

## POSSIBILITIES OF STIMULATION OF MOTIVATION OF STUDENTS

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**ABSTRACT:** *WITHOUT MOTIVATION, A PERSON DOES NOT ENGAGE IN AN ACTION. EDUCATION NEEDS MOTIVATION, A CONSTANT ENCOURAGEMENT TO IDENTIFY THE BEST STRATEGIES THAT CAN BE APPLIED TO THE VARIOUS PROBLEMS THAT STUDENTS FACE IN THE CLASSROOM. MOTIVATION IS ONE OF THE FACTORS THAT ENSURE SUCCESS IN TEACHING AND LEARNING FOR BOTH TEACHERS AND BENEFICIARIES OF EDUCATIONAL SERVICES.*

*MOTIVATION IS THE SUPPORT ON WHICH EDUCATIONAL SUCCESS IS BUILT. ANY INTERESTED AND RESPONSIBLE EDUCATOR SHOULD CONTROL SUCH A MECHANISM AS BEST AS POSSIBLE TO ENSURE THE CONDITIONS FOR OPTIMAL SCHOOLING.*

*A MOTIVATED CHILD, FROM THE PERSPECTIVE OF THE PARENTS, IS THE ONE WHO WANTS TO HAVE GOOD RESULTS IN SCHOOL, WHO DOES NOT EXPECT TO BE FORCED TO LEARN AND WHO IS APPRECIATED BY THE TEACHERS. FOR TEACHERS, A MOTIVATED STUDENT IS, FIRST AND FOREMOST, THE ONE WHO LISTENS WITH INTEREST TO WHAT IS BEING TAUGHT TO HIM AND WHO ENDEAVORS TO ANSWER ALL THE LEARNING TASKS OUTLINED. SO, MOTIVATION IS THAT SET OF SPRINGS THAT CAUSE US TO DO A CERTAIN THING.*

*IN THE SCHOOL CONTEXT, MOTIVATION IS NOTHING BUT THE PROCESS THAT LEADS AND MAINTAINS A CERTAIN BEHAVIOR DESIRABLE TO THE STUDENT STATUS: PARTICIPATION IN CLASSES, INVOLVEMENT IN LEARNING ACTIVITIES IN THE CLASSROOM AND AT HOME, SUCCESSFULLY SOLVING TASKS. MOTIVATION IS ONE OF THE MOST IMPORTANT ASPECTS OF LEARNING AND SCHOOL SUCCESS: IN ORDER TO BE SUCCESSFUL IN SCHOOL, BUT ESPECIALLY TO ENSURE THE EFFICIENCY OF LEARNING, IT IS NECESSARY TO HAVE AN OPTIMAL LEVEL OF MOTIVATION FOR ENGAGING IN THIS TYPE OF ACTIVITY.*

**KEYWORDS:** *STUDENTS, MOTIVATION, TEACHERS, STIMULATION, SCHOOL.*

### **Introduction**

Motivation is a phenomenon in a permanent dynamic in which the student's perceptions and behaviors interact with his / her environment and which essentially means reaching a goal. Rolland Viau successfully demonstrates that motivation in the school context is properly understood only when we do not relate it only to the object of learning but also to the conditions in which the learning is carried out and to the perceptions that the student has regarding a particular activity. teaching.

Motivation differs from other affective states such as passion or interest in an activity because the latter manifest themselves spontaneously, while motivation involves the deliberate choice to engage and persevere to achieve a certain goal. As Viau points out, in the school space, the teacher often imposes learning activities on the students and their motivation to do them is not

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necessarily accompanied by an immediate interest or an intellectual passion for them. Although every teacher wants every student to be passionate about the discipline of study he teaches, he is certainly very pleased if he manages to have a whole class of motivated students.

Many authors in the psychology of education<sup>2</sup> operate the formal differentiation between the intrinsic motivation (determined by the wishes, interests and preferences strictly personal) and the extrinsic (determined, by imposition, from the outside). Working exclusively for money or going to school only because this is what parents ask is a predominantly extrinsic motivation: the achievement of a certain behavior is determined by obtaining a reward or avoiding a punishment. The problem with this type of motivation is that as soon as the constraint is eliminated or avoided, in one way or another, the child has difficulty maintaining the level of performance that has been imposed.

The intrinsic / extrinsic distinction has many merits, but it should not prevent us from having a procedural, dynamic and contextual understanding of motivation. We also need to be aware of the ideal character of an entirely intrinsic motivation: both at home and at school the child is under constant external influence from family and teachers. However, without being duplicated by one's own choice, by a voluntary adherence to the objective pursued (without an intrinsic dimension), the risks indicated will become easy to manifest.

#### **Motivation of students in the Romanian education system**

The work of teachers can be constantly undermined by the lack of motivation for learning of their students.

The motivational dimension is intentionally reflected in most analyzes in the Romanian media or in public debates when discussing education; either it is about the importance given to education as a system, or it is about the importance of education to succeed in the Romanian society. These discussions are based on the idea of motivation or lack of motivation for learning<sup>3</sup>. If education is not what brought about social and economic success for those who are successful in Romania, why would a learning and school career be more interesting and important for a child? When the child is not motivated by school, parents usually accumulate the frustrations associated with poor school performance. Parents are a key factor in motivating the child and can significantly contribute to improving their school performance. In order to build the child's motivation for the school career it is important to have the best collaboration between parents, school and community members (including the group of friends). It is documented that motivation is a task far too complex to be solved by only one group. A common cause of failure is that each party expects the others to do more, to influence the child in the desired direction: parents, being too busy with the tasks of the service, expect from the school to solve the child's problems, and the school is sometimes under pressure from the multitude of children. teaching, administrative, attention and resources assignments for a lot of children who come with a myriad of problems and expect parents and family to play the role of primary educator and support the school effort, motivate the child for education. This approach is wrong because it leaves the child in the middle, who is no longer motivated by the family, who is expecting too much from the school or the teacher, who is waiting for the parents' support in what is beyond his powers.

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<sup>2</sup> M. Popa, (2010), *Multivariate statistics applied in psychology*, Polirom Publishing House, Iași

<sup>3</sup> I. Bontaș, (2008), *Treaty of Pedagogy*, All Publishing House, Bucharest

The attitude towards the school of the parents is decisive for the way the child relates to the school and for achieving the educational goals proposed<sup>4</sup>. The parent is the taxpayer who, through the fees he pays, has certain rights and responsibilities in the school. The parent entrusts the child to the school, and this implies an even greater expectation on the part of the parent towards the institution in which he / she actively contributes through the fees he / she pays. It is important for the parent not to forget that in this relationship there is not a single client who pays for a service, and the school involves besides the rights it grants to the parent and the very clear responsibilities that they expect to be respected. If the parents have the right to be informed about the child's evolution, they have the opportunity to ask and clarify the unclear aspects and to get involved in the life of the school, the teachers and the school staff in turn have the right to be respected for the work they do, to be supported by the community and parents. It is a relationship that has positive results only if it is based on mutual respect and mutual support. I met parents who were happy that their point of view was imposed on the school, and the teacher or the headmaster of the school were totally intimidated by them. In this type of communication lies the long-term failure of the child: on the one hand, he observes how parents report to school. If the parents have no respect for the school, then the child will have no reason to respect the school or the teachers. On the other hand, the teacher or the headteacher of the school can sometimes be intimidated, but this strategy will never cause enthusiasm for solving the problems the child faces, but on the contrary. Education needs a positive motivation, a constant impulse to identify the best strategies that can be applied to the various problems that students face in the classroom. The distancing from the school staff, due to the lack of respect or the aggressive imposition of their own point of view, does not lead to the achievement of the objectives. The relationship with the school must be a process based on mutual respect and active collaboration of both parties.

In general, the main things parents expect are that the school provide support and practical ways to reach educational goals (short-term - grades, desirable behaviors - or long-term: passing tests, exams and developing career interest). ), to contribute to increasing the child's self-respect, self-confidence, to show respect towards parents, to give them the opportunity to influence the educational process and to clarify aspects that are of interest to the family, to provide the child with safety in the classroom. class and on the school grounds, both physically and emotionally, to communicate honestly and directly with parents, to ensure a friendly climate in the school, in which the child feels valued and protected, to offer a variety of adapted teaching styles different ways of learning, specific to the class and the student.

In general, the main things that the teacher expects are the parents: to actively support the efforts of the school (through attitude, involvement in the education of the child at home, in a family context), to show respect and consideration towards the teacher and the difficult work that submit it, be models to follow for the child; to value the education, not to leave the school entirely the task of the child's education, to act preventively (to communicate with the teacher when problems or concerns are in the early stages, not only in times of crisis), to inform the school when special situations in the family plan they can influence the student's behavior or performance, actively collaborate with the school to establish and respect the rules and discipline in work and behavior, support the child, encourage him and contribute to building self-confidence, provide the child with the material and moral support necessary for education its.

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<sup>4</sup> Ș. Popenici, C. Fartușnic (2009), *Motivation for learning. Why should children care about it and what can we do for it*, Didactica Publishing House, Bucharest

Based on the understanding of this set of mutual expectations, parents and school can collaborate, negotiate and adapt optimal strategies for motivating and involving the child in the educational process.

The benefits of the collaboration of parents with the school to motivate and optimize the results of the students are: improving the academic performance., Improving the behavior in the school., Reducing the number of cases of school dropout.

Benefits for parents include: developing self-confidence, feeling of usefulness and participating in school life and decisions., Deepening the knowledge of child development issues. Strengthening social networking in the community, developing opportunities for community involvement, developing a relationship positive with the school<sup>5</sup>.

### **Motivation of students by the family**

The parent has the difficult task of motivating the child for learning and education, the most important elements that contribute to defining his future. That is why the stake is so important that it is worth the sustained, long-term, often extremely difficult effort. The first reason why we support the idea that parents play a crucial role in motivating the child for learning, for education, is based on studies that show that the most important determining factor for school success is the family's attitude. Since 1966, in the largest study in the field of education in history, called "The Equality of Educational Opportunity Study" (often found in the specialty literature under the name of "Coleman Report"), it was revealed that the family is much more important in determining the success of the school than factors such as the allocation of the material and financial resources of the school. The parents have the power to motivate the child and to lead to success in the school career plan, even if the school does not have the best facilities and is not placed. in an area with good economic development, for this it is important to focus, in addition to manifesting the attitude of constant respect towards learning and the school institution, on important aspects for motivation.

### **Important aspects for motivation**

#### **The hope**

Perhaps the most powerful motivator is hope. In many situations, parents and teachers underestimate the importance of planting hope in the child. Students who think they are not able to solve a problem have poor results. The key here lies in the patience and wisdom of the educator, whether parent or teacher, to set the appropriate goals to be achieved: if goals are too easy to achieve, it is possible that if the child fails to achieve them at any given time to lose self-confidence, to think that it is not smart for those who have managed to solve the task that was not even very difficult.

It is important that every step before it is observed, every progress is noticed and cultivated. Failure, especially if repeated, can be explained to the child, and successful models of people who have had somewhat similar problems can be presented. Hope, confidence in our own future and ability to overcome the problems we face, is often the key we need to find and use to motivate. For this, it is important to consider some rules<sup>6</sup>:

1. Build from basic knowledge. Often, parents and teachers want to see the results at the level of their colleagues, at least at the average level. If we expect performance in mathematics, we must make sure that the student has the basic arithmetic and then mathematical knowledge. If there are open spaces, it is important to be patient and encourage the child to achieve the desired

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<sup>5</sup> V. Chiș, (2014), *Fundamentals of pedagogy: thematic benchmarks for students and teachers*, Eikon Publishing House, Cluj-Napoca

<sup>6</sup> U. Șchiopu, *Modern Psychology* Bucharest, Romania Press Publishing House, 2008

progress over time. Based on these advances one can build confidence in one's own strengths, the hope of achieving the desired long-term goals.

2. Keep in mind that progress is taking place over time. In general, changing behavior and building motivation takes time and patience.

3. Highlight the practical benefits of learning about their lives. We need to keep in mind that students, especially adolescent children, think totally differently than adults. It is necessary to make the effort to understand what is important to them, what are the ways of communication and especially to always remind them, taking into account their interests, which are the benefits of learning and school over their own lives. These benefits may be totally unknown to children, especially in a society in which aggrieved politicians, who have obviously failed to value school and learning, are promoted by the media as successful models. The importance of learning is necessary to be elaborated, explained with calmness and educational tact, both at school and in the family environment.

4. Help the child set his own goals. It is important for every child to be stimulated to get involved in their own education, to have the chance and the space in which they can develop their own personality. Generally, in this process the adult can assist the child in setting his or her own goals.

5. Help the child to be organized and self-disciplined. Children need order, but they have trouble enforcing and maintaining it. To do this, the adult must identify practical strategies for empowering the child, which aim to maintain the program and order; here the proverb "as you grow it so you have it" applies. Motivation is affected if the program is not structured and the lack of organization affects the results, the child being affected by the failures he puts in relation to his limited possibilities, not with the lack of organization and discipline in the work.

6. Encourage the child at every step. It is important to encourage the child, whether motivated by learning or not. For those who are already motivated and have good results, the encouragement comes to reinforce this "engine" of individual behavior and increase the already existing potential. In the case of the uninterested, the encouragement is one of the tools we call for to start the construction of motivation, highlighting the progress and the positive direction the child has entered. For example, an important progress that deserves to be noticed and highlighted can be the simple evolution from the refusal of reading to reading a page, or from the minimum marks obtained in arithmetic to obtaining a slightly better note. Progress is being made step by step, the potential of these developments to achieve even better results should be noted, mentioned and highlighted. Therefore, it is good to focus on the basic requirements for the beginning, to progressively evolve in the direction of the vision and the proposed goals.

### **Communication**

Another very important factor is establishing a positive communication relationship with the child. It is important to consider two aspects: the involvement of the student in establishing the rules that will have few justifications in case he violates them (thus increasing his responsibility), but also mutual respect.

There is a natural tendency to omit the explanation of rules and the need to perform certain tasks because for an adult they seem to be "common sense", understood by everyone. Unfortunately, the reality is that the adult world is very different from that of the children and adolescents, and these explanations are very useful to practically demonstrate that these interventions take into account the personality of the student and the opinions he expresses<sup>7</sup>.

### **Engaging the imagination**

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<sup>7</sup> M. Popa, *Op. cit.* p.63

Engaging the imagination is perhaps the most important task an educator has in building the student's motivation. Noteworthy is the amazing power that this unique ability of the human brain has to project and anticipate possible parallel worlds; if we manage to engage the child's imagination in what he is learning, he will do so with a curiosity and a desire for authentic and relentless knowledge. And if we have the ability to engage his imagination in learning and to open the possible horizons for the pupil's future, for what is possible to achieve and to achieve in this way, then our task is almost entirely fulfilled.

The imagination can be used to build a strong motivation for learning, intrinsic and extrinsic:

**Enthusiasm** - If the educator does not show enthusiasm and optimism, an open attitude towards those around him and what he teaches, then it is hard to believe that students will have the impulse to follow the indicated path. The enthusiasm is overwhelming, and the importance of the attitude of the educator can be understood simply, if we consider current life situations in which this creates the difference in the way we relate to what we encounter, the obstacles that lie in the way of the proposed goals.

**Effort cultivation** - what works in adult life is also valid for children in school: if we are asked to do something, the results are much better if we have a strong reason to do that. For children, the workplace is the school, and the mechanism described above is also valid for them. The school is an extremely demanding job, which has more tests than we normally have at work, and the tasks required take a longer time and effort than we usually see. Therefore, it is important to consider giving a good reason for the tasks imposed. For example, homework can be formulated more constructively if instead of the simple statement of the requirement and the deadline for teaching, the same requirement is explained and the reason why it must be met. Specifically, if we ask that ten exercises be divided into mathematics, it will be specified that this number of exercises is the minimum possible that will ensure us a correct reminder of how the divisions are made.

### **Inefficient interventions to motivate students**

Often, animated by the best intentions, we negatively affect the child's motivation even when we want to contribute to its development. Below I will analyze some interventions that have a different impact than expected or that directly affect the motivation for learning.

#### **Payment for performance**

A first strategy to be avoided is to "pay" the child to motivate him. Many parents find this method effective and perfectly applicable in the context of the limited time they have after solving service problems: "if you take good grades in math, you buy what you want (toy, phone, car, etc.)." This strategy is very often used because it is not aware of its destructive effects and because it does not require much time and effort<sup>8</sup>. Unfortunately, the child who is interested in mathematics and learns that the maximum marks will bring him the desired object, will be motivated by the object itself, not by learning. The emphasis is shifted unconsciously on the reward, not on the desired behavior and reinforcing the motivation for learning. At the same time, the parent must know that this type of motivation lasts as long as the reward is offered, and if it does not appear at a certain time, the behavior of the child / adolescent can be oriented towards the ways of obtaining the desired objects, even if these behaviors are in conflict with learning objectives. The material rewards create an extrinsic motivation, which, if not doubled by the reinforcement of the motivation, can lead to results opposite to the desired ones.

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<sup>8</sup> R. Viau, (2004). *Motivation in school settings*, Educational Renewal Editions, Quebec

### **Negative attitude towards school / family teachers**

It is common for parents to be dissatisfied with the services offered by the school, sometimes being grounded, sometimes due to lack of communication. Regardless of the reasons for these dissatisfactions, it is advisable for the parent to avoid conflict with the school and to show contempt or hostile attitudes towards it.

On the one hand, even if the dissatisfaction is justified, it is not advisable to generalize the conclusions to the entire school staff. Issues can be discussed, the media, solutions can be negotiated based on mutual respect, taking into account that the discussion is between adults with equal rights. If the parent wants respect because it is the taxpayer who partially pays for school services (because he educated the child he entrusts to the school), then it is important to understand that a teacher deserves the same respect, because he has a very demanding job. , difficult, which involves a continuous effort and a great responsibility. In this relationship that has as its stake precisely the way the child is formed, there are no higher and lower positions, there are not only rights, but also clear responsibilities, on both sides.

At the same time, the attitude of the parent is transmitted consciously or unconsciously to the child. If we do not have respect for those who guide us, at school or in any other context, it is very likely that the motivation and results will be directly affected.

### **Punishment**

The most commonly used tool, considered a panacea by both teachers and parents, the punishment is not as effective as it seems, and the frustrations caused by the failure of the method are often amplified and negatively affect the entire education of the child. Punishment is the method that can turn the fastest against our educational goals. It is necessary to emphasize that we are not adherents of a model that allows the child total freedom and no model that rejects discipline<sup>9</sup>.

Physical punishment and violence have a destructive effect on motivation, support, and education as a whole. It is worth noting that physical punishment gives the child a pattern of behavior that he will later unconsciously apply: when I encounter a problem, the violent reaction is the immediate solution. This is the true result of violent punishments in a child's education plan, and the fact that such treatment has devastating long-term effects is extensively documented in the literature.

The punishment, in whatever form it is applied, does not solve the behavior, it suppresses it for a period (usually, as long as the punishment is imminent, possible and visible to the child). As soon as the child comes out of the scope of the punishment, if it is not duplicated by consistent educational interventions, the unwanted behavior will be repeated, where the student is not observed (or considers that it is not observed). In time, children become immune to the effects of punishment: the application of force, without communication with the child, the appeal to the strong feelings that he has, will make him in time accept the punishment as a condition of his existence. This will only make desensitization to repeated interventions to sanction poor results or unwanted behaviors lead to a lack of impact in terms of behavior change and effort concentration. In conclusion, the punishment applied to a demotivated child has no long-term effects. Intervention of this type is inefficient, poorly oriented and has completely opposite effects to the desired, long-term. The punishment applied to a demotivated child can give the illusion of efficiency, but invariably, over time, the results will be the same, totally undesirable.

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<sup>9</sup>M. Jigău, coord., (2004). The gender dimension in education. Ed. MarLink, Buzau

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