

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter delves into the theoretical foundations relevant to understanding teaching demotivation. It explores established theories from experts that shed light on this phenomenon. The literature review will specifically examine the concept of demotivation itself, including its various forms, intensity levels, underlying causes, and its impact on teachers' teaching quality. Furthermore, the chapter will discuss key theoretical frameworks like Self-Determination Theory and Self-Efficacy Theory that provide lenses for analysing why teachers might lose their teaching motivation. It will also incorporate a review of pertinent previous studies to offer additional relevant data and insights into teacher demotivation.

#### **2.1 Theoretical Framework**

##### **2.1.1 Teaching Demotivation**

Teaching motivation is an essential support in the building of educational excellence. It is the inner motive and spirit that force teachers to perform their job with passion, and a constant quest for greatness. It is also found through study by Mayangsari et al. (2025) that intrinsic motivation allows educators to embrace new pedagogies, take up new technology in the classroom, and show resilience in meeting challenges. Better-motivated teachers are more resilient, able, and proactive in setting up positive learning environments, which have immediate effects on student accomplishment and school effectiveness as a whole.

The role of teaching motivation in education cannot be overstated. It plays a crucial role in shaping educators' effectiveness, satisfaction, and overall professional well-being (Wang & Shakibaei, 2025). Teachers who are motivated will put in that bit extra into teaching, offer customized assistance to students, and produce engaging and supportive classroom learning environments. This intrinsic motivation is reflected in greater job satisfaction and reduced burnout rates, leading to increased teacher retention which is a key contributor to effective and sustainable school systems. Loss of teacher motivation, conversely, can trigger high levels of

disengagement, reduced effort, and a less challenging learning environment, adversely impacting student performance and the overall education system.

Recent research by Vermote et al. (2022) highlights that a motivated teaching force is important for any robust educational system. Such teachers are more likely to embrace new pedagogical approaches, and tailor their instruction to meet the diverse learning styles of their students. Their enthusiasm is often contagious, inspiring students to take ownership of their learning and develop a genuine curiosity for knowledge. This positive feedback loop between teacher motivation and student engagement creates a cycle that elevates the entire educational experience, fostering not just academic gains but also critical life skills and a love for lifelong learning.

Teaching motivation is a complex construct influenced by a multitude of factors, including school leadership, collegial support, professional development opportunities, recognition, and fair compensation (Sulaimi & Jantan, 2024). Addressing these various factors is crucial for cultivating a highly motivated teaching profession. When teachers feel valued, supported, and empowered, their intrinsic desire to make a difference in students' lives is improved, leading to better educational outcomes.

Subsequently, this research explore why teachers experience teaching demotivation and what teaching demotivation form reflected by teachers which have significant impact on their teaching performance. This phenomenon is often experienced by novice teachers, which has a tendency to have less experience and more fragile to the demotivating factor that led to a concern of they are unable to cope with the situation compared to more experienced teachers.

### **2.1.2 Novice EFL Teachers**

The initial years of a teaching career represent a critical developmental phase for any educator, often marked by a complex array of challenges and lack of experiences. Initial period of teaching can be both exciting and difficult, according to Mahmud (2020) the beginning teachers still faced significant number of challenges during their initial career as an English teacher at school. Novice

teachers (also referred to as new, beginning, newly qualified, neophyte, or early career teachers) are generally defined as teachers who are in the early years of their teaching career who continues to develop fundamental pedagogical knowledge, classroom management strategies, and professional identity (Aktor & Savasci, 2020). For those entering the field of English as a Foreign Language (EFL) teaching, this period can be particularly demanding, as they must not only master general teaching competencies but also navigate the unique complexities of language instruction to non-native language learners. Common struggles for novice teachers globally include adapting theoretical knowledge to practical classroom settings, managing diverse student needs, handling classroom discipline, and coping with the demands of the profession.

These general challenges are often amplified for novice EFL teachers operating within specific national contexts, where local conditions introduce additional layers of complexity. For new EFL educators in Indonesia, for instance, the transition from academic preparation to the professional realities of the classroom often brings forth a distinctive set of hurdles. They frequently confront large class sizes, a common feature in many Indonesian public schools, which can make individualized instruction and effective classroom management particularly daunting for those still honing their skills.

Beyond the logistical and resource-based difficulties, novice EFL teachers in Indonesia also face significant pedagogical challenges rooted in the local educational landscape. They must effectively teach English to students with a wide spectrum of prior knowledge and motivation levels, from those with foundational understanding to complete beginners, often within a single classroom. Developing engaging activities that cater to these varied proficiencies, while simultaneously adhering to curriculum objectives, demands a level of expertise and flexibility that is difficult for inexperienced educators to master quickly. Moreover, they are often tasked with fostering student enthusiasm for a foreign language in an environment where daily exposure to English outside the classroom is minimal.

Low salaries are another extremely prevalent and very relevant issue for most incoming EFL teachers to Indonesia. The relatively modest salaries often associated with entry-level teaching positions in the country can lead to considerable financial strain, especially given the cost of living. This economic pressure may compel some novice teachers to seek supplementary income through private tutoring or other part-time jobs, which, while necessary for their livelihood, these can divert time and energy away from professional development and dedicated classroom preparation. This combination of demanding professional responsibilities, resource limitations, and financial pressures significantly contributes to the stress and potential demotivation experienced by new EFL teachers, potentially presenting a subtle threat to their long-term health and overall quality of education.

### **2.1.3 Self-Determination Theory**

To gain a deeper understanding of the factors influencing teacher motivation and, conversely, demotivation, this study adopts significantly from Self-Determination Theory (SDT). Developed by Edward Deci and Richard Ryan (1985), which has gained significant attention and recognition. This theory has emerged as a prominent framework within educational and psychological research, captivating scholars' interest due to its profound insights into human motivation and behaviour. SDT focuses on the degree to which an individual's behaviour is self-motivated and self-determined. It posits that humans have innate psychological needs that, when satisfied, lead to optimal functioning, growth, and well-being. These three fundamental psychological needs are central to the theory and are considered universal across cultures and contexts (Ryan & Deci, 2020).

This dynamic continuum has found widespread relevance and application in diverse studies across various fields:

#### **1) Intrinsic Motivation**

This is the most self-determined form of motivation. It occurs when an individual engages in an activity for the sheer joy, interest, or satisfaction it

brings. The activity itself is rewarding and fulfilling, and the person is driven by internal factors rather than external rewards or pressures.

2) Integrated Regulation

In this type of motivation, individuals have internalised the value of an activity and have integrated it into their sense of self and identity. They engage in the activity because it aligns with their personal beliefs, values, and long-term goals.

3) Identified Regulation

Individuals in this state have recognized the importance and relevance of an activity to their overall goals and values. While the motivation is still somewhat external, they willingly and consciously choose to engage in the activity because they see its significance.

4) Introjected Regulation

This form of motivation involves performing an activity due to internal pressures, such as guilt, shame, or ego. Individuals might engage in the activity to avoid negative self-feelings or gain a sense of self-worth, even though it may not align with their true interests or values.

5) External Regulation

This is a more external form of motivation. Individuals are driven by external rewards, such as money, grades, or praise. They engage in the activity primarily to obtain these rewards or to avoid punishment.

6) Amotivation

At the lowest end of the continuum, amotivation refers to a complete lack of motivation. Individuals in this state do not see the point or purpose of the activity and may feel helpless or indifferent toward it.

Self-Determination Theory suggests that fostering intrinsic and more self-determined forms of motivation can lead to greater engagement, well-being, and overall satisfaction in various aspects of life, including education, work, and personal pursuits. SDT suggests that both intrinsic motivation and autonomous

types of extrinsic motivation are conducive to engagement and optimal learning in educational contexts (Niemic & Ryan, 2009). The theory identifies three core psychological needs, and the indicators associated with these needs are as follows:

The first core need is autonomy, which refers to the feeling of having choice and control over one's actions, and acting with a sense of volition rather than coercion. In the context of teaching, autonomy would involve teachers feeling a sense of ownership over their instructional methods, curriculum adaptation, and classroom management decisions, rather than feeling dictated by external forces. When teachers perceive that their choices are respected and valued, their intrinsic motivation is likely to be enhanced. Conversely, a lack of perceived autonomy, such as rigid curriculum mandates without teacher input or excessive administrative control, can significantly undermine their sense of self-determination.

The second crucial need is competence, defined as the desire to feel effective and capable in one's interactions with the environment. For teachers, this means feeling skilled and proficient in their pedagogical practices, able to effectively deliver lessons, manage student behaviour, and facilitate learning. Receiving constructive feedback, having opportunities for professional development, and observing positive student outcomes can all contribute to a heightened sense of competence. If teachers consistently feel incompetent due to inadequate training, lack of resources, or overwhelming challenges, their motivation can quickly wane, leading to feelings of inadequacy and frustration.

Finally, relatedness speaks to the universal need to feel connected to others, to care for and be cared for by significant people, and to experience a sense of belonging within a group or community. In the educational setting, relatedness involves teachers feeling supported by their colleagues, administration, and students. A supportive school culture, collaborative opportunities, and positive relationships with students and parents can foster a strong sense of relatedness. When teachers feel isolated, unsupported, or alienated from their professional community, their intrinsic motivation can be severely impacted, contributing to feelings of demotivation and disengagement from their role. The satisfaction of

these three needs is thus seen as essential for fostering internal motivation and preventing demotivation among educators.

When these three psychological needs are presented, individuals are more likely to experience greater well-being, motivation, and overall psychological health.

#### **2.1.4 Self-Efficacy Theory**

In parallel with Self-Determination Theory in predicting teacher motivation and demotivation is Albert Bandura's Self-Efficacy Theory (1977). Self-efficacy is defined as the person's belief in his or her capability to execute behaviours needed to produce some performance accomplishment. It's not necessarily one's actual talents, but one's belief in self to utilize said talents to produce desired results. At its core, it is trusting in oneself to do well in a given circumstance. Self-belief plays a huge influence on what individuals choose to do, how much effort they put into something, how much effort they persist in when the going gets tough, and their ability to bounce back from failure.

Teachers' high self-efficacy implies trusting in their ability to plan and instruct effectively, handle multiple classes, inspire students, and respond to unexpected challenges. Good self-efficacy teachers are most likely to set themselves challenging goals, stay motivated when confronted with challenging students or difficult subjects, and bounce back swiftly from teaching setbacks. They have complete confidence in their capabilities that serve as a strong stimulus that prompts them to work harder, experiment with new methods, and strive to become better teachers, and this translates directly into better teaching and better pupil performance.

Self-efficacy theory is especially applicable to new EFL teachers, particularly in a challenging environment such as Indonesia. As already mentioned, new teachers are likely to encounter a surfeit of challenge, from enormous class sizes to scanty resources, mixed levels of students' competence, and, above all, comparatively low wages. These external issues may stringently try the new teacher's initial self-confidence. Confronted with such challenges, a low self-

efficacy and novice EFL teacher may feel threatened, question whether they can manage the classroom or get the students to learn, and reduce their effort. They tend to view setbacks as evidence of their inadequacy instead of as opportunities to learn. This aligns with the understanding that low self-efficacy can lead individuals to interpret challenges as threats, diminishing their willingness to persist or adapt, particularly in the demanding context of language education (Graham, 2022).

On the other hand, an inaugural Indonesian EFL teacher who creates high self-efficacy is more likely to recognize these challenges as obstacles that may be overcome than as insurmountable obstacles. They would be likely to seek mentoring, work cooperatively, test new pedagogies, and stay with it even in the event of initial failure. Developing self-efficacy in first-year EFL teachers is thus essential to their professional growth and employment maintenance. Studies on pre-service teachers, including those in the Indonesian EFL context, emphasize how practical and well-supported training experiences, such as those that replicate classroom environments, are crucial for cultivating the self-efficacy needed to face real-world challenges with confidence (Mujtahid et al., 2023). It can be fostered through good pre-service training that replicates actual classroom environments, mentoring programs, prompt constructive feedback, and early positive experience to establish confidence.

## **2.2 Study of the Relevant Research**

In the study titled “Demotivating Factors on Foreign EFL Teachers: A Case Study in Private School in Turkey” by Khasimi & Hasingi (2021) investigating demotivating factors on foreign EFL teachers in private schools in Turkey. The study uses qualitative research methods using multiple data collection tools (e.g., profile information form, open-ended questions, and semi-structured interviews) examining four foreign EFL teachers working at primary and secondary schools for more than two years in Turkey. The study found that unsuitable content of course book, students’ bad attitude toward native EFL teachers, high with colleagues, not being awarded, low salary, lack of discipline, long work hours, crowded classroom,

duties, and students' unwillingness to learn English are demotivating on foreign EFL teachers.

Study by Siripol & Wilang (2021) titled "Demotivation and Coping Strategies in Synchronous Online Teaching" investigating teachers' demotivation in private language institutions in Thailand during synchronous online teaching. The study involved three participants that voluntarily participated to describe their teaching Experience in synchronous online teaching. The method used in this study was qualitative research case study design. The findings of the study show that the demotivating conditions in synchronous online teaching were related to Self-Determination Theory (SDT), namely familiarity of the platform, students' attention and control, and teacher's own beliefs toward teaching and learning. The study also found that teachers deal with demotivation by directly negotiating with the students, planning their daily routine to be more active, and creating a more relaxing online learning environment.