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DEMOTIVATING FACTORS IN TEACHING MATHEMATICS: A STUDY OF ALBANIAN TEACHERS

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ABSTRACT

Several studies have highlighted the existence of demotivated teachers in schools. There are several demotivating factors that influence the decisions and commitment that a teacher can acquire. The literature review allows us to characterize the factors that different authors identify to explain teacher demotivation. This article aims to analyze some of the factors that influence mathematics teachers' demotivation and the evaluation of the degree of demotivation in relation to work environment, teaching autonomy, extrinsic values, and students. The information was collected from a questionnaire consisting of 24 items, which was given to 121 active Albanian teachers teaching at different levels of education. These data were analyzed using a quantitative methodology. The independent variables gender, teacher's age, qualification, pupils' age, and type of school are also considered to perform a multivariate analysis. From the results obtained, we can state that the factors that generate the greatest demotivation are textbooks, political conversion and corruption, aspects related to the curriculum, and the costs they must bear. In addition, school status, curriculum changes, meritocracy, material costs, autonomy, and research significantly explain the demotivation of public sector teachers. It highlights the need to seek structured responses aimed at regulating teaching careers.

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1. INTRODUCTION

The last decade has seen an increase in research on teacher motivation (Han & Yin, 2016) and demotivation (Dörnyei, 2001), which is a crucial factor closely related to several education variables, such as student motivation, education reform, teaching practice, and teachers' psychological satisfaction and well-being. Furthermore, Dörnyei and Ushioda (2011) stated that motivation moves the individual to make confident choices, act, commit, insist, and dedicate himself to a specific task. Therefore, motivation is one of the most

sought-after topics in psychology and education, where this constant has been seen as energy or impulse that pushes subjects to do something by nature.

Concerning teachers' motivation, Sinclair (2008) defined it in terms of attraction, preservation, and concentration as something that determines what attracts individuals to teach, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession. Instead, demotivation is seen as a set of external forces that reduce or diminish the motivational basis of a behavioural intention or ongoing action (Dörnyei & Ushioda, 2011). If it prolongs over time, demotivation can lead to burnout or exhaustion due to harmful factors that negatively impact the profession. Therefore, the demotivating factors analysed in this study are important for these reasons: finding motivating stimuli that can positively change the teaching and learning process, respect for the figure of the mathematics teacher, among others.

To date, teacher demotivation has been studied mainly in some countries. Mooij (2008) highlights that, in India, the most substantial demotivating factors are the large amount of non-academic work, the ratio, lack of community support, political interference, and over-qualification. Furthermore, Sahat et al. (2018) state that, in Brunei, mathematics teachers are demotivated mainly due to their student's lack of engagement and behaviour. Besides, from the perspective of the English education system, Addison and Brundrett (2008) suggested that the main demotivating factors are poor feedback from children and excessive workload.

The present research takes place in the Albanian context. Precisely in this context, Agaj et al. (2023) already stated that the teaching profession in this country is seen as a hard job, with a heavy workload, which is emotionally demanding. Therefore, this paper attempts to explore the factors that contribute to the demotivation of mathematics teachers in Albania.

Moreover, Bier (2018) indicates that student learning outcomes are highly dependent on the teaching quality, teaching styles, the teacher approaches to teach, teaching practice, and teaching behaviour concerning teacher motivation factors. In particular, we consider those factors that lead to a lack of motivation in teaching practice.

Dörnyei (2001) points out that motivation addresses three main areas: a) career choice issues among teachers, b) complexities during the teaching process, and c) essential factors that impact the development of teachers and their students. Therefore, the research aims to analyze the demotivation of in-service teachers by applying a questionnaire focused on assessing the degree of demotivation about the factors described in detail in the theoretical framework. This analysis will also enable pre-service teachers to be aware of some of the difficulties that may be present in their work. Finally, to support this purpose, we have considered the fundamental pillars after a literature review by Han and Yin (2016), namely the working environment, teaching autonomy, extrinsic values, and students.

The importance of this research lies in the need to structurally address the problems that plague the teaching profession, with the goal of introducing regulations that can improve teachers' working conditions and thus promote a more motivating environment for teaching mathematics.

1.1. Working environment

The work environment is influenced by the following aspects: stress (Dörnyei & Ushioda, 2011), an inadequate career structure (Kızıltepe, 2008; Pennington, 1995; Sugino, 2010), lack of intellectual challenge (Pennington, 1995). School teaching is stressful for various reasons (e.g., bureaucratic pressure, lack of adequate facilities, and low salaries). Still, a crucial contributing factor is that teachers must spend most of their working hours

with groups of children or young adults. Moreover, teachers often must deal with students going through the most turbulent phases of their personal lives, e.g., adolescence, which is often reflected in an increase in rebellion and fundamental behavioural problems (Dörnyei & Ushioda, 2011).

For someone who wishes to remain a class teacher rather than enter the world of management, there are usually very few areas of progress or further goals to be achieved. As a result, teachers often have the impression that they are stuck or have reached a plateau, and thinking about the time before retirement causes absolutely no tingling. In other words, teaching offers a "closed contingent path." With their high qualifications, ambitions, and intrinsic work involvement, we believe that teachers find it particularly difficult to live with the notion of "lack of future" (Pennington, 1995). Other authors add these demotivating factors: extrinsic values (low wages, fewer opportunities to do research, etc.), students (attitudes, behaviours, etc.) (Kızıltepe, 2008; Sugino, 2010). On the one hand, Dörnyei and Ushioda (2011) point out the time dimension, which is related to the existence of recognition of achievements during the professional career; if the achievements do not have an impact on the professional career, it will have a strong negative impact on the individual's work. Hereinafter, we will refer to this as the Inadequate career structure.

In a typical school environment, many teachers teach the same subject year after year, without any real opportunity to discover or acquire new knowledge, skills, or abilities, i.e., teachers suffer from a lack of intellectual challenge although training sessions for teachers are based on the demand-supply system, training programmes will be accredited by the Ministry of Education. Therefore, the law regulates the continuous professional development of teachers as well (Miço, 2019). In fact, a recurring complaint heard by school workers is that if they just do their job, after a while they get tired and lose the spark. Indeed, meeting the prescribed requirements and covering the course content imposed in the same specialised sub-area of the curriculum does not leave much room for many teachers to include variations and 'intellectual deviations', and classroom procedures can easily be routinised (Pennington, 1995).

1.2. Teaching autonomy

Teaching autonomy is influenced by insufficient self-efficacy (Deci & Ryan, 1985; Dörnyei & Ushioda, 2011; Pepkolaj et al., 2020) and a lack of autonomy (Skaalvik & Skaalvik, 2009). Deci and Ryan (1985) determined how to feel effective and have a sense of achievement as one of the basic conditions of intrinsic motivation. Thus, teachers do not have a deep competence to do their work with confidence (Dörnyei & Ushioda, 2011). Teacher training has traditionally taken a very one-sided approach, with most emphasis on teacher training, accompanied by a certain, often rather limited, participatory experience in an educational context that is supposed to provide practical skills. Thus, as a result of their empty training, many teachers simply do not have the necessary skills to do well in the classroom (Pepkolaj et al., 2020). We will refer to this as insufficient self-efficacy.

Education is a sector with a high social profile, and governments, educational authorities and the various regional school councils regularly impose regulatory constraints on schools in an attempt to align teachers' behaviour with certain criteria of effectiveness a priori. This process of regularisation can take the form of the introduction of standardised tests at national level and national curricula, and general distrust of teachers is also reflected in the growing demands of the administration. From a purely motivational point of view, measures to produce better results introduce increasing centralised control. This will increase teachers' lack of autonomy and thus lead to greater demoralisation of teachers (Skaalvik & Skaalvik, 2009).

1.3. Extrinsic values

Han and Yin (2016) and Dörnyei and Ushioda (2011) refer to contextual factors, associated with the needs and constraints of the workplace. In particular, sociological studies reveal a devaluation of the teaching profession (Bianchi, 2015; Cavalli & Argentin, 2010). This undervaluation stems from various sources, attitudes, and behaviours on the part of pupils, parents, head teachers, political institutions, the mass media, etc. In some cases, they recognise that unfortunately their unprofessional behaviour also contributes in part to confirming and fuelling this devaluation. Among these extrinsic values, in this paper we will establish the relationship between demotivation with parents (Bianchi, 2015; Bier, 2018) and contextual (Bianchi, 2015; Cavalli & Argentin, 2010).

For teachers, the relationship with the pupils' parents is fundamental, because they believe that the outcome of the educational process depends on it (Bianchi, 2015). However, not only does demotivation depend on the teacher himself, but also on the difficulties that can be caused by: parents who do not cooperate, parents who do not recognise the teacher's work, aggressive and seemingly irreconcilable parents, because they date back to the changes that have taken place in society, culture and common values, which no longer seem to be so (Bianchi, 2015; Bier, 2018).

Besides, at the contextual level, Treellle Association (2004, p. 30) presents: “All the surveys on teachers of the last twenty years unanimously indicate that there is a widespread feeling among the teaching class of the decline in the social prestige of the profession” and they have a pessimistic forecast of its trend over time. The factors contributing to this decline are (Bianchi, 2015; Cavalli & Argentin, 2010; Treellle Association, 2004): (a) The change and reduction of social, cultural and reference values distance, which feed the gap between generations of teachers, students, and their families; (b) The problem of unemployment, which drives many graduates to fall back on the teaching profession; (c) The low level of salaries and the lack of material and symbolic rewards; (d) Unreliable recruitment procedures, which often result in the recruitment of untrained staff without the required qualifications and skills; and (e) The absence of professional development and the lack of previous training.

1.4. Students

A final factor that we cannot forget in the demotivation of teachers is the students themselves, and in them we consider their attitudes (Kızıltepe, 2008) and behaviour (Bianchi, 2015). Students’ attitudes are related to the demotivation of their teachers: the demands of individual students, the expansion of students without a commensurate increase in resources, and the lack of interest of students towards learning (Kızıltepe, 2008).

Likewise, behaviours are ways in which the subject appears or reacts towards a given situation, actions occasionally or habitually carried out (Bianchi, 2015). The negative aspects that emerge are due to factors that are not dependent on teachers' professional skills but once again social, cultural and values changes transmitted by families are called into question as responsible for the difficulties recorded in this dimension (Bianchi, 2015).

2. METHOD

The total number of teachers, during the year 2021, in pre-university stages in Albania was 20,288 of which women represent 79.8%, corresponding to 20.2% for men. Among them, 1,960 were teaching mathematics (ASCAP, 2021). The sampling was done by convenience with teachers to whom access was available and was carried out with the

participation of 121 mathematics teachers from different levels of education in Albania. The personal information collected from each teacher was: a) gender, b) age of the teacher, c) qualification, d) age of the pupils, and e) type of school; their anonymity was preserved at all times.

In relation to gender, 100 of the teachers were female, 82.6%; and 21 were male, 17.4%. The age of the teachers was collected by ranges: under 30 years old, 9.9%; between 30 and 39 years old, 30.6%; between 40 and 49 years old, 44.6%; and 50 years old or more, 14.9%. Furthermore, according to their qualification, the sample is divided into four groups: Other (14.9%) corresponds to teachers without any experience, when they have 5 years of work they become qualified teacher; qualified teacher (28.1%) gets this qualification after 5 years of work; specialist teacher (29.8%) gets this qualification after 10 years of work; senior teacher (27.2%) gets this qualification after 20 years of work. One of the main differences associated with the professional level corresponds to the salary received: a qualified teacher receives a 5% higher salary than a teacher. A specialist teacher receives 10% more than a qualified teacher and a senior teacher receives 10% more than a specialist teacher (Delhaxhe et al., 2018, p. 107). The Agency for Quality Assurance in Pre-University Education which is in the competence of the Ministry of Education is in charge of this promotion.

Considering the age of their pupils, 29.8% taught children under ten years old, 38.8% taught children between 11 and 15 years old, and 31.4% taught adolescents between 16 and 18 years old. Finally, considering the type of school they work for, 74.4% attend a public school, and 25.6% attend a private school.

The methodology used was quantitative, a significant technique to identify factors influencing teacher motivation and demotivation. The collected data are further analyzed using inferential statistical procedures, correlation, and factor analysis studies to explore the associations between the various variables assessed.

The questionnaire consisted of 24 items, organized according to Han and Yin's (2016) demotivation factors described before. In addition, each of these factors was related to different subcategories that emerged from the primary literature reviewed (Agaj et al., 2023; Dörnyei & Ushioda, 2011; Kızıltepe, 2008; Pennington, 1995; Pepkolaj et al., 2020; Skaalvik & Skaalvik, 2009; Sugino, 2010), presented in Table 1.

Table 1. Demotivating factors, subcategories, variables and items

Demotivating factors	Subcategories	Variable	Item
Working environment	Stress (Agaj et al., 2023; Dörnyei & Ushioda, 2011)	Workload	1. My workload is unmanageable.
		School status	2. The school is in a bad state, especially for my subject.
	Inadequate career structures (Dörnyei & Ushioda, 2011; Pennington, 1995)	Research	3. The fact that the school does not have the opportunity to do research affects my profession.
	Lack of intellectual challenge (Pennington, 1995)	Intellectual challenge	4. I miss the intellectual challenges, always explaining the same topics.
		Overqualification	5. Overqualification demotivates me.
		Textbooks	6. Textbooks demotivate me
Teaching autonomy	Insufficient self-efficacy	Incompetence	7. No maths training brings me incompetence.

Demotivating factors	Subcategories	Variable	Item
	(Pepkolaj et al., 2020)	Meritocracy	8. There is no meritocracy among colleagues and this demotivates me.
		Professional preparation	9. The devaluation of teachers also stems from their professional preparation.
	Inhibition of teacher autonomy (Skaalvik & Skaalvik, 2009)	Technology	10. The demotivation comes because I could not use technology in teaching mathematics.
		Curriculum changes	11. Frequent changes in mathematics curricula demotivate me.
		Exams	12. My devaluation compared to other teachers is due to the fact of the high school graduation exams.
		Autonomy	13. I have no autonomy in my profession.
Extrinsic values	Parents (Bianchi, 2015; Bier, 2018)	Pressure for qualifications	14. I am under pressure from parents' grades.
		Aggressive parents	15. Parents are aggressive during meetings and nobody protects us.
	Contextual (Bianchi, 2015; Cavalli & Argentin, 2010; Treellle Association, 2004)	Albanian society	16. Albanian society devalues my profession.
		Political conversion	17. Politics (government, becoming a member of a political party) devalues my profession.
		Corruption	18. Hiring teachers not for meritocracy, but for their links to politics, corruption and nepotism, devalues my profession.
		Material costs	19. I have costs for teaching materials where the school does not cover them.
		Media and social media	20. Media, portals, social networks devalue my profession
		Voice	21. Not hearing my voice (on parents, students, education policy) has affected the devaluation of the profession.
Students	Attitudes (Kızıltepe, 2008)	Non-cognitive problems	22. Non-cognitive problems (difficulty with mathematics, I am not good at mathematics, I never do mathematics, previous

Demotivating factors	Subcategories	Variable	Item
			educators made me dislike mathematics, etc.) affect my demotivation.
		Metacognitive problems	23. Metacognitive problems (I don't know what to do and where to apply the mathematics I know) affect my demotivation.
	Behaviours (Bianchi, 2015)	Low consideration students	24. Low regard for the teacher by students.

On the other hand, the reliability of the questionnaire was developed based on Cronbach's Alpha (R=0.903). Following the criteria of George and Mallery (2003) it is considered good and a reasonable goal according to Gliem and Gliem (2003). This was possible because each question was measured on a Likert-type scale 1-4. The statistical analysis of the results obtained was carried out with the IBM SPSS Statistics 25.

We review the normality of the 24 variables associated with the questionnaire items. Given the sample size (n=121), greater than 30, we can perform a Kolmogorov-Smirnov goodness-of-fit test. By obtaining a significance of 0.000 for all of them, we affirm that the variables do not follow a normal distribution. For this reason, the statistical analysis performed in the study presented will be nonparametric, Kruskal-Wallis test (age of the teacher, qualification and age of the pupils) and Mann-Whitney test (gender and type of school).

3. RESULT AND DISCUSSION

3.1. Results

Table 2 presents the mean and standard deviation of each of the variables. Three factors are identified where approximately three-quarters of the sample indicate that these aspects favor their demotivation: textbooks (72.8%), political conversion (70.3%), and corruption (81.8%). On the other hand, those factors that receive a lower score, indicating that they are not a source of demotivation for the teachers surveyed, are workload and training, where 14% and 19.9%, respectively, of teachers rate it as a demotivating aspect. Finally, we compare the teachers in the sample according to their qualifications, the type of school they teach, their age, the age of their students, and their gender.

Table 2. The mean and standard deviation of each of the variables

Variable	M	D	Variable	M	D
Workload	1.88	0.723	Autonomy	2.30	0.811
School status	2.05	0.837	Pressure for qualifications	2.09	0.902
Research	2.44	0.800	Aggressive parents	2.06	0.870
Intellectual challenge	2.17	0.844	Albanian society	2.77	0.866
Overqualification	2.59	0.810	Political conversion	3.12	0.895
Textbooks	3.02	0.778	Corruption	3.33	0.728

Variable	M	D	Variable	M	D
Incompetence	1.94	0.768	Material costs	2.88	0.912
Meritocracy	2.62	0.995	Media and social media	2.52	0.935
Professional preparation	2.94	0.799	Voice	2.70	0.803
Technology	2.03	0.825	Non-cognitive problems	1.99	0.826
Curriculum changes	2.81	0.871	Metacognitive problems	2.04	0.740
Exams	2.68	0.935	Low consideration students	2.61	0.958

Gender

Below, we present the significant differences found in the aspects related to demotivation, taking into account gender (see Table 3): a) school status, b) intellectual challenge, c) autonomy, d) aggressive parents, and e) media and social media. The sample comprises 21 men (17.4%) and 100 women (82.6%).

Table 3. The significant differences related to demotivation taking into the parameters account

	School status		Intellectual challenge		Autonomy		Aggressive parents		Media and social media	
	M	W	M	W	M	W	M	W	M	W
1	0.00	30.00	9.52	22.00	0.00	16.00	9.52	27.00	9.52	15.00
2	42.86	43.00	28.57	44.00	23.81	47.00	38.10	46.00	14.29	30.00
3	33.33	17.00	42.86	20.00	61.90	20.00	28.57	12.00	38.10	33.00
4	9.52	4.00	4.76	6.00	4.76	7.00	14.29	6.00	28.57	10.00
n/a	14.29	6.00	14.29	8.00	9.52	10.00	9.52	9.00	9.52	12.00
Mean	2.61	1.95	2.50	2.11	2.79	2.20	2.53	1.97	2.95	2.43
Sig.	0.002		0.046		0.001		0.010		0.027	

Firstly, we note the significant differences found for the school condition variable. 43% of men rate the state of the school negatively, while in the case of women this figure is reduced to 21%, a reduction of more than half. In fact, 30% of women do not consider the state of the school to be one of the reasons for their demotivation at all. Secondly, concerning demotivation caused by the intellectual challenge, this is similar to the previous case. Men rate this challenge negatively by 47%, while in the case of women, this reason is reduced to 26%. Autonomy is also rated as a demotivating factor by 66% of men, while for women this percentage is around 27%. In addition, demotivation caused by aggressive parents is also higher in men (43%) than in women (18%). The biggest demotivating factor, among those where there is a difference by gender, is the media and social media, which affects 67% of men and 43% of women. As can be seen, in all these cases, men associate their demotivation with these aspects.

Age of teachers

Taking into account the age of the teachers, we have considered the values: less than 30 years (9.9%), 30-39 years (30.6%), 40-49 years (44.6%), and more than 50 years (14.9%), there are no statistically significant differences in the aspects considered that determine teacher demotivation. The years of teaching experience provided by the age of the teachers do not modify teacher demotivation.

Qualification

Significant differences are identified in this case for (a) the lack of mathematics training for competence acquisition and (b) the costs of teaching materials not covered by the school, presented in Table 4.

Table 4. The significant differences in the case of qualification

	Intellectual challenge				Material costs			
	qualified teacher	**specialist teacher**	**senior teacher**	**others**	**qualified teacher**	**specialist teacher**	**senior teacher**	**others**
1	29.41	30.56	39.39	0.00	20.59	5.56	0.00	11.11
2	50.00	52.78	39.39	38.89	23.53	5.56	18.18	27.78
3	14.71	13.89	15.15	33.33	35.29	36.11	57.58	38.89
4	2.94	0.00	0.00	11.11	17.65	36.11	21.21	16.67
n/a	2.94	2.78	6.06	16.67	2.94	16.67	3.03	5.56
Mean	1.91	1.83	1.74	2.67	2.52	3.23	3.03	2.65
Sig	0.002				0.010			

Firstly, if we consider incompetence, we identify significant differences when comparing the other category with the other three groups characterized. In particular, we identified that the category of teachers in the "Others" group would value the need for training to improve their competence, as shown in Figure 1.

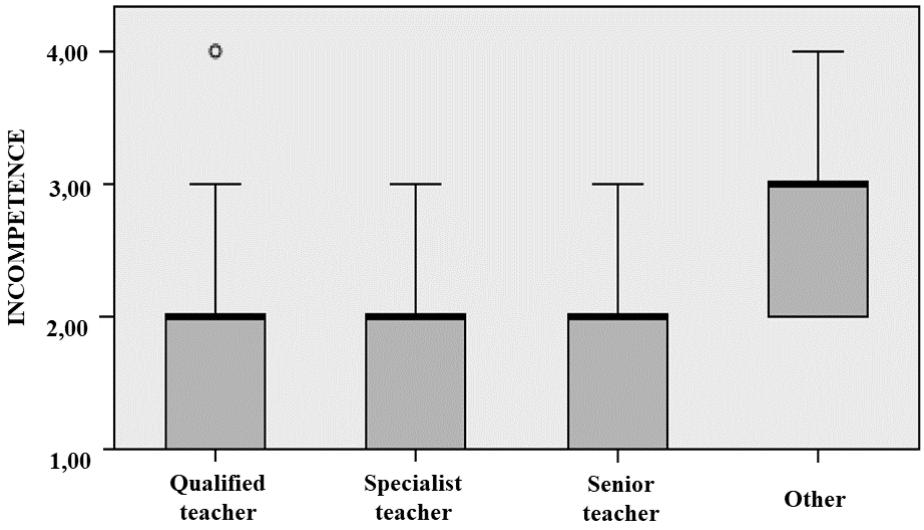

Figure 1. Box plot Incompetence

Significant differences appear between the qualified teacher and specialist teacher groups in the expenditure on teaching materials that the teacher has to bear. When comparing the box plots associated with the distribution of both groups (see Figure 2), we observe that the specialist teacher feels more demotivated because the teacher bears the cost of teaching materials. Subsequently, we analyze the value taken by the median and the first quartile. We observe that the teachers and the "others" sample behave similarly since 50% of the sample takes values below level 3. In contrast, in the case of specialist teachers, the first quartile coincides with the median, so the data are grouped around level 3, corresponding to a high degree of demotivation, reaching the third quartile in the case of the highest degree. For its part, in the sample of teachers, the first quartile, the median, and the third quartile are concentrated in the value 3, indicating that practically the entire sample is dissatisfied due to the expense of material.

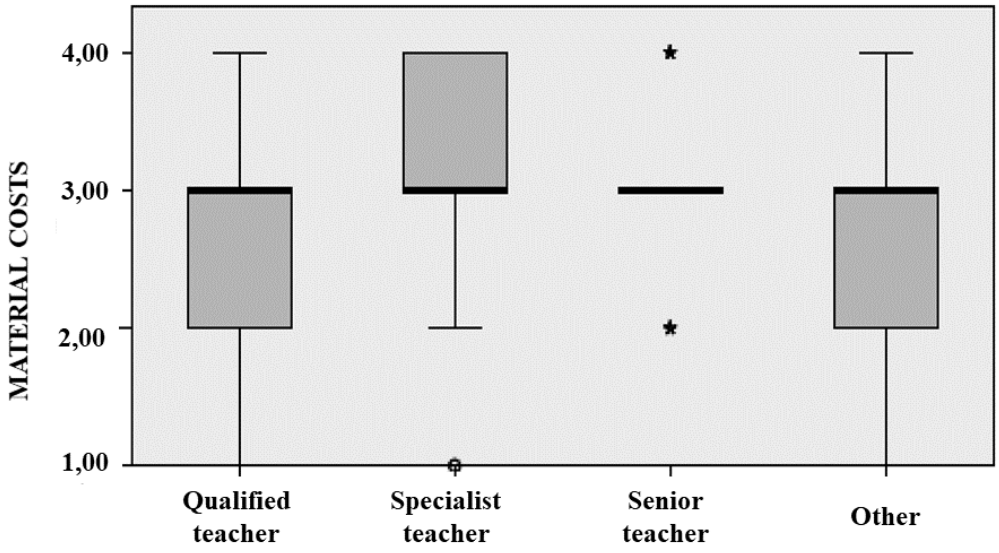

Figure 2. Box plot expenditure on teaching materials

Age of students

Taking into account the age of their students, we did find statistically significant differences in teacher demotivation to the following variables: their unmanageable workload for the subject they are working on; non-cognitive problems, such as the difficulty of the subject itself or that previous teachers did not make them love the subject; metacognitive problems, such as not knowing what to do or where to apply mathematics; parental pressure for grades; low consideration of the figure of the teacher by the students; the costs of teaching materials not covered by the school; and the lack of intellectual challenge by constantly explaining the same thing. The stages considered were teachers who teach under 10-year-olds (Elementary school), 11-15-year-olds (Secondary school), and 16-18-year-olds (High school), as shown in Table 5.

Table 5. Some variables of teachers' demotivation with students' age

	Workload			**Intellectual challenge**			**Pressure for qualification**			**Material costs**		
	< 10	**11-15**	**16-18**	**< 10**	**11-15**	**16-18**	**< 10**	**11-15**	**16-18**	**< 10**	**11-15**	**16-18**
1	41.67	23.40	18.42	27.78	21.28	27.78	22.22	40.43	15.79	19.44	2.13	7.89
2	41.67	48.94	47.37	50.00	38.30	50.00	36.11	34.04	23.68	5.56	10.64	36.84

	Workload			Intellectual challenge			Pressure for qualification			Material costs		
	< 10	**11-15**	**16-18**	**< 10**	**11-15**	**16-18**	**< 10**	**11-15**	**16-18**	**< 10**	**11-15**	**16-18**
3	0.00	19.15	18.42	8.33	23.40	8.33	25.00	14.89	39.47	47.22	48.94	28.95
4	2.78	0.00	2.63	5.56	4.26	5.56	2.78	6.38	5.26	19.44	34.04	15.79
n/a	13.89	8.51	13.16	8.33	12.77	8.33	13.89	4.26	16.67	8.33	4.26	10.53
Mean	1.58	1.95	2.06	1.91	2.12	2.47	2.10	1.87	2.41	2.73	3.20	2.59
Sig		0.011			0.012			0.023			0.006	

Of the unmanageable workload for the subject they teach, an increase in teacher demotivation can be observed as the age of their students increases. There are statistically significant differences between those who teach children under ten years of age and those who teach students aged 11-15 years (sig. = 0.014), and there are also differences between teachers who work with children under ten years of age and those who work with adolescents aged 16-18 years (sig. = 0.005).

Intellectual challenge increases demotivation as the students age. For this reason, there are statistically significant differences between teachers who teach their classes to children under ten and those who teach their classes to adolescents aged 16-18.

A similar situation occurs with the demotivation caused by the pressure exerted by parents on their children's grades. The differences are found in students aged 11-15 years and those aged 16-18 (sig. = 0.006). In the educational stage, when the children are under ten and between 11 and 15 years of age, parental pressure decreases, while it increases again when their children are adolescents aged 16-18.

With the demotivation caused by the expense of materials that the teacher must assume when the school does not do so, there are statistically significant differences between teachers who teach 11-15 years of age and those who teach 16-18 years of age (sig. = 0.002), and also in those who work with children under 10 to 11-15 years of age (sig. = 0.048), as shown in Table 6.

Table 6. Demotivation associated with non-cognitive problems concerning students' age

	Non-cognitive			Metacognitive			Low consideration		
	< 10	**11-15**	**16-18**	**< 10**	**11-15**	**16-18**	**< 10**	**11-15**	**16-18**
1	33.33	34.04	15.79	11.11	38.30	7.89	2.17	12.77	5.26
2	47.22	34.04	39.47	63.89	38.30	50.00	38.89	23.40	23.68
3	5.56	19.15	36.84	16.67	12.77	31.58	27.78	31.91	42.11
4	0.00	4.26	5.26	0.00	2.13	5.26	2.78	25.53	23.68
n/a	13.89	8.51	2.63	8.33	8.51	5.26	8.33	6.38	5.26
Mean	1.68	1.93	2.32	2.06	1.77	2.36	2.12	2.75	2.89
Sig		0.005			0.001			0.002	

The same happens with the demotivation associated with non-cognitive problems. There is an increase in demotivation, motivated by the difficulty of the subject itself or because previous teachers did not love the subject, as the age of the students increases, and consequently the educational stage to which they belong. Statistically significant differences are found, in this case, between teachers who teach children under 10 years of age and those who teach adolescents aged 16-18 years (sig. = 0.001), and also between teachers of children aged 11-15 years and those of adolescents aged 16-18 years (sig. = 0.025).

We affirm that demotivation linked to metacognitive problems does not follow the same trend as that caused by non-cognitive problems. On this occasion, there is no growth during the educational stage, but teachers who teach students aged 11-15 years have a lesser consideration. Statistically, differences exist between teachers who teach 11–15 year-olds and those who teach 16-18 year-olds (sig. = 0.000).

The demotivation in view of the low consideration of the students increases as the age of the students' increases. Statistically significant differences exist between the under-10s in relation to 11-15 year-old students (sig. = 0.004) and between the under-10s to 16-18 year-olds (sig. = 0.001).

Type of school

The type of school variable takes two values according to the funding source: private and public. In our sample, most teachers work in public schools (74.4%). One of the main differences relates to how teachers are recruited. In the case of public schools, teachers take an examination, while private schools evaluate the curriculum and interview the candidates.

Significant differences are identified for a) school condition, b) curriculum changes, c) non-meritocracy, d) material costs, e) autonomy, and f) research. In six countries (Spain, France, Italy, Luxembourg, Albania, and Turkey), prospective teachers must pass a competitive examination, as presented in Table 7.

Table 7. The school type variable in relation to the three demotivating factors

	School status		**Curriculum changes**		**Meritocracy**	
	Public	**Private**	**Public**	**Private**	**Public**	**Private**
1	12.22	61.29	6.67	19.35	10.00	25.81
2	47.78	29.03	14.44	22.58	21.11	22.58
3	26.67	0.00	52.22	41.94	36.67	16.13
4	5.56	3.23	22.22	6.45	22.22	3.23
n/a	7.78	6.45	4.44	9.68	10.00	32.26
Mean	2.28	1.41	2.94	2.39	2.79	1.95
Sig.	0.000		0.005		0.001	

Firstly, if we consider the school condition variable, we observe that teachers in public schools rate the current state of the schools negatively. Nevertheless, the majority of teachers in private schools indicate that they do not consider schools to be in a bad state. In relation to the demotivation caused by changes in the curriculum, approximately 75% of the teachers at the school consider that not achieving stability in relation to the curriculum implies demotivation in their teaching tasks.

Regarding non-meritocracy, there is a significant difference in how it identifies non-meritocracy as a factor explaining demotivation concerning the type of school. The analysis in Table 7 shows 58.89% of public school teachers compared to 20% of private school teachers.

In relation to the teacher's responsibility for material costs, Table 8 reflects that 80% of teachers in public schools show that they have to take responsibility for expenditure on teaching materials which is not covered by the school or the administration, which explains the demotivation compared to 25.81% of public school teachers where the teachers have more resources, which explains the demotivation compared to 25.81% of public school teachers.

Table 8. Percentage of responses according to type of school for each item

	Material costs		Autonomy		Research	
	Public	**Private**	**Public**	**Private**	**Public**	**Private**
1	1.11	32.26	8.89	25.81	8.89	16.13
2	12.22	32.26	40.00	51.61	27.78	45.16
3	47.78	25.81	32.22	12.90	43.33	16.13
4	32.22	0.00	7.78	3.23	7.78	0.00
n/a	6.67	9.68	11.11	6.45	12.22	22.58
Mean	3.19	1.93	2.44	1.93	2.57	2.00
Sig.	0.000		0.003		0.002	

From the analysis in Table 8, which shows the percentage associated with the variable autonomy for each of the two types of school, we would like to point out that a majority of teachers in the public sector identify 40% of the sample reported that a need to increase their autonomy in the exercise of their profession compared to private school teachers, where only 16.13%. Another striking aspect that emerges from the analysis of Table 8 is that a quarter of them do not consider the lack of autonomy as a factor explaining demotivation.

Finally, the variable referring to the difficulties of carrying out research shows that half of the public school teachers identify that the lack of opportunity for research affects their profession. This percentage was reached in the case of private school teachers who disagreed with the statement that not having opportunities in research is a factor that explains their lack of motivation.

3.2. Discussion

The results of this study show that it has been possible to construct a reliable instrument composed of 24 items to collect the aspects that influence teacher demotivation in a sample of Albanian teachers. These aspects have been grouped into four factors: a) working environment (Dörnyei & Ushioda, 2011; Pennington, 1995), b) teaching autonomy (Pepkolaj et al., 2020; Skaalvik & Skaalvik, 2009), c) extrinsic values (Bianchi, 2015; Bier, 2018; Cavalli & Argentin, 2010; Treellle Association, 2004) and d) students (Bianchi, 2015; Kızıltepe, 2008).

Firstly, the statistical analysis of teacher's answers points out that textbooks (working environment) as a demotivating factor. Textbooks can potentially be a significant factor in teacher demotivation due to their impact on instructional flexibility, alignment with curriculum and standards, content quality, student engagement, and the overall teaching experience (Täht et al., 2023; Wang & Guan, 2020). When teachers perceive that textbooks do not effectively support their teaching goals and student learning, it can lead to frustration, reduced motivation, and a sense of disconnect between their professional aspirations and the realities of their working environment (Mazana et al., 2020; Subekti & Prahmana, 2021). Therefore, addressing these issues by providing teachers with high-quality, relevant, and flexible teaching materials can help mitigate these demotivating factors and promote effective teaching practices.

On the other hand, teachers' disengagement with textbooks can be attributed to various factors related to the availability, quality, and relevance of these materials in the classroom (Subekti & Prahmana, 2021). Addressing these issues through improved access to quality textbooks, teacher training, and curriculum development can help enhance teacher

motivation and effectiveness, ultimately benefiting students' learning experiences (Lestari et al., 2023; Yunianta et al., 2023). Textbooks are valuable educational resources; their misuse or inadequacy in addressing the diverse needs of students and teachers can contribute to demotivation in the teaching profession (Verschaffel et al., 2020). When teachers feel that textbooks limit their autonomy, hinder student engagement, and fail to support effective instruction, it can erode their enthusiasm for teaching and impact their overall job satisfaction.

As Mooij (2008), our research indicates that political conversion and corruption (extrinsic values) cause the greatest demotivation among teachers. Nevertheless, workload (working environment) and incompetence (teaching autonomy) have the most negligible impact on teacher demotivation. To deepen the analysis of the data collected, a statistical analysis was carried out to identify whether there are significant differences in the factors that explain demotivation according to the characteristics that describe the sample: a) gender, b) age of the teacher, c) qualification, d) age of the pupils, and e) type of school. The analysis reveals that there are no significant differences in relation to the age of the teachers, so we present below the most relevant results that emerge from the study for the rest of the characteristics that define the participating sample.

In relation to gender, the statistical study reveals that men point to school conditions, intellectual challenges, autonomy, parental behaviour and the media as factors that explain their demotivation. On the other hand, the most relevant differences in relation to teacher qualification are identified in those teachers who have recently joined the teaching profession, who point to intellectual challenge as a more demotivating factor in comparison with the other groups. Another aspect that explains demotivation is the cost of materials, which is more evident in the specialist teacher and teacher-teacher groups. With the age of the students, it is identified that the teachers' demotivation increases with the students' age due to the following factors: workload, intellectual challenge, non-cognitive problems, metacognitive problems, and low consideration. Besides, pressure for qualification is identified as a factor explaining demotivation in the upper age groups. Demotivation. It is known that the marks in these courses have consequences for career choice, university entrance, or certain studies, which may explain why this factor is identified as a demotivating factor for these courses. Finally, material expenditure explains demotivation for the teachers assigned to 11-15-year-olds. The analysis also reveals that school status, curriculum changes, meritocracy, material costs, autonomy, and research significantly explain teachers' demotivation in the public sector.

4. CONCLUSION

This research shows the need to address the demotivation of teachers. As can be seen, the number of factors is diverse, which highlights the need to seek structured responses aimed at regulating the teaching career, which is evident in the results obtained when comparing the public and private spheres, where teachers in public schools refer to aspects associated with the curriculum, the state of the school and the costs they have to bear. Another aspect worth highlighting from the results obtained is the growing demotivation of teachers depending on the course they teach, in addition to the workload and intellectual challenge, non-cognitive and metacognitive problems, and the low esteem in which students hold the teacher. The last two subcategories, Attitudes and Behaviours, are associated with the student dimension.

However, we point out a limitation of our study: the specific context in which the questionnaire was applied. Although it is a limitation, it is justified because, as explained

earlier in the manuscript, teachers in Albania have a high workload and are emotionally demanding.

Therefore, it would be interesting as a future line of research to analyze which aspects lead to students presenting behavioural problems or lack of interest in the subject, as well as a negative consideration of the teacher, which will not favor the relationship established between teacher-student and, therefore, the teaching and learning process.

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