

Exploring EFL Teachers' Motivational Regulation in the Demotivating Environment: A Case Study in Indonesia

Yafi Dwika Adyta
Universitas Muhammadiyah Malang, Indonesia
yafi.dwika99@gmail.com

Nanda Lintang Utari Kuncahyo
UIN Sunan Ampel Surabaya, Indonesia
nandalintang.uk@gmail.com

Urfatul Makhsunah Roudlotun Nasyiin
Mojokerto, Indonesia
urfatulmakhsunah24@gmail.com

Hamidah Salam
STAI Nurul Islam Mojokerto, Indonesia
hamidahsallam@gmail.com

Abstract. Although extensive research has been carried out on learners' demotivation, there is limited research exploring the demotivating factors of teachers, especially in Indonesia. Heavy workloads and challenging classroom environments can decrease teacher motivation, affecting students' academic achievement. Therefore, it is pivotal for teachers to regulate their motivation and mitigate potential shortcomings. To address this gap, this case study describes factors contributing to teachers' demotivation and the strategies teachers employ to maintain their motivation. Semi-structured interviews were used to gather data from two EFL teachers voluntarily involved in this study. Using thematic analysis, this study elucidated that EFL teachers employ several motivational strategies, such as spiritual and social strategies, engaging in pleasure activities, participating in professional development, and seeking peer help to tackle demotivational conditions in their schools. The limitations and significance of this study will be further discussed.

Keywords: Case Study; Demotivation; EFL Teachers; Indonesia; Motivational regulation.

1. INTRODUCTION

English as a Foreign Language (EFL) teachers are pivotal in helping students attain English language proficiency (Alzaanin, 2021). However, EFL teachers in Indonesia often experience demotivation due to various factors. These factors include a heavy workload

involving teaching, creating teaching materials, and evaluating assignments, leading to stress and fatigue (Lestari, 2017). Additionally, teachers may face disruptive student behavior, such as talking out of turn, not completing assignments, or causing noise in class, making classroom management challenging (Sato et al., 2022). Furthermore, limited professional development opportunities for Indonesian EFL teachers can hinder their ability to stay updated with the latest teaching methods and research (Haryanto et al., 2018; Ren & Zhou, 2023).

Several academic studies conducted by Asriani et al (2022), Balintag & Saengsri (2022), Rahmawati & Wirza (2022) have emphasized the negative consequences of insufficient support for teachers. In this regard, inadequate support may make teachers feel isolated and unsupported in their work environment, leading to demotivation. Without proper guidance on how to enhance their motivation, teachers may become trapped in a cycle of demotivation, which can ultimately result in a decline in the quality of their English Language teaching (Sastra et al., 2023; Balintag & Saengsri, 2022). Demotivated teachers tend to be less enthusiastic in teaching, less creative in learning methods, and less patient with students (Pusparini et al., 2021). This can cause students to become disinterested in learning, leading to degradation of students' learning achievement (Mohammed et al., 2020). For these reasons, several prominent scholars like Arens & Morin (2016) and Burić & Macuka (2018) suggest that teachers should be able to regulate their motivation to tackle demotivation.

Demotivation, defined by Dörnyei & Ushioda (2021), refers to decreased motivation, resulting in reduced effort and performance. Besides that, Nabila et al. (2021) define demotivation as a psychological state characterized by a lack of desire or willingness to engage in a particular activity or task. In addition, Aydin (2012) and Ren & Zhou (2023) discuss the concept of demotivation as a state of decreased motivation or a lack of drive to pursue a goal. Demotivation is a psychological state characterized by feelings of discouragement, lack of interest, and reduced effort, which can lead to adverse outcomes such as decreased performance and persistence.

For the past few decades, numerous studies have examined the role of motivational regulation. For example, Lauermann and Butler (2021) explore the concept of motivation regulation, which refers to the processes by which individuals manage and sustain their motivation over time. They argue that motivation regulation is a dynamic and complex process involving both conscious and unconscious processes and is critical in determining an individual's ability to achieve their goals (Lauermann & Butler, 2021). Further, several works of literature undertaken by Miele & Scholer (2018) and Zhang & Liu (2019) propose a model of teacher motivation regulation that includes three key components: teacher enthusiasm, teacher self-efficacy, and teacher autonomy support. Other additional components were also mentioned by several prominent scholars, Garcia & Pintrich (2023), namely teacher goal orientation and teacher interest enhancement. Teachers with a mastery goal orientation, high levels of self-efficacy, and who provide autonomy support and enhance student interest are more likely to create a classroom environment that promotes student motivation, engagement, and achievement. Several prominent scholars have already proposed various components in teachers' motivational regulation. However, to the extent of the authors' knowledge, the study investigating the mechanism of teachers' motivational regulation within a demotivating environment is still in its infancy, especially in Indonesia. This study explores factors

contributing to Indonesian EFL teachers' demotivation levels and their strategies to maintain motivation within a demotivating environment to fill this gap. The results of this study are expected to enrich the empirical data on the topic of motivational regulation. Additionally, this study will provide valuable insights for teachers regarding strategies to maintain their motivation to overcome the demotivating factors during English Language teaching activities. Thus, the research questions guiding this study are: (1) *What factors contribute to Indonesian EFL teachers' demotivation in English Language teaching activities?* (2) *How do Indonesian EFL teachers regulate their motivation within a demotivating environment?*

2. METHOD

This qualitative study aims to delineate the mechanical process of EFL teachers' motivational regulation from their experiences in teaching within a demotivated environment. In this regard, this study employs a case study because it can explore the participants' experiences and uncover the complexities of the social phenomenon they are facing (Yin, 2006). For this reason, using a case study, the researchers gained a rich and in-depth understanding of teachers' strategies and techniques to maintain and regulate their motivation and maintain high-quality instruction in the class.

To identify and select the research participants suited for this study, the researchers recruited participants using the ethical protocol recommended by Hammersly and Traianou (2012). In detail, the researchers employ purposive sampling (Jupp, 2007) to recruit participants under specific predetermined EFL teachers with sufficient experience teaching EFL in secondary school for at least three years. The researchers then send invitations to several research participant candidates who meet the prerequisite criteria. The invitation consists of several pieces of information, such as research background, research objectives, confidentiality assurance, and a letter of consent to participate in this study. Consequently, two research participants are willing to participate in this research. The first participant is given the pseudonym Rose, a 23-year-old female EFL teacher teaching in one of the secondary junior private schools in Jember for one year. The other participant is also a female, 24 years old, currently teaching EFL for one year in one of the secondary junior private schools in Semarang. In this regard, the second participant is also given the pseudonym Jasmine.

This study employs semi-structured interviews to gather data about the mechanical process of EFL Indonesian teacher motivational regulation within demotivating settings (Jovchelovitch & Bauer, 2000). In detail, the researchers meet with each participant to conduct the interview, and the interviews are conducted in the participant's native language (Indonesian) to ease the participants in responding to the researchers' questions and allow them to give in-depth answers for the interview. Each of the interviews will be audio-recorded after getting permission from the participants. Several questions will be addressed during the interview session using interview guidelines adopted and adapted from previous studies (Aydin, 2012). The guidelines encompass several topics: (1) factors demotivating EFL teachers in teaching activities and (2) coping strategies to regulate their motivation in English Language Teaching activities.

To analyze the verbal data, this study employs thematic analysis (Braun & Clarke, 2006) following the analytical procedure recommended by Widodo (2014). In detail, the

researchers repeatedly and constantly listen to the recorded verbal data and transcribe it to familiarize themselves with the data. Next, the researchers started to assign codes to the data and classified them based on the themes before defining and naming each theme. Afterward, the researchers produce the interpretation based on the result of the theme analysis.

Lastly, this study utilizes a member-checking technique (Lincoln & Guba, 1985) to aid researchers in enhancing the data's credibility and trustworthiness. In this case, during the member-checking stage, the researchers allow each research participant to review the results of verbal data interpretation. During this stage, the research participant can also delete or give additional information concerning the mechanical process of motivational regulation in a demotivating environment.

3. RESULT

The current study investigates the demotivating factors of Indonesian EFL teachers and their strategies to tackle those elements. In this regard, each participant reported different factors that contribute to depressing their motivation, as well as several strategies they employ to tackle the demotivation that will be presented in the following subsections.

3.1. Factors Influencing EFL Teachers' Demotivation Levels

Regarding the factors that demotivate Indonesian EFL teachers, Rose reported that one of the factors that significantly contributed to depressing her motivation during her teaching activities was a poor relationship with her peer teachers and superiors. In this case, she narrated that as a new teacher in her school, she often gets underestimated and regarded as having poor teaching quality due to her lack of experience in teaching. Further, she was isolated due to the lack of company and guidance from her seniors, which eventually led to her feeling depressed and unmotivated, as she stated during the interview.

The environment of teacher friendship frequency when chatting varies greatly. Especially as a new teacher, I needed help and direction from experiences and challenges, from curriculum to teaching students. In reality, in the field, I felt isolated and depressed because I had no teacher friends to share with. (Rose, interview#1)

Additionally, Rose also narrated that she experiences difficulties conveying vital instructions to her peer teachers, resulting in her receiving reprimands from her superior. Notably, Rose's colleagues showed unsupportive stances, which were indicated by their failure to fulfill her responsibilities related to her assigned tasks, which exacerbated her challenges. In this regard, she narrated.

I faced challenges that led to reprimands from the headmaster. One incident involved assigning tasks to students before attending teacher training. Despite leaving clear instructions, another teacher disregarded them, resulting in students not receiving their assignments. In the end, the headmaster criticized me for this situation. (Rose, interview#1)

Moreover, Jasmine also experienced poor relationships with her superiors. In this case, Jasmine revealed dissatisfaction with the headmaster's overreliance on reports from three deputies. She criticized the headmaster's lack of direct involvement, alleging favoritism towards the deputies, leading to feelings of reluctance to teach in the school, as

she reported.

The headmaster only listens to reports from his three deputies and believes they are just his accomplices who only approve of what he wants. He disregards the aspirations of other teachers and insists on direct involvement in supervision. While reports are received from the deputies, it is unclear whose perspective they represent. (Jasmine, interview#2)

Further, when the researchers inquired about other factors that demotivated them, Jasmine revealed that her school gave her a small salary, below the average standard. With such a low salary, which is insufficient for her to live on, it could potentially demotivate her.

My school pays teachers below the regional minimum wage, and I am unsure about the government's regulations on such low salaries. I barely survive each month with such a low wage. (Jasmine, Interview#2)

For teachers, the opportunity for a professional development program can influence teacher motivation. Rose, one of the participants, reported feeling stagnant and fulfilled due to the lack of professional development programs at her institution. Those feelings can lead to demotivation, which eventually degrades her teaching quality.

I do not have any support from the school or superiors to develop my profession. ... I feel like I am on my own and not valued for my dedication and efforts ... Without it, I might feel stagnant and unfulfilled in my career, which could impact my motivation and overall job satisfaction. (Rose, Interview#1)

The next factor arises from students and parents, which can be classified into students' misbehavior and lack of parenting knowledge. From the students' misbehavior factors, the interview shows that Jasmine feels she has lost motivation because of the students' negative attitudes and lack of response. Jasmine admitted that one of the most significant demotivator factors she felt was when students responded to what she taught not as she expected, as when students felt bored, lost interest in learning, became passive in the teaching and learning process, and lacked motivation to learn. She added that it forced her to put in extra effort to deal with the students.

Seeing them disengaged, bored, and uninterested in what I am teaching has been disheartening. When students do not respond as I hoped, it feels like my efforts are not making the impact I had envisioned. Witnessing their passivity and lack of motivation to learn is demotivating, as it requires me to invest extra energy and creativity to re-engage them. (Jasmine, Interview#2)

The next factor is related to the student's parents, which is the lack of knowledge to teach their children. In this regard, Jasmine confessed that some parents only entrust their children to teachers without assistance, such as educating them at home. Additionally, Jasmine reports that parents may blame teachers if the students exhibit any problematic behavior, rather than working collaboratively to address the underlying issues, as narrated by Jasmine.

From my experience, parents tend to entrust all of their children's education to the school... for example, when I handle some problematic students, their parents tend to be busy and indifferent to their children's education at home... they also pay little attention to their children... When a child has problems, teachers are often blamed as the ones responsible. (Jasmine, Interview#2)

3.2. The Strategy to Deal with Demotivation

Afterward, this study explored the research participants' strategies to tackle various demotivating factors. Each research participant reported different strategies to mitigate several demotivating factors based on the interview. In this regard, Rose revealed that when she is demotivated in her teaching, she often deals with it by praying to God. Through prayer, she narrated all the problems that demotivated her to her God. Additionally, she also tells her family about the problem in order to ease her mental burdens, as she stated.

My first strategy is strengthening faith and sharing with the family to ease the burden. (Rose, Interview#1)

Afterward, Rose and Jasmine expressed that to mitigate their feelings of demotivation, they usually do other activities that give them enjoyment. However, their preferences in spending their time were different. Rose prefers to invest her time developing her professional skills as a teacher, while Jasmine spends her time relaxing and doing outdoor activities to release her stress. These strategies are illustrated in the excerpts below.

As a dedicated educator and lifelong learner, I invest time in self-improvement through reading, learning from colleagues, and exploring educational content on social media. I prioritize professional development and personal growth to better support my students. (Rose, Interview#1)

I engage in self-care activities like going to the beach or swimming to maintain balance and manage stress. This allows me to rejuvenate and continue providing the best possible education to my students. (Jasmine, Interview#2)

Previously, Rose admitted that her school does not support teachers for self-development. Therefore, she independently searches for training information on several platforms, thinking that the more she participates in training, the more she can develop her teaching skills.

I usually attend training related to teaching or learning, either online or through seminars from English teacher organizations. So, I can upgrade myself and my teaching methods in the classroom. (Rose, Interview#1)

Subsequently, the researchers examined Jasmine's approach to addressing students' behavioral challenges. Jasmine highlighted the importance of collaborating with the students' homeroom teacher and peers to gain insights and develop practical solutions. By engaging in a cooperative effort, she aimed to better understand the students' needs and create an informed, supportive approach to managing their misbehavior.

I usually ask for help from the homeroom teacher or colleagues to deal with unruly and difficult-to-manage children. Sometimes they give me advice and solutions. (Jasmine, Interview#2)

Finally, Rose and Jasmine narrated their strategies when demotivating feelings occurred during teaching hours. In this regard, both participants prefer to spend quiet moments alone to process the day's events and recharge their energy by going home after school is finished. It creates space for personal reflection and relaxation, allowing her to better manage her energy and maintain a healthy work-life balance.

After my teaching sessions, I prefer to maintain a more reserved demeanor during casual conversations. Once the day's lectures are done, I typically head straight home. It is not that I am avoiding social interaction; instead, I find solace in quieter moments after the hustle and bustle of teaching. This allows

me time to reflect on the day's events, gather my thoughts, and recharge for the next day. It is my way of ensuring a healthy balance between engaging with others and nurturing my space for introspection and relaxation. (Rose, Interview#1)

I tend to retreat to the comfort of my home, finding solace in the familiar surroundings and the opportunity to unwind in peace. It is a time to decompress, reflect on the day's lessons, and perhaps delve into personal interests or hobbies that bring me joy. This transition period allows for a seamless shift from professional responsibilities to personal relaxation, ensuring I can maintain a healthy balance in my life. (Jasmine, Interview#2)

This study reports on the factors contributing to Indonesian EFL teachers' demotivation levels and their strategies to maintain motivation within a demotivating environment. In terms of factors influencing EFL teachers' demotivation level, this study found four major factors that become a source of demotivation during the EFL teaching process namely (1) Colleagues and school administrators (Communication problems among colleagues); (2) Working conditions (Unclear salary system); (3) Teaching profession (Lack of professional development programs); (4) Students and their parents (Student misbehavior and lack of knowledge of parenting towards children as parents).

In light of the first factor, this study discovered that the research participant's demotivation stems from her problematic experience in communicating with her colleagues and school administrators, which is in line with the results of previous studies conducted by Duckworth et al. (2015) and Lestari (2017). This issue becomes a significant element contributing to strained peer relationships, leading to a lack of peer support. It is confirmed by Sastra et al. (2023) that a lack of environmental support can depress teachers' motivation. Furthermore, a perceived lack of support may worsen feelings of inadequacy, particularly among early-career teachers who may already be struggling with self-doubt and professional identity development, leading to the escalation of demotivation levels and feeling isolated (Kelchtermans & Ballet, 2002). Over time, persistent demotivation may erode a teacher's self-efficacy and hinder their ability to adapt, innovate, and engage effectively in their teaching practice.

The second factor arises from the working conditions, specifically the mismatch between salary and regional minimum wage standards. In this study, teachers found themselves in a salary system where their pay was below the minimum wage set for educators in their region. In this regard, a mismatch between compensation and teachers' effort can profoundly impact their motivation levels. This finding echoes existing research on teacher motivation and challenges, which indicates that inadequate compensation can negatively impact teachers' job satisfaction and commitment (Honarparvaran & Khaghaninejad, 2023; Mihai & Mihai, 2015). When teachers feel that their income does not reflect the importance of their role or the effort they invest in their work, it erodes their sense of value and contribution. Additionally, financial hardship caused by insufficient salaries can hinder teachers' ability to meet their basic needs, adding stress and disrupting their professional lives. Not only that, the impact of such a demotivating state is also multi-faceted. First of all, they can lead to a decrease in job satisfaction and commitment among educators. When individuals feel underappreciated and underpaid, their enthusiasm for their work decreases, affecting their effectiveness in the classroom. Additionally, unmotivated teachers may be less willing to engage in professional development or seek

growth opportunities, further hindering their progress and the improvement of their teaching practices. Thus, this result may be examined using Engeström's Activity Theory, which holds that teacher demotivation results from the difference between the instructors' expected and real pay. However, this result also contradicts Hettiarachchi's (2013) finding that salary does not influence their motivation as teachers.

Third, the teaching profession, particularly in limited professional development programs, also demotivates the teacher. Professional development is vital in improving teaching skills, keeping educators up-to-date with the latest pedagogical techniques, and fostering a culture of continuous learning within schools. However, these opportunities are limited in this current research, so teachers feel hampered in their professional development journey. This exacerbates feelings of inequality and can contribute to frustration and non-inclusion among teachers who do not have access to the resources needed to improve their practice. In line with this finding, Khana et al (2021) reported that instructors become demotivated due to a lack of professional development opportunities at their schools. In this regard, the incapacity to accept this situation increased stress levels and impacted teachers' demotivation (Lestari, 2017).

Fourth, students' behavior and their parents' involvement become factors that demotivate EFL teachers. Students often misbehave during class sessions, creating obstacles to effective learning environments. As a result, educators are forced to invest additional energy and resources into managing their students' various needs and behaviors, which causes stress. It is also confirmed by Aydin & Kaya's (2016) findings that disciplinary/problematic behaviors, academic ineptitude, being unprepared/irresponsible, and disinterest are among the sources of stress that instructors experience as a result of their pupils. Moreover, parents also play a role in demotivating factors. In the current study, there is a tendency among some parents to rely entirely on teachers for their child's education and ignore their important role. Many parents may lack the knowledge or skills to support their children's learning at home. This deficiency often leads to the misconception that once a child enters school, his educational development depends solely on the teachers. As a result, parents may abdicate their responsibility to be involved in their child's academic journey, assuming that teachers are the only ones responsible for their child's progress. When parents ignore their role in their child's educational development, this puts pressure on teachers, demotivating them. However, this issue contradicts Aydin & Kaya (2016), who state that some of the parental issues that cause stress for teachers are parents' unreasonable expectations and demands, interfering with the instructor's job, requesting information after hours, making accusations against the teacher, completing kids' assignments, and apathy.

Concerning the strategies to tackle demotivation, this study found that each research participant employed diverse strategies to regulate their motivation. Rose's study found that she relies on prayer and a social strategy to share her emotional burden with her family. This finding echoes a previous study by Hong (2012), which reported that social support can provide teachers with opportunities to maintain their well-being and motivation in teaching. Further, this study also found that one of the research participants employed spiritual practices such as prayers to alleviate her mental pressure. In line with this, Baetz and Toews (2009) stated that faith and prayer can buffer against stress and burnout.

Additionally, to mitigate demotivation in teaching, both participants in this study

reported that they prefer to engage in enjoyable activities. However, there is a distinction between Rose's and Jasmine's preferences. In Rose's case, she prioritizes professional development activities such as attending online courses, webinars, workshops, and educational communities. In this regard, Rose's dedication to actively engage in self-regulated learning correlates with the notion that teachers possessing high levels of self-efficacy are more likely to engage in continuous professional development (Zumbrunn et al., 2014). Meanwhile, Jasmine prefers leisure activities to tackle demotivation, emphasizing the importance of self-care and stress management. Similarly, Hakanen et al. (2006) highlights the need for emotional regulation to tackle emotional burnout. In this case, the previous study by Bakker & Oerlemans (2016) found that positive emotions and job satisfaction can contribute to increased motivation and engagement.

Next, Jasmine tries to cope with students' misbehavior by seeking social assistance from her peers and homeroom teachers. This collaborative approach highlights the value of seeking guidance from fellow educators to jointly solve problems in addressing classroom issues. In this regard, Frenzel (2014) revealed a collaborative and supportive environment that empowers teachers to tackle classroom-related challenges and demotivates. Furthermore, through the cooperation of peer teachers, teachers can gain various insights, strategies, and emotional support, which is crucial for maintaining their quality in teaching.

Additionally, to mitigate the demotivating feelings, participants spent their time alone at school and managed their work-life balance by not extending their time at school after it was finished. Participants could recharge and boost their energy through these activities, ensuring they could teach at their best condition the next day. Without releasing their burdens, it may negatively affect learners' motivation and engagement (Shen, 2015). This finding aligns with Hakanen et al.'s (2006) study on the detrimental effects of teacher burnout, which suggests that heavy workload and teacher demands can potentially negatively impact their well-being. However, it is also essential to note that such behaviour of interpersonal avoidance with colleagues, as the participants did, could be one of the burnout dimensions, known as depersonalization (Schaufeli & Buunk, 2003). To prevent those adverse impacts, Candeias et al. (2021) proposed that schools should promote a healthy, safe, and encouraging environment for the entire school community, including teachers

4. CONCLUSION

This research sheds light on factors contributing to teachers' demotivation and the strategies to deal with their motivation in a demotivating environment. Four factors are identified, including communication issues among colleagues and school administrators, unclear salary system in working conditions, lack of professional development programs for the teaching profession, and student and parent factors that arise from student misbehavior and parental involvement. Not only that, the investigation also revealed that educators have used various strategies to cope with demotivating elements. These include spiritual and social strategies, engaging in recreational activities, actively participating in professional development opportunities, enlisting the help of colleagues, allocating dedicated time for self-reflection and rejuvenation, and lastly, returning home promptly.

This research highlights the need for school administrators, educational stakeholders,

and policymakers to heed the findings of this research to tackle demotivating factors that negatively impact EFL teachers' well-being. In addition, the educational institution can foster a culture of motivation and ultimately, enhance the quality of teaching and learning for all the stakeholders involved. Further, the result of this study offers insights to EFL teachers about motivational regulation strategies mechanisms in demotivating environments. With this knowledge, teachers are expected to be able to overcome demotivation, adapt learning, and continue to develop professionally.

In addition, despite offering valuable insights, this study has some limitations, including a small number of participants and a single data collection method: interviews. As a result, future research could include a broader range of participants and use multiple data collection methods to better understand demotivation and strategies. Not only that, future studies could also consider a more comprehensive range of schools to make the findings more representative and applicable to the broader Indonesian junior high school context.

ACKNOWLEDGMENT

The authors thank the editor(s), anonymous reviewer(s), and anonymous ELT expert for their valuable feedback. Furthermore, the authors thank the U.S. Embassy and American Corner Universitas Muhammadiyah Malang for generously funding this research.

REFERENCES

- Alzaanin, E. I. (2021). Capturing the emotional experiences of English as a foreign language university teacher: A critical perspective. *Language Teaching Research*. <https://doi.org/10.1177/13621688211012863>
- Arens, A. K., & Morin, A. J. S. (2016). Supplemental Material for Relations Between Teachers' Emotional Exhaustion and Students' Educational Outcomes. *Journal of Educational Psychology*, 108(6), 800–813. <https://doi.org/10.1037/edu0000105.supp>
- Asriani, I. E., Apriliawati, R., & Riyanti, D. (2022). Motivational Factors Influencing Pre-Service EFL Teachers to Choose Teaching as A Future Career. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 9(1), 38. <https://doi.org/10.33394/jo-elt.v9i1.5132>
- Aydin, B., & Kaya, A. (2016). Sources of Stress for Teachers Working in Private Elementary Schools and Methods of Coping with Stress. *Universal Journal of Educational Research*, 4(12A), 186–195. <https://doi.org/10.13189/ujer.2016.041324>
- Aydin, S. (2012). Factors causing demotivation in the EFL teaching process: A case study. *Qualitative Report*, 17(51), 1–13. <https://doi.org/10.46743/2160-3715/2012.1696>
- Baetz, M., & Toews, J. (2009). Clinical implications of research on religion, spirituality, and mental health. *The Canadian Journal of Psychiatry*, 54(5), 292–301.
- Bakker, A. B., & Oerlemans, W. G. M. (2016). Momentary Work Happiness as a Function of Enduring Burnout and Work Engagement. *Journal of Psychology: Interdisciplinary and Applied*, 150(6), 755–778. <https://doi.org/10.1080/00223980.2016.1182888>
- Balintag, C. M., & Saengsri, P. (2022). Demotivating factors and coping strategies among Filipino EFL teachers in Thailand. *International Journal of Evaluation and Research*

- in *Education*, 11(3), 1565–1574. <https://doi.org/10.11591/ijere.v11i3.22584>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Burić, I., & Macuka, I. (2018). Self-Efficacy, Emotions, and Work Engagement Among Teachers: A Two-Wave Cross-Lagged Analysis. *Journal of Happiness Studies*, 19(7), 1917–1933. <https://doi.org/10.1007/s10902-017-9903-9>
- Candeias, A. A., Calisto, I. P., Borralho, L., & Portelada, A. (2019). Burnout in teaching: the importance of personal and professional variables. *The Neurobiology-Psychotherapy- Pharmacology Intervention Triangle: The Need for Common Sense in 21st Century Mental Health*, 221. <https://www.researchgate.net/publication/332233177>
- Dörnyei, Z., & Ushioda, E. (2021). *Teaching and Researching Motivation*. Routledge.
- Khanal, L. P., Bidari, S., & Nadif, B. (2021). Teachers' (De)Motivation During the COVID-19 Pandemic: A Case Study from Nepal. *International Journal of Linguistics, Literature and Translation*, 4(6), 82–88. <https://doi.org/10.32996/ijllt>
- Lauermann, F., & Butler, R. (2021). The elusive links between teachers' teaching-related emotions, motivations, and self-regulation and students' educational outcomes. In *Educational Psychologist* (Vol. 56, Issue 4, pp. 243–249). Routledge. <https://doi.org/10.1080/00461520.2021.1991800>
- Lestari, I. W. (2017). Demotivating Factors among Indonesian EFL Teachers. *Journal of Foreign Language, Teaching & Learning*, 2(1), 9–17.
- Lincoln, Y. S., & Guba, E. G. (1985). *Establishing dependability and confirmability in naturalistic inquiry through an audit*.
- Miele, D. B., & Scholer, A. A. (2018). The Role of Metamotivational Monitoring in Motivation Regulation. *Educational Psychologist*, 53(1), 1–21. <https://doi.org/10.1080/00461520.2017.1371601>
- Mihai, M., Țițan, E., & Manea, D. (2015). Education and Poverty. *Procedia Economics and Finance*, 32, 855–860. [https://doi.org/10.1016/s2212-5671\(15\)01532-4](https://doi.org/10.1016/s2212-5671(15)01532-4)
- Mohammed, W., Ahmed, A., & Al-Ward, A. S. (2020). Motivational teaching practices from EFL learners' perspective at the tertiary level in Yemen. *INDONESIAN JOURNAL OF APPLIED LINGUISTICS*, 9(3), 695–703. <https://doi.org/10.17509/ijal.v>
- Nabila, A., Cahyono, B. Y., & Khoiri, N. E. (2021). Demotivation Level and Demotivators Among EFL Students in Home Online English Learning During The Pandemic. *JEELS (Journal of English Education and Linguistics Studies)*, 8(2), 393–421.
- Puji Widodo, H. (2014). **METHODOLOGICAL CONSIDERATIONS IN INTERVIEW DATA.** *TRANSCRIPTION. International Journal of Innovation in English Language*, 3(1), 101–107.
- Pusparini, R., Widiati, U., & Susanti, A. (2021). Pre-service teachers' beliefs about English Language Teaching and Learning in EFL classroom: A review of literature. *JEES (Journal of English Educators Society)*, 6(1), 147–154. <https://doi.org/10.21070/jees.v6i1.1212>
- Rahmawati, A., & Wirza, Y. (2022). **INDONESIAN EFL TEACHERS' SELF-EFFICACY AND ONLINE CLASSROOM MANAGEMENT DURING THE COVID-19 PANDEMIC.** *The Journal of English Literacy Education: The Teaching and*

- Learning of English as a Foreign Language, 9(1), 36–51. <https://doi.org/10.36706/jele.v9i1.17436>
- Ren, X., & Zhou, F. (2023). College EFL teachers' demotivation to conduct research: A dynamic and ecological view. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1071502>
- Sastra, E., Harahap, A., & Yunita, W. (2023). Teachers' Demotivation Causes and Strategies in Teaching English Online during the COVID-19 Pandemic. *Journal of English Education and Linguistics*, 6(2), 231–237. <https://journals.unihaz.ac.id/index.php/edu-ling>
- Sato, M., Fernández Castillo, F., & Oyanedel, J. C. (2022). Teacher Motivation and Burnout of English-as-a-Foreign-Language Teachers: Do Demotivators Demotivate Them? *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.891452>
- Schaufeli, W. B., & Buuk, B. P. (2003). Burnout: An Overview of 25 Years of Research and Theorizing. *The Handbook of Work and Health Psychology*, 2(1), 282–424.
- Shen, B., McCaughy, N., Martin, J., Garn, A., Kulik, N., & Fahlman, M. (2015). The relationship between teacher burnout and student motivation. *British Journal of Educational Psychology*, 85(4), 519–532. <https://doi.org/10.1111/bjep.12089>
- Yin, R. K. (2018). Case study research and applications. In Thousand Oaks, CA: Sage. (Vol. 6).
- Zhang, S., & Liu, Q. (2019). Investigating the relationships among teachers' motivational beliefs, motivational regulation, and their learning engagement in online professional learning communities. *Computers and Education*, 134, 145–155. <https://doi.org/10.1016/j.compedu.2019.02.013>
- Zumbrunn, S., McKim, C., Buhs, E., & Hawley, L. R. (2014). Support, belonging, motivation, and engagement in the college classroom: A mixed-method study. *Instructional Science*, 42(5), 661–684. <https://doi.org/10.1007/s11251-014-9310-0>