EFL Teachers Motivation and Job Satisfaction: A Comparative Study between Private and Public Schools in Erbil

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Abstracts: This study examines the motivation and job satisfaction levels of English as a Foreign Language (EFL) teachers in public and private schools in Erbil, Kurdistan/Iraq. The aim is to fill the research gap in local studies specifically focused on applied linguistics. Data was collected using both quantitative and qualitative methods. A questionnaire adapted from previous studies was completed by 200 EFL teachers randomly selected from 93 schools in Erbil. Descriptive and inferential tests were conducted using SPSS version 25. Additionally, interviews were conducted with nine participants from both types of schools and analyzed thematically. The findings indicate that EFL teachers are predominantly intrinsically motivated and enter the profession due to their passion for the field. Private school EFL teachers exhibit higher levels of extrinsic motivation and job satisfaction. Gender and teaching experience positively affect both motivation and job satisfaction, while age is not significantly associated with motivation but does impact job satisfaction. A positive correlation between motivation and job satisfaction is observed. Overall, this study contributes to the understanding of EFL teachers' motivation and job satisfaction in Erbil, with potential implications for educational policies and practices.

Keywords: Motivation, Internal Motivation, External Motivation, Demotivation, Jobsatisfaction, Job Dissatisfaction, Public School, Private School

1. INTRODUCTION

English language teachers encounter greater responsibilities due to advanced teaching methods like student-centered and communicative approaches. These methods require skill and effort for effective delivery. Thus, teachers' motivation and job satisfaction are vital considerations amidst these changes. Identifying motivating and satisfying factors is crucial for successful integration of new approaches and improved outcomes. Intrinsic and extrinsic motivation are essential for teachers' success and English language proficiency. Job motivation and satisfaction are interconnected yet distinct. Job motivation affects productivity, while job satisfaction influences attitudes. Motivation propels goal achievement, and satisfaction impacts work feelings, leading to enhanced productivity. Acknowledging teachers' motivation and satisfaction is pivotal for upholding education quality. Understanding these factors supports the educational system.

The Kurdistan Region's Youth Council highlighted issues in the education system, including low teacher salaries, crowded classrooms, and lack of coordination [1]. Furthermore, Al-Bayan Center for Planning and Studies reported challenges in public schools due to overcrowding, aging buildings, and inadequate facilities. This situation has prompted parents to seek alternatives, leading to rapid growth in private schools. In Kurdistan, 2.5% of students attend private schools, known for better quality, extended instruction time, and additional activities like ballet or music [2]. Additionally, families abroad consider private schools' academic achievements as a means to return to Iraq and continue their children's education at a similar level. With perceived benefits in physical, cognitive, academic, and social aspects, parents favor private schools. Consequently, questions arise about English language teachers' motivation and job satisfaction, particularly in private schools. The researcher aims to scrutinize and compare factors driving EFL teacher motivation and satisfaction in both school types, revealing professional realities.English language teachers have distinct qualities, needing specialized skills due to their role in second language acquisition. This research doesn't focus on teaching methods, but on investigating motivation and job satisfaction. The study aims to explore motivating factors among English language teachers in different schools for enhanced job satisfaction.

While global research has extensively examined motivation and job satisfaction, few studies have focused on teachers, especially English language teachers in Kurdistan. The region's financial, political, and social challenges impact education processes. Financial crises in Kurdistan result in delayed payments to teachers, affecting their dedication and loyalty. Some are committed, while others are reluctant due to low recognition, salary, and cooperation. The researcher observed varying teacher motivation levels during the COVID-19 pandemic and financial crisis, prompting this study. It aims to explore English language teachers' motivation and job satisfaction in public and private schools using mixed methods, considering demographics like school type, gender, age, and experience.

2. Research Questions

This study addresses the following questions:

1.To what extent are EFL teachers in Erbil/Kurdistan motivated and satisfied with their jobs? What are their reasons for choosing the teaching profession?

2. Are there significant differences in motivation and job satisfaction between EFL teachers based on school types?

3.Does demographic background (experience, gender, age) influence EFL teachers' motivation and job satisfaction?

4.Is there a relationship between EFL teachers' motivation and job satisfaction in private and public schools?

5.What factors contribute to EFL teachers' motivation and job satisfaction?

3. Objectives of the Study

This research aims to comprehensively examine the motivation and job satisfaction of English as a Foreign Language (EFL) instructors in Erbil, Kurdistan. The study seeks to determine if there are significant variations in motivation and job satisfaction based on the type of educational institution they work in. It also aims to explore how demographic characteristics may influence the motivation and job satisfaction of EFL teachers and whether there is a notable correlation between motivation and job satisfaction. Additionally, the study intends to identify the factors that contribute to motivation and job satisfaction among EFL teachers in both primary and secondary education settings. The ultimate objective is to gain a comprehensive understanding of the complex dynamics that affect the motivation and job satisfaction of EFL teachers in the region.

4. LITERATURE REVIEW

Motivation is essential in daily life and careers, significantly impacting education. It's defined by various psychologists and researchers. Koran [3, p.73] describes it as the force initiating, directing, and energizing human behavior. Mahmood [4, p. 400] views it as a driving force for employee performance, and Hamar [5, P.51] as an internal drive toward achievement. Motivation is the power behind our pursuit of life and career goals, fueling enthusiasm.

Two primary types of motivation theories are content theories, centered on individual needs, and process theories, focusing on psychological and behavioral processes. Content theories, including Maslow's Hierarchy of Needs and Alderfer's ERG Theory, identify motivating factors for individuals to act and achieve goals. Maslow's Need Hierarchy Theory (1943) categorizes needs into five levels: basic (physiological and safety), psychological (social and self-esteem), and self-fulfillment (self-actualization). Studies [6,7,8] reference this hierarchy, recognizing needs such as physiological, safety, belonging, esteem, and self-actualization. It is argued that to attain higher-level needs, lower-level needs must be at least partially fulfilled. Fulfilling the four lower-level needs allows one to progress to the upper level and achieve self-actualization. Consequently, the fulfillment of higher-level needs is

contingent upon satisfying lower-level ones. Alderfer's ERG Theory (1969), a content theory, proposed by Steptoe-Warren [9, p.12], indicates that individuals can attain higher levels even without fulfilling the lower levels. Kian, Yusoff, and Rajah [10, p.97] indicated that ERG theory represents three types of human's needs: Existence needs (physiological and safety), Relatedness needs (social and esteem), and Growth needs (esteem and self-actualization) which are similar to needs presented in Maslow's theory but structured differently. These needs are very significant as they increase individual's motivation to be active and successful. In contrast, Herzberg's Two Factors Theory (1960s) categorizes needs into hygiene (external factors, e.g., working conditions) and motivator (internal factors, e.g., achievement). Importantly, Steptoe-Warren [9] claimed that Hertzberg's Two-Factor Theory is similar to Maslow's theory, as he believes that lower-level hygiene factors are not the cause of driving an individual to work, but the motivator factors that exist at the highest level. Besides, Beck [11, p.403] argues that payment is not sufficient to fulfil people's desires. There are other things that employees expect in their work such as recognition, responsibility, feelings of achievement, prestige, pleasure from social interactions, stimulation, and challenges.

McClelland's Need for Achievement Theory, as expounded by Steptoe-Warren [9, p.169], challenges Maslow's perspective by suggesting that needs can be acquired through learning and social interaction, rather than being solely innate. Steptoe-Warren's analysis identifies McClelland's theory with three primary motivators: affiliation, emphasizing a drive for social connections; power, reflecting a desire for control and influence; and achievement, emphasizing taking charge of tasks and setting ambitious goals [9, p.12]. Olcuma and Titrek [12, p.1939] elaborate on the idea that individuals driven by achievement focus on specific goals, risk-taking, feedback-seeking, and avoiding subordinate roles. Those motivated by affiliation prioritize collaboration and group work, while those seeking competition, control, and influence exhibit a power-driven motivation. Thus, a comparative examination underscores the motivation theory of needs, which emphasizes intrinsic and extrinsic elements, as vital in driving teacher creativity and productivity.

Process theories, exemplified by Vroom's Expectancy Theory (1964), examine the factors influencing motivation and how they can be enhanced to boost motivation [13, p.1060]. According to Vroom, expectancy hinges on the effort an individual anticipates, believing that this effort will lead to goal attainment and high performance [11, p. 403]. Instrumentality, the second element, pertains to an individual's expectation that hard work will yield rewards, linking performance to outcomes. The third component involves an individual evaluating the desirability of the rewards gained in comparison to their performance, impacting motivation [14,27]. This perspective simplifies management by addressing individual differences to foster motivation. Adams' Equity Theory, as interpreted by Beck [11, p.405], involves comparing one's effort to the rewards received. This internal standard versus external reference comparison can lead to dissatisfaction if the reward doesn't align with one's efforts. Steptoe-Warren [9, p.170] argues that motivation is influenced by fairness, emphasizing the importance of balancing effort and appreciation. Skinner's Reinforcement Theory (1930s) explores the impact of positive and negative outcomes on motivation. Positive outcomes encourage greater effort, while negative outcomes reduce it [15,16]. McGregor's Theory X and Theory Y (1960), as cited in Koran [17, p.56], categorizes employees into two types. Theory X employees require motivation, direction, and guidance, often through punishment and threats. Theory Y employees are self-motivated and strive for self-realization, leading to productive work. Thus, these process theories provide insights into various aspects of motivation and help understand what drives individuals to perform in their profession.

4.1. Factors Intrinsic to Teaching

Intrinsic motivation, as explained by Koran [17, p.73], is a compelling internal drive that guides teachers in self and career development. It leads individuals to exhibit behaviors motivated by personal gratification and psychological rewards rather than external incentives. Deci and Ryan [18, p.55-56] similarly define intrinsic motivation as actions pursued primarily for the inherent pleasure and satisfaction they provide, rather than separable outcomes.Tsutstumi [19, p.123] highlights the importance of intrinsic motivation and breaks it down into three dimensions: autonomy (freedom in action), relatedness (psychological connectedness and closeness to others), and competence (a sense of accomplishment). Dörnyei and Ushioda [20, p.163] connect intrinsic

motivation to teachers' actions, emphasizing their enjoyment and interest in the field. They observe that teachers with intrinsic motivation find satisfaction in their profession autonomously, within a supportive peer community. Factors like self-efficacy, instructional goals, and performance feedback significantly influence the level of effort and persistence. Thus, intrinsic motivation acts as a powerful force driving teachers toward specific goals and fostering enduring dedication to their profession.

4.2. Factors Extrinsic to Teaching

Extrinsic motivation, as outlined by Shah and Paudel [21, p.27], originates from external sources, including rewards, punishments, and compensation. These external factors, such as the school environment and the educational system, significantly influence teachers' motivation for academic progress. Extrinsic motivators operate at the school level, as identified by Noori et al. [22, p.4] and Karavas [23, p.61], including school leadership, climate, decision-making involvement, support from peers and leaders, facilities, community engagement, workload, supervision, class size, and communication networks.

Taqi, Taqi, and Akbar [24, p.36] introduce the concept of demotivation as an external factor affecting teachers' performance due to external influences. Dörnyei [25, p.143] defines demotivation as "specific external forces diminishing underlying motivation for intention or action". Dörnyei and Ushioda [20, p.174] identify demotivating factors, including stress (linked to inadequate facilities and low salaries), restricted teaching autonomy (resulting from imposed curricula and testing), and a lack of intellectual challenges (manifested as repetitive content and routine practices). These factors primarily possess an extrinsic nature, affecting teachers' motivation and educational progress.

Beyond the school level, external factors impacting teacher motivation extend to the broader education system. Apart from school-level incentives, the education system, Ministry of Education, and societal context collectively influence teachers' motivation levels. These factors encompass educational changes, societal expectations on schools to address social issues, community perceptions of teachers, media depictions, system support for curriculum changes, teacher support services, career prospects, teacher status, and employment conditions, including salary [22,23]. Recognizing the significance of these factors is vital as they crucially shape teachers' motivation and overall educational development.

Job satisfaction profoundly boosts an individual's motivation and enthusiasm for professional growth. This multifaceted construct is shaped by various elements, including individual traits, working conditions, and job-specific factors [26]. According to Evans [27, p.294], job satisfaction is the "state of mind influenced by the extent to which an individual believes their job-related needs are met". Mahmood [28, p.20640] discerns two types of job satisfaction: global job satisfaction, reflecting overall job contentment, and job facet satisfaction, relating to specific factors like salary and work environment. Job satisfaction encapsulates an individual's positive sentiments towards their profession, originating from both internal and external factors. Teacher job satisfaction holds significant importance, as it has a dual impact. Previous studies [29,30] indicate that satisfied teachers exhibit higher productivity and creativity. They invest in self-improvement and remain enthusiastic about their work. Conversely, dissatisfaction may lead to reduced commitment, productivity, and even contemplation of leaving the profession, adversely affecting students' educational outcomes.

Noori, Fatemi, and Najjari [22, p.3] underscore three vital factors affecting teacher satisfaction: feedback, autonomy, and collegiality. Feedback, curriculum autonomy, and positive relationships with colleagues are key drivers of motivation and job satisfaction. Furthermore, Noori et al. [22, p.4] argue that teachers with high efficacy levels demonstrate increased enthusiasm, commitment, and adeptness in handling challenging situations, especially those involving students' emotional and behavioral difficulties. Teacher efficacy pertains to a teacher's belief in their ability to facilitate student learning, even in the face of challenges. These factors significantly contribute to teacher job satisfaction, creating a conducive work environment that enhances productivity.

4.3 Studies Considering Effective Factors on Motivation and Job Satisfaction

Researchers have investigated factors influencing teachers' motivation levels. Tsutsumi [19] studied Japanese university EFL teachers' motivation, finding that they sought intrinsic needs like autonomy, self-growth, and student development. However, the limited sample size of 24 teachers, from both public and private schools, limits generalizability. A larger sample would provide more comprehensive insights. Alipour [31] examined intrinsic and extrinsic motivation sources in EFL teachers from private institutions and public schools, surveying 33 teachers with diverse backgrounds. The study revealed a notable distinction between teachers in these contexts. Private institution teachers exhibited higher motivation levels, emphasizing the prioritization of language and teaching skills, which significantly contributes to educational development. Ng and Ng [30] explored the motivation of 15 English language teachers at a language center in Cheras, Kuala Lumpur, using quantitative methods. Results highlighted motivating factors, including work autonomy, positive work relationships, support from colleagues, and positive student feedback.

In contrast, Dweik and Awajan [32] examined the motivation of English language teachers in Jordan by surveying 100 teachers in public secondary schools in Amman. Their findings contradicted other studies, indicating that EFL teachers were not primarily motivated by the Ministry of Education, school principals, supervisors, colleagues, or students. Instead, their motivation stemmed from job satisfaction, future prospects, family security, and the prestige associated with being an English language teacher.

Exploring factors that both motivate and demotivate teachers is crucial. Taqi, Taqi, and Akbar [24] investigated the demotivation of EFL teachers in Kuwait's College of Basic Education, revealing various demotivating factors, such as students' disinterest in learning the foreign language, inadequate English proficiency, teaching conditions, limited resources (e.g., audio-video equipment and internet), and a lack of recognition and rewards. Ngimbudzi [33] investigated job satisfaction and dissatisfaction among 162 secondary school teachers in Tanzania. Teachers found contentment in social benefits like recognition, cooperation, freedom, and autonomy. However, they were less satisfied with pay, bonuses, promotion opportunities, in-service training, and professional growth. Factors such as gender, age, school location, and school type influenced job satisfaction, while marital status and teaching experience did not. Private school teachers reported higher satisfaction with job characteristics and administrator support compared to public school teachers. Qualitative data could offer deeper insights into teachers' feelings and motivations.

Furthermore, Noori, Fatemi, and Najjari [22] explored the relationship between EFL teachers' motivation and job satisfaction, involving 250 EFL teachers in Iran. The results emphasized the positive influence of high job satisfaction on teaching quality and effectiveness, affecting commitment and performance. Teachers expressed dissatisfaction with the system and workload but found teaching boosted self-confidence and mental stimulation. Although relevant, qualitative methods could provide more in-depth insights, and the study's focus on language institutions may not generalize well to other educational contexts. Tayyar [7] investigated the motivation and job satisfaction of 737 male teachers in Riyadh, Saudi Arabia, focusing on male teachers due to religious considerations. The study revealed overall job satisfaction among teachers, driven by factors like interpersonal relationships, school administration, and the nature of their work. Job satisfaction was influenced by various factors, including grading students' work, the educational system, supervision, social status, workload, salary, promotion, and student progress. However, there was dissatisfaction with staff development. In terms of motivation, participants were more driven by intrinsic and altruistic factors than extrinsic or religious factors. The study identified a significant correlation between teachers' motivation and job satisfaction.

Nyarko, Twumwaa, and Adentwi [29] examined the impact of motivation on job satisfaction among 200 teachers from Junior High Schools in Accra. The study revealed a positive correlation between teachers' motivation and job satisfaction. However, it found no significant differences in job satisfaction between internally and externally motivated teachers. Gender did not lead to significant differences in teachers' external motivation. The study emphasized the importance of providing the best support for teachers to maximize their effectiveness, offering valuable insights for policymakers. Conversely, Koran [17] investigated EFL teachers' motivation, job satisfaction,

and their motivations for choosing the teaching profession in Iraq. Intrinsic and altruistic reasons were the most influential factors, with social status, job security, autonomy, and extended breaks also playing a role. The study highlighted factors contributing to teachers' motivation and job satisfaction, including salary, interpersonal relationships, students' eagerness to learn, professional skill enhancement, training programs, and appreciation. Karavas [23] conducted a study to determine Greek EFL teachers' motivation and job satisfaction. Although the study aimed for the same goals as the current study, it did not focus on school types. Therefore, the current research, exploring educational contexts based on school types, holds greater significance. The study found that the primary reasons for entering teaching were altruistic and intrinsic, while extrinsic factors were less influential. Motivation and satisfaction stemmed from both intrinsic and extrinsic factors, while dissatisfaction arose from school structure and government policies. Teachers demonstrated high self-efficacy and self-confidence but faced stress and burnout due to students' disinterest in the subject and misbehavior. This research aims to examine EFL teachers' motivation and job satisfaction in Erbil, comparing perceptions and variables across school types.

5. RESEARCH DESIGN AND METHODOLOGY

This study delves into EFL teachers' motivation and job satisfaction in Erbil's public and private schools. The chapter centers on the research design and methodology, outlining the researcher's approach. It highlights the combined use of quantitative and qualitative methods, involving questionnaires and interviews for data collection. Ensuring instrument quality, reliability, validity, and piloting are integral to the process.

5.1 Participants

The study involved 200 English language teachers (123 females and 77 males) randomly selected from 93 schools in central Erbil and nearby areas. The aim was to compare motivation and job satisfaction between private and public school teachers. Participants had diverse demographic backgrounds, including school type, years of experience, gender, and age. Nine participants were interviewed randomly, comprising a principal, vice-principal, and English teachers from both private and public schools. Semi-structured interviews with 7 participants held face-to-face at their schools. Online interviews were conducted with 2 English teachers due to pandemic precautions. Interviews took place from 23rd February to 7th April 2021.

5.2 Research Design

The research design is a descriptive and comparative study investigating teachers' motivation and job satisfaction in Erbil schools. It utilizes a mixed method with both quantitative and qualitative approaches. This combination strengthens the study, providing a deeper understanding and wider acceptance of the results. The quantitative phase facilitates data collection from a large number of participants while ensuring their confidentiality. In contrast, the qualitative phase allows flexibility and openness to emerging details during the research process. Both methods enrich the study and provide valuable insights.

5.3 Data collection

To test English language teachers' motivation and job satisfaction and compare their perceptions and attitudes, a mixed method approach was used. The study employed two instruments: questionnaires and semi-structured interviews. Details of these instruments are provided in the following sections.

5.3.1 Questionnaire

The quantitative data utilized an 80-item questionnaire divided into four parts. The first part explored reasons for entering the teaching profession. The second part included 36 five-point Likert items measuring teachers' motivation and demotivation, categorized into internal, external, and altruistic factors. The third part comprised 35 five-point Likert items measuring teachers' job satisfaction, examining factors leading to satisfaction or dissatisfaction. The last part collected demographic information about school type, gender, experience, qualification, marital status, school stage, and age. Likert scale items were valued from 5 (Strongly Agree) to 1 (Strongly Disagree) for positive

questions, and negative questions were recoded. Question statements were drawn from [23,30,33]. Some questions were excluded to avoid repetition.

5.3.2 Interview

Face-to-face interviews were advantageous for accurate information and new details. The qualitative data comprised semi-structured interviews with 9 participants, investigating teachers' perceptions of motivation and job satisfaction. Some questions were pre-organized, while others emerged through natural discussion. The interviews lasted from 17 to 40 minutes, conducted in school settings. However, the limited number of participants makes generalization difficult. Interpretation remains subjective based on the researcher's main objective. Nonverbal cues were considered, improving understanding and reliability. Communication skills established rapport, and open-ended questions facilitated exploration of opinions and experiences during the interviews.

5.4 Data Collection Procedure

Permission was obtained from the directors of public and private schools, as well as the General Directorate of Education, before data collection. The researcher visited schools, obtaining principals' permission to distribute questionnaires to English language teachers. Due to their teaching commitments, questionnaires were left for later completion. The large sample size and distance between schools limited visits to all schools. The pandemic further complicated data collection, with teachers engaged in both on-campus and online teaching. As a result, snowball and online questionnaire techniques were also employed to collect data. The snowball technique involved English teachers sharing the questionnaire with other English speakers they knew. A Google form link was created to facilitate data collection, aiming to reach the desired sample size. The link was sent to teachers via social media platforms such as Viber, WhatsApp, and Facebook Messenger. The researcher obtained permission from principals to conduct the questionnaire through social media. Data collection took place from 23rd February to 7th April 2021. In the second phase of data collection, the researcher conducted interviews with 9 participants, including 2 principals, 1 vice principal, and 6 English teachers from both public and private schools. Participants were informed about their right to withdraw and the confidentiality of their information, and they signed a consent form. The interviews were recorded and transcribed.

5.5 Content and Construct Validity

Validity refers to how well an empirical measure reflects the concept's meaning [34]. To ensure validity, content and construct validity were checked. Content validity was assured by having experts review and revise the questionnaire items and themes from the quantitative and qualitative analyses. Similarly, experts examined the codes and themes from the transcribed interviews. For construct validity, the study identified factors influencing motivation and job satisfaction to achieve reliable results. During the interviews, specific skills were used to allow participants to freely express their perceptions, ensuring authenticity and increased validity.

5.6 Reliability

To ensure reliability, the questionnaire items for both motivation and job satisfaction variables were reviewed and compared with the study's aims. Cronbach's alpha, a measure of internal consistency, was used to test the reliability of the two variable items.

Table 1. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.925	.932	83

Table (1) shows a Cronbach Alpha coefficient of .925, indicating high internal consistency for the overall items compared to the typical reliability coefficient of .70. The study involved 200 English language teachers from 93 schools, a substantial number that enhances both reliability and validity. Additionally, the interview questions were reviewed by experts

5.7 Piloting

A pilot study was conducted to ensure the suitability of the questionnaire items and investigate the variables. The questionnaire was distributed to 25 participants to assess clarity and identify any weaknesses in the items. No changes were needed as the questionnaire items were clear to the participants. Additionally, a pilot for the qualitative questions was conducted to ensure that the face-to-face interviews aligned with the research aims.

5.8 Data Analysis

In the quantitative method, SPSS version 25 was used to analyze the questionnaire data. Descriptive statistics (mean score and standard deviation) were employed to interpret English language teachers' levels of motivation and job satisfaction in both school types. Items of motivation and job satisfaction were categorized into different scales, and mean scores were calculated for each variable's scale to identify influencing factors. The relationship between motivation and job satisfaction was examined using a Pearson correlation test after confirming data normality with a Kolmogorov-Smirnov normality test. The parametric 2 independent sample t-test was used to compare motivation and job satisfaction between teachers in public and private schools, considering gender and age after verifying data normality. Additionally, the nonparametric Kruskal-Wallis test (equivalent to ANOVA) was performed to analyze the role of teachers' experience in motivation and job satisfaction.

For the qualitative method, interviews were recorded and transcribed. Thematic analysis was used to analyze the data [35]. Thematic analysis involves identifying, analyzing, and reporting patterns (themes) within the data. The researcher followed six steps based on Braun and Clarke's approach. In the first phase, data were transcribed and meaningful ideas were generated. The second phase involved generating initial codes by coding all data extracts and grouping them within each code. In the third phase, codes were organized into potential themes, and relationships between codes and themes were examined to identify main themes and sub-themes. The fourth phase focused on refining themes to ensure coherence and clear distinctions between them. In the fifth phase, themes were defined in relation to the research questions and the overall story of the data. The sixth phase involved providing a concise, coherent, logical, and non-repetitive analysis of the data's story within and across themes. An argument was made regarding the research questions.

6. RESULT & DISCUSSION

6.1 Quantitative Analysis

The quantitative analyses were organized and classified according to the responses obtained for the research questions addressed in this study.

6.1.1 Measuring the Level of Teachers' Motivation

To evaluate the overall level of EFL teachers' motivation in the present study, the mean of the motivation variable as a whole was computed. (Table 2).

Table 2. EFL teachers' level of motivation in general

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation of Participant	200	2.39	5.00	3.5802	.44618
Valid N (listwise)	200				

Table (2) illustrates the findings of the study, indicating that the participants' mean score for motivation was 3.58, with a standard deviation of 0.44, indicating a moderate to high level of motivation among EFL teachers. This suggests that EFL teachers generally exhibit a strong motivation towards their profession. To further explore the primary driving forces behind this motivation, the questionnaire items were grouped into distinct scales. The means for each scale, encompassing all types of schools, are presented in Table (3) which presents the results indicating that the highest mean score among EFL teachers' motivation scales is attributed to the intrinsic factor of 'self-efficacy,' with a mean score of 4.09 and a standard deviation of 0.57. On the other hand, the extrinsic factor of 'good salary' obtained the lowest mean score of 2.64, with a standard deviation of 1.10. These findings suggest that EFL teachers arepredominantly intrinsically motivated, demonstrating a strong belief in their own capabilities and a genuine enthusiasm towards their role in facilitating the educational process.

Table 3. EFL teachers' level of motivation in general according to factors

	N	Minimum	Maximum	Mean	Std. Deviation
Job Desirability	200	2.09	5.00	3.7308	.54634
Self-efficacy	200	2.00	5.00	**4.0950**	**.57723**
Teachers Autonomy	200	1.00	5.00	3.7950	.79917
Good Salary	200	1.00	5.00	**2.6450**	**1.10229**
Status of English teacher	200	1.00	5.00	3.9900	.84467
Evaluation	200	1.50	5.00	3.7075	.75067
Administration Support	200	1.33	5.00	3.2350	.60663
Teachers' perceptions towards students	200	2.00	5.00	3.4087	.65508
Parents of students	200	1.00	5.00	3.1150	1.07590
Collegial support	200	1.00	5.00	3.5583	.82462
Valid N (listwise)	200				

6.1.2. Measuring the Level of Teachers' Job Satisfaction

Similarly, the analysis of the EFL teachers' job satisfaction is done based on the mean of it as an overall scale (see Table 4).

Table 4.EFL teachers' level of job satisfaction in general

	N	Minimum	Maximum	Mean	Std. Deviation
Job satisfaction of participants	200	1.96	5.00	3.4210	.52515
Valid N (listwise)	200				

As depicted in Table (4), the results of job satisfaction that make individuals feel comfortable and have the best production show a mean score of 3.42 with a standard deviation of 0.525. As the maximum is 5.00, this result indicates that the level of EFL teachers job satisfaction in general is medium. Taking the factors of job satisfaction

into consideration to measure the level of 200 participants' perceptions, the results of the descriptive statistics are depicted in Table (5).

Table 5. EFL teachers' level of job satisfaction in general according to factors

	N	Minimum	Maximum	Mean	Std. Deviation
Recognition	200	1.25	5.00	3.5350	.65309
Status	200	1.33	5.00	3.6133	.61839
Training and Development	200	1.50	5.00	3.2975	.65118
Fringe benefits /Salary	200	1.25	5.00	**3.0562**	**1.21404**
Environment	200	1.50	5.00	3.3950	.66137
Support and Cooperation	200	2.00	5.00	3.6425	.68431
Freedom at Work	200	1.50	5.00	**3.7650**	**.66812**
Rewards /Appreciation	200	1.00	5.00	3.1800	1.03826
Promotion Opportunity	200	1.00	5.00	3.0900	.82480
Internal factors of Job satisfaction	200	1.75	5.00	3.6313	.67666
Valid N (listwise)	200				

Table (5) displays the mean scores and standard deviations of different factors related to job satisfaction. The highest mean score is observed in the 'freedom' factor (3.76, SD = 0.66), while the lowest mean score pertains to the 'Fringe benefit / Salary' factor (3.05, SD = 1.21). Although various factors contribute to job satisfaction, freedom emerges as the primary factor. However, the researcher, drawing from her teaching experience and observation, suggests that the participants might not accurately assess their options due to constraints and regulations that limit their perceived freedom. Furthermore, the participants' perceptions of salary indicate lower satisfaction, highlighting the influence of intrinsic factors over extrinsic ones in the education process. Salary, being a fundamental necessity, plays a significant role in the lives and profession of teachers. The questionnaire results, however, seem to downplay the impact of monetary factors on the participants' levels of motivation and job satisfaction. Further exploration through qualitative data analysis will shed light on this conclusion. The next research question aims to test and compare participants' motivation and job satisfaction, considering different factors based on the types of schools.

6.1.3. Investigating the Reasons for Choosing the Teaching Profession

To investigate the factors that made EFL teachers select the teaching profession, the collected data were analyzed using descriptive statistics (see Figure 1and 2).
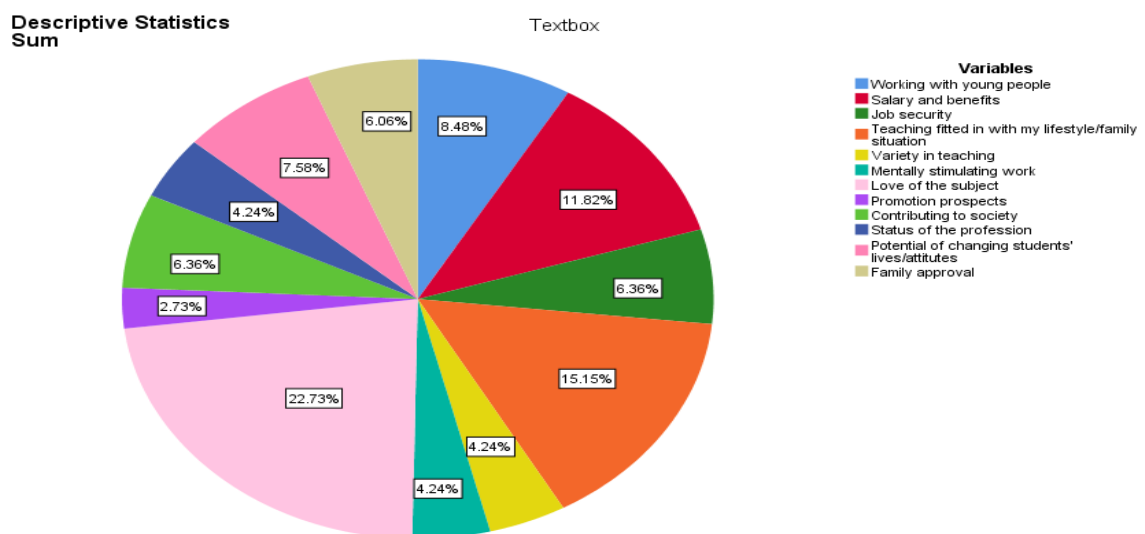

Figure (1) Governmental school participants reasons for entering teaching profession

As indicated in Figure 1 and Figure 2, 'love of the subject' emerged as the predominant reason for entering the teaching profession in both public and private schools, constituting 22.73% and 22.44% of participants' responses, respectively. This finding suggests that EFL teachers' career choices are primarily driven by their personal preferences, leading to enhanced internal motivation and job satisfaction. Conversely, 'promotion prospective' obtained the lowest mean score in both public schools (2.73%) and private schools (1.42%), indicating that promotion prospects were not significant considerations for participants in either type of school. The pie chart results also reveal that factors such as 'teaching fitted in with life style/family situation' (15.15% for public school participants and 13.64% for private school participants) and 'salary and benefits' (11.82% for public school participants and 12.78% for private school participants) were considered less influential reasons for entering the teaching profession by both public and private school teachers. In contrast, 'working with young people' was cited by 12.78% of private school EFL teachers as a key reason for their career preference, implying that this aspect contributes to their heightened motivation and satisfaction. Overall, the reasons underlying teachers' career preferences offer insights into their increased motivation and satisfaction levels.
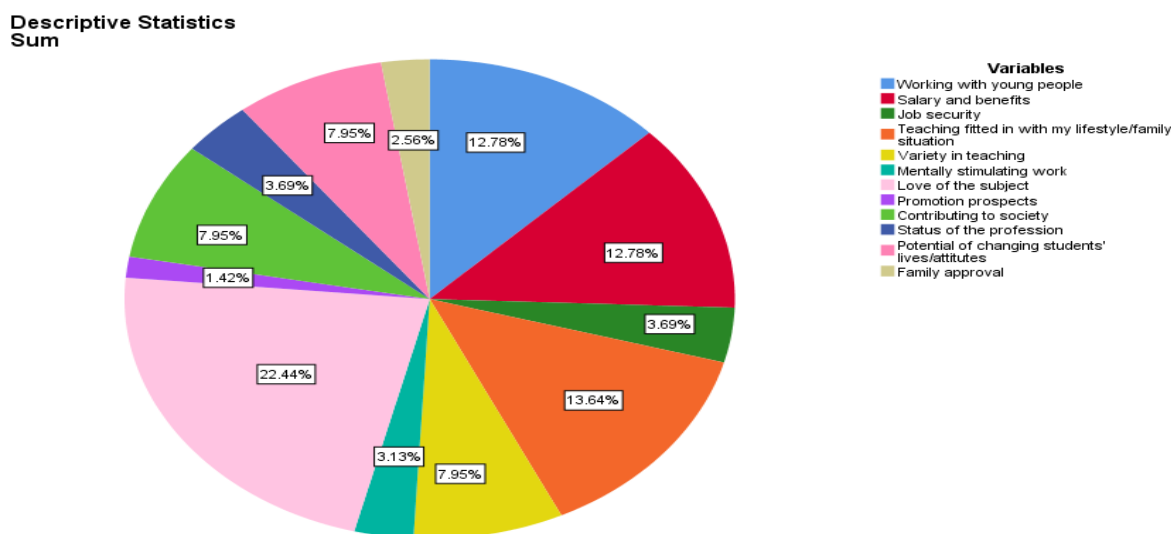

Figure (2) Nongovernmental school participants reasons for entering teaching profession

6.1.4. Are There any Statistically Significant Differences between EFL Teachers' Motivation and Job Satisfaction based on the Type of Schools?

Comparing the level of EFL teachers' motivation and job satisfaction according to the type of school, the researcher explored each variable separately.

6.1.4.1. Measuring the Level of EFL Teachers' Motivation based on the Types of Schools

To compare the level of motivation based on the types of schools, the researcher conducted Kolmogorov-Smirnov normality tests to assess the distribution of data, as shown in Table (6).

Table 6. Kolmogorov-Smirnov Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Type of school of participants	Statistic	Df	Sig.	Statistic	Df	Sig.
Motivation of Participant	Government	.063	100	**.200**[*]	.985	100	**.316**
	Non-Government	.053	100	**.200**[*]	.987	100	**.423**

The normality test results, as shown in Table (6), indicate that the p-value of the K-S test for both public and private schools is .200. Since the significance level in both datasets is greater than .05, this suggests that the data

pertaining to the motivation level of the participants are normally distributed. Consequently, the researcher conducted an independent sample t-test, a parametric test, to compare the motivation level of EFL teachers between public and private schools.

Table 7. T-test of motivation level of public and private school

	Group	N.	Mean	SD	t	df	Sig
Motivation	Government	100	3.4676	.40427	-3.679	198	.000
of participants	Non-Government	100	3.6928	.45948			

Table (7) presents compelling evidence of a significant disparity in motivation levels between public and private schools, as indicated by the t-test results, with a remarkably low P-value of .000. Further analysis of mean scores reveals that EFL teachers in private schools exhibited higher motivation levels (Mean=3.69, Std. 0.459) compared to their counterparts in public schools (Mean=3.46, Std. 0.402). To comprehensively examine this discrepancy, the researcher also conducted t-tests across various questionnaire scales, as detailed in Table (8), to gauge EFL teachers' motivation levels in public and private schools.

Table 8. Comparison of EFL teachers' motivation in public and private schools based on factors

	Group	N.	Mean	SD	t	df	Sig		
Job-	Government	100	3.6944	.55264	-.943	198	.347		Desirability
Non-Government	100	3.7673	.54028	-.943	198	.347			
Self-	Government	100	4.0733	.63666	-.530	198	.597		
efficacy	Non-government	100	4.1167	.51329	-.530	198	.597		
Teachers'	Government	100	3.7000	.80716	-1.689	198	.093		
Autonomy	Non-government	100	3.8900	.78361	-1.689	198	.093		
Good Salary	Government	100	2.4100	1.14676	-3.079	198	**.002**		
.	Non-government	100	**2.8800**	1.00785	-3.079	198	**.002**		
Status of	Government	100	4.0200	.87594	.501	198	.617		
English teacher	Non-government	100	3.9600	.81551	.501	198	.617		
Evaluation	Government	100	3.6300	.81222	-1.464	198	.145		
.	Non-government	100	3.7850	.67888	-1.464	198	.145		
Administration	Government	100	3.0433	.56189	-4.699	198	**.000**		
Support	Non-government	100	**3.4267**	.59143	-4.699	198	**.000**		
The role of	Government	100	3.2575	.62508	-3.348	198	**.001**		
students	Non-government	100	**3.5600**	.65242	-3.348	198	**.001**		
Parents of	Government	100	2.8100	1.13436	-4.171	198	**.000**		
students	Non-government	100	**3.4200**	.92310	-4.171	198	**.000**		
Collegial	Government	100	3.2833	.75712	-4.992	198	**.000**		
support	Non-government	100	**3.8333**	.80053	-4.992	198	**.000**		

Based on the t-test results presented in Table (8), the factors that showed significant differences based on the type of school were primarily external factors, including salary (p = .002), administration support (p = .000), and the role of students and collegial support (p = .000). Specifically, the mean score for salary in private schools (2.88) was higher compared to public schools (2.41), indicating that EFL teachers in private schools perceive higher salary as an extrinsic motivation. Regarding administration support, an essential factor for extrinsic motivation, the mean score in private schools (3.42) was higher than in public schools (3.04), indicating that private school teachers receive more support as an extrinsic motivating factor compared to their counterparts in public schools.

Additionally, the factor 'the role of students' also showed significant variation between public and private schools, with a p-value of 0.001. The mean score for EFL teachers in public schools (3.25) was lower than that of private schools (3.5). This finding suggests that EFL teachers in private schools are more influenced by their students' attitudes, making it a significant extrinsic motivating factor in their teaching context. Regarding the factor 'Parents of

students', which showed statistical significance with a p-value of .000, the mean score for motivation among participants from public schools was 2.81, whereas for participants from private schools, it was 3.42. Similarly, the factor 'Collegial support' also exhibited significant differences between public and private schools, with a p-value of .000. The mean score for collegial support in private schools (3.83) was higher than that in public schools (3.28). However, other factors, including job desirability, self-efficacy, autonomy, status of English teacher, and evaluation, did not show significant differences based on the type of school. Consequently, EFL teachers in private schools demonstrated higher motivation levels, which likely contributed to the overall effectiveness of education in private schools. The interconnection between motivation and job satisfaction plays a pivotal role in supporting teachers to achieve productivity. In the subsequent section, we focus on the job satisfaction factors and their potential impact on the results.

6.1.4.2. Measuring the Level of EFL Teachers Job Satisfaction based on the Types of School

The Kolmogorov-Smirnov normality test was employed to assess the normal distribution of data and determine the appropriate inferential tests for measuring the level of job satisfaction among EFL teachers, considering the types of schools. Table 4.8 presents the results of this normality test.

Table 9. Kolmogorov-Smirnov Tests of Normality

	Type of school of participants	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Job satisfaction of participants	Government	.059	100	.200[*]	.962	100	.005
	Non-Government	.071	100	.200[*]	.983	100	.209

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table (9) displays the results of the Kolmogorov-Smirnov test, indicating that the p-value for both public and private schools was .200, surpassing the significance level of 0.05. Consequently, the data concerning job satisfaction exhibited normal distribution. With this normal distribution, the researcher conducted an independent-sample T-test, a parametric test, to compare the level of job satisfaction between teachers in public and private schools, as demonstrated in Table (10).

Table 10. Comparison between EFL teachers' job satisfaction based on the type of schools

	Group	N.	Mean	SD	t	df	Sig
Job Satisfaction Of Participants	Government	100	3.3126	.49549	-2.977	198	.003
	Non-Government	100	3.5294	.53394			

Table (10) presents a p-value of 0.003, which is below the significance level of .05, indicating a statistically significant difference in EFL teachers' job satisfaction levels between public and private schools. The mean score of job satisfaction for participants in public schools was 3.31, with a standard deviation of 0.495, while the mean score for participants in private schools was 3.52, with a standard deviation of 0.53. This suggests that EFL teachers in private schools were significantly more satisfied (p = 0.003) with their jobs compared to their counterparts in public schools. The level of job satisfaction among EFL teachers was further examined with regard to the factors contributing to their satisfaction or dissatisfaction (see Table 11).

Table 11. EFL teachers' level of job satisfaction considering the factors based on the types of schools

	Group	N.	Mean	SD	t	df	Sig	
Recognition	Government	100	3.4850	.64434	-1.083	198	.280.	.
	Non-Government	100	3.5850	.66117	-1.083	198	.280	

Status	Government	100	3.6167	.63099	.076	198	.939.	.
	Non-government	100	3.6100	.60868	.076	198	.939	
Training & Development	Government	100	**3.1367**	.63581	-3.596	198	**.000**	
	Non-government	100	**3.4583**	.62915	-3.596	198	**.000**	
Fringe benefits & Salary	Government	100	2.9725	1.54270	-.975	198	.331	Non-government
	government	100	3.1400	.75405	-.975	198	.331	
Environment	Government	100	**3.2725**	.58398	-2.659	198	**.008**	.
	Non-government	100	**3.5175**	.71267	-2.659	198	**.008**	
Support & Cooperation	Government	100	**3.4325**	.67873	-4.550	198	**.000**	Non-government
	government	100	**3.8525**	.62573	-4.550	198	**.000**	
Freedom at work	Government	100	3.7300	.65393	-.740	198	.460	Non-government
	government	100	3.8000	.68350	-.740	198	.460	
Rewards & Appreciation	Government	100	**2.9750**	1.02340	-2.841	198	**.005**	Non-government
	government	100	**3.3850**	1.01716	-2.841	198	**.005**	
Promotion-opportunity	Government	100	**2.9650**	.82037	-2.163	198	**.032**	
	Non-government	100	**3.2150**	.81419	-2.163	198	**.032**	
Internal-factors	Government	100	3.5700	.69819	-1.282	198	.201	Non-government
	government	100	3.6925	.65217	-1.282	198	.201	

Table (11) reveals that factors such as recognition, status, fringe benefits/salary, freedom at work, and internal job satisfaction factors did not exhibit statistically significant differences based on types of schools. However, other factors, namely training and development, school environment, support and cooperation, reward/appreciation, and promotion opportunity, demonstrated statistically significant differences. Further exploration of each factor can yield more precise insights. In particular, training and development, which plays a crucial role in equipping teachers with essential skills and knowledge for effective teaching, displayed a higher mean score in private schools (3.45) compared to public schools (3.13), showing significant difference with a p-value of .000. Thus, it appears that private school participants received more training, contributing to their higher job satisfaction levels.

The school environment factor, which encompasses the physical resources and working hours aligned with teachers' and students' needs, significantly influences teachers' job satisfaction. The results indicate a significant difference (p-value=.008) between participants based on school types, with private school teachers (mean=3.51) expressing higher satisfaction with their school environment compared to public school teachers (mean=3.27). This suggests that private schools prioritize creating a conducive environment for teaching and learning. Furthermore, 'support/cooperation' emerged as another crucial factor impacting job satisfaction, with a significant difference (p-value=.000) between public and private school teachers. Private school teachers (mean=3.85) reported receiving more support and cooperation compared to their public school counterparts (mean=3.42), emphasizing the role of these factors in enhancing teacher satisfaction. The factor of 'reward/appreciation' also exhibited significant variation (p-value=.005), indicating that private school teachers (mean=3.38) perceived higher levels of appreciation and reward compared to public school teachers (mean=2.97). Lastly, 'promotion opportunity' was revealed as a significant factor (p-value=0.03), with private schools (mean=3.21) offering more opportunities for promotion compared to public schools (mean=2.96). These external factors appear to have a greater impact on the job satisfaction of EFL teachers in private schools. Analyzing teachers' motivation and job satisfaction in relation to their demographic background is vital in understanding the complex interplay of factors that influence their attitudes and perceptions towards their profession.

6.1.5. Does Demographic Background such as Years of Experience, Gender and Age have an Impact on EFL Teachers' Motivation and Job Satisfaction?

Analyzing the levels of motivation and job satisfaction among EFL teachers with respect to their demographic backgrounds, including years of experience, gender, and age, provides valuable insights. To achieve this, various statistical tests, such as normality tests, t-tests, and ANOVA, will be employed in the subsequent sections to reveal meaningful patterns and associations.

6.1.5.1. Measuring the level of EFL teachers' motivation based on the years of experiences

To assess participants' motivation based on experience, normality tests (Kolmogorov-Smirnov) were conducted to determine appropriate inferential tests (Table 12).

Table 12. Kolmogorov-Smirnov Tests of Normality

	Teaching experiences of participants	Kolmogorov-Smirnov[a]			Shapiro-Wilk Statistic		
		Statistic	Df	Sig.	c	Df	Sig.
Motivation of Participant	Below one year	.183	18	.115	.943	18	.324
	1-5 years	.093	52	.200[*]	.984	52	.715
	5-10 years	.081	40	.200[*]	.980	40	.672
	10-15 years	.078	42	.200[*]	.971	42	.347
	Over 15 years	.085	48	.200[*]	.962	48	.120

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table (12) displays p-values of the K-S test as .115 and .200. Significance greater than .05 indicates normal distribution. Consequently, a parametric ANOVA test was performed to compare EFL teachers' motivation based on experience (Table 13).

Table 13. ANOVA test comparing participants motivation

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.210	4	.803	4.299	.002
Within Groups	36.406	195	.187		
Total	39.616	199			

Table 13 presents results of the parametric test, showing motivation levels of participants with different experience. The test revealed a significant difference among groups (p=0.002). To identify specific differing groups, a post-hoc test was conducted (Table 14).

Table 14. Comparison of EFL teachers' motivation based on experience

Multiple Comparisons
Dependent Variable: Motivation of Participant
Tukey HSD

(I) Teaching experiences of participants	(J) Teaching experiences of participants	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Below one year	1-5 years	-.29963	.11816	.087	-.6250	.0257
	5-10 years	-.22508	.12264	.356	-.5627	.1126
	10-15 years	-.12081	.12173	.858	-.4560	.2144
	Over 15 years	.02006	.11942	1.000	-.3088	.3489
1-5 years	Below one year	.29963	.11816	.087	-.0257	.6250
	5-10 years	.07455	.09087	.924	-.1757	.3248
	10-15 years	.17882	.08964	.272	-.0680	.4256
	Over 15 years	.31969[*]	.08649	**.003**	.0816	.5578
5-10 years	Below one year	.22508	.12264	.356	-.1126	.5627
	1-5 years	-.07455	.09087	.924	-.3248	.1757
	10-15 years	.10427	.09546	.810	-.1586	.3671
	Over 15 years	.24514	.09250	.065	-.0096	.4998
10-15 years	Below one year	.12081	.12173	.858	-.2144	.4560
	1-5 years	-.17882	.08964	.272	-.4256	.0680

	5-10 years	-.10427	.09546	.810	-.3671	.1586
	Over 15 years	.14087	.09129	.536	-.1105	.3922
Over 15 years	Below one year	-.02006	.11942	1.000	-.3489	.3088
	1-5 years	-.31969[*]	.08649	**.003**	-.5578	-.0816
	5-10 years	-.24514	.09250	.065	-.4998	.0096
	10-15 years	-.14087	.09129	.536	-.3922	.1105

*. The mean difference is significant at the 0.05 level.

As depicted in Table (14), the only statistically significant difference was observed between participants with 1-5 years of experience and those with over 15 years (p=0.003, below 0.005). This suggests that individuals with 1-5 years of experience exhibited higher motivation compared to those with over 15 years. Notably, teachers with 1-5 years of experience are mainly from private school properties, as the government sector suspended the hiring of new graduates for over a decade due to economic and political challenges in the Kurdistan region. Additionally, approximately 80% of teachers in private schools are individuals who were not appointed to the public sector due to the Kurdistan regional government's resolution.

6.1.5.2. Measuring the Level of EFL Teachers Job Satisfaction based on the Years of Experience

To explore participants' job satisfaction based on experience, a Kolmogorov-Smirnov test of normality was conducted to assess data distribution and determine the appropriate inferential test (Table 15)

Table 15. Kolmogorov-Smirnov Tests of Normality

	Teaching experiences of participants	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Job satisfaction of participants	Below one year	.242	18	.007	.864	18	.014
	1-5 years	.060	52	.200[*]	.985	52	.760
	5-10 years	.075	40	.200[*]	.984	40	.824
	10-15 years	.085	42	.200[*]	.954	42	.092
	Over 15 years	.080	48	.200[*]	.970	48	.254

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table (15) results indicate non-normal distribution across different experience categories. The 'Below one year' experience showed a significance value of .007, distinguishing it from the other data. Due to this result being below .05, a non-parametric Kruskal-Wallis test was conducted to assess differences among groups with various years of experience.

Table (16) Non parametric Kruskal-Wallis Test

	Job satisfaction of participants
Kruskal-Wallis H	12.693
Df	4
Asymp. Sig.	.013

a. Kruskal Wallis Test b. Grouping Variable: Teaching experiences of participants

Table (16) presents the results of the Kruskal-Wallis test, indicating a statistical difference in participants' job satisfaction based on years of experience (p=0.013, below 0.05). To compare job satisfaction levels within each experience group, a Mann-Whitney test was performed (Table 17).

Table 17. Mann-Whitney test comparing the level of EFL teachers' job satisfaction

Mann-Whitney Test	Teaching experiences of participants	Mean Rank	Sig. (2-tailed)
	Below one year 1-5 years	25.14 39.09	.012
	Below one year 5-10 years	24.67 31.68	.144
	Below one year 10-15 years	26.53 32.20	.249
Job satisfaction of participants	Below one year Over 15 years	32.53 33.86	.801
	1-5 years 5-10 years	48.33 44.13	.454
	1-5 years 10-15 years	51.87 42.10	.084
	1-5 years Over 15 years	59.47 40.78	.001
	5-10 years 10-15 years	43.51 39.58	.455
	5-10 years Over 15 years	50.46 39.53	.046
	10-15 years Over 15 years	48.86 42.56	.254

Table (17) shows a statistically significant difference between participants with 1-5 years of teaching experience and those with over 15 years (p=0.001, below 0.05). Participants with 1-5 years of experience reported higher job satisfaction than those with over 15 years. Additionally, it was observed that motivation and job satisfaction increased from 1-15 years of experience but decreased beyond that. Therefore, the researcher considers age as an influential factor. Consequently, the researcher aimed to conduct another test to examine EFL motivation and job satisfaction based on participants' age.

6.1.5.3. Measuring the Level of EFL Teachers' Motivation based on the Age Variable

The Kolmogorov-Smirnov test of normality was employed to assess the normal distribution of data for comparing participants' motivation levels based on the age variable.

Table 18. The level of EFL motivation based on the age variable

Tests of Normality

	Age of participants	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Motivation of Participant	21-26 years	.098	48	.200[*]	.976	48	.419
	27-31 years	.099	35	.200[*]	.979	35	.737

32-36 years	.093	50	.200[*]	.967	50	.169
37-41	.129	31	.200[*]	.962	31	.321
over 42 years	.082	36	.200[*]	.963	36	.274

*. This is a lower bound of the true significance.
  a.   Lilliefors Significance Correction

Table 18 indicates a p-value of .200, exceeding the threshold of .05, signifying that the data for motivation items, considering the age variable, is normally distributed. Therefore, a parametric ANOVA test was conducted to examine the level of participants' motivation based on age and determine if there was a significant difference between these variables (Table 19).

Table 19. *ANOVA* test of motivation level of EFL between the groups and within groups

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.243	4	.311	1.580	.181
Within Groups	38.373	195	.197		
Total	39.616	199			

Table (19) showed the ANOVA test results, indicating no statistically significant difference between the variables (p=0.181, greater than 0.05). Therefore, age did not have a significant impact on participants' motivation. Subsequently, the researcher explored the impact of age on participants' level of job satisfaction.

6.1.5.4. Measuring the Level of EFL Teachers Job Satisfaction based on the Age Variable

A KS test was conducted to assess data normality for testing participants' job satisfaction levels based on the age variable (Table 20).

Table 20. Test of Normality for EFL teachers' level of job satisfaction based on age

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Age of participants	Statistic	Df	Sig.	Statistic	Df	Sig.
Job satisfaction of participants	21-26 years	.097	48	.200[*]	.981	48	.611
	27-31 years	.092	35	.200[*]	.966	35	.339
	32-36 years	.069	50	.200[*]	.978	50	.480
	37-41	.118	31	.200[*]	.938	31	.074
	over 42 years	.067	36	.200[*]	.983	36	.834

*. This is a lower bound of the true significance.

Table 20 shows that the data was normally distributed, with a p-value of .200, which is greater than .05. Consequently, a parametric ANOVA test was performed to assess whether there was a statistically significant difference between participants' job satisfaction level and age.

Table 21. ANOVA Test for EFL teachers job satisfaction based on the age

Table 21. ANOVA Test for EFL teachers job satisfaction based on the age

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.120	4	1.030	3.957	**.004**
Within Groups	50.760	195	.260		
Total	54.880	199			

ANOVA test results in Table (21) showed significant differences in participants' job satisfaction based on age categories (p=.004, below .05). To identify differing age groups concerning job satisfaction, a post-hoc Tukey test was performed (Table 22).

Table 22. Tukey HSD test for age variable and age groups

(I) Age of participants	(J) Age of participants	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
21-26 years	27-31 years	.01547	.11340	1.000	-.2968	.3277
	32-36 years	-.09751	.10310	.879	-.3814	.1864
	37-41	.19607	.11756	.456	-.1276	.5198
	over 42 years	.29950	.11249	.063	-.0102	.6092
27-31 years	21-26 years	-.01547	.11340	1.000	-.3277	.2968
	32-36 years	-.11298	.11244	.853	-.4226	.1966
	37-41	.18061	.12583	.606	-.1659	.5271
	over 42 years	.28404	.12111	.135	-.0494	.6175
32-36 years	21-26 years	.09751	.10310	.879	-.1864	.3814
	27-31 years	.11298	.11244	.853	-.1966	.4226
	37-41	.29359	.11663	.091	-.0276	.6147
	over 42 years	.39702*	.11152	**.004**	.0899	.7041
37-41	21-26 years	-.19607	.11756	.456	-.5198	.1276
	27-31 years	-.18061	.12583	.606	-.5271	.1659
	32-36 years	-.29359	.11663	.091	-.6147	.0276
	over 42 years	.10343	.12501	.922	-.2408	.4476
over 42 years	21-26 years	-.29950	.11249	.063	-.6092	.0102
	27-31 years	-.28404	.12111	.135	-.6175	.0494
	32-36 years	-.39702*	.11152	**.004**	-.7041	-.0899
	37-41	-.10343	.12501	.922	-.4476	.2408

*. The mean difference is significant at the 0.05 level.

Table (22) reveals statistically significant differences between participants aged 32-36 years and those over 42 years in terms of job satisfaction (p=.004). The former group reported higher satisfaction levels than the latter. While age did not significantly impact EFL teachers' motivation, it did affect job satisfaction. Participants aged 32-36 seemed more content and satisfied with their jobs compared to those over 42 years. This suggests that as teachers age, specific considerations like reduced workload or better scheduling may be beneficial. Additionally, it would be interesting to investigate whether gender has a significant effect on participants' motivation and job satisfaction.

6.1.5.5. Measuring the Level of EFL Teachers' Motivation based on the Gender Variable

Gender, as an independent variable, was examined for its impact on motivation levels. A Kolmogorov-Smirnov test was conducted to assess data normality.

Table 23. Kolmogorov-Smirnov Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Gender of participants	Statistic	Df	Sig.	Statistic	Df	Sig.
Motivation of Participant	Male	.087	77	.200*	.974	77	.114
	Female	.064	123	.200*	.992	123	.687

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table (23) displays normally distributed data, with the significant score above .05. Accordingly, a parametric independent sample t-test was conducted to examine participants' motivation levels based on gender (Table 24).

Table 24. EFL teachers' level of motivation based on gender

	Gender	N.	Mean	SD	t	df	Sig
Motivation	Male	77	3.4421	.47096	-3.564	198	.000
Of participants	Female	123	3.6667	.40862			

Table (24) indicates a statistically significant difference in participants' motivation levels based on gender (p=0.00, below 0.05). Specifically, female participants (M=3.66) exhibited higher motivation compared to male participants (M=3.44).

6.1.5.6. Measuring the Level of EFL Teachers' Job Satisfaction based on the Gender Variable

A Kolmogorov-Smirnov test was performed to assess the normal distribution of data on job satisfaction based on gender (Table 25).

Table 25. Kolmogorov-Smirnov Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Gender of participants	Statistic	Df	Sig.	Statistic	Df	Sig.
Job satisfaction of participants	Male	.078	77	.200[*]	.963	77	.026
	Female	.067	123	.200[*]	.986	123	.262

[*]. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table (25) reveals normally distributed data, with a significance value of .200, exceeding .05. Consequently, a parametric independent sample t-test was conducted to assess the difference in participants' job satisfaction levels based on gender (Table 26).

Table 26. EFL teachers' level of job satisfaction based on gender variable

	Gender	N.	Mean	SD	t	df	Sig
Job Satisfaction	Male	77	3.2716	.56430	-3.259	198	.001
Of participants	Female	123	3.5145	.47809			

As shown in Table 26, statistically significant differences exist between male and female job satisfaction levels (p=.001, below .05), with a negative mean difference. Female participants (M=3.51) displayed higher job satisfaction compared to male participants (M=3.27). These results pique the researcher's interest in exploring the relationship between motivation and job satisfaction to achieve the study's objectives.

6.1.6. Is there any Significant Relationship between EFL Teachers' Motivation, and Job Satisfaction in Private and Public Schools?

A one-sample Kolmogorov-Smirnov test was performed to assess data normality before testing the correlation between motivation and job satisfaction variables Table (27) exhibits p-values of .200 for both variables, indicating that the data were normally distributed. As a result, a parametric Pearson correlation test was performed for the normally distributed data to examine the relationship between motivation and job satisfaction variables.

Table 27. One-Sample Kolmogorov-Smirnov Test

		Motivation of Participant	Job satisfaction of participants	
	N	200	200	
Normal Parameters[a,b]	Mean	3.5802	3.4210	
	Std. Deviation	.44618	.52515	
Most Extreme Differences	Absolute	.046	.046	
	Positive	.036	.046	**Pearson Test**
	Negative	-.046	-.026	
Test Statistic		.046	.046	
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]	

**Table28.
of Correlation**

Correlations

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction
d. This is a lower bound of the true significance.

Motivation of

Job satisfacti
participants

**. Correlatio

Table (28) indicates a significant correlation between motivation and job satisfaction (p=0.000), below both .05 and .01 levels. This suggests a positive and intertwined relationship between the two variables, where motivation leads to job satisfaction and vice versa. More accurate and genuine results regarding the main independent variables, motivation, and job satisfaction of EFL teachers in both school types, were obtained by analyzing qualitative data, presented in the following sections.

6.2. Qualitative Data Analysis

In qualitative data analysis, motivation and job satisfaction factors were identified and thematized from transcribed interviews. Participants also provided various suggestions to enhance motivation and job satisfaction for teachers in both public and private schools.

6.2.1. What Factors are Perceived to be behind EFL Teachers' Motivation and Job Satisfaction?

In face-to-face interviews with participants, including private school principal, private school vice principal, public school principal, and public school EFL teachers (T1, T2, T3) and private school EFL teachers (T4, T5, T6), factors influencing motivation and job satisfaction were categorized into school system, school environment, and internal factors. Furthermore, factors causing demotivation and dissatisfaction were identified to gain a comprehensive understanding of what motivates and satisfies teachers, as well as the opposite effect.

6.2.1.1. Motivation and Job Satisfaction Factors according to the System

Interviews with educators from public and private schools revealed motivating factors categorized into the following components: professional development, support from educational figures, rules and regulations, appreciation, encouragement, recognition, assessment, and feedback. These factors played a significant role in motivating and satisfying teachers.

6.2.1.1.1. Professional Development (Workshop /Training courses)

Comparing interviewees' perceptions, it's evident that public and private schools employ different strategies to motivate their teachers. Offering professional development through workshops and training courses is a primary technique used by schools to enhance teachers' motivation. For instance, a private school principal mentioned that:

> *at the start of a new year of study, we do not say that teachers go and start teaching. They should be appropriately trained . There are several types of training: academic, administrative, orientation, exam, decoration, and HR training. When we give them such training, they feel psychologically relaxed that they are ready to teach.*

Private schools offer teachers development courses at an international level, as mentioned by T2: "*Last year, the administration and sometimes the UK handled the training courses, and brought in people from the UK, Turkey, local experts, and foreigners to teach us different teaching methods.*" T2 further added that these courses are accessible to both experienced and novice teachers, with experienced teachers benefiting from reinforcement and novices being introduced to new teaching approaches.

In contrast, the public-school principal highlighted the limited training opportunities in the government sector, stating: "*Training in the government sector is limited; for instance, in the current school year, teachers were permitted to attend their specialized field training for only two days, which was insufficient to learn about innovation and new pedagogical methods."* It was also revealed that the very last training course was provided for the public schools in the last decade which shows it is not very much valued. This was evident in talk of the T2 who indicated that "*some of EFL teachers attended several training courses held by the Ministry of Education and the British Council in 2002 and 2003, which were highly qualified and beneficial*".

Teachers demonstrated a positive attitude towards attending workshops regularly, with T5 emphasizing their significance in motivating EFL teachers. T5 stated, "*Competition for the teachers…Why not have workshops monthly, with each school presenting one, and then another school the next month? Certificate distributions are nice."* Hence, workshops and training courses serve as crucial sources of motivation and job satisfaction for teachers. However, it was observed that public schools offer workshops and training courses infrequently, while private schools provide support to teachers in this area at the beginning of each semester. Besides academic workshops, encouragement from education experts is essential to motivate teachers to participate in these activities.

6.2.1.1.2. The Role of Different Educational Figures in Motivating the Teachers

Comparing the perspectives of participants, it is evident that supervisors' roles in supporting and motivating teachers and schools vary in each type of school. In private schools, supervisors focus only on sessions for both teachers and students. In this regard, the private school principal mentioned the role of supervisors as she stated:

> *the supervisors are not with the teachers academically, but they are in charge of the students' attendance, teachers coming to class on time, organizing the section, calling parents if their child is absent. They make sure that there are no problems considering the students. They enter data in the system. They contact parents in case the students have problems of fighting or absence.*

Private schools have coordinators who offer academic support. T4 highlighted the helpful role of their coordinator, stating, "*our coordinator is really helpful. She assists us with teaching plans, methods, and classroom management, and she also guides us on the best ways to teach our classes and manage students."* On the other hand, public schools do not have coordinators but have supervisors. These supervisors have multiple responsibilities under the new system, known as the 'Friendly Critical Supervisor,' handling various teacher and school issues, including assessment and teaching methods. However, it appears that the supervisors' specialization in public schools may not align with teachers' needs. T1 expressed concerns about a supervisor whose expertise lies in Arabic, stating, "how can he understand the content of English subjects in class?" Although public school supervisors provide suggestions on aspects like classroom management and student engagement, they are not assigned tasks based on their areas of expertise. In contrast, private schools have coordinators specialized in the subjects they oversee. These coordinators actively support, encourage, and introduce teachers to the latest innovations and teaching methods within their respective areas of expertise.

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The role of the Ministry of Education and the Directorate of General Education in supporting schools and its impact on overall school motivation varies based on the perceptions of private and public school principals. Private schools, particularly international ones, perceive the Ministry and Directorate as cooperative and supportive, despite differences in their systems. The private school principal stated, "*generally, they are cooperative. They have an educational committee and visit us three times per year." However, she acknowledged the need to provide more details to familiarize them with their unique system.*" In contrast, the public school principal viewed the Ministry of Education as playing a lesser supportive role, primarily asking for production. However, her perception of the General Directorate of Education was more positive, citing an instance where her request to transfer certain teachers was promptly accepted.

Moreover, the poor role of the Ministry of Education in providing teaching aids to public schools, essential for motivating and enhancing teaching methods, was highlighted by T1: "Currently, our school has only two data shows. Despite requests from the Ministry of Education, they were not provided." Based on participants' perceptions, it was evident that educational experts played differing roles, with more motivation evident in private schools compared to public schools. However, it is important to note that the role of educational figures may vary, and interviewing only a few public school participants may not suffice to generalize their impact. To gain a comprehensive understanding of teachers' motivation and job satisfaction, more factors need to be analyzed, including the influence of rules and regulations.

6.2.1.1.3 Rules & Regulations

Both public and private schools employ distinct approaches to motivate teachers through rules and regulations, encompassing warnings, punishments, and terminations. Participants expressed that these external factors serve as motivation to work harder and enhance their professional capabilities. Nevertheless, they also acknowledged the negative impact on teachers' psychological well-being. Private schools have a structured system of rules and regulations. The principal discussed their approach, mentioning a verbal warning as the initial step in case of a negative occurrence:

> *if any negative thing happens for which the teachers are responsible, we call the teacher and discuss it with her/him; we say these things are good but these things are not so please don't repeat it. That is just a discussion to let the teacher know that we are familiar with what happened.*

She then highlighted their types of warnings as she claimed, "*we use different types of warnings: verbal, second verbal warning, written warning, second written warning, and termination*". She then discussed the situation when teachers are warned out or fired as she said, "*if the teacher was warned three times in the fourth time, they obliged to give the teacher a written warning. The case would reach termination if it was about sexual abuse, for instance*". In addition, (T4) highlighted the types of warnings they recieved if they did not follow the school requirements as she stated:

> *there are three warnings. I think, given a verbal warning. Like if you do something that is not in the school's requirement and then um, then you can get written warnings, and then after two of the written warnings, then I think you leave the school.*

In public schools, the approach to warnings and punishments differs. The public school principal mentioned, "If a teacher neglects her role, I provide one-level feedback. If there is no improvement, I issue a warning for self-improvement. If the issue persists, I consider transferring her." The use of warning and punishment systems motivates teachers to adhere to school rules and regulations, encouraging them to work diligently and uphold professionalism in their interactions with students, their academic pursuits, and professional development. Besides warnings and punishments, appreciation, encouragement, and recognition have emerged as additional motivating factors for teachers, as discussed in the following section.

6.2.1.1.4 Appreciation, Encouragement & Recognition

Participants perceived private and public schools using diverse techniques for teacher motivation, including appreciation letters, allowances, bonuses, notices, rewards, and gatherings. The private school principal mentioned "Appreciation Letters" and "Allowance" as ways to motivate teachers. When asked about 'allowance,' she provided an explanation:

> *Like 'Money'. Teachers were rewarded with extra money for their efforts. In addition, we have a 'Duty'. In cases where we see that the teacher is very serious about her/his duties*
>
> *during break time, lunchtime, upon students' arrival, and dismissal, we send her/him an acknowledgment email and generalize it to everyone so that every teacher knows about it.*

Cermonies, celebrations and public plans were also revealed as a methods of motivating teachers, as she indicated:

> *we plan to conduct ceremonies and celebrations. We also have more public plans. For instance, we invited the teachers for a big lunch, and at the beginning of the year, we also had an introduction ceremony; before entering the spring break and the winter break, we had a 'gathering' for a big meal.*

The private school principal employed various methods to acknowledge and comfort teachers. Additionally, they rewarded diligent efforts, even in the absence of time off, as she indicated, "*when we saw that a teacher did not take any leave during the year, we rewarded them with a bonus. Although money is not our subject, it is important to let them know that we are familiar with their work*". She advocated that she motivated them, both administratively and academically. It was also revealed how the private school principle creates a sense of appreciation when she observes that teachers do extra work even if they are not responsible to do, as she claimed, "*when I see teachers do extra work that is not their responsibility, I stand and thank them. As a result, a spirit is created that enables teachers to regard their schools as home*". Then, she mentioned another method of recognizing teachers who do their job perfectly as she added, *"another thing we do is a thing called "teacher of the month". Each month, we identified the teacher, supervisor, and assistant. We placed their pictures on the board for those who had completed their work perfectly, without any shortcomings".* On the other hand, the private school vice principal stated that they improved the HR recruitment system and focused more on the level of the teachers' motivation. She said, "*they won't give 100% of their effort to their students if they don't feel motivated. Therefore, teachers want nice words*". Besides, (T5) revealed that he was recognized *by the principal, students and parents*. However, it is evident in his speech that not all the private schools follow the same system of motivating their teachers as he said:

> *never, I never, I have never seen such a things. Like, I remember I have done really good things here. I've never seen that. Like, for example, like I had, I had, let's say, achievements before. My student got very high marks, okay, and learned the language. I have done successful activities, but I have never got an appreciation.*

In contrast, the public school principal valued her teachers' work and asked the General Director of Education to send appreciation letters. Moreover, she mentioned arranging ceremonies with food to appreciate teachers. However, (T1) highlighted the lack of recognizing and appreciating teachers work as he revealed, "*recognition and appreciation letters are rarely given to teachers at public schools, and when a teacher has done a good job, he/she is only verbally recognized at a school meeting*". Additionally, (T2) talked about the verbal appreciation by different figures as he indicated, "*the other English language teachers, my headmaster, and my supervisor told me that you have excellent English, and you are trying to raise the level of your students to make them the best*". Appreciation in public schools seems to be confined to verbal expression as explained by (T2), "*no, no, they didn't give me any things; they just talked about me in the session of parents*". Regarding recognition through verbal expression, (T3) stated, "*of course, especially from the school staff, students and parents. This motivated me to care more about learning English*". Each school system differs in motivating teachers with appreciation, encouragement, and recognition. Private schools seem to have better plans for teacher motivation. However, generalizations are limited due to varying perceptions. External verbal expressions are crucial, along with alternatives like appreciation letters,

bonuses, and allowances. Increasing external motivation can boost internal motivation. Analyzing feedback and assessments helps understand how schools create a satisfying environment for teachers.

6.2.1.1.5 Assessment & Feedback

When comparing participants' perceptions, it is evident that private and public schools use different methods to assess and give feedback to teachers aiming to motivate and encourage them. Various figures evaluate teachers, including supervisors, principals, students, coordinators, and parents. A private school vice principal emphasized the significance of parents' feedback alongside others. She said, "*fortunately, we don't rely on just the coordinators' feedback or the line managers' feedback; parents' feedback is very important"*. According to her, they follow a particular process that allows parents provide feedback on them as she said:

> we have a form at the reception where any concerns from parents will be recorded in that form. The form will come to me first and I will then send it to the coordinator in charge. Okay, so if it there negative or positive feedback, I will deal with both.

In addition, the private school vice principal declared that they have both administrative and academic orientations as she explained, "*during the orientation, I go through feedback with the staff. So, everyone will be sitting outside, and we will have some music, and which will go over the feedback from all of them"*. Consequently, they announce teachers' feedback in a relaxed and comfortable environment. Besides, the vice principal talked about the report they recorded on teachers' behavior as she indicated, "*in every term, we have full reports from coordinators about teachers' behavior and how much the teacher is cooperating with the administration"*. Significantly, it was revealed that the impact of feedback creates positive consequences and increases teachers' motivation as (T4) indicated that "feedback from the students, principal, and supervisors affects our motivation and *encourages us to continue trying and moving forward"*. However, (T5) expressed his views in a negative manner, as he said:

> If you are evaluated well. You have past evaluations. If you are fired, it means that you have failed. Yeah, it is like that; if they need you, you stay. If they do not need you, then it is about the Bye. Bye. Yeah. This applies to all nongovernmental schools. Exactly. Yeah. In governmental you are employed by the government, but in non-governmental school, you you're employed by one person. Like, if I am the principal. So if I do not like you, I kick you out.

It is obvious from (T5) speech that it is necessary to get positive evaluation or feedback in private schools as it keeps them engaged in the teaching profession since working in the private sector is the only option for their employment. This motivation leads to increased effort to retain their jobs. Additionally, negative feedback can be constructive, inspiring teachers to focus on their strengths.. *In this regad, (T4) said, "I think everyone goes through where they have negative comments, but it is more like it helps us know where the students are"*.

On the other hand, the public school principal clarified their methods of feedback and how it would be helpful in motivating the teachers, as she said that "*there is students' feedback for the teacher, the principal's feedback for the teacher and the supervisor's feedback for the teacher. Such feedback and assessments are helpful in encouraging and motivating teachers to try their best in their performance"*. She also elaborated on her method of applying the type of warning as she indicated:

> when I get feedback from the students about their teachers, I discuss the issue among all teachers without naming any names. It is like a warning. When the same thing happens twice or thrice, I call the teacher and speak with her or him privately to maintain confidentiality.

Assessment and feedback have dual effects. Positive feedback motivates and increases satisfaction, leading to improved performance. Conversely, negative feedback can spur self-improvement but may diminish motivation if the teacher lacks confidence or result in contract termination or rejection in private schools. These factors significantly impact motivation and job satisfaction within the school system.

6.2.1.2. Motivation Factors according to the School Environment

Based on the analysis of interview transcripts regarding EFL teachers' perceptions, a number of factors related to the school environment influence EFL teachers' motivation and job satisfaction were observed such as support and cooperation.

6.2.1.2.1. Support and Cooperation

Participants in public and private schools employ distinct motivational methods, particularly focusing on support and cooperation among teachers. The private-school vice principal emphasized direct contact with teachers, she stated:

> for every section, there is a group, and the senior management are members of that, with the teachers, and so anything they want, they can reach us directly. If they can't do something, they can contact us directly. And we have a very good understanding of our staff. You know, at the end of the day, we're all human, we have things and, you know, we get sick, you know.

It seems that their support and cooperation with teachers create a comfortable psychological environment and make them feel satisfied like a family, that is evident when the private school vice-principal claimed:

> Yeah, we're a team. If you're not happy today, you're not going to produce, you will sit down being sad, there's something bothering you inside, you know, so no people would like to come in, in a smile, say, 'Good morning'. You know, just be happy. We can't force people to be happy.

Therefore, based on her speech, teachers'production came from their satisfaction with their profession and the environment in which they worked in. Besides, (T4) illustrated, "*it's the environment where we teach, like if we have our principal who helps us out, and motivates us by giving us encouraging words. I think this will help us as teachers*". Interestingly, (T6) pointed to the sense of cooperation among the colleagues as he said, "*there is a good relationship among colleagues; we cooperate with each other which is beneficial in sharing new ideas*". Thus, there is cooperation and support among teachers and administrative staff at private schools. Furthermore, (T5) highlighted the importance of motivation and what factors motivate EFL teachers as he said:

> We have two main factors, psychological motivation and materialistic too, you know what I mean, right? Yes, psychological is like, you know, when you're working in an environment, surrounded by friendly people, people who are willing to collaborate, people who are willing to help you fix your mistake, rather than criticizing you if you make a mistake. And materialistically, once they provide you enough that you don't need to work somewhere else upon that you put all your focus concentration on your, let's say, a very first job.

Through (T5)'s speech, we could perceive that teachers are aware of what motivates and satisfies them, and they raise two points indirectly: critiquing with the purpose of improving and being well compensated to focus on one job and develop it. In the absence of these two factors, motivation and satisfaction are affected. In addition, the social aspect is a necessary aspect that makes teachers feel like one family member.

On the other hand, it is evident that public schools also value the aspects of supporting and cooperation. In this regard, the public school principal talked about her method of cooperating teachers incase they face difficult situation as she indicated, "*we had a teacher whose family's environment was not well enough due to her mother's bad health, we supported her in her requests and schedule*". In addition, (T1) talked about the support he received from the principal in letting the students interact with him in three different stages. He stated, "*despite being one of the worst schools academically, I was able to make a huge change in students' level of education, and my principal was supportive*". Furthermore, it was revealed that satisfaction comes from the principal's support to teachers as (T3) claimed, "*I am satisfied with my school because my principal always supports me*". Interestingly, (T2) revealed that there is cooperation among the teachers in public schools as he said, "*sometimes my colleagues didn't know*

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how to set exam questions, and I could help everyone who needed help". He added, "*other schools, who know me, also sent me exam questions to be assessed, I supported them, and cooperated with each other"*. Hence, support and cooperation among teachers and between administrative staff and teachers creates a positive work environment that motivates them to feel more satisfied with their jobs. Interestingly, the public school principal highlighted the value of school reputation as she said,

> *teachers should be satisfied with the school environment and the administration. They should be knowledgeable to be productive. They would also get motivated if the school had a good name. And I motivate them by saying the school does not belong to me, it belongs to all. We should collaborate to maintain the name of the school. The school is like our body if one part faces a problem it affects all other parts.*

The principal's comparison of school and our bodies was logical. Problems affect the entire school environment. Motivation and satisfaction contribute to a positive, conducive learning atmosphere.

However, sometimes a kind of issue will arise in school environment, that makes teachers less satisfied. In this regard, (T2), a public school teacher, stated "*the support and cooperation among the teachers satisfied me, but having problems among the teachers and between the teachers and administration destroyed me"*. He then discussed the impact of negative advice from supervisors as he added, "*when my supervisor's advice was not supportive but destructive, I felt uncomfortable"*. Therefore Teachers' perspectives on satisfaction or dissatisfaction differ, influenced by school culture and teacher-administration interactions. Interviews revealed cooperative and supportive environments in both school types. However, public school teachers mentioned occasional issues with peers, administration, and negative advice from supervisors. Exploring other school environment aspects that impact motivation and job satisfaction will be addressed in the following section.

6.2.1.3. Internal Factors of Motivation

Internal factors strongly drive individuals towards specific goals and increased productivity. Several factors emerged during discussions on professional motivation.

6.2.1.3.1 Teaching Desirability

In face-to-face interviews, diverse perspectives emerged, indicating teachers' shared passion for teaching English, significantly influencing their job motivation. Public school participants emphasized the importance of desirability in their teaching field. In this regard, (T1) stated , "*teaching a field in which teachers are interested is one of the biggest motivators in their profession"*. He then expressed his feelings about teaching English as he said, "*my dream of teaching English has come true since I decided to apply to the English department"*. Thus, it is crucial for teachers to have a desire in their jobs, which is key to success. It was revealed that desirability in a field might develop from childhood, which increases internal motivation, which will help develop the profession and become a successful teacher. For instance, (T2) discussed how he was inspired by English from an early age and how this interest grew as he got older as he said:

> *Since I liked English as a child, I became a highly motivated teacher. At age five, my mother worked on a sewing machine with the word "butterfly" on it and I did not recognize anything about the English alphabet because I was illiterate. So, I asked my mother, what's this? She told me that these are English letters. Until now, I am motivated for English because I like English; even without salary, I am ready to go to the schools to teach English of high quality.*

Besides, (T3) expressed his love for English language teaching; as he said, "I like English teaching. English is in my heart because it is a gift from God to me". Thus, loving subject one is interested in provides strong support for motivation. It was also revealed that teaching a second language can be challenging as it requires effort and techniques to simplify communication with students. In this regard (T2) said, "*teaching the second language is not easy, and it needs skills and motivation to simplify transferring it to students"*. On the other hand, private school

participants highlighted the importance of desirability in the field they teach. In this regard, (T6) expressed his love and motivation to teaching English as he said, "*if I teach from day to night, I will not feel tired*". Then he added, "I worked in three schools last year, and it did not stress me. I did not feel bored". These internal feelings towards the second language teaching are strong motivating factors which increase satisfaction. In addition, (T5), another private school teacher, highlighted the significance of English as a global language, as he claimed:

> *when you know English, you don't have only one road, one way, you can have your own business. When you know English, you are not one person, you are more than one. Therefore, since English is significant, teachers are more motivated and satisfied to strive for more achievements.*

Interestingly, (T6) pointed to the value of the teaching profession and the ongoing changes they face as claimed, "*being a teacher is satisfying by itself, since you can always do something new and you have new students*". Teachers' passion for their jobs and teaching fields is a significant motivator, leading to increased productivity and higher career satisfaction. Participants from both school types emphasized the importance of this desire and the evolving teaching process, fostering creativity and innovation.

6.2.1.3.2 Self-confidence and Self-efficacy

Comparing participants' perceptions, both types of school teachers exhibit self-confidence and self-efficacy, driving increased motivation and productivity. Private school EFL teachers demonstrated confidence and motivation even in challenging circumstances. In this regard, (T4) indicated that she was a motivated teacher as she said:

> *I'm pretty motivated, especially with what's going on this year. Um, it's been hard, but I try my best to teach my students and help them as much as they can. I get motivated by seeing how my students are doing. And yeah, I'm pretty motivated.*

(T4)'s statements reveal her motivation and efforts to achieve positive student results, indicating self-confidence and self-efficacy. She emphasized effective communication's significance in enhancing students' understanding, as she said, "*when we teach students and they understand. Like, it's not difficult or they understand, like what we're teaching them, I think that motivates us more to help them*". Furthermore, (T6) considered himself a motivated teacher as he mentioned his trial to make changes in students' level saying, "*actually, I don't focus on clever students only, even lazy students, let's say, and those students who hate studying can get my points easily*". Besides, (T5) expressed his motivation confidently, as he said:

> *okay, I'm motivated, I have a passion, like in foreign English language and the passion sources from like, you know, I have targets, I have goals. And I get like, you know, pretty happy when I see my students progress after some time, which is one of my strongest motivations. Okay. And the second thing is, like, you know, I love a challenge.*

Interestingly, (T6) talked about his motivation in developing himself regardless of the training course, as he said, "*in developing my job, I search in Google, on YouTube focusing on teaching methods, classroom management, and interaction with students*". Therefore, Teachers with self-confidence and self-efficacy are motivated to pursue professional development and cognitive growth. Enhancing self-awareness in education and classroom management increases confidence. Handling challenges and improving students' levels boosts self-efficacy. Additionally, students' feedback and satisfaction impact teachers' motivation and job satisfaction. In this context, (T6) spoke confidently about the students' evaluations of him as he stated,

> *when I see my students, they always say, you are one of the best teachers we have seen. In particular grade nine, because they have international exam, but we didn't understand our teachers may have been before. But we now easily obtain points. You make things very easy. Because I have good preparations at home. How do I get my points from my students? I make it the simplest approach.*

Considering public school teachers, it was revealed that the low level of students does not affect teachers' motivation, on the contrary, it encourages them to help them more. In this regard, (T2) said, "*no, not on my motivation. It affects the students more, more than me. It makes me want to help them more. But it doesn't make me not want to help them*". Then, he discussed what aspects he found satisfying as he added, "*I am satisfied when I see changes in my students' level for the better and when they get good grades on a tes*t". Interestingly, (T3) was confident in his description of himself as a master of English as he stated, "*in my school, I am the head of English, I check the tests, all the teachers' methods, and I use new methods and activities. I would like to compete with native American or British teachers*". According to him, the best teacher is the one who makes an impact on students' levels as he claimed, "*the best teacher is the one who teaches and makes lazy students great in English*". Hence, Teachers' self-confidence and self-efficacy aid skill development and the pursuit of professional goals. With self-confidence comes increased motivation. Self-efficacy involves teachers' belief in their problem-solving abilities, impacting students' educational progress. Participants' self-confidence and self-efficacy drove motivation, aligned with their goals and challenges. Autonomy, explored in the following section, also enhances teachers' internal motivation and goal achievement.

6.2.1.3.3 Autonomy

Discussions with participants from both school types revealed that public school teachers have relatively more decision-making freedom regarding classroom activities and curriculum adherence, though it remains bound by the school's agenda and system. In this context, teachers' autonomy in public schools was revealed as the public school principal claimed, "*I have already given my teachers 100% autonomy* in doing their activities". In addition, according to (T1) big success is the freedom to choose a curriculum. He discussed, "*when I was free to choose the curriculum, I could make a great change in students' level considering learning the second language, and they became very strong in translating*". Besides (T3) talked about the freedom he has in doing variety of activities as he claimed, "*it's our freedom because the school staff, they trust me, so I'm free. Yes, because I'm great, a great teacher. So, they believe in me, they trust me, so I'm free to do anything*". Public school participants enjoy decision-making freedom, contributing to their satisfaction. While the school follows a set curriculum, teachers adapt activities to serve students effectively. However, rule application can limit teachers' freedom, prioritizing curriculum completion over students' needs. In contrast, the principal of a private school emphasized their system that allows teachers to engage in diverse activities, she stated:

> *Teachers follow the school curricula, but they can propose extra activities or assessments to support students. They discuss these ideas with their supervisor, and most often, they are approved by the headquarters.*

She added that several steps should be considered in practicing activities as she claimed, "*the activity must be checked to see if it meets school standards, the language must be checked, the practicality needs to be checked, and how much will benefit the student if it is applied*". Therefore, teachers in private schools are bound by the rules and regulations of the school system and their decisions regarding a particular activity or curriculum should be discussed before implementation. (T6), the private school teacher, gave his opinion about teaching in both types of schools as he had experience in both settings. He reported, "*in public schools there is freedom and there is no stress. However, in private schools, you have to prepare yourself and follow administrative rules and regulations. There are several workloads involved. But in public schools, you simply follow the curriculum*". He mentioned the additional workload due to teaching extra books as he said, "*a private school has extra books that need a lot of work, while a public school just deals with the curriculum without worrying about raising the students' level*". It was also revealed that a teacher is the master of his or her decisions when it comes to making the best choice for students. And this was highlighted by (T5), as he said:

> *I don't change my style. Even if I were in private or governmental positions. I do the same. What do you do for your private sector, I do the same for public sector because I know myself and if something is good, I will do it, I don't care about is it private or public? I know myself and I know what I'm going to do for my students.*

Participants in both school types have some flexibility in decision-making and activities based on student needs. Private school teachers, however, adhere more to school regulations. Teachers' autonomy in choosing curricula and activities according to student needs motivates and supports them. Freedom fosters motivation, satisfaction, and educational goal achievement, leading to increased productivity. Identifying both motivating and demotivating factors for EFL teachers is equally important, to be explored in the next section.

6.2.1.4 Factors Demotivate and Dissatisfy EFL Teachers

Analyzing EFL teachers' perceptions in both school types revealed various factors influencing their motivation and demotivation. To explore additional anonymous aspects, identifying these factors becomes crucial. The following factors emerged as common themes among participants in both school types.

6.2.1.4.1 Financial Crisis

Comparing teachers' perceptions, it is obvious that teachers at both types of schools were not satisfied with the payment system. Public schools face challenges due to financial crises, and unfortunately, this type of crisis is still ongoing. Accordingly, teachers search for other opportunity in the private sector to meet their life needs. In this regard, the principal of a public school indicated that "*getting a salary every two months was the primary reason for doing extra jobs in the private secor*". Therefore, due of their family responsibilities, they have to do extra work. In addition, (T1) claimed, "*if teachers are paid every two months, it is impossible for them to be motivated*". Besides, (T2) highlighted the value of money in their life and profession as he stated, "*salary is an important factor that motivates them to continue the action they take to accomplish their goals*". He added that "*it often removes 20% or 25% of motivation when the government does not pay a salary*". As a result, the views of public school teachers indicate that salary is an important factor in their motivation and satisfaction as it is a basic need for life. However, teachers at private schools also expressed dissatisfaction with receiving their salary, despite being paid monthly and in a systematic manner. In this regard, (T5), talked about a salary increase for doing a good job and argued that "*increasing 5.000 or 10,000 doesn't call salary increases*". And when the interviewer said that it might be a system. He laughed mockingly and said, "*it is not the system. This is called dictatorship*". He also expressed dissatisfaction with the payment as he claimed, "*I'm doing for the school is like double what I'm getting. You get my point. So, it's like I'm getting I'm giving you two and you get given me one. It's two to one*". In both school types, EFL teachers expressed dissatisfaction with the payment system, impacting their job enthusiasm. Private schools generally don't charge higher fees but have a regular payment system. The public sector's payment system may improve due to resolving the economic crisis.

6.2.1.4.2 Epidemic Disease

On the other hand, based on the interview results, it is evident that the epedimic disease of corona virus has caused teachers' demotivation and disatifaction in both types of schools. In this regard, (T2), a public school teacher, highlighted the difficult circumstances during the epidemic period as he claimed, "*due of the global spread of coronavirus, schools were closed and opened doors in September 2019. This affected the teachers and students' morale*". Additionally, (T4), a private school teacher, mentioned the issues that decreased teachers motivation as she said, "*I think maybe this year in general*", the coronavirus pandemic may have decreased, "*not just mine, but everyone motivation because we've just been stuck at home for so long*". On the other hand, the principal of the public school mentioned "*these crises led to a decrease in teachers' motivation, but they gradually adjusted*". Besides, when the interviewer asked the public-school principle how she made the teachers feel motivated and satisfied with all these issues of financial crisis and pandemic, she responded, "*I used myself as an example for them, saying you come to school three times a week, but I come six times a week and I don't complain about my salary or the pandemic. I say that to encourage them*". Additionally, the principal of the private school highlighted the school's role in keeping teachers motivated as she claimed "we *provided them online instruction and trained*

them according to a systematic online system". Pandemics significantly impact teachers' morale, motivation, and job satisfaction. In both school types, principals played a positive role in encouraging teachers' motivation. The next step will discuss and analyze other school environment factors that may lead to demotivation and dissatisfaction.

6.2.1.4.3 Restriction to Curriculum

Participants' perceptions indicate that both school types follow prescribed curricula, limiting teachers' autonomy in selecting the most suitable curriculum for students. This restriction may hinder teachers' motivation to use alternative textbooks that could be more effective for teaching a second language, demanding additional skills compared to other languages. In this regard, (T1), a public school teacher, talked about the imposition of completing the curriculum, as he said, "*we must complete the curriculum; otherwise, it will be loaded on us*". However, he noted the differences when teaching 12th grade or any other grade, as 12th grade needs more focus on the content of the book. as he said:

> *I was not restricted to the curriculum when I taught the intermediate stage. I have been motivated to participate in a variety of activities, such as role-playing and drama, but my motivation has decreased due to curriculum restrictions in teaching 12 grades since the focus is on content, not language efficiency.*

Additionally, (T6), a private school teacher, indicated that they had to follow the provided curriculum as well as permission to do class activities. However, he also expressed his view as he said, "*English language has no limits, and whatever I learned from different sources could be used in my teaching without being required to inform the administration*". Curriculum restrictions diminish teachers' motivation to cater to students' learning needs and utilize diverse sources and versatile teaching methods. Maintaining grade 12 curriculum for baccalaureate holds significant responsibility. Considering the content's progression between stages is crucial. Despite restrictions, diversity in teaching methods should be pursued.

6.2.1.4.4 Class Size

Comparison of participant perceptions shows that class size presents a significant challenge for public schools, whereas private schools do not encounter this issue. Managing larger classes demands greater effort. In this regard, (T1), a public school teacher, indicated "*teachers are limited in their activities because of the large classes*". In addition, it was identified that there were more than 40 students in one class which affects teachers' motivation and satisfaction. (T2), another public school teacher, claimed "*most public schools have between 50 and 60 students, which reduces teachers' interest in practicing a variety of activities*". On the other hand, it was clarified that large class sizes lead to difficulties for teachers in achieving educational goals. Considering that, (T3) indicated, "*with the large-class problem, we faced difficulties in our activities, students participation, and assessment*". However, private schools have handled these things well, as (T6) stated, "*at our private school the maximum number of students is 27 and the minimum number is 18, therefore, we don't have a problem in doing activities*". Participants perceive large classes as a unique problem in public schools. Private schools aim to limit class size to 30 students due to building constraints and affordability issues. Additionally, EFL teachers' motivation and job satisfaction are affected by workload, which we will address shortly.

6.2.1.4.5 Workload

In interviews, workload emerged as a primary challenge for teachers in both school types. EFL teachers particularly expressed concerns due to the complexities of teaching a second language, necessitating more skills and activities for effective learning. In this regard, (T5), a private school teacher, said "*repeated lessons and too many classes demotivated me*". He then discussed the unfairness of teaching hours, as he claimed:

> *Last year, we had a teacher who had 37 classes per week, which is a lot, and I only had 22 and I complained. They just want to fill the gaps with one teacher instead of bringing a new one, this is business…...I teach different grades. Is that fair?*

Furthermore, (T5) expressed his demotivation by talking about his workload as he said,

I teach grade 9,10, 11, and 12. Similar to one teacher teaching for different grades. I need to write different quizzes. If I do quizzes, I need to evaluate different classes for different ages. For midterm monthly and final exam, I needed to write down four different exam questions.

On the other hand, (T1), a public school teacher, expressed dissatisfaction with the workload, leading to demotivation and potential plans to leave if challenges remain unaddressed. In this regard, he claimed, "*I am 55 years old and have 20 classes, if they do not reduce my teaching hours next year, I will consider transferring to another school*". Additionally, he identified the factors that increase teachers' motivation, as he indicated that "*a good salary and reduced workload are two factors that make teachers happy in their jobs*". In both school types, some teachers cope with excessive workloads. Workload induces boredom and significantly contributes to demotivation and dissatisfaction. Consequently, teachers may seek to change schools or lose their enthusiasm for teaching.

6.2.1.4.6 Fear from Making Mistakes

EFL public school teachers fear mistakes more than private school colleagues due to lower English proficiency. Some English teachers in public schools avoided interviewing them in English, unlike private school teachers who seemed prepared. In this regard, (T1), an EFL teacher at a public school, shed light on an important factor that demotivates EFL teachers as he stated, "*some teachers say I have studied for four years at the college, but my English is still poor*". In addition, he added "*some English teachers compare their abilities with other teachers saying my English is poor, whereas other teachers' English is very good, therefore, I am unable to engage with my colleagues at school in conversation*". Fear of mistakes erodes self-confidence and hinders positive thoughts about teaching careers, resulting in demotivation.

Additionally, (T2), a public school teacher, highlighted teachers' lack of interest in the profession as he said, "*some teachers are not interested in teaching, are demotivated to develop themselves as teachers*". Furthermore, (T3), another public-school teacher, identified teacher's demotivation in developing their language skills as he stated, "*EFL teachers do not improve themselves in learning languages; therefore, they are concerned about their limited information about the second language. They were not good at speaking or teaching. This made them lazy, tired, and uninterested in teaching English*". In addition, he noted that mixing the native language with the second language in class also affects students ability to learn the second language, and he returned the factor to the students' unwillingness to learn the second language as he claimed, "*students' undesirability to learn the second language and their inability to grasp the language made the teachers mix two languages, native and foreign. Accordingly, this affects teachers' desire to improve and develop their language*". English teachers at public schools identify various factors contributing to demotivation and dissatisfaction. Addressing these issues is crucial for improving teachers' motivation, job satisfaction, and educational standards. In contrast, private school participants did not mention these problems, projecting more confidence in their English proficiency and language teaching, implying higher motivation and satisfaction among private school teachers.

7.DISCUSSION

This study investigates the motivation and job satisfaction of EFL (English as a Foreign Language) teachers using both quantitative and qualitative data, as well as relevant literature. The motivations for entering the teaching profession among EFL teachers are often driven by a passion for English, aligns with previous study by Karavas [23]. McGregor's Theory Y (1960) supports the idea that intrinsic interest in the subject matter enhances efficiency. Quantitative results from Erbil/Kurdistan indicate high motivation among EFL teachers, with self-efficacy ranking as the highest motivator and salary as the lowest. These findings are consistent with Karavas [23], who also emphasized the link between positive affect, self-efficacy, and job satisfaction. However, questionnaire and interview outcomes diverge in terms of satisfaction, with the latter revealing that psychological aspects hold more influence than material factors in teachers' commitment to teaching. This aligns with Tsutsumi's [19] findings and the concept of Maslow's needs hierarchy, emphasizing the importance of psychological factors in motivating

teachers. EFL teachers in the study exhibit moderate job satisfaction, with 'freedom' being the highest contributor, and 'fringe benefits/salary' ranking the lowest. The significance of autonomy in teaching aligns with previous researches [19,23,30,33], supporting the role of freedom in motivating and satisfying teachers. Interestingly, the influence of salary on motivation and job satisfaction appears minimal in the questionnaire but is significant in the qualitative aspect, especially for public school teachers. This discrepancy contradicts Tayyar's [7] observation of salary's limited impact on satisfaction. The study also highlights that private school EFL teachers express greater satisfaction with salary, driven by an extrinsic motivation factor tied to the qualification-based payment system.

In this study, significant disparities in EFL teachers' motivation and job satisfaction were observed based on the type of school they worked in, specifically public versus private schools. Private school participants consistently exhibited higher mean scores for both motivation and job satisfaction when compared to their public-school counterparts. These differences were particularly pronounced concerning factors such as administrative support, collegial assistance, cooperative engagement, and the influence of students and parents. The results align with previous research by Ngimbudzi [33] who found that educators in private institutions generally experience greater job satisfaction with various attributes, including administrative support. The provision of administrative support and a collaborative ethos plays a significant role in cultivating a nurturing and industrious environment for teachers. These findings also resonate with Maslow's Hierarchy of Needs theory, which emphasizes the importance of psychological factors, including social connection and belonging, in motivating individuals. The study also highlighted the role of interpersonal relationships, administrative support, and social needs in teachers' motivation and job satisfaction, in line with findings [22,30,31]. Understanding and addressing these individual variances are crucial for enhancing teacher motivation and satisfaction. Furthermore, the study found notable differences in participants' motivation related to students' roles, with private school teachers showing higher mean scores and being more extrinsically motivated by students' roles. This finding resonates with previous research by Ng and Ng [30], emphasizing the impact of student attitudes and behavior on teacher motivation and satisfaction. It also aligns with Karavas's [23] stress and burnout factors linked to student disinterest and misbehavior. The study also revealed that private school participants displayed higher motivation related to parents' involvement compared to public school participants. The strong school-family connection in private schools, facilitated through various communication channels, positively impacted teacher motivation. However, the role of parental involvement in teacher motivation remains an underexplored area in the literature.

Additionally, private school participants reported higher job satisfaction levels regarding training and development opportunities compared to their public school counterparts. This is consistent with findings by Shah and Paudel [21], indicating that participants generally express satisfaction with training opportunities. However, it differs from other studies where participants expressed discontent with staff development and training. Rewards and appreciation were found to significantly influence extrinsic motivation and job satisfaction, with private school participants reporting higher satisfaction levels in this regard. Private schools employed various strategies to acknowledge and reward teachers, while public schools appeared to offer limited recognition. These findings align with equity theory and expectancy theory, which suggest that individuals assess their efforts against rewards, impacting their dedication and motivation. Furthermore, private school participants displayed greater job satisfaction concerning promotion opportunities, contradicting previous studies where participants expressed discontent with pay, bonuses, and promotion. This highlights the importance of recognizing individual differences in teacher motivation and satisfaction.

On the other hand, several factors contribute to the demotivation and dissatisfaction of EFL teachers. The study recognizes health as a fundamental need that impacts teacher motivation, especially during the pandemic with school closures. Maslow's hierarchy of needs theory (1943) supports this idea, stating that health, a safety need, affects confidence and self-actualization. These findings are consistent with previous research that has highlighted the impact of health-related concerns on teacher motivation (e.g., Maslow, 1943). Curriculum restrictions can also be a significant demotivating factor for EFL teachers, narrowing their focus and limiting their autonomy. This aligns with the findings of Dornyei and Ushioda [20], who noted that imposed curricula can lead to teacher demotivation due to restricted autonomy. The need for freedom and self-confidence in teaching is also emphasized, which resonates with the literature on teacher autonomy and motivation. Furthermore, the study highlights that large class

sizes can demotivate public school teachers, impacting their ability to engage students, conduct tests, and facilitate interaction. These findings align with previous study by Dornyei/Ushioda [20], which linked high student numbers to teacher demotivation. The suggestion that the Ministry's proposal to build more schools could address this issue is in line with efforts to improve teacher working conditions. Moreover, The heavy workload for language teaching is identified as a demotivating factor for EFL teachers, particularly in public schools. The recommendation to reduce class size and simplify requests to aid teachers aligns with efforts to improve working conditions. In addition, the study emphasizes that EFL teachers' language skills have a significant impact on their self-confidence, motivation, and satisfaction. Public school teachers may avoid using English to prevent errors, affecting their confidence and motivation. These findings align with Maslow's notion of fearless error-making as a factor in self-actualization. The impact of language skills on teacher motivation and satisfaction is consistent with the literature, with Alipour [31] noting that private school teachers tend to have an edge in motivation due to their language and teaching skills.

Demographic factors such as experience, gender, and age have been found to yield notable differences among EFL teachers. The study indicates that experience plays a significant role in EFL teacher motivation and satisfaction. Those with 1-5 years of experience exhibit higher motivation than their counterparts with over 15 years of experience. Interestingly, motivation and satisfaction levels rise from 1-15 years of experience but wane beyond 15 years. This finding contrasts with Ngimbudzi [33] who found different results. The study suggests that the financial crisis pushed recent graduates towards the private sector, with the 1-5-year experience group being mostly private teachers and more content than their >15-year experienced public school counterparts. These findings highlight the influence of economic factors on teacher career choices and the impact on motivation and satisfaction. Considering gender-wise, female EFL teachers tend to show higher motivation and satisfaction, which aligns with the researcher's observations and findings by Koran [17]. Cultural factors, such as holidays, flexible hours, an affinity for young learners, and managing roles, are identified as factors that boost motivation and satisfaction among female teachers. This gender-based difference in motivation and satisfaction has been noted in previous studies, although some variations exist. For instance, Ngimbudzi [33] found a gender impact on satisfaction but with males, possibly reflecting differences in teaching preferences within different communities. However, Nyarko et al. [29] contrasted these findings, finding no significant gender-based external motivation difference. These results emphasize the complex interplay of gender and cultural factors in teacher motivation. While no significant differences in motivation were observed based on age, a notable disparity in job satisfaction emerged between EFL te   achers aged 32-36 and those over 42 years old. Participants aged 32-36 exhibited higher job satisfaction. This finding aligns with the work of Ngimbudzi [33] who also noted the impact of age on job satisfaction. Teaching demands can vary significantly at different life stages, potentially affecting satisfaction levels. The study suggests that schools should consider accommodating teachers' age-related needs, possibly through class size and workload adjustments, to foster job satisfaction. The role of individual differences in job satisfaction is emphasized, with different types of satisfaction including dispositional (innate), social interaction-influenced, and integrated (influenced by both factors). Understanding and acknowledging these individual differences are crucial for addressing teacher satisfaction effectively.

The study investigates the correlation between motivation and job satisfaction among EFL (English as a Foreign Language) teachers, finding a significant positive correlation between these two factors. This result aligns with previous studies [7,29], which also identified a positive relationship between job satisfaction and various positive outcomes in education. These outcomes include improved teaching quality, commitment, and overall performance. The findings emphasize the importance of motivated and satisfied EFL teachers in the educational context. When teachers are motivated and satisfied with their work, they tend to exhibit higher levels of creativity and productivity. The study underscores the role of motivation and satisfaction in fostering enthusiasm and comfort among teachers, which, in turn, can have a positive impact on their teaching effectiveness. For stakeholders committed to advancing educational progress, these results emphasize the need to prioritize factors that contribute to the motivation and job satisfaction of EFL teachers. Recognizing the interplay between these factors and their influence on teaching quality and commitment can guide efforts to create a supportive and conducive environment for teachers, ultimately benefiting the educational outcomes of students.

CONCLUSIONS

The study aimed to assess EFL teachers' motivation and job satisfaction in Erbil schools, particularly in public and private contexts. This exploration stemmed from an educational research gap in Kurdistan/Iraq. Employing mixed methods, data collection addressed diverse research queries. Outcomes revealed combined internal and external influences on motivation and satisfaction. Passion for teaching drove subject selection, enhancing enthusiasm and productivity. Generally, motivation outcomes were favorable, 'self-efficacy' scoring highest, 'salary' lowest, implying intrinsic motivation.

Regarding school type, notable motivation differences included good salary, administrative and collegial support, student and parent roles. Job satisfaction variations encompassed training, school environment, support, reward, promotion. Private school EFL teachers displayed greater extrinsic motivation and job satisfaction, regardless of intrinsic factors. Experience influenced motivation, peaking 1-15 years and tapering later. Female teachers demonstrated elevated motivation and job satisfaction. Age's motivation impact was insignificant, while significant satisfaction differences emerged between ages 32-36 and over 42. Significant positive motivation-job satisfaction correlation emerged. School types exhibited notable differences, involving various stakeholders for enhancement. Individual differences underscore significance, warranting further research. Effective education hinges on robust infrastructure, family-school alliance.

Based on the current study's findings, the following recommendations and suggestions emerge: Collaborative efforts among all stakeholders in education are imperative to enhance teachers' motivation and job satisfaction, given their pivotal role in elevating the educational standards in Kurdistan/Iraq. Public schools must be prioritized and bolstered to bridge the gap between public and private institutions. Identifying and addressing factors that demotivate and dissatisfy teachers, including excessive workloads and class sizes, necessitates innovative solutions. It is of utmost importance to foster teachers' competencies through seminars, conferences, and training sessions, offering English language educators opportunities for growth in language proficiency, innovative teaching methods, human resources, and technological advancements. Implementing school visits, inter-school competitions, and performance workshops can significantly boost teachers' motivation and job satisfaction. Moreover, attention should be devoted to workplace health, professionalism, and experienced teams. Recognizing that social needs play a role in extrinsic motivation and job satisfaction, schools should prioritize support, fostering positive relationships and teamwork, as well as rewarding and appreciating teachers for their hard work.

The limitations of this research are rooted in its examination of 200 EFL teachers in Erbil, restricting generalizability to the broader Kurdistan region. To bolster validity, broader research encompassing both private and public schools across multiple Kurdistan cities is necessary. While this study employs mixed methods, increasing teacher participation in the qualitative segment could yield more comprehensive insights. In light of the findings, it is advisable to explore the connection between individual differences and motivation as well as satisfaction for a more profound understanding. Considering the significant impact of parents, investigating their motivational role is also warranted. Lastly, to cultivate an optimal school environment, a detailed examination of rules and regulations for improved staff management and motivation is recommended.

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