

University ELT Lecturers' Demotivation and Motivation Factors with Respect to Sri Lankan Universities

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Abstract:- The motivation and demotivation of English Language Teaching (ELT) instructors must be addressed in order to guarantee the continued efficacy of university language instruction. ELT lecturers in Sri Lanka have unique challenges due to economic, social, and professional difficulties. The study looks into the primary causes of motivation and demotivation that affect ELT instructors at Sri Lankan universities, using data from surveys and lecturer interviews. The findings indicate that while extrinsic factors like a love of teaching, possibilities for professional growth, and institutional support are significant motivators to take into account, extrinsic factors like workload, lack of recognition, and limited resources contribute to demotivation. Additionally, suggestions for increasing lecturer motivation are discussed. The findings show that two intrinsic factors—the potential for professional advancement and a genuine love of teaching—have a significant influence on lecturer motivation. Instructors who were personally gratified by their students' successes and who had access to professional development opportunities indicated higher levels of job satisfaction. However, it was discovered that outside factors were the primary demotivators. These included excessive workloads, a lack of resources for education, job insecurity, and a lack of recognition for the work that teachers put in. More specifically, professors with shorter contracts experienced high levels of stress related to job insecurity, which negatively impacted their motivation and overall job satisfaction. The results imply that improving lecturer motivation requires strong institutional support. The identified demotivating influences may be lessened by putting into practice adjustments like increasing the number of permanent employment available, cutting back on excessive workloads, and spending more money on quality instructional tools. Moreover, promoting professional development opportunities and praising exceptional teaching can also increase motivation. In general, the study emphasizes how critical it is to address both extrinsic and

intrinsic variables in order to improve the caliber of ELT in Sri Lankan colleges.

Keywords:- Motivation, Higher Education, Sri Lankan Universities, ELT Lecturers, Teacher Satisfaction.

I. INTRODUCTION

Precisely, the quality of language instruction in universities depends on the motivation factor of tutors with special regards to ELT. To be exact, ELT is a key component of higher education in Sri Lanka, where English is a second language and an entryway to global opportunities for students. Yet, the unique socio-cultural and economic settings of Sri Lanka present challenges that may affect lecturer motivation.

Besides, motivation at the educational context refers to the willingness, desire, and enthusiasm that persons bring to their professional roles (Ryan & Deci, 2000). Exactly, several factors, counting institutional support, professional growth opportunities, and personal satisfaction, can impact motivation. Conversely, demotivation arises from factors that weaken a teacher's enthusiasm, such as inadequate working environments, excessive workload, lack of recognition etcetera.

This paper explores the factors that motivate and demotivate ELT lecturers in Sri Lankan universities and examines how these factors impact their performance and job satisfaction. Precisely, by understanding these factors, one can develop strategies to improve lecturer motivation and boost the quality of ELT in Sri Lankan higher education.

Precisely, the motivation of coaches, particularly English Language Teaching (ELT) lecturers, is central to their performance and the overall quality of language instruction in universities. Moreover, ELT instructors play a critical role in Sri Lanka, where English is a second language and is required to access global possibilities. Precisely speaking, being proficient in English provides opportunities for both domestic

and foreign research and employment, making efficient ELT training a vital component of the nation's higher education system. Specifically, in the context of education, motivation refers to the eagerness, willingness, and passion that personnel bring to their work. According to Ryan and Deci (2000), motivation can be extrinsic—driven by demands or rewards from outside sources—or intrinsic—arising from a person's natural interest in and contentment with the work at hand. Specifically, extrinsic motivation may be influenced by elements like financial incentives, institutional support, and possibilities for career growth, but intrinsic motivation for ELT lecturers may include a deep-seated love of teaching and a dedication to student achievement.

However, Sri Lanka's sociocultural and economic environment brings with it unusual interactions that may have an effect on lecturers' motivation. Numerous elements, such as formal practices, cultural expectations, and economic restraints, influence the educational landscape of the nation. For instance, a lot of institutions struggle financially, which makes it difficult for them to provide competitive pay and cutting-edge instructional materials. Moreover, lecturers' perceptions of their roles and motivation levels can be influenced by cultural aggressiveness towards teaching and the standing of educators.

Motivation among lecturers is largely shaped by institutional support. Enough teaching tools, opportunities for professional development, acknowledging and rewarding teaching excellence, and so on are examples of effective support systems. Lack of these resources can make lecturers feel unmotivated. A number of factors, including heavy workloads, a lack of recognition, and unfavorable work environments, greatly lower job satisfaction and lower teaching effectiveness.

Opportunities for professional advancement are also a crucial component of motivation. Lecturers are more likely to feel motivated and involved if they have access to opportunities for ongoing professional development, such as conferences, training seminars, and research opportunities. These kinds of experiences improve their teaching proficiency and add to their overall job contentment.

Motivation is also boosted by personal fulfillment, which comes from reaching teaching objectives and seeing students advance. Instructors who are happy and fulfilled in their work are more likely to remain motivated in the face of difficulties. On the other hand, demotivation may result from unfulfillment or from a mismatch between individual objectives and organizational standards.

This research specifically intends to investigate the elements that influence ELT lecturers' motivation and demotivation in Sri Lankan universities. We can learn more about these characteristics' effects on lecturer performance and

job satisfaction by identifying and analyzing them. It is essential to take these undercurrents into account when formulating plans to boost instructor motivation and, as a result, raise the standard of ELT in Sri Lankan universities. More specifically, successful interventions and reforms might result in a more

II. LITERATURE REVIEW

A. Theories of Motivation in Education

The Motivation theory in education draws from several psychological frameworks, such as Self-Determination Theory (SDT) (Deci & Ryan, 1985), which emphasizes autonomy, competence, and relatedness as core motivators. Herzberg's Two-Factor Theory (1959) is also relevant, uniquely between motivators (e.g., recognition, achievement) and hygiene factors (e.g., salary, working settings) that prevent frustration but do not necessarily motivate.

B. Motivation and Demotivation in ELT

To be exact, former researches on ELT lecturers have highlighted the importance of intrinsic motivation factors, such as passion for teaching and intellectual curiosity, as well as extrinsic factors, plus salary, job security, and institutional support (Dörnyei, 2001). In contrast, demotivation in ELT has been linked to factors like limited professional development, lack of autonomy, and insufficient resources (Kassabgy, Boraie, & Schmidt, 2001).

C. Sri Lankan Higher Education Context

Sri Lankan universities activate in a unique context, shaped by the country's socio-economic environments and its education system's structure. Precisely, English plays a pivotal role in the academic and professional aspirations of students, making the role of ELT lecturers vital (Wijesinghe, 2010). However, the profession is often weakened by challenges such as overcrowded classrooms, insufficient funding, and a lack of continuous professional development (Perera, 2017).

D. Motivation Theories in Educational Contexts

Firstly, understanding motivation within an educational setting requires the application of a number of psychological theories. Among those most significant is Self-Determination Theory (SDT), proposed by Deci and Ryan (1985). SDT suggests that persons are driven by intrinsic and extrinsic factors, which can either foster or hinder motivation depending on the fulfillment of three basic psychological needs, namely autonomy, competence, and relatedness. For ELT lecturers, intrinsic factors like the passion for teaching and the fulfillment derived from student success align with these needs. Correspondingly, lecturers motivate by opportunities for professional growth are likely driven by the need for competence (Reeve, 2009).

Further, Herzberg's Two-Factor Theory (1959), also known as the Motivation-Hygiene Theory, is equally relevant in understanding teacher motivation. Herzberg separates between motivators (intrinsic elements that promote satisfaction) and hygiene factors (extrinsic elements that prevent frustration but do not necessarily motivate). Precisely, applying this to ELT lecturers in Sri Lanka, motivators might embrace professional development opportunities, while hygiene factors could involve salary, job security, and institutional settings (Dörnyei, 2001).

Furthermore, Maslow's Hierarchy of Needs (1943) posits that persons are motivated by a progression of needs, from basic physiological needs to self-actualization. With regards to ELT lecturers, factors like a secure job environment, a manageable workload, and access to teaching resources are straightforward needs that must be fulfilled before higher-order motivators, such as professional recognition and opportunities for personal evolution, can be effectively addressed (Gagné & Deci, 2005).

E. Intrinsic vs. Extrinsic Motivation in ELT

Research on teacher motivation frequently separates between intrinsic and extrinsic motivation. To be exact, intrinsic motivation refers to the internal satisfaction derived from the act of teaching itself, which aligns with Ryan and Deci's (2000) SDT. For ELT lecturers, intrinsic motivation often manifests through a passion for teaching, intellectual curiosity, and the personal fulfillment associated with student progress. Williams and Burden (1997) argue that intrinsic motivators in teaching are crucial, as they sustain long-term commitment and job satisfaction.

On the other hand, extrinsic motivation is driven by external factors such as salary, job security, or institutional rewards (Deci & Ryan, 1985). Extrinsic motivators for ELT instructors in Sri Lankan colleges could include chances for career promotion, financial incentives, or praise from management and peers. Though, if these external rewards are absent or inadequate, they can lead to demotivation. As Kassabgy, Boraie, and Schmidt (2001) point out, teachers who rely heavily on extrinsic rewards may experience weakened motivation when these rewards do not meet their expectations.

F. Demotivation in ELT Lecturers

First, Demotivation among ELT lecturers can arise from several factors, ranging from institutional constraints to personal challenges. Exactly, Dörnyei (2001) defines demotivation as the reduction or loss of motivation due to specific external or internal inspirations. Researches on ELT lecturers have identified several demotivating factors, including heavy workloads, large class sizes, lack of recognition, limited professional development opportunities, and job insecurity.

Furthermore, workload is a significant demotivator. As per Kyriacou and Sutcliffe (1979), excessive workloads can lead to teacher tension, especially when combined with large class sizes and insufficient time for lesson preparation. To be exact, in Sri Lanka, ELT lecturers often face overcrowded classrooms and are required to teach multiple courses, which can contribute to feelings of stress and fatigue (Wijesinghe, 2010).

Besides, recognition is another vital factor in lecturer demotivation. Scott (1998) contend that a dearth of recognition for career accomplishments can cause lecturers to become frustrated, especially if they believe colleagues or management are not appreciating their work. Indeed, despite their contributions to students' achievement, many ELT instructors in Sri Lankan colleges express unhappiness about their lack of institutional acknowledgment (Perera, 2017).

In totaling, a lack of opportunities for professional growth demotivates ELT lecturers. According to Kassabgy et al. (2001), educators may lose interest in their work if they are not provided with opportunities to advance their knowledge or take part in professional development programs. This is especially troublesome in Sri Lanka, where lecturers' ability to attend international conferences and seek graduate degrees is frequently restricted by financial restrictions (Wijesekera, 2012).

Furthermore, job insecurity is a major source of demotivation, especially for lecturers on a contract basis. According to Pearson and Moomaw (2005), job uncertainty can cause stress and anxiety, which lowers one's level of job satisfaction overall. Specifically, a large number of ELT instructors in Sri Lanka work on temporary contracts, which causes them to be apprehensive about their jobs in the future and lowers their motivation levels (Perera, 2017).

G. Cultural Context and Motivation in Sri Lankan Universities

In addition, cultural influences have a significant impact on how motivated and demotivated ELT instructors are in Sri Lanka. The notions of power aloofness and uncertainty avoidance, as well as Hofstede's (1980) scopes of culture, are pertinent to comprehending the hierarchical structure and decision-making procedures seen at Sri Lankan universities. Furthermore, ELT lecturers frequently have less autonomy in making decisions due to Sri Lankan society's strong power distance, which might have a detrimental effect on their motivation (Hofstede, 1980).

Additionally, Sri Lankan culture's emphasis on communal well-being may increase a sense of obligation to students and society, which would motivate ELT instructors on an intrinsic level. However, if instructors believe their contributions are not sufficiently valued by students, the same cultural norms may also lead to stress and demotivation.

Another important element influencing ELT lecturers' motivation is teacher autonomy. According to Ingersoll (2003), teachers who have more influence over their workplace and decision-making procedures are more motivated and satisfied with their jobs. Pearson and Moomaw (2005) discovered, however, that teachers who have little autonomy are more likely to feel stressed out and have a lower level of dedication to their jobs.

Specifically, in the context of Sri Lankan colleges, hierarchical decision-making systems frequently result in limited autonomy for ELT lecturers, which can be demoralizing (Wijesekera, 2012).

For example, lecturers may have little say in curriculum design, assessment methods, or institutional policies, leading to feelings of frustration and powerlessness. Hence, providing lecturers with more autonomy could enhance their intrinsic motivation, as they would feel a greater sense of ownership at their work.

H. Professional Identity and Job Satisfaction

A lecturer's professional identity is proportional to their motivation and job satisfaction. Beijard, Meijer, and Verloop (2004) recommend that professional identity is formed through experiences, reflection, and social interactions. For ELT lecturers, professional identity may be inclined by factors such as recognition, professional development, and the value placed on their role within the institution. Exactly, in Sri Lanka, where English language proficiency is highly cherished, ELT lecturers play a vital role in the academic and professional development of students, that can enhance their professional identity and intrinsic motivation (Perera, 2017).

However, when ELT lecturers feel that their contributions are unrecognized or that their role within the institution is marginalized, their professional identity may be undermined, leading to demotivation. Furthermore, Day and Kington (2008) argue that a strong professional identity is linked to higher job satisfaction, while a weakened identity can lead to job frustration and reduced motivation.

I. Institutional Support and Teacher Motivation

Firstly, Institutional support is a key factor in motivating ELT lecturers. Tschannen-Moran and Hoy (2001) pinpoint the prominence of administrative support in fostering a positive work environment for tutors. Next, when ELT lecturers feel that they have the necessary resources, mentorship, and administrative backing, they are more likely to be inspired and satisfied with their work.

To be precise, in Sri Lankan universities, the level of institutional support varies widely. Firstly, some lecturers report receiving adequate resources and support from their institutions, while others struggle with outdated materials, insufficient classroom technology, and a lack of mentorship

opportunities (Wijesinghe, 2010). Enhancing institutional support through better resource allocation, mentoring programs, and administrative assistance could significantly improve lecturer motivation and general job satisfaction.

III. RESEARCH METHODOLOGY

A. Research Design

A mix-method strategy is used in this research to collect data, integrating quantitative and qualitative methods. One hundred ELT lecturers from five Sri Lankan universities participated in the survey. In addition, twenty personnel participated in semi-structured interviews to provide further insights into their experiences.

B. Sampling

It was helpful to employ purposeful sampling to choose personnel having at least five years of ELT teaching experience in Sri Lankan universities. As a result, it was guaranteed that the respondents had enough experience in a university setting and could offer insightful commentary on their motivation and demotivation.

C. Data Collection Instruments

- Survey: Open-ended and closed-ended questions about demotivation and motivational factors were included in the survey. Likert scale items were helpful in gauging the level of satisfaction with several aspects of the employment, including pay, workload, and prospects for professional growth.
- Interviews: Participants were able to go into detail about particular elements that influenced their motivation or demotivation during the semi-structured interviews. With the participants' cooperation, interviews were taped in English.

D. Data Analysis

Descriptive statistics were used to evaluate the quantitative survey data in order to determine the most important variables affecting motivation and demotivation. Thematic analysis was used to examine qualitative data from interviews. This process entailed categorizing the data and finding recurrent themes.

IV. RESULTS

A. Motivational Factors

- The survey's findings identify a number of crucial elements that support ELT lecturers' motivation, including:
- Intrinsic Motivation: The motivator that was mentioned the most was a love of teaching and assisting students in becoming more proficient in a language. Instructors were also quite happy to see students achieve English proficiency, which they view as a necessary skill for both academic and professional success.

- **Opportunities for Professional Development:** The significance of options for ongoing professional growth, such as going to conferences, workshops, and training courses, was emphasized by several participants. These chances were considered crucial for keeping up with modern teaching techniques and developing their abilities.
- **Institutional Support:** Lecturers who reported receiving strong institutional support, such as adequate teaching resources, administrative support, and mentorship, expressed higher levels of motivation.

B. Demotivation Factors

➤ *On the other hand, a number of demotivating elements were found:*

- **Overwhelming workload:** A considerable portion of lecturers expressed feeling overburdened by their heavy lecturing schedules, numerous administrative responsibilities, and sizable class sizes. Many felt that their workload did not match their pay, which hindered their ability to provide students different attention.
- **Lack of Recognition:** A lot of lecturers voiced their annoyance at not being acknowledged for their contributions. They believe that, despite their best efforts, university administration has frequently disregarded their contributions to raising student results.
- **Limited Resources:** One of the most common complaints was the lack of access to contemporary teaching resources, namely multimedia devices and up-to-date textbooks. Instructors believe they were not given the tools they needed to offer excellent education.

➤ *Work Insecurity:*

Feelings of work insecurity were exacerbated by lecturers' anxieties about the transient nature of their contracts. An important cause of stress and demotivation was the uncertainty surrounding continued engagement.

C. Comparison Between Experienced and Less Experienced Lecturers

Furthermore, the research discovered differences in the motivating factors between lecturers with over ten years of expertise and those with five to ten years of experience. Less experienced lecturers were more impacted by extrinsic factors like pay and job stability, whereas more experienced lecturers were more likely to be inspired by intrinsic elements like the intellectual challenge of teaching.

V. DISCUSSION

A. Implications for ELT in Sri Lanka

Significant ramifications for the administration of ELT programs in Sri Lankan universities stem from the findings of this research. More specifically, the high levels of demotivation linked to workload, lack of recognition, and resource constraints indicate that university administrations should be more proactive in resolving these problems. Moreover, tactics like cutting back on workload, elevating the bar for teaching excellence, and spending more on better teaching supplies could all help allay some of these worries.

The research's findings highlight significant problems with the way ELT programs are run in Sri Lankan universities. Furthermore, a high degree of demotivation among ELT lecturers has been associated with elements including excessive workloads, insufficient recognition, and a scarcity of teaching tools. Therefore, these discoveries have significant ramifications. Furthermore, the lack of recognition for teaching brilliance emerges as a significant demotivating factor. Institutions often focus on research output and neglect the contributions made by ELT lecturers in improving student language competencies. Recognizing and rewarding teaching excellence through promotions, awards, and other incentives could enhance lecturers' professional satisfaction (Scott, 1998). Creating formal recognition programs for teaching achievements will likely increase the intrinsic motivation of lecturers and reaffirm their value within the institution.

Furthermore, the limited availability of teaching resources is another pressing issue. Many ELT lecturers in Sri Lanka report inadequate classroom materials, insufficient access to modern teaching technology, and outdated language laboratories (Wijesinghe, 2010). Investing in better teaching resources, such as up-to-date textbooks, language-learning software, and e- platforms for student engagement, could significantly enhance teaching effectiveness and reduce lecturer frustration.

The results suggest that addressing these issues will lead to improvements not only in lecturer satisfaction but also in the general quality of English language education. Students are more likely to receive excellent instruction from motivated lecturers, which can improve learning outcomes and boost Sri Lankan graduates' competitiveness abroad.

B. Aligning Professional Development with Lecturer Needs

First, the significance of possibilities for professional growth highlights the necessity for colleges to provide more specially designed curricula that cater to the unique requirements of ELT instructors. Universities should also think about providing instructors with greater assistance so they can attend conferences abroad and work with ELT professionals throughout the world.

The research's most important finding is that ELT instructors want opportunities for professional development that are specifically catered to their needs. Furthermore, a lot of lecturers are frustrated with the lack of professional development opportunities that are accessible, especially those that do not suit their particular demands in the ELT sector (Kassabgy et al., 2001).

Universities should therefore think about developing more specialized training programs that emphasize cutting-edge ELT techniques, e-learning resources, and the most recent language research. Peer cooperation and mentorship initiatives may also be quite successful and influential. According to Beijjaard et al. (2004), lecturers who coach more seasoned colleagues tend to forge stronger professional identities and have greater faith in their capacity to instruct. Formal mentoring programs could be initiated by universities to assist less experienced instructors and encourage knowledge sharing throughout departments. Such programs enhance the institution's overall teaching capacities while also increasing the motivation of specific lecturers.

C. Addressing Demotivation through Institutional Change

Specifically, institutions must to reevaluate the prevalence of temporary contracts and provide more permanent posts to talented lecturers, considering the substantial demotivating consequences of job uncertainty. This would help to create a more resolute and devoted teaching staff in addition to lowering lecturer tension.

Further, a particularly alarming finding of this research is the significant degree of demotivation associated with job uncertainty. Many ELT instructors in Sri Lankan institutions work under temporary contracts, which makes them apprehensive about their jobs in the future and makes them less committed to the university over the long run (Perera, 2017). Although the university may benefit from this reliance on temporary contracts, lecturers' motivation and job satisfaction are negatively impacted.

Finally, it is imperative that the institutional culture and support structures for ELT lecturers be reexamined. Lecturer autonomy is essential for promoting intrinsic motivation, as was highlighted in previous sections (Ingersoll, 2003). Higher job satisfaction is a result of institutions giving lecturers more freedom in curriculum creation, evaluation procedures, and classroom management. This empowers lecturers to accept responsibility for their instruction. Additionally, university administrations ought to think about reevaluating their hierarchical structures in order to provide ELT instructors greater influence over decisions pertaining to their pedagogy.

In conclusion, structural institutional change is necessary to address these demotivating causes. Indeed, colleges in Sri Lanka may develop a more motivated and unwavering ELT

staff by lowering burden, boosting professional reputation, expanding resources, and offering job security.

VI. CONCLUSION

This research investigates the elements that encourage and inhibit ELT instructors in Sri Lankan academic institutions. More specifically, extrinsic demotivators like workload, lack of recognition, and scarce resources have a major impact on job satisfaction, even while intrinsic motivators like a passion for teaching and opportunities for professional development are essential for lecturers to remain motivated. Enhancing the caliber of ELT programs in Sri Lankan universities requires addressing these demotivating causes through institutional improvements.

This research has shed important light on the variables that influence English language teaching (ELT) instructors' motivation and demotivation in Sri Lankan universities. The findings show how extrinsic demotivators, such as possibilities for professional growth, a sincere love for teaching, and personal gratification from student achievement, interact in a complicated way.

Positively, a great deal of ELT lecturers find great inspiration in their dedication to the advancement of both professional and student growth. This, in turn, is consistent with the larger body of research on intrinsic motivation, which holds that lecturer motivation is primarily driven by a passion for the material and a sense of fulfillment derived from student achievement. Additionally, opportunities for professional growth—especially those that let lecturers work with foreign ELT practitioners and visit conferences abroad—also have a favorable impact on instructors' motivation. However, the research shows that institutional and financial limitations frequently prevent these prospects from being completely realized.

However, maintaining high levels of motivation is significantly hampered by extrinsic demotivating influences. Lecturer fatigue and stress were frequently caused by excessive workloads. Job uncertainty is one of the biggest issues, especially for academics who are employed on a temporary basis. As a result, this uncertainty hinders their capacity to focus on teaching and professional development in addition to having an adverse effect on their long-term commitment and creating a stressful work environment. In order to remedy this problem, universities should create an even coaching workforce and offer more permanent opportunities.

The research's findings imply that in order to address these demotivating causes, institutional adjustments are required. Moreover, academic administrators need to be more proactive in minimizing workload, acknowledging the superiority of their teaching, and allocating resources more

effectively. Furthermore, providing extra options for professional growth and job stability might encourage a more committed and motivated teaching staff, which will ultimately improve the overall caliber of ELT agendas and programs.

In conclusion, extrinsic obstacles to job satisfaction cannot be disregarded, even though intrinsic drive is still a powerful motivator for ELT lecturers. It is essential to address demotivating causes through thorough institutional reforms in order to enhance the quality of English language instruction in Sri Lanka and, therefore, professor motivation. Lastly, organizations that support the welfare of their instructors, give them chances for career advancement, and give them recognition will thrive relentlessly, despite the circumstances.

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