

THE MOTIVATION OF LEARNING IN STUDENTS

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Abstract: *The motivation for learning illustrates the determination each student has towards this important process. When the motivation starts from within each student, we say that it is an intrinsic motivation, and when it comes from the outside we will call it an extrinsic motivation. The motivation for learning is the dynamic and directional energetic process of the entire learning process. Motivation is the key to our entire behavior, and therefore to our learning behaviour. It is also important to note that the motivation for learning is vital for the efficiency of learning. In our research we aim to investigate some elements related to students' motivation for learning. The method of investigation of the problem of students' motivation in learning is the survey, conducted using the questionnaire as a tool. The sample of subjects consists of two hundred and twenty-two students from the "1 December 1918" University of Alba Iulia, year I, II and III, from different specializations. Among the indicators presented in the questionnaire we can include: aspects that lead to the increase of motivation for learning, which is the main reason for which they learn, how much time they spend daily on learning, whether they carry out a specific program when they learn; what solutions they resort to when they encounter a learning problem, etc. The conclusions are drawn up based on the statistical analysis and confirm the presence of original elements about the motivation of students' learning.*

Keywords: *motivation; learning; motivation of learning; students.*

1. Introduction

Motivation is the main element that can support and encourage students to perform a considerable effort to achieve the highest level of success thus avoiding failure. It has various roles, among which we can mention the role of dynamism, mobilization, orientation, directing the students' behavior to achieve the goals and objectives they have set.(Biggs,1987)

The concept of learning is presented as being the activity that the student performs organized, systematically, in an organized, formal framework, with the purpose of assimilating information, knowledge, to form competences, skills, to develop a set of operations and skills, but also to develop various capacities of understanding, interpretation of phenomena from nature and society.(Dandara,2009).Learning results in changes in behavior as a result of individual experience. (Roman,2014, Kelemen, 2014)

Academic learning presents a learning that has a number of superior quality characteristics such as autonomy, intrinsic motivation, self-direction and self-regulation of the activity performed by students.(Focşa,2002)

Cognitive strategies are activated „to facilitate task fulfillment, and metacognitive strategies to monitor and regulate cognitive processes involved in the task.”(Castanheira,Roman, Hossu,2018,p.251)

Professors should „take into account the students' personality, the sum of all internal and external factors which influence directly or indirectly the process of understanding and learning and regard it as an attribute which defines the institutional, socio-cultural, economic context in which a student develops and shapes his personality.”(Roman,Bran,2015,p.440)

The features of learning in „terms of learning situations bring about behavioural changes with students at some levels: as inference situations – permanent process through which the student is taught to learn and how to learn; performance related changes - when students are motivated and ranked; by experiencing interaction, communication, and practice which are predetermined by teachers and characterized by certain stability. This shows that behavioural changes brought about by learning should be long-lasting.”(Roman,Balaş,2015,p.76).

The motivation of learning is the primary success in the entire educational process. The literature states that the intrinsic and extrinsic factors determine and influence motivation for learning.The motivation for learning is the dynamic and directional energy process of the entire learning process. Motivation is the key to our entire behavior, and therefore to our learning. It is also important to note that the motivation for learning is vital for learning efficiency.(Davitz,Ball,1978)

The motivation for learning illustrates the determination that each student has towards this important process. When motivation starts from

within each student, we will say that it is an intrinsic motivation, and when it comes from the outside we will call it extrinsic motivation.

We find the intrinsic motivation in the activity carried out and is satisfied by its realization. This challenges the individuals to participate in an action for the satisfaction it offers them, without being forced by external factors. (Berger, Karabenick, 2011).

The source of extrinsic motivation is found outside the activities performed by the individual. Carrying out the activity is perceived as important to achieving certain goals and is not understood as a purpose in itself. (Sălăvăstru, 2004)

Golu, P. and Golu, I., believed that the motivation of learning “is part of the broad concept of motivation and is defined as “the totality of the mobiles that energetically supports, activates and directs the conduct of learning activities.” (Golu, Golu, 2003, p.353)

The motivation of learning is subordinated to human motivation. It relates to the multitude of elements and aspects that train the student in the learning activity. In the context of the educational activity, the motivation of learning can be found in three situations. In the first one will be found as a factor that directs the student towards the learning action, the second will include the role and involvement in supporting the learning action, and in the third one being presented as a result of the learning giving the student a sense of balance with the educational purposes. All three of these situations will relate to each other, initiating the dynamics of motivation for learning. (Stăncescu, 2017)

2. Problem Statement

The motivation for learning illustrates the determination each student has toward this important process. Motivation is the key to all of our behavior, and therefore to our learning behaviour. It is also important to note that the motivation for learning is vital for the efficiency of learning.

The study includes a series of information that refers to the motivation of learning for students during the academic year. Among the indicators presented in the questionnaire there are: aspects that lead to the increase of motivation in learning, which is the main reason why they learn, how much time they spend daily to learn, whether they carry out a specific program when they learn; what solutions they resort to when they encounter a learning problem, etc. The conclusions are drawn up on based on the statistical analysis and confirm the presence of novel elements about the motivation of learning in students.

3. Research Questions

The questions of our research raised the following topics: the aspects that lead to an increase of motivation in learning, which is the main reason

why they learn, how much time they spend daily to learn, whether they carry out a specific program when they learn; what solutions do they resort to when they encounter a learning problem, and so on. The conclusions are drawn up on the basis of statistical analysis and confirm the presence of some original elements about the motivation of the students' learning.

4. The Purpose of the Study

The purpose of our research is to investigate some of the most important elements related to students' learning motivation during the academic year.

5. Research Methods

Throughout our research, the method of investigating the the matter of motivation was the survey method, conducted using the questionnaire as a tool.

6. Findings

The sample of subjects consists of two hundred and twenty-two students from the "1 December 1918" University of Alba Iulia, year I, II and III of study, from different specializations.

The first question of the questionnaire refers to the milestones that lead to an increase in the motivation of learning. As we can see, for 24,7% of students the main reason for increasing motivation in learning is that the teacher uses concrete examples in the courses/seminars; 23,8% of students used as a response that the relationship between teacher and student leads to an increase in motivation; 21,6% of students chose the option that conveys the idea that the teacher is dedicated to the profession they practice; 19% of students feel an increase in motivation in learning through the structure of the materials they receive at the course/seminar and their relevance; 3,6% of students chose the option stating that this increase in motivation happens because of the way in which the activities of the course are organized; 1,8% of students chose the option that this increase in motivation happens because of the way in which the seminar activities are organized; 4,1% reported on the answer stating the issue of continuity that there is continuity between the topics discussed at the course in question at the seminar; and 1,4% of the students chose the variety of materials as a response.

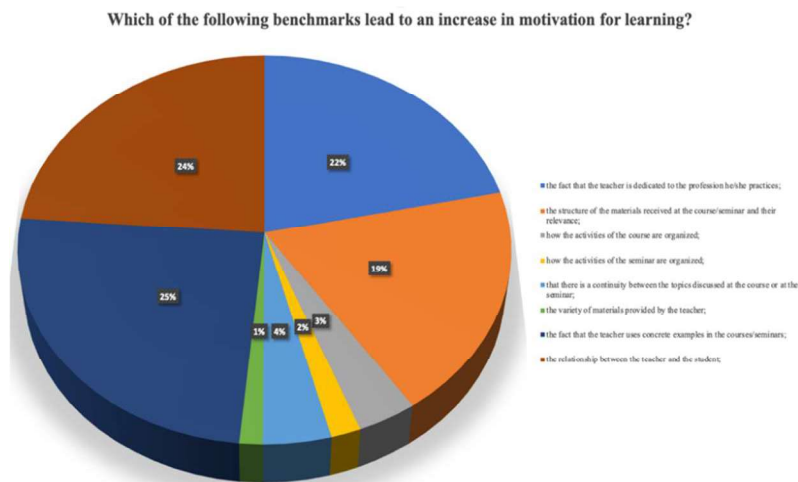


Figure 1. Benchmarks that lead to an increase in the motivation for learning

The second question addresses the issue of responsibility for the emergence of motivation for learning in students. Here students were asked whether the professors had the greatest responsibility for the emergence of motivation for learning. The results of this question were as follows: 55,2% of students answered yes, which means that the emergence of motivation in learning comes from professors, 41,2% of students reported that the professor does not have the greater responsibility for the emergence of motivation for learning, and 3,6% used the answer do not know/do not answer.

Do teachers have most of the responsibility for the emergence of motivation for learning in students?

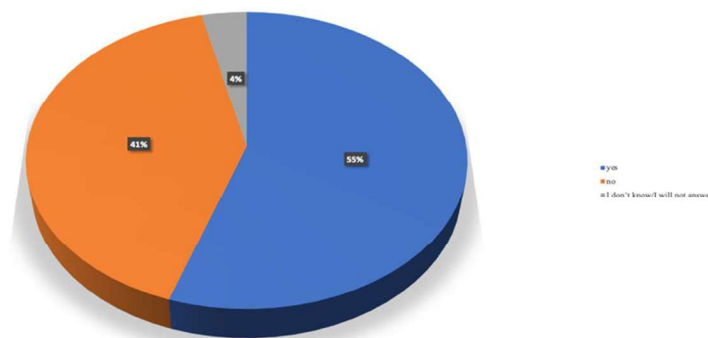


Figure 2. The responsibility for the emergence of the motivation for learning in students

The third question relates to the main reason why students learn. The results of this question were as follows: 49,8% chose as an answer the aspect of learning to have a successful career; 28,1% because they like to study;

17,2% because the teacher inspires respect; 2,7% to be recognized and appreciated by others, 0,8% to get good grades and 1,4% to not be embarrassed.

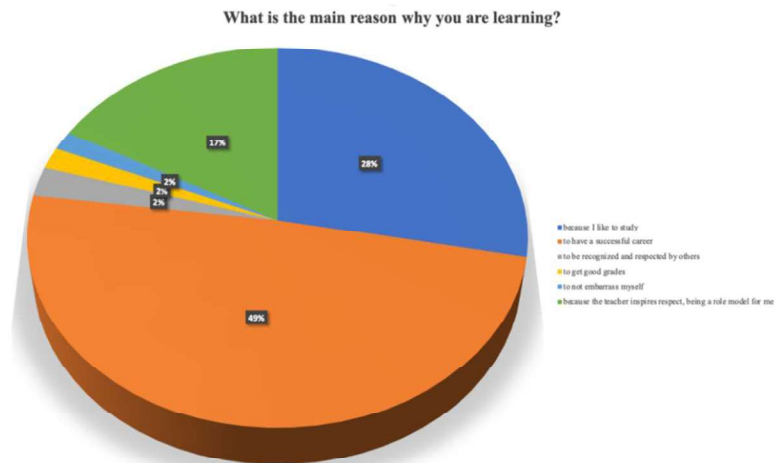


Figure 3. The main reason why the students learn

To the fourth question, students were asked if they were motivated to learn when they were aware of the usefulness of the information taught at the courses/seminars for their daily lives. The results of this question were as follows: 97% used "yes" as an answer, 2% used "no" as an answer, and 1% of the students chose the option "I do not know/I do not answer".

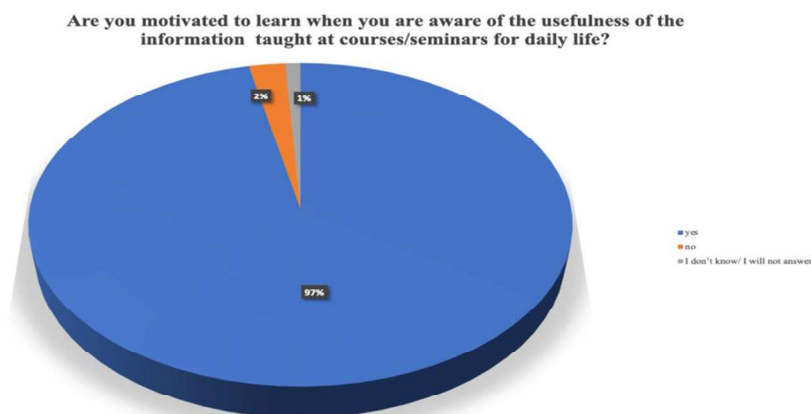


Figure 4. The awareness of the usefulness of the information taught in courses/seminars for daily life

On the fifth question, students were asked how much time they spend on average per day learning or preparing for the required course/seminar materials. The percentages here were as follows: 18,1% spend up to one hour for learning, respectively for preparing the materials required for the course /

seminar; 66,5% spend between 2-3 hours; 14% between 4-5 hours; and 1,4% more than 6 hours per day for learning, respectively for preparing the materials required for the course / seminar.

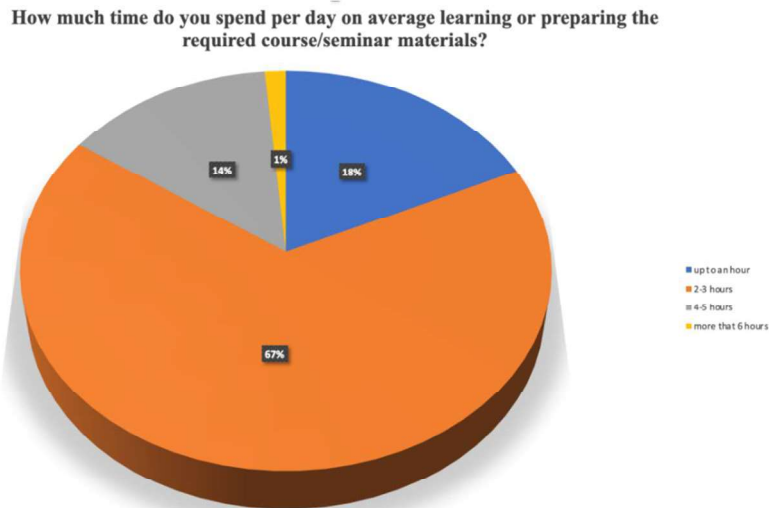


Figure 5. The time spent on average per day for learning or for preparing the materials for the course/seminar

The sixth question is about the studying program. Here the students were asked if, at the time they started studying, they were carrying out a rigorous program. The results of this question were as follows: 23,1% always carry out a rigorous program for study; 24,9% often; 40,7% sometimes; 9% rarely; and 2,3% never.

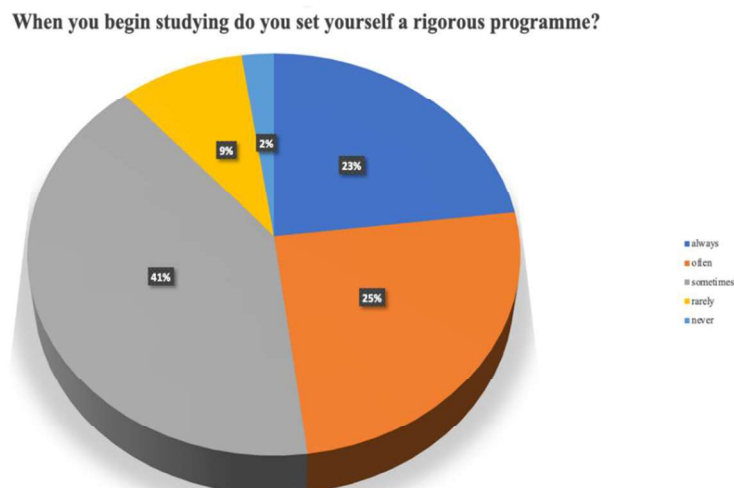


Figure 6. A rigorous program for studying

On the seventh question, students were asked which of the following solutions they resort to when they encounter difficulties in learning. The results of this question were as follows: 17,2% ask the professor for explanations; 61,5% seek the information themselves; 19,9% ask a colleague for help; and 1,4% ask friends for help.

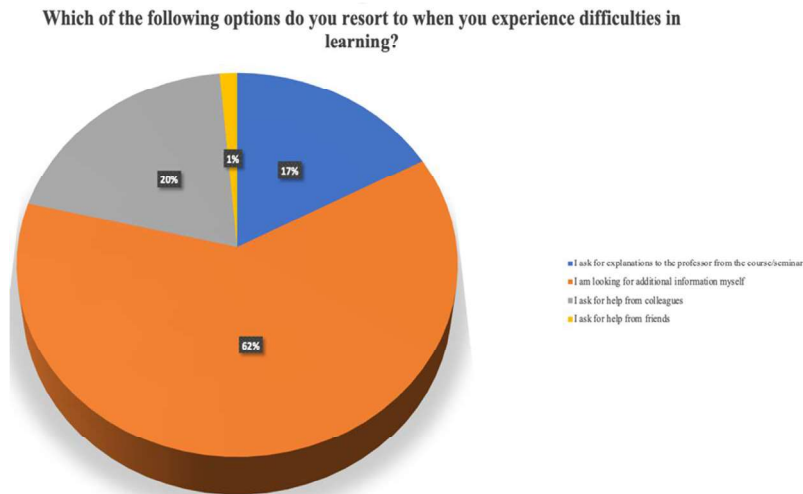


Figure 7. Difficulties in learning

The eighth question is about maintaining motivation in learning throughout the study. The students were asked whether they find it difficult to maintain motivation throughout the course of that activity while they are learning. The results of this question were as follows: 11,8% of students maintain that motivation throughout the study; 15, 4% cannot maintain their motivation throughout the study; 38,9% answered that it depends on the situation; and for 33,9% it depends on what information they have to learn.

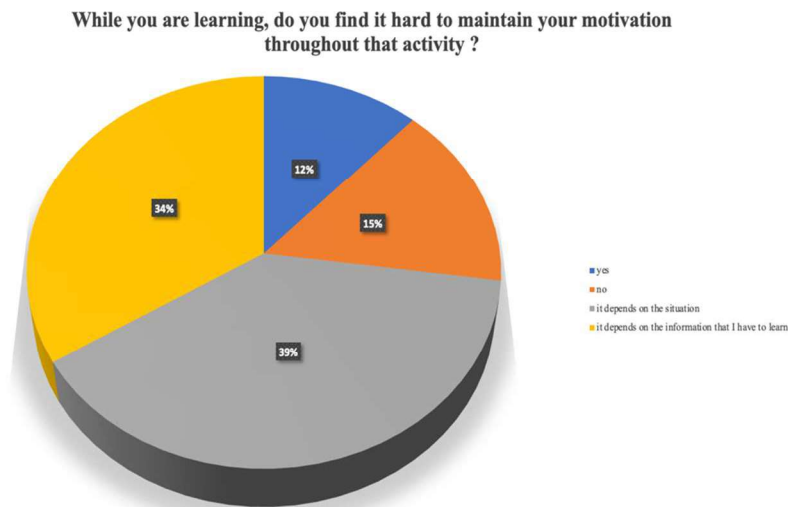


Figure 8. Maintaining the motivation throughout the study

On the ninth question, students were asked what is the reason why they are motivated the most in learning. To this question 16,3% answered that they were motivated by a previous success; 3% by failure; 24% by their interests; 55,7% are motivated by the desire to be very well trained in a certain field; and 1% have no reason.

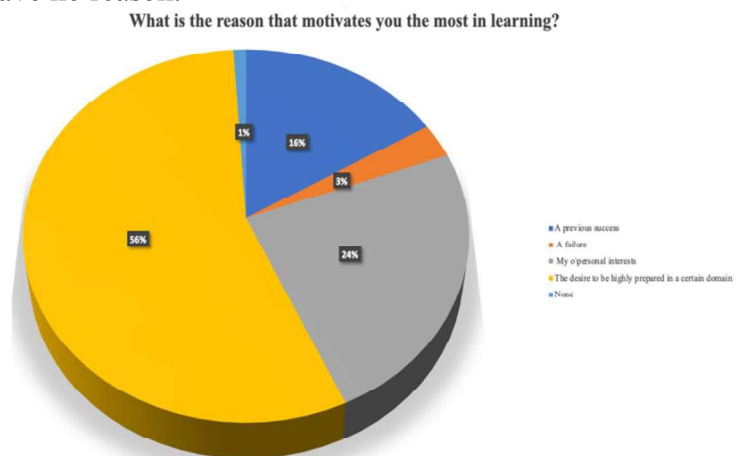


Figure 9. The reason that motivates students the most in learning

The last question refers to the contribution that success in the university can make to increasing the chances of success in the professional field. The results of this question were as follows: 37,6% said this always happens; 34,4% often; 23,1% in some situations; 4% rarely; and 0,9% never.

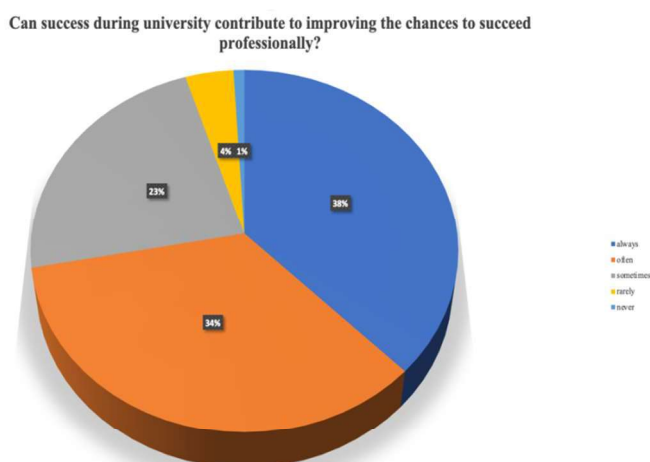


Figure 10. The contribution of success at the university to improving the chances to succeed professionally

7. Conclusion

The conclusions are drawn up based on the statistical analysis and confirm the presence of some original elements.

We could observe in the research that we have carried out some interesting aspects regarding the motivation for learning of the students during the academic year. It is important for students to receive information that is as useful and applicable as possible to their daily lives, as well as to grow for their future career; they are responsible for the activities they perform on their own and not only when it comes to learning new things, but they also have this responsibility when it comes to allocating time for study. It is also important to overcome certain obstacles that may occur when they encounter a learning difficulty.

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