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Research Review

Analyzing the Impact of Teacher's level of Neuroticism on Students' Motivation in English as a Second Language Learning

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ABSTRACT
The present study aims at exploring the role of teacher's neuroticism in EFL learners' motivation within the context of second language acquisition to fill an important gap on how teacher personality traits affect language learning outcomes and educational phenomena. Data were collected using standardized and already validated measures such as Gardner's Attitude/Motivation Test Battery (AMTB) to gauge EFL learners' motivation level, the Big Five Inventory (BFI) scale to measure teachers' level of neuroticism, and the Common European Framework of Reference for Languages (CEFR) to evaluate language proficiency among 30 Teachers and 50 EFL learners attending St. Mary Higher Secondary School Sahiwal. It has been found that, because of teachers' high level of neuroticism, EFL learners experience general anxiety in the classroom as a result of the tense and unsupportive atmosphere formed by feedback that is not encouraging, exaggerated criticism, vague or confusing explanations, and lack of understanding which directly impacts students' motivation by inducing feeling of insecurity, performance anxiety, and loss of self-confidence. Findings indicate that the capacity of EFL learners to learn foreign languages is significantly compromised by low levels of neuroticism in teachers' behavior, with a high number of learners feeling courage and motivated in the English learning process, therefore calling for greater attention to hiring procedures and teacher training that can better captivate students in class while maintaining motivation at the institutional level.

1. INTRODUCTION

1.1 Background of the study

Teachers play a significant role in shaping students' academic and personal development. Studies have shown that the relationship between teachers and students is critical to student success and academic performance (Pekrun et al., 2009; Roorda et al., 2011). One factor that may influence the teacher-student relationship is the teacher's personality. Teacher personality traits, such as warmth, enthusiasm, and approachability, may affect how students perceive and interact with their teachers, leading to differences in student motivation and performance (Pekrun et al., 2009). In the model of personality, the five big is a commonly used term which describes the important fundamentals of our personality. For a shared taxonomy, the starting place is the natural language of personality. Moreover, the influence of Teacher's Neuroticism on student motivation in second language learning is a quite critical area of inspection. Neuroticism, a personality trait characterized by emotional instability, anxiety, and moodiness, can significantly adverse the impact of student motivation and class environment. Recent studies have shown that in shaping the learning experiences of EFL learners, the personality traits of teachers are very crucial. For example, high intensity of Neuroticism in teachers can lead to enhance stress and anxiety while learning second language acquisition: therefore, it may negatively affect the performance and interaction with EFL learners (Khalilzadeh & Khodi, 2018a). A stressful and less supportive environment will be created by the emotional instability of the teacher, hindering EFL learners' motivation and their involvement in second language learning.

Teachers play a crucial role in shaping their students' educational journeys, serving not just as instructors but also as mentors, role models, and sources of support (Kaplan & Maehr, 2007). Central to this role is the influence of teachers' personalities, which can significantly influence various aspects of the teaching and learning process (Poropat, 2009). Understanding the nuances of teacher personality traits and their implications for student outcomes is essential for optimizing educational experiences and fostering positive learning environments. Moreover, the relationship between the teacher's traits and student motivation is complex and multifarious. According to (Chimezie, 2020), those teachers who are emotionally stable and less neurotic, tend to fabricate more positive and engaging classroom environments. These teachers are often very passionate, approachable and encouraging, which can improve student intrinsic motivation and willingness to participate in language learning tasks. In contrast, teachers having high neuroticism may not be able to deliver such an environment for their language acquisition with the same support and engagement in the classroom, resulting in reducing their motivation.

Many research studies have revealed a significant correlation between teacher personality and student intrinsic motivation (Johnson & Chen, 2019; Thompson, 2020). Results from these studies consistently highlight the influential role of teacher characteristics in shaping student motivation and engagement (Anderson & Wilson, 2021; Brown & Davis, 2018). One such example is Smith et al.'s (2017) study. Smith et al.'s meta-analysis study revealed a positive relationship between teacher warmth, enthusiasm, and student intrinsic motivation. Johnson and Chen (2019) investigated the influence of teacher personality traits such as openness and conscientiousness on student motivation, revealing a significant association between the variables influence. Intrinsic motivation, which is determined by internal factors, such as interest and enjoyment, is a strong predictor of improved learning outcomes, creativity and overall mental health. And EFL learners who are intrinsically motivated are more persistent in facing challenges and are more likely to engage deeply with the learning material. However, the

neurotic personality of teachers can eventually undermine this intrinsic motivation by creating an unsupportive environment, ultimately impacting their language learning outcomes.

According to Mount and Barrack (2002), defined neuroticism is a personality trait in which a person feels insecure, apprehensive, nervous, tearful and emotional and introverted and also, they have a very limited social life. As a result, they are unable to keep long-term relationships. Neuroticism is an adjective that explains highly nervous, disconnected and tense individuals. Watson and Clark (2014) define the negative effect as the propensity to glance at the world in a very negative emotional state. People with high negative effects are always in distress and are pessimistic.

1.2 Significance of the study
The primary goal is to inspire the EFL learners without getting bored and the teacher's emotions play a significant role in teaching EFL learners. If the teacher's personality is too neurotic, then there can be difficulty in learning any language because they will feel demotivated, pressured and experience too much anxiety towards learning a foreign language. And if the teacher's personality is non-neurotic, then EFL learners will feel motivated, excited and show a positive attitude towards learning a language.

1.3 Research Objectives
1. Evaluate how Teacher Neuroticism influences EFL learners' motivation levels.
2. Investigate the relationship between Teacher Personality traits and EFL learners' engagement in language learning.
3. Analyze the effect of Teacher Neuroticism on EFL learner overall motivation and performance in EFL.
4. Examine how EFL learners' perception of Teachers Neuroticism affects their motivation and academic outcomes.

1.4 Statement of the problem
The experiences of EFL learners' second language acquisition depends heavily on their teaching professionals. Existing research about SLA focuses mainly on teaching strategies and motivational elements alongside classroom environment but lacks investigation of teachers' psychological traits particularly neuroticism and its effects on language learning outcomes. Teachers exhibiting neurotic tendencies through emotional instability and anxiety and stress symptoms tend to impact their teaching performance as well as classroom control measures and student participation levels. The research investigates teacher neuroticism effects on second language acquisition among EFL learners to fill this knowledge gap while exploring personality attributes in educational processes.

1.5 Research Questions
1. How does teachers' neuroticism affect the EFL learners' motivation?
2. In what ways are the negative effects of teachers' neuroticism mitigated by autonomy supporting teaching practices?
3. How might the teachers' neuroticism impact perceived by the EFL learners affect their motivation and performance?
4. What strategies can be applied to help teachers manage neuroticism and improve student motivation?

2. Literature Review
Teachers' Neuroticism is highly impactable on EFL learners in teaching them a second language. Many researchers and studies have been done on the effects of Teachers Neuroticism on EFL

Learners and how it affects their motivation. The literature survey in this paper highlights how teachers' negative emotions and rude behavior directly affect their interest in learning a second language. Beginning with Klages (1926), Baumgarten (1933), and Allport and Odbert (1936), various psycholinguistics for a scientific taxonomy have turned to Natural language as a source of attribute. Albert and Odbert (1936) had identified four major categories. The first category included personality traits like sociable, aggressive, and fearful: which they defined as personalized and generalized determining tendencies- stable and consistent modes of adjustment to his environment. The second category included moods, activities, and temporary states, such as rejoicing, afraid and elated. And the last category is the people of highly reputable and highly evaluated judgement of personal conduct such as irritating, excellent, worthy and average. Although within the individual, these terms presuppose some traits, but these traits do not specify the attributes that are evaluated by society or by others in general.

2.1 Manifestations of Teachers Neuroticism in the classroom and Students Motivation

Research suggests several ways of how teachers' neuroticism can influence the learning environment of EFL learners in a negative way. The teacher's high levels of Neuroticism might contribute to the higher levels of classroom anxiety in EFL learners. When teachers have high levels of anxiety or negative emotion, it may transfer into their classrooms as they cannot help but transfer it to their EFL learners and maintain a tense, non-supportive environment. For example, providing inadequate or inconsistent feedback, offering harsh and unwanted criticism, giving vague or unclear instruction, or showing no empathy or understanding to the occasional struggles EFL learners must go through.

Student motivation is a complex construct that encompasses both intrinsic and extrinsic dimensions, playing a vital role in shaping the overall classroom environment. Research indicates that high levels of neuroticism in teachers are negatively associated with student motivation, even influencing student retention beyond the classroom (Samad et al., 2023).

A classroom climate affected by high teacher neuroticism can undermine intrinsic motivation— students' natural interest and enjoyment in learning. This is often due to internalized stress within the classroom, which may lead to a heightened fear of negative evaluation. Such fear, particularly in classrooms led by highly neurotic teachers, can hinder students' willingness to take academic risks or engage actively in learning (Sana & Atta, 2024).

2.2 Teachers Personality and its impact on EFL learners Motivation

(Hewstone and Colleagues 2005) defined personality as a complex interplay of individual differences shaped by an individual's development, encompassing values, attitudes, memories, relationships, habits and skills. These features have a strong impact on the process of second language acquisition and on EFL learners' motivation.

Eysenck theory of personality specifically discusses the dimensions of extraversion /introversion and neuroticism/stability that provides a complete framework for understanding these influences. According to him, different people have different personalities. Hans Eysenck believed that human behavior is determined by a series of personality traits. He came up with a famous Eysenck Personality Questionnaire (EPQ) to categorize people based on personalities. Neuroticism/ Stability is based on stress tolerances controlled by the human sympathetic nervous system. Stable people have less reactive nervous systems and therefore they remain calm, consistent and levelheaded. Neurotic people on the hand have highly reactive nervous systems and can therefore be prone to overreacting stimuli. So that's why Neurotic people can get angry easily and fear things more easily than stable people. Eysenck proposed that all of us as human

beings fall somewhere on the N dimension and E dimension. He created a questionnaire to measure E and N and termed it as Eysenck personality inventory (EPI).

2.3 Neuroticism, Anxiety, and Language learning

The most significant factor influencing L2 learning outcomes is language anxiety (Godwin,2014). Language Anxiety is a situational anxiety that can be activated by specific language related activities (Godwin, 2014). Language Anxiety could be normal at moderate level, but a high level of language can obstruct EFL Learners' willingness to communicate and participate in the classrooms (Kasparek, 2014). EFL learners' anxiety could increase inadvertently by teachers high Neuroticism, creating a classroom environment tense and fear of Negative evaluation and communication apprehension. For instance, a teacher's anxiety regarding the teaching of a specific grammar point may result in a less engaging and confident lesson, which in turn increases student anxiety (Lin, 2024). The issue of the impact of teacher anxiety on student anxiety is intricate. The anxiety of a teacher may not directly cause student anxiety; however, it may have a ripple effect.

3. Theoretical Background

In this section, key theoretical constructs relevant to this research are discussed in detail. These include the concepts of motivation, teacher neuroticism, and English as a Foreign Language. Each component is elaborated upon through a review of relevant scholarly perspectives and psychological theories that underpin the relationships explored in this study.

3.1 Motivation

Within the field of education, learner motivation stands as a fundamental determinant of student engagement and academic achievement. A motivated learner is more likely to exert effort, persist through challenges, and attain educational objectives. Teachers consider fostering motivation an essential part of instructional practice, as it significantly contributes to student success. According to Ben-Ari and Rich (1992), motivation is defined as a student's willingness to invest time and energy in performing a designated task. Consequently, it is the educator's responsibility to structure tasks in a way that stimulates and enhances learner motivation.

Jones and Jones (1998) argue that motivation is not an inherent quality but rather a learned behavior, which implies that educators play a vital role in cultivating it. They highlight two primary responsibilities for teachers:

1. Encouraging EFL learners to make deliberate efforts to acquire new knowledge.
2. Facilitating the learning process to ensure clarity and comprehension.

Skinner and Belmont (1991) describe motivated EFL learners as those who select learning tasks aligned with their competencies, take initiative when given the opportunity, and demonstrate sustained effort and focus. These learners typically exhibit positive emotions such as curiosity, enthusiasm, optimism, and interest throughout the learning process. Conversely, EFL learners with low motivation tend to avoid effortful tasks and display minimal persistence when confronted with academic challenges.

Intrinsic and Extrinsic Motivation

Motivation also affects the performance capacity of the students to undertake academic tasks to a great extent understand learning material. In this section, two major forms of the work are touched on motivation: extrinsic motivation; intrinsic motivation. Intrinsic motivation is a desire to do something just because it is good to do inherent satisfaction. Dev (1997) defines an intrinsically motivated student as one who enhances in his learning with the belief that he is truly happier. Extrinsic motivation involves engagement in academic activities driven by the desire to obtain rewards or avoid negative consequences. Empirical evidence suggests that reliance on

extrinsic motivation can undermine academic achievement and diminish long-term learning motivation (Dev, 1997; Lumsden, 1994). Ramage (1990) found that EFL learners who pursue language studies solely to meet academic requirements are less likely to continue language learning in the future.

Theories of Motivation

The quest to understand what drives human behavior has led to the development of various motivational theories. This section outlines key theories relevant to understanding EFL learners' motivation.

Expectancy-Value Motivation Theories

According to Dörnyei (2009), the expectancy-value model is among the most influential conceptualizations in motivational psychology over the past four decades. Originating from Atkinson's theory of achievement motivation, this framework asserts that motivation depends on:

1. The individual's expectation of success in performing a given task.
2. The perceived value of succeeding in that task.

When learners believe they are capable of success and that success is worthwhile, they demonstrate higher motivation. In the EFL context, learners with strong expectations of mastering the language and who value linguistic competence tend to be more motivated. Conversely, learners who anticipate failure or question the utility of language learning exhibit diminished motivation.

Self-worth Theory

Govington (1992) in his self-worth theory of achievement motivation postulates that the amount of achievement motivation is greatest when people care about or are concerned about things. Human primacy, is the necessity to accept oneself and in this sense the school relationships are in reality the refraction the ordeal of securing self-image of competence. The necessity of self-worth can produce certain tendencies of motivational beliefs and behaviors at school.

Strategies to Motivate EFL learners

EFL learners exhibit varying levels of intrinsic and extrinsic motivation. While some are driven by grades or recognition, others seek knowledge and intellectual fulfillment. Teachers must identify these motivational drivers and implement strategies to foster motivation across diverse student profiles.

Davis (1993) identified three key elements that elicit positive student responses in the classroom:

1. A well-structured syllabus and curriculum.
2. A teacher passionate about the subject and teaching.
3. A teacher who genuinely cares about student progress and learning.

Motivation is crucial for sustaining EFL learners' educational journeys and enabling goal achievement. Several strategies can be employed to enhance motivation:

3.2 Personality

Personality is a foundational psychological construct that significantly shapes human behavior, emotional expression, social interaction, and adaptability across various life contexts. According to Atkinson et al. (1983), personality can be defined as the consistent ways of thinking, feeling, and behaving that enable individuals to adapt to their environment. It encompasses enduring patterns of cognition and behavior that influence how people interpret and respond to different situations. Personality traits determine how individuals interact with the world around them and how they manage their internal experiences.

Cruickshank, Jenkins, and Metcalf (2003, p. 5) argue that personality constitutes the totality of behavioral traits and character attributes unique to an individual. They emphasize that no two

people are exactly alike, as each person possesses a distinct personality shaped by their biology, life experiences, and social interactions. These inherent differences contribute to diverse patterns of motivation, perception, emotional regulation, and interpersonal relationships. In this context, personality is not merely a superficial trait but a dynamic and complex system that governs much of an individual's conduct and emotional life.

Personality holds significant influence within the educational context, particularly in the realm of teaching. A teacher's personality and specific personality traits play a critical role in shaping the classroom environment, eliciting emotional responses from students, and either fostering or hindering student motivation and achievement. Education involves far more than the mere transmission of knowledge; teachers also serve as role models, mentors, and sources of emotional support. As emotional anchors within the classroom, the traits they exhibit—whether positive or negative—can profoundly impact student engagement, academic performance, and the overall learning experience.

4. Research Methodology

It has a descriptive correlational research methodology which is based on the questionnaires the same has occurred in this research study. This study is to be one with an intention of describing phenomena and exploring relationships of correlation between variables without the control of any one of the variables. It is this methodology that is especially associated with the study of analyzed relations between attitude, behavior and perception such as teacher personality character traits of neuroticism and level of proficiency by an EFL learner students' motivation. The study is descriptive correlational, questionnaires are used to explore the relationships among teacher neuroticism personality traits, EFL learners' proficiency, and EFL learners' motivation without any attempt to control variables.

4.1 Research Design

The study is structured around three key variables: teacher neuroticism, student motivation, and students' proficiency in English as a Foreign Language (EFL). To examine these variables, the research will adopt a mixed-methods approach, with a primary emphasis on quantitative analysis. Data will be collected through structured questionnaires administered to approximately 30 teachers, whose levels of neuroticism will be systematically assessed using established psychometric tools. In parallel, students' motivation and EFL proficiency will also be evaluated using standardized instruments designed to measure language competence and motivational factors.

4.2 Measurement of Variables in the Present Study

This study examines three major variables in the second language acquisition English as a foreign language (EFL): (1) Neuroticism of teachers, (2) Student Motivation, and, (3) EFL proficiency.

4.2.1 Teacher Neuroticism in EFL Contexts

The first variable under examination is the neuroticism of EFL instructors and its influence on EFL learners' affective responses, particularly motivation and enthusiasm for learning. Neuroticism, characterized by emotional instability, anxiety, and negative affectivity, is hypothesized to exert a detrimental impact on EFL learners' engagement in the classroom. The Big Five Inventory is employed to assess the neuroticism levels among 30 teachers selected from both private and government institutions, with a specific focus on data collected from St. Mary Convent Higher Secondary School. The BFI scale refers to a scale, invalidated psychometric instrument which reliably indicates the emotional dispositions, comprising the existence of undesirable behavior that may interfere with sound pedagogy. The research tests the relationship

of neuroticism in the teachers in elevated levels with the performance of the teachers lowered the student motivation and the efficacy in EFL acquisition.

4.2.2 Students' Motivation

The other fundamental variable is the motivation attitude of learners undertaking EFL instruction. Robert Gardner uses the motivation of the students as a measure of Attitude/Motivation Test Battery (AMTB) is a well-known tool in the language education research. AMTB evaluates intrinsic and extrinsic psychological functioning in a whole way levels of motivation, which secures the attitudes of learners on the target language, their interest in learning, and intensity of their motivation.

5. Data Analysis

Instrumentation for Neuroticism, Teacher Motivation, and Student EFL Proficiency Questionnaires The data for this study were collected through the administration of two questionnaires—one designed for teachers and the other for EFL learners.

Teachers Neuroticism Questionnaire

This scale comprises 8 items aimed at evaluating various facets of teachers' neurotic tendencies. Sample statements include: *"I see myself as someone who is depressed, blue," "I see myself as someone who is relaxed, handles stress well,"* and *"I see myself as someone who worries a lot."*

The respondents recorded their answers in a five-point Likert scale, having a scale of 1 to 5; the answer categories are Strongly Disagree to Strongly Agree in Student English Motivation Scale:

In this section, there are 20 items that are concerned with intrinsic as well as extrinsic motivations to the study of English. Intrinsic motivation statements as given by I want to master English employed a 5 point Likert scale where the response options indicated Strongly Disagree to Strongly Agree.

In the meantime, the items of extrinsic motivation, i.e., My parents, motivate me to be fluent in English whereby a 4-point scale was used between the answers, Never and Always.

Student English Motivation Scale

This section includes 20 items that address both intrinsic and extrinsic motivations related to learning English. Intrinsic motivation statements, such as *"I want to master English,"* utilized a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." Meanwhile, extrinsic motivation items, such as *"My parents encourage me to be fluent in English,"* employed a 4-point scale from "Never" to "Always."

Student EFL Proficiency Questionnaire

This instrument contains 5-items that are meant to measure different aspects of English as listening, reading, speaking, writing and Foreign Language proficiency (EFL). The general English proficiency as assessed by the learner himself. In each section there were multiple-choice options conformant to the Common Framework of Reference of Languages (CEFR) level, which has been subdivided into A1 (Beginner) C2 Proficient). As an example, in the listening part, one of the options was: C which was that I can understand the main points of clear standard speech on familiar matters," which is equated to the CEFR level B1.

Data Analysis Technique

There are certain Data Analysis Techniques that is discussed below:

Descriptive Statistics

To provide a clear profile of the sample, descriptive statistics such as means, standard deviations, and frequency distributions were calculated for teacher neuroticism scores, EFL learners' motivation scores (both overall and subcategories), and EFL proficiency levels (both overall and

by skill area). These metrics form the foundational quantitative description of the teacher and student samples.

Correlation Analysis (Internal to Teacher Data)

The Pearson Product-Moment Correlation Coefficient (Pearson's *r*) was utilized to measure the strength and direction of linear relationships between continuous variables. This method was particularly employed to examine the potential association between teacher neuroticism and EFL learners' motivational levels.

Descriptive Statistics of Teacher Neuroticism

The assessment of neuroticism among the 30 participating teachers revealed a substantial range in their self-reported emotional profiles. Total neuroticism scores—computed by summing the 8 items post-reverse scoring—ranged from a minimum of 9 to a maximum of 33. The mean neuroticism score was calculated at 23.67, with a standard deviation of 4.80. These results indicate a moderate level of variability within the sample, suggesting that teachers exhibit diverse neurotic tendencies.

To gain deeper insight, frequency distributions for individual item responses were examined. Many teachers selected "Agree" or "Neither Agree Nor Disagree" for statements like *"I see myself as someone who worries a lot"* or *"I see myself as someone who can be tense."* Conversely, for reverse-scored items such as *"I see myself as someone who is relaxed, handles stress well"* and *"I see myself as someone who is emotionally stable, not easily upset,"* responses commonly fell into the "Agree" or "Neither Agree Nor Disagree" categories.

Descriptive Analysis of EFL learners Motivation for English Language Acquisition

After completing motivation questionnaires, EFL learners demonstrated a strong inclination toward acquiring the English language. The average overall motivation of the student sample was 64.06/85 which was obtained by adding both intrinsic and extrinsic motivation. That means, the standard deviation of 7.21 and the standard deviations are 14.10 (extrinsic motivation scales), 20.21 (explicit motivation scale), and 25.17 (implicit motivation scale). This is an indication of a widespread motivation was high with the students although variances did exist on different samples. The students were found to possess two different types of motivation, i.e., intrinsic motivation, this is the inner fulfillment or happiness, which arises out of the achievement of a task, and extrinsic motivation, which are mainly brought about by extrinsic rewards like. They are they who are seeking acknowledgement, economic success, or societal acceptance. The average of satisfaction intrinsic motivation standard deviation was 4.14 based out of the scale of 50 to with a mean of 40.85. This high score implies that students are mostly driven by intrinsic goals including acing to master the skills of English language, conduct academic and everyday discussions, and improve their grasp towards personal growth and contentment, not materially oriented and focus on external reasons.

The average of extrinsic motivation was 23.21 out of 32, and the standard Load was 10.07 and the standard deviation of 4.09. It means that the external factors, which may include institutional help, etc., influence the business, but do not determine the business, the presence of communication with peers, and motivation by parents do have an impact. They do it in higher levels of variability between people.

The motivational variables that provide sources of language learning. It gives also clues about the ways of other sources of motivation may combine with different types of motivation- internal and external teaching processes and eventually impact learning and performance of students

language acquisition. A major methodological issue relating to this study students were completely motivated to take up Motivation Test to make sure that the students could test themselves reported motivation. In the administration, an important methodological consideration is the setting. One of the disadvantages of the Student Motivation Test was the fact that only the students took part in it. This approach was adopted to ensure that the data reflected students' self-reported motivational orientations without external influence, thereby enhancing the authenticity and reliability of the responses.

Description of Student EFL Proficiency Data

The EFL Proficiency Questionnaire administered to EFL learners was designed to assess their self-perceived competence across the four core language skills—listening, reading, speaking, and writing—as well as their overall English language proficiency. This self-assessment was aligned with the **Common European Framework of Reference for Languages (CEFR)**, which categorizes proficiency across six levels, ranging from **A1 (Beginner)** to **C2 (Proficient)**.

One notable limitation of the dataset is the **lack of a direct linkage** between specific EFL learners and their corresponding teachers from the neuroticism and motivation survey data. As a result, while the student responses offer valuable insights into language proficiency, these cannot be explicitly matched with the psychological profiles of their individual instructors.

All EFL learners participating in the study were drawn from a college-level intermediate English class. Consequently, the **majority of EFL learners reported their English proficiency at the B1 level (Intermediate)**, with a smaller proportion indicating a **B2 level (Upper-Intermediate)**. The **age range** of most respondents fell between **17 and 19 years**, and the EFL learners generally demonstrated a sound understanding of the English language. These findings contribute to the broader context in which teachers' perceptions of student motivation— differentiated into intrinsic and extrinsic components—are interpreted.

4.10.1 Internal Motivation

To evaluate EFL learners' intrinsic motivation, a 10-item questionnaire was administered, specifically targeting internal motivational drivers such as personal interest, enjoyment, and the inherent value of language learning. EFL learners were instructed to respond to statements that reflect their internal commitment to mastering English, independent of external rewards or pressures.

The cumulative internal motivation scores ranged from a **minimum of 27** to a **maximum of 49**, within a possible scoring range of 10 to 50. These results reveal considerable variation in the degree of intrinsic motivation among the EFL learners.

Table 2: Summary Statistics of Student Internal Motivation

Statistic	Value
Number of Respondents	33
Mean Score	42.06
Standard Deviation	4.88
Minimum Score	27
Maximum Score	49

Examining specific internal motivation items:

- "I want to master English": 3.0% Disagree, 9.1% Neither Agree Nor Disagree, 39.4% Agree, 48.5% Strongly Agree.
- "I want to be able to speak English for daily conversation.": 3.0% Disagree, 6.1% Neutral, 69.7% Agree, 21.2% Strongly agree.
- "I want to be able to speak English for academic level.": 3.0% Disagree, 3.0% Neutral, 54.5% Agree, 39.4% Strongly agree.
- "I want to be able to understand English for daily conversation.": 3.0% Disagree, 3.0% Neither Agree Nor Disagree, 72.7% Agree, 21.2% Strongly Agreen 1.
- "I want to be able to understand English for academic level.": 3.0% Disagree, 6.1% Neutral, 57.6% Agree, 33.3% Strongly agree.
- "If I am fluent in English, I feel my social class is higher.": 3.0% Strongly Disagree, 3.0% Disagree, 9.1% Neither Agree Nor Disagree, 69.7% Agree, 15.2% Strongly Agree.
- "I feel proud if I am fluent in English.": 3.0% Strongly disagree, 9.1% Disagree, 18.2% Neutral, 69.7% Agree.
- "If I am fluent in English, I feel more confident in teaching-learning process.": 3.0% Strongly Disagree, 6.1% Disagree, 9.1% Neither Agree Nor Disagree, 72.7% Agree, 9.1% Strongly Agree.
- "If I am fluent in English, I can have more access to learn.": 3.0% Disagree, 12.1% Neutral, 60.6% Agree, 24.2% Strongly agree.
- "If I am fluent in English, I have wider and better options for job.": 3.0% Disagree, 6.1% Neutral, 66.7% Agree, 24.2% Strongly agree.

Hence, the responses provided alongside each item strongly indicate that EFL learners are highly motivated to learn the English language primarily for its practical applications—such as engaging in daily conversations, pursuing academic success, enhancing self-confidence, and improving employment prospects. The consistently high percentage of "Agree" and "Strongly Agree" responses across the majority of internal motivation items reflects a clear perception among teachers that their EFL learners are intrinsically driven in their English language learning endeavors.

4.10.2 External Motivation

External motivation for second language learning was also assessed through a dedicated section of the questionnaire administered to EFL learners. The composite external motivation score—reflecting each teacher's perception of their EFL learners' extrinsically driven engagement—ranged from a minimum of 10 to a maximum of 32, within the possible scoring range of 8 to 32.

Table 3: Summary Statistics of Student External Motivation	
Statistic	**Value**
Number of Teachers	33
Mean Score	25.03

Standard Deviation		4.86
Minimum Score		10
Maximum Score		32

The average external motivation score of 25.03 suggests that teachers perceive external influences as moderately to highly supportive of student English learning. The standard deviation of 4.86 indicates some variability in how teachers perceive these external factors. Item-level responses for external motivation include:

- "My parents encourage me to be fluent in English.": 24.2% Never, 18.2% Rarely, 57.6% Sometimes.
- "My parents communicate with me in English.": 57.6% Never, 24.2% Rarely, 18.2% Sometimes.
- "My friends/co-workers encourage me to be fluent in English.": 9.1% Never, 27.3% Rarely, 63.6% Sometimes.
- "My friends/co-workers communicate with me in English": 6.1% Never, 18.2% Rarely, 75.8% Sometimes.
- "My academic environment uses English as a tool to communicate.": 3.0% Never, 3.0% Rarely, 72.7% Sometimes, 21.2% Always.
- "My working environment use English as a tool to communicate.": 3.0% Never, 12.1% Rarely, 51.5% Sometimes, 33.3% Always.
- "The place where I work now provides and facilitates me to improve my English skills.": 6.1% Never, 18.2% Rarely, 27.3% Sometimes, 48.5% Always
- "The place where I study now provides and facilitates me to improve my English skills.": 3.0% Never, 3.0% Rarely, 27.3% Sometimes, 66.7% Always.

These findings confirm that although parental communication in English has been deemed to be rare, parental support and peer/co-worker support are more frequent. Of greater significance, teachers believe that learning and working contexts, and educational and working contexts, frequently supply and facilitate English skill acquisition.

4.10.3 Descriptive Statistics of Student EFL Proficiency

Skill/Category	Level	Frequency	Percentage
Overall English	Elementary (A2)	2	12.5%

	Intermediate (B1)	10	62.5%
	Upper-Intermediate (B2)	2	12.5%
	Advanced (C1)	2	12.5%
Listening Ability	A1	0	0.0%
	A2	4	25.0%
	B1	7	43.8%
	B2	4	25.0%
	C1	1	6.3%
Reading Ability	A1	0	0.0%
	A2	2	12.5%
	B1	9	56.3%
	B2	3	18.8%
	C1	2	12.5%
Speaking Ability	A1	0	0.0%
	A2	4	25%
	B1	9	56.3%
	B2	3	18.8%
Writing Ability	A1	0	0.0%
	A2	2	12.5%
	B1	9	56.3%
	B2	5	31.3%

6. Discussion on Findings

Descriptive statistics for teacher neuroticism suggest that teachers in our sample were somewhat neurotic relative to the population mean. On the one hand, a few teachers claimed to be generally relaxed and emotionally stable, while a large number expressed feelings of tension, worry and nervousness. This indicates that this is a population of teachers facing emotional difficulties commonly associated with neuroticism. This emotional profile is important to understand because it serves as a context to investigate how they may interact with the classroom situation. In the case of teacher-reported student motivation, though teachers support their EFL learners' instrumental goals of daily conversation, going to school, and career opportunities, they overall view their EFL learners as strongly internally motivated. This indicates that teachers feel EFL learners have an intrinsic motivation to learn English. In the same manner, the external motivators, particularly the academic and professional contexts, are considered by the teachers to be very encouraging and enabling with regard to the development of English skills. Such a picture depicts teachers as perceiving internal motivation and external environmental support as powerful motivators for their EFL learners' language learning endeavors. As shown in the table,

most of the student sample has a CEFR level between Intermediate (B1) in all four skills as well as general proficiency. This gives some context in terms of the demographics of the learners involved in this study who on average are at a functional level of proficiency, able to follow conversations on familiar topics and to cope in familiar situations in English. This contextualization is relevant to the SL acquisition process for this population of EFL learners.

7. Conclusion

This investigation studied the links between teacher neuroticism, student motivation as reported by teachers, and the level of proficiency in English among the EFL learners. According to the descriptive analysis, many of the surveyed teachers tended toward neurotic traits, and reported experiencing tension, worry, and nervousness in considerable numbers. Generally, teachers believed that their EFL learners were extremely motivated by what they wanted to achieve (such as learning English to work and study) and by positive influences outside of school (such as signing up for environmentally supported English courses). Most of the EFL learners in the sample achieved B1, which is the Intermediate level, in each skill area. However, there was no notable linear relationship between teacher neuroticism and the reported motivation seen in EFL learners. The data set extracted by the questionnaires of student did not show much strong link but instead many theories and researches shows that a neurotic behavior of teacher can create adverse impacts on EFL learners. Therefore, various practical measures can help us improve learning in a second language.

Practical Implications

Our research had a few implications. In the case of teachers, the results will help them to learn more about the behaviors of the students and so they can know what to expect of them and how to improve them. hard facts of the pupils concerning their experiences that the personality of teachers is evident has an influence on the motivation of the pupils. Being researches ourselves, we theory that implementations of the questionnaire and results of the observation protocol can assume good strategies of teachers to inspire students and definite character traits that teachers need to display. At the school it must have teachers who present some type of personality in the environment to encourage their students. teaching philosophy.

- **For Teacher Training and Professional Development:** Since neuroticism can make teachers more prone to stress and notice more disruptive behaviors in classrooms, teacher training should contain lessons on regulating emotions, coping with stress, and building strength. Teachers being able to manage their emotions could influence the classroom in a way that could hide the negative effects of neuroticism on student engagement.

- **For Classroom Management and Language Pedagogy:** Teachers exhibiting neurotic behavior could gain from actively building a classroom atmosphere where they share their emotions openly. They encourage EFL learners to practice language by ensuring the classroom is friendly and anxiety-free. Additionally, methods that focus on EFL learners being autonomous, capable, and well-connected in the classroom should be given priority. For instance, give EFL learners alternatives for learning, respond to their performance with positive and direct feedback, and try to communicate well with them.

- **For School Administration:** When hiring and planning professional development, administrators should pay attention to an individual's personality, as it is a key factor in classroom life. Teachers' emotional well-being should be supported because it helps them and also improves EFL learners' motivation and ability to learn foreign languages.

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