

*DARAWSHEH Ahlam, teacher,
 PhD student at Tiraspol State University of Moldova
 SIROTA Julia, PhD, academic consultant,
 Carmel College, Israel*

Abstract: *The described research studied the elementary school teacher's influence components on students' learning motivation. In this research, the authors intended to compare between a "difficult" group of pupils (called the treatment group) to the "usual", "easy" group (called the control group). In order to understand what are school perception differences between the groups, a questionnaire was designed, distributed to both groups and analyzed. This tool helped the researchers to understand and diagnose possible problems of lack of motivation, which in turn can help in building an appropriate intervention program to solve the problems revealed.*

Keywords: *motivation to study, teachers, pupils, questionnaire, diagnosis.*

The term motivation derived from the Latin verb *movere* (to move). This idea is reflected as something that gets us going, keeps us working, and helps us complete tasks. There are many definitions of motivation and a lot of disagreement over its precise nature. Differences in the nature and operation of motivation are apparent in the various theories. Motivation has been conceptualized in varied ways including inner forces, enduring traits, behavioral responses to stimuli, and sets of beliefs and affects. For some people, trouble feeling motivated can have negative impact on academic, personal or professional success. Low grades, damaged friendships or a demotion at work are all realistic consequences of low motivation. [88]The problem is extremely severe at school. It's unsurprising that many students are perceived as unmotivated. While existing efforts to increase student achievement are an important part of education reform, they have not focused enough on what it takes to motivate students in school. A good teacher is supposed to achieve a participation of all the students, including the best ones should not get bored during a lesson and the worst ones who find it difficult or worthy to concentrate and participate in class. Of course, there are lots of motivational models and strategies.

The research took place in the elementary school in Arabe village, an Arab school in a village in the north part of Israel. All the students- the number was 70- filled in the following questionnaire:

- q1 Do you like your school?
- q2 Do you go to school with pleasure?
- q3 Are you sad when classes are postponed?
- q4 Do you like Home works?
- q5 Do not like just breaks at school?
- q6 Do you frequently talk to your parents about school?
- q7 Would you like your teacher to be less tough?
- q8 Do you have many friends in your group?
- q9 Do you like your classmates?
- q10 Do you like just playing games at school?
- q11 Do you go to school with joy and love?

The scale included 3 possible answers from 1- disagree to 3 – strongly agree. All the students were instructed to fill in the questions correctly and I made sure they understood these questions properly. Two hours were given to the students to answer the questions in the school hall to feel at ease and without criticism or noise. After the answers were gathered and analyzed, we found out that there are two groups of pupils: "strong"-highly motivated to learn, attached to the school, and a "week" group- those with low levels of learning motivation, who need an improvement in their approach.

The results reinforced the earlier suggestion that there are two groups of students: the "strong" one, highly motivated, which is the control group (35 students) and the "weak" one, poorly motivated group of pupils (35 students), which formed the target treatment group.

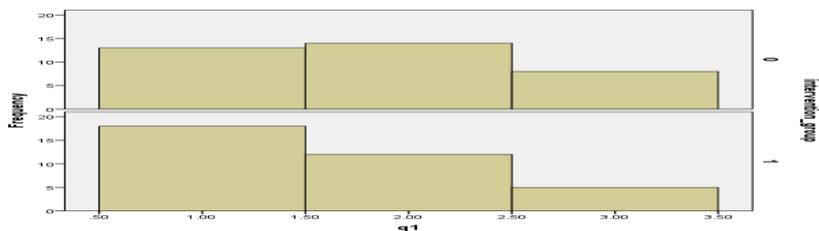


Figure 1. The histogram of answers to q1 (about liking the school) in the control and treatment groups

As we can see, most of the pupils do not like school, but more from the treatment group.

The histogram of answers to q2 (about going to school with pleasure) in the control and treatment groups:

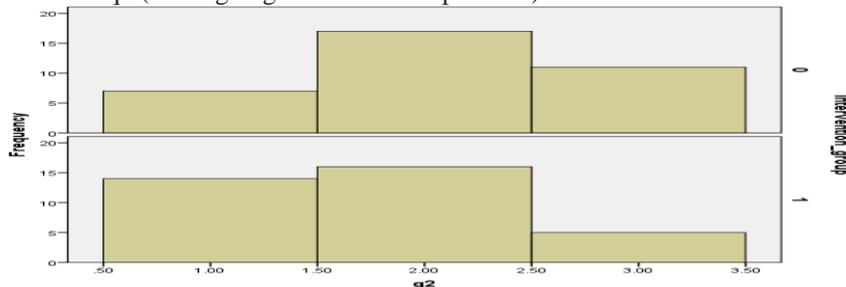


Figure 2. The histogram of answers to q2 (about going to school with pleasure) in the control and treatment groups

The control group pupils go to school with pleasure more than their peers from the treatment group.
 The histogram of answers to q3 (about the postponed lessons) in the control and treatment groups:

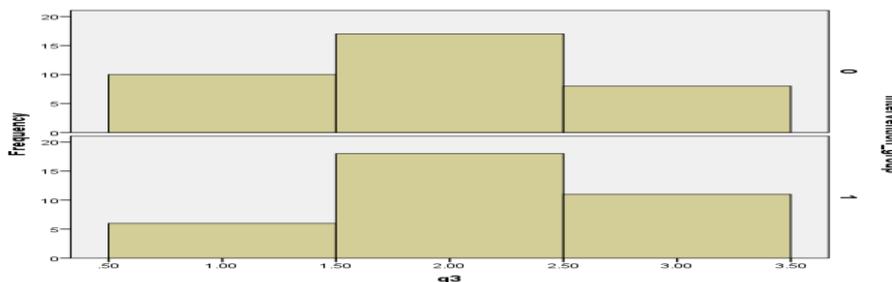


Figure 3. The histogram of answers to q3 (about the postponed lessons) in the control and treatment groups

We do not witness significant differences here, most of the pupils are indifferent when the lessons are postponed.

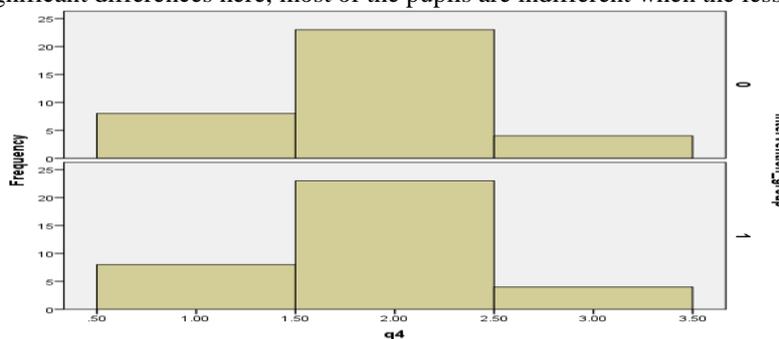


Figure 4. The histogram of answers to q4 (about liking HWs) in the control and treatment groups

We do not witness significant differences here, most of the pupils are indifferent to home works.

The histogram of answers to q5 (about liking the breaks at school) in the control and treatment groups:

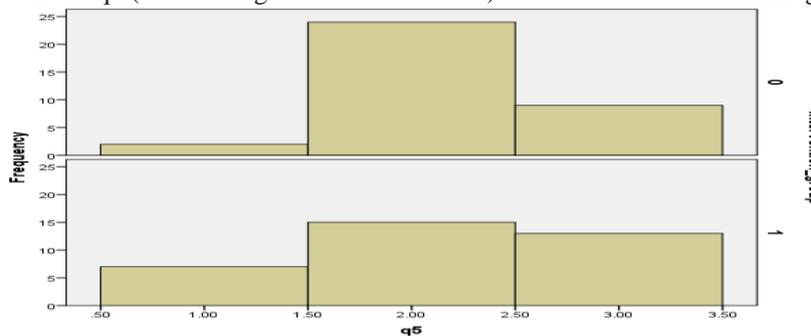


Figure 5. The histogram of answers to q5 (about liking the breaks at school) in the control and treatment groups

More pupils in the treatment group like breaks more than their peers in the control group.

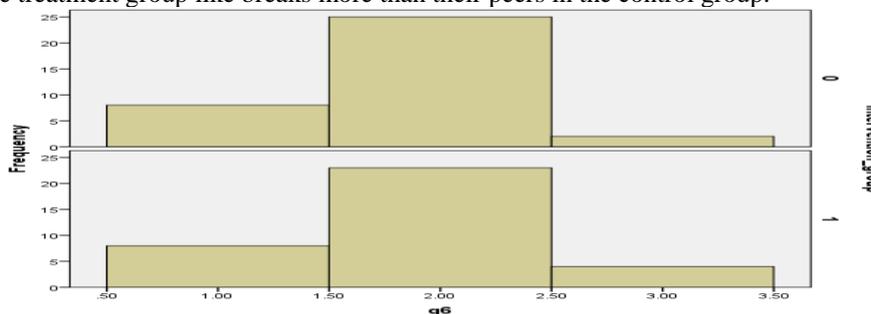


Figure 6. The histogram of answers to q6 (about frequently talking to the parents about school) in the control and treatment groups

In the control group, the pupils are more prone to talk with parents.

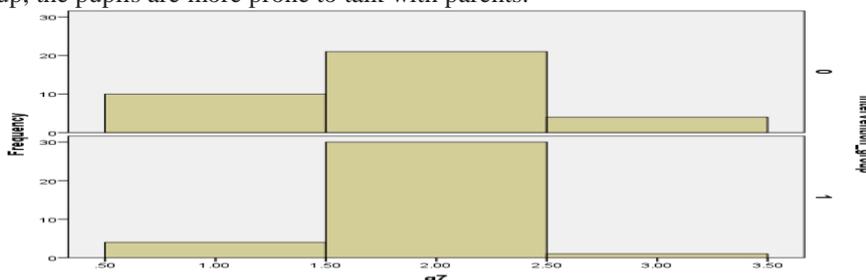


Figure 7. The histogram of answers to q7 (about teacher's toughness) in the control and treatment groups

In this question about the severity of the teacher, most pupils from the treatment group are quite indifferent about the teacher, as opposed to the control group that are more different within the group. This suggests that maybe the treatment group does not feel belonging to the class and connected to the teacher.

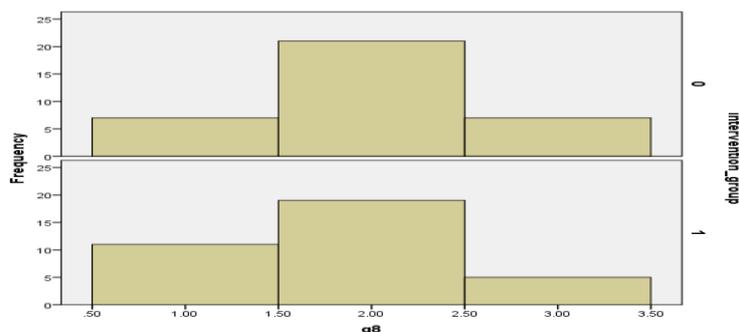


Figure 8. The histogram of answers to q8 (about having many friends) in the control and treatment groups
 In the treatment group, there are more pupils not having lots of friends, maybe, more “outsiders”.

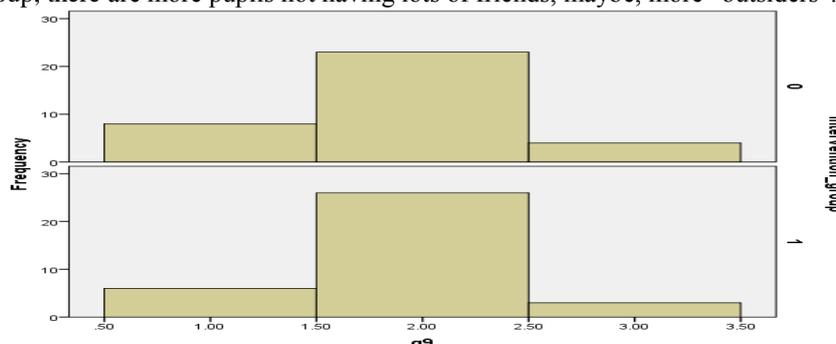


Figure 9. The histogram of answers to q9 (about liking the classmates) in the control and treatment groups
 We do not witness significant differences here.

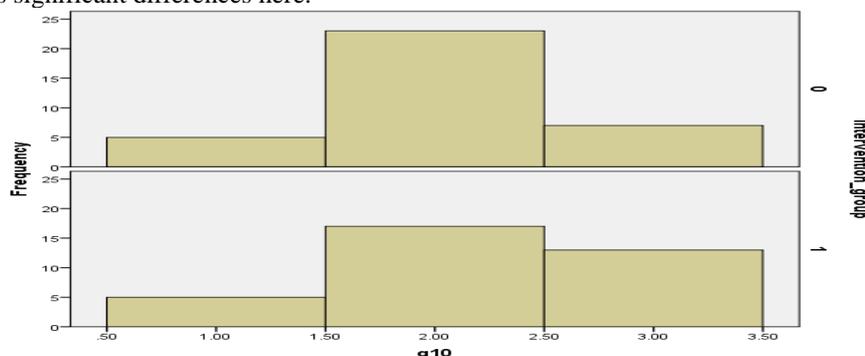


Figure 10. The histogram of answers to q10 (about liking just games at school) in the control and treatment groups
 In the treatment group, much more pupils like just playing games at school than their peers in the control group.

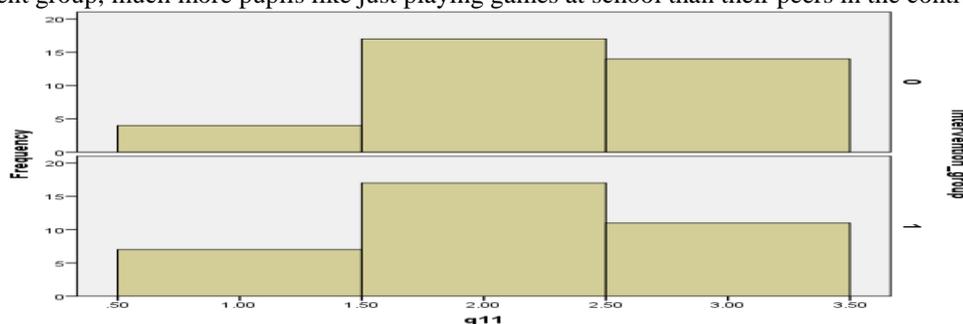


Figure 11. The histogram of answers to q11 (about going to school with joy and love) in the control and treatment groups

More pupils from the control group enjoy the school than their peers from the treatment group.

To summarize, the following problems were revealed:

- Most of the pupils report they do not like school, but more from the treatment group.
- The control group pupils go to school with pleasure more than their peers from the treatment group.
- In the question about the toughness of the teacher, most pupils from the treatment group are quite indifferent about the teacher, as opposed to the control group that are more different within the group. This suggests that maybe the treatment group does not feel belonging to the class and connected to the teacher.
- More pupils in the treatment group like breaks more than their peers in the control group.

CONFERINȚA ȘTIINȚIFICĂ INTERNAȚIONALĂ
*ASIGURAREA VIABILITĂȚII ECONOMICO-MANAGERIALE PENTRU DEZVOLTAREA DURABILĂ A ECONOMIEI
REGIONALE ÎN CONDIȚIILE INTEGRĂRII ÎN UE*

- In the treatment group, there are more pupils not having lots of friends, maybe, more “outsiders”.
- In the treatment group, much more pupils like just playing games at school than their peers in the control group.
- More pupils from the control group enjoy the school than their peers from the treatment group.

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