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Learner motivation and teacher motivation: is there a link?

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Learner motivation and teacher motivation: is there a link?

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## **Abstract**

This thesis seeks to examine whether a relationship exists between teacher motivation and learner motivation. The theoretical part provides a literature review on learner motivation and teacher motivation including several relevant studies dealing with each topic separately. It is followed by the study, which focuses on aims, sample, instruments and procedures, and lastly results and discussion. One English as a Foreign Language (EFL) teacher and 26 English students participated in the study. The learners were given an adapted version of the Attitude Motivation Test Battery (AMTB). The teacher completed the Teacher Motivation Questionnaire (TMQ) followed by an interview. The results showed that integrative and instrumental motivation for learning English are complementary. However, student motivation was in some cases hindered by language anxiety therefore proving its negative association with language learning motivation. Teacher efficacy was found to enhance both teacher and student motivation. It was concluded that teacher enthusiasm and teacher expectations are the two most important factors affecting learner motivation and that learner achievement and motivation to learn are the two main factors that influence teacher motivation. Student achievement was found to have a positive influence both on teacher efficacy and on teacher motivation. Furthermore, teacher expectations were positively related to student achievement, which in turn affected teacher motivation positively. A relationship was established between teacher motivation and learner motivation thus supporting the initial hypothesis.

Key words: *learner motivation, teacher motivation, SMQ, TMQ*

## **1 Introduction**

Since motivation is considered one of the key elements determining whether learners will be successful in foreign language learning, and if teachers will be successful in their work, it is not surprising that so many researchers spend a great deal of time analyzing it. Student motivation has always been an interesting topic to investigate, and indeed, it has been quite extensively explored, although the same cannot be said about teacher motivation. While many studies have questioned how student motivation to learn might affect teacher motivation to teach, and vice versa, few have investigated the link between the two. Therefore, the aim of this thesis is primarily to examine the relationship between teacher and learner motivation. In addition to determining whether a relationship exists, it is also necessary to examine several other factors that might influence it.

The theoretical part of this paper begins with a review of the research on student motivation to learn a second language (L2). Various definitions of motivation are presented followed by the history of research on L2 motivation which, according to Dörnyei (2005), encompasses three periods: the social psychological period, the cognitive-situated period and the process-oriented period. These periods comprise various theories regarding student motivation in L2 learning. Chapter 3 deals with teacher motivation. After introducing literature regarding teacher motivation, several studies on the same topic are briefly reviewed. Chapter 4 analyzes the relationship between teacher and student motivation through several aspects: the effectiveness of teacher motivational strategies; the link between teacher expectations and student achievement; the link between teacher and learner enthusiasm; the effect motivated teachers have on their students; and lastly a research study concerning the relationship between teacher and student motivation.

Chapter 5 introduces the research part of this thesis which comprises aims, sample, instruments and procedures, and results and discussion. The conclusion summarizes the overall findings, study limitations and recommendations for possible future research.

## **2 Student motivation**

### **2.1 Definitions of motivation**

What is motivation? A practical answer to this question might be that motivation is the will or the energy that drives an individual to accomplish a desired goal. However, if one possesses this desire only at the beginning of an activity and not until the end, the goal will not be attained. Because learning a language is a long-term process, such determination should be persistent.

This rather complicated notion has been one of the main areas of research in the field of second/foreign language learning during the past several decades. Many authors have offered their definition of motivation, such as Dörnyei (1998), who sees it as a process that begins with a force strong enough to trigger an action and last as long as no other forces end the action, or until the goal is reached.

Dörnyei (1998) also points out that, since every different psychological perspective on human behavior offers a different theory of motivation, it is little wonder that the abundance of theories creates general confusion. Motivation theories have a truly challenging task of explaining human thought and behavior, which is why there cannot exist a straightforward and ultimate definition, or at least not for the time being.

Gardner defines motivation to learn a second and foreign language (L2 motivation) as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction in this activity” (1985, p. 10). In other words, in order to be motivated, one needs to possess a combination of effort, the desire to learn and favorable attitudes toward the L2. In the socio-educational model of second language acquisition, Gardner (2010) assesses motivation in terms of three components: the desire to learn the language; favorable attitudes toward learning the L2; and intensity of motivation, i.e., one’s effort to learn the language.

There was one problem with Gardner’s definition. Unlike Dörnyei (1998), who saw it as changing over time, Gardner did not take into account that one’s motivation to learn a foreign or second language fluctuates over time. He also notes that, while many researchers differentiate between various types of motivation, such as intrinsic, extrinsic, integrative or instrumental “it is not the type of motivation that is important, but rather its strength” (Gardner, 2010, p. 6).

## 2.2 The history of L2 motivation research

Since the development of L2 motivation models, researchers have generally accepted Dörnyei's (2005) division of the history of language learning motivation research. He distinguishes three phases in motivational research history: the social psychological period (1959–1990); the cognitive-situated period (during the 1990s); and the process-oriented period (turn of the century).

### 2.2.1 The social psychological period

The social psychological period was mainly focused on the individual's contact with L2 speakers and their attitudes toward the target language community. Gardner and Lambert were the main exponents of the period. In his socio-educational model Gardner (1985) proposed *integrative motivation* as the key component. It refers to motivated individuals who have an open approach to the target language group, favorable attitudes toward the learning situation, and motivation to learn the language. The term *integrativeness*, on the other hand, refers to "an affective characteristic involving a general openness to adopting characteristics of other cultural communities" (Gardner, 2010, p.85), i.e., a desire to be similar to the other group. In her research on motivation, Mihaljević Djigunović (1997) came to the conclusion that integrative motivation did not imply a wish on the part of the student to integrate into another linguistic community, but rather integration into an international English speaking community.

#### 2.2.1.1 The Attitude Motivation Test Battery (AMTB)

The original Attitude Motivation Test Battery (AMTB) was devised by Gardner in 1958 and extended by Gardner and Lambert in 1972. It was a motivation questionnaire made up of over 130 items. The international version of the AMTB for English as a foreign language comprises all the main constituents of Gardner's theory of integrative motivation. However, it also includes two additional components: *language anxiety* (referring to L2 class anxiety and L2 use anxiety) and *parental encouragement*. The Croatian version of the AMTB consists of 104 items; however, in this research study they were further reduced to 59 items mostly due to time restrictions in the classroom.



### **2.2.1.2 Integrative and instrumental orientations**

According to Gardner (2010), “an orientation is an inclination, the underlying force directing the choice of the particular reason” (p.16). Of course, he refers to reasons for learning English. He argues that “a reason is not motivation; one can want to learn a language for reasons that might reflect an integrative motivation, but unless this is accompanied by other features of motivation it is not motivation” (Gardner, 2010, p. 10). The other features he refers to are cognitive, affective and behavioral characteristics that a motivated individual should demonstrate.

In the social psychological period, motivation was, in many cases, described as either *integrative* or *instrumental*. Integrative orientation, as already mentioned, applies to affective reasons for learning an L2, usually the desire to be close to the target language group on the language level. Instrumental orientation, on the other hand, refers to the practical reasons one might have for learning a language, such as increased salary or career opportunities.

It is important to consider that integrative and instrumental orientations are sometimes difficult to separate because of the status the English language holds today. Reasons for learning English, such as talking to foreigners, traveling, being able to understand foreign movies, music, books or magazines cannot be separated as falling under integrative or instrumental orientation (Lamb, 2004, as cited in Mifsud, 2011).

Since the English language is not necessarily associated with one place or culture, the reasons one might have for learning English, instead of being divided into integrative or instrumental orientation, should perhaps be viewed more holistically.

### **2.2.2 The cognitive-situated period**

The cognitive-situated period was mainly focused on cognitive aspects of motivation and the learners' immediate learning situation, namely the classroom. Researchers wanted to look into the learners' language learning situation and how it affected their motivation to learn the L2 (MacIntyre, 2002, as cited in Mifsud, 2011). This situated approach analyzed how the relationship with the teacher and the group affected student motivation.

According to Dörnyei (2005), the combination of cognitive aspects with a situated approach was well illustrated by two theories: the self-determination theory and the attribution theory.

Deci and Ryan (2000) argue that the reasons one might learn a language depend on how free or constrained the learner feels. One's decision is said to be self-determined if the

individual decides freely. In *self-determination theory*, Deci and Ryan (2000) distinguish various types of motivation, the most basic distinction being between *intrinsic* and *extrinsic* motivation, depending on the source of the individual's motivation. Intrinsic reasons would refer to learning a foreign language because of individual's interest, pleasure and satisfaction. These reasons "come from within" the learner. Deci *et al.* (1991) argue that when individuals are intrinsically motivated, they participate in activities that interest them, and above all, they do so freely without the necessity of any kind of rewards. They continue that extrinsically motivated behaviors are instrumental in nature, meaning that the individuals perform them not out of interest, but because they expect a certain benefit from them.

*Attribution theory* became the dominant model in language learning motivation research in the 1980s. It concerns the reasons which learners attribute to their success or failure in language learning. This means that learners base their expectations for future achievement on past experiences, and their future achievement depends on whether they see themselves as the main cause of success or failure. Dörnyei (2005) notes that if learners feel that their failure in a particular task was a result of low ability on their part, they will most likely not try the activity ever again, or they will fail. However, if they think they failed because of their insufficient effort, they are more likely to try it again and their effort might even result with success.

### **2.2.3 The Process-Oriented Period**

Dörnyei (2005) states that the process-oriented approach accounts for changes in motivation on a day-to-day basis. That is to say, it is concerned with the fluctuation of motivation over time. Since learning a language takes time, months or years, motivation is expected to go through different phases. Thus, motivation is seen as a dynamic factor rather than a static one. All process-oriented models insist that motivation leads to attaining a goal, it is therefore logical that the goal formation is essential. However, the difference between someone wanting and needing to do something leads us to the distinction between *choice motivation* and *executive motivation*. Choice motivation refers to the decision and the intention to start an action, while "executive motivation refers to the actual implementation of this intention" (Mifsud, 2011, p.54).

The process-oriented period is mostly marked by Williams and Burden's (1997) model and by Dörnyei and Ottó's (1998) model.

According to Williams and Burden's model each individual is motivated differently and is influenced by internal and external factors. Internal factors include intrinsic interest, agency, mastery, self-concept, attitudes and gender. These factors are influenced by external factors including parents, teachers and peers, the type of interaction between them, and the learning context. Their motivational model promotes the importance of a temporal aspect that goes through three stages: reasons for doing something; deciding to do something; and sustaining the effort, or persisting. The first two stages can be taken as initiating motivation, whereas the third stage involves maintaining motivation (Dörnyei, 2005).

Dörnyei and Ottó's (1998) model consists of two main dimensions: the Action Sequence and Motivational Influences. *The Action Sequence* is further divided into three phases: The preactional stage, in which motivation is generated; the actional stage, in which the generated motivation needs to be maintained during the action; and the postactional stage, in which students evaluate their accomplishments or failures and consider future actions. *The Motivational Influences dimension* complements each stage of the action sequence. It refers to the motivational forces that instigate the behavior.

### **2.3 Recent conceptions of L2 motivation**

According to Mifsud (2011), some of the recent approaches to L2 motivation deal with the notions of the possible self, motivational self-regulation and teacher-controlled motivational strategies.

The results of Dörnyei and Csizér's (2002) longitudinal study led them to the conclusion that it is not an actual integration with L2 speakers that underlies motivation but rather an identification of a self-concept that the learner possesses. Cultural impact is lessening as English becomes a global language which is why one identifies with a '*possible self*', i.e., with what one might become but is perhaps afraid of becoming. A further distinction has been made between the '*ideal self*', referring to what one would like to become, and the '*ought self*', referring to the attributes one believes they should possess (Dörnyei & Csizér, 2002). The ideal self might be a motivating factor if it is achievable, but it might also be a demotivating factor if one sees the ideal as impossible to reach.

Dörnyei (2005) links two conceptualizations of L2 motivation by Noels (2003) and Ushioda (2001) and creates a new motivation construct he calls "*the L2 Motivational Self System*". This system comprises three dimensions:

- *Ideal L2 self* refers to the L2 attributes one would ideally like to possess. If the ideal L2 self is proficient in L2, then the ideal L2 self becomes a powerful motivator to achieve L2 proficiency. This dimension is related to integrative reasons for learning an L2 because the learner wants to bring closer the actual self and an ideal self;
- *Ought-to L2 self* refers to the attributes one believes one should possess, such as duties and responsibilities, in order to avoid any negative outcomes;
- *L2 learning experience* concerns the role of motivation in the learning environment and experience.

### **2.3.1 Motivational self-regulation**

Learners should be able to control their own motivation and learning, and teachers should help them by creating the right atmosphere in the classroom and promoting constructive thinking (Ushioda, 2003, as cited in Dörnyei, 2005). Teachers should also promote self-motivating strategies so that learners take control of their own motivation.

Dörnyei (2005) confirms that students who manage to keep their motivation to learn high and do the tasks in spite of other possible attractions and learning demands should be better learners than students who are easily distracted and are not as skilled at maintaining their motivation.

### **2.3.2 Teacher-controlled motivational strategies**

A teacher is able to motivate the learners if they are willing to learn. However, if they are not, it is almost an impossible task. According to Dörnyei (2005), teachers have been trying to find new techniques to enhance student motivation. He continues that teacher-controlled strategies are varied and that they can be organized into a framework consisting of four dimensions:

- *Creating the basic motivational conditions* – the teacher has to create the right classroom setting;
- *Generating initial student motivation* – teachers do so by inducing positive attitudes toward L2 learning;
- *Maintaining and protecting motivation*; and

- *Encouraging positive retrospective self-evaluation* – teachers should encourage students to view their performance positively by taking credit for their own achievement and learn from their failures. Feedback should be positive and boost student self-confidence, but if students need to improve something, it should be constructive and always end on a positive note.

## 2.4 Studies about learner motivation in Croatia

Some of the most important studies about learner motivation in the Croatian context were performed by MihaljevićDjigunović.

MihaljevićDjigunović (1995) carried out a study, in the Croatian context, in order to construct a new instrument that would measure motivation for learning English as a foreign language in Croatia. This is because, according to MihaljevićDjigunović, Gardner and Lambert's (1972) instrument – AMTB – did not actually measure “motivation”, but rather learner effort influenced by the classroom context. In this study, it was noticed that learner achievement did not reflect the intensity of learner motivation, which led to an assumption that student motivation fluctuated due to various factors included in the learning process. The findings of the study indicated that, among Croatian learners, there are three types of motivation for EFL learning. The first type is *pragmatic-communicative motivation* which reflects an instrumental orientation combined with elements of integration. This type of integration is, however, different from the one implied by the term integrative motivation. It involves integration into the international community rather than into another linguistic group. The second type of motivation revealed is *affective motivation* referring to those learners who enjoy using and learning English because they like the language. The third type is *integrative motivation* referring to those learners who indeed wish to integrate into a native English-speaking group.

A study conducted by MihaljevićDjigunović (1996) was concerned with whether EFL learners with different types and intensity of motivation for learning differed in their attitude towards their teacher, the course, their desire to learn and the effort expended in learning and achievement. The study measured these three types of motivation based on MihaljevićDjigunović's (1995) affective, pragmatic-communicative and integrative motivation. In addition, this study also measured two sets of demotivators, one concerning learning difficulties and the other concerning the teaching situation. The results showed that, in terms of achievement in learning English, the most desirable type of motivation is

pragmatic-communicative motivation. Learners with a high level of pragmatic-communicative motivation had a stronger desire to learn English, invested more effort into it, and found their teacher inspiring and their EFL course easier than learners with low levels of pragmatic-communicative motivation. Interestingly and curiously enough, it was found that integrative motivation was more frequent among less successful learners.

Another study concerning learners of English in Croatia by Mihaljević Djigunović (1998), investigated the role of learner motivation for learning, their attitudes towards their EFL teacher, classes and EFL learning. The Likert-type scales measured three types of motivation - pragmatic-communicative, affective and integrative motivation - and two demotivators - teaching setting and learning difficulties. The assumption was that factors such as teacher, materials and techniques could influence learner attitudes and motivation since learners are in some cases exposed to the language only in the classroom. The results showed that male learner achievement was connected with pragmatic-communicative motivation while female learner achievement was not connected to any type of motivation. Finally, the study indicated that learner motivation and attitudes toward the teaching situation significantly influenced learner success, however, the study led to the conclusion that the conventional teaching practice would fail to use the full learner motivational potential.

### **3 Teacher motivation**

This chapter focuses on academic literature related to teacher motivation. The topic of teacher motivation has recently gained more interest due to increasing evidence of the influence of teacher motivation on student motivation. According to Mifsud (2011), the basic constructs that influence the motivation of a teacher are teacher autonomy and feedback, and the negative factors of the profession are teacher dissatisfaction, stress and burnout.

Dörnyei and Ushioda (2011) state that the teacher's level of enthusiasm and commitment can greatly affect learner motivation, in other words, a motivated teacher can induce learner motivation. Furthermore, Dörnyei and Ushioda (2011) identify four components of teacher motivation. The first one is *intrinsic* motivation, which is associated with an internal desire to teach and to pass on knowledge and values. Most studies show that the most common reason for entering the profession is the desire to become a teacher (Dörnyei & Ushioda, 2011). Teachers find that the intrinsic satisfaction comes from the educational process - from working

with students and from the subject matter itself. For most teachers, the intrinsic motivation is much more valuable than high salary or social recognition.

Furthermore, it is assumed that intrinsically motivated behavior is connected to three basic human needs - autonomy, relatedness and competence. Teachers can generally satisfy their first two needs through teaching, since their dealing with the class is rather autonomous. Their school environment, including both students and colleagues, can satisfy their need for relatedness. The third need can be satisfied only if teachers feel that they are doing a good job and consequently believe in their own efficacy (Deci and Ryan, 1985; as cited in Dörnyei & Ushioda, 2011).

The second component of teacher motivation, according to Dörnyei and Ushioda (2011), refers to *social contextual influences*. These external influences may often negatively affect intrinsic motivation and can generally be divided into influences on a *macro* and *micro* level. The macro level involves exposure to influences from every layer of society since the aim of teaching is to educate young people. Influences on the micro level, however, refer to the immediate teaching environment, both human and the physical aspects, i.e., the classroom, students, colleagues and administration.

The third aspect of teacher motivation is the *temporal* dimension referring to the teacher's career advancement possibilities. If there are no possibilities for professional advancement, a teacher's work morale, as well as their motivation, will be influenced negatively. Teaching is in most cases seen as a lifelong career, so if teachers find themselves without opportunities for personal improvement and advancement, always repeating the same responsibilities, they will easily become bored and demotivated to do their job.

The last aspect of teacher motivation refers to *negative influences*. Dörnyei and Ushioda (2011) state that more teachers at each level of education are becoming frustrated or bored and are losing their motivation to teach due to several demotivating factors, such as stress, the lack of autonomy in teaching due to set curriculum and teaching methods, limited advancement opportunities, lack of intellectual challenge, and insufficient self-efficacy often due to lack of training. Generally, the content the teachers teach is the same year after year which is why they feel that they do not have real opportunities for personal advancement, that is, for acquiring new knowledge and skills.

### 3.1 Studies on teacher motivation

One of the first relevant studies about teacher motivation was the work of Pennington (1995; as cited in Dörnyei&Ushioda, 2011). She focused on work satisfaction and motivation of English as a Second Language (ESL) teachers in different parts of the world. Pennington (1995; as cited in Dörnyei&Ushioda, 2011) concluded that intrinsic satisfaction as well as human relations motivated ESL teachers positively. She claimed that these positive motivators will keep experienced educators in teaching. On the other hand, her studies showed that many teachers are dissatisfied due to a lack of career opportunities and recognition for their work (Dörnyei&Ushioda, 2011).

Doyle and Kim's (1999; as cited in Dörnyei&Ushioda, 2011) work slightly differed from Pennington's in that they used not only questionnaire data, but also added interviews with Korean and American teachers of English. They focused the results and discussion on three main issues. The first issue was *intrinsic motivation*. Most teachers agreed that the main motivating factor for them was intrinsic satisfaction that came from teaching and helping learners. The second issue they discussed involved *factors leading to dissatisfaction* such as low salary, inadequate advancement opportunities and the lack of respect from the school administration, all of which diminish teacher motivation. The last issue they mentioned referred to *mandated curricula and tests*. They reported that teachers feel pressured and dissatisfied because set curriculum, standardized tests and government-mandated directives are diminishing their autonomy (Dörnyei&Ushioda, 2011).

Another important study of teacher motivation, according to Dörnyei and Ushioda (2011), was conducted by Shoaib (2004; as cited in Dörnyei&Ushioda, 2011) in Saudi Arabia. She concluded that teacher motivation is a rather complex phenomenon that could be enhanced by following certain recommendations, such as: allowing more autonomy for teachers in their work; decreasing classes and teaching loads so that teachers could have more time for lesson planning; allowing them participation in decision-making matters; prolonging pre-service training which should also offer insights into common problems in teaching; creating a system of supportive and respectful supervision to help teachers improve the quality of their instructions; and encouraging team work and collaboration among staff (Dörnyei&Ushioda, 2011).



## 4 The relationship between teacher motivation and student motivation

Although each of these areas of research - learner motivation and teacher motivation are in themselves quite extensive, there remains little evidence to suggest a relationship between the two. There is, on the other hand, much data confirming that teacher motivation directly affects learner motivation and achievement. Mifsud (2011) states that, if students notice that their teacher truly cares about whether they learn anything, their effort and motivation to learn might increase. The role of teachers in language learning is therefore of utmost importance since they are the ones that can enhance or diminish a student's motivation to learn.

This chapter will review the relationship between teacher and student motivation through: three studies analyzing the effectiveness of motivational strategies used by the language teacher; possible channels through which teacher motivation can affect student motivation; and a study concerning the relationship between teacher and learner motivation.

### 4.1 Studies about the effectiveness of teacher motivational strategies

As reported by Mifsud (2011), there are three L2 studies analyzing the effectiveness of motivational strategies used by the language teacher: Dörnyei and Csizér (1998); Cheng and Dörnyei (2007); and Guilloteaux and Dörnyei (2008). The first two are based on teacher self-assessment, while the last involves classroom observation and analyzes the relationship between teacher motivational strategies and learner motivation.

In their study on motivational strategies, Dörnyei and Csizér (1998) asked two hundred Hungarian teachers of English to rank 51 motivational strategies according to how important they considered them and how frequently they used them in teaching. On the basis of their responses, a set of ten motivational macrostrategies was put together and called "*Ten commandments for motivating language learners*". As it turned out, the most effective strategy was "teacher modeling", i.e., setting a personal example with one's own behavior. The strategy of goal-setting and goal-orientedness was least utilized. Dörnyei and Csizér (1998) conclude that the suggested commandments should not be generally accepted since the study took place in a European language learning environment and are therefore considered culturally-bound, and because the learning context is dynamically changing and dependent on the personalities of teachers and learners.

Cheng and Dörnyei's (2007) study replicates Dörnyei and Csizér's (1998) study, however in a new context, that of Taiwan. 387 teachers of English were asked to rate a list of comprehensive motivational strategies according to importance and how often they used

them. The strategies were then compiled into ten macrostrategies and compared to Dörnyei and Csizér's (1998) "*Ten commandments*". As in the Hungarian study, the results showed that "appropriate teacher behavior" was considered the most important microstrategy. The least used strategy was the one of "promoting learner autonomy". In terms of the most important strategies, results showed a consistent pattern between this study and the Hungarian one, suggesting that they are not culturally or contextually bound. Other strategies were culture-bound, such as "recognizing students' effort and hard work", which was very important to Taiwanese teachers but less so for Hungarian teachers. The reason for this is that Asian students generally believe that hard work and effort lead to achievement (Mifsud, 2011).

Guilloteaux and Dörnyei's (2008) study was the first to investigate the relationship between motivational teaching strategies and student motivation to learn a language through classroom observation and teacher self-assessment questionnaires. The use of both techniques to collect empirical data made this study unique. 27 language teachers and more than 1300 students from South Korea participated in this study. Although Guilloteaux and Dörnyei came to the conclusion that there is a positive correlation between teacher motivation and student motivation, they did not consider there to be a causal relationship. That is, they did not find that teacher motivation could necessarily increase student motivation. In their opinion, the correlation could be related to the school, meaning that if the students of a certain school are generally motivated or demotivated this will consequently enhance or diminish teacher motivation.

## **4.2 The link between teacher expectations and student achievement**

The teacher expectation factor has been shown to affect student achievement and operate as a self-fulfilling prophecy in that students succeed or fail to live up to their teacher's expectations. This factor has been referred to as the "*Pygmalion effect*" (Dörnyei & Ushioda, 2011). Rosenthal and Jacobson (1968; as cited in Dörnyei & Ushioda, 2011) were the first to confirm the "*Pygmalion effect*". At the beginning of the school year they administered an intelligence test to a number of students. However, they randomly selected students who were labeled as potentially successful, and gave the false results to their teachers who, in turn, formed their expectations accordingly. It was found that by the end of the school year students actually lived up to their teacher's expectations. If the teacher assumed the students would succeed, they did. If they expected them to fail, they failed. However, setting the expectations too high might cause frustration in most students as they come to realize that they are unable

to live up to them. It is important, therefore, that teachers manage their expectations, ensuring they are high but reasonable.

### **4.3 The link between teacher and learner enthusiasm**

According to Dörnyei and Ushioda (2011), one of the most important factors that affect learner motivation is teacher enthusiasm. Furthermore, Dörnyei (2005) sees teacher motivation as the key to learner motivation. In his article, Csikszentmihalyi (1997; as cited in Dörnyei & Ushioda, 2011) stated that teachers who have the most impact on their students and who are remembered by them are those dedicated and passionate about their work, and who love their job above all. They are the ones who make us realize that knowledge is important. If teachers are intrinsically motivated to teach, it is more likely that their students will become intrinsically motivated to learn.

However, Kushman (1992; as cited in Mifsud, 2011) states that not only are teachers crucial for their students' enthusiasm, but students are also of vital importance for their teachers' enthusiasm. This is because teachers look at their students' achievement as an indicator of their effectiveness. Consequently, their effectiveness in teaching will shape their enthusiasm.

### **4.4 The motivated teachers – the effect they have on students**

Mifsud (2011) believes that a motivated teacher is the one who is satisfied and efficacious. Intrinsically motivated teachers enjoy teaching and are satisfied with their job. They are the ones that generate motivated students who are willing to learn, that is, intrinsically motivated students.

A motivated teacher is generally an efficacious teacher who dedicates more time to planning and interaction with students, and to dealing with student problems. Thus, an efficacious teacher affects student motivation positively. Teachers with low self-efficacy, on the other hand, do not spend as much time planning and interacting with students who have problems, therefore, they affect student motivation negatively, and consequently student achievement (Mifsud, 2011).

## **4.5 Research study on the relationship between teacher and student motivation**

In her doctoral thesis, Mifsud (2011) investigated the relationship between the motivation of teachers and English students in Malta. The participants were 34 teachers and 612 students of English. The study involved a mixed methods research design. A Student Motivation Questionnaire (SMQ) and a Teacher Motivation Questionnaire (TMQ) were administered to students and teachers to examine their motivational levels, and some of the teachers were interviewed about their motivation to teach English and what they thought about their students' motivation. The qualitative and quantitative results were analyzed and compared.

The results of the study showed that a relationship between teacher and learner motivation exists. Principally two factors link teacher motivation to student motivation - a good rapport between teachers and students, and high teacher efficacy. These factors are also important because they enhance both teacher and student motivation.

This study is unique since it is the first to demonstrate an empirical link between teacher and student motivation.

## **5 The study**

### **5.1 Aim**

While many studies have examined the issue of teacher motivation, and even more studies have looked into student motivation, few have investigated the relationship between the two. Bearing this in mind, the researcher considered that the topic deserved much more attention. Therefore, the aim of this study is to find out whether a link between teacher motivation and learner motivation exists. However, there may be different factors influencing this relationship thus additional questions need to be looked into. We examine whether the students in this study are motivated to learn English and, if so, what it is that essentially motivates them. Furthermore, we are interested in finding out what the sources of teacher motivation or demotivation are, if they are intrinsically or extrinsically motivated, if their motivation is affected by their students' level of motivation, and if their level of motivation to teach can enhance or diminish their students' motivation to learn.

The assumption is that a link between teacher and student motivation exists and that teachers can affect their students' motivation to learn and vice versa.

## **5.2 Sample**

The survey was conducted in a secondary economic school in a small town in Croatia. The sample consisted of 1 female EFL teacher and 26 students of English. The researcher explained the research procedure to the teacher and she agreed to participate. The class chosen by the teacher to participate in the study consisted of 10 male and 16 female students. As the study was conducted in one class and with one EFL teacher, it can be considered a case study.

The teacher was experienced, having taught English for 13 years. All of the students attended the fourth grade and were the oldest students in the school. The intention was not to study the oldest students but the teacher that was chosen for this research study only taught fourth graders that year. Although they were quite occupied with the preparations for matriculation examination, they were willing to take the time to participate in the study. All the students started to learn English in the first grade of primary school, which means that they had been learning English for 12 years.

## **5.3 Instruments and procedures**

For this study we used qualitative research methods, principally content analysis. With regard to instruments, two types of motivational questionnaires were employed: a Student Motivation Questionnaire (SMQ) and a Teacher Motivation Questionnaire (TMQ). The students were given a two-part questionnaire. The first part was the Croatian version of the Student Motivation Questionnaire (SMQ), which was adapted from the AMTB first devised by Gardner (1958) and extended by Gardner and Lambert (1972). The Croatian version of the questionnaire originally contained 104 items. Due to time restrictions, and concern on the part of the researcher that the length of the questionnaire might discourage the students from participating in the study or completing the entire questionnaire, the number of items was reduced. After the necessary modifications had been made, the first part of the questionnaire consisted of 59 items and covered six categories - integrativeness, attitudes toward the learning situation, motivation, language anxiety, instrumentality, and parental encouragement. In this part of the questionnaire the students had to indicate their responses on a six-point Likert scale ranging from strongly disagree (1) to strongly agree (6). The second part of the questionnaire consisted of four questions - one about the participants' gender and three open-ended

questions. Those three questions concerned the reasons one liked or disliked learning English; the students' perception of their teacher's motivation; and the effect the teacher had on the learners' motivation to learn English. The second part of the questionnaire was included primarily to increase the reliability and validity of the study by providing an additional qualitative perspective on learner motivation.

The teacher was given a Croatian version of the TMQ adapted from Mifsud's (2011) study. This questionnaire was designed to take a closer look into teacher motivation. It was translated and adapted to avoid any possible misunderstandings. It comprised 59 items of which one had to be replaced since it applied only to the Maltese setting where Mifsud's study took place. The 59 items covered four categories: attitudes toward teaching; teacher efficacy; attitudes toward school and staff; and interaction/rapport with students. As with the students, the teacher was asked to indicate her responses on a six-point Likert scale ranging from strongly disagree (1) to strongly agree (6).

After the SMQ and TMQ had been carried out, a short interview was conducted with the teacher. It consisted of 15 questions, thirteen of which were open-ended. A content analysis was then conducted on the completed SMQs and the TMQ, and on the teacher's interview responses. This qualitative method was used to increase the reliability and validity of the study by providing more in-depth information on student and teacher motivation, that is, to investigate the teacher's view of her motivation and that of her students.

Data collection was organized in November 2014 after an appointment with the teacher had been made. The survey was conducted by the researcher in person. There was no need to obtain permission from the school to conduct the study. The teacher was informed of the rationale of the study, what the questionnaire entailed and how it should be completed. After the teacher had presented the researcher to the students, she left the classroom to fill in her questionnaire. The students were then asked to participate in the study to which they all agreed, and the rationale of the questionnaire was explained to them. They were provided with general information about the researcher and the study, given detailed instructions on how to fill in the questionnaire, and encouraged to ask the researcher any clarification that was necessary. The teacher was absent during this time and the students were informed that she would not see their responses. This was done to minimize the teacher's influence over the students' responses. The whole procedure lasted approximately 20 minutes. It was important not to reveal to the teacher or the students the main focus of the study in order not to influence their responses in the questionnaires and the interview. The teacher and the students were ensured that the data would only be used for the purpose of the study.

As previously stated, the interview with the teacher was conducted to provide an in-depth elaboration of teacher motivation. It was carried out after the students had finished their questionnaire. The teacher was informed that she would be recorded and that afterwards her responses would be transcribed for analysis. The interview consisted of 15 questions and the teacher was encouraged to elaborate on the issues. The interview lasted approximately ten minutes.

## **5.4 Results and discussion**

### **5.4.1 The Student Motivation Questionnaire (SMQ)**

As previously mentioned, the SMQ consisted of 59 items classified into six main groups, consistent with Gardner's (2010) classification, in order to facilitate the analysis of the data. These six categories included integrativeness, attitudes toward the learning situation, motivation, language anxiety, instrumentality, and parental encouragement. To keep them consistent with Gardner's (2010) classification, these categories were further divided: integrativeness into integrative orientation, attitudes toward English speaking people, and interest in foreign languages; attitudes toward the learning situation into English teacher evaluation and English course evaluation; motivation into motivational intensity, desire to learn English, and attitudes toward learning English; language anxiety into language class anxiety and language use anxiety; and instrumentality into instrumental orientation. Parental encouragement was not further divided.

The distribution of the items in "Integrativeness" was as follows: "Integrative orientation" included items 4, 19, 31, 44; "Attitudes toward English speaking people" included items 26, 30, 33, 43; and "Interest in foreign languages" included items 14, 22, 49, 54. The items in "Attitudes toward the learning situation" were distributed as follows: "English teacher evaluation" included items 3, 8, 17, 23, 29, 36, 42, 47, 50, 55; and "English course evaluation" included items 6, 13, 20, 27. The distribution of the items in the "Motivation" group was as follows: "Motivational intensity" included items 2, 7, 28, 34, 41, 46; "Desire to learn English" included items 5, 10, 32, 39; and "Attitudes toward learning English" included items 11, 18, 51, 57. The items in the "Language anxiety group" were distributed in the following manner: "Language class anxiety" included items 9, 16, 25, 38, 56; "Language use anxiety" included items 12, 21, 40, 45, 53. Instrumentality (instrumental orientation) included items 24, 37, 48. The last group, "Parental encouragement" included items 1, 15, 35 and 59 (see Appendix A). The groups did not contain the same number of

items, that is, more items were left on purpose in some groups since the researcher considered them to be more important for this study.

The students' answers were analyzed according to the categories in the SMQ or according to items, if the researcher considered them relevant, and according to gender differences in some cases. The data was analyzed to identify the reasons for student motivation or lack thereof, and to find links between their motivation and that of their teacher.

The category of "Integrativeness" was previously divided into three subcategories - integrative orientation, attitudes toward English speaking people and interest in foreign languages. In the subcategory of "Integrative orientation" all 26 students agreed with the statement, "Studying English is important because it will allow me to be more at ease with people who speak English" (item 44). This statement confirmed that the students in this particular class are quite open to the English language and culture. Concerning the other answers in this subcategory, students' opinions slightly differed. For example, only one student disagreed that knowing English was important in order to be able to relax around the people who speak it (item 4). By looking at the rest of this student's answers, this particular answer stands out. The cause might either be because he confused the numbers on the Likert scale which is less likely, or because he is genuinely a relaxed person who does not get easily uncomfortable. Furthermore, only three students disagreed that learning English was important because it would enable them a better understanding and appreciation of the English way of life (item 31). Only 4.8% of the negative students' responses in this group therefore suggest that they are, for the most part, integratively oriented, expressing a general willingness to learn English for the purpose of communicating with English speaking people rather than purely for instrumental objectives.

The students' "Attitudes toward English speaking people" were very much divided. Seven students disagreed with the idea of having many friends in English speaking countries (item 26), the other 19 on the other hand, strongly agreed. Five students answered that they did not want to know more English speakers (item 43). Fourteen students disagreed with item 30: "Native English speakers are very sociable and kind" and their opinions were divided concerning item 33: "Native English speakers have much to be proud about because they have given the world much of value". These results indicate that the students do not all share positive attitudes, but 62.5% of the answers suggest that they actually do express mainly positive attitudes toward English speaking people.

When it comes to the subgroup "Interest in foreign languages", five students lacked the desire to be able to read newspapers and magazines in foreign languages (item 14), and



only three students answered that foreign languages were not of interest to them (item 22); however, of the three, one female student's answer did not coincide with an open-ended question in which she was supposed to indicate why she liked or disliked learning English. She stated: "I like learning English because it is the language that offers more opportunities in finding employment and because it is very important worldwide..." It is assumed that the cause of this might be that the student mixed the numbers on the Likert scale (as was suggested earlier for one male student's answer in the questionnaire), or that this student liked learning English for the instrumental reasons she stated in the open-ended question, however, she might not share the same appreciation for other foreign languages. When we take a look at the last item in this subgroup, item 54: "I would rather see a TV program dubbed into our language than in its own language with subtitles", we see that seven students find their own language more appealing or they find it easier to listen to a TV program in their own language rather than to listen to a foreign language and read in Croatian at the same time. Several students (10) were not entirely interested in foreign languages, and gave negative answers in this subgroup; however, 77.88% of the answers in this group were positive. Therefore, it can be argued that the students' interest in foreign languages is rather high. This means that they are open not only to English, but also to other foreign languages.

In conclusion, the category of "Integrativeness" demonstrated 78.52% of positive responses suggesting that the students in this class were interested in learning English, had positive attitudes toward English speaking people and were generally interested in learning English for the love for it and for communicative purpose rather than only for practical reasons or possible future benefit. This category was later connected to teacher motivation since it was found that the students' integrative as well as instrumental motivation positively affected the teacher's motivation to teach. The more the students were motivated to learn, the more the teacher's level of motivation was increased.

One of the most important categories, in the opinion of the researcher, was "Attitudes toward the learning situation", more precisely, the subcategory "English teacher evaluation". This subgroup revealed the students' attitudes toward their teacher, and whether their motivation was in any way affected by their teacher. The results showed that only two students strongly disagreed with item 3: "I look forward to going to class because my English teacher is so good". Three students agreed with item 8: "I don't think my English teacher is very good" and two students agreed with item 17: "My English teacher is better than any of my other teachers". An interesting response came from one of the students who agreed with item 8. He did not think his English teacher was very good, however, he did consider her to be

better than any of his other teachers. The explanation for these answers is in the open-ended questions in which this student revealed that neither the English language, nor his teacher were responsible for his attitude. When he was asked to indicate why he liked or disliked learning English, he stated: "I simply don't feel like studying English or any other subject". In the last open-ended question he stated that his teacher did motivate him to learn: "She motivates me, at least she tries". Therefore, despite the teacher's efforts, in this case, she could hardly affect his motivational intensity or his desire to learn English. Only one learner agreed with "The less I see my teacher, the better" (item 23) and two students disagreed with item 29: "My English teacher has a dynamic and interesting teaching style". Only one student stated that they would prefer having a different English teacher (item 47). One of the students strongly disagreed with item 50: "I really like my English teacher" and two learners thought that their "English teacher did not present materials in an interesting way" (item 55).

The answers regarding the subgroup mentioned previously are attributed to male students, indicating that it is harder for the teacher to reach out to her male learners. On the other hand, the female students generally had positive answers, except for the item 42: "My English teacher is a great source of inspiration to me" with which three students disagreed. However, in the open-ended question, in which they had to state whether their teacher motivated or demotivated them to learn English, two out of these three female students answered that she did in fact motivate them, and only one student answered: "I generally don't study a lot, English included". The assumption is that this student does not require her teacher to motivate her; instead she is capable enough to motivate herself. As Dörnyei (2005) pointed out, students who are able to motivate themselves and maintain their motivation should be better learners than those who are not.

Two students, both male, gave mostly negative answers in this subgroup. Their answers were affected by their lack of motivation to learn English, their teacher's way of teaching and the effort she invested into teaching. This was proven by their responses in the second part of the questionnaire. All students disagreed with item 36: "My English teacher is one of the least pleasant people I know" which indicates that they all respect their teacher to some degree and that their attitudes toward her are positive.

Although there were several negative answers, 91.53% of the answers in this subgroup were positive which means that the students regard their teacher as a good, inspirational, motivating, and an effective teacher who has interesting methods for teaching. These results indicate that the teacher is doing a good job, and since the students acknowledge her efficacy, she may consider herself a competent teacher. Deci and Ryan (1985, as cited in

Dörnyei&Ushioda, 2011) confirm that if teachers feel that the work they are doing is giving results, and they believe in their own efficacy, then they can regard themselves as competent. This subcategory confirmed that the students were indeed influenced by their teacher – she motivated them to learn -although it was much more difficult for her to reach out to her male students because of their general lack of motivation to learn English.

The students generally showed positive attitudes toward their English course. 80.76% of their answers were positive. On the other hand, two students, both female, agreed that their English class was a waste of time (item 6). Only one student thought that his English class was boring (item 20) and two students agreed with item 52: “I have a hard time thinking of anything positive about my English class”. Mostly negative answers were given for the item 58: “English is one of my favorite courses”, by 11 of 26 students, or 42.3% of the class. This item suggests that some students preferred another school subject, or subjects, which does not mean that they did not appreciate English to some extent. This is confirmed by their answers in the second part of the questionnaire where only three out of the 11 students said that they did not like to learn English, whereas the others said that they did. This subcategory was not found to be linked to teacher motivation.

The category of “Motivation” investigated how much effort learners put into learning a language, how much they want to learn it and how much they enjoy learning it. This category was measured by three scales - motivational intensity, desire to learn English and attitudes toward learning English. The subcategory of “Motivational intensity” reflects the effort the learners put into learning the material. The scale mostly revealed positive answers, 74.35%. Seven learners agreed with item 2: “I don’t pay much attention to the feedback I receive in my English class”, nevertheless the other 19 students considered the feedback an important factor in the learning process. Four students, all male, strongly agreed with item 28: “I put off my English homework as much as possible”, which indicates that they were not persistent or focused enough on the goal of learning, that is, they lacked motivational intensity. Sixteen students disagreed with item 34: “When I have a problem understanding something in my English class, I always ask my teacher for help”. Although several students did state in the second part of the questionnaire that their teacher was more than willing to help, it is assumed that these students either did not feel comfortable enough asking their teacher for help or they did not believe their problem to be sufficiently important. However, there is no data to confirm these assumptions. 24 out of 26 students agreed with item 46: “I work very hard to learn English” which indicates that they were, after all, willing to expend the effort to learn English. One student, on the other hand, showed complete lack of

motivational intensity. He gave all negative answers, except one, agreeing that when he had a problem understanding something in his English class he always asked his teacher for help.

The motivational subcategory “Desire to learn English” showed that the students desired to learn English and considered it important for their education. All students indicated that they had a strong desire to know all aspects of English and wanted to learn it so well that it became natural to them (items 5 and 32 respectively). Knowing English was not an important goal in life for only three students (item 10) and five learners agreed with item 39: “I’m losing any desire I ever had to know English”. However, these eight negative answers make 30.76%, as opposed to 69.23% of the positive answers indicating that the majority of the students display a strong desire to learn English.

In the subcategory “Attitudes toward learning English”, none of the students agreed with item 11: “I hate English”, however not all students agreed that they loved or enjoyed learning English (items 51 and 18 respectively), eleven of them disagreeing. Only two students agreed with item 57: “When I leave school, I will give up the study of English because I am not interested in it”. Despite 18.26% of the negative answers, 81.73% were positive which means that the students generally have positive attitudes toward learning English.

81.59% of the answers in the category of “Motivation” were positive indicating that students were generally motivated to learn English. They displayed a high level of motivational intensity (74.35%), an even higher level of desire to learn English, (92.3%) and positive attitudes towards learning English (81.73%). This category was found to be an important link between teacher and learner motivation since motivated students affect teacher motivation positively.

The category “Language anxiety” revealed that the students generally displayed a high level of anxiety when using English in the classroom and outside the classroom, in a more general social environment. The subcategory of “Language class anxiety” showed that the students did feel a high level of language anxiety. More than half of the students (17) never felt quite sure of themselves when speaking in their English class (item 9), however, eight students agreed with item 16: “I feel confident when asked to speak in my English class” and six more students, all female however, agreed with both of these statements which is why it can be assumed that their answers were not sincere. Nevertheless, it can also be assumed that they were honest when circling 4, 5 or 6 (partly agree, agree and strongly agree, respectively) in the first statement, but not in the second as well. Either they copied these answers from each other, which they were told not to do on several occasions, or they were confused, or they did not read the survey correctly. However, there is no data to confirm any of the assumptions.

Half of the students (13) answered that they were embarrassed to volunteer answers in their English class (item 25), more than half of the students (14) were worried that other students in their class seemed to speak English better than they did (item 38), and eight of them were sometimes anxious that other students in class would laugh at them when they spoke English (item 56). 53.84% of the answers in this subcategory were negative which indicates that students did feel language class anxiety.

The results in the subcategory of “Language use anxiety” were quite similar to those from the previous subcategory. Twelve students answered that they were very much at ease when they had to speak English (item 12), ten students agreed with item 21: “Speaking English anywhere makes me feel worried” and half of them (13) would feel uncomfortable speaking English anywhere outside the classroom (item 45). The students’ opinions were equally divided regarding item 40: “I would feel quite relaxed if I had to give street directions in English”. Ten students answered that they felt anxious if someone asked them something in English (item 53). This subcategory, as opposed to the previous one, displayed 53.84% of positive answers and 46.15% of negative answers.

The category of “Language anxiety” demonstrated 50% of positive and 50% of negative answers. Thus there is no doubt that students felt both language class and language use anxiety. Even though the ratio of positive and negative answers was the same, this category displayed the highest number of negative answers among all categories. It is a well-known fact that the effect of language anxiety on language achievement is negative, as confirmed by Gardner (2010). Even though the students were generally motivated to learn English (81.59% of positive answers in the category of motivation), as Gardner (2010) also points out, this construct tends to be negatively associated with motivation, which is why it can be concluded that language anxiety in this case as well hinders the learners’ motivation to learn. As it was established, the teacher was not the cause of the students’ language anxiety, in fact, as it was shown by the students’ answers in the second part of the questionnaire, the teacher exerted herself to create an anxiety free environment so that the students would feel comfortable while learning.

The category of “Instrumentality” showed that the students were indeed motivated to learn English for practical reasons. All learners agreed that English was important because it would be useful in getting a good job (item 37). Only two students disagreed with item 24: “Studying English is important because it will make me more educated” and six students disagreed with item 48: “Studying English is important because other people will respect me more if I know English”. This scale proved that the students were instrumentally motivated,

that is, they possessed practical reasons for learning English. 89.74% of positive answers confirm that the students believed knowledge of English might help them in the future in terms of many practical reasons, such as education or finding a job. The instrumental, as well as integrative, and the students' general motivation, were all found to positively affect teacher motivation. This was confirmed by both the students' and the teacher's answers in the SMQ, the TMQ, and the interview.

The last category in the first part of the students' questionnaire involves "Parental encouragement". Gardner (2010) hypothesized that social environment can influence an individuals' motivation to learn a second language, and parents play an extremely important role in that environment. Since English is a school subject, parents might encourage their children to work harder, but they might also consider it less important than other school subjects such as mathematics. 71.15% of the answers were positive in this category indicating that the students' perception of their parents' encouragement is high and that it has an effect on the level of their motivation to learn. However, this category showed no correlation between learner and teacher motivation.

The second part of the student motivation questionnaire consisted of four questions. In the first, the students indicated their gender. In the second question they explained why they liked or disliked learning English. The intention was to find out the reasons for the students' motivation to learn English, provided they were motivated. In the third question the students were asked if they thought their teacher liked teaching English, and why. This question concerned the students' perception regarding their teacher's motivation to teach English. The last question examined whether their teacher motivated or demotivated them to learn English and in what way. This question pertained to the relationship between the teacher's and the students' motivation.

21 of 26 students agreed that they liked learning English. Of the five who disagreed, four were male and one was female. These five learners gave several reasons for not liking English, such as not being keen on studying in general, English not being the most interesting subject, and one learner wrote: "I don't like learning English, I haven't mastered it because of bad teachers, and I'm always behind others". The students who answered that they did like learning English had various reasons as well. These reasons concerned its overall importance, the grade, possibility of communicating with foreigners, future employment, reading books or magazines and watching TV shows in English. Most of the reasons these students gave for learning English fall under integrative and instrumental motivation. For example, the response, "I like learning English because it will help me in life", which was given by one of the

students indicates that he thought of English as a means to help him for his future goals. Another response considered to fall under instrumental motivation was this one given by a female student: "I like learning English because it is a language that offers me a better chance in finding employment and because it is very important worldwide". The students that were integratively motivated mostly gave reasons indicating that they wanted to speak English better in order to be able to communicate with English speaking people. For example: "I like learning English because I consider it important for my employment later on and for communication with people from foreign countries". This student is both instrumentally and integratively motivated, she considers it will help her in finding an employment, but also that it will bring her closer to foreigners. It is the researcher's opinion that this type of integrative motivation does not imply the student's desire to come closer to another linguistic community, but rather an international community, one that speaks English as a foreign language. This type of motivation corresponds to Mihaljević Djigunović's (1995) pragmatic-communicative motivation.

Only six students demonstrated intrinsic motivation, that is, they showed genuine interest in English as a language and satisfaction while doing so. For example, one student wrote: "I like learning English because I'm interested in it and because I really want to know it". However, another student stated: "I like learning English because it's interesting and I want to learn it better, on the other hand I don't like learning it because I'm afraid to speak in English". Although this student is intrinsically motivated, the high level of language anxiety she displayed might hinder her motivation to learn. This open-ended question confirmed the premise that learner motivation is linked to teacher motivation since it was shown that motivated students affected teacher motivation positively.

The second question the students had to answer concerned their perception of their teacher's motivation to teach English. Out of 26 students only one male student gave a rather ambiguous answer: "My teacher has a good, actually, excellent knowledge of English, but it seems to me that something is holding her back in teaching". However, we can assume that this student believes his English teacher does not like teaching given that he feels something is inhibiting her work. One more student answered: "Yes and no, it depends on the day", however, he did not provide an explanation for his answer, which is why it is difficult to make any assumptions regarding the reasons behind it. All other students (24) thought that their teacher liked teaching English for various reasons, such as: "I'm convinced she likes to teach English because she always offers help to students", or another learner stated: "She truly loves teaching unlike other teachers". The students, according to their answers, consider that

their teacher is motivated to teach, she motivates them to learn with her enthusiasm for teaching and, most of all, with the help she offers.

The last question concerned the relationship between teacher and student motivation. The students had to elaborate on whether their teacher motivated or demotivated them to learn. Three students, all male, did not comment on this question. One male student expressly stated that she demotivated him: "She demotivates me simply because I'm not good at English and because of the activities we do", and another learner, male as well, answered: "I am a hard person to motivate, however, if anyone could do it, it would be her". The majority of the students, 21 of them, answered that she motivated them for different reasons, such as, one female student wrote: "She motivates me to study because she is always willing to help and her teaching is good". Another student explained: "She motivates me because she always expects more from me because she believes I can do better. That always encourages me to study harder". These and other students' answers prove that their teacher has a great impact on them and on their motivation to learn. Apart from the two students who answered that their teacher demotivated them, and three that were unwilling to answer, all the other students agreed that their teacher motivated them to learn thereby proving the existence of a relationship between teacher expectations, her general willingness to help and student motivation as well as their achievement.

The analysis of the data demonstrated that most students are both integratively and instrumentally motivated to learn. However, this type of integrative motivation does not imply the students' desire to come closer to another linguistic community, but rather to an international community, one that speaks English. In terms of instrumental motivation, all students agreed that English would be useful in the future to facilitate their employment. Since none of the students displayed only integrative or only instrumental reasons for learning English, it is considered that these are in fact complementary. This coincides with Mihaljević Djigunović's (1995) pragmatic-communicative motivation. Both these categories were linked to teacher motivation since it was shown that motivated learners positively affected their teacher's motivation to teach.

Although the students exhibited a high level of motivation for learning English, it was in half of the cases interfered by language anxiety. Furthermore, it was found that the students regarded their teacher as a good, inspirational, motivating and efficacious teacher. Therefore, it was concluded that the students are positively affected by their teacher, they are motivated by their teacher's expectations, the teacher's enthusiasm, the help she offers and interaction in general because she seeks to create an anxiety-free environment. Although it was found that



parental encouragement did affect the level of the students' motivation to learn, it was not linked to teacher motivation.

#### **5.4.2 The Teacher Motivation Questionnaire (TMQ)**

The TMQ consisted of 59 items that were classified in four categories according to Mifsud's (2011) classification: attitudes toward teaching; teacher efficacy; attitudes toward school/staff; and interaction/rapport with students.

The distribution of items was as follows: "Attitudes toward teaching" included items 1, 2, 4, 5, 7, 13, 18, 20, 22, 24, 25, 28, 31, 32, 34, 36, 40, 41, 42, 43, 47, 48, 49, 54, 55, 59; "Teacher efficacy" included items 14, 15, 19, 21, 26, 27, 33, 38, 45, 53, 56; "Attitudes toward school/staff" included items: 3, 6, 9, 11, 12, 17, 30, 39, 51, 57; and the last category, "Interaction/rapport with students", included items: 8, 10, 16, 23, 29, 35, 37, 44, 46, 50, 52, 58 (see Appendix B).

The teacher's answers were analyzed according to the categories. In the category "Attitudes toward teaching" she gave 65.3% of positive answers indicating that she mostly had positive attitudes toward teaching. However, she answered that she did not always want to become a teacher (item 22). She did not look forward to coming to work each day (item 28), which indicates that her job could be stressful either because of the students' misbehavior, the workload, uncooperative parents or the school environment. She revealed in the interview that it was the combination of all of these factors that make her job stressful. Nevertheless, she enjoyed teaching (item 20), and was satisfied with her job.

In the category "Teacher efficacy", the teacher disagreed with only two items: "Teachers have a rather weak influence on student achievement when all factors are considered" (item 15). It is the researcher's opinion that she believed that teachers could influence their students' achievement. The second statement she disagreed with was: "If I try very hard, I can get through to even the most difficult or unmotivated students" (item 44). The assumption is that the teacher considered that, regardless of the effort, some students were almost impossible to motivate. However, she agreed to two negatively keyed items: "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depend on his/her home environment" (item 21); and "It is very difficult to be a teacher nowadays because students don't respect you" (item 33). Although she considered that there were some students that were very difficult to motivate, in sum, she considered herself a competent teacher (item 26) which can be inferred from several statements, such as: "If a student in my class becomes disruptive and noisy, I can usually handle him/her"

(item 38), or “I know that I am really helping my students to learn English” (item 14). It may be concluded that this teacher is efficacious since she dedicated her time to students and exerted herself trying to help them learn English.

The teachers’ responses in the category “Attitudes toward school/staff” were mainly positive (60%). She was satisfied with the degree of respect and fair treatment she received from the school (item 3). However, she did not think that there was a good working relationship between management and staff in general (item 9). This implies that she felt respected from her learners and the staff, although this was not the case with the management as well. Apparently, there were certain problems with the school management which she confirmed when she strongly agreed with item 6: “If I were the head teacher I would change some things in the school”, and disagreed with item 30: “I think that the morale of my colleagues is high”. Nevertheless, her responses suggest that she liked working in that school and was satisfied with the possibilities that it provided, such as the chance of getting ahead in that organization in the future (item 17) and recognition of teaching accomplishments (item 39).

The last category “Interaction/rapport with students” was rated most positively of the four. The teacher agreed to all statements except one: “I pay more attention to good students” (item 37). This, however, is positively rated since it means that she treats all students equally. She has high expectations for her students (item 35), encourages extra work and exerts herself trying to motivate them to learn. Comparing the students’ answers in the SMQ to the teacher’s, this category was found to be connected to students’ motivation to learn. They were motivated by the interaction with their teacher, their teacher’s expectations, the help she offered, and generally by her motivation to teach.

### **5.4.3 The interview results**

The interview that was conducted with the teacher lasted approximately ten minutes and consisted of 15 questions, 13 of which were open-ended (see Appendix C). The teacher’s answers were transcribed and content analysis was conducted. Several groups were formed according to the teacher’s responses.

In the first category “Teacher’s reasons for entering profession” the teacher provided extrinsic reasons. She answered: “It was not my first choice, but a teaching position opened up and I wanted to use my English knowledge which I was not able to do working for a private employer”.

The next category “Teacher satisfaction and motivation” demonstrated that the teacher was generally satisfied with her job because she felt she really knew how to pass on her knowledge. What particularly motivated her was her students’ progress and results. However, she was demotivated by some of her students’ lack of motivation and effort, their unwillingness to do the assignments, uncooperative parents and bad school administration. Nevertheless, the teacher was intrinsically motivated, she deemed interaction with her students and their progress motivating which indicated that there is a link between teacher motivation and student achievement.

With regard to “Teacher autonomy”, the teacher thought she did not have any autonomy over the syllabus and that she was constrained by it, on the other hand, she did feel that there was some freedom in the way it was taught. This category was not linked to learner motivation.

In the category “Teacher efficacy”, the teacher felt that she could reach unmotivated students to a certain point. However, some students could not be reached no matter how much she tried which is why she never felt completely satisfied. She generally regarded herself an efficacious teacher, as already confirmed in the TMQ. It was found that this category had an impact on learner motivation since the teacher’s self-efficacy boosted her motivation to teach which, in turn, positively affected the learners’ motivation to learn.

The category “The school environment” investigated how the teacher felt she was treated at school by her students, colleagues and the administration. She considered that on the whole she was respected by her colleagues and students, however not as much by the administration. This category, however, did not show any correlation with learner motivation.

As far as the category of “Career structure” goes, the teacher felt that there were no opportunities for advancement in her career, only a possibility of becoming a mentor or an advisor which, in her opinion, could bring personal satisfaction but not a significant change in terms of work organization. This would significantly affect her motivation if she was not involved in extra projects because classes alone would not be sufficient to motivate her. The teacher was satisfied with her salary and thought it was within Croatian standards. When asked about “Leaving/Remaining in the teaching profession” she answered that she was glad she chose teaching as a career and wanted to remain in that profession. Although there were many instances when she felt it was overwhelming, she never considered leaving her career.

The teacher was asked about her “Perceptions of student motivation” and her feelings for them according to their level of motivation. She considered they were generally motivated to learn. She stated:

Today it has become a priority to know English, many of my students do know it and are motivated by mere realization that they can speak it very well and that they can always improve, on the other hand, the weaker students are usually motivated by matriculation examination.

The teacher responded that she felt great working with the motivated students. The unmotivated students, on the other hand, did stimulate her to try harder, however they affected her motivation negatively. Even though she exerted herself to reach out to them, which they confirmed in the SMQ when they answered that she always made an effort trying to help them, their lack of motivational intensity and desire to learn diminished her motivation to teach.

The analysis of TMQ and the interview with the teacher displayed that the teacher believed she could influence her students' achievement. Although some students were hard to motivate, she considered them a challenge and exerted herself trying to motivate them. However if it was not possible, it affected her motivation negatively. Nevertheless, she regarded herself a competent, and thus efficacious, teacher. Therefore, a link has been established between student achievement and teacher efficacy. The teacher's expectations for her students made them work harder, and as a result influenced their achievement. Once the students made progress, it affected the teacher's level of motivation positively. Hence, a link has been established between teacher expectations and student achievement, and consequently between student achievement and teacher motivation. It has also been established that the teacher was able to affect the students' desire and attitudes toward learning English and therefore, their motivation to learn English. Likewise, her motivation to teach was affected by her students' motivation to learn or lack thereof and vice versa. Although it was expected that the teacher's attitudes toward teaching would significantly affect the learners' motivation, this was not demonstrated.

## 5.5 Conclusion

This research study attempted to discover the sources of student and teacher motivation, as well as to find a link between teacher and learner motivation. It is important to note that the results of this study cannot be used generally since it was carried out in one class only and with one EFL teacher. In order to get a better understanding of the results qualitative methods of research were employed: a Teacher Motivation Questionnaire (TMQ) was given to the teacher; the students were given a two-part Student Motivation Questionnaire (SMQ), second part consisting of three open-ended questions and a question about their gender, and an interview was conducted with the teacher.

The results of the study showed compatibility to a certain degree with Mifsud's (2011) study. This primarily refers to high teacher efficacy, which was found to enhance both student and teacher motivation, and teacher interaction with students, which was found to enhance student motivation to learn.

It was also determined that the students were not only integratively motivated to learn English, but they also displayed instrumental reasons. Such findings suggest that integrative and instrumental reasons for learning English are not mutually exclusive, but rather complementary and coincide with Mihaljević Djigunović's (1995) pragmatic-communicative type of motivation. Although the students showed high motivational intensity to learn English, their motivation was in some cases hindered by language anxiety therefore demonstrating that this construct is negatively associated with motivation for EFL learning.

Furthermore, it was found that the students were motivated by their teacher's enthusiasm, the interaction between them, and a good rapport. The teacher's enthusiasm compelled her students to invest more effort into their English learning, and their achievement resulted in motivating their teacher in return. Therefore, it was concluded that the teacher's enthusiasm, and consequently her motivation to teach motivated her students to learn and work harder. A link was also found between student achievement and teacher efficacy, that is, students' progress, and eventually their achievement positively affected the teacher's efficacy. Furthermore, teacher expectations were also found to influence student achievement

positively. The teacher's expectations for her students forced them to work harder and affected their achievement positively. Moreover their progress affected the teacher's self-efficacy and consequently her motivation to teach which, in turn, positively affected the student's motivation to learn. This means that when teachers are motivated to teach, learner motivation to learn increases, and vice versa. Therefore, it can be argued that teacher enthusiasm and teacher expectations were the two most important factors to influence learner motivation. Additionally, student achievement and motivation to learn were the main factors to influence teacher motivation. According to these results, a relationship was established between teacher motivation and learner motivation, which was the primary aim of this thesis.

There are, however, certain limitations to this study. Firstly, it was carried out on a small number of participants. It would be preferable if more teachers and students would be included in possible future studies so that results could be more generally applicable. Furthermore, we could question the reliability of the qualitative data in this study received from the students principally. That refers to the open-ended questions in the second part of the SMQ. The reasons to question the reliability of the data are twofold. Firstly, more in-depth questions could have been asked regarding the learner motivation. However, the researcher was concerned that a long questionnaire might be daunting for the students and, due to time restrictions, such a lengthy process could not take place. Secondly, the students' answers to the open-ended questions of the SMQ might have been influenced by the 59 statements offered in the first part. A possible solution to this issue could be reversing the order of the two parts of the questionnaire so that the students could be as objective as possible. Therefore, it would be recommendable that future research studies take these observations into consideration in order to obtain more precise and in-depth results that can be generalized.

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#### Sažetak:



Ovaj diplomski rad nastoji ispitati postoji li povezanost između motivacije nastavnika i motivacije učenika. Teorijski dio nudi pregled literature o motivaciji učenika i motivaciji nastavnika uključujući nekoliko relevantnih istraživanja koja se bave svakom temom zasebno. Nakon teorijskog dijela slijedi istraživanje koje je usmjereno na ciljeve, uzorak, instrumente i postupak te na kraju rezultate i diskusiju. U istraživanju je sudjelovala jedna nastavnica engleskoga kao stranoga jezika i 26 učenika engleskog jezika. Učenici su dobili prilagođenu verziju instrumenta za mjerenje stavova i motivacije (AMTB). Nastavnica je ispunila upitnik za ispitivanje motivacije nastavnika (TMQ) nakon kojega je sudjelovala u intervjuu. Rezultati su pokazali da se integrativna i instrumentalna motivacija za učenje engleskog jezika nadopunjuju. Međutim, motivaciju učenika je u nekim slučajevima ometao strah od stranog jezika što dokazuje njegovu negativnu povezanost s motivacijom za učenje. Pokazalo se da efikasnost nastavnika poboljšava kako nastavnikovu tako i motivaciju učenika. Zaključeno je da su nastavnikov entuzijazam i nastavnikova očekivanja dva najvažnija faktora koja utječu na motivaciju učenika te da su uspjeh i motivacija učenika dva najvažnija faktora koja utječu na motivaciju nastavnika. Također je utvrđeno da uspjeh učenika ima pozitivan utjecaj i na efikasnost i na motivaciju nastavnika. Nadalje, nastavnikova očekivanja pozitivno su povezana s uspjehom učenika koji, pak, pozitivno utječe na motivaciju nastavnika. Utvrđena je veza između motivacije nastavnika i motivacije učenika te je na taj način potvrđena početna hipoteza.

## 7 Appendices

### 7.1 Appendix A – Student Motivation Questionnaire (SMQ)

#### UPITNIK ZA ISPITIVANJE MOTIVACIJE UČENIKA ZA UČENJE ENGLESKOG KAO STRANOG JEZIKA

Ovaj upitnik se sastoji od dva dijela i ispunjava se anonimno. Molimo te da pažljivo pročitaš sve stavke u ovom upitniku te ih ocijeniš (od 1 do 6) ovisno o tome koliko se sa svakom pojedinom tvrdnjom ti osobno slažeš. Sljedeća tvrdnja poslužit će kao primjer kako to raditi.

a. Hrvatski nogometaši mnogo su bolji od brazilskih nogometaša.

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<b>1 – uopće se ne slažem,</b>	<b>2 – uglavnom se ne slažem,</b>	<b>3 – djelomično se ne slažem,</b>
<b>4 – djelomično se slažem,</b>	<b>5 – uglavnom se slažem,</b>	<b>6 – u potpunosti se slažem</b>

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Na ovo si pitanje trebao/la odgovoriti zaokruživanjem jednog od ponuđenih odgovora. Neki bi ljudi zaokružili "uopće se ne slažem", neki "u potpunosti se slažem", a neki bi zaokružili jedan od preostalih odgovora između njih. Ono što ti odabereš, pokazuje tvoje vlastito mišljenje, koje se temelji na svemu što znaš i što si čuo/čula. Pazi: ovdje nema točnih i netočnih odgovora.

#### I dio

1.	Moji se roditelji trude pomoći mi da naučim engleski.	1	2	3	4	5	6
2.	Ne obraćam mnogo pažnje na povratne informacije (koje dobijem) na nastavi engleskog.	1	2	3	4	5	6
3.	Radujem se nastavi engleskog jer je moj nastavnik engleskog jako dobar.	1	2	3	4	5	6
4.	Za mene je važno učiti engleski jer će mi to omogućiti da se osjećam opuštenije s ljudima koji govore engleski.	1	2	3	4	5	6
5.	Imam veliku želju da naučim sve u engleskom jeziku.	1	2	3	4	5	6
6.	Nastava engleskog mi je pravo gubljenje vremena.	1	2	3	4	5	6
7.	Uvijek nastojim razumjeti sve što vidim i čujem na engleskom.	1	2	3	4	5	6
8.	Ne mislim da je moj nastavnik engleskog jako dobar.	1	2	3	4	5	6
9.	Nikad nisam sasvim siguran/sigurna u sebe kada govorim na satu engleskog.	1	2	3	4	5	6
10.	Znanje engleskog nije mi baš jako bitan cilj u životu.	1	2	3	4	5	6
11.	Mrzim engleski.	1	2	3	4	5	6
12.	Jako sam opušten/opuštena kad trebam govoriti engleski.	1	2	3	4	5	6
13.	Volio/voljela bih provoditi više vremena na nastavi engleskog, a manje na nastavi drugih predmeta.	1	2	3	4	5	6
14.	Volio/voljela bih da mogu čitati novine i časopise na mnogim stranim jezicima.	1	2	3	4	5	6
15.	Moji roditelji misle da je jako važno da naučim engleski.	1	2	3	4	5	6
16.	Siguran/sigurna sam u sebe kad trebam govoriti na satu engleskog.	1	2	3	4	5	6

17.	Moj nastavnik engleskog bolji je od bilo kojeg drugog nastavnika kojeg imam.	1	2	3	4	5	6
18.	Stvarno uživam učiti engleski.	1	2	3	4	5	6
19.	Za mene je važno učiti engleski jer će mi to omogućiti da upoznam i razgovaram s mnogo različitih ljudi.	1	2	3	4	5	6
20.	Mislim da je nastava engleskog dosadna.	1	2	3	4	5	6
21.	Brine me kad moram bilo gdje govoriti engleski.	1	2	3	4	5	6
22.	Strani me jezici zapravo uopće ne zanimaju.	1	2	3	4	5	6
23.	Što manje vidim svog nastavnika engleskog, to bolje.	1	2	3	4	5	6
24.	Važno mi je učiti engleski, jer ću tako biti obrazovaniji/obrazovanija.	1	2	3	4	5	6
25.	Neugodno mi je javljati se na satu engleskog.	1	2	3	4	5	6
26.	Volio/voljela bih da imam mnogo prijatelja iz zemalja u kojima se govori engleski.	1	2	3	4	5	6
27.	Uživam u aktivnostima na nastavi engleskog mnogo više nego u aktivnostima na nastavi drugih predmeta.	1	2	3	4	5	6
28.	Odgađam pisanje domaće zadaće iz engleskog koliko god je to moguće.	1	2	3	4	5	6
29.	Moj nastavnik engleskog poučava engleski na dinamičan i zanimljiv način.	1	2	3	4	5	6
30.	Ljudi iz zemalja u kojima se govori engleski jako su druželjubivi i ljubazni.	1	2	3	4	5	6
31.	Važno je učiti engleski jer će mi omogućiti da bolje razumijem i cijenim način života ljudi koji govore engleski.	1	2	3	4	5	6
32.	Želim tako dobro naučiti engleski da mi on postane prirodan.	1	2	3	4	5	6
33.	Ljudi iz zemalja u kojima se govori engleski mnogo su pridonijeli povijesti čovječanstva.	1	2	3	4	5	6
34.	Kada mi je nešto teško razumjeti na satu engleskog, uvijek tražim svog nastavnika za pomoć.	1	2	3	4	5	6
35.	Moji me roditelji potiču da tražim pomoć od svog nastavnika ako imam teškoća s engleskim.	1	2	3	4	5	6
36.	Moj nastavnik engleskog jedan je od najmanje ugodnih ljudi koje poznajem.	1	2	3	4	5	6
37.	Važno mi je učiti engleski, jer će mi to koristiti da dobijem bolji posao.	1	2	3	4	5	6
38.	Zabrinut/a sam jer mi se čini da drugi učenici u mom razredu govore engleski bolje od mene.	1	2	3	4	5	6
39.	Malo po malo gubim svaku želju da naučim engleski.	1	2	3	4	5	6
40.	Bio/bila bih sasvim opušten/opuštena kad bih nekome trebao/trebala na engleskom pokazati put.	1	2	3	4	5	6
41.	Obično odustanem i prestanem paziti kad ne razumijem što objašnjava moj nastavnik engleskog.	1	2	3	4	5	6
42.	Moj mi je nastavnik engleskog veliki izvor inspiracije.	1	2	3	4	5	6
43.	Želio/željela bih poznavati više ljudi iz zemalja u kojima se govori engleski.	1	2	3	4	5	6

44.	Važno je učiti engleski jer ću moći lakše komunicirati s ljudima koji govore engleski.	1	2	3	4	5	6
45.	Osjećao/osjećala bih se nelagodno kad bih govorio/govorila engleski bilo gdje izvan škole.	1	2	3	4	5	6
46.	Stvarno se jako trudim da naučim engleski.	1	2	3	4	5	6
47.	Više bih volio/voljela da imam drugog nastavnika engleskog.	1	2	3	4	5	6
48.	Važno je učiti engleski, jer će me drugi ljudi više cijeniti ako znam engleski.	1	2	3	4	5	6
49.	Uživam upoznavati ljude koji govore strane jezike.	1	2	3	4	5	6
50.	Stvarno volim svog nastavnika engleskog.	1	2	3	4	5	6
51.	Jako volim učiti engleski.	1	2	3	4	5	6
52.	Teško mi je sjetiti se ičeg pozitivnog u vezi s nastavom engleskog.	1	2	3	4	5	6
53.	Osjećam strah kad me netko nešto pita na engleskom.	1	2	3	4	5	6
54.	Radije bih gledao/gledala TV emisije koje su sinkronizirane na naš jezik, nego emisije na stranom jeziku s pisanim prijevodom (titlovima).	1	2	3	4	5	6
55.	Moj nastavnik engleskog ne izlaže gradivo na zanimljiv način.	1	2	3	4	5	6
56.	Ponekad me strah da će mi se drugi učenici u razredu smijati kada govorim engleski.	1	2	3	4	5	6
57.	Kada završim školu, odustat ću od učenja engleskog jer me on ne zanima.	1	2	3	4	5	6
58.	Engleski mi je jedan od najdražih predmeta.	1	2	3	4	5	6
59.	Moji roditelji misle da bih trebao/trebala posvetiti više vremena učenju engleskog.	1	2	3	4	5	6

## II dio

Molimo te da pažljivo pročitaš te iskreno odgovoriš na sljedeća pitanja jer o tom ovisi uspješnost ovog istraživanja. Također te molimo da ne preskačeš nijedno pitanje.

1. Spol (zaokruži)                      M                      Ž
2. Zbog čega voliš/ne voliš učiti engleski jezik? \_\_\_\_\_  
\_\_\_\_\_
3. Misliš li da tvoja nastavnica voli predavati engleski jezik? Zbog čega tako misliš?  
\_\_\_\_\_
4. Motivira li te ili demotivira tvoja nastavnica da učiš engleski jezik? (Obrazloži) \_\_\_\_\_  
\_\_\_\_\_

**Hvala na pomoći! ☺**

## 7.2 Appendix B – Teacher Motivation Questionnaire (TMQ)

### UPITNIK ZA ISPITIVANJE MOTIVACIJE PROFESORA

Ovaj upitnik se ispunjava anonimno. Molimo vas da pažljivo pročitate sve stavke i ocijenite (od 1 do 6) koliko se sa svakom pojedinom tvrdnjom Vi osobno slažete. Također Vas molimo da nijednu stavku ne preskočite te da iskreno odgovarate jer o tom ovisi uspješnost ovog istraživanja. Sva pitanja se odnose na ENGLESKI jezik.

---

**1 – uopće se ne slažem,      2 – uglavnom se ne slažem,      3 – djelomično se ne slažem,**  
**4 – djelomično se slažem,      5 – uglavnom se slažem,      6 – u potpunosti se slažem**

---

#### I dio

1.	U ovom poslu imam priliku razviti svoje sposobnosti.	1	2	3	4	5	6
2.	Imam dovoljno prakse za rad sa gotovo svim problemima u učenju.	1	2	3	4	5	6
3.	Zadovoljan/-na sam načinom na koji me tretiraju i koliko me poštuju u ovoj školi.	1	2	3	4	5	6
4.	Količina izazova u mom poslu je zadovoljavajuća.	1	2	3	4	5	6
5.	Volim svoj posao jer imam duge praznike.	1	2	3	4	5	6
6.	Da sam ravnatelj promijenio bih neke stvari u školi.	1	2	3	4	5	6
7.	Ovo je posao u kojem mogu naučiti nove stvari, svladati nove vještine.	1	2	3	4	5	6
8.	Trudim se svojim učenicima usaditi želju za učenjem.	1	2	3	4	5	6
9.	U mojoj školi općenito postoji dobar radni odnos između uprave i osoblja.	1	2	3	4	5	6
10.	Važno je da imam dobar odnos s roditeljima svojih učenika.	1	2	3	4	5	6
11.	U ovom poslu postoje neke stvari (ljudi, pravila, ili uvjeti) koje me potiču da naporno radim.	1	2	3	4	5	6
12.	Bilo bi mi draže da predajem u drugoj školi.	1	2	3	4	5	6
13.	Poučavanje na ovoj razini je bitno za razvoj moje karijere.	1	2	3	4	5	6
14.	Znam da stvarno pomažem svojim učenicima da nauče engleski.	1	2	3	4	5	6
15.	Kad se u obzir uzmu svi faktori, učitelji imaju prilično slab utjecaj na postignuća učenika.	1	2	3	4	5	6
16.	Organiziram izvannastavne aktivnosti i izlete jer volim provoditi više vremena sa svojim učenicima.	1	2	3	4	5	6
17.	Zadovoljan/-na sam svojim šansama za napredovanje u ovoj organizaciji u budućnosti.	1	2	3	4	5	6
18.	Nisam previše opterećen/-a količinom posla.	1	2	3	4	5	6
19.	Smatram da bih osobno trebao/-la preuzeti zasluge ili krivicu za to koliko dobro moji učenici uče.	1	2	3	4	5	6
20.	Uživam u podučavanju.	1	2	3	4	5	6
21.	Kad se sve zbroji, nastavnik uistinu ne može učiniti mnogo jer većina učenikove motivacije i učinkovitosti ovisi o njegovom kućnom okruženju.	1	2	3	4	5	6
22.	Uvijek sam želio/željela postati nastavnik/-ca.	1	2	3	4	5	6

23.	Potičem dodatni rad te za isti pružam svoju pomoć.	1	2	3	4	5	6
24.	Zadovoljan/-na sam svojim poslom.	1	2	3	4	5	6
25.	U mom poslu ima dovoljno prilika za napredovanje.	1	2	3	4	5	6
26.	Općenito govoreći, mislim da sam sposoban nastavnik engleskog jezika.	1	2	3	4	5	6
27.	Dobar nastavnik stvarno može oblikovati razvoj svojih učenika.	1	2	3	4	5	6
28.	Radujem se dolasku na posao svaki dan.	1	2	3	4	5	6
29.	Imam dobar odnos sa svojim učenicima.	1	2	3	4	5	6
30.	Mislim da je moral mojih kolega visok.	1	2	3	4	5	6
31.	Podučavanje engleskog je ugledno zanimanje.	1	2	3	4	5	6
32.	Kada sat završi, često poželim da možemo nastaviti.	1	2	3	4	5	6
33.	Danas je jako teško biti nastavnik jer učenici nemaju poštovanja.	1	2	3	4	5	6
34.	Volim planirati svoju nastavu.	1	2	3	4	5	6
35.	Imam velika očekivanja od svojih učenika.	1	2	3	4	5	6
36.	Zadovoljan/-na sam sigurnošću svog radnog mjesta.	1	2	3	4	5	6
37.	Više pozornosti posvećujem dobrim učenicima.	1	2	3	4	5	6
38.	Ako učenik u mom razredu postane glasan i ometa nastavu, obično se mogu nositi s njim.	1	2	3	4	5	6
39.	Postignuća u podučavanju su u mojoj školi priznata.	1	2	3	4	5	6
40.	Većina stvari koje moram raditi u ovom poslu se čini beskorisna ili beznačajna.	1	2	3	4	5	6
41.	Podučavanje ovih razreda je izazov u kojem uživam.	1	2	3	4	5	6
42.	Za pet godina ću i dalje podučavati u ovoj školi.	1	2	3	4	5	6
43.	Najvažnije mi je da dam sve od sebe u podučavanju ovih razreda.	1	2	3	4	5	6
44.	Ako se stvarno potrudim, mogu doprijeti i do najproblematičnijih i najmanje motiviranih učenika.	1	2	3	4	5	6
45.	Mislim da je podučavanje engleskog u ovoj školi zabavno.	1	2	3	4	5	6
46.	Dijelim svoje osobno zanimanje za engleski jezik sa svojim učenicima.	1	2	3	4	5	6
47.	Volim svoj posao zbog statusa koji ima u društvu.	1	2	3	4	5	6
48.	Želim se prestati baviti ovim poslom.	1	2	3	4	5	6
49.	Moj posao pruža dovoljnu raznolikost zadataka/aktivnosti.	1	2	3	4	5	6
50.	Kad učenik ima poteškoća sa zadatkom, obično ga mogu prilagoditi njegovoj razini znanja.	1	2	3	4	5	6
51.	U mojoj školi kreativnost se naglašava i nagrađuje.	1	2	3	4	5	6
52.	Važno je da imam prijateljski odnos sa svojim učenicima.	1	2	3	4	5	6
53.	Zadovoljan/-na sam svojom plaćom s obzirom na svoje sposobnosti i trud koji ulažem u posao.	1	2	3	4	5	6
54.	Očajnički želim otići iz ovog posla.	1	2	3	4	5	6
55.	Često razmišljam o napuštanju ovog posla.	1	2	3	4	5	6
56.	Mislim da stvarno mogu pomoći svojim učenicima da nauče engleski.	1	2	3	4	5	6
57.	Radim za uglednu obrazovnu organizaciju.	1	2	3	4	5	6
58.	Učenici mogu individualno doći da im razjasnim nedoumice.	1	2	3	4	5	6
59.	Od mene se ne traži da prekomjerno radim.	1	2	3	4	5	6

## Hvala na pomoći!

### 7.3 Appendix C – The interview questions

#### Pitanja za nastavnika

1. Molim Vas da kažete koliko godina imate i koliko godina već predajete engleski jezik.
2. Koja je Vaša stručna sprema ili zvanje?
3. Zašto ste izabrali ovaj posao?
4. Jeste li zadovoljni svojim poslom? Dode li Vam kad da ga napustite?
5. Zbog čega ste zadovoljni svojim poslom?
6. Što Vas u Vašem poslu motivira, a što demotivira?
7. Smatrate li svoj posao stresnim i zašto?
8. Mislite li da je u ovom poslu moguće napredovati? Utječe li to na Vašu motivaciju za rad i na koji način?
9. Mislite li da nastavnici imaju dovoljno autonomije nad nastavnim planom i programom (syllabus)?
10. Kako Vas u ovoj školi tretiraju Vaši kolege, nadređeni i učenici?
11. Mislite li da možete utjecati na stav svojih učenika prema učenju engleskog jezika te na koji način?
12. Mislite li da su Vaši učenici motivirani za učenje engleskog jezika? Zbog čega mislite da je tako?
13. Kakav stav (osjećaje) imate prema motiviranim, a kakav prema nemotiviranim učenicima?

14. Mislite li da su nastavnici poštivani i dovoljno plaćeni? Utječe li to na Vašu motivaciju i na koji način?
15. Želite li za kraj još nešto dodati?