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Unpacking Amotivation: An Adapted Self-Determination Theory Model for AZFA Teachers

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ABSTRACT

Objective: Amotivation among AZFA teachers is a fundamental challenge to improving educational quality. This study aimed to identify factors affecting teacher amotivation and develop a context-specific model based on Self-Determination Theory (SDT) to explain the underlying psychological and institutional mechanisms

Method: The statistical population included all AZFA teachers at Iranian educational centers, from whom 60 individuals (38 women, 22 men) completed a researcher-developed questionnaire covering five components: teaching methods and professional opportunities, technology and resource access, textbook content and curriculum, professional relationships and job status, and systemic constraints. Additionally, semi-structured interviews with 10 teachers were analyzed thematically using MAXQDA software.

Results: Quantitative findings showed high amotivation rates across all components, particularly regarding limited professional development opportunities, technological constraints, and pressures from inflexible curricula. Qualitative data confirmed and extended these results, with teachers reporting compulsory use of traditional methods, lack of multimedia resources, poor internet infrastructure, short-term contracts, and insufficient salaries. Thematic analysis revealed that all factors contribute to amotivation by restricting the three basic psychological needs—autonomy, competence, and relatedness.

Conclusions: Based on the findings, an SDT-informed model was developed illustrating how institutional and educational factors lead to amotivation through constraining these fundamental needs. This model contributes to motivation literature in Persian language teaching while offering practical implications for policymakers and administrators, including curriculum revision, improving teachers' economic and professional conditions, and enhancing technological infrastructure.

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1- Introduction

Amotivation is one of the most serious yet often overlooked professional challenges in the field of language education. This phenomenon can affect the quality of teaching and learning and may have far-reaching consequences for teachers' professional development and career sustainability. Amotivation is defined as the absence of drive or intention to act (Deci & Ryan, 1985) and occurs when individuals perceive no relationship between their efforts and outcomes (Markland & Tobin, 2004). Under such conditions, teachers not only show limited engagement in classroom activities but also participate less in professional development initiatives (Pelletier et al., 2001; Vallerand et al., 1992). The consequences may include reduced commitment and effort (Ntoumanis, 2001, 2002; Terrier et al., 2018), increased stress (Baker, 2004), devaluing of instructional activities, and ultimately teacher attrition (Ntoumanis et al., 2004; Ricard & Pelletier, 2016). Despite its importance, amotivation has often been examined indirectly in educational literature under related constructs such as stress and job dissatisfaction (Guglielmi & Tatrow, 1998; Kyriacou, 2007), burnout (Deutsch, 1984), or teacher erosion (Wilkinson, 2005). However, applying the framework of Self-Determination Theory provides greater analytical precision for understanding this phenomenon and distinguishing it from similar constructs (Dörnyei & Ushioda, 2013).

Hastings (2012) emphasizes that teacher motivation differs in nature from learner motivation and is largely a form of work motivation. According to work motivation theory (Herzberg, 1966), job satisfaction typically arises from intrinsic factors such as personal growth, whereas amotivation is more strongly influenced by extrinsic factors such as administrative policies, working conditions, and organizational constraints. Research indicates that discrepancies between expectations and job realities, heavy workloads, long teaching hours, learner disengagement, repetitive content, and limited opportunities for professional growth are among the most significant sources of teacher amotivation (Addison & Brandt, 2008; Baleghizadeh & Gordani, 2012; Kiziltepe, 2008; Komazawa, 2013; Sugino, 2010). Nevertheless, studies on language teachers' amotivation remain scarce, especially compared to the large body of research on learner motivation (Dörnyei & Ushioda, 2013). This gap is even more pronounced in the field of Teaching Persian to Speakers of Other Languages (AZFA). In addition to general teaching challenges, AZFA teachers face context-specific issues such as limited specialized resources, weak institutional support, and particular structural pressures, yet no comprehensive study has specifically examined their amotivation. Furthermore, although cultural, economic, and institutional factors have been identified as major drivers of amotivation in Western and Asian contexts (Han & Moehzuddin, 2017; Kiziltepe, 2008; Wang et al., 2024; Zhang, 2025),

these components have received little attention in AZFA research, and no model grounded in Self-Determination Theory has been adapted for this context.

The present study is designed to fill this theoretical and empirical gap. Drawing on the framework of Self-Determination Theory (Deci & Ryan, 1985), it aims to provide a comprehensive account of the factors influencing AZFA teachers' amotivation. This theory posits that three fundamental psychological needs—autonomy, competence, and relatedness—form the basis of sustained motivation, and any factor that undermines these needs may lead to amotivation. The primary objective is to develop a context-specific model explaining the mechanisms that generate amotivation among AZFA teachers within the Iranian educational context and to provide a foundation for practical interventions. To achieve this objective, the following research questions are proposed:

Main Research Question:

What are the key factors contributing to amotivation among AZFA teachers?

Sub-questions:

1. How do teaching methods and professional opportunities influence AZFA teachers' amotivation?
2. What role does access to technology play in AZFA teachers' amotivation?
3. How can textbook content and curriculum contribute to AZFA teachers' amotivation?
4. What impact do professional relationships and teachers' social status have on their motivation?
5. How do systemic constraints create conditions that foster AZFA teachers' amotivation?

2. Literature Review

2.1. Theoretical Foundations

The present study is grounded in Self-Determination Theory (SDT), a theory first proposed by Deci and Ryan (1985) that offers a differentiated approach to the concept of motivation. This theory begins by distinguishing between amotivation and motivation. Amotivation refers to the absence of will and driving force to perform an activity and occurs when an individual does not value the activity in question (Ryan, 2006), does not expect the activity to lead to a desired outcome (Seligman, 1975), or does not feel sufficiently competent to perform it (Bandura, 1986). In contrast, motivation emerges when an individual believes that performing a behavior will lead to a valuable outcome or a desirable experience. Self-Determination Theory divides motivation into two main types: intrinsic and extrinsic. Intrinsic motivation refers to engaging in an activity that is inherently pleasurable and satisfying and is a clear example of autonomy. Conversely, extrinsic motivation pertains to performing an activity to achieve a separate outcome, such as receiving a reward or avoiding punishment. Research has shown that engaging

in activities for extrinsic reasons is often experienced as controlled behavior. However, Self-Determination Theory explains that extrinsic motivation can be transformed into more autonomous forms through a process called internalization. This theory categorizes the internalization process into three levels:

1. **Introjection:** A value or behavior is accepted but not fully internalized and is not considered part of the "self."
2. **Identified Regulation:** The individual understands the importance of the activity and considers it part of their identity.
3. **Integrated Regulation:** The most complete form of internalization, where values are integrated with other dimensions of the individual's personality.

Numerous studies have shown that controlled motivation (such as extrinsic motivation and introjection) is typically associated with negative outcomes like burnout and poor performance, whereas autonomous motivation (identified, integrated, and intrinsic) leads to positive outcomes such as psychological well-being, professional commitment, and more satisfactory performance (Gagné & Deci, 2005). Accordingly, Self-Determination Theory emphasizes that autonomous motivation flourishes when three basic psychological human needs—autonomy, competence, and relatedness—are satisfied in the work environment. Conversely, when these needs are not met, individuals gradually experience a decline in motivation and, ultimately, amotivation. From an organizational leadership perspective, Self-Determination Theory has also addressed the role of management styles in strengthening or weakening motivation. Transformational leadership, which includes dimensions such as individual consideration, intellectual stimulation, and providing a clear vision, is considered an autonomy-supportive style and enhances autonomous motivation by fostering a shared identity between employees and organizational goals. In contrast, transactional leadership, which focuses on conditional rewards and close monitoring, is more often recognized as a controlling style and can increase amotivation by diminishing the sense of agency and autonomy (Gagné & Deci, 2005).

Although SDT provides a general framework for explaining motivation and amotivation, its application in context-specific research requires a precise explanation of the relationship between fundamental psychological needs and objective workplace factors. Accordingly, the five main components extracted in the present study are considered not as independent variables of the theoretical framework, but as contextual manifestations of the undermining of autonomy, competence, and relatedness needs. First, teaching methods and professional development opportunities are directly linked to the need for autonomy and competence. Requiring instructors to adhere to predetermined methods, repetitive content, and a lack of freedom in designing educational activities can undermine their sense of professional agency and control.

Simultaneously, limitations in accessing professional growth opportunities and constructive feedback hinder the development of a sense of competence, leading to amotivation. Second, access to educational technology is primarily related to the need for competence and, to some extent, autonomy. The inability to use technological tools or the lack of necessary infrastructure can reinforce instructors' feelings of professional ineffectiveness and limit their ability to choose innovative teaching approaches. This situation, especially in modern educational environments, can lead to experiences of amotivation. Third, the content of textbooks and the curriculum are related to all three fundamental needs of Self-Determination Theory. Content that is not aligned with the learners' level, needs, or goals can reduce instructors' sense of competence; rigid and inflexible curricula undermine the need for autonomy; and a lack of meaning and cultural relevance in the content can diminish instructors' emotional connection to the teaching process and learners.

Fourth, the professional relationships and social status of instructors are directly linked to the need for relatedness. Lack of institutional support, weak professional interaction with colleagues and managers, and the low social and professional status of AZFA teachers can undermine their sense of belonging, being seen, and being valued, leading to amotivation. Fifth, systemic limitations, including administrative policies, control structures, and job insecurity, often threaten all three fundamental needs simultaneously. By reducing professional autonomy, limiting growth opportunities, and weakening supportive relationships, these limitations create an environment in which amotivation develops as a gradual and systemic consequence. Therefore, the five components of the present study are not merely scattered factors, but intertwined dimensions of the work experience of AZFA teachers that can lead to amotivation through the undermining of the fundamental needs of Self-Determination Theory.

2.2. Review of Previous Studies

Research conducted on teacher motivation and amotivation—particularly in the field of foreign language education—has offered diverse perspectives. Han and Mahzoun (2017), working in Turkey and using document analysis together with in-depth interviews, found that cultural differences, lack of institutional support, and learner disinterest were the primary causes of declining teacher motivation. The value of their study lies in its detailed portrayal of cultural and organizational contexts; however, its case study design limits generalizability, and the absence of a clearly articulated theoretical framework leaves the psychological explanation of the phenomenon incomplete. In a quantitative study of university teachers, Kiziltepe (2008) highlighted the role of economic concerns, low morale, and insufficient organizational support in teacher amotivation. While this study emphasized a broad range of external factors, it did not focus specifically on language teachers. In China, Zhang (2025), adopting an ecological

approach and qualitative interviews, conceptualized teacher motivation as a dynamic process shaped by individual, classroom, institutional, and societal layers. The significance of this study lies in its comprehensive multilevel perspective; nevertheless, despite its breadth, the ecological approach has limited explanatory power regarding basic psychological needs, which are explicitly defined within Self-Determination Theory. Wang et al. (2024) further demonstrated that limited professional development opportunities can reduce teacher motivation. Although their focus highlighted a relatively underexplored dimension, the study primarily examined positive motivation and did not sufficiently address amotivation as an independent construct.

Numerous studies grounded in Self-Determination Theory have also examined teacher motivation. Roth et al. (2007) showed that teachers' autonomous motivation leads to autonomy-supportive teaching practices and, consequently, higher student motivation. Moreover, autonomous motivation was negatively associated with burnout and positively related to self-actualization. The importance of this research lies in its direct link between teacher motivation and instructional quality; however, its implementation in Western contexts raises questions about the transferability of its findings to other educational settings. Pelletier et al. (2002) reported similar results, though their study focused primarily on the relationship between teachers' motivation and instructional behaviors rather than on environmental factors shaping motivation. Other research, largely centered on learners, such as Banerjee and Halder (2021) and Uloch and Gogo (2022), showed that teacher support—through fostering autonomy, providing structure, and strengthening relatedness—can reduce learners' amotivation. While these findings confirm the relevance of the Self-Determination Theory framework, they still do not directly address teacher amotivation.

Within the field of Teaching Persian to Speakers of Other Languages, research has likewise focused mainly on learner motivation. Arabnezhad (2018) emphasized the role of cultural content and educational technology in enhancing Persian learners' motivation; however, the study was largely theoretical and lacked empirical data. Farshbafian et al. (2018) and Ghasempour Moghaddam and Azhand (2017) reported the superiority of integrative motivation over instrumental motivation among Persian learners, yet these studies were limited by exclusive reliance on questionnaires and by their focus on a single linguistic population. Attar Sharqi (2019), drawing on the Possible Selves framework, revealed cultural differences in motivation between Chinese and Lebanese learners of Persian. Other studies have highlighted related dimensions: Mirdehghan et al. (2020) examined the role of multimedia in enhancing learners' competence; Sedighifar and Hosseini (2023) demonstrated the effect of collaborative learning on increasing enjoyment; Amini (2021) investigated the influence of avoidance goals on learners' anxiety; and Zarei and Gilanyan (2021) explored how metacognitive strategies

strengthen task value. Despite their contributions to understanding learner motivation, nearly all of these studies have overlooked teacher amotivation.

An overall review of the literature indicates that although numerous studies have focused on learner motivation and amotivation (e.g., Haddadi & Sadri, 2021; Moradi & Mofakherian, 2022) and some research has addressed contextual factors influencing teacher motivation, no independent study has directly examined the phenomenon of amotivation among AZFA teachers within the framework of Self-Determination Theory. This theoretical and empirical gap underscores the necessity of the present study, which seeks to employ the Self-Determination Theory framework to develop a comprehensive model explaining AZFA teachers' amotivation.

3. Methodology

3.1. Participants

The statistical population of the present study consisted of active AZFA teachers working in university centers, public and private institutes, and online courses across different cities in Iran. From this population, the questionnaire link was sent to approximately 150 eligible teachers, of whom 60 ultimately completed the questionnaire in full (approximately a 40% response rate). The final sample therefore included 60 teachers (38 women and 22 men), ranging in age from 22 to 46 years. Based on the study's analytical classification, 18 participants were under 30 years old and 42 were aged 30 or above. In terms of teaching experience, participants' experience ranged from 1 to 10 years; 20 had less than 10 years of experience and 40 had 10 years or more. Regarding class type, 22 primarily taught online classes and 38 taught face-to-face classes. This diversity in age, experience, and instructional context made it possible to compare amotivation components across different groups. Sampling in the quantitative phase was conducted through purposive convenience sampling via professional AZFA teacher groups on Telegram and WhatsApp. Inclusion criteria required participants to have at least one year of AZFA teaching experience and to be actively teaching at the time of data collection. Teachers with less than one year of experience or those working only in short-term informal courses were excluded. Although this sampling method is susceptible to self-selection bias, given the geographical dispersion of the target population and the absence of an official registry of AZFA teachers, this approach enabled access to a diverse range of teachers with varying backgrounds and teaching contexts. Before completing the questionnaire, participants were provided with an introductory page explaining the study's objectives, data usage procedures, and ethical assurances, and their informed consent was obtained electronically. Participants were assured that all responses would remain completely confidential, that data would be analyzed anonymously, and that no identifying information would be collected. It was also emphasized

that participation was entirely voluntary and that individuals could withdraw from the study at any stage without any consequences. In addition to the quantitative phase, to deepen data interpretation, semi-structured interviews were conducted with 10 selected teachers (5 women and 5 men), chosen to maximize variation in age, experience, and class type.

3.2. Materials and Instruments

The primary data collection instrument in the present study was a researcher-developed 50-item questionnaire specifically designed to measure amotivation among AZFA teachers. The questionnaire consisted of 25 binary items (agree/disagree) and 25 five-point Likert-scale items (ranging from “strongly disagree” to “strongly agree”) and covered the following five core components of amotivation:

1. Teaching methods and professional opportunities(e.g., degree of freedom in selecting teaching methods, opportunities for pedagogical innovation, and access to specialized courses and workshops);
2. Access to technology (including technological infrastructure, multimedia tools, online teaching platforms, and instructional support resources);
3. Textbook content and curriculum (cultural appropriateness, up-to-datedness of materials, curricular flexibility, and alignment with learners’ needs);
4. Professional relationships and status (quality of interaction with administrators and colleagues, level of institutional support, and perceived social value and status of teachers);
5. Systemic and structural constraints (salary and benefits, workload, job security, and administrative policies and procedures).

These five components were derived from an exploratory qualitative phase conducted prior to questionnaire development. In that phase, semi-structured interviews were carried out with 12 experienced AZFA teachers to explore sources and manifestations of amotivation across different instructional contexts in depth. Participants were selected purposively based on criteria such as a minimum of five years of AZFA teaching experience, experience teaching in more than one instructional setting (university, institute, or online), and active involvement in professional language-teaching activities. The teachers varied in gender, teaching location, and class type and were selected as key informants. Interview data were analyzed using thematic analysis, and recurring patterns in participants’ narratives were systematically grouped into the five domains above. Teachers repeatedly referred to limitations in instructional autonomy and professional growth opportunities, challenges related to technological infrastructure, dissatisfaction with textbook content and curricula, strained professional relationships and lack of organizational appreciation, as well as broader systemic pressures such as financial insecurity and unstable employment conditions. These themes were reported across diverse institutional

contexts, indicating their centrality in AZFA teachers' experiences of amotivation. Accordingly, the questionnaire was designed to operationalize these qualitatively derived domains in a structured quantitative format while maintaining alignment between teachers' lived experiences and the measured constructs. To increase measurement precision, both binary and Likert-scale items focused on the same thematic content but were presented in different formats so that both categorical judgments and degrees of attitude could be assessed. Combining these two item types made it possible to identify overall patterns of amotivation on the one hand and analyze attitudinal nuances on the other. Such an approach has also been reported in previous motivation research as an effective strategy for measuring multidimensional phenomena (Dörnyei & Ushioda, 2013; Kwan & Wang, 2015). Content validity of the questionnaire was confirmed through expert judgment by three specialists in Persian language education and educational psychology. To examine reliability, a pilot study was conducted with 15 AZFA teachers whose teaching experience and instructional contexts were similar to those of the main sample, and Cronbach's alpha coefficients were calculated. Results indicated acceptable reliability for each component: teaching methods and professional opportunities ($\alpha = 0.81$), access to technology ($\alpha = 0.78$), textbook content and curriculum ($\alpha = 0.80$), professional relationships and status ($\alpha = 0.83$), and systemic and structural constraints ($\alpha = 0.85$). The overall Cronbach's alpha for the questionnaire was 0.86, indicating satisfactory internal consistency. Although the instrument's five-component structure was grounded in thematic analysis from the qualitative phase and the study's theoretical framework, conducting exploratory or confirmatory factor analysis was not feasible in this study. The relatively small quantitative sample size compared with the number of items did not meet the conditions required for stable factor analysis. Nevertheless, conceptual alignment between items and their corresponding components was ensured through within-component review and expert validation. This limitation is explicitly acknowledged, and future research is recommended to examine the instrument's factor structure empirically with larger samples. In addition to the questionnaire data, semi-structured interviews were conducted with 10 AZFA teachers to deepen the analysis and reveal less visible dimensions of amotivation. Each interview lasted approximately 45 minutes and focused on themes such as workload pressures, professional development opportunities, issues related to instructional content, and personal experiences of amotivation. The integration of quantitative and qualitative data enabled the study to provide a more comprehensive and contextually grounded understanding of amotivation among AZFA teachers.

3.3. Data Collection and Analysis

Data collection was conducted at both quantitative and qualitative levels. In the quantitative phase, the research questionnaire was distributed through virtual groups of TPSOL teacher, yielding a total of 60 completed responses. Quantitative data were analyzed at both descriptive and inferential levels. First, responses to the dichotomous items were analyzed using the Chi-square test to determine whether the distribution of responses differed significantly from chance and which components contributed more prominently to teacher amotivation. For Likert-scale items, descriptive statistics—including means, standard deviations, and response frequency percentages—were calculated to determine the intensity of attitudes and the degree of agreement or disagreement with each statement. Since the present study aimed to develop an explanatory framework of teacher amotivation, additional inferential analyses were conducted to examine the role of contextual variables. The purpose of these analyses was to determine whether significant differences existed between components of teacher amotivation and contextual variables, and to identify which individual, professional, and environmental factors played the most prominent roles in explaining these differences. The contextual variables examined included age (under 30 / 30 and above), teaching experience (less than 10 years / 10 years and more), class type (online / face-to-face), and gender (female / male). Since age and teaching experience were divided into two independent groups and the goal was to compare mean component scores across these groups, one-way ANOVA was used, and effect sizes were reported using η^2 . For two-group comparisons based on class type and gender, independent samples t-tests were employed, and effect sizes were calculated using Cohen's d .

In the qualitative phase, data from semi-structured interviews were analyzed using Reflexive Thematic Analysis following the six-phase framework proposed by Braun and Clarke (2006). These phases included: (1) deep familiarization with the data through repeated reading of interview transcripts, (2) generation of initial codes, (3) searching for potential themes, (4) reviewing and refining themes, (5) defining and naming final themes, and (6) producing the analytical narrative. Coding and data management were conducted using MAXQDA software. Initially, codes were generated inductively based on teachers' direct quotations. Similar codes were then grouped into subthemes, which were subsequently integrated into the main themes of the study. This approach enabled identification of patterns of meaning not only at the explicit level of participants' speech but also in deeper layers of their professional experiences. As a result, themes such as structural and systemic pressures, limited professional development opportunities, challenges related to instructional content, lack of organizational support and appreciation, economic difficulties, and job instability were identified. Several strategies were employed to enhance the trustworthiness of the qualitative findings. First, peer debriefing was conducted: a portion of the data and initial coding was reviewed by a researcher familiar with

qualitative methods, and discussions were held regarding theme labeling and boundaries. Second, member checking was conducted at the level of theme summaries; preliminary findings were shared with several interviewees to confirm alignment between interpretations and their experiences. Third, to ensure methodological transparency, an audit trail was maintained, including multiple coding versions, analytic memos, and records of decisions made during theme merging or separation. Additionally, credibility and transferability were strengthened through the inclusion of diverse and direct participant quotations. Finally, qualitative findings were integrated with quantitative results using a convergent mixed-methods design. This comparative and integrative approach enabled the study to present a comprehensive and multidimensional account of AZFA teachers' amotivation and allowed for a more precise explanation of the individual, instructional, and systemic dimensions of this phenomenon.

4. Results

4.1. Quantitative Findings

4.1.1. Teaching Methods and Professional Opportunities

To examine the role of teaching methods and professional opportunities in the development of amotivation among AZFA teachers, the binary items of this component were first analyzed. For each item, the number of "agree" and "disagree" responses was counted, and a Chi-square test was applied to determine whether the differences were statistically significant. Table 1 presents the distribution of responses and the test results..

Table 1. Results of binary items related to the Teaching Methods and Professional Opportunities

component

No.	Item	Agree	Disagree	χ^2 (df=1)	p	ϕ
1	Imposed teaching methods reduce autonomy and lead to amotivation.	51 (85.0%)	9 (15.0%)	29.40	< .001	0.70
2	Lack of opportunities to update my professional knowledge reduces my motivation.	48 (80.0%)	12 (20.0%)	21.60	< .001	0.60
3	Shortage of skill-development courses and workshops discourages me.	46 (76.7%)	14 (23.3%)	17.07	< .001	0.53
4	Lack of professional feedback leads to my amotivation.	43 (71.7%)	17 (28.3%)	11.27	< .001	0.43
5	My efforts to innovate receive little recognition.	55 (91.7%)	5 (8.3%)	41.67	< .001	0.83

As shown in Table 1, a vast majority of AZFA teachers believe that teaching methods imposed by the educational center limit their autonomy and lead to amotivation; 85% agreed and only 15% disagreed. A one-sample Chi-square test assuming a null hypothesis of equal

response distribution (50% vs. 50%) indicated that this difference was statistically significant ($\chi^2(1)=29.40$, $p<.001$, $\phi=0.70$). The effect size ($\Phi=0.70$) indicates a large effect, highlighting the prominent role of lack of professional autonomy in weakening job motivation. In addition, 80% of participants identified the absence of opportunities to update their professional knowledge as a factor reducing their motivation. This difference was also significant compared with the hypothetical 50/50 distribution ($\chi^2(1)=21.60$, $p<.001$, $\phi=0.60$), and its large effect size underscores the importance of empowerment and professional development programs. Furthermore, 76.7% reported that the shortage of training courses and workshops discourages them, which was confirmed by the result ($\chi^2(1)=17.07$, $p<.001$, $\phi=0.53$). This effect size also falls within the large range, emphasizing the need for educational institutions to provide structured opportunities for skill development. On the other hand, 71.7% of teachers considered the lack of professional feedback from administrators or colleagues to reduce their motivation. Although this proportion was lower than the others, the difference from the hypothetical equal distribution was still statistically significant ($\chi^2(1)=11.27$, $p<.001$, $\phi=0.43$). The effect size here falls within the medium-to-large range, indicating that constructive feedback remains an important—though relatively weaker—factor compared with the other components in this section. Finally, the highest level of agreement was observed for Item 5: 91.7% of teachers felt that their efforts to innovate in teaching receive little attention, while only 8.3% disagreed. This striking difference was also highly significant relative to the hypothetical equal distribution ($\chi^2(1)=41.67$, $p<.001$, $\phi=0.83$). The very large effect size for this item suggests that neglect of instructional innovation is the strongest perceived factor within this component and may constitute one of the most serious sources of amotivation. Comparing effect sizes shows that among the examined factors, neglect of innovation ($\phi=0.83$) and imposition of teaching methods ($\phi=0.70$) contribute the most to shaping amotivation, whereas lack of professional feedback ($\phi=0.43$) shows comparatively less impact. It should be noted that, given the use of multiple simultaneous tests, the issue of multiple comparisons arises. However, even after applying a Bonferroni correction ($\alpha=0.01$), all results remained significant. To examine teachers' attitudes toward teaching methods and professional opportunities more precisely, five items on a five-point Likert scale (from strongly disagree to strongly agree) were used. The percentage distribution of responses along with the mean and standard deviation are presented in Table 2.

Table 2. Likert-scale results for the Teaching Methods and Professional Opportunities component

No.	Item	SD (%)	D (%)	Neutral (%)	A (%)	SA (%)	Mean	SD
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1	Imposed teaching styles reduce my interest in teaching.	3.3	6.7	8.3	35.0	46.7	4.16	1.05
2	Lack of sufficient opportunities to update professional knowledge discourages me.	6.7	8.3	11.7	43.3	30.0	3.82	1.21
3	Shortage of workshops and skill-development courses reduces my motivation.	5.0	13.3	8.3	36.7	36.7	3.87	1.25
4	Lack of professional feedback from colleagues or administrators causes amotivation.	8.3	11.7	5.0	30.0	45.0	3.92	1.37
5	I feel that my innovations in teaching receive insufficient attention.	1.7	5.0	3.3	41.7	48.3	4.30	0.97

As shown in Table 2, Item 1 (“Imposed teaching styles reduce my interest in teaching”) obtained a high mean score of 4.16, with more than 81.7% of respondents agreeing or strongly agreeing, indicating that standardization or imposition of teaching styles strongly affects teachers’ amotivation. Item 2 yielded a mean of 3.82 (SD = 1.21), with approximately 73.3% agreement, suggesting that although important, its impact is weaker than that of imposed teaching styles. Item 3, referring to the shortage of workshops and skill-development courses, showed a mean of 3.87, with nearly 73.4% agreement. While its importance is comparable to Item 2, the slightly higher standard deviation reflects greater variability in responses. For Item 4, the lack of professional feedback, the mean was 3.92, with 75% agreement, indicating that feedback is crucial for maintaining occupational motivation among AZFA teachers. Finally, Item 5 (“Insufficient attention to teachers’ instructional innovations”) recorded the highest mean (4.30), with over 90% agreement, suggesting that neglecting teachers’ creative efforts is one of the strongest contributors to amotivation. A comparison between the binary items (Table 1) and Likert-scale items (Table 2) reveals consistent and convergent findings. In both tables, “imposed teaching methods” and “lack of attention to instructional innovation” emerged as the strongest sources of amotivation, whereas “limited opportunities for updating professional knowledge” and “shortage of workshops” were influential but less intense.

4.1.2. Access to Technology

One of the key domains in examining AZFA teachers’ amotivation concerns their access to technology and educational resources. As contemporary educational environments increasingly rely on technological tools and multimedia content, limitations or deficiencies in this area can

seriously affect teachers' motivation. To investigate the role of technology and educational resources in shaping or intensifying amotivation, five binary items were designed, covering technical support, access to multimedia resources, internet problems, lack of specialized software, and shortages of online instructional content. The results are presented in Table 3.

Table 3. Results of binary items for the Access to Technology and Educational Resources component

No.	Item	Agree	Disagree	χ^2 (df=1)	Phi (ϕ)	Significance Level
1	Lack of adequate technical support leads to my amotivation.	52 (86.7%)	8 (13.3%)	31.27	.72	< .001
2	Limited access to multimedia resources leads to my amotivation.	57 (95.0%)	3 (5.0%)	46.80	.88	< .001
3	Unstable internet makes the teaching process frustrating.	56 (93.3%)	4 (6.7%)	43.27	.85	< .001
4	Shortage of specialized software and platforms reduces my motivation.	48 (80.0%)	12 (20.0%)	21.60	.60	< .001
5	Lack of Persian-language educational content in cyberspace discourages me.	44 (73.3%)	16 (26.7%)	13.33	.47	< .001

As shown in Table 3, the results related to the component of access to technology indicate that the majority of AZFA teachers consider limited access to technology to be a contributing factor to their amotivation. In the analysis of the binary items, the null hypothesis was based on an equal distribution of responses (50/50), and a one-sample Chi-square test with $df = 1$ was conducted for each item. In addition to the significance level, the Phi coefficient (ϕ) was calculated to estimate effect size. For the first item, 86.7% of the teachers emphasized that the lack of adequate technical support in online classes (such as software and internet-related problems) discourages them, while only 13.3% disagreed. The Chi-square value for this item was 31.27 ($p < .001$), and the effect size was $\phi = .72$, indicating a large effect and a statistically significant deviation from the equal distribution. In the second item, the highest level of agreement was observed: 95% of the teachers identified limited access to multimedia resources such as videos, podcasts, and interactive content as one of the most serious causes of their amotivation, while only 5% disagreed. This pattern was confirmed by $\chi^2 = 46.80$ ($p < .001$) and a very large effect size ($\phi = .88$), suggesting that this factor plays the strongest role among the items in this component. The third item showed that 93.3% of the teachers reported that problems caused by low internet speed or the lack of stable internet significantly reduce their motivation, whereas only 6.7% disagreed. This finding was accompanied by $\chi^2 = 43.27$ ($p <$

.001) and a large effect size ($\phi = .85$), highlighting the importance of communication infrastructure. In the fourth item, 80% of the teachers acknowledged that the shortage of specialized Persian language teaching software and platforms reduces their motivation, while 20% did not agree. The values $\chi^2 = 21.60$ ($p < .001$) and $\phi = .60$ indicate a large effect, though weaker than the previous three items. Finally, in the fifth item, 73.3% of the teachers stated that the absence or shortage of Persian-language instructional clips and educational content for non-Persian speakers in cyberspace (such as Instagram and Telegram) discourages them, whereas 26.7% did not share this view. This difference was associated with $\chi^2 = 13.33$ ($p < .001$) and a moderate-to-large effect size ($\phi = .47$). Considering that five tests were conducted simultaneously for this component, a modified Bonferroni correction was applied to control for Type I error ($\alpha = .01$), and all results remained statistically significant even after the adjustment. A comparison of effect sizes shows that limited access to multimedia resources ($\phi = .88$) and unstable internet ($\phi = .85$) were the strongest technological factors contributing to teachers' amotivation, whereas the shortage of social media content ($\phi = .47$) demonstrated the weakest effect. Therefore, the differences are not only statistically significant but also practically meaningful. Following the results obtained from the binary items in Table 3, which provided a clear picture of technological challenges in the teaching practices of AZFA teachers, Likert-scale items were used to complement these findings and examine the intensity of teachers' attitudes toward these issues. Table 4 presents the percentage distribution of participants' responses to each item related to access to technology.

Table 4. Likert-scale results for the Access to Technology and Educational Resources component

No.	Item	SD	D	N	A	SA	Mean	SD
1	Lack of sufficient technical support during online teaching makes teaching difficult and amotivating for me.	3.3%	6.7%	5.0%	31.7%	53.3%	4.25	1.05
2	Limited access to attractive multimedia resources (e.g., instructional videos and podcasts) makes teaching Persian less inspiring for me.	1.7%	1.7%	3.3%	16.7%	76.7%	4.66	0.77
3	When the internet is slow or disconnected, my interest in continuing teaching decreases.	3.3%	1.7%	3.3%	26.7%	65.0%	4.48	0.91
4	The lack of specialized software and platforms for	6.7%	11.7%	5.0%	35.0%	41.7%	3.93	1.25

	teaching Persian makes me feel constrained and amotivated in class.							
5	The absence or shortage of up-to-date Persian teaching content on social media (e.g., Instagram and Telegram) reduces my enthusiasm for creativity in teaching.	8.3%	13.3%	6.7%	40.0%	31.7%	3.73	1.27

Based on the data in Table 4, access to technology and educational resources clearly plays a significant role in AZFA teachers' motivation or amotivation. In Item 1, 85% of respondents (31.7% agree and 53.3% strongly agree) emphasized that the lack of adequate technical support during online teaching makes the teaching process difficult and amotivating. This result, with a mean of 4.25 and a standard deviation of 1.05, indicates strong agreement among respondents. In Item 2, 93.4% of teachers (16.7% agree and 76.7% strongly agree) reported that limited access to multimedia resources such as videos and podcasts seriously reduces their motivation. With the highest mean score (4.66) and the lowest standard deviation (0.77) among all items, this factor emerged as the most prominent source of amotivation within this component. Item 3 showed that 91.7% of teachers identified slow or unstable internet connectivity as a reason for reduced interest in continuing teaching ($M = 4.48$, $SD = 0.91$), highlighting the importance of communication infrastructure for sustaining teachers' motivation. In Item 4, the proportion of agreement was lower (76.7%), and the mean score of 3.93 indicates that although the lack of Persian teaching software and platforms is a serious obstacle, its perceived impact is weaker than that of multimedia access or internet-related problems. Item 5 revealed that 71.7% of teachers agreed that the lack of up-to-date Persian teaching content on social media and the inability to introduce complementary resources to learners reduce their enthusiasm for instructional creativity. Although this item showed the lowest mean (3.73) and a higher standard deviation (1.27), it remains noteworthy, as it reflects teachers' need for innovation and updated resources. Overall, the results of Tables 3 and 4 complement each other and present a consistent picture: deficiencies in technological tools and educational resources substantially contribute to amotivation among AZFA teachers. While limitations in multimedia resources and internet infrastructure exert the strongest influence, shortages of specialized software and updated instructional content also play a meaningful—albeit slightly weaker—role.

4.1.3. Textbook Content and Curriculum

Previously, the two components of “teaching methods and professional opportunities” and “access to technology” were examined. In what follows, the results related to textbook content and the curriculum are presented. This component is important because the quality, up-to-

dateness, and cultural appropriateness of instructional materials can directly influence teachers' motivation or amotivation. To assess this domain, five items were designed, as presented in Table 5. In analyzing the dichotomous items, the null hypothesis was based on equal distribution of responses (50/50), and a one-sample chi-square test with $df = 1$ was conducted for each item. In addition to the significance level, the Phi coefficient (ϕ) was calculated to estimate effect size.

Table 5. Results of binary items related to the Textbook Content and Curriculum component

No.	Item	Agree n (%)	Disagree n (%)	χ^2 (df = 1)	ϕ	p
1	The lack of cultural relevance and needs-based orientation in the content causes me to feel amotivated.	43 (71.7%)	17 (28.3%)	11.27	.43	< .001
2	Outdated or non-updated textbook content causes me to feel amotivated in teaching.	52 (86.7%)	8 (13.3%)	29.40	.70	< .001
3	The absence of diverse activities and exercises in textbooks makes teaching monotonous and tiring for me.	58 (96.7%)	2 (3.3%)	50.13	.91	< .001
4	When textbooks lack sufficient flexibility to adapt to learners' diverse needs, my motivation for teaching decreases.	45 (75.0%)	15 (25.0%)	15.00	.50	< .001
5	The presence of examples and content that are not compatible with the cultural context of some learners reduces my motivation for teaching.	49 (81.7%)	11 (18.3%)	24.07	.63	< .001

As shown in Table 5, the lack of diverse activities and exercises in textbooks (Item 3) received the highest level of agreement among teacher; 96.7% (58 individuals) agreed, while only 3.3% (2 individuals) disagreed. This item also yielded the highest chi-square value, $\chi^2 = 50.13$ ($p < .001$), and demonstrated a very large effect size ($\phi = .91$), indicating the prominent role of monotonous instructional activities in teachers' experience of amotivation. Item 2, with 86.7% agreement (52 individuals) and 13.3% disagreement (8 individuals), showed that outdated or non-updated textbook content is considered one of the major factors contributing to amotivation in teaching. The chi-square value ($\chi^2 = 29.40$, $p < .001$) and large effect size ($\phi = .70$) confirm the strong impact of this factor. For Item 5, 81.7% of teacher (49 individuals) stated that examples and content incompatible with the cultural context of some learners reduce their teaching motivation, whereas only 18.3% disagreed. This finding, with $\chi^2 = 24.07$ ($p <$

.001) and a large effect size ($\phi = .63$), highlights the importance of cultural alignment in instructional materials. Item 4, with 75% agreement (45 individuals) and 25% disagreement (15 individuals), indicates that textbooks lack sufficient flexibility to accommodate the diverse needs of learners. The chi-square value ($\chi^2 = 15.00$, $p < .001$) and a moderate-to-large effect size ($\phi = .50$) suggest that this factor also makes a significant contribution to reduced teaching motivation. Finally, Item 1 revealed that 71.7% of teacher (43 individuals) believe that textbook content does not adequately align with learners' cultural backgrounds and needs. Although this percentage is lower than the other items, its statistical significance ($\chi^2 = 11.27$, $p < .001$) and moderate effect size ($\phi = .43$) indicate that this factor also plays a considerable role in teachers' amotivation. Given that five tests were conducted simultaneously within this component, a correction was applied to control for Type I error, and all results remained significant after the adjustment. A comparison of effect sizes shows that the monotony of exercises and instructional activities ($\phi = .91$) was the strongest amotivating factor within this component, whereas cultural misalignment of content ($\phi = .43$) exhibited the smallest effect size. This pattern suggests that, in addition to updating instructional materials, designing diverse and flexible activities can play a decisive role in maintaining teachers' motivation. Overall, the findings presented in Table 5 reveal that the lack of variety in exercises, outdated content, and cultural misalignment are the most important amotivating factors for AZFA teacher in the domain of textbook content and curriculum. These findings emphasize that revising instructional materials—by incorporating diverse activities, updating content, and considering learners' cultural contexts—can substantially enhance teachers' motivation.

In Table 6, the percentage distribution of responses to the five items of this component, along with the mean and standard deviation, is presented..

Table 6. Likert-scale results for the Textbook Content and Curriculum component

No.	Item	SD	D	N	A	SA	Mean	SD
1	Textbook content is not culturally and pedagogically aligned with Persian learners' needs.	13.3%	16.7%	6.7%	35.0%	28.3%	3.48	1.41
2	Outdated instructional texts and resources reduce my motivation to teach.	1.7%	8.3%	5.0%	20.0%	65.0%	4.38	1.03
3	The inflexibility of educational programs discourages me from teaching.	0.0%	3.3%	0.0%	20.0%	76.7%	4.70	0.65

4	Repetitive and stereotypical textbook content causes amotivation.	15.0%	10.0%	3.3%	40.0%	31.7%	3.63	1.41
5	Textbooks are not sufficiently aligned with the real needs of Persian learners.	5.0%	11.7%	5.0%	35.0%	43.3%	4.00	1.19

Table 6 indicates varying perspectives among AZFA teachers regarding the quality and relevance of textbook content and curriculum. In Item 1, although 63.3% of respondents agreed or strongly agreed that cultural and content misalignment contributes to amotivation, the mean score (3.48) and relatively high standard deviation (1.41) suggest notable variability in responses. In Item 2, an overwhelming majority of teachers (85%) agreed that outdated instructional materials reduce their motivation, reflected in a high mean (4.38) and a relatively low standard deviation (1.03). Item 3 stands out most clearly: 96.7% of teachers agreed or strongly agreed that lack of flexibility in educational programs reduces teaching motivation, with a very high mean (4.70) and low standard deviation (0.65), indicating strong consensus. Item 4 showed that while 71.7% agreed that repetitive content is amotivating, the moderate mean (3.63) and higher standard deviation (1.41) suggest some divergence in views. In Item 5, 78.3% agreed that insufficient alignment with learners' real needs causes amotivation, with a mean of 4.00 and SD of 1.19, indicating substantial agreement. Taken together, Tables 5 and 6 provide a clear picture of AZFA teachers' concerns regarding textbooks and curriculum. Across both binary and Likert-scale items, outdated content, lack of flexibility, and insufficient cultural relevance emerged as the most influential sources of amotivation. The high mean scores and strong agreement suggest that these issues represent fundamental—not marginal—challenges in the teaching process, underscoring the need for a comprehensive revision of AZFA textbooks and curricula.

4.1.4. Professional Relationships and Status

Another factor that may contribute to the emergence or intensification of amotivation among AZFA teachers is their professional status and the quality of their working relationships with administrators and colleagues. In fact, teachers' perceptions of managerial support, institutional appreciation, and professional collaboration with colleagues can influence their attitudes toward the teaching profession and their level of commitment. Therefore, examining teachers' views in this area can help clarify some of the underlying causes of amotivation. To analyze the binary items of this component, a one-sample chi-square test was employed. The null hypothesis for all items assumed an equal distribution of responses across the two categories of "agree" and "disagree" (50/50). The results indicated that, in all cases, the observed distribution of responses

significantly deviated from the expected distribution. In addition, the Phi coefficient (ϕ) was calculated as a measure of effect size to assess the strength of association. Given that five tests were conducted simultaneously, the significance level was adjusted using the Bonferroni correction (adjusted $\alpha = .01$), and all results remained statistically significant after this adjustment. Table 7 presents the percentage distribution of teachers' responses to the five items related to this component.

Table 7. Results of binary items related to the Professional Relationships and Status component

No.	Item	Agree n (%)	Disagree n (%)	χ^2 (df = 1)	ϕ	p
1	Lack of managerial support for my teaching efforts reduces my motivation.	55 (91.7%)	5 (8.3%)	41.67	.83	< .001
2	The absence of constructive collaboration and interaction with colleagues creates a sense of amotivation in me.	54 (90.0%)	6 (10.0%)	45.07	.87	< .001
3	Ignoring the professional role and status of AZFA teachers by administrators or educational institutions discourages me.	58 (96.7%)	2 (3.3%)	50.53	.92	< .001
4	When my achievements and successes in teaching are not appreciated, I feel amotivated.	58 (96.7%)	2 (3.3%)	50.53	.92	< .001
5	The lack of opportunities to participate in educational or administrative decision-making reduces my job motivation.	56 (93.3%)	4 (6.7%)	45.07	.87	< .001

based on the data presented in Table 7, it is evident that nearly all items within this component were accompanied by very high levels of agreement among teachers. In all cases, more than 90% of respondents emphasized that disregard for professional status, lack of appreciation, or the absence of constructive workplace relationships directly affects their amotivation. The highest level of agreement was observed for Items 3 and 4 (96.7%), indicating that neglecting teachers' professional status and overlooking their perspectives and achievements are perceived as the most significant sources of amotivation. The high chi-square values ($\chi^2 = 50.53$) and Phi coefficients ($\phi = .92$) for these two items indicate a very large effect size, suggesting a statistically very strong association between these factors and amotivation. Similarly, Item 2 (lack of collaboration with colleagues) and Item 5 (lack of participation in decision-making) showed very large effect sizes ($\phi = .87$), underscoring the importance of professional interaction and organizational participation in maintaining job motivation. Even

the lowest effect size within this component—Item 1 ($\phi = .83$)—still falls within the range of a very large effect, highlighting the fundamental role of managerial support in teachers’ motivational experiences. In summary, beyond the high percentages of agreement, the convergence of chi-square values and very large Phi coefficients indicates a strong and homogeneous statistical consensus among respondents. This consistent pattern distinguishes this component from some previous ones, in which the magnitude of effects varied across items. Therefore, it can be concluded that organizational relationships, professional status, and institutional appreciation are not only influential factors but among the most central sources of amotivation for AZFA teachers. Neglecting these factors may not only reduce individual motivation but also negatively affect the overall quality of the educational environment. Table 8 presents the percentage distribution of teachers’ responses to the five items related to this component.

Table 8. Likert-scale distribution for the Professional Relationships and Status component

No.	Item	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	SD
1	Administrators’ manner of interacting with teachers helps motivate teaching.	1.7	8.3	6.7	23.3	60.0	4.32	0.99
2	Appreciation of my efforts in the workplace motivates me to teach more enthusiastically.	1.7	6.7	10.0	28.3	53.3	4.25	0.97
3	Collaboration with colleagues increases my sense of professional belonging.	0.0	5.0	1.7	20.0	73.3	4.62	0.73
4	Positive feedback from administrators increases my teaching motivation.	0.0	3.3	3.3	18.3	75.0	4.65	0.67
5	Respect for teachers’ social and professional status helps sustain my motivation.	3.3	5.0	6.7	30.0	55.0	4.28	0.99

As shown in Table 8, a large proportion of respondents selected “strongly agree” across all items, particularly in Items 3 and 4, where 73.3% and 75% of teachers, respectively, strongly agreed. These findings indicate that collaboration with colleagues and positive managerial feedback play the strongest role in enhancing teachers’ motivation. Items 1, 2, and 5 also yielded high mean scores (above 4.25), underscoring the importance of managerial support, institutional appreciation, and professional status in sustaining motivation. Comparatively, “positive feedback from administrators” (Item 4) obtained the highest mean (4.65), whereas “appreciation of efforts” (Item 2) had the lowest mean (4.25), though the difference between

them was minimal. Overall, these results indicate that positive professional relationships and a valued professional status are among the most important protective factors against amotivation in educational settings. Taken together, the findings from Tables 7 and 8 demonstrate that positive workplace relationships and strong professional status play a crucial role in preventing amotivation among AZFA teachers. Across both binary and Likert-scale items, agreement levels were very high, with “collegial collaboration” and “positive managerial feedback” receiving the greatest emphasis. The frequent selection of “strongly agree” highlights the central importance of this component for teachers.

4.1.5. Systemic Constraints

Systemic constraints can also influence the level of motivation or amotivation among AZFA teachers. These constraints encompass a range of structural and administrative issues, including low salaries and financial instability, short-term or temporary contracts, long working hours and heavy teaching loads, lack of opportunities for career advancement, diversity in learners’ nationalities and first languages, the lower social status of Persian compared to other languages, sudden changes in regulations and policies, learners’ low motivation, and lack of insurance and welfare benefits. Examining these factors provides a clearer picture of the institutional and structural pressures affecting teachers’ motivation. Table 9 presents the results of teachers’ responses to the binary items for this component.

Table 9. Results of binary items related to the Systemic Constraints component

No.	Item	Agree n (%)	Disagree n (%)	χ^2 (df = 1)	ϕ	p
1	Low salary or financial instability causes me to feel demotivated in teaching.	51 (85.0%)	9 (15.0%)	29.40	.70	< .001
2	Short-term or temporary contracts reduce my sense of job belonging.	59 (98.3%)	1 (1.7%)	55.27	.96	< .001
3	Long working hours or heavy teaching loads reduce my motivation.	48 (80.0%)	12 (20.0%)	21.60	.60	< .001
4	The lack of opportunities for career advancement or research discourages me.	52 (86.7%)	8 (13.3%)	32.53	.74	< .001
5	The presence of learners with different nationalities and first languages reduces my motivation in teaching.	47 (78.3%)	13 (21.7%)	19.27	.57	< .001
6	I feel that teaching Persian is valued less than teaching other languages.	45 (75.0%)	15 (25.0%)	15.00	.50	< .001
7	Sudden changes in rules or policies diminish my motivation.	44 (73.3%)	16 (26.7%)	12.80	.46	< .001

8	Learners' low motivation in class reduces my enthusiasm for teaching.	57 (95.0%)	3 (5.0%)	45.27	.87	< .001
9	The lack of insurance coverage and welfare benefits reduces my motivation in teaching.	56 (93.3%)	4 (6.7%)	41.07	.83	< .001

As shown in Table 9, the results of the one-sample chi-square test (with the null hypothesis assuming equal distribution of “agree” and “disagree” responses) indicated that, across all nine items, the observed differences significantly deviated from the expected distribution ($p < .001$). Given that multiple tests were conducted simultaneously, the significance level was adjusted using the Bonferroni correction, and in all cases the results remained statistically significant after the adjustment. Therefore, the null hypothesis can be rejected for all items with a high degree of statistical confidence. Low salary or financial instability emerged as one of the major sources of teachers' amotivation, with 85% of respondents agreeing with this statement ($\chi^2 = 29.40$, $p < .001$). The Phi coefficient for this item indicates a large effect size, reflecting the substantial impact of economic conditions on teachers' motivational experiences. In Item 2, short-term or temporary contracts received the highest level of agreement; 98.3% of teachers emphasized that such contracts reduce their sense of job belonging ($\chi^2 = 55.27$, $p < .001$). The very high Phi value for this item indicates a very large effect size, making it the strongest structural factor within this component. Item 3 showed that long working hours and heavy teaching loads were also identified as serious sources of amotivation, with 80% agreement ($\chi^2 = 21.60$, $p < .001$). In terms of magnitude, the effect size falls within the large range, underscoring the considerable weight of workload-related pressures. Similarly, Item 4 demonstrated that the lack of opportunities for career advancement or research is an important factor (86.7% agreement; $\chi^2 = 32.53$, $p < .001$), with an effect size evaluated as large to very large. This finding highlights the motivational consequences of limited professional growth pathways. In Item 5, 78.3% of teachers believed that the high diversity of learners' nationalities and first languages in the classroom reduces their motivation ($\chi^2 = 19.27$, $p < .001$). Although the effect size of this item is slightly lower than that of the structural factors, it still falls within the moderate-to-large range. Overall, the general pattern of the data suggests that job insecurity, economic instability, and limited opportunities for professional advancement constitute the core of teachers' amotivation. In contrast, variables related to classroom conditions or learner characteristics appear to occupy a secondary position. This finding indicates that purely pedagogical interventions may not be sufficient to reduce amotivation unless they are accompanied by structural reforms in employment contracts, benefits, and professional security.

Table 10. Likert-scale distribution for the Systemic Constraints component

Item	SD	D	N	A	SA	Mean	SD
Financial instability and low salary	0.0%	10.0%	8.3%	18.3%	63.3%	4.35	1.01
Short-term contracts	0.0%	1.7%	0.0%	13.3%	85.0%	4.82	0.50
Working hours and teaching load	3.3%	10.0%	11.7%	26.7%	48.3%	4.07	1.15
Lack of career advancement opportunities	1.7%	6.7%	8.3%	38.3%	45.0%	4.18	0.97
Diversity of nationalities and first languages	11.7%	10.0%	6.7%	41.7%	30.0%	3.68	1.32
Lower perceived value of Persian	10.0%	13.3%	6.7%	48.3%	21.7%	3.58	1.25
Sudden policy changes	8.3%	15.0%	5.0%	53.3%	18.3%	3.58	1.20
Learners' low motivation	0.0%	3.3%	3.3%	11.7%	81.7%	4.72	0.69
Lack of insurance and welfare benefits	0.0%	5.0%	3.3%	3.3%	88.3%	4.75	0.75

Based on Table 10, short-term contracts ($M = 4.82$, $SD = 0.50$) and lack of insurance and welfare benefits ($M = 4.75$, $SD = 0.75$) received the highest levels of agreement, with more than 85% of respondents selecting “strongly agree.” These findings indicate that job stability and financial security are among the most fundamental determinants of motivation or amotivation among AZFA teachers. Similarly, learners’ low motivation ($M = 4.72$, $SD = 0.69$) ranked very highly, highlighting the decisive role of classroom interaction and learner feedback in sustaining teacher motivation. Other factors—such as financial instability and low salary ($M = 4.35$), lack of career advancement opportunities ($M = 4.18$), and heavy workload ($M = 4.07$)—also showed high levels of agreement, though greater variability suggests that their impact differs across teachers. In contrast, diversity of learners’ nationalities and first languages ($M = 3.68$), lower perceived value of Persian ($M = 3.58$), and sudden policy changes ($M = 3.58$) received comparatively lower mean scores, indicating that these factors do not affect all teachers uniformly. Overall, the results from Tables 9 and 10 demonstrate that within the “Systemic Constraints” dimension, economic issues (salary and benefits) and job insecurity (contracts) exert the strongest influence on teacher amotivation, whereas cultural diversity and regulatory changes have comparatively weaker effects. These findings underscore the importance of macro-level policymaking and institutional support in enhancing and sustaining AZFA teachers’ motivation.

4.1.6. Relationships Between Components and Background Variables

To complement the quantitative findings and move beyond purely descriptive statistics, inferential analyses were conducted to determine whether significant differences existed between the components of teacher amotivation and background variables. The background

variables examined included age (under 30 / 30 and above), teaching experience (less than 10 years / 10 years and above), type of class (online / face-to-face), and gender (female / male). Since age and teaching experience were divided into two independent groups and the aim was to compare the mean amotivation scores between these groups, one-way Analysis of Variance (ANOVA) was employed. In the table, the F values represent the ANOVA test statistics, indicating whether the difference between group means is statistically significant. In addition, eta squared (η^2) was reported as a measure of effect size, showing the proportion of variance in each amotivation component explained by the background variable. For comparisons between two independent groups in the variables of class type and gender, independent samples t-tests were used. In the table, the t values represent the test statistics. For these comparisons, effect size was calculated using Cohen's d, which indicates the magnitude of the difference between groups. The "p" column shows the level of statistical significance, and the "effect size" column reflects the practical strength of the differences. This inferential analysis was conducted to identify the role of individual, professional, and environmental factors in the experience of amotivation among AZFA teachers. The results are presented in Table 11.

Table 11. Results of Relationships Between Amotivation Components and Background Variables

Amotivation Component	Group	n	M $\pm$ SD	Test	p	Effect Size
Access to Technology	Age <30	18	3.92 $\pm$ 0.55	F = 12.45	<.001	η^2 = 0.18
	Age $\geq$ 30	42	3.28 $\pm$ 0.48	—	—	—
	Experience <10 yrs	20	3.95 $\pm$ 0.52	F = 11.87	<.001	η^2 = 0.17
	Experience $\geq$ 10 yrs	40	3.30 $\pm$ 0.50	—	—	—
	Online	22	4.05 $\pm$ 0.55	t = 3.42	<.01	d = 0.74
	Face-to-face	38	3.41 $\pm$ 0.50	—	—	—
	Female	38	3.65 $\pm$ 0.56	t = 1.12	.27 (ns)	d = 0.15
	Male	22	3.58 $\pm$ 0.54	—	—	—
Teaching Methods & Professional Opportunities	Age <30	18	4.05 $\pm$ 0.60	F = 10.32	<.001	η^2 = 0.15
	Age $\geq$ 30	42	3.45 $\pm$ 0.52	—	—	—
	Experience <10 yrs	20	4.10 $\pm$ 0.57	F = 9.88	<.001	η^2 = 0.14
	Experience $\geq$ 10 yrs	40	3.42 $\pm$ 0.53	—	—	—
	Online	22	4.12 $\pm$ 0.60	t = 3.10	<.01	d = 0.68
	Face-to-face	38	3.48 $\pm$ 0.52	—	—	—
	Female	38	3.68 $\pm$ 0.58	t = 0.98	.33 (ns)	d = 0.14
	Male	22	3.56 $\pm$ 0.54	—	—	—
Textbook Content & Curriculum	Age <30	18	3.88 $\pm$ 0.57	F = 9.87	<.001	η^2 = 0.14
	Age $\geq$ 30	42	3.33 $\pm$ 0.50	—	—	—
	Experience <10 yrs	20	3.90 $\pm$ 0.54	F = 8.92	<.01	η^2 = 0.13
	Experience $\geq$ 10 yrs	40	3.35 $\pm$ 0.51	—	—	—
	Online	22	3.92 $\pm$ 0.56	t = 1.21	.27 (ns)	—

	Face-to-face	38	3.36 ± 0.51	—	—	—
	Female	38	3.60 ± 0.54	t = 0.87	.38 (ns)	—
	Male	22	3.52 ± 0.51	—	—	—
Systemic Constraints	Age <30	18	3.42 ± 0.50	F = 11.21	<.001	$\eta^2 = 0.16$
	Age ≥30	42	3.91 ± 0.55	—	—	—
	Experience <10 yrs	20	3.40 ± 0.52	F = 9.34	<.01	$\eta^2 = 0.13$
	Experience ≥10 yrs	40	3.88 ± 0.56	—	—	—
	Online	22	3.45 ± 0.53	t = 1.02	.31 (ns)	—
	Face-to-face	38	3.82 ± 0.54	—	—	—
	Female	38	3.70 ± 0.55	t = 0.98	.33 (ns)	—
	Male	22	3.68 ± 0.53	—	—	—
Professional Status	Age <30	18	3.38 ± 0.53	F = 12.05	<.001	$\eta^2 = 0.18$
	Age ≥30	42	3.88 ± 0.50	—	—	—
	Experience <10 yrs	20	3.35 ± 0.50	F = 10.87	<.001	$\eta^2 = 0.16$
	Experience ≥10 yrs	40	3.90 ± 0.52	—	—	—
	Online	22	3.40 ± 0.52	t = 1.12	.27 (ns)	—
	Face-to-face	38	3.85 ± 0.51	—	—	—
	Female	38	3.72 ± 0.53	t = 1.05	.31 (ns)	—
	Male	22	3.70 ± 0.52	—	—	—

As shown in Table 11, age and teaching experience emerged as the most significant background variables explaining differences in the components of teacher amotivation. Younger teachers and those with fewer years of experience reported greater amotivation related to access to technology compared to older teachers ($p < .001$, $\eta^2 = 0.18$). This finding suggests that younger teachers, who are generally more technologically competent, may experience stronger amotivation when resources, equipment, or opportunities to use technology are limited in the educational environment. The same pattern was observed in the components of teaching methods and professional opportunities, as well as textbook content and curriculum. Younger and less experienced teachers reported higher levels of limitations in these areas, indicating a stronger need for professional support and skill development opportunities. In contrast, older and more experienced teachers expressed greater concern regarding systemic constraints and professional status. The higher mean scores of these components among experienced teachers indicate that they are more sensitive to structural limitations and their professional standing within the educational system rather than to day-to-day operational challenges. These differences clarify the role of individual and professional variables in shaping the experience of amotivation and highlight its multidimensional nature, which varies depending on teachers' career stage. Class type (online versus face-to-face) also had a significant effect on some components. Teachers in online classes reported greater amotivation related to access to technology and teaching methods and professional opportunities ($p < .01$, $d > 0.6$), whereas no

significant differences were observed for textbook content, systemic constraints, or professional status. These results suggest that the mode of instruction, particularly online teaching, imposes distinct psychological and practical demands on teachers, and limited access to resources and professional interaction partly explains online-related amotivation. Finally, gender had no significant effect on any of the components ($p > .05$). Therefore, differences in amotivation appear to be influenced more by age, experience, and class type than by gender. Overall, the integrated analysis indicates that teacher amotivation results from the interaction of individual, professional, and environmental factors. Younger and less experienced teachers are more affected by operational and instructional limitations, whereas experienced teachers emphasize structural and professional challenges. These findings not only provide a strong foundation for discussion of the final model but also demonstrate that each component of amotivation requires targeted strategies and interventions—from technical and instructional support for younger teachers to enhancing professional status and reducing systemic constraints for experienced teachers.

4.2. Qualitative Findings

In this section, qualitative data obtained from semi-structured interviews were analyzed and coded using thematic analysis with the assistance of MAXQDA software. This analysis led to the identification of key patterns and themes in the lived experiences of teachers teaching Persian to non-Persian speakers (AZFA teachers). One of the most salient themes emerging from the interviews concerned teaching methods and professional opportunities. Many teachers emphasized that being required to use fixed and often outdated textbooks restricts innovation in the classroom. As one teacher explained:

“In many centers, including ours, a fixed textbook—often with an outdated structure—is imposed for teaching. If an teacher wants to use innovative or interactive methods creatively, first of all, there is not enough time, and they may fail to finish the course within the timeframe determined by the center. In some cases, the content itself or the assignments do not lend themselves to those methods at all. Nevertheless, even when I implement a new idea in class, it is usually either ignored or considered insignificant. More importantly, opportunities for skill development through workshops and professional training courses are extremely limited. Even when a valuable workshop is held, I often remain unaware of it due to poor communication. Ultimately, we work in a vacuum—without receiving professional and constructive feedback from administrators or educational supervisors. This feeling that no one sees your growth or cares about it gradually drains your passion and motivation for teaching.”

Another major theme was related to technology and access to educational resources. The lack of standardized instructional video clips for different textbook topics was repeatedly mentioned as a serious challenge. One teacher noted:

“The absence of appropriate instructional videos for textbook topics such as shopping or ordering food has created many problems, and we are forced to produce videos ourselves, which is time-consuming and often of low quality.”

In the same vein, unstable internet connections and the poor quality of domestic platforms were frequently highlighted. One teacher stated in a detailed interview:

“Without a doubt, internet instability and frequent disconnections are among the biggest problems. Imagine explaining a grammatical point in the middle of a lesson and suddenly the connection drops. When you reconnect, you find that the classroom atmosphere has collapsed and everyone’s concentration is gone. Sometimes the problem lies with the domestic platform imposed by the institution—the audio cuts in and out, or the image is not visible to learners. The energy I invest in making the class dynamic is wasted due to these technical limitations. Sometimes we need to use Google Meet instead of the domestic platform, but access to it is highly restricted. For example, in one class, after a few minutes, I am forced to stop everyone, close the session, and send a new link. This completely disrupts the flow of the class and is extremely exhausting.”

Another challenge was related to textbook content and the educational curriculum. Teachers criticized the unrealistic compression of courses and the pressure to complete textbooks within a very short time. One teacher argued:

“The problem is not the textbook itself; the problem is a system that wants to force everything into a predetermined framework. We are required to finish a bulky textbook full of complex grammatical points and a large volume of new vocabulary within exactly twenty or thirty days. The result is that there is no time left to work on real language skills such as listening. Learners may know a lot of vocabulary, but they cannot understand a simple sentence when they hear it.”

Another issue raised was the national and linguistic diversity of learners. The same teacher explained:

“I have had classes where Arabic-speaking, Chinese, and English-speaking learners were present at the same time. For Arabic-speaking learners, the Persian alphabet is relatively familiar and easier to learn. But for Chinese or English-speaking learners, everything starts from zero: writing from right to left, changes in letter shapes when they are connected, dots and strokes that change the meaning of letters. These require a lot of time and practice—time

that the compressed curriculum does not allow. This pressure severely reduces teaching motivation.”

In the domain of professional relationships and occupational status, teachers repeatedly referred to managerial neglect and the absence of appreciation. For example, one teacher stated:

“We teachers spend many hours planning and following up, yet there is no support from administrators. When, after months of effort, a learner who started at a very low level can now speak comfortably, this is a major achievement. However, such successes are never acknowledged by management. This neglect gradually creates a sense of amotivation. Even among colleagues, there is no constructive collaboration. Everyone is preoccupied with their own classes, and no one has time to exchange experiences. Ultimately, we have no role in educational decision-making; syllabi and textbooks are determined by people who have not set foot in a classroom for years. This feeling of being ignored as a professional destroys one’s passion for teaching.”

Finally, systemic constraints related to economic and contractual issues were identified as the deepest sources of amotivation. Teachers emphasized that low salaries and short-term contracts undermine job security. One teacher remarked:

“Many of us do not receive adequate pay for teaching. We may work for months, yet our salaries are paid with delays of several weeks. Almost all of us work under temporary contracts—either for a single term or a specific course. This means we never feel job security. We are constantly stressed about whether we will have a class to teach next term or not. Worse still, educational centers do not consider themselves obliged to provide insurance. When you lack even the most basic welfare benefits such as insurance, it is natural to feel that your value as a professional teacher is being ignored. These conditions gradually erode one’s love for teaching. When you are constantly worried about your livelihood, there is no energy left for creativity or improving classroom quality.”

Another systemic dimension concerned the status of the Persian language and learners’ amotivation. Another teacher explained:

“We live in a world where mastery of languages like English or French is considered a necessity, whereas learning Persian is often seen as a special interest or mere curiosity. This perception is unconsciously transferred to learners as well. They often enter classes with superficial motivation and abandon them at the first difficulty. Their amotivation is contagious; when you do not see enthusiasm and effort in your audience, you gradually begin to ask yourself: Is it worth investing so much energy? This feeling creates a deep sense of exhaustion and compounded amotivation.”

As is evident, the qualitative data provide rich insights into the hidden dimensions of teacher amotivation and demonstrate that this phenomenon does not stem solely from individual factors. Rather, it emerges from a complex interplay of institutional pressures, infrastructural deficiencies, lack of professional support, economic challenges, and the global positioning of the Persian language. Table 11 presents the final thematic structure along with examples of initial codes.

Table 11. Results of Qualitative Thematic Analysis (Using MAXQDA)

Initial Codes (Sample Quotations)	Subthemes	Main Themes
"Fixed and outdated textbooks... no opportunity for innovation." "When I implement a new idea, it is ignored."	Restrictions on teaching methods	Teaching Methods and Professional Opportunities
"Professional workshops are very limited... often I am not even informed."	Lack of professional development opportunities	Teaching Methods and Professional Opportunities
"No professional feedback from administrators... no one cares about your growth."	Lack of professional feedback and support	Teaching Methods and Professional Opportunities
"No appropriate instructional videos... we must create our own."	Shortage of multimedia resources	Technology and Educational Resources
"Frequent internet disconnections destroy classroom atmosphere."	Internet infrastructure problems	Technology and Educational Resources
"The institution's domestic platform constantly lags."	Inefficiency of domestic platforms	Technology and Educational Resources
"Using Google Meet with VPN... exhausting."	Limited access to international tools	Technology and Educational Resources
"We must finish a bulky textbook in 20 days."	Curriculum pressure and time compression	Textbook Content and Curriculum
"Alphabet teaching is harder for Chinese learners."	Challenges caused by learners' national diversity	Textbook Content and Curriculum
"No managerial support... achievements are ignored."	Managerial neglect	Professional Relationships and Status
"No collaboration among colleagues."	Lack of collegial interaction	Professional Relationships and Status
"No role in educational decision-making."	Marginalization of teachers' roles	Professional Relationships and Status
"Low and delayed salaries."	Financial instability and low income	Systemic Constraints
"Short-term contracts and insecurity."	Temporary contracts and job insecurity	Systemic Constraints
"No insurance or welfare benefits."	Lack of insurance and welfare provisions	Systemic Constraints

"Persian has low global value."	Marginal global status of Persian	Systemic Constraints
"Learners quit easily."	Learners' amotivation	Systemic Constraints

Based on Table 11, the thematic analysis revealed that AZFA teachers' amotivation originates from five main domains. Within Teaching Methods and Professional Opportunities, outdated textbooks, limited professional development workshops, and the absence of professional feedback were identified as major causes. In Technology and Educational Resources, problems such as internet instability, low-quality domestic platforms, and forced use of restricted tools led to frustration and amotivation. In Textbook Content and Curriculum, pressure to complete dense materials rapidly and disregard for learners' cultural and linguistic differences reduced teachers' motivation. In Professional Relationships and Status, managerial neglect, lack of appreciation, and professional isolation emerged as central issues. Finally, within *Systemic Constraints*, economic problems (low salaries, short-term contracts, lack of insurance), the marginal global status of Persian, and learners' low motivation played a significant role in undermining teachers' motivation. Overall, these findings demonstrate that AZFA teachers' amotivation is the outcome of interconnected educational, technological, organizational, and systemic challenges, rather than isolated individual shortcomings.

5. Discussion

Based on the findings of this study, amotivation among AZFA teachers is a complex, multilayered phenomenon arising from the interaction of individual, institutional, and systemic factors. Quantitative results showed that across all components—ranging from teaching methods and professional development opportunities to access to technology, curricular content, professional relationships, and systemic constraints—the level of teachers' agreement with statements related to amotivation was very high. Qualitative data further revealed, in greater depth, how pressures stemming from rigid and inflexible content, lack of constructive feedback, infrastructural and technological challenges, institutional neglect, and weak economic support gradually erode teachers' passion for teaching. These findings clearly indicate that amotivation is not the result of a single factor, but rather the outcome of the synergistic interaction of constraints at multiple levels. Comparing these results with previous studies provides a more comprehensive picture. First, regarding teaching methods and professional development opportunities, the results indicated that the uniformity of mandatory teaching methods, limited innovation, and lack of professional feedback are the main causes of amotivation. This component operates through two psychological pathways. First, imposed methods and lack of participation in decision-making frustrate teachers' need for autonomy; second, the absence of feedback and professional development opportunities undermines the

sense of progress and competence. Consequently, teachers experience teaching as an activity without agency and without growth, leading to gradual erosion of motivation. Complementary analyses showed that this component is more significant for younger and less experienced teachers, suggesting that this group is more sensitive to the need for competence and professional growth in the early stages of their careers. This finding aligns with Wang et al. (2024), who identified a lack of professional growth opportunities as a major factor in reducing motivation. It also overlaps with Kızıltepe (2008), who highlighted economic issues and lack of organizational support. However, the present study showed that these problems are more acute for AZFA teachers, as educational centers often deny teachers the flexibility needed for innovation, and there is no structured feedback system in place.

Regarding the access to technology component, the data indicated that infrastructural problems (such as internet outages, low-quality domestic platforms, and the obligation to use filtered tools like Google Meet) and the lack of standard multimedia resources contribute to teacher burnout. This factor also leads to amotivation by undermining autonomy (forced choice of tools) and reducing the sense of competence (inability to provide effective teaching due to technological constraints). Complementary analysis revealed that class type had a significant effect on this component; teachers of online classes reported higher levels of amotivation related to technology and teaching methods. These findings suggest that technological conditions are not merely descriptive factors but situational variables that amplify the frustration of psychological needs. The results regarding technology access in the present study are consistent with Arabnejad (2018), who emphasized the role of educational technology in enhancing learner motivation, with the distinction that the current study shows the absence of these technologies strongly demotivates teachers themselves, not just learners. Comparison with Zhang (2025), who emphasized institutional and social layers, also indicates that technological constraints in Iran are an inseparable part of the institutional and systemic context of Persian language education.

Regarding curricular content and textbooks, the pressure to complete large, inflexible textbooks, lack of varied exercises, and outdated content were identified as key factors of amotivation. The mechanism of this component is clear: a dense and inflexible curriculum reduces teachers' autonomy in adjusting their teaching (autonomy frustration) while simultaneously limiting the ability to tailor instruction to learners' actual needs (competence frustration). As a result, teaching becomes a mechanical and meaningless activity, leading to amotivation. Significant differences across age groups and work experience showed that younger teachers are more likely to experience this constraint intensely, possibly due to their effort to establish an independent professional identity in the early career stages. This finding

is similar to Attar Sharghi (2019), who found that cultural differences and varying learner expectations, in the absence of flexible programs, contribute to amotivation. It is also comparable to Farshbafian et al. (2018), who emphasized the importance of integrated motivation, indicating that the lack of cultural and flexible alignment in materials reduces the instrumental or integrative value of learning Persian for learners and, consequently, for teachers.

In the domain of professional relationships and occupational status, managerial neglect, lack of institutional appreciation, weak collaboration among colleagues, and exclusion from decision-making were prominent factors. This component directly frustrates the need for relatedness (sense of belonging and value) while also undermining autonomy by removing teachers from decision-making processes. The outcome is an experience of professional worthlessness and isolation, leading to amotivation. Complementary analyses showed that this component is more prominent among more experienced teachers, suggesting that in advanced career stages, the need for recognition and professional legitimacy becomes more important. These findings are also consistent with Han and Mahzoun (2017) in Turkey, who identified institutional neglect and learners' lack of engagement as factors of amotivation.

Results related to systemic constraints showed that low salaries, temporary contracts, financial instability, lack of insurance coverage, low valuation of the Persian language globally, and learners' amotivation are among the most serious challenges. Unlike other components, findings indicate that systemic constraints are not merely on par with other factors but play an upstream, contextual role. This conclusion is supported by several lines of evidence. First, in qualitative analyses, teachers repeatedly noted that job and financial insecurity shape the overall framework of their professional experience; even if other conditions (e.g., educational resources or colleague collaboration) improve, feelings of instability and professional worthlessness persist. This suggests that systemic constraints are not a local factor but a pervasive background for the experience of other frustrations. Second, correlation analyses and group comparisons (Table 11) showed that perceived structural insecurity is associated with higher levels of frustration in all three basic needs of self-determination theory (autonomy, competence, and relatedness); in other words, this component amplifies other failures rather than being merely an independent source of frustration. Third, participant narratives often described systemic constraints as the "cause of causes." For example, some teachers stated that lack of job security prevents them from innovating (reducing autonomy) or, due to financial concerns, they lack sufficient focus and energy for professional development (reducing competence), or they feel the organization does not value them (reducing relatedness). This pattern indicates that systemic constraints structurally intensify the effects of other components. Fourth, from a theoretical

perspective, consistent with self-determination theory, insecure structural conditions can lead to persistent undermining of basic needs, as feelings of uncontrollability and chronic instability systematically reduce perceived autonomy and competence and distort the experience of professional relatedness. Accordingly, systemic constraints can be considered an upstream moderating factor in the model; a factor that not only directly leads to the frustration of psychological needs but also heightens teachers' sensitivity to other operational limitations and amplifies their impact. Thus, amotivation is not simply the sum of several independent factors but the product of a dynamic interaction between structural constraints and other professional components. Financial and job insecurity can exacerbate other psychological frustrations and increase teachers' sensitivity to other constraints. Complementary analyses also showed that this component is more prominent among older and more experienced teachers, likely reflecting long-term professional concerns. This finding aligns with Kızıltepe (2008) regarding economic issues and Roth et al. (2007), who showed the relationship between teachers' autonomous motivation and occupational burnout. It also aligns with domestic studies such as Mirdehghan et al. (2020), who emphasized the role of multimedia technology, with an important distinction: the present study showed that even if technological tools are provided, sustainable motivation does not persist without economic security and welfare support.

Overall, the integration of quantitative, qualitative, and complementary analyses shows that amotivation among AZFA teachers results from repeated and simultaneous frustration of the three basic needs—autonomy, competence, and relatedness—within a context of structural constraints. These frustrations vary in intensity and form depending on teachers' career stage: younger teachers are more affected by operational and instructional constraints, whereas more experienced teachers are more sensitive to professional status and systemic limitations. Therefore, the proposed model not only identifies the contributing factors but also provides specific explanatory pathways showing how these factors, through the frustration of psychological needs, lead to amotivation.

6. Contextual Model for Explaining AZFA Teachers' Amotivation

The main goal of this study was to develop a context-sensitive model, grounded in self-determination theory, to explain and ultimately reduce amotivation among AZFA teachers within the educational context of Iran. This model aims to demonstrate how a set of external and structural factors—such as institutional structures, teaching methods, access to technology, quality of educational resources, and the social status of the Persian language—can weaken or enhance motivation by influencing the three basic psychological needs of the theory: autonomy, competence, and relatedness. The proposed model adopts the conceptual foundation of self-determination theory, while its explanatory pathways were derived from qualitative data and

subsequently supported by quantitative findings. In other words, the three basic needs of autonomy, competence, and relatedness are adapted from self-determination theory, but the mapping of the five components of amotivation to these needs and the mechanisms leading to amotivation are data-driven and context-specific. This mapping was not based on predetermined assumptions but emerged from patterns observed in teachers' lived experiences and systematic data analysis. Consequently, the presented model is not merely a translation of self-determination theory; it is a contextually grounded model based on this theory to explain amotivation among AZFA teachers. The model is simultaneously sensitive to the socio-institutional conditions of Persian language education and anchored in a robust theoretical framework of motivation. This integrative approach ensures that the model possesses not only theoretical coherence but also contextual validity, capturing the real complexities of the educational environment and illustrating the relationships among structural factors, teachers' professional experiences, and their psychological processes within a unified explanatory framework. For these reasons, the proposed model serves not only as a conceptual tool for understanding amotivation but also as a practical basis for designing educational interventions, reforming institutional policies, and planning professional development programs in Persian language teaching for non-Persian speakers. Figure 1 illustrates the adapted model.

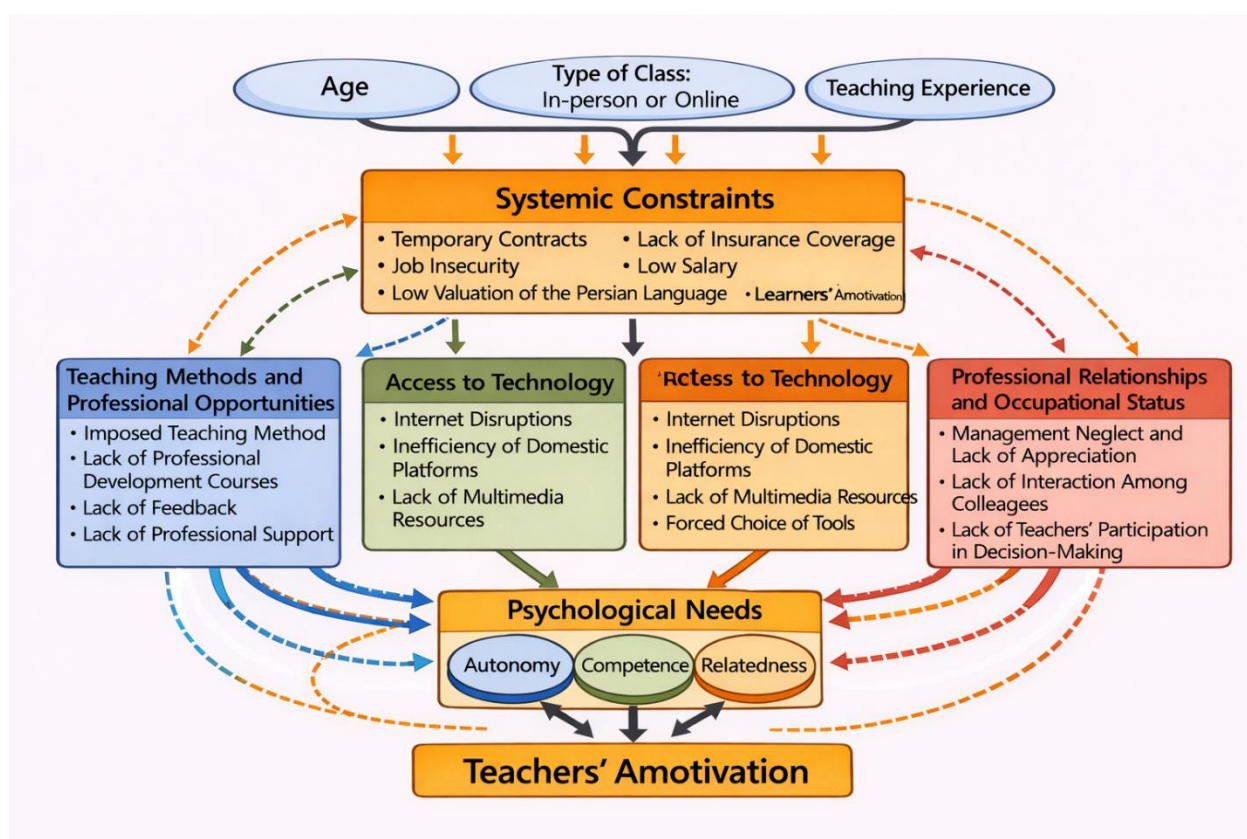


Figure 1. *The adapted Self-Determination Theory model for AZFA teachers.*

Based on Figure 1, the “adapted model” of this study is a pathway-driven, data-based framework in which five external components lead to the ultimate outcome—amotivation among AZFA teachers—through specific psychological mechanisms. Their mapping to the three basic needs of self-determination theory is systematic and traceable: First, variables such as age, teaching experience, and class type (in-person or online) function as contextual factors in the model. That is, these characteristics modify the strength of each pathway (e.g., less experienced teachers reported greater competence loss in response to technological constraints) but, on their own, do not cause amotivation. Systemic constraints occupy an upstream, foundational role; unlike other components, they are not merely peer-level variables but act as regulatory mechanisms across the entire network. For example: Temporary contract + low salary + lack of insurance → job insecurity → reduced perceived control over professional future (autonomy) + weakened sense of professional value (relatedness) → amotivation. Qualitative interview evidence shows that teachers perceived economic insecurity as the primary cause of reduced teaching enthusiasm, and quantitative analysis confirmed a significant correlation between perceived job security and motivation levels. Second, teaching methods and professional development opportunities operate through the pathway: Imposed methods / lack of innovation / absence of professional feedback / limited growth opportunities → restricted educational decision-making (autonomy) + weakened teaching efficacy (competence) → amotivation. Qualitative data revealed that teachers who could not choose their methods felt like “mere implementers,” and survey analysis indicated significantly lower motivation among those without empowerment training. Third, access to technology maps directly to both competence and autonomy needs, following the pathway: Internet outages / inefficient platforms / compulsory use of specific tools → disruption of effective lesson delivery (competence loss) + limited choice of tools (autonomy loss) → amotivation. Evidence showed that teachers reporting greater technical problems also experienced lower instructional mastery. Fourth, curricular content and textbooks act through: Dense curriculum + outdated materials → reduced control over pacing and instructional approach (autonomy) + decreased instructional effectiveness (competence) → amotivation. Interview data repeatedly highlighted “time pressure” and “unrealistic content volume,” while quantitative analysis revealed a negative relationship between perceived curriculum pressure and motivation. Fifth, professional relationships and occupational status are inherently linked to the relatedness need, operating through: Lack of appreciation / exclusion from decision-making / absence of professional interaction → failure to feel belonging and recognition (relatedness) + reduced sense of impact (autonomy) → amotivation. Qualitative evidence shows that teachers cited lack of positive

feedback and organizational participation as primary factors eroding motivation. Overall, the model demonstrates that amotivation is not the result of a single factor but the outcome of a chain of causal pathways, in which systemic constraints act as an upstream layer that activates or intensifies other components. All pathways converge on a common endpoint—the erosion of motivation among AZFA teachers—through the frustration of autonomy, competence, and relatedness needs.

7. Conclusion

The findings of this research revealed that amotivation among AZFA (Teaching Persian to Non-Persian Speakers) teachers is not a simple individual issue, but rather a multi-layered outcome of the complex interplay between educational, institutional, and psychological factors. Both quantitative and qualitative results indicated that imposed and monotonous teaching methods, a lack of standard technological and multimedia resources, inflexible and culturally irrelevant course content, the absence of professional feedback and organizational support, and economic and contractual constraints each, in their own way, block the path to fulfilling the three fundamental psychological needs—namely autonomy, competence, and relatedness. When these needs remain unmet, the ultimate result is the emergence of amotivation, which in this study was formulated as an adapted model based on Self-Determination Theory. Thus, the present study not only identified various dimensions of amotivation but also, for the first time in the AZFA context, proposed a theoretical-practical model that provides a transparent mechanism for understanding the causes and consequences of this phenomenon.

From a theoretical perspective, this model makes a significant contribution to the literature on motivation and amotivation. First, it demonstrates that Self-Determination Theory, which has been primarily tested in Western contexts and more often concerning language learners, is also applicable for explaining the conditions and challenges of AZFA teachers in Iran. Second, unlike many studies that examine motivation on a continuum from positive to negative motivation, this model specifically treats amotivation as an independent construct and reveals the pathways leading to it. Third, the theoretical value of this model lies in integrating individual factors with institutional and organizational conditions; meaning that amotivation does not stem solely from a lack of interest or individual weakness but fundamentally arises from the inefficient interaction between psychological needs and institutional/organizational structures. Furthermore, the proposed model is context-sensitive and incorporates the specific cultural, educational, and institutional characteristics of Iran in its analysis—a point that can inspire future research in localizing global theoretical frameworks within the field of language teaching.

From an educational and practical perspective, the research findings have important implications for improving the quality of education in AZFA centers in Iran. One of the most crucial implications is the necessity of revising course content and curricula; greater flexibility and cultural relevance of educational content can assist teachers in satisfying their need for autonomy and strengthen their motivation for creative teaching. Additionally, the professional empowerment of teachers through continuous workshops and training courses, coupled with proper information dissemination, provides grounds for enhancing their competence and prevents burnout. Improving technological infrastructure and resolving internet and educational platform issues also plays a fundamental role in restoring self-confidence and reducing stress caused by technical limitations. Alongside these measures, establishing a professional feedback system and a culture of appreciation for teachers can strengthen their sense of relatedness and belonging and prevent feelings of worthlessness. Finally, reforming working and economic conditions—such as regular salary payments, stable contracts, and providing insurance and welfare services—are among the critical prerequisites for preventing systemic amotivation, and without achieving them, even educational and technological interventions will lose their effectiveness.

Like any other study, this research has limitations that must be considered when interpreting its results. The first limitation pertains to the statistical population, which included only teachers active in AZFA centers in Iran; therefore, the results are not easily generalizable to other countries or different educational contexts. The second limitation is the reliance on questionnaire and interview tools, which always carry the potential for respondent bias. The third limitation is the cross-sectional nature of the data, which does not allow for establishing definitive causal relationships between variables, necessitating longitudinal studies for confirmation. Considering these limitations, future research can explore several paths. First, conducting longitudinal studies can reveal trends in changes in teachers' motivation and amotivation over longer periods. Second, comparative studies between AZFA teachers in Iran and other countries will enable the identification of the influence of cultural and institutional contexts on amotivation. Third, using mixed-method approaches on a larger scale can provide a more comprehensive and precise picture of this phenomenon. Fourth, testing practical interventions such as revising teaching materials, implementing professional empowerment programs, or establishing constructive feedback systems can not only enrich the theory but also directly contribute to improving educational conditions in AZFA centers. In general, this research represents an initial but fundamental step toward filling the existing gap in the literature on AZFA teacher motivation. The proposed model can serve as a theoretical and practical framework for educational administrators, policymakers, and researchers to enhance

the quality of teaching Persian to non-Persian speakers, making the learning and teaching process in this field more dynamic, effective, and sustainable.

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