

**THE LEVEL OF MOTIVATION AMONG TEACHERS OF LEARNING
DISABILITIES IN ENGLISH LANGUAGE IN LIGHT OF THE COVID-
19 PANDEMIC**

**O NÍVE DE MOTIVAÇÃO ENTRE PROFESSORES QUE ATENDEM
ESTUDANTES COM DIFICULDADES DE APRENDIZAGEM NA
LÍNGUA INGLESA À LUZ DA PANDEMIA DE COVID-19**

**EL NIVEL DE MOTIVACIÓN ENTRE LOS PROFESORES QUE
ATIENDEM A ALUMNOS CON DIFICULTADES DE APRENDIZAJE
EN LENGUA INGLESA ANTE LA PANDEMIA DEL COVID-19**

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Abstract

This study identified the level of motivation among teachers of learning disabilities in English language in Irbid city, Jordan, in light of the Coronavirus pandemic. The study population consisted of all 60 male and female teachers of LDs in English language for the academic year (2019-2020). The sample consisted of 30 teachers. To achieve the objectives of the study, a questionnaire was developed to reveal the motivation level of teachers of LDs in English language by referring to the theoretical literature and previous studies related to the subject of the study. The validity of the study instrument was verified by presenting it to a group of specialized professors, as well as ensuring the reliability of the instrument. The results of the study indicated that the level of motivation of teachers of LDs in English language was high.

Keywords: motivation; learning disabilities in English language; teachers.

Resumo

Este estudo identificou o nível de motivação entre os professores que atendem estudantes com dificuldades de aprendizagem na língua inglesa na cidade de Irbid, Jordânia, à luz da pandemia coronavírus. A população do estudo foi constituída por todos os 60 professores do sexo masculino e feminino que ensinaram inglês a estudantes com dificuldade de aprendizagem em inglês no ano letivo 2019-2020. A amostra foi composta por 30 professores. Para atingir os objetivos do estudo, foi desenvolvido um questionário para revelar o nível de motivação dos professores que atendem estudantes com dificuldades de aprendizagem na língua inglesa, referindo-se à literatura teórica e estudos prévios relacionados ao tema do estudo. A validade do instrumento de estudo foi verificada por apresentá-lo a um grupo de professores especializados, bem como garantir a confiabilidade do instrumento. Os resultados do estudo indicaram que o nível de motivação dos professores que atendem estudantes com dificuldades de aprendizagem na língua inglesa foi alto.

Palavras-chave: motivação; dificuldades de aprendizagem em língua inglesa; professores.

Resumen

Este estudio identificó el nivel de motivación entre los profesores que atienden a estudiantes con dificultades de aprendizaje del idioma inglés en la ciudad de Irbid, Jordania, a la luz de la pandemia de coronavirus. La población del estudio consistió en los 60 maestros y maestras que enseñaron inglés a estudiantes con dificultades de aprendizaje en inglés en el año escolar 2019-2020. La muestra estuvo constituida por 30 docentes. Para lograr los objetivos del estudio, se desarrolló un cuestionario para revelar el nivel de motivación de los docentes que atienden a estudiantes con dificultades de aprendizaje en el idioma inglés, haciendo referencia a la literatura teórica y estudios previos relacionados con el tema del estudio. La validez del instrumento de estudio se verificó presentándolo a un grupo de profesores especializados, así como asegurando la confiabilidad del instrumento. Los resultados del estudio indicaron que el nivel de motivación de los profesores que atienden a estudiantes con dificultades de aprendizaje en el idioma inglés fue alto.

Palabras clave: motivación; dificultades de aprendizaje en inglés; profesores.

Introduction

The teacher is the core of the educational process and the factor occupying a leading role in the success of education. The teacher plays a great role in achieving the educational objectives in the social and economic progress. The efforts of teachers are seen in the social development in any society because teachers' efforts are not limited to preserving the cultural heritage, but rather improving this heritage and directing it to meet the requirements of modern life (LOWICK; SCANLON, 2021).

Because of the heavy responsibilities placed on teachers, the basis for their success in carrying out these responsibilities depends on their competency and abilities. Teachers who have open personalities, capable of giving, innovation, and renewal, are characterized by

having a good education, diversity, sufficient academic preparation, understanding of students' needs and characteristics of their growth, ready to discover their problems and weaknesses. able to direct and guide them, and facilitate learning for them (WEHMEYER; SHOGREN, 2020).

The teacher is the focus of education problems and their solutions at the same time. Teachers are one of the most important professional groups that have a major role in building the future. The challenge facing educational researchers and school leaders is to create the motivation of teachers to ensure the highest level of performance. The highly motivated teacher brings fun to the school's programs and activities, feels personally effective, and intensifies his efforts for success. He focuses on accomplishing his tasks using creative strategies to achieve educational goals. It became necessary to search for what increases teachers' motivation, as numerous research and studies were conducted to show the factors that lead to increased motivation. These studies have proven that teachers' motivation increases through internal rewards such as self-esteem, responsibility, and a sense of accomplishment and appreciation (CAVENDISH et al., 2020).

Teachers' motivation can be improved through a sense of achievement and success in performing the task or activity. The teacher's sense of achievement can be increased by encouraging teachers to set specific goals, identify common goals, and set standards for achieving those goals. Identifying the teachers' contribution and performance at work can be done by highlighting the teacher's efforts and contributions in meetings, telling the teacher orally or in writing that his work is appreciated, and allowing teachers to attend specialized scientific conferences and presenting awards and certificates of appreciation for outstanding work, which all increase teachers' motivation. The importance of teachers having motivation lies in helping them increase their knowledge of themselves and others, and pushing them to act according to different circumstances and situations that make the individual more able to explain the actions of others. In this way, the teacher's behavior can be directed to certain destinations that revolve within the framework of his interest and the interest of society. The importance of improving motivation is not limited to direct behavior but plays an important role in some fields, such as education, industry, and law. For example, in the field of education, it helps to stimulate students' motivation towards fruitful learning (TOSTE et al., 2020).

The problem of the study

The purpose of this study is to identify the level of motivation among teachers of learning disabilities in English language in Irbid city, Jordan.

Questions of the study

The study attempts to answer the following question: What is the level of motivation among teachers of learning disabilities in English language in Irbid Governorate from their point of view?

Significance of the study

It is hoped that the results of this study will benefit school principals and teachers of learning disabilities by identifying the most important matters necessary to increase the teacher's motivation towards the teaching profession. The results will also benefit parents of students with learning disabilities.

Limitations

The current study was limited to basic schools and their teachers in Irbid Governorate for the academic year 2019-2020. The results of this study are determined by the honesty of the respondents on the instrument prepared in this study.

Literature review

Motivation has a great role in the completion of work because of its importance in obtaining psychological satisfaction of individuals, no matter how the individual in the administration has high technical abilities and extraordinary skills to complete the work. Motivation is defined as an internal state of the human being that triggers the behavior and directs it towards a specific goal or objective and maintains its continuity until that goal is achieved (ADAS; TAWQ, 2016).

Work motivation is defined as those complex forces, tendencies, needs, states of tension, and mechanisms that motivate and maintain work-related behaviors towards achieving personal goals (MILLEY; DULUDE, 2021). Motivation is a set of factors that determine the behavior of the individual and push him to the process of interaction in society. It is not a directly observable behavior but is inferred from the behavior of individuals in different situations because individuals do not respond to different situations in the same way. Even in the same, the responses of each individual are different. Motivation is linked to

internal and external variables related to the individual. The presence of motivation in the teacher at a high level contributes effectively to raising the morale and increasing the production and job performance.

According to Poeller et al. (2021), there are many means of motivation, such as money, which is a method of motivation of high value, even if psychologists underestimate its importance. Motivation is in the form of additional wages, material incentives, or salary increases. The educational administration can implement this through paid additional incentive rewards, bonuses, and annual increases. Positive reinforcement is another method of motivation, which increases motivation in individuals. Reinforcement is the function of strengthening the desired behavior and is done by giving the individual the desired incentives or things that he likes to obtain, such as good performance report, letters of appreciation, promotion, and encouragement rewards. Sharing is also a way to recognize the individual, which gives him a sense of importance and achievement, and is an indication of the need for belonging and acceptance. This is done in educational administration by involving the teacher in the decisions that concern him or in the curricula he studies.

The teacher is seen as the focus of education problems and solutions at the same time, as teachers are one of the most important professional groups that have a major role in building the future. It is always challenging for educational researchers and school leaders to create teachers' motivation for the highest level of performance (LOUICK; MUENKS, 2021).

The motivation of teachers is the decisive factor in achieving educational goals. The highly motivated teacher brings pleasure to the learning process and its activities, feels personal effectiveness, and intensifies his efforts for success, focusing on accomplishing his tasks using creative strategies to achieve educational goals. Therefore, it is necessary to search for ways to increase the motivation of teachers, and one of the most important actions that we find that increases the motivation of teachers are internal rewards such as self-esteem, responsibility, a sense of achievement, recognition, and appreciation (PHILLIPS et al., 2021).

Previous studies

Al-Salem et al (2021) identified the practices of female teachers that affect the development of motivation for learning among secondary school female students in KSA. The descriptive-survey approach was used in this study and was applied to a sample of 53 teachers. The findings showed that teacher practices have a great impact on the levels of

motivation of students. The study recommended preparing female teachers to be more attentive to their practices to increase the levels of motivation among students.

Muhammad (2020) trained students with learning disabilities to reduce burst behavior and increase motivation for learning. The study included students with LDs from middle school. The study used the semi-experimental method. The results revealed the presence of differences in the reduction of impulse behavior among the experimental group members who were exposed to the guidance program. The students who received the training improved their level of motivation, which was reflected in their academic achievement.

Al-Rayes et al. (2020) developed a program based on the Successful Intelligence theory and its impact on developing motivation among gifted students with learning disabilities. The quasi-experimental design was used in this study. This training program was implemented for 30 sessions. The findings showed a significant difference between the scores of the study sample group before and after the implementation of the program. Students' motivation was improved because of the training program.

Massgouni and Taourirt (2019) explored the current leadership styles in primary school management and their impact on the level of motivation among primary school teachers. The study also revealed the impact of the democratic leadership style, and the dictatorial leadership style at the level of motivation among teachers. The results found that the democratic leadership style is the most used style by primary school principals according to the teachers' point of view.

Gobena (2018) explored the factors affecting teachers' motivation. The study used the descriptive design and was applied to a sample of 303 teachers. The findings showed that 59.70% of the teachers did not have a reasonable salary. The findings also showed that 80.20% of them were not felt important in society. Teachers' views were critical to the educational environment and its processes in terms of administration and management.

Methodology

Population and Sample

The study population consisted of all 60 male and female teachers of LDs in English language. The sample was chosen from this population and included 30 male and female teachers.

Instrument of the study

The researcher prepared a questionnaire to reveal the level of motivation among teachers of LDs in English in Irbid Governorate from their point of view. The instrument was developed after reviewing the theoretical literature and previous studies related to the subject of the study. The study instrument consisted of two parts, the first covered general information on the sample of the study. The second part was related to the level of motivation. The number of the statements of the questionnaire in its initial form was (34) statements.

Validity

To verify the validity of the instrument, the researcher relied on the validity of the content, as he presented the tool to (10) specialized judges to ensure the appropriateness of each statement to what it measures and the extent to which the paragraphs of the scale are related to the variable to be measured. The judges also ensured the accuracy of statements, their formulation, degree of clarity, and their relevance to the fields. The researcher took the observations of the judges, omitted some phrases, and added others according to their instructions. The approval of the majority of judges on the statements was considered an indication of their validity, and thus the number of statements was finally 25.

Reliability

After verifying the validity of the study instrument, its stability was confirmed using the test-re-test method by applying it to a sample of 20 teachers from outside the study sample. The instrument was applied in a period of two-week intervals, after which the reliability coefficient of the tool was extracted using the Pearson correlation coefficient. The reliability coefficient of the instrument as a whole was (0.88), which is acceptable for this study.

Results

To answer the main question of the study, the mean scores and standard deviations were calculated for each statement of the teacher motivation scale in primary schools in Irbid city. The scores were arranged in descending order as shown in Table (1).

Table 1. The mean scores, standard deviations, and ranks of the Motivation Scale statements for Teachers of LDs in descending order

NO.	Statement	Mean score	Standard deviation	Rank	Level
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Notandum, ano XXV, n. 58, jan./abr. 2022
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17	The availability of appropriate educational means increases my motivation towards work.	3.81	0.28	1	High
1	Feeling secure in my job is essential to my continued work and dedication.	3.73	0.36	2	High
3	I do the requirements of my profession, no matter how hard it may cost me.	3.67	0.32	3	High
20	I want to present my lessons in the best way possible.	3.63	0.38	4	High
18	I am interested in everything new in my field of specialization.	3.54	0.42	5	High
16	Taking pride in my work is an important reward.	3.33	0.46	6	High
10	My practice of teaching design skills increases my motivation towards education.	3.32	0.45	7	High
7	I do not be absent from my work.	3.31	0.59	8	High
13	My teaching experience helps motivate me to work.	3.30	0.49	8	High
5	The job description helps me keep working.	3.29	0.56	10	High
8	I do not come late for my work.	3.27	0.58	11	High
19	Financial incentives improve my performance.	3.26	0.59	12	High
2	The retirement system in my job gives me the motivation to keep going.	3.01	0.73	13	High
6	My work has allowed me to build relationships with parents.	3.01	0.48	13	High
4	My continuation in my job is subject to the satisfaction of the management.	2.95	0.96	15	High
11	I feel the teaching profession is fun.	2.91	0.64	16	High
12	The principal and educational supervisor increase my motivation towards teaching.	2.74	0.68	17	High
15	I am happy every time I enter the classroom.	2.72	0.48	18	High
22	I get praise from my school principal when I do well.	2.64	0.74	19	High
24	I volunteer to do extra work to serve the school.	2.61	0.61	20	High
21	Good supervision by the principal reduces my motivation towards work.	2.07	0.85	21	Medium
14	I go late for my school work.	1.41	0.69	22	Low
9	My relationship with my colleagues needs improvement.	1.13	0.74	23	Low
23	Teaching frustrates me.	1.90	0.58	24	Low
Total		3.89	0.19	High	

It is noted from the previous table that the statement, which states “The availability of appropriate educational means increases my motivation towards work,” came in the first order with a mean score of (3.81). The statement that states, "teaching frustrates me," ranked last with a mean score of (1.90). the overall mean score of the level of motivation among teachers of LDs in English language was high, with a mean score of 3.89. These results may be because each teacher tries to do his effort and energy to convey the information in the best way to the students to achieve the highest levels of understanding for the students with learning disabilities. In addition, every ambitious teacher seeks to show his creative abilities in the material he presents to students, and there is no place for that except in the classroom, which is the right of the student and the teacher at the same time.

Recommendations

In light of the study results, the researcher recommends enhancing this level of motivation among teachers of learning disabilities in English language in private and public schools. The study also recommends keeping the continuous evaluation of the work of teachers of LDs in English language to motivate the distinguished among them and work on developing others and helping them to reach better levels of skills and performance.

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