonomy. Second, as teachers need to work under better working conditions, it becomes mandatory to solve or at least moderate their economic problems. Third, strong and close cooperation among teachers must be fostered to give professional solutions to the problems regarding teaching English in EFL context. Last, the authorities responsible for the educational and economic policies should appreciate the work of teachers and respect their autonomy.

Regarding the limitation of this study, the questionnaire may need some revision in order to add some cultural-specific items. Another limitation is the number small number of participants. Although the researcher tried to solve this problem by conducting interviews with the participants, a larger population may yield better findings. Further studies can investigate demotivational factors, comparing male and female teachers. Also, a study can be conducted to investigate the potential differences in demotivating factors regarding the years of teaching experience. This study was on college teachers, further studies can be done on school teachers.

References

- Atkinson, E. S. (2000). An investigation into the relationship between teacher motivation and pupil motivation. *Educational Psychology, 20*(1), 45-57.
- Aydin, S. (2012). Factors causing demotivation in EFL teaching process: A case study. *The Qualitative Report, 17*, 1-13. Retrieved from <http://www.nova.edu/ssss/QR/QR17/aydin.pdf>.
- Chastain, K. (1988). *Developing second-language skills*. Florida: Harcourt Brace Janovich.
- Crookes, G., & Schmidt, R.W. (1991). Motivation: Reopening the research agenda. *Language Learning, 41*(4), 469-512.
- Csizer, K., & Dörnyei, Z. (2005). Language learners' motivational profiles and their motivated learning behavior. *Language Learning, 55*(4), 613-659.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal, 78*(3), 273-285.
- Dörnyei, Z. (2001). *Teaching and researching motivation*. England: Pearson Education.
- Eymur, G., & Geban, O. (2011). An investigation of the relationship between motivation and academic achievement of pre-service chemistry teachers. *Education & Science, 36*(161), 243-255.
- Gardner, R. C. (1968). Aptitude and motivation: Their role in second-language acquisition. *TESOL Quarterly, 2*(3), 141-150.
- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly, 42*(1), 55-77.

- Heidari Soureshjani, K., & Riahipour, P. (2012). Demotivating factors on English speaking skill: A study of EFL language learners and teachers' attitudes. *World Applied Sciences Journal*, 17(3), 327-339.
- Hettiarachchi, S. (2013). English language teacher motivation in Sri Lankan public schools. *Journal of Language Teaching and Research*, 4(1), 1-11.
- Kikuchi, K., & Sakai, H. (2009). Japanese learners' demotivation to study English: A survey study. *JALT Journal*, 31(2), 183-204.
- Masgoret, M. A., & Gardner, C.R. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and Associates. *Language Learning*, 53(1), 123-168.
- Meshkat, M., & Hassani, M. (2012). Demotivating factors in learning English: The case of Iran. *Procedia-Social and Behavioral Sciences*, 31, 45 – 749.
- Mofidi, A. (2006). *The relationship between instrumental/integrative motivation of Iranian EFL learners and their performance on planned/unplanned speaking tasks*. Unpublished MA thesis, Iran University of Science and Technology, Iran.
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical frame work. *Modern Language Journal*, 78(1), 12-28.
- Peacock, M.(1997). *The effect of authentic materials on the motivation of EFL learners*. New York: Oxford University Press.
- Roslan, S., Sharifah, M. N., & Thirumalai, V. N. (2012). The burnout phenomenon: Changes in psychosocial profiles of secondary school teachers. *Pertanika Journal of Social Sciences & Humanities*, 20, 157 –174.
- Spaulding, L. C. (1992). *Motivation in the classroom*. New York: University of Connecticut.
- Sugino, T. (2012). Telling ELT tales out of School: Teacher demotivational factors in the Japanese language teaching context. *Procedia-Social and Behavioral Sciences*, 3, 216–226.
- Williams, M., & Burden, L. R. (1997). *Psychology for language teachers: A social constructivist approach*. New York: Cambridge University Press.
- Yan, H. (2009). Student and teacher de-motivation in SLA. *Journal of Asian Social Science*, 5(1), 109-112.

A Comparative Study of Iranian and Japanese English Teachers'
Demotivational Factors

Somayeh Baniasad-Azad
Dept of English Language
Faculty of Foreign Languages
University of Isfahan
Hezar Jirib Street, Isfahan,
81746-73441, Iran
Phone: 9803117932123
E-mail: baniasad_85@yahoo.com

Saeed Ketabi
Dept of English Language
Faculty of Foreign Languages
University of Isfahan
Hezar Jirib Street, Isfahan,
81746-73441, Iran
Phone: 9803117932123
E-mail: ketabi@fgn.ui.ac.ir

Received: December 2, 2012
Revised: June 8, 2013
Accepted: July 6, 2013