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English Language Teaching

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Teacher's role in students' motivation – a case study from primary the school 'Edmond Hoxha '
–Junik

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Abstract

This MA thesis is focused on the role that teachers have in students motivation. The main focus of the thesis is to show the role of the teacher in motivating students, methods that teachers use to affect students in classroom learning mainly in primary schools or future education in general to increase learning process. The purpose is to show whether teachers have a role in students' motivation, the way that teacher can motivate students, if it has any special effect or not. Education is the most important part in people's life for a better future. Nowadays, students need to get motivation in learning process since technology have become part of everyone's life it has affected, as well, students and children in general. Teaching process have become easier and more interesting. Technology has brought negative aspects. The main change in education became in 20th century when technology became part of everyday life, so in that way it has affected children and students as well, in that way the interest for education is becoming a little bit less interesting because children prefer to play rather than to study. In Kosovo education in the last two decades has changed drastically. Living in a country where economy is so far from that of in Europe, so that interest to study, educate and work and contribute has decreased. Living in a poor country the main interest in general is to leave the country, go to Europe, so in that way children as well are affected by it and are not very interested to learn because have the idea that they are going to leave the country. Teachers role is very important in all stages of education but particularly in primary school because is the time where students are growing up and in reality do not have the idea of what education is in general and the importance of it for the future. Teachers need to give students motive for learning and serve them a familiar and interesting environment so that to get involved in learning process. This study is conducted in the primary school "Edmond Hoxha" in Junik. Three classes were conducted, in total 50

students of 9th graders in both genders and 5 teachers. The examination last for two weeks in maximum. To conduct this research is used the quantitative method.

The aims and objectives of the study are to show which is the role of the teacher in motivating students.

Key words: motivation, education, learning, teacher.

Abstrakti

Kjo temë e diplomës fokusohet në rolin e mësuesve tek motivimi i nxënësve. Fokusi kryesor i temës është për të shfaqur rolin e mësuesve për të motivuar nxënësit, metodat që mësuesit përdorin për të ndikuar tek nxënësit në procesin e mësimin në klasë kryesisht në shkolla fillore ose për edukimin e tyre në të ardhmen në përgjithësi për të mësuar më shumë. Qëllimi është për të parë nëse mësuesit kanë ndonjë rol në motivimin e nxënësve, mënyrat që mund të përdorin për të motivuar nxënësit, nëse kanë ndonjë efekt ose jo. Edukimi është pjesa më e rëndësishme në jetën e njerëzimit për një të ardhme më të mire. Në ditët e sotme, nxënësve i'u nevojitet motivim për të mësuar për kur teknologjia u bë pjesë e jetës së secilit ka pas ndikimin e saj tek fëmijët dhe nxënësit në përgjithësi. Procesi mësimin është bërë më i lehtë dhe më tërheqës. Teknologjia ka

pasur efekte negative poashtu. Ndryshimi kryesor në edukim u bë në shekullin e 20-të kur teknologjia u bë pjesë e jetës së secilit, në këtë mënyre ndikoi tek fëmijët dhe studentët poashtu, në këtë mënyre interesimi për edukim u bë më pak interesant dhe i rëndësishëm. Në Kosovë në dy dekadat e fundit procesi i edukimit ka ndryshuar rrënjësisht. Jetesa në një vend ku ekonomia është larg prej asaj të duhurës siq është ajo e Europës, në këtë mënyre interesimi për shkollim ka rënë. Duke qenë në një vend të varfër, në përgjithësi, interesimi kryesor është braktisja e vendit drejt Europës, në këtë mënyrë fëmijët poashtu janë ndikuar nga kjo dhe nuk kanë shumë interesim për të mësuar dhe për tu shkolluar. Roli i mësuesve është i rëndësishëm në secilën fazë të jetës por kryesisht në shkollë fillore sepse është koha kur fëmijët fillojnë të rriten dhe në realitet janë duke u njohur me konceptin e edukimit dhe rëndësinë e tij për të ardhmen. Mësuesit duhet të japin motiv tek nxënësit për mësim dhe një ambient tërheqës që nxënësit të inkuadrohen më lehtë.

Ky studim do të përcjellët në shkollën fillore “Edmond Hoxha“ në Junik. Do të përcjellën tri klasë, do të përfshihen 50 nxënës të klasave të 9-ta të dy gjinive, poashtu dhe 5 mësues. Ky studim do të përfundojë brenda dy javëve në maksimum. Për të arritur këtë hulumtim do të përdoret metoda kuantitative.

Qëllimet dhe objektivat e këtij hulumtimi janë që të shfaqin rolin e mësuesit në motivimin e nxënësve.

Fjalët kyçe: motivim, edukim, mësim, mësues.

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1. Introduction

Learning process in general has a lot of challenges and difficulties. Being exposed to technology has brought positive and negative effects. Technology helps people and students as well to find information and develop their knowledge in a lot of ways but at the same time has effected learning process because students are not very interested to learn because find more interesting playing games. Being a country in transition where a lot of issues are not defined may lead to lost of motivation for learning, as it can be the case in Kosovo. Students can lose motivation for different reasons. When children become older or start to grow up , gradually start to reduce their interest to learn. “Learning is seems like a toil more than a pleasure” (Lumsden, 1994). In order to experience students in learning process is needed more motivation. According to Aldhafri & Alrajhi (2014) “motivation is a significant factor in students’ academic lives; it affects their classroom behavior, and as a result, future success“ .Learning can be facilitating in all dimensions if it is transmitted in good ways and increases students’ motivation. Different reasons can be connected with students’ motivation. Motivation terms have different meanings. One other defined it as “the meaningfulness, value and benefits of academic tasks to the learner- regardless whether or not they are intrinsically interesting” Marshall’s work (as cited in Lumsden,1994). Children win the interest for learning from their parents firstly because parents raise children’s curiosity for the world and in that way are familiarized with learning and in that way get the idea it will be interesting and important for their life. Teachers have their power that has affects to students’ motivation in learning process. “In the absence of the schools

programmes the major responsibility by working with children in the school rests with the teacher “ Lash and Kirkpatrick’s work (as cited in F.I. Ofoegbu, 2004). Teachers may have a great affect to students either through methods and techniques that they use during the classroom learning and teaching process or punishment or techniques that may motivate them.

“ To a very large degree students expect to learn if their teachers’ expect them to learn “ Stipek’s work (as cited in Lumsden,1994). In that way if the teachers do their best in teaching and motivating students, students will most probably have the same motive to learn and do their best. “The beliefs teachers themselves have about teaching and learning and the nature of the expectations they hold for students also expect a powerful influence“ Raffini’s work (as cited in Lumsden,1994). The methods teachers use and the expectations that have form their students may influence students to learn more. Teaching styles in classroom may have the great effect in better results. In different classroom may have different knowledge of students, different attitudes. A good combination between teaching styles that may be better for students relating to their attitude, difficulties and attitudes may produce better results.

2. Literature review

In general this section of the thesis includes a general overview of what motivation includes. Firstly, it tells in details what the motivation includes, how student’s can be motivated and what affects their motivation. If motivated is important or no, then it describes teacher’s role in student’s motivation , how a teacher has effect on their students, hot important is their role for the future life of the students. Lastly, it shows also parent’s role for their children, how parents

can motivate and help their children to become better educated , to have more motive for learning process or for doing their homework.

2.1 Student's motivation

Education is the most important part in our life, without education in general we cannot achieve our future goals. As years pass and technology improves, the need for more education becomes more important each day. Being exposed to technology children nowadays have started to lose the interest for learning and that more motivation in their learning process needs to come through. According to Shumaila Memon (2016) “it is an established fact that no motivation means no learning”. That means that if a student does not have motive will not learn. ‘In order for learners to be motivated the key point is to their teachers and their parents as well’ Freeman’s work (as cited in Memon,2016). So, teachers working together with parents can have an effect for students motive and progress at schools as well as in their education. “Teaching process will be more easy when teachers work with motivated students compared to those that are less motivated or even not motivated at all” (Memon, 2016). “If teachers encourage students that mistakes are part of learning process and that they learn by mistakes, in that form students can create self- perception and will be encouraged and motivated in learning” (Memon,2016). Students learn from their mistakes, but need to get motivation from their teachers that mistakes are not bad but are an indicator that they are in the way of learning. “Involving your students in every resolution of the classroom can help them become more responsible in their life and school” Lewis’s work (as cited in Shahid,2015). So letting them to make decisions will help to become more responsible in life in that way they get more motive for new things and new goals

in their life. Without trying things by themselves students may have difficulties to learn and know how to act through them. According to Savaskan and Ozdemir (2017) “ Motivation positively affects several traits of students depending upon several behaviour such as attitude and interest towards reading “. In that way when students have motive and interest in reading in that way they will have more interest in learning new things and so they become more educated in general. Reading is the key point in learning process at school and in learning in general for information and knowledge for their future. Motivation is the power to achieve things in life, is the only power that helps to go ahead. The term motivation is defined in different ways. We can say that is something that helps to achieve our future goals. “Motivation is the attribute that moves people to do or not to do something” Broussard and Garrison’s work (as cited in Kırkağaç & Oz , 2017).

In that way if you are a motivated person or if you have motive for whatever issue that comes you will do it otherwise will not have interest in doing it. Motivation in general is a large term that includes motive for life and doing thins not just at school or at university but a motive in general life. Despite motivation in general, academic motivation specifically means “the factors that influence a person to attend school and obtain a degree“, Clark & Schroth’s work, 2010,p.19 (as cited in Kırkağaç & Oz , 2017). Whether a student has a wish to go to school or not may be affected from the motive that can have, or whether want to learn a specific subject may be affected from that motive that has for that specific subject. “Student’s motivation depends on their wish to become part of the process of learning or not” (Kariuki & Mbugua, 2018). According to Kariuki & Mbugua (2018) “ Motivation is also related to the goals or reasons that underlie in the student’s involvement in academic undertakings”.Motivation can be defined in two ways as extrinsic motivation and intristic motivation. Kariuki & Mbugua (2018) indicated

that “extrinsic motivation is refers to when an action is done with intension to obtain a seperable outcome where as, intrinsic motivation conversely is where an activity or action is done simply for the fulfillment derived from performing the activity itself “. So in that way if we have motive to do something only because want to avoid the punishment or are part of our homework to get a better grade we have to do with extrinsic motivation. On the other hand if you have motive to do something or to learn something for yourself just because you like it or you have a goal or with to achieve something for yourself and do not think about punishment or grade you have intrinsic motivation. So in order to learn or to teach something the essential point is to have motive to do it. According Rashid & Rana (2019) ”Motivation is a key element which facilitates students to adopt learning strategies according to high, moderate and low level of motivation”. Motivation is the key to success of students in learning process (Rashid & Rana,2019).

2.2 The role of the teacher in student’s motivation

“Motivation is the key point where students get the inspiration to achieve their goals” Hancok’s work (as cited in Tran, 2019). Teachers play an important role in motivation of the students to learn. Students need to be engaged in classroom activities and in learning process in order to be successful in education and to do this they need motivation and teachers can help them in this process. Ranjbar (2016) noted that “The most important factor to affect the students’ achievement was teachers’ integrative motivation and the last important factor was teachers’ lack of anxiety”. In that way to include students in learning teachers have a great role with their behavior (Ranjbar, 2016). This can affect especially with kids because kids learn from your

behavior more than from your words. Being kind with them has a great role. Analyzing each student in details to learn about their interest will help to define in what they may be interested or not as so in that way the teacher can work more in motivating those students that seem less motivated or interested. According to Nayir (2017) “Teachers must be aware of their students’ motivation levels and employ motivation strategies to ensure their authentic engagement in classes”. “If students are interested in learning your subject or are enthusiastic about completing your tasks that means that you as a teacher have reached your purposes and you have reached to get your students’ attention and interest” (Nayir, 2017). Because students’ motivation can be defined based on their interest about your subject or about their interest in doing their homework and their activity in the classroom. If students have motive for your subject they will be more active in class or will do their homework and assignments always and at the same time will prepare more activities for the class. Students’ motive for the teachers or for the subject will be shown by students’ activities. So teachers’ role in students’ motive is very important that affect learning process as well, even the teaching process for the teacher will be easier when the students are motivated. “Educators have an essential role in the direction students take all through their formal schooling” Beker’s et al. work (as cited in Karauki & Mbugua, 2018). Karauki & Mbugua (2018) indicated that “The teacher, however, has control over the learning environment where they have an opportunity to impact their learners’ level for motivation intensely”. Not all the students have the same interest or reaction or motives so teachers need to try to analyze every student to learn about their interests and background in order to engage them in class or to help them become more motivated in learning process. Teachers need to set up their expectations or goals that their students need to go through or need to achieve in order to be successful. According to Karauki & Mbugua (2018) “The teachers’ expectations are recognized to have a

key role in academic achievement”. So when the teacher sets the expectations for their students they will try to do the best of them in order to achieve them. “Students will perform better academically if they perceive that their teachers have high expectations from them” Wenzel’s work (as cited in Karauki & Mbugua, 2018). In order for students to be more engaged in learning process there are some points that affect students’ motive and engagement. According to Dimitroff, Dimitroff & Alhoshimi (2018) “Elements of an engagement classroom are: Discussions, games, teacher, classmates and usefulness for real life”. Based on these the teacher has a great impact in classroom engagement because the teacher is the one who takes decisions in the classroom for example when to have discussion when students need a game to learn easier ore just to relax or maybe when they need to work with their classmates to fulfill any particular activity. So that’s way teacher need to try to understand student’ need and interests in their form of learning on order to be more motivated. Not all students have the same method of learning. “Teachers should consider learners’ motivations and interest when they choose topics and contains to teach” Cevallos et al.’s work (as cited in Castro & Villafuerto ,2019). No matter how important may be a topic to discuss teachers need to take into consideration that it is important students’ motivation and engagement because sometimes one day may not be perfect to talk about this topic, so teachers need to adapt topics and students interest in order for them to be motivated. Teachers’ role is the most important point in learning process. Idris,Cheong, Nor,Razak & Saad (2007) indicated that “ no matter how good the curriculum, infrastructure or teaching aids are at the end of the day it is the teachers who make a difference”. In that way the key point is left to the teacher. A good environment created by the teacher a better success for the students. Teachers need to use different methods and different tolls in order to get the engagement from their students. As we know the technology have become part of everyday life

even for the kids. In that way learning may not seem interesting for them because they are exposed to the technology a lot and in order to get their attraction for learning teachers maybe need to use new methods and techniques in order to get their students engaged in the classroom otherwise they may not seem it interesting. A teacher can be a role model for their students and does not affect just learning process but may have a great role in teaching them a lot of things for their future life. Erika (2011) noted that “ teachers who create motivating learning environments also actively teach students how to balance commitments and manage their time”. In that way teacher can learn their students a lot about their future life.

2.3 Parent’s role for the students

Despite the teachers’ role for students motivation in order to become more educated in their life the parents have a great role as well. When a kid comes into this world the first steps of the life will get from their parents, the first behavior will get from their parents and as well the way for education or the first steps toward it will get and will be influenced by their parents. That’s the point that when a kid starts school will be lead in the hand of a teacher, but the kid most part of the day will be at home, so in that way their parents will play a great role in their educational life. With parents’ engagement and will a great work of a teachers a kid will go through well steps towards life and its education. “Family is the primary influence of young children and sets the stage for how they grow and develop” Bronfenbrenner’s work (as cited in Fabbeminiyi, 2011). “In that way parents need to be in cooperation with teachers to do the best for their kids. The more parents are involved with their children, the more positive learning and general life outcomes occur” Baker, Goesling and Letendre’s work (as cited in Fabbeminiyi, 1011). “In

order for students to achieve their goals it is important that their parents to be engaged in their learning process” (Rosenzweig, 2001). According to Rosenzweig (2001) “Parents who enjoy spending time with their children and who are actively involved in their children’s lives promote their child’s success at school”. “Being involved means that they are aware of the progress that they do at school, they teach them and prove them that school is important, they know where their children are, about their socialization and peer performance and they spend time for them” (Rosenzweig, 2001). Spending time with children in that way parents show them love and care and at the same time become a motivator for them. Being educated is the most important point for a better future and career. Being exposed to the Internet and technology in general parents need to be more involved in their children’s education. According to Crede, Wirthwein, McElwany and Steinmary (2015) “In light of the current societal changes parents’ focus on their children’s education might become even stronger”. “Parent involvement is believed to promote children’s academic achievement by increasing social capital and social control” Hill & Taylor’s work (as cited in Ryan, Casas, Kelly-Vance, O.Ryalls & Nero, 2010). The parents involvement in academic education of their children is not important only in early education but it has importance also in their college education. Harper. J.Sax & S.Wolf (2012 indicates that “there is some evidence parental involvement promotes college student’s academic competence”. Parents have great role in their children when they come home, when they have homework or any activity to do, their teachers can become a great motivator to them while they encourage them to do them or helping them to do it, they show interest for their education and in that way children are aware of the importance of school and education. “Students get homework and task at school but they have to do them at home” (Katz, Kaplan & Buzukashvily, 2011). According to Katz, Kaplan & Buzukashvily (2011) “Parents attitude towards or valuing of the homework is

likely to affect their level and qualities of involvement in helping their child and thus affect the child's motivation". Parents need to motivate their children that education is important for them and in that way they get the first motive to go through education. Kalogeras (2005) indicates that "parents who appreciated the value of learning- principally upper-class parents- made education one of the highest priorities for their children because they believed that a good education would lead their offspring to an analogous career". In that way showing children's the importance of education will give them motive at home first and then they will get the next step the next motive at school by their teachers and in that way they will become more educated and will have a better career. So, parents' role have a great impact for the children.

3. Research Methodology

3.1 Background of the study

In this section will be shown in details the methodology used to work in this thesis and to conduct the questionnaires. This study was conducted in the primary school "Edmond Hoxha" in Junik. It was addressed to the students and teachers as well. Firstly I took the permission from the director to distribute the questionnaires to the students and also to the professor as well. The questionnaires were distributed to the students firstly and after they fulfilled and gave them back to me I distributed them to the professors as well. The idea of this method used was to compare students and professors answers about classroom motivation of learning. If they have the same ideas about it or what can be done more in that direction.

3.2 Research questions

1. Which is the role of the teacher in students' motivation?
2. What can be done to help unmotivated students?
3. Which is more valuable teachers' role or students' role?
4. How teachers affect their motivation for future life?

3.3 Aims of the study

Since motivation is the key point in learning process and to succeed in the future, the idea of this study was to get the opinion of students and teachers as well, about the teachers' role in this point. How teachers and students see this point from their view.

General objective was:

To find out the role of the teacher in the process of learning (a case study from the primary school "Edmond Hoxha"- Junik)

Other specific objectives were :

- a) To find out what motivates students to learn

- b) To find out teacher's role in students' motivation to learn and for their future life as well, also parents' role as well
- c) To find out in which subjects students need more motivation
- d) To compare teachers and students' answers

3.4. Hypothesis

This paper hypothesized that 9th graders from the primary school "Edmond Hoxha" in Junik seem the role of the teacher very important for them. They think that teachers have a great role and impact for their motivation in the classroom and in learning a particular subject. Also, it is hypothesized that students need more motivation and need different methods to be used by the teachers in order for them to learn and to achieve a particular subject. Motivation is seemed as an important point in order to learn and to be successful in the future, without motivation students will not learn. This paper hypothesized that when students are more motivated in learning process at the same time this affects their future life because they will be more successful and will be more educated. Despite that it is hypothesized that different subjects need more motivation according to them.

In addition this research is organized according to these questions:

Main hypotheses:

1. Teachers have an important role in students' motivation to learn.

Additional hypotheses:

2. Students need more motivation to learn and different methods need to be used in the classroom to achieve it.
3. Despite parents' help for motivation, teachers have a great effect to students as well.
4. Students' motivation have positive effects for their future life in general.

3.3.1 Participants

This study had been addressed to the students of the primary school, more specifically the 9th graders of the primary school. The number of the participants or students that were part of the research was 50, so 50 questionnaires were distributed to the 9th graders. Here was the starting point of the survey. The reason for choosing this group of students was because they can have a clearer view of this issue. After students for the survey also were chosen 5 teachers as well. Teachers and student had the same questionnaire that means they had the same questions to respond. The idea for this was to make a comparison to have a viewpoint of both sides, teachers and students, about the role that teachers have in motivating students.

3.3.2 Instruments

In order to approach this research is used the quantitative method , specifically questionnaires. The idea of using questionnaires was to have a larger number of the ideas from the students about this topic, so a larger number of students to be part of it in order to have a clearer view about this issue. At the same time also the teachers to be part of it in order to make a comparison in their answers, to analyze the responses from both viewpoints. According to Borrego, P. Douglas & T. Amelind (2009) “the purpose of quantitative studies is for the researcher to project his or her findings onto the larger population through an objective process”. The questionnaire included 10 questions. Most of them were closed questions that means that students and teachers had to circle one option from the list. Cohen, Manion & Marrison (2000) indicated that “one way in which degrees of response, intensity of response, and the move away from dichotomous questions has been managed can be seen in the notion of rating scales”. In that way the responses will be in a form of degree. Despite that less questions were opened in order for students and teacher as well to have space to express their ideas in more details.

3.3.3. Procedures

The location to conduct this research was chosen the primary school “Edmond Hoxha“ in Junik. The respondents of the study were students of 9th grade that are part of this school. Despite them also the teachers that were chosen to response were those that teach at the same school as well. Since the number of people infected with virus in Kosovo the schools are closed ant in order to

distribute them at school I had to send them online to complete. I had all the contacts of those students so I sent it to them to complete online. The reasons that this school was chosen were:

1. Firstly because of the larger number of the students that it has compared to other schools . More students means more responses at the same time a larger viewpoint about the topic. Since 50 questionnaires were decided to be distributed to the students.

- 2) As being a bigger school compared to others here, the curiosity was whether the students of this school have motive about learning process in general, what they think about their teachers help in this issue and if they see important it or not.

As I was limited to send it online to the students, after I informed them about the idea of the research they responded to me very fast because is their choice if want to respond or not. Based on the information that they get about the research respondents establish if they want to be part of it or not (Walliman, 2011).

Firstly, the survey was piloted. In piloting process 6 students were part of it. This number of students were chosen based on the fact that there are three different classes on 9th graders, so in that way 2 students from each class became part of it. Despite students in piloting process also one teacher was part. In that way they accepted it very well and did not have anything to change about it. They suggested to have also open questions because in that way a space is left for them to express their ideas in more details.

After collecting the data answers from closed questions were analyzed and calculated to the percentage based on each option. Open questions were analyzed in details based on most

common answers and comment that students and teachers gave. The responses in percentages were compared between students and teachers according to each option given. Also open question were compared in the same form to see the differences and ideas about each question given in the questionnaire.

4. Data analysis

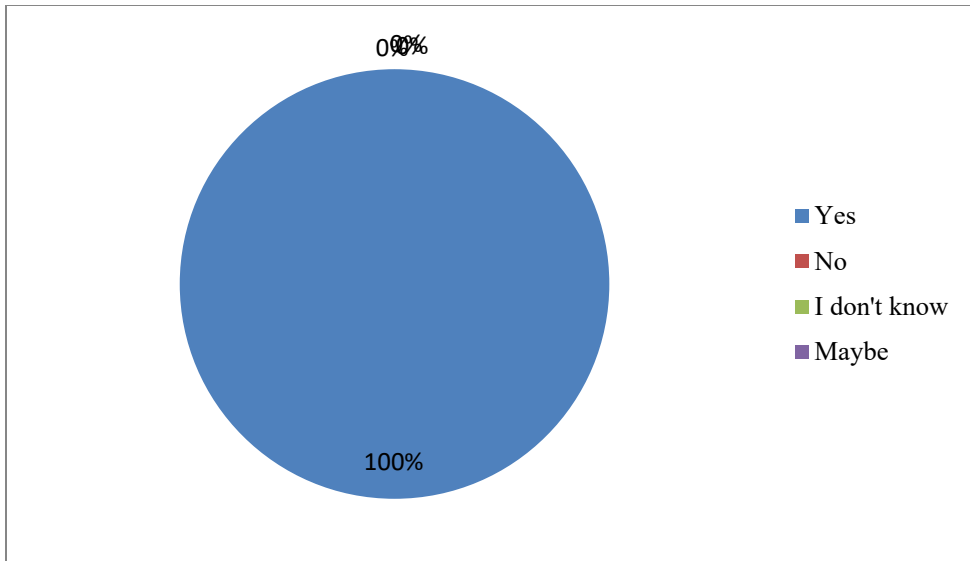
4.1 Results from the questionnaires

From 50 questionnaires conducted to the students and 5 questionnaires conducted to the teachers, this research about the teachers' role to students' motivation provided these results.

Teachers' role in students motivation.

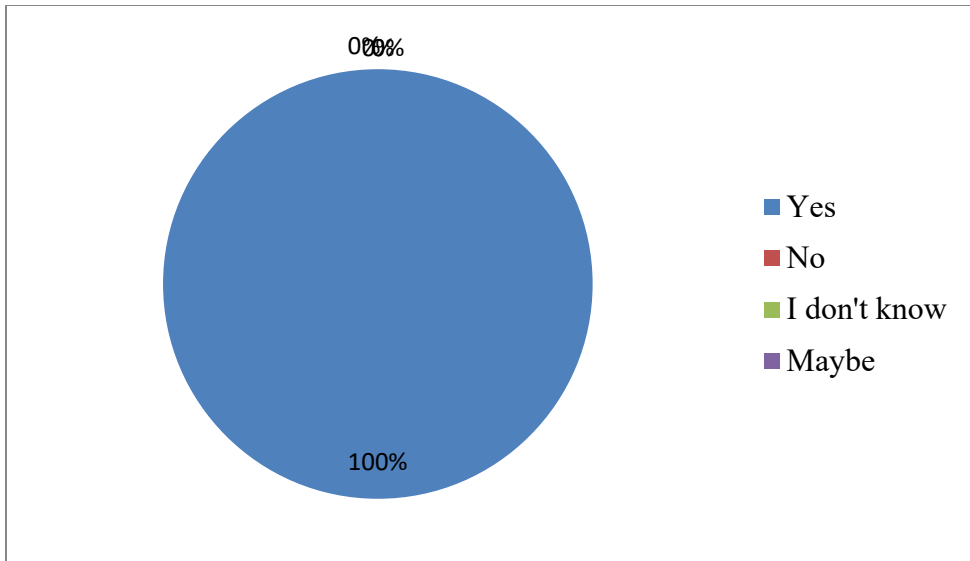
Motivation is the key point in order to learn something in general. Teachers play a significant role to their students in educational system, and also to their motive to learn. According to Benaus, Wilson & C. Gardener (2009) "some studies have indicated that what takes place in the classroom can influence students' attitudes and motivation". In that way it means that the teacher has an influence to their students.

Figure 1. Students' answers- Do you think that education is important?



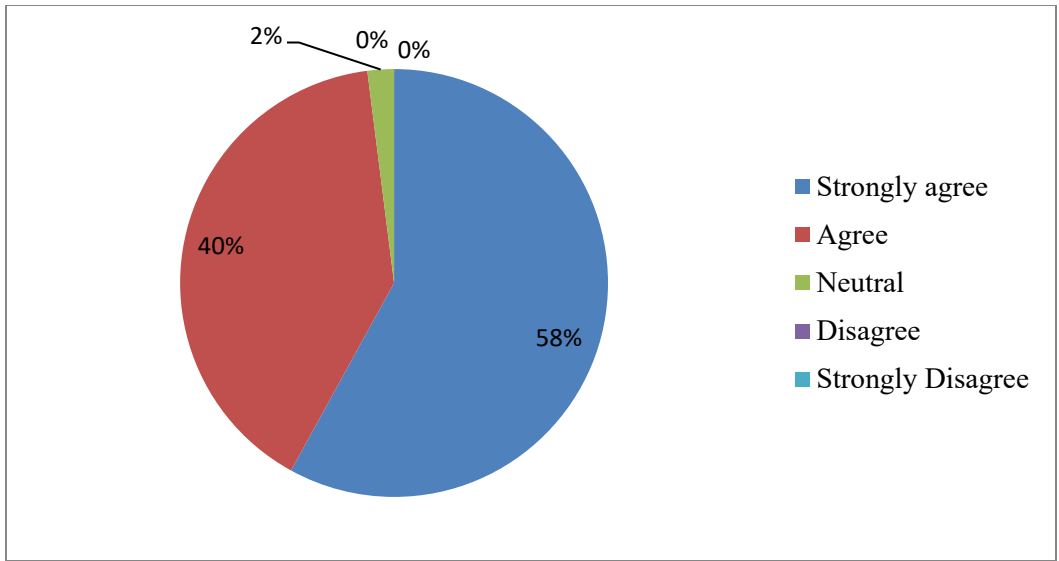
When the students were asked about the importance of the education all the students responded with ' Yes' or 100%. The question was : Do you think that education is important? All of the students answered positively compared to other options that were ' No', ' I don't know' and , ' Maybe' , none of the them circled other options that means that all of them consider it important.

Figure 1. Teacher' answers- Do you think that education is important?



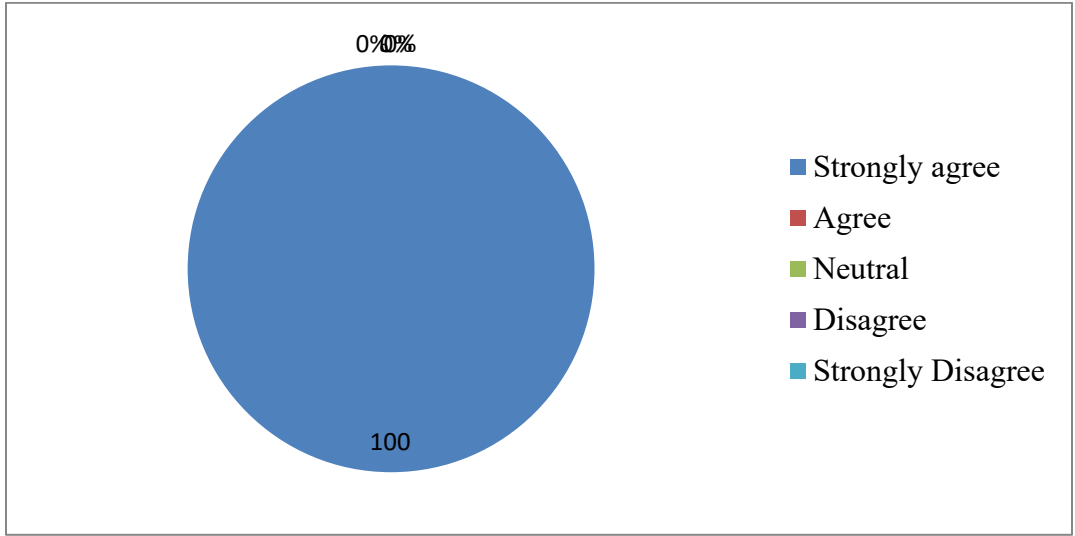
If we look at the teachers answers on this question stated in the questionnaire all of the teachers answered ' Yes', that means that other options were not circled by anyone.

Figure 2. Students' answers- I am curious about learning new things at school!



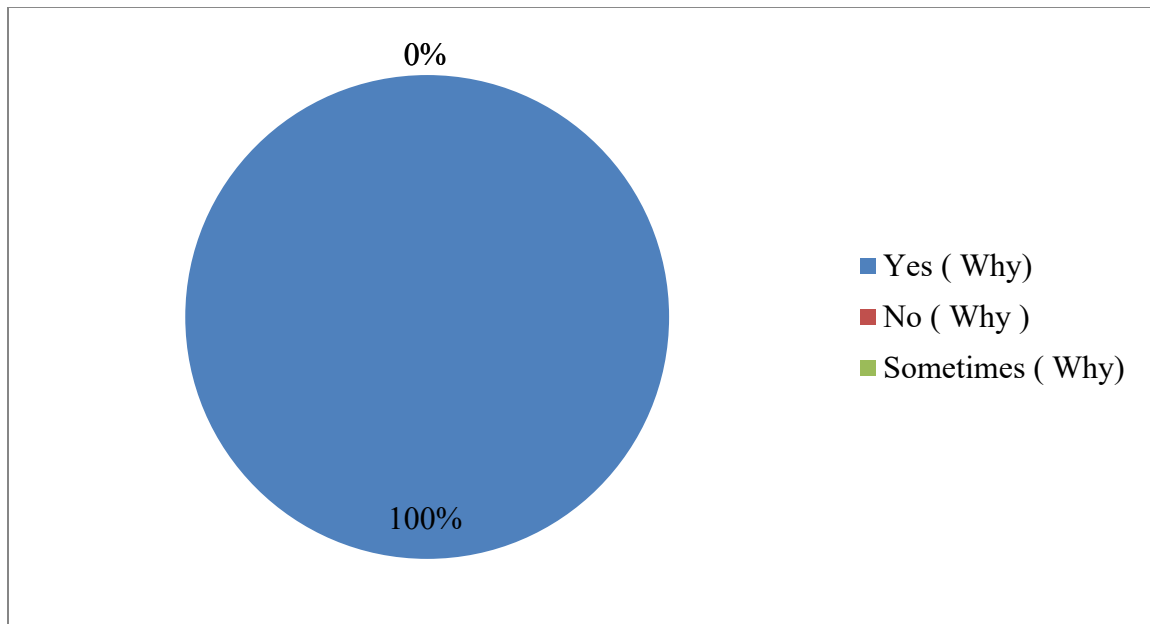
Being curious about new things is an important point for future goals. Based on the statement ‘ I am curious about learning new things at school’ 58% of the students strongly agree with this statement that means that have a strong agreement with it, while 40% of the students agree, 2% of the students are neutral about this statement and none of the students disagree or strongly disagree about it. That means that curiosity is part of them.

Figure 2. Teacher’ answers- I am curious about learning new things at school!



Teachers' answers according to these question were ' Strongly agree' 100% , in this way all of the teachers are curious about learning new things at school.

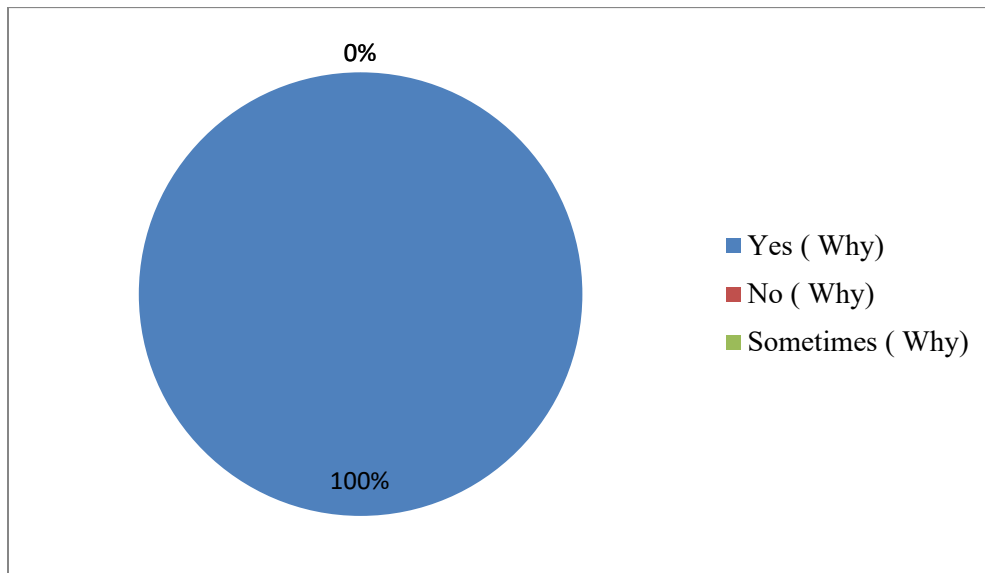
Figure.3 Students' answers - Do you think that motivation is important in learning process?



Motivation is considered to be very important in the learning process in order for students to learn a particular subject at school and when they are motivated they are more successful. All of the students were aware about the importance of the motivation in learning process. The options for their response were : a) Yes (Why), b) No (Why) and c) Sometimes (Why). Based on their responses 100% of them answered ' Yes' to this question where as other options were ' No' and ' Sometimes'. To the options was added an other question why they think that is important or no, in that way they had different opinions to why they consider it important. Some of their

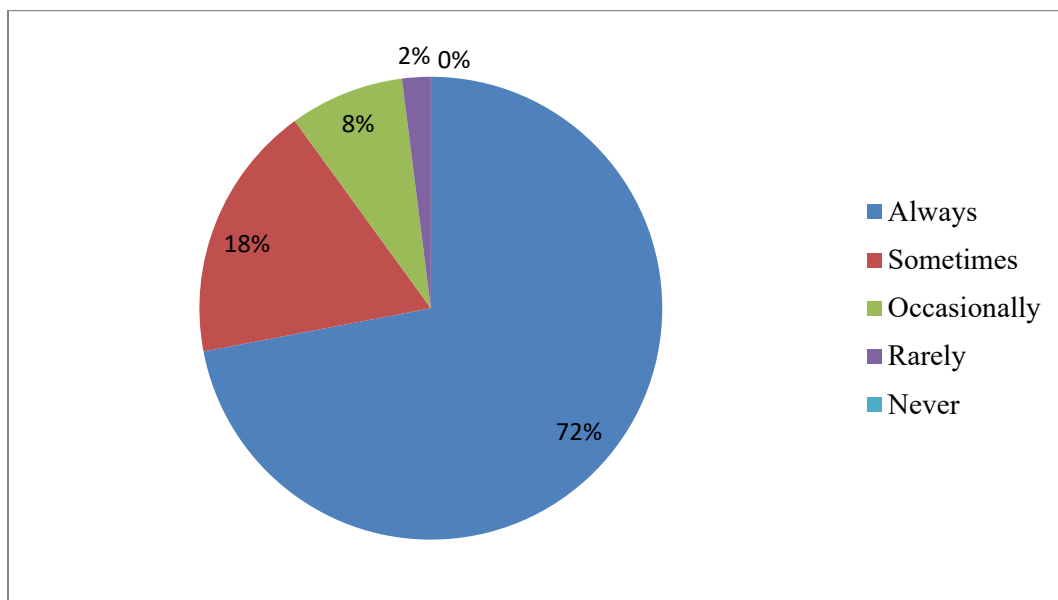
reasons to why is important were:” because it helps us to have higher success in future life, because students will have wish to learn things at school and in their life as well, because it has an impact to the students’ learning process in general, because is the key point of the learning manner, it gives us force to go ahead in learning process, it helps us to learn new things, because students will devote their time in learning, because if we are unmotivated we will not be interested in learning process, if we are not motivated we will not be successful in the future, without motive no education at all, because is the key point to go ahead in life, etc. These were more common reasons that they mentioned. In this way is seemed that students wee motivation a key point for their achievement.

Figure.3 Teachers’ answers - Do you think that motivation is important in learning process?



Teachers that were part of this research agree that motivation is important in learning process of the students. All of them answered ‘ Yes’ to this question compared to other options that were ‘ No ‘ or ‘Sometimes. Their reasons or opinions about the importance of motivation were approximately the same for example: if they are motivated they will get better results at school, it will higher up the level of teaching process, without motivation no results at school, because the teaching and learning process as well will be more difficult and les interesting for students and us as teachers as well. In this way both of them, teachers and students , consider the motivation an important element for them.

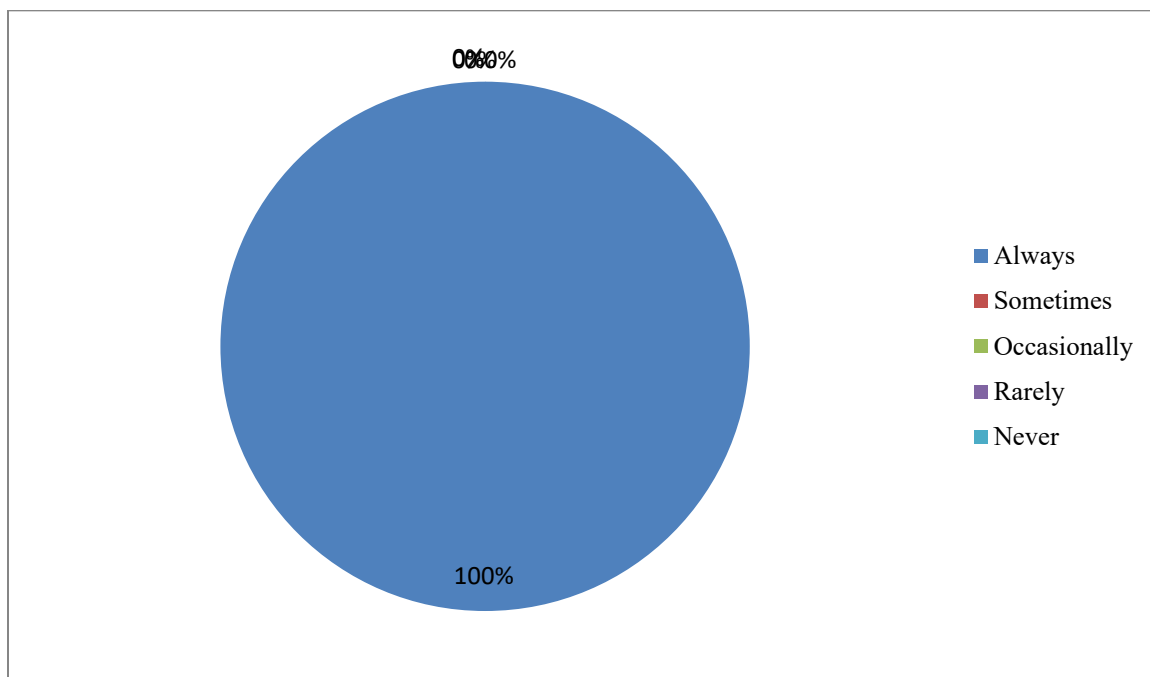
Figure 4. Students’ answers – Teachers have a role in students’ motivation!



The next question that was part of the research is ‘ Teachers have a role in students’ motivation’, based on the responses given by students most of them think that teachers always have a role in

students' motivation or in percentage 72% responded ' Always'. Where 18% of the students think that teachers sometimes have a role for their motivation. To the option ' Occasionally ' responded 8% of the students, and the option given ' Rarely' only 2% of the students think that teachers rarely have a role for them. Whereas at the last option that teachers never have a role for their motivation none of the students responded. Based to this is seemed that students get the motivation from their teachers at school. Teachers role is considered to be very important for the students.

Figure 4. Teachers' answers – Teachers have a role in students' motivation!

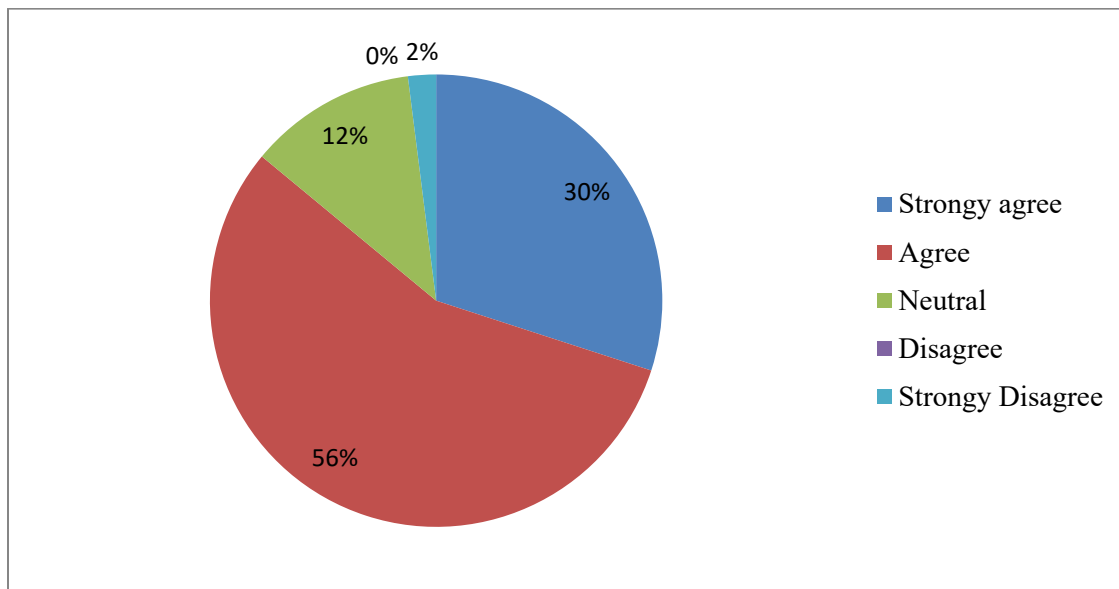


100% of the teachers think that always teachers have a role in students' motivation at school.

None of the teachers responded to other option given as ' Sometimes', ' Occasionally', ' Rarely'

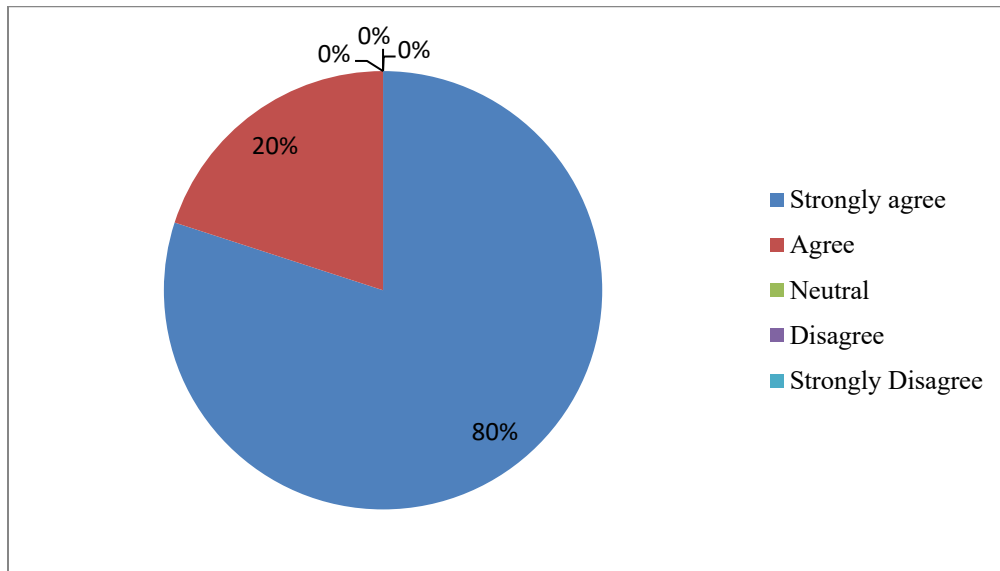
or ‘ Never’. In this way we see that teachers see they role very important for their students in motivation process or in a way they are the key point for students to get motive from.

Figure 5. Students’ answers – Teachers motivate students for their future life!



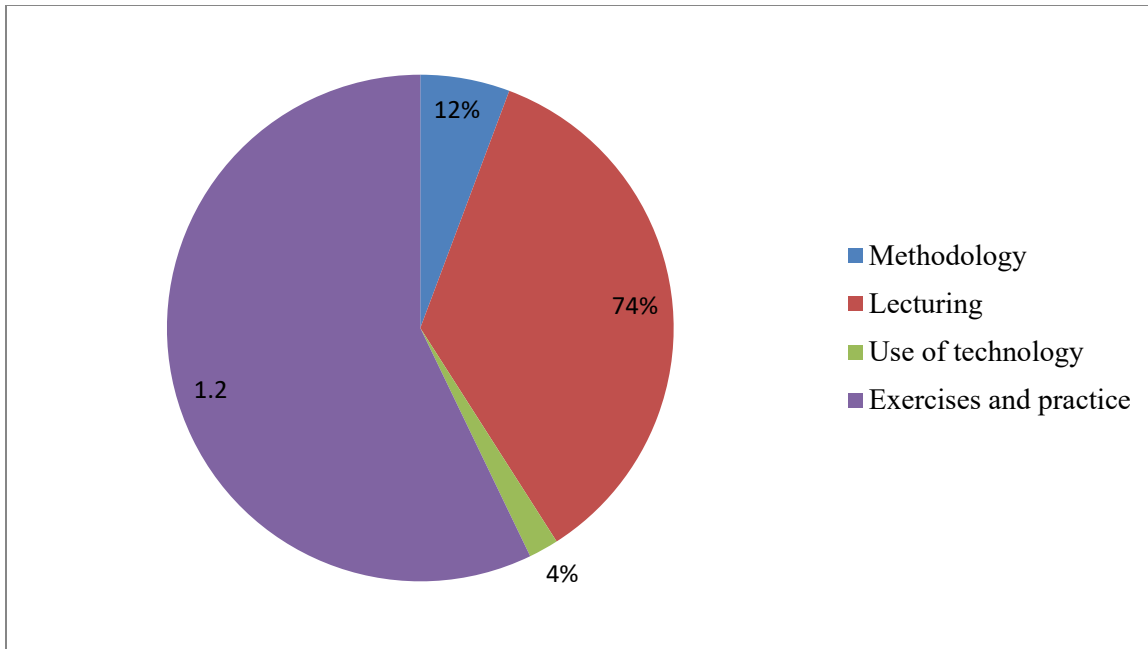
Moving to the other statement ‘ Teachers motivate students for their future life’, the level of agreement of the students were mixed. The options of responses were : a) Strongly agree, were only 30% of the students responded to it, to the option b) Agree were responded more students compared to total number of them or 56% of them, option c) Neutral , had 12% of the students responses, the option d) Disagree had 0% of the responses and the last option of this question was e) Strongly Disagree and only 2% of the students responded to it. Based on these responses it can be seemed that a teacher in a way is a motivator of students’ future life.

Figure 5. Students' answers – Teachers motivate students for their future life!



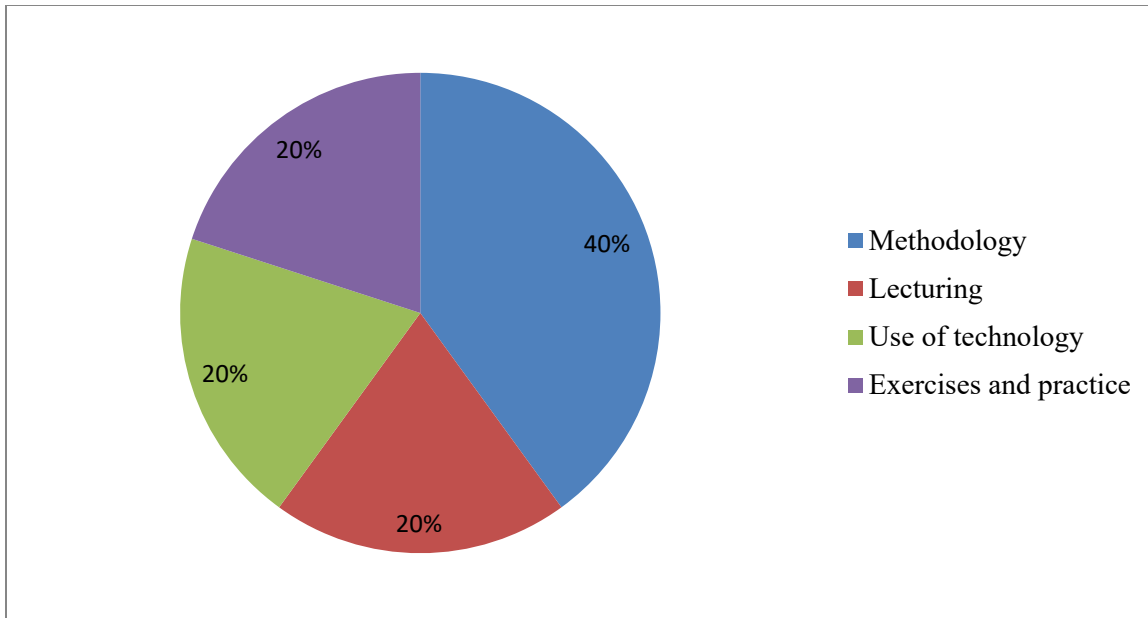
80% of the teachers strongly agree that teachers motivate students for their future life as well. To the option b or agree responded 20% of the teachers. Whereas to the other options as neutral, disagree and strongly disagree none of the teachers agreed or responded.

Figure 6. Students' answers- How can teachers motivate students in learning process?



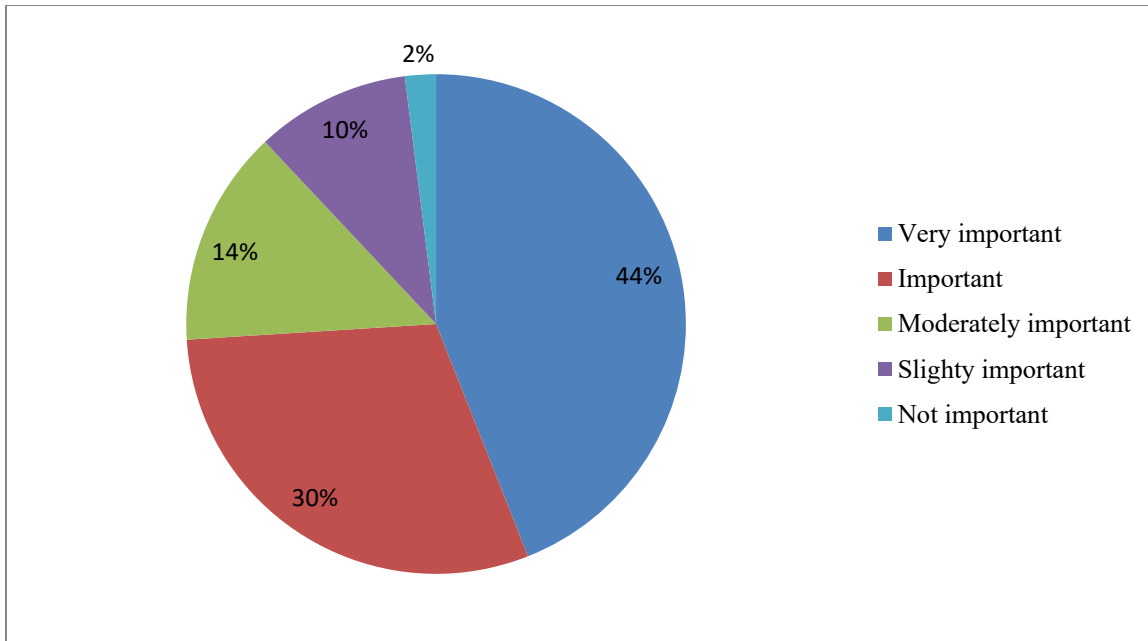
The sixth question of the survey was to get the opinion of the students and teachers about the methods or form how teachers can raise the students' motivation. To this question were added four options. The options were a) Methodology, b) Lecturing, c) Use of technology and d) Exercises and practice. Only 12% of the students answered to the first option. The highest percentage of students' answers or 74% of them, went to the b option that means Lecturing, option c got the lowest percentage or 4% and the last option had 10% of the responses. In this way based on the answers is seemed that student get the motive from the lectures given from their teachers in the classroom.

Figure 6. Teachers' answers- How can teachers motivate students in learning process?



The same question and the same options to respond were given to the teachers as well. But at this point the teachers gave different responses from the students. 40% of the teachers think that teachers can motivate students through their methodology in the classroom. Whereas the option b got 20% of the responses. The same percentage went to the last two options which they got from 20% of the responses each of them.

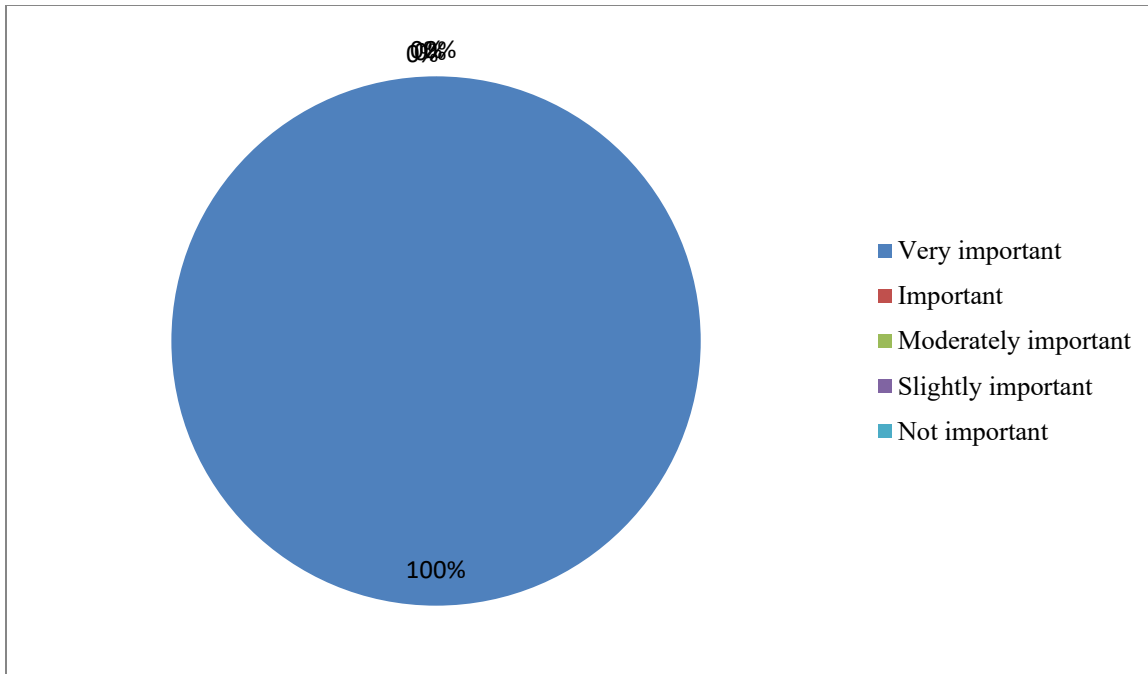
Figure 7. Students' answers - Teachers' role on unmotivated students is:



The seventh statement stated in the survey was about the role that teachers may have for unmotivated students. 44% of the students claimed that teachers' role is very important.

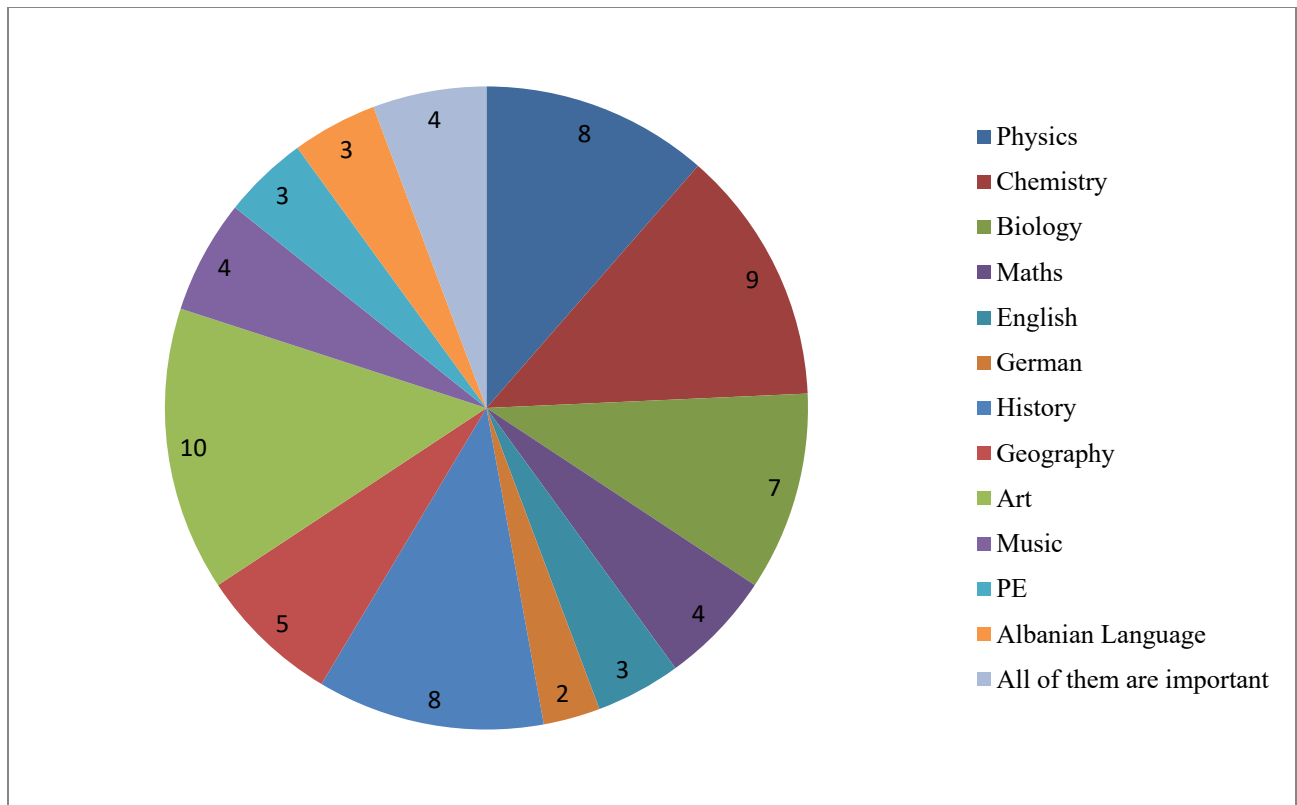
30% of the students think that is important teachers' role. To c option or moderately important responded 14% of the students taken part in the survey. Slightly important or d option stated to this question responded 10% of the students. And to the last option responded only 2% of the students. That means that only 2% of them think that teachers role is not important for unmotivated students. Most of students consider teachers' role as very important or important for them.

Figure 7. Students' answers - Teachers' role on unmotivated students is:



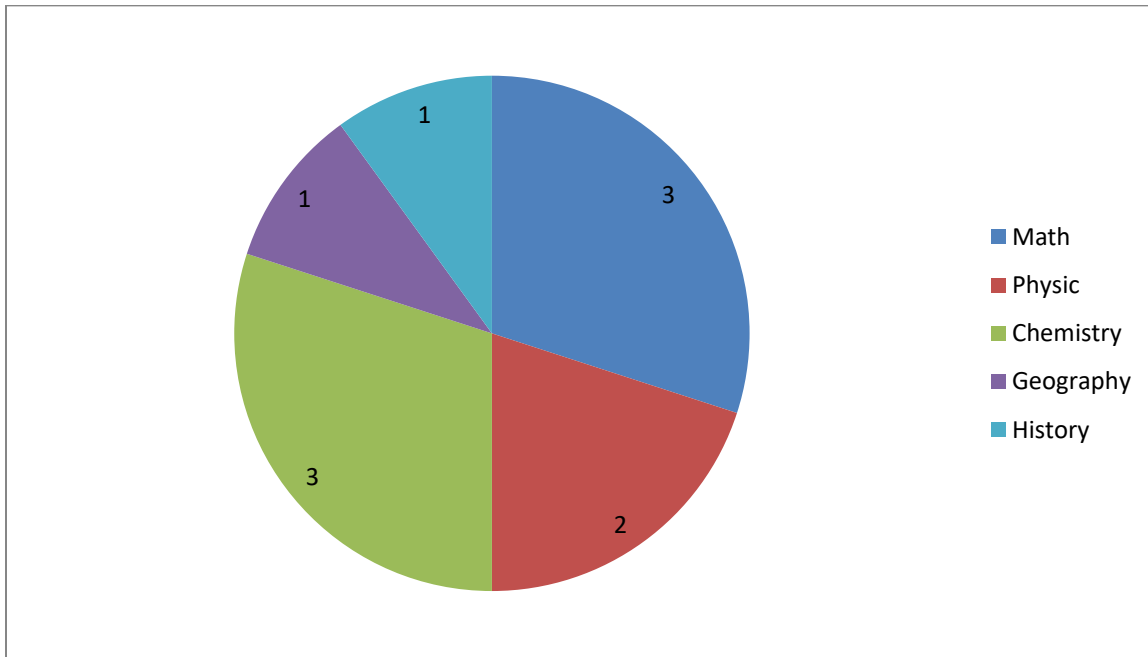
If we compare the answers given by the teachers to those of students it is seemed that teachers consider that their role for unmotivated students is very important. We conclude that based on their answers where 100% of the responded to this option given in that statement. So in this way we can say that in order to help students that are unmotivated teachers think that they have the role to this point.

Figure 8. Students' answers - Which subjects do you think that are less interesting and students need more motivation in order to study them?



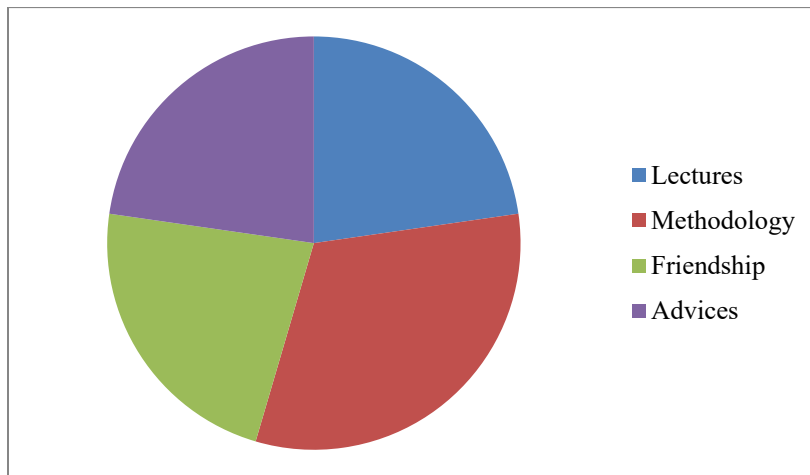
This was an open question where students and teachers were left to express their ideas and they could write more subjects that they think that need more motivation in classroom and not just one, that means that one student could write more than one subject. In the chart is expressed the number that a subject was written by different students. For example physics was written 8 times by 8 different students but these students have written other subjects as well which are calculated to the other subject. Chemistry was written 9 times by the students. 7 times was written Biology, Math was written 4 times, English 3 times, German was written 2 times, History 8 times, Geography 5 times, Art was considered as one of the subjects that needs more motivation since it was written 10 times, Music was written 4 times, PE was written 3 times and Albanian language was written the same, 3 times. Were based on the responses only 4 students consider that all of the subjects are important and interesting for them and that they do not need motivation in order to study them since they are important for them.

Figure 8. Teachers' answers - Which subjects do you think that are less interesting and students need more motivation in order to study them?



The same goes with teachers answer' as well. They could write more than one subject and the calculation was based on the number that a subject was mentioned since they could write more than one subject and in total how much a subject is written in their responses. For example, Math was written 3 times by different teachers but the same teachers could have written other subjects as well. Physic was written 2 times, whereas Chemistry was written 3 times. And Geography and History were mentioned just once. Based on their responses teachers consider sciences as subject that need more motivation. Whereas other subjects were not mentioned by the teachers.

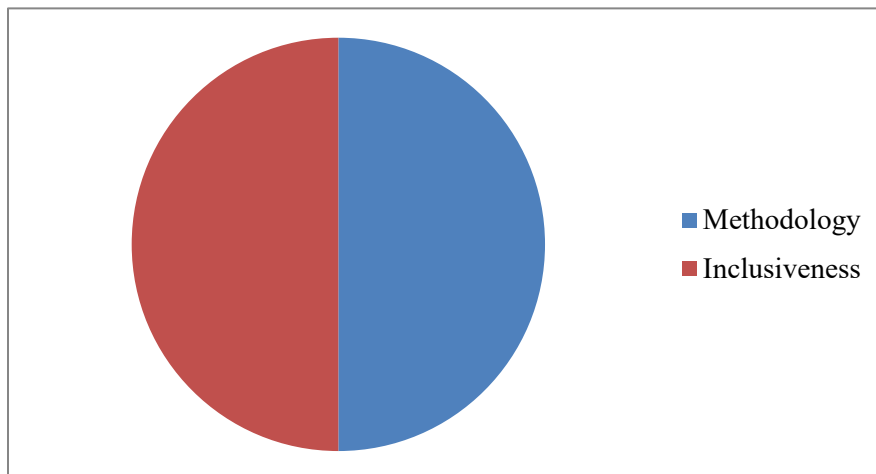
Figure 9. Students' answers - What can teachers do to help students to have more motivation in learning process?



This was another open question where students had to express their opinions. Most mentioned things that teachers have to do to motivate students were lectures, friendship and methodology. Some of their answers will be mentioned here: If they lecture and give things in practice as well, to be friends with us because we will have respect and will have more motive for their subject, to use new methods of teaching process, to give us homework and exercises, if a student is unmotivated they need to work more with him\her, to cooperate with us as students, to give us support and pleasure at the same time this will help us to raise our motive, to give examples of things that motivate students, to use different methods in the teaching process because students will not get bored about that subject, to help students and sometimes to correct them, to give lectures in the nature and to spend time more in the nature, to have additional lessons and projects and at the same time to return lectures into practice, to have good behavior with students, students will get motive if their teachers give them life advices and teach them about

life because they feel important for their teachers and learn more at the same time, to try to help students more because students cannot be perfect in all things and can make mistakes as well and to give them more time and possibilities to express themselves. Other responses and recommendations given by the students were that they will get more motive if their teachers give them more exercises and homework in that way they practice and learn more, or if they have more activities in classes. Other responses given by students were that teachers need to understand that it has students that can have problems in their family and the only person that they seem helpful can be their teachers so teachers need to understand the situations and to considers students as their children by giving them advices for life as well. Other responses were that teachers need to talk for life as well and not just book, in that way students will be more motivated in general.

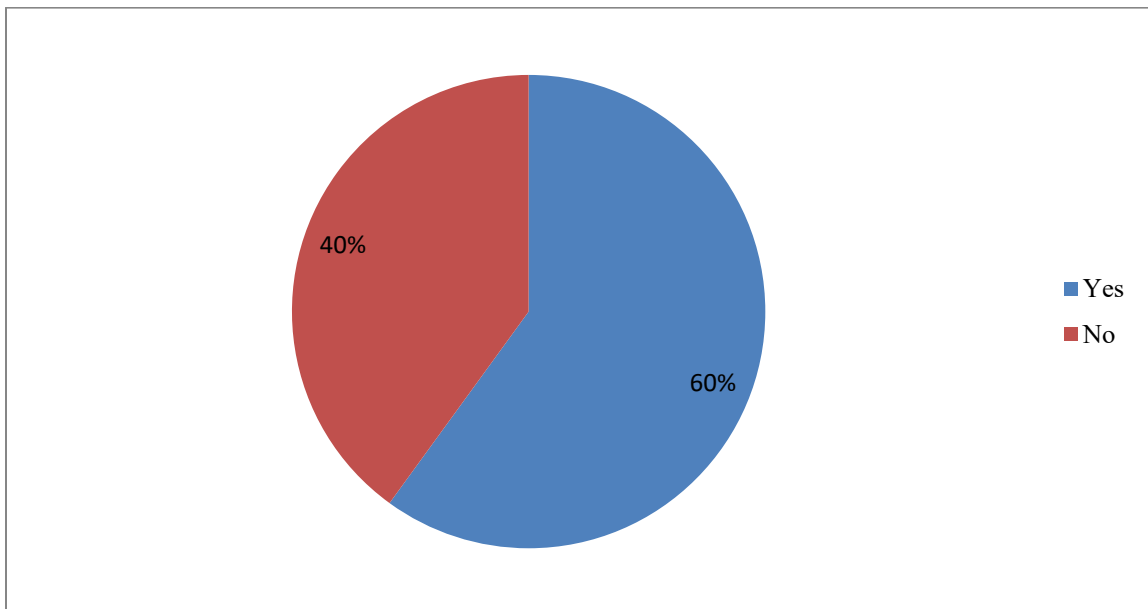
Figure 9. Teachers' answers - What can teachers do to help students to have more motivation in learning process?



Teachers' answered were focused to the methodology mostly as a powerful key for motivation of their students. They answers were: teachers need to find appropriate strategy within the classroom and at the same time they need to create an environment that every student to be

included in the teaching process, also teachers need to use new methods of lecturing and at the same time to use technology more and not traditional methods, they can use games in order to get the interest of the students for that particular subject otherwise students may lose the interest for it. At the same time in order to raise motive teachers need to work with all students in the same manner and not just those that show better results in the classroom or that understand the lectures better or perform better in the class because those that have difficulties may feel disappointed and unmotivated.

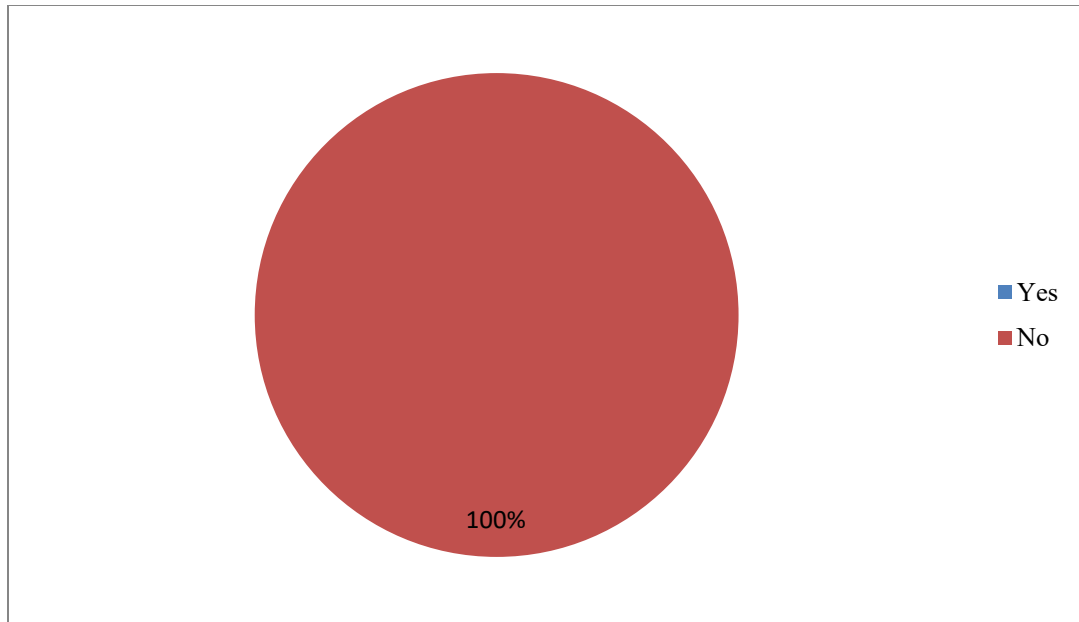
Figure 10. Students' answers – Do you think that punishment can have an effect in students' motivation and why ?



The last question of the survey was whether punishment have an effect to the students and why. 60% of the students think that it has an effect an 40% of them think that it does not have an effect. Options here Yes or No but this was an open question since they had to express they reason why they think yes or no. Based on the responses to the students that responded Yes these

were their reasons: “ Yes because we learn from the mistakes and when we get punished we keep it in mind and do not repeat it again, it has a bad influence because students may lose the interest for learning, we will learn from our mistakes, it will be like an advice for them , it makes us to reflect if we are punished, it gives us motive to do not repeat the same mistake, I has a bad effect because it loses the hope for the future, yes because it is a lesson from life that makes us to reflect, the punishment makes us to learn more because we know that if we don't we will be punished again, yes because we will give more time to the lesson”. The reasons for the respondents that answered No were : “ No because students will show worse behavior because thinks that is something personal to him\her, no because punishment is not a motivation for students, no because they may lose the interest for that subject, no because we need good motives and not bad ones, it may have a bad effect to the students, no because punishment is does not learn anything to the students, students will not like that subject anymore and will become unmotivated more and more”. Based on these answers it is seemed that students have different reasons about the issue of punishment for the students.

Figure 10. Teachers' answers – Do you think that punishment can have an effect in students' motivation and why ?



Teachers had to answer to the same question as well. 05 of the teachers gave an answer ‘Yes ‘ to this question that means that none of them think that punishment is needed . All of the teachers or 100% of them that think that students do not need to be punished. They reasons for this were because students may become unmotivated and loose the interest for that particular subject. They think also that the success is not achieved from the punishment of the students despite that they need support in order to be successful in their future.

4.2 Discussion of the findings

The target of this study was to get the viewpoint of the students and teachers as well about the role of the motivation in the classroom and which is the role of the teachers regarding this issue in the primary school Edmond Hoxha in Junik. Based on the survey the main goal was to find out the teachers’ role for their students. According to the findings of the survey it is noticed that

education it is seemed as an important point for the students, in this way they evaluate learning process. Curiosity has an important role in learning new things because if you are curious you will learn new things and based on the results students strongly agree or agree to this point that means that they are curious to learn new things at school. If students are curious they will be more active and interested in learning. Motivation is considered to be the key point in the learning process without motivation the success will be lower. Based on the answers given in the survey different reasons are shown according to why is motivation an important point in life. Most common reasons are because without motivation students will not learn at school and will not be successful in their future life, it is considered as a power to achieve their goals and they will be more interested about a particular subject if they have motive in the classroom. If a teacher motivates them, they will learn more that subject than others. In order for the students to be more motivated in the classroom teachers are considered to have the key role in this issue. Looking back to the answers given, most of them consider that teachers always have a great role to motivate students in their learning and interest in the classroom. In this way teachers have the power in this process. Despite the motive in the learning process and in the classroom teachers' role goes into higher level. When students and teachers were asked if they have role to the students' future life in general, the results of the survey shows that approximately all of the students agree or strongly agree in this point that means that they consider their teachers as motivators for their future life as well and not in the learning process in the classroom. In this way it is seemed that students at the primary school "Edmond Hoxha" consider their teachers as motivators for their school and their future as well. Being a motivator is not as easy as it may seemed because it needs to take into consideration the points or forms that can help in this process to motivate students. According to the survey it is seemed that students get motive from

their teachers mostly from their lecturing forms used in the classroom. In this way teachers need to analyze the forms of their lectures because their students take the motive from that. Methodology of teaching process also is it considered important. Within a classroom teachers face students that have less motivation or are unmotivated to learn and in this point for these students to get more motive it is considered that teachers have an important or very important role to these students. Since students have different subject to study at school and some of them may be considered more difficult or less interesting to them and also this is based on the personal wish and in order to study them students may need more motive. According to this point the survey shows that students at the primary school “Edmond Hoxha” consider sciences as subjects that they need more motive and help from their teachers despite that art is also considered as a subject that is less interesting for them. In order for the teachers to help students in motivation process they can do different things based on students’ answers. Their answers were that teachers need to be friends with them. Friendship is considered as an important point for them. Despite that students get motive if their teachers give them support for their future life, if they give them homework and exercises, to be cooperative and at the same time to know that they are not perfect and that they learn from mistakes and from the help of their teachers. This survey conducted to the students of the 9th grade gives an opinion also about the punishment in the school. Punishment sometimes is considered as positive tool to be used but it may have negative effects as well. For example some student when they are punished they learn their mistake and do not repeat it again but it has students that may loose the interest for that particular subject, so this it depend to individual students. Based on the results of the study most of the students think that they need to be punished because they learn from that and try to improve themselves, in this way students will keep in mind the mistake and will not repeat again. Despite that some of the

students think that punishment is not needed in the classroom because it is not a form that students may learn something from. Students may become even more unmotivated and at the same time this subject will be less interesting for them. Students need motive and not punishment in their classes were some of their answers given in the survey.

4.3 Comparison between teachers and students' answers

The key point of this survey that was conducted at the primary school in Junik, was to get the opinion of students and teachers as well according to the issue of motivation of the students, how both of them see the teachers' role to this point. When students and teachers were asked about the importance of the education, both of them agreed that education is important. Curiosity is an important point not just at school but in general life, if you are curious you learn more new things. Teachers and students responses show that they strongly agree or agree to this point, that means that they are curious about learning new things at their school. If they are curious it means that they are one step closer to a successful learning. As it is mentioned above motivation is considered the most important point in the classroom. Comparing the answers given to this question students and teachers show their opinion about it. Students had different reasons to why they think that motivation is important to them. Students consider it important because that helps them to achieve higher grades in that particular subject and they have more interest in the classroom. Other reasons mentioned by them were because students that are motivated it helps them to learn new things for their life and consider motivation as the key point for their success. Without motivation no education in general, because they will not be interested to that particular

subject. Comparing to teachers' answers that they also consider motivation as the most important point in order for their students to be interested about a subject, to learn more and to be more successful to it. Students that are more motivated produce better results at school of course. In order for students to be motivated they were asked if they consider that teachers have a role in that issue and both of them, most of the students and teachers as well agree that teachers always have a role to their students to raise the motivation in the class. Despite the motivation in the classroom teachers strongly agree that they have the role in motivating student for their future life as well. But only half of the students strongly agree to this point, whereas others agree and a low percentage think that teachers occasionally have a role. Based on these data it is seemed that teachers have their impact for future life of their students as well. Teachers can motivate their student in different manners. According to students' answers most of them think that they get the motive from lectures given in the classroom from their teachers and some of them think that from the methodology of teaching that they teachers use in the class, comparing to teachers' answers that they think that students' motive comes from the methodology, lectures, use of the technology and exercises or practice as well. In this way teachers think that all of them can have an impact for their students' motive. Using different methods in the classroom and not the same method always can raise the motive of the students to be interested about a particular subject in the class and as well to be more successful in it. Teaching in a class with a lot of students, teachers can have students that are unmotivated for that subject. Teachers need to find methods to help these students to raise their motive and to learn more. According to the answers given by the teachers to that topic they think that their role is very important for students that are unmotivated in a class. But if we compare the answers given by the students it is seemed that only 44% of the students think that the role of the teachers in this point is very important,

whereas 30% of them see the teachers' role as important and other part of students see it as moderately or slightly important or even not important at all. When they were asked about the subjects that they consider less interesting and need more motivation in order to be interested about them, they gave different results. Teachers consider that subject that is less interesting for the students is mostly Math, comparing to students' answers which were mostly for sciences: physic, chemistry and biology, and also a subject that they consider less interesting was also Art. This result to this question shows that they have different subjects that they consider less interesting. Teachers consider that in order to help students to have more motive in learning process they need to use new methods in teaching process, to include all the students in learning and teaching process and to create an environment that everyone to be evaluated. Comparing to the teachers, students gave different ideas to this point. Students think that teachers firstly need to be friends with them and to understand that they are not perfect. Teachers also need to give them advices, to work with students that need more time to spend with them, to practice teaching in the nature, to give them homework. An important method considered by them is that teachers need to give additional classes for students that need and understand that students may have family problems that can affect their learning process. The last question of the survey was about the issue of the punishment for the students. At this point teachers and students have different opinions. Teachers in general think that punishment is not needed in the school because this may affect students' motive, in this way students may loose the interest for that subject at all. They think that success is not achieved from the punishment and this has a negative effect to the students. But students have mixed ideas to them. Most of them think that they need punishment from their teachers. To support this idea they gave different reasons. The most common reason given by them were that because student learn from their mistake and if they are punished once

they will not repeat the same mistake again and it makes them to reflect towards their mistakes. Students that are punished they will learn more because they are aware about the punishment that comes if they do not learn or do not perform good at school. Despite that some of the student think that punishment does not need to be part of school. To support their answer they gave different reasons to it. Some of the reasons for that were that if students are punished in a particular subject they will lose the interest for that subject in general, they think that punishment does not learn anything in general . Some of the responses were that school is a place for motive and learning and not punishment. Students that get punished once they lose the interest and motive for that subject or even for school in general. So, as It is seemed teachers and student have different ideas in this issue. Teachers think that students do not need punishment whereas most of the students think that they need to be punished in order to learn from the mistake and to do not repeat it again.

5. Conclusion

5.1 Conclusion from the questionnaires

In order for student to be more successful at school they need motivation from their teachers. S mentioned above motivation is seemed as the key point in learning process for students. The purpose of this study was to find out the teachers' role for students motivation at school, the importance of motivation and how students can become more motivated. The purpose was to

find out what the 9th graders of the primary school “Edmond Hoxha” think about this issue. The research was conducted in a quantitative form, that means questionnaires were used in order to collect these data. As mentioned above the questionnaires were distributed to 50 students and 5 teachers in order to make a comparison of their answers to this topic. By the results given from the survey it is seemed that students from ‘Edmond Hoxha’ primary school consider education as an important point for them and also they are curious and interested about learning new things at their school. Based on the results teachers and students as well agree that motivation is the key point in the learning process at school. And in order for the students to be more motivated their teachers are the people that help them to get the motive from, teachers have the opinion as well. Despite that based on the opinions given teachers are considered as a motive for the future life of the students as well. Lectures and use of the methodology in the classroom are considered the most important points in order for the students’ motive. The finding of this study show that students of the primary school “Edmond Hoxha” consider the subjects of the sciences as the subjects that are less interesting and need more motivation in order for the students to study them whereas their teachers consider Math as a less interesting subject. According to the research data, teachers help students to be more motivated through their friendship and use of different methods and most of them think that punishment is needed at school in order for them to learn from the mistake and to do not repeat it again. Whereas based on the results, teachers think that they motivate students if they include all the student in the process of learning and they do not need to punish them because they may lose the interest for learning process et all. In general the results from this survey show that teachers have the most important role in the learning process of the students, they are the people that students get motive from and help them to be more successful at school in general.

5.2 Suggestions for a better course design

Motivation is considered as the key point in general life and at school as well in order for the students to study or to be interested at a particular subject. Students get the motive from their teachers at school. For a further research it would be good to study the role of the parents towards the issue of better performing at school for the student. In this way the teachers and the parents can have a clearer view about their role for the students and how to cooperate together in this issue.

6. Limitations and Recommendations

6.1 Limitations of the study

In general the achievement of the study did not encounter difficulties. However, the researcher is aware of some certain things that limited the study. One of them that need to be mentioned is that the questionnaires were planned to be fulfilled by the students and teachers at school, but since the situation from the virus in Kosovo was difficult the schools were closed. In order to conduct the questionnaires the researcher contacted to the students online on the school groups to inform about the study and what they have to do, so to explain about the research online and in this way created a google docs and after informed them and they got the information I sent the link to them and the form how to complete the questionnaire online. It took more time to explain to them online whether than being at school but they understood it. One thing to be mentioned that there is no certainty whether the students have been honest when they have filled the study and

only the candidate of the thesis have access to the data, so that they can be sure to freely answer the questions of the survey, even though they were informed that the survey was anonymous and would be used for solely scientific

6.2 Recommendations

In general the research achieved all its plans. I would recommend for further researchers that when they plan a research to keep in mind a plan B if something happens unexpectedly like it happened with the schools that were closed and in order to it I had to create an online form of the questionnaire and to have it in online forms completed. But this did not create any problem just to switch the form of its completion.

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Appendix:



UNIVERSITETI I EVROPËS JUGLINDORE
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА
SOUTH EAST EUROPEAN UNIVERSITY

The aim of this questionnaire is to get the opinion of the teachers and students of the 9th grade about the teachers' role in students' motivation in learning process.. This questionnaire is part of a Master Diploma Paper at English Department at South East European University in North Macedonia . The data of the survey are anonymous and only the candidate of the thesis will have access to it.

The questionnaire will take approximately 7-10 minutes to complete.

Teacher\student (circle)

1) Do you think that education is important? (circle)

- a) Yes b) No c) I don't know d) Maybe

2) I am curious about learning new things at school!

- a)Strongly agree b)Agree c)Neutral d)Disagree e) Strongly disagree

3.Do you think that motivation is important in learning process? (circle or write)

a) Yes (Why) _____

b) No (Why) _____

c) Sometimes (Why) _____

4) Teachers have e role in students' motivation!

- a) Always b) Sometimes c) Occasionally d)Rarely e)Never

5) Teachers motivate students for their future life (circle)

- a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

6) How can teachers motivate students in learning process? (circle)

- a) Methodology b) Lecturing
c) Use of technology d) Exercises and practice

7) Teacher's role on unmotivated students is: (circle)

- a) Very important b) Important
c) Moderately important d) Slightly important e) Not important

8) Which subjects do you think that are less interesting and students need more motivation in order to study them? (Write)

9) What can teachers do to help students to have more motivation in learning process? (Write)

10) Do you think that punishment can have an effect in students' motivation and why? (circle or write)

a) Yes, _____

b) No, _____

Thank you very much for completing this questionnaire