

Motivating and Demotivating Factors and Self-efficacy of EFL University Teachers after the Covid-19 Pandemic: A case study at Universidad del Valle

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Licenciatura en Lenguas Extranjeras
2024

Dedication and Acknowledgments

I want to begin by thanking all the strong, confident, and beautiful women in my life that have and continue to inspire me. I thank my mother, Jaqueline, for making the effort to understand me and fight her prejudices to support me even when she did not understand all the nuances of having a queer kid. I thank my grandmothers Miriam and Baudilia for always showing me what unconditional love and support mean. I thank my best friend and thesis partner Daniela, life has blessed me with amazing people that I will cherish for the rest of my life, but the print of real friendship she has left on my heart will never vanish, I wish to have you in my life forever because there's never going to be an ordinary thing as long as I'm with you. I thank the friends I met in Univalle Leslie, Isabella G, Isabella Z, and Santiago. They celebrated me, showed me that being me was okay, and taught me to love myself even when I did not do it. My thanks are not complete without mentioning Dr. Maria Eugenia Guapacha Chamorro, our thesis director. I could not have gone through this without her guidance and I will be forever grateful to have worked with such an amazing professional. Lastly, I would like to dedicate this achievement to my father Salvador, who is not with me physically but will always live within my heart.

Juan Camilo Muñoz Rangel

First and foremost, I want to thank God for guiding my life, accompanying me on this journey, and allowing me to reach this point, fulfilling one of my greatest dreams. I also want to express my gratitude to my family, my parents and my sister, for their wholehearted support throughout this process; thank you for allowing me to pursue my dreams and showing me that I can achieve anything I set my mind to. I dedicate this achievement to you. A very special thanks to my partner, Camilo, for being an essential part of this accomplishment; without their support, dedication, patience, and unconditional friendship, this work would not have been possible. Thank you, Cami, you have always been there, standing by my side, and I am forever grateful for you; this experience has been so valuable to me, largely because of you. Finally, I want to thank our thesis director, Dr. María Eugenia Guapacha Chamorro, for her commitment and generosity in guiding the creation of this paper, which has imparted valuable lessons and new knowledge.

Daniela Pedroza Henao

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Abstract

Motivation has been considered as one of the factors that affect teachers' practices, performance and self-efficacy. During the Covid-19 pandemic, many language teachers faced challenges that affected their motivation and language teaching practices, including the lack of technology, online teaching and the lack of academic and mental health support. However, little is known about teacher motivation after the Covid-19 pandemic. It is unclear how teachers overcame difficult situations or changed their practices and how their motivation and self-efficacy was affected by the new normality. Investigating teacher motivation after the pandemic is important to identify the factors that motivate and demotivate language teachers and their view of self-efficacy (i.e. performance and practices) after transitioning from virtual teaching to face-to-face and hybrid interactions.

This qualitative case study, therefore, investigated the motivating and demotivating factors and self-efficacy of a group of 22 EFL teachers at Universidad del Valle after the Covid-19 Pandemic. The study adopted Dörnyei and Ushioda (2011) and Ryan and Deci's (2000) model and categories of motivation to identify which factors influenced language teacher motivation at their workplaces after the Covid-19 pandemic. Data were collected through a closed-ended questionnaire administered online to 22 lecturers and a follow-up semi-structured interview with 10 lecturers. Qualitative data were analyzed using content analysis.

Findings indicate that intrinsic factors, such as *teaching vocation*, *interest in ongoing learning*, *self-esteem*, and *pleasure and satisfaction of teaching*, along with extrinsic factors, such as *face-to-face interactions*, and *flexibility in teaching methods*, motivated these teachers after the pandemic. Conversely, extrinsic factors, such as *heavy workloads*, *lack of mental health support*, and *limited support from and relationship with colleagues* were demotivating. *Student feedback and attitude towards the class* appeared as being motivating for some teachers and demotivating for others. Additionally, teachers believe there is a strong relationship between motivation and self-efficacy, and that it can be positively or negatively affected by *feedback and relationships with students and academic staff* and the teachers' *critical view of their own work*. However, this factor does not hinder the quality of education they provide, in their view.

These findings suggest that social interactions and vocation during the post-pandemic helped EFL lecturers maintain their motivation. From these findings we can conclude that while intrinsic factors are crucial for sustaining motivation, supportive extrinsic conditions are also essential for an optimal teaching environment. These findings suggest that validation from colleagues and students, teachers' self-perception, and motivation are important to be effective at work. Even though motivation has an important role in teachers' perceptions of self-efficacy, it is not the only factor that affects their performance and the overall quality of education.

The findings of this investigation are relevant to our context and other similar contexts because they contribute to our understanding of the intrinsic and extrinsic factors that influenced EFL university teachers after the Covid-19 pandemic, particularly in our research context. If teachers are motivated, they might have a positive impact on their teaching practices and their students' learning. Implications of this study's findings are discussed in regard to the strategies needed to increase teacher's motivation at their workplace after the Covid-19 pandemic.

Keywords: case study, demotivating and motivating factors, English as a foreign language university teachers, post-pandemic, self-efficacy.

Resumen

La motivación ha sido considerada como uno de los factores que afectan las prácticas, el rendimiento y la autoeficacia de los docentes. Durante la pandemia de Covid-19, muchos profesores de lenguas extranjeras enfrentaron desafíos que afectaron su motivación y sus prácticas de enseñanza, incluyendo la falta de tecnología, la enseñanza en línea y la falta de apoyo académico y de salud mental. Sin embargo, se sabe poco sobre la motivación de los docentes después de la pandemia. No está claro cómo los docentes superaron situaciones difíciles o cambiaron sus prácticas y cómo su motivación y autoeficacia se vieron afectadas por la nueva normalidad. Investigar la motivación de los docentes después de la pandemia es importante para identificar los factores que motivan y desmotivan a los profesores de lenguas extranjeras y su visión de la autoeficacia (es decir, rendimiento y prácticas) después de la transición de la enseñanza virtual a las interacciones presenciales e híbridas.

Este estudio de caso cualitativo investigó, por lo tanto, los factores que motivan y desmotivan y la autoeficacia de un grupo de 22 profesores de inglés como lengua extranjera en la Universidad del Valle después de la pandemia de Covid-19. El estudio adoptó el modelo y las categorías de motivación de Dörnyei y Ushioda (2011) y de Ryan y Deci (2000) para identificar qué factores influyeron en la motivación de los docentes de lenguas extranjeras en sus lugares de trabajo después de la pandemia. Los datos se recopilieron mediante un cuestionario cerrado administrado en línea a 22 profesores y una entrevista semiestructurada de seguimiento con 10 de ellos. Los datos cualitativos fueron analizados mediante análisis de contenido.

Los resultados indican que factores intrínsecos, como la *vocación docente*, el *interés por el aprendizaje continuo*, la *autoestima*, y el *placer y la satisfacción de enseñar*, junto con factores extrínsecos, como *las interacciones presenciales* y la *flexibilidad en los métodos de enseñanza*, motivaron a los docentes después de la pandemia. Por el contrario, factores extrínsecos como las *cargas de trabajo pesadas*, la *falta de apoyo para la salud mental*, y la *falta de apoyo y la relación con los colegas* fueron desmotivantes. La *retroalimentación de los estudiantes y su actitud hacia la clase* motivó a algunos profesores y desmotivó a otros. Además, se encontró que los docentes creen que existe una fuerte relación entre la motivación y la autoeficacia, y que puede verse afectada positiva o negativamente por la *retroalimentación y las relaciones con los estudiantes y el personal académico* y la *visión crítica de los docentes sobre su propio trabajo*; sin embargo, se confirmó que los docentes no permiten que esto afecte la calidad de la educación que brindan.

Estos hallazgos sugieren que las interacciones sociales y la vocación durante el periodo postpandemia ayudaron a los profesores de inglés como lengua extranjera a mantener su motivación.

De estos hallazgos se puede concluir que, aunque los factores intrínsecos son cruciales para mantener la motivación, las condiciones extrínsecas de apoyo también son esenciales para un entorno de enseñanza óptimo. Estos hallazgos también sugieren que la validación de colegas y estudiantes, la autopercepción de los docentes y la motivación son importantes para ser efectivos en su trabajo. Aunque la motivación tiene un papel importante en las percepciones de autoeficacia, no es el único factor que la afecta y no afecta la calidad general de la educación, en su visión.

Los hallazgos de esta investigación son relevantes para nuestro contexto y similares porque contribuyen a nuestra comprensión de los factores intrínsecos y extrínsecos que influyen en los profesores universitarios de inglés como lengua extranjera después de la pandemia de Covid-19. Si los docentes están motivados, podrían tener un impacto positivo en sus prácticas docentes y en el aprendizaje de sus estudiantes. Las implicaciones de los resultados de este estudio se discutirán en relación con las estrategias que se necesitan para incrementar la motivación de los profesores en sus lugares de trabajo después de la pandemia.

Palabras clave: autoeficacia, estudio de caso, factores que motivan y desmotivan, profesores de inglés como lengua extranjera, postpandemia.

Résumé

La motivation a été considérée comme l'un des facteurs qui affectent les pratiques, la performance et l'auto-efficacité des enseignants. Pendant la pandémie de Covid-19, de nombreux enseignants de langue ont fait face à des défis qui ont affecté leur motivation et leurs pratiques d'enseignement, notamment le manque de technologie, l'enseignement en ligne et l'absence de soutien académique et en santé mentale. Cependant, on en sait peu sur la motivation des enseignants après la pandémie. Il n'est pas clair comment les enseignants ont surmonté des situations difficiles ou modifié leurs pratiques et comment leur motivation et leur auto-efficacité ont été affectées par la nouvelle normalité. Il est important d'étudier la motivation des enseignants après la pandémie pour identifier les facteurs qui motivent et démotivent les enseignants de langues ainsi que leur perception de l'auto-efficacité (c'est-à-dire performance et pratiques) après la transition de l'enseignement virtuel aux interactions en présentiel et hybrides.

Cette étude de cas qualitative a donc examiné les facteurs motivants et démotivants et l'auto-efficacité d'un groupe de 22 enseignants d'anglais langue étrangère à l'Universidad del Valle après la pandémie de Covid-19. L'étude a adopté le modèle et les catégories de motivation de Dörnyei et Ushioda (2011) ainsi que de Ryan et Deci (2000) pour identifier les facteurs qui ont influencé la motivation des enseignants de langue sur leur lieu de travail après la pandémie. Les données ont été collectées au moyen d'un questionnaire fermé administré en ligne à 22 enseignants et d'un entretien semi-structuré de suivi avec 10 d'entre eux. Les données qualitatives ont été analysées par une analyse de contenu.

Les résultats indiquent que des facteurs intrinsèques, tels que la *vocation d'enseignant*, *l'intérêt pour l'apprentissage continu*, *l'estime de soi*, et *le plaisir et la satisfaction d'enseigner*, ainsi que des facteurs extrinsèques, comme *les interactions en présentiel* et *la flexibilité des méthodes d'enseignement*, ont positivement influencé la motivation des enseignants après la pandémie. À l'inverse, des facteurs extrinsèques tels que des *charges de travail lourdes*, *l'absence de soutien en santé mentale*, et *le soutien et les relations avec les collègues* ont eu un effet démotivant. Le *retour des élèves et leur attitude envers la classe* ont motivé certains enseignants et en ont démotivé d'autres. De plus, les enseignants croient qu'il existe une forte relation entre la motivation et l'auto-efficacité, et qu'elle peut être positivement ou négativement affectée par *les retours et les relations avec les étudiants et le personnel académique* ainsi que *la vision critique que les enseignants ont de leur propre travail*. Les enseignants ne permettent pas que cela affecte la qualité de l'éducation qu'ils fournissent.

Ces résultats suggèrent que les interactions sociales et la vocation pendant la période postpandémie ont aidé les enseignants d'anglais langue étrangère à maintenir leur motivation. Ces résultats permettent de conclure que, bien que les facteurs intrinsèques soient cruciaux pour maintenir la motivation, des conditions extrinsèques de soutien sont également essentielles pour un environnement d'enseignement optimal. Ces résultats suggèrent également que la validation par les collègues et les étudiants, la perception de soi des enseignants et la motivation sont importantes pour être efficace au travail. Cependant, il peut être conclu que même si la motivation joue un rôle important dans les perceptions d'auto-efficacité, ce n'est pas le seul facteur qui l'affecte et cela n'affecte pas la qualité globale de l'éducation.

Les résultats de cette recherche sont pertinents pour notre contexte car ils contribuent à notre compréhension des facteurs intrinsèques et extrinsèques qui ont influencé les enseignants universitaires d'anglais langue étrangère après la pandémie de Covid-19. Si les enseignants sont motivés, ils pourraient avoir un impact positif sur leurs pratiques d'enseignement et l'apprentissage de leurs étudiants. Les implications des résultats de cette étude seront discutées en lien avec les stratégies nécessaires pour accroître la motivation des enseignants dans leur milieu de travail après la pandémie.

Mots-clés: auto-efficacité, étude de cas, facteurs motivants et démotivants, enseignants d'anglais langue étrangère, postpandémie.

1. Introduction

1.1 Chapter overview

The present chapter introduces this study that explored the motivating and demotivating factors and self-efficacy of English as a Foreign Language (EFL) teachers in the post-Covid-19 pandemic at Universidad del Valle. The post-pandemic period is considered to start from 2022 when most restrictions were lifted in our country and there were in-person and hybrid interactions in most educational settings, including our research context. The study is framed under the motivation models proposed by Dörnyei and Ushioda (2011) and Ryan and Deci (2000) to identify the factors influencing language teacher motivation and their perceptions of self-efficacy at their workplaces after the pandemic. In this chapter, we discuss the constructs of motivation and self-efficacy in language teaching, state the research problem and questions, and describe the context of the study. We close the chapter by highlighting the study's significance and contributions to our research context and field.

1.2 Motivation and self-efficacy in foreign language teaching

Motivation in foreign language teaching and learning plays a critical role in language learners and teachers' performances and success (Dörnyei & Ushioda, 2011). Motivation is defined as the decision to do something, and the effort expended on such activity (Dörnyei & Ushioda, 2001, 2011). Motivation is a key factor in determining success or failure in complex tasks such as language learning (Brophy, 2010, as cited in Honarparvaran & Khaghaninejad, 2023), whereas demotivation can have a negative impact on any activity which can be translated to teachers' performance, arising due to both internal and external factors (Brown, 2014, as cited in Honarparvaran & Khaghaninejad, 2023). In this sense, if language teachers are motivated, they are most likely to commit and innovate in their teaching, thus creating a positive learning environment for their students, improving their performance and engagement. In contrast, teachers' lack of motivation might affect not only their well-being and job satisfaction but also students' learning experience, academic performance, and attitude towards language learning. Hence, it is relevant to investigate language teachers' motivation.

Motivation is also closely related to and influential in teachers' views of self-efficacy. Self-efficacy is an important construct to any profession and is defined as the belief in one's ability to interpret environmental inputs and feel competent at a task. In the case of teachers, self-efficacy is relevant as it involves their levels of confidence in their teaching abilities to help their students achieve a desired learning outcome (Barak, 2017; Tschannen & Woolfolk, 2001). Barak (2017) highlights that self-efficacy influences teachers' decisions about their teaching methods, leading them

to continue with effective activities and abandon unsuccessful ones which affect their future pedagogical practices. For instance, teachers with high levels of perceived self-efficacy perform more confidently at their workplaces, which in result may boost their self-esteem and motivation. Conversely, if teachers do not feel confident in their abilities, they might feel overwhelmed by their work, which can result in mental-health problems and a lack of motivation.

Self-efficacy is crucial for teachers to identify effective teaching methods (Tschannen & Woolfolk, 2001), thus impacting their classroom behavior, effort, goals, and aspirations. Self-efficacy is also related to self-esteem and self-confidence but focuses on specific tasks (Wyatt, 2022). Experiences and external factors, such as anxiety or joy influence self-efficacy. These principles apply to both learners and teachers, affecting their willingness and motivation to perform tasks in the classroom. Toto and Limone (2021) argue how limited self-efficacy can cause stress and a sense of losing control, negatively impacting teaching performance and classroom environment. This stress can harm the quality of education, affecting both teachers and students.

As discussed above, both motivation and self-efficacy are linked and influential to each other. If teachers are motivated, their self-efficacy might increase, and vice versa. This relationship is relevant in the post-pandemic context, as teachers' motivation and self-efficacy could have been impacted by the changes triggered by the return to face-to-face interactions and work environment conditions.

Motivation and self-efficacy have captured the attention of second language (L2) researchers, as there is vast literature that recognizes the importance of motivation and self-efficacy in language teaching and learning. Dornýei and Ushioda (2001) argue that motivation has been extensively studied from the perspective of students and its impact on their learning process. However, little is known about teacher motivation at their workplaces after the Covid-19 pandemic.

Previous international studies have mainly focused on teacher motivation to identify professional motivating and demotivating factors that affected high school, university and private institute teachers (Pourtoussi, et al., 2018; Toto and Limone, 2021; Kulikowski et al., 2021; Zheng, 2021). Other studies investigated teachers' attitudes towards teaching and their profession (Mohmoodi et al., 2022; Honarparvaran et al., 2023). However, at the national and local levels, there has been little research exploring motivation from the teachers' perspective. Motivation is not only crucial for teachers' willingness to teach, but also for the impact it has on the quality of education that they provide, ultimately, affecting students' education (Franco, 2021).

Research before the pandemic identified that extrinsic factors, such as competitive salaries, schedules, teaching workload, participation in organizational decisions, possibility of continuous professional improvement, among others, had either a positive or negative impact on teacher'

motivation (Muriel Páez, 2017). In contrast, during the pandemic, teachers had to adapt to changes and face challenges brought by the unintended imposition of e-learning and teaching, which teachers experienced as a demotivating factor and a source of stress (Toto & Limone, 2021). After the pandemic, changes in the academic/work environment and in educational practices might have affected their motivation towards teaching at their workplaces, positively or negatively. However, there is a scarcity of studies investigating this topic in our research context.

Regarding research on self-efficacy, there have been various studies that found a relationship between teachers' self-efficacy perceptions and the quality of education they provide (Tschannen & Woolfolk, 2001). In general terms, self-efficacy can be described as the inherent capacity individuals have to interpret various inputs from their environment and use them with the particular aim of feeling effective and competent at a certain task (Barak, 2017). With this in mind, other studies such as the one carried out by Tschannen and Woolfolk (2001) mention that teachers' efficacy beliefs may impact their behaviors in the classroom and can potentially affect the effort put into the activities lecturers perform in class. Furthermore, researchers like Toto and Limone (2021) affirm that self-efficacy in teachers is related to their psychological state. Similarly, Wyatt (2022) states that self-efficacy is a closely related subject to self-esteem and self-confidence mainly in the case of students, but his principles can be applied to teachers as well. Broadly speaking, the subject of self-efficacy has been widely studied, however, there is still a gap in the body of knowledge in relation to the possible link it might have with teacher motivation and its impacts on the quality of education, especially in the context of Colombia where this field has not been sufficiently studied in recent times.

Given the challenges that many teachers faced during the pandemic, it is relevant to identify which factors affected their motivation after the pandemic. This is because teachers had to change or adjust their teaching practices from virtual environments to face-to-face and hybrid interactions, with such changes probably impacting their motivation positively or negatively. It could be that teachers' workplaces returned to the same conditions and practices experienced before the pandemic or adopted the new practices that the pandemic brought, such as heavy reliance on technological resources, technology-assisted face-to-face interactions, and digitalization of academic products. Nevertheless, it is uncertain whether the old or new practices were embraced by teachers after the Covid-19 pandemic, and whether those changes affected teacher motivation and perceptions of self-efficacy.

The lack of research on teacher motivation and self-efficacy in foreign language teaching after the pandemic makes this study relevant and a valuable contribution to the research context and field. Such a study is necessary to inform the factors that impacted teacher's motivation positively or negatively and their perceptions of self-efficacy. In order to fill this gap, this qualitative case study

investigated the demotivating and motivating factors and self-efficacy of EFL university lecturers in the post-pandemic. EFL university lecturers play a fundamental role in pre-service language teachers' education because EFL lecturers should provide quality education and set a good example of a motivated teacher.

1.3 Description of the context: The case

This case study took place in the School of Language Sciences at Universidad del Valle, Cali, Colombia. This school was established in the University to strengthen the language performance of the academic community (Universidad del Valle, 2013). Two departments are part of the organizational structure of this academic unit: the Foreign Languages and Cultures Department and the Department of Linguistics and Philology. The present study focused on the English language teachers of the Foreign Languages and Cultures Department, as a case, because they comprise the majority of teachers in this school. This group of lecturers were also influential in our formation and met the purpose of this study, that is, they experienced the post-pandemic at the same workplace.

The Department of Foreign Languages and Cultures is in charge of strengthening the learning and use of foreign languages and cultural exchange across undergraduate and graduate studies at Universidad del Valle. It also supports the academic and cultural demands for the community in general, led by the Language Center of the Universidad del Valle (Universidad del Valle, 2013).

At the moment of this investigation, the Department of Foreign Languages and Cultures had 38 EFL teachers, who taught primarily in the Bachelor's in Foreign Languages Degree, with 17 lecturers being tenured and 21 having another type of contract (Universidad del Valle, 2024). In this larger Department there are two sub-departments that teach English: the English and the LEFGA sub-departments (LEFGA in English is: Foreign languages for General and Academic Purposes). The English sub-department comprises 15 full-time lecturers (12 currently working and three on study leave) and three on a contract. The LEFGA sub-department has 74 EFL teachers for the Foreign Languages with general and Academic Purposes courses, with seven being tenured and 67 having some other type of contract. In total, there were 112 EFL lecturers that made up the teachers' staff of this department (Universidad del Valle, 2024).

For the present study, we focused on the full-time and some part-time English language teachers from both sub-departments that teach mostly in the BA foreign languages program and that are mostly based in the facilities of the Languages School. These teachers share similarities in responsibilities, context and conditions. For instance, responsibilities include teaching, practicum and research supervision, and other complementary academic activities. They are mostly based in the same building and receive similar information from the Head of School and Head of Department. In

contrast, the majority of teachers on contract have mainly teaching responsibilities and are not based in the school building. The shared characteristics of the selected group of English language teachers served the purpose of this case study, which was to identify and understand which factors influenced their motivation and self-efficacy at their workplace.

Before the pandemic, most teaching was on campus, where students and teachers had face-to-face interactions. However, when the Covid-19 pandemic hit in March 2020, all teaching moved to online modality in which courses were taught via video conference platforms, such as Zoom, Google Meet, Google Classroom, and the university's Moodle platform, also known as Virtual Campus. This unexpected change in the teaching and learning modality caused great stress and uncertainty among teachers and students alike because they were not prepared to adopt such a modality. After two years, in 2022, education began to make a gradual transition towards face-to-face courses again, starting with hybrid sessions that allowed combined in-person and online instructions. Finally, when Covid-19 restrictions were lifted, and all students were allowed to return to the campus, face-to-face classes seemed to be both a relief and a challenge to the community as the interactions between teachers and students changed due to virtual education.

From our perspectives, as students of the program, we noticed some changes in the teaching dynamics in the post-pandemic period. For instance, it was noticeable that students were struggling with participation and interactions with their classmates in face-to-face classes, apparently since they were used to being divided by the distance created due to the technological resources used during the online classes. As for the teachers, some of them seemed to be excited to return to the classrooms, whereas others appeared to be uncomfortable and frightened by returning to face-to-face interactions for the possible implications this would have on their physical health and social interactions. Simultaneously, there was a wave of teachers that decided to retire immediately after the start of in-person classes. However, it is not possible to ascertain which factors impacted teachers' motivation positively and negatively after the pandemic. This need and gap made the researchers inquire about the level of motivation teachers had and the way it could have been affected in this context.

1.4 Statement of the research problem

Motivation in foreign language teaching and learning has captured the attention of researchers as it is a factor that influences students' and teachers' willingness to perform tasks. Motivation has been considered an inherent factor in the process of teaching and learning foreign languages. Numerous studies have been conducted to identify the role that motivation plays in the learners' process of learning a new language and the way it may affect this process, rather positively or negatively. Most of the research that has been done from the students' perspective, regarding the

motivation impact on their learning processes. However, in our context, Cali, Colombia, more specifically at Universidad del Valle, motivation has not been widely studied from the teachers' perspective. The lack of studies into teacher motivation after the pandemic becomes a research problem because, if we do not identify the causes of their demotivation and motivation, there will be issues affecting EFL teaching and learning. Educational institutions should know and provide conditions for teachers to perform well. Motivation is not only related to the teachers' willingness to teach, but also to the quality of the education they are imparting; thus, affecting students' education. In order to contribute to our understanding of the motivating and demotivating factors influencing EFL university lecturers after the Covid-19 pandemic, the following research questions were stated.

1.5 Research questions

1.5.1 Main research question

- Which motivating and demotivating factors affect EFL university teachers at their workplace in the post-pandemic period?

1.5.2 Specific research questions

- What factors positively and negatively impacted EFL university teacher motivation in a post-pandemic educational context at Universidad del Valle and why?
- How do EFL lecturers perceive the influence of motivation on their performance and their quality of education (self-efficacy)?

1.6 Significance and contribution of the study

Factors affecting teacher motivation is a subject of interest, especially in recent years when education has undergone changes driven by the advancement of societies, technological developments and, particularly, by crises such as the Covid-19 pandemic, which forced a rethinking of educational processes worldwide. Teacher motivation and self-efficacy have been proven to be important for the educational context, as stated by recognized scholars in our field (e.g., Brown, 2014; Dewaele et al., 2018; Dornýei & Ushioda, 2011; Wyatt, 2022). Nevertheless, little is known about the motivational factors affecting EFL university teachers in a local context, since the existing literature in this area has concentrated mainly on students' motivation across geographical and educational contexts.

In order to fill this gap, the present study makes valuable contributions to our academic program and the field. First, the study addresses a social and academic issue, which is teachers' motivation and self-efficacy. This type of research provides insights into the internal and external factors that are affecting teachers in their specific context and how they view their self-efficacy. In this case, the findings of this study will provide recommendations to the program and teachers to keep

working on the factors that maintain their motivation and improve those that hinder it. Thus, the results of this study contribute to the exploration and assessment of the work environment conditions and the personal factors that influence teachers' motivation and self-efficacy.

Second, the study investigates and relates two important constructs, which are motivation and self-efficacy. These constructs are investigated from the teachers' perspectives, which have been underexplored in our context, particularly in the post-pandemic period.

Third, the research design and the sample size are important contributions as well. A qualitative case study is a suitable approach to explore the motivating and demotivating factors and view of self-efficacy of 22 lecturers of our program. Although we cannot generalize the results, this sample is representative in our context as the teachers belong to the larger department. Hence, their voices provide important insights to make changes at their workplace. The fact that a large sample of teachers accepted to participate denotes the relevance, need and contribution of this study.

Fourth, this study's design and instruments can be used in further studies for replication purposes. Furthermore, the findings of this study might resonate with other teachers and other similar educational contexts.

Finally, investigating teachers also brings positive effects and contributions to students' learning processes and improvements in the academic program and work environment. The findings might raise awareness of the factors that currently affect EFL university teacher motivation who are in charge of educating future teachers. Exploring the motivating and demotivating factors affecting EFL teachers will inform professional training as it might provide insights into the conditions required for teachers to perform well at their workplaces.

Overall, this chapter introduced the relevance, need and contribution of the research topic. The next chapter discusses the main concepts and empirical research that informs the present study.

2. Literature Review

2.1 Chapter overview

The previous chapter introduced the present qualitative case study that investigated the motivating and demotivating factors and perceptions of self-efficacy of EFL lecturers after the post-pandemic at Universidad del Valle, Cali, Colombia. The study explores the relationship between motivational factors and perceived self-efficacy levels, aiming to link the participants' current motivation with their perceptions of self-efficacy. In order to investigate this phenomenon, the present chapter discusses the concepts that will guide the present research regarding motivation, factors that affect motivation, and self-efficacy. It also reviews empirical research about previous works in this field that have contributed to the current understanding of teacher motivation and self-efficacy at the international, national, and local levels.

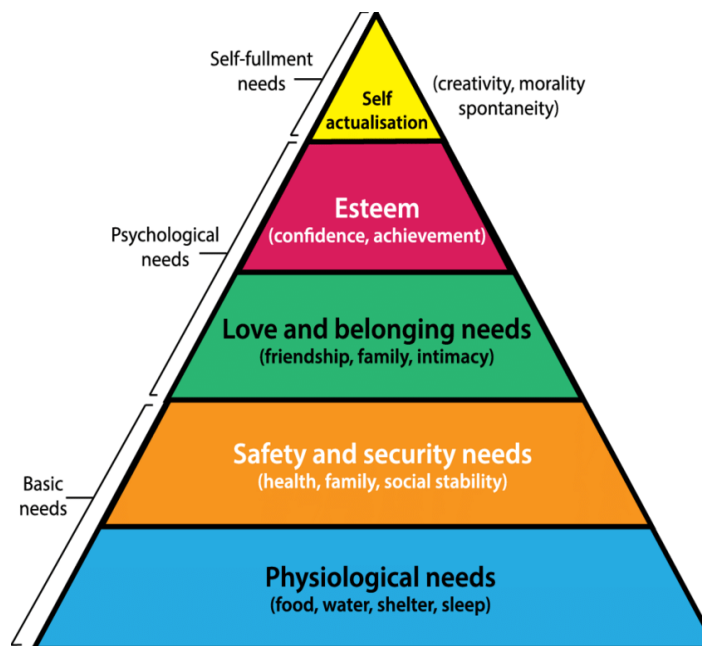
2.2 Conceptual framework

2.2.1 Motivation

The concept of motivation has a historical background that can be traced to Maslow (1943) who proposed originally a hierarchical order in which humans are able to define their needs. In this pyramid, as seen in Figure 2.1, the two highest elements are self-actualization and self-esteem, both of these are related to the various accomplishments a human can have during their lifespan in relation to their job, the activities that bring them joy, or anything that allows them to feel an achievement.

Figure 2.1.

Maslow's hierarchy of needs [graphic], by Corrigan-Kavanagh, E., Escobar-Tello, C., & Lo, K. P. Y., 2016, ResearchGate. <https://lc.cx/VEQLGD>



Later, towards the end of the 20th century and the beginnings of the 21st century, more theories related to the importance of motivation, especially in the classroom, were proposed. During this time period, one of the theories that caught the attention of the academic community was that of Zoltán Dörnyei, a Hungarian linguist that made the effort to analyze the current studies focused on motivation at the time. Dörnyei (2001) states that motivation is closely related to psychology, as this field is focused on human behavior and trying to understand and explain it. At its core, motivation is defined as the union of the decision to do something, and the effort expended on such activity. In simpler words, motivation is why someone decides to do something and how long they keep doing it (Dörnyei & Ushioda, 2001, 2011).

With the acceptance and wide spread of Dörnyei's theory of motivation, the concept became one of the most researched aspects of education in the current century for its importance in the educational process. However, teacher motivation has received rather little attention by researchers in our context and has proven to be a difficult term to define. Sinclair (2008) and Dörnyei and Ushioda (2011) argue that there exist two dimensions to motivation when it comes to being a professor: first, the initial factor that impulse the individuals to become teachers; secondly, a sustained motivation that refers to the efforts, external, and internal factors that make a person decide to continue being a teacher. In this sense, teacher motivation is the sum of the values and personal characteristics that come from the individuals that allow them to continue being a teacher and make an effort to have a good impact in the educational process and development of students (Han & Yin, 2016).

Dewaele et al. (2018) state the importance of teacher motivation as an influential factor in students' learning process:

Essentially, a good language teacher needs to be in a position to manage the emotional tenor of the classroom. This means not only should they be able to harness the emotions of their learners, but they should also be able to regulate their own emotions to ensure they are in the right frame of mind to create positive rapport with learners, generate enjoyment and manage any anxieties. (p.2).

In the present study, we adopted the definition of motivation by Dornyöi and Ushioda (2011) because it relates to teachers and its relationship with teacher satisfaction, psychological state, and teaching performance. We also employed the categories of intrinsic and extrinsic motivation as defined by Ryan and Deci (2000) since Dornyöi and Ushioda (2011) do not provide sufficient information about the distinctions between the factors that affect motivation, especially regarding teacher's perspective, which are crucial features to the current investigation. The taxonomy of intrinsic and extrinsic motivation is discussed below.

2.2.2 Taxonomy of motivation

In contemporary research, the concept of motivation has been widely studied in the educational field, and many studies suggest that people have not only different amounts of motivation but also different kinds of motivation shaping their behavior (Ryan & Deci, 2000). Several taxonomies of motivational factors have been proposed in the literature. For instance Dornyöi and Ushioda (2011), mentioned that Williams and Burden (1997) proposed the difference between *internal* and *external* factors as being influential in learning motivation. The authors also refer to Vallerand and Ratelle (2002) who proposed a hierarchical model of *intrinsic* and *extrinsic* motivation, emphasizing the intrinsic motivation and its subtypes.

Several models of motivational factors have emerged in the history of motivation research. For instance, Gardner's Theory of Motivation (Gardner, 1985; Gardner & Lambert, 1972, as cited and discussed by Li (2021)) distinguishes between *instrumental* and *integrative* orientations to understand language learning motivation. On one hand, the *instrumental orientation* refers to the practical advantages of learning a second language, such as social approval or professional opportunities. On the other hand, the *integrative orientation* relates to a genuine interest in engaging with and identifying with the community of the target language. In this way, the orientations proposed by Gardner's Theory serve as general goals that drive second language learning. Thus, they are seen as the desired outcomes that determine the level of motivation. Gardner's claim that both orientations are extrinsic motivations, as they are driven by external goals rather than intrinsic interest in the language itself. Gardner also acknowledged that certain aspects of the integrative orientation, which involve genuine curiosity and interest in the target language community, could align with the truth dimension. However, the taxonomy proposed by Gardner, although influential in language learning, is

not useful in our study that investigates teacher motivation and self-efficacy related to teachers' practices.

Dornyöi and Ushioda (2011) describe motivation and the factors affecting it, classifying motivation into two categories: *internal* and *external* motivations. First, internal motivation is linked to personal ideas, wishes, or desires that drive people to do things and that can be affected by psychological aspects that do not allow the person to be motivated. Second, external motivation follows the principles of behaviorists theories, in this case motivation is driven by a cycle of action that results in reward or punishment. Additionally, Dornyöi and Ushioda (2011) take into account humans as social beings because "human action is always embedded in a number of physical, cultural and psychological contexts, which considerably affect a person's cognition, behavior and achievement" (p.7). This means that contextual factors are important as they represent rewards for the person and his or her social life, thus, some factors that influence external motivation are linked to the role a person plays in a society by performing an activity. In this investigation, the Covid-19 and the changes produced in the teachers' workplaces, as contextual factors, might affect their motivation and their views of self-efficacy.

Notwithstanding, as Ryan and Deci (2000) state in their Self-Determination Theory, there is a distinction in the types of motivation according to the reasons that lead to performing an action. The authors propose a taxonomy of *intrinsic* and *extrinsic* motivation to classify the factors that affect motivation. Since we are interested in investigating the external and internal factors that influence EFL university teachers' motivation and their perceptions of self-efficacy after the pandemic, therefore, we adopted Ryan and Deci's (2000) definition of *intrinsic and extrinsic motivation* to classify the factors that affect motivation. This classification clearly depicts the two contexts in which motivation can arise.

2.2.3 *Intrinsic and extrinsic motivation*

2.2.3.1 *Intrinsic motivation.*

Intrinsic motivation (IM) is defined as "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (Ryan & Deci, 2000, p.56), which entails that this type of motivation is mainly driven by personal desires and the wish to have fun or enjoy while doing something. Ryan and Deci (2000) consider intrinsic motivation as the reason for doing a particular activity because of the joy it causes to the person doing it. In this way, an intrinsically motivated person will pursue an activity moved by the satisfaction it causes or the challenge it proposes, instead of an external reward or end. Regarding teaching, Ryan and Deci (2000) present the intrinsic motivation of a teacher as the pleasure of being involved in this profession and pursuing a meaningful

activity. Personal or intrinsic factors influencing a person's motivation may include the desire to perform an activity and/or the challenge it represents for them. For example, teachers may have experienced a decline or increase in their intrinsic motivation when returning to face-to-face interactions. For some teachers, online learning or face-to-face interactions might have triggered pleasure in their profession and teaching practices after the pandemic, influencing their personal desires and intrinsic rewards that came from seeing students succeed and engage in the learning process.

2.2.3.2 Extrinsic motivation.

Ryan and Deci (2000) propose that extrinsic motivation (EM) is “a construct that pertains whenever an activity is done in order to attain some separable outcome” (p.60). They highlight that this is the most common kind of motivation as it is linked to the rewards that someone will obtain after performing an activity. This definition suggests that motivation for externally defined goals and behaviors may be socialized and gradually internalized. In other words, extrinsic motivation is defined as performing an activity because it leads to a separable outcome, such as receiving an external reward or avoiding punishment. As a result, some external factors that may affect motivation may include salary, working conditions, resources, or engagement. For instance, the COVID-19 pandemic could have affected the relationships among teachers. The shift to remote teaching might have diminished opportunities for in-person collaboration, leading to feelings of isolation and a lack of support that previously motivated teachers. After the pandemic, the relationships could have improved or worsened. Likewise, this contextual factor might have also impacted working conditions, use of resources and professional development. For instance, the teachers who enjoyed teaching online and used varied digital resources might have felt affected by traditional resources, such as photocopies, used in in-person teaching. Also, working conditions, such as schedules might have changed after the pandemic.

Beyond the intrinsic and extrinsic factors that positively affect motivation, it is important to mention that when these factors are turned into negative influences that reduce or diminish the motivational basis of an individual, they provoke what is known as demotivation. This concept, as defined by Dornyöi and Ushioda (2011), is presented not as a lack of motivation but a dampened force of motivation due to a strong negative component; yet some positive motives may still remain intact. For instance, a teacher who comes across demotivated students who do not cooperate with the class development may still believe that it is important to develop strategies to make the class work.

All in all, personal desires, in-person teacher interactions, working conditions, use of resources, professional development opportunities among other factors might have changed after the pandemic and thus affecting teachers' intrinsic and extrinsic motivation. These factors were

investigated here to identify whether they affected teachers' motivation and self-efficacy after the pandemic.

2.2.4 *Self-efficacy*

The concept of self-efficacy in language teaching is relevant to our understanding of how motivation can impact teachers' perceptions of their performance. Self-efficacy can be described as the inherent capacity individuals have to interpret various inputs from their environment and use them with the particular aim of feeling effective and competent at a certain task (Barak, 2017). This idea of perceiving one's own capabilities is also very useful for teachers. Self-efficacy for lecturers is based on the belief they have that their capacities for teaching can bring students to a desired outcome and achievement (Tschannen & Woolfolk, 2001).

Additionally, Barak (2017) mentions that the importance of this concept for teachers lies in how they create beliefs that the activities they perceive as effective are worth the effort, while the ones they consider to be most unsuccessful are typically abandoned; coming to the conclusion that self-efficacy has a great impact on the decisions teachers take regarding their future pedagogical practices.

As mentioned above, self-efficacy is indispensable for teachers in identifying the aspects that work for them while teaching and what to avoid. This idea can be complemented by Tschannen and Woolfolk (2001), who state that teachers' efficacy beliefs may impact their behaviors in the classroom as it affects the effort they invest in teaching, the goals they set, and the level of aspiration they have. Investigating teachers' self-efficacy in the post-pandemic period is relevant because EFL teachers' perceptions of self-efficacy might have been affected by the change in conditions, from virtual teaching to in-person interactions, which in turn could have decreased their motivation. For instance, teachers' beliefs that their class practices are not fruitful might deteriorate how they perceive their performance creating a feeling of defeat, thus losing interest in coming up with solutions to class problems. Hence, it is important to identify how EFL university teachers' self-efficacy levels might have changed in the post-pandemic period.

In the same way, as Wyatt (2022) affirms, self-efficacy is a closely related subject to self-esteem and self-confidence. As he explains it, these last two concepts are focused on the beliefs people have about their capabilities in general. In contrast, self-efficacy beliefs are guided towards the way a person perceives they can do a specific task such as participating in class, or comprehending an oral text, mainly from previous experiences. Wyatt explains that external factors such as anxiety, joy, or fear can also affect people's self-efficacy perceptions. These factors that affect self-efficacy beliefs can result in people being afraid to perform a certain task, putting little effort into it, or simply giving

up on doing it. Although Wyatt focuses mainly on L2 learners, these principles can be applied to teachers as well. For instance, teachers that have positive experiences with online teaching or in-person teaching might show a higher self-efficacy belief of their skills and performance after the pandemic.

Complementarily, Toto and Limone (2021) state the importance of self-efficacy in relation to the psychological state of teachers, considering that a limited sense of self-efficacy can trigger stress in teachers, which can also result in the belief of a lack of control over the class. For example, teachers who do not think they are good enough to teach at an advanced level, could have a spike of stress, thus resulting in an unsatisfactory performance during the class. This statement allows for the conclusion that all these factors combined do not allow adequate classroom functioning, therefore troubling both teachers and students. This can be interpreted to directly impact the quality of education.

Overall, while a variety of definitions of the term self-efficacy have been proposed, we will use the definition first suggested by Tschannen and Woolfolk (2001) as it specifies explicitly and precisely the relationship and importance of the concept with teachers and more specifically with the field of education and the impacts it can have on education's quality. In the present study, investigating teachers' self-efficacy after the pandemic is important because it will provide valuable insights into how contextual factors changed EFL teachers' perceptions of self-efficacy and their quality of education. The relationship between motivational factors and perceived self-efficacy levels is aimed to link the participants' current motivation with their perceptions of self-efficacy. The next section reviews empirical research about teacher motivation and self-efficacy.

2.3 Empirical research on teacher motivation and self-efficacy

Motivation has been extensively studied from the students' point of view regarding their motivation to learn languages, study or work abroad (Dornyei & Ushioda, 2011). Similarly, language teacher motivation has been another focus of interest in teaching and professional development (Franco López, 2021; Franco López et al., 2018; Salamanca & Olivos, 2021).

As detailed in the section below, most studies were implemented before the Covid-19 pandemic to investigate the factors that motivated and demotivated language teachers in several aspects (e.g., workplaces, practices, professional development). Currently, EFL teacher motivation continues to be a major focus, mainly at the international level, to investigate the challenges teachers face every day in the classrooms. Most studies in this realm have been quantitative or qualitative, focused on identifying teachers' motivating and demotivating factors before and during the pandemic, strategies to provide motivation, and the teachers' beliefs on self-efficacy and personal

accomplishments. In Colombia, there is a lack of research in the subject. The existing studies were conducted before the pandemic in various geographical contexts, with participants from various educational contexts, such as schools and private institutes, but mainly in higher education institutions. In contrast, in our local context, Cali, the panorama differs from the current tendencies in the field. In this context, there is a very marked trend in studies investigating language learners' motivation.

The focus on university teachers at the international and national levels denotes the importance of this population in the educational context. University teachers are the main sources of formation, and their motivation is crucial to providing quality education. Hence, the present study contributes to the study of this population from a qualitative perspective to inquire into the specific factors affecting EFL university lecturers and their view of self-efficacy. The section below reviews studies on teacher motivation and self-efficacy before, during and after the pandemic to identify trends across factors and settings and justify this study.

2.3.1 Motivation and self-efficacy in the pre-pandemic period (before 2020)

Since Covid-19 started in March 2020, research published prior to this date is considered within the pre-pandemic period. In this review, we identified that motivation and self-efficacy (e.g., performance or teaching practices) were investigated together in several studies.

Among the studies that have been carried out worldwide before the pandemic and that are related to the present research topic is the one by Pourtoussi, et al. (2018). In their study, the authors carried out in-depth qualitative research to identify the factors that influenced EFL Iranian teacher motivation as well as the effects these factors had on their lives. This study took place in Iran with a group of 16 teachers that included holders of Bachelor of Arts (B.A.) or Master of Arts (M.A.) degrees and TEFL (Teaching English as a Foreign Language). The participants engaged in three phases of the data collection process. First, all 16 teachers answered two open-ended questions; then, ten of them completed an interview; and finally, two wrote a journal. The results showed that job-related and immediate environment factors influenced teachers' motivation. Besides, the aforementioned factors affected the teacher in three ways: physical, behavioral, and attitudinal. The results showed that most of the factors were external rather than internal, which can signal educators, teacher trainers, and educational policymakers to implement strategies that promote teacher motivation while ameliorating their physical settings and stimulate cooperative and friendly atmospheres at work. Although the findings of this study are relevant in this area, it was conducted before the pandemic, whose results might not reflect the same demotivating and motivating factors

experienced by teachers after the pandemic. Hence, it would be relevant to identify whether these motivational factors remain the same or changed after Covid-19 in our context.

In Colombia, a literature review on the evolution and currency of the motivators that push and restrain the impetus of university teachers (Muriel Páez, 2017) identified that teachers improved their contribution to the fulfillment of their universities' objectives by experiencing positive motivations at work. Likewise, motivation for quality teaching was directly related to a balanced number of assigned class hours. On the other hand, the degree of teachers' commitment to research projects depended on the conditions provided by the university to dedicate effective time to their projects. Similarly, effective support for the pursuit of doctoral degrees and continuing education programs was a motivating factor. Overall, factors that influence the performance of university professors, impacting the quality of education include respectful treatment, competitive salaries, schedules that reward loyalty and work experience, assignment of a teaching load, participation in organizational decisions, possibility of continuous professional improvement, and permission to fulfill professional commitments.

Empirical research conducted by Franco López (2021) investigated the motivation of 33 teachers from nine public and private educational institutions in Medellín through field work with structured interviews. The results yielded a categorical system of factors that impacted motivation in secondary school teachers: Environment, Power, Institution, Need, Salaries and Remuneration, Tradition or Optimism, Achievement, and Work Environment. The authors affirmed that the quality of the learning process depends to a large extent on teachers. The observations showed that most of the teachers felt comfortable with the role they perform; however, there are shortcomings in terms of salaries, training, and recognition by the institutions and/or government. Thus, teachers in the region are motivated to teach, although the achievements in academic quality of secondary education do not demonstrate quality. It is still not known what are the motivators that lead a person to make the decision to teach, and their interference with maintaining motivation in teaching.

Another similar study conducted by Franco López et al. (2018) investigated teacher motivation and its impact on educational quality in 51 secondary schools located in Medellín. This quantitative study surveyed 484 teachers from nine municipalities or localities in the area, using a Likert-scale questionnaire. Data obtained showed that vocation is the intrinsic factor that has the most significant impact on teacher motivation, and that economic recognition has the least effect. Regarding results, the researchers noted that there is a relationship between new means of recruitment, educational attainment, and salary satisfaction that motivate teachers. As a conclusion, the study pointed out that vocation is the most relevant intrinsic factor, determining the decision to become a teacher. In addition, the data showed that teachers have a favorable opinion towards

applying their profession and knowledge to the teaching profession. Finally, teaching as an activity is not perceived or does not have social recognition.

In our local context (Cali, Colombia), very few studies have been done on teacher motivation before the pandemic. Parra (1995) investigated the importance and effectiveness of the communicative approach in teaching English to sixth grade students in four public high schools. This study also described the importance of teaching materials, especially the textbooks, in increasing learners' motivation and learning. This qualitative study used class observations and interviews with teachers and students and concluded that schoolteachers with few resources have the duty to overcome adversities and keep being creative in order to motivate students.

Similarly, Jaramillo (2006) conducted a qualitative study on how teaching practices can influence positively and negatively students' learning of speaking and listening in English. The participants were adult students and teachers from a private language institute in Cali, Colombia. This qualitative research used class observations, surveys, and conversations with both students and teachers and concluded that teachers play a major role in motivating students and in their learning of speaking and listening.

Regarding research on self-efficacy before the pandemic, there are various studies focused on self-efficacy and its importance for teachers' practices, effectiveness, and development. For instance, Bray-Clark and Bates (2003) conducted a literature review from 1990 to 2003 on self-efficacy beliefs in teachers, especially during training. It was identified that self-efficacy can be an important predictor of teacher success. This is because the nature of self-efficacy in teachers indicates the possible correlation of strong self-efficacy beliefs in the increase of teacher effectiveness and vice versa, which in turn can influence teachers' ongoing professional development and individual improvement. The authors concluded that incorporating elements that help the development of teacher self-efficacy can represent an evolution in the design of teacher training to possibly improve teacher effectiveness and ultimately enhance student achievement.

Overall, before the pandemic the main factors influencing teachers' motivation were extrinsic, related to job-related and immediate environment factors, such as respectful treatment, competitive salaries, schedules, teaching load, participation in organizational decisions, possibility of continuous professional improvement, permission to fulfill professional commitments, training, and recognition by the institutions. On the other hand, an intrinsic factor found to affect teachers' motivation during the pre-pandemic period was vocation. Lastly, as indicated previously, self-efficacy in the pre-pandemic period has been widely studied and proven to be an important factor in teacher effectiveness to help students achieve their desired outcomes and goals.

2.3.2 *Motivation and self-efficacy during the pandemic period (between 2020 and 2022)*

The Covid-19 period lasted between 2020 and 2022 in most countries; hence, studies published during this timeframe and that investigated the pandemic context were included. Among the related studies on teacher motivation and self-efficacy in the pandemic period, there is the one by Toto and Limone (2021). In their study, the authors investigated how technology impacted schoolteachers' practices during the Covid-19 pandemic in relation to motivation, perceived stress, self-efficacy, and implementation of technologies. This quantitative research surveyed 688 Italian teachers from early childhood to upper secondary school educational levels. It was found that the Covid-19 pandemic caused a change in the professional modality of teachers with the use of remote learning because there was a high correlation between remote learning and the high levels of stress and demotivation. The authors stressed that online teaching was the only possible communication channel during the pandemic; however, teachers experienced it as a demotivator and a source of stress. Moreover, the researchers recommended the creation of intervention and prevention models in relation to the stress perceived by teachers that would lead to the educational success of their students and greater well-being within the classroom. This study's findings are relevant for the school context which might differ from the conditions and context of university teachers. This investigation is also limited to the analysis of the questionnaire without further inquiring into teachers' testimonies/views which could have complemented and provided insights to understand the questionnaire answers.

Konrad et al. (2021) explored how Covid-19 forced e-learning influenced teacher motivation and performance to identify the possible motivational changes in *task identity* (doing a job from beginning to end with a visible outcome), *task significance* (the degree to which the job has substantial impact on the lives or work of other people), *skill variety* (the use of a number of different skills to carry out a job), *feedback*, *autonomy*, and *social dimensions of the work*. It was found that task identity, task significance, autonomy, and social dimensions of the work were negatively affected by e-learning during the pandemic, except for feedback and skill variety. The findings suggest that forced e-learning was not a preferred way of teaching/learning as it decreases teaching standards and levels of job motivation. Although the study provides valuable information about the motivational changes brought by the Covid-19 pandemic, it lacks suggestions to ameliorate the situation.

Zheng's (2021) review paper focused on the importance of teacher motivation and the strategies needed to encourage teachers to self-motivate actively during the Covid-19 pandemic. This paper presented the challenges of online learning and teaching during the Covid-19 pandemic into three categories: technical, pedagogical, and psychological. It defined teacher motivation as the teachers' internal and external desires to invest their persistent efforts to adapt and implement online learning in the context of the pandemic, as well as its importance and influencing factors.

Furthermore, the strategies presented for both teachers and school leaders to increase teacher motivation included: metacognitive thinking, professional training, and psychological support. This study is relevant to our study because it synthesizes the factors affecting teachers in the pandemic. Such factors can be confirmed or disconfirmed by the present study in the post-pandemic context. Nonetheless, this analysis used a limited number of articles for its corpus, which did not allow the researcher to make conclusive statements about the global situation at the time.

In the national context, there were two studies published in the pandemic period; however, there is no mention of the influence of Covid-19 on teacher motivation. Although Covid-19 was not the specific context of these studies, their findings provide insights into the factors that influence university teachers' motivation and self-efficacy; hence, they were reviewed. Given the lack of explicit report of the pandemic context, we can reinforce the claim about the gap in this research area and context.

Salamanca and Olivos (2021) explored the effects of motivation on the professional development of 16 university teachers from the Bachelor's degree in Humanities at a public university in Girardot. Using a semi-structured interview, it was found that "teaching hour"¹ teachers become rotating personnel because of the few guarantees offered by this hiring modality, thus provoking a decline in the formative processes. Hence, the researchers noted that when teachers complete their hours, the link with students is broken, which does not allow for a development of teaching practice. The study concluded that it is necessary to create strategies to develop the motivation of university teachers through incentives and improvement of working conditions. Besides, it is important to generate spaces for self-reflection on the importance of the teaching profession, since teaching vocation is possible thanks to the feeling of self-development. Although this study was published in the pandemic period and provides insights into the factors that influence teacher motivation and professional development, it was unclear if the study was conducted before or during the Covid-19 period as this factor and context were not reported.

Another study published during the Covid-19 period but did not explicitly mention or investigate this pandemic context was the one by Franco López (2021). This study analyzed the variables that motivate teachers in higher education (HE) to obtain quality in education. The qualitative study applied a Galeano's (2004) categorical system to 10 experts with university teaching training from higher education in Colombia. Initially, 14 categories of motivation in HE teachers were selected: *program and institution accreditation, quality in education, continuing education, care-confidence, responsibility in teaching, technological changes, teaching effectiveness, intrinsic factors (vocation), extrinsic factors (salary, pensions), student performance, enthusiasm to capture*

¹ Teaching hour refers to a type of contract in which teachers are paid according to the amount of hours they work.

attention, teaching as a generator of social status, transforming knowledge, generating research, and academic freedom. The study showed that intrinsic, extrinsic, and knowledge transformation categories received 100% approval from the experts; the extrinsic factors with 100% recognition; and intrinsic factors with 80% approval. The author concluded that teacher motivation is directed mainly around extrinsic and intrinsic factors, respectively. In secondary education institutions, intrinsic factors (mainly vocation) are the most influential in teacher motivation, while in HE, extrinsic factors have the greatest impact on motivation. It is still necessary to deeply delve into the subject of teacher motivation, due to the changes that education has historically endured.

Concerning self-efficacy, Hajovsky et al. (2020) examined how teacher self-efficacy (TSE) beliefs influence the development of teacher-student relationships, particularly focusing on conflict and closeness from second to sixth grade. The researchers used a large, diverse sample of 885 students and 912 teachers to explore how these relationships evolve over time. They found that teacher-student conflict remained stable, while closeness tended to decline as students progressed through grades. Particularly, higher TSE is associated with stronger, closer teacher-student relationships and less conflict, regardless of student demographics. Teachers with higher self-efficacy were better able to foster positive interactions and mitigate conflicts, underscoring the importance of TSE in shaping student outcomes. The study also highlights that teacher-student racial and gender alignment had less consistent effects on relationship quality after controlling for other variables, suggesting that teacher self-efficacy plays a more critical role. This research contributes to the growing understanding of how TSE impacts the quality of teacher-student interactions over time, with implications for improving educational outcomes through targeted interventions to boost teacher self-efficacy.

To sum up, during the pandemic period, teachers' motivation was negatively impacted by the conditions that emerged as a result of remote teaching/learning and the high levels of stress related to the pandemic and the uncertainty of job-related aspects like contractual statuses. Also, teachers' self-efficacy during the pandemic was considered an important aspect in the creation of teacher-student relationships and it proved to be important in the outcomes of students.

2.3.3 Motivation and self-efficacy in the post-pandemic period (from 2022)

The Covid-19 restrictions were lifted in many countries in 2022; therefore, we included 2022 as a post-pandemic date. A quick search in [Google Scholar](#) (click to view a search from 2022 to July 2024) shows evidence of the scarcity of studies on teacher motivation after the pandemic. Such a lack of studies makes the present research an important contribution to our research and academic context and field, since not many studies have reported results in this topic thus far. The following two studies were published in the post-pandemic period; however, the report does not mention if the investigation

was carried out before, during or after the Covid-19 period. Nevertheless, the review process dates back to 2021, so it is very likely that these studies were conducted prior to the end of the pandemic. Although the results of these studies cannot be associated with the post-pandemic period and cannot be comparable to our results, they are relevant to identify factors influencing teacher motivation and self-efficacy in other geographical contexts.

Regarding research on teacher motivation and self-efficacy, Mahmoodi et al. (2022) conducted a study on the relationship between L2 students' performance and teachers' self-efficacy, classroom management, and personal accomplishments, in order to identify the influence of teachers' characteristics in students' academic success. This quantitative research focused on 82 public and private high school Iranian EFL teachers and their students. On the one hand, the teachers answered 3 surveys dedicated to burnout, beliefs, and self-efficacy. On the other hand, to measure students' performance, an English test was implemented. As a result, the investigators determined with some statistical models that: first, there is a positive correlation between classroom management and students' achievement; second, teachers' self-efficacy was the strongest predictor of learners' L2 achievement and success; and finally, burnout and students' achievement was not strongly correlated. Based on the results of this study, it can be concluded that teachers' self-efficacy should be strengthened so that teachers' beliefs and perceptions of their competences will increase in order to yield favorable results on students.

Furthermore, Honarparvaran and Khaghaninejad (2023) conducted comparative mixed-method research on the similarities and differences in factors influencing the motivation of 189 Iranian EFL teachers in three contexts: public high schools, private institutes, and universities. The researchers employed a Likert scale questionnaire with 58 items and a semi-structured interview with 30 participants. Researchers found that the attitude towards teaching (vocation and desire to teach) had a good impact on motivation, while the issues regarding the working environment (interactions with coworkers) affected it negatively. Honarparvaran and Khaghaninejad (2023) concluded that identifying and dealing with teacher demotivation undeniably would improve both the quality of English teaching/learning and teachers' mental health and satisfaction.

As to self-efficacy, Orakcı et al. (2023) examined teachers' self-efficacy beliefs and how these beliefs are developed and enhanced during teaching practice. Using a mixed-methods approach, the study involved 379 teachers from public schools across different educational levels in Turkey. It was found that teachers have high levels of self-efficacy, which positively impacted their teaching effectiveness. Teachers' self-efficacy varied across domains, such as managing challenging students, social interactions, teaching success, and professional skill development. The study revealed that teachers' self-efficacy levels were significantly influenced by factors like seniority and education

level, with more experienced and better-educated teachers reporting higher self-efficacy. Interestingly, the study also found no significant differences in self-efficacy based on gender or school level.

In sum, at the international level, teachers' self-efficacy has been studied and proven to be an important factor that relates to the effectiveness of the lecturers' practices. It was also revealed that teachers' self-efficacy is heavily influenced by factors like experience and educational level. At the national and local levels, little attention has been paid to research on teachers' motivation and self-efficacy. Hence, it is relevant to investigate whether the changes triggered by Covid-19 and the return to normality influenced university teachers' motivation and self-efficacy at their workplace.

2.4 Concluding remarks and gaps to fill

This chapter reviewed the concepts and research trends regarding teacher motivation and self-efficacy in language teaching. We view teacher motivation as the union of the decision to do something, and the effort expended on such activity (Dornyöi & Ushioda, 2011). We also adopt the categorizations of intrinsic and extrinsic motivation by Ryan and Deci (2001). That is, intrinsic motivation comes from the inherent desire to carry out an activity, whereas extrinsic motivation is originated by exterior factors outside the control of the individual. In addition, we understand self-efficacy as the inherent capacity individuals have to interpret various inputs from their environment and use them with the particular aim of feeling effective and competent at a certain task (Barak, 2017). Both concepts are related and influential on teachers' personal desires, practices, and quality education. These concepts have been relevant before and during the Covid-19 pandemic; however, little attention has been given to investigating teacher motivation and self-efficacy after the pandemic. Such an investigation is relevant to keeping teachers motivated and improving the factors and conditions affecting them after transitioning from a virtual environment to in-person and hybrid environments.

Regarding empirical research, teacher motivation has been extensively studied in the international context with both qualitative and quantitative research reflecting that burnout, technology implementation, and work motivation are influencing factors in motivating or demotivating teachers. In our national context, the emphasis has been on the measurement of motivational levels among university teachers. At the local level it is possible to see the trend being guided towards qualitative studies that describe the importance of motivation in teaching practices to have students willing to participate, create a good environment, and have appropriate relations during class, disregarding whether teachers are motivated or not in their teaching practices.

Before the pandemic, the main factors influencing teachers' motivation were extrinsic, for example, those related to the immediate environment and the job conditions like respectful treatment,

salaries, working load, continuous professional improvement, and recognition by the institutions. On the other hand, an intrinsic factor found to affect teachers' motivation during the pre-pandemic period was vocation. *During the pandemic*, teachers' motivation was negatively impacted by the conditions that emerged as a result of remote teaching/learning and the high levels of stress related to the pandemic and the uncertainty of job-related aspects like contractual statuses. All these factors were extrinsic as they did not relate to the inner motivation and inherent desire of teachers to exercise their profession. *After the pandemic*, no studies were found in this regard.

Based on the gaps in the literature, the present study enlarges the current body of knowledge about teacher motivation and self-efficacy in our field and research context from a public university in Cali, Colombia in the post-pandemic period. Our research provides valuable information about an underexplored research topic from the perspective of EFL university teachers, as previous national research has focused on lecturers from other areas of knowledge. Finally, at a local level, our investigation will pioneer in the research of teacher motivation and self-efficacy as it has not been investigated before. This investigation will inform our academic program and educational context about the conditions required to maintain and increase the motivation and self-efficacy of the EFL lecturers at their workplace. The next chapter describes the research methodology to investigate the motivating and demotivating factors and perceptions of self-efficacy of EFL university lecturers at Universidad del Valle after the pandemic.

3. Research Methodology

3.1 Chapter overview

This chapter presents the research approach and design used to investigate and describe the motivating and demotivating factors and self-efficacy of EFL teachers from Universidad del Valle in a post-pandemic context. The pandemic brought changes to teachers' teaching practices at their workplace, with these changes probably increasing or hindering their motivation and perceptions of self-efficacy. Given the lack of research on the topic in our local context, it is important to carry out this investigation as it might lay out the foundation for future studies and improvements in the context.

3.2 A qualitative case study

This qualitative investigation implemented a Case Study research design, which Creswell and Creswell (2018) define as a type of research methodology that entails a thorough investigation and examination of one or more specific incidents, or cases, bounded by time and activity. Case studies are commonly employed to acquire a profound comprehension of a certain phenomenon, circumstance, processes, or social event. In case studies, researchers frequently employ several data collection procedures to obtain an in-depth view of the case. A case study is used to investigate and comprehend how individuals or groups assign significance to a social or human issue and gathers data usually in the participants' environment (Creswell & Creswell, 2018).

In the present study, the *case* is a large group of EFL teachers from Universidad del Valle who shared similarities regarding teaching settings and responsibilities during and after the Covid-19 pandemic. These teachers' motivation and view of self-efficacy post-pandemic was investigated in their shared workplace. A case study was suitable because it allowed the researchers to depict the perceptions of EFL teachers from Universidad del Valle regarding teacher motivation and self-efficacy in a particular time, which is the post-pandemic period. This case study is based on qualitative data, gathered from a survey and a semi-structured interview, to gain deep insights into the researched phenomenon. In this way, the resulting information was analyzed qualitatively through content analysis based on the constructs of motivation, intrinsic and extrinsic motivation, and self-efficacy.

3.3 Research site and participants

3.3.1 Research site

The study was conducted at Universidad del Valle, located in the southwestern part of Colombia. The university is well known at a national level for its high quality public higher education. More specifically, the study was conducted at the School of Language Sciences with a large sample of EFL lecturers from the Foreign Languages and Cultures Department. This site was suitable for us as student-researchers because we had access to the participants, knew the context, and could provide better interpretations of the data collected than external researchers might do. As stated in the description of the context in the Introduction chapter, this research setting and participants deserve to be investigated as they play an important role in educating future language teachers, so university teachers' motivation and self-efficacy should be maintained and increased.

3.3.2 Participants

The participants of this study were 22 EFL teachers from the School of Language Science at Universidad del Valle in 2024. This large group comprises teachers mainly based in the School of Language Sciences' building and with enough experience in this context (more than two years). From this population, 15 (68.18%) teachers belonged to the English sub-department and seven (31.81%) to the LEFGA sub-department. For the purposes of this study, these teachers were treated as a group or *case* as they share similarities regarding the context where they were based in, their academic responsibilities, and information received. These groups of teachers also shared similar teaching conditions during and after the pandemic.

To contact the participants, it was important to consider the geographical proximity, availability, and willingness to participate in the study. Hence, there was a process of convenient sampling divided into two stages. First, the researchers contacted the participants to answer the survey; this stage entailed reaching out to participants through e-mail and attending a teachers' meeting to invite them to participate in the study. Second, once the survey was answered and teachers confirmed their willingness to participate in the follow-up interview, the researchers contacted the participants via e-mail and scouted them in their offices to schedule the interviews. All the participants signed a consent form where they were informed about the purposes and procedures of the study ([See Appendix 1](#)).

According to the participants' profiles in Table 3.1, most EFL lecturers belonged to the English sub-department ($n = 15$, 68%). Most lecturers were middle-aged ($n = 16$, 73%) and there were slightly more female ($n = 12$, 54.54%) than male ($n = 10$, 45.45%) lecturers. No one identified with another gender. Concerning the participants' educational background, most EFL lecturers had

postgraduate studies, with the majority holding doctoral degrees ($n = 15$, 68.18%); followed by Masters ($n = 6$, 27.27%) and undergraduate studies ($n = 1$, 4.54%). As for the participants' teaching experience, most lecturers ($n = 20$, 90.90%) reported having more than 10 years of experience in the field and more than 5 years of experience working for the School of Language Sciences ($n = 17$, 77.3%), meaning that they were very familiar with the context and practices.

Table 3.1
Participants' profiles

Feature	<i>n</i>	%
Sub-department		
English	15	(68.18%)
LEGFA	7	(31.81%)
Age		
20 to 29	1	(4.54%)
30 to 39	8	(36.36%)
40 to 49	8	(36.36%)
50 or older	5	(22.72%)
Gender		
Female	12	(54.54%)
Male	10	(45.45%)
Other	0	(0%)
Educational Background		
Bachelor's degree	1	(4.54%)
Master's degree	6	(27.27%)
PhD	15	(68.18%)
Overall teaching experience		
< 10 years	2	(9.10%)
> 10 years	20	(90.90%)
Teaching experience at the workplace		
< 5 years	5	(22.7%)

Overall, the profiles revealed that this group of lecturers were experienced and qualified in their field and that most of them had enough experience and familiarity with the same workplace.

3.4 Data collection methods and procedures

A case study relies on qualitative data to describe a certain phenomenon, circumstance, processes, or social event. Building on Creswell and Creswell (2018), qualitative data refers to non-numerical information gathered through open-ended methods, such as interviews, observations, and document analysis, which are descriptive, offering rich and detailed insights into participants' experiences, beliefs, attitudes, and behaviors within their specific social and cultural contexts. Thereby, the present case study sought to describe the EFL teachers' perceptions of factors affecting their motivation and self-efficacy to teach at Universidad del Valle by implementing a survey and a semi-structured interview. Both instruments were adapted from Pourtoussi, et al.'s (2018) study and complemented from the review of theory and empirical research on teacher motivation and self-efficacy.

3.4.1 Survey

Surveys are useful to describe trends, attitudes, and opinions of a specific group of people (Creswell & Creswell, 2018). In the present study, a survey with close-ended questions gathered information about the teachers' perceptions of their motivation and self-efficacy after the Covid-19 ([See Appendix 2](#)). This questionnaire adopted the categorization of intrinsic and extrinsic motivation proposed by Ryan and Deci (2000); it also adapted the factors that affect motivation presented by Pourtoussi et al. (2018), as detailed below. The instrument was divided into five sections.

The first section of the survey focused on demographic information of the participants, and it contained five questions. In the second section, the lecturers were asked a question about their perceived changes in motivation during the post pandemic period, whether it was an increase or decrease in it. Then, for the third section, regarding extrinsic motivation, the researchers adapted the categorization of motivation and demotivation antecedents proposed by Pourtoussi et al. (2018). The participants had to rank each of the 14 factors that may have affected their motivation extrinsically, on a scale from 1 to 5, with 1 being Very negatively and 5 Very positively. For the fourth section of the survey, regarding intrinsic motivation, the same model proposed in the previous section was used again, the lecturers ranked from 1 to 5 each of the five factors that could have affected their

motivation intrinsically. In the fifth section of the survey, the researchers used the definition of Self-efficacy from Tschannen and Woolfolk (2001) to ask the teachers if they considered that motivation affected their efficacy and performance in class, with this part having two questions.

Before the implementation of the questionnaire, this instrument was reviewed by our thesis director to make sure that the questions were relevant, understandable, and that it collected suitable data. The survey was administered between February and March 2024 to 22 EFL university lecturers from the School of Language Sciences at Universidad del Valle, and it aimed to answer the research questions: what factors positively and negatively impacted EFL university teachers' motivation in a post-pandemic educational context?, and how do EFL lecturers perceive the influence of motivation on their performance and their quality of education (self-efficacy)? The questionnaire was administered through Google Forms to facilitate its access and distribution. Regarding the participants, they were invited to participate via Google Mail and in in-person meetings. Data from the questionnaire were analyzed using the tool Google Sheets, Excel, and Langtest (<https://langtest.jp/shiny/bs/>) providing descriptive statistics through frequencies, percentages, mean and standard deviation to identify trends across factors and lecturers. Figures 3.1 and 3.2 show a screenshot of the data analysis process carried out in Excel and Langtest, respectively.

Figure 3.1.

Screenshot of the data analysis process using Excel

	A	B	C	D	E	F	G	H
27		Support from colleagues					Equivalences	
28	1	Mean			3,55		1	Very negatively
29		Standar deviation			0,6		2	Negatively
30							3	Neutral
31		Professional development opportunities					4	Positively
32	2	Mean			3,59		5	Very Positively
33		Standar deviation			1,22			
34								
35		Recognition for good performance						
36	3	Mean			3,59			
37		Standar deviation			0,8			
38								
39		Flexibility in teaching methods						
40	4	Mean			4,14			
41		Standar deviation			0,64			
42								
43		Clear communication from the administration						
44	5	Mean			3,36			
45		Standar deviation			0,79			

Figure 3.2

Screenshot of the data analysis process using Langtest

Basic Statistics Calculator

Data input:

4

3

3

3

3

3

4

3

4

4

3

4

4

3

4

3

3

Main

About

Basic statistics

Number of decimal points:

3

n	mean	sd	median	trimmed	mad	min	max	range	skew	kurtosis	se
22	3.545	0.596	3.5	3.5	0.741	3	5	2	0.48	-0.88	0.127

[95% confidence intervals of the mean]

mean	lwr.ci	upr.ci
3.545	3.281	3.810

Histogram

3.4.2 Interview

Interviews provide qualitative data about the research phenomenon from the points of view of the participants (Creswell & Creswell, 2018). A semi-structured interview ([See Appendix 3](#)) was designed based on the categorization proposed by Pourtoussi et al. (2018), divided in two broad factors. First, immediate setting, which included the sub-factors related to the physical settings and the state of facilities in the workplace. Second, job-related setting, where the sub-factors regarding teachers, students, and administrative issues were found. This categorization of the factors affecting motivation was used as a baseline, adding other contextual factors of the School of Language Sciences, to investigate the research phenomenon.

This instrument served to complement participants' answers from the survey and answer the research questions: what factors positively and negatively impacted EFL university teachers' motivation in a post-pandemic educational context and why?, and how do EFL lecturers perceive the influence of motivation on their performance and their quality of education (self-efficacy)? Teachers were asked to elaborate and provide examples of specific experiences that affected their motivation.

The interview was divided into four main sections. The first section, *post-pandemic teaching experience*, inquired into teachers' experiences transitioning from the virtual classes to face-to-face classes after the pandemic at their workplace and if this transition had a positive or negative impact on their motivation, this part included two questions. The second section asked the participants about the *motivating factors* that they had chosen in the survey which positively affected their motivation. The number of items in this section varied according to the number of factors that each participant chose in the survey. For instance, for some participants *face to face interactions*, *student feedback and attitude towards the class*, and *vocation* were motivating factors, whereas for others only *interest in ongoing learning* was, therefore, the number of factors that the participants were asked about

depended on their survey answers. The third section corresponded to the *demotivating factors* that affected the teachers' motivation after the pandemic. The number of items depended on teacher's answers in the survey. The last section focused on *self-efficacy* and its relationship with motivation and performance. This part included four questions that were asked to all the participants independently of the survey answers.

Before the implementation of the interview, the protocol was reviewed by our thesis director to ensure that the questions were relevant and understandable, and that allowed the participants to elaborate on their answers. The researchers also rehearsed the procedures to measure the time and have clarity of the protocol. The interviews were conducted between March and April 2024 with 10 teachers that agreed to participate. The interviews were conducted in English online via Google Meet or in person in the building of the School of Language Sciences, depending on the participant's choice. With the participants' permission, the researchers recorded the interviews using the tool Voice Recorder.

Once the researchers finished the 10 interviews, the recordings were transcribed online using the AI tool *Riverside* (<https://riverside.fm/transcription>) (see Figure 3.3). The transcripts were later manually revised by the researchers who checked each text while listening to the original audios, correcting misspellings, unrecognized words, punctuation, and missing information in the transcriptions during this process. Later, these transcripts were uploaded to the online software Atlas.Ti Web version #8.3.0 (<https://web.atlasti.com/projects>) to conduct the analysis (See Figure 3.4).

Figure 3.3.
A sample of the transcription process using Riverside

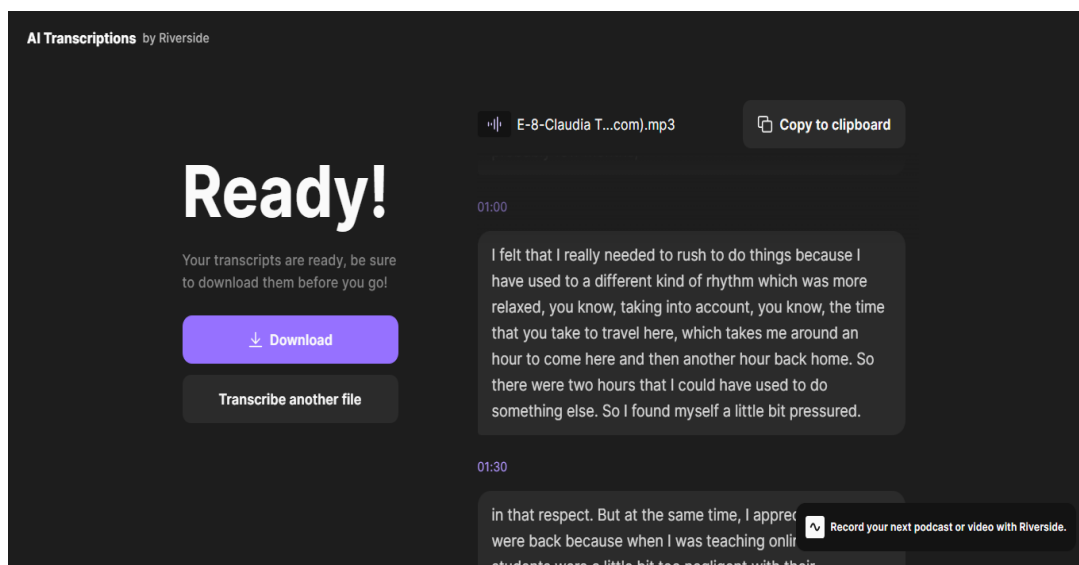
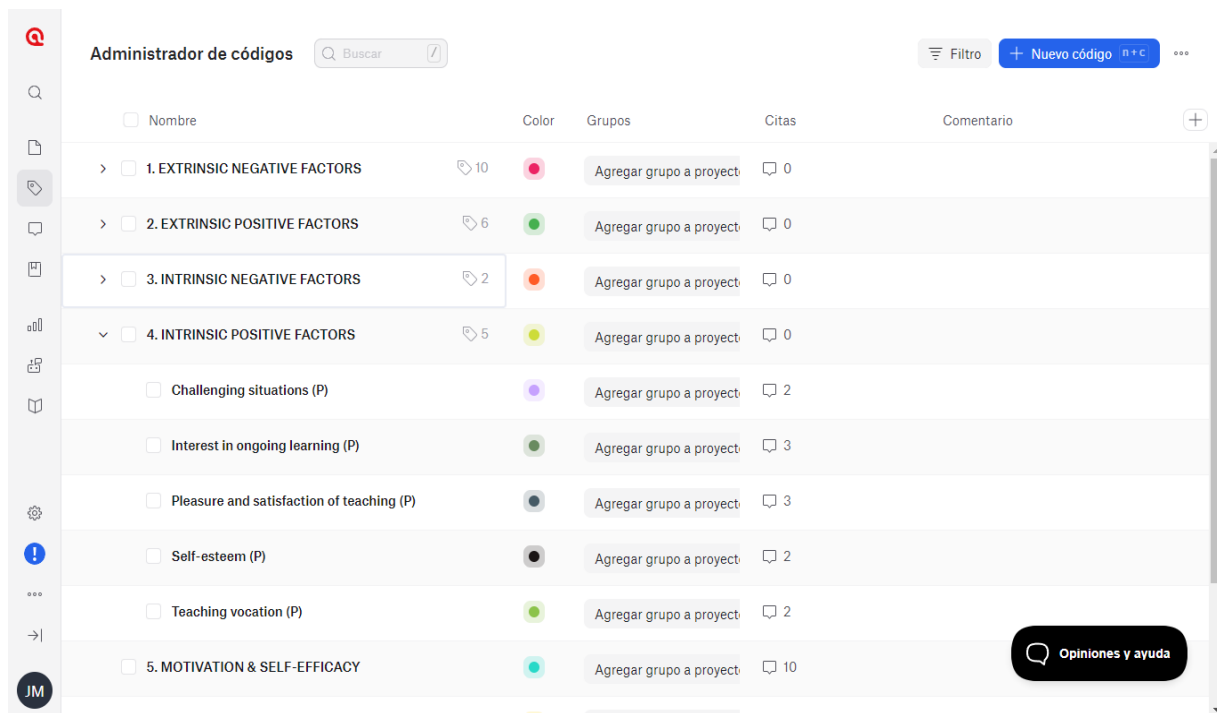


Figure 3.4.
A sample of the data analysis process using Atlas.Ti Web version #8.3.0



Data were analyzed using content and thematic analyses, generally defined as a method for identifying, analyzing and reporting patterns or themes within data. This is achieved by organizing and describing the study's data set in rich detail (Clarke & Braun, 2016). Thematic analysis was suitable for the present research as its process contains multiple steps such as transcribing the data, coding its contents, searching and reviewing themes, and reporting the findings (Braun & Clarke, 2006). The main themes found regarding motivation were intrinsic and extrinsic factors. On the one hand, the subcategories for extrinsic motivation were *Availability of equipment*, *Clear communication from the administration*, *Fair salary*, *Hybrid learning*, *Mental health support*, *Professional development opportunities*, *Student feedback and attitude towards the class*, *Support and relationship to colleagues*, *Virtual learning*, and *Workload*. On the other hand, the subcategories for intrinsic motivation were *Attitudes towards / response to challenging situations in your teaching practice*, *Self-esteem*, *Interest in ongoing learning*, *Pleasure and satisfaction of teaching*, and *Teaching vocation*. Lastly, concerning self-efficacy only one theme was found, *Motivation and self-efficacy*, which served the purpose of exploring how teachers perceived motivation affected their self-efficacy beliefs.

Both researchers coded the data together to share a common understanding of the data and categories, thus ensuring the validity and reliability in the interpretation of data and results. The findings of the interview are presented through categories using quotes from the participants and a narrative approach in the Findings chapter.

3.5 Validity and reliability

3.5.1 Validity

Validity is a crucial component of qualitative research since it determines the accuracy of the findings of a study either by the standpoint of the researcher, the participant, or the readers of an account (Creswell & Creswell, 2018). Loewen and Plonsky (2015) argue that validity ensures that a study is trustworthy, meaningful, and accurate when it is based around other subtypes of validity such as construct validity, ecological validity, and external validity among others.

To attest the internal validity of the study, we took some steps to build on construct validity, which establishes how accurately the instruments designed measure the phenomenon studied (Loewen & Plonsky, 2015). Firstly, the constructs and the instruments of teacher motivation and self-efficacy drew on theory and research on teacher motivation and self-efficacy in education and language teaching in applied linguistics. The survey and interview were adapted from international research that investigated a similar issue and topic, in order to fit the categories of the present study. Secondly, the thesis supervisor revised the survey and interview protocol to ensure that the questions were relevant to the study and that they tackled the topics of teaching motivation and self-efficacy. Thirdly, once a preliminary version of the instrument was created, the resulting categories were contrasted with other categories suggested by three members of the studied population. Fourthly, the piloting of instruments was conducted with the thesis supervisor to measure the accuracy of the instruments, rehearse the procedures and check the clarity of the questions and the average time spent.

Loewen and Plonsky (2015) state that external validity can also improve the overall validity of a study. This type of validity refers to the capacity an investigation has to be generalized by including the necessary parameters to be replicated by others. In the case of this study, the participants and the context were carefully chosen to ensure they belong to a community with shared characteristics and experiences on the matter of teaching motivation and self-efficacy. Likewise, a detailed description of the research methodology was provided, thus making it possible for other researchers to replicate, compare or adapt this design and instruments in other contexts with similar conditions to investigate a similar issue. Rich and thick descriptions give readers a sense of shared experiences with the participants of the study, and when elaborated depictions of the setting are provided or multiple perspectives on a theme are presented, the outcomes become more authentic and enhanced, thus increasing the validity of the study and findings (Creswell & Creswell, 2018).

Although this study's results cannot be generalized to a larger population, our sample was large and representative of the research context, so we can draw important conclusions based on the answers provided by this group, which represents a majority in the larger department of the School of

Language Sciences. This sample is substantial for documenting this qualitative case study in this research context.

Other strategies to enhance validity included the use of online tools, such as *Langtest*, *Riverside*, and *Atlas.Ti* to analyze the data obtained from the survey and the interviews. Additionally, the researchers triangulated the information contrasting and complementing survey data with interview insights to enrich the analysis, creating a more accurate interpretation of the information. This narrative approach allowed readers to understand and relate to the findings.

Ensuring validity by means of these strategies assures that the findings and conclusions obtained from the research study align with the perceptions presented by EFL teachers from Universidad del Valle about motivation and self-efficacy. Moreover, such strategies can confirm the trustworthiness of the interpretations made by the researchers regarding the outcome of the study, eliminating the gap that may be imposed by the subjectivity of the analysis.

3.5.2 Reliability

Reliability refers to consistency and stability of the data analysis and research process across all stages (Creswell & Creswell, 2018). Qualitative research is more reliable when it describes as many steps of the process as possible (Creswell & Creswell, 2018). Some procedures that enhance reliability include *checking transcriptions*, *consistent code definitions*, and *communication among the coders*. Loewen and Plonsky (2016) highlight the importance of the consistency within the instruments used to measure something, in other words, that the instruments assure that the information collected has consistency and stability. In this qualitative case study, such procedures helped the researchers have consensus about the concepts used, the data collection instruments, the findings, and the conclusions.

As team researchers there was constant communication and discussions about the research procedures at each stage to avoid biases during the process. The researchers ensured consistency by using the same survey with all the participants, and later in the implementation of the interviews, the same categories of motivation present in the survey were inquired by just adapting the questions based on the participants' answers in the survey. During the transcription of the interviews, measurements were taken to ensure that the information obtained from the interviews was trustworthy and not biased. The researchers checked every interview manually to make sure that it related completely to the original audios. Then, the researchers created the codes and categorized the transcripts based on the categories present in the survey, guaranteeing the same meaning of each code among the whole texts.

3.6 Ethical considerations

To carry out this research, we followed ethical considerations, which included protection and well-being of the participants and voluntary participation (Creswell & Creswell, 2018). We obtained participants' approval through informed consents and made sure to disclose all the objectives of the study to raise teachers' awareness of the relevance of the research and their participation.

In addition, anonymity was a top priority for the researchers, the participants had the choice to remain anonymous or to give a pseudonym to identify themselves in the survey, this with the purpose of contacting them later if they had agreed to take part in the follow-up interviews. Nevertheless, during the data analysis process, especially during the transcription of the interviews, personal information given by the participants was kept confidential and during report and discussion of the findings the teachers' names were not revealed. However, they were assigned a pseudonym to report their insights. Moreover, in this research, all the efforts were made to avoid disrupting the day-to-day life of the participants. For the researchers, it was imperative to avoid creating distress or anxiety that may afflict the teachers involved in the study.

Finally, regarding the use of AI, the researchers made sure to explicitly inform the reader when, how and why this tool was used for research purposes. Similarly, with the implementation of software programs, such as Atlas.Ti Web, the researchers used a legit online license. These ethical considerations are the foundation for all stages of this study, and each step taken during the process was guided by these protocols.

3.7 Concluding remarks

This qualitative case study design was relevant to this investigation because it is commonly employed to acquire a profound comprehension of a certain phenomenon through several data collection methods to obtain a deep understanding of the case (Creswell & Creswell, 2018). This study aims to contribute to our understanding of the motivating and demotivating factors affecting the motivation and self-efficacy of EFL university lecturers after the Covid-19 pandemic at Universidad del Valle. This case study is relevant because it investigated a significant representative sample of teachers from the School of Language Sciences through relevant data collection instruments. These methodological choices and instruments provided valuable insights into the field of teachers' motivation and self-efficacy, especially in Cali, Colombia. The report of the results of this research and their interpretation and discussion are presented in the following chapter.

4. Findings and Discussion

4.1 Chapter overview

This chapter presents the integrated findings and discussion to answer the two research questions of this investigation, aiming to describe the motivating and demotivating factors and perceptions of self-efficacy of EFL university lecturers in the post pandemic context. Data were collected between February and May 2024, using a survey, applied to 22 EFL teachers, and a semi-structured interview applied to 10 of them. All the participants are part of the School of Language Sciences at Universidad del Valle. The findings are reported in the order of the research questions:

- What factors positively and negatively impacted EFL university teacher motivation in a post-pandemic educational context at Universidad del Valle and why?
- How do EFL lecturers perceive the influence of motivation on their performance and their quality of education (self-efficacy)?

4.2 RQ1. What factors positively and negatively impacted EFL university teachers' motivation in a post-pandemic educational context, and why?

To answer this research question, we implemented a survey with 10 closed-ended questions. Excluding the demographic section of the survey, the remaining four sections included questions using a scale from 1 (Very negatively) to 5 (Very positively). Before we identified the positive and negative factors that impacted the teachers' motivation after the pandemic, we inquired into their changes in motivation in general terms. From the teachers' answers, we identified that the teacher's motivation was neutral after the pandemic ($N = 22$, $M = 3.14$, $SD = 0.89$). This indicates that the return to face-to-face interactions after the pandemic did not affect their motivation either negatively or positively in this group of teachers. Nevertheless, to get a deeper understanding of potential factors influencing their motivation, we asked more specific questions about extrinsic and intrinsic factors, as reported below.

4.2.1 *Positive and negative extrinsic factors affecting teachers' motivation after the pandemic*

In this section, we present the findings from the survey and interview regarding positive and negative extrinsic factors affecting teacher's motivation after the pandemic. Extrinsic factors are defined as those that depend on external rewards or stimuli that motivate the individuals to perform an activity with the aim of obtaining a separable outcome or avoiding some kind of punishment (Ryan & Deci, 2000).

4.2.1.1 Positive and negative extrinsic factors from the survey.

Table 4.1 presents the extrinsic factors which the 22 teachers considered as affecting their motivation positively or negatively. These factors are ranked from very positively (or higher ratings 4-5) to very negatively (lower ratings 1-2). The table presents the number (*n*) and percentage (%) of participants in each scale and the average (*M*) and standard deviation (*SD*) per factor.

Table 4.1

Extrinsic factors positively and negatively affecting teachers' motivation

Extrinsic factors	<i>N</i>	1 (Very negatively) <i>n</i> (%)	2 (Negatively) <i>n</i> (%)	3 (neutral) <i>n</i> (%)	4 (Positively) <i>n</i> (%)	5 (Very Positively) <i>n</i> (%)	<i>M</i> (<i>SD</i>)
Face to face interactions	22	0 (0%)	2 (9%)	2 (9%)	6 (27%)	12 (55%)	4,27 (0,98)
Flexibility in teaching methods	22	0 (0%)	0 (0%)	3 (17%)	13 (59%)	6 (27%)	4,14 (0,64)
Fair salary	22	0 (0%)	1 (5%)	9 (41%)	5 (23%)	7 (32%)	3,82 (0,96)
Relationship with colleagues	22	0 (0%)	1 (5%)	9 (41%)	9 (41%)	3 (14%)	3,64 (0,79)
Support from colleagues	22	0 (0%)	0(0%)	11 (50%)	10 (45%)	1 (5%)	3,6 (0,60)
Professional development opportunities	22	1 (5%)	3 (14%)	7 (32%)	4 (18%)	7 (32%)	3,59 (1,22)
Recognition for good performance	22	0 (0%)	0 (0%)	13 (59%)	5 (23%)	4 (18%)	3,59 (0,8)
Student feedback and attitude towards the class	22	1 (5%)	5 (23%)	3 (14%)	7 (32%)	6 (27%)	3,55 (1,26)
Availability of equipment, materials, and physical setting	22	1 (5%)	2 (9%)	7 (32%)	11 (50%)	1 (5%)	3,41 (0,91)
Clear communication from the administration	22	0 (0%)	2 (9%)	12 (55%)	6 (27%)	2 (9%)	3,36 (0,79)
Virtual learning	22	1 (5%)	5 (23%)	7 (32%)	6 (27%)	3 (14%)	3,32 (1,11)
Hybrid learning	22	0 (0%)	7 (32%)	6 (27%)	9 (41%)	0 (0%)	3,09 (0,87)
Workload	22	2 (9%)	8 (36%)	6 (27%)	4 (18%)	2 (9%)	2,84 (1,14)
Mental health support	22	4 (18%)	3 (14%)	10 (45%)	4 (18%)	1 (5%)	2,77 (1,11)

As shown in Table 4.1, the most influential positive extrinsic motivational factors for these lecturers after the pandemic were *face-to-face interactions* ($N = 22$, $M = 4,27$, $SD = 0,98$) and *flexibility in teaching methods* ($N = 22$, $M = 4,14$, $SD = 0,64$), as these factors were classified within the positive range (4 -5) on average. In contrast, the most influential negative extrinsic motivational factors were *mental health support* ($N = 22$, $M = 2,77$, $SD = 1,11$) and *workload* ($N = 22$, $M = 2,84$, $SD = 1,14$), as these factors were classified into the negative range (1-2) on average. These results showed that there were indeed extrinsic factors that affected teachers' motivation in positive and negative ways after the pandemic, in contrast to the neutrality reported by them in the previous general question.

Table 4.1 also shows that there were several extrinsic factors that were classified as neutral, on average. However, these factors were closer to positive and negative ratings. Within the closer to positive factors affecting motivation (having a mean above 3,50) were: *fair salary* ($M = 3,82$, $SD = 0,96$), *relationship with colleagues* ($M = 3,64$, $SD = 0,79$), *support from colleagues* ($M = 3,60$, $SD = 0,60$), *professional development opportunities* ($M = 3,59$, $SD = 1,22$), *recognition for good performance* ($M = 3,59$, $SD = 0,8$), and *student feedback and attitude towards the class* ($M = 3,55$, $SD = 1,26$).

In contrast, the closer to negative factors (below the 3,50 mean) include: *availability of equipment, materials, and physical setting* ($M = 3,41$, $SD = 0,91$), *clear communication from the administration* ($M = 3,336$, $SD = 0,79$), *virtual learning* ($M = 3,32$, $SD = 1,11$), and *hybrid learning* ($M = 3,09$, $SD = 0,87$). This tendency shows a rather negative impact of these factors on teachers' motivation in the post-pandemic, compared to the higher ratings given to other factors.

In summary, taking and grouping the findings all together with a tendency to positive and negative impacts, these findings suggest that factors that influenced teachers' teaching flexibility, social interactions (i.e., face-to-face interactions, relationship with and support from colleagues), fair salary, professional development opportunities, and students' feedback and attitudes towards the class had a positive influence on their motivation after the pandemic. In contrast, factors associated with heavy workload, lack of mental health support, poor state of the physical setting and resources, appraisal, staff communication, and virtual and hybrid learning were perceived as negatively affecting teachers' motivation after the pandemic.

In order to gain deeper insights into teachers' views of those positive and negative extrinsic factors affecting their motivation, we conducted interviews with a small sample of teachers ($n=10$). The findings from the interviews are presented below, organized into positive and negative extrinsic factors.

4.2.1.2 Positive extrinsic factors reported by teachers in the interviews.

Based on the interviews, *face-to-face interactions* and *student feedback and attitudes towards the class* were positive factors affecting teachers' motivation.

- **Face-to-face interactions**

When we interviewed the teachers to get a deep insight into the most influential positive extrinsic factors, we found that *face-to-face interactions* had a positive impact on their motivation, as reported by eight teachers. This factor relates to the return to the physical setting of the university after the Covid-19 pandemic restrictions were lifted, and in-person classes were possible again. Regarding this positive aspect, teacher Clara remarked that

It ended up being something incredibly positive for everyone's emotional state, but also for students' learning processes, because it is not the same thing to be on a video call as being in an actual classroom. (Follow-up interview with Clara, March 2024)

For Clara, socializing is important for students' development. Generally, lectures reported a positive attitude towards face-to-face classes. Here, we show some other quotes. For example, teacher Brenda said

When I am in the classroom, I can see students' faces, and I notice when someone is lost, [...] if we're teaching English, and someone is lost, they usually don't raise their hand and say I'm lost. They just usually look worried. (Follow-up interview with Brenda, March 2024).

In Brenda's view, for a teacher "*it is easier to be in the classroom, and just walk around, and listen to everyone. In this way, people participate more and engage differently.*"

The importance of interactions with students was also mentioned by Ana, who said: "*I really liked to have the interaction and meet my students, see their faces, see the humans behind the screen. So yeah, it was positive.*"

In many cases, during the interviews, the teachers mentioned *body language* as one of the most important aspects influencing their choice for face-to-face interactions as a positive factor affecting their motivation. In relation to this, teacher Adriana expressed that she "*really enjoy[s] having personal contact with students, being able to read their body language to see their faces*" (Follow-up interview with Adriana, April 2024). She also highlighted the importance of the interaction a teacher can have when they talk to students, at the beginning or at the end of the class, which develops a different type of interaction with them, which could indicate a better relationship with students and be positive for the overall development of the class.

Bob also agreed that seeing students is essential in face-to-face interactions. He stated:

In face-to-face interactions, I think it's very nice that you get to recognize their faces, who they are. Even if you can see in their faces that they are bored, at least you can see their faces. During online interactions, you didn't even know if they were really there (Follow-up interview with Bob, March 2024).

Based on the participants' insights, it could be assumed that the teachers were pleased to come back to the university's facilities and saw this opportunity as something positive to engage with their students and follow their learning process; especially as it allowed them to have an immediate response from their students, something they lacked during virtual classes.

- **Student feedback and attitude towards the class**

Student feedback and attitude towards the class was considered by four teachers as a factor that had positive effects beyond the development of the class. It was also related to how they created relationships with their students and the way they planned and performed their teaching practices.

For example, Clara pointed out that *"something as simple as paying attention, show that they care, participate or are working on their homework is feedback"* (Follow-up interview with Clara, March 2024). For her, this gesture from students encourages the teachers to do more and better things in class, such as creating materials to innovate while teaching the same topics during various semesters. She also specified that motivation and a good rapport with students is fundamental, as it has a huge impact on the way she exercises her profession.

When inquired about his perceptions on student feedback and attitude towards the class, teacher Dario commented that *"this is the second most important factor, probably, after face-to-face interaction because it is from the students' attitudes, you know, it tells if you are doing things well, or they are getting through."* (Follow-up interview with Dario, April 2024).

Dario also considered that it is possible to tell if a teacher is doing well in his teaching practices by the students' feedback, which also makes lecturers feel good about themselves. This teacher also mentioned that *"if students like the class, it is because they feel it was useful and not boring"*. Regarding the students' attitude, he remarked that it is important to pay attention if students are bored, or they are doing other activities, as he thinks that it is something that usually happens unconsciously and that can affect the development of the class.

Concerning this factor, teacher Ana said that *"it was positive to know that [she] was doing well because [she] got positive reviews from [her] students. So, [she] was more confident about [her] teaching practices"* (Follow-up interview with Ana, March 2024). This perception shows that as she

got a good evaluation from her students, it provided her with more confidence and motivation toward her teaching practices.

Despite the fact that *flexibility in teaching methods*, which refers to the freedom that teachers had to implement diverse methodologies, approaches, and resources, was placed among the most positive extrinsic factors in the survey by the majority of teachers ($n= 19$, 86.36%), this factor was not mentioned by the teachers in the interviews. In contrast, numerous teachers expressed positive feelings towards the *student feedback and attitude towards the class* factor, which was associated with the students' response to the dynamics of the class, their behavior, and their willingness to recognize the performance of the teachers, thus becoming a source of motivation.

Based on the previous findings from the interviews, it can be stated that students' role in a class has an important impact on teachers' performance and motivation after the pandemic. Overall, in the post-pandemic period, the two most influential extrinsic factors were *face-to-face interactions* and *student's feedback and attitude towards the class*; both of these factors were related to socialization, which played a significant role in teachers' motivation. These factors are, therefore, associated with a positive impact, not only in the participants' motivation to teach but also in their performance. This was illustrated by the teachers' testimonies related to the relief they felt to be able to see and interact with students, since it allowed them to have an immediate response and a clearer picture of how the students were engaging with the class. Besides, being able to perceive students' response to the class was determinant to contribute to the development of the classes. It allows the teachers to know about their students' perceptions and performance and analyze the dynamics of the class. This immediate feedback permitted the teachers to recognize what worked and what needed to be improved.

The next section reports the findings from the interviews regarding the negative extrinsic factors that affected teachers' motivation after the pandemic.

4.2.1.3 Negative extrinsic factors reported by teachers in the interviews.

The interviews provided valuable insights into the extrinsic factors that negatively affected the motivation of teachers in the post-pandemic period. As reported previously in the survey, *mental health support* and *workload* were rated negatively by the teachers. These two aspects, together with *students' feedback and attitudes towards the class*, *support from colleagues* and *relationship with colleagues* were also reported as negative factors by the teachers in the interviews.

- **Mental health support**

This aspect is described as the strategies and resources provided by the university to the EFL teachers to cope with work, teaching and mental health issues in the School of Language Sciences. Particularly, mental health issues, such as frustration and anxiety emerged during the pandemic and

lasted or appeared in the post-pandemic period with the return to in-person classes. The lack of mental health support was reported by three teachers in the interviews.

This factor became evident when one of the teachers, Clara noted that “*when it comes to mental health support, there was none [...] no one ever asked teachers how they were doing. Yes, it really took a toll on [her].*” (Follow-up interview with Clara, March 2024). She added that she “*was mentally in a very dark place for a very long time because of it*”. Furthermore, she connected this issue of mental health with self-esteem, in her case the sum of all these factors that neglected her mental sanity made her start feeling stuck and like a fraud both in life and professionally.

Concerning this same factor, teacher Ana commented that “*there’s a lot of support and mental health support for students, but I haven’t seen so much for teachers*” (Follow-up interview with Ana, April 2024). In fact, she pointed out that in the School of Language Sciences, there is not a committee to discuss mental health issues. For example, when there is a problem with students, colleagues, or at home, she does not know where to discuss this situation. She also expressed that “*when a teacher feels frustrated, has a mental issue, or needs mental health support in general, they have to resort to outside help such as a doctor’s appointment.*” This view remarks the importance of creating strategies or groups in the university that can help teachers as the university does with students.

Similarly, considering the lack of resources to support teachers’ mental health provided by the university, other teachers also expressed that they had to look up for help externally to cope with the problems they were experiencing. For instance, Teacher Catalina, illustrated this issue when reporting the following:

I go to therapy [...] but I think the university could have had a plan for teachers [...] and I think for students, I don’t know if it was good enough to support students and teachers’ mental health. (Follow-up interview with Catalina, April 2024)

However, she noted that she was aware of the difficulties in the logistics the university could have to provide such services to teachers. Nevertheless, she concluded by restating the importance of building a model to support the community in general.

The testimonies provided by these three teachers during the interviews evidenced that the *lack of mental health support*, both during and after the pandemic, significantly affected their motivation and their wellbeing in their workplace. It was highlighted that the university’s and the language school’s administration ignored this issue completely.

- **Heavy workload**

Heavy workload was another extrinsic factor that negatively affected these teachers’ motivation after the pandemic, as reported by five teachers in the interviews. Workload was placed as

the second most negatively influential factor by 45.45% (n=10) of teachers in the survey. This concept can broadly be defined as the amount of work that teachers normally have to endure in their workplaces. It is worth noting that all three teachers expressed that, for various reasons, their workload increased in the post-pandemic period. That is the case of one of the interviewees, Ana, who reported that “*the lack of teachers after the pandemic has made us overworked here. So, we need more staff here, more teachers, supporting the academic processes*” (Follow-up interview with Ana, April 2024). Because of it, this teacher had to take several positions teaching and supervising many activities, which made her feel very tired and overwhelmed. This situation left her with almost no time for other things, for instance, for professional development or doing her own research. This reveals one of the most important issues to be dealt with in the School of Language Sciences according to the teacher’s insights.

As was mentioned in the previous point, *mental health support* and *workload* were categorized by the teachers as the two most negative extrinsic factors affecting their motivation.

- **Student feedback and attitude towards the class**

It was thought-provoking to notice that the teachers had mixed responses regarding this extrinsic factor. While for four teachers *Student feedback and attitude towards the class* was positive as reported earlier, this factor was also negative for other teachers. Other eight teachers had bad experiences regarding students’ behavior and response in their classes, which ended up negatively affecting their teaching motivation in the post-pandemic. This is illustrated in one of the testimonies by teacher Dalia. From her experience, she thinks that

When you have taught for so many years, unfortunately you don’t get the ideal group [...] there have been some cases in which you feel like you put a lot of effort, and the students don’t respond positively to what you’re doing. (Follow-up interview with Dalia, April 2024)

This situation makes the lecturer feel like she is wasting her time and effort, which is very demotivating for her. She proceeded to criticize how a teacher-student relationship should be balanced, which means that when students play their part and are interested in the class, then the teacher feels motivated to put more effort into it as well.

Concerning this situation, there were several testimonies found in the teachers’ interviews that shared a negative feeling about *students’ attitude in the classes* after the pandemic. One of them, Clara, stated that students “*were too focused on their own cell phones and screens. They came from two years of being in front of screens. So, getting back into the classroom, it was like talking to zombies at some point.*” (Follow-up interview with Clara, March 2024). She affirmed this experience was not positive and rude from students. Another teacher, Bruno, also agreed that “*students were*

quiet, or they just were checking their cell phones, writing, chatting, using WhatsApp [...]". However, unlike Clara, for Bruno "*students were not rude, but not connected to the class*" (Follow-up interview with Bruno, March 2024).

These findings indicate that *student feedback and attitudes towards the class* are perceived and experienced differently by the teachers thus becoming a motivating and a demotivating factor for different individuals. Also, in the same way, the pandemic affected teachers' behaviors and motivation, similarly students' behaviors and motivation were affected. Hence, there is a bidirectional relationship in this regard, if students are motivated, teachers feel motivated and vice versa.

- **Support from and relationship with colleagues**

While *support from and relationship with colleges* were classified as neutral (with a tendency to being positive) in the survey, there was one teacher who expressed negative feelings towards these aspects. This situation made us curious to inquire into this factor to see if teachers related to it or that could express their feelings or opinions during the interviews.

Support from and relationship with colleagues are defined as the way teachers get related during and off their work schedules. It was found that for four teachers there was a lack of companionship in the School of Language Sciences which provoked a negative impact on their motivation and overall discomfort in their professional life. While discussing this situation, one of the participants, Ana, explained that

During the pandemic, everyone was working at home. We didn't have so much contact and interaction with the other colleagues, so when we came back here, we expected to have more faculty meetings. After the pandemic, there was no communication. (Follow-up interview with Ana, April 2024)

Additionally, Ana expected to have more faculty gatherings to discuss with her colleagues their views of the pandemic, their needs, and the changes needed to be made to their teaching practices, the curriculum, and the infrastructure. She pointed out that it affected, in a certain way, their relationships, and also the academic communication they should have regarding the curriculum and the academic processes.

This view was echoed by Dalia, who commented that "*there are not many meetings and meeting rooms outside the offices; in my case, whenever I can work from home, I do it*" (Follow-up interview with Dalia, April 2024). This lecturer also felt that working from home is many times better for her, she believes that it is important to surround herself with positive influences when a particular environment might not be the most comfortable in her point of view. She illustrated this opinion by stating: "*I firmly believe that you have to stay away from toxic environments. [...] I would like to see a*

little bit more cooperation rather than trying to divide the teaching staff [...] because that doesn't motivate me at all to stay here" (Follow-up interview with Dalia, April 2024). Moreover, in her view there seems to be a difference in communication styles among the teachers which, sometimes, leads to discussions that do not directly reach a conclusion.

What emerged from the results reported in this section, on the one hand, is that the lack of mental health support and teachers' mental wellbeing which hindered teachers' motivation, as there was a gap in their need to be assisted by the university in their struggles with mental health. Additionally, the participants' motivation was affected negatively by the increase in the amount of work and responsibilities that emerged after the Covid-19 pandemic and the insufficient number of teachers in the School of Language Sciences to cope with many responsibilities. On the other hand, although returning to in-person classes in general represented a positive aspect in the post-pandemic period, it is rather surprising that, for some teachers, factors associated with students' feedback and attitude towards the class had a negative impact on the participants' motivation due to the lack of students' commitment to their responsibilities and their low engagement with the classes. Finally, the lack of support and the frail relationships built among the teachers at the School of Language Sciences represented a decrease in their motivation as there are no bonds and cohesion at their workplace.

The next section presents the findings about the positive and negative intrinsic factors that affected teachers' motivation after the pandemic.

4.2.2 Positive and negative intrinsic factors affecting teachers' motivation after the pandemic

In this section, we present the findings from the survey and interviews regarding positive and negative intrinsic factors affecting teacher's motivation after the pandemic. Intrinsic factors are defined as those that originate within the person which motivate the individual to do something because of the joy it brings to them regardless of the external situations (Ryan & Deci, 2000).

4.2.2.1 Positive and negative intrinsic factors from the survey.

Table 4.2 presents the intrinsic factors assessed by the 22 teachers in the survey, which they considered as affecting their motivation positively or negatively. These factors are ranked from very positively (or higher ratings 4-5) to very negatively (lower ratings 1-2). The table presents the number (*n*) and percentage (%) of participants in each scale and the average (*M*) and standard deviation (*SD*) per factor.

Table 4.2*Intrinsic factors positively and negatively affecting teachers' motivation*

Intrinsic factors	N	1 (Very negatively) n (%)	2 (Negatively) n (%)	3 (neutral) n (%)	4 (Positively) n (%)	5 (Very Positively) n (%)	M (SD)
Interest in ongoing learning	22	0 (0%)	0 (0%)	2 (9%)	7 (32%)	13 (59%)	4,5 (0,67)
Teaching vocation	22	0 (0%)	0 (0%)	4 (18%)	10 (45%)	8 (36%)	4,18 (0,73)
Pleasure and satisfaction of teaching	22	0 (0%)	1 (5%)	3 (14%)	10 (45%)	8 (36%)	4,14 (0,83)
Self-Esteem	22	0 (0%)	2 (9%)	3 (14%)	8 (36%)	9 (41%)	4,09 (0,97)
Attitudes towards / response to challenging situations in your teaching practice	22	1 (5%)	3 (14%)	4 (18%)	11 (50%)	3 (14%)	3,55 (1,06)

As shown in Table 4.2, the most influential positive intrinsic factors were *interest in ongoing learning* ($M = 4,5$, $SD = 0,67$), followed by *teaching vocation* ($M = 4,18$, $SD = 0,73$), *pleasure and satisfaction of teaching* ($M = 4,14$, $SD = 0,83$), and *self-esteem* ($M = 4,09$, $SD = 0,97$). Regarding *attitudes towards / response to challenging situations in the teaching practice* ($M = 3,55$, $SD = 1,06$) was categorized as neutral by the participants. It is worth noting that there were not any factors negatively affecting teachers' motivation, thus showing that in general, these teachers were motivated at an intrinsic level after the pandemic, triggered by their own personal desires.

These findings suggest that the teachers' interest in continuing their professional development, their own vocation, engagement to teaching and the value they attribute to themselves keep them motivated amid negative extrinsic factors that attempt to affect their motivation.

4.2.2.2 Positive intrinsic factors reported by teachers in the interviews.

Findings from the survey and the interviews confirmed that *interest in ongoing learning*, *teaching vocation*, *pleasure and satisfaction of teaching*, and *self-esteem* were positive intrinsic factors that motivated teachers after the pandemic.

- **Interest in ongoing learning**

Interest in ongoing learning refers to the internal desire a teacher has to continue with their academic and/or personal development. This factor was reported as positive by three teachers in the interview. For instance, Catalina said she “*really like[s] studying and learning; coming back to*

normality was also challenging, and it made [her] think about other ways to teach [...], so you need to read articles about what other people are doing” (Follow-up interview with Catalina, April 2024). For her, as a teacher, it is really important to not be stuck with one approach or with one way of doing things. She added that she likes to change, to talk about reality and what is happening in the world, which is important for the classroom according to her. This opinion about interest in ongoing learning being a positive intrinsic factor was echoed by other teachers. Ana expressed that

There were so many workshops being provided by the university and by other international universities [...]. I took advantage of all those workshops [...]. They were called webinars because they were online. [...]. So, the ongoing learning was very positive during and post-pandemic. (Follow-up interview with Ana, April 2024)

She pointed out that it is a positive factor to have many options to learn how to design materials, rubrics, tasks, and services online. Similarly, Dalia, added that

With the popularity of different technologies, obviously you need to keep learning things that are new. Because teaching at some point might become a routine [...], so definitely that would keep motivation because it's something new. (Follow-up interview with Dalia, April 2024)

- **Teaching vocation**

Further analysis of the interviews showed that *teaching vocation*, defined as an innate desire teachers experience towards their particular profession and their love for teaching, significantly impacted the participants' intrinsic motivation in a positive way, as mentioned by two teachers in the interviews. For example, Catalina reflected herself:

“I’ve always wondered why I am a teacher. Like, there are many things I don’t like about being a teacher, but there are many other things that I enjoy now. I know that it’s vocation” (Follow-up interview with Catalina, April 2024).

She acknowledged that her vocation comes from being able to show her students something that she knows, specifically through emotional relations that are deeper than just doing tasks or having an academic objective or approach. For her, being more related to or involved with her students is part of her vocation, as she wants them to be good at what they do and to be good people. She finished by saying that teaching vocation was motivating because she really cares about her students.

Ana also reflected about her relationship with teaching and the love she has for her profession:

“I have always been in love with my profession. I love it. I’m always willing to learn, always to improve my teaching, to improve my knowledge. So yeah, I have a very positive teaching vocation.” (Follow-up interview with Ana, April 2024)

- **Pleasure and satisfaction of teaching**

The intrinsic factor of *pleasure and satisfaction of teaching* alludes to the rewarding feeling teachers have while exercising their profession. Three of the interviewees attributed their pleasure and satisfaction of teaching in one way or another to the relationship they had with students. Regarding this aspect, Dario remarked that *“when you see that what you are teaching is effective; in the sense that the students learn and say, “this was useful”, that is very satisfactory [...]. So, I think it’s one of the main sources of teacher pleasure”* (Follow-up interview with Dario, April 2024).

This view was recurrent in other teachers’ answers, for example, Clara stated that she *“love[s] working here (School of Language Sciences) [...] because students want to learn. [She] really enjoy[s] working here, as students’ motivation is high, because it’s not just the teacher, it needs to be mutual”* (Follow-up interview with Clara, March 2024). As stated by this teacher, motivation can be increased when a teacher is not the only one in charge of everything in class, and there is respect and motivation equally from teachers and students.

- **Self-esteem**

One of the most striking findings identified in the interviews was related to *self-esteem*, understood as confidence in one’s own worth or abilities. Although this factor was classified as positive by the participants in the survey, the interviews revealed that some lecturers felt that self-esteem had a positive impact on their motivation, while others disagreed. To illustrate this dichotomy, Ana mentioned that her *“self-esteem was high and positive because of [her] students’ positive reviews and confidence in [her] teaching”* (Follow-up interview with Ana, April 2024). Conversely, Dalia noted that

Self-esteem is important for motivation. If we have a teacher who doesn’t have good self-esteem, they’re going to perform poorly because they think they’re not gonna do things properly [...]. They basically would be self-sabotaging their performance. (Follow-up interview with Dalia, April 2024).

There are several interpretations in this regard. First, the interest in pursuing continuous learning is perceived as positive by the teachers as they feel the need to keep improving their expertise. Second, the need to improve their skills can be related to the love the lecturers have for their profession and the deep responsibility they feel to help their students achieve positive outcomes.

Third, teachers enjoy their classes, and this is mainly attributed to the non-academic rapport they have with students. Fourth, self-esteem affects them positively, as they feel confident in their skills and with what they can do for their profession and their students. The next section reports the findings about the neutral intrinsic factors reported by the teachers in the interview.

4.2.2.3 Neutral intrinsic factors reported by teachers in the interviews.

Attitudes towards / response to challenging situations in your teaching practice was rated neutral, with a strong tendency towards being a positive factor, in the survey. However, the interviews displayed mixed perceptions and experiences among the teachers regarding this factor.

- **Attitudes towards / response to challenging situations in your teaching practice**

Attitudes towards / response to challenging situations in your teaching practice is defined as the motivating force a teacher has to face the challenges and difficulties that might appear in their teaching practice, without allowing them to negatively affect their motivation. When asked about this factor, six teachers expressed various perceptions, ranging from negative to positive, but one of them remained neutral about it. For instance, to Dalia, who reported this factor as neutral:

“Challenges are not bad. They turn bad when they become the norm because that creates a lot of pressure and stress [...]. We know that there’s a link between stress and depression [...] therefore you’re gonna feel demotivated” (Follow-up interview with Dalia, April 2024).

Turning to the positive views of this factor, Adriana said

It was a challenge for me to help the students to try to express themselves without being dependent on their cell phones or translators. So, I think it was a challenge. I didn’t feel like this was demotivating me in my teaching. (Follow-up interview with Catalina, April 2024)

In addition, she told us that her classes were not only about asking students to do a piece of homework but a space to tell her how they were. This approach impacted the way she related with her students and got her more involved with them in a personal way.

Other teachers shared negative insights into how the attitude / response to challenging situations factor was negative for their teaching motivation. For instance, Clara manifested that

“During the presidential elections after the pandemic, there were lots of academic flexibility permissions and stuff and that was really demoralizing at some point. You, wanting to get back into the swing of things, and then you get more obstacles” (Follow-up interview with Clara, March 2024)

It was clear that this situation took a toll on the development of her classes as well, affecting her attitudes towards teaching.

In sum, the insights on intrinsic factors provided by these lecturers through the interviews revealed that *interest in ongoing learning, teaching vocation, and pleasure and satisfaction of teaching* were highly positive in their motivation. In contrast, there were mixed perceptions regarding *self-esteem* and *response to challenging situations*. Regardless, in the general sense, the majority of intrinsic factors had a mainly positive impact on the teachers' motivation in the post-pandemic period. The experiences shared by the participants evidenced that their motivation, at an internal level, remained high even during the challenges posed by the transition to in-person classes after the pandemic. Thus, showing that the teachers' innate desire to exercise their profession was stronger than the outside factors that might have appeared in their journey. In the following section, we discuss the findings of RQ1 in light of the context, theory and empirical research we reviewed in the present study.

4.2.3 Interpretation and discussion of the findings

The first research question of this study aimed to identify the motivating and demotivating factors affecting EFL university teachers after the Covid-19 pandemic. This information was collected through a survey and an interview.

The findings from the **survey** revealed that **the most positive extrinsic factors** were *face-to-face interactions* and *flexibility in teaching methods*, whereas **the most negative extrinsic factors** were *lack of mental health support* and *heavy workload*. The **interviews** confirmed that **the positive extrinsic factors** were *face-to-face interactions* and *student feedback and attitude towards the class*. However, during the interviews the teachers did not mention the factor of *flexibility in teaching methods* as positive or negative. The interviews also confirmed that **the negative extrinsic factors** were *lack of mental health support, heavy workload, student feedback and attitude towards the class, and support from/relationship with colleagues*. Something to note was that *student feedback and attitude towards the class* was perceived as positive for some teachers and negative for others in the interviews.

The findings from the **survey** showed that **the most positive intrinsic factors** were *interest in ongoing learning, teaching vocation, pleasure and satisfaction of teaching, and self-esteem*. There were not any intrinsic factors that hindered the teachers' motivation. *Attitude towards/response to challenging situations in your teaching practice* was perceived as neutral, meaning that it did not affect them either positively or negatively. Something to note was the mixed positive and negative

perceptions of the participants in the interviews regarding *attitude towards/response to challenging situations in your teaching practice*.

Regarding the positive intrinsic and extrinsic aspects that motivate the participants, we can infer that intrinsic motivation is crucial for teachers, as it helps them face the obstacles of teaching in the post-pandemic teaching context. Despite the numerous challenging situations faced by these participants during Covid-19, their intrinsic motivation remained unaffected in their return to in-person classes as it depended on their inner desires, aspirations, and vocation to be teachers. This indicates that teachers with strong levels of intrinsic motivation are not as affected by external situations or problems. When it comes to the participants' extrinsic positive motivation, the transition to in-person classes involving *face-to-face interactions* and *student feedback and attitude towards the class* were positive. This suggests that the interactions among students and teachers are necessary to assure the teachers' motivation during the educational process.

Turning now to the factors that negatively affected the teachers' motivation, the most remarkable negative extrinsic factors were the *lack of mental health support*, *heavy workload*, *student feedback and attitude towards the class*, and *support from/relationship with colleagues*. This indicates that the conditions of the School of Language Sciences during the post pandemic period posed difficulties to the proper exercising of the lecturers' teaching.

These assumptions regarding the negative aspects influencing the teachers' motivation are supported by the information provided in the interviews, which indicated that there was an increase in the amount of work and that their personal relationships were weakened by the insufficient spaces to socialize alongside the isolation provoked by online work during the pandemic. Besides, teachers' mental states were overlooked both by the university and the administration of the School of Language Sciences. In contrast, none of the intrinsic factors were considered negative by the majority of the teachers.

The findings reported here suggest that teachers' intrinsic motivation was more positively influential than the extrinsic factors. While a few of the extrinsic factors had a positive impact on the participants' motivation, some others hindered their motivation in the post pandemic period. It seems that the return to normality was taken lightly by the University and the School of Languages, probably assuming that the teachers' context, views, mental health and practices would be similar as those before the pandemic. The lack of socialization among faculty and inquiry into the teachers' well-being seems to cause dissatisfaction in a group of teachers. The lack of these strategies might affect the work environment, teachers' practices and sense of belonging.

Our findings confirm the results of previous pre-pandemic and during pandemic studies regarding the positive impact of intrinsic and extrinsic factors such as *interest in ongoing learning*,

teaching vocation, pleasure and satisfaction of teaching, self-esteem, face-to-face interactions, flexibility in teaching methods, and student feedback and attitude towards the class. For instance, before the pandemic, researchers such as Franco López et al. (2018) and Muriel Páez (2017) also identified that the teachers in their study reported *vocation* and *continuing education* (interest in ongoing learning) as positive respectively. Another study by Konrad et al. (2021) identified that *skill variety* (i.e., the degree to which a job requires a variety of different pedagogical skills or strategies) increased the motivation of teachers, similar to the factor found in our study *flexibility in teaching methods* which referred to the liberty in the use of different pedagogical skills or methods to carry out a class.

Franco López (2021) concluded that, among other factors, *student performance*, which refers to capacity the student's motivation and attitude have to motivate the teacher; and *academic freedom*, which refers to the liberty lecturers have to teach in different ways, are both motivational aspects. This is similar to the positive response teachers had in our research to the factors of *flexibility in teaching methods* and *student feedback and attitude towards the class*.

Our findings confirm other studies' findings regarding the negative impact of extrinsic factors *lack of mental health support, heavy workload, hybrid learning, virtual learning, clear communication from the administration, and availability of equipment, materials, and physical setting*. Pourtoussi, et al. (2018) also identified that external, or extrinsic factors in our case, were the most demotivating. The researchers argued that there should be strategies fostered by teachers, trainers, and policymakers to ameliorate teacher motivation and issues related to *physical settings* and *cooperative and friendly atmospheres at work*. These results are comparable to our findings related to *availability of equipment, materials, and physical setting* and *clear communication from the administration*.

Our findings are also similar to the negative factors identified by Muriel Páez (2017), in which motivation for good quality teaching was influenced by the *assignment of teaching load*. He argued that the number of assigned teaching hours should be balanced for an optimal level of motivation. This result was echoed by the findings of our study where *heavy workload* was demotivating for the teachers. Toto and Limone (2021) also found that the teachers in their study reported that there was a high correlation *between remote learning* and the high levels of stress and demotivation, a very similar conclusion to the findings of our study where we identified that *hybrid learning* and *virtual learning* were negative factors for teachers' motivation. Zheng (2021) stated that one of the challenges of online learning during the pandemic was *psychological issues*, and one of the strategies he presented to increase teacher motivation was psychological support. These results relate to the

negative factor of *lack of mental health support* in our study, because as can be deduced from Zheng's (2021) study lack of psychological support is related to low teacher motivation.

In sum, the most motivating factors for these teachers in this context were predominantly intrinsic: *interest in ongoing learning, teaching vocation, pleasure and satisfaction of teaching, and self-esteem*. This was confirmed in the survey and follow-up interview. The extrinsic positive factors were *face-to-face interactions, student feedback and attitude towards the class, and flexibility in teaching methods*. On the other hand, the factors that negatively impacted teacher motivation during the post-pandemic period were mainly extrinsic: *hybrid learning, virtual learning, clear communication from the administration, and availability of equipment, materials, and physical setting*.

It is worth noting that *heavy workload* and *lack of mental health support*, both extrinsic factors as well, had the most significant negative impact on teachers' motivation. This was also found in other studies pre-pandemic (e.g., Franco López et al., 2018; Muriel Páez, 2017; Pourtoussi, et al., 2018) and during the pandemic (Franco López, 2021; Kulikowski et al., 2021; Toto & Limone, 2021; Zheng, 2021). It can be stated that workplaces and work conditions need to cater for teachers' needs and motivation regardless of the context (e.g., geographical, educational and pre-, during and post-pandemic). It is also interesting to note that online teaching and technological skills seemed not to be boosted by the pandemic and implemented after the pandemic. Despite the advantages that the online modality might have for students and teachers (e.g., transportation, time, materials, etc.), teachers still prefer in-person interactions. These findings bring implications for the School of Language Sciences and the university, discussed in the Conclusions chapter.

4.3 RQ2. How do EFL lecturers perceive the influence of motivation on their self-efficacy (performance and quality of education)?

Given that extrinsic and intrinsic factors can impact teachers' motivation, we wanted to identify if teachers' motivation affected their perceptions of self-efficacy (i.e. performance and teaching practices). Self-efficacy is the inherent capacity individuals have to interpret various inputs from their environment and use them with the aim of feeling effective and competent at a certain task (Barak, 2017). To answer this research question, we collected data from the survey and interviews.

4.3.1 Teachers' perceptions of the impact of motivation on their self-efficacy: findings from the survey

One question in the survey asked teachers to self-rate (on a scale from 1 (very negatively) to 5 (very positively)) in which way their motivation affected their teaching performance in the

post-pandemic period. In Table 4.3, we can see that the ratings were closer to positively affecting ($N = 22$, $M = 3.82$, $SD = 0.8$), as perceived by most teachers ($n = 17$, 78%).

Table 4.3.

Teachers' perceptions of the impact of motivation on their self-efficacy

Self-efficacy	<i>N</i>	1 (Very negatively) <i>n (%)</i>	2 (Negatively) <i>n (%)</i>	3 (Neutral) <i>n (%)</i>	4 (Positively) <i>n (%)</i>	5 (Very positively) <i>n (%)</i>	<i>M (SD)</i>
Does your motivation affect your teaching performance in the post-pandemic period?	22	0 (0%)	2 (9%)	3 (14%)	14 (64%)	3 (14%)	3,82 (0,8)

These results showed that, in general, the participant teachers considered motivation as an important aspect that can affect their performance. Besides, it was revealed that in the post-pandemic period, motivation played an important role in teachers' performance, as it had a positive impact on their practices. Having a good level of performance led them to perform better in their workplace. Particularly positive intrinsic and extrinsic aspects such as *interest in ongoing learning, teaching vocation, pleasure and satisfaction of teaching, self-esteem, attitudes towards / response to challenging situations in your teaching practice, face to face interactions, flexibility in teaching methods, fair salary, support/relationship with colleagues, professional development opportunities, recognition for good performance, and student feedback and attitude towards the class* influenced their view of self-efficacy positively. To obtain further insights into these teachers' views of self-efficacy, we asked them one related question in the interview, whose views are reported below.

4.3.2 Teachers' perceptions of the impact of motivation on their self-efficacy: findings from the interview

Teachers' opinions differed on whether motivation had any effects on their self-efficacy. All of the interviewees ($n=10$, 100%) considered that motivation could have a direct positive or negative impact on their performances. They also considered that the level of motivation is clearly connected to the level of self-efficacy they have. This means that if motivation is high so is self-efficacy, and if motivation is low so is their self-efficacy perception.

For other teachers, self-efficacy is influenced by *feedback and relationships with students and academic staff*. For example, Ana noted that "*the motivation of a teacher greatly impacts his/her teaching practices. If you are demotivated with your work, with your students, with your colleagues, then the quality of your work will be very low too*" (Follow-up interview with Ana, April 2024).

Therefore, in her opinion, motivation is an important aspect for every language teacher. When teachers are motivated, they are able to come up with new ideas and share them with colleagues and students; they can make positive changes to the program. She finished by stating that “*when teachers find support from other colleagues, when there is collaboration, interaction, and communication; everyone is going to benefit from this.*”

In a similar fashion, when asked about if motivation has any repercussions on self-efficacy, Catalina agreed that motivation has an effect on the teacher’s self-efficacy beliefs. She expressed the following:

I think it does, but I think how teachers handle it depends a lot on their experiences and resources. I mean, [it has to do with] the cultural and academic capital and background you have as a person. (Follow-up interview with Catalina, March 2024)

She continued to explain that “*sometimes teachers are good at pretending when they are tired, sad or stressed, and they still get into the classroom and try*”. She pointed out that in her case, she “*tell[s] [her] students when [she’s] not doing good [...] and that changes the mood in the classroom and everybody’s kind of nicer to [her]. That makes [her] feel [she’s] a human too*” (Follow-up interview with Catalina, April 2024).

She added that it is possible that not all teachers are able to do that. She thinks that motivation can impact teachers, but, regardless of the motivation, “*there are things that need to be done and cannot be delayed*”. This shows a sense of responsibility for providing quality education that goes beyond the motivational state of the lecturer.

This point of view was also reflected by Adriana, who affirmed that “*motivation is only one of the many factors that affect [...] my teaching. [...] For example, my mood can sometimes impact me when I teach. But things like responsibility and commitment don’t change because of my motivation*” (Follow-up interview with Adriana, April 2024). In her case, she also made it very clear that regardless of her motivation, her responsibility and commitment should not be affected. She also mentioned that she has a high level of responsibility to teach the new generations something that they need now and for the future. Therefore, she feels responsible for that, and she feels that she is committed to helping her students, without letting her level of motivation hinder the quality of education she provides.

These findings suggest that teachers can sacrifice their inner mood and wellbeing for commitment and responsibilities with students and other academic processes. This implies that teachers need constant support and appraisal for such efforts to keep them motivated and impact their practices in a positive way. For other teachers, self-efficacy is related to *teachers’ critical view of their own work*. For instance, Bob noted that

Motivation is more than just enjoying what one does. If you really enjoy what you do, and you really think you're good at it, that's like a dual feedback system. So, believing that you're good at it, feeds you back to try to do it well, and the other way around. (Follow-up interview with Bob, April 2024)

He also affirmed that the perceptions he has about his own work could help him do it better, which suggests that, for this teacher, his own view of his work influences his view of self-efficacy. This shows a self-critical view of this teacher and his teaching practices. Similarly, Dario asserted that

If you feel secure about what you are doing, your attitude is better, and you do it better. But when you are not sure, in my case, because of memory problems sometimes, it makes me insecure and that affects my motivation (Follow-up interview with Dario, April 2024)

These testimonies suggest that motivation can have a big role in how teachers perceive their self-efficacy, but also self-efficacy influences motivation in both positive and negative ways. The next section summarizes, interprets and discusses these findings in light of the context and previous theoretical and empirical research.

4.3.3 Interpretation and discussion of the findings

The second research question of this study aimed to investigate how the EFL lecturers perceived that their motivation affected their self-efficacy (i.e., performance and teaching practices). Data was collected through a survey and an interview.

In the survey, it was found that all the participants agreed that motivation impacts their performance positively or negatively. However, it was clear that the majority of teachers ($n = 17$, 78%) believed that motivation affects their self-efficacy in a positive way. It can therefore be assumed that the level of motivation can affect positively or negatively the lecturers' teaching practices depending on their experiences. In the interviews, it was revealed that teachers considered it important to keep a high level of professionalism and commitment when teaching, so external factors or a bad inner state do not interfere with their practices and the quality of education students receive. In this way, it can be stated that it is necessary to take into account the teachers' level of motivation and commitment to make sure the students' learning process is not affected negatively.

With that being said, the interviews also confirmed that teachers believed that motivation has either a positive or negative impact on their self-efficacy. The factors that they considered conditioned their self-efficacy were *motivation, feedback and relationships with students and academic staff*, and *critical view of their own work*. What emerged from the analysis of the results related to the relationship between motivation and self-efficacy, it was found that students and

colleagues' feedback and relationships are also a crucial factor that has an impact on the teachers' performance. It was revealed that when teachers sense a good response either from their students or colleagues, it helps them to build up their perceptions about themselves and their work, which ultimately is translated to the amount of effort they put into their teaching practices and job responsibilities. Additionally, the teachers believed that how they perceived their practices affects their motivation and self-efficacy, as they considered they are interconnected and dependent on each other.

Furthermore, although a big portion of the interviewed teachers stated that having low levels of motivation negatively affects their teaching, they also highlighted the importance of not allowing this aspect to affect the quality of education they provide. In many cases, the participants expressed that having negative feelings or thoughts should never be an excuse to provide students with lesser good classes. This finding emphasizes the great amount of commitment teachers must have with their profession to overlook outside factors or inner doubts in order to assure a good performance for the sake of their students and their learning processes.

Regarding these aspects that teachers considered affect their self-efficacy, we can infer that teachers' self-perceptions play an important role on their performance and practices. Although motivation is important to keep a good level of self-efficacy among the teachers, it was also clear that their commitment to their profession rises above all negative factors. Our findings confirm the results and claims of other pre-pandemic and during pandemic studies regarding self-efficacy. Our study supports Toto and Limone's (2021) conclusion and claim that the lack of motivation, high levels of stress, and insufficient preparation to use technology to teach caused teachers to have lower levels of motivation and self-efficacy perceptions in their teaching. This relates to our study, as teacher *motivation*, among other factors, heavily influenced our participants' self-efficacy beliefs.

We also agree with Hajovsky et al.'s (2020) claim that higher teacher self-efficacy is associated with stronger, closer teacher-student relationships and less conflict. Teachers with higher self-efficacy were better able to foster positive interactions and mitigate conflicts. These findings are comparable to ours, as the participants of our research expressed that *feedback and relationships with students* were important in their self-efficacy beliefs. It might be assumed that the relationship between *academic staff* members also plays an important role in how teachers perform in their workplace. However, in the present study this factor needs to improve in the teachers' workplace.

Our findings also relate to Orakcı et al. (2023) claim that teachers' self-efficacy levels were significantly influenced by factors like seniority and education level, with more experienced and better-educated teachers reporting higher self-efficacy overall. In our study, most lecturers had a high educational degree and more than five years of teaching experience and reported that they had a

positive perception of self-efficacy. Teachers' *critical view of their own work* makes them feel secure and reinforces their motivation and work performance. It is possible to infer that this type of confidence and self-awareness comes from various aspects, such as their years of teaching experience that help them build skill and strategies to be effective.

In this sense, it was possible to conclude that self-efficacy has a link to teacher *motivation* which can also affect it positively or negatively alongside other factors such as *feedback and relationships with students and academic staff*, and *critical view of their own work*. This was also confirmed by other authors such as Toto and Limone (2021), Hajovsky et al. (2020), and Orakcı et al. (2023) in other geographical and educational contexts. It can be stated, therefore, that self-efficacy remained positive after the Covid-19 pandemic, influenced predominantly by teachers' intrinsic motivation, vocation and feedback from students. The practical implications for the academic program and the School of Language Sciences are discussed in the next chapter.

5. Conclusions

5.1 Chapter overview

The previous chapters discussed the theoretical and methodological constructs and the findings of this study that investigated the demotivating and motivating factors and self-efficacy of EFL university teachers after the Covid-19 pandemic at Universidad del Valle. In the present chapter, we present the conclusions, implications, limitations, and recommendations for further research.

5.2 Summary of findings and main conclusions

Motivation in foreign language learning has predominantly focused on language learners. Nonetheless, recent research has shifted the focus to teacher motivation as it is a factor impacting their development and wellbeing. To date, only a limited number of studies have been carried out in the Colombian context on teacher motivation, much less in Cali and the Universidad del Valle. It is important to identify the factors affecting teachers' motivation and self-efficacy after the pandemic due to the changes in teaching practices teachers had from online to in-person instructions. This study investigated the factors that influence the motivation and self-efficacy of EFL university teachers after the Covid-19 pandemic. Understanding these motivating and demotivating factors can help improve teachers' wellbeing and work environment conditions, which might ultimately lead to better teacher performance and quality education. The following are the main findings of this study.

5.2.1 *Motivating and demotivating factors affecting EFL university teachers in the post-pandemic*

We identified that intrinsic factors were more motivating than extrinsic factors in the post-pandemic. The motivating intrinsic factors were *teaching vocation, interest in ongoing learning, pleasure and satisfaction of teaching, and self-esteem*. The motivating extrinsic factors were *face-to-face interactions, flexibility in teaching methods, and student feedback and attitude towards the class*. While there were not any demotivating intrinsic factors, the demotivating extrinsic factors were *lack of mental health support, heavy workload, student feedback and attitude towards the class, and support from and relationship with colleagues*.

Based on the results of this investigation, we conclude that intrinsic motivation had a more positive influence than extrinsic factors on this large group of 22 EFL university teachers' motivation in the post-pandemic. Despite the challenges brought by the pandemic and subsequently the return to in person classes during the post-pandemic period, teachers with strong intrinsic motivation remained resilient. The return to in-person teaching underscored the importance of social interactions for

maintaining motivation, highlighting that while intrinsic factors are crucial for sustaining motivation, supportive extrinsic conditions are also essential for an optimal teaching environment.

5.2.2 Motivation and self-efficacy

We identified that there was a strong link between teacher *motivation* and self-efficacy. Teachers perceived that *motivation* affects their self-efficacy positively or negatively alongside other factors such as *feedback and relationships with students and academic staff*, and *critical view of their own work*. This research also found that teachers emphasized the importance of maintaining high educational standards regardless of personal motivation levels, underlining the importance of dividing personal life and issues from their work environment. This perception shared by the teachers underscores their strong commitment to their profession, ensuring that external factors, internal doubts, or motivation levels do not compromise their teaching quality. Positive feedback from and a good relationship with students and colleagues significantly boosts teachers' self-efficacy, enhancing their effort and performance. Altogether, the investigation highlights the crucial link between motivation, self-efficacy, and teaching quality, emphasizing the need for sustained teacher motivation and commitment to ensure effective teaching performance and student learning at their workplace.

5.3 Implications of the findings

Based on the results, we can provide practical implications for the teachers and the School of Language Sciences to keep teachers motivated and to improve aspects that demotivate them.

5.3.1 Implications for maintaining the positive factors reported by the teachers

For preserving teachers' positive intrinsic motivation, it is recommended that the teachers and the School of Language Sciences raise awareness of and reflect on the purpose of the academic program which educates future teachers. The lectures of the School of Languages should be appraised of their commitment to teaching and to the academic program to foster a stronger sense of responsibility with themselves and the community, thus maintaining their motivational levels high.

Since these teachers expressed *interest in ongoing learning*, we recommend that the School of Language Sciences keeps promoting opportunities for their teacher staff to pursue their education and ongoing professional learning. This could be possible by minimizing teachers' workload so they have learning opportunities that will ultimately impact their practices and students' learning. This will result in more effective teaching, and subsequently it might help the teachers to *enjoy their work (pleasure and satisfaction of teaching)* and boost their *self-esteem*.

For preserving teachers' positive extrinsic motivation, the implication is that the School of Language Sciences keeps being flexible in allowing teachers to use different *teaching methods*. Moreover, the creation of more spaces where teachers can have *face-to-face interactions*, both with colleagues and students alike, is especially important to keep teacher motivation high. Teaching is a profession rooted in the social dimension and the need of humans to live as a society, therefore, it becomes evident that a university should become a place to promote the peaceful and inclusive interactions that are the building blocks of the future of students and academic programs. Strategies that provide *student feedback* to teachers, such as course assessment are important as teachers need to know what they are doing well and what they need to improve. In this way, the *attitude of students towards the class* can be successfully identified and interpreted to create classes that motivate the teacher and the students alike.

5.3.2 Implications for improving the factors perceived as negative by the teachers

For improving the extrinsic aspects that affect teachers' motivation, it is suggested that teachers receive proper training on technological advances and *hybrid and virtual learning*. This could be achieved by taking the offers provided by the Direction of New Technologies and Virtual Education (DINTEV by its acronym in Spanish) which is a department in the university in charge of introducing new technologies and finding ways to implement them in the educational processes. When professionals are given the proper training and tools to face innovations in the technological world, they will be able to adapt better and faster to them without creating high stress situations due to the lack of adequate skills. Both the School and the University should provide training to their academic staff as the world becomes progressively more technological, and education is not the exception.

It is undeniable that effective and *clear communication from the administration*, and all the members of the School of Language Sciences, is the foundation to strengthen the relationships of everyone working in this place. Such academic and social relationships cannot be disregarded, as they were heavily affected by the pandemic and little to no effort has been put to ameliorate this situation. The academic staff must become aware of the fact that they are a team, they should work together to uphold the standard and vision of the University to become a force of change and progress within the Colombian society. Such a change cannot be made as individuals; it needs everyone to participate. The School of Languages should promote the cooperative work of their members and integrate everyone as much as possible, as stated in its curriculum.

During this research, we identified that the *availability of equipment, materials, and physical setting* can negatively influence the motivation of teachers. Therefore, it is necessary to reach out to the institution, policymakers, administrative staff and other agents that intervene in the development

of the infrastructure of the University in order to demand better conditions for all the academic community.

With the innovations and constant renewal of teaching methods and creation of high academic standards, teachers are more loaded with work each day. Based on the findings of this study, it is recommendable that the School of Language Sciences reconsidered how *workloads* are distributed among their teaching staff. It is important to ensure better contractual conditions, not only for tenured teachers but for all its teaching force. As members of the School of Languages, we have observed that this situation creates a disbalance between the number of teachers available and the amount of work there is. The teaching staff should be expanded and granted better conditions. Another solution to the issue of *heavy workload* is the implementation of more collaborative work. When teachers work together, they can divide their responsibilities and act more efficiently.

Lastly, to improve the motivation of teachers in the School, more attention should be paid to their mental health. Everyone deserves access to health care but too often we forget that mental health is equally important as physical health, and this is the concerning reality teachers working in the university are facing currently. The School should promote spaces and routes of help that teachers can take to tackle their mental health issues, just as it does with the students. Mental health matters, and even more so for teachers because it can affect their professional and personal life. A teacher with mental health issues becomes less effective at their job and at relating to other people, such as colleagues and students.

5.3.3 *Implications for improving teachers' self-efficacy*

As it was revealed in this study, self-efficacy goes hand in hand with motivation; therefore, to improve the teachers' self-efficacy it is necessary to implement strategies, such as the abovementioned, that ameliorate their motivation. Complementary, it is important that the teachers' *critical view of their own work* does not become merely negative. Teachers should be aware of the strategies, methods, and overall effectiveness they have and use, but they should shift their views and see both positive and not-so-positive aspects. By implementing strategies that help teachers build their confidence, self-esteem, professional development, and communication skills, they will be able to increase their views of themselves and their self-efficacy. Constant feedback from students and colleagues is positive to increase self-efficacy. Hence, teachers should implement strategies and spaces to socialize and receive and give feedback. All these factors are related and are the starting point to a happy, motivated, efficient, and satisfied teacher.

5.4 Contributions of the study

Overall, this study strengthens the idea that motivation from the teachers' perception should be investigated and developed to assure that teachers have proper conditions at their workplaces to perform their teaching practices at their best. Our study contributes to the idea that the lack of acknowledgment of the importance that motivation can have on lecturers is detrimental to the state of teachers and education in general. We believe that if teachers' motivation continues to be underrated by researchers, many issues related to it will remain unsolved and teachers' performance can be affected in the long run as motivation can be an aspect that affects not only the performance but also the wellbeing and professional development of teachers.

The findings of this research provide insights into the many struggles that teachers face in the current Colombian educational context and the many challenges that emerged from the pandemic and that continue to affect teachers. Our investigation allowed us to understand the factors that affect positively and negatively the motivation of EFL teachers in the Universidad del Valle, which can contribute to ameliorate the insufficient attention teachers receive. This study has raised important questions about the state of teachers' motivation in the School of Language Sciences and provided recommendations to improve the work environment and conditions as well as strategies to increase teachers' motivation at their workplace. With this we hope to open a path to future strategies that help to create spaces where teachers can express their concerns about motivation in a free way inside the university, particularly for the benefit of the academic programs and community of this context.

The findings of this investigation confirmed and complemented those of earlier studies on motivation and self-efficacy. It can be concluded that similar factors remain influential after the pandemic, suggesting that teachers should be always catered with adequate teaching conditions to increase their motivation. Vocation is the most remarkable positive factor for the motivation of teachers, as it remained intact after the pandemic. It was also evident that self-efficacy can greatly impact the quality of education provided by the teachers and that it also remained intact after the pandemic.

5.5 Limitations and further research

During the research process, some difficulties and limitations emerged. It was challenging to contact and schedule the interview meetings with the EFL teachers from the School of Language Sciences because of their lack of response, absence and unavailability. It was necessary to use multiple channels of communication and the help of the thesis director to reach all of them. This confirms the lack of presence and heavy workload reported by the participants in this study.

Another limitation was to find literature on teacher motivation at the national and local levels and studies on teacher motivation after the pandemic worldwide, which impedes making comparisons of findings across settings. Finally, the nature of this qualitative research and the sample size do not allow us to generalize the findings to larger contexts or to other universities or groups of teachers in the region, as these participants had very specific characteristics due to their place of work and conditions. However, the data of 22 teachers to document a case study is representative of this research setting, so it is a strength in this study. Another limitation is that this study reports the views of English language teachers who shared similar contexts and conditions, such as the foreign language they teach. The French language teachers were not involved, as this study focused on EFL teachers only.

We also acknowledge that the survey and interview were adequate for collecting data from these participants about the research topic. However, the limitation is that we relied on teachers' perceptions and did not observe their performance or interviewed students. Nevertheless, the instruments served the study's purpose and participants' perceptions are valuable sources of information in qualitative research.

Based on the limitations acknowledged above, we provide the following recommendations for further research. For instance, teacher motivation is a crucial part of the teaching process, as it can affect teachers in multiple areas of their professional life. If teacher motivation is not addressed, it could be a source of problems for the proper development of their teaching practices and for the students and academic programs they support. Hence, more studies are needed in this field to identify and describe the factors that affect positively and negatively the motivation of teachers, especially in Colombia, where there is still a gap in the literature concerning this matter. In Colombia, previous studies focused on teacher motivation from other areas of knowledge, whereas in Cali, the existing body of knowledge was centered on learner motivation.

The use of a case study for this specific investigation allowed us to have a clear picture of the state of the motivation of the English language teachers from the School of Language Sciences after the pandemic, giving us a deep understanding of the motivating and demotivating factors that affected them. In this way, future studies might replicate the same research design or implement others, such as action research to further help the teacher express and face their struggles with motivation. Overall, this case study should inspire further research on the topic of teacher motivation, involving lecturers of other subjects, disciplines and languages to have a broader view of this phenomenon in this context.

Other studies can implement quantitative research designs such as correlations or experiments. For this purpose, future studies could use more participants, so the results become representative in

larger contexts. Besides, they could use other instruments that collect more information such as journals, class observations, unstructured interviews, focal groups, and interviews with the participants' students. Lastly, we also recommend researchers to investigate teachers from other contexts (rural contexts, private or public schools, primary, secondary, etc.) all throughout the country to compare the results and see if there are geographical or social differences that affect the results reported in this study.

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Appendices

Appendix 1. Informed Consent



Motivating and Demotivating Factors and Perceptions of Self-efficacy of EFL University Teachers after Covid-19 Pandemic: A case study

Student-researchers: Juan Camilo Muñoz Rangel & Daniela Pedroza Henao

Contact Information: If you have any questions or concerns about the study, you may contact the researchers at juan.rangel@correounivalle.edu.co and pedroza.daniela@correounivalle.edu.co, at any time.

Purpose of the study:

You are invited to participate in a qualitative case study that aims to explore the motivating and demotivating factors influencing EFL teachers at Universidad del Valle in the post-pandemic educational context. This research is conducted as part of our undergraduate work for the degree of Bachelor in Foreign Languages at Universidad del Valle. The data collected will contribute to our understanding of the impact of the pandemic and its implications on EFL university teachers' motivation and teaching practices.

Procedures:

Your participation involves completing a 10-min survey and, if you agree, you can participate in a follow-up interview to elaborate on some of your answers. The survey will gather information about your experiences and perceptions related to motivating and demotivating factors at your workplace after the pandemic as an EFL university teacher.

Risks and Benefits:

There are minimal risks associated with participating in this study. The information collected is confidential, and your identity will be protected throughout the research process. The benefits of participating include contributing valuable insights to the understanding of EFL teacher motivation, which may, in turn, inform future studies and improvements in teaching practices.

I agree to participate voluntarily, and I understand that I can withdraw from the study at any given time without any consequences.

- I accept

Thank you for considering participating in this study. Your insights are invaluable to the research.

Appendix 2. Survey

Motivating and demotivating factors and self-efficacy

This survey is conducted as part of our undergraduate work for the degree of Bachelor in Foreign Languages at Universidad del Valle. The data collected will contribute to our understanding of the impact of the pandemic and its implications on EFL university teachers' motivation and teaching practices.

Section A. Demographic information

Please answer the following questions to complete the demographic information.

1. Name (optional): _____
2. Age:
 - a. 20 to 29
 - b. 30 to 39 years old
 - c. 40 to 49 years old
 - d. 50 years or older
3. Gender (optional)
 - a. Female
 - b. Male
 - c. Other
4. Educational background:
 - a. Bachelor's Degree
 - b. Master's Degree
 - c. Doctoral Degree
 - d. Other (Specify) _____
5. Teaching Experience:
 - a. Less than 1 year
 - b. 1–5 years
 - c. 6–10 years
 - d. More than 10 years
6. Sub-department
 - a. English Sub-department
 - b. LEFGA Sub-department

Section B: Post-Pandemic Teaching Experience

7. Did your teaching motivation increase or decrease after the post-pandemic period?
 - a. Significantly increased
 - b. Increased
 - c. No change
 - d. Decreased
 - e. Significantly decreased

Section C: Extrinsic motivational factors

8. In the context of the post-pandemic period at your current workplace, rate the following **extrinsic factors** according to their **positive or negative impact** on your teaching motivation. Please rate each factor from 1 to 5 (with 1 being very negatively and 5 very positively on your teaching motivation).

Factor	1 (very negatively)	2 (negatively)	3 (neutral)	4 (positively)	5 (very positively)
Support and relationship to colleagues	•	•	•	•	•
Professional development opportunities	•	•	•	•	•
Recognition for good performance	•	•	•	•	•
Flexibility in teaching methods	•	•	•	•	•
Face to face interactions	•	•	•	•	•
Virtual learning	•	•	•	•	•
Hybrid learning	•	•	•	•	•
Clear communication from the administration	•	•	•	•	•
Student feedback and attitude towards the class	•	•	•	•	•
Availability of equipment, materials, and physical setting	•	•	•	•	•
Fair salary	•	•	•	•	•
Workload	•	•	•	•	•
Mental health support	•	•	•	•	•

Section D: Intrinsic motivational factors

9. In the context of the post-pandemic period at your current workplace, rate the following **intrinsic factors** according to their **positive or negative impact** on your teaching motivation. Please rate each factor from 1 to 5 (with 1 being very negatively and 5 very positively on your teaching motivation).

Factor	1 (very negatively)	2 (negatively)	3 (neutral)	4 (positively)	5 (very positively)
Teaching vocation	•	•	•	•	•
Pleasure and satisfaction of teaching	•	•	•	•	•
Challenging situations in your teaching practice	•	•	•	•	•
Self-Esteem	•	•	•	•	•
Interest in ongoing learning	•	•	•	•	•

Section E: Self-efficacy

10. In which way does your level of motivation affect your teaching performance **in the post-pandemic period**?
- Very positively
 - Positively
 - Neutral
 - Negatively
 - Very negatively
11. When you are motivated, are you more capable of helping your students to achieve their goals and reach their desired outcomes?
- Yes
 - No

Appendix 3. Interview

Interview Protocol:

Introduction:

- Briefly explain the purpose of the interview.
- Reiterate that the participant's responses will be kept confidential.

Name: _____

Interviewer (s): _____

Section 1: Post-Pandemic Teaching Experience

1.1 Can you describe your overall experience transitioning from the pandemic to the post-pandemic teaching at Universidad del Valle?

1.2 How has this transition influenced your motivation as an EFL teacher?

Section 2: Motivating Factors

2.1 Based on the survey, you mentioned *[participant's response]*. Can you elaborate on how this factor positively impacted your motivation?

2.2 Can you provide specific examples of how X factors have contributed to your motivation?

Section 3: Demotivating Factors

3.1 Based on the survey, you mentioned *[participant's response]*. Can you elaborate on how this factor negatively impacts your motivation?

3.2 Can you provide specific examples of how X factors have affected your motivation?

Section 4: Reflection on Motivation and Performance

4.1 In your opinion, how does your motivation as an EFL teacher influence your overall performance in the post-pandemic period?

4.2 What changes do you expect in your workplace to increase your motivation?

4.3 What personal changes do you think you need to make to increase your motivation?

4.4 How do you perceive the relationship between your motivation and the quality of education you provide?

Conclusion:

Ask if the participant has any additional comments or thoughts to share.

- Thank the participant for their time and contribution to the study.