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**Investigating the Impact of Teacher's Motivation on EFL
Students Academic Performance**

**Case Study of Second Year English Student at Salhi Ahmed
University**

**Dissertation Submitted to the Department of Foreign Languages as a partial
Fulfilment of the requirement for the degree of Master in Linguistics**

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Academic year :2020-2021



DEDICATION

I dedicate my dissertation work to:

*My talented supervisor who was the guiding light every
step of the*

way as I researched for this dissertation.

I also dedicate this work To my family

*A special feeling of gratitude to my loving parents, for their
endless, support and encouragement.*

My beloved brothers and sisters; particularly my dearest brother

Mourad, who stands by me when things look bleak.

To my best friends racha, naïma and karîma..

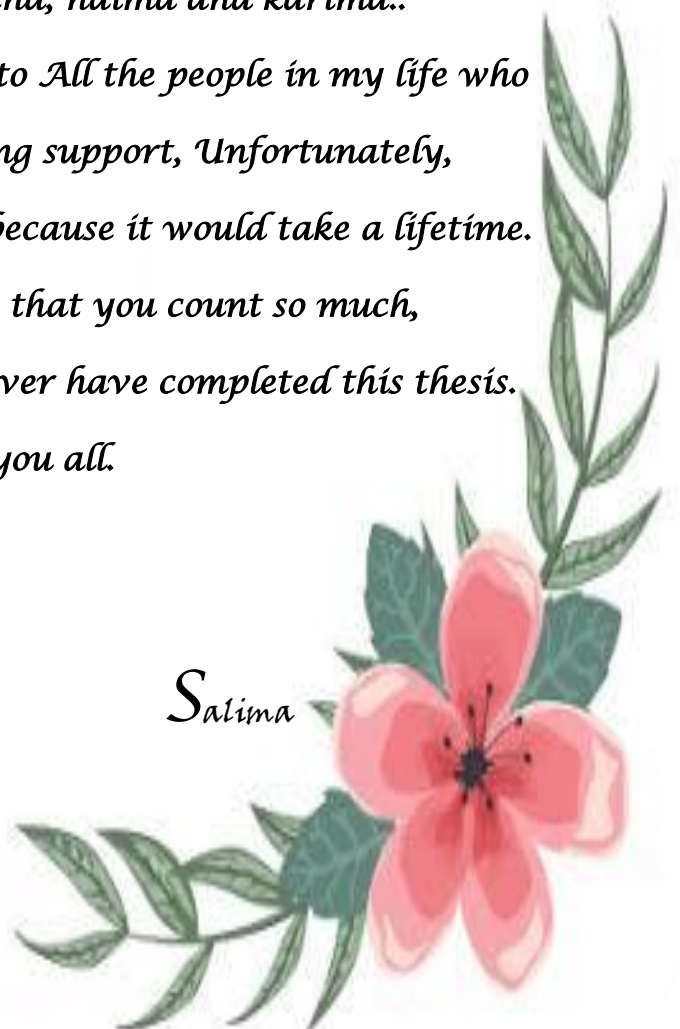
*Not least of all, I owe so much to All the people in my life who
touch my heart, for their undying support, Unfortunately,*

I can not thank everyone by name because it would take a lifetime.

*but, I just want you all to know that you count so much,
without your love and help, I would never have completed this thesis.*

So thank you all.

Salima





DEDICATION

*I dedicate this work to my lovely mother for
caring and helping me it is never too late to find
ways to reach my dream and pursue
my true passion.*

*I also dedicate this dissertation to my many
friends who have supported me throughout
the process.*

I will always appreciate all they have done.

Karima



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ABSTRACT

This work examines the impact of teacher motivation on student's academic performance. It proceeds by defining teacher motivation as a general term applying to the entire class of drives, desires, needs, wishes and similar forces initiated for teachers, in order to induce them to act in desirable academically productive manner. On the other hand, teacher motivation involves both the desire to teach and one's interpersonal style toward students while doing so. A teacher's own personal motivation resolves around the extent of psychological need satisfaction experienced during the act of teaching, and it manifests itself in terms of teacher enthusiasm and job satisfaction. A teacher's motivating style toward students revolves around what teachers say and do during instruction to motivate students to engage in learning activities. So becoming educators is mainly based on their motivation to teach, if a teacher has no motivation; then, they are unlikely to be an effective educator.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

SLA: Second Language Acquisition

L2: Second Language

SDT: Self Determination Theory

QWL: Quality Working Life

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

n.d.: no date

Etc.: et cetera (and so forth)

Q: question

Table of Contents

<i>Dedication</i>	II
<i>Acknowledgment</i>	III
<i>Abstract</i>	IV
<i>List of acronyms and Abbreviations</i>	V
<i>Table Of contents</i>	VI

General Introduction

1- Problem statement	1
1.1. Over view.....	2
1.2. Research questions/Hypothesis.....	2
2- Objectives / aims	2
2.1. Overall Objectives.....	2
2.2 Specific aims.....	2
3- Background and significance	3
4- Research design and methods	4
4.1. Over view.....	4
4.2. Population and study sample.....	4
4.3. Sample size and significance of sample.....	4
4.4. Collection of data.....	5
4.5. Data analysis and interpretation.....	5

Chapter One : Motivation and Teacher

<i>Introduction</i>	7
1.1. Definition of motivation	7
1.1.2. Motivation as Process.....	8
1.1.3. Motivation as Skill.....	8
1.1.4. Motivation as essential Factor for Learning.....	8
1.2. Classification of Motivation	9
1.2.1. Intrinsic.....	9

1.2.2. Extrinsic.....	9
1.2.3. Integrative.....	10
1.2.4. Instrumtental.....	10
1.3. Definition of teacher motivation.....	11
1.4. Teacher Mastery of subject matter.....	11
1.5 Who is a teacher.....	12
1.6. Previous research on teacher motivation.....	12
1.7. Influential factors.....	14
1.7.1. Job satisfaction.....	14
1.7.2. Quality of working condition.....	14
1.7.3. Teacher Reward System:.....	15
1.8. Teacher autonomy and teacher stress.....	16
1.9. Motivational Strategies.....	16
1.9.1. Creating the Basic Motivational Conditions.....	17
1.9.2. Generating Initial motivation.....	17
1.9.3. Maintaining and Protecting Motivation.....	17
1.9.4 .Encouraging Positive retrospective Self-Evaluation.....	17
1.10. 'Ten commandments for Motivating Language Learners.....	18
1.11. Theoretical approaches.....	19
1.11.1. Maslow hierarchy of needs theory.....	19
1.11.2. harberg motivational-hygeine theory.....	21
1.11.3 self-determination theory.....	22
1.12. Conclusion.....	23

Chapter Two : Motivation and Academic Performance

2.1 What's Academic Performance.....	25
2.2. Conceptual Frame work of Factors influencing Academic Performance.....	25
2.2.1. Attitude.....	26
2.2.2. School resources.....	27
2.2.3. Skills and Abilities of the teachers.....	27

2.2.4. Classroom environment.....	27
2.2.5. Gender and Academic Performance	28
2.2.6. Age and Academic performance.....	28
2.2.7. Influence of Parents' Education Level and student's Academic Performance....	29
2.3. Cause of low Academic Performance of Students.....	29
2.3.1. Lack of Adequate Planning.....	29
2.3.2. Medical and Psychological Reasons.....	30
2.3.3. Deficiency of Motivation.....	30
2.3.4. Reasons related to learners.....	31
2.3.5. Parental and edicational reasons.....	31
2.4. Motivation and Academic Performance.....	31
2.5. Personality and Academic Performance.....	32
2.6. Learning Approaches and Academic Performance.....	33
2.7. Conclusion.....	34

Chapter Three: Methodology , Analysis and results

Introduction.....	36
3.1. Research medthodology.....	36
3.2. Data Gathering Tools.....	36
3.3. Population and sampling.....	36
3.4. Students'Qustionnaire.....	37
3.5. Description of Students'Qustionnaire.....	37
3.6. Analysis of Students'Qustionnaire.....	38.
3.7. Discussion of the findings.....	42
General Conclusio.....	43
References	45

INTRODUCTION

Introduction

Education is largely a matter of a learning process that involves interaction between teacher and learner. When this process works well, real learning takes place. Teachers' motivation plays an important role in promoting a healthy teaching environment, this motivation has been generally viewed as energy or drive that moves teacher to help students achieve their academic performance. This study investigates the effects of teachers' extrinsic and intrinsic motivation to students' examination of performance. On the other side, the study shows that teachers work hard, teach effectively and efficiently when they are motivated; hence, good students' examination of performances.

Furthermore, teachers, are considered as one of the elements in the teaching and learning process, play multiple roles, not only as teachers transferring knowledge but also as guides who encourage the potential of students to develop alternatives in learning. This means that teachers face complex tasks and responsibilities in respect of the achievement of educational goals where they are required to not only master the subject area being taught but are also required to display a personality suitable for acting as a role model for students.

PROBLEM STATEMENT

Many look at student's 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 student's performance and the teacher. 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 there is a lack of motivation.

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 universities teachers face dissatisfactory environmental conditions when they work, which in turn may have many effects on students academic performance. This may be also a consequence of that most researchers and school administrators concern were overwhelmingly stranded on student's motivation , their behaviours 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 their skill 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 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.

Research Questions:

- This study was guided by the following research question.
- Does teacher motivation affect students' academic performance?
- What are students' attitudes towards teachers motivation?
- Does teachers work environment have an effect on students' academic performance?

Hypothesis:

- If teachers are motivated , the students' academic performance will be positively effected .

OBJECTIVES AND AIMS

Overall Objective:

- 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 make teachers aware that any lack of motivation from their part has a negative effects on students, and may adversely influence their academic behaviour.

Specific Aims:

- Expose 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.
- Determine students 'attitude toward teachers 'motivation.

BACKGROUND AND SIGNIFICANCE:

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 of 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 effects 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.

RESEARCH DESIGN AND METHOD

Research design:

The study used questionnaire survey design. The questionnaire is the suitable data collection method for gathering survey information, providing data of structured and quantitative nature, being able to be administered without the presence of the researcher, and being easy to analyse as well.

The participants of this study include the second year English student at Salhi Ahmed University Center -Naama –

Population and Study Sample:

A population is totally of any group of units which have one or more characteristics in common that are of interest to researcher (Omari, 2011) .in this study the target population was defined as all EFL students at Salhi Ahmed UNIVERSITY.

Sample Size and Selection:

The process of sampling deals with selecting a smaller group of participant to tell us essentially what a larger population might tell us if we asked every member of the larger population the same question since our study is concerned with the impact of teachers motivation on the academic performance of students. The sample frame of this study is second year students of foreign language department at Salhi Ahmed university-Naama. The present study deals with a sample group of (35) students who are randomly chosen from the population of (110) students of second year class. The reason behind using such sampling is because it's simple and more straight forward to implement; compare and understand.

Collection of Data:

For the purpose of collecting data, we relied on primary one which were mainly questionnaire. A student questionnaire was carefully designed based on the objectives of the study. The variable were obtained by a thorough review of the relevant literature and worded for both closed and open-ended to facilitate the analysis of responses. Moreover, the questionnaire was addressed to students for the purpose to evaluate 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.

Data Analysis and interpretation:

Bogdan and Birklen (1992) explains data analysis as a systematic process involving, working with data organizing and breaking them into manageable units. Also, it is a process of synthesizing data, searching for patterns, discovering what is important as well as what is to be learned and deciding what to tell others. Also, according to Rwegerela (2010) data analysis involves sorting and assembling data under specific categories of the main themes in research.

CHAPTER ONE : MOTIVATION AND TEACHER

- Introduction
- Definition of motivation
- Classification of Motivation
- Definition of teacher motivation
- Teacher Mastery of subject matter
- Who is a teacher
- Previous research on teacher motivation
- Influential factors
- Teacher autonomy and teacher stress
- Motivational Strategies
- Ten commandments for Motivating Language Learners
- Theoretical approaches
- Conclusion.

Introduction :

Sinclair (2008) defines Teacher motivation in terms of attraction, retention and concentration as something that determines 'what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession' (2008, p. 37). Dörnyei and Ushioda (2011) highlight the two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession. Their review of literature came to a conclusion of four featured components of teacher motivation: prominent intrinsic motivation which was closely related to inherent interest of teaching; social contextual influences relating to the impact of external conditions and constraints; temporal dimension with emphasis on lifelong commitment; and demotivating factors emanating from negative influences.

1.1.Definition of Motivation:

Generally, motivation has been viewed as energy or drive that moves people to do something by nature. However, given the complexity of motivation, there seems to be no consensus in the understanding of motivation (Dörnyei & Ushioda, 2011). Therefore, researchers were rather selective in their study focus by applying a range of motivation theories. Williams and Burden (1997) differentiate two aspects of motivation: initiating motivation which was concerned with the reasons for doing something and deciding to do something, and sustaining motivation referring to the effort for sustaining or persisting in doing something. Dörnyei and Ushioda (2001, 2011) identify two dimensions of defining motivation on which most researchers would agree: direction and magnitude of human behaviour. Accordingly, motivation specifies the reason

why people decide to do something, how long people are willing to sustain the activity and how hard they are going to pursue the activity.

1.1.2. 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 (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.

1.1.3. Motivation as a Skill:

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.

1.1.4. Motivation as a 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 students have the strength to study, to develop and utilize

talents, to enhance academic success and to adjust them to the requirements of school.

1.2.Classificassion of Motivation:

1.2.1.Intrinsic Motivation:

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.

The intrinsic motivation exists within individuals, in another sense, intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task. Because intrinsic motivation exists in the nexus between a person and a task. Some authors have defined intrinsic motivation in terms of the task being interesting while others have defined it in terms of the satisfactions a person gains from intrinsically motivated task engagement.

1.2.2Extrinsic Motivation:

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation, thus, contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. However, unlike some perspectives that view extrinsically motivated behavior as invariantly non autonomous, Rayen and Deci in their self determination theory (SDT) propose that extrinsic motivation can vary greatly in the degree to which it is autonomous. For example, a student who does his homework only because he fears parental sanctions for not doing it is extrinsically motivated because he

is doing the work in order to attain the separable outcome of avoiding sanctions. Similarly, a student who does the work because he/she personally believes it is valuable for his/her chosen career is also extrinsically motivated because he/she too is doing it for its instrumental value rather than because he/she finds it interesting. Both examples involve instrumentalities, yet the latter case entails personal endorsement and a feeling of choice, whereas; the former involves mere compliance with an external control. Both represent intentional behavior.

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).

1.3. Definition of Teacher Motivation:

Teacher motivation involves both the desire to teach and one's interpersonal style toward students while doing so. A teacher's own personal motivation revolves around the extent of psychological need satisfaction experienced during the act of teaching, and it manifests itself in terms of teacher enthusiasm and job satisfaction. A teacher's motivating style toward students revolves around what teachers say and do during instruction to motivate students to engage in learning activities, and it manifests itself in terms of autonomy-supportive versus controlling teaching. Because meaningful benefits accrue to both students and teachers when teachers give autonomy support . Also, 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".

1.4. Teacher Mastery of Subject Matter:

One of the most important aspects of teacher's effectiveness is mastery of the subject matter by the teacher . According to Olivia 1972 explains that an effective teacher is one who is fully prepared in the subject and also has a broad general education. Olivia and hanson 1980 state that a teacher should knowledgeable of the subject matter. When a teacher is competent and has the knowledge of the subject, he imparts effectively the correct facts to students. According to Esu 2004 it also involves the knowledge to break down the subject matter into logical and smaller units which allow the students to understand clearly the content of what is taught. Commenting on the mastery of subject

matter ; dewey 1964 says that subject matter furnishes the end and it determines method.

Okon 1998 says that students with high perception of teachers ‘ effectiveness in knowledge of subject matter perform more than students with low perception. Bruner 1977 argues for an understanding of fundamental principle and idea of a subject. In Esu 2004, such deep understanding of the subject matter is very important and it makes greater comprehension of facts and concepts on the part of students . Commenting on teachers’ effectiveness and mastery of subject matter, Erukoha1991 highlights that the objectives of teaching cannot be achieved if the teacher does not understand the subject matter he is teaching.

1.5. Who is Teacher ?

A teacher under Education Act of 1978 (URT (e), 1978) is defined as a person who has an appropriate certificate issued under this Education Act. He/ she may teach or be employed as a teacher. According to Nyerere (1966) teacher is a person who is capable of imparting knowledge and shaping the youth to the wider scope of the knowledge. Teachers are capable of living and molding the youths such as their power is paramount as they determine the fate of the society. Therefore, a good teacher is a person who masters subject matter and delivers effectively and efficiently to learners.

1.6. Previous Research on Teacher Motivation:

According to Dörnyei and Ushioda (2011), although the literature in the area of teacher motivation has remained limited for a long time, it is currently experiencing a growth in educational psychology and teacher education. Unfortunately, this increase of interest has not emerged yet in the second language (L2) teaching and language teacher education context. This is why,

only a brief selection of studies, which are actually reviewed in Dörnyei and Ushioda (2011), will be dealt with in this section.

At the end of the 20th century, when only an extremely reduced body of research had focused on issues of language teacher motivation, Pennington decided to start a series of studies on teachers of English. Pennington's (1995) main focus of interest was on ESL teachers' work satisfaction and motivation. She provided not only an initial/provisional model of ESL work environment, but also a broad review of the literature on work and teacher satisfaction/motivation. On the basis of some of her studies, Pennington concluded that, on the one hand, there was a general tendency for teachers to feel satisfied with work facets such as Moral Values, Social Services, Creativity, Achievement and Co-workers, among others. Nevertheless, on the other hand, she realised that teachers did not consider institutional organisations to be supportive. They felt rather dissatisfied with Supervision, Company Policies and Procedures, Promotion and Pay. These dissatisfiers had consequently affected teachers in a negative way as they had reduced commitment mainly because of high stress, low autonomy, poor resources and minimal work incentives. As Doyle and Kim (1999) claim, Pennington demanded the elimination of dissatisfiers, especially administrative/structural factors which prevented teachers from experiencing and enjoying the intrinsic rewards of the occupation. Furthermore, they also mentioned the fact that she requested ESL administrators to examine work satisfaction among teachers, to increase teacher satisfaction by creating morale action plans and to acknowledge the significance teacher satisfaction had on student's satisfaction, motivation and educational performance, in general.

1.7. Influential Factors:

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

1.7.1. Job Satisfaction:

Job satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job. It relates to the total relationship between an individual and the employer for which he is paid. Satisfaction means the simple feeling of attainment of any goal or objective. Job dissatisfaction brings an absence of motivation at work.

Research workers differently describe the factors contributing to job satisfaction and job dissatisfaction. Hoppock describes job satisfaction as, "any combination of psychological, physiological and environmental circumstances that cause and person truthfully to say I am satisfied with my job."

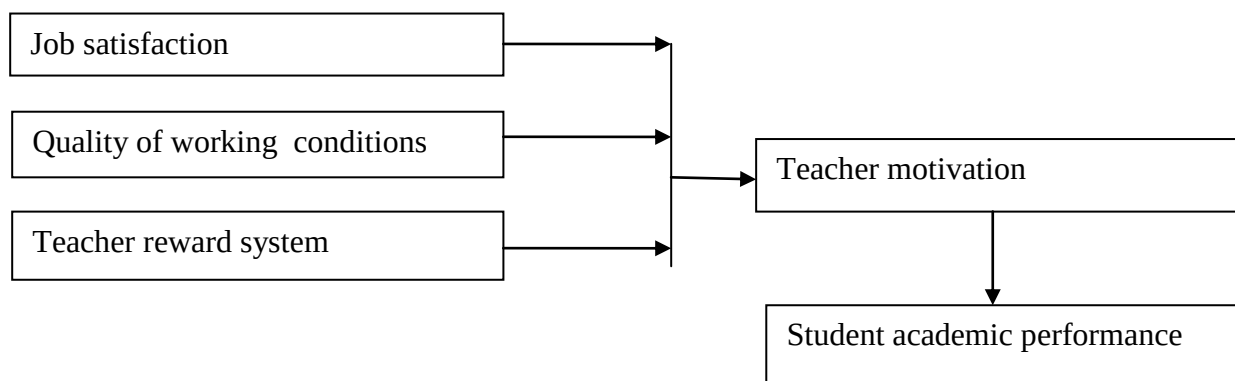
1.7.2. Quality of Working Conditions:

A factor closely related to teacher motivation that of quality of working conditions. As Salimi and Saeidian (2015) mention, the quality of work life (QWL) is the environment 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.

1.7.3. Teacher Reward System:

One of the few golden markers that led 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 that time 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.



1.8. Teacher autonomy and teacher stress:

1.8.1. Teacher autonomy:

Teacher autonomy is defined by “the capacity to take control of one’s own teaching”. Teacher autonomy means freedom of study, learn and teach. There should not be too much interference in the work of teacher by higher authorities so that teacher may perform his duty without any fear. Little (1995) first defines teacher autonomy as the teachers’ capacity to engage in self-directed teaching. After that, scholars have been trying to define teacher autonomy from different aspects. Aoki (2000) offers an explicit definition of teacher autonomy, suggesting that this involves the capacity, freedom, and/or responsibility to make choices concerning one’s own teaching. According to Richard Smith (2000), teacher autonomy refers to “the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others.” Benson (2000) argues that teacher autonomy can be seen as “a right to freedom from control (or an ability to exercise this right) as well as actual freedom from control”.

1.8.2. Teacher Stress:

Teacher stress is defined in terms of unpleasant negative emotions, such as anger, frustration, anxiety, depression and nervousness that teacher experience due to some facets of their job (Kyriacou, 2001). Teaching, as a profession, is recognized as demanding and stressful (e.g., Griffith, Steptoe & Cropley, 1999) and teachers experience stress when the demands of the situation exceed their ability to cope with these demands. Some researchers even attribute the attrition rates among teachers in some parts of the world, to significant levels of job-related stress that teachers experience and fail to manage (Chaplain, 2008; Kyriacou & Kunc, 2007).

1.9. Some motivational strategies:

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”.

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
- d) Encouraging positive retrospective self-evaluation.

	1.9.1. Creating the basic motivational conditions • Appropriate teacher behaviours • A pleasant and supportive atmosphere in the classroom • A cohesive learner group with appropriate learner group	
1.9.4. Encouraging positive retrospective self-evaluation: • Promoting motivational attribution • Providing motivational feedback • Increasing learner satisfaction • Offering rewards and grades in a motivating manner	Motivational Teaching Practice	1.9.2. Generating initial motivation: • Enhancing the learners related values and attitudes • Increasing the learners' goal orientedness • Making the teaching materials relevant for the learners • Creating realistic learner beliefs
	1.9.3. Maintaining and protecting motivation • Making learning stimulating and enjoyable. • Presenting tasks in a motivating way. • Setting specific learner goal. • Protecting the learner 'self esteem and increasing their self-confidence. • Allowing learners to maintain a positive social image. • Creating learner autonomy. • Promoting self-motivating strategies • Promoting cooperation among the learners.	

1.10.Ten commandments for motivating learners' language:

As we have already mentioned, teacher motivation does not exist if it is not in relation to student motivation. This section deals with the actions that motivate teachers to keep up their students' motivation, namely Dörnyei and Csizér's (1998) 'Ten commandments for motivating learners' language, which is a concise set of ten motivational macrostrategies obtained from an empirical survey carried out by two hundred Hungarian teachers of English. This set of motivational strategies represent the strategies which teachers considered most important in terms of their motivational nature. The final version of this set consists of the following ten macrostrategies:

- 1)** Set a personal example with your own behaviour. Teachers need to realise that students' attitudes and motivation are modelled after them, at least in the classroom, they are students' most prominent role models.
- 2)** Create a pleasant, relaxed atmosphere in the classroom. The classroom climate also has direct bearings on L2 motivation, which can either reinforce or undermine it.
- 3)** Present the tasks properly. The way tasks are administered and presented is a factor which can easily influence students' predisposition towards the tasks.
- 4)** Develop a good relationship with the learners. A good rapport between teachers and students is crucial and beneficial for both parties at all levels.
- 5)** Increase the learners' linguistic self-confidence. This principle refers to the idea that students' perceptions of their competence and judgements of their abilities determine their setting of goals and aspirations.
- 6)** Make the language classes interesting. The quality of the learning experience is a key influential factor which can instantly affect students' motivation to learn.

7) Promote learner autonomy. This commandment highlighting the important and motivational role autonomy plays for students as their motivation is enhanced when they feel responsible for their learning, including their successes and failures.

8) Personalize the learning process. The idea behind this commandment is the need for teachers to realise that L2 course should be flexible and adaptable to different situations/students. In other words, this principle is concerned with the fact that L2 course ought to be personally relevant to the learners.

9) Increase the learners' goal-orientedness. Goal-setting has remarkable influence on students' motivation since setting goals is an excellent stimulant for L2 learning motivation.

10) Familiarize learners with the target language culture. Language learning success has been found to be highly dependent on the learners' affective predisposition towards L2 and its speakers.

1.11.Theoretical approaches

1.11.1. Hierarchy of Needs Theory (Maslow, 1954):

One of the most widely recognized conceptualization of motivation of the content theories is Maslow's hierarchy of needs theory (Muvunyi, 2016). This theory assumes that humans have specific needs and start doing an action so that their needs can be met. As proposed in this theory, there are five categories of needs which are naturally ranked hierarchically: physiological, safety/security, belonging/social/affiliation, self-esteem, and self-actualization.

These needs are arranged according to the changing sense of urgency regarding the individual's perceived needs as he or she progresses through life (Muvunyi, 2016). The pyramid below illustrates the assumption of five categories of needs in the theory. (Adapted from Maslow, 1954).



Figure (1) : Maslow's hierarchy of needs theory

- 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

The theory assumes that any individuals' needs must be satisfied, starting with the most fundamental conditions, physiological ones. When lower order of needs of physical and emotional well-being is met, their attention can be turned to the higher order needs of self-esteem and self-actualization. To simply put, once a need is satisfied, it is no longer a need and the individuals' behavior is ceased. Subsequently, their attention can turn to the next more pressing need at a higher level of the hierarchy.

1.11.2. Herzberg's two-factor Theory (Herzberg, 1966):

By adapting Maslow's ideas, Herzberg (1966) has made them applicable for the workplace environment. This theory of motivation presents a clear distinction between the factors that determine job satisfaction and those that influence motivation. In this regard, the theory claims that job satisfaction and dissatisfaction nearly always arise separately from different factors, rather than simply opposing reactions to the same factors, as had always previously been believed (Herzberg, 1966 cited in Muvunyi, 2016).

Since job satisfaction is independent from dissatisfaction, some workplace environmental aspects can cause either satisfaction or dissatisfaction of employees. This kind of aspects is extrinsic in nature and referred to as hygiene factors or job context factors, including company policy and administration; technical supervision; salary; interpersonal relationships with supervisors, peers and subordinates; and working conditions (Herzberg, 1966). Interestingly, having only these factors does not lead to job satisfaction since they are not sufficient in themselves to bring about the fulfillment of employees and potentially produce only short-term changes in work attitude and motivation (Bennell and Akyeampong, 2007).

Herzberg (1966) also proposes what he identifies as motivating factors or job content factors; in other words, these are what people actually do in a workplace. The aspects such as achievement, recognition, the job itself, increased responsibility, and advancement are intrinsic in nature and can make employees work hard particularly when these are met. In addition, these motivators are also relevant to a long-term positive impact on job performance (Bennell and Akyeampong, 2007).

According to Herzberg (1966), both hygiene factors and motivating factors should be given equal attention to achieve employees' satisfaction. These two

types of factors are shown below:

Hygiene factors	Motivating factors
Pay & benefits	Sense of achievement
Company policy	Recognition by others
Interpersonal relationship	Responsibility
Level & quality of supervision	Advancement and personal growth
Job security	Job itself
Working conditions	

Figure (2) : Herzberg's two-factor Theory (Herzberg, 1966)

1.12. Self-Determination Theory (Ryan and Deci, 2000)

Self-Determination Theory (SDT) by Ryan and Deci (2000) is one of useful motivational theories; especially, for understanding teachers' motivation (Segura, 2015). There are two types of motivation construct in STD: extrinsic motivation and intrinsic motivation. The first one refers to engaging in an activity to get a desired tangible reward or outcomes which are not inherent to the activity; whereas, the latter refers to engaging in an activity because it is inherently enjoyable or interesting (Ryan & Deci, 2000).

Extrinsic rewards such as money, grades, prizes and more are considered as important motivators since these can get individuals to be engaged in activities especially for those who opt to do so only if the extrinsic rewards are available. If an activity is of little or no initial appeal, then it is the extrinsic motivators which can help enhance someone's interest. Also, extrinsic rewards can be used to motivate individuals to keep engaging in the activities that have an association with them as well as provide useful feedback to improve individuals' competence perception (Lepper and Henderlong, 2000).

Contrastively to extrinsic rewards, intrinsic rewards appear important to human motivation since individuals generally have inherent tendencies to be intrinsically motivated for the needs of autonomy, competency, and relatedness (Segura, 2015). This means that the individuals opt to engage in an activity due to inherent satisfaction obtained from the activity, not because of external pressures or consequences associated with the activity itself (Ryan & Deci, 2000). Accordingly, intrinsically motivated individuals tend to learn and become successful in developing and expanding their own competency throughout the activity process as well as appear persistent to overcome any obstacles and finally find solutions for an achievement. Segura (2015) points out that intrinsically motivating activities are considered as a significant factor for influencing human behaviour since they contribute to self-determination enhancement. To simply put, the individual seek out their competency and mastery over and over again by pursuing the activities and eventually these become strengthened over time as a result of their motivating effects.

1.13.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, an essential factor for learning. Then, we highlighted teacher motivation, its definition, theoretical approaches, development of teacher motivation research, who is a teacher. 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.

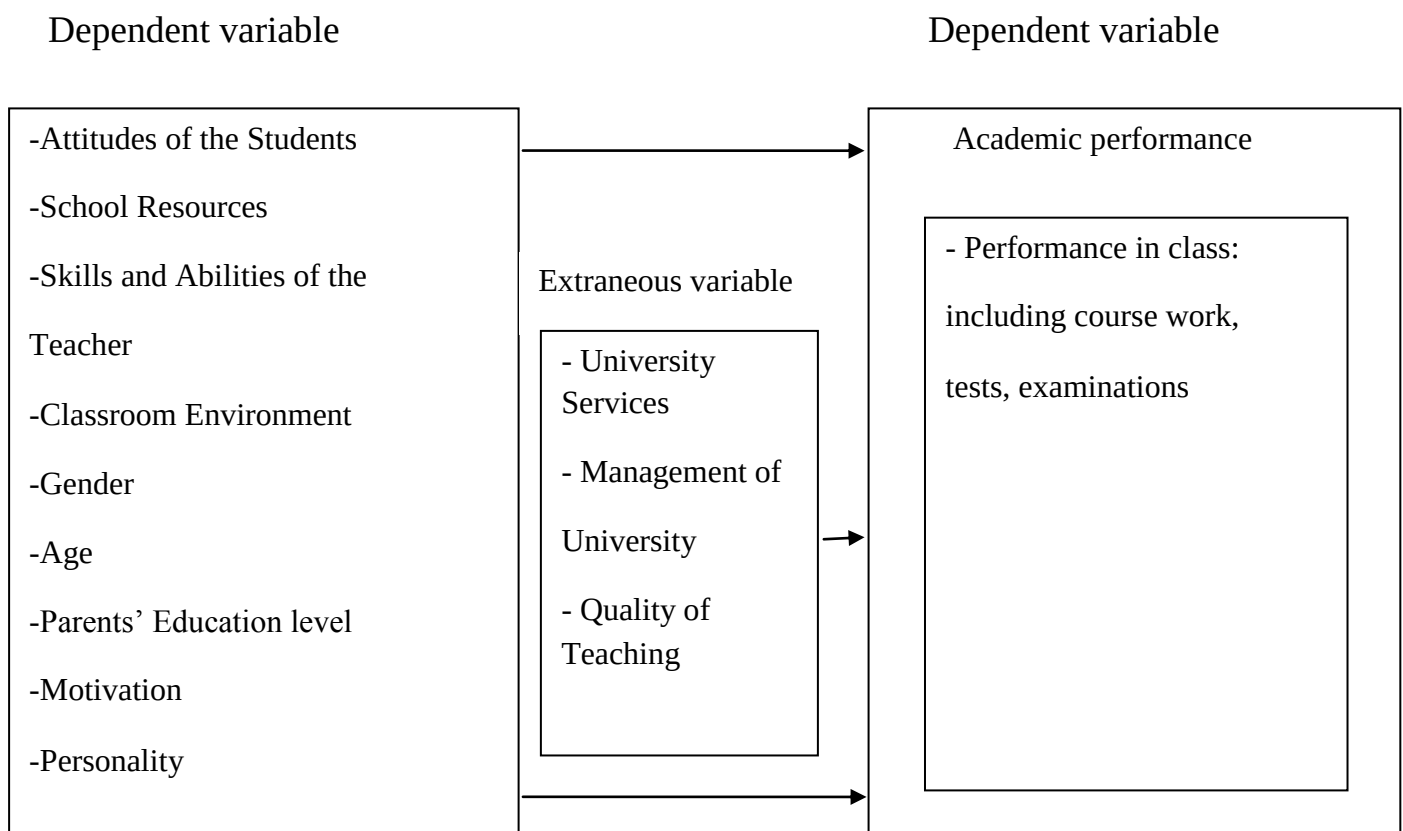
CHAPTER TWO : MOTIVATION AND ACADEMIC PERFORMANCE

- What's Academic Performance.
- *Conceptual Frame work of Factors influencing Academic Performance.*
- Cause of low Academic Performance of Students.
- Reasons related to learners.
- Motivation and Academic Performance.
- Personality and Academic Performance.
- Learning Approaches and Academic Performance.
- Conclusion.

2.1.What's academic performance :

Adediwura and Tayo (2007) define academic performance as the display of knowledge attained or skills developed in school subject designated by test and examination scores or marks assigned by subject teachers. It could also be said to be expression used to represent students' scholastic standing. Academic performance at the state level is described as an evaluation of students' performance on standardized test geared toward specific ages and based on set of achievements students in each age group are expected to meet (Bell, 2014). On the other hand, Aremu (2003) defines poor academic performance as a performance that is adjusted by the examinee as falling below an expected standard. This study is based on the national form for examination results in community secondary schools in Kinondoni municipality. We have seen what is motivation and academic performance. Now let us learn the importance of teachers' motivation in relation to students' academic.

2.2.Conceptual Framework of Factors Influencing Academic Performance of Students :



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 Attitude of the Students

2.2.1.Student s' attitude :

The attitude of students towards their learning has been found to have a noteworthy bond with academic performance. According to a study done by Awang, Ahmed, 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 their 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. These influential factors in the existing literature given below.

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) achieve 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 (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. 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 what is mentioned so far, Kainuwa and Mohamed Yusuf (2013) mention that children who have less educated parents tend 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. Causes of Low Academic Performance of Students

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

2.3.1. 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.

2.3.2 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.

2.3.3. 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, Majerová (2017) assumes 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 incompleteness of the syllabus. Reasons Related to the Learner

2.3.4. 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.

2.3.5. 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.

2.4. 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), maintain that academic performance is a multiplicative act of

both aptitude and motivation. There is a wide range of models that 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 utilize to achieve the outcomes they want.

2.5. 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.

2.6.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.

2.7.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.
- *Research methodology.*
- Data Gathering Tools.
- Students' Questionnaire.
- Population and sampling.
- Data analysis.
- Description of Students' Questionnaire.
- Analysis of Students' Questionnaire.
- Discussion of the findings.

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. The questionnaire was designed and distributed to university EFL learners of second year classes, since this study is aimed at exploring the influence of teachers' motivation on the academic performance of students

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.

3.2.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' for the aim of seeking answers to the research questions and checking the credibility of the research hypothesis.

3.3population and sampling:

As mentioned earlier, the target population of this study includes 2nd year students at the department of foreign languages in Naama 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 (110) students a representative of (35) students was selected for the study.

3.4.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 2nd year 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.

3.5.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 students are supposed to answer with: 'yes' or 'no', 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 (07) questions

3.6. Analysis of Students' Questionnaire:**Table 1 : Age of respondents**

Information of the age of respondents was obtained by mention it directly

Age range	Frequency	Percentage
18-20	20	70 %
22-25	10	20 %
30-35	05	10 %
Total	35	100 %

The table above shows the age composition of the respondents who took part in the study by filling in questionnaire It shows that 20 respondents representing 70% were in the age range of 18-20years, 10 respondents representing 20% were in the age range of 22-25 years, 05 respondents representing 10% of the total population the age range of 30-35years,

Table 02 : Showing Gender of respondents

Sex	Frequency	Percentage
Female	20	61%
Male	15	39 %
Total	35	100 %

the table above shows the gender of respondents who took part in the study by filling in questionnaires ; Out of the population sample of 35 respondents, 15 of them were male representing 40% and 20 were female representing 60%. It shows that there were more female students than male .

Q 01: Do you feel excited when your teacher is motivated?**TABLE 03 : Students' level of Excitement**

Options	Frequency	Percentage
YES	35	100%
NO	00	00.00%
Total	35	100%

The (table 3) 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.

Q02: May deficiency (lack) of motivation effect on students'academic performance?

Table 4. Deficiency of Motivation and Low Academic Performance

Options	Frequency	Percentage
Yes	27	70%
No	9	30%
Total	35	100%

A percentage of (70%) 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 selfconfidence, setting goals, demonstrating better understanding and performing...etc

Conversely, (30%) 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 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

Q 03: According to you what is the coorelation between teacher motivation and academic performance?

for this question students seems that there is a relation between students performance and teacher motivation they complete each other and effect each other and 98% from students they says that A motivated teacher is crucial to a successful classroom. They will look at teaching through a different lens, and, in doing so, motivate their students in their learning too. Motivation helps to energise, direct and sustain positive behaviour over a long period of time. It involves working towards goals and tailoring activities to achieving this purpose. Motivation also helps to drive creativity and curiosity, sparking the desire needed for students to want to learn more

Q 04 : Is the internal motivation having a major role and great impact more than the external pressure?

Most of the students agree that both external and internal motivation having a major role and great impacts on students motivation.

Q 05 : Do you guess that elevated stress levels among students can result in a decreased performance in the academic accomplishments and can affect on both the physical and mental health of students?

100% of students agree and guesses that stress is elevated stress levels among students can result in adecreased performance in the academic accomplishments and can affect both the physical and mental health of students because they seen Stress as primarily a physical response as a condition typically characterized by the symptoms of mental and physical tension or strain.

Q 06 : What are the main causes of low students' academic performance?

according to this question 40%relate the low academic oerformance to Lack of academic motivation other around 30%relate it to fear of failure and

lack of self-confidence and the rest seen that the purpose or the causes behind low academic performance is the Lack of study materials to learn ...

Q07: To what extent do you see teacher motivation impacting your outcomes?

All the students argue that Teachers motivate them 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 Teachers who provide feedback to students about their efforts give them the idea that through hard work, they can achieve tasks and do well which results in good academic performance and good learning outcomes.

3.7. Discussion of The Findings:

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.

General Conclusion:

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 of data that had been collected by the data gathering devices; namely the student questionnaire; 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. The former was administered to students of English language precisely those who 2nd year in order to examine their views and perceptions toward their teachers' level of motivation and to verify the hypothesis. Moreover, the observation was held Naama university on group one which consists of (35) students out of (110)

General Conclusion:

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.

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**Questionnaire About The Impact Of Teachers 'Motivation On EFL
Students Academic Performance.**

This questionnaire aims to investigate the impact of teacher motivation in relation to students' academic performance and to show why motivation is essential ingredient for the educational system.

❖ Dear informant,

For the sake of collecting data about the impact of teachers 'motivation on EFL students academic performance you are kindly invited to answer the following questions; put a tick on the appropriate answer and expressing your comments were necessary.

Thanks for your collaboration.

❖ Put a tick on the proper answer to you:

Gender:

a) male

b) Female

Age:

❖ Answer the following Questions:

1) Do you feel excited when your teacher is motivated?

Yes ☐

No ☐

2) May deficiency (lack) of motivation effect to students 'academic performance?

Yes ☐

No ☐

How??.....
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3) According to you what is the correlation between teacher motivation and academic performance?

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4) Is the internal motivation having a major role and great impact more than the external pressure?

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5) Do you guess that elevated stress levels among students can result in a decreased performance in the academic accomplishments and can affect on² both the physical and mental health of students?

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6) What are the main causes of low students' academic performance?

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7) To what extent do you see teacher motivation impacting your outcomes?

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