

The Relationship between Competency and Work Motivation of EFL Teachers at Public Secondary Schools in Yemen

Sameer Ahmed Awadh Boset

Department of Language and Literacy Education,
Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia
&

Department of English,
Faculty of Education, Aden University, Aden, Yemen

Adelina Asmawi

Department of Language and Literacy Education,
Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia

Nabeel Abedalaziz

Department of Educational Psychology and Counseling,
Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia

Abstract:

The present study aimed to explore the levels of English as a Foreign Language (EFL) teachers' competency and work motivation and to investigate the relationship between competency and work motivation of EFL teachers at public secondary schools in Yemen. To this end, two questionnaires were used to elicit data on the study variables which are: EFL Teachers' Competency Questionnaire and Multidimensional Work Motivation Scale. The sample of the study consisted of 300 female and male EFL teachers at public secondary schools who were selected by using a simple random sampling technique to be the participants of this study. The findings revealed that the overall level of EFL teachers' competency was high. In addition, the overall level of their work motivation was moderate. Additionally, it is found that there was a statistically significant, strong positive correlation between EFL teachers' competency and their work motivation. The results also showed that female EFL teachers had a higher level of competency than male EFL teachers. In contrast, the effect of gender on EFL teachers' work motivation was not confirmed. Finally, results indicated that the greater the level of experience, the higher the levels of competency and work motivation among the EFL teachers. The researchers recommend performing professional training and improving conditions of EFL teachers at public secondary schools in order to gain a higher level of work motivation and improve outcomes of the EFL teaching-learning process.

Keywords: Competency, EFL teachers in Yemen, public secondary schools, relationship, work motivation

Cite as: Boset, S. A. A., Asmawi, A., & Abedalaziz, N. (2017). The Relationship between Competency and Work Motivation of EFL Teachers at Public Secondary Schools in Yemen. *Arab World English Journal*, 8 (4).

DOI: <https://dx.doi.org/10.24093/awej/vol8no4.14>

1.1 Introduction

Teaching English language is very important at secondary education in Yemen because it is a compulsory subject at this stage. It prepares students for the tertiary level, and students will need it in so many fields (Al-Sohbani, 2015). Despite the fact that the English language is important in Yemeni educational system and it is taught as a subject for six years in primary and secondary schools in Yemen, school leavers are not competent and ineffective in using English language (Al-Sohbani, 2013). Wang (2010) asserts that EFL teachers' performance is very important for the improvement of students' English language performance. Results of several studies show that there are significant positive relationships between teachers' motivation and performance (Arifin, 2015; Nzulwa, 2014). Effective EFL teachers' performance does not typically depend only on teachers having the appropriate skills (competencies) but also on them motivating to apply the skills (Dweik & Awajan, 2013). This is because EFL teachers are unlikely to make the effort to properly apply their skills unless they are motivated to do so, that is unless they have positive or strong motivation (Dweik & Awajan, 2013).

Niculescu (2014) argues that EFL teaching process requires numerous and various competencies which must be available in EFL teachers. Some of these competencies are acquired by EFL teachers during the years of their preparation for the teaching profession, while the other EFL teachers' competencies are based on the components of their personality and characteristics. These competencies together constitute an integrated unit for the character of EFL teachers (Richards, 2011). The desired competencies are language proficiency, content knowledge, teaching skills and professionalism; and EFL teachers are responsible for achieving and acquiring these competencies to succeed in their teaching performance (Richards, 2011).

According to Dessler (2001), motivation is the intensity of a person's desire to take part in some activity. Motivation is usually seen as the engines behind human behavior (Abdulsalam & Mawoli, 2012). There is a reason or several reasons behind any human behavior, and these reasons are related to the internal status of the human on one hand and stimuli of the external environment on the other hand (Justine, 2011). So, motivation is the driving forces that drive the individual and direct his behavior toward a particular goal (Kant, 2014). Based on the above, research has shown that EFL teachers' competency and motivation are important factors affecting EFL teachers' performance.

1.2 Statement of the Problem

EFL teachers vary in their levels of motivation and this disparity is due to several factors, including what is an internal linked to the existed individual differences between teachers, and some of which is an external linked to the environment in which the teacher teaches (Dweik & Awajan, 2013). Motivational factors lead to quality EFL teachers' performance and high productivity which enhances quality assurance in the educational system (Inayatullah & Jehangir, 2012). Tao (2013) finds that teachers who were demotivated had many absenteeism rates than those who were motivated. Research on EFL teachers' work motivation is becoming more and more important due to its relationship with the growing number of EFL teachers leave the profession and with the high or low level of EFL teachers' performance. In fact, many studies state that in several educational contexts, teachers increasingly leave the profession after a few years in service (Getahun, Tefera, & Burichew, 2016). In addition, as mentioned above, researchers find that EFL teachers' competency and work motivation are influential factors affecting EFL teachers' performance.

Consequently, exploring the level of EFL teachers' competency and work motivation is an important issue which should be addressed in order to improve the entire teaching-learning process outcomes (Baleghizadeh & Gordani, 2012; Jusmin, Said, Bima, & Alam, 2016; Richards, 2010). Also, there are few studies investigate the relationship between teachers' competency and their work motivation (Aziz, Akhtar, & Rauf, 2014; Sukrapi, Muljono, & Purnaningsih, 2014; Wetipo, Rante, Wambraw, & Bharanti, 2015). However, to the best of our knowledge, there is no study examined the relationship between competency and work motivation in the context of EFL teachers.

Specifically, Yemen is facing the problem of low-quality education, especially in the case of EFL teaching that is one of the most significant issues in this field (Al-Sohbani, 2013). Policy makers in Yemen pay little attention to the competency and work motivation of EFL teachers and their relationship with teachers' performance (Al-Ahdal, 2010; Al-shamiry & Alduais, 2013; Alsofi, 2009). Sometimes teachers are observed competent but not motivated and in certain cases are motivated but not competent. Both cases affect EFL teaching and learning. As a matter of fact, there is a need for competent and motivated EFL teachers in Yemen in order to promote quality EFL education. For all of the mentioned reasons, the aims of the present study are to explore the level of competency and work motivation of EFL teachers at public secondary schools in Yemen and to investigate the relationship between competency and work motivation in this context.

1.3 Significance of the Study

The findings of the present study may benefit EFL teachers, EFL teachers' trainers, school administrators, policy-makers, and the Ministry of Education. This study might contribute to the understanding of the relationships between competency and work motivation. Obviously, English is a very important language in Yemen. So, the results are expected to make particularly significant contributions to the improvement of the quality of Teaching English as a Foreign Language (TEFL) at Yemeni secondary schools and in turn to achieve the objectives at this stage. It may also enable stakeholders to design more effective intervention programs to influence EFL teachers' competency and work motivation. Results of the present study may serve as a guide for other scholars who would like to research on relevant issues.

1.4 Theoretical Framework

EFL teachers' competency: EFL teachers' competency has been categorized clearly and specifically by the three theories of Cross (2003), Mulhauser (1958), and Richards (1998). These three theories indicate constant domains of what an EFL teacher should know and be able to do (Soepriyatna, 2012). These three theories show an agreement in three domains of EFL teachers' competency: English language competence, content knowledge, and teaching skills related to English language teaching. Arshad (2009), in the light of the above-mentioned theories, propose the three main domains and dimensions of EFL teachers' competency: knowledge competency, professional competency, and personal competency.

EFL teachers' work motivation: EFL teachers' work motivation is the process that arouses, energizes, directs, and sustains EFL teachers' behaviors and performance (Dweik & Awajan, 2013). In the Self-Determination Theory (SDT), Deci and Ryan (2000) distinguish between different types of work motivation based on the different reasons or goals that give rise

to an action. Therefore, the Multidimensional Work Motivation Scale (MWMS) was developed by Gagné, Forest, Vansteenkiste, Crevier-Braud, Van den Broeck, et al. (2015) based on the SDT to measure six motivational constructs: amotivation, external regulation - social, external regulation - material, introjected regulation, identified regulation, and intrinsic motivation.

The Relationship between EFL Teachers' Competency and their Work Motivation: Based on Bandura's (1977) theory of self-efficacy, EFL teachers' beliefs about their capabilities to organize and engage in various activities are required to gain the established performance or achievement. This theory explains that EFL teachers tend to avoid tasks and situations that they supposed beyond their abilities. But, when they are competent, they feel confident being able to carry out and complete the duties. In addition, based on Deci and Ryan (2000, 2002) Self-Determination theory, motivated behaviours stem from the innate psychological needs which are the needs for competence (feeling of self-efficacy), relatedness (feeling connected to the outside setting) and autonomy (feeling of control). This is supported by the findings of previous studies (e.g., Aziz, Akhtar, & Rauf, 2014; Sukrapi, Muljono, & Purnaningsih, 2014; Wetipo, Rante, Wambraw, & Bharanti, 2015) which reveal that teachers' competency has a relationship with their work motivation. It can be assumed that the higher the EFL teacher's competency, the higher the level of work motivation she/he has.

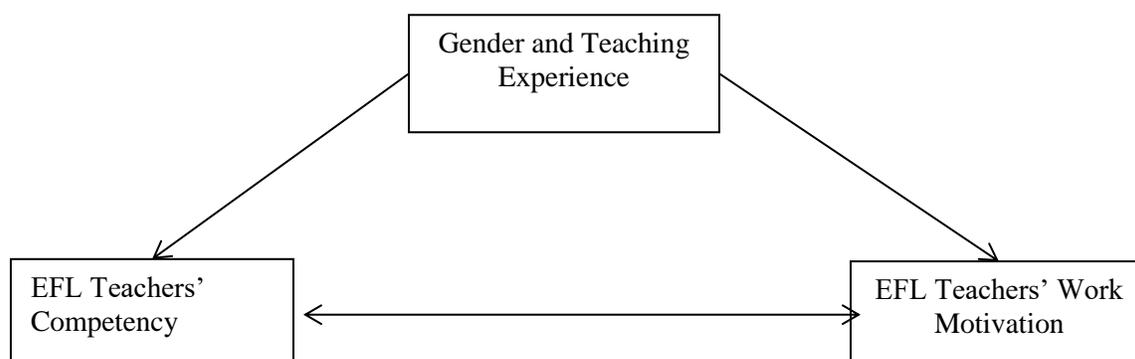


Figure 1 Conceptual Model of the Study

1.5 Research Questions

The current study attempts to address the following questions:

RQ1. What are the levels of competency and work motivation among EFL teachers at public secondary schools in Yemen?

RQ2. Are there significant relationships between competency and work motivation of EFL teachers at public secondary schools in Yemen?

RQ3. Do competency and work motivation differ by gender and teaching experience of EFL teachers at public secondary schools in Yemen?

2. Literature Review

2.1 EFL Teachers' Competency

With the emphasis on the importance of teachers' competencies, competency-based teacher education has appeared (Mulder, Weigel, & Collins, 2006). Niculescu (2014) states that teachers' competency is fundamental for the quality of education which has multiple functions in a society

that wants the renewal of itself. It is true that there are many interpretations and theories of teaching and learning process, also there are many tools, machinery, equipment, and programs to facilitate teaching and learning process, but the quality of education cannot be achieved only through the availability of competent teachers.

In order to assess pre-service as well as in-service EFL teachers' competency in Pakistan, Arshad (2009) designed a questionnaire. He concentrated on the core competencies which English language teachers should strive to attain. He categorized EFL teachers' competency into three general categories: knowledge competency, professional competency, and personal competency. These categories represent areas in which teachers require knowledge, a variety of competences and abilities to make decisions related to teaching EFL.

Firstly, knowledge competency is the knowledge, skills, and abilities of EFL teachers which enable them to deal with educational and social context in which they work. In this study, knowledge competency contains core knowledge of English, content area approved by the curriculum, communicative competencies (grammar, discourse, sociolinguistic, and strategic), enhancement of the knowledge according to the need of the time, and connecting the study of the subject with other subjects (Arshad, 2009).

Secondly, professional competency is the broad professional knowledge, abilities, and skills required in order to work as EFL teachers. Professional competency consists of four components: planning, teaching techniques, classroom management, and evaluation and recording (Arshad, 2009). According to Richards (2010):

English language teaching is not something that anyone who can speak English can do. It is a profession, which means that English teaching is seen as a career in a field of educational specialization, it requires a specialized knowledge base obtained through both academic study and practical experience (p. 119).

Thirdly, personal competencies are personal traits and abilities that affect EFL teachers' results in the workplace and in life (Guillen & Saris, 2013). According to Arshad (2009), personal competency includes three components: collaboration with colleagues, national and Islamic perspectives, and communication skills. Studying one of the competency elements means just covering some aspects of EFL teachers' competency, but none of them fully explain what teachers' competency is (Roelofs & Sanders, 2007). Therefore, it is essential to study a unified comprehensive concept of EFL teachers' competency.

Based on the above, the researchers believe that EFL teachers' competency occupies an important place in the modern educational literature due to its relationship with the EFL teachers' performance. So, it is increasingly important to explore the level of EFL teachers' competencies and to address the gap between required and existing competencies of EFL teachers at public secondary schools in Yemen.

2.2 EFL Teachers' Work Motivation

Unfortunately, the amount of research in the field of language teacher motivation is still meager (Dörnyei, 2001; Kassagby et al., 2001; Taqi, Taqi, & Akbar, 2017). Erkaya (2013) argues that, about ESL/EFL teachers' motivation research, not much has been found. She attributed that to the previous focus of researchers on students' motivation since they thought it was the only prerequisite for language success. But, the concept of teachers' motivation is gradually receiving attention in TESOL nowadays, especially in educational psychology and teacher education (Tsutsumi, 2014).

SDT focuses on the causality orientations rather than on the need strength as the individual difference. It emphasizes three basic psychological needs: a need for competence, a need for autonomy and a need for relatedness are the nutrients of motivation (Deci & Ryan, 1991). So, an EFL teacher needs to satisfy the needs for competence, autonomy, and relatedness and will show positive consequences when they are satisfied. Based on Deci and Ryan's (2000) self-determination theory (SDT), EFL teacher's work motivation can be classified into six motivational constructs: intrinsic motivation, identified regulation, introjected regulation, external regulation - material, external regulation - social, and amotivation (Gagné et al., 2015). They can be examined at a level and arranged in a continuum according to the levels of self-determination (Ryan & Connell, 1989).

The first type of work motivation is the intrinsic motivation, which reflects the most self-determination motivation, involves performing behaviors or engaging in an activity because of internal reasons, such as enjoyment, pleasure or for the feeling of satisfaction (Deci & Ryan, 2000). Next, the identified regulation refers to doing an activity because an individual's motivated behavior is consciously driven by their values and goals (Koestner & Losier, 2002). After that, the introjected regulation refers to the regulation of behavior through self-worth contingencies such as ego-involvement and guilt. It involves the process in which external demands become a strategy to generate an internal response. Thus, to make sure they perform an activity, they place pressure on themselves through internal reinforcement, such as shame or guilt (Koestner & Losier, 2002).

The lowest level of the self-determined types of extrinsic motivation is external regulation (social or material), which refers to doing an activity in order to obtain rewards or avoid punishments (Deci & Ryan, 2000). Behavior so regulated is therefore completely noninternalized. External regulation is considered to control extrinsic motivation behavior; it is reinforced and maintained by the contingency but will disappear when the rewards and punishments are withdrawn. Finally, at the lowest end of self-determination, there is the third type of motivation which is amotivation. It reflects a lack of motivation or desire as illustrated in people who do not engage in behavior no matter how many external prompts are provided (Deci & Ryan, 2000). Amotivation results from not valuing an activity, not feeling competent to perform it, or not expecting it to yield the desired outcome (Bandura, 1977; Deci, 1975; Seligman, 1975). So, each type of the motivation types is determined by a series of regulatory processes, which can be values, rewards, self-control, interests, fun, satisfaction, etc.

2.3 The Relationship between EFL Teachers' Competency and their Work Motivation

“Most prominent approaches to the study of motivation today involve competence in some way, whether it be the desire to become competent, to appear competent to others, to feel competent, or even to avoid feeling or appearing incompetent” (Urdan & Turner, 2005, p. 297).

Aziz, Akhtar and Rauf (2014) find a significant positive correlation between competency and work motivation of teachers. Teachers' competency is closely related to the concept of motivation. Teachers' competency in the present study refers to EFL teachers' knowledge or abilities which enable him/her to be a successful or unsuccessful performer. Teachers' motivation increases with the feeling of competency. So, to be motivated, teachers need to perceive them as competent due to teachers' competency enhances their motivation. For the cognitive field, they said that the perceptions people have of themselves indeed play a powerful role in affecting their motivation.

According to Bandura (1977), teachers tend to avoid situations they believe surpass their capabilities, but conduct and perform with confidence those tasks or activities they judge themselves capable of achieving successfully. Teachers' beliefs about their competencies make up their sense of self-efficacy. Self-efficacy beliefs, according to Bandura (1977), are significant determinants of whether teachers will make a greater effort on a task and persist in the face of difficulty. Teachers with low self-efficacy make a minimum of effort, are easily discouraged and, in many cases, give up easily. Vice versa, teachers with high self-efficacy believe that they can perform well and they deal with difficult tasks as something to be managed rather than something to be avoided.

Fisher (1978) states that teachers' competency promotes his or her level of motivation according to the level of the competency. Thus, poor level of teachers' competency is more likely to contribute to reduced teachers' motivation and effort because a low level of teachers' competency communicates a lack of ability that may be difficult to change. On the other hand, high level of teachers' competency communicates that success is within reach if more effort is expended. Previous studies suggest that those teachers holding a high level of competency tend to exhibit a high level of motivation, and thus lead to high level of performance (Sukrapi, Muljono, & Purnaningsih, 2014).

Sukrapi, Muljono, and Purnaningsih (2014) find that teachers' competency and motivation together positively and significantly correlated and have a close relationship with his/her performance. This may imply that teachers' competency and motivation together would be the factors that determine the success of a teacher in performing his/her duty as a teacher. Therefore, policy makers, educational administrators, and teacher trainers have to provide professional development opportunities that are in line with specific teachers' needs in order to reinforce teachers' competency and motivation.

To sum up, the review of the related literature proposed that competency and motivation have important impacts on teachers' performance. However, there were limited studies about the relationships between teachers' competency and motivation. In fact, there is a lack of studies which

reflected the linkages between EFL teachers' motivation and competency. Thus, the present study is an attempt to bridge the gap in research.

3. Research Methodology

The instruments of data collection which were utilized in the present study to elicit data on the study variables are the EFL teachers' competency questionnaire which is adopted from Arshad (2009) and the multidimensional work motivation scale which is adopted from Gagné et al. (2015). According to Gillham (2008), questionnaires offer an objective means of collecting information about people's knowledge, beliefs, attitudes, and behaviors. Both instruments were pilot tested on 40 EFL teachers at public secondary schools for their validity and reliability. Reliability of EFL teachers' competency questionnaire was 0.96, and the reliability of the multidimensional work motivation scale was 0.90. Experts in the fields of EFL teaching and human resource management verified the face validity and content validity of the instruments. A simple random sampling was utilized in order to choose the participants among EFL teachers at public secondary schools in Yemen. The questionnaires were administered to the participants in person.

4. Results

Q1. What are the levels of competency and work motivation among EFL teachers at public secondary schools in Yemen?

Means and standard deviations were extracted in order to answer this question. The overall mean of EFL teachers' competency is (M=3.66), with Std. Deviation (25.76) which is considered high (5 points Likert scale). The personal competency has gotten the highest level of the three competency dimensions with the mean (3.87), then the professional competency with the mean (3.71), and the least level is the knowledge competency with the mean (3.52). The results are shown in Table 1.

Table 1 Descriptive Statistics of EFL Teachers' Competency

	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Std. Error
Knowledge Competency	3.52	14.10	-.971	.141
Professional Competency	3.71	9.15	-.565	.141
Personal Competency	3.87	5.95	-.819	.141
Competency	3.66	25.76	-.727	.141

In addition, Table 2 shows the descriptive analysis of EFL teachers' work motivation and its factors. The overall mean of EFL teachers' work motivation is (4.42), with Std. Deviation (19.72) which is considered moderate (7 points Likert scale). The mean score of Amotivation (with reverse-coding) is (5.58) which is the highest. Then, the mean score of Identified Regulation is (4.97), Introjected Regulation (4.59), and Intrinsic Motivation (4.57). Finally, the mean score of Extrinsic Regulation-Social is (3.41) and Extrinsic Regulation-Material is (3.32) which are the lowest. It indicates that the teachers are de-motivated with these two factors.

Table 2 Descriptive Statistics of EFL Teachers' Work Motivation

	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Std. Error
Amotivation	5.58	4.56	-1.143	.141
Extrinsic Regulation-Social	3.41	4.65	.333	.141
Extrinsic Regulation-Material	3.32	4.77	.349	.141
Introjected Regulation	4.59	6.16	-.115	.141
Identified Regulation	4.97	4.83	-.498	.141
Intrinsic Motivation	4.57	5.15	-.380	.141
Work Motivation	4.42	19.72	-.266	.141

Q2. Are there significant relationships between competency and work motivation of EFL teachers at public secondary schools in Yemen?

To answer this question, Pearson Product Moment Correlation Coefficient was performed. Cohen's (1988) classification of correlation strength has been used in the present study. Cohen (1988) suggested that a correlation is considered small/weak when $r = .10$ to $.29$, medium/moderate when $r = .30$ to $.49$, and large/strong when $r = .50$ to 1.00 . In this first analysis, there was a significant strong positive correlation between the two variables (EFL teachers' competency and their work motivation) ($r = .586$, $n = 300$, $p = .000 < 0.01$), high levels of EFL teachers' competencies associated with high levels of EFL teachers' work motivation.

In addition, the results in Table 3 indicate that there was a significant strong positive correlation between EFL teachers' competency and the intrinsic motivation factor $r = .551$. There were significant moderate positive correlations between EFL teachers' competency and three factors of work motivation which are amotivation (with reverse coding) $r = .473$, identified regulation $r = .447$, and introjected regulation $r = .403$. Also, there were significant weak positive correlations between EFL teachers' competency and two factors of work motivation which are extrinsic regulation-social $r = .230$ and extrinsic regulation-material $r = .179$.

Finally, the results indicate that there were significant strong positive correlations between two factors of EFL teachers' competency and their work motivation, which are EFL teachers' knowledge competency $r = .535$ and EFL teachers' professional competency $r = .534$. Also, there was a significant moderate positive correlation between EFL teachers' personal competency and their work motivation $r = .449$.

Table 3 Pearson Correlations of EFL Teachers' Competency and Work Motivation

	Knowledge Competency	Professional Competency	Personal Competency	Competency
Amotivation	.485**	.433**	.230**	.473**
Extrinsic Regulation-Social	.181**	.186**	.279**	.230**
Extrinsic Regulation-Material	.133*	.183**	.181**	.179**
Introjected Regulation	.340**	.377**	.358**	.403**

Identified Regulation	.393**	.413**	.368**	.447**
Intrinsic Motivation	.556**	.485**	.322**	.551**
Work Motiavtion	.535**	.534**	.449**	.586**

In the second analysis, simple linear regression was performed in order to examine whether EFL teachers' competency is a significant predictor of their work motivation. Table 4 provides the extent to which variability in EFL teachers' work motivation as the dependent variable is accounted for by their competency as the independent variable. The standardized coefficient of simple correlation is presented in the 'R' column. R is the measure of the prediction of the dependent variable (work motivation). A value of 0.586 indicates a good level of prediction. The 'R Square' value is the proportion of variance in the work motivation that can be explained by the independent variable (competency). It indicates that competency explains 34% of the variability of work motivation.

Table 4 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.586 ^a	.343	.341	16.005

a. Predictors: (Constant), Competency

Q3. Do competency and work motivation differ by gender and teaching experience of EFL teachers at public secondary schools in Yemen?

To answer this question, the one-way analysis of variance (ANOVA) was performed. Based on the results, seen in Table 5, there are statistically significant differences for the level of competency among EFL teachers in accordance to the variable of gender (male, female) in favor of female EFL teachers, $F(1, 298) = 4.57, P = .033 < .05$, partial eta squared = .015. The value of partial eta squared of .015 means 1.5% of the variance on competency attributed to gender (weak effect size). The mean for the female EFL teachers was (3.79) compared with (3.60) for male EFL teachers as seen in Table 6.

Table 5 Summary results of (ANOVA) to compare between the effect of male and female EFL teachers on competency

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Gender	2999.296	1	2999.296	4.573	.033	.015
Error	195459.051	298	655.903			

Table 6 Descriptive summary of competency across gender

Gender	Mean	Std. Deviation	N
Female	3.79	21.40	97
Male	3.60	27.39	203
Total	3.66	25.76	300

Based on the results, seen in Table 7, there is no effect of gender on EFL teachers' work motivation $P = .218 > .05$.

Table 7 Summary results of (ANOVA) to compare between the effect of male and female EFL teachers on work motivation.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Gender	591.951	1	591.951	1.525	.218	.005
Error	115670.436	298	388.156			

Based on the results, seen in Table 8, there are statistically significant differences for the level of competency among EFL teachers in accordance to the variable of teaching experience in favor of the more experienced EFL teachers, $F(4, 295) = 2.51, P = .042 < .05$, partial eta squared = .033. The value of partial eta squared of .033, means 3.3% of the variance on competency attributed to teaching experience (weak effect size). Teachers were grouped by years of experience: 1-5 years with the mean (3.55), 6-10 years with (3.60), 11-15 years with (3.71), 16-20 years with (3.90), and more than 20 years with (3.95).

Table 8 Summary results of (ANOVA) to test the effect of teaching experience on EFL teachers' competency.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Experience	6539.642	4	1634.911	2.513	.042	.033
Error	191918.705	295	650.572			

Based on the results, shown in Table 9, there are statistically significant differences for the level of work motivation among EFL teachers in accordance to the variable of teaching experience in favor of the more experienced EFL teachers, $F(4, 295) = 2.67, P = .033 < .05$, partial eta squared = .035. The value of partial eta squared of .035, means 3.5% of the variance on work motivation attributed to teaching experience (weak effect size). Teachers were grouped by years of experience: 1-5 years with the mean (4.30), 6-10 years with (4.39), 11-15 years with (4.40), 16-20 years with (4.43), and more than 20 years with (5.02).

Table 9 Summary results of (ANOVA) to test the effect of teaching experience on EFL teachers' work motivation.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Experience	4055.237	4	1013.809	2.665	.033	.035
Error	112207.150	295	380.363			

5. Discussion

This study explored the levels of competency and work motivation among EFL teachers at public secondary schools in Yemen. The descriptive statistics revealed that the overall level of competency among EFL teachers at public secondary schools in Yemen was high. The knowledge competency dimension has got the least degree among the three dimensions of competency. English language teaching "requires a specialized knowledge base obtained through both academic study and practical experience" (Richards, 2010, p.119). Therefore, there is an urgent need for pre-service and in-service training in order to improve EFL teachers' knowledge, skills, and abilities.

The findings of the study indicated a moderate level of work motivation among EFL teachers at public secondary schools. The results revealed that the most motivating factor of EFL teachers was amotivation (with reverse-coding). This means that the EFL teachers were highly motivated to work and do not want to fail. Also, it is found that the EFL teachers were more motivated with some factors which were identified regulation, introjected regulation, and intrinsic motivation, respectively. In contrast, they were less motivated with the extrinsic factors of motivation which were respectively extrinsic regulation-social and extrinsic regulation-material. The results of the study are in line with those of Demir (2011) which provide support for the adequateness of the Self-Determination Theory for predicting and understanding of teachers' work motivation and found that the teachers' intrinsic motivation had a greater level than the extrinsic motivation. These results confirmed those of (Doyle & Kim, 1999; Kassabgy, Boraie & Schmidt, 2001; Menyhárt, 2008) who found that ESL/EFL teachers were mostly intrinsically motivated to teach.

The answer to the second research question showed that there was a significant strong positive correlation ($r = .586$, $n = 300$, $p = .000 < 0.01$) between EFL teachers' competency and their work motivation. The results also indicated that EFL teachers' competency contributed was a significant predictor and a strong effective factor in the level of EFL work motivation. In other words, EFL teachers at public secondary schools in Yemen who have a high level of competency are more motivated to work than those with low-level competency. The findings of the present study were consistent with those of Aziz, Akhtar, and Rauf (2014) and Sukrapi, Muljono, and Purnaningsih (2014), who revealed that there were significant positive correlations between teachers' competency and motivation. They have also confirmed those findings of Wetipo, Rante, Wambraw, and Bharanti (2015), who found that there was a significant positive effect of teachers' competency on their motivation.

The analysis of the results of the third research question showed that female EFL teachers had a higher level of competency than male EFL teachers. This finding is in line with those of (Anbuthasan & Balakrishnan, 2013; Mustafa, 2013), who found that competency among female teachers is higher than male teachers. In contrast, the effect of gender on EFL teachers' work motivation was not confirmed. The results did show that experience levels have an effect on EFL teachers' competency, meaning that EFL teachers with high levels of experience had higher levels of competency compared to those with low levels of experience. These results confirmed those of (Kömür, 2010; Mustafa, 2013), who found that experienced teachers had a higher level of competency than less experienced teachers. Finally, results indicated that the greater the level of experience, the higher the level of motivation among the EFL teachers. These results came in line

with the results of Khan (2011), who reported that teachers with more years of teaching experience have got higher levels of motivation.

6. Recommendations

Based on the findings of the study, the researchers recommend performing professional training and improving conditions of EFL teachers of public secondary schools in order to gain a higher level of work motivation and improve outcomes of the EFL teaching-learning process. In addition, there is a need for designing a balanced EFL teachers' education curriculum and programs to expose them to theoretical and practical experiences which will support equally their knowledge, professional, and personal competencies. Additionally, for obtaining better levels of work motivation, it is strongly recommended that the Ministry of Education must review the financial matters and the current salary scheme for public schools teachers. Also, they should consider teaching experience and gender differences when making strategic decisions. For future studies, the researchers suggest replicating this study with a larger group of participants and in different contexts. Finally, in future, it is recommended to combine the self-reporting questionnaires with other more qualitative tools because the responses to this type of measuring instruments may be influenced by personal or social values.

7. Conclusion

The findings of the present study draw a conclusion that high levels of EFL teachers' competency enhance their work motivation. So, competent EFL teachers will have high levels of work motivation and feel confident being able to perform well. They have the self-confidence/self-efficacy and will tend to accept tasks and situations beyond their abilities. This conclusion suggests that the levels of competency of EFL teachers at public secondary schools in Yemen need to be improved for gaining better levels of work motivation and thus better EFL teaching and learning.

About the Authors:

Sameer Ahmed Awadh Boset is a PhD candidate at the Department of Language and Literacy Education, Faculty of Education, University of Malaya. He is an instructor at the Department of English, Faculty of Education, Aden University, Yemen. His main areas of interest include TESL, TESOL, teacher education and training, instructional technology, and teaching methods.

Dr. Adelina Asmawi is Deputy Dean of Undergraduate Studies and the Quality Manager at the Faculty of Education, University of Malaya. She holds a PhD in Professional Development of Teachers, TESOL, and Instructional Technology from Melbourne Graduate School of Education (ranked second in the world by subject), University of Melbourne, Australia. Her main areas of interest include higher education, instructional technology, creative thinking, TESOL, and professional development.

Dr. Nabeel Abedalaziz is a senior lecturer at the Department of Educational Psychology and Counseling, Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia. His PhD in Measurement & Evaluation is from Amman Arab University, Jordan. His current research interests include measurement & evaluation, quantitative studies in the humanities, action research, teacher education, and school-based assessment.

References:

- Abdulsalam, D., & Mawoli, M. A. (2012). Motivation and Job Performance of Academic Staff of State Universities in Nigeria: The Case of Ibrahim Badamasi Babangida University, Lapai, Niger State. *International Journal of Business and Management*, 7(14), 142–148.
- Al-Ahdal, A. (2010). ELT in Yemen and India - the Need for Remedial Measures. *Language in India*, 10(11), 140–153.
- Al-shamiry, R., & Alduais, A. (2013). EFL In-service Yemeni Teachers' Perceptions and Perspectives on the Importance of Teaching Stress and Intonation as Supra-segmental Features of Speech and Sound attributes to the Process of Comprehension: A Survey-Study. *International Journal of Social Science Research*, 1(1), 39–56.
- Alsofi, A. A. (2009). *Designing a Refresh Course for In-Service Teachers of English in Yemen*. Unpublished M. A. Thesis. Faculty of Education, Hodeidah University, Yemen.
- Al-Sohbani, Y. A. Y. (2013). An Exploration of English Language Teaching Pedagogy in Secondary Yemeni Education: A Case Study. *International Journal of English Language & Translation Studies*, 1(3), 41–57.
- Al-sohbani, Y. A. Y. (2015). The Role of Attitudes and Motivation in Learning English as a Foreign Language Among Yemeni Rural Secondary School Students. *Journal of Teaching and Teacher Education*, 1(1), 33–42.
- Anbuthasan, A., & Balakrishnan, V. (2013). Teaching Competency of Teachers in Relation to Gender, Age and Locality. *International Journal of Teacher Educational Research (IJTER)*, 2(1), 31–35.
- Arifin, H. M. (2015). The Influence of Competence, Motivation, and Organisational Culture to High School Teacher Job Satisfaction and Performance. *International Education Studies*, 8(1), 38–45.
- Arshad, M. (2009). *Evaluative Study of Secondary School Teachers' Competency in the Subject of English*. Unpublished M. A. Thesis. The Islamia University of Bahawalpur, Punjab, Pakistan.
- Aziz, F., Akhtar, M., & Rauf, M. (2014). Relationship between Teachers' Competencies and Motivation at Higher Education Level in Pakistan. *Pakistan Annual Research Journal*, 50(1), 163–174.
- Baleghizadeh, S., & Gordani, Y. (2012). Motivation and Quality of Work Life among Secondary School EFL Teachers. *Australian Journal of Teacher Education*, 37(7), 30–42.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Cohen, J. W. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillside, NJ: Lawrence Erlbaum Associates.
- Cross, D. (2003). Language teacher preparation in developing countries: Structuring preservice teacher training program. *English Teaching Forum*, 41(4), 41-43.
- Deci, E.L. (1975). *Intrinsic Motivation*. Plenum, New York, NY.
- Deci, E. L., & Ryan, R. M. (1991). A motivational approach to self: Integration in personality. In R. Dienstbier (Ed.), *Nebraska symposium on motivation: Vol. 38, Perspectives on motivation* (pp. 237-288). Lincoln: University of Nebraska Press.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.

- Deci, E. L., & Ryan, R. M. (Eds.). (2002). *Handbook of self-determination research*. Rochester, NY: University of Rochester Press.
- Demir, K. (2011). Teachers' intrinsic and extrinsic motivation as predictors of student engagement. *E Journal of New World Sciences Academy (NWSA)*, 6(2), 1397-1409.
- Dessler, G. (2001). *Management: Leading People and Organization in the 21st Century*. Harlow: Prentice Hall.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Doyle, T., & Kim, M. Y. (1999). Teacher motivation and satisfaction in the United States and Korea. *MEXTESOL Journal*, 23(2), 35-48.
- Dweik, B. S., & Awajan, N. W. (2013). Factors that Enhance English Language Teachers' Motivation in Jordanian Secondary Schools. *English Linguistics Research*, 2(1), 33-42.
- Erkaya, O. R. (2013). Factors that Motivate Turkish EFL Teachers. *International Journal of Research Studies in Language Learning*, 2(2), 49-61.
- Fisher, C. F. (1978). The effects of personal control, competence and extrinsic reward systems on intrinsic motivation. *Organizational Behavior and Human Performance*, 21(1), 273-288.
- Gagné, M., Forest, J., Vansteenkiste, M., Crevier-Braud, L., Van den Broeck, A. et al. (2015). The Multidimensional Work Motivation Scale: Validation evidence in seven languages and nine countries. *European Journal of Work and Organizational Psychology*, 24, 178-196.
- Getahun, T., Tefera, B. F., & Burichew, A. H. (2016). Teacher's Job Satisfaction and its Relationship with Organizational Commitment in Ethiopian Primary Schools: Focus on Primary Schools of Bonga Town. *European Scientific Journal*, 12(13), 380-401.
- Gillham, B. (2008). *Developing a Questionnaire (Real World Research)* (2nd ed.). London, UK: Continuum International Publishing.
- Guillen, L., & Saris, W. E. (2013). Competencies, Personality Traits, and Organizational Rewards of Middle Managers: A Motive-Based Approach. *Human Performance*, 26(1), 66-92.
- Inayatullah, A., & Jehangir, P. (2012). Teachers' Job Performance: The Role of Motivation. *Abasyn Journal of Social Sciences*, 5(2), 78-99.
- Jusmin, A., Said, S., Bima, M. J., & Alam, R. (2016). Specific Determinants of Work Motivation, Competence, Organizational Climate, Job Satisfaction and Individual Performance: A Study among Lecturers. *Journal of Business and Management Sciences*, 4(3), 53-59.
- Justine, N. (2011). *Motivational practices and teachers performance in Jinja Municipality Secondary Schools, Jinja District, Uganda*. Unpublished M. A. Thesis. Bugema University, Kampala, Uganda.
- Kant, R. (2014). A Study of Emotional Intelligence and Teaching Motivation of Secondary School Teachers in Relation to their Gender and Stream. *Academia Journal of Educational Research*, 2(3), 39-43.
- Kassabgy, O., Boraie, D., & Schmidt, R. (2001). Values, rewards, and job satisfaction in ESL/EFL. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (Technical Report #23, pp. 213-237). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.
- Khan, S. Z. (2011). *Factors Affecting the Motivation of Expatriate English as a Foreign Language (EFL) Teachers in the Sultanate of Oman*. Unpublished Ph.D.'s thesis. University of Exeter, UK.

- Koestner R., Losier G. F. (2002) Distinguishing three ways of being internally motivated: A closer look at introjection, identification, and intrinsic motivation. In Deci E. L., Ryan R. M. (Eds.), *Handbook of self-determination research* (pp.101-121). Rochester, NY: University of Rochester Press.
- Kömür, Ş. (2010). Teaching knowledge and teacher competencies: a case study of Turkish preservice English teachers. *Teaching Education*, 21(3), 279–296.
- Menyhárt, A. (2008). Teachers or Lecturers ? The Motivational Profile of University Teachers of English. *WoPaLP*, 2, 119–137.
- Mulder, M., Weigel, T., & Collins, K. (2006). The concept of competence in the development of vocational education and training in selected EU member states - a critical analysis. *Journal of Vocational Education & Training*, 59(1), 65–85.
- Mulhauser, R. (1958). Upgrading the in-service teacher. *Modern Foreign Languages in the High School Bulletin*, 16, 140.
- Mustafa, M. N. (2013). Professional competency differences among high school teachers in indonesia. *International Education Studies*, 6(9), 83–92.
- Niculescu, B.-O. (2014). Specific Competencies Required in Promoting the Quality of the English Language Teaching Process. *Buletin Stiintific*, 2(38), 144–151.
- Nzulwa, J. (2014). Motivational Factors Affecting High School Teachers' Professional Conduct and Work Performance : A Case of Public High Schools in Nairobi City. *International Journal of Humanities and Social Science*, 4(3), 60–66.
- Richards, J. C. (2011). *Competence and Performance in Language Teaching*. New York: Cambridge University Press.
- Richards, J. C. (2010). Competence and Performance in Language Teaching. *RELC Journal*, 41(2), 101–122.
- Richards, J. C. (1998). *Beyond training*. Cambridge: Cambridge University Press.
- Roelofs, E., & Sanders, P. (2007). Towards a Framework for Assessing Teacher Competence. *European Journal of Vocational Training*, 40(1), 123–139.
- Ryan, R. M., & Connell, J. P. (1989). Perceived locus of causality and internalization: Examining reasons for acting in two domains. *Journal of Personality and Social Psychology*, 57, 749-761.
- Seligman, M.E.P. (1975). *Helplessness: On Depression, Development, and Death*. WH Freeman, San Francisco, CA.
- Soepriyatna, S. (2012). Investigating and assessing competence of high school teachers of English in Indonesia. *Malaysian Journal of ELT Research*, 8(2), 38–49.
- Sukrapi, M., Muljono, P., & Purnaningsih, N. (2014). The Relationship between Professional Competence and Work Motivation with the Elementary School Teacher Performance. *Asian Journal of Humanities and Social Studies*, 2(5), 689–694.
- Tao, S. (2013). Why are teachers absent? Utilising the Capability Approach and Critical Realism to explain teacher performance in Tanzania. *International Journal of Educational Development*, 33(1), 2–14.
- Taqi, H. A., Taqi, A. A., & Akbar, R. S. (2017). How Demotivated are EFL Teachers ? A Kuwaiti College Perspective. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 7(1), 35–42.
- Tsutsumi, R. (2014). Exploring Japanese university EFL teacher motivation. *Journal of Pan-Pacific Association of Applied Linguistics*, 18(1), 121-143.

- Urduan, T. & Turner, J.C. (2005). Competence motivation in the classroom. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 297-317). New York: Guilford Press.
- Wang, L. (2010). An Investigation of the Current State of College Teachers' Teaching Quality and Teacher Development. *Asian EFL Journal*, 12(1), 261-284.
- Wetipo, W., Rante, Y., Wambraw, O., & Bharanti, E. (2015). The Mediating Effect of Job Satisfaction and Job motivation to Influence School Leadership , Teacher Competence and Experience of Teachers on Performance of Teachers in SMA / SMK in Jayawijaya , Indonesia. *Journal of Resources Development and Management*, 15, 10–16.