

CHAPTER 1

INTRODUCTION

This chapter describes the background where the issue and why the researcher picked this particular subject. This is followed by the formulation of the problem announcing the general research question that Chapter Four will be answering. Then the third section is offers operational definitions such that key terms within the thesis are defined to prevent misunderstanding. Following is the research objective that outline what the study desires to accomplish once the problem is well addressed. Lastly, the chapter concludes with the importance of the study, including its application and relevance to the real world.

1.1 Background of the Study

The foundation of successful learning relies on its teachers. The role of the teacher as a learning agent in order to enable students to learn to achieve optimal achievement and learning outcome (Hadi et al., 2020). Teachers motivation development lead to the improvement of their teaching performance that affect positively toward the quality of education (Amtu et al., 2020). Although recent studies primarily focus on learners' motivation (Adara & Puspahaty, 2021; Borah, 2021; Chowdhury et al., 2021). While it is equally crucial to acknowledge the significance of teacher motivation in language learning, teacher motivation has not received the same level of attention in the classroom (Salud & Kamstra, 2021). Conversely, demotivated teachers affects the whole learning process since an unmotivated factor will demolish learner's interest and willingness towards learning process (Shahbaz, 2021). For this reason, investing in teacher education, support, and developing an inspired teaching community is a high priority for improving students' learning and achieving higher levels of education standards.

Novice teachers are teachers in the initial years of their professional enrolment, usually within a couple of years of joining the profession. New professionals may find it stressful to make the transition from preparation to the classroom, with an identifiable set of challenges. These are usually compounded for

Indonesian EFL teachers. According to Lomi and Mbato (2020) when novice teachers enter the field of language teaching, they become engaged in many different dimensions of learning typically have to cope with huge class sizes, limited access to facilities, and mixed English proficiency in students. Apart from these pragmatic problems, new EFL teachers in Indonesia can also struggle with the low salary structure, which can be prohibitively costly and, in some cases, cause them to venture into other means of earning money outside the profession, which can take away from their focus. They are also commonly expected to learn quickly in order to grasp the complexities of curriculum implementation and assessment in addition to forging their professional identity and confidence in a new and demanding environment. Such a demanding and often under-supported environment can be a breeding ground for demotivation, eroding the initial enthusiasm and commitment of these new professionals.

Teaching demotivation can be defined as a decline in a teacher's enthusiasm, commitment, and desire to perform effectively in their profession. The impact of such demotivation on educational quality is very significant. Teachers' demotivation is directly related to negative interaction with students and negatively affects both teaching and learning processes (Khanal et al., 2021). Demotivated teachers may exhibit reduced effort in lesson planning, show less engagement with students, and become less innovative in their teaching approaches. This directly affects student learning outcomes because the energy and quality of classroom life are reduced. Demotivation is likewise a significant factor in teacher retention issues. So long as teachers always feel underappreciated, overworked, or underpaid—particularly in concert with such as low compensation as is largely the case including Indonesia, they will be more inclined to abandon the profession.

To understand the complexities of teaching demotivation, this study will draw upon two key psychological frameworks: Self-Determination Theory (SDT) and Self-Efficacy Theory. Self-Determination Theory (SDT), proposed by Deci and Ryan (2012), posits that individuals have three fundamental psychological needs that drive their intrinsic motivation: autonomy (the need to feel in control of one's

actions and choices), competence (the need to feel effective and capable in one's pursuits), and relatedness (the need to feel connected and belonging to others). When these needs are satisfied, individuals are more likely to be intrinsically motivated, engaged, and experience well-being. Conversely, these needs can lead to demotivation and burnout. For teachers, a lack of autonomy in curriculum decisions, feeling incompetent due to inadequate support or resources, or experiencing isolation from colleagues can directly contribute to demotivation.

Complementing SDT is Self-Efficacy Theory, developed by Albert Bandura (1977). Self-efficacy refers to an individual's belief in their capacity to execute behaviours necessary to produce specific performance attainments. In simpler terms, it's about believing in your own ability to succeed. A teacher with high self-efficacy believes they can effectively manage a classroom, explain complex concepts, and motivate students, even when faced with challenges. When teachers have low self-efficacy, they may feel overwhelmed by their responsibilities, doubt their teaching abilities, and become easily discouraged, which is a direct pathway to demotivation. Both theories provide robust lenses through which to analyse how internal psychological states and external environmental factors contribute to teachers' motivation or demotivation.

1.2 Formulation of the Problem

Based on the background above, this study aimed to answer the following questions:

- 1) What factors that contribute to novice EFL teachers' demotivation?
- 2) What is teaching demotivation manifestations reflected by novice EFL teachers?

1.3 Operational Definition

To avoid misinterpretation of this research, the researcher provided three definitions related to this study as follows:

Teaching Demotivation : Teaching demotivation is considered a difficulty that teachers face during teaching activities.

Demotivated teachers experience decreasing enthusiasm, or interest towards a teaching task, goal, or activity. Several factors can contribute to teaching demotivation such as student-related factors for instance a student who shows a lack of respect to the teacher, and other correlated factors like an unsupportive teaching environment, and a low salary.

Novice EFL teachers

: Novice EFL teachers are educators who are in the initial stages of their teaching profession and specialise in providing English language instruction to students for whom English is not their native language. They are in the early phases of building their teaching expertise and classroom experience. A novice EFL teacher faces a numbers of challenges such as a lack of classroom management, a lack of support from colleagues, mismatched teaching expectation, and limited teaching experience.

Self-Determination Theory

: Self-Determination Theory (SDT) introduced by Deci and Ryan (2012) refers to the framework positing that teachers' motivation is significantly influenced by the satisfaction of three basic psychological needs: autonomy (feeling in control), competence (feeling effective), and relatedness (feeling connected). The frustration of these needs is considered a primary contributor to teaching demotivation.

Self-Efficacy Theory

: Self-Efficacy Theory introduced by Albert Bandura (1977) refers to the belief a teacher holds in their own capacity to successfully perform teaching tasks and overcome challenges. A strong sense of self-efficacy

is posited to foster persistence and resilience, while low self-efficacy can lead to feelings of inadequacy, avoidance of difficult tasks, and ultimately, contribute to teaching demotivation.

1.4 Aim of the Research

This research seeks to delve into the demotivation experienced by novice English as a Foreign Language (EFL) teachers in Indonesia. The primary objective is to identify the factors contributing to this phenomenon, thereby fostering a deeper understanding of the significance of teaching demotivation within this particular group. Through this exploration, the aim is to shed light on the challenges faced by novice EFL teachers.

1.5 Significance of the Study

1.5.1 Theoretical Use

This study provided insights into the causal factors behind teachers' demotivation and how it affects their teaching performance. The research aimed to This study enhances the existing literature on demotivation among EFL teachers in the early stages of their teaching careers.

1.5.2 Practical Use

After identifying the causal factors of teachers' demotivation, the findings of this study will aid educational scholars in gaining a deeper understanding of novice EFL teachers' demotivation.

1.5.3 Empirical Use

This study aimed to provide empirical insights into the causal factors of teaching demotivation experienced by novice EFL teachers in Indonesia and how it affects their overall teaching performance.