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Exploring the Impact of Teachers' Motivation on the Academic Performance of EFL Students
The Case of Master One Students at Foreign Languages Department in the University of Biskra

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment of the Requirements for the Master's Degree in Sciences of Language

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Dedication

I dedicate this work to my lovely mother for caring and teaching me it is never too late to find ways to reach my dream and pursue my true passion. It is also to my second half, my brother Houssem for being always there for me. To my dearest sisters and best friends Sarah, Karima, Djihad, Hazar, Amina and Hadjer.

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Abstract

Over the past five years, the majority of research studies that has been conducted on motivation concentrated on the students and their motivation, while they turned a blind eye to teachers' motivation. And within the background of the perceived decline in students' academic achievement, research on the impact of teachers' motivation on the academic performance of students is a new subject matter that needs more research. Hence, the purpose of the present study is to illustrate the underestimated importance of teacher motivation within the educational context and to investigate the impact of teacher motivation on EFL students' academic performance. Thus, we hypothesize that if the teachers are motivated, the students' academic performance will be positively influenced. In order to prove the research hypothesis, a descriptive study was conducted besides a qualitative method was approached for the collection and analysis of data. Throughout the current study two data gathering tools were used to investigate students' attitudes and perceptions towards teacher motivation and to identify the different influencing factors. These tools include a students' questionnaire and a classroom observation. After the analysis and interpretation of the collected data, the findings revealed that effective academic performance of students is a result of high level of teachers' motivation. Therefore, the attained results confirm the validity of the aforementioned hypothesis, when teachers are motivated, students' academic performance is positively affected. Eventually, a summary of the suggested recommendations was proposed to boost teacher motivation, which should be regarded as a significant guiding factor to obtain the requisite performance of students.

Key words: teacher motivation, students' academic performance, influential factors, educational context.

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

SLA: Second Language Acquisition

L2: Second Language

QWL: Quality Working Life

i.e.: id est (that is to say)

n.d.: no date

Etc.: et cetera (and so forth)

Q: question

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General Introduction

In the guise of that academic performance is the core for successful learning. It receives an extremely crucial importance in shaping the character, standard and future of students. Students who perform the best of their abilities are the ones who are encouraged and inspired by their teachers to achieve effective academic goals and high-quality standards. Thus, it can be said that the academic performance stands as a result of what teachers instill in their students; in the sense that teachers devote their knowledge through the use of certain behaviors and strategies so that it presented in a way that assesses and boosts the performance of student; this what emphasizes the indispensable role of teachers in the educational context.

Despite the enormous transitional stage that teachers have reached in the teaching profession which facilitates to a great extent the process of learning, still in the Algerian educational system, teachers and school heads being challenged to renovate educational outcomes under tiring conditions which in turn determines the quality of teaching. This stresses the vital effect of teachers' conducts role in learning success. Hence, it is worthy to note that encouraging teachers is significant simply because it helps them to seek out efficient performances and the possibility to develop reflective learning.

1. Statement of the Problem

Many look at students' motivation as the main factor for the improvement of the educational system and neglect the motivation of the key actors who firstly shape the learning environment and students' performance and the teachers. To illustrate more, teachers are known as crucial players when it comes to educating and helping students to reach new heights in learning. However, it may be challenging to boost the performance of students when teachers are demotivated or discouraged while teaching.

In the Algerian context, there was an abundance of research on students' motivation; however, less research focusing on teacher motivation was conducted. This seems to be insufficient because most Algerian university teachers face dissatisfactory environmental conditions when they work which in turn may affect student academic performance. This may be also a consequence of that most researchers and school administrators concern were overwhelmingly stranded on students' motivation, their behaviors and attitudes toward learning, communicative aptitudes…etc. far from the main sources that cause them so behave and perform in such a manner.

Generally, students were asked to perform in order to be evaluated by their teachers about what they comprehend from the content material where teachers aimed to ensure that students are performing the best of their abilities. Furthermore, students' performance may vary due to the various factors regarding their teachers' attitudes as well as the working conditions are surrounded by. Thus, it can be stated that teachers play an important role on how students perform or behave during learning.

In Algerian universities, most of teachers are trying hard to deal with a poor teaching-learning environment that are ill-equipped with access to the internet, large classes, lack of recent library assets and basic technology. Moreover, it was observed that, there are times where teachers seem demotivated and dissatisfied which made the researcher wonder whether such state may affect how students perform in the class. Thus, it is this attitude that encourages the researcher to conduct the current study to establish the impact of teachers' motivation on the academic performance of students and to determine the various influential factors.

2. **Research Aims**

   Through this study we aim to:

* Expose a comprehensive overview of teachers' motivation as a general term applying to the entire class of drives, desires and needs.

* Determine the different factors affecting teachers' motivation.

* Investigate the impact of teacher motivation on the academic performance of students.

* Determine students' attitudes toward teachers' motivation.
  Yet, the specific objectives are:

* To show why motivation is essential ingredient for the educational system.

* To establish whether there is a relationship between teachers' motivation and students' performance.

* To examine the underlying causes that affect teachers' motivation and which may impede the teaching process for both teachers and students in a way or another.

* To make teachers aware that any lack of their motivation has a negative effect on students and may adversely influence their academic behaviour.

3. **Research Questions**

   This study was guided to by the following research questions:

* Does teacher motivation affect students' academic achievement?

* What are students' attitudes towards teachers' motivation?

* Does teachers' work environment have an effect on students' academic performance?

* What factors students consider most important to their academic progress?

4. Research Hypotheses

Through this study, we seek to verify one key hypothesis:

- We hypothesize that if teachers are motivated, the students' academic performance will be positively affected.

5. Significance of the Study

The importance of this study lies in that it draws attention to an overlooked but very crucial factor as the motivation of teachers. Through this study, we aimed to prove that there is a strong relation between teachers' motivation and students' academic performance. As well, we believe that this study is worth undertaking as it attempts to offer teachers with insights about the effect of their motivation on students' achievement and it reveals the various available factors affecting their motivation and how can they impact students' performance. Also, this research work seeks to highlight the interrelated relationship between teachers and their ways in promoting students' engagement by developing appropriate teaching methods, instructional materials needed to facilitate the teaching and learning process. In addition, the study is a transitional stage to spot the light on which aspect of motivation needs attention in teaching for ideal performance of teachers.

6. Research Methodology

Due to the nature of this research, a descriptive approach has been adopted in order to test our research hypothesis and to find link among our two variables; teachers' motivation as an independent variable, and students' academic performance as a dependent variable. Furthermore, the research work is based on the qualitative method for the purpose of achieving accurate answers for this investigation.

6.1 Population

Fraenkel and Wallen (2001), refer to target population as a group that the study is interested in for the purpose of generalization. If a researcher chooses samples without representativeness and specifying who the target population is, this leads to "hopeless ambiguity" (Rothman et.al, 2008). The case study of this research is (44) students of master one classes in Biskra University. Additionally, this study is about the impact of teachers' motivation on students' performance. Thus, the current study includes both master one English language teachers in addition to master one students.

6.2 Sample

With reference to sampling, Glicken (2003) defines sampling as "The process of selecting a smaller group of participants to tell us essentially what a larger population might tell us if we asked every member of the larger population the same question" (as cited in Adwok, 2010, p. 56). Since our study is concerned with the impact of teachers' motivation on the academic performance of students, the sample frame of this study is students of master one at the department of foreign languages in Biskra University. Furthermore, the present study deals with a sample group of (44) students who are randomly chosen from a population of (130) students of master one classes. The reason behind using such sampling is because it is simple and more straightforward to implement, compare and understand.

6.3 Data Gathering Tools

For the purpose of this thesis. The researcher relied on primary data which were mainly questionnaire and observation. A student questionnaire was carefully designed based on the objectives of the study. The variables were obtained by a thorough review of the relevant literature and worded for both closed and open-ended questions to facilitate the analysis of responses.

Moreover, the questionnaire was used for students the purpose of evaluating their teachers' level of motivation and whether certain motivational strategies are implemented in the classroom. In addition, a classroom observation was conducted on teachers and students during class sessions for the attempt to closely observe teachers and students' behaviors and provide consistent information about the impact teacher motivation has on student performance and to identify the factors affecting them.

7. Structure of the Study

The dissertation is divided into three main chapters; the first two chapters stand for the theoretical background of this present study, and the third chapter is dedicated to the fieldwork.

The first chapter covers a set of definitions of motivation, its types, teacher motivation, theoretical approaches, development of teacher motivation research, related studies and current and future directions. The rest of the chapter we shed light on some of the main influential factors affecting teacher motivation including: job satisfaction, quality of working conditions, teacher reward system and professional development; in addition to some motivational strategies for teachers.

The second chapter provides an overview of academic performance in higher education, conceptual framework of factors influencing academic performance of students to name few: attitudes of students, skills and abilities of the teacher, classroom environment, school resources. Then to draw attention to some models of factors contributing to academic performance of students, causes of low academic performance, overview of influence of appreciation of teachers on students' performance, motivation and academic performance, personality, self-regulatory learning strategies, learning approaches.

Finally, the last chapter covers the analysis and interpretations of the results; in addition to the of the findings revealed from data collection tools which are the students' questionnaire and the classroom observation.

Chapter One

Teacher Motivation

Introduction

Motivation occupies an important place within second language acquisition as being an individual difference in terms of changing and maintaining behavior, boosting engagement and developing competencies. It has been generally observed as a force or drive that activates an individual to perform an act by nature. Moreover, motivation is considered as the most needed orientation towards effective academic performance. For this reason, in this chapter we deal with a relevant related literature on the impact of teacher motivation on the academic performance of students. It is divided into two-folds: a general overview of motivation in academic context and the issue of teacher motivation in which we expatiate and draw attention to the key elements.

1.1 General Overview about Motivation in Academic Context

Over the last two decades, research on motivation has attracted the attention of academic entities. Where it was considered as one of the most often-researched and deliberated topics in the field of psychology and education. Hence, it is looked at motivation as an essential device which leads to proficient and competent teaching and learning environment, as Tella (2007) points out motivation is a critical factor for learning. However, in academic institutions, many teachers understand the meaning of motivation, yet they are often unable to inspire their students or establish a genuinely motivational atmosphere in classrooms.

As stated by Hudley and Gottfried (2008), academic motivation is an "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks" (p.36). Therefore, motivation is a solid framework for shaping teacher and students' inclinations toward the process of learning. From

this basis, researches on finding enjoyable and rewarding environments to sustain the level of motivation is still the ultimate goal for long-term achievement.

1.2 Definition of Motivation

There is no consensus upon one single definition of motivation. However, there are considerable definitions that vary in accordance with the context in which they are given. As Dörnyei and Ushioda (2011) reveal, researchers were fairly selective in the focus of their study on a wide range of theories related to motivation where there seems to be no agreement in the comprehending of motivation. In consonance with this, the term 'motivation' has been generally observed as a force or drive that activates an individual to perform an act by nature. Similarly, Baron (1996) describes motivation as "the internal process that cannot be directly observed but that activates, guides and maintains overt behavior" (as cited in Kubi, 2019, p. 18).

Additionally, motivation recently is no longer about the only the imitation of certain behaviors but rather it takes a new integrative approach known as "Motivation Science" (Kruglanski, Chemikova & Kopez, 2015, as cited in "Science of Motivation",2018). This emerging field, is deriving from various approaches such as: longitudinal data analysis, statistical stimulation, neuroimaging, computational modeling and networks analysis.

Despite the different definitions of motivation which have been yielded by scholars, each scholar postulated an integrated view from his own perspective. For that reason, motivation appears to be related to a number of other fields.

1.2.1 Motivation as a Process

Motivation here is referred to as dynamic process in which a variety of steps are taken to determine the causes for unsatisfied desires, studying individual behavior and achieving goals ("iEduNote", 2017). In the same line, there are five steps of motivation as a process:

- The identification of the unsatisfied needs and motives.

- Tension.

- The actions to satisfy needs and motives.

- Goal accomplishment.

- Feedback.
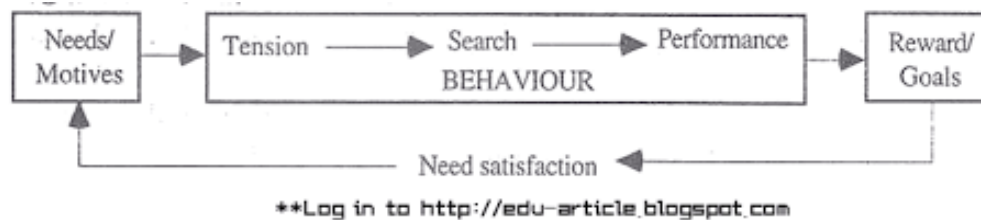
Figure 1: **Motivation Process. Adapted from** *Motivation Process in Management and*

Organizational Behavior **2019, Adapted from**

iEduNote.com website: https://www.iedunote.com/motivation-process

1.2.2 Motivation as a Skill

From such perspective, McPheat (2010) maintains that motivation as a skill can be defined as the state when an individual has achieved important abilities of value, quality or meaning in order to meet specific goals. Those specific goals include: improving self-confidence, enhancing self-discipline, challenging to stretch beyond certain goals and rewarding for reaching those goals depending on the motivator's style.

1.2.3 Motivation as a Function of Communication

As reported by Root (2011), motivation has a coherence linkage to communication. He also assures that greater degree of motivation helps building effective relationships between employees

and managers. He concludes, a clear and honest communication helps to encourage and strengthen those relationships, which can assist employees in reaching maximum productivity.

1.2.4 Motivation as an Essential Factor for Learning

The word motivation here is considered as a key factor which influences learning in terms of what desires, drives and behaviors in which students have to participate in the learning process. In agreement with Ferreira, Cordoso and Abrantes (2011) motivation is considered as a significant element in the course of learning, inspired student have the strength to study, to develop and utilize talents, to enhance academic success and to adjust them to the requirements of school.

1.3 Classifications of Motivation

As for the types of motivation, motivation is divided into various categories. The following are some of the most prominent ways in which motivation is classified:

1.3.1 Intrinsic (Natural) Motivation

For intrinsic motivation, Ryan and Deci (2000) define it as an incentive which is derived within the individual himself or the action where it affects someone's behavior, performance or wellbeing. In other words, it stems from the internal factors and comes from within an individual who is not driven by any outer effect. In the same vein, Ellis (1984) indicates that behaviors are performed for the sake of giving pleasure and getting psychological rewards rather than physical, for instance, a teacher gets a sole satisfaction because his students successfully graduate from the college.

1.3.2 Extrinsic (Artificial) Motivation

According to Nyam (2014):

> A compel to do something or act a certain way because of external factors is
> called extrinsic motivation. This might include incentives and rewards or

even punishments. The goals or expectations of this type of motivation may

be determined by someone else. (p. 2)

Therefore, extrinsic motivation stands for the environmental drives like food, money, appreciation, etc., which direct the behavior to realize a specific goal. It is important to note that an individual can be driven extrinsically by means of salaries, promotions…etc. all of which may lead to enthusiasm and job satisfaction as well (Ryan & Deci, 2000).

1.2.3 Integrative Motivation

Gardner (2000) reveals that integrative motivation plays an essential role in effective language learning (as cited in Loganathan & Zafar, 2016, p.9). This type of motivation is concerned with learners who have personal interests to integrate themselves into the culture of other language group (Second Language). Additionally, as mentioned by Loganathan and Zafar (2016) when the learners' manners and motivation towards the target culture are encouraging, EFL learners can easily become a part of that culture.

1.2.4 Instrumental Motivation

In the definition given by Al-Ta'ani (2018), instrumental motivation is "the learners' interest in learning a language for getting essential qualifications and improving career prospects" (p.91) which means here learners who have a desire to practically benefit and gain some advantages by the learning of (SLA). Moreover, Gardner and Lambert (1972) underscore that instrumental motivation is related to practical needs of learners, such as being keen to succeed and getting a promotion. According to them (as cited in Baker, 1988, p. 153) an instrumental orientation is described by "the desire to gain social recognition or economic advantages through knowledge of a foreign language" (p. 153).

1.4 Definition of Teacher Motivation

Referring to the concept of teacher motivation, Michaelowa (2002) points out that teachers' motivation is willingness, drive or desire to engage in good teaching i.e. it is the commitment of professional behaviors and efforts to make students learn in a better way. According to Han and Yin (2016) teacher motivation or the motivation to teach refers to the motives that emerge from the inner desire of individuals to teach and continue teaching. Furthermore, in the view of Claudia (2015, p. 1115) "teacher's motivation plays a key role in defining policies to attract, maintain and develop teachers' career".

Additionally, Rasheed et al. (2010) state that the motivation of teachers is a way to inspire teachers in the workplace and includes the attitudes, factors, processes , techniques and activities employed by management for the objective of creating an encouraging environment to meet the different needs of employees so that their duties can be fulfilled, committed and effective. Moreover, Oko (2014) reveals that the motivation of teachers implies the fulfillment of life supporting elements such as: food, water, insurance, health benefits ... etc.

McKenna (2000, as cited in Azakpe, 2015) also points out:

> Teacher motivation could therefore be referred to as those factors that
> operate within the school system which if not made available to the teacher
> could hamper performance, cause stress, discontentment and frustration all
> of which would subsequently reduce classroom effectiveness and student
> quality output (p. 31).

In this situation, teachers in education need to be inspired to improve productivity, performance and willingness to accomplish their duties, thereby enhancing quality education. As stated by Azakpe (2015) "motivated teachers are more likely to motivate students to learn in the

classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment" (p.2). That is to say, teachers who are enthused can easily inspire students to acquire knowledge in the classroom. Therefore, the motivation of teachers in the educational system is critical for the standard of educational innovation and academic outcomes.

1.5 Theoretical Approaches

There are several motivational theories which can be applied on teacher motivation studies. Yet, in this section we will focus on two main theories of motivation: Maslow's hierarchy of needs and Herzberg motivation-hygiene theory.

1.5.1 Maslow Hierarchy of Needs Theory

By reference to Maslow's developed theory of human needs as being one of the motivational theories that was associated in 1943 and which postulates that humans have specific needs that should be met. Maslow's idea of motivation embodies: a) people desire things, b) they still seek more, c) and what they want relies on what they already have. Within his research work, Maslow theorized that human interests were organized in a hierarchy of priority in five stages:

1. **Psychological Needs**: like water, food, shelter, sleep…

2. **Safety Needs**: security, freedom, safety from danger.

3. **Belonginess and Love Needs:** love, sense of belonging or social needs.

4. **Esteem Needs**: include self-respect and esteem from other, confidence, independence.

5. **Self-actualization Needs**: realization of full potentials;

Figure 2: **Maslow's Hierarchy of Needs. Adapted from (McLeod, 2018)**

This theory is important to teachers in the study area because it is a regular struggle for teachers in many nations to fulfill essential survival needs such as: food, shelter, accommodation as well as medical allowance. These may seriously affect the realization of higher-level needs without which efficient teacher performance cannot be achieved. For example, teachers who are exhausted, hangry, and deeply concerned about fulfilling the basic needs of their families are unlikely to be highly inspired by their professional participation.

1.5.2 Herzberg Motivational-Hygiene Theory

Herzberg (1959) introduced the motivation-hygiene theory or the so called "two-factor theory", where he described two different factors affecting motivation. According to him, there are some factors that cause job satisfaction and motivation of an employee while certain factors cause dissatisfaction. Moreover, he came up with two-theory of motivation to describe two variables that influence an employees' satisfaction on the workplace: motivation factors and

hygiene factors. Examples of motivation factors are recognition, achievement, increased responsibility. While hygiene factors include: working conditions, security, supervision…etc.

According to Herzberg (1966):

> (…) the role of hygiene factors is simply to prevent workers' discontent.
> In other words, these factors do not lead to higher levels of motivation but,
> without them, there is dissatisfaction. Unlike hygiene factors, motivation
> factors can truly encourage employees to work hard and enjoy their jobs
> (as cited in Azakpe, 2015.p, 18)
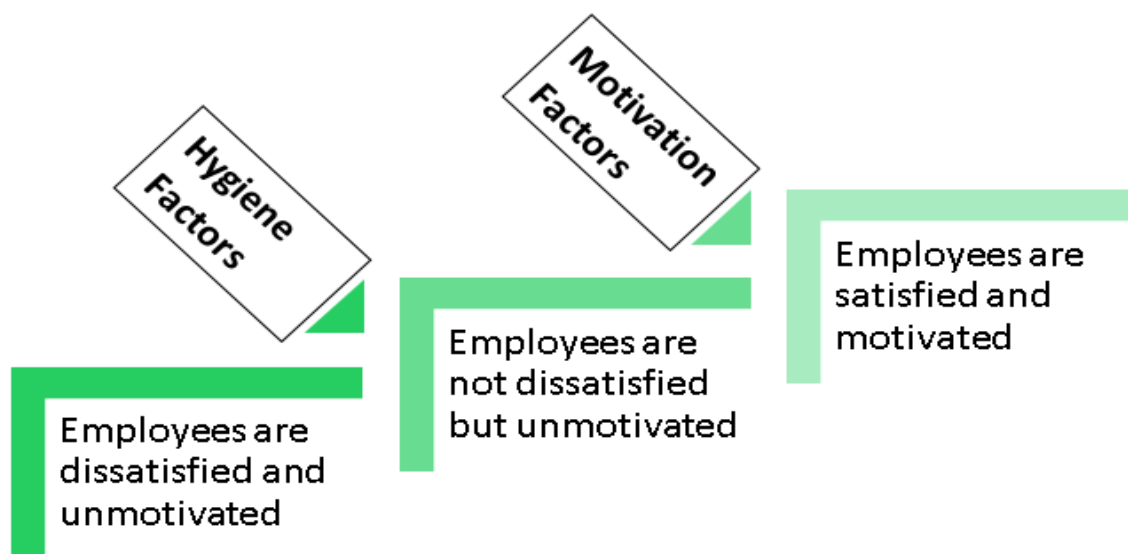
***Figure 3*: Herzberg Two-Factor Theory of Motivation: Hygiene Factors and Motivation Factors, In *Human Business*, 2017, Adapted from**
https://www.google.com/url?sa=i&url=http%3A%2F%2Fwww.humanbusiness.eu%2F herzberg-two-factor-theory-of-motivation

1.6 Development of Teachers' Motivation Research

Early research on teachers' motivation had common interests in motivating teachers to choose teaching as a profession. Recently, research in in-service teachers' motivation to persist teaching has advanced. It is important to spot the light on these two stages and to discuss the potential distinction between pre-service teachers' motivation to teach and in-service teachers' motivation to remain teaching (Han & Yin, 2016).

1.6.1 Pre-service Teachers' Motivation to Teach

In pre-service teachers' motivation, intrinsic and external factors have been widely suggested as the key reasons for deciding to teach and promoting a permanent profession in the classroom. As reported by Han and Yin (2016) the widely discussed variables of pre-service teacher motivation involve: teacher engagement, confidence, optimism, anxiety…etc.

1.6.2 In-service Teachers' Motivation to Teach

The effect of in-service teacher motivation to remain teaching has begun in 1990s. As for authors like (Han and Yin, 2016), the significance of in-service teachers' motivation research plays an important role in reinforcing students' motivation, promoting educational reorganization and satisfying teachers themselves. This also leads to the view of Champers and Champers (1978) in their research on "Teacher motivation and in-service education"; they underlined that the process of motivation must therefore be sufficiently persuasive to comprise:

> (…) a) the need to critically evaluate and monitor the on-going effectiveness
> and outcomes of his work, skills and attitudes with colleagues who are able
> to bring other, b) wider experiences to bear in helping him to develop and
> extend his existing constructs, the development of criteria which will help

him to assess his teaching roles in relation to a changing society for which the

school must equip its pupils (p. 165)

1.7 Studies Related to Teacher Motivation

The majority of research studies on motivation focused on students and their motivation, while ignoring the importance of teachers'. Hence, a review of previous studies on teacher motivation is presented. It then aims at drawing attention to a selected number of teachers' motivation researches within the motivation framework. Moreover, this review has also been helpful in highlighting the importance of teachers' motivation as being a catalyst in boosting the performance of teachers and students as well as enhancing the quality of education.

According to Sala (2019), when only a limited number of scholars concentrated on issues related to language teacher motivation, Pennington decided to launch a series of studies on English teachers. The key subject of concern in Pennington's (1995, as cited in Sala, 2019) was on the satisfaction and motivation of (ESL) teachers at work. Based on some of her studies, Pennington has concluded that on the one hand, teachers are generally satisfied with aspects of their work such as morality, social services, creativity, achievement and co-workers, etc. Furthermore, she found, however, that teachers considered institutional organizations not welcoming; they felt dissatisfied with promotion and pay, education policies and procedures, supervision. Such dissatisfiers had a negative effect on teachers concerning their commitment mainly due to a high pressure, low autonomy, inadequate funding and insufficient opportunities for working.

Moreover, a study on teacher motivation has been conducted by Ofoegbu (2004) "Teacher motivation: a factor for classroom effectiveness and school improvement in Nigeria". The study raised the issue of motivating teachers as an important factor in classroom performance and school

improvement in Nigeria. The research was carried out by a total of 772% primary and secondary teachers, using a survey instrument by the researcher. Data review indicates that the participating teachers decided almost unanimously that inspiring teachers is a vital driver for school's performance.

In addition, Johnson (2000) conducted another study on the factors influencing motivation and de-motivation in Mexican EFL teachers. The main purpose of the research was to evaluate the factors that increase or decrease the motivation of EFL teachers in Mexico. The results show that if the basic conditions or needs are not sufficiently addressed in one teaching scenario, the motivating component will become non motivational. As for the respondents, 209 teachers have reported that administrative matters are inspiring, while 203 teachers said that administrative matters were demotivating.

Later on, a fruitful line of work in the field of (L2) were introduced by Kubanyiova (2012), Who attempted to bring to light the connections among teacher cognition, teacher motivation and teacher advancement. Her analysis of teacher motivation was based on Dörnyei's (2005) "L2 Motivational Self System". Within her research work, Kubanyiova established the concepts of:

- Ideal Language Teacher Self: to what language teachers desire to be.

- Ought-to Language Teacher Self: how they believe they should be, a belief normally determined by external factors.

- Feared Language Teacher Self: what they worry they might be if their expectations are not fulfilled.

1.8 Influential Factors

There are a variety of factors that influence a teacher's level of motivation. Therefore, in this current study it is key to identify some of the most influential elements which may significantly have a direct impact on teachers' motivation.

1.8.1. Job Satisfaction

Job satisfaction or employee satisfaction is generally referred to as the level of contentment of an individual towards his job. One of the most commonly used definitions of the concept of job satisfaction is the one stated by Locke (1976) which indicates job satisfaction is "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values" (as cited in Mitchell, Ortiz, & Mitchell, 1987). Additionally, Mooney (n.d.) alludes that the level of commitment of an employee is enhanced when he feels motivated and content at his job. That is to say, increasing the degree of job satisfaction will also improve motivation.

1.8.2 Quality of Working Conditions

A factor closely related to teacher motivation is that of quality of working conditions. As Salimi and Saeidian (2015) mentions, the quality of work life (QWL) is the environments and features of employment that lead to inspiration, success and job satisfaction. This includes conditions such as the accessibility of teaching materials, class size, accommodations…etc. That is, the link between the quality of work life and motivation for a job appears to lie in the assumption that the quality of work life leads to productivity. In other words, the higher the level of quality is, the more inspired workers will be.

1.8.3 Teacher Reward System

One of the few golden markers that lead to the prosperity and survival of an organization is how they treat their human resources. Hence, rewarding employees is a crucial factor for reinforcing motivation. Most companies have achieved tremendous progress by completely sticking with their corporate plan by offering well-balanced reward and appreciation systems for workers. In this sense, Nyakundi (2015) states that:

> The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation. At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance (p. 15)

1.8.4 Professional Development

Professional development (PD) is important for improving and increasing the capabilities of teachers. As mentioned by Wenglinskyn (2002) professional development appears to have a significant impact on teachers' classroom practices. With the same vein, Jabeen and Iqbal (2015) point out that "ongoing professional development keeps teachers up to date on new research and changes in education, new advancement in teaching learning process, new curriculum resources and emerging technology tools for the classrooms" (p.26). As a result, teachers can enhance their motivation by attending different conferences, seminars, online courses, workshops…etc.

Apart from this, Sala (2019) illustrates that it will be unrealistic to expect that teachers who are continually exposed to high positive influences, will still have good attitudes and high degree

of motivation. For that reason, Dörnyei and Ushioda (2011 as cited in Sala, 2019) also discussed the concept of 'demotivation' as an integral part within teacher motivation framework. They describe it as "the 'dark side' of motivation" which "concerns various negative influences that cancel out existing motivation" (p.9). In this context, Dörnyei and Ushioda indicate that:

> Teaching can be profoundly gratifying for teachers, satisfying their psychological needs, thereby generating intrinsic pleasure to go with the job. Yet all too often, at each level of education, we find teachers who are 10 frustrated, disaffected or just plain bored. One hears alarming reports indicating that a great proportion of teachers in many countries are not motivated to teach, and that this tendency is actually getting worse (as cited in Sala, 2019, p. 9).
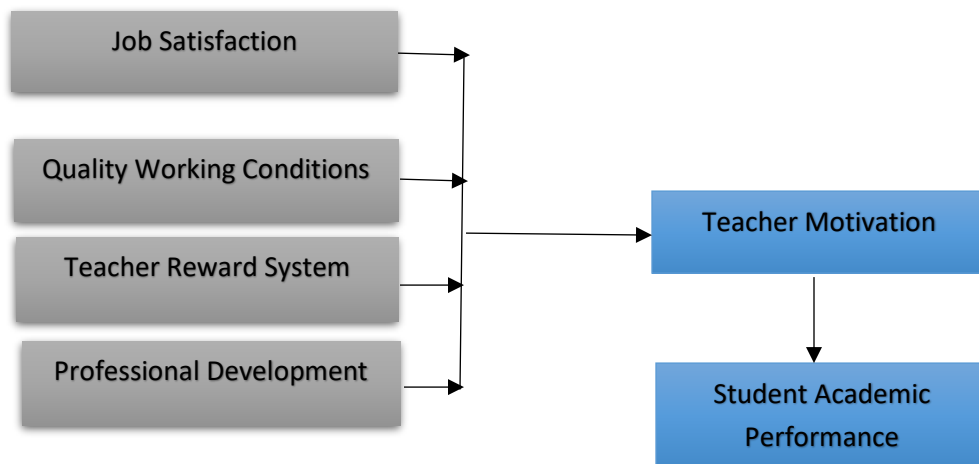
Figure 4: **Factors Affecting Teacher Motivation (Adjusted by the Researcher)**

1.9 Current and Future Directions in Teacher Motivation Research

With reference to Watt and Richardson (2008), over the last half century the focus of educational psychologists was at the helm of student motivation research. Although teachers were not totally ignored, there has been little inquiry into teacher motivation. The emphasis on student motivation seems to neglect the fundamental significance of teacher motivation as an integral part of teachers' goals, expectations, attitudes and thus student motives and performance. However, motivation studies also continue to concentrate on many facets of the dynamic motivating variables that need further time and study. In motivational literature, robust theoretical frameworks already exist and can be used to guide further investigations in this field where there was an increase in interest concerning the implementation of well-developed ideas of motivational science in the field of teaching (Watt & Richardson, 2008).

1.10 Some Motivational strategies For Teachers

Since motivational problems are becoming more recognized in classrooms, teachers are now eligible for the use of a wide variety of motivating approaches and methods in language classes. Dörnyei (2001) offers an approach which has an emphasis on the different phases of the motivational process "from the initial arousal of the motivation to the completion and evaluation of the motivated action" (p. 28). According to him there are four key units/stages in this approach: (a) creating the basic motivational conditions, (b) generating initial motivation, (c) maintaining and protecting motivation, and (d) encouraging positive retrospective self-evaluation.

1.10.1 Creating the Basic Motivational Conditions

It is necessary to create the basic motivational conditions and develop them. Throughout this primary phase, key conditions including appropriate teacher behaviors such as: enthusiasm, dedication and aspirations for students' learning, and having good connections with both students

and their parents. Another key feature is creating a pleasant atmosphere by establishing a notion of tolerance, encouraging risk-taking and accepting mistakes. In addition, creating a unified learner group by promoting the development of group cohesiveness and unification.

1.10.2 Generating Initial Motivation

After these conditions take place, teachers should try to generate motivation in their students. Dörnyei (2001) suggests that this would be possible through the improvement of the learners' language-related standards and positive attitudes towards the (L2) learning process. Teachers should rise not only the students' prospect of success in the learning process but also their objectives by framing explicit class directions and making the syllabus and the teaching materials applicable to the students and learners' beliefs.

1.10.3 Maintaining and Protecting Motivation

Teachers should realize that it is not sufficient to generate student motivation. As Dörnyei (2001) recommends it is important to itemize motivational strategies which will help teachers to make the learning process interesting and enjoyable by breaking with the routine of the classroom and giving students an active role in the tasks, to set specific learners goals by formulating students' goal commitment, to keep the learners' self-confidence by providing them with inspiration and purposive experiences of success, to let learners to uphold a positive social image while engaging in the learning tasks.

1.10.4 Encouraging Positive Retrospective Self-evaluation

Throughout this final stage, teachers need to promote constructive retrospective self-evaluation. A broad body of studies has found that the way that students behave regarding their previous achievement, which actually defines their preparation for the learning activities, relies on both the objective level of performance they accomplished and how students subjectively interpret

their achievements. Therefore, teachers need to adopt suitable strategies to offer their students the tools they need in order to assess, analyze and explain their previous performance positively (Dörnyei, 2014, as cited in Sala, 2019, p. 18). For instance, teachers can enhance motivational attributions "to refer to the explanation(s) people offer about why they were successful or, more importantly, why the failed in the past" (Dörnyei, 2001, p. 118). That is, from these explanations' teachers will be able to understand why their students think about their performances in a particular way.

Moreover, there are additional strategies to improve positive retrospective self-evaluation including providing students with motivational feedback to increase their satisfaction level and offering rewards and grades in an encouraging manner.

Conclusion

Within this chapter, we have looked at some general insights into the idea of motivation and the motivation to teach in the academic settings. Firstly, we have presented some definitions of motivation related to various terms such as: a process, a skill, a function of communication and an essential factor for learning. Then, we highlighted teacher motivation, its definition, theoretical approaches, development of teacher motivation research, related studies and current and future directions. After that, we gave prominence to the most influential factors affecting teacher motivation and some motivational strategies among which teacher motivation stands as a vital instrumental for improving students' performance.

Chapter Two

Academic Performance

Introduction

Academic performance is viewed as the most essential asset for any educational system. It allows students to practice self-directed learning and helps in accomplishing different attributes for the purpose of developing students' competencies. Thus, this chapter deliberates a review of the concept of academic performance in higher education where we deal with a set of descriptions and definitions of academic performance. Then, we present a conceptual framework of factors affecting academic performance of students; to name few: attitudes of students, skills and abilities of the teacher, school resources, classroom environment…etc. for the purpose of gaining more insights into how students can be affected by such aspects in terms of their academic achievement. Eventually, we will cope with the different self-regulatory learning strategies and approaches to learning and their contributions to maintain students' academic performance.

2.1 Academic Performance in Higher Education

Students' academic performance and qualification levels have been the area of concern for higher education institutions. Studies on factors related to the academic performance of university students turned to become of upward interest for arousing the educational sector. Academic performance of students is deemed to be the pivot around which the whole education system orbits. That is, it is a key feature in education (Rono, 2013). This is because academic performance governs the students' individual achievement; it enables students and their parents to be familiar with the present academic state of their students; and it ascertains the breakdown and prosperity of an academic institution (Narad & Abdullah, 2016).

The concept of academic performance has been defined and explained by number of authors. Narad and Abdullah (2016) stated that academic performance is the acquaintance obtained which is evaluated by marks by a teacher and/or educational goals adjusted by students and teachers to

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be attained through a specific period of time. They include that these objectives are measured by applying constant assessment or examinations outcomes. Accordingly, Annie, Howard and Midred (as cited in Arshad, Zaidi & Mahmood, 2015, p. 160) point out that academic performance measures education results. They highlight that it displays and evaluates the extent to which an instructive organization, teachers and students have reached.

Additionally, academic performance or achievement of university students is also described in terms of success or failure in course modules (Goldfinch & Hughes as cited in Nakalema & Ssenyonga, 2013, p. 2) "the measurement of student achievement across various academic subjects i.e. it is looked as a function of students' abilities which apply to the various methods of study whether they are efficient or inefficient. The word performance here refers to students' ability and accomplishment in implementing a course, assignment or task. The performance is thus determined by test results linked to coursework and by students ' success in other types of examinations (Kyoshaba, 2009). In the same way, Wangu (2014) states:

> Academic performance is the quality and quantity of knowledge, skills,
> techniques and positive attitudes, behavior and philosophy that students
> achieve or acquire. This achievement is evaluated by the mark or grade
> that students attain in a term or education cycle. The quality of grades
> and the number of students that pass in the various grades determine
> the level of academic performance (p.1)

As for authors like Farooq, Chaudhry, Shafiq and Behanu (2011), they emphasized that students' academic performance serves as a base for the acquisition of knowledge and the improvement of skills. While, Singh, Malik and Singh (2016) opined that academic performance

of students have a direct influence on the socio-economic growth of a country. That is, students'

academic performance or (academic achievement) plays a significant role in creating high quality

graduates who will become the leading manpower for social and economic growth of the country

(Ali et.al, 2009).

2.2 Conceptual Framework of Factors Influencing Academic Performance of Students

Dependent Variable   Dependent Variable

-Attitudes of the Students

-School Resources   Extraneous Variable

-Skills and Abilities of the
Teacher

-Classroom Environment   - University Services   - Performance in class:

-Gender   - Management of   including course work,

University   tests, examinations

-Age   - Quality of Teaching

-Parents' Education level

-Motivation

-Personality

Academic performance
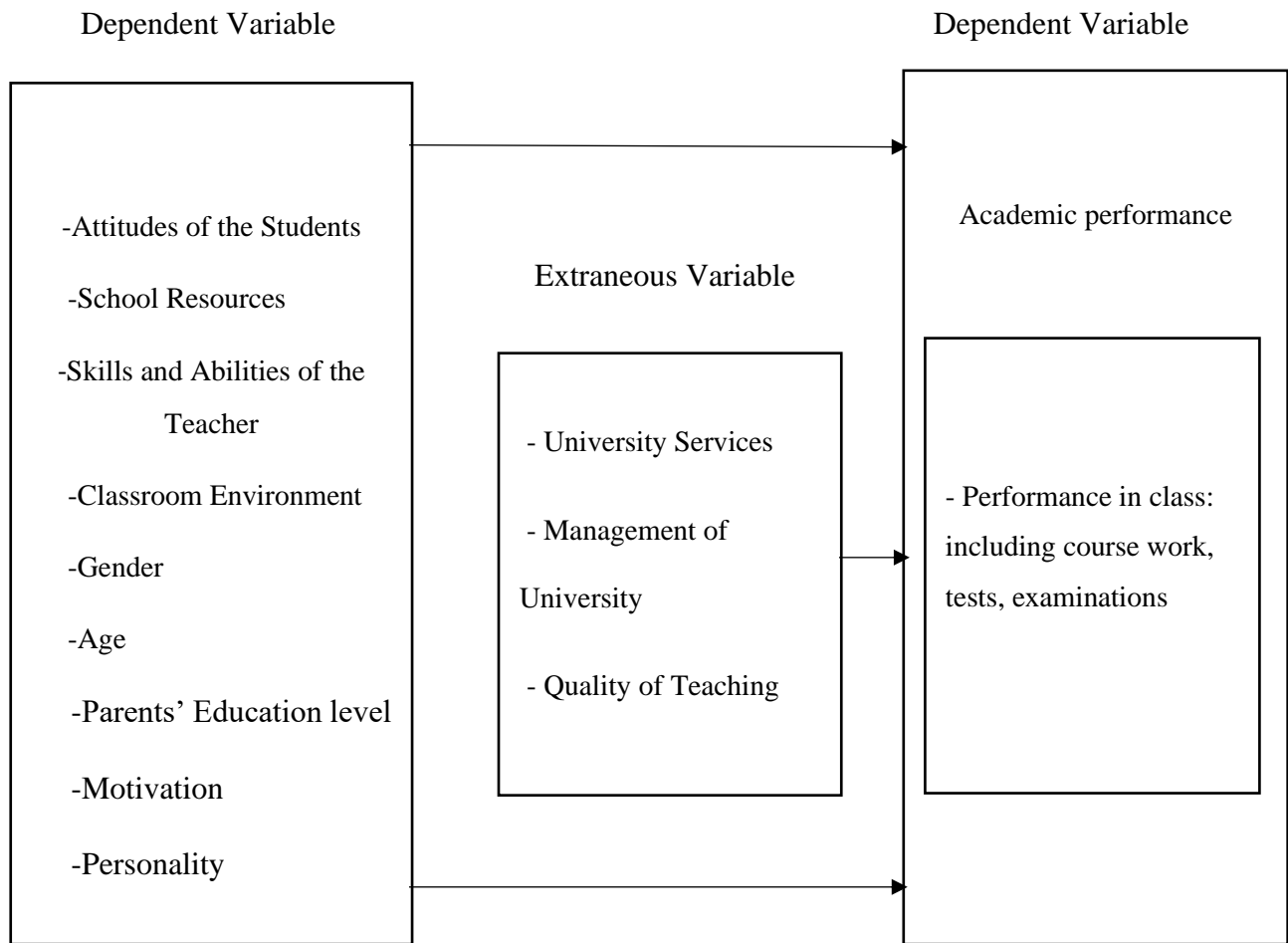
Figure 5: **Conceptual Framework of Factors Affecting Academic Performance.**

(Adjusted by the Researcher)

This conceptual framework model illustrates the relationship between different factors and

academic performance. It considers academic performance as a dependent variable which is linked

to other dependent variables such as: attitudes of students, school resources, skills and abilities of the teacher, classroom environment, gender, age, parents' social status…etc. The researcher as well presented some extraneous variables, which may have an impact on students' academic performance including university services, the university management and the quality of teaching among many.

Many recent studies were conducted to investigate factors related to the academic performance and retention of university students as it become a topic of growing interest in higher educational system. Those studies have discovered that Student performance is affected by several factors such as attitudes of students, skills and abilities of teachers, classroom environment, gender, age, and parents' influence (education level and income level). In order to get an in-dept understanding, we discuss these influential factors in the existing literature given below.

2.2.1 Attitude of the Students

The attitude of students towards their learning have been found to have a noteworthy bond with academic performance. According to a study done by Awang, Ahmad, Bakar, Abd Ghani, Younus et al. (2013), revealed that there is a robust relationship between students' attitudes and their academic performance where students agreed that when they attend every class this will help them to master Malaysian studies. But according to teachers, students were not punctual for the class and did not like to attend. Therefore, as such attitude will affect their ability of mastering the subject. That is to say, goal-oriented students generally have positive moods regarding their school experiences, for instance; they are well-disciplined, diligent, resourceful, and passionate readers.

2.2.2 School Resources

There are several studies which show that the impact of educational resources on students' achievement depends on the development level of a country (Savasci & Tomul, 2013). In addition,

Adeogun and Osifila (2008 as cited in Savasci, Tomul, 2013) achieved that there are positive relationships between academic achievement of students and physical, financial and material resources (as cited in Savasci, Tomul, 2013, p. 115). With regard to this, it is essential to make a prerequisite of the required resources that can be used within schools in order to boost the academic performance of students. For instance, providing the learning materials, textbooks, hand-outs, technology, library and workshop facilities. Students here will be able to acquire a better understanding and devote themselves enthusiastically towards learning.

2.2.3 Skills and Abilities of the Teacher

As stated by Kapur (2018) teachers ought to possess the characteristics of professionalism and conscientiousness. In other word, teachers need to possess an approachable nature, listen and provide solutions to the problems experienced by the students" i.e. their background characteristics contribute to the academic performance of their students. They have the ability to direct all the classroom actions and manage learning. Moreover, teachers should have sufficient knowledge and information about the themes they are teaching, usage of modern methods and advanced technology along with school activities and affairs in a well-ordered manner. However, some teachers have to be severe, but severity should be kept within limits since the foremost aim of the teacher is only to enhance the academic performance of students (Maina, 2010).

2.2.4 Classroom Environment

A body number of researches about classroom conditions have found that physical arrangement undertake a critical part in the instructional procedure as it may impact the achievement of teachers and learners. According to Javed (2019) "the innovative teaching, learning environment of schools has an impact on student achievement and attitude towards learning" (p. 121). As reported by Suleman and Hussain (2014) proper arrangement of classroom

environment leads to an encouraging learning atmosphere. Physical condition is mostly regarded as the room's tangible qualities such as: lighting, room size, level of temperature, state of floor...etc. Hence, it is necessary to maintain a well-organized and ordered atmosphere where teachers and students will be able to possess the traits of common understanding, sociability and co-operation amid the teachers and students and so forth (Usman & Madulidi, 2009).

2.2.5 Gender and Academic Performance

Previous studies indicate that Students' academic performance is also affected by gender. With respect to gender, girls are more expected to receive developed rankings of skills than boys (Gresham & Elliott, 1990 as cited in Gustavsen, 2017). Additionally, A body of research done by Falch and Naper (2013) have documented that girls in Norway receive better marks than boys in subjective teacher assessments than in exams, although these valuations and exams assess the same skills, subjective teacher grading might not be compatible for boys. On the contrary, Wangu (2014) advocate that male students perform better than female students at ordinary level.

2.2.6 Age and Academic Performance

In a study done by Momanyi, Too and Simiyu (2015, p. 340)) about the effect of age on students' academic performance and motivation. And after the analysis of variances between the two variables. They found that age has a significant effect on the student's academic performance; the youngest students had higher scores in academic performance than the oldest ones. While, Jabor, Machtmes, Buntat, Kungu, and Nordin (2011) found that when students are getting older, their typical academic performance in school topics deteriorate and continue to deteriorate as their growth and even older students are more likely to leave school.

2.2.7 Influence of Parents' Education Level on Student's Academic Performance

In the view of the fact that parents are the first teachers of their children. It was said that parental education impacts students' academic performance. In agreement with the above, Kainuwa and Mohamed Yusuf (2013) mentioned that children who have less educated parents tends to perform steadily worse in schools than the ones whose parents have a good education level. Also, they indicate that cultivated parents provide intellectual, economical, psychological and emotional support to their children in order to make them more relaxed and attuned to the learning development (as cited in Abu Bakar, Mamat & Ibrahim, 2017). In the bargain with this, Femi (2012) found that the average scores of students from well-informed parents were high than averages of students from uninformed parents. So, parental aptitude has a prominent impact on students' academic performance.

2.3 Models of Factors Contributing to Academic Performance

In an attempt to boost our comprehension of the factors that contribute to the academic performance of students, Zeegers (2004) offers models that give rise to three types of variables. These are namely:

2.3.1 Antecedents

According to Karimi (2008, p. 32) "antecedents are variables that involve students' characteristics. They are independent variables that are not necessarily influenced by others". They take in students' integral background information, such as, gender, age and students' international status.

2.3.2 Mediators

Are those variables that may be affected by other influences. With reference to Zeegers (2004), "they comprise students' attitudes toward studying, self-efficacy, self-regulation, test anxiety,

executive control, study choice and tertiary entrance scores." (as cited in Karimi, 2008, p. 32).

2.3.3 Criterion

In Zeeger's (2004) study this variable refers to the academic performance of a student. It is identified as the outcome parameter which is anticipated by the other variables in the model. Additionally, Ofori and Charlton (2002) opined that a variety of factors either have direct or indirect impacts on the criterion, which is in this situation academic performance. They also view that students' age, for example, is arbitrated through both support seeking and entry qualifications, in relation to academic performance. Through path analysis, Zeegers (as cited in Karimi, 2008) established that gender has a direct effect on the academic performance of third year students, indicating that the antecedents can also have direct effect on the criterion such as academic engagement, social engagement and college environment.

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┌─────────────────┐     ┌──────────────────────┐     ┌─────────────────┐
│  Antecedents    │     │      Mediators       │     │    Criterion    │
│ (Student inherent│───▶│ (Approaches to       │───▶│   (Academic     │
│ characteristics) │     │ studying, self-efficacy,│   │  performance)   │
└─────────────────┘     │ self-regulation, test │     └─────────────────┘
                        │ anxiety, executive   │
                        │ control, academic    │
                        │ discipline, support- │
                        │ seeking)             │
                        └──────────────────────┘
```
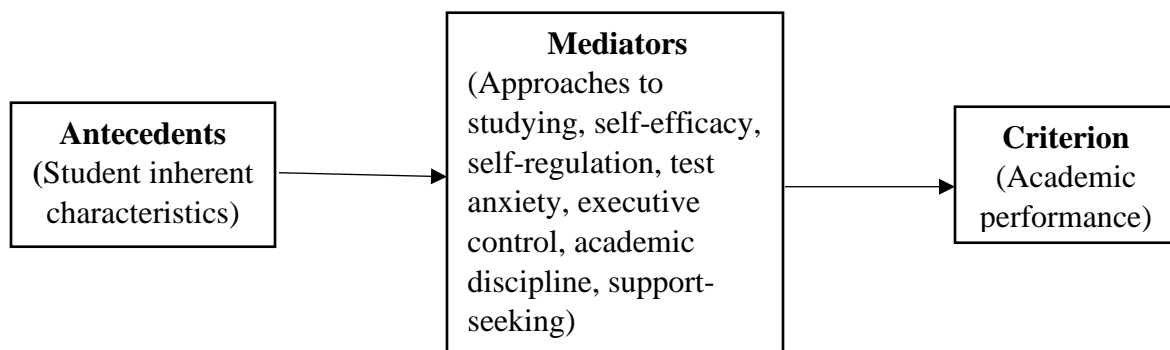
Figure 6: **Zeegers' (2004) Proposed Model Type of Academic Performance. Adapted from (Karimi, 2008, p. 32)**

2.4 Causes of Low Academic Performance of Students

According to Al-Zoubi and Bani Youness (2015), There are many reasons for the academic failure:

2.4.1 Lack of Adequate Planning

Al-Zoubi and Bani Youness (2015) point out that before starting any work, there should be typical plans for success and attaining the designated goals in a given period, and what is the preferable strategy that will be followed to realize these plans. According to them, planning is not a hard task; it just requires time and dedication. Also, they state that whether the goal is big or a small without a plan student will not attain a complete success of the assignment. Hence, thoughts will remain thoughts and unperformed if the plan of the work does not exist. Some students lean towards doing the same effort without a strategy so they always get bad results. But with a compliant plan, they can extend their ideas to guarantee their achievement and avoid failure.

2.4.2 Medical and Psychological Reasons

There are many factors linked to medical and psychological explanations for academic failure, among them:

- Major Depression Disorder: depression as a disease caused by failure in exams is normal but it is more common that depression also precedes the duration of the examinations. Depression can cause fatigue and weakness in the patient's concentration. The outcome of the equation is reversed, and any depression will result in failure

- Generalized anxiety disorder that can cause forgetfulness and attention deficiency.

- Exam Phobia: It is a case of severe fear of the test and anticipation of failure that weakens the educational achievement and training and is followed by less vigilant and not fully prepared for the examination.

- Obsessive Compulsive Disorder: It is the students' frequent predominant ideas which prevent them from thinking about anything else. Though, they can't overcome them and impair their academic performance.

- Attention Disorder: It is the lack of capacity to focus attention for an appropriate time on one issue. It may contribute to the condition of hyperactivity.

- Learning Disabilities and Slow Learning: It is a functional deficit in the brain that leads to a lack of capacity to acquire new information, such as cases with low IQ or reading difficulties (Dyslexia), writing difficulties (Dysgraphia) or mathematics difficulties (Dyscalculia), and are tested through special psychological measurements.

2.4.3 Deficiency of Motivation

Lack of academic motivation has also been attributed to students' low academic performance. As reported by Ramsdal, Gioerum & Wynn (2013) lack of academic motivation is one of the major problems facing students. Further researches have shown that intelligence has a clear impact on students' achievement. Moreover, Majerovà (2017) assumed that "Since educational success concerns highly complex processes, such as; planning, the division of labor and problem solving, general nonverbal intelligence can thus be inferred to predict academic success strongly" (page. 13) i.e. without such mental ability to understand and preserve the imparted knowledge and skills students will not appreciate the teaching and learning environment. It must be highlighted that even teachers' absenteeism and lateness for instance may be the reason of the incompletion of the syllabus and may also disturb student's motivation, interest and commitment to learn.

2.4.4 Reasons Related to the Learner

Lack of experience or enthusiasm and urgency in getting the results are considered factors that often contribute to academic failure, along with lack of skills, fear of failure and lack of self-confidence. Thus, academic failure therefore happens when someone convinces him / herself that

s/he cannot succeed due to the weakness of his / her abilities and lack of experience. The goals should also be clear, specific and practical to the learner.

2.4.5 Parental and Educational Reasons

The excessive pressure on the student to obtain higher marks in the exams may create a feeling of fear if he is unable to obtain high marks as expected by parents and this often leads to academic failure**.** Besides, the unstable situation of the family causes students to live in a state of stress, uncertainty and lack of concentration during the study, which will adversely affect their academic performance.

2.5 Influence of Appreciation of Teachers on Students' Performance

An investigate concluded by "Gallup research" (as cited in Hodges, 2017)) revealed that 29% of teachers strongly agree with the assertion, "In the last seven days, I have received recognition or praise for doing good work." In this respect, recognition is not only about feeling worthy and respectable. Furthermore, an evident given by Hodges (2017) is that regular appreciation for doing good work directly impacts the main success metrics we use to evaluate students' performance in our schools. Teachers who receive consistent praise and approval are more productive, more involved at work and more likely to have higher satisfaction scores from students and parents.

2.6 Motivation and Academic Performance

According to Gopalan et al. (2017) motivation is the energy that directs and maintains human behavior. i.e. it has a compelling impact on human actions. In the same vein, motivation is defined as 'the super highway to learning" (Thompson, 2004 as cited in Karimi, 2008, p.47) as being a central point for academic success. Therefore, motivation leads to academic achievement

and is essential to the academic progress of undergraduate students. As Nonis and Hudson (2006), they maintained that academic performance is a multiplicative act of both aptitude and motivation.

There is a wide range of models have been established to describe the relationship between motivation and academic performance. These models have covered motivational variables that are witnessed to affect the academic performance of undergraduate students. Tuckman (1999) who carried out the triplicate model in which motivation is considered to entail three generic motivational factors including attitudes or beliefs that people hold about themselves, their abilities and the factors that elucidate their outcome; urges or the desire to get a result based on the value people place on it; and strategies or procedures that people utilise to achieve the outcomes they want.

2.7 Personality and Academic Performance

The big five personality traits model as a general taxonomy is identified to be a contributing factor to academic performance. It consists of five relatively separate dimensions of personalities: extraversion, neuroticism, conscientiousness, agreeableness, and openness to experience. Since personality traits are labelled in several ways. As indicated by Petrides, Chamorro-Premuzic, Frederickson and Furnham (2005) the Eysenckian model and the five-factor model of personality are the most constructed personality taxonomies. The former seeks to put in plain personality traits based on why people differ and presents three basic dimensions of personalities, namely, psychoticism, extraversion and neuroticism. While, the latter seeks to describe how people differ.

As for Buchanan (as cited in Saxena and Mishra, 2015), extraversion represents one's preference for particular social states. Students high in extraversion are observed to be active and look for the company of others. The agreeableness trait on the other hand reflects students' tendency to communicate with others. Those high on agreeableness are considered to be

trustworthy, friendly and supportive. However, students high on conscientiousness have traits of organizing and persisting in chasing goals. In addition, it is believed that neuroticism embodies one's tendency to experience depressive thoughts and emotions, and to be susceptible to anxiety and emotional distress. Yet again he deliberates openness-to-experience has a reflection on open-mindedness, imaginativeness, creativity and the creation of cultural and educational experiences.

Figure 7: **The Big Five Personality Traits. Adapted from (Uebelacker, 2013, p. 2053)**

2.8 Self-Regulatory Learning Strategies and Academic Performance

The learning strategies that students use in order to achieve their desired outcomes are essential to motivation. With reference to what Zimmerman (1998) said, self-regulatory learning strategies that affect students' academic performance include self-observing, self-judging, self-

testing, self-reacting, self-evaluating, monitoring, goal setting, strategic planning and strategy implementation. Self-regulated learning strategies are defined as "actions and processes directed at acquiring information or skill that involve agency, purpose, and instrumentality perceptions by learners …etc. for students' strategic actions to be described as self-regulated, one must know their academic goals and perceptions of efficacy" (Zimmerman, 1989, p. 2). i.e. it is related to students' beliefs or their desires to partake in appropriate actions, perceptions and attitudes to achieve important academic objectives.

With this respect, Berk (2006) reiterates Zimmerman's view of self-regulation as being a fundamental learning strategy for lifelong learning where the learner can control his thinking, feeling and behaviors. Students who use self-regulatory learning strategies tend to be active instead of passive receivers of information, they have clearly defined goals and can easily decide what they need to master in their learning. Furthermore, Isaacson and Fujita (2006) highlighted that students who are skilled in academic self-regulation often identify their strengths and weaknesses as learners to make the necessary adjustments and approach learning with a range of strategies that can be applied to their goals.

2.9 Learning Approaches and Academic Performance

The learning approaches are defined as "the elements used by teachers to help students understand the information in depth. The responsibility in this case is the teachers with the emphasis on planning, processing and methods of implementing the learning" (Aflalo & Gobay, 2013, p. 2). This refers to the important linkage that approaches to learning have on academic achievement as they contribute to explain how students can be supported to learn more successfully in higher education (Herrmann, McCune, & Bager-Elsborg, 2017). As for the classification of learning approaches, (Entwistle & Peterson, 2004) were the first who categorized

learning approaches into deep and surface methods; in addition to a recent area to the field named strategic approach.

According to Cassidy, Eachus (2000) deep approaches to learning contribute to the desire to grasp similar concepts which apply to intrinsic motivation; the use of evidence; and involvement in active learning. So, students who adopt a deep learning approach are particularly engaged in studying content, they base their conclusions on facts and logical claims and have intrinsic motives. Conversely, surface approaches to learning refer to desires to replicate knowledge, engaging in passive learning and fear of failure. Students who take in surface approach to learning view tasks as having external impact and try to fulfill the requirements of the assignments with limited effort and appear to be unprecedented regarding the purpose or techniques of learning (Cassidy & Eachus, 2000). As for strategic approach to studying is about "putting effort into organized studying" (Entwistle & Peterson, 2004 as cited in Donnison & Penn-Edward, 2012, p. 11) in order to satisfy the assessment requirements while increasing competition, self-confidence, monitoring, motivation…etc. for achievement.

Conclusion

On the whole, in this chapter we have presented some valuable information about academic performance in higher education and the different factors relating to academic achievement of learners. These factors include students' attitudes, school resources, skills and abilities of the teacher, classroom environment, motivation, gender, age, personality, parents' education level…etc. We have also addressed the most internal student-related factors that may lead to academic failure such as: lack of adequate planning, medical and psychological problems, deficiency of motivation, reasons related to the students in addition to parental and educational

reasons. Over and above that, academic performance is paired with self-regulatory techniques and learning approaches which creates a balance between student and teacher's control over learning.

Chapter Three

Methodology, Analysis and Results

Introduction

The present chapter is dedicated to the methodological part of the study in question. It discusses the methodological approach that was used to address the research questions in an attempt to check the research hypothesis and to meet the research objectives. In order to expand this study with adequate statistical data, the researcher relied on primary data which were mainly questionnaire and observation. The questionnaire was designed and distributed to university EFL learners of master one classes, since this study is aimed at exploring the influence of teachers' motivation on the academic performance of students. In addition, classroom observation was also used as another method for gathering data in this study for the purpose of observing teachers and students closely and to detect factors that may affect their performances.

3.1 Research Methodology

As mentioned above, the present study is based upon a qualitative method of enquiry. Throughout the study only qualitative methods were used to collect data. The reason behind doing so is to get in-depth understanding of the responses obtained from the participants and to carefully analyze the variables in question to determine whether teacher motivation has an impact on student academic performance.

3.1.1 Data Gathering Tools

The key purpose of the research is to examine the influence of teacher motivation on the quality of teaching i.e. the academic performance of EFL students. The data collection instruments that were used within this study are: a students' questionnaire and a classroom observation for the aim of seeking answers to the research questions and checking the credibility of the research hypothesis.

3.1.1.1 Students' Questionnaire

The researcher relied on students' questionnaire. It was used as an instrument for gathering data because it is considered as the most convenient instrument in the descriptive method. This questionnaire was designed to master one students of English language to express their views and perceptions toward our subject which was the helping hand to answer the addressed questions of this research and to test the hypothesis.

3.1.1.2 Classroom Observation

The classroom observation was conducted on EFL students of master one classes in Biskra university during the second semester. In an effort to assess the level of motivation of teachers and to determine the various factors that affect students' academic performance during learning. The factors considered included teacher motivation, his/her enthusiasm, engaging students and teachers' feedback.

3.1.2 Population and Sampling

As mentioned earlier, the target population of this study includes master one students at the department of foreign languages in Biskra university. A random sampling was used in selecting students for the study for the aim of generalizing the obtained results from the existing study. Out of the intended population of nearly (130) students a representative of (44) students was selected for the study.

3.1.3 Data Analysis

As for the analysis of data, we have moved from the data that have been collected throughout the study to the interpretation, explanation and understanding of the different factors and behaviors of students and teachers as well.

3.2 Students' Questionnaire

Students' questionnaires in this study displays a variety of questions to EFL student to evaluate the motivation of their teachers and using this knowledge to improve teaching. The target aim behind the use of this data collection tool is to attain the different views and attitudes that EFL students have toward the motivation of their teachers.

3.2.1 Aim of Students' Questionnaire

As stated above, the current study targets university EFL students; precisely those of master one classes. This questionnaire has been sent to students. Eventually, we have obtained about (23) questionnaires. The key objective behind the use of this data collection instrument is to extract efficient information by giving students time to consider their responses carefully. Moreover, this questionnaire aimed at obtaining good response rate of the different views and perceptions that English language students may have toward their teachers' motivation.

3.2.2 Description of Students' Questionnaire

This questionnaire was carefully conceptualized based on what have been discussed within the theoretical part of the current research. The questionnaire was managed to EFL students in order to measure their teachers' level of motivation and whether certain motivational strategies are implemented in classroom. The variables were obtained by a thorough review of the relevant literature and worded for both close-ended questions where teachers are supposed to answer with: 'yes' or 'no', or to select the appropriate answer from multiple options; and open-ended questions to allow respondents to answer in open text format to facilitate the analysis of responses; furthermore, there were questions that take the form of 'please explain your answer' or 'justify please , for demonstrating good and clear responses. Additionally, students' questionnaire consists of (15) questions and is divided into two sections.

3.2.3 Analysis of Students' Questionnaire

3.2.3.1 Section One: Teacher Motivation Level

Q1: Does your teacher come early to class?

Table 1. Teachers' Regularity in the Class

Options	Frequency	Percentage
Never	2	8.7%
Sometimes	16	69.6%
Always	5	21.7%
Total	23	100%

As table (1) above illustrates, the majority of students (69.6%) answered that teachers sometimes arrive to class early, while (21.7%) replied that teachers always come early to class; however, we have a percentage of (8.7%) of students who related their teachers' timeliness with 'never'.

Thus, going to school on time is an effective opportunity to show students the value of timeliness. Students consider lateness as type of absenteeism. As such, the drawbacks correlated with students leaving school are often linked with delays. (Hicks, 2018)

Q2- Does your teacher display readiness and desiring to impart knowledge in class?

Table 2. Teachers' Readiness and Desiring in the Class

Options	Frequency	Percentage
Yes	19	82,6%
No	4	17.4%
Total	23	100%

As indicated in the table above, when students were asked whether their teacher displays readiness and desiring to impart knowledge in class, most of them (82.6%), which represents (19) students respond with 'yes', whereas (4) students with a rate of (17.4%) respond with 'no'.

Consequently, as (Lynch, Provost, Smith and Yeigh, 2017) in their study on the correlation between teachers' readiness and student learning improvement, they revealed that high level of teachers' readiness, is associated with successful teaching and improvement in students' performance.

> one of the primary "take-aways" from this study is that an emphasis on the leadership quality of schools needs to be recognized as equally important - if not more so – to the emphasis currently placed on teaching quality. It further emphasizes what the principal needs to focus upon: that being developing high levels of teacher 'readiness' and this we define as states of alignment, capability and engagement in all teachers (Lynch et.al, 2017, p. 9).

Q3- The teacher seems dissatisfied and distracted for teaching?

Table 3. Teachers' Dissatisfaction Level

Options	Frequency	Percentage
Never	4	17.4%
Occasionally	12	52.2%
Often	6	26.1%
Always	1	4.3%
Total	23	100%

As for the third question, while asking students about their teachers' dissatisfaction level; (52.2%) of students answered that teachers occasionally appear to be experiencing displeasure and distraction in classroom that may be due to the teaching environment. However, (26.1%) of the respondents said that teachers often seem to be unpleased and disrupted while teaching. Shifting to the third percentage which takes a ratio of (17.4%) of students their answers were 'never', while (4.3%) stands for students who answered with 'always'. From the above, students appear to be affected by their teachers' actions and attitudes in classroom as they can recognize when their teachers are motivated or not.

Q4- Do you feel excited when your teacher is motivated?

Table 4. Students' level of Excitement

Options	Frequency	Percentage
Yes	23	100%
No	00	00.00%
Total	23	100%

The (table 4) reveals that (100%) of students answered 'yes' which means that students feel excited when their teachers are motivated. Moreover, when students were asked how would their teachers' motivation affect them, the majority of students' answers were summarized as follows:

- When the teacher is motivated, the students become motivated too.

- Teacher motivation impacts students' inputs and outputs.

- Teacher motivation leads to students' creativity and productivity and gives the energy to do engage during class activities.

- Teacher motivation creates a desire of wanting to succeed in the module and looking for forward information.

- It urges the student to do his best and precedes to better level of understanding.

Q5- Also, which factor you consider as most important for your learning?

Table 5. The Factor that is Most Important for Students

Options	Frequency	Percentage
Motivation of the Teacher	16	69.6%
Classroom Environment	5	21.7%
School Resources	2	8.7%
Total	23	100%

In this question, students were asked to identify which of the influential factors they consider as most important for their learning. The majority of students (69.6%) reported that teacher motivation is the most essential factor affecting their learning. Hence, this clearly explains that students are aware of the influence of motivation of the teacher on their academic performance and progress.

Q6- In your opinion, Is "Teacher's Motivation" necessary for your academic progress?

Table 6. Teachers' Motivation and Academic Success

Options	Frequency	Percentage
Yes	21	91.3%
No	2	8.7%
Total	23	100%

According to the results demonstrated on the table above, the higher rate (91.3%) goes to students who think that teacher motivation is essential for their academic progress. From the other point of view, the lower rate (8.7%) stands for students who do not believe that the motivation of the teacher is a vital instrument for the improvement of their academic performance.

Q7- Can Deficiency (lack) of teachers' motivation be attributed to students' low academic performance?

Table 7. Deficiency of Motivation and Low Academic Performance

Options	Frequency	Percentage
Yes	18	78.3%
No	5	21.7%
Total	23	100%

A percentage of (78.3%) of students think that deficiency of motivation may be correlated with poor academic performance of students. As such students, they responded that a student needs to be urged toward studying because lack of teacher motivation may drift him away from effective learning and cause him to dislike school. Also, they added that a students' performance is mainly related to teachers' encouragement and enthusiasm for the reason that students will build self-confidence, setting goals, demonstrating better understanding and performing…etc. Furthermore, they indicated that students stop being motivated the moment they notice that the teacher is not putting enough effort to grasp their attention i.e. teachers' negative attitudes may lead to low performing and vice versa.

Conversely, (21.7%) of students responded that academic performance is not necessarily related to teacher motivation in terms that it depends on the type of student himself/herself, if s/he

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is already motivated, there will not be a need for an extra source of motivation. Additionally, they illustrated that a good student must look for his own motivation sources by inspiring himself and to not depend on the teacher solely.

3.1.3.2 Section Two: Teachers' Motivational Strategies

Q8- My teacher creates basic motivational conditions by:

      a) Enthusiasm

      b) Notion of Tolerance

      c) Encouraging Risk-taking

      d) Accepting Mistakes
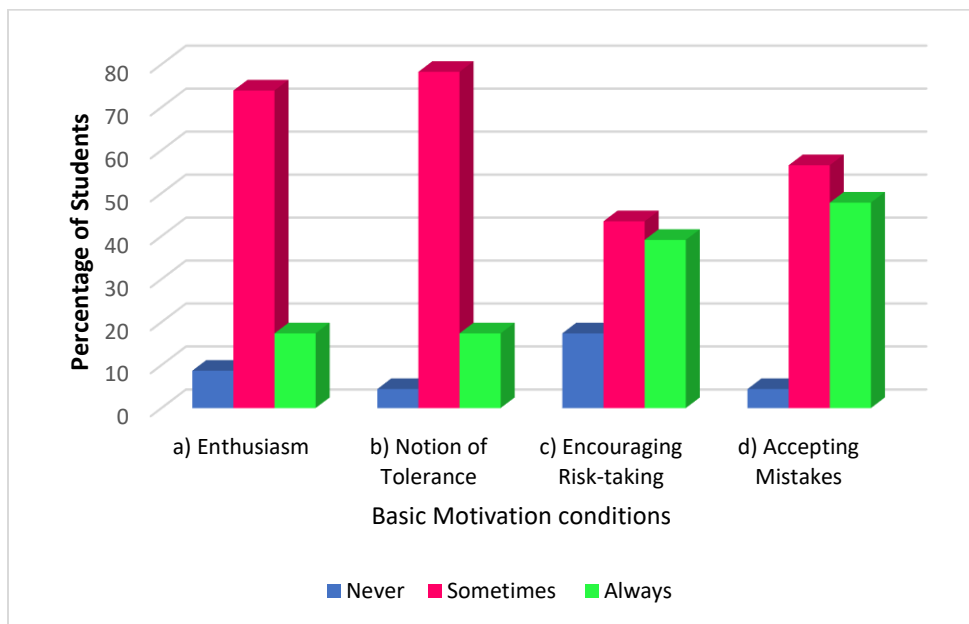
Figure 8: **How Teachers Create Basic Motivational Conditions among Students**

As the figure above shows, (78.26%) of students answered that teachers sometimes create a notion of tolerance, while (17.39%) of students answered with 'always'; in addition to a minor percentage of (8.69%) of responses replied with 'never'. Moreover, the majority of students taking a rate of (78.26%) answered that their teachers sometimes generate an enthusiastic climate,

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(17.39%) responded with 'always; furthermore, (4.43%) of students responded with 'never'. Along with this analysis, (43.47%) of students said that teachers 'sometimes' encourage risk-taking, plus a percentage of (39.13%) who answered with 'always; while (17.39%) answered with 'never'. For the last motivational condition which is labeled "accepting mistakes", (56.52%) of students responded that teachers sometimes accept their mistakes while learning, (47.82%) of students related this with the option 'always'; however, there was only small rate of (4.43%) stands for students who answered with 'never'.

Q9- My teacher generates motivation (through improving students' language-related standards, positive attitudes towards the learning process, setting specific goals...etc.)

Table 8. How Teachers Generate Motivation among Students

Options	Frequency	Percentage
Never	00	00.00%
Sometimes	11	47.8%
Often	9	39.1%
Always	3	13%
Total	23	100%

As shown in the above table, a score of (47.8%) stands for students who said that their teachers 'sometimes' generate motivation in classroom. While a significant proportion of students which take a percentage of (39.1%), relate their teachers' generating of motivation with the frequency 'often'. Followed by then, number three which is the least value (13%) goes for students who said that teachers always generate motivation during class sessions. However, there were no responses received with respect to teachers who do never try to boost up motivation.

Q10- My teacher uses warm up activities to relax and help students to focus:

Table 9. Teachers' Use of Warm up Activities

Options	Frequency	Percentage
Never	4	17.4%
Sometimes	11	47.8%
Often	7	30.4%
Always	1	4.3%
Total	23	100%

As it can be noticed in the table above, students were asked how often their teachers use warm up activities to relax and help them to concentrate. Eleven out of 23 students of a rate (47.3%) appraised their teachers' behavior with responding with 'sometimes'. Following this, a rate of (30.4%) of students responded that teachers often use warm up activities. In contrast, other students with a percentage of (17.4%) claimed that teachers never use warm up exercises. Yet, only one response took a percentage of (3.4%) about 'teacher always use warming up activities.

Q11- My teacher starts all lessons with the same presentation technique:

Table 10. Teachers' Presentation Techniques

Options	Frequency	Percentage
Never	1	4.3%
Sometimes	6	26.1%
Often	3	13%
Always	13	56.5%
Total	23	100%

When asking students whether their teachers start all lessons using the same presentation technique, the majority of students (56.5%) answered with 'always'. While (26.1%) of students answered that teachers start with the same presentation methodology only sometimes. Furthermore, a rate of (13%) of students evaluate this behavior in question with the frequency 'often'. In addition, only one response was given to teachers never start their courses utilizing the same teaching technique.

Therefore, teachers must vary teaching styles and techniques to prevent students in the classroom from being bored. That is to say, "learner-centered teaching style leads to more adaptation of students in all three domains: emotional, social and educational. Therefore, it is imperative to use new teaching patterns and methods, consider students' interests and individual differences "(Khandaghi & Farasat, 2011, p. 1394).

Q12- My teacher gives opportunity to students to ask questions to show their interests, feelings and opinions:

Table 11. Teachers' Response to Student Needs

Options	Frequency	Percentage
Never	00	00.00%
Sometimes	7	30.4%
Often	4	17.4%
Always	12	52.2%

As the table above indicates, A rate of (52.2%) of students responded that their teacher always gives them opportunities to express their thoughts and interests to get them involved in the classroom. Another rate of (30.4%) goes for students who value these teaching methods with the

frequency 'sometimes'. Additionally, (17.4%) of students answered that only 'often' teachers respond to their needs. Then again, (00%) response stands for teachers never allow students the chance to explain their desires, emotions and viewpoints.

Q13- My teacher teaches me how to use self-motivating strategies in class and beyond (by fostering intrinsic motivation, encouraging self-evaluation...etc.):
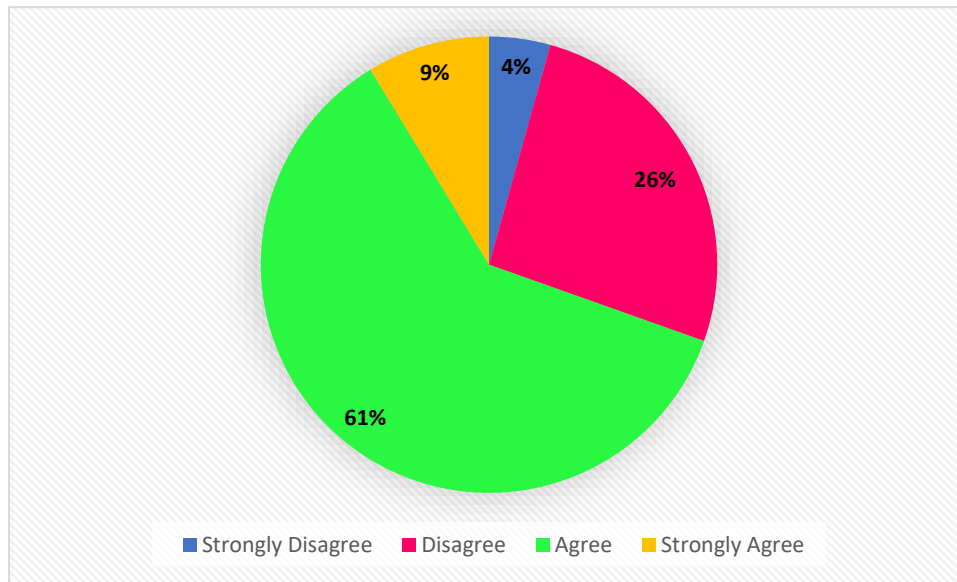
Figure 9: **Teachers' Teaching of Self-motivating Strategies**

Results in the figure above indicated that, the majority (61%) of respondents agreed that their teachers teach them how to use self-motivating strategies. This indicates that most respondents had critical learning experience that was mainly influenced by their teachers' use of motivational strategies. As indicated by (Arul Lawrence and Hanitha, 2017) "the teachers' motivational strategies in the classroom are very essential to achieve the students' academic achievement" (p. 89) i.e. the more effective motivational strategies a teacher has the more encouraged students will be. Moreover, a rate of (26%) of respondents disagreed concerning their teachers' utilization of those inspirational methods. While, a value of (9%) strongly agreed that

their teachers do motivate and encourage them. For the least percentage (4%), it represents the category of students who answered with 'strongly disagree'.

Q14- My teacher checks my learning needs and shares his/her personal interests

Table 12. Checking Students' Personal Needs and Interests

Options	Frequency	Percentage
Yes	14	60.9%
No	9	39.1%
Total	23	100%

Concerning teachers' checking of students' learning needs and interest as presented in the table (60.1%) of the respondents had answered with 'yes'. This implies that teachers have an attempt of relating students' centered-needs on their learning goals by checking and focusing on their individual skills, interests, interpersonal learning…etc. Whereas, a proportion of (39.1%) goes for students who answered that their teachers do seek to check their needs and expectations.

> Students differ a lot in their motivation, prior knowledge and skills, learning styles, multiple intelligences, interests and backgrounds. To tap each student's potential, teachers need to value each student as an individual capable of making progress. Embracing learner diversity is therefore an important direction in school-based curriculum development ("Challenge 2: Meeting the needs of diverse learners in the classroom Overview", n.d., p. 228).

Q15- My teacher uses "evaluation statements" to encourage students to contribute during class time:

Table 13. Teachers' Use of Evaluation Statements

Option	Frequency	Percentage
Never	1	4.3%
Sometimes	9	39.1%
Often	7	30.4%
Always	6	26.1%

According to the results illustrated in the table above, the majority of students with a percentage of (39.1%) have answered that their teachers 'sometimes' use encouraging statements. This indicates that students are affected by their teachers' encouragement and appraisal. In the other hand, a considerable percentage of students (30.4%) answered that teachers often inspire them with certain motivational statements. In addition to, a rate of (26.1%) responded with 'always'. However, there was only one replied with 'never'.

In the light of the above, the words or statements used by teachers are considered as an important motivational instrument in teaching and can inspire students to become self-motivated and engaged in learning i.e. a positive change in vocabulary can make a major difference when learning become difficult. Thus, when teachers appreciate their students' contributions, they help them build more self-confidence. (Podobińska, 2017)

3.2.4 Discussion of The Findings

Through the analysis of the different questions in the questionnaire we have attained valuable information regarding the vital importance of teacher motivation that we intended to investigate. Hence, with reference to students' questionnaire, it can be apprehended that the majority of students consider teacher motivation as the most important factor for their learning.; in addition

to that most of them believe that the level of enthusiasm and disposition a teacher may have, affect their functioning in learning within several aspects. This kind of information brings to light that the academic performance of most students is confined mainly with the motivation of the teacher and his/her positive attitudes toward the teaching profession.

The questionnaire revealed that the majority of students view teacher motivation as a necessary tool for enhancing their academic performance and that lack of motivation may disturb their achievement progress and improvement. On one hand, students stressed the fact that the importance of the relevant motivation lies on the desire it creates for willingness to succeed and looking for further information; besides, as students become motivated by their teachers, they do the best of their abilities and pave the way to a higher degree of comprehension.

On the other hand, the findings also demonstrate the point that teachers may not be motivated all the time; there are occasions when they seem dissatisfied and demotivated while the teaching process takes place; and this would adversely affect the quality of learning received by students in terms that poor motivation of teachers may result in inactive job engagement, reduces the input and output of the learner and leads to inadequate delivery. For that reason, Ngwenya (2015) points out that the fact that many students did not obtain good quality of education is due to their teachers' demotivation.

The findings further indicated that majority of teachers sometimes create basic motivational conditions including building a notion of tolerance, enthusiasm, encouraging risk-taking and accepting mistakes. It has been reported that:

> When asking students to explore issues of personal and social identity,
> teachers must provide safe spaces where students are seen, valued, cared
> for and respected. It is also important that students have opportunities to

learn from one another's varied experiences and perspectives. To create

this learning environment, teachers need to skillfully draw on student

experiences to enrich the curriculum ("Classroom Culture," 2013).

Thus, having a notion of tolerance is an effective mean for improving and sustaining student learning. Additionally, showing students useful examples of risk-taking encourages them to move beyond classroom activities. Henceforth, students should be inspired to take academic risks in an atmosphere where fear of failure is only perceived as the next positive phase. (Barker, 2016).

Despite the undeniable importance of teacher motivation, it is deduced that most teachers do not use effective motivational strategies to cause enhanced motivation and performance of students. With accordance to students' perceptions, teachers always tend to perform lessons with the same presentation technique and do not use warm up activities; which in a way led to iterative learning and lack of perseverance of learners. Accordingly, it is crucial for students to break what could lead to monotony in the learning process and strengthen what would increase student engagement and participation during tasks. With the same vein, Valendia (2007) indicated that the use of warming up activities involves features to gain students' attention, make them interested in what is taking place, concentrate on language subjects and increase their expectations in a way that it moves learners to an enthusiastic and positive state.

In addition to this, the results show that teachers only sometimes use evaluation statements about the performance of learners which may discourage them and lower their performance. Therefore, when teachers evaluate their students and give feedback on their work, they create in students the impression that they can complete tasks and accomplish success. That is teachers motivate their students to learn by providing them with positive feedback, in order to develop

competence. Providing feedback enables students to gain control over their own learning and a sense of belief about their abilities (Bain, 2004; Ferlazzo, 2015 as cited in Johnson, 2017).

To sum up, this questionnaire was a vital instrument of collecting data from students. The findings obtained were useful in answering important research questions. Moreover, through this questionnaire we had the opportunity to know students' perceptions on the role of teacher motivation in their learning. Over and above, through the analysis of students answers it can be concluded that teacher motivation impacts the academic performance of students.

3.3 Classroom Observation

The most important goal of using this data gathering tool is to have a direct observation of relevant behaviors of teachers and students' during class sessions. Moreover, this study aimed at exploring the effect of teacher motivation on the academic performance of students which may not be observed through the questionnaire. Therefore, we expected that classroom observation may be the leading research eye to have close observational evidence on how teacher motivation may have an influence on students' achievement and to diagnose the various factors affecting their performances.

3.3.1 Procedures of Classroom Observation

The classroom observation took place on March 10th and 12th, 2020 in Biskra University. Due to time limitations and the epidemic situation, we have attended only four sessions of 2nd semester. The first sessions were on 10th March, research methodology on 10th March from 9:40 to 11: 20a.m and applied linguistics from 13:10 to 14:40p.m. The later sessions were on the same modules but with different teachers, they took place on 12th March from 11: 20a.m to 12: 50a.m and 14: 50p.m to 16:20p.m. In addition to this, the group that have been observed consists of nearly 44 students of master one.

3.3.2 Description of The Checklist

The adapted checklist comprises five main sections: teachers' motivation, engaging students, student academic performance and teachers' feedback. Each section contains indicators in which certain behaviors are observed or not. Also, the checklist is designed in a table form (see Appendix B, p. 99) on which the researcher ticks in the columns 'Obs' or 'N.obs' and which characterizes the different behaviors and factors affecting students' performance. Additionally, the researcher was able to add any comment under each section within the column specified for comments. The sections are briefly described as the following:

3.3.2.1 Classroom Environment

With regard to this section, it was aimed at exploring the influence of classroom environment and the effects that it may undergo on teachers' performance and students' ability to learn as well. It consists of indicators such as: the physical arrangement (encouraging, clean, well-organized…), in addition to the physical conditions for example; lightning, room size, seating arrangement…etc.

3.3.2.2 Teachers' Motivation

This section of the checklist was designed to observe teachers' level of motivation in classroom and whether his/her attitudes have an impact on students. It covers the level of readiness and desiring of the teacher, his/her engagement and passion toward teaching, whether s/he creates a supportive climate and inspires students to acquire knowledge.

3.3.2.3 Engaging Students

This section was designed to observe the amount of students' attentiveness and involvement teachers demonstrate during class time. It includes indicators such as: if students are concentrated

in lessons and ask questions, if they are given comprehensive input and equal opportunities by the teacher, the teachers' feedback of students' mistakes…etc.

3.3.2.4 Students' Academic Performance

This section was formed with the aim in mind of having an accurate observation on how students respond to their teachers when they are motivated and how their performance is influenced by the teacher. It involves students' arrival to class, demonstrating willingness to participate in tasks, following instructions and paying attention, getting involved and having a habit of contributing, taking notes…and so forth.

3.3.2.5 Teachers' Feedback

The key purpose of this section is to diagnose the effect of teachers' assessments on promoting students' academic involvement and enhancing classroom performance. It embodies teachers' use of evaluating statements to encourage students, and teachers' comments on each oral performance, the opportunity the teacher gives to students to correct others.

3.3.3 Analysis of Classroom Observation

3.3.3.1 Classroom Environment

As stated earlier, the aim of this section is to identify the factors related to teaching quality and that may have an effect on teachers and students. Through an adequate observing of teachers and students' behaviors and the overall environmental situation, it was observed that the physical arrangement was somehow encouraging and convenient though some of the basic conditions were not provided such as: the lightening, the room size was insufficient, broken windows, classrooms were full with dust. Additionally, there were two sessions for presentations so the seating arrangement was not well-organized and the view of the data projector was in some way unclear.

Furthermore, because of the noise exposure outside the classroom the performance of some teachers was affected and students were unable to concentrate.

However, despite all these discouraging conditions, teachers were doing the best of their abilities to promote an effective learning atmosphere by listening to students and focusing on their performances.

3.3.3.2 Teachers' Motivation

It was observed that most teachers were ready and desiring to impart and transfer knowledge, they were immersed in teaching and trying to create a supportive and an enthusiastic climate. Also, teachers were dedicated toward teaching, they were walking around, adding new information while explaining the lesson and listening carefully and attentively to students' comments. It was observed that each time teachers stand up while giving explanations students positively react and become more attentive. As well, most of students were inspired and engaged to grasp the content knowledge. In addition, there were teachers, who did not intervene during class time and gave the responsibility to students to present their topics so students were pleased and showing joy to the content material.

3.3.3.3 Engaging Students

Moving to engaging students, teachers' positive attitudes reflect most students in a way that they seem involved and enthused to share their acquaintance of the given topics. When teachers give equal opportunities for students to participate and provide them with new relevant items, they feel free to ask questions to achieve the gist of the giving activities (showing comprehension). Additionally, students were made aware of the learning objectives that are setting by the teacher. However, some students were passive and not involved during lectures since the teacher was only dictating and explaining and no tasks or activities were done.

3.3.3.4 Students' Academic Performance

It was observed that the performance of students was satisfying and emboldening. Most of students were on time and attending their classes. They got involved and their contributions promoted effective learning performances when teachers are motivated and enthused students appear to demonstrate willingness to participate in the class tasks. Additionally, students become more attentive, confident, resourceful, and following teachers' instructions. Moreover, Students were listening attentively to what the teachers were saying, asking appropriate questions to show their interests, accepting teachers' critics and sometimes they try to defend their ideas about the topic that they are learning. As well as, students seem to be satisfied with teachers' positive attitudes and feedback by being more attentive and taking well-structured notes. Nevertheless; when some teachers were less motivated it was observed that students were neither paying attention nor getting involved in class.

3.3.3.5 Teachers' Feedback

With reference to the feedback of teachers, it was noticed that some teachers were taking notes after each presentation and using evaluation statements such as 'good' and 'very good'. After each assessment of the teacher students were being appreciated and feel at ease to carry on exchanging their information. Also, there were teachers who give right only to the ones who want to answer without encouraging the others and no evaluation statement were used; as a result, only few students were participating. However; they provided the opportunity for students to correct each other and sharing suggestive answers to the given tasks.

3.3.4 Discussion of The Findings

In the light of the above and through the data gained from the classroom observation, we have achieved valuable results on the various effects of teacher motivation on students' academic

performance and the role of classroom environment in shaping teachers and students' behaviors. First of all, classroom environment is a significant motivating and discouraging factor for teachers and students as well. What have been observed earlier is that the environmental conditions play an important role in increasing and decreasing the level of motivation in learning and which in turn answered one of the main research questions that were formulated. Akomolafe and Adesua (2015) believe that classroom environment is a double-edged sword, they state:

> classroom environment could serve as motivating factor to the academic performance of students. If the classroom environment is conducive and spacious, it could contribute to effective teaching and learning, this could enhance effective student teacher interaction. Whereas if the classroom environment is not conducive, it could have negative effect on the academic performance of students (Akomolafe & Adesua, 2015, p.20).

In addition, all students we observed were influenced by their teachers' level of motivation and their response was only a result of teachers inspiring them in class. Also, the amount of readiness and desiring a teacher has can be a turning point toward improving the academic performance and achievement of students. Moreover, the motivation of teacher in teaching and learning has a direct effect on increasing effort and energy of both teachers and students and can lead to improved outcomes. Additionally, when teachers are enthused and motivated, they perform the best of their abilities in classroom so students become involved and interacted to participate without encountering any sense of complexity to share their thoughts and expectations. The same view was stated by Akhtar, Hussain, Afzal & Gilani (2019):

> Good teachers have high hopes for their students and even higher opportunities for themselves. These teachers identify the importance of

involving with their students, that if they were not involved with students emotionally then impact on student minds may be impossible. Creating learning environments that encourage positive cultures with healthy collaborations can motivate learner to use their energies and desires to achieve goals (p. 1202)

The results also revealed that students' academic performance depends mainly on the motivation and attitudes of their teachers. That is to say, from the results obtained through the analysis there is a robust relationship between teachers' motivation and the performing of students during class sessions. Furthermore, since teachers are more critical than any other aspect in education; their assessments are found to have significant impacts on learning experiences and processes of students. It was also revealed that the motivation of teachers is one of the factors that contributes to the achievement of students learning objectives, and the development of students' self-regulatory strategies including self-reacting, self-evaluating, goal setting, note-taking…etc. so they can gain deeper insights on learning to improve their performances.

In this situation, the attained results confirm the validity of the proposed research hypothesis put forward that if teachers are motivated, students' academic performance will be positively affected. This influence is mainly exemplified on how teachers behave and maintain motivation in classroom and students' reactions toward the teaching process in this state i.e. motivation performs a key role in fostering students' interest and the level of involvement when learning takes place. Besides, the motivation of teachers extends to being an integral part in boosting the performance of students in that motivated teachers hold inspirational moods that affects students from the moment they enter in class. This was illustrated in how students were mobilized by curiosity and the desire to comprehend and to interact more with their teachers.

Additionally, from the conducted observation it can be deduced that the positioning of teachers in the classroom play a prominent role in grasping the attention of students. That is, when teachers were standings up, moving around and crouching to check students, the performance of students was clearly affected as they tend to perform better, to participate and to discuss their opinions and ideas. In the other hand, low performance of students was associated with seated teachers by way of example less participation, effort and control over students were observed. This idea states, in brief, that motivated teachers influence more, act upon better and guide students' concentration and performance.

Further implications of teachers' motivation on students' performance is that students' mindsets were mainly guided by their teachers' level of motivation in terms of that when teachers are enthused, they encourage students to accomplish tasks and to have a sense of effective learning situations by operating as a motivational agents and thereby increase students' motivation and energy. Therefore, teachers' motivation stands as the driving force for the development of students' performance and directing frequent learning environment. Moreover, from a different angle the results bring to light that lack of teacher motivation do affect how student perform in class; this was shown on students' low functioning to open up and focus on their teachers.

Overall, with reference to our aforementioned research hypothesis and as a final inference to what have been reached, it can be said that students with whom teachers report operative level of motivation and positive attitudes toward teaching, are having better-quality and advanced academic performance.

Conclusion

This chapter provides the data collected that were analyzed and discussed and the summary of the key findings. We have implemented two primary data gathering tools; namely, student questionnaire and classroom observation. Through the questionnaire we have discussed several instances about teacher motivation and factors affecting student performance. The data were described in form of tables. Concerning classroom observation, it is analyzed using qualitative analysis, where each section of the checklist was evaluated in isolation; and finally, a discussion of the findings was presented.

General Conclusion

To conclude, this research work is an attempt to shed light on the effect of teacher motivation on students ' academic performance. In this sense, the final purpose of the current study is to attempt to address research questions in order to validate our research hypothesis which states that if teachers are motivated, students' academic performance will be positively affected.

In general, the study is composed of three key chapters, the first two chapters are dedicated to the theoretical part of this study, while the last chapter acts for the fieldwork. Through the first chapter, we tried to bring to light the most important elements related to motivation and the concept of teacher motivation. Initially, we presented a general overview about motivation. Later within this chapter, we gave prominence to teacher motivation and the different influential factors. As for the second chapter, it dealt with a general overview about academic performance in higher education. Then the focus was altered to factors affecting students' academic performance in which we attempted to provide the most important elements related to academic performance. The third chapter of this study is devoted the fieldwork section in which we reiterate the methodological procedure used while conducting this research work. That is, it holds the analysis and interpretation of data that had been collected by the data gathering devices; namely the student questionnaire and the classroom observation; in addition to an extensive review of the of the findings.

For the purpose of checking the research hypothesis and attaining our aims, we conducted a descriptive research where two data gathering tools were chosen; a descriptive survey i.e. a questionnaire for students was used in addition to a classroom observation. The former was administered to students of English language precisely those who study master one classes in order

to examine their views and perceptions toward their teachers' level of motivation and to verify the hypothesis. Moreover, the observation was held at Biskra university on group one which consists of (44) students out of (130) during the second semester to detect the various factors that affect their academic performance.

Through the analysis and evaluation of the data collected; as well as by extensively reviewing the findings, the research questions pertaining the ones that inquire questions about students' attitudes toward teacher motivation and the different factors that influence academic performance were all answered. Furthermore, a most important conclusion to this study is that the findings supportively confirmed the validity of our research hypothesis which reveals that when teachers are motivated, students' academic performance will be positively affected.

When it comes to the limitations of this research, during the exploration process we encountered some difficulties concerning the access to data since it would not be possible to go thought all the resources, so the work might not cover each aspect. Since this study was confined with students of master one classes, we had some issues concerning the sample size. Because of the epidemic situation in the country, we were necessitated to administrate an online questionnaire where we could not be able to receive sufficient number of answers to the questionnaire, thus the results may be insufficient for a generalization to all Algerian universities.

Recommendations

Based on the findings and conclusions assembled out of this study, the following recommendations were made:

For teachers

- Teachers should be aware of the vital role of their motivation on the performance of

students.

- Teacher should be aware that the level of enthusiasm and desiring they have is tightly interconnected with students' performance.

- Teacher should keep in mind that deficiency of motivation will adversely affect student achievement.

- Teachers should encourage students to seek out the best of their abilities by providing them with consistent feedback.

- Teachers should bring into line students' needs and share their personal interests for the purpose of achieving high learning standards.

- Teachers' creating of basic motivational conditions such as: encouraging risk-taking, promoting a notion of tolerance and accepting mistakes will enhance the academic progress of students.

- Teachers need to vary their presentation techniques and use warm up activities to break monotony in classrooms and engage students in learning.

- **For Students**

- Students should be acquainted with the prominent role of their teachers' motivation and try to help them to create effective motivational beliefs when they seem to be discouraged.

- Students should take risks while learning so they can build confidence and reinforce their own behaviors.

- Operative academic performance of students is confined with the level of interaction, involvement and participation with teachers in classroom.

For Administration and Decision Makers

- Teacher motivation should be regarded as a significant guiding factor to obtain the requisite performance of students.

- It is necessary to motivate teachers and pay attention to new motivational incentives, promote continuous professional development and acknowledge their efforts.

- It is recommended to school administration that working conditions should be improved in order to teachers and students have morale for teaching and learning.

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Appendix A

Student's Questionnaire

Dear Students,

The goal of this student questionnaire is to evaluate the level of teacher motivation and the impact that this motivation may have on student's academic performance. I hope the results of this questionnaire will help teachers discern areas of strength and growth in their teaching. Your responses are extremely valuable and will be of great help to the completion of this work. Therefore, you are kindly asked to answer as accurately as possible. Tick (√) your answer(s) in the corresponding box(es), and make complete statements as required. The completion of the questionnaire should take no longer than 15 minutes. Please be assured that the submitted responses will be of absolute anonymity and confidentiality.

Thank You!

Section One: Teacher Motivation Level

(Please rate your teacher in each of the following statements by clicking on the right option.)

Q1. Does your teacher come very early to class?

    a) Never

    b) Sometimes

    c) Always

Q2. Does your teacher display readiness and desiring to impart knowledge in class?

    a) Yes

    b) No

Q3. The teacher seems dissatisfied and distracted for teaching?

a) Never ☐

b) Occasionally ☐

c) Often ☐

d) Always ☐

Q4. Do you feel excited when your teacher is motivated?

a) Yes ☐

b) No ☐

In both cases, justify your answer please

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Q5. Which factor you consider as most important for your learning?

a) Motivation of the Teacher ☐

b) Classroom Environment ☐

c) School Resources ☐

Q6. In your opinion, is "Teacher's Motivation" necessary for your academic progress?

a) Yes ☐

b) No ☐

Q7. Can Deficiency (lack) of teachers' motivation be attributed to students' low academic performance?

a) Yes ☐

b) No ☐

How?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Section Two: Teacher Motivational Strategies

(Please indicate how often your teacher apply the following motivational strategies in class)

Q8. - My teacher creates basic motivational conditions:

	Never	Sometimes	Always
a) Enthusiasm	◯	◯	◯
b) Notion of Tolerance	◯	◯	◯
c) Encouraging Risk-taking	◯	◯	◯
d) Accepting Mistakes	◯	◯	◯

Q9. My teacher generates motivation (through improving student's language-related standards, positive attitudes towards the learning process, setting specific goals...etc.)

a) Never ⬜

b) Sometimes ⬜

c) Often ⬜

d) Always ⬜

Q10. My teacher uses warm up activities to relax and help students to focus:

a) Never ⬜

b) Sometimes ⬜

c) Often ⬜

d) Always ⬜

Q11. My teacher starts all lessons with the same presentation technique:

a) Never ☐

b) Sometimes ☐

c) Often ☐

d) Always ☐

Q12. My teacher gives opportunity to students to ask questions to show their interests, feelings and opinions:

a) Never ☐

b) Sometimes ☐

c) Often ☐

d) Always ☐

Q13. My teacher teaches me how to use self-motivating strategies in class and beyond (by fostering intrinsic motivation, encouraging self-evaluation...etc.):

a) Strongly Disagree ☐

b) Disagree ☐

c) Agree ☐

d) Strongly Agree ☐

Q14. My teacher checks my learning needs and shares his/her personal interests:

a) Yes ☐

b) No ☐

Q15. My teacher uses "evaluation statements" to encourage students to contribute during class time:

a) Never ☐
b) Sometimes ☐
c) Often ☐
d) Always ☐

If you have any other suggestions or comments to teachers/ administration, please state them briefly:

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

"Thank You for Your Time and Collaboration"

Appendix B

Classroom Observation Checklist

Teacher: **Group n°:**

Observe   **Date:**

Module: **Time:**

Rating Scales: Obs: Observed   **N. Obs: Not Observed**

Quality	Indicators	Obs	N. Obs
Classroom Environment	• The physical arrangement is encouraging, clean, well-organized and convenient for teachers and learners to communicate and speak to each other		
	• Physical conditions such as: lighting, room size, seating arrangement, state of floor promotes effective learning atmosphere		
Comments:……			
Motivation	• (T) Is ready and desiring to impart and transfer knowledge		
	• (T) Is engaged and passionate with high level of preparedness		

	• (T) Creates a supportive and enthusiastic climate		
	• (T) Inspires students to acquire knowledge in the classroom.		

Comments:……………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………………………………………

Enthusiasm	• (T) Shows joy for the content material		
	• (T) Takes pleasure in teaching		
	• (T) Demonstrates involvement in learning activities during class time		

Comments:……………………………………………………………………………………
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Engaging Students	• Attentive to lesson momentum, appropriate questioning, clarity of explanation		
	• The teacher gives equal opportunities for pupils to participate		
	• Students are made aware of the learning objectives		
	• The teacher corrects the students' mistakes.		
	• The teacher gives comprehensible input to the students.		

Comments:………			
Academic Performance	• Students are being in time and attending their classes		
	• Students demonstrate willingness to participate in the task		
	• Students are paying attention to the teacher and following the instructions		
	• Students feel comfortable and free to ask questions to show their interests, feelings and opinions		
	• Students are getting involved and have a habit of contributing during class time		
	• Students are being attentive and take well-structured notes		
Comments:………			
Teachers' Feedback	• The teacher uses assessments (evaluation statements) to encourage students to participate		
	• The teacher comments on each oral performance of the students		
	• The teacher provides the opportunity for the students to correct others		

Comments : …………………………………………………………………………………………….

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الملخص

على مدى السنوات الماضية ، ركزت غالبية الدراسات البحثية حول تحفيز الطلاب ودوافعهم ، بينما غضت الطرف عن تحفيز الأساتذة. وضمن خلفية الإنخفاض الملحوظ في التحصيل الأكاديمي للطلاب ، فإن البحث حول تأثير تحفيز الأستاذ على الأداء الأكاديمي للطلاب هو موضوع جديد. ومن ثم ، فإن الغرض من هاته الدراسة هو توضيح أهمية تحفيز الأستاذ التي تم التقليل من شأنها على مستوى السياق التعليمي و عليه التحقيق في تأثير هذا النوع من التحفيز على الأداء الأكاديمي لطلاب اللغة الإنجليزية كلغة أجنبية. وبالتالي ، تم وضع فرضية محتواها أنه إذا كان الأساتذة متحفزين، فسوف يتأثر الأداء الأكاديمي للطلاب بشكل إيجابي. ولإثبات فرضية البحث تم إجراء دراسة وصفية إلى جانب المنهج النوعي لجمع البيانات وتحليلها. و كنموذج لبلوغ نتائج حول هاته الدراسة الحالية تم إستخدام أداتين لجمع البيانات من أجل التحقيق في وجهات نظر الطلاب وتصوراتهم تجاه تحفيز الأستاذ وتحديد مختلف العوامل المؤثرة حول ذلك. تضمنت هذه الأدوات إستبيان للطلاب ومراقبة للفصل الدراسي. بعد تحليل وتفسير البيانات التي تم جمعها ، كشفت النتائج أن الأداء الأكاديمي الفعال للطلاب ما هوإلا نتيجة لمستوى عالٍ من تحفيز الأستاذ. حيث أكدت النتائج المتحصل عليها صحة الفرضية المذكورة أعلاه ، أنه عندما يكون الأساتذة متحفزين يتأثر الأداء الأكاديمي للطلاب بشكل إيجابي. في النهاية ، و كملخص للتوصيات المقترحة، يجب إعتبار دافع المعلم عاملاً توجيهيًا مهمًا للحصول على الأداء المطلوب للطلاب.