

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusions drawn from the findings and discussions of this study on EFL teachers' demotivation, along with several suggestions for future practice and research. The overall aim of this research was to explore the factors that contribute to demotivation among EFL teachers and to understand how such demotivation influences teaching and learning activities in the classroom. Through narrative inquiry and in-depth interviews with three EFL teachers, this study has revealed that demotivation is a multifaceted phenomenon shaped by both internal and external conditions, as interpreted through Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs. This chapter synthesizes these insights into a comprehensive conclusion and offers recommendations for teachers, institutions, and future researchers to better address and mitigate demotivation in the educational context..

#### 5.1 Conclusions

This research aimed to explore the factors that contribute to EFL teachers' demotivation and to understand how such demotivation affects teaching and learning activities in the classroom. Through a narrative inquiry design involving three EFL teachers, the study revealed that demotivation is a natural and recurring experience within the teaching profession, shaped by both personal and contextual elements. The findings show that demotivation does not originate from a single cause but emerges from the interplay of various intrinsic and extrinsic factors. When viewed through Herzberg's Two-Factor Theory, extrinsic or hygiene factors—such as excessive workload, administrative

pressure, distracting working conditions, and perceptions of unfairness—appear as the dominant triggers of demotivation for the participants. Meanwhile, intrinsic factors, including limited opportunities for professional development, health-related challenges, and unmet personal aspirations, also contribute to reduced motivation in certain circumstances. Maslow’s Hierarchy of Needs further illustrates the complexity of teachers’ experiences. While basic physiological and safety needs were generally fulfilled for the participants, psychological needs such as belongingness and esteem were particularly influential during the early stages of their careers. Challenges related to self-fulfillment, such as unrealized ambitions or struggles to innovate in teaching, occasionally affected participants’ sense of purpose and confidence. These unmet needs, even when subtle, contributed to moments of decreased enthusiasm. Regarding the impacts, the study found that teacher demotivation significantly influences classroom dynamics—though the degree varies among individuals. When demotivated, teachers reported reduced enthusiasm, decreased creativity in lesson preparation, limited interaction, and a tendency to rely more on simple tasks or assignments. Students’ engagement was also noticeably affected, as motivation tends to be reciprocal. A motivated teacher fosters an active classroom environment, while a demotivated teacher may unintentionally create a less vibrant and less interactive learning atmosphere. Overall, this study highlights that teacher demotivation is not merely an individual issue but a broader educational concern that can influence students’ motivation, classroom climate, and the overall quality of teaching and learning. Understanding these factors is essential for fostering healthier, more supportive, and more sustainable teaching environments.

## **5.2 Suggestions**

Based on the findings of this study, several suggestions are offered for teachers, students, schools, policy makers, and future researchers.

### **5.2.1 Suggestions for Teachers**

Teachers are encouraged to continuously maintain and nurture their sense of professional well-being. Engaging in reflective practice, seeking manageable opportunities for professional development, and sharing experiences with colleagues may help reduce feelings of demotivation. Teachers may also benefit from establishing clear boundaries between personal responsibilities and work-related demands, so that emotional fatigue can be minimized. Additionally, acknowledging that demotivation is a natural part of the profession may help teachers approach such moments with greater self-compassion and resilience.

### **5.2.2 Suggestions for Students**

Students play an important role in shaping the atmosphere of the classroom. Therefore, students are encouraged to participate actively, respond respectfully, and show genuine appreciation for their teachers' efforts. Simple acts—such as showing attentiveness, completing assignments on time, or expressing gratitude—may positively influence teachers' motivation. By developing supportive attitudes and behaviors, students contribute to a more meaningful and enjoyable teaching and learning process.

### **5.2.3 Suggestions for Schools**

Schools are advised to create a more supportive work environment that accommodates teachers' needs and reduces unnecessary burdens. This includes evaluating the amount of administrative work assigned to teachers, providing adequate teaching resources, and fostering healthy communication among staff. Schools may also consider offering regular professional workshops or mentoring programs to support teachers' growth. Ensuring fairness in workload distribution and promoting a collaborative school culture may also help reduce teacher demotivation.

### **5.2.4 Suggestions for Policy Makers**

Policy makers are encouraged to formulate and implement policies that prioritize teacher welfare and professional growth. This includes ensuring fair compensation, reducing bureaucratic demands that distract from pedagogical work, and providing equitable access to professional development programs, especially for teachers in rural or underserved areas. Policies that address workload regulations, career advancement pathways, and teacher training opportunities may help sustain teachers' long-term motivation and improve overall educational quality.

### **5.2.5 Suggestions for Future Researchers**

Future researchers may consider expanding the scope of this study by including a larger number of participants or exploring different educational contexts. Narrative Inquiry Method may also offer broader insights into the

prevalence and patterns of teacher demotivation. Moreover, studies focusing on coping strategies, institutional support systems, teaching challenges could deepen the understanding of how teachers sustain their motivation. Exploring students' perspectives or school administrators' viewpoints may also provide a more holistic understanding of the phenomenon.

