

Impact of the Teachers' Self-Motivation on the Quality of the TESL Teacher Training Programmes in Sri Lanka

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ABSTRACT

This paper explores empirically how the teachers' self-motivation affects teacher training in the context of Teaching English as a Second Language (TESL) programmes in Sri Lanka. The study was largely focused on: 1) the extent to which self-motivation is required; 2) effective types of motivators feasible among the teachers; 3) affective impact of motivation on the quality of the teacher training programmes; and 4) recommendations to enhance motivation among the teacher trainees. The sample consisted of four teacher trainers from the Regional English Support Centers (RESCs) and 88 teacher trainees from 48 schools in the Galle, Matara, and Hambantota Districts in the Southern Province. The main research orientation of the study was qualitative. The findings indicate that motivation is neither an integral component of the teacher training programmes selected for this study nor is defined by sound principles, but rather it is a temporary strategy to attract the teachers to the training programmes. Further, the significance accorded to teacher motivation varies among different educational divisions (Hambantota, Matara, and Galle) although there are certain features common to all of them. Also, it was observed that the procedures adopted by the teacher trainers to motivate the teachers can be categorized as extrinsic motivation attempts. The study revealed a number of pedagogical implications with respect to; the structure, subject contents, and organization of teacher training programmes; their logistic aspects such the venues, durations, and time schedules; and their emphasis on teacher-related factors, school administration-related factors, and teacher-trainer-related factors of their profession.

Keywords: *English as a Second Language, Teacher motivation, Teacher training*

1. Introduction

The scope of teacher training is varied and broad. It is much to do with academic theorizing, professionalism, socio-cultural context, integrating with the world community and keeping pace with new developments in the field, specific needs of the country or community, as well as with considering how to confront a host of other issues, more practical than theoretical. Nevertheless, at the heart of any teacher training program is the teacher himself/herself. Therefore, unless one considers the dynamics associated with the teacher and attaches due significance to this phenomenon, any teacher training program is deemed to fail. It is here that the role

of motivation comes in, associated with the teacher factor but nevertheless is integral to the whole teacher training program. One can establish a significant parallel between teacher training and motivation at the levels of behavior, cognition, and socio-cultural context. At the same time, it is also pertinent to view the Sri Lankan context, as over the years, there has been much enthusiasm and impetus in education circles about second language teacher training in Sri Lanka. This can be attributed to several reasons that have both global and local implications, the most prominent among them are the identification of English as a tool of empowerment and the necessity to impart second language skills as part of this empowerment. This has resulted in a multiplicity of TESL teacher training programs, short term and long term, conducted by both the university sector and institution sector, public and private. English Language Teaching (ELT) was a career in a field of educational specialization which required a specialized knowledge base and practical experience. To be considered a teacher of English, a professional, he or she is expected to be trained, certified and held accountable for his/her actions. To be an effective teacher one must possess considerable skills, knowledge, patience, caring, commitment and better understanding of the working environment. In this regard teacher training programs play a vital role in producing effective teachers to the field of education. Hence, integral to all such teacher training programs was academic input in the form of special subject areas as educational psychology, educational philosophy, testing and evaluation, and English itself among a number of other study areas. In the practical front, equipping the teacher with the practical skills of teaching was considered to be equally important. Teaching sessions, peer teaching and teaching practice were designed to achieve this goal. With the expansion of the educational sector both qualitatively and quantitatively, TESL teacher training programs too gained wider application, and consequently, wider popularity. This has resulted in the broad-basing of TESL and, on the other hand, localizing the teacher training so that such programs could be started as week-end programs or workshops, short term residential programs, etc. at district and regional level. Concurrent with such developments, the number of TESL trained teachers too has dramatically increased.

Currently, in Sri Lanka, TESL teacher training is mainly administered by the National Institute of Education (NIE). It conducts many programs for In-service teachers through Regional English Support Centers (RESC) established in every district. Most programs conducted in these centers are one or two-day workshops and teachers get the opportunity to discuss their problems related to their classroom teaching there. Pre-service teacher training for TESL teachers is conducted at three colleges of Education situated in Kalutara, Jaffna and Kandy. Further, British

Council (Sri Lanka) also conducts various teacher training programs for TESL teachers. Although most of the institutes engage in TESL teacher training programs, Regional English Support Centers (RESCs) play the key role in conducting TESL teacher training in Sri Lanka with a very large network spread over every region of the country.

However, the success or failure of a program is in its capacity/ability to deliver results. In the Sri Lankan context, it is questionable whether such programs have delivered the intended outcome compared to the human, material, and financial resources that have been spent on such programs. It is problematic whether teaching and learning English as a second language has achieved a healthy and satisfactory standard to cater to the ever-increasing demand throughout the country during the past few years. Although we have an island-wide network of government schools, universities, teachers' colleges and a considerable number of private sector institutes to teach English, we have not gained adequate results in the process of teaching and learning English as a second language in our country so far. The rate of failure in the GCE O/L and A/L (General English) for the past two three decades proves this. Among many other things, this can be largely attributed to dynamics associated with teacher motivation and teacher-training. Therefore, a major claim in this paper is that unless a teacher is properly motivated toward his/her task, a considerable amount of commitment, proficiency, professionalism, performance and success cannot be expected.

2. Existing Literature

“In second language teaching, many researchers have pointed out that teacher motivation has a strong impact on learner motivation. In addition to teaching the target language, teachers are expected to increase the learners' extrinsic motivation by employing various motivational strategies through instructional interventions applied by the teacher to elicit and stimulate student motivation.” (Guilloteaux & Dornyei, 2008). However, to what degree teachers can motivate their learners depends on how motivated teachers themselves are (Atkinson, 2000; Bernaus, Wilson & Gardner, 2009; Guilloteaux & Dornyei, 2008). The studies on teacher motivation have proved that teacher motivation is a crucial factor which directly influences the level of student motivation and achievement in the target language concerned. Therefore, teacher motivation is a crucial factor in any teacher education program.

Despite the fact that teacher motivation (as opposed to language learner motivation) is a vastly overlooked area of research in TESL, a handful of studies on teacher

motivation in TESL have been reported during the last two decades (see Hettiarachchi, 2010; 2013 for a comprehensive review of this literature). Some of the most prominent studies among them are the ones conducted by Pennington and her colleagues in 1991. They conducted a series of studies on English as a Second Language (ESL)/English as a Foreign Language (EFL) teacher motivation in different parts of the world. One of the most notable among them is a major quantitative study conducted by Pennington and Riley (1991) involving 100 members of the world TESL organization who are also ESL/EFL teachers from different countries. In this study, they found a “moderate or high level of general job satisfaction” among ESL/EFL teachers (p. 134). However, as the results indicate, these ESL/EFL teachers derive their satisfaction from intrinsic rewards of teaching often associated with moral values, social service, creativity, achievement, ability utilization, responsibility, variety, and independence (p. 130). Meanwhile, their dissatisfaction or demotivation is associated with teacher pay, limited opportunities for advancement, and company policies and procedures (p. 134).

Doyle and Kim (1999) also conducted a few studies on English as a Second Language (ESL)/English as a Foreign Language (EFL) teacher motivation both in the United States and Korea. Their objective was to “explore a variety of social, cultural and political reasons which diminish ESL/EFL teacher motivation” (p. 1). Drawing on in-depth qualitative interview data, they report a number of factors that negatively affect motivation. Teachers' relationships with school administration, salary, lack of advancement opportunities, obligation to teach a set curriculum, limited choice of text books, heavy workloads, lack of autonomy in teaching and evaluation process, and lack of long-term employment and job security are highlighted as the main sources of teachers' decreasing motivation or de-motivation. They also report the intrinsic factors like being with students and doing work that they love to be the major source of teacher motivation.

In mainstream education, recent studies on teacher motivation are mostly reported from the developing countries of the world. These include studies undertaken by the organizations like the Department for International Development (Bennell & Akyeampong, 2007). Global Campaign for Education, (GCE, 2005) and Voluntary Service Overseas (VSO, 2002). Most of these studies are based on South Asia and some parts of Africa and they have revealed that there is a drastic decline in teacher motivation in those countries, which leads to poor quality in education. For instance, VSO (2002), based on a comprehensive study of teacher motivation in three developing countries in Africa (Zambia, Malawi and Papua New Guinea), concluded

that “in many developing countries the teaching force is demoralized and fractured” (VSO, 2002, p. 1). As the report further states, the teaching profession in these countries “is characterized by high attrition rates, constant turn over, lack of confidence and varying levels of professional commitment.” The study reported a variety of factors that impinge on teacher motivation in case study countries. The common demotivators included inadequate resources, limited opportunities for teacher training and professional development, lack of support from school administration, decline in teacher status in society, and poor salaries and incentives. Also, GCE (2005), in their review of recent literature on teachers’ issues in developing countries, claims that in those countries, “Teacher motivation and morale remaining a chronic state of decline” (GCE, 2005, p. 1). They also hold issues such as poor salary and incentives, inadequate facilities for teachers (especially in rural areas), limited resources for teaching, overcrowded classrooms resulting in heavy workload, limited opportunities for professional development, and lack of teacher autonomy accountable for the decline in teacher motivation. Finally, Hettiarachchi (2010, 2013) in a qualitative study with English teachers in Sri Lankan public schools report several motivators and demotivators for English teachers in Sri Lanka: The demotivators 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. Meanwhile, the motivators included students themselves, the act of teaching students, and the prestigious social position for English teachers in Sri Lanka.

The previous studies discussed above in both global and local contexts reveal that, despite teacher motivation attracting considerable attention of educators and researchers, still, such studies are related to teacher motivation in general, and have not been viewed in the larger context of teacher training, in particular, ESL teacher training. The researcher perceived this as a sufficient research gap for further exploration, the results of which he presents in this paper.

3. Objectives

The general objective of the study was to find out how motivation affects teacher training mainly by focusing on the teacher with respect to TESL teacher training programs in Sri Lanka. The study considered the teacher both as teacher and learner, and this dual role situated the teacher-learner firmly in the intrinsic and extrinsic motivation theories in order to make a fair assessment on the significance of motivation in TESL teacher training programs. The specific objectives of the study

were; (1) to find out to what extent motivation is considered a crucial element in the teacher training programs with special focus on TESL Teacher Training (TT) conducted in Sri Lanka; (2) to examine the type of motivators that mostly influence the teachers in attending a TT program and to what extent teacher training provides opportunities to trigger these motivators; (3) to investigate how and to what extent motivation affects teacher training; and (4) to make some recommendations to enhance motivation among trainees and trainers.

4. Methodology

4.1 Data and Data Collection

The research methodology adopted in this study was qualitative. The data collection methods included both structured and unstructured interviews with teachers, questionnaires, observation of teacher training programs (participant observation), and group discussions. The literature written on the topic, books, magazines, research articles formed the secondary data. The research setting of the study comprised the RESC centers and schools of Galle, Matara, and Hambantota districts of Southern Province. This research setting was selected due to its close proximity to the researcher's workplace (the University of Ruhuna). The researcher selected 88 teachers for the sample representing the 48 schools referred to above. This number included 22 male teachers and 66 female teachers. Further, 4 teacher-trainers were also selected from the Regional English Support Centers (RESCs) where 2 of them representing Galle District, and 1 each representing Matara and Hambantota Districts. The purpose of selection of these three RESC centers in these districts was largely that these are the RESC centers which cater to a large teacher population concerning teacher training in Southern Province. Each of these RESCs conducts approximately five teacher training programs a month. These include one day, two-day, or three-day programs and took the form of workshops and seminars for the teachers. This number includes teachers with varying service periods, and teaching experience at different levels ranging from primary classes to the advanced. Of the three districts which comprise the research setting, the teachers selected for the sample belong to 48 government schools. These 48 schools also had a fair representation of urban, sub-urban, and rural schools. Further, they also comprise National Schools and Provincial Schools. The Provincial Schools can be further classified as Primary Schools (Prathamika), Secondary Schools (Kanishta), and High Schools (Maha Vidyalaya), whereas the national schools do not subscribe to such sub-categorization.

4.2 The Theoretical Background

Motivation can be viewed from behavioral, cognitive, and constructionist perspectives. Skinner, (1953) and Pavlov (1928) put motivation at the center of their theories of human behavior. Anticipation of reward and desire to receive positive reinforcement are key aspects of it. In cognitive terms, motivation is significantly associated with the individual's decisions. Some cognitive psychologists (Ausubel, 1968) see underlying needs or drives as the compelling force behind the decisions an individual makes. Therefore, individual forces are in control as the individual is driven by exploration and manipulation. On the other hand, the constructivist theory of motivation focuses on community, social status and security of group, hence the interactive forces are in control. Abraham Maslow (1970) viewed motivation as a construct in which ultimate attainment of goals was possible only by passing through a hierarchy of human needs, some of which were solidly grounded in community, belonging, and social status. According to Maslow, higher needs are unlikely to be met until more basic needs have been satisfied. For some individuals teaching may represent a source of job security, while others may be motivated to teach because of a desire to be loved or cared about.

Most of the existing studies on motivation have dealt with learner motivation, both theoretically and empirically. However, in a study on teacher training programs where the teacher is the main factor, teacher-motivation assumes crucial significance. The following section discusses teacher-motivation in the context of such theoretical and empirical perspectives.

Johnson (1986) is one of the first researchers to have suggested a theoretical framework for the study of teacher motivation. In his famous article titled "Incentives for Teachers: What Motivates and What Matters," he proposes that the measures often taken in the education sector to improve teacher motivation can be understood in terms of three motivation theories: (1) *expectancy theory*, (2) *equity theory* and (3) *job enrichment theory*. Among these, expectancy theory is a theory of motivation suggested by the American psychologist, Vroom (1964) in the 1960s. The basic premise of Vroom's theory is that "individuals are more likely to strive in their work if there is an anticipated reward that they value (such as a bonus or promotion) than if there is none" (as cited in Johnson, 1986, p. 55). The theory basically consists of three components: *expectancy*, *instrumentality*, and *valence*.

The equity theory proposed by Adams (1963) is also concerned with work outcomes. This theory is primarily based on the fact that "individuals are dissatisfied if they are unjustly compensated for their efforts and achievements" (as cited in Johnson, 1986,

p. 55). Workers often determine equity or inequity by comparing their input/output ratio with that of their “referents” (co-workers or workers employed by a different organization). Input here can mean anything from education, seniority, effort, experience, skills, and/or creativity to one’s loyalty to the organization. On the other hand, output can mean things such as pay, intrinsic rewards, seniority benefits, status symbols, job security, career advancement, recognition, and so forth (Disley, P., Hatton, C., & Dagnan, D. (2009). Employees can make two kinds of comparisons: their own input with the output and their input/output ratio with their referents. Workers will be motivated if they perceive that they are treated fairly. On the other hand, inequity can lead to de-motivation.

The third and final work motivation theory that Johnson (1986) proposes with respect to teacher motivation is the job enrichment theory. This theory, proposed by Hackman and Oldham (1976), entails that “workers are more productive when their work is varied and challenging” (as cited in Johnson, 1986, p. 55). To achieve the purpose, employers have to design “enriched work” for their employees which promote skill variety, task identity, task significance, autonomy, and feedback (Latham, 2007, p. 32).

As suggested by Johnson (1986), measures often taken to increase teacher motivation in different countries can be understood in the contexts of all these three theories. According to his observation, expectancy and equity theories provide a rationale for merit pay for teachers. Merit pay is a bonus plan to reward teachers either for special services, outstanding teaching, specific accomplishments, participating in extra-curricular activities or conducting in-service training (p. 61). Teachers who receive merit pay can have high motivation, for there is always a reward that they value, i.e., depending on whether the person desires intrinsic or extrinsic outcomes. Meanwhile, job enrichment theory provides justification for “differentiated staffing” and “career ladders” in teaching (p. 65). Even though most teachers value intrinsic rewards and often enjoy the task of teaching, teaching the same subject or teaching at the same level for years can also lead to boredom for teachers: “Teachers often report that they are discouraged by work that promises the same responsibilities on the first and last days of their careers” (Johnson, 1986, p. 69). In order to remedy this, some states of the United States have introduced career ladder plans for teachers. These allow them to assume varied roles during different stages of their career: these constitute such roles as mentor teacher and master teacher who take up the responsibilities like designing curriculum, teacher training, conducting research, and directing in-service training programs. This increases the motivation of the teachers as there is always an

opportunity for teachers to perform activities which are “varied and challenging” during different phases of their careers (Jonson, 1986, p. 70).

A very common model of work motivation which has greatly influenced teacher motivation research during the last two decades is *extrinsic* and *intrinsic* motivation. This distinction proposed by Porter and Lawler (1968) was originally based on Vroom’s expectancy theory of work motivation (Gagne & Deci, 2005, p. 1). They used the term *intrinsic motivation* to describe an individual’s “natural inclination toward assimilation, mastery, spontaneous interest and exploration that is essential to cognitive and social development” (Deci & Ryan, 1985). For someone who is intrinsically motivated, satisfaction in work comes from the activity itself. When motivation is extrinsic to a person or activity, it is termed *extrinsic motivation*. Someone extrinsically motivated derives satisfaction not from the activity itself but from other tangible or verbal rewards (Gagne & Deci, 2005, p. 1). According to Porter and Lawler (1968), both intrinsic and extrinsic motivation rewards are fundamental to the total job satisfaction of workers in any job (p. 9).

5. Analysis

In this study, data were obtained from different sources –English teachers, teacher trainers, the National Institute of Education (NIE), Regional English Support Centers (RESCs), Department of English Language Teaching (DELT) of University of Ruhuna, Pasdunrata College of Education (PCoE), Teacher Training Colleges (TTC), and Presidential Task Force (PTF). Secondary data were collected from journals, books, and research articles. Further, multiple methods such as interviews, observations, and questionnaire were used to enhance the credibility of the findings. Initially discussions with the teachers who teach English at schools were held in order to find out their perceptions of motivation and teacher training. As discussed above, 88 teachers, employed at the government schools in Galle, Matara, and Hambantota Districts expressed their views in this regard. Further, 4 teacher trainers employed at RESCs expressed their views on the same. After these initial discussions, a questionnaire was distributed for the same purpose. Simultaneously, discussions were held with the teachers and teacher trainers about the TESL teacher training programs they have followed. Though a questionnaire was not administered to the teacher trainers, the researcher had an interview format with a pre-planned set of questions which could be further adjusted and elaborated on, so that some useful insights into the relation between teacher training and motivation could be gained. As such, different sources and different methods were employed for data collection, and therefore, the study can claim to have a great degree of validity.

The researcher held four interviews as part of this empirical study. These were with the 4 teacher trainers from the three districts selected for this study. A structured interview format was used for this purpose. This included three sections. Section 1 sought the personal information about the teacher trainers, while in section 2, information about their professional record was sought. Section 3 was about motivation and teacher training programs they had conducted. Therefore, it can be mentioned that these two sections looked more like a structured questionnaire. The researcher's aim was to initiate discussion on the topic in order to see the level of interest and motivation in them and then to involve them specifically and deeply in the interview. The interview with them was held in English. Since they were teacher trainers, it was assumed that language was not a barrier. Their responses were recorded. The researcher could derive very useful insights from their responses which had significant pedagogical implications with respect to teacher training programs. The views of these teacher trainers on motivation with regard to the teacher training programs they conduct are given below.

5.1 Trainer 1: from Hambantota Division

“Teachers are not motivated to attend Teacher Training programs due to various reasons. Young teachers are somewhat motivated, but senior ones are not motivated. They are of the view that teacher trainers are not well experienced in teacher training. Also, on many occasions, trainers and teachers have worked together in the same school and later, the trainers have been promoted as In-Service Advisors (ISAs). As they are from the same school environment, senior teachers think trainers are not competent for teacher training. Teachers are willing to undergo training under university teachers rather than ISAs like them. However, in order to motivate the teachers to attend the teacher training programs, we take teacher training programs to divisional areas so that many teachers can attend them - rather than travelling a long distance to towns.”

5.2 Trainer 2: from Matara Division

“Most of the teachers attending the training programs are not well- motivated to receive training. They are not satisfied with some trainers' presentations and their qualifications to train others. Teachers are willing to undergo training under university teachers rather than ISAs like them. They take teacher training programs to divisional areas so that many teachers can attend them - rather than travelling a long distance to towns. Teachers are given a subsistence to encourage them to attend

these programs. Also, we bring experts from the British Council to conduct some training sessions which the teachers like.”

5.3 Trainer 3: from Galle Division

“We obtain information about teachers’ problems related to teaching, learning, and textbooks when we visit their schools. We discuss these problems in the TT programs and attempt to solve them. This often encourages the teachers to attend our TT programs. Also, our TT programs are divided into primary, secondary and advanced categories so that the teachers belonging to each group can discuss their problems well. When the teachers are mixed, they have very little scope/time to discuss their problems as primary or secondary teachers, etc. Also, to motivate the teachers, we introduce many language activities- language games in TT which the teachers like.”

5.4 Trainer 4: from Galle Division

“We bring experts from the British council for TT so that teachers like to come to our programs. Teachers are paid Rs. 300/ as subsistence, given lunch and refreshments to motivate them to attend TT programs. Also, we provide handouts and printed materials to them. Teachers like to collect those as they can use these materials in their actual teaching at schools. Further, during training, teachers are given sufficient time to discuss their problems and share their views. This also motivates them to attend TT programs. We also give them a feedback-form asking their suggestions for the next TT program. Teachers like this too.”

The views of the above teacher trainers indicate that the place of motivation in their teacher training programs is not fixed. Neither is it defined by sound principles, but rather it is a temporary measure to attract the teachers to the training programs. Further, the place of motivation varies among the different divisions (Hambantota, Matara, and Galle) although there are certain features common to all.

The measures adopted by those teacher trainers to motivate the teachers can be categorized as extrinsic motivation attempts. For example, such attempts take the form of subsistence allowances, lunch and refreshments, teaching materials including teacher guides, etc. The following is a list of such common extrinsic motivation factors used by all ISAs in the Hambantota, Matara, and Galle divisions.

- Demonstration lessons (using PowerPoint) on teaching grammar to motivate the trainees.
- Use of technology- for example, Multimedia.
- Distribution of Teachers’ Guides at training programs.

- Teachers are given a subsistence allowance.
- Teacher Training is taken to divisional areas in centers closer to schools so that many teachers can easily attend those.

The following are some observations made by all the teacher trainers and teachers indicating why the teachers are not motivated to attend teacher training programs.

5.5 Factors that de-motivate the teachers in attending teacher training programs - from both teacher trainers' and teachers' perspectives

- Trainers and teachers have worked together in the same school
- Teachers are not satisfied with some trainers' presentations and their qualifications to train others
- TT programs do not offer sufficient opportunities to improve teachers' knowledge
- Programs are not well-planned
- Trainers are not experienced and knowledgeable
- Teacher trainers cannot improve the standard/knowledge to the level that teachers expect
- Some programs are very short
- TT programs are not compulsory
- Allowance paid to the teachers is not sufficient

5.6 Questionnaire

Question 1: Motive for attending TESL Teacher Training Programs

Table 1: Motive for attending TESL Teacher Training Programs

Preference	Motives	No: of Teachers
First	Useful for improving Teaching	43
Second	Opportunity to discuss issues related to profession	19
Third	Opportunity for self-growth	44
Fourth	For financial and other benefits	22
Fifth	Job security	19
Sixth	Social recognition	19

According to Table 1, altogether, 88 teachers have responded to the questionnaire. Among 6 motives for attending TESL teacher training programs, 43 teachers have selected the usefulness of teacher training as their first preference. Their second preference is the availability of opportunity to discuss issues related to their work. This number is 19. Opportunity for self-growth is their third preference and 44 teachers have selected this. Financial and other benefits, job security, and social recognition are the other considerations of the teachers for attending TESL teacher training programs. This number is 22, 19, and 19 respectively.

Question 2: Do you think Sri Lankan TESL teachers have enough opportunities for training and professional development?

Table 2: Opportunities for training and professional development

Answer	No: of Teachers	Reason
Yes	24	Many Training Centers are available. For example, Universities, Training Colleges, RESCs, NIE, British Council, American Center.
No	51	<ul style="list-style-type: none"> • No proper coordination or clear vision • Training programs are conducted only in cities. Most teachers have to come a long way and travelling expenses are very high • Personal obligations such as their children’s education, especially on weekends • School authorities do not grant leave • Trainers are not knowledgeable and skillful or talented • They do not have much time to spend on training since they have to cover a vast syllabus • Improper arrangement of training programs. For example, during term-test periods • No financial support to attend teacher training programs • Not much useful work is done. Therefore, teachers think attending such programs is useless
No idea	01	
Yes and No	01	
Not attempted	11	
Total	88	

As indicated in the above Table, 24 teachers have said “yes” to the question *Do you think Sri Lankan TESL teachers have enough opportunities for training and professional development?* However, out of this number, only 12 teachers have provided a reason for their answer (which is given in the Table) whereas the other 12 have just said “yes.” The most important observation that can be seen in their answers is that 51 teachers have said “no” to the above question. Further, they have provided a number of reasons to justify their answer. These reasons are associated with the following.

- a) The teacher training program: its schedule, the content, and its structure.
- b) Location/venue of the program.
- a) Teacher related factors.
- b) School administration related factors.
- c) Teacher-trainer-related factors

Out of the sample, 11 teachers have not answered this question while 1 teacher has said both “yes” and “no”, and another teacher has not given a clear answer.

Question 3: In Sri Lankan TESL teacher training programs, teacher trainers focus on trainees as teachers rather than as learners. To what extent do you agree with this statement?

Table 3: Trainees as teachers rather than as learners

Response	No: of teachers
Fully agree with this statement	42
Fully disagree with this statement	04
Agree to a certain extent	05
Total	51

The answer to the above question shows that most teachers are treated as *teachers* rather than as *learners* in the teacher training programs. This number is 42 out of 51 teachers who have responded to this question.

Question 4: As a TESL teacher, are you satisfied with teacher training programs you have undergone so far? Give reasons for your answer.

Table 4: Satisfaction with teacher training programs

Response	No: of teachers	Reason
Yes	34	<ul style="list-style-type: none"> • Taught psychology, methodology, language, and literature which are useful for teaching • Could share experience and knowledge and learn new teaching methods • Life skill program was very useful and effective • Improved our knowledge • Payment is attractive • Well-planned
No	37	<ul style="list-style-type: none"> • Not useful and a waste of time • Not enough opportunities to improve our knowledge • Programs are not well-planned • Trainers are not experienced and knowledgeable • Teacher trainers cannot improve our standard/knowledge to the level that we expect • Too prescriptive • Some programs are very short
Not attempted	17	

As highlighted in Table 4, 34 respondents are satisfied with the teacher training programs they have received so far while 37 are dissatisfied. The reasons they have given are to some extent contradictory. This is due to a number of factors. Usually, teacher training takes place in different training centers in a number of locations, under different trainers. Therefore, the teacher training experience that the teachers receive may vary. The same group of teachers may not have received the training in the same location, or under the same trainer. Hence, some teachers may be satisfied with their training while others not. However, the most notable observation in this respect is that majority of the teachers (37) are dissatisfied with the training they have received. The researcher also enquired their views/suggestions to improve the teacher training programs. Their responses are given below.

- Resource persons must be from private sector and universities
- Teacher training should be planned properly
- There should be training programs for teaching speech, drama, and literature
- Training should be done at divisional level
- Need more training on new teaching methodology
- Increase the payment for trainees and there should not be any weekend TT programs
- Pre-service training should be given prior to being appointed to schools
- Programs should be more interesting and livelier
- Must receive the services of foreign trainers
- Need annual, long-term training programs on new texts in the beginning of the school calendar
- A proper institute should be established for teacher training in each region
- Need more residential programs
- Teachers should be given opportunities for higher studies
- Training should be made compulsory
- Modern technology should be provided to teachers
- Principals should be made aware of the importance of teacher training
- Teachers should be given opportunities for research
- Teaching materials must be easy to use
- Conduct training according to the period of service of the teachers
- Trainers should have a strong and constant rapport with trainees. For this purpose, RESCs should be very active and informative regarding the issues of TESL teachers
- RESCs should call all the teachers for teacher training programs rather than a selected few from schools close to RESCs
- Reduce the number of training hours per day and rotate trainers
- Foreign training must be provided to all teachers

The above is a comprehensive list of views and suggestions which the teachers provided about improvement of teacher training programs. Since the majority of teachers (37 against 34) were dissatisfied with the TT programs they have received so far, it was a foregone conclusion that the TT programs have not catered to their needs and aspirations properly. As the list illustrates, teachers have viewed the TT programs from a number of perspectives and thus have come out with their suggestions.

The absence of responses of 17 trainees to this question shows that their difficulty in making a comment on their satisfaction in attending teacher training programs. Perhaps they may be reluctant to make comments as they do not feel the actual result of this type of training. This is a significant fact with regard to their motivation factor in taking part in training programs.

6. Conclusion

The findings of this study indicate that motivation is not an integral component of the ESL teacher training programs selected for this study. Neither is it defined by sound principles, but rather it is a temporary measure to attract the teachers to the training programmes. Further, the significance attributed to motivation varies among the different divisions (Hambantota, Matara, and Galle) although there are certain features common to all. Also, it was observed that the measures adopted by those teacher trainers to motivate the teachers can be categorized as extrinsic motivation attempts. For example, such attempts take the form of subsistence allowance, lunch and refreshments, teaching materials including teachers' guides, etc. The researcher suggested that motivation should be included in the Teacher Training programs as an integral element of them. It was proposed that a model of motivation along researchers Crookes and Schmidt (1991) should be adopted for the Sri Lankan ESL context.

The study revealed a number of pedagogical implications related to the impact of teacher motivation on teacher training in an ESL setting in Sri Lanka. These could be observed with respect to the structure and organization of teacher training programs: their venue, time or duration, schedule, content, teacher related factors, school administration related factors, and teacher-trainer-related factors. Some of them are: teacher training should be made compulsory for all teachers, necessity of more training on new teaching methodologies, increasing the payment for trainees, need of annual, long-term residential training programs on new texts in the beginning of the school calendar, and establishment of a proper institute in each District for residential Teacher Training programmes.

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