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**Exploring the Relationship between Students' Motivation and their Academic
Performance**

The Case of Master One Students of English, University of Jijel

Dissertation submitted in partial fulfillments of the requirements for the degree of
Master indidactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled “Investigating the Relationship between Students’ Motivation and their Academic Performance” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature 1

Date

Signature 2

Dedication

I would give my undeniable and unforgettable thanks to the most graceful and most compassionate the Almighty Allah, that has provided me with a lot of blessing and give me the grace , courage and strength to fulfill this work.

I have the great honor to dedicate this work,

To the most precious people to my heart;

*My dear mother **Aziza** who inspired me and strengthens my will, for her caring and continuous prayers. She would be the happiest person to see this work accomplished.*

*My sympathetic father **Ahcen** for his love and financial support.*

*To my beloved brothers: **Mohammed** and **Houssam** who were always there for me.*

To my adorable cousin who got my back in hard moments.

*An awful lot thanks and gratitude to my lovely aunt **Saida** for her support and encouragements.*

*To my close friends; **Nawal** , **Amina**, **Oumnia**, and my dear cousin **Asma**.*

*To my amazing partner and lovely soul mate “**Massika**” who bore and provided the full support and back up.*

To all those who sincerely supported me with their prayers, kindness and efforts.

Samah

Dedication

In the name of Allah, the most gracious, the most compassionate.

I have the great honor to dedicate this modest work to:

*All the members of my family; my dearest mother **khoudjiya** , father **Youcef**, for his love and financial support. To the one and only brother **Mohammed**, and lovely sisters, **Mouna**, **Hadjer** , **Aya** , **Samah** and her angel **Ziyad** who supported me and inspired me to persevere with the hard moments.*

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Abstract

In educational perspective, motivation is associated to learning and academic stimulation. At the university level motivation of students is vital in light of the fact that it is fundamental to their accomplishment and the professional life to be entered. In this study, the relationship between student's motivation and their academic performance is explored. The major objectives of this study were to examine the relationship between students' motivation and academic performance. It also aimed to determine the role of motivation in the academic performance of English as Foreign Language learners in the context of Mohammed Seddik Ben Yahia University, Jijel. It is hypothesized that, there is a positive significant relationship between students' motivation and their academic achievement. Moreover, It is hypothesized that motivation leads to high study efforts, which leads to better academic performance .In order to check and verify the validity of our hypotheses two questionnaires were used, the first one were submitted to fourteen (14) teachers at the department of English, and the other was given to sixty (60) master one students at the same department. The findings of this study have shown that there is a positive relationship exist between motivation and academic performance, they go hand in hand. In addition, the analysis of the results revealed that motivation plays an important role in increasing students' academic performance. So, the pre-set hypotheses were confirmed.

Key Words: Students' motivation, Academic performance.

List of abbreviations

CGP: Cumulative Grade Point Average

EFL: English as a Foreign Language

GPA: Grade Point Average

N: Number

SLA: Second Language Acquisition

Q: Question

Vs : Versus

List of Tables

Table 1: Student's choice	28
Table 2: Student reason to study English.....	29
Table 3: The importance of motivation in the learning process	30
Table 4: Factors that motivate students	31
Table 5: What demotivate student's	32
Table 6: Students' opinion about factors that affect their motivation.....	33
Table 7: The role of teachers in motivating students	34
Table 8: Students' opinion about how can teachers motivate students.....	35
Table 9: How students perform in class.....	36
Table 10: Factors that affect students' performance.....	37
Table 11: What helps students to perform better.....	38
Table 12: Students' opinion about how can improve their academic performance.....	39
Table 13: The impact of motivation on students' academic performance.....	40
Table 14: Students' opinion about the impact of motivation on their performance.....	40
Table 15: Does motivation increases students' performance.....	42
Table 16: The relation exists between motivation and academic performance.....	42
Table 17: Teachers' gender.....	46
Table 18: Teachers' degree.....	46
Table 19: Teacher's experience in teaching English.....	47
Table 20: Teachers' description of their students.....	48
Table 21: Teachers' opinion about the importance of motivation in the learning process..	49
Table 22: Factors affect students' motivation.....	50
Table 23: How teachers motivate their students.....	51
Table 24: The impact of motivation on students' academic performance.....	52
Table 25: Motivation improves students' performance.....	52

Contents

Declaration.....	I
Dedication.....	II
Dedication.....	III
Acknowledgements.....	IV
Abstract.....	V
List of Abbreviations.....	VI
List of Tables.....	VII
Contents.....	VIII
General Introduction	
1. Back ground of the Study.....	1
2. Statement of the Problem.....	2
3. Aims of the Study.....	2
4. Research Questions.....	3
5. Research Hypotheses.....	3
6- Significance of the Study.....	3
7. Research Methodology.....	4
8- Organization of the Dissertation	4
Chapter One: Literature Review	
Section One: Students' Motivation	
Introduction.....	6
1-Definition of Motivation.....	6
2- Types of Student's Motivation.....	7
2.1. Intrinsic motivation Vs Extrinsic Motivation.....	7
2.2. Integrative Vs Instrumental Motivation.....	8
3. Factors Affecting Motivation.....	9
3.1. Internal Factors.....	9
3.1.1. Anxiety	10
3.1.2. Attitude.....	10
3.1.3. Emotions.....	10
3.2. External Factors.....	10
3.2.1. Teachers Factor.....	11
3.2.2. Teaching Method Factor.....	12
3.2.3. Family Issues and Instability.....	12

4. Teacher’s Role in Raising Students Motivation.....	12
4.1. Subject Knowledge and Motivational Level.....	13
4.2. Teacher Skills	13
4.3. Rational Turning Point.....	13
5. The importance of Motivation in Education.....	14
Conclusion.....	15
Section Two: Academic Performance and its Relation with Motivation	
Introduction.....	16
1. Definition of Academic Performance.....	16
2. Performance Vs Competence.....	17
3. Factors Contributing Student’s Performance.....	18
3.1. Internal Classroom Factors.....	18
3.2. External Classroom Factors.....	19
3.3. Learning Facilities	19
3.4. Proper Guidance.....	19
4. Academic Performance assessment.....	20
4.1. Portfolio Assessment.....	20
4.2. Exhibition.....	20
4.3. Performance Task.....	21
5. The Relationship between Motivation and Academic Performance.....	21
5.1. Social -Cognitive Approach to Motivation.....	21
6. The Role of Motivation in Enhancing Student’s Academic Performance.....	22
6.1. Motivation Affects Cognitive Procedures and Psychological State.....	23
6.2. Motivation Affects Student’s Performance Based on Their Nature.....	23
6.3. Motivation Affects Determination, Efforts, and Energy.....	23
6-4-Motivation affects on student’s behavior and values	24
7. Ways to Improve Student’s Performance.....	24
Conclusion.....	25
Chapter Two: Field Work	
Introduction.....	26
1. Research Methodology and Instruments.....	26
1.1. Population and Sampling	27
2. Students’ Questionnaire.....	27

2.1. Description and Administration of Students' Questionnaire.....	27
2.2. Discussion and Analysis of Students' Questionnaire.....	28
2.3. Discussion of the main findings.....	44
3. The Teachers' Questionnaire.....	45
3.1. Description and Administration of Questionnaires.....	45
3.2. Analysis of Teacher's Questionnaire Results.....	46
3.3. Discussion of Findings From Teachers' Questionnaire.....	54
4. Overall Analysis of The Main Results.....	55
Conclusion.....	57
General Conclusion.....	58
2. Pedagogical Recommendations.....	59
3. Limitation of the Study.....	60
4. Suggestions for Further Research.....	60
References.....	61
Appendices	
Résumé	
ملخص	

The General Introduction

1-Background of the Study

Education is, at least, the endeavor to get people to do things, they could not previously do, to understand things they did not previously understand, and perhaps, to become the people they did not expect to become. The ultimate goal of teaching is to help learners develop ideal behaviors. So motivation is a tool that enables teachers to complete their goals .It is also one of the influencing factors in learning, by driving learners to achieve their goals and affect their performance during the learning process. It is unquestionably important in education, everyone needs a particular justification for taking a specific action that motivates them to take that action, and the same can be said about academic performance.

The correlation between student's motivation and their academic performance has been an interesting issue for many researchers in all over the world. They tried to discover the nature of this relation through various studies. For instance, Pintrich (2005) stated that: motivation is the most important factor affecting the academic success or failure of an individual in the learning process (as cited in Sivrikaya, 2019, p. 310).

Dogan (2017) dealt with the extent to which academic performance is impacted by student's engagement, self-efficacy, and academic motivation. He Suggested that cognitive engagement predicts the academic performance, while behavioral and emotional does not. Furthermore, academic self-efficacy and academic motivation do affect academic performance, within a positive and meaningful relationship (as cited in Sivirikaya, 2019, p. 310).

In the same context, Hamid & Khan (2010), in their work entitled ‘‘A study of university students' motivation and its relationship with their academic performance’’ at

Pakistan university, examined the impact of students' motivation on their academic performance. They found that intrinsic and extrinsic motivations of students enhance their academic performance. According to this study a student who is intrinsically motivated perform much better academically than student who is extrinsically motivated. This study concludes that academic performance is positively influenced by intrinsic motivation and negatively affected by extrinsic motivation (p.58).

In similar, Dr.Muhammad Akram (2015) made an action research investigated ‘’The Arab student’s motivation in learning English ‘’ in Najran university. This study revealed that there is a correlation between Saudi student’s motivation and achievement in English, it shows interesting effects of motivational factors in learning English, and has been shown by the result that Arab students do have a positive attitude and higher level of motivation. This study concludes that the motivational construct is unaffected by gender, means both male and female students are equally motivated to learn English (p. 80-90).

2- Statement of the Problem.

Motivation is considered as a major key for students' success and achievement. EFL students are varied in terms of what motivate them to learn English and their level of English achievement. Depending on the researchers' experience as EFL learners at the Department of English, Mohammed Seddik Ben Yahia University, it is noticed that the learning motivation is very low among EFL learners what leads to low achievement and performance, which is a strikingly issue.

3- Aims of the Study.

This study aims to:

- Examine the relationship between student's motivation and academic performance.

- Explore the teachers' and students' views toward the role of motivation in increasing the academic performance.

4- Research Questions:

1- To what extent is the effect of student's motivation on their academic performance?

2- How to improve students' motivation to increase their performance?

5-Research Hypotheses:

Based on research questions stated above, the hypotheses stated as follows:

-There is a positive significant relationship between student's motivation and their academic achievement.

- Motivation is important to improve students' academic performance.

6-Significance of the Study.

The study in hand could be significant for all of: EFL teachers, learners, and future researchers. Firstly, this research might be significant for EFL teachers since it shed light on the importance of students' motivation to increase their achievement and improve their performance. That is, teachers should create an adequate atmosphere, and use different methods and techniques to motivate their students. Secondly, this study is significant for EFL learners because it helps them to be conscious of their motivation and to understand the importance of motivation in their performance and success, also they will be able to understand the clear connection between motivation and performance. Thirdly, as long as there have not been any researches conducted to investigate the aforementioned variables at the Department of English, Mohammed Seddik Ben Yahia University, Jijel, the present

study might be significant for future researchers to rely on as a resource, by selecting different population and implementing a different research method.

7- Research Methodology

Based on the nature of the research and to achieve its aim, the present study follows the correlative method. Data had collected through a questionnaire for students and a questionnaire for teachers. The research investigation is carried out at the department of English, Mohammed Seddik Ben Yahia University. Sixty one questionnaires have been administered to master one student, who has been selected randomly from the whole population. 14 questionnaires have been conducted with different teachers from the same department.

8-Organization of the Dissertation

The present study is divided into two chapters. The first chapter represents the literature review of the research. It is divided into two sections, which provide the main concepts related to motivation and academic performance.

The second chapter represents the fieldwork which is mainly devoted to the interpretation and explanation of the data collected through the two questionnaires. In addition, it discusses the main findings and provides answers to the research questions that either confirm or reject the hypotheses sated before.

Chapter One
Literature Review

Section One: Students' Motivation

Introduction

1. Definition of Motivation

2. Types of Motivation

2.1. Intrinsic motivation Vs Extrinsic Motivation

2.2. Integrative Vs Instrumental Motivation

3. Factors Affecting Motivation

3.1. Internal Factors

3.1.1. Anxiety

3.1.2. Attitude

3.1.3. Emotions

3.2. External Factors

3.2.1. Teachers Factor

3.2.2. Teaching Method Factor

3.2.3. Class and Curriculum Structure

3.2.4. Parental Habits and Involvement

4. Teacher's Role in Raising Students Motivation

4.1. Subject Knowledge and Motivational Level

4.2. Teacher Skills

4.3. Rational Turning Point

5. The importance of Motivation in Education

Conclusion

Section One: Students' Motivation

Introduction

Motivation is one of the most prolific research areas in the field of Second Language Acquisition (SLA). Many research discussions have centered upon the notion of motivation with in language learning. According to Alkis 2015; Aluçdibi and Ekici 2012; Guay et al. 2010 “ motivation is one of the most important factors in student achievement and in ensuring continuous achievement”(as cited in Ushida, 2003, p.49). This section is set up to discuss the notion of motivation. It tackles many aspects related to motivation. First, it seeks to clarify the concept of motivation and to shed the light on its types and factors that affect it. As well as, the section stated the teachers' role in raising students' motivation. Last but not least, this section deals with the importance of motivation in education.

1-Definition of Motivation

Motivation has been recognized as a significant factor that contributes to academic success. Hence, when learners are motivated to learn, their academic success would increase. According to Jordan, Carlile, and Stack (2008)” The word motivation comes from the Latin movere-‘to move’. It refers to the set of factors that ‘move’ people so that they respond” (p.154). More than that, someone who is motivated is the one who has an impetus or inspiration to do something; however, an unmotivated person is the one lacks the energy and inspiration to act or to do something (Ryan &Deci, 2000, p.54).

Motivation, according to Latham G, 2011 is a psychological process which leads any one to act in a way that helps him/ her to fulfill unsatisfied needs (p.18). Meaning, motivation is the psycho- mechanism that causes people to behave in ways that help them meet unmet needs.

Motivation is one of the most influencing factors in learning process. It was defined by Greenberg and Baron (2003) as: “the set of processes that arouse, direct, and maintain human behavior toward attaining some goal” (p.190). Furthermore, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring” (p.413).

Motivation is a kind of internal drive that encourages somebody to peruse a course of action (Harmer.1991: p.3).

For Gottfried (1990) “academic motivation is the enjoyment of school learning characterized by a mastery orientation; curiosity, persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks”(p.525).

2-Types of Student’s Motivation

Many scholars such as Tudor (1994), Arnold and Brown (1999), Little Wood (1996) have suggested general types of motivation. Each type differs from the other depending on the goal.

2-1 -Intrinsic Motivation Vs Extrinsic Motivation

Theorists have distinguished between different types of motivation. Specifically, Ryan and Deci (1975) in their theory of self-determination have differentiated between two main types of motivation which are intrinsic and extrinsic motivation.

Intrinsic motivation refers to the internal driving force that motivates a person to act in a certain way. Both biological drives such as appetite and sleeps are included in intrinsic motivation. Hunger; for example, is a driving force that comes from within to induce a person to consume food. Internal motivation includes interest, internal fears and desires, and psychological needs. When a student is intrinsically motivated, we may

assume that he or she is gifted and has a strong interest in a specific activity or subject. According to Ryan and Deci (1975) intrinsically motivated behavior trigger internally rewarding consequences, such as the feeling of competence and self-determination (Deci, 1975, p. 23).

While, extrinsic motivation is the external driving force that stimulates a person to perform certain acts. According to Brown (2000), extrinsic motivation is typically lower than intrinsic motivation due to its addictiveness and dependence. Brown (2000) pointed out that punishment can be a consideration because it induces a tendency to escape it. On the other hand, he claimed that certain incentives (extrinsic motivation) such as positive feedback from the instructor will boost self-determination (intrinsic motivation) (p.170).

Ryan and Deci (1975) stated that “The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently and enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome” (p.55).

2-2- Integrative Vs Instrumental Motivation

Integrative and instrumental motivations are two essential elements of success, they have been found to sustain long-term success when learning a second language. Gardner (1977) describe these two kinds of motivation as follows:

“Integrative reasons are defined as those which indicate an interest in learning the language in order to meet and communicate with members of the second language community. Instrumental reasons refer to those reasons which stress the pragmatic aspects of learning the second language, without any practical interest in communicating with the second language community (p.244).

Ellis, 1994 stated that ‘learners with an instrumental reason for learning second language can be successful; however, learners with incentives may also said learning by increasing the time speed studying’ (p.54).

Moreover, integrative motivation is characterized as a positive attitude toward a target language group, in which learner’s wish to integrate and adjust to a new target culture, though the use of a language and feel positive toward each other. Furthermore, Donyet (2001), claimed that integrative motivation based on interests in learning second language because of desire to learn about or associate with people who use it, or out of a desire to engage or to integrate into the second language speech community; in any case, emotion is the most important factor (p.58).

Integrative motivation is to admire the culture and want to learn more about it, or even integrate into a society where the language is spoken.

3 –Factors Affecting Motivation

The motivational variable has been examined in many ways, all with the goal of defining its segments, and identifying the most influential factors that affects motivation.

Brophy(1988) claimed that “ as individuals gain motivation, they are targeted by a variety of stimuli that form the initial constellation of attitudes they build toward learning” (pp.205-206). The most important factors that may affect the student’s motivation are known as: Internal and External factors.

3-1 -Internal factors

Are those factors that originate from inside and contribute to a sense of fulfillment or satisfaction. Some of these variables have an effect on human motivation and the ability to learn. Those factors are:

3-1- 1- Anxiety

Scovel(1978) argued that ‘anxiety is associated with feelings of uneasiness frustrations, self-doubt, apprehension or worry’(As cited in Brown, 2007; p.161). Anxiety is a barrier to motivation, but it can also have positive impact. A student who is nervous before a significant test practices every night to ensure that he or she does well. The fear of failure can motivate students to perform better, but a prolonged period of anxiety can demotivate students and make them less effective, as a result, being able to cope with stressful feelings is crucial to managing anxiety (Brown, 2007, p.161).

3-1-2- Attitude

Smith (1971): “An attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner” (as cited in Vahedi, 2011, p.997)

According to Dislen(2013) « Teacher’s negative attitude towards students and non-supportive classroom environments damage students ambition in conducting their studies(p.36) .

3-1-3- Emotions

“ Emotions can be defined as affective responses to external stimuli or internal thoughts such as expectations and self-perception” (Rusll and Barret, 2009, p. 25). Low-self confidence and fear of failure are two psychological emotions that have a negative effect on motivation, there is a strong difference between positive and negative emotions, these two forms are closely linked to motivation. If student’s emotions are positive, they will tend to increase their enthusiasm. While when they are negative, they will tend to decrease it. When students have a lack of self-confidence or self-esteem, their morale is shattered, also they will be unable to give their best effort. Emotions are linked to motivation in such way that can lead to satisfaction or sadness in humans.

3-2- External factors

External factors are any impact that comes from outside sources; any of these factors that may affect a learner's motivation and persistence to learn are mentioned in the headlines below:

3-2-1-Teachers Factor

The teacher is one of the most important factors that has a significant impact on student's attitudes and accomplishments and can either help or hinder their progress in learning a language. Donyel (2001) claimed that "teachers play a significant role in socializing and shaping the motivation of their students through their personal characteristic, verbal and non-verbal immediacy behavior, active motivational socialization behavior, and classroom management practices"(p.31). He also claimed that "humiliating students at whatever point they commit errors or mistakes, laughing at them and asking them to talk about a subject they do not know much about it.

These are some examples of teacher's behavior that might affect their willingness and motivation" (p.49).

Furthermore, teacher attitudes and personality plays an important role in student motivation; if students have a negative emotion toward their teacher such as fear or dislike, it may adversely affect their attitude toward the subject as a whole. When a teacher favors certain students or uses offensive and humiliating words it may affect their interest in the school. In the other hand, kindness, optimism, constrictive reviews, and encouragement may have a positive impact on a student's ability to learn.

To conclude, the teacher aspect influences student's motivation, that is why teachers should take responsibility for their own experiences with students and work harder to keep them motivated to learn.

3-2-2-Teaching Method Factor

If educators use a variety of instructional strategies, students are more likely to stay motivated in school. This provides flexibility and stops students from being bored. Additionally, encouraging students to choose which partner they would like to collaborate with can be advantageous. Students in the same class are likely to have different learning styles; as a result a teacher who uses a variety of instructional approaches is more likely to fulfill these needs.

3-2- 3-Family Issues and Instability

Similarly to a lack of security in the classroom, a lack of security at home may have a negative effect on educational motivation; students who share living quarters with both parents are overage receive higher grades than those who are not. Student's motivation may be harmed by family disputes and distribution.

The following are few of these issues:

- *Separation and divorce.
- *The death of either or both of one's parents.
- *Not living with the biological father or mother.
- *Conflicts and problems within a family.

As a result, schools will need to provide extra assistance in certain cases to assist students with their motivation to do well.

4 - Teacher's Role in Raising Student's motivation

According to Harmer (2001), teachers play an important role in the teaching process, most importantly, in terms of motivating learners. Therefore, the role o the teacher is not only lecturing, but also to be an excellent and effective teacher (p, 64).

The teacher's role in encouraging and supporting autonomy, the relevance of materials increases the motivation of students to learn. Students can be motivated by

teacher's positive, caring and interpersonal relationship. Positive feedback can help teaches inspire enthusiasm for learning. Bain, (2004); Ferlazzo,(2015) stated that: "Providing a feedback enables students to gain control over own learning and a sense of belief about their abilities"(as cited in Johnson , 2017, p. 46). Student's motivation is influenced by the level of teacher's interest in their teaching.

For Joshi (2011) the teacher within an autonomous learning process acts as a facilitator, organizer, besides that, the teacher provides his/her learners with feedback and encouragement. The teacher tries to create an adequate atmosphere full of awareness in order to learners to be motivated and autonomous (p.16).

The following suggestions are offered regarding teachers contributions to student motivation:

4-1-Subject Knowledge and Motivational Level

The professor's knowledge of the subject and the professor's motivation level, are the most important for motivating students to perform good. This is due to the professor ability to influence the internal state of the student's desire to do something. A teacher can motivate his students by providing them with positive feedbacks,

4- 2-Teacher Skills

Teacher skills include staying calm, eliminating negative thoughts or feeling ,disengaging stress , remembering that students gave their own realities and are doing their best, not taking student's actions personally , remembering that students are not bad rather just in the process of development and maintaining a sense of humor.

4-3-Rational Turning "Points

The radical inflection point between students and teachers knows how to affect the reasons for students. The rational point is any event related to the change in the relationship. Six types of turnings points have been found: instrumental, personnel,

eternity, discipline /ridicule, location, and others. The events of rational points can be positive or negative in general, positive inflection points involve the interests and needs of students, including support and discussing common interest. Meanwhile, usually turning points are generally recognized to harm students. Therefore, the teacher should establish positive student-teacher relationship, in order to raise his students' motivation.

Students display more benefits from teachers they like over teachers they dislike therefore, teachers must have the ability to make professional judgment in the classroom to achieve clearly expressed goals, professional educators must have the freedom to try individual methods based on strategic objectives and incentive mechanisms, and training must be provided. Generally speaking, teachers should do unto students as they would want to do unto themselves

5-The Importance of Motivation in Education

First and foremost, motivation is an orientation toward learning. Therefore, it affects how maybe a scholar is each to grant up or push forward, and how thoughtful their reflection on their getting to know will be.

Motivation is viewed in the litterateur as very important for enhanced learning outcomes of all students (Schlechty, 2001; Woolflok &Margetts, 2007, p.13).

Therefore, “ motivation is the key to persistence and to learning that lasts. The challenge is to help each person clarify his or her important purposes and then to find, or create the combination of educational experiences that leads to those desired outcome”.(Chichekering and Kuh,(2005, p.01). According to these lasts scholar's persistence and learning are dependent on motivation. The challenge is to help each person clarify his or her important purposes and then to find, or to create the combination

of education experiences that lead to those desired outcomes. Thus it can help to maintain students' attention and behaviors as well as provides them with more energy.

According to Stipek, (1996) "motivated students focus on developing understanding and mastering skills; they are enthusiastic and optimistic; ... they take pleasure in academic tasks and pride in their achievements" (p.85).

Conclusion

As a conclusion to this section, motivation is very important for students' learning process, the more motivated the better acts. Many factors can affects learners' motivation, probably what affect it the most is teacher's factor. Moreover, learners would raise their motivation in the learning process when teachers encourage them, using different strategies, such as, providing them with positive feedbacks and building a positive student-teacher relationship. As well as, students get motivated by giving them the space to be center of the learning process with the facilitation and guidance of the teacher himself/herself.

Section Two: Academic Performance and its Relation with Motivation

Introduction

1. Definition of Academic Performance
2. Performance Vs Competence
3. Factors Contributing Student's Performance
 - 3.1. Internal Classroom Factors
 - 3.2. External Classroom Factors
 - 3.3. Learning Facilities
 - 3.4. Proper Guidance
4. Academic Performance assessment
 - 4.1. Portfolio Assessment
 - 4.2. Exhibition
 - 4.3. Performance Task
5. The Relationship between Motivation and Academic Performance
 - 5.1. Social -Cognitive Approach to Motivation
6. The Role of Motivation in Enhancing Student's Academic Performance
 - 6.1. Motivation Affects Cognitive Procedures and Psychological State
 - 6.2. Motivation Affects Student's Performance Based on Their Nature
 - 6.3. Motivation Affects Determination, Efforts, and Energy
7. Ways to Improve Student's Performance

Conclusion

Section Two: Academic Performance and its Relation with Motivation

Introduction

Student's academic performance is considered as a turning point in the process of learning and teaching. It is a basic concern for educationists because it is an important determinant of any student's success. Today, there is a clear need for learners to learn about students' academic performance and what factors effects it, considering that performance is the quantitative results obtained during the learning process (Rono, 2013). This section is set up to explore different aspects of performance including; definition of academic performance, a comparison between performance and competence, factors contributing to academic performance, and academic performance assessment. Additionally, it is set up to discover the relation exists between motivation and academic performance, including the role of motivation in enhancing students' academic performance, and ways to improve students' academic performance.

1-Definition of Academic Performance

Academic performance have been defined and explained by several authors. According to Narad and Abdulah (2016)' Academic performance is the knowledge gained which is assessed by marks by a teacher and educational goals set by students and teachers to be achieved over a specific period of time"(p.13). They added that these goals are measured by using continuous assessment or examination results. Zaidi & Mahmood, (2015) also indicated that academic performance measures education outcome. They stressed that "it shows and measures the extent to which an educational institution, teachers and students have achieved their educational goals" (p.14). Similarly, academic performance is a measurable and observable behavior of a student within a specific period. He added that it consist of scores obtained by a student in an assessment such as class exercise, class test, mid-semester, mock examination. Again, Martha (2009) emphasized that academic

performance of students is defined by a student's performance in an examination, tests, and in a course work (p.74)

Moreover, Hijazi & Naqvi,(2006) defined academic performance as a multidimensional construct composed of the skills, attitudes, and behaviors of a learner that contribute to academic success in the classroom(as cited Fajar. et al, 2019,p.8). The implication of this definition is underscored by research which repeatedly demonstrates that the vast majority of students who withdraw from school do so for no reason other than poor academic performance (Hijazi & Naqvi, 2006, p.10).

2-Performance Vs Competence

Chomsky introduced the concept of « performance » and « competence » as a part of his generative Grammar. In linguistics, the distinction between person's knowledge of language (competence) and use of it (performance).The terms were proposed by Noam Chomsky in aspect of syntax, when he stressed the need for a generative grammar that mirrors a speaker's competence is capture the creative aspect of linguistic ability. Chomsky separates competence and performance; according to him competence refers to a speaker's knowledge of his language, which is reflected in his ability to produce and to understand a theoretical unlimited number of sentences .Performance refers to specific utterances, including non-verbal features. In short, competence involves “knowing” the language and performance relates to “doing something” with a language. It is difficult to assess competence without assessing performance. He argued that the focus of linguistic theory must be on the underlying language system (competence), not the act of speaking (performance). The concept of competence and performance is fundamental to study of language. (Chomsky, 1965, p.143)

The distinction between performance and competence remains important to many areas of study. As with the theory of language for which this distinction was originally proposed, many questions and controversies remain. For many, this is a useful heuristic device that allows us to consider and explain how in terms of our language abilities as in many other areas of human cognition, we may know more knowledge that can be demonstrated through actions in our daily life. (Chomsky, 1965, p.144)

3-Factors contributing student's performance

Many researchers have discussed the various factors that affect student's academic performance in their studies. The factors that help students to create a learning environment are categorized by school, family, or community level. Performance depends on many factors, including learning facilities, gender, and age differences, which can affect student performance. Harb and EL Shaarawi(2006),found that “the most important factor that positively influencing student performance is student competence, if the student has strong communication skills, it improves his/her performance”(p. 282). Those factors are divided into:

3-1-Internal classroom factors

These factors include student's skills, textbook, the curriculum, learning facilities, assignments, classroom environment, teaching material complexity, teacher's role in class and technology used in class, and exam system. Komba (2013) conducted a study on factors affecting academic performance and found that “teacher-student ratio ,class size, teaching-learning environment ,teaching and learning materials, libraries and laboratories, communication and attendance in classes affect academic performance of ward secondary school in Moshi district and municipality Tanzania.”(p. 160).

3-2-External classroom factors

Those factors include extracurricular activities, family issues, and work issues, financial, social and other issues. For Hafiz Muhammad, Waqas Rafiq et al.(2013),James McIntosh(2008) “Family background and parental involvement in academic activities affect positively student’s academic performance (as cited in Ugulumu, 2016, p. 14).

In the same content Roberts (2007) stated that: “Parental values on education, feedback, self-sacrificing obedience, caring for parents, grade and the mother’s educational level has a positive correlation with the student’s academic performance in Uganda” (p.16).

In addition to the preceding factors, these are some other factors that may additionally have an effect on student’s performance.

3-3-Learning facilities

According to Keremera (2003) students’ performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and etc, in the institution. He found a positive effect of high school performance and school achievement .He argued that the student who are actively engage in the learning process are observed to have a positive correlation with CGP(as cited in Mushtaq, 2012, p. 18)

3-4-Proper Guidance

Nobel (2006), argued that students academic performance and activities perceptions of their coping strategies and positive attributions of their background characteristic(i.e. family income , parent’s degree of education...etc) have been not directly associated to their composite ranking by way of educational achievement in high school(as cited in Mushtaq, 2012, p. 18)

The students face a lot of troubles in growing excellent locate out about attitudes and study habits, guidance is the aspect which a pupil can use to improve his study about attitudes and habits, and except lengthen proportional to tutorial achievement. Students who are right guided by their parents performed well in the exams, also the guidance of the teacher affects the student's performance. "Parents and teacher's guidance indirectly affect the performance of students". (Hussein, 2006, p. 30)

4 – Academic performance assessment

Performance assessment measures how students observe their knowledge, skills, and abilities to real-world problems. It is generally consists of several performance tasks:

4-1- portfolio assessment

"The concept of port folios has been adapted from the arts where students maintain evidence of their best work to illustrate their accomplishment" (Jongsma, 1989, p. 264). In classroom instruction, port folios are used in similar manner, but the contents of the portfolio may represent work in progress, formal product, and rating or other evidence of student's knowledge relative to specific objectives or purposes (Valencia, 1990, p. 15).

As mentioned above this assessment consists of a collection of pupil's work accumulated over a longer period of time (from a few weeks to a year or more). This work can be generated primarily based on the test prompt or assignment. However; it is usually clearly drawn from every day classroom tasks. Typically, the portfolio consists of gad gets for student's reflection.

4-2- Exhibition

A performance assessment needs to be publically displayed, such as science or performing arts.

4-3- Performance Task

Ask students to do a piece of work to show that they use their knowledge, skills, or abilities well.

“Assessment bridges the gap between teaching and learning. Assessing student overall performance has fundamental and vital role in the life of teacher ,because it offers students with remarks about their performance ,this information exposes the areas of strength and highlights areas of weakness .As a result, students can direct their studies strategies and seek additional resources to improve their performance” (Brian E Mavis, 2014, p. 143).

5-The relationship between motivation and academic performance

Many researchers found that there is a significance relationship between academic motivation and academic performance.

5-1-Social -cognitive approach to motivation:

This approach emphasizes the importance of student’s beliefs and interpretations of actual occurrences, as well as the effect of achievement context on motivational dynamics (i.e. expectancy-value theory by Eccels and Wigfield, 2002; hierarchical model of achievements motivation by Elliot and Church 1997). In order to fully understand the relationship between a student’s learning motivation and their academic performance, this type of social cognitive approach should be considered, in which the student motivation is conceptualized as a relatively stable trait.

The coming studies show that student motivation is essential in teaching and learning and has an impact on students’ performance.

Bukhari et al , (2014) ; Yulselturk and Bulut (2007):“Learner’s motivation has been widely accepted as a key factor, which influence the rate and success of learning .In fact,

motivation is an important component for students to achieve success in any learning environment”(cited from Sukor, 2017, p.104).

Previous studies had shown that students lacking in motivation often encountered academic difficulties in science classes. Therefore, “the most important responsibility for science educators is to foster student’s motivation to learn “. (Sanfeliz and Stalzer, 2003, p. 409).

Although, Individual differences in academic motivation and self-control among students are important predictors for performance in classroom context (Pintrish , De Groot , 1990, p. 47).

There are many different ways to motivate learners, especially in terms of acquiring knowledge and achieving academic performance. Student’s motivation is very important for obtaining better output of academic pursuits, and it is highly positively correlated with their academic performance. When students’ academic performance increases, so does the point of extrinsic motivation. Students who reported higher level of motivational orientation eventually scored higher. This is not surprising, because these subscales are considered adaptive motivational beliefs and are positively correlated with academic performance.

6-The Role of Motivation in Enhancing Student’s Academic Performance.

Kian et al, (2014); Turan(2015): “*The concept of motivation is considered as a crucial factor that affects human behavior and performance*(as cited in Orhan, 2017, p. 35).

In order to improve the quality and learning experience of students, the enthusiasm of parents and teachers have a crucial impact.

6-1-Motivation affects cognitive procedures psychological states

The potentially special relationship between motivation and cognitive control has not only been a prominent feature of experimental studies but also has been noted in theoretical accounts of the literature.

Todd S. Braver (2015) in his book which is titled « motivation and cognitive control » hinted that when it comes to cognitive participation or development, individuals have not expanded their full capabilities. Motivations affects the way that people pay attention to specific information and try to understand thoughts and ideas from the learning experience through the process of rote learning (p. 106).

6- 2-Motivation affects student's performance based on their nature

If students love or enjoy what they are doing, even without rewards or incentives, they will be intrinsically motivated. If they do not like what they do, they will be extrinsically motivated, but they still do it to get rewards or be taking a way. Teachers often encourage intrinsic motivation because it is the best for their students in the long run. Some actions plan to increase intrinsic motivation include stimulating their interest , keeping up with their curiosity , evaluating them, and making sure that they are really learning during the process.

Extrinsic motivation can aid in the development of intrinsic motivation, if students are not just doing their tasks for the sake of receiving a reward, but also enjoy and they are comfortable in learning these uninteresting things.

6-3-Motivation affects determination, effort, and energy

Students' interest for the activities offered to them is boosted through motivation. They will finally apply their whole efforts, time, and energy once they are motivated to achieve something by completing the duties. As a result, individuals became adamant or tenacious

in completing tasks that are not of their interest. This will also reveal whether they are doing so on voluntary or on compulsory basis.

6-4-Motivation affects on student's behavior and values

Transforming someone with behavioral problems can be very difficult. However, this should not prevent persons from changing their negative behaviors and attitude into positive ones. The greatest technique to solve this problem is to adjust his / her synchronization to understand the benefits of collaboration. They should review proper training to understand their limitations

7-Ways to improve students' performance

Improving the assessment performance of the student is the responsibility of all parties involved in teaching and learning. For a long time, researchers and psychologists have pointed out that motivation can be considered as a key issue in the teaching and learning processes, so student motivation must be preserved, elaborated, or even improved. According to Dev (1999), there is an assumption that motivation and learning are directly related to each other and are supported by teachers. In order to achieve this noble mission, teachers and mentors must use various motivational strategies.

Lowe (2004) suggested 10 ways of improving student achievement and create learners that include vision sharing among university staffs and students, university should act as a transformation agent, the involvement of administrators and instructors in data analysis, introducing students to their assessment data, increase rigor in instruction and learning, teach students how to learn and develop appetite for learning , encouraging instructors as learners environment and guide them to teach smarter but not harder by incorporate research-based teaching and learning strategies.(p. 185)

David et al. (2001) believe that “parents’ involvement in a child’s education and good instructor-student relationship contribute positively towards the students’ academic performance” (p. 301).

Harry (1999) in his article also stated that the only factor that can create students achievement is a knowledgeable, skillful instructor who possesses an excellence classroom management capability that fosters high academic engagement.

Macher(1984) observed that performance is the product of multiple factors, including a combination of motivational patterns , which is at best a rough measure of motivation.

Conclusion

The academic performance of a student is considered as a turning point in the process of learning and teaching because it is an important determinant of any student’s success. There for, students’ motivation should be taken in consideration while teaching and learning process, due to its crucial role in enhancing and improving students’ academic performance

Chapter Two

Field Work

Chapter Two: Field Work

Introduction

1. Research Methodology and Instruments

1.1. Population and Sampling

2. Students' Questionnaire

2.1. Description and Administration of Students' Questionnaire

2.2. Discussion and Analysis of Students' Questionnaire.

3. The Teachers' Questionnaire.

3.1. Description and Administration of Questionnaires.

3.2. Analysis of Teacher's Questionnaire Results.

3.3. Discussion of Findings from Teachers' Questionnaire.

4. Overall Analysis of the Main Result.

Conclusion

Chapter two: Field work

Introduction

This chapter is devoted to the field work, which investigate master one EFL students' motivation at Mohammed Seddik Ben Yahia University, Jijel. It aims to describe the procedures followed in collecting data, presenting analyses, and discussing the findings of the investigation. It consists of research methodology; it includes the research paradigm, population, and the research instruments. Also it is concerned with the analysis of data obtained from the two questionnaires, namely, students' questionnaire and teachers' questionnaire. The chapter closes with a revision of the research questions and stating the limitations of the study along with suggesting some pedagogical recommendations for future research.

1- Research Methodology and Instruments

In order to answer the research questions that either confirm or reject the hypotheses put forward, the appropriate method is quantitative method approach to collect and analyze data. Therefore, two quantitative questionnaires are administrated; a student questionnaire conducted with master one students at Mohammed Seddik Ben Yahia University, Tassoust, department of English, and a questionnaire for teachers at the same department. The purpose of this study is to explore the relationship between students' motivation and their academic performance. The population of the present study consisted of two groups: teachers at the department of English at Mohammed Seddik Ben Yahia University, and master one student of English from the above-mentioned university. A sample consists of 61 master one students, they were selected randomly at Department of English, Mohammed Seddik Ben Yahia University, Jijel. The selection of the sample was based on the consideration that the majority of master

1-1-Population and Sampling:

The population of the present study consisted of two groups: teachers at the department of English at Mohammed Seddik Ben Yahia University, and master one students of English from the above-mentioned university. A sample consists of 61 master one students, they were selected randomly. This selection was based on the consideration that the majority of master one students have developed their language sufficiently to express their ideas and perspectives freely. Other participants in this study were 14 teachers in the same department. The teachers' questionnaire anonymous and respondents were chosen randomly with different levels and specialties.

2-Students Questionnaire

2-1- Description and Administration of the questionnaire

The questionnaire consists of seventeen questions. The appendix is divided into four sections. The first section entitled General information. (Q1) is meant to address whether the study of English were their choice or not. (Q2) aims to explore why they choose to study English.

The second section entitled students' motivation (Q3-Q8). (Q3) tackles learners' point of view toward the importance of motivation in the learning process. The forth, the fifth and the sixth questions are concerned with factors that motivate students, demotivates them. Next, (Q7-Q8) dealt with student's opinion about the importance of teacher's role in motivating students, and how a teacher can motivate students.

The third section entitled academic performance (Q1-Q4). (Q1) is concerned with students' level of performance in class. (Q2) dealt with factors that affect students' academic performance. Then, (Q3- Q4) explores what help and improve the students' academic performance.

The fourth section entitled the correlation between students' motivation and their academic performance. (Q1-Q3) were about the impact of motivation on academic performance, and if it could increase it. The last two questions (Q4-Q5) aims to show if there is a relationship between academic performance, and how they are related.

2-2-Discussion and Analysis of students' questionnaire

2-2-1-Section One: General Information

1-Was English your first choice of study?

Table 1

Students' choice

Options	Frequency	Percentage
Yes	42	69%
No	19	31%
Total	61	100

As the table shows, the highest percentage (69%) represents students who choose to study English .However, (31%) of students said that English wasn't their first choice of study.

2-You choose to study English because:

- a- You want to learn the language.
- b- You need it for professional purposes.
- c- You didn't have any other choice.

Table 2

Students reason to study English

Options	Frequency	Percentage
a	<i>31</i>	51%
b	<i>18</i>	29%
c	<i>12</i>	20%
Total	61	100

As it is mentioned in the table above (51%) represents students who choose English for the purpose of learning the language. (29%) represents students picked up English for professional purposes. While, the remaining percentage (20%) , represents students who had not any other choices.

2-2-2-Section Two: Student's Motivation

3-Is motivation is important in the learning process?

- a- Very important
- b- Important
- c- Not important

Table 3

The importance of motivation in the learning process

Options	Frequency	Percentage
Very important	53	87 %
Important	8	13%
Not important	0	0%
Total	61	100

From the responses, it is clear that the majority (87%) of students believe that motivation is very important in the learning process. Yet, (13%) consider motivation is important as only important in learning process. The results indicate that students are aware of the importance of motivation for their learning to take place. The justifications of those who believe that motivation is important are summed up below:

- Motivation is a drive force of the learning process.
- Whenever a student is motivated he will acquire the knowledge better and faster.
- A motivated student especially by the teacher; can develop his own capacities and give double efforts in order to achieve his goals.
- Demotivated students will never learn because they do not have the will.

4- What motivate you the most as a student?

Table 4

Factors that motivate students.

Options	Frequency	Percentage
Parents' encouragement and support	21	34%
Teachers' guidance and feedback	28	46%
The desire for success and high degrees	12	20%
Positive reinforcement and rewards	0	0%
Total	61	100

The table above indicates that (46%) of students get motivated due to teachers' guidance and feedback. While,(34%) of students become motivated when their parents encourage and support them. Whereas, (20%) of the respondents argued that the desire for success and high degrees is what motivates them. The results highlight the role of teachers' guidance and feedback in motivating students along with parents' support.

5-What demotivates you?

Table 5

Causes behind students' demotivation.

Options	Frequency	Percentage
Failure	15	25%
Negative feedback	16	26%
Teacher's lack of training	16	26%
Bad results	10	16%
Negative reinforcement and punishment	4	7%
Total	61	100

The table shows that the first position goes to negative feedback and teacher's lack of training with 26%. Failure is in the second place with 25%. In the third position, bad results with 16%. Whereas, the last position goes to negative reinforcement and punishment with 7%. The findings indicate that negative feedback and teachers' training are two main factors to students demotivation.

6-In your opinion, what are the factors that affect students' motivation?

Table 6

Students' opinion about factors that affect their motivation

Options	Frequency	Percentage
Parents	9	15%
Teachers	26	42.61%
Personal interest	26	42.61%
Total	61	100

In the table above, students responses seem to show that the most factors that affect a students' motivation are teachers and personal interest (42 %.61%). However, the less effective factor is parents (15%). Again, the results confirm the fact that teachers have a major impact on students' motivation alongside students' personal interests.

7- Does teachers have important role in motivating students?

Table 7

The role of teachers in motivating students

Options	Frequency	Percentage
Yes	53	87%
No	8	13%
Total	61	100

The table illustrates students' opinion toward teachers' role in motivating students. The vast majority were in favor of teachers' important role with a (87%). The rest disagreed and went for the "no" option (13%).

8-In your opinion, how can teachers motivate students?

Table 8

Student's opinion about how can teachers motivate students

Options	Frequency	Percentage
Making learning fun and enjoyable	9	15%
Encourage students with positive feedback	24	39%
Variation in teaching methods and introducing new learning styles	9	15%
Build positive relationships with students	19	31%
Offer rewards and celebrate achievement	0	0%
Total	61	100

The main purpose of this question is to uncover student's opinions about the best way a teacher can use to motivate students. According to the obtained results (39%) preferred to be encouraged with positive feedback. (31%) declared that they prefer building positive relationship as away to motivate students. Moreover, making learning fun and enjoyable and variation in teaching methods and introducing new learning styles equally gained a 15% rate from students. Surprisingly, none of the students opted for rewards and celebrating achievements. The results indicate that positive feedback is the best successful way to raise students' motivation.

2-2-3-Section three: Academic Performance

9-How do you perform in class?

Table 9

students performance in class

Options	Frequency	Percentage
Very good	6	10%
Good	28	46%
Average	27	44%
Bad	0	0%
Total	61	100

The subjects were asked to rate their performance state in class. 28 students (46%) stated that they perform well. Another 27 students (44%) consider their performance to be average. Whereas, only 10% claimed that they are very good in class. The results indicate that the overall class performance is between good to average.

10-As a student, what affects your academic performance ?

Table 10

Factors that affect students' performance

Options	Frequency	Percentage
Learning facilities	13	21.31%
Proper guidance	7	11.47%
Family issues	7	11.47%
Motivation	25	41%
Self-esteem	7	11.47%
Distraction such as technology	2	3.27%
Total	61	100

The findings appear in table 10 regarding the factors that affect students' performance show that the highest percentage 41% of students went for motivation. 21.31% of the respondents suggested that learning facilities are the one affecting their performance. Proper guidance, family issues, and self-esteem were equally rated with an 11.47%. Whereas, only 3.27% participants claimed that distraction such as technology is what affects their academic performance. The results indicate that motivation is the number one factor affecting students' motivation.

11-What usually helps you perform better in your study?

Table 11

What helps students to perform better?

Options	Frequency	Percentage
Taking part in learning process	<i>17</i>	28%
Asking questions	<i>6</i>	10%
Competition	<i>8</i>	13%
Collaboration and group work	<i>12</i>	20%
Listening to motivational speeches	<i>18</i>	29%
Total	61	100

The results as shown in the table above reveal that 18 students that presenting (29%) affirm that listening to motivational speeches is what help them to perform better. 17 students (28%) states that taking part in the learning process is what pushes them for better performance. While twelve students (20%) argued that collaboration and group work is what helps them in their performance.13% represents learners who prefer competition as mean for better performance. The remaining sample (10%) goes to students who chose to ask questions in class in order to perform better. The findings indicates that there are many factors which help students to perform better in varying degrees , and motivational speeches are the number one factors.

12-In your opinion, how can students improve their academic performance ?

Table 12

Students' opinion about how they can improve their academic performance

Options	Frequency	Percentage
Adopting different learning style	18	29%
Connect with classmates and teachers	8	13%
Take responsibility for your own learning	12	20%
Keep motivation ongoing	17	28%
Connecting learning to real life problems	6	10%
Total	61	100

The main purpose of this question is to explore students' perceptions toward the best ways to improve their academic performance. As it is shown in the table, (29%) of participants choose adopting different learning style. (28%) of participants declared that keeping motivated helps them to improve their performance. (20%) of learners prefer taking responsibility for their own learning. (13%) of students state that connecting with classmates and teachers helps them to improve their performance, only (10%) selected connecting learning to real life problems. The results denote that both learning styles and keeping motivation alive are the two main strategies to improve students' performance.

2-2-4-Section Four: Correlation between students' motivation and their academic performance

13-Does motivation has an impact on your academic performance?

Table 13

The impact of motivation on students' academic performance

Options	Frequency	Percentage
Yes	53	87%
No	8	13%
Total	61	100

The results presented in table 13 show that the majority of students agree that there is an impact of motivation on their academic performance. Whereas 13% neglected the existence of such impact between the two.

14-Motivation has an impact on student's performance?

Table 14

Student's opinion about the impact of motivation on their performance

Options	Frequency	Percentage
Major impact	40	66%
Normal impact	21	34%
Less impact	0	0%
No impact	0	0%
Total	61	100

As the table shows the highest percentage (66%) represents students who think that motivation has a major impact on student's performance. Whereas, (34%) believe that motivation has a normal impact.

Sub question:why?

This question is a clarification for the impact of motivation of students' academic performance. Their responses were as follow:

-Most students believe that when a student is motivated. She/he will try to do his best because he loves what he is doing.

-Motivation is considered as the major factor that enhances learner's performance.

-Motivation is the most factors affecting the academic success or failure of an individual.

-It increases students' performance helps them to get rid of their fear and develop their self confidence.

-Motivation pushes students toward diligence and perseverance.

-It is not the most affective, it is important to do something, yet skills circumstances and real life problems affect students' performance more than motivation does.

- What really has a major impact on students' performance is discipline and self-confidence.

15-Does motivation increase students' academic performance?

Table 15

Does motivation increase students' performance?

Options	Frequency	Percentage
Yes	56	92%
No	5	8%
Total	61	100

It is reported in this table that the majority of participants (92%) agreed on the idea that motivation increases student's academic performance. Only (8%) of participants disagreed.

16-What kind of the relationship exists between motivation and academic performance?

Table 16

The relationship exists between motivation and academic performance

Options	Frequency	Percentage
Positive	58	95%
Negative	3	5%
Total	61	100

This question was directed to discover the nature of the relationship exists between motivation and academic performance. (95%) of students believed that it is a positive relationship.

Sub question: explain?

This question was a clarification about the relationship exists between motivation and academic performance. Their justifications were as follow:

- When learners are motivated they will be engaged more in the learning process what leads to a good performance.

- Motivation is the key of success; it provides learners with psychological support.

- Motivation and performance goes hand in hand, they complete each other; motivated student persists longer and produce higher efforts, learn more deeply and perform better in the class unlike demotivated students.

While, (5%) of them argued that it is a negative correlation. They justified their answers as follow:

- Motivation can not affect academic performance because it is not really an aspect that can be related to performance.

17-How is motivation related to academic performance?

Regarding the answers provided. The majority of students stated that motivation is related to academic performance.

Students' answers

- Motivation is related to academic performance by determining the student academic success; without motivation a learner could not work or achieve good results, it increase the chance to succeed and help students to perform better.

-It is a cause-effect relationship; motivation aids students to perform better, so as good results motivate students to give more.

-Motivation is very important for better output in the learning process

- It has positive impact on academic performance; a high motivated learner has good academic performance.

-They go hand in hand and complete each other; motivation helps learners to acquire positive thinking and helps them to discover their capacities.

- If there is no motivation the desire to perform well will decrease.

Three participants claim that motivation and academic performance are not related. Their justification is summed up as follow:

-The two terms are totally separated from each other, because good performance depends more on other factors such as working hard and self confidence than motivation.

2-3-Discussion of the Findings from Students Questionnaire

Based on the analysis of students questionnaire and the results obtained from it, some facts were revealed concerning the relationship between students' motivation and their academic performance. The second section which is concerned with motivation clearly shows that the majority of students recognize the importance of motivation in their learning, as shown by the result of Q3. Moreover, students' responses to Q4 and Q5, shows that the number one factor that effects students' motivation is teachers' feedback. Additionally, the vast majority of learners agreed on the importance of teacher's role in motivating students.

The third section is mainly devoted to seek information about students' performance. The obtained results from it indicate that motivation is the major factor that affects students' performance, as shown in Q10. Also Q11 indicate that listening to motivational speeches is usually what helps learners better. Specifically, learners prefer to keep motivated in order to improve their performance as indicates by the results of Q12.

The firth section which is concerned the correlation between motivation and academic performance. As it is shown in Q13 motivation has a major impact on students'

performance. From students' perspectives, there is a positive relationship between learners' motivation and their academic performance, as indicated by the results of Q16.

3-The teacher's Questionnaire

3-1- Administration and Description of the questionnaire:

The questionnaire addresses 14 English teachers at Mohammed Seddik Ben Yahia University. The teachers were chosen randomly, they teach different modules and levels at the department of English language.

The chief interest of teachers' questionnaire is to investigate the correlation between student's motivation and their academic performance. It consists of 12 questions. The questionnaire is divided into three sections. The first section is entitled general information (Q1-Q3). Q1 is about teachers' gender. Q2 attempts to identify teachers' degree. Next, Q3 is about years of experience.

Section two is entitled "students' motivation (Q4-Q7)". In Q4 we asked teachers about the students' level of motivation. The next question, Q5 explore teacher's view toward the importance of motivation in the learning process. Then Q6 concerned with factors which affects student's motivation. Finally, Q7 looks at how teachers motivate their students.

Section three is entitled the correlation between motivation and academic performance (Q8-Q12). The first question in this section is Q8 concerned with the impact of motivation on student's academic performance. Then Q9 looks at teacher's agreement on the idea that motivation improves student's academic performance. Next, Q10 is about the difference between motivated and demotivated students in terms of their performance. Q11 is concerned about how motivation and academic performance are correlated. The last question in this section Q12 sought to know teachers' point view about how a student can improve his academic performance.

3-2-Analysis of Teachers Questionnaire results

Section One: General information

1-Gender

Table 17

Teachers' Gender

Options	Frequency	Percentage
Male	5	35.71%
Female	9	64.29%
Total	14	100

From the table above we can notice that the majority of teacher's are female (64.29%) and the rest of them (35.71) are male.

2- Degree held

Table 18

Teachers' degree

Options	Frequency	Percentage
Masters degree	7	50%
Magister degree	2	14.29%
Doctorate / PHD	5	35.71%
Total	14	100

The result of this table shows that half of teachers have a master degree. 5 teachers have a PHD, whereas, 2 remaining teachers have a magister degree.

3-How long have you been a teacher teaching English?

Table 19

Teachers' experience in Teaching English

Options	Frequency	Percentage
Less than five years	7	50%
Five to ten years	3	21.42%
More than ten years	4	28.57%
Total	14	100

The results appear in table 19 is about teachers' years of experience, 50% of the teachers have a less than five years experience in the field of EFL. 28.57% have been teachers of English for more than ten years which gives them more knowledge of the field than the others. Whereas, 21.42% said that they have been teaching English from five to ten years now.

Section two: Student's motivation

1- How would you describe your students?

- a- Very motivated
- b- Mildly motivated
- c- Demotivated

Table 20

Teachers' description of their students

Options	Frequency	Percentage
Very motivated	<i>2</i>	14.29%
Mildly motivated	<i>11</i>	78.54%
Demotivated	<i>1</i>	7.14%
Total	14	100

From the table above we notice that (78.54%) of teachers considered their students to be mildly motivated, whereas (14.29%) of them rated their students very motivated. The rest of them (7.14%) confessed that their students are demotivated. The result shown that most of students in EFL classes are mildly motivated; this can be beneficial in the learning and teaching process. It helps teachers to obtain their teaching successfully.

2-Do you think that motivation is important in the learning process? Why?

Table 21

Teachers' opinion about the importance of motivation in the learning process

Options	Frequency	Percentage
Yes	14	100%
No	0	0%
Total	14	100

This question was directed to find out the importance of motivation in EFL classes. All teachers agreed that motivation is important in the learning process. The justifications of teachers are summed up below:

- If the learner is motivated, he / she would grasp the given knowledge easily and with its best quality.
- Motivation is a key element in this process.
- Learning will not take place without motivation.
- Motivation is the precursor to students' success or failure.
- Motivation allows the students to be active in the class and affect their achievement.

3- What are the factors that affect student's motivation?

Table 22

Factors affect students' motivation

Option	Frequency	Percentage
Parent's encouragement	2	14%
Teachers' guidance and support	6	43%
Personal interest	6	43%
Social construction	0	0%
Total	14	100

The question was posed to reveal that factors that most affect students' motivation. Teachers' guidance and personal interest were the highest two factors equally rates by teachers. 14% of teachers went for parent's encouragement. Whereas, none of teachers opted for social construction factors. The results indicate that personal interest alongside to teachers' guidance and support are the main two factors that influence students' motivation

4-How do you motivate your students?

Table 23

How teachers motivate their students?

Option	Frequency	Percentage
Incorporating learners in the teaching /learning process	0	0%
Develop a meaningful and respectful relationship with students	6	43%
Provide positive feedback	3	21%
Support positive competition and group work	0	0%
Give rewards and celebrate achievements	0	0%
Make learning enjoyable through fun activities	0	0%
Allow interaction and encourage them to express their ideas and opinions	5	36%
Varying teaching methods and using different teaching strategies	0	0%
Total	14	100

The aim of this question is to know what strategy teachers use to motivate their students. The findings in table 23 show that 43% of the respondents were opted for developing a meaningful and respectful relationship with their students as mean for motivation to take place. While, 36% of teachers motivate their learners by: allowing interaction and encouraging them to express their ideas and opinions. Whereas, 21% of the sample provide positive feedback in order to raise their students' motivation. The results indicate that the most frequently used strategy by teachers to motivate their students is establishing healthy relationship with them.

Section three: Correlation between motivation and academic performance.

1- Does motivation has a crucial impact on student's academic performance?

Table 24

The impact of motivation on students' academic performance

Options	Frequency	Percentage
Yes	14	100%
No	0	0%
Total	14	100

The table above shows that all teachers agreed that motivation has a crucial impact on student's academic performance.

2-Motivation improves students' academic performance

Table 25

Motivation improves students' performance

Options	Frequency	Percentage
Strongly agree	13	93 %
Mildly agree	1	7 %
Disagree	0	0%
Total	14	100 %

The examination of this items revealed that 93 % of teachers strongly agreed on the idea that motivation improves students' academic performance. However, 7% of teachers were mildly agreed.

As it is clear in the table we can deduce that motivation improves students' academic performance. Because when students are motivated they tend to give their best efforts, and pushes them to take part in every class practice .Thus, improves their learning and level.

3- What is the difference between motivated and demotivated students in terms of their academic performance?

This open-ended question was intended to address teachers' opinion about the difference between motivated and demotivated students in terms of their academic performance.

Teachers' answers:

- Motivated students always do their best to achieve best results; they are creative and double efforts to succeed.
- Motivated students have high energy, participate a lot, give much important to their learning and express their opinions, which is not the case with demotivated students.
- Usually, but not always, motivated students perform better than demotivated ones.

4- How motivation and academic performance are correlated?

This question intended to explore teacher's views and opinion about the relationship between motivation and academic performance.

Teachers' answers:

- Motivation and academic performance are strongly correlated, motivation affects positively good academic performance and vice versa.
- They go hand in hand; if there will be neither academic performance nor achievement without motivation.

-This correlation is more like a cause-effect relationship, once a student's is motivated his performance will be improved.

- High motivation leads to better academic performance of the students and low motivation leads to low academic performance.

5-In your opinion, how can students improve their academic performance?

Concerning this question, most of teachers emphasized that a student can improve their academic performance. The teachers' answers are summed up below:

- First and foremost, the student should look for the best way to understand what he is studying. Second, the learner should rely on more resources.

-The student should adopt good learning habits and become autonomous in learning

-They must have the desire that urges them to improve, search, and develop new learning strategies so eventually good academic performance is accomplished.

-Students can improve their academic performance, if they will be given with the appropriate facilities and leaning environment.

3-3-Discussion of the Findings from Teachers Questionnaire

The results obtained from the analysis of teachers questionnaire revealed that motivation is very important for students' performance. It aided the researchers to discover the relation exists between motivation and academic performance. In section two, the obtained results of Q2 clearly show that motivation is very important for students' performance. The results obtained from section three, show that motivation has a crucial impact on learners' academic performance, as it is clearly revealed in Q1. Q3 and Q4 results obtained that students' motivation improves students' academic performance. Consequently, students' motivation and their academic performance are positively correlated.

4-Overall Analysis of the Results

The present work aimed to investigate the relationship between students' motivation and their academic performance. The results obtained from the analysis of the two questionnaires answered by the master one students and teachers at Mohammed Seddik Ben Yahia University, demonstrate that students and teachers agree on the positive impact of motivation on academic performance. They confirm that there a positive cause-effect relation exists between the two.

The students questionnaire is divided into four sections. The first section concerning the student's general information. The second section results that; the majority of students believe that motivation is very important in the learning process. On the other hand, few of them believe that it is important. The factors that motivate most students to learn are in the first position teachers' guidance and feedback and in the second position parents' encouragement and support. While, the factors that demotivate them are negative feedback and teachers' lack of training at the same level. Few students claim that they become motivated due to the desire for success and high degrees. Whereas, failure and bad results are what demotivate them the most. Moreover, the majority of students agreed on the importance of teacher's role in motivating students, they claim that teachers should motivate their students by building positive relationship with them and encourage them with positive feedbacks. The interpretation of the third section result proves that the major factors that affect student's performance as ordered are: motivation, learning facilities, proper guidance family issues and self-esteem. Additionally, it shows that what usually help students to perform better is listening to motivational speeches and taking part in the learning process. Likewise, it signifies that adopting different learning styles and keeping motivation ongoing improve students' academic performance. The last part of this questionnaire results as follows: the majority of students believe that motivation has a

major impact on students' performance; they think that motivation pushes students toward diligence and perseverance. Few of them believe that motivation has a normal impact on their performance; they claim that what really has a major impact on students' performance is discipline and self-confidence. Furthermore, the result of this part clarifies that there is a positive relationship exists between motivation and academic performance. Regarding the answers provided, this relation it a cause-effect relationship they go hand in hand, and complete each other , motivation is very important for better output in the learning process; it helps learners to acquire positive thinking and helps them to discover their capacities. Also, it has positive impact on the academic performance .If there is no motivation the desire to perform well will decrease.

The interpretation of teachers' questionnaire, much like the students' questionnaire, affirms that motivation is important in the learning process. Teachers believe that motivation whether, intrinsic or extrinsic, are the fuel that makes people work and preserve. It helps students to take their own responsibility, and defeat all obstacles confronted in their learning journey. Also, it allows students to be active in the class and affects their performance. Teachers' answers (Q3) reveal that the most factors that affect students' motivation are: teachers' guidance and support and parents' encouragement. The majority of teachers claimed that they motivate their students by developing meaningful and respectful relationship with them ,and by allowing interaction and encourage them to express their opinions .Also, the results show that all of the teachers agreed that motivation has a crucial impact and improve students' academic performance. Moreover, teachers explained the difference between motivated and demotivated students in terms of academic performance. According to their explanation motivated students perform better then demotivated ones. They argued that, motivated students always do their best to achieve best results. Motivated students are autonomous, creative, high energy and interested in

learning .Unlike demotivated ones whom are not interested in learning, does not care about their learning, give the minimum to pass and perform low. Furthermore, the three last questions expose that motivation and academic performance are correlated, teachers believe that are strongly related; it is more like a cause-effect relationship, videlicet high motivation leads to better academic performance and vice versa. They declared that they go hand in hand; if there will be neither performance nor achievement without motivation. Ultimately, most of teachers agree that the best way for a students to improve their academic performance, is by adopting good learning habits, keep motivated and developing new learning strategies. Also teachers certify that students can improve their academic performance, if they will be given with the appropriate facilities and learning environment.

Conclusion

This chapter highlights the main findings of the analysis undertaken in the present study which lead to validate that there is a positive correlation (a cause-effect relationship) exists between students' motivation and their academic performance. The results of the questionnaire of both students and teachers strongly support the importance of motivation in students' academic performance particularly and in the learning process in generally. Moreover, there is enough evidence to say that if students are motivated or high motivated they will perform better. So, it is very important for students to become motivated and for teachers to try to motivate their students and provide them with the necessary feedback and appropriate facilities and learning environment.

General Conclusion

The main purpose of the present study has been to investigate the nature of the relationship exists between students' motivation and their academic performance. This piece of work validates the idea that motivation and academic performance are positively interrelated, and gathered in a cause -effect relationship.

This study is made up of two chapters: one is the literature review and the other is the field work .The literature review in its turn divided into two sections. The first section is mainly devoted to motivation. Firstly, it includes the definitions of motivation. Secondly, it highlights the types of student's motivation. Then, it states the factors affecting students' motivation. Additionally, it sheds the light on teacher's role in raising students' motivation, Finally, it focuses on the importance of motivation in education.

The second section presents an overview of academic performance and its relation with motivation. It puts under scrutiny the definition of academic performance, academic competence Vs academic performance, and factors contributing to academic performance. Moreover, it highlights academic performance assessment. Besides, it focuses on the relationship between motivation and academic performance. Additionally, it threw light on the role of motivation in enhancing students' academic performance. Finally, it states ways to improve students' academic performance.

Correspondingly, the second chapter is totally concerned with the field of investigation. The data is gathered through the use of two questionnaires; one has been administrated to students and the second one to the teachers at the Department of English, Mohammed Seddik Ben Yahia, University, Jijel. This is followed by an analysis and interpretation of the results. Hence, the findings of both students and teachers questionnaires indicates the existence of a positive relationship between the two variables. Additionally, the findings of

students' questionnaire reveal that they generally perform better when they are motivated and vice versa. All in all, the obtained results confirm the research hypothesis. That is, motivation is important to improve students' academic performance, and shows that the relationship between motivation and academic performance is a positive relationship.

2- Pedagogical Recommendations

The finding of this study shows that motivation has a major impact on students' performance. Also, it shows that the main factors that affect students' motivation are teachers' guidance and support, in addition to personal interest and parental awareness. Therefore, we set the following recommendations:

For Teachers

- 1- Teachers should always motivate students by providing them with positive feedbacks and giving them the guidance and support they need.
- 2- Teachers should make learning enjoyable through fun activities, and encourage learners to express their ideas and opinions.
- 3- Teachers should motivate students by providing interesting topics and varying their teaching methods and techniques.

For Students

- 1- Students should adopt good learning habits and become autonomous in learning, in order to become motivated and perform well.
- 2- Students should be aware of the importance of motivation to their performance.

- 3- Students should have a positive attitude towards teachers' feedback which significantly contributed to their performance.

3-Limitations of the study

While conducting this research we encountered some obstacles which are:

- 1- The number of students who have answered was limited, so, this may contribute to the lack of validity of our questionnaire.
- 2- Some teachers were not cooperative they refused to answer the questionnaire.
- 3- Insufficient resources concerning the second section, and unavailability of relevant electronic books for free. Therefore, much time was lost looking for the sources.
- 4- Because of the change in the research methodology, we were confused about the right way to work.

4-Suggestions for further Research

The result of the present study might be observed as a starting point of new research. Based on the limitations noted from this study, it is noteworthy to suggest some recommendations for future researchers in the field of TEFL

- For better findings, future researchers are encourage to utilize other tools such; as interviews for teachers
- This study is conducted to investigate the relationship between students' motivation and their academic performance. Therefore, future researchers may deal with another aspect such as: the role of teachers' motivation in improving students' academic performance.

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Appendices

Students' Questionnaire

Dear students,

We would be so grateful if you could answer these questions to help us in our research which aims to investigate the correlation between student's motivation and their academic performance .Please tick (✓) the choice that corresponds to your answer and make full statements whenever necessary , more than one answer is sometime possible . We informer you that your answers will absolutely remain confidential . Thank you in advance for your collaboration.

Section one: Student's Motivation

Q1 : Was English your first choice of study ?

a- Yes

b- No

Q2 : You choose to study English because :

a- You want to learn the language.

b- You need it for professional purposes.

c- You did'nt have any pther choice.

Q3 : In the learning process,motivation is :

a- Very important

b- Important

c- Not important

Why ?

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.....
Q4 :What motivate you the most as a student ?

- a- Parents' encouragement and support
- b- Teachers' guidance and feedback
- c- The desire for success and high degress
- d- Positive reinforcement and rewards

Q5 : what demotivates you ?

- a-fear of failure
- b-negative feedback
- d- teacher's lack of training
- e- bad results
- f- negative reinforcement and punishment

Q6 : In your opinion, what are the factors that affect students' motivation

- a- parents
- b- teachers
- c- personal interests

Q7 :Teachers have important roles in motivating students ?

- a-Yes
- b-No

Q 8 : In your opinion , how can teachers motivate students ?

- a-Making learning fun and enjoyabale
- b-Encourage students with positive feedback
- c-Variation in teaching methods and introducing new learning styles
- d-Build positive relationships with students
- e-Offer rewards and celebrate achivements

Section 02 : Academic performance.

Q1 : How do you perform in class ?

- a- very good
- b- good
- c- average
- d- bad

Q2 :As a student, what affects your academic performance

- a- Learning facilities
- b- Proper guidance
- c- Family issues
- d- Motivation
- e- Self-esteem
- f- Distraction such as technology

Q3: what usually helps you perform better in your study ?

- A-Taking part in the learning process
- b- Asking questiones
- c-Competition
- d-Collaboration and group work

e-listening to motivational speeches

Q 4 :In your opinion , how can students improve their academic performance :

a-adopting different learning styles

b-connect with classmates and teachers

c-take responsibility for my own learning

d-keep motivation ongoing

e-connecting learning to real life problems

Section Three : Correlation between the student's motivation and their academic performance .

Q1 : Does motivation has any impact on your academic performance ?

a-Yes

b-No

Q2: motivation has an impact on student's performance .

a-major impact

b-normal impact

c-less impact

d-no impact

why ?.....
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Q 3 :Does motivation increase students' academic performance ?

a- Yes

b- No

Q4 : What kind of relation ship exists between motivation and academic performance

a- Positive

b- Negative

Explain.....
.....
.....
.....

Q5 : How is motivation related to academic performance ?

.....
.....

THANK YOU FOR YOUR TIME.

Teachers' questionnaire

Dear teachers,

We would very much appreciate if you would answer the following questions. The purpose of this research paper is to investigate the correlation between student's motivation and their academic performance. Your contribution would be of great help to make our research achieve its objectives. Please tick (✓) the choice to your answer and complete with full statements if necessary.

Thank you in advance for your collaboration.

Q1 :What is your gender ?

- a- Male
- b- female

Q2 : You have a :

- a- Masters degree
- b- Magister degree
- c- Doctorate / PHD

Q3 :How long have you been a teacher ?

- a- Less than five years
- b- Five to ten years
- c- More than ten year

Q4 :How would you describe your students ?

- a-Very motivated
- b-Mildly motivated
- c- Demotivated

Q5 : Do you tink that motivation is important in the learning process ?

- a- Yes

b- No

Explain

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Q6 : What are the factors that affect student's motivation ?

- a- Parents' encouragement
- b- Teachers' guidance and support
- c- Personal interest
- d- Social construction

Q7 : How do you motivate your students ?

- a- Incorporating learners in the teaching/ learning process
- b- Develop a meaningful and respectful relationship with students
- c- Provide positive feedback
- d- Support positive competition and group work
- e- Give rewards and celebrate achievements
- f- Make learning enjoyable through fun activities
- g- Allow interaction and encourage them to express their ideas and opinions
- h- Varying teaching methods and using different teaching strategies

Q8 : Motivation has as a crucial impact on student's academic performance :

- a- Yes
- b- No

Q9 : Motivation improves student's academic performance :

- a-Strongly agree
- b-Mildly agree
- c-Disagree

Explain

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Q10 : What is the difference between motivated and demotivated students in terms of their academic performance ?

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Q11 : Motivation and academic performance are correlated .

Explain,

how.....
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.....

Q12 : In your opinion, how can students improve their academic performance ?

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Thank you for your time.

Résumé

Dans une perspective éducative, la motivation est associée à l'apprentissage et à la stimulation scolaire. Au niveau universitaire, la motivation des étudiants est primordiale au regard du fait qu'elle est fondamentale pour leur accomplissement et l'entrée dans la vie professionnelle. Dans cette étude, la corrélation entre la motivation des étudiants et leurs performances académiques est explorée. Les principaux objectifs de cette étude étaient d'examiner la relation entre la motivation des étudiants et les performances académiques. Elle vise également à déterminer le rôle de la motivation dans les performances académiques des apprenants de l'anglais comme langue étrangère dans le contexte de l'Université Mohammed Seddik Ben Yahia, Jijel. Nous avons émis l'hypothèse qu'il existe une relation positive significative entre la motivation des étudiants et leur réussite scolaire. De plus, nous avons émis l'hypothèse que la motivation conduit à des efforts d'étude élevés, ce qui conduit à de meilleurs résultats scolaires. Afin de vérifier et de vérifier la validité de notre hypothèse, deux questionnaires ont été utilisés, le premier a été soumis à quatorze (14) enseignants du département d'anglais, et l'autre a été confiée à soixante (60) étudiants en master un du même département. Les résultats de cette étude ont montré qu'il existe une relation de cause à effet positive entre la motivation et les performances scolaires, elles vont de pair. De plus, l'analyse des résultats a révélé que la motivation joue un rôle important dans l'augmentation des performances scolaires des étudiants. De ce fait , les hypothèses ont été confirmées.

Les mots clés : motivation, performance académique.

ملخص

وفقا للمنظور التعليمي والتربوي، يوجد ارتباطا بين الدافع للتعلم والتحفيز الأكاديمي. بعد تحفيز الطلاب أمرا ضروريا على المستوى الجامعي، نظرا لكونه أساسا لإنجازهم و دخولهم في الحياة المهنية. من خلال هذه الدراسة تم توضيح واستكشاف العلاقة بين التحفيز الطلابي و أدائهم الأكاديمي. سعت هذه الدراسة إلى فحص هذه العلاقة بين الأنسب، كما هدفت إلى تحديد دور التحفيز و الدافعية في الأداء و التحصيل الأكاديمي لمتعلمي اللغة الإنجليزية كلغة أجنبية، في جامعة محمد الصديق بن يحيى- جيجل. في هذه الدراسة تم وضع فرضية تتضمن أن هناك علاقة إيجابية بين تحفيز الطالب ونجاحه الأكاديمي. إضافة إلى ذلك، افترضنا أن الدافع الطلابي يؤدي إلى جهود دراسية عالية مما يؤدي إلى أداء أكاديمي أفضل. ومن أجل التحقق من صحة الفرضيات السابقة، تم استخدام استبيانين: الأول تم توجيهه إلى أربعة عشر 14 أستاذ من قسم اللغة الإنجليزية و الآخر وجه إلى ستين 60 طالب ماستر من نفس القسم. أظهرت نتائج هذه الدراسة أنه هناك علاقة سبب وتأثير إيجابية بين الدافع و الأداء الأكاديمي. بالإضافة إلى ذلك، أظهر تحليل النتائج المتحصل عليها أن الدافع و التحفيز يلعبان دورا مهما في تحسين و الأداء الأكاديمي للطلاب. وبهذا تم تأكيد الفرضيات المحددة مسبقا.

الكلمات المفتاحية : التحفيز الطلابي، الأداء الأكاديمي.