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The Effect of Motivation on Discipline Problems Among Secondary School Learners

The Case of First Year Literary Stream at Ahmed Benzekri Secondary School

Dissertation Submitted to the Department of English as a Partial Fulfilment of the Requirements for the Master's Degree in Language Studies

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Dedications

To my dear parents whose affection, love, and encouragements

help me in every step of my life

To my adorable nephew ' Haitham'

To my lovely sister ' Nesrine'

Fatima-Zahra

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Abstract

It is clearly noticed that the educational level in the Algerian classrooms is decreasing through time due to many reasons, especially lack of motivation and decreased desire towards learning. Additionally, some learners do not work neither at school nor at home. As a result, their skills will show up not in learning but in creating discipline problems. In fact, Classroom discipline has become the subject matter of many specialists in the field of educational psychology especially after acute exacerbations of discipline problems which stand as an obstacle to the teaching and learning operation. And since the majority of those who are affected by this issue are teachers and learners, no wonder then if many researchers place a strong emphasis on several issues related to classroom disciplinary problems. Therefore, motivation plays a significant role in giving a new impetus to the learners to put more accentuated focus on their studies and avoid creating problems inside the classroom. Accordingly, the present research work aims at investigating the effect of motivation on discipline problems. In other terms, to which extent can motivation contribute to the reduction of disciplinary problems inside the classroom. To reach this end, questionnaires were given to the First year literary stream learners and teachers at 'Ahmed Benzekri ' secondary school. The results revealed that motivation positively affects discipline problems. Furthermore, the teachers show their willingness to use motivation as a technique to overcome those problems.

Table of Contents

Chapter One: The Relationship between Motivation and Discipline

**Chapter Two: Data Analysis and Research Results of the Teachers
and Learners' Questionnaires**

List of Tables

List of Figures

General Introduction

General Introduction

It is generally agreed that the difficulty of teaching does not lie only in delivering lectures, but also in facing several students with various personalities, and this what really makes this profession harder. In the same vein, some psycholinguists in the field of educational psychology argue that daily problems faced by teachers especially those of discipline stand as an obstacle in the teaching and learning process, due to many reasons particularly, lack of motivation. Therefore, this chapter aims at identifying the relationship between motivation and discipline problems. In other terms, it tries to investigate the effect of motivation on disciplinary problems among the first year learners at ' Ahmed Benzekri' secondary school . To clarify this issue, this work attempts to answer the following questions:

1- Does motivation reduce discipline problems among secondary school learners?

In other words, does motivation positively affect problems of discipline?

2- Can teachers adopt motivation as a teaching technique to overcome those problems?

The above mentioned questions led to formulate two hypotheses:

1- Motivation reduces discipline problems among secondary school learners because it positively affects them.

2- Motivation can be a teaching technique; by using some effective motivational techniques, the teacher will overcome problems of discipline in the classroom.

This research work is divided into two main chapters. The first chapter consists of two parts. The first one deals with the definition of motivation given by various linguists, in addition to some theories of motivation, it also provides different types of motivation. The second part is concerned foremost with the definition of discipline and the reasons behind problems of discipline, light will be shed also on the ways in which teachers and learners react according to their teaching/learning styles, and finally, it focuses on teachers as a source of discipline problems.

The second chapter deals with the answers of the questionnaires provided by teachers and the first year literary stream learners at Ahmed Benzekri secondary school- Tlemcen, in addition to the interpretation of data and research results; by answering the research questions and checking whether the hypotheses are confirmed or not. Furthermore, this chapter provides suggestions and recommendations which involve the use of various motivational techniques to be used in secondary school classrooms that enable teachers to overcome problems of lack of motivation and boredom that often lead to disciplinary problems, and some other suggestions to become a good teacher.

Chapter One: The Relationship between Motivation and Discipline

1.1. Introduction

1.2. Definition of Motivation

1.3. Motivation Theories

1.3.1 Maslow's Hierarchy of Needs

1.3.2 Achievement Motivation Theory

1.3.3 Reinforcement Theory

1.4. Types of Motivation

1.4.1 Intrinsic Motivation

1.4.2 Extrinsic Motivation

1.5 Definition of Classroom Discipline

1.6. The Reasons behind Discipline Problems

1.6.1. Lack of Motivation

1.6.2. Boredom

1.6.3. Need for Attention

1.7. Students' Misbehaviour According to their Learning Styles

1.8 Teachers' Reaction According to their Teaching Styles

1.9. The Teacher as a Source of Discipline Problems

1.10. Conclusion

Chapter One: The Relationship between Motivation and Discipline

1.1 Introduction:

The classroom management process appears easy for some teachers especially novice ones, but on application it is not. In fact, it requires a knowledgeable teacher who is able to handle various problems inside the classroom, particularly that of discipline which always impede the teacher's task. However, those problems may get affected by several factors mainly by motivation which plays a significant role in secondary school classrooms that suffer from such disciplinary problems.

1.2 Definition of Motivation:

Motivation is considered as one of the most important subjects in the field of educational psychology due to its essential role in managing the human behaviour. Thus, it has been the subject of a hot debate among linguists in general and psycholinguists in particular. In its broad sense, motivation has been defined by Broussard & Garrison (2004:106) as **"the *attribute that moves us to do or not to do something"***. However, Gardner (1985:10) asserts that motivation refers to ***"the extent to which the individual works to learn the language because of the desire to do and satisfaction experienced in the activity".*** Gardner emphasized on the fact that desire determines the extent to which the individual seek for learning a language , then he expands and suggests that motivation consists of : Effort + Desire to achieve a goal + Attitudes.

Figure 1.1: Gardner's Definition of Motivation

Gardner (1985:11) confirms that motivation means "***The consideration of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language***". That effort is composed of effort to succeed, effort to satisfy the teacher or the parents and finally effort to pass examinations. Needless to repeat that the desire to achieve certain goal is a necessary element in addition to attitudes towards learning the language.

1.3. Motivation Theories:

Many theories have been put forward by various psycholinguists due to the crucial role that motivation plays in language learning.

1.3.1. Maslow's Hierarchy of Needs :

It is considered as one of the most famous theories of motivation laid down by the American psycholinguist "Abraham Abraham". This theory of human needs consists of a set of needs ordered in a pyramidal form. The more we go up, these needs decreased. However, when we go down, these needs become instinct, as follows:
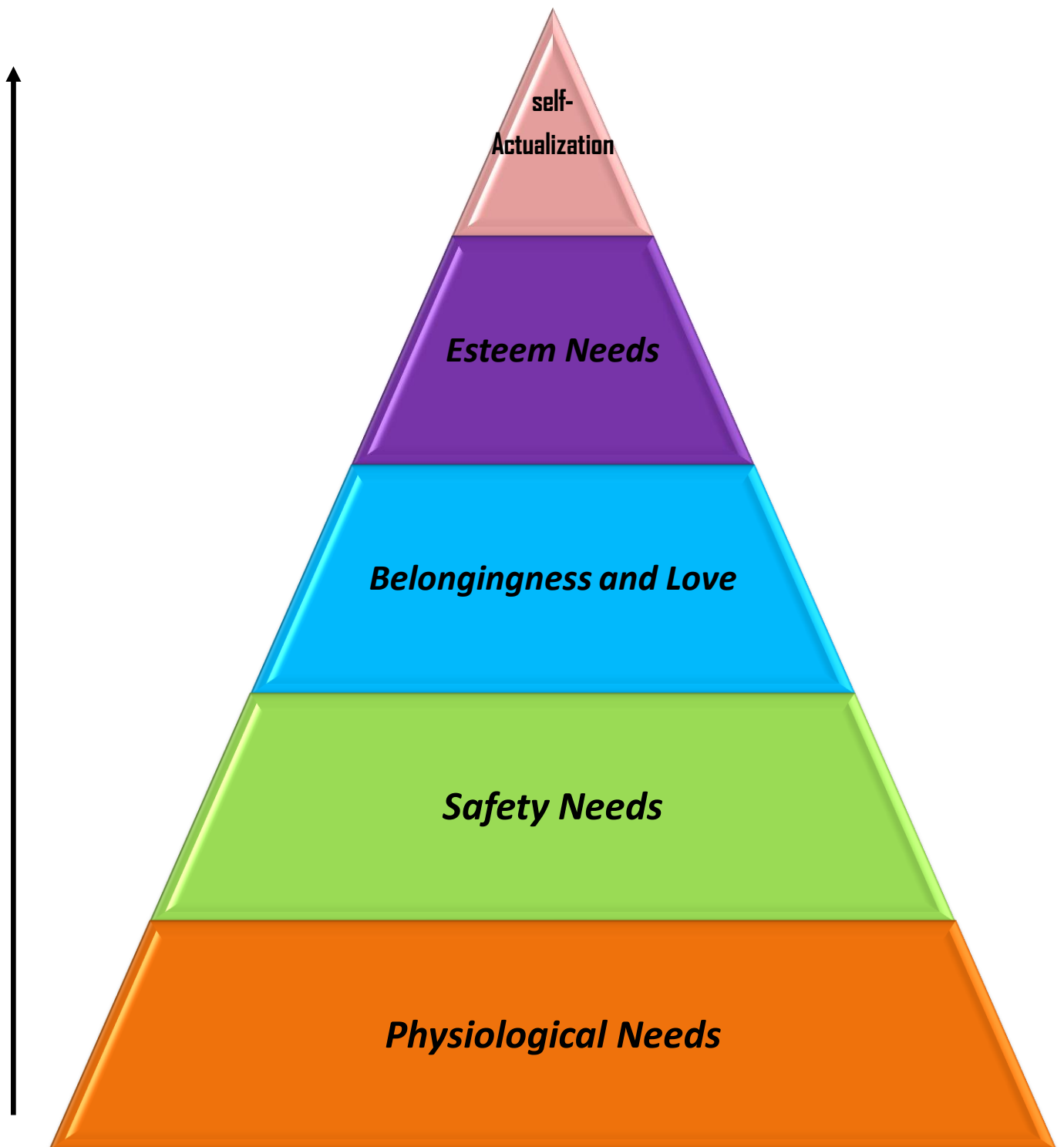
Figure1.2: Maslow's Hierarchy of Needs (Adapted from Gable, 2004 "The Third Force".p 51)

The bottom of the pyramid above denotes the physiological needs such as food, water and oxygen. While the second level indicates the need for safety. For example, students need to be safe, stable and to study in a healthy atmosphere, this will help them to achieve more and facilitate the learning process. The third level shows the need for belongingness and love. For instance, the student needs to feel that he belongs to his second family at school. Whereas, the fourth level refers to esteem needs. For example, if the student has an excellent mark, he will surely be proud of himself. Finally, self-actualization which is the highest level in the pyramid above. In this case, for instance, the student needs to be creative to have a wider space to impose himself.

As a matter of fact, the two first needs; Physiological and safety are satisfied by the majority of people. However, the remaining needs have an average satisfaction. In this respect, Maslow points out that:

> *it is as if the average citizen is satisfied perhaps 85per cent in his physiological needs, 70 per cent in his safety needs 50 per cent in his love needs,40 per cent in his self- esteem needs and 10 per cent in his self-actualization needs.*

> **Maslow (1954: 88)**

Maslow characterized the above mentioned needs into two categories: primary and secondary needs .

1.3.1.1- Primary Needs :

This category involves the psychological needs such as : hanger, thirst and sleep because of their importance for the individual.

1.3.1.2- Secondary Needs :

It refers to needs that are related to the environment such as need for safety, need for belongingness and love i.e; to be accepted by others besides this, the need for being respected and valued i.e; esteem, and finally, self- actualization which includes morality, creativity and inner potential .

1.3.2. McClelland's Achievement Motivation Theory:

This theory assumes that everybody possesses a set of motives that direct his behaviour for the sake of satisfying his needs. The most important one that the person should focus upon is "Achievement Motivation". Actually, McClelland (1953) argued that there exist people who tend to finish their work perfectly, they are self-confident; in addition to this, they know what they want to achieve, thus, he considers them as having "a higher achievement".Furthermore, while conducting his research on the workers' behaviour in establishments, McClelland (1953) , (as cited in McDonough, 1986: 152) claims that there are three types of motivating needs present in people namely need for achievement, need for power and need for affiliation.

1.3.2.1.Need for Achievement:

It is the driving force to achieve a certain goal and succeed in work .Need for achievement has two components *"Motivation toward success and motivation toward avoidance of failure"* (McDonough, 1986: 152). These two components actually control the individuals' behaviour while seeking for success. So, motivation toward success means that the individual expects that he will achieve his goals confidently. Whereas motivation toward avoidance of failure means that he expects the fear of frustration.

1.3.2.2. Need for Power:

It is the need for affecting people, keeping things under control and making hard decisions. In other terms, the individual needs to be effective in what he does, what is more, is to have the intension of leadership and power either in his study or work.

1.3.2.3. Need for Affiliation:

It refers to the individuals' need to establish friendly relationships and interact with other people because he needs to feel that he is part of the society, and the cruel source to satisfy this need is to be accepted by others. However, if he feels rejected, then frustration will take place.

1.3.3 Reinforcement Theory :

This theory was laid down by Skinner. It was considered as one of the earliest theories of motivation. This theory was based on reinforcement behaviour. As cited in (Flora, Stephen 2004) , It is the act of reinforcing certain behaviour and repeating it in the future. In other words, the reinforced behaviour will tend to continue, this is called positive reinforcement. For example, when a teacher gives extra points (reward) to students who do their homework (positive behaviour), this will lead to positive reinforcement. That is to say, students who are rewarded for doing their homework, they will continue doing it in the future. The teachers' reward is considered as a reinforcer that strengthens the students' behaviour. In this context, Brophy (2004: 5) defines a reinforcer as *"anything that increases or maintains the frequency of a behaviour when access to it is made contingent on performance of that behaviour"*.

Positive Behavior

Reward

Positive Reinforcement
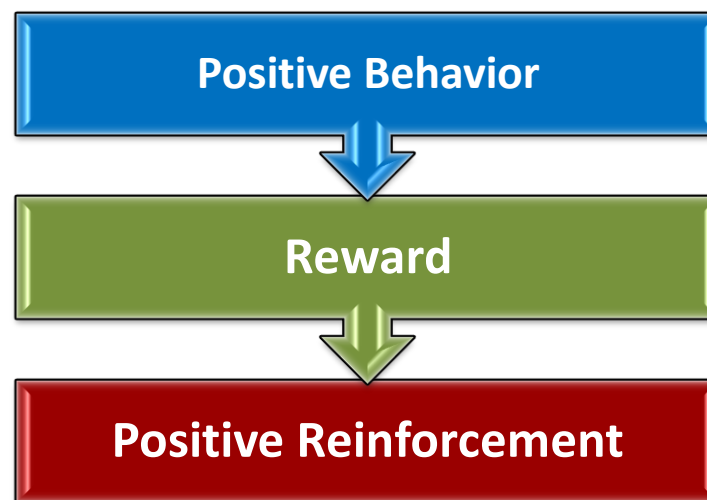
Figure 1.3.Positive Reinforcement

On the contrary, if students do not do their homework (negative behaviour), they will be punished with minus points in the test (punishment). Thus, they will never repeat it again. This is called negative reinforcement. So, it is clearly noticed that the teachers' punishment weakens the negative behaviour.

Negative Behavior

Punishment

Negative Reinforcement
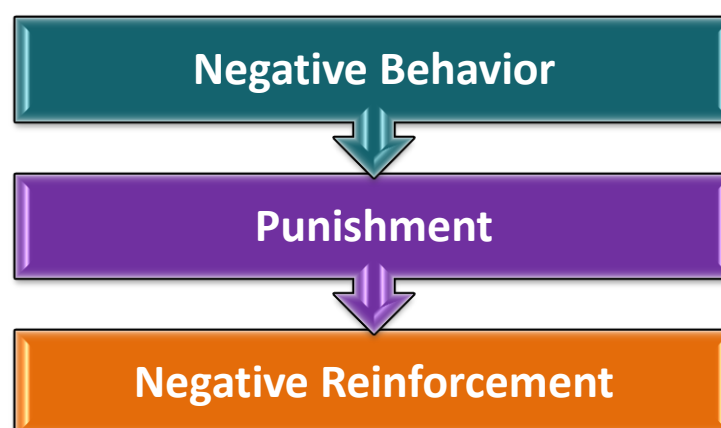
Figure 1.4.Negative Reinforcement

1.4. Types of Motivation

If we look at a beautiful car which carries a strong motor, new wheels and a professional driver, but has no fuel, this car will never move. Motivation resembles this case because it works as a fuel for the individual. That is to say, without motivation, the individual cannot reach higher levels of learning. Gardner (1985) proposed two types of motivation namely, intrinsic and extrinsic.

1.4.1. Intrinsic Motivation:

According to Fantana (1995:149), intrinsic motivation is *"the form of motivation which comes from the individual ''*. In other words, it derives from the insider of the individual. In the same vein, Denis and Gilbert (2008:49) claim that intrinsic motivation *"is the individual willingness to perform a particular activity because of internal rewards such as: joy, pleasure and satisfaction of curiosity"* .That is to say, the individual has the desire to accomplish a certain activity because he wants to, i.e., he is motivated by internal factors. For example, students who are intrinsically motivated become active in their learning because they see the task enjoyable and important at the same time. In fact, they are involved in the activity not for the sake of being rewarded by the teacher or anything else but they find the activity itself rewarding and enjoyable.

1.4.2 Extrinsic Motivation:

Extrinsic motivation is directly related to external factors that fueled the students' motivation towards learning**.** According to Fantana (1995:149)*, "It is the one which is imposed upon him or her by the environment''*. For example, to be rewarded by the teacher, to please his parents and gain their love, to be encouraged and appreciated for his

achievements. In this sense, Brown (2007: 172) argued that extrinsic motivation is ***"fueled by the anticipation of reward from outside and beyond the self"***. This means that he does not accomplish certain activity because he wants to, but for the sake of being rewarded. Thus, extrinsically motivated students learn actively because they know that they will receive valuable things in return if they do what the teacher wants them to do.

1.5. Definition of Classroom Discipline

The phrase classroom discipline is hard to define in words. Ur defines discipline and claims that:

> *Learning is taking place in a disciplined classroom. The relationship between discipline and learning is not direct at all. There might be well disciplined classes where no learning is taking place and some learning might happen in undisciplined classes, but we can say in general that more learning is likely to take place in a disciplined classroom.*

(Ur 1996: 58)

Ur emphasizes on the point that learning often takes place in a disciplined classroom. However, in some instances, learning is not related to discipline. For example, we can find undisciplined classes where some students are learning and trying to concentrate as much as possible. But now, the point is that, why discipline do problems occur?

Chapter One: The Relationship between Motivation and Discipline

1.6. The Reasons behind Discipline Problems

Above all, teachers' opinions differ on which behaviour they accept because what is acceptable to some teachers may be refused by others. Therefore, the teacher is the only one who determines which behaviour is accepted and vice versa. However, there is no doubt that everything happens for a reason and thus, some researchers suggested the following reasons that are widely spread among secondary school learners.

1.6.1. Lack of Motivation

Dornyei (2005: 143) defines lack of motivation as *"forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action"*. These forces that reduce their motivation may lead to the malfunctioning of the teaching/ learning process. Moreover, lack of motivation can cause several problems in the classroom, because the teacher who deals with a classroom in which the majority of students are demotivated, face many obstacles during his teaching operation and such obstacles are often caused by boredom too.

1.6.2. Boredom:

Some researchers such as (Walters, Frei 2007) confirm that students get bored in the sessions that contain both boring lecture content and way of teaching. Boredom means that students are not interested in learning and this lack of motivation and interest lead to disciplinary problems because when the teacher speaks most of time for more than 45 minutes or give the students an activity for more than 20 minutes, they get bored. Thus, it is important to have different activities and topics to be discussed with one another in order to avoid disruptive behaviours that happen sometimes just to attract others' attention.

1.6.3 Need for Attention:

Some students, especially adolescents, tend to gain both teachers and classmates 'attention because they need to be accepted by the others and hence, they always try to be the centre of interest showing their power and strong personality. Consequently, those students often express misbehaviour not for the sake of creating disciplinary problems but for gaining attention. Therefore, it is important for the teacher to know a lot of things concerning his student, because there are some students who misbehave according to their specific learning style.

1.7. Students' Misbehaviour According to their Learning Styles:

Haggart (2004) confirms that misbehaviour in classrooms differs from one student to another according to their various learning styles be it kinesthetic, tactual, auditory, or visual.

1.7.1 Kinesthetic Learners:

Because those learners are characterized by movements, they are called " hands on learners" in other words, they act out physically often in order to create excitement. Thus, they express misbehaviour through body movements, gestures and sounds .For example by pushing chairs or tables.

1.7.2. Tactual Learners:

They express misbehaviour by withdrawing rather than acting out. These students often complain about what is uncomfortable or unfair for themselves and others .They show real emotion in their expression.

1.7.3. Auditory Learners:

They often talk out of turn, do not listen, and engage in verbal fencing. These students misbehave through verbal attacks, hurtful remarks or arguments.

1.7.4. Visual Learners:

Visual learners express misbehaviour through visual, nonverbal expressions and passive-aggressive behaviour, such as "the silent treatment". These students may have unexpected outbursts that result from a buildup of silent resentment about many perceived wrong.

	Kinesthetic Teacher	Tactual Teacher	Auditory Teacher	Visual Teacher
Kinesthetic Student	Few frustrations. The student understands and appreciates the teacher's style.	The kinesthetic student is frustrated by the tactual teacher's focus on personal interactions rather than on activity.	The kinesthetic student is frustrated by the auditory teacher's emphasis on discussing and explaining rather than on doing activities.	The kinesthetic student is frustrated by the visual teacher's emphasis on reading and by the low-key classroom environment.
Tactual Student	The tactual student is frustrated by the kinesthetic teacher's level of excitement and emphasis on action.	Few frustrations. The student understands and appreciates the teacher's style.	The tactual student is offended because the auditory teacher seems insensitive to tone of voice and nuances of expression.	The tactual student is uncomfortable because the visual teacher seems cold, distant, and hard to get to know.
Auditory Student	The auditory student is frustrated by the kinesthetic teacher's lack of detailed verbal instructions.	The auditory student is frustrated by the tactual teacher's emphasis on emotion and personal sharing.	Few frustrations. The student understands and appreciates the teacher's style.	The auditory student is frustrated by the visual teacher's lack of verbal explanations and discussions.
Visual Student	The visual student is overwhelmed by the kinesthetic teacher's activity level.	The visual student is frustrated by the tactual teacher's personal attention and prefers more privacy.	The visual student feels "talked at" by the auditory teacher.	Few frustrations. The student understands and appreciates the teacher's style.

Figure1.5: **Students' Misbehaviour and Frustration According to their Learning Styles** (Adapted from Haggart , 2004 "Discipline and Learning Styles ".p30)

Chapter One: The Relationship between Motivation and Discipline

1.8. Teachers' Reaction According to their Teaching Styles:

Haggart (2004) added four teaching styles when the teacher reacts against students' misbehaviour as follows:

1.8.1. Kinesthetic Teachers:

They tend to use actions rather than words to discipline, and they often want to make some type of physical contact, such as standing close to a student or putting a hand on a student's shoulder. A caution for kinesthetic teachers is to be careful not to physically intimidate a student.

1.8.2. Tactual Teachers:

Tend to discipline by talking to individuals students or leading a group discussion similar to a family meeting. They want to air out problems by talking about issues. They emphasize feelings and relationships. During discussions, tactual teachers need to be careful not to evoke strong emotions, such as guilt, that are difficult for students to handle.

1.8.3. Auditory Teachers:

They tend to use lectures and reprimands to talk about discipline issues. Like tactual teachers, they handle issues verbally; but unlike tactual teachers, they do not focus on feelings or relationships. A caution for auditory teachers is to be careful not to use hurtful words.

1.8.4. Visual Teachers:

Tend to address discipline issues using visual signals and body language, such as giving disapproving looks, moving closer to students, or putting their hands on their hips. To handle a discipline problem, they often change the " look" of the situation ; for example, they may isolate a student or move a desk.

	Kinesthetic Teacher	Tactual Teacher	Auditory Teacher	Visual Teacher
Kinesthetic Student	Few frustrations. The teacher understands and appreciates the student's style.	The tactual teacher is frustrated by the kinesthetic student's level of excitement and activity.	The auditory teacher is frustrated by the kinesthetic student's loud talking and noises.	The visual teacher is frustrated by the kinesthetic student's constant movement, which causes visual disorder.
Tactual Student	The kinesthetic teacher is frustrated by the tactual student's need for personal interaction.	Few frustrations. The teacher understands and appreciates the student's style.	The auditory teacher is confused by the tactual student's emotional response to words.	The visual teacher is frustrated by the tactual student's emotional discussion.
Auditory Student	The kinesthetic teacher is frustrated because the auditory student seems to talk rather than take action.	The tactual teacher is frustrated because the auditory student seems unaware of emotional nuances when speaking.	Few frustrations. The teacher understands and appreciates the student's style.	The visual teacher is exhausted by the auditory student's desire for explanations and seeming inability to see what needs to be done.
Visual Student	The kinesthetic teacher is frustrated by the visual student's lack of physical activity.	The tactual teacher is frustrated by the visual student's lack of personal expression and withdrawal.	The auditory teacher is frustrated by the visual student's minimal verbal communication.	Few frustrations. The teacher understands and appreciates the student's style.

Figure1.6: Teachers' Frustration According to their Teaching Styles (Adapted from Haggart , 2004 "Discipline and Learning Styles ".p31)

1.9. The Teacher as a Source of Discipline Problems:

In fact, managing and controlling the classroom is not an easy task. Therefore, one of the most important problems facing teachers inside the classroom are those of discipline. However, (Walters, Frei; 110) confirm that in many situations, the teacher contributes to the rise of disciplinary problems during the teaching process when he uses:

➢ Autocratic Leadership: This means that the teacher tend to use intimidating ways to control every part in his classroom, all he needs is to keep the classroom as it is and never tries to change his way of teaching or even listen his students' opinions concerning anything related to either his character or his teaching style .As a result, this over-controlling way makes students strongly rebel against this autocratic teacher and try to challenge him and react by creating discipline problems .

➢ Over-reacting: Giving something much more that it deserves. For example, sometimes the student just whispers in his friends' ears then the teacher start to shout and may tag him out of the classroom.

➢ Derision: Some teachers try all the time to pillory their students for their knowledge, way of wearing, or their hair style. Those teachers always criticize the smallest things their students did.

➢ The Punishment of the whole class because only one student misbehaves.

➢ Insulting the students using rude words.

➢ Using threat, frustration and exaggerating irritability.

1.10. Conclution:

To conclude, discipline is a crucial part in the teaching process. The teaching and learning processes cannot yield its fruit in an environment that lacks discipline. Whatever the curriculum is creative and innovative, it will not have a minimal impact with the absence of control and discipline within the classroom, and whatever lessons are inspiring and exciting, they will not affect students' behaviour .More importantly, the teacher wastes his time in facing misbehaviours of students who do not let him do his job peacefully.

Chapter Two: Data Analysis and Research Results of the Teachers and Learners' Questionnaires

2.1. Introduction

2.2. The Teaching and Learning Situation at 'Ahmed Benzekri ' Secondary School

2.3. Sample Population

   2.3.1 Teachers' Profile

   2.3.2. Students' Profile

2.4. The Research Instrument (the Questionnaires)

   2.4.1. Teachers' Questionnaire

   2.4.2. Students'Questionnaire

2.5. Data Analysis

   2.5.1. Teachers' Questionnaire

   2.5.2. Students' Questionnaire

2.6. Interpretation of the Data

   2.6.1. Teachers' Questionnaire

   2.6.2. Students' Questionnaire

2.7. Suggestions and Recommendations for Teachers

2.8. Conclusion

Chapter Two: Data Analysis and Research Results of the Teachers and Learners' Questionnaire

2.1. Introduction

The present chapter deals with the practical part of this research work. It attempts to reveal conspicuously the effect of motivation on discipline problems among secondary school learners. The case concerned in this study is the first year literary students at **"Ahmed Benzekri"** secondary school at Tlemcen .Furthermore, this chapter tries to identify the research questions under investigation, then, it describes the concerned situation and population. It also presents the research instrument used in this investigation, namely, the questionnaires designed to both teachers and learners. After that, the results obtained from the analysis of the data.

2.2. The Teaching and Learning Situation at 'Ahmed Benzekri' Secondary School

The secondary school is named **"Ahmed Benzekri".** It is located nearly at the centre of the wilaya of Tlemcen .Students come from different parts of the city, being BEM holders. The task of the secondary school is to prepare students for the *"Baccalaureate Exam"* in various specialties according to their own choice. The time spent for this purpose is three years. This Baccalaureate degree opens the door for students to set foot on University and carry on their studies becoming a **"Licence Holders"**. They can also continue their graduation to obtain the degree of Master.

In that secondary school, there are sixty teachers .Concerning the curriculum, each teacher is provided with guidelines for each module and it is up to him to stretch out the content of modular courses.

2.3. Sample Population

It is common knowledge that any investigation should be supported by subjects on which the experiment is built. In the present study, questionnaires have been addressed to eight (8) teachers working at "**Ahmed Benzekri** " secondary school. In addition to thirty (30) students who were chosen among the total number of the First year literary students' population (304) at the same secondary school.

2.3.1 Teachers' Profile

The questionnaire was addressed to eight teachers (4 males and 4 females).The informants are teachers in the above mentioned school. Generally, their teaching experience ranges from 4 to 25 years. Among those teachers, there are teachers of English, Arabic, Mathematics, and philosophy, French, Physics, History and Geograph.

2.3.2. Students' Profile

This study is concerned with thirty students who were chosen among the total number 304 of the first year literary students at **"Ahmed Ben Zekri"** secondary school, 13 females and 17 males. They nearly share the same educational background. Those students are concerned with: *Islamic Education*, Arabic, History and Geographic, Mathematics, English, French, Science, and physics.

2.4. The Research Instrument (the Questionnaires)

The research instrument used in this case study is the teachers' questionnaire and Students' questionnaire. In the present investigation, the questionnaire was chosen for eliciting data from the informants. The questionnaire is used to investigate the research questions and hypotheses and collect data which hopefully help the researcher to tackle the problem from different angles. In this study, two questionnaires were administrated; the first one to teachers and the second one to students in order to have different resources. The questionnaire was distributed to thirty secondary school learners, particularly, first year literary students and eight teachers during the Academic year (2014-2015). Three types of questions were used; closed, mixed and open.

2.4.1. Teachers' Questionnaire

The teachers' questionnaire consists of seven questions. The first two questions are devoted to get background information about the informants. In the first (1) question, teachers are asked to specify their gender. The second (2) question is about their teaching experience. Question number (3) which is a ''closed question'', asks teachers if their students are motivated enough in the class. Question (4) is mixed," it requested the informants to select the appropriate reason behind their students' demotivation or give other reasons. Question (5) which is **"mixed"** tries to investigate if these reasons will later on lead to disciplinary problems with justifying their answer. Question (6) is **"mixed";** it asks teachers if they have ever tried to use motivation as a technique to overcome discipline problems and why. The final question (7) is an ''open question '', in this question, teachers are asked about the effect of motivation on discipline problems among secondary school learners.

2.4.2. Students' Questionnaire

The students' questionnaire consists of six questions. In the first question, students are asked to specify their gender. Question number (2) is a ''close-ended question'' which asks students if they are motivated enough in the class. Question (3) is ''mixed''; it tries to investigate if students create discipline problems when they get bored, with justifying their answer. Question (4) is also "mixed", it asks the informants to select the reasons that stand behind problems of discipline in the class, and they are allowed to mention other reasons. Question (5) "mixed", asks students about their attitude if the teacher decided to motivate demotivated students using some teaching techniques, with justifying their answer. The final question (6) is ''open-ended question '', in this question, students are requested to give their own opinion about what the teachers should do to avoid discipline problems.

2.5. Data Analysis

2.5.1. Teachers' Questionnaire

(Q1) **-** The Teachers' gender

    a- Female

    b- Male

Option	AF	RF%
Female	4	50
Male	4	50
Total	**8**	**100**

AF: Absolute Frequency
RF: Relative Frequency

Table 2.1: Teachers' Gender

The results show that (4) informants are males and the same number for females (4). They are equal.

(Q2) -The teachers' teaching experience.

Years	Number of teachers
4	1
7	3
10	2
12	1
25	1
Total	**8**

Table 2.2: The Teachers' Teaching Experience

The table above indicates clearly that their teaching experience ranges from 4 to 25 years and particularly, 3 teachers have been teaching for 7 years, 2 teachers for 10 years, one teacher for 4 years, and another one for 12 years and the most ancient teacher has the experience of 25 years .

(Q 3) - The students' motivation during teaching.

    a- yes

    b- No

Option	AF	RF %
a- Yes	3	37,5
b- No	5	62,5
Total	8	100

Table 2.3: The Students' Motivation

The majority of teachers 62,5% claim that their students are not motivated enough during teaching while 37,5 % state that their students are motivated.

(Q4)- The reasons behind students demotivation

    a- The subject of the lecture is not interesting

    b- Your way of teaching is not satisfying to them

    c- Other reasons

Option	AF	RF%
a	1	12,5
b	0	0
c	7	87,5
Total	8	100

Table 2.4: The Reasons behind Students' Demotivation

The majority of teachers (7) state other reasons behind their students'demotivation while the remaining teacher (1) claims that sometimes the

subject of the lecture is not interesting to them . No teacher declares that his way of teaching is not satisfying to them !

(Q5) **-** These reasons will later on lead to disciplinary problems

> **a-** Strongly agree
>
> **b-** Agree
>
> **c-** Disagree
>
> **d-** Strongly disagree

Option	AF	RF%
Strongly agree	2	25
Agree	5	62,5
disagree	1	12,5
Strongly disagree	0	0
Total	**8**	**100**

Table 2.5: The Teachers' Opinions about Students disciplinary problems

The majority of teachers 62,5% agree that these reasons will later on lead to disciplinary problems. 25% strongly agree, while only one teacher disagrees, and no one strongly disagrees.

(Q6) **-** Using motivation as a technique to overcome discipline problems.

> **a-** Yes
>
> **b-** No
>
> **c-** I will try it

Option	AF	RF%
Yes	1	12,5
No	3	37,5
I will try it	4	50
Total	8	100

Table 2.6 : Using Motivation as a Technique to Overcome Discipline problems
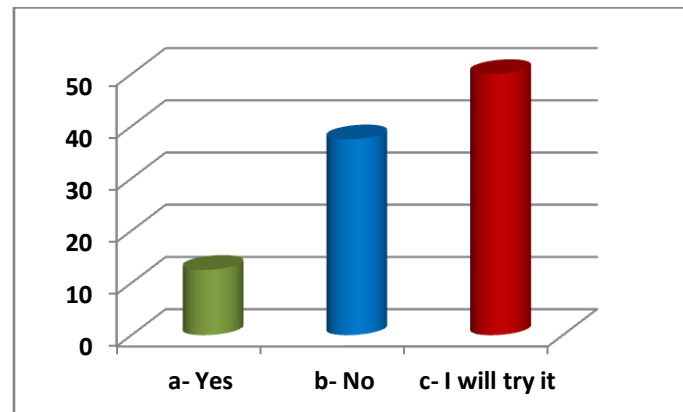
Figure 2.1: Using Motivation as a Technique to Overcome Discipline Problems

The results show that half of the teachers 50% claim that they will try motivation as a technique to overcome discipline problems. However, one teacher declares that he already uses this technique inside the classroom, while the remaining teachers 37, 5% assume that they do not use it at all.

(Q7)- The effect of motivation on discipline problems

The majority of teachers believe that motivation positively affect disciplinary problems and claim that motivation makes students

- ✓ More concentrated in learning
- ✓ Having no time to create disciplinary problems
- ✓ Love the lecture and not getting bored of it
- ✓ More responsive

2.5.2. Students' Questionnaire

(Q1) - The students' gender

    a- Female

    b- Male

Option	AF	RF%
Female	13	43,33
Male	17	56,67
Total	**30**	**100**

Table 2.7: Students' Gender

The results show that the majority of students 56, 67% are males and the number of females is less 43,33% .

(Q2) - The students' motivation during teaching.

    a- yes

    b- No

    c- Sometimes

Option	AF	RF%
a	10	33,33
b	15	50
c	5	16,66
Total	30	100

Table 2.8: Students' Motivation

The majority of students 50% claim that they are not motivated enough in the class while 33, 33% state that they are motivated. However, the remaining 16,66% assume that sometimes they are motivated and in other instances they are not.

(Q3) **-** The frequency of creating disciplinary problem when getting bored

    a- Always

    b- Sometimes

    c- Rarely

    d- Never

Option	AF	RF%
Always	10	33,33
Sometimes	5	16,66
Rarely	7	23,33
Never	8	26,66
Total	30	100

Table 2.9: The Frequency of Creating Disciplinary Problem when Getting Bored
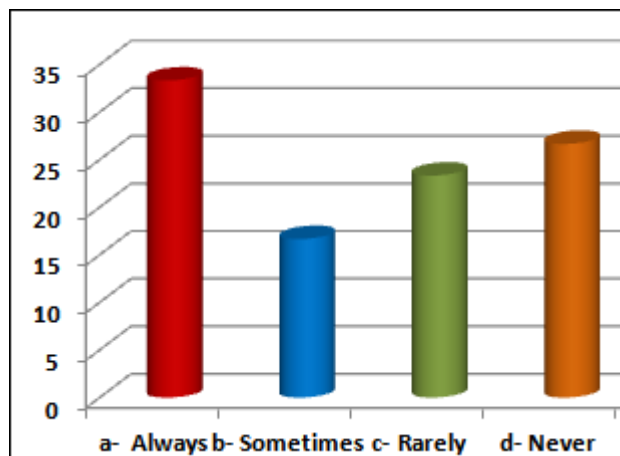
Figure 2.2: The Frequency of Creating Disciplinary Problem when Getting Bored

The majority of students 33, 33% argue that they always create disciplinary problems when they get bored while 26,6% said that they never do so ,however, 23,33% assume that they rarely create disciplinary problems , and 16,66% of them reveal that they do but sometimes.

(Q4)- The reasons behind problems of discipline in the class

    a- The teacher mistreats his students

    b- Students are badly behaving from their homes (i.e. not only at school)

    c- Students are demotivated and have no willingness to learn

    d- Lack of creativity in the teachers' way of teaching

    e- Other reasons

Option	AF	RF%
a- The teacher mistreats his students	5	16,66 %
b- Students are badly behaving from their homes (i.e. not only at school)	8	26,66 %
c- Students are demotivated and have no willingness to learn	4	13,33 %
d- Lack of creativity in the teachers' way of teaching	10	36,66 %
e- Other reasons	3	6,66 %
Total	30	100%

Table 2.10: The Reasons behind Problems of Discipline in the Class

The results show that the majority of the students 36,66% claim that lack of creativity in the teachers' way of teaching is an important reason behind problems of discipline in the class. However, 26, 66% of the informants state that Students are badly behaving from their homes (i.e. not only at school) .Whereas, 13,33 % argue that Students are demotivated and have no willingness to learn. 16,66 % assert that the teacher mistreats his students, and only 6,66 % mention other reasons

(Q5) **-** Students 'attitude if the teacher decided to motivate demotivated students using some teaching techniques

   a- Strongly agree
   b- Agree

c- Disagree

d- Strongly disagree

Option	AF	RF%
Strongly agree	20	66,66
Agree	9	30
disagree	1	3,33
Strongly disagree	0	0
Total	30	100

Table 2.11: Students 'Attitudes about Motivating Demotivated Students

The vast majority of the students state that they will strongly agree if the teacher tries to use some motivational techniques that may break the routine and give new breath to the learning environment. Similarly, 30% of them agree on the same fact. However, one student disagrees on implementing such techniques in the classroom. Whereas, no one strongly disagrees

(Q6) – What should the teachers do to avoid discipline problems?

Students were asked to suggest what the teacher should do to avoid disciplinary problems. The informants suggested the following:

- The teacher should respect his students

- He should separate the unbehaved students from the remaining ones

- The teacher should interfere when necessary and do not let things get out of his control

- He should try to use more than one character, that is to say; not always being rude and not being kind all the time because if something increased more than it should, it will turn against itself.

2.6. Interpretation of the Data

2.6.1. Teachers' Questionnaire

The first two questions were devoted to know the teachers' background including their gender and their teaching experience. *(Q3)* was asked to know if students are motivated during teaching or not .The results show that the majority of them 62,5% are not motivated. However, 37, 5 % are motivated enough in the class.

Concerning *(Q4)* which is tightly related to the previous one, some teachers argue that their students are not motivated and they were asked about the reasons behind this demotivation. 12,5 % of the informants claim that maybe the subject of the lecture is not interesting to them because some students change their attitude from a session to another, they may not be motivated in a given lecture. However, they are totally motivated in other sessions that consist of subjects they like. Whereas, no teacher states that his way of teaching in not satisfying to them. On the other hand, 87,5 % of the teachers mention other reasons as follows:

➢ They do not want to learn, they come from their homes with a bad intention to create problems.

➢ They never try to participate or interact in the classroom; that is to say, they never make any effort to get involved in the lecture. This habit will lead them to lack of motivation.

➢ Sometimes, some students are not interested in learning some modules; maybe it is something out of their control. That is why they are not motivated enough in those modules.

The results of *(Q5)* reveal that 62,5% of the teachers agree that these reasons **(see Q 4)** will later on lead to disciplinary problems, while 25% of them strongly agree as well because they see that the reasons behind students demotivation can later on lead to problems of discipline , they think that anything affecting the students negatively can lead to negative results . On the other hand, 12,5% disagree and argue that there is no relation between these reasons and discipline problems , they may exist some of these reasons such as lack of motivation and boredom , but they just keep silent without making troubles. Whereas, no teacher strongly disagrees.

Concerning *(Q6)*, half of the teachers 50% assert that they are not currently using motivation as a technique to overcome disciplinary problems, but they can use it in the future, this means that hypothesis 2 is confirmed. Those teachers justified their answer and said that they use the traditional way of teaching without trying to use some techniques or integrate modern ways of teaching. However, 37,5% claim that they do not use that technique and show no desire to use it in the future. On the other

hand, 12,5% of the teachers argue that they already use it because it is a useful way of making students attracted by what the teacher is saying .

In *(Q7)*, the vast majority of the teachers who were asked about the effect of motivation on discipline problems said that motivation has a positive effect on problems of disciple and claim that students who are motivated are busy with learning. Thus, they do not give much importance to childish behaviours. This means that hypothesis 1 is confirmed. However, only one teacher still insists that motivation has no effect on disciplinary problems .According to him, there exist some students who are not motivated but they do not create disciplinary problems, all they do is keeping silent.

2.6.2. Students' Questionnaire

The first question (*Q1)* was devoted to know the gender of each one of the informants. The results show that the majority of them 56,67 % are males while 43,33 % are females. Concerning *(Q2)*, half of the students 50% said that they are not motivated in the classroom. 33,33 % state that they are motivated enough . However, only 16,66% assert that sometimes they are motivated but not all the time. This result shows that the percentage of students who are not motivated enough is the highest. This actually, represents a crucial problem which stands as an obstacle in the teaching and learning operation.

In *(Q3)*, students were asked if they create disciplinary problems when they get bored. 33,33% of them state that they always create disciplinary problems, they justified their answer and said that they quickly get bored, and has nothing to do especially when there is no motivational atmosphere in the classroom. While 23,33% argue that they

rarely create disciplinary problems, they justified their answer by saying that if they do so , it is just to please their classmates especially those who are trouble makers. However, 26,66% claim that they never create discipline problems because they believe that the classroom is a place where students learn and work hard. On the other hand, only 16,66% of the informants assert that they sometimes create such problems depending on their mood, according to them, sometimes they want to study but in other instances, they show the misbehavioured side of their personality.

Concerning *(Q4)*, the students were asked to give their opinion about the reasons that stand behind students' disciplinary problems faced by secondary school teachers. The vast majority of the informants claim that lake of creativity in the teachers 'way of teaching is a curial reason behind such disruptive behaviours, others confirm this and said that routine leads to boredom and then to disciplinary problems. While 26,66 % argue that students are badly behaving from their homes and not only at school. Thus, this habit will stay will them even into classrooms. However, 16,66 % assert that the teacher mistreats his students by using harsh words and insulting them all the time for things he is not satisfied with. In this case, students will not stand idly by while their teacher mistreats them, and they will badly react.

On the other hand, 13,33 % of the informants claim that students are demotivated and have no willingness to learn. Therefore, they came to school just to entertain, having fun and talking to one another. They have completely forgotten that they are there to study and work very seriously. However, only 6,66 % of the students mention other reasons as follows :

➢ The teachers' derision and irony of his students' intellectual level.

➢ The teachers' overacting when there is any problem in the classroom.

In *(Q5)*, when asking the informants about their opinion if their teacher tries to motivate students who are unmotivated in the class, the majority of them 66,66% strongly agree while 30% of the students agree and justified their answer by emphasizing the point that motivation is considered as a key to a disciplined classroom because students who are motivated towards learning they have no time to create disciplinary problems. Thus, motivating such demotivated students is something beneficial to them. On the other hand, only 3,33% of the informants disagree and said that it is not necessary to motivate students. If they want to be motivated, they do by themselves, and no one strongly disagrees.

Concerning *(Q6),* students were asked to suggest what the teacher should do to avoid problems of discipline. The informants suggest the following:

- The teacher should respect his students because when the students feel that their teacher is a respectful personality they will recognize their limits in everything they do.

- He should separate the unbehaved students from the remaining ones, because later on those unbehaved students will negatively influence the remaining students.

- The teacher should interfere when necessary and do not let things get out of his control, this means that any disruptive behaviour should be treated immediately. Firstly, to not let things get out of his control. Secondly, the teachers' reaction will be a message to all students, because they observe his reaction against any problems. After that, they decide whether they classify him as someone who has to be reckoned with or not.

- He should try to use more than one character, that is to say; not always being rude and not being kind all the time because if something increased more than it should, it will turn against itself.

2.7. Suggestions and Recommendations for Teachers

The present section tries to provide some techniques that guide teachers when dealing with demotivated students. It also highlights some general guidelines to teachers concerning the right ways of dealing with students. In other terms, how to become a good teacher.

2.7.1 Techniques of Motivating Students

It is generally agreed that this new generation of students do not easily get motivated towards learning, especially when teachers use traditional ways of teaching. In this regard, the teacher plays an essential role in encouraging and motivating his students despite the difficulty of his task. Thus, in order to motivate your students, Palmer (2005: 1863) proposed the following:

✓ Challenge learners by setting tasks at a moderate level of difficulty so they can regularly experience success;

✓ Use novel or discrepant experiences to arouse curiosity;

✓ Increase the meaningfulness of content and tasks by relating them to the learners lives (authentic, realistic, interesting and relevant);

✓ Use a variety of different types of activities and tasks;

✓ Allow learners to be active participants in the lesson;

✓ Allow learners a realistic level of choice in work partners, activities and task formats;

✓ Allow learners to work individually or collaboratively in situations that do not encourage competition;

✓ Provide assessment feedback, and use praise that rewards effort and improvement (these are given privately, to avoid social comparison);

✓ Model enthusiasm, thinking, dealing with errors, and dealing with challenge; and

✓ Be supportive, reassuring, and attentive to the learners.

2.7.2 Keys to become a good teacher

The teaching profession is not easy as some people think. In fact, it requires a patient teacher who has to deal with various personalities. Every one of the students thinks and acts differently. Therefore, to be a good and beloved teacher (Beidler : 1997) proposed the following suggestions :

❖ **A good teacher really wants to be a good teacher:** This means that he always does his best to be a good teacher, and not just working for financial reasons

❖ **A good teacher takes risks:** This teacher every time tries to bring something new in classroom, even he fails in it but the most important thing is that he does not fear of failure instead he always keeps trying till he accomplishes something .

- ❖ **A good teacher has a positive attitude:** A good teacher should not complain all the time. Having positive attitudes towards his students help him a lot because this positiveness is a driving force to success.

- ❖ **A good teacher never has enough time:** This teacher is busy doing his work. He knows that a good teacher should benefit from every single moment.

- ❖ **A good teacher thinks of teaching as form of parenting:** That is to say, a good teacher tries to treat students as if they are his own children. In other terms, being kind in some instances but strict when necessary.

- ❖ **A good teacher tries to give his students confidence:** A good teacher always tries to give confidence to his students by encouraging and pushing them to speak up in class. As opposed to this, some teachers tend to frustrate their students by jeering at them just because they did not understand the lecture or they wear fashionable clothes which could be stranger for some teachers.

- ❖ **A good teacher tries to motivate students:** A good teacher tries to develop his own skills and raise the level of the challenge in his classroom by motivating students and engaging them in the learning process.

- ❖ **A good teacher does not trust students evaluations :** A good teacher if he receives a positive evaluation from his students, he does not totally trust

them, because he always tries to find a negative evaluation from one or two students perhaps concerning his way of teaching .Therefore, this teacher seeks for such negative evaluations to improve his performance.

❖ **A good teacher listen to his students:** Listening to your students is very useful. On one hand, it improves your teaching. On the other hand, you give your students the opportunity to express themselves freely and fearlessly.

2.5. Conclusion

This chapter has concentrated on the study of the students and the teachers' questionnaire to know what is the effect of motivation on discipline problems. It also provides an analysis and interpretation of the data collected. Throughout this chapter, the results revealed that most students are not motivated. This lack of motivation is considered as a crucial element that helps in the rise of many disciplinary problems.

General Conclusion

General Conclusion

Discipline is a crucial part in the teaching process. The teaching and learning processes cannot yield its fruit in an environment that lacks discipline. Whatever the curriculum is creative and innovative, it will not have a minimal impact with the absence of control and discipline within the classroom, and whatever lessons are inspiring and exciting, they will not affect students' behaviour. Thus, motivation is seen as an effective technique that helps overcoming various disciplinary problems that occur in our secondary school classroom.

Throughout this dissertation, we aimed at investigating the effect of motivation on discipline problems among learners at ' Ahmed Benzekri' secondary school . In the first chapter, we have discussed the relationship between motivation and discipline .On one hand, we shed light upon motivation with its definition, types, and its famous theories. On the other hand, we have dealt with the definition of discipline, the reasons behind, and when the teacher turns to a source of discipline problems.

Concerning the practical part, one means of data collection has been used; the questionnaire. Two questionnaires were devoted to the first year literary stream learners and teachers at the above mentioned secondary school. The purpose is to check whether or not motivation can reduce discipline problems among secondary school learners, and moreover, if teachers can use motivation as a technique to overcome those rising problems.

The results obtained in both questionnaires confirm our hypotheses that motivation positively affects problems of discipline because it helps in reducing them. On the other side, teachers show their willingness to use motivation as a technique in the future although they are not using it currently.

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Apendices

Appendix A

Teachers' Questionnaire

Teachers' Questionnaire

Dear Teacher.

The present questionnaire is designed to throw some light on the effect of motivation on discipline problems among secondary school learners. I would be deeply grateful if you accept to fill in the questionnaire that would contribute to my finding.

Please, tick the answer that would think more appropriate.

1- Specify your gendre
   a- Female ☐
   b- Male ☐

2- Your teaching experience

………………………………………………………………

3- During your teaching, are your students motivated enough?

   a- Yes ☐
   b- No ☐

4- If no,

   a- The subject of the lecture is not interesting ☐
   b- Your way of teaching is not satisfying to them ☐
   c- Other reasons ☐

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5- These reasons will later on lead to disciplinary problems. Do you?

   a-   Strongly agree ☐

   b- Agree ☐

   c- Disagree ☐

   d- Strongly disagree ☐

Justify your answer

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6- Have you ever tried to use motivation as a technique to overcome discipline problems?

   a- Yes ☐

   b- No ☐

   c- I will try it ☐

Why?

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7- According to you, what is the effect of motivation on discipline problems?

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Thank you for your collaboration

Appendix B

Students' Questionnaire

Students' Questionnaire

Dear students,

I am preparing a research on the effect of motivation on discipline problems. I would be grateful if you could answer these questions to help me in my research.

Please, use a cross (×) to indicate your chosen option, and justify your answer when needed.

1- Specify your gender

    a- Female   ☐

    b- Male   ☐

2- Are you motivated enough in the class?

    a- Yes   ☐

    b- No   ☐

    c- Sometimes   ☐

3- When you get bored, do you create disciplinary problems?

    a- Always   ☐

    b- Sometimes   ☐

    c- Rarely   ☐

    d- Never   ☐

Justify your answer

……

……………………………………………………………………………………………....................................

4- According to you, when teachers face problems with their students' discipline, it is because

   a- The teacher mistreats his students ☐
   b- Students are badly behaving from their homes (i.e. not only at school) ☐
   c- Students are demotivated and have no willingness to learn ☐
   d- Lack of creativity in the teachers' way of teaching ☐
   e- Other reasons

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   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ………………………………………………………………………………………….

5- What if the teacher decided to use some techniques that motivate you in the classroom? Do you ?

   a- Strongly agree ☐
   b-Agree ☐
   c-Disagree ☐
   d- Strongly disagree ☐

   Justify your answer

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6- According to you, what should the teacher do to avoid discipline problems?

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Thank you for your collaboration