

Malaysian In-Service Teachers' Intrinsic and Extrinsic Motivation towards Teaching English

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Abstract

The most extensively studied second language in the world, English is the language of the global economy. It is crucial to understand whether instructors are sufficiently motivated at different stages of their professional journeys because good teaching is a prerequisite for students' learning. This study aimed at investigating the overall motivation of in-service English language teachers in Malaysia. Employing a quantitative research design, a survey instrument was used to collect data from in-service English teachers who are currently doing their undergraduate degree. They were requested to respond to the items on motivation, which are categorized into two sub-dimensions, intrinsic and extrinsic. The study reveals that Malaysian in-service English teachers are generally motivated to teach English, whereas the motivation comes mostly from the intrinsic aspects. The findings have significant implications on the Malaysian educational policy and system as well as its various professional development programs for teachers generally, and English teachers specifically.

Keywords: *in-service teachers, intrinsic motivation, extrinsic motivation, English language, public university*

INTRODUCTION

One of the factors for the consistent growth in the English language teaching and learning worldwide is the inward investment from foreign firms that frequently use English for internal communication. It is also due to ambitious people hoping to increase their competitive edge in the job market, and efforts by most governments to promote business investment by allocating larger budgets for the teaching of English (Euromonitor International, 2010; Garton & Copland, 2018).

For the future of our country and the standard of education, teachers are the most crucial group of professionals. The way that children learn is greatly influenced by their teachers. Therefore, it is the duty of every government to make sure that instructors provide their best effort (UNESCO, 2016). Nevertheless, it has been noticed that many teachers have fallen short in their attempts to infuse English language instruction with dynamic content that is relevant to everyday situations. (Focho, 2011; Sato, & Oyanedel, 2019; Wingate, & Harper, 2021). English language teachers have been the subject of numerous studies looking at their attitudes and motivations for teaching English. For instance, in a prior study, a sample of 75 Los Angeles teachers' mean CES-D (depression scale) scores was 15.6 (Beer & Beer, as cited in Bishay, 1996). A quick self-report tool, the CES-D depression scale was created to assess depressed symptomatology in the general population (Radloff, 1977). Because it is linked to a higher risk of depression, a substantial CES-D score is one of 16 or higher (Schonfeld, as cited in Bishay, 1996). In accordance with a different research by the Centre for British Teachers (CfBT, 1989), 50 percent to 70 percent of RSA Certificate holders quit their jobs in TESOL within three to four years of graduation.

As a matter of fact, there is a substantial difference between intrinsic and extrinsic motivation. Research shows that the ongoing debates between intrinsic and extrinsic motivation still are getting attention of the researchers (Begum & Hamzah, 2017; Paramboor et al., 2015; Saeednia, 2013; Sharipovna, & Oybekovna, 2019; Sun, & Hsieh, 2018; Thohir, 2017). The need to seek out and overcome obstacles as we pursue our interests and develop our abilities is known as intrinsic motivation. This suggests that because the task being engaged in is enjoyable in and of itself, intrinsic drive has nothing to do with rewards or penalties. As a result, when we are motivated by intrinsic factors, we work without thinking about the potential rewards. However, people are said to be exhibiting extrinsic motivation when they engage in any activity in order to receive a grade or promotion, avoid punishment, appease the boss at work, or for any other reason that has little to do with the task being performed. This is because they are not genuinely interested in the activity; rather, they are only interested in the benefits they will receive by engaging in such activities. (Deci & Ryan, 1985; Ryan & Deci, 2002; cf. Woolfolk et al., 2008).

By and large, there is focus of research studies on the explanation of behavioral outcomes like choice, effort, and persistence (Graham & Weiner, 1996). Many studies conducted in educational contexts have examined how individual differences in students' achievement motivation are reflected in their beliefs, attitudes, values, perceptions, and other related cognitive categories. (Pintrich & Schunk, 2002; Sun & Hsieh, 2018; Thohir, 2017; Wolters & Daugherty, 2007).

Additionally, global research demonstrates that the most essential school-based factor affecting student performance is teacher quality (Dihn Thou, 2017; UNESCO, 2014; Zhao & Ko,

2020). High performing teachers can increase student success by up to 50% over the course of three years, compared to low performing teachers, according to a study done in Tennessee, the United States, in the middle of the 1990s (The Star, 2012). The declining standard of proficiency in English language is a main issue facing Malaysia today (Kepol, 2017; Leong, 2022). English learning in Malaysian schools revealed that there is a strong influence of the national language, Bahasa Malaysia, on the learning of English (Musa et al., 2012). As such, many Malaysian students still struggle to talk in English, despite having had plenty of time to study the language. This prevents them from taking advantage of the finest opportunities, particularly when it comes to continuing their education beyond high school or finding a respectable career (Kamsin & Mohamed, 2020). For instance, the operational English proficiency is described in the Malaysia Education Blueprint (2013-2025) to be substantially lower than the anticipated level. Next, it is discovered that graduates' high unemployment rate (in Malaysia) is frequently related to their poor communication and English language skills (Selvaratnam, 2018; Ting et al., 2017).

English literacy in Malaysia is generally acquired through schooled English (Hazita, as cited in Musa et al., 2012). Most of the school children, in particular those who reside in rural areas, experience contacts with English language only during their English classes (Musa et al., 2012). In 2011, the Ministry of Education (MOE) introduced the *Kurikulum Standard Sekolah Rendah* (Standard Curriculum for Primary School/KSSR) syllabus to be implemented in primary schools. This replaced the *Kurikulum Bersepadu Sekolah Rendah* (Integrated Curriculum for Primary School/KBSR) syllabus. KBSR syllabus is known for Mathematics and Science taught in English language. According to the new syllabus (KSSR), English would be taught only as a subject and for other subjects like Science and Math, the medium of instruction would be Bahasa Malaysia.

However, despite English language has been an important medium as a second language in Malaysia due to its excessive use for not only some professional field, but also for acquiring knowledge and information (Fen Ng & Kiat Ng, 2015), English language teachers confront difficulties in the classroom, and it is still unclear how to appropriately address cardinal areas about their intrinsic and extrinsic motivations for working in the field (Kamsin & Mohamed, 2020). Hence, this research aims to empirically investigate the overall motivation of English language teachers in the classroom. It also examines the distinction between intrinsic and extrinsic motivation in English language instruction among in-service English instructors.

THEORETICAL FRAMEWORK

Theoretical framework refers to the theories and concepts required and used for the purpose of shaping the study. In this study, all the constructs related to intrinsic and extrinsic motivation are to be acknowledged in order to realize the purpose of this research i.e., exploring the overall motivation of in-service English language teachers. The theoretical framework to underpin these constructs comes from Self Determination Theory (SDT). This theory is one of the most popular methods for examining human motivation (Weiner, 1990). SDT distinguishes between autonomous and controlled types of motivation, breaking from most theories that approach motivation as a singular term (Deci & Ryan, 2008). In contrast to theories that emphasize how behavior is dependent on environmental or biological variables, SDT sees human conduct as proactive and growth oriented. This theory contends that both the positive and negative aspects of human behavior, including both

its active and constructive nature and its passive and defensive manifestations, are the results of interactions between those people's fundamental psychological needs and the sources of need fulfilment or stifling in social environments (Vansteenkiste & Ryan, 2013).

With regards to this study, SDT offers a thorough method for examining motivation, together with its underlying causes and effects. Three fundamental psychological needs must be satisfied for conduct to be motivated, according to Deci and Ryan's multidimensional approach. By describing the intricate interplay of individual traits and their taught behaviors with environmental and contextual circumstances, the six SDT mini theories (cognitive evaluation theory, causality orientations theory, organismic integration theory, basic psychological needs theory, goal contents theory, and relational motivation theory) provide additional explanation for behavior across different domains. SDT offers a thorough framework for comprehending the causes and effects of intrinsic versus extrinsic motivation, and hence, human agency, when seen holistically.

METHODOLOGY

Population and Sampling

The population of the study was in-service English teachers who were doing, concurrent to this study, their undergraduate degree in TESL at a public university in Malaysia. The total population was 200 teachers, and the participants were a sample consisting of 142 experienced Malaysian English teachers, whose selection was done through convenience sampling. In order to determine the appropriate sample size from the population, the researcher used the sample size calculator. After setting the error level at 5% and population size of 200, the required sample size is 132 with a confidence level of 95%. However, the researcher used a sample size of 142 teachers, which was slightly more than the sample size requirement.

Instrumentation

The questionnaire used was substantially guided by a study conducted by Kassabgy et al. (2001) who had studied 107 ESL teachers' attitudes towards the importance of various motivating factors and their career satisfaction. The reliability of the questionnaire was established in an earlier study (Sözen, 2015; Yau, 2010). Two main dimensions of motivation gathered in the adapted questionnaire were intrinsic and extrinsic motivation. This questionnaire used a 6-point Likert scale format, measured the motivation levels of Malaysian teachers towards teaching English language ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Mildly Disagree), 4 (Mildly Agree), 5 (Agree), and 6 (Strongly Agree). The questionnaire was divided into three parts: 1) demographic information of the respondents, 2) statements to elicit opinion among teachers for indication of intrinsic motivation and 3) indication of extrinsic motivation. While intrinsic motivation was measured through sense of challenge and achievement, extrinsic motivation encompasses their opinions on salary, workload, relationship at the workplace, career prospects, job security and policy.

Data Analysis

Once all data were gathered, the researcher proceeded to the analysis using SPSS version 18.0. The data analysis combined both descriptive and inferential statistics. Initially, the researcher conducted the descriptive analysis of the data to answer the first research question which was the overall motivation of in-service English teachers in a Malaysian public university. The mentioned research questions were analyzed using frequency count and means.

RESULTS

The sample size for this study was 142 in-service English teachers. The total percentage of female teachers in the study was 76.1% (n=108) while male teachers 23.9% (n=34). As it was observed, most of the respondents were females (108). Meanwhile, the number of male respondents was lower as there were only 34 male teachers. The following table shows the demographic details of the respondents.

Table 1

Demographic Profile of Respondents

	Frequency	Percent (%)
Gender		
Female	108	76.1
Male	34	23.9
Age		
20-30	25	17.6
31-40	97	68.3
41-50	20	14.1

The age of the teachers was classified into three groups. The first classification consisted of teachers aged between 20-30 years. The number of teachers in this category was 25 (17.6%). The majority (n= 97 or 68.3%) of the respondents belonged to the second classification which was 31-40 years. There were only 14.1% or 20 teachers who were 41-50 years old.

Respondents were also asked to state the number of years of experience in teaching English. Five categories of responses were given: 1-5 years, 6-10 years, 11-15years, 16-20 years and more than 20 years. The distribution of respondents according to the number of years of English language teaching experience shows that 71 respondents (50%) have had 6 to 10 years of teaching experience. On the other hand, 41 (28.9%) of them have had between 11 to 15 years of English language teaching experience, while 4.9% of the teachers have had one to five years of teaching experience. The Malay ethnic group made up 88.7% (n=126) of the population. Other ethnic groups who responded to the questionnaire were Chinese (n=3 or 2.1%), Indians (n=9 or 6.3%) and others (n=4 or 2.8%).

Overall Motivation of In-Service English Teachers towards Teaching English

Table 2 summarizes the mean and standard deviation of each item (n=31) in the survey. As shown in the table, the fifth item, “*Teaching English is challenging*” had the highest mean (M=5.62, SD= 0.64). The lowest mean score was item 12, “*My salary is reasonable for the amount of work I do*” (M=3.59,

SD= 1.20). This shows that teachers were least motivated towards their rewards even though they generally found the job challenging. The overall mean of the 31 items was $M=4.81$ ($SD=.87$). This shows that generally, Malaysian in-service English teachers are motivated to teach English.

Table 2

Mean and Standard Deviation of each item in the Overall Motivation

Items	N	Mean	Std. Dev.
Intrinsic motivation			
Teaching English language is a prestigious profession.	142	5.21	.72
Teaching English language is enjoyable and stimulating.	142	5.27	.65
I am personally responsible for part of the education of every student I teach.	142	5.32	.61
I like to spend a lot of energy to make my classes interesting.	142	5.10	.72
My job is challenging.	142	5.62	.64
Teaching English language is an important job.	142	5.61	.52
My job provides scope for me to learn and develop to my full potential.	142	5.35	.66
I have a job in which I can perform to the best of my ability.	142	5.14	.68
I know that I am helping my students to learn English.	142	5.50	.57
I know that I am helping my students to have a better future.	142	5.49	.58
Extrinsic motivation			
I have a satisfactory salary.	142	3.68	1.22
My salary is reasonable for the amount of work I do.	142	3.59	1.20
In my opinion teachers should be paid based on experience.	142	4.81	1.36
My salary is sufficient to meet my basic financial requirements.	142	3.68	1.28
I have manageable workload in the school.	142	3.75	1.39
I like to supervise extra-curricular activities other than teaching.	142	3.63	1.45
I have a good rapport with other colleagues who work with me.	142	5.26	.59
I have teamwork at school.	142	5.09	.75
My peers cooperate in sharing materials to teach English.	142	5.04	.71
I have friendly relationship with my students.	142	5.32	.65
I have good relationship with the person I report to in school.	142	5.04	.70
I have sufficient opportunities for contact with professionals in the field of English teaching.	142	4.51	.97
I have prospects for promotion.	142	4.37	.98
Opportunities for professional growth are important to me.	142	5.20	.61
I spend some of my free time on a regular basis to better myself as an English teacher.	142	4.91	.80
I know I can perform equally well if I were to be transferred to another job.	142	4.01	1.28
Teaching English is a secured profession.	142	4.75	.92
I appreciate the move by the Ministry of Education (MOE) to ensure students are taught by teachers who are competent.	142	5.01	.79
I encourage the move by MOE that all English language teachers have to pass the Cambridge Placement Test (CPT) within two years.	142	4.48	1.05
The policies of the school allow me to do my job effectively.	142	4.62	.98
My school allows me to go for self-development training.	142	4.80	.94
Overall Mean and SD		4.81	.87

Intrinsic Motivation of English Teachers towards Teaching English

In order to answer the research question, responses to the motivation questionnaire were subjected to descriptive statistics. The 31 items of the questionnaire examined the in-service English teachers' intrinsic and extrinsic motivation towards teaching English. The items were divided into intrinsic and extrinsic motivation. Intrinsic motivation refers to doing an activity because it is inherently interesting or enjoyable' for instance, teachers who teach English for the sake of enjoyment and interest. When intrinsically motivated, a teacher is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards (Ryan & Deci, 2000a). Intrinsic motivation is further divided

into a sense of challenge and achievement. Extrinsic motivation comprises the opinions on salary, workload, relations at the workplace, career prospects, job security and policy. The intrinsic motivation component has 10 items whereas extrinsic motivation has 21 items.

A series of descriptive analyses were conducted in order to answer the research questions. In a scale of 1-6, (1= strongly disagree; 6= strongly agree), the first 10 items in the questionnaire were intended to examine whether the teachers were intrinsically motivated towards teaching English language. The mean score of each item in the dimension of intrinsic motivation construct is given in Table 3. This table summarizes the mean and standard deviation of each item in the intrinsic motivation (n=10).

Table 3

Mean and Standard Deviation in the Intrinsic Motivation

Items	N	Mean	Std. Dev.
Intrinsic Motivation (Challenge)			
Teaching English language is a prestigious profession	142	5.21	.72
Teaching English language is enjoyable and stimulating.	142	5.27	.65
I am personally responsible for part of the education of every student I teach.	142	5.32	.61
I like to spend a lot of energy to make my classes interesting.	142	5.10	.72
My job is challenging.	142	5.62	.64
Teaching English language is an important job.	142	5.61	.52
Intrinsic Motivation (Sense of achievement)			
My job provides scope for me to learn and develop to my full potential.	142	5.35	.66
I have a job in which I can perform to the best of my ability.	142	5.14	.68
I know that I am helping my students to learn English.	142	5.50	.57
I know that I am helping my students to have a better future.	142	5.49	.58
Overall mean and SD		5.36	.64

Table 3 provides the overall mean of the 10 items in intrinsic motivation as 5.36 (SD=.64). This shows that in-service English teachers were intrinsically motivated to teach English. All the items in intrinsic motivation have a mean score which is more than 5. The responses of the respondents mean range between 5.10 to 5.62 and the standard deviation ranged between .64 and .72. Of the 10 items in intrinsic motivation, the highest mean was 5.62 (SD= 0.64, “*My job is challenging*”). This means that teachers were intrinsically motivated towards their challenging job. The lowest mean score was M=5.10 (SD=0.72) which belonged to the Item 4 (“I like to spend a lot of energy to make my classes interesting”).

Intrinsic Challenge

The items of intrinsic challenge mean ranged between 5.10 to 5.62 and the standard deviation ranged between .64 and .72. Table 3 shows that all the means of the items on intrinsic challenge were more than 5.0 (strongly agree). This shows that teachers were generally highly motivated intrinsically. Of the 6 items in intrinsic challenge, the highest mean was 5.62 (SD= 0.64, “*My job is challenging*”). This indicates that teachers were intrinsically motivated towards their challenging job. “*Teaching English language is an important job*” (M=5.61, SD=.52) was the most agreed after the challenging job. This shows that teachers agreed that they were intrinsically motivated since teaching English is an important job. However, “*spending a lot of energy to make classes interesting*” (M=5.10, SD=.72)

and “*having a job which can perform to the best of ability*” (M=5.14, SD=.68) were the lowest among those items.

Intrinsic Sense of Achievement

The items of intrinsic sense of achievement mean range between 5.14 and 5.50 and the standard deviation ranged between .57 and .68. The highest mean was 5.50 (SD= .57, “*I know I am helping my students to learn English*”. This means that teachers were intrinsically motivated towards helping students learn English. The lowest mean score was M=5.14 (SD=.68) which belonged to Item 8 “*I have a job in which I can perform to the best of ability*”.

Extrinsic Motivation of English Teachers towards Teaching English

Table 4 summarizes the mean and standard deviation of each item in the extrinsic motivation (n=21). The items are divided according to salary, workload, relations with colleagues and students, career prospects, job security and policy.

Table 4

Mean and Standard Deviation for Extrinsic Motivation

Items	N	Mean	Std. Dev.
Extrinsic Motivation (Salary)			
1. I have a satisfactory salary.	142	3.68	1.22
2. My salary is reasonable for the amount of work I do.	142	3.59	1.20
3. In my opinion teachers should be paid based on experience.	142	4.81	1.36
4. My salary is sufficient to meet my basic financial requirements.	142	3.68	1.28
Extrinsic Motivation (Workload)			
5. I have manageable workload in the school.	142	3.75	1.39
6. I like to supervise extra-curricular activities other than teaching.	142	3.63	1.45
Extrinsic Motivation (Relations with colleagues and students)			
7. I have a good rapport with other colleagues who work with me.	142	5.26	.59
8. I have teamwork at school.	142	5.09	.75
9. My peers cooperate in sharing materials to teach English.	142	5.04	.71
10. I have friendly relationship with my students.	142	5.32	.65
11. I have good relationship with the person I report to in school.	142	5.04	.70
Extrinsic Motivation (Career Prospects)			
12. I have sufficient opportunities for contact with professionals in the field of English teaching.	142	4.51	.97
13. I have prospects for promotion.	142	4.37	.98
14. Opportunities for professional growth are important to me.	142	5.20	.61
15. I spend some of my free time on a regular basis to better myself as an English teacher.	142	4.91	.80
Extrinsic Motivation (Job Security)			
16. I know I can perform equally well if I were to be transferred to another job.	142	4.01	1.28
17. Teaching English is a secured profession.	142	4.75	.92
Extrinsic Motivation (Policy)			
18. I appreciate the move by the Ministry of Education (MOE) to ensure students are taught by teachers who are competent.	142	5.01	.79
19. I encourage the move by the MOE that all English language teachers have to pass the Cambridge Placement Test (CPT) within two years.	142	4.48	1.05
20. The policies of the school allow me to do my job effectively.	142	4.62	.98
21. My school allows me to go for self-development training.	142	4.80	.94
Overall Mean and SD		4.55	0.98

Table 4 provides the overall mean of the 21 items in extrinsic motivation as 4.55 (SD=.98). The table indicates that for each dimension, the range of mean difference between 3.59 and 5.32 and the standard deviation ranged between .65 and 1.20. As shown in the table, an extrinsic item such as “*Teachers have a friendly relationship with their students*” was rated the highest with a mean score (M=5.32 and SD=.65). That means teachers’ degree of motivation was high due to their friendly relationship with the students. However, “*the salary is reasonable for teaching*” had the mean score M=3.59 and SD=1.20, has the lowest mean. This shows that teachers were least motivated towards the salary they were getting for the amount of work they do. Of the 21 extrinsic motivation items, “*I have friendly relationship with their students*” had the highest mean (M=5.32 and SD=.65). This means that of the 21 items, teachers were mostly extremely motivated to teach English because of their relationship with their students. On the other hand, the least mean score indicated that teachers were least motivated (low level) with that particular item. Item 12 (“*My salary is reasonable for the amount of work I do*”) had the lowest mean. This shows that teachers were least motivated with their rewards.

The next subsections present the results of Table 4 according to the extrinsic motivation dimensions of the in-service teachers.

a) Salary

“Salary” as one of the dimensions of extrinsic motivation, the responses of the respondents mean ranged between 3.59 and 4.81 and the standard deviation ranged between 1.20 and 1.36 respectively. The highest mean 4.81 and standard deviation 1.36 corresponds to the item “*teachers should be paid based on experience*”. This means that teachers were extrinsically motivated towards their rewards based on experience. In other words, “*teachers should be paid based on their experience*” was the most agreed item. The lowest mean score was M=3.59 (SD=1.20) which belonged to item 12 (“*My salary is reasonable for the amount of work I do*”). This means they were least motivated by their salary. The mean score of “salary” is 3.94 and SD= .99

b) Workload

“Workload” as a dimension in extrinsic motivation has a mean ranged of between 3.63 and 3.75 and the standard deviation ranged of between 1.39 and 1.45. Furthermore, the item “*teachers have manageable workload in the school*” had the highest mean score of 3.75 (SD=1.39). This means that teachers were extrinsically motivated towards their manageable workload in the school. The lowest mean score was M=3.63 (SD=1.45) which belonged to item 16 (“*teachers like to supervise extra-curricular activities other than teaching*”). In other words, towards item 16, teachers were least extrinsically motivated. The mean score of “workload” is 3.69 and SD= 1.07

c) Relations with Colleagues and Students

“Relations with colleagues and students” as one of the components of extrinsic motivation, the responses of the respondents mean range between 5.04 and 5.32 and the standard deviation ranged between .65 and .71. The highest mean 5.32 and standard deviation .65 corresponds to the item “*teachers have friendly relationship with students*”. This means that the teachers were extrinsically

motivated towards their friendly relationship with students. The lowest mean score was $M=5.04$ ($SD=.71$) which belonged to items 19 and 21 (“*my peers co-operate in sharing materials to teach English*” and “*I have good relationship with the person I report to in the school*”). These were the least agreed items. The mean score of “relations with colleagues and students” is 5.15 and $SD= .49$

d) Career Prospects

“Career prospects” as a dimension of measuring the extrinsic motivation has means ranged between 4.37 and 5.20 and the standard deviation ranged between .61 and .98. Furthermore, the item which read “*opportunities for professional growth are important for teachers*” had the highest mean score of 5.20 ($SD=.61$). This means that teachers were extrinsically motivated towards their manageable workload in the school. That is, in-service English teachers were extrinsically motivated towards opportunities for professional growth. The lowest mean score was $M=4.37$ ($SD=.98$) which belonged to item 23 (“*teachers have prospects for promotion*”). The mean score of “career prospects” is 4.75 and $SD= .58$

e) Job Security

The means of “Job security” ranged between 4.01 and 4.75 and the standard deviation ranged between .92 and 1.28. The highest mean 4.75 and standard deviation .92 corresponds to the item “*Teaching English is a secured position*”. This means that the teachers were extrinsically motivated by the secured profession, on the other hand the lowest mean score was $M=4.01$ ($SD=1.28$) for item 26 (“*I know I can perform equally well if I were to be transferred to another job*”). The mean score of “job security” is 4.38 and $SD= .89$

f) Policy

The mean range of the items is between 4.48 and 5.01 and standard deviation ranged between .79 and 1.05. The highest mean was 5.01 ($SD= .79$, “*I appreciate the move by the Ministry of Education to ensure students are taught by teachers who are competent*”). This means that teachers were extrinsically motivated towards the move by the Ministry of Education to ensure students are taught by teachers who are competent. The lowest mean score was $M=4.48$ ($SD=1.05$) for item 29 (“*I encourage the move by MOE that all English language teachers have to pass the Cambridge Placement Test (CPT) within two years*”). The mean score of “policy” is 4.73 and $SD= .66$.

DISCUSSION

The study was concerned with the motivation of in-service English teachers who were concurrently doing their TESL undergraduate degree at a public university in Malaysia. More specifically, it indicates the overall motivation of in-service English teachers. The data gathered via the questionnaire was subject to descriptive analyses. It can be concluded that in-service English teachers are generally motivated to teach English as the overall mean was $M=4.81$ (overall $SD=.87$). When the items are examined, it is found that teachers were mostly motivated intrinsically. On the other hand, what seemed to lower the motivation of the teachers were mainly their responses to the items related to the rewards of the profession such as salary.

The result of this study is consistent with that of some other studies, though in different settings. For instance, Arokiasamy et al. (2013), Gelard and Rezaei (2016), and Widokarti et al. (2019) have found a significant positive correlation between compensation, motivation, and job satisfaction. Abd Hamid and Sayed Hussain (2012), however, articulate, with regards to salary of teachers, that in the Malaysian context, low wages are no more an issue to be taken into consideration as teachers are being paid high. Besides salary, different styles of leadership by head teachers seem to play a key role in motivating teacher, the fact which has been suggested in Malaysian national primary schools by Abdul Vahab *et al.* (2013), Norizah et al. (2015), Baluyos et al. (2019) and Shen et al. (2018). Findings from this study suggest that English teachers' motivation in the Malaysian context could be continually enhanced by improving the external factors that motivate teachers in their profession. This in turn will motivate teachers to bring out the best in their teaching abilities.

LIMITATIONS AND RECOMMENDATIONS OF THE STUDY

However, this study bears certain limitations in various aspects, including the sample size and analysis techniques. Specifically, the sample size for the study was comparatively small, while sampling was done using convenience sampling technique. Thus, we recommend for further studies with a larger sample size using random sampling. In addition, the study only sampled the in-service teachers who were doing their degrees in TESL at a public university in Malaysia. For future studies, it would be better if those from other institutions were also sampled. Also, even though the perceived overall motivation of in-service teachers was identified, there is enough scope to identify the factors that contribute to such motivation. Thus, a further analysis using advanced techniques to seek all contributing dimensions of in-service teachers is recommended.

CONCLUSION

The study may have implications on the Malaysian policy, language teachers, system of education and teacher training programs. It also suggests that while teachers continue to serve the nation, it is important to ensure that their well-being are looked into overtime. The changing social and economic demands may necessarily change teachers' personal and professional needs. There is a need for these to be addressed over time. As expressed at the World Education Forum (2000), teachers at all levels of the education system should be adequately trained, respected, remunerated, and able to participate in decisions affecting their professional lives and teaching environments.

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