CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter provides the research findings and discussions that address the research topics stated in Chapter I. To gather the information needed, the researcher employed interview as a main data collection method, then audio-recording and transcribing as supporting data collection methods. The research findings are presented at the start of the chapter, followed by discussion of the research questions. The research results are then systematically arranged and analyzed using thematic analysis.

4.1 Findings

This narrative research on EFL teachers' demotivation requires narratives of experiences from EFL teachers who have experienced demotivation as the main data. Therefore, the author uses semi-structured interviews as the main method of data collection. By conducting interviews, it is hoped that in-depth information and explanations will be obtained regarding the experiences of these EFL teachers, as well as their perceptions of the possible impact on teaching and learning activities in the classroom caused by the teachers' demotivation. Then, as the supporting data collection methods, the researcher uses audio recording to record the interview process in order to be processed into a transcript, which is also included in the supporting data tool used by the researcher.

4.1.1 The Factors of Demotivation Described by the EFL Teachers Based on Their Personal Experience (RQ. 1)

In order to answer the first research question, regarding the factors of demotivation in EFL teachers, the researcher used Maslow's hierarchy of needs theory and Herzberg's two-factor theory as the main basis for the questions given to respondents. Through these interviews, the narratives of the respondents' demotivation experience which likely occur from numerous factors, can be organized more systematically. Specifically, through these interviews, the data obtained became more detailed. For instance, the factors that could cause demotivation according to Maslow's hierarchy of needs theory presenting various levels of needs that must be met in order for humans to be motivated. The most basic factors could be physiological needs and safety needs. Then, moving up to the next needs, namely love needs and esteem needs. Lastly, reaching the top need in Maslow's hierarchy of needs theory, described as self-fulfilment needs. The second theory used is Herzberg's two-factor theory. The first are motivational factors, which in Herzberg's theory are also called intrinsic factors. The second are hygiene factors, which can cause demotivation. That in Herzberg's theory, hygiene factors are also commonly referred to as extrinsic factors.

Semi-structured interview protocol used by the researcher to allow the teacher to share detailed narratives about their experience on demotivation. By focusing on the teacher's viewpoint, this section offers a comprehensive and authentic analysis of the narratives. The findings from this interview were

presented and analyzed in the following sections to provide narratives of the EFL

teachers' demotivation factors.

Table 4.1 Thematic Analysis of the Interview Findings for RQ. 1

Excerpts	Codes	Categories	Themes (RQ)	Main Theme
1	1. EFL teachers' understanding on the definition of demotivation	EFL teachers' understanding on the theme	EFL teachers' understanding on the definition of demotivation	EFL Teachers' Experience on Demotivation
2	1. EFL teachers' experiences on teaching demotivation.	EFL teachers' experience on the theme	EFL teachers' experience on teaching demotivation	
3-4	1. Intrinsic factors of demotivation by the EFL teachers' personal experience 2. Intrinsic factors of demotivation by the EFL teachers' personal experience	Demotivation factors based on the EFL teachers' personal experience on teaching demotivation using Herzberg's	EFL teachers' demotivation factors	

		two-factors theory.		
5-7	1. Basic needs factors that caused demotivation by the EFL teachers' personal experience 2. Psychological needs factors that caused demotivation by the EFL teachers' personal experience 3. Self fulfilment needs factors that caused demotivation by the EFL teachers' personal experience	Demotivation factors based on the EFL teachers' personal experience on teaching demotivation using Maslow's hierarchy of needs theory.		

4.1.1.1 EFL Teachers' Understanding on the Definition of Demotivation

This theme contains explanations about teachers' understanding of demotivation in general and demotivation in teaching in particular. During the interview, all the participants consisting of three EFL teachers,

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provided answers with similar interpretation. Their understanding of demotivation was identical, which referred to a decrease in motivation or performance drive that can be triggered by numerous factors.

Excerpt 1. EFL Teachers' Understanding on the Definition of Demotivation

Teacher A

R : *"Sometimes human can be overwhelmed or bored in doing their job. And sometimes as a worker, we just feel demotivated to do our daily tasks. What do you think about demotivation?"*
P : *"Demotivation is human nature; it is impossible for us as humans to never experience demotivation. In my opinion, demotivation is a decrease in motivation levels."*

Teacher B

R : *"Sometimes human can be overwhelmed or bored in doing their job. And sometimes as a worker, we just feel demotivated to do our daily tasks. What do you think about demotivation?"*
P : *"Demotivation is a decrease in performance or a decrease in self-motivation in doing their job. In the context of being a teacher, it means a lack of motivation or enthusiasm in teaching students."*

Teacher C

R : *"Sometimes human can be overwhelmed or bored in doing their job. And sometimes as a worker, we just feel demotivated to do our daily tasks. What do you think about demotivation?"*
P : *"As far as I know, demotivation is a lack of motivation that may arise from fatigue, which at certain times as humans, even though we are teachers, we still experience the same thing as other workers, which is being overwhelmed."*

Based on the participants' answers to questions about their understanding of the definition of demotivation, it can be concluded that

they understanding about demotivation is enough. In addition to demotivation in general, participants also understand how demotivation occurs in the field of teaching. With the answers regarding the participants' understanding, it can be used as a foundation to continue collecting data related to the narrative of the participants' experiences on demotivation as EFL teachers for this research.

4.1.1.2 EFL Teachers' Experience on Demotivation

This theme presents narratives that reflect the personal experiences of participants during moments when they encountered demotivation. All participants involved in this study are EFL teachers who have, at some point, faced demotivating circumstances in their teaching careers. Consequently, each of the three participants offers a distinct account shaped by their individual backgrounds and professional contexts. Their stories reveal not only the challenges they encountered but also how these experiences influenced their perspectives as educators. Through these narratives, the research seeks to understand the nuanced ways demotivation emerges and how it is interpreted by the EFL teachers who experience it.

Excerpt 2. EFL Teachers' Experience on Demotivation

Teacher A

R : *"Have you ever experience demotivation? Would you tell me about your experience?"*

P : *"Demotivation is a human trait. I myself occasionally experience demotivation, especially during the pandemic. That was the worst demotivation I have ever experienced. Teaching using gadgets with very insignificant responses from students."*

Teacher B

R : *"Have you ever experience demotivation? Would you tell me about your experience?"*
P : *"During my 37 years as a teacher, I have occasionally experienced demotivation. However, most of the time I have not, because I have always aspired to be a teacher. The demotivation I experience mainly occurs when I teach a class where the students have a lower interest in learning compared to other classes. The demotivation I experience is a loss of enthusiasm in teaching. Then, during the pandemic, it was also a time when demotivation was likely to occur. Personally, sometimes I would be enthusiastic when teaching the first class, but it turned out that many students fell asleep during online learning, which would affect my motivation to teach in the following classes. So, there was a drop in enthusiasm for teaching."*

Teacher C

R : *"Have you ever experience demotivation? Would you tell me about your experience?"*
P : *"There are certain moments, on days when I am teaching many classes, even up to eleven classes in a single day. Especially during the last classes, or in classes where the children are active but lack motivation to learn. This sometimes causes my mood to drop and I become less enthusiastic to teach. Then, in this age, I'm almost 51, I also sometimes feel a down feeling towards teaching, but it's still ups and downs. It doesn't completely eliminate my motivation."*

The participants reveal that demotivation emerged at different moments in their teaching journeys, often influenced by situational and

emotional factors. Teacher A described pandemic as the most challenging period, noting how minimal student engagement during online learning deeply affected her motivation. Teacher B, despite a strong lifelong commitment to teaching, also experienced occasional demotivation, particularly when teaching in classes that show low interest in learning. Which in turn, reduced his enthusiasm for the next classes. Teacher C, shared that teaching an excessive number of classes in a single day, especially those filled with active yet unmotivated students, sometimes led to a decrease in mood and energy for teaching. Also demotivation has become more noticeable in her age, though it never fully extinguishes her dedication in teaching. Together, these narratives highlight that demotivation among EFL teachers is a natural, fluctuating experience shaped by numerous factors.

4.1.1.3 Demotivation Factors Based on the EFL Teachers' Personal Experience on Teaching Demotivation Using Herzberg's Two-Factors Theory.

Understanding EFL teachers' experiences of demotivation requires more than simply listing the challenges they face, it calls for a theoretical frame that can explain why certain conditions diminish motivation while others fail to sustain it. Herzberg's two-factor theory provides such a lens by distinguishing between hygiene factors, the conditions that prevent dissatisfaction but do not inherently motivate, and motivator factors, which

relate to personal growth, recognition, and intrinsic fulfillment. In this theme, the interview findings reveal how EFL teachers' demotivation often stems from a convergence of both elements. Hygiene-related issues such as unstable institutional policies, excessive administrative tasks, and limited access to resources frequently emerge as sources of frustration that erode their professional well-being. At the same time, the absence of motivators such as restricted opportunities for advancement, insufficient recognition for pedagogical efforts, and a lack of meaningful professional engagement, reduces their sense of purpose in the classroom. By situating these narratives within Herzberg's theory, the analysis offers a nuanced understanding of how demotivation is shaped not only by external working conditions but also by the unmet needs for growth and appreciation that are central to teachers' intrinsic motivation.

Excerpt 3. Intrinsic Factors of Demotivation Based on the EFL Teachers' Personal Experience on Teaching Demotivation

Teacher A

> **R** : *"Are there any intrinsic factors that cause your demotivation? What are those?"*
> **P** : *"Yes, but I tend to become disengaged with the learning method, as there is no observable improvement. Intrinsically, I become frustrated when I lack adequate references for learning strategies. With a monotonous method, in order to present material in a non-monotonous manner, we are required to attend numerous seminars; however, now that I have children, it is difficult for me to further develop myself compared to before."*

Teacher B

R : *"Are there any intrinsic factors that cause your demotivation? What are those?"*

P : *"The intrinsic influence I experience mainly affected by my personal condition, which is currently not at its best. Sometimes we think that the health of the teachers is more important than the health of the students, even though we often tell the students that work comes first. But the fact is, we must be healthy first before we can focus on our work."*

Teacher C

R : *"Are there any intrinsic factors that cause your demotivation? What are those?"*

P : *"Personally, at the age of 51, on days when I have an intensive teaching schedule, I am already exhausted by the final class, particularly when the classroom environment is not sufficiently conducive."*

Based on the answers, the three participants demonstrate distinct patterns of demotivation when viewed through Herzberg's two-factor theory. Teacher A and Teacher B clearly display intrinsic demotivation factors, as both highlight issues related to personal growth, internal frustration, and individual well-being. Teacher A's demotivation is rooted in the lack of intellectual stimulation and limited opportunities for professional development due to personal constraints, while Teacher B's experiences are shaped by health-related challenges that hinder intrinsic engagement with work. In contrast, Teacher C's responses do not reflect intrinsic factors; instead, the demotivation expressed is primarily driven by external conditions such as an intensive teaching load and an unconducive classroom environment. These distinctions reinforce Herzberg's

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proposition that intrinsic and extrinsic factors function differently in shaping one's motivational state, with Teacher A and B's experiences aligning more closely with intrinsic motivators, whereas Teacher C's demotivation stems largely from external or hygiene-related conditions.

Excerpt 4. Extrinsic Factors of Demotivation Based on the

EFL Teachers' Personal Experience on Teaching

Demotivation

Teacher A

R : *"Are there any extrinsic factors that cause your demotivation? What are those?"*

P : *"Extrinsic factors such as workload, occasions in which multiple deadlines arise simultaneously, and the need to allocate my time for teaching contribute to my demotivation. I have experienced periods when my teaching schedule was demanding while several deadlines also had to be met on the same day. This ultimately affected teaching and learning performance at school. It diminished my concentration because I was required to manage several tasks concurrently. Environmental factors also played a role, such as when I was teaching a Year 11 class in a classroom located in the corner of the school, and the sound of a tractor ploughing a field became a persistent and considerably distracting disturbance. I was in the proper state of readiness and had planned my teaching strategy, but I was then disrupted by the noise of the tractor. With regard to salary, it does not influence me; for me, remuneration is not everything, and what I receive is sufficient."*

Teacher B

R : *"Are there any extrinsic factors that cause your demotivation? What are those?"*

P : *"If there are several things that need to be done related to administrative tasks, then with no choice, students are usually put on the back burner. Teachers will prioritise administrative*

matters because they are chasing deadlines that usually have to be completed on the same day. So, they usually only give assignments to students in the class they are teaching. Another factor is that the class contains students who are less enthusiastic about learning than students in other classes. Then there is one more thing that bothers me a little. Salaries are generally the same, but if I have a lot of work, while other teachers have less work, but the salary given is the same, I sometimes feel that something is unfair."

Teacher C

R : *"Are there any extrinsic factors that cause your demotivation? What are those?"*

P : *"I suppose there are a few things that sometimes cause demotivation, but I still have a sense of teaching, I still have the ambition to make my students proficient in English. However, lately, to be honest, I disagree with the heavy administrative burden, which I think doesn't make sense. Even though that is indeed our risk as civil servants. So, like it or not, it must be carried out even though my friends and I have expressed the same objection. Regarding salary, as a normal person, it does affect me. Especially when I was not yet appointed as a civil servant, my salary was below the minimum wage. So, materially speaking, it did not match the workload. However, since my personal goal from the beginning was to educate the future of the nation, I am still grateful for what I have."*

The interview findings on this theme indicate that the demotivation experienced by the three EFL teachers are more influenced by various hygiene (extrinsic) factors as outlined in Herzberg's Two-Factor Theory, rather than the intrinsic ones. Teacher A's experience reflects how heavy workloads, overlapping deadlines, and distracting classroom conditions can reduce a teacher's focus and energy, all of which fall under Herzberg's categories of working conditions and organizational demands. Teacher B

points to similar pressures, especially the weight of administrative tasks that must be completed quickly, as well as feelings of unfairness when the division of work does not match the compensation—factors that connect to administrative policies and perceptions of equity, which Herzberg also identifies as extrinsic. Teacher C raises comparable concerns, particularly the administrative burden and a period when the salary did not match the effort required, fitting into Herzberg's compensation and policy-related factors. Taken together, their stories show that these extrinsic conditions do not necessarily erase their commitment to teaching, but they do create emotional strain and reduce satisfaction, which in turn contributes to moments of demotivation in their professional lives.

4.1.1.4 Demotivation Factors Based on the EFL Teachers' Personal Experience on Teaching Demotivation Using Maslow Hierarchy of Needs Theory.

This theme presents the answers of the semi-structured interviews conducted purposefully designed to delve into the complex phenomenon of teacher demotivation, exploring the specific factors that erode enthusiasm and commitment within the demanding context of language education. Utilizing the Maslow's Hierarchy of Needs Theory as a guiding theoretical framework, the interview protocol aimed to categorize the reported demotivating experiences across the five levels of human needs: Physiological, Safety, Love and Belonging, Esteem, and Self-

Actualization. While the application of Herzberg's Two-Factor Theory effectively identified and categorized demotivation into distinct Extrinsic (Hygiene) and Intrinsic (Motivator) elements, a deeper understanding of the hierarchical nature and urgency of these needs is crucial. Consequently, the analysis shifts to Maslow's Hierarchy of Needs Theory in the subsequent theme, providing a framework that will interpret the severity and foundational psychological impact of these reported factors, as revealed in the complete interview transcripts below. Each transcript offers an authentic and personal narrative, providing invaluable qualitative data that illuminates the lived realities and psychological challenges faced by these participants. The verbatim reproduction of their responses is intended to preserve the integrity and richness of their voices, allowing for an unfiltered understanding of how unmet professional and personal needs contribute to demotivation.

Excerpt 5. Basic Needs in Maslow's Hierarchy of Needs Theory as the Demotivation Factors

Teacher A

R : *"When you were experiencing demotivation, is there any basic needs in your life that had not been fulfilled? Physiological and safety needs."*

P : *"Regarding the basic needs, these factors do not appear to impact my motivation significantly, as my current provisions are already adequate to meet my daily needs. I also do not perceive security as a contributing factor on my demotivation. Umm, perhaps the severe weather conditions, if it counts, but I think*

it gave minor influence, specifically because the school area is reliably flood-free."

Teacher B

R : *"When you were experiencing demotivation, is there any basic needs in your life that had not been fulfilled? Physiological and safety needs."*

P : *"From my perspective, how could basic needs become a factor of my demotivation , perhaps the potential for demotivation arises when my core income is insufficient; in such instances, I typically seek additional income from external sources, which consequently causes a slight disruption to my principal role as a teacher. As teaching involves waiting for a fixed monthly salary, I generally pursue supplementary work that offers immediate earnings. Regarding the factor of safety and security, as far as my experience indicates, nothing in this domain has impacted my motivation to teach."*

Teacher C

R : *"When you were experiencing demotivation, is there any basic needs in your life that had not been fulfilled? Physiological and safety needs."*

P : "*Fortunately, the factor of basic needs does not impact my teaching motivation. Personally, in the past, before I was hired as a Civil Servant, my salary was indeed insufficient to cover my basic needs. However, I simultaneously operated my own private tutoring service at home, which provided an additional income stream that often even surpassed my earnings from teaching at the school at that time. As for the security factor itself, it fortunately also has no bearing on my motivation, especially because SMA N Patikraja is not situated in a densely central urban area, thereby minimizing security disturbances."*

This answers suggest that unmet basic needs, as described in Maslow's hierarchy, play different roles in shaping each teacher's experience of demotivation. For Teacher A, physiological needs are not a

concern, as daily necessities are sufficiently met; however, there is a slight connection to safety needs, although only in a minimal sense, such as occasional disruptions caused by severe weather, which do not substantially affect motivation. Teacher B, on the other hand, acknowledges that physiological needs may become a source of pressure when the primary income is not adequate. Even so, this challenge is moderated by his own initiative to secure additional income through external work, which prevents the issue from fully developing into demotivation. A similar pattern appears in Teacher C's experience: before becoming a civil servant, her basic salary did not fully meet her physiological needs, but she addressed this by running a private tutoring service that provided sufficient financial support. Both Teacher B and Teacher C also indicate that safety needs do not influence their motivation, as their environments offer a stable sense of security. Taken together, their accounts show that while physiological needs occasionally emerge as a pressure point—particularly for Teachers B and C—these concerns are effectively managed, leaving basic needs only a limited role in explaining their moments of demotivation.

Excerpt 6. Psychological Needs in Maslow's Hierarchy of Needs Theory as the Demotivation Factors

Teacher A

R : *"When you were experiencing demotivation, is there any psychological needs in your life that had not been fulfilled? Self esteem, belongingness, or love needs."*

P : *"Well, that's what I needed to work through at the beginning of my teaching career. Because my initial ambition was to become an office worker, so when I first started teaching, I still felt that it wasn't quite the right fit for me. It was only after seven or six years that I developed a sense of belonging to the teaching profession. So, in the early years, I did have doubts about myself as a teacher. As time went on, I realised that being a teacher is something I must embrace and be grateful for. That was the main psychological factor I experienced back then—I was still young and insecure, seeing my peers pursuing different careers. Now that I have developed a sense of belonging to the teaching profession, I actively participate in seminars and other activities to improve my teaching skill."*

Teacher B

R : *"When you were experiencing demotivation, is there any psychological needs in your life that had not been fulfilled? Self esteem, belongingness, or love needs."*

P : *"In terms of psychology, because the students that we teach have different personalities, this may affect my teaching style. For example, I may be very enthusiastic when teaching Class A, but less enthusiastic when teaching Class B because of their lack of enthusiasm in learning English. So, as the teacher I might be influenced by the object of teaching, which is the students. As for myself as a teacher, I don't think there is any psychological factors."*

Teacher C

R : *"When you were experiencing demotivation, is there any psychological needs in your life that had not been fulfilled? Self esteem, belongingness, or love needs."*

P : *"When it comes to my love for my job as a teacher, it has never affected my motivation. Teaching is simply my passion. I have no interest in other fields, such as business, for example. Because I am quite strict and straightforward, teaching suits my character perfectly and is indeed my passion. As for self-esteem, I have had high self-confidence since I was young. So,*

from the beginning of my teaching career, I have never experienced demotivation because of that."

The interview findings in this theme reveal that psychological needs within Maslow's hierarchy influence each teacher's demotivation in different ways. Teacher A's experience reflects a period in the early stages of her career when belongingness and self-esteem needs were not fully met. Her initial uncertainty about entering the teaching profession, coupled with feelings of misalignment between her aspirations and her actual role, created a sense of doubt that affected her motivation. Over time, however, she gradually developed a stronger sense of belonging and professional identity, which helped stabilize her motivation. In contrast, Teacher B does not attribute his demotivation to internal psychological needs; instead, his experience is shaped by external psychological pressures, particularly the varying attitudes and engagement levels of students. These external dynamics influence his enthusiasm in the classroom, even though his own sense of self-esteem and belonging as a teacher remains intact. Teacher C reports no psychological factors contributing to her demotivation. She expresses a strong and consistent sense of purpose, high self-confidence, and a stable identification with the teaching profession, describing teaching as a role that aligns naturally with her personality and long-standing passion. Together, these accounts demonstrate that psychological-need factors influence demotivation only for some teachers—primarily during

early career adjustment or through external classroom dynamics—while for others, such needs remain fully satisfied and do not contribute to motivational decline.

Excerpt 7. Self-Fulfilment Needs in Maslow's Hierarchy of Needs Theory as the Demotivation Factors

Teacher A

R : *"When you were experiencing demotivation, is there any self-fulfillment needs in your life that had not been fulfilled that comes from your creative mind? We can call it your ambition, maybe like your own teaching media, your target on your student abilities, etc."*

P : *"Oh yes, I have experienced this before. At that time, I wanted to create online learning media that students could access. I had already found a solution, I attended a seminar specifically about digital technology and app development. However, since I didn't have much prior knowledge in IT, it turned out to be extremely difficult for me to implement it. Since I didn't understand coding and other technical aspects, I eventually gave up halfway through. Meanwhile, my other colleagues who attended the same seminar had already successfully developed applications. Although we had different professions, the essence of the seminar was that participants should be able to create applications that could simplify people's daily lives. However, due to my lack of IT basics, I did not continue, and honestly, I felt a sense of regret. In my vision, I should have been able to create something new that could make the learning activities easier for my students, but I failed. Additionally, it was also difficult to balance my time between teaching and attending seminars."*

Teacher B

R : *"When you were experiencing demotivation, is there any self-fulfillment needs in your life that had not been fulfilled that comes from your creative mind? We can call it your ambition, maybe like your own teaching media, your target on your student abilities, etc."*

P *: "Yes, I used to have plans to become a head master. Teaching activities were somewhat neglected because I was pursuing the qualifications and requirements to become a head master, for example, I had to conduct research, so I had to focus on the research first. This reduced my focus and performance in teaching. "*

Teacher C

R : *"When you were experiencing demotivation, is there any self-fulfillment needs in your life that had not been fulfilled that comes from your creative mind? We can call it your ambition, maybe like your own teaching media, your target on your student abilities, etc."*

P : *"Yes, even though the condition of our school is arguably inferior to other state schools in the center of the city, I still have confidence because, for me, the important thing is that as teachers we have made other efforts to achieve something beyond just teaching as a basic requirement. I still have high expectations and ambitions for my students. I take them to English language competitions and train them. That is a source of pride for me. My ambitions are actually fulfilled through other communities, such as English language communities, and I also participated in a teacher exchange programme to Queensland, Australia at the time. Even if some of my ambitions fail, it does not affect my motivation at all. What matters is that I am doing other things besides just teaching at school."*

The interview findings on this theme suggest that self-fulfillment needs, the highest level in Maslow's hierarchy, influence the three teachers in distinct ways. Teacher A's experience illustrates how unmet aspirations related to creativity and professional growth may contribute to demotivation. Her attempt to develop digital learning media—an ambition she pursued through seminars and independent learning—became a source of frustration when limitations in technical skills and time prevented her from completing the project. This unfulfilled goal left her with a lingering

sense of regret, as she felt she had fallen short of creating something meaningful for her students. Teacher B also experienced demotivation linked to self-fulfillment, but in a different form. His personal ambition to become a headmaster required significant focus on meeting administrative and research requirements, which diverted his attention away from classroom teaching and temporarily reduced his instructional performance. In contrast, Teacher C demonstrates no signs of demotivation related to self-fulfillment needs, as she perceives these needs to be fully satisfied. Her involvement in student competitions, professional communities, and an international teacher exchange program provides her with ample avenues for growth and achievement. Even when certain ambitions are not realized, she maintains a strong sense of purpose, indicating that her self-fulfillment is already well supported and does not negatively affect her motivation. Together, these perspectives reveal that while unmet self-actualization goals can diminish motivation for some teachers, others experience sustained motivation because their higher-level needs are consistently fulfilled.

4.1.2 The Impacts of EFL Teachers' Demotivation in EFL Teaching and Learning Activities Described by the EFL Teachers Based on Their Personal Experiences (RQ. 2)

In order to answer the second research question, regarding the impacts of EFL teachers demotivation, the researcher continued using interview with semi-structured interview protocol as the main data collection method. Open-ended questions allow participants to express their thoughts more freely, enabling them to provide broader and more nuanced insights into how their experiences of demotivation influence the teaching and learning activities that take place in the classroom.

Before presenting the thematic analysis of how demotivation affects EFL teaching and learning activities, it is essential to revisit the conceptual lens through which the factors of demotivation have been interpreted in the previous section. Using Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs as the analytical foundation, the earlier findings demonstrated that the teachers' experiences of demotivation emerge from both extrinsic conditions and unmet psychological or self-fulfillment needs. These frameworks help clarify how external pressures, such as workload, administrative demands, or environmental disruptions, intersect with deeper personal aspirations and emotional states to shape teachers' professional engagement. By understanding these underlying sources of demotivation, the present study is better positioned to examine how such experiences extend beyond internal feelings and manifest in the daily realities

of classroom interaction. This theoretical grounding ensures that the discussion of impacts remains connected to the core motivational dynamics established earlier.

Building on this foundation, the following analysis explores how demotivation, once triggered by the factors identified through Herzberg's and Maslow's theories, influences the teachers' instructional practices, emotional presence, and engagement with students. The participants' narratives reveal that demotivation does not remain a private or isolated experience; rather, it subtly affects classroom energy, teaching consistency, and the quality of teacher–student relationships. These impacts may appear in the form of reduced enthusiasm, diminished creativity, or shifting priorities when external pressures become overwhelming. At the same time, the teachers' reflections highlight that the degree and expression of these impacts vary depending on how each individual interprets and responds to their own motivational challenges. This chapter therefore situates the teachers' accounts not only as descriptions of personal struggle, but also as meaningful indicators of how motivational dynamics shape the broader teaching and learning environment.

Table 4.2 Thematic Analysis of the Interview Findings for RQ. 2

Excerpts	Codes	Categories	Themes (RQ)	Main Theme
8-9	1. The impacts of EFL teachers' demotivation on	EFL teachers' perception on the impacts of their	The impacts of EFL teachers'	EFL Teachers'

EFL teaching and learning activities. 2. The differences in EFL classroom situation when EFL teachers teach in a motivated and demotivated state.	demotivation in EFL teaching and learning activities.	demotivation in EFL class	Experience on Demotivation

4.1.2.1 The Impacts of EFL Teachers' Demotivation on EFL Class

To understand how demotivation shapes the dynamics of an EFL classroom, it is essential to explore the teachers' experiences in their own words. The following section presents the insights shared by the three participants regarding the ways their moments of demotivation influence their teaching practices, interactions with students, and overall classroom atmosphere. Rather than viewing demotivation as an isolated internal state, their accounts reveal how it can subtly affect instructional decisions, emotional presence, and the learning environment as a whole. By examining these reflections, this study aims to highlight the practical and relational consequences of demotivation within everyday classroom life. These perspectives provide an important foundation for identifying how

motivational challenges translate into tangible impacts on EFL teaching
and learning.

Excerpt 8. The Impacts of EFL Teachers' Demotivation on EFL

Class

Teacher A

R : *"How were your demotivation impacts on the teaching and learning activities?"*
P : *"Oh yes, It did impact my teaching activities, but not really significant. In class, I would still try to focus on the children. I do my office work at the office, my household chores at home, and my teaching duties in the classroom. So I try to focus my attention where it belongs, even though there are many distractions. The impact is probably mainly on myself; I became less enthusiastic about teaching, and usually if there were students who were a bit noisy in class, I immediately warned them."*

Teacher B

R : *"How were your demotivation impacts on the teaching and learning activities?"*
P : *"Demotivation affects teaching and learning activities, student enthusiasm, and student activities in the classroom. When this happens, I usually deal with it by giving assignments. So I only explain a few lessons in class, then spend the rest of the lesson time instructing them to complete their assignments. "*

Teacher C

R : *"How were your demotivation impacts on the teaching and learning activities?"*
P : *"There were definitely be an impact, especially in classes with students who have low motivation to learn. I myself actually know how to deal with students with low motivation to learn, for example by using games, but when I explain the learning material, these students still find it difficult to focus and understand."*

The teachers' reflections indicate that demotivation manifests differently in their classroom practices, shaping both their instructional approach and the overall learning environment in distinct ways. For Teacher A, the impact is relatively mild; although she maintains her professional boundaries and strives to remain focused on her students, she acknowledges a decline in personal enthusiasm, which can make her less patient when classroom disruptions occur. Teacher B observes a more direct influence on his teaching process, noting that reduced motivation often leads him to simplify lessons and rely more heavily on assignments, resulting in less interactive classroom engagement. Teacher C also reports noticeable effects, particularly when teaching students with low motivation, as her usual strategies—such as incorporating games—are less effective when her own energy and persistence are diminished. Together, these insights reveal that demotivation does not uniformly undermine teaching performance, but it does subtly shape teachers' emotional presence, instructional choices, and the level of responsiveness they can sustain within the EFL classroom.

Excerpt 9. The Differences in EFL Classroom Situation When

EFL Teachers Teach in a Motivated and Demotivated State

Teacher A

> **R** : *"What's the differences that you feel when you're teaching in motivated and demotivated condition?"*

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P : *"The difference is, when I am motivated, I can work overtime all night preparing teaching materials before teaching in class the next day. When I am in demotivated condition, I usually just use whatever teaching materials available, without any variety of games, videos, or others."*

Teacher B

R : *"What's the differences that you feel when you're teaching in motivated and demotivated condition?"*
P :*" When we were on fire, in the mood for teaching, first of all, the students also became more enthusiastic, the class became more lively, and then the learning material I delivered is also conveyed to the students well. When I checked their understanding of the material, they caould explain it well. However, when we were not motivated, usually many students fell asleep in class, many played with their gadgets, and many left the classroom on the pretext of going to the toilet, but they were gone for a long time. And because I, as a teacher, was also demotivated, I usually just let them be. "*

Teacher C

R : *"What's the differences that you feel when you're teaching in motivated and demotivated condition?"*
P : *"In a highly motivated environment, the learning materials prepared for the class will be thoroughly covered, and when the students' understanding is checked, they will also have a good understanding, and if there were assignments, the results would be excellent. Meanwhile, in a demotivated class, the learning materials prepared will be delivered as they are and as best as possible, without pushing the students too hard to achieve certain results. Therefore, if the students can achieve the minimum grade, that is already good enough for me."*

The teachers' answers on this theme reveal clear contrasts between teaching in a motivated state and teaching under demotivation, each experience shaping classroom dynamics in its own way. Teacher A describes a sharp difference in her preparation and instructional creativity:

when highly motivated, she is willing to work late into the night preparing engaging materials, whereas in a demotivated state she relies on whatever resources are readily available, without incorporating interactive media or additional learning activities. Teacher B highlights a more relational and environmental shift, noting that his motivation directly influences students' enthusiasm and classroom liveliness; during motivated periods, lessons flow effectively and students show strong comprehension, while demotivation leads to disengagement, classroom distractions, and a tendency to let misbehavior pass without intervention. Teacher C similarly observes that motivation affects both the depth of content delivery and student outcomes: in motivated conditions, lessons are fully covered and student performance is strong, while in demotivated moments she focuses only on essential material and is satisfied if students reach the minimum competency. Taken together, these reflections illustrate that teacher motivation profoundly shapes preparation, instructional quality, classroom energy, and expectations—demonstrating how central the teacher's emotional and motivational state is to the overall learning process.

4.2 Discussions

This part of the research presents the discussion of the research findings by linking the narrative results of the interviews with the theories explained in Chapter II. The aim of this discussion is to explain the demotivation factors described by the participants based on their personal experience can be explained using Maslow's hierarchy of needs theory

and Herzberg's two-factors theory, as well as to elicit the participants' perspectives on the impacts of teacher demotivation on their teaching and learning activities in the classroom.

4.2.1 The Factors of Demotivation Described by the EFL Teachers Based on Their Personal Experience

This discussion chapter interprets the findings of the study through the lenses of Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs, providing a deeper understanding of why the three EFL teachers—Teacher A, Teacher B, and Teacher C—experienced demotivation in their teaching practice. By analyzing their narratives, this section connects individual experiences with broader theoretical frameworks to explain how unmet needs and external conditions influence teacher motivation.

4.2.1.1 Demotivation Factors Explained Through Herzberg's Two-Factor Theory

Herzberg distinguishes between intrinsic motivator factors, which encourage satisfaction and growth, and extrinsic hygiene factors, which prevent dissatisfaction but do not inherently promote motivation. The experiences of the three participants illustrate how demotivation arises when either or both sets of factors are not adequately fulfilled. Teacher A's narrative reflects a strong influence of both intrinsic and extrinsic factors. Intrinsically, her frustration stemmed from the lack of personal development opportunities after becoming a parent, which limited

her engagement in seminars and professional growth activities. She also expressed dissatisfaction with her inability to innovate teaching strategies due to limited time and resources. These unmet intrinsic needs align with Herzberg's motivator factors, specifically the need for growth and advancement. Extrinsically, Teacher A experienced workload overload, overlapping deadlines, and environmental disruptions such as noisy surroundings. These conditions represent hygiene factors in Herzberg's framework, as they diminish job satisfaction even though they do not directly foster motivation. Her response demonstrates that the combination of unmet intrinsic motivators and challenging extrinsic conditions can significantly reduce a teacher's enthusiasm. Teacher B's demotivation similarly stems from both categories of Herzberg's theory but with a stronger emphasis on hygiene factors. He frequently encountered administrative demands that forced him to prioritize paperwork over meaningful teaching activities. This imbalance reflects Herzberg's concept of poor organizational policy and supervision as sources of dissatisfaction. Feelings of unfair workload distribution compared to colleagues also contributed to his demotivation, aligning with Herzberg's recognition of inequitable working conditions as a hygiene problem. Intrinsically, Teacher

B's motivator factors were challenged by his declining health condition. Because personal well-being is essential for engagement and enthusiasm, his reduced physical capacity hindered his ability to maintain consistent motivation. Taken together, these factors demonstrate how dissatisfaction emerges when essential hygienic conditions are unmet and when intrinsic motivators—such as personal health and professional accomplishment—are compromised. Teacher C's demotivation is more closely linked to hygiene factors. Her heavy teaching schedule, often extending to eleven classes per day, created fatigue and reduced energy for effective instruction. Classroom environments that were unconducive to learning further decreased her motivation. These conditions align with Herzberg's hygiene factors of physical work environment and workload. Unlike the other participants, Teacher C did not demonstrate intrinsic demotivation; instead, she expressed consistent passion, strong professional identity, and confidence in her role as a teacher. Her intrinsic motivators remained intact, suggesting that her demotivation derived primarily from situational and organizational challenges rather than internal dissatisfaction. Overall, the application of Herzberg's theory reveals that hygiene factors—particularly workload, administrative demands, and

working conditions—play a significant role in demotivating teachers. While intrinsic factors also contribute, especially for Teachers A and B, the predominant triggers are external, highlighting the importance of supportive institutional environments in sustaining teacher motivation.

4.2.1.2 Demotivation Factors Explained Maslow's Hierarchy of Needs Theory

Maslow's theory posits that individuals must fulfill lower-level needs before higher-level needs can effectively motivate them. The teachers' experiences demonstrate how unmet needs across multiple levels—physiological, safety, psychological, and self-fulfillment—contribute to fluctuations in their motivation. At the level of basic needs, Teacher A reported that her physiological and safety needs were generally fulfilled, suggesting that demotivation did not originate from this category. Teacher B and Teacher C, however, both experienced past challenges in meeting physiological needs when their salaries were insufficient. While they found secondary sources of income, these financial pressures at times diverted their attention from teaching, indicating that partially unmet basic needs can contribute to demotivation. Nonetheless, all three teachers reported that safety needs were consistently satisfied, meaning that this category was not a

significant demotivating factor. Psychological needs—including belongingness, love, and self-esteem—played a more noticeable role for Teacher A. Early in her career, she struggled with feelings of insecurity and a lack of belonging in the teaching profession, which created emotional distance from her work and contributed to her demotivation. Over time, these needs became fulfilled as she embraced the role more confidently. Teacher B did not express internal psychological struggles; instead, he demonstrated strong self-esteem and professional identity. His demotivation emerged from external classroom dynamics, such as unenthusiastic students. Teacher C displayed full satisfaction of psychological needs, expressing passion, confidence, and a strong sense of purpose, indicating that her demotivation did not stem from this level of Maslow's hierarchy. Self-fulfillment needs, or self-actualization, emerged as a significant factor for Teacher A and Teacher B. Teacher A's attempt to create digital learning media—an ambitious professional goal—ended in frustration due to limited technical skills and time constraints. This unmet aspiration resulted in regret and reduced motivation. Teacher B's demotivation was similarly tied to his ambition to become a headmaster; pursuing administrative qualifications occupied his focus and temporarily reduced his engagement with classroom

teaching. Teacher C, on the other hand, demonstrated full satisfaction of self-fulfillment needs through competitions, professional communities, and international experiences. Her motivation remained stable even when some ambitions were not realized, reflecting a well-developed sense of self-actualization. Through Maslow's hierarchy, it becomes clear that demotivation is shaped by unmet needs at different levels for each teacher. Teacher A's demotivation is rooted in early unmet psychological needs and later unmet self-fulfillment needs, while Teacher B's stems from physiological pressures and self-actualization challenges. Teacher C's demotivation arises primarily from external conditions rather than internal psychological or developmental needs.

4.2.2 Impacts of Teachers' Demotivation on EFL Teaching and Learning Activities

Demotivation does not remain an isolated emotional experience; instead, it extends into classroom practices, influencing the quality of instruction, student engagement, and overall learning environment. The following section presents the impacts reported by the three participants, described through separate narrative paragraphs for each teacher.

4.2.2.1 Impacts on Teaching and Learning Activities: Teacher A
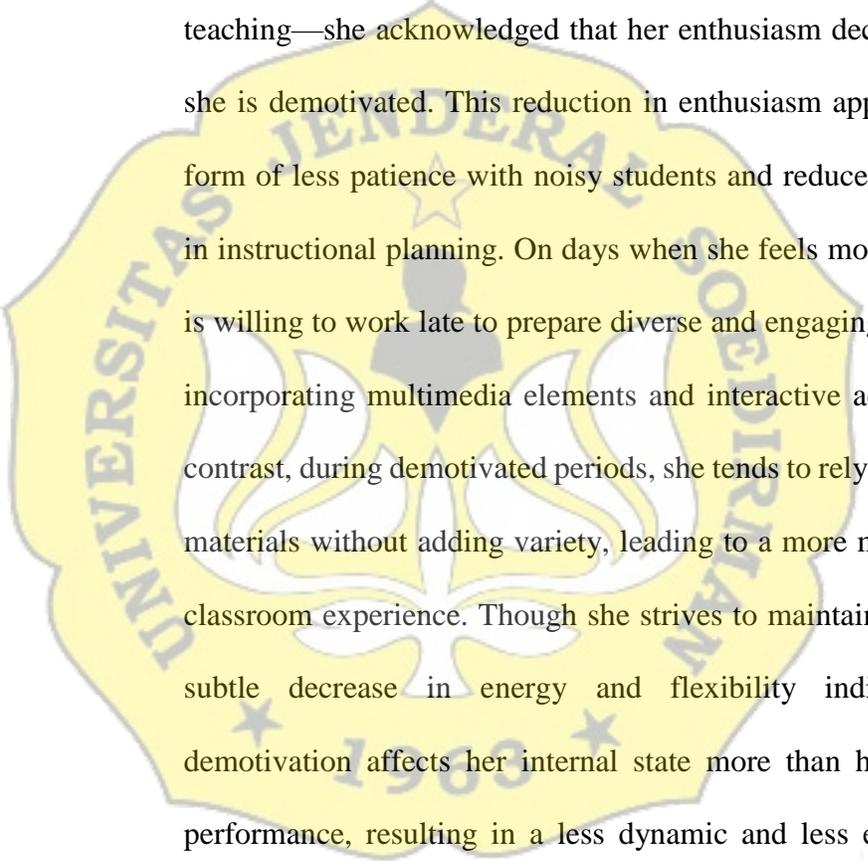
For Teacher A, demotivation primarily affects her emotional presence rather than her technical teaching performance. Although she maintains strong professional boundaries—keeping her personal responsibilities separate from teaching—she acknowledged that her enthusiasm declines when she is demotivated. This reduction in enthusiasm appears in the form of less patience with noisy students and reduced creativity in instructional planning. On days when she feels motivated, she is willing to work late to prepare diverse and engaging materials, incorporating multimedia elements and interactive activities. In contrast, during demotivated periods, she tends to rely on existing materials without adding variety, leading to a more monotonous classroom experience. Though she strives to maintain focus, the subtle decrease in energy and flexibility indicates that demotivation affects her internal state more than her outward performance, resulting in a less dynamic and less emotionally supportive learning environment for students.

4.2.2.2 Impacts on Teaching and Learning Activities: Teacher B

Teacher B's demotivation manifests more visibly in the structure and delivery of his teaching. When he is motivated, classroom dynamics become lively, and students display higher engagement and comprehension because his enthusiasm

facilitates clearer explanations and deeper interaction. However, when he experiences demotivation, his approach shifts toward efficiency rather than engagement. He tends to shorten instructional time, provide minimal explanation, and delegate more work to students in the form of assignments. This instructional shift reduces opportunities for active learning and increases student disengagement, as he is less likely to intervene when students become distracted or behave disruptively. Consequently, the classroom atmosphere becomes passive, with students often falling asleep, playing on their phones, or leaving the classroom. Teacher B's narrative demonstrates how teacher demotivation directly influences student behavior and learning outcomes, highlighting the reciprocal nature of motivation between teachers and learners.

4.2.2.3 Impacts on Teaching and Learning Activities: Teacher C

Teacher C's demotivation is closely tied to the challenges of teaching students with low motivation. Even though she possesses strong intrinsic motivation and a deep passion for teaching, she acknowledges that her energy and persistence decline when she is fatigued or overwhelmed by a demanding schedule. When highly motivated, she prepares comprehensive lesson plans and ensures that students fully grasp the material.

However, during demotivated periods, she focuses primarily on essential content, delivering lessons "as they are" without pushing students toward higher achievement. She notes that even though she has strategies—such as using games—to engage less motivated learners, her reduced energy makes it more difficult to implement them effectively. As a result, student understanding and assignment quality tend to be lower during these periods. Teacher C's experience illustrates how demotivation influences the consistency and depth of instruction, particularly in classrooms where students already struggle with engagement.

The findings of this study indicate a clear correlation between Maslow's hierarchy of needs and Herzberg's two-factor theory in explaining the underlying sources of EFL teachers' demotivation. Factors related to unmet physiological, safety, and belongingness needs—such as excessive workload, unstable working conditions, and limited collegial support—reflect Maslow's lower-order needs, while the absence of recognition, professional growth, and achievement corresponds with Herzberg's motivator factors. These unmet needs and insufficient motivators collectively contribute to teachers' declining enthusiasm and emotional exhaustion, which in turn manifest as reduced instructional quality, diminished classroom engagement, and less effective learning environments. Based on the interview narratives, demotivation does not only influence teachers internally but also extends outward, shaping classroom atmosphere, interaction

patterns, and students' overall learning experiences. Ultimately, the interplay between Maslow's and Herzberg's frameworks helps illuminate the extent to which demotivation affects both teacher performance and the broader teaching–learning process.