

Trabajo Final de Grado



***Staff Motivation at the
Language Department
of Universidad
Empresarial Siglo 21***

María Belén Martínez Allende
Licenciatura en Lengua Inglesa
Universidad Empresarial Siglo 21
Diciembre, 2009

Dedico este trabajo final a Paula y a Mora

TABLE OF CONTENTS

Introduction.....3

Theoretical Framework.....6

Methods of collecting data.....22

Development: results.....26

Concluding points.....60

Proposals

 I.....63

 II.....67

General Conclusion.....72

References.....73

Appendix

 I.....75

 II.....78

 III.....79

 IV.....80

 V.....81

INTRODUCTION

Since I have been a student of Universidad Empresarial Siglo 21 for almost 6 years, I have become interested in developing my project in this institution. After all these years of being part of this university, I feel that this is a great opportunity to make a contribution to it as a way of showing how thankful I am for everything this institution has given me, not only for my professional future, but also for my personal growth. UE Siglo 21 is a private university situated in Cordoba City. Although it is almost new, it has gained a lot of prestige among private universities. One of the most important differences with the others is that Universidad Siglo 21 has a business orientation. This is a major characteristic. The institution prepares students for their future to develop in the business world we are living today. What is more, it offers 3 different modes for students to attend courses; distance, senior and on campus. Universidad Siglo 21 has 21 programs of study and it has approximately 10,000 students in all modes. The academic year is divided into two semesters and final exams take place in July, December and February. Universidad Siglo 21, apart from the business orientation, has another competitive edge. Most programs of study have English as an obligatory subject in their curriculum. Students are divided into different levels according to the results of a placement test they take when they start university. Furthermore, students are encouraged to sit for important international exams, such as TOEFL, which have a lot of prestige all over the world. Thus, people who graduate from Universidad Siglo 21 are really prepared to assume responsibilities, deal with work-related problems and become leaders. This is reflected in the institution's mission:

“To educate enterprising leaders capable of undertaking positions of responsibility in the creation and distribution of wealth. Leaders, who will contribute to raising the organization's efficiency and competitiveness, and thus making a more developed, ethical, supportive and equitable country.

To prepare students for the nation's demand of problem abilities through research.

To provide massive access to quality higher education to Argentine society.”

My project is focused particularly on the Language Department within the on campus mode.

Being an English student of Universidad Siglo 21 has given me the chance to be familiar with the whole language department. I have been in touch with all the English staff and the director of this department, Marcela Rodríguez, through all these years. Furthermore, I had the opportunity to do my methodology practice in this institution so I also got in contact with students. This experience allowed me to perceive the attitude of teachers towards peers, students, the language department and the university itself. Moreover, I got to know more about the functioning of the English courses within the institution.

After all these years as a student and through my methodology practice as a teacher trainee, I have gained a lot of information and perceptions from the institution. A lot of people may say that being a teacher is having certain knowledge and skills. In my opinion, teaching goes beyond these: being motivated and transferring that motivation to students is also an important part of a teacher's job. Although I believe Universidad Siglo 21 has very professional and qualified English teachers, through this project I will investigate and find out the degree of motivation they have.

From my point of view, motivation is a crucial factor for any organization because when employees are motivated they do their best and this helps the organization to achieve its goals. I believe an institution is a chain composed by different parts which have to work together in harmony and be motivated in order to achieve the expected goals. Results are totally different when employees are motivated from when they are not. Teachers play different roles in an institution and what may or may not motivate them are factors, not only internal, but also external to a classroom. It is important to bear in mind that teachers are also human beings, so not being motivated may even cause major personal problems such as low self-esteem or depression.

On the one hand, if a teacher is not motivated she will not be able to do a good job; students will perceive it, and will not enjoy the learning process; consequently, the organization will not satisfy their needs, and they will not only lose clients, but also destroy the good image and reputation the place has. Lack of motivation in teachers may generate from psychological to physical problems, such as, stress or headache. Furthermore, teachers may feel really bad with themselves as they may feel it as a personal failure. What is more, employees may quit their job because of demotivation as they may experience work as a hard and heavy thing to do. Another important negative

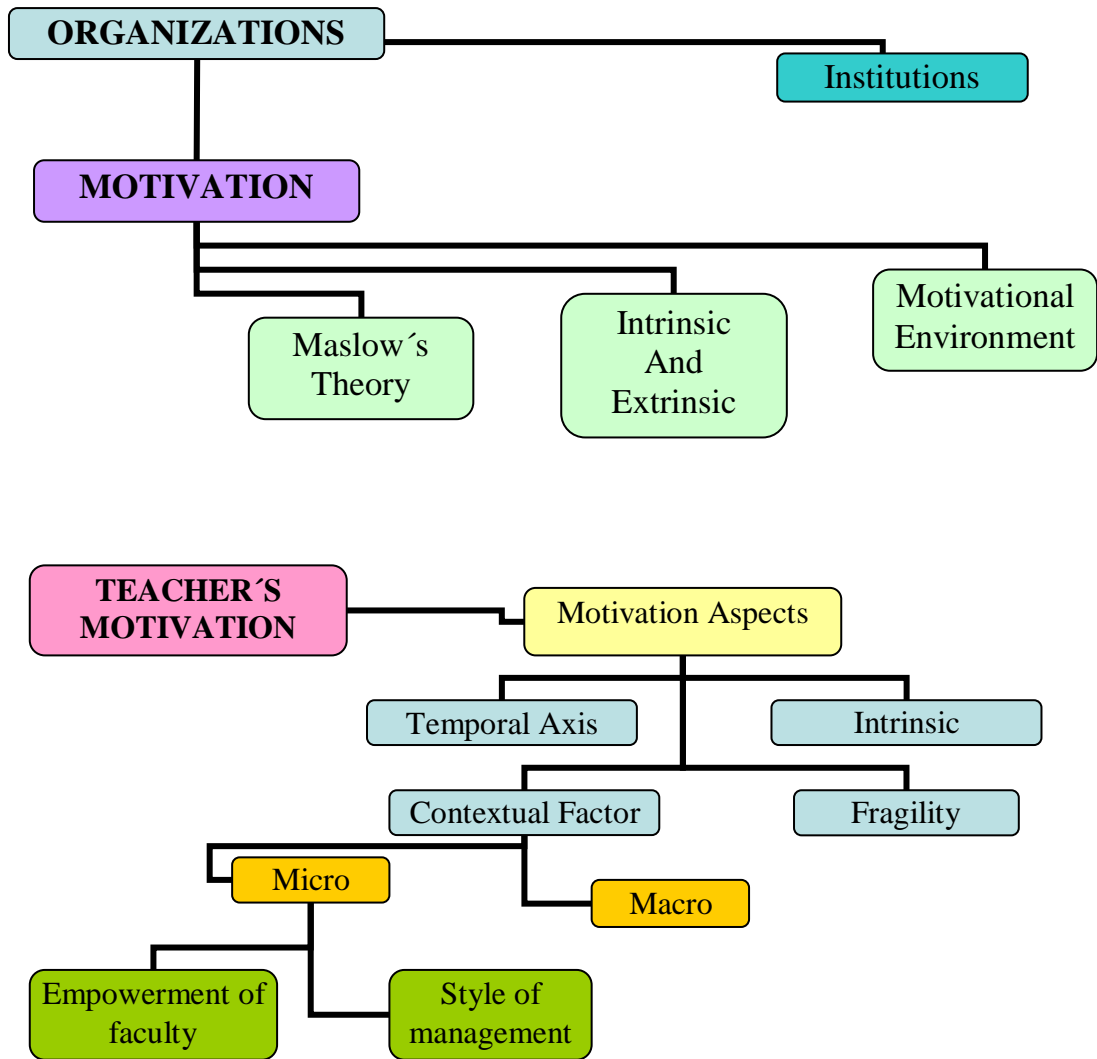
consequence of demotivated teachers is that students stop attending classes because they focus their attention on something else but the course.

On the other hand, motivation generates good and positive attitudes in employees. If teachers are motivated, they will feel a positive energy that will let them do their best for the institution's goals and for their personal success. What is more, happiness is a natural feeling when there is motivation. It lets anyone generate positive attitudes in themselves, peers, managers, students and owners of the organization. Students will be satisfied and interested in learning English, and in attending their classes.

The main message of Universidad Siglo 21 is in its mission, motivation is one of the bases for leaders to lead, so students should see examples of leaders in their professors. The objective of this project is to present a complete plan in order to contribute to English staff motivation at Universidad Empresarial Siglo 21. This proposal will be based on an investigation.

THEORETICAL FRAMEWORK

The aim of this section is to present the necessary theory that provides a framework for this project. I have organized the theoretical framework of my project as illustrated in the following graph.



I will now describe this conceptual graph.

Organizations

Nowadays people tend to relate the word “organization” just with big corporations all over the world. But, what is an organization? “An organization is a group of people intentionally organized to accomplish an overall, common goal or set of goals” (McNamara, 2007). To put it another way, it is people who work together in the same direction for achieving a common goal or set of goals.

Institutions

Is an institution, such as a university or a school, an organization? The answer is yes. First, it is an institution because it will have “a legal status, with governors or shareholders (depending on whether it is state or private owned), a board of management, staff and students (...) will have to conform to whatever legal requirements are laid down for such institutions, and it will normally be registered with the appropriate authority as employer and tax payer” (White, Martin, Stimson, Hodge, 1991:6). Then, as regards the **organizational characteristics** “they consist of a network of relationships among the individuals who regard themselves as belonging to the organization. These relationships will be variously directed towards the achievements of the goals of the organization, towards maintaining the organization as a social unit, and towards fulfilling the personal needs of the individuals.” (White, Martin, Stimson and Hodge, 1991:6). That is to say, people work together for the accomplishment of goals, for the best of this social unit, the university, and at the same time for their personal needs as individuals.

What is more, everyone has a **position** and a specific **activity** within the institution. That is to say, inside any organization, everyone has a place, no matter if it’s manager, director, teacher, etc, where a specific activity has to be done, but everybody collaborates for the same goal or set of goals. According to Ron White, Mervyn Martin, Mike Stimson and Robert Hodge (1991:6) “it is possible to describe the relationship among their members in terms of structures and functions.” What is more, the same authors agree that this structure is organized into a pyramid (flat or tall) depending on levels of authority and distributions of activities. That is to say, there are people inside an institution who have more “power” than others, so they have to guide and be responsible for certain activities within the organization. It is known that managers are the ones responsible for the whole organization. The authors cite Mullins (1985), who

describes some of the most important activities **managers** do: planning of work, distributing activities and tasks to people, directing subordinate staff and controlling performance. At Universidad Siglo 21, the major head of the institution, known as a manager is the vice-chancellor. This is the person who delegates work to certain areas, which at the same time delegate to others.

An organization is an institution, so any school or university should be treated as an organization; that is to say, it has goals, structures and different functions. What is more, levels of authority are quite important because through pyramids, institutions are organised and everyone has a clear function and position inside the institution. Although there is a head, a vice-chancellor in case of the university, most people have subordinate staff to control and direct. It is important to highlight that because Universidad Empresarial Siglo 21 in an organization, my proposal will be adaptable and applicable to any other organization.

Motivation

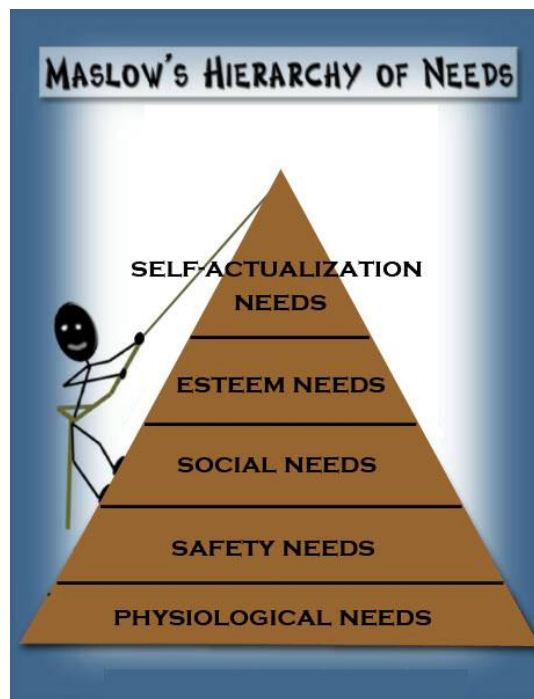
Every organization has needs. White, Martin, Stimson and Hodge (1991) mention some of them, which should be fulfilled: task needs, which are those which have to be satisfied in order to succeed in the work of the organization; needs concerned with the group are those which have to do with the institution seen as a social unit; and individual or personal needs, which if not achieved there will be no motivation in the workers. In other words, a university has certain needs which control in a way human emotions such as motivation, defined by H. Douglas Brown (2001:72) as “the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.” That is, motivation will help employees to achieve their goals and the organization goals.

Abraham Maslow’s Theory: hierarchy of need

Although there are many theories of motivation, the best known was developed by Abraham Maslow. Nancy J Adler (1997:158) gives a short, but clear explanation of this theory “Abraham Maslow, an American psychologist, suggested that human beings’ five basic needs form a hierarchy: **from physiological, to safety, to social, to esteem, to self-actualization needs.** According to Maslow, the higher-order needs (i.e., esteem and self-actualization) only become activated, and thus motivate behaviour, after lower-

order needs have been satisfied.” That is to say, the main needs we all have are ordered in a pyramid into different hierarchies and the satisfaction of one will motivate someone to move up to the upper level, until they get to the “top” of the **pyramid**, that is, self-actualization. Is this model applicable to an organization? Yes it is, because these needs are applied to human beings no matter which area they work in or which type of organization we describe. Thus, it is applicable to a university.

Although Maslow’s theory is clearly explained by Adler (1997), I think it becomes clearer by looking at a graph:



All human beings have these 5 needs which are, according to Maslow, organized into a pyramid of hierarchical positions. Everyone needs to satisfy them from the lowest to the highest, that is to say everybody wants something they do not have, and they want more. As White, Martin, Stimson and Hodge (1991) put it; humans are “wanting beings”.

When planning how to motivate people, it is crucial to bear in mind these 5 needs because they apply to any organization and every human being. No stage from the pyramid should be passed off because each of them will lead the person to the next one. As the purpose of this project is to propose a plan in order to motivate people, this

information is crucial for me when planning the principal factors that will help someone become motivated.

Intrinsic and Extrinsic motivation

Through Maslow's theory we can understand that first external factors, such as water or food, are the ones which help us to feel motivated, but on the top of the pyramid the final goal, self-actualization, is an internal factor. How can these factors be defined? On the one hand, Brown (2001:76) cites Edward Deci (1995) who defines intrinsic motivation by saying that "intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake (...)". This means, there is an inner energy which allows people to feel motivated. On the other hand, according to Brown (2001:76) "extrinsically motivated behaviours (...) are carried out in anticipation of a reward from outside and beyond the self." For example, money is a common external motivational factor.

Creating a motivational environment

Is it easy to create a motivating environment? There are different ways of making the environment motivational for the staff and different organizations tend to choose a variety of methods, but, according to Edward Roseman, the answer to this question is negative. Edward Roseman (1977) agrees that:

The task of creating a motivating environment is complex because of five major considerations.

1. A motivating environment, according to the psychologist Saul Gellerman, "is defined subjectively." It's not the same for everybody. What's motivating for one person may not be motivating for another.
2. Individual and company needs may conflict. You may not be able to satisfy a subordinate's needs because their fulfilment would be harmful to the company.

3. A motivating environment is dynamic. Past incentives probably won't continue in the future. As psychologist Abraham Maslow stated in his theory of motivation, when needs are satisfied, "new [and still higher] needs emerge."
4. A motivating environment has to satisfy many different needs at the same time. Depending on who's doing the classifying, there's quite an imposing list of needs that serve to motivate people, among which are needs for achievement, affiliation, autonomy, dominance, exhibition, understanding, aggression, esteem, and order.
5. A motivating environment is dependent on achieving a balance between what one gives and ones gets. It's a world of trade-offs. Subordinates must be willing and able to change in order to get something they want. (Roseman, 1977:80,81)

These five points reflect what motivation implies inside any organization. After Roseman's words, I can conclude that motivation is an important factor which is not easy to create inside an organization because it implies effort from each part of the institution. First, motivation being **subjective** makes an organization's motivation unique because these are different factors that motivate each individual and the person who is charge of creating a motivating environment, such as a director, will face a difficult task because of this variety of motivational factors. That is, although my project will be applicable to any organization, the motivational factors that are included in my proposal are going to be particular of the university itself as well as the findings that are specific to my object of study. Then, in the second point Roseman presents a **distinction between the company's and the staff's needs**. This is an important point because finding equilibrium between needs is essential for a motivating environment. It is important for my proposal because although I will propose methods for staff's motivation, the organization's needs are also useful for the proposal as there is a link between staff and institution. What is more, Roseman describes the motivating environment as **dynamic**. As I have already stated about Maslow's theory, there is always a want for more. Humans are not static, so what motivates them are things they do not have, but they want to get. In other words, my project may not be applicable for ever, because what motivates staff today may not be motivating some years from now. I

believe this is one of the key points in studying motivation, knowing that it is something that is not static and may change after certain periods of time depending on what individuals have gotten and want to get. As my proposal is going to be based on current data collected through research methods, dynamicity is not a problem, but it is important to bear in mind when planning. Furthermore, Roseman mentions the **variety of needs that have to be satisfied at the same time**. In big organizations, such as Universidad Siglo 21, there exist different needs. Through this project, the proposal of a plan for motivating staff implies the idea that needs are going to be gathered and there is going to be a way of satisfying all of them in an equitable way. Finally, Roseman includes the idea of **trade-offs**. To put it another way, someone gives and gets. As it is a hard job to create a motivating environment, it is important that each part of the institution collaborates to make it easier. Although employees expect to be motivated, they should adapt to some things in order to “receive” motivation.

So far, I have explained how important it is for any organization to have all the staff working in different areas, but together for achieving personal and professional goals. Moreover, I have presented human motivation through one of the best known theories, Maslow’s hierarchy of needs, as a key element inside any organization. From now on I will go deeper into this last topic; motivation, but making reference to the subjects of my project: teachers.

Teacher’s Motivation

Why do I care about teacher’s motivation? First, because I am about to become a teacher and I believe that although I love this profession, I will always need motivation to work and to grow as a professional. Then, in my opinion, teaching, as any other profession, is a lovely, but hard one because teachers are all the time dealing with humans, which makes the job both dynamic and yet, difficult. I think it is very important to work in the best possible conditions for giving the best of us to the rest of the people. Zoltán Dörnyei (2001) says “the teacher’s level of enthusiasm and commitment is one of the most important factors that affect the learners’ motivation to learn” (Dörnyei, 2001:156). Furthermore, the same author explains that “humans do a lot of things as a matter of routine, and such relatively automated or habitual actions are often not under direct motivational control” (Dörnyei, 2001:9).

Motivational aspects: intrinsic component, contextual factor, temporal axis and fragility

Dörnyei (2001) suggests that four motivational aspects are particularly featured with respect to teacher motivation:

1. It involves a prominent *intrinsic component* as a main constituent.
2. It is very closely linked with *contextual factor*, associated with the institutional demands and constraints of the workplace, and the salient social profile of the profession.
3. Along with all the other types of career motivation, it concerns an extended, often lifelong, process with a feature *temporal axis* (which is most clearly reflected when talking about career structures and promotion possibilities).
4. It appears to be particularly *fragile*, that is, exposed to several powerful negative influences (some being inherent in the profession). (Dörnyei, 2001:157,158)

Intrinsic Component

Dörnyei (2001) points out, that teaching is related to **intrinsic motivation** because it “has always been associated with the internal desire to educate people, to impart knowledge and values, and to advance a community or a whole nation” (Dörnyei, 2001:158). In my view, it is known that almost all teachers choose this job because of their great interest in educating and improving different generations of people, from children to adults. Dörnyei (2001) cites Csikszentmihalyi (1997) who distinguishes between two internal rewards: the educational process itself and the subject matter. The former makes reference to the teacher’s experience of seeing students’ growth and improvement as a consequence of teacher’s actions. The latter makes reference to the interest teachers have on the field, all new information they add and the acquirement of knowledge for professional growth. That is to say, on the one

hand, the improvement of the students as a consequence of the teacher's effort, and on the other hand, the evolution of the teacher himself/herself as a professional in the field. I agree with both authors that most of the time internal incentives are the ones that characterize a teacher. That is why it is important for my project to keep this point in mind when creating the proposal in order not to focus just on external factors, but also on inner feelings and incentives.

As well as Maslow's determination of needs that humans need to satisfy, Dörnyei (2001) cites Deci and Ryan (1985) who also postulate some human needs: autonomy, relatedness and competence. According to them, teaching just satisfies the first two as they deal with a class (autonomy) and students and peers create a rich human environment (relatedness). The third need refers to the sense of accomplishment. I believe feedback becomes crucial for staff's motivation. First, it helps teachers to improve if there is something wrong. Then, they feel good when the feedback is positive so they are motivated. Finally, it is important for them to know the opinion their students, superiors and peers have of their job.

Contextual Factor

Going back to the four elements Dörnyei (2001) mentions, the second one has to do with the **contextual factors**. After explaining how internal incentives play a crucial role, it is moment to pay attention to external factors that also have a major function in teachers' motivation. Motivation may come not only from the inside, but also from the outside. That is to say, there are on the one hand, internal factors, and on the other, external ones, which are important to bear in mind when motivating teachers. Dörnyei (2001) cites Walker and Symons (1997) who agree that environment plays a very important role in job motivation.

Micro and Macro contextual influences

Dörnyei (2001) cites two more authors (Dinham and Scott, 2000) who offer a very complete explanation of contextual influences on teacher motivation. First they mention the "**macro contextual influences**", which refer to the media, parents, society and people from politics. That is, the outside world that has an impact on the institution and on teachers. On the other hand, these authors make reference to the "**micro contextual**

influences”, which are related specifically to the organization staff work for. These factors are:

- the school’s general climate and the existing school norms;
- the class size, the school resources and facilities;
- the standard activity structure within the institution;
- collegial relations;
- the definition of the teacher’s role by colleagues and authorities;
- general expectations regarding student potential;
- the school’s reward contingencies and feedback system;
- the school’s leadership and decision-making structure.

(Dinham and Scott, 2000, as cited in Dörnyei, 2001:161)

Empowerment of faculty and Style of management

Before going on with the motivational aspects Dörnyei (2001) explains, I would like to talk at length about two points mentioned in the previous list of micro contextual factors.

If anyone asks me: “Which is the role of teachers in an institution?” The first answer that comes to my mind is, to teach. But, apart from teaching, they have different and important roles inside organizations. These are determined by the style of management the institution has. This leads to another question: “Do teachers have power in an organization?” Elizabeth F. Soppelsa (1997) brings out the concept of “**empowerment of faculty**” which will help me to answer part of this question. This author explains that “empowerment of faculty involves the ceding of power to faculty by the administration so that faculty can make decisions about the educational setting in which they work” (Soppelsa, 1997:123). In other words, it refers to the power teachers have when making an educational decision in the place they work. Clearly, this empowerment of faculty relates to a **style of management** in which the director does not have a centralized authority. In this case, the director is Marcela Rodriguez who is the head of the Language Department at UE Siglo 21. I believe that the degree of power teachers have as well as the management style of the department are crucial points in my project and constitute the point of departure for any kind of proposal I make.

Soppelsa (1997) mentions some advantages as to **consultive management and participatory decision making**. First, the author explains how this may enhance teacher's sense of ownership to the program and the feeling of being responsible. Furthermore, she assures it is a way of working in a team, having the opportunity to exchange opinions with peers and establish a good relationship with them. Moreover, Soppelsa (1997) cites a number of authors (Locke, Fitzpatrick & White, 1983, and Near & Sorcinelli 1986) who agree that this power given to faculty for participating in making decisions is central to job satisfaction. To put it another way, feeling they are part of a decision may allow the staff to feel satisfied in their job, and I believe this is a major way of motivating teachers. Finally, another big advantage is that empowerment of faculty may help teachers accept changes, which helps to prevent burnout or exhaustion.

How can faculty be empowered? According to Soppelsa (1997):

Faculty can be empowered through the process of consultive management whereby program administrators involve members of the faculty - through consultation and consensus - in the development of policies and procedures that are meant to guide the program and faculty members' professional development. (Soppelsa, 1997:126)

Furthermore, Soppelsa (1997) cites Power and Powers (1983), who make reference to certain elements that are important in consultive processes in order to bring teachers into institutional decision making. First, they mention **consensus** as a way of getting altogether when coming to a decision. That is, meetings for sharing opinions before decisions are taken. What is more, authors point out one important element, which is the **redistribution of power**. Administrators should be facilitators. They plan, organize and motivate. I believe this is a major point of empowerment of faculty. Administrators have to be flexible when ceding power and not be authoritarian. Then, Power and Powers (1983) agree that sharing power is equal to sharing information. Administrators may not be authorized by their superiors to give all the information, but they have to share with teachers all the necessary information for taking good decisions. Finally, another important element mentioned by these authors is **the place where attention is focused**. Although each one has a role, everyone has to work in groups in

order to focus attention just on the decisions they have to take. These entire elements have to be taken into account not only by the language program administrator, but also by the faculty in order to take the best decision in the best way.

The author points out that **“Effective communication skills are crucial”** (Soppelsa, 1997:129). Everybody has to listen to peers and take into account every opinion given by them. Meetings are not the only way of communicating; informal conversations are as important as meetings and are a good way of communicating with each other. I believe it is important that all members know this because sometimes new and good ideas may emerge from a conversation held in the cafeteria. That is, no matter the way or the place where it takes place, communication has to be fluent all the time in order to make the process of decision making more democratic and enjoyable.

Is there a unique role faculty plays in participatory decision making? The answer is no. Soppelsa (1997) explains that:

The role of faculty in participatory decision making can only be defined in more specific terms after taking the following into consideration: the size and type of program in which they work; the type of administrative structure which exists; the skills, talents, and interests of all employees; and the resources available.

(Soppelsa, 1997:132)

Administrators as well as teachers should bare these factors in mind when agreeing on applying this type of management in the institution. There is no unique role; it all depends on all these factors the author mention.

The staff should be encouraged to participate in taking decisions and administrators should offer incentives. These may go from financial (raises in salary or monetary prizes) to teaching resources such as material or equipment. What is more **“higher rank, heightened status, and recognition by one’s peers are powerful incentives”** (Soppelsa, 1997:134).

If there are **no incentives**, the worst consequence could be **burnout**. Soppelsa (1997) defines it as a **“common phenomenon that is accompanied by the gradual depletion of energy and loss of enthusiasm for work”** (Soppelsa, 1997:135).

On the other hand, Soppelsa (1997) explains **some problems that may occur when administrators cede power**. First, they may feel threatened by faculty as they

feel ceding power means losing security and prestige. Then, she explains how sometimes administrators find it difficult to agree or not with people's proposals. What is more, administrators do not want to take the blame for bad consequences derived from implementing others' decisions. Moreover, they reject changing their management style. Finally, some administrators do not prefer democracy.

Although empowerment of faculty seems to be good for teachers, Soppelsa (1997) mentions that some of the teachers do not want to be part of it because of little confidence in their own abilities or because they believe that the sharing of power is dishonest.

Temporal axis

I have already explained two of the four aspects Dörnyei (2001) mentioned. The third aspect refers to the temporal dimension of teacher motivation: being motivated not only to teach in the present, but also during a lifelong career. Teachers should be motivated in order to "love" their jobs of teaching and to last in them. Rynor (1974, as cited in Dörnyei, 2001) explains that there are certain steps for growing as a teacher and for being motivated teachers should be given the opportunity to go through gradually. In other words, teachers should be motivated in order to grow in their profession. The institution has almost the entire responsibility about this point because it should provide ways to help staff advance their knowledge and skills. Dörnyei (2001) also cites Pennington (1995), who presents **ways of motivating teachers and giving them the opportunity to accomplish professional growth.**

These ways are:

- the increased variety of courses taught;
- contribution to curriculum development;
- monitoring role with new faculty;
- being in charge of developing new courses/programmes;
- making conferences presentations and/or preparing professional publications;
- serving as teaching consultant within and/or outside the institution;
- conducting teacher-training workshops(in-service programmes);

- developing materials for use in the home institutions and elsewhere.

(Pennington, 1995:209-10 as cited in Dörnyei, 2001:164)

I believe these ideas of motivation “**for today and for tomorrow**” are really interesting. The aim of any institution should be to motivate its staff not only for a short period, but also for a long one. In short, employers should encourage teachers to fall in love with their profession every time they have to give a class or do any other activity related to teaching now and forever.

Fragility

Furthermore, Dörnyei (2001) mentions the fourth motivational aspect as to teacher motivation. Here he makes reference to **negative influences on teachers’ motivation**. These are demotivating factors that cause terrible effects on staff, such as, frustration, boredom or dissatisfaction. There are many factors (internal and external) that cause these kinds of effects, but the author explains “teaching is a profession whose pursuit is fuelled primarily by intrinsic motives and there exist a number of detrimental factors that systematically undermine and erode the intrinsic character of teacher motivation” (Dörnyei, 2001:165). He mentions **four general demotivating factors**.

First, one of the most common is **stress**. Teaching belongs to the group of the most stressful professions. This is because teachers have to deal for many hours with large groups of people. Sometimes students misbehave and show different attitudes that bother the teacher. Moreover, some students do the subject because it is part of the curriculum and they are obliged to attend the courses; as they do not choose that class, they show no interest and they are not motivated. Can an institution prevent teacher’s stress? Pennington (1995 as cited in Dörnyei, 2001) presents ways for preventing stress in teacher’s job:

- “an orderly and smoothly functioning environment;
- clean, adequately lit, sufficiently large, and well-equipped work spaces, including offices and classrooms;
- textbooks, teaching equipment and other teaching resources which are plentiful, in good conditions, and up-to-date;

- reasonable work responsibilities in terms of workload and nature of teaching assignments;
- moral and work support from administrators.” (Dörnyei, 2001:167 cites Pennington, 1995)

Apart from stress, Dörnyei (2001) presents another demotivating factor: **restricted autonomy**. Sometimes teachers have no autonomy when working. This happens because the outside world (politicians, society, etc) or the institution itself sets many limits. Many times there are rules that do not depend on the institution so they are not able to change, but they should help teachers to be autonomous from these rules. In my opinion, it is important for teachers to know about rules and restrictions so they do not make mistakes when teaching and they feel as free as possible. This is why communication becomes crucial when dealing with motivation. If there is active communication, bad effects may be prevented.

What is more, Dörnyei (2001) considers another factor which, in my opinion, is nowadays one of the most common demotivational factors. He calls it the **insufficient self-efficacy**. Teachers are trained on grammar or language rather than on managing groups of people. Consequently when they face reality, they do not feel they are prepared for it, so they feel terribly bad. Dörnyei (2001) describes it as the “reality shock”. I believe that the institution has to know its staff experience and make sure they know how to deal with groups of students, especially new teachers. One more time, communication appears to be a crucial factor within motivation.

The fourth factor that demotivates teachers described by Dörnyei (2001) is the **lack of intellectual challenge**. It is very common that year after year or semester after semester; teachers have the same level or class. This does not help teachers improve because they feel it just as routine. It is very important that the person or group of people, who are in charge of assigning the classes to teachers, do not repeat teachers in the same levels. In this way teachers will be able to acquire new knowledge, skills or abilities. Which is the feeling this produces in teachers? They feel “stuck” as they think they are not able to improve, acquire new skills or grow in their profession.

As I point out at the beginning of this section, the aim of this theoretical framework is to present necessary theory that provides a framework to my project. First, I define what an organization is and how it works. Then, I state with different arguments

that an institution is an organization. That is, UE Siglo21 is an organization. Based on this information I explain the meaning of motivation with a complete definition and through the best known theory: Maslow's hierarchy of needs. This is based on five needs all human beings have, no matter the age or the profession. What is more, I differentiate extrinsic (external factors) from intrinsic (internal factors) motivation. Then, I make a list of the key points that explain the difficulties for creating a motivating environment. Finally, I go deeper into the main topic of this project, teacher's motivation, and I point out and explain four motivational points that are featured with respect to teacher motivation: intrinsic component, contextual factors, temporal axis and fragility. I elaborate on the second one by explaining the meaning, and the positive and negative aspects of the empowerment of faculty.

METHODS OF COLLECTING DATA

In this section I present all the methods I use to gather all the necessary data for making an analysis and creating proposals based on the information gathered. They will be handled to staff and students of “on campus mode” of Universidad Empresarial Siglo 21.

Choosing the right methods is not an easy task. The selection of them depends on who we need information from and the type of information we need. In this project I need three different visions: the English staff’s, the student’s and the head of the language department’s one.

Questionnaire

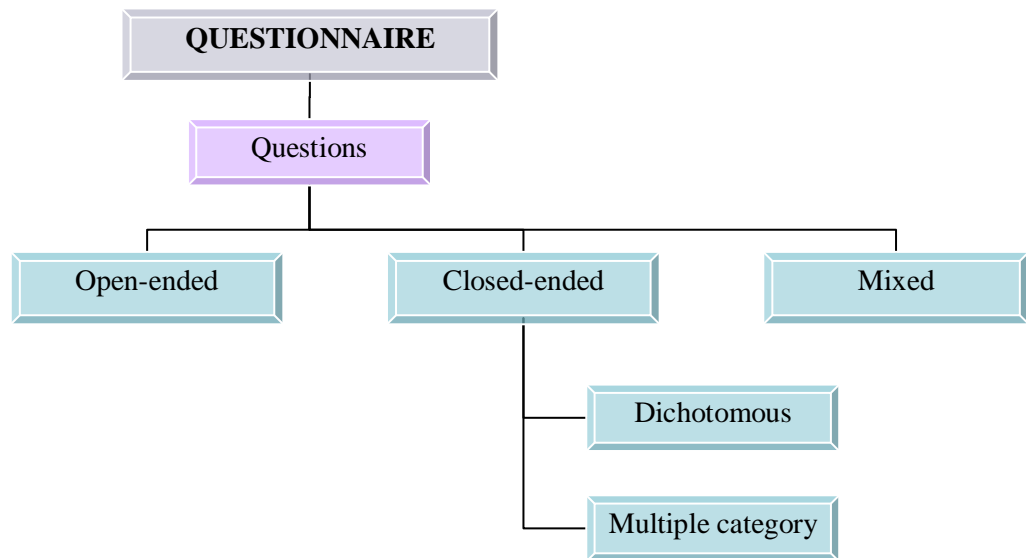
In order to gather information from teachers and from students I have chosen the instrument called **questionnaire**. Longman Dictionary of Contemporary English (1995:1157) defines a questionnaire as “a written set of questions which you give to a large number of people in order to collect information”. It is an excellent method for collecting information from many individuals because it is easy to handle. This is one of the most important characteristics a questionnaire has. I have to collect information from a large number of people: 130 students and 14 teachers. It is important for me to highlight that as UE Siglo 21 has many students who attend English classes, I will work with a portion sample which represents the whole population of students. What I want to get from them is all the information related to teachers’ motivation, but seen from the students’ point of view. As regards the information I need to gather from teachers, I followed the issues discussed in the theoretical frame. As a matter of fact, I need to know which motivational aspects are and are not present in the institution, as well as, the impact they have among teachers in the organization.

A more complete definition of a questionnaire is provided by Wikipedia, The Free Encyclopedia: “A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. The questionnaire was invented by Sir Francis Galton.”. It is

indisputable that the main purpose of any questionnaire is to collect data. As the previous definitions describe it, the questionnaire has a main characteristic: the questions. These are the main points in a questionnaire because through questions information is collected. There are different types of questions. Burns and Bush (1995:288) explain that “An **open-ended** question presents no response options to the respondent. Rather, the respondent is instructed to respond in his or her own words. The response depends, of course, on the topic”. This type of question is a good one for getting the individuals’ exact view of a topic, but the data gathered through open-ended questions is difficult to analyze as they usually differ in the words or vocabulary the individuals use. Then, Burns and Bush (1995:288, 289) explain that “The **closed-ended** question provides response options in the questionnaire. A **dichotomous closed-ended** question has only two response options such as “yes” or “no”. If there are more than two options for the response, then the researcher is using a **multiple category closed-ended** question. Both the dichotomous and multiple category closed-ended question formats are very common in questionnaires because they facilitate the questioning process as well as data entry”. This is a type of question which I use a lot in the questionnaires I have designed for the teachers and the students. I believe it is easy to analyse as it has options, and it is comfortable for the individuals who answer because they just have to tick an option. Furthermore, Vieytes (2004:488) describes a third type of question “ It is a **mixed question** when it combines a group of alternative answers mutually exclusive and exhaustive with a last open option that offers the individual the possibility to answer using his/her own word”. That is to say, this is a question that contains two parts: one part with a closed-ended question and another with an open-ended question. This type of questions is also used in the questionnaires I have designed in order to get the student’s and the staff’s perspectives. I believe it a good way of letting the individual express any idea that is not present in the options. Moreover, Vieytes (2004:486) explains “In most cases the multiple choices include mutually exclusive answers, but also there could be questions that accept more than one answer”. In other words, although there are questions that provide different options, the individual can choose more than one option in order to answer. In the questionnaires I have designed to collect data from the students and the teacher, this type of question is also used.

What is more, I believe that another major characteristic questionnaires have is that they provide the option to be or not anonymous. In my opinion, being anonymous makes it more comfortable for individuals to provide positive and negative viewpoints. Individuals are encouraged to be honest when answering. This is the reason why I have designed both, staff's and student's questionnaires, which are anonymous. The individual questioned does not need to identify him/herself.

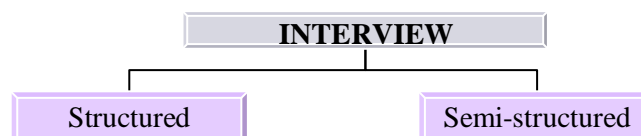
To sum up, I have designed questionnaires, for the staff and for the students that are easy to handle, to answer as they contain questions which are easy to analyze and interpret. I believe that in this way I will not take much time from teachers and students.



Interview

Among many instruments, I have chosen an interview in order to get the perspective of the head of the department, Marcela Rodriguez. First, Vieytes (2004: 500, 501) defines “An **interview** is a conversation between two or more people in which one or more is the interviewer and another or others the interviewee. The objective is to compile important information for the investigation that is taking place. The interview is an act of personal interaction in which a verbal exchange takes place. The interviewer transmits interest and confidence; the interviewee offers a description, interpretation or evaluation of the facts that concerns the interviewer. Although the interview is a conversation, it is very different from everyday conversation.”. I believe

that a verbal exchange is one of the most important advantages an interview has. Then, Vieytes (2004:501) explains that “The interview allows to obtain an informative, contextual and holistic answer. This answer is elaborated by the interviewees with their own words and from their own perspectives”. In my opinion, another important advantage this method has is that the answers are complete and elaborated. There exist different types of interviews. In my project I use a **semi-structured** interview which is different to a **structured** one. Wikipedia, The Free Encyclopedia explains the difference between them “A semi-structured interview is a method of research used in the social sciences. While a structured interview has a formalized, limited set questions, a semi-structured interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says. The interviewer in a semi-structured interview generally has a framework of themes to be explored. However, the specific topic or topics that the interviewer wants to explore during the interview should usually be thought about well in advance (especially during interviews for research projects). It is generally beneficial for interviewers to have an interview guide prepared”. That is to say, in a semi-structured interview the interviewer prepares in advance a guide in order to carry on the interview. It is important for the interviewer to have a list of topics or questions prepared for the interviewee. Nevertheless, new questions can pop out at the moment in which the interview is taking place. This is the type of interview I have designed to interview Marcela Rodriguez. In my opinion, this kind of interview allows me to explore all details she can provide me with how the organization and more specifically the language department handles staff motivation. What is more, I think that having the possibility to let any question to pop out is an advantage for both the interviewer and the interviewee. Moreover, a lot of people have recommended me to use tape recorders in order to record everything that happens during the interview. This is useful for the analysis of the interview. In order to record, it is important to talk with the interviewee previously in order to inform about it. Recording can only take place if the interviewee agrees to it.



DEVELOPMENT

RESULTS

The purpose of this section is to present and analyse the results of the investigation in Universidad Empresarial Siglo 21. The data included in this section was gathered by means of two personal interviews to the head of the language department, Marcela Rodriguez. This section also outlines the results of questionnaires carried out to 130 students and another delivered to 14 English teachers. These three methods were applied between September 2008 and October 2009.

INTERVIEW I

➤ *Marcela Rodriguez*

As a way of getting the perspective of the head of the language department at UE Siglo 21, I had an interview (see Appendix III) with her. I believe this is a practical method for collecting useful information for my project “Staff motivation at the Language Department of Universidad Empresarial Siglo 21”.

I believe it is important to explain that as soon as I decided to interview the head of the language department, I went to her office in order to talk to her. First, I informed her about my project. Then, I explained the purpose of the interview. Furthermore, I asked for her consent to record the interview and she gave it to me. Finally, we set a time and a date.

At the start of the interview, Marcela talks about her *role* at Universidad Empresarial Siglo 21. Then, she comments on *motivation* in this institution. Then, she points out the *increase of students per courses* as a main factor affecting motivation. What is more, she describes *communication* at this organization and more specifically explains about *departmental meetings*. She mentions how *academic decisions* are taken. Finally, she refers to her *style of management* and her feelings about being a *leader* in her job at UE Siglo 21.

Marcela Rodriguez describes herself as the **director** of the language department at Universidad Empresarial Siglo 21. Here, she is in charge of academic aspects.

With reference to motivation, Marcela believes that in some way she is **demotivated** in her job. She adds that she feels all staff have the same feeling. As one of the causes of demotivation, she refers to her salary as a teacher. She thinks their tasks, jobs and professional growth is not recognized as it should be. One of the main factors that causes demotivation is **the English class size** in Universidad Empresarial Siglo 21. She points out that the number of students per course has increased and has generated demotivation in the English staff. She explains how courses have increased the number of students since the year 2008. Classes have increased from twenty to forty students. She feels that their jobs are not being recognized because salary is another issue that demotivates the staff. She states that although the number of students have increased, the salary has not changed. Marcela agrees that the teachers' motivation has a direct impact on the students. Furthermore, Marcela points out **lack of communication** as another cause of her demotivation.. She says that the absence of communication within the institution causes lack of clear objectives; consequently this generates demotivation in director, staff and students. Although she believes there is not good communication in the institution, English teachers have meetings once or twice a year depending on the circumstances, one at the beginning and another one at the end of the year. The purposes of meetings are: passing on information from the institution, academic information or a mix of these kinds of data. But, if a teacher or anyone needs to contact Marcela she is always available in her office on campus, through e-mail or by cellphone. She believes that communication is absent as regards the institution to the teachers.

When she refers to the English staff's motivation, she makes a difference between new and old teachers. She says that, on the one hand, the new ones come to classes motivated and with all their energies. On the other hand, the old ones know everything about the institution and feel that sometimes the organization does not value their effort. In addition, she mentions that the institution does not provide any kind of activity for motivating the English staff.

Although Marcela talks about external factors (the ones mentioned previously), she points out that motivation comes from within, in other words, it is intrinsic. External

factors, such as the salary, act as a recognition. What is more, her primary factor of motivation is her students.

Other aspects taken into account in this interview are **academic decisions**. Marcela mentions that she is in charge of taking most of these decisions as she has to set certain rules or limits given by the vice-chancellor Juan Carlos Rabat. For instance, time ago when the UE Siglo 21 decided to change the English program of study, Marcela searched the market, found the right books and worked with an English teacher, who still belongs to the organization's staff, Alicia Caturegli. After analyzing and working with this new material, Marcela gave this material to teachers in order to put it in practice. Then, teachers had the possibility to give their opinions as to how good the books worked in their courses. She states that nowadays the teachers have a saying when dealing with some academic issues, but they cannot change what has been settled by their superior. What is more, teachers can neither choose the course they are going to work with nor the book they are going to use.

Finally, I want to discuss a topic that I believe is very important to take into account: **Style of management**. Marcela describes herself as an **open** director who is ready to listen to different proposals. However, she has the final word on certain issues because she is in charge of conducting the department. For example, she decides how third marks are given in all English courses. Although teachers can add things to what Marcela sets, the director is in charge of telling teachers how many papers or tasks students have to do to get their third mark. Then, she talks about leadership. Marcela says that she has never thought of herself as a **leader**, but through her experience as the head of the language department in UE Siglo 21, she has learned to be one. She says running the department implies a process at which she is still learning how to become a good leader.

INTERVIEW II

➤ ***Marcela Rodriguez***

After analyzing all the information collected, I have decided to investigate further through a second interview to the head of the Language Department, Marcela Rodriguez (see Appendix V). The main purpose of this interview is to acquire detailed information on certain topics. Marcela points out three issues: ***the class size, feedback and the decision-making process***

At the start of this, Marcela talks about the number of English classes that students have per semester. She explains that the Intermediate and Advanced levels have English classes twice a week. The Basic levels three times a week. For all the levels English classes durate one hour and twenty minutes. That is to say, students have between 24 (twenty four) to 32 (thirty two) English classes per semester. Marcela highlights that time is not enough because of the **large amount of students**. Moreover, the teachers have to put in all their effort in completing the whole curriculum. As regards the number of students per English class, the average number is 30 (thirty) students. The university sets a **maximum of students** per English class, 40 (forty students). I believe the limit set by the institution is too high. Furthermore, Marcela points out that large classes do not let the teachers plan interesting classes as they have to rush in order to complete the curriculum. She also states that large number of students means large amount of homework, test and written production to correct. The teachers get exhausted because these demand a lot of effort and time. As regards the salary, the teachers are paid by the time they work, not by the number of students they have.

Marcela states that the teachers are not part of the **decision-making process**, but they are asked to give an opinion on some issues. She explains that there are no corrodinators in the departement. There used to be an exam coordinator, but with “sistema Q” no coordinator is needed as the computer program creates the tests. All the information is transmited to the departement of “Gestion y Evaluación Academica” and the deicision is taken by people from that area. She believes that there is no need of coordinators for the different issues such as exams, papers or material because

everything is decided by the mentioned department. What is more, Marcela says that although she is the director, she does not decide on any topic.

Another issue she talks about is **feedback**. She believes there is a big problem as regards this topic. At Universidad Empresarial Siglo 21 the teachers are given only negative feedback. The institution does not provide positive feedback to the teachers. That is to say, the teachers are not congratulated for good performance. The department in charge of providing feedback is “Departamento de Gestión y Evaluación Académica”. They call the teacher in order to provide him/her feedback, but just negative one. Put it in other words, if the employee is doing things well, they do not give him/her feedback. On the other hand, if the person is not doing things well, they provide him/her feedback. The source for providing feedback is the “Institutional Survey” which students complete once a semester (see Appendix IV). Finally, she adds that she has not been called for receiving feedback in almost 11 (eleven) months.

QUESTIONNAIRES

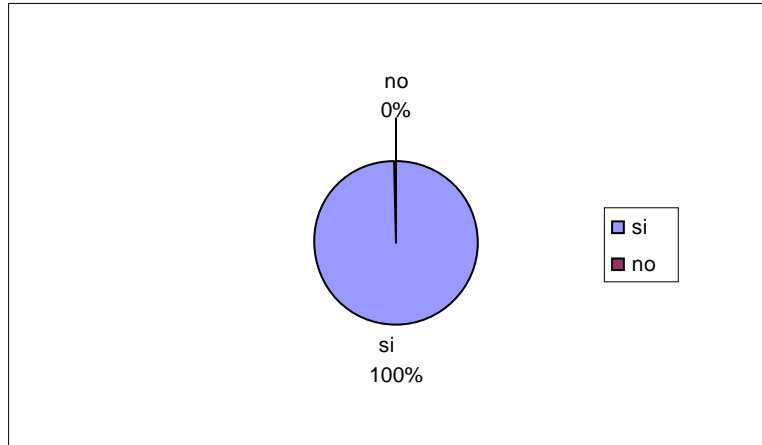
➤ ***Students***

Another data collection method is the questionnaire to students (see Appendix II). At this stage the objective is to capture the students’ perspective. The questionnaire consists of 7 questions (open and closed). It is in Spanish in order to make it easier and understandable for all the students from the different English levels. It is delivered to 130 students, including courses from all English levels.

It is important to highlight that all of the teachers were very kind as they let me deliver the questionnaire to their students. Teachers let me talk to students before I delivered the questionnaires. I explained about my project and let the students know the purpose of the questionnaire. Then, I told the students that if they had any questions I would answer them. When the students were completing the questionnaire, I stayed in front of the class all the time, so they could consult me if needed. That is to say, all of the students had the possibility of asking me questions about the questionnaire as I was present all the time while they completed it.

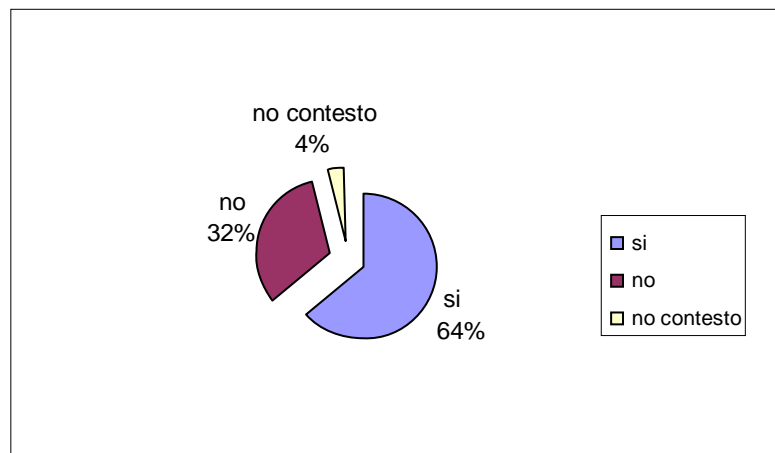
The following are the results obtained from that questionnaire:

¿Crees que la motivación es importante en una organización?



This is a dichotomous closed-ended question that provides students two options: “yes” or “no” (see Appendix II, question nº 1). As the graphic shows, all students agree that motivation is important in an organization; this is shown by the fact that a 100 % answer positively. All the students agree that motivation is a must in an organization. UE Siglo 21 is an organization, so the students think that motivation has to be present in the institution.

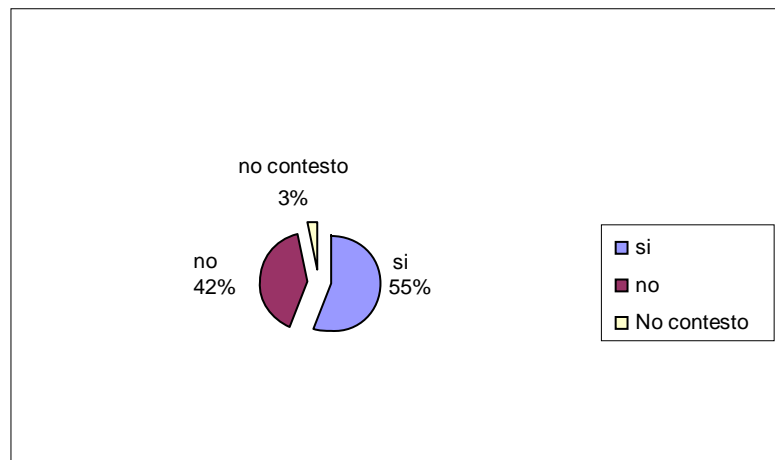
¿Te sentís motivado cuando venís a clases?



This is a dichotomous closed-ended question that provides students with two options: “yes” or “no” (see Appendix II, question nº 2). Most students believe that they

feel motivated when coming to classes; this is demonstrated by the fact that 64% (sixty four percent) answer yes. On the other hand, 32% (thirty two percent) of those who respond feel the opposite. A very small number of students, 4% (four percent), refrain from answering.

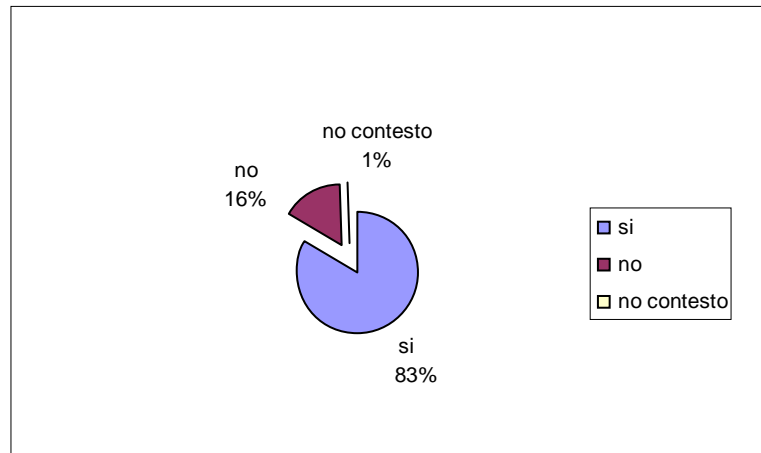
¿Te sentís motivado en las clases de Inglés en la universidad?



This is a dichotomous closed-ended question that provides students with two options: “yes” or “no” (see Appendix II, question nº 3). Then, 55% (fifty five percent) of the students feel motivated in their English lessons at university; in general terms most students reply positively. However, some students think the opposite as confirmed by the fact that 42% (forty two percent) respond negatively. Only 3% (three percent) of students do not give a precise answer.

Almost half of the students are not motivated in English classes.

¿Sentís que las profesoras de Ingles en la UE Siglo 21 están motivadas?



This is a mixed question. It consists of two parts (see Appendix II, question n° 4): a dichotomous closed-ended question that provides students the options “yes” or “no” and an open-ended question that offers the students the possibility to answer using their own words. The purpose of this question is to discover if the students feel that the English staff is motivated. Then, there is a second part where an open question is provided for students to give one or more reasons to support their first answer (if teachers are or not motivated). The aims of these questions are two: first, to know if students believe that the English teachers are or not motivated; that is to say, to get the students’ perception about the staff’s motivation; and, to know the reasons that students have to believe that the staff is or not motivated.

As the graph shows, most students believe that English teachers are motivated; as 83% (eighty three percent) answer yes. Another group of students believe the opposite; 16% (sixteen percent) of all students respond negatively. Then, 1% (one percent) of the students express neither a positive nor a negative reply. Although the majority of the students believe teachers are motivated, almost all of the students highlight that not all of the teachers, but only some of the teachers are.

Then, in the second part of the question students have to support their previous positive or negative answer (see Appendix II). Students believe that certain attitudes from the staff confirm their motivation or demotivation. Students support their first answer by writing down certain attitudes by the teachers. Students believe that these attitudes show that the staff is or not motivated.

On the one hand the students who answer positively, that is to say, **who believe that English teachers are motivated**, give reasons to support their belief. Students believe teachers are motivated because of some attitudes the learners perceive from the staff. I have grouped the reasons they have provided into two categories: *commitment to deliver the classes and good environment in the classes*.

Commitment to deliver the classes

Many students are of the opinion that the English teachers are motivated because of the way they deliver the classes. Students believe that the teachers put a lot of effort when preparing and delivering the lessons. Furthermore, the students agree that the staff is motivated because they love their profession and they are committed to their students. Then, students confirm that the English staff is motivated because of their good attitude and willingness to work.

Good environment in the classes

Some students agree that the English teachers are motivated because the teachers create a good environment in the class. The staff is motivated as they are always in a good mood. They make students participate in the lessons and interact with them all the time. What is more, students perceive teacher's motivation through all the positive energy they transmit in their classes.

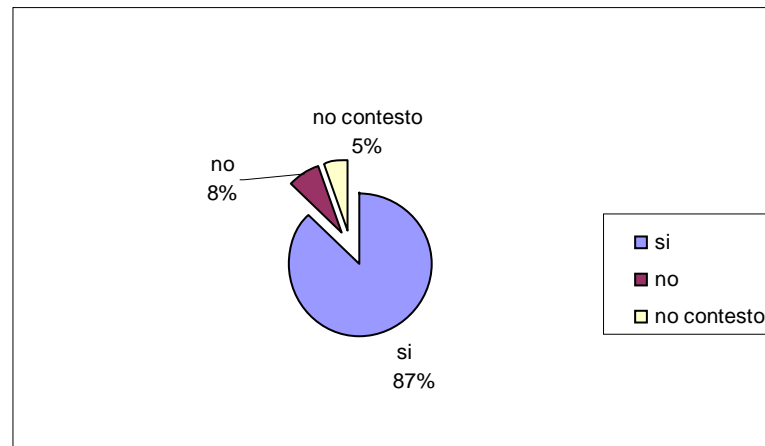
On the other hand the students who answer negatively, in other words, **who believe that English teachers are NOT motivated**, give reasons to support their belief. Students think that the teachers are not motivated because of the attitudes they perceive from the staff. I have grouped the reasons they provide into one category: *no enthusiasm*.

No enthusiasm

Students are of the opinion that the English teachers are not motivated because they do not have enthusiasm to deliver the classes. They provide different reasons that support this idea. First, many students do not like the subject (English); as a result, they do not pay attention; on account of this, teachers are demotivated because they deal with

students who are not interested in the subject. Additionally, students explain that this lack of attention is also a result of English being an obligatory subject. To put it differently, students who are not interested in learning English or do not like the subject, do not pay attention to the teachers. This is one of the causes of the staff's demotivation. In addition, students believe that the teachers are demotivated because they have a bad salary. Another thing is that students agree that demotivation is also a consequence of tiredness for working too many hours. Besides, students say that teachers are not motivated because they do not have enough time to finish the whole curriculum. Aside from that, students believe that the university does pay much attention to English as a subject. Lastly, students say that another reason that makes teachers feel demotivated is the lack of flexibility the teachers have to talk some decisions. Put in another way, students feel that teachers are demotivated because they cannot take decisions as regards some issues.

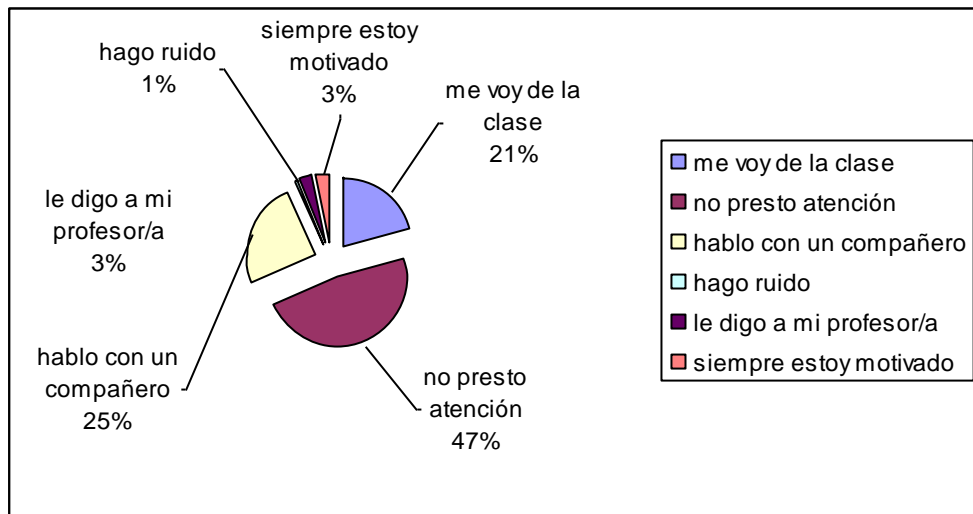
¿Te sentís desmotivado cuando tu profesor/a de Inglés no está motivado?



This is a dichotomous closed-ended question that provides students two options: “yes” or “no” (see Appendix II, question nº 5). By far the largest number of students respond positively to the idea that staff's motivation has a direct impact on the student's as it is confirmed by the fact that 87% (eighty seven percent) answer yes. On the other hand, a small proportion of students think there is no relation between teacher's and student's motivation. In general terms, 8% (eight percent) answer no. A small

percentage of students, 5% (five percent) express neither a positive nor a negative reply. The main purpose of this question is to know if the teacher's motivation has a direct impact on students. Put in another way, the purpose is to see if the students' level of motivation is affected by their teacher's demotivation.

Si no estas motivado en tu clase de Ingles. ¿Que haces?



This is a question that accepts more than one option. What is more, it offers the students the possibility of answering with their own words. (See Appendix II, question nº 6)

A large proportion of students do not pay attention when they are not motivated in an English class as confirmed by the fact that 47% (fourty seven percent) of them choose that option. Moreover, 25% (twenty five percent) of the students believe talking to a partner is the best option when being demotivated in an English lesson. What is more, 21% (twenty one percent) of those who respond prefer going out of the class. A small percentage of students, 3% (three percent), choose the option "I tell the teacher" and 3% (three percent) of students agree that they are always motivated. Finally, 1% (one percent) of those who respond think making noise is the best option.

¿Que recomendarías para aumentar la motivación de las profesoras de Inglés en la Universidad?

This is an open-ended question that has no response option. They are encouraged to respond in their own words (see Appendix II, question nº 7). It is the last question of the questionnaire and students are asked to recommend how to increase the level of motivation of the English staff at the institution. The purpose of this question is to find out the recommendations students make to UES for motivating the English teachers. Moreover, I think that all the ideas that emerge from the students' answers are useful for the proposals of this project. Although there are students who do not give an answer, some of them do. There are students who give one recommendation and others who give more than one. In all, they give plenty of recommendations, and many students coincide with their ideas. Furthermore, many students explain that many of the ideas they recommend are for increasing the level of their motivation and consequently increasing the teacher's level. I think this illustrates how students see that their motivation has a direct impact on the teachers motivation.

In order to include all the recommendations, I have ordered them from the most frequent to the least:

- Increase the teacher's salary
- Propose dynamic activities for teachers to carry out in class
- Improve the English syllabus by including more interesting topics
- Improve electronic devices and provide well-equipped classrooms
- Change timetables
- Give value to the subject (English)
- Provide more didactic lessons
- Reduce the number of students per class
- Encourage English staff to make more use of the electronic devices (DVD, computers, cd, etc.)
- Create English curricula specific for each career
- Present English as an elective subject
- Encourage teachers to put into practice more activities for interacting with the students (for example, debates)
- Invite foreigners to interact with the teachers and the students in the classes

- Improve the leveling of the English classes (so teachers do not have students from different levels)
- Offer pedagogic training to English staff
- Offer a better labor quality to the teachers
- Carry out a monthly survey to the teachers (to know if they are motivated)
- Improve the way in which the language department is organized
- Offer better incentives to English staff
- Offer international trips for the teachers to improve their English knowledge and skills
- Apply motivating techniques

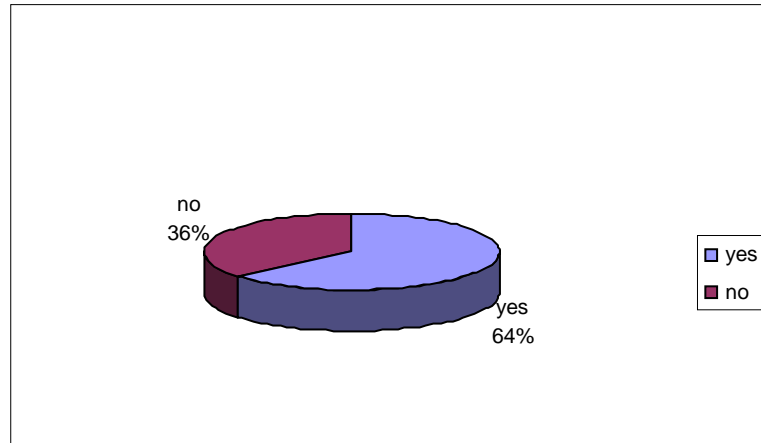
Teachers

Another instance of data collection is through a questionnaire to teachers in order to get their perspectives (see appendix I). The questionnaire is delivered to 14 English teachers. It consists of 17 questions (open and closed).

I personally delivered the questionnaires in order to inform each of the teachers about my project and to explain the purpose of the questionnaire to each of them. All of the teachers had the opportunity to ask me if they had doubts as regards the questionnaire. In fact, some of them did. All in all, the fourteen teachers had the possibility to ask me if they had any doubt as regards the questionnaire.

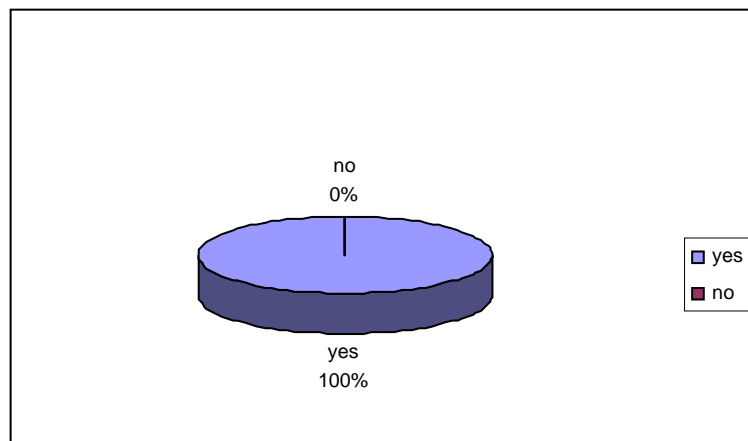
The following are the results obtained in the questionnaire:

Does your peer's motivation in UE Siglo 21 have an impact on you?



This is a dichotomous closed-ended question that provides teachers two options: “yes” or “no” (see Appendix I, question nº 1). First, 64% (sixty four percent) of the teachers are of the opinion that peers’ motivation in UE Siglo 21 has an impact on them. On the other hand, a smaller percentage, 36% (thirty six percent) of those who respond to the questionnaire think the opposite.

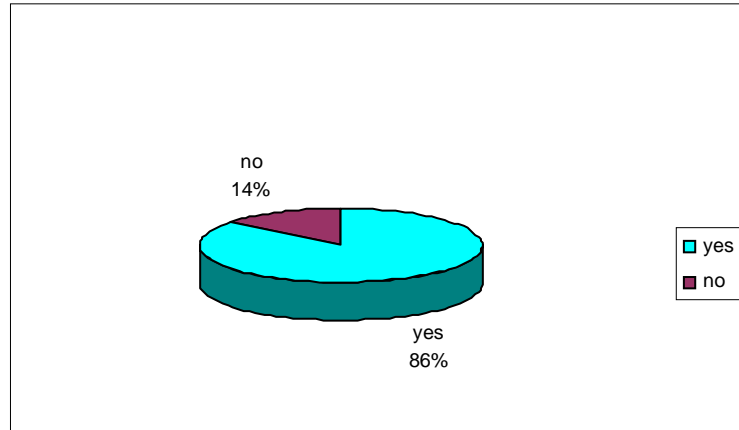
Does your students’ motivation have an impact on you?



This is a dichotomous closed-ended question that provides teachers two options: “yes” or “no” (see Appendix I, question nº 2). As the graph shows, all English teachers

think that student's motivation has a direct impact on teachers; this is shown by the fact that a 100% (hundred percent) of all the staff answer yes.

Does your boss's motivation have an impact on you?



This is a dichotomous closed-ended question that provides teachers two options: “yes” or “no” (see Appendix II, question nº 3). The largest number of teachers responds positively to the idea that their boss's motivation has an impact on them, which is demonstrated by the fact that 86% (eighty six percent) say yes. Nevertheless, a reasonable percentage, 14% (fourteen percent) believes the opposite as regards the impact their boss's motivation has on them.

The fourth question of the teacher's questionnaire (see Appendix I, question nº 4) consists in a question that accepts more than one option. Dörnyei (2001) cites two authors (Dinham and Scott, 2000) who offer a very complete explanation of contextual influences on teachers' motivation. They explain that the “**micro contextual influences**”, are related specifically to the organization staff works for. In order to investigate the micro contextual influences in Universidad Empresarial Siglo 21, I provided the staff with a chart that contains seven micro contextual factors:

- **University's general climate**
- **University's norms**
- **University's way of giving feedback**

- **The class size**
- **The definition of teacher's role by peers and authorities**
- **University's leadership and decision-making structure**
- **Collegial relations**

In this chart the teachers have two answers to give. First, they have to choose the micro contextual factors which they believe is or are important, that is to say a motivating determining factor. This is done in order to know which contextual influences are important and which are not for the staff as regards motivation. That is to say, which of these factors influence in general the teachers' attitude towards work and which do not. Then, they have to choose among the same list of factors those which motivate them at UE Siglo 21. This is asked in order to analyse specifically those factors which are motivating for the staff at Universidad Empresarial Siglo 21 and those ones which are absent, in order to investigate which are the contextual influences that are motivating the staff in their jobs in this organization. The aim of this question is to analyze and make a comparison between the contextual factors that are determining and have an influence in the staff and those that influence the teachers motivation specifically in their place of work: UES. In other words, I provide this question because I want to know which of these factors are more and less important for them as to motivation and compare them with those that are present or not in the university as motivational factors for the teachers. In this way, I know which micro contextual factors are missing in the institution for motivating the English staff. The final aim is to have a clear idea of which factors are determining for the teachers and if these factors are present in Universidad Siglo 21. Finally, this will help me with the proposal of my project: "Staff motivation at the Language Department of Universidad Empresarial Siglo 21".

In order to compare the differences between the factors that are determining for the staff and those which they believe are present as motivational factors in the institution I am making my project on, I present a chart with each percentage. First, the whole graph containing all the factors with the percentages of each factor. Then, each factor is isolated with its own explanation.

The following graph and its later analysis gives a clear idea of the results:

Micro Contextual Factor	Important in an organization	Motivating factor at UES 21
the class size	93%	7%
University's general climate	86%	29%
University's way of giving feedback	79%	14%
The definition of the teacher's role by peers and authorities	79%	14%
University's leadership and decision-making structure	71%	29%
Collegial relations	64%	50%
University's norms	50%	29%

The analysis of each micro contextual factor is the following:

MCF	Important in an organization	Motivating factor at UES 21
The class size	93%	7%

As the chart shows, teachers consider the size of the class as the most determinant contextual factor. Most of the teachers, 93% (ninety three percent), express that size of the class is a considerable factor as regards motivation. In other words, the English staff thinks that the number of learners in the classroom has a direct impact on their attitudes towards teaching. The number of students is a determinant factor for the teachers as regards motivation.

On the other hand, only 7% (seven percent) of those who respond believe that the class size is a motivational factor in UE Siglo 21. Put it another way, just one out of fourteen teachers consider this factor to be a motivational one in this organization. The teachers consider that in the organization classes are overcrowded. The remaining 93% (ninety three percent) of the teachers consider that at UES 21 has large classes. Almost all the teachers are demotivated because of the high number of students in their classes at UES 21. Almost all the English staff agree that the size of the class is a factor which has a great impact on their level of motivation. However, it is a demotivating factor in UES.

In my view, the teachers are dissatisfied because they feel there is a need of reducing the high number of students in their courses. I believe there is a clear

difference between how determinant is for them the class size and the absence of this factor in the organization.

MCF	Important in an organization	Motivating factor at UES 21
University's general climate	86%	29%

A large proportion of teachers, 86% (eighty six percent), believe that the general climate at the university is an important contextual factor. That is to say, they believe that the institution's general climate is a determinant factor when dealing with staff motivation. The environment in the organization seems to be a major factor which influences staff motivation.

On the other hand, 29% (twenty nine percent), agree that the general climate UES has motivates the teachers. Put it another way, the general climate of the institution is not a considerable motivational factor for the English staff. The remaining 71% (seventy one percent) do not consider the general climate at Universidad Empresarial Siglo 21 as a motivational factor.

In my view, the teachers believe that the environment in the place of work influences their attitude towards the job. Only some of the teachers consider there is a good climate in UES as they apoint that is a factor that motivates them at university. I believe the climate of the organization is fundamental for all the employees to do their best.

MCF	Important in an organization	Motivating factor at UES 21
University's way of giving feedback	79%	14%

Most of the teachers agree that the way in which an institution gives feedback is one of the most determinant contextual factor. As the chart shows, 79% (seventy nine percent) of those who responded feel this way. Most of the staff believe that the way in which an organization provides feedback becomes a mejor factor for motivating staff.

On the other hand, only 14% (fourteen percent) of them believe that the way in which UES give feedback is present as a motivational factor. Put in other words, a small

minority is motivated is the way the university provides feedback to them. This implies that 86% (eighty six percent) of the teachers do not feel motivated or encouraged by the feedback system at UE.

Almost all teachers affirm that the way in which the institution gives feedback is determinant for their motivation. However, few teachers consider that the way in which UE Siglo 21 gives feedback motivates the English staff.

In my view, feedback is one of the most important factors as it helps the teachers to improve if anything goes wrong. Furthermore, in my opinion feedback becomes crucial when staff if they are doing noth a good job and a bad job. I believe that the way in which feedback is provided will determine the future of the teachers, students and university.

MCF	Important in an organization	Motivating factor at UES 21
The definition of the teacher´s role by peers and authorities	79%	14%

The majority of the teachers feel that the definition of their roles by peers and authorities is a determining factor for them as demonstrated by the fact that 79% (seventy nine percent) of them choose it as an important motivational factor. The staff agrees that this factor becomes an important one for motivating the teachers.

A reasonable percentage, 14% (fourteen percent), thinks that this factor is present in their jobs at UES. Therefore, 86% (eighty six percent) of the staff does not consider that their role is well defined by peers and authorities.

MCF	Important in an organization	Motivating factor at UES 21
University´s leadership and decision-making structure	71%	29%

First, 71% (seventy one percent) of those who responded are of the opinion that leadership and the decision making structure of an organization is considerable when dealing with motivation.

However, a very small percentage of the teachers, 29% (twenty nine percent), consider university's leadership and decision making structure is a present motivational factor at UE Siglo 21. A large percentage, 71% (seventy one percent), of the English teachers agree that leadership and decision-making structure at UE is not motivating for them.

A large proportion of teachers agree that leadership is a considerable factor when speaking about motivation. Then, they believe that the structure for taking decisions is quite a major motivational factor. Moreover, they think the institution's decision making structure is important because it determines who are the persons in charge of deciding in the institution. What is more, the teachers want to be part of the institution's destiny policy by having a word in the decision-making process.

MCF	Important in an organization	Motivating factor at UES 21
Collegial relations	64%	50%

A large proportion of the English staff feels that collegial relations are a considerable factor for motivating staff. This is illustrated by the fact that 64% (sixty four percent) of those who respond choose this option.

Half of those who answer, 50% (fifty percent), believe that the relation between colleagues is a motivational factor at UES. That is, the English staff says that the collegial relations are the strongest motivational factor at UES of all the ones provided in the questionnaire list (see appendix I). Therefore, half of the staff do not consider relations between colleagues at UES 21 a motivational factor.

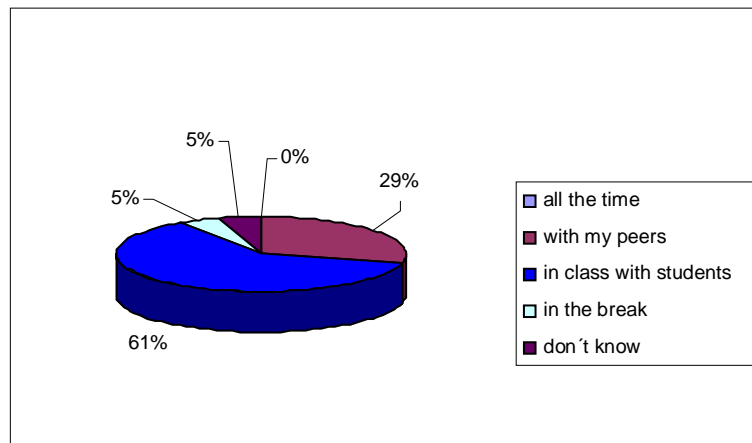
MCF	Important in an organization	Motivating factor at UES 21
University's norms	50%	29%

Half of those who respond, 50% (fifty percent) believe that norms of the organization are an important motivational factor. That is to say, seven out of fourteen teachers agree that the norms of an institution are considerable for motivating staff.

On the other hand, only 29% (twenty nine percent) of the teachers say that the university's norms are one of the factors that motivate the English staff at UE Siglo 21. However, 71% (seventy one percent) of the staff state that the norms at UE are not consider a motivational factor.

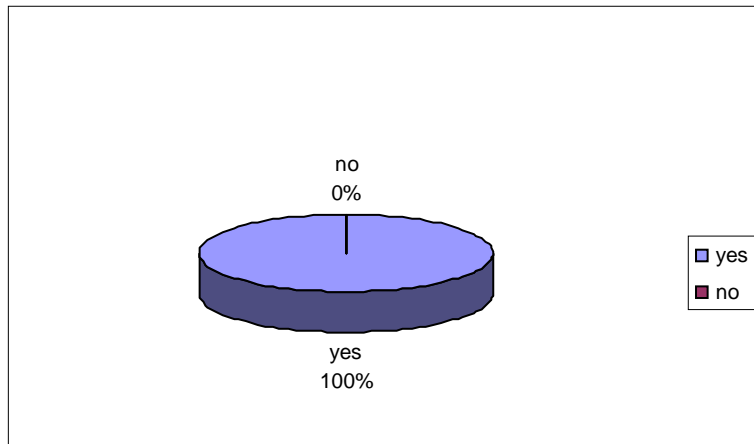
University's norms is the least determinant motivating factor for the teachers. The staff agrees that the rules and norms set by the institution are not as determinant as other contextual factors.

Which are the moments in which you feel more motivated?



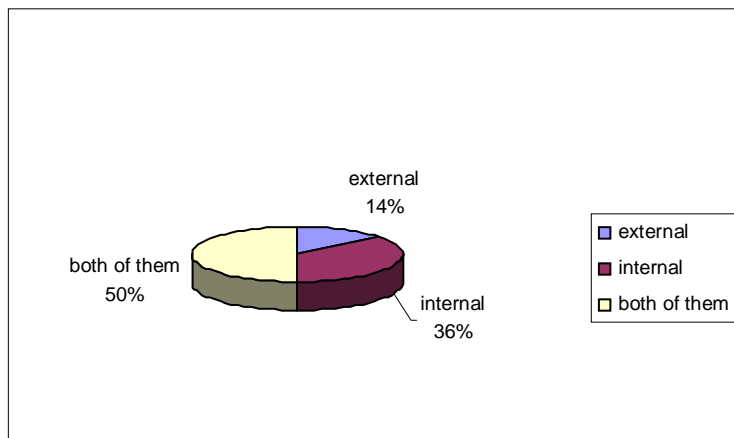
This is a question that offers the staff different options and the possibility to choose one or more of them (see Appendix I). Most teachers believe that when they are in class with students they feel highly motivated; this is shown by the fact that 61% (sixty one percent) of teachers choose that option. Then, teachers perceive that being with their peers is also a moment in which they feel motivated as confirmed by the fact that 29% (twenty nine percent) of them choose that option. Moreover, a very small number of teachers, 5% (five percent), think that they are motivated when having a break. Finally, 5% (five percent) of those who respond do not choose an option. Finally, none of the teachers feels motivated all the time.

Do you think teacher’s motivation has a direct impact on students?



This is a dichotomous closed-ended question that provides teachers two options: “yes” or “no” (see Appendix I). As the graph shows, all of the teachers, think that teacher’s motivation has a direct impact on students; this is demonstrated by the fact that 100% (a hundred percent) of all the staff answer positively.

Which type of factors mostly motivates English staff at UE Siglo 21?

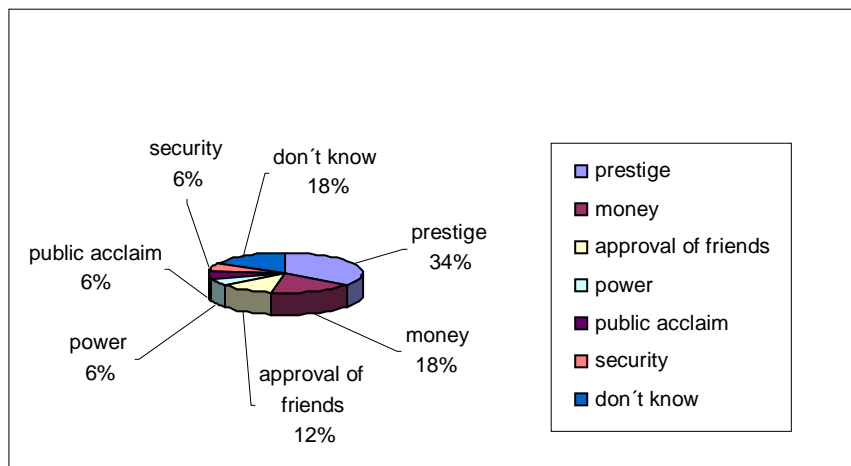


This is a multiple-category closed-ended question. It offers the teachers three options, but they are obliged to choose just one of them. Most teachers agree that not only internal, but also external factors motivate English staff at UES. This is illustrated by the fact that 50% (fifty percent) “both of them”. However, it is also important to see that some teachers, 36 % (thirty six percent), believe that internal factors motivate them

in this institution. On the other hand, a significant percent 14% (fourteen percent) choose “external”, which indicates that few teachers believe that external factors motivate English staff in this organization.

I believe it is important to bring back what the authors explain about external and internal motivation. It is important to explain that what some authors call extrinsic, some others call external; and what some authors call intrinsic, some others call internal. Brown (2001) cites Edward Deci (1995) who defines intrinsic motivation by saying that “intrinsically motivated activities are ones for which there is no apparent reward except for the activity itself.” On the other hand, Brown (2001) explains that “extrinsically motivated behaviours are carried out in anticipation of a reward from outside and beyond the self.”

Which of the following motivational factors are present at UE Siglo 21?



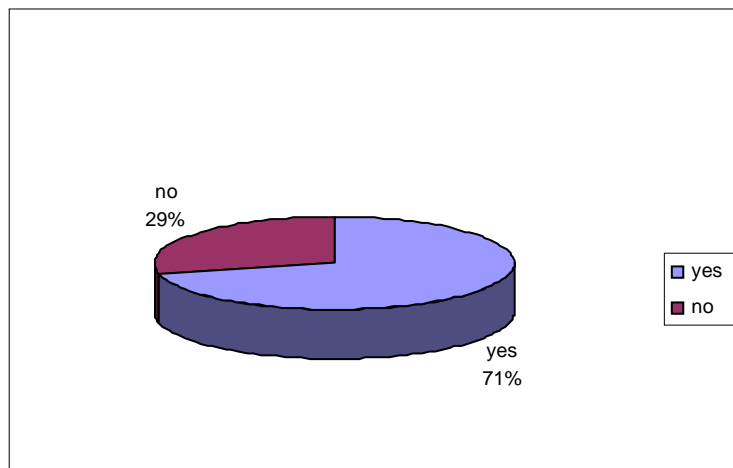
This is a question that lets the teachers choose one or more than one option. What is more, the teachers have the possibility of adding information in their own words. In this question the teachers are provided with a list of motivational factors (see appendix I). Moreover, they are free to add any other factor/s they believe that is/are present in the institution, but is/are not present in the provided list. Here, they have the possibility of choosing the factor/s that are present in UES. The aim of this question is to know which motivational factors are present for the English staff at Universidad Empresarial Siglo 21.

First, I have analyzed the motivational factors on the list I provided. Most teachers agree that prestige is a motivational factor that is present in UE as confirmed by the fact that 34% (thirty four percent) of them chose it. Then, 18% (eighteen percent) of teachers think money is also a motivational factor in the institution. Furthermore, few teachers, 12% (twelve percent), believe the approval of friends is a factor in this university. Moreover, a small proportion of teachers think that security, public acclaim and power are motivational factors in UES as these get 6% (six percent) each. A small percentage 18% (eighteen percent) of teachers refrain from answering. All in all, prestige is the principal factor that motivates teachers.

As I have already explained, in this question the teachers have the opportunity to add other motivational factor/s they believe is/are present in Universidad Empresarial Siglo 21. Some of them add the following factors:

- experience
- freedom to teach and to express ideas
- students (profile and age)

Have you ever felt demotivated at work at UE Siglo 21?



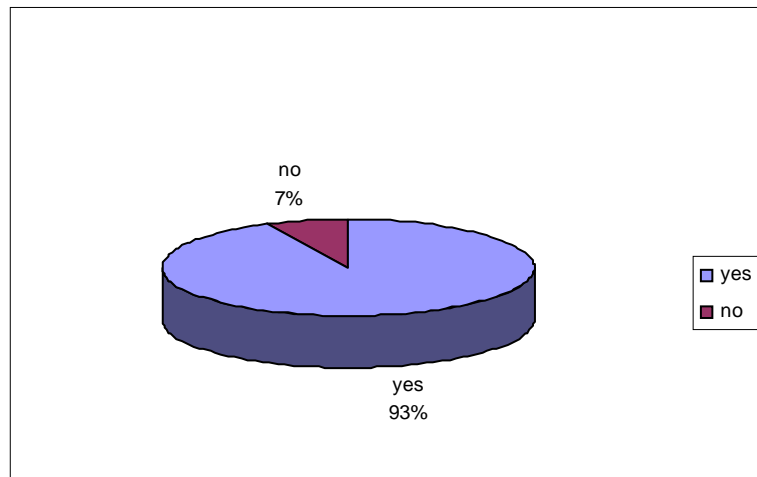
This question is a mixed one (see Appendix I). First, a dichotomous closed-ended question that provides teachers two options: “yes” or “no”. Here, the staff has to answer positively or negatively to the idea of ever feeling demotivated at work in UE.

The purpose is to know if the teachers have experienced demotivation at the institution. Then, those teachers who answer positively to the first question have a multiple category questions. They are provided with three options: “I talked to authorities”; “I didn’t do anything” or “other”. The aim of this question is to know which is/are the solution/s for the staff when feeling demotivated at the institution.

First I have analyzed if the teachers have ever felt demotivated in UES. By far the largest number of teachers responded positively to the idea that they have felt demotivated at work at UE Siglo 21, which is shown by the fact that 71% (seventy one percent) say yes. On the other hand, a minority of teachers think the opposite, 29% (twenty nine percent) responded negatively.

What do teachers do when they felt demotivated? A large proportion of those who have felt demotivated at work at UES talk to the authorities. Nevertheless, a few teachers do not do anything. Also, a smaller minority look for motivation in the class when they do not feel motivated at this organization.

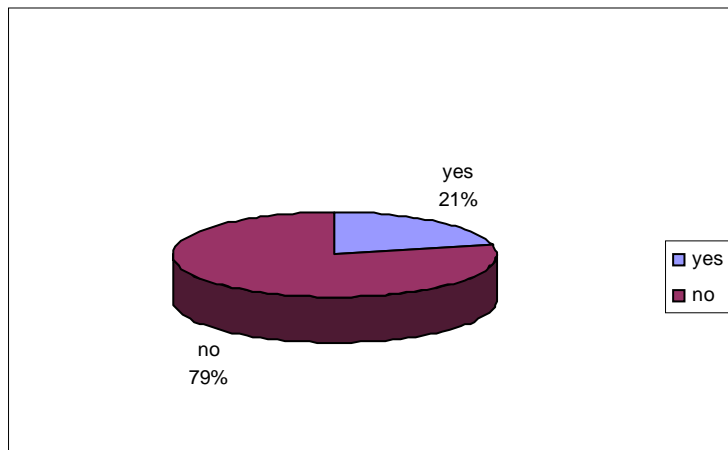
Do you have autonomy in your job at UE Siglo 21?



This is a dichotomous closed-ended question that provides teachers with two options: “yes” or “no”. Most teachers agree that they have autonomy in their job at this institution; this is shown by the fact that a 93 % (ninety three percent) of those who respond say yes. One of the teachers highlights that autonomy is just given inside the classroom. On the other hand, 7% (seven percent) of the teachers answer negatively.

This result is positive for the institution because it shows that the English teachers are not presenting a demotivating factor Dörnyei (2001) explains: restricted autonomy. This demotivating factor is generated by lack of autonomy teachers may have when working. Dörnyei (2001) says that although the organization may set rules and limits, the institution should help the teachers to be autonomous in order to keep them motivated. That is why autonomy becomes a major factor for the staff's motivation. Through this result, we can agree that the English staff at UES has autonomy.

Are you encouraged to participate in the decision-making process?



This is a mixed question (see Appendix I). First, a dichotomous closed-ended question that provides teachers with two options: “yes” or “no”. Then, a multiple category closed-ended question, where the staff have to choose one or more options. What is more, the teachers are provided with the opportunity to add any other information they want to in their own words. Most teachers, 79% (seventy nine percent) believe that they are not encouraged to participate in the decision-making process as demonstrated by the fact that nearly all of them answer negatively. A reasonable small percentage, 21% (twenty one percent) of them respond positively.

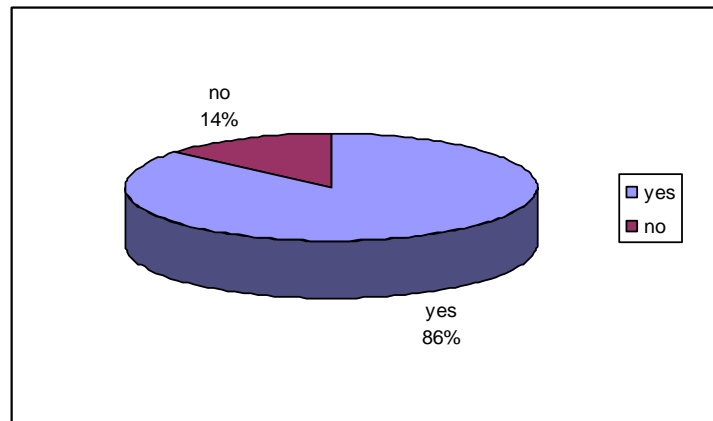
Those teachers who respond positively believe that there are no incentives at all given by the institution.

Elizabeth F. Soppelsa (1997) explains the concept of “empowerment of faculty” by saying that “empowerment of faculty involves ceding of power to faculty by the

administration so that the faculty can make decisions about the educational setting in which they work". She refers to the action of ceding power from the head to the staff as a motivational factor. The ceding of power is directly related to the participation the staff has in the decision making process. As the graph shows, empowerment of faculty is missing in Universidad Empresarial Siglo 21. The English teachers are not part of the decision making process. The author states that participatory decision making is a factor that has many advantages. First, she explains how it may enhance teachers' sense of ownership to the program and the feeling of being responsible. Then, she assures it is a way of working in a team, having the opportunity to exchange opinions with peers and have a good relationship with them. Furthermore, Soppelsa (1997) cites a number of authors (Locke, Fitzpatrick & White, 1983 and Near & Sorcinelli, 1986) who agree that this power given to the faculty for participating in making decisions is central to job satisfaction. What is more, Soppelsa (1997) explains that another big advantage of ceding power to the staff is that it may help teachers accept changes, and this helps to prevent burnout or exhaustion. This last advantage is very important because UES is quite a new institution, so changes happen all the time. What is more, Marcela Rodríguez, the head of the Language Department explains in the interview that English programs have had many changes.

Moreover, the teachers respond that there are no incentives. According to Soppelsa (1997) the staff should be encouraged to participate in taking decisions and administrators should offer incentives. These may go from financial (raises in salary or monetary prizes) to teaching resources such as material or equipment. Then, she explains that if there are no incentives, the worst consequence could be burnout. This is a common phenomenon that is related to depletion of energy and no enthusiasm for work. Soppelsa's explanation helps to clarify one of the factors that is missing in Universidad Empresarial Siglo 21 for motivating the English staff: empowerment of faculty.

Do you feel UE has helped you advance your knowledge and skills?



This is a mixed question (see Appendix I, question nº 12). First, a dichotomous closed-ended question that provides teachers two options: “yes” or “no”. Then, those who answer positively have a question that lets teachers choose more than one option if they desire. Moreover, they can add any information in the teacher’s own words. First, 86% (eighty six percent) of English teachers are of the opinion that UE Siglo 21 has helped them advance their knowledge and skills. On the other hand, 14% (fourteen percent) of those who respond think that it has not.

Those who answer positively to this question believe that when this progress and skills happen some actions take place. I provide the list of these actions from the most to the least chosen ones. They are the results of some action undertaken by the institution:

- 1- increased variety of courses taught
- 2- developing new courses/programmes (one of the teachers highlights that it has not happened in the last five 5 years)
- 3- contribution to curriculum development
- 4- developing material to use in the home, institution and elsewhere
- 5- - monitoring role with new faculty
 - making conference presentations
 - preparing professional publications (it is highlighted that it happened long time ago)
 - serving as teaching consultant outside the institution
 - conducting teacher-training workshops (in-service programmes)

What is more, one of the teachers adds that the advance of knowledge and skills also takes place through the ability to adapt to constant changes.

Rynor (1974, as cited in Dörnyei, 2001) explains that there are certain steps for growing as a teacher and for being motivated teachers should have the opportunity to go step by step. As the graph shows, Universidad Empresarial Siglo 21 has given to a large proportion of the English teachers the opportunity to improve professionally. What is more, the author adds that the institution is responsible for the teachers growth by helping them to advance their knowledge and skills. After analysing this question, I can conclude that the UES provides the teacher with the necessary tools for accomplishing the staff's professional growth. This is a way of motivating the teachers.

Which of the next motivational characteristics is/are present in UE Siglo21?

This is a question that allows teachers to choose more than one option if they wish to (see Appendix I, question n° 13). When teachers are asked about motivational characteristics that are present in UE Siglo 21; they believe that those that are present are:

- reasonable work responsibilities in terms of workload and nature of teaching assignments.
- clean, adequately lit, sufficiently large, and well-equipped work spaces.

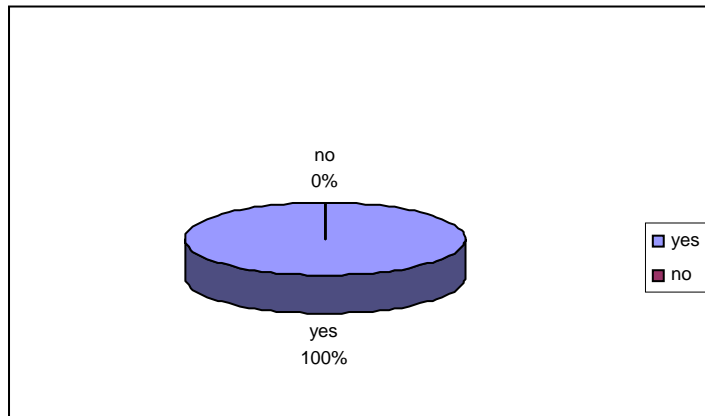
Then, a smaller number of those who respond think that moral and work support from superiors is also present in this institution. Only some of the teachers believe they are backed up by superiors.

What is more, a minority of teachers believe that other motivational characteristics in this organization are:

- an orderly and smoothly functioning environment.
- textbooks and teaching equipment in good conditions and up-to-date.

Finally, three out of fourteen teachers believe that UE Siglo 21 does not have any of these motivational characteristics as they did not choose anyone.

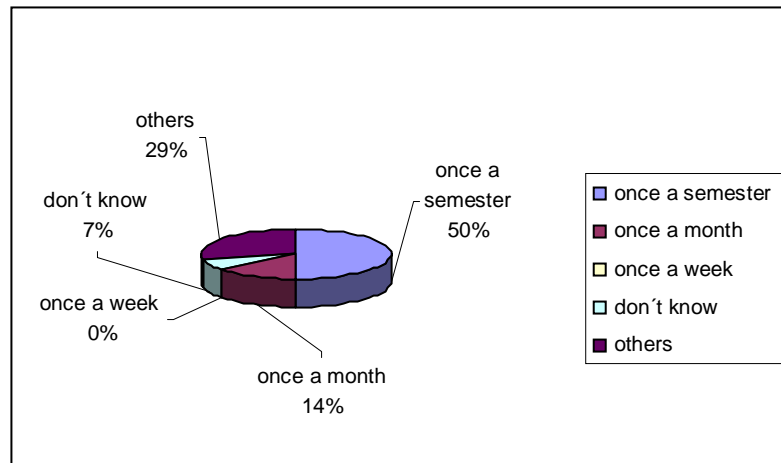
Do you have formal meetings with the head of the department?



This is a mixed question (see Appendix I, question nº 14). First, a dichotomous closed-ended question that provides teachers two options: “yes” or “no”. Then, those who answer positively have a question that provides options for the teachers to choose one or more than one. Moreover, they can add any information in their own words. As the graph shows, all of the teachers, 100% (a hundred percent) agree that they have formal meetings with the head of the department.

Soppelsa (1997) points out that effective communication skills are crucial. She explains that everybody has to listen to peers and take into account every opinion given by them. Although meetings are not the only way of communicating, it is important that there exist ways of communicationg between the institution, the head of the department and the staff. In this way communication will be fluent and the staff will feel part of the institution as they are informed.

How often are the formal meetings?

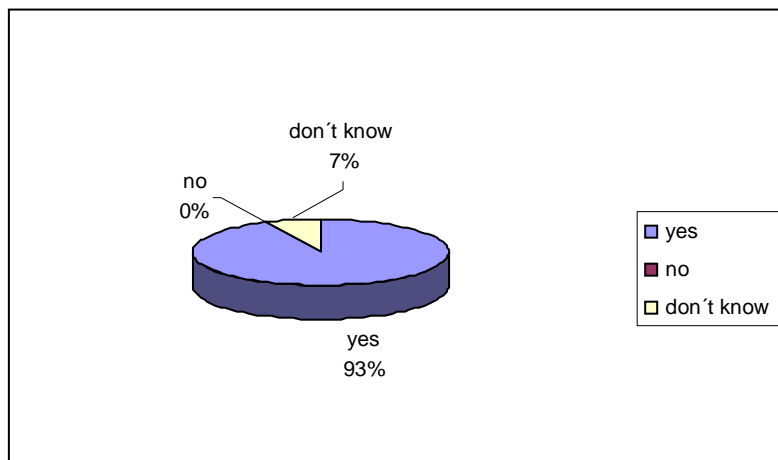


This is the analysis of the second part of the mixed question (see Appendix I, question nº 14). Half of those who respond, 50% (fifty percent) believe that these meetings happen once a semester. Furthermore, a small minority, 14% (fourteen percent), think that these are handled once a month. Then, few of those who respond add other options:

- once a year
- once every two weeks
- when needed

As the graph shows, none of those who answer say that they have meetings once a week. Just 7% (seven per cent) of them refrain from answering.

Do you receive feedback from the institution?

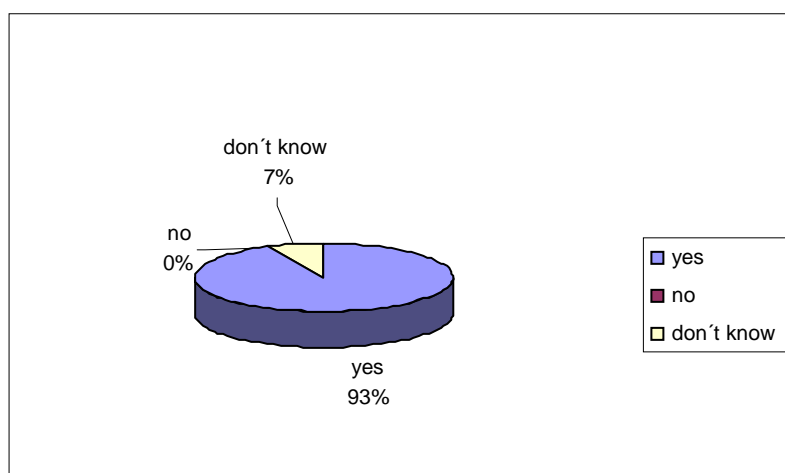


This is a mixed question (see Appendix I, question nº 15). First, a dichotomous closed-ended question that provides teachers two options: “yes” or “no”. Then, those

who respond positively have an open-ended question to complete with their own words. An important number of teachers agree that they receive feedback from the organization as demonstrated by the fact that 93% (ninety three percent) answer yes. Then, 7% (seven percent) of those who answer express neither positive nor a negative answer.

Most teachers agree that feedback is provided by the head of the department. Others state that the department who is in charge of analyzing the results of the “Institutional Survey” (see Appendix IV) provides the results to the staff, but the teachers are not given the chance to talk to it unless they require to. All of those who respond make reference to this survey students complete each semester. The staff receive feedback according to the results of the survey. However, teachers explain that although the Human Resources department hands out the results of students’ survey, there is no opportunity to discuss the results face to face with a superior unless teachers ask for it. In my opinion, feedback of the teachers’ performance should be well organized in order to be useful to the staff, the students and the organization itself. The teachers do not have the opportunity to talk, so I believe that a good way of providing feedback is a missing issue in the institution. What is more, I consider feedback should be formally delivered in order to motivate the teachers and help them to improve and accomplish the objectives.

Do you feel motivated when receiving positive feedback?

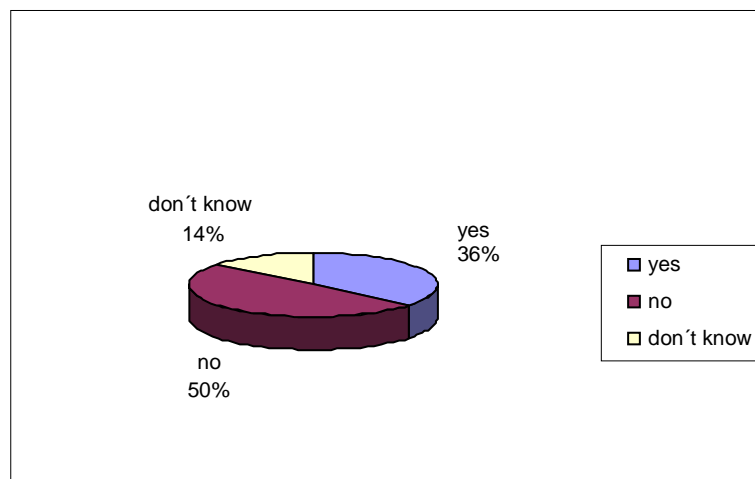


This is a dichotomous closed-ended question that provides teachers two options: “yes” or “no” (see Appendix, question nº 16). Teachers perceive that they feel motivated

when they receive positive feedback; this is confirmed by the fact that 93% (ninety three percent) answer positively to this question. Although none of them respond negatively, 7% (seven percent) of teachers refrain from answering the question.

I think that receiving positive feedback helps the teachers to be motivated and feel that their work and effort is being valued and taken into account by the students and the institution. What is more, I hold that negative feedback is also important because improvement has to do with reparing mistakes. The teachers should know which are the positive and the negative aspects of their performances in the organization.

Do you feel that at UE you have a lack of intellectual challenge?



This is a dichotomous closed-ended question that provides teachers with two options: “yes” or “no” (see Appendix, question nº 17). First, 50% (fifty percent) of the teachers expresses that at UE Siglo 21 they do not have a lack of intellectual challenge. On the other hand, 36% (thirty six percent) think the opposite, that is to say, they think that in this organization teachers do have a lack of intellectual challenge. A small minority, 14% (fourteen percent), express neither a positive nor a negative answer.

Dörnyei (2001) points out the lack of intellectual challenge as one factor that demotivates teachers. I believe that it is very common in educational institutions that year after year or semester after semester; the teachers have the same level or class. In my opinion, this does not help teachers to improve because they feel it just as a routine. What is more, teachers may feel stuck as they do not have the possibility to experience

with other levels; use different material or acquire new skills and abilities. As the graph shows 50% (fifty percent) of the English staff in UES are not demotivated by this factor. That is to say, they do not feel stuck in their jobs at the institution as they have the possibility to grow and acquire new skills. I believe this is very important for the person who is in charge of assigning courses, material, etc. She or he has a big responsibility as it should encourage the staff to grow and gain experience.

CONCLUDING POINTS

After collecting data and analyzing the perspectives of the students, English teachers and the head of the language department, I have reached some general conclusions about the entire information gathered.

- Dealing with teachers' motivation does not have to do just with teachers. According to the English staff, students', peers' and their boss's motivation have a direct impact on the teachers.
- The English teachers are not motivated because of two main factors: the class size and the way in which feedback is provided.
- Students point out that the teachers are not motivated because of the attitudes that the learners perceive from the staff. They think that the teachers' demotivation is shown through the lack of enthusiasm when delivering the class.
- The head of the language department is not motivated.
- 42% (forty-two percent) of the students affirm they are demotivated in the English classes. Then, 47% (forty-seven percent) of the students do not pay attention if they are not motivated.
- Class size is the most determinant factor for the English staff as regards motivation. UE Siglo 21 has increased the number of students per English class. The average number of students per class is 30 (thirty). The teachers have to deal with classes of a large number of students. What is more, Marcela (the head of the language department) believes that the teachers do not have the chance of preparing interesting and motivating lessons as they must hasten to complete the curriculum.
- Time is not enough for the teachers to interact with all the students in large classes. The duration of the English lessons is of 1(one) hour and 20(twenty) minutes. According to Marcela, it is almost impossible for the staff to interact with all the students.
- The students believe that the classes should be more interesting and interactive.

- Having a large number of students implies having a large amount of homework, written productions and more tests to correct. The teachers end up feeling exhausted.
- As regards the salary, the teachers of English are paid by the time they work, not by the number of students. Increasing the teachers' salary is the most preferred recommendation that the students provide for motivating the staff.
- The students recommend to reduce the number of students in order to motivate the staff. That is to say, the students feel that English courses are overcrowded.
- According to the staff, feedback is provided by the head of the language department and by the area in charge of analyzing the results of the "Institutional Survey" (see Appendix IV).
- The English staff is demotivated by the way in which the institution provides feedback to the teachers. They are not given the possibility of teachers to talk unless they ask to. There is lack of communication between the staff and the institution.
- The source for providing feedback is the "Institutional Survey" the students complete.
- Marcela points out that it is demotivating that only negative feedback is provided. That is to say, they provide feedback if the results of the survey are not good. In contrast, if the results are positive, they do not. Individual feedback is provided just for the teacher that has negative results in the "Institutional Survey".
- 93% (ninety three percent) of the English teachers feel motivated when receiving positive feedback. That is to say, if the institution does not provide positive feedback, the English staff will be demotivated.
- The English teachers are not encouraged to participate in the decision-making process. Marcela says that most of the decisions are taken by the "Departamento de Gestión y Evaluación Académica". She does not take decisions, but communicates the ideas to this department. She agrees that she allows teachers to give their opinion. Although they are not part of the process, Marcela points out that the teachers are always encouraged to express their ideas and points of view.

- The English staff agree that Universidad Empresarial Siglo 21 has helped them to advance their knowledge and skills. The institution has let the staff grow in their profession.
- The English teachers believe that they have autonomy in their jobs at UE Siglo 21. Moreover, they state that prestige is one factor that motivates them to belong to this university.

PROPOSAL I

PROBLEM: English teachers are not motivated because of the big number of students per English class. The problem is the *class size*.

ACTION PLAN: Reduce the number of students to 15 (fifteen) by reducing the maximum of students per English course.

FOUNDATIONS:

The number of students per English course at Universidad Empresarial Siglo 21 has increased a hundred percent from the year 2008 to 2009. English classes have changed from 20 (twenty) to 40 (fourty) students. These courses have become large classes. The teachers and the head of the language department points out that the large number of learners in the classes has become a demotivating factor for the staff. What is more, the students are also affected (42% [fourty two percent] are not motivated in the English classes). Brown (2007:245) cites Virginia LoCastro (2001), who points out that “Ideally, language classes should be comprised of no more than 12 to 15 students. They should be large enough to provide diversity and student interaction and small enough to give students plenty of opportunity to participate and to get individual attention.” The author explains that the number of learners per class, the size, determines the opportunities the students have to be in contact with the language. Learning a language needs interaction. How can interaction be defined? Brown (2007:212,213) defines interaction as:

“the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communication competence emphasize the importance of interaction as human beings use language in various contexts to “negotiate” meaning, or simply stated, to get an idea out of one person’s head into the head of another person and vice versa. From the very beginning of language study, classrooms should be interactive.”

Why is interaction important for the students? Brown(2007:212,213) cites Wilga Rivers (1987:4,5) who explains the following:

“Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussion, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language -all they have learned or casually absorbed- in real-life exchanges....Even at an elementary stage, they learn in this way to exploit the elasticity of language.”

Large classes affect not only teachers' motivation, but also the learners'.Brown (2007:245,246) states some of the problems large classes present:

- Proficiency and ability vary widely among students.
- Individual teacher-student attention is minimized.
- Student opportunities to speak are lessened.
- Teacher's feedback on students' written work is limited.

Moreover, Harmer (1986:5) states that “Physical conditions have a great effect on learning and can alter a student's motivation either positively or negatively. Classrooms that are badly lit and overcrowded can be excessively de-motivating.” Large classes demotivate both learners and teachers.

According to Jeremy Harmer (1998:128), “In big classes, it is difficult for the teacher to make contact with students at the back and it is difficult for the students to ask for and receive individual attention.” What is more, Harmer (1998:128) explains how difficult for the teachers is to produce classes “It may seem impossible to organise dynamic and creative teaching and learning sessions. Frequently, big classes mean that it is not easy to have students walking around or changing pairs etc.” Additionally, big classes generate difficulty for new teachers. Harmer (1998:128) states “Most importantly, big classes can be quite intimidating for inexperienced teachers.”

Furthermore, Macela Rodriguez states that in UE Siglo 21 class time is not enough for working with large groups of learners. English classes take place two or three times per week, depending on the levels. They last one hour and twenty minutes. That is to say, the teachers have 24 (intermediate and advanced levels) and 32 (basic levels) classes a semester to complete the whole curriculum. This situation is demotivating for the teachers. According to Brown (2007:248,249) these are adverse circumstances “teaching under institutional conditions that do not meet their ideal standards or philosophy of education, for example: classes that are far too large to allow for the kind of results that the administration expects.” Then, as LoCastro (2001) mentions before, learning a language implies interaction. The teachers need time for monitoring the students’ performance, provide feedback, get to know the students and control the class itself. Time is not enough for working with a large number of students.

I believe that the staff are not motivated because it is tough to work with a big number of students. There is a direct relationship between teachers’and students’motivation. One affects the other and vice versa. Some students are not motivated because they do not have enough contact with the subject. They know they have plenty of classmates and that they may not participate if they do not want to. The teachers do not have control over the large number of students and learners perceive it. In my opinion, this is the reason why 42% (fourty two percent) of students are demotivated in English classes. They do not pay attention, get bored or are absent-minded in class.

To conclude, class size is a determining factor in the motivation of the teachers. The English teachers at Universidad Empresarial Siglo 21 are not motivated because of the large number of students in classes. In order to motivate the staff, the maximum of students should be reduced to 15 students per English class.

EXPECTED OUTCOMES

The purpose of this section is to describe the concrete results expected to be obtained after putting the proposed action plan into practice.

I believe that after reducing the number of students in large English classes, the English staff and the students will be motivated. In my opinion, if the university put this action plan into practice, there will be many positive results. Therefore, the university, the students and the English staff will be benefited.

First, teachers will be able to interact with all the students in the class. Then, the staff will have the opportunity to provide feedback to students and monitor their work. Also, the students will have plenty of opportunities to be in contact with the language; accordingly, they will become more interested in the subject. What is more, students will be able to learn in better conditions. Besides, time will be enough as there will be a reduced number of students; therefore, teachers will be able to plan more interesting and motivating lessons without worrying about not reaching the end of the program. Furthermore, teachers will have the chance to correct all papers on time, without getting exhausted. Additionally, they will be able to pay attention to all the students in class. Further, teachers will not suffer from tiredness. Finally, I believe that teachers' and students' performance will significantly improve because they will be motivated.

PROPOSAL II

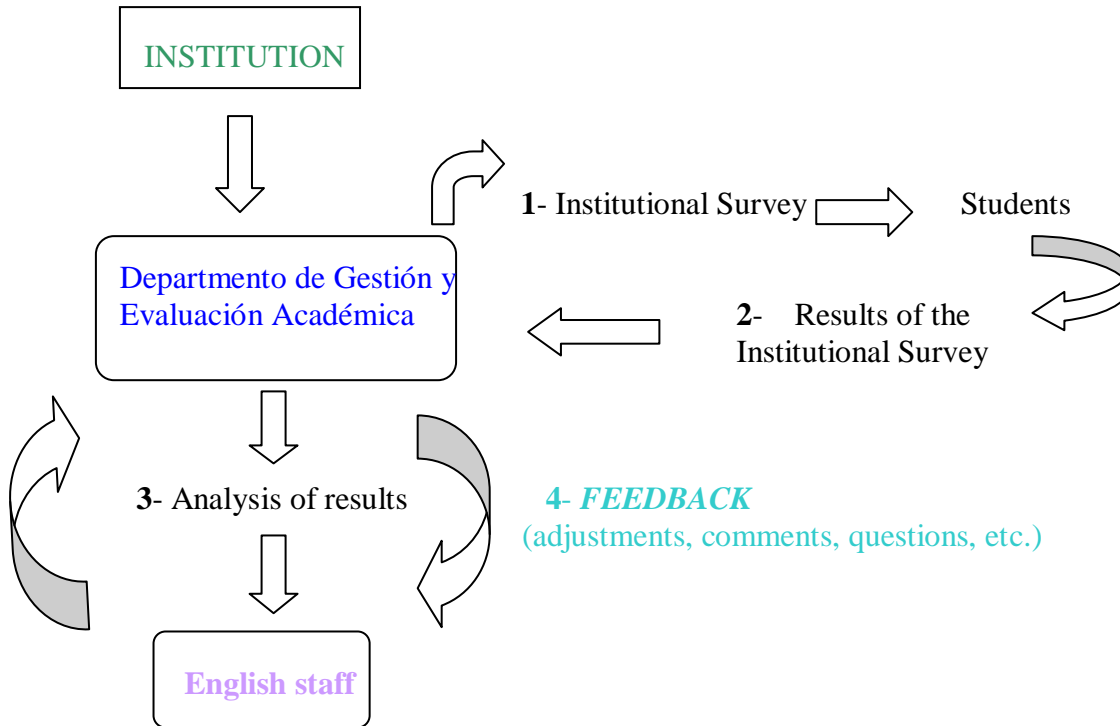
PROBLEM: The teachers of English are not motivated because of the way in which the institution provides feedback and the lack of positive feedback.

ACTION PLAN: Improve the way in which feedback is provided by Universidad Empresarial Siglo 21 to the teachers of English.

The “Departamento de Gestión y Evaluación Académica” should be in charge of providing individual feedback to all of the teachers. It should be oral in order to give the teachers the opportunity to make comments or give their opinion face to face. In this way the teachers will have the chance to dialogue. After analyzing the results of the Institutional Surveys, the Department should plan feedback. The “Departamento de Gestión y Evaluación Académica” should have a paper for each of the teachers with all the necessary information, so they can proceed with feedback. First, they should group information about each of the English teachers. That is to say, they should write down the positive and/or the negative issues to communicate. Moreover, they should create a plan in which UES 21 states necessary changes in the teachers’ behaviour or performance. Then, they should create a timetable with the date and the time in which each meeting is arranged. Moreover, they should inform this data to each of the teachers through the easiest and quickest way, an e-mail. The teachers should answer with their confirmation. The meeting should have a time limit set by the Department, so it is very important to plan in detail for delivering feedback in a formal and organized way. Feedback should be positive and/or negative. Furthermore, it should be specific. It is very important that the teacher do not have doubts after the appointment. Feedback should go straight to the point, be clear, planned and organized. Additionally, this is a good time to remind teachers of the objectives and goals of the university. In this way, the teachers’ performance will be linked to institutional goals and objectives. What is more, the institution must communicate the teachers about required changes. Then, the teachers should be given the chance to talk in order to comment or give their opinion. Finally, the Department may provide the teacher with a written report with the important issues that have been discussed in the appointment. This written document must be filled by both the university and the teacher. It may be useful for the institution to have a record of the topics that have been talked with each of the teachers.

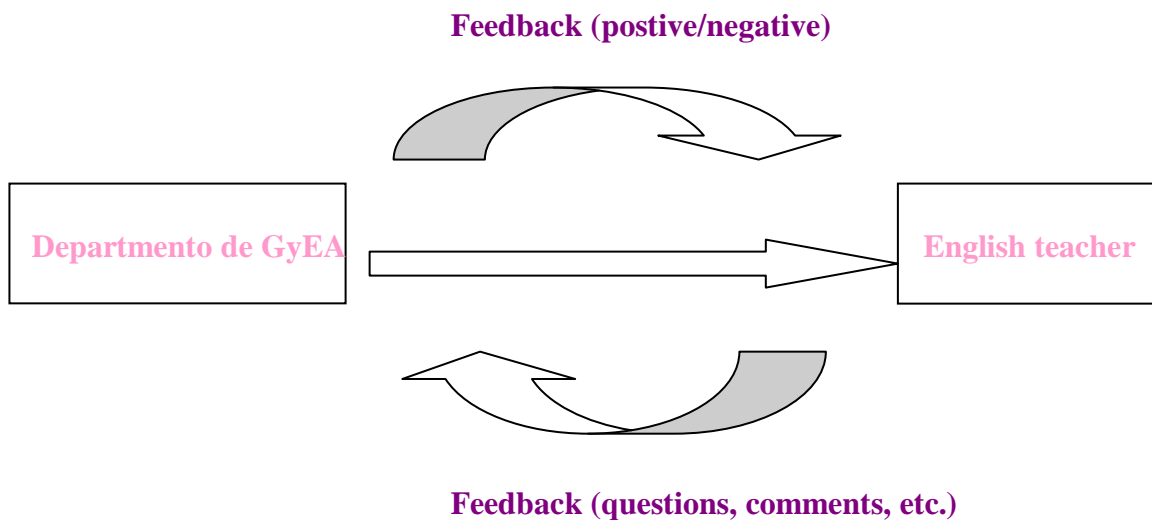
Feedback must be provided twice a year after analyzing the results of the Institutional Survey.

The following graphs illustrate the process of the type of feedback that I propose for UE Siglo 21:



The expected outcome is the following:

The process of feedback in Universidad Empresarial Siglo 21.



FOUNDATIONS

According to Francois Petit (1984:41) “When we exchange ideas and feelings in our jobs or in our leisure time, we pursue a specific purpose, though not always avowed, "which usually is", as indicated by Claude Flament, "the search for some change in behavior, attitudes , representations or knowledge ... ". We consider the communication process as "social tools" that allow human interaction. These social tools are particularly well placed in organizations, because of their existence and effectiveness condition.”

Davis and Newstorm (2003:56) state that “organizations can not exist without communication”. What is more, they affirm that "any act of communication does have some influence in the company". Moreover, Davis and Newstorm (2003:56) express the consequences of active communication "effective communication tends to improve performance and job satisfaction".

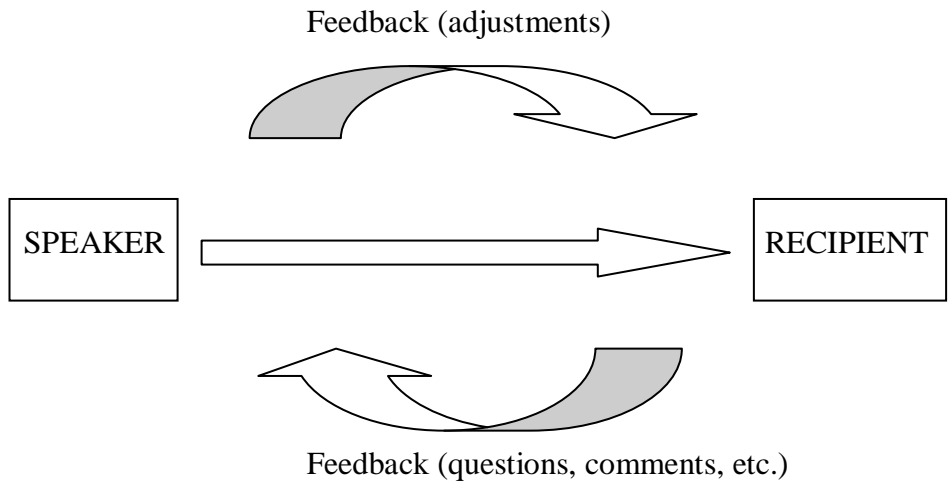
What is feedback? Federico Brandan Zehnder (2007) cites Ilgen, Fisher and Taylor, (1979), who point out that feedback is "a special case of general communication process in which an issuer sends a message to the recipient. Additionally, Davis and Newstorm (2003:70) say that "Generally, feedback improves the performance itself and attitudes”. That is to say, feedback is an important issue that every organization must consider as it improves the staff’s performance and attitudes. These authors believe that feedback helps the employees to know what to do and how well they are achieving their goals". The staff must know which are the necessary improvements to go along the same path that the university is going, both of them towards the same goals.

Brandan Zehnder (2007) states that “one of the most important aspects of the feedback message is probably its "signal", meaning if this is positive or negative.” That is to say, if the employee has done a good job, he/she will receive positive feedback. In contrast, if it has not done a good job he/she will be given negative feedback. According to Marcela Rodriguez, the staff does not receive positive feedback. Is it important for the employees to receive positive feedback? Brandan Zehnder (2007) cites García Alvarez and Ovejero Bernal (1999) who explain that “The more positive feedback, especially through positive and less negative terms, is received it helps increase worker satisfaction.” What is more he also cites Ilgen and Hamstra (1972) who affirm that “positive feedback is perceived and remembered more accurately than negative

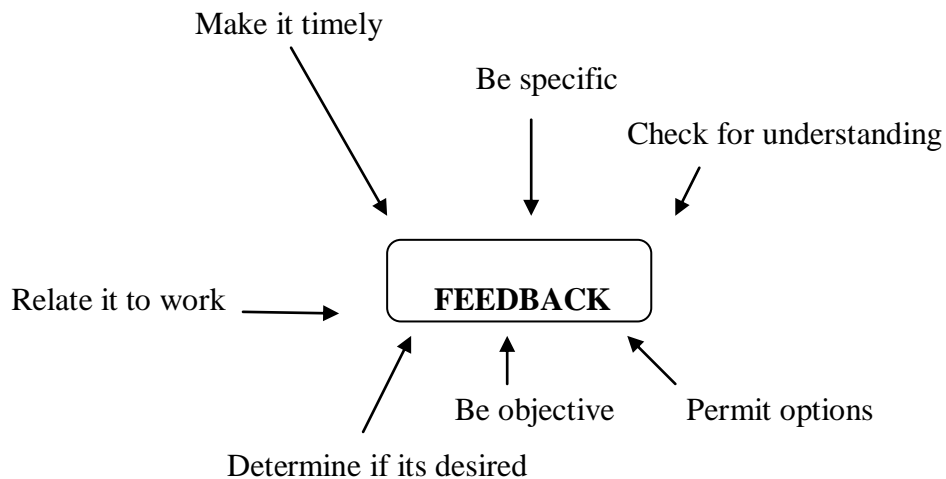
feedback.” Many authors coincide in that every organization must provide positive feedback.

Is the presence of feedback important in an organization? Brandan Zehnder(2007) states that “The presence of feedback in the context of work has been described as central to the training, performance, motivation and employee satisfaction.”. Feedback is mutual communication. Francois Petit (1984:52) states that “some advantage of mutual communication is that the recipient can ask questions and give advice, the message is easier to understand with greater precision and accuracy. The moral of the receiver is also much better, because the possibility of dialogue with the issuer dispels their insecurity and anxiety.”

Petit (1984:47) pictures the process of feedback as follows:



Davis and Newstorm (2003:169) provide a clear picture of the guidelines for effective performance feedback:



Finally, Davis and Newstorm(2003:169), explain that “Nevertheless the importance of feedback, many managers do not provide continuous and enough feedback. It is likely to be very busy, think that employees already know their level of performance or refuse to communicate something wrong by the negative reaction that could arouse.”.

EXPECTED OUTCOMES

The purpose of this section is to describe the concrete results expected to be obtained after putting the proposed action plan into practice.

I am convinced that after organizing feedback the English staff will be motivated. First, the teachers will be informed about their performance within the institution. They will be reported both positive and negative performance. The inclusion of positive feedback will increase the level of motivation the staff have. What is more, the teachers will have the opportunity to give an opinion or to comment on any issue when receiving feedback. Moreover, the institution will have the opportunity to motivate their staff through feedback. The teachers will be informed about the specific objectives and goals the institution has. The staff will know specifically what the organization expects from them. On the other hand, the teachers will be able to know what they want from the institution. Being a two way communication, feedback will satisfy teachers’ needs. Consequently the staff will work for those aims. Furthermore, the teachers will be able to grow by learning through the feedback they receive. Furthermore, communication will be fluent between the staff and the organization. Finally, feedback will allow Universidad Empresarial Siglo 21 to motivate their teachers and to make adjustments , if necessary, in order to make the whole staff go along the same path that the university is going, both of them towards the same goals.

GENERAL CONCLUSION

The objective of this project (“Staff motivation of the language Department at Universidad Empresarial Siglo21”) is to present a complete plan in order to contribute to English staff motivation at UES 21. After doing research into theory related to the main topics of this project, the investigation is focused on three perspectives. The perspectives of the students, the English teachers and the Head of the Language Department (Marcela Rodriguez). In order to investigate their perspectives two questionnaires and two interviews are implemented. The conclusion that I have reached after the analysis of the results is that the English staff at UES 21 is not motivated. The two main factors that cause the lack of motivation are two. First, demotivation is caused by the big number of students in the classes (class size). Then the other main factor that generates demotivation is the way in which UES 21 provide feedback and the lack of positive feedback. In order to solve these two problems and to make the teachers feel motivated at UES 21 I propose two action plans for each of them. Each action plan has its theory foundations and the expected outcomes after implementing the action plan.

In order to solve the problem of large classes, I propose to reduce the number of students to 15 (fifteen) by reducing the maximum of students per English course. I believe that through this action plan, communication between teachers and students will improve. The teachers will be able to interact with all the students and class time will be enough for completing the learning process. Finally, I believe that the outcomes will be beneficial for the English teachers, the students and UES 21.

Then, in order to solve the problem of feedback, I propose a way to deliver feedback in which UES 21 has the opportunity to provide positive and negative feedback to all English staff. What is more, the teachers have the opportunity to make comments and ask questions. Then, UES 21 has the chance to make adjustments if necessary. The aim of the proposal is also to generate fluent communication between the English staff and UE. Finally, I think that after implementing the action plan, the English staff will be motivated. They will be informed about their performances at UES 21 and they will know what UE expects from them. Finally, the whole staff will go along the same path that the university is going, both of them towards the same goals.

To conclude, I think that I have achieved my objective. The two proposals pursue one goal: to contribute to English staff motivation at UES 21

REFERENCES

- ▣ Adler, N.J. (1997). *International Dimensions of Organizational Behavior*. (Third edition). Cincinnati, Ohio: South-Western College Publishing.
- ▣ Brown, H.D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Second edition). New York: Longman.
- ▣ Dörnyei, Z. (2001). *Teaching and Researching Motivation*. England: Pearson Education.
- ▣ White, R.; Martin, M.; Stimson, M.; Hodge, R. (1991). *Management in English Language teaching*. Cambridge: Cambridge University Press.
- ▣ McNamara, C. (1997). *Basic Definition of Organization*. Retrieved April 15, 2008, from Library Management Web Site:
http://www.managementhelp.org/org_thry/org_defn.htm
- ▣ Roseman, E. (1977). *Confronting Nonpromotability: how to manage a stalled career*. New York: AMACOM.
- ▣ Soppelsa, E.F. (1997). Empowerment of Faculty. In M.A. Christison, & F.L. Stoller (Eds.), *A Handbook for Language Program Administrators*. United States of America: Alta Book Ceter Publishers.
- ▣ Burns, A.C.; Bush, R.F. (1995). *Marketing Research*. New Jersey, United States of America: Prentice Hall.
- ▣ Semi-structured interview. In *Wikipedia, the Free Encyclopedia*. Retrived July 29, 2009, from
http://en.wikipedia.org/w/index.php?title=Semi-structured_interview&oldid=304820891

- ❏ Longman Editorial Team. (1995). *Longman Dictionary of Contemporary English*. (third edition). England: Longman Group.
- ❏ Questionnaire. In *Wikipedia, The Free Encyclopedia*. Retrived July 21, 2009, from <http://en.wikipedia.org/w/index.php?title=Questionnaire&oldid=303278223>
- ❏ Vieytes, R. (2004). *Metodología de la investigación en organizaciones, mercado y sociedad*. (first edition). Argentina: Editorial de la ciencias.
- ❏ Harmer, J. (1998). *How to teach English*. Harlow: Longman.
- ❏ Brown, H.D. (2007). *Teaching by Principles, An Interactive Approach to Language Pedagogy*. (thrid edition). United States of America: Pearson Education.
- ❏ Petit, F. (1984). *Psicología de las Organizaciones*. Barcelona:Herder.
- ❏ Davis, K.; Newstorm J.W. (2003). *Comportamiento Humano en el Trabajo*. (eleventh edition). Mexico: McGraw-Hill.
- ❏ Brandan Zendher, F.(2007). *Feedback y Satisfacción Laboral*. Uedited Thesis. Universidad Empresarial Siglo 21.

9. Have you ever felt demotivated at work in UE siglo21?

Yes No

If you did, how did you deal with it?

- I talked to the authorities - I didn't do anything - other:

10. Do you have autonomy in your job at UE Siglo 21?

Yes No

11. Are you encouraged to participate in the decision-making process?

Yes No

If you are, which are the incentives given by the institution?

- no incentives at all - monetary prizes
- teaching resources material - equipment
- other/s:

12. Do you feel UE Siglo 21 has helped you advance as to your knowledge and skills?

Yes No

If it has. Through which of the following options?

- increased variety of courses taught
- contribution to curriculum development
- monitoring role with new faculty
- being in charge of developing new courses/programmes
- making conference presentations
- preparing professional publications
- serving as teaching consultant outside the institution
- conducting teacher-training workshops (in-service programmes)
- developing materials for use in the home institutions and elsewhere
- other/s:

13. Which of the next motivational characteristics is/are present in UE Siglo21?

- an orderly and smoothly functioning environment.
- clean, adequately lit, sufficiently large, and well-equipped work spaces.
- textbooks and teaching equipment in good conditions and up-to-date.
- reasonable work responsibilities in terms of workload and nature of teaching assignments.
- moral and work support from superiors.

14. Do you have formal meetings with the head of the department?

Yes No

If you do, how often?

- once a week -once a month - once a semester - other:

APPENDIX II

CUESTIONARIO (estudiantes)

- El siguiente cuestionario es anónimo
- Trata de conocer la motivación de los profesores de inglés en la UE Siglo 21
- Es parte de un trabajo final de Lic. en Lenguas Inglesas

¡MUCHAS GRACIAS POR TU COLABORACION!

Marcar con una X la opción elegida:

1. ¿Crees que la motivación es importante en una organización? Si No
2. ¿Te sentís motivado cuando venís a clases? Si No
3. ¿Te sentís motivado en las clases de Inglés en la universidad? Si No
4. ¿Sentís que las profesoras de Inglés en la UE Siglo 21 están motivadas? Si No
¿Por que crees eso?
5. ¿Te sentís desmotivado cuando tu profesor/a de Inglés no esta motivado? Si No
6. Si no estas motivado en tu clase de Inglés. ¿Qué haces?
 - Me voy de la clase
 - No presto atención
 - Hablo con un compañero
 - Otros:
 - Hago ruido
 - Le digo a mi profesor/a
 - Siempre estoy motivado
7. ¿Que recomendarías para aumentar la motivación de las profesoras de Inglés en la Universidad?.....

APPENDIX III

INTERVIEW (head of the Language department)

- ◆ Which is your role in UE Siglo 21?
- ◆ Do you think motivation is important in an organization? Why?
- ◆ Are you motivated in your job at UE Siglo 21?
- ◆ Do you think the English staff is motivated?
- ◆ Which activities do you or does the university put into practise for motivating English staff?
- ◆ In your view which factor/s is/are the strongest when dealing with motivation? External or internal ones? Which of them?

Money Prestige Status Security Public acclaim
Approval of family, of friends, of peers
Interest in the profession - Acquisition of special competence
Professional growth

- ◆ Do you have meetings with all the English staff? How regularly? Which is the aim of meetings?
- ◆ How are academic decisions taken? Can teachers give their opinion?
- ◆ Is there a specific description of the role of teachers inside the organization?
- ◆ How would you describe your style of management?
- ◆ Do you consider yourself a leader? How do you think teachers see you?
- ◆ Do you think staff's motivation has a direct impact on students? Why?
- ◆ Is there anything else you think is important to be added?

APPENDIX IV

Information about “Institutional Survey”

Relación Asignatura – Docente

Preguntas:

1. ¿Comprendo los objetivos de la asignatura?
2. ¿Comprendo lo que el docente explica en clase?
3. ¿El nivel de exigencia del profesor es?
4. ¿El clima de trabajo en el aula (posibilidad de participación) es?
5. ¿El docente relaciona la asignatura con la realidad?
6. ¿El docente cumple con los horarios de clases?

Opciones para cada una de las 6 preguntas previamente mencionadas:

REFERENCIA ESCALA NUMERICA DE CADA PREGUNTA:

- 5- Siempre
- 4-Casi Siempre
- 3-A veces
- 2-Casi nunca
- 1-Nunca
- 0-NS/NC

Cada una de las opciones va acompañada de un espacio en blanco de “Observación” para que el alumno exprese opinión si es que lo desea.

APPENDIX V

INTERVIEW II (head of the Language Department)

- ◆ How many English classes do students have per semester?
- ◆ Which is the duration of each class?
- ◆ Which is the average of the number of students per class?
- ◆ Does the university sets a maximum of students per English course?
- ◆ Are large classes demotivating for the teachers? For you? For the students?
- ◆ In which ways?
- ◆ Has the teachers' salary increased through the increasement of students?
- ◆ How is the department organized? Is there any coordinator?
- ◆ Do you delegate work?
- ◆ Do you think teachers should participate in the decision-making process? Why?
- ◆ Do you think feedback is important in an organization?
- ◆ How is feedback provided to the English teachers in the university? By whom?
- ◆ Is the institutional survey the only source to provide feedback to the teachers?
- ◆ What do you think about the way in which the university gives feedback to the teachers?