

# Learning Motivation of Students

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## Abstract

### Keywords:

learning motivation, learning, students.

Learning motivation is the main segment of success in what we call the educational process. The motivation for learning is influenced and determined by the intrinsic factors, as well as the extrinsic factors.

Learning motivation can be described by a simplistic idea in which we observe a set of internal elements of conduct such as values, motives, intentions and aspirations that organize, challenge and guide learning efforts. Throughout the research we carried out, a series of essential elements had been investigated that refer to the students' motivation of learning. The method of investigating the issue of students' motivation in learning was the survey, conducted using the questionnaire as a tool.

In this respect, the article presents a number of essential elements such as learning motivation, the reason for accumulating knowledge, the reason for obtaining a diploma, the reason for self-accomplishment, but also professional reasons of the students from the study program Pedagogy of Primary and Preschool Education.

## Zusammenfassung

### Schlüsselworte:

Lernmotivation, Lernen, Studierende.

Die Lernmotivation ist der wichtigste Erfolgsfaktor im Bildungsprozess der Studierenden. Die Lernmotivation wird durch intrinsische bzw. extrinsische Faktoren beeinflusst und bestimmt.

Lernmotivation kann durch eine vereinfachte Idee beschrieben werden, bei der wir eine Reihe interner Verhaltenselemente wie: Werte, Motive, Absichten und Bestrebungen, die eine Rolle in der Organisation der Lernbemühungen haben und zugleich den Prozess fördern und leiten.

Im Rahmen der von uns durchgeführten Forschung wurden eine Reihe wesentlicher Elemente untersucht, die sich auf die Lernmotivation von Studierenden beziehen. Um die Frage der Lernmotivation der Studierenden zu untersuchen, wurde eine Umfrage durchgeführt, wobei der Fragebogen als Forschungsinstrument verwendet wurde.

In diesem Sinne stellt der Artikel eine Reihe wesentlicher Elemente dar, wie die Lernmotivation, die Motivation zur Anhäufung von Wissen, den Grund für den Erwerb des Diploms, die Motivation zur Selbstverwirklichung, aber auch die beruflichen Gründe der Studierenden von dem Studiengang „Grund- und Vorschulpädagogik“.

## 1. Introduction

Motivation in learning is essential to achieve success in the learning process and to achieve the goals we set for ourselves. Motivation gives us the necessary energy, concentration and perseverance to learn and meet the challenges we face.

It is important to discover what motivates us personally and to build our own approach in order to maintain our interest and enthusiasm during the learning process.

It is important to acknowledge and feed this motivation in order to achieve high academic and personal performance.

Students learning motivation is an essential aspect for their academic success and personal development. When students are motivated, they are more engaged in the learning process, they are more willing to make

extra effort and develop their skills continuously. Motivation can be influenced by several factors, including the nature of the subject, the learning environment, personal goals and social expectations.

It is rather important to mention that motivation in learning can vary from one individual to another and can be influenced by different factors. Personalized approaches tailored to the specific needs and interests of students can have a significant impact on their learning motivation.

The student's level of aspiration is an important element when it comes to the motivation for learning. This is the purpose of a complex and dynamic connection between the way we perceive ourselves, we discuss here the self-image, previous performances, appreciation of the general and particular conditions in which the activity takes place.



Once this level of aspiration is created, it becomes a motivational factor that directs the effort that students make in order to achieve their intended goals (Stăncescu, 2017).

## 2. Statement of problem

Learning is part of the story of each of us. Throughout our existence we are exposed to new information, experiences and situations that require us to learn and adapt. The learning process never stops, regardless of the age or stage of development we are in.

The current study presents a series of information gathered from second year students about learning motivation. Among the indicators described in the questionnaire we can mention: the motivation for learning, the reason for accumulating knowledge, reason for obtaining a diploma, the reason for self-realization, but also professional reasons. The conclusions are drawn based on statistical analysis and confirm the presence of some unique elements about learning motivation.

## 3. Theoretical foundation

Motivation reflects a system of dynamic factors that defines a person's behavior and includes desires, intentions, feelings, needs, ideas, curiosities and interests (Sillamy, 1996).

The motivation for learning is an internal or external force that leads us to get involved in the learning process and to make an effort to achieve our educational goals. It is essential to achieve success in learning and in achieving our full potential.

Intrinsic motivation is raised by internal sources which fulfill desires and ideals that lead to satisfaction through the activity that is performed (Bocoş, 2018).

Extrinsic motivation is generated by external sources and aims towards acting to gain external satisfaction (Bocoş, 2018).

Learning is considered as “either a process of acquiring new experiences, new skills, abilities, competences and new forms of behavior, or of modifying, restructuring or changing those already existing, in order to better adapt the individual to new situations and to the accentuated dynamics of life” (Bocoş, 2017, p.140).

Ioan Neacşu states that “to effectively research educational motivation means to capture not only the internal or external mobile as such that triggers a desire, an attraction, an immediate interest in learning,

as well as the character of mobilization, of engaging the psychic potential in solving or adapting to the purpose of education, as well as the involvement, organization and internal self-regulation of personality” (Neacşu, 1978, p.23).

The motivation for learning can be described by the multitude of reasons, causes that support energy, intensify and direct the entire process of learning activities (Golu & Golu, 2003).

The motivation involved in learning is subordinated to the general direction of the motivation meaning which refers to the multitude of factors that train the learners to an activity meant to direct them to gain knowledge and the formation of skills and competences (Sălăvăstru, 2009).

Learning motivation depicts all the causes that trigger, support and direct the learning process. In the vast majority of time we regard as learning reasons certain requirements, aspirations, needs such as the desire to succeed, self-affirmation, the desire to obtain results and maximum grades, but also certain interests (Bocoş & Jucan, 2017).

Academic motivation varies for each of us, it is determined by the each person's behavior to learn, it facilitates the intensity of learning and directs the whole activity towards the achievement of learning objectives (Ceobanu, 2016).

## 4. Research methodology

The current study presents a series of information gathered from second year students about learning motivation. Among the indicators described in the questionnaire we can mention: the motivation for learning, the reason for accumulating knowledge, reason for obtaining a diploma, the reason for self-realization, but also professional reasons. The conclusions are drawn based on statistical analysis and confirm the presence of some unique elements about learning motivation.

### 4.1. Research Questions

The research questions have brought up the following topics: the motivation of learning, the reason for accumulating knowledge, the reason for obtaining a diploma, the reason for self-accomplishment, but also professional reasons.

### 4.2. Purpose of the Study

The purpose of the research leads to the investigation of some elements regarding the aspect of student learning.

### 4.3. Research Methods

Throughout the research, the method of investigating the issue of motivation in learning for students was the method of the survey, carried out using the questionnaire as a tool.

### 4.4. Research participants

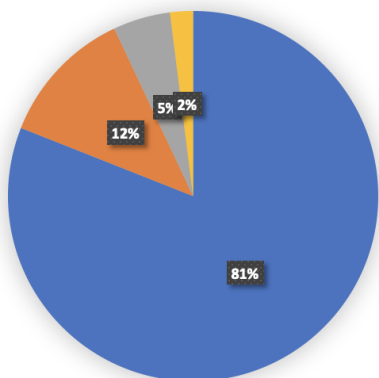
The sample of subjects consists of ninety students from the second year of study from the field Pedagogy of Primary and Preschool Education.

## 5. Results

The first statement refers to the fact that students are motivated to learn in order to obtain a diploma in the desired field. As we can see, 81% of students fully agree with this statement, 12% agree, 5% are against the statement stated above, and 2% are totally against it.

Figure 1. Learning motivation-obtaining a diploma in the desired field.

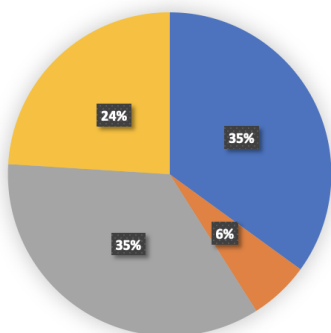
1. I am motivated to learn in order to get a diploma in my desired field.



The second statement refers to the fact that students are motivated to learn in order to get answers / solutions for questions / problems related to their intellectual development. As we can see, 35% of students fully agree with this statement, 6% agree; 35% of students are against this statement, and 24% of students are totally against this statement.

Figure 2. Learning motivation-obtaining some answers / solutions to questions / problems related to their intellectual development.

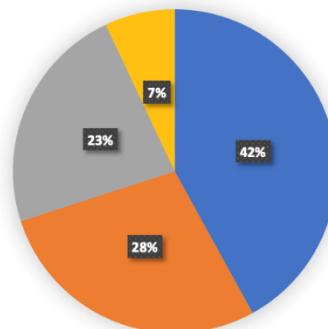
2. I am motivated to learn to get some answers / solutions for the questions / problems related to my intellectual development.



The third statement discusses the fact that students are motivated to learn to acquire new, up-to-date information in the field that concerns / interests them. As we can see, 42% of students fully agree with this statement, 28% of students agree, 23% are against this statement, and 7% among the students I am strongly against it.

Figure 3. Learning motivation-obtaining new, up-to-date information in the field that concerns / interests them.

3. I am motivated to learn to acquire new, up-to-date information in the field that concerns / interests me.



The fourth statement refers to the fact that students are motivated to learn in order to become a specialist in their chosen field. As we can see, 91% of students fully agree with this statement, 3% of students agree; 3% are against it, and 3% are totally against this statement.

Figure 4. Motivation of learning - being a specialist in the chosen field.

4. I am motivated to learn to become a specialist in the chosen field.

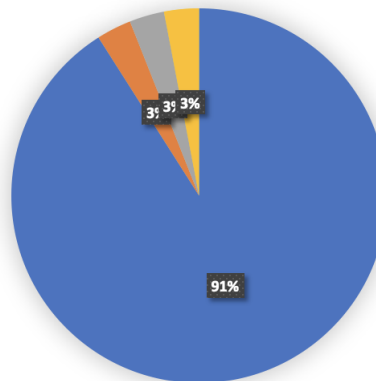
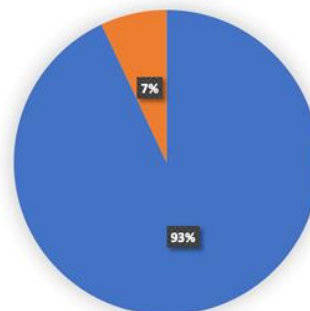


Figure 5. Learning motivation - having a successful career in the chosen field.

5. I am motivated to learn in order to have a successful career in the chosen field.

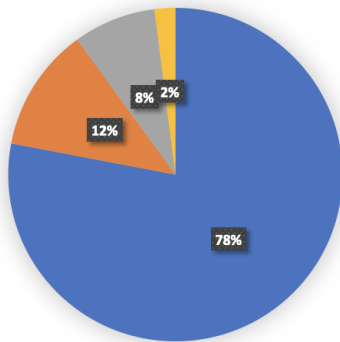


At the fifth statement we find the idea that students are motivated to learn in order to have a successful career in the chosen field. As we can see, 93% of students fully agree with this statement, and 7% of students agree with this statement.

The sixth statement refers to the fact that students are motivated to learn in order to deepen the knowledge in the chosen field. As we can see, 78% of students fully agree with this statement, 12% agree, 8% of students surveyed are against it, and 2% are totally against it.

Figure 6. Learning motivation - deepening the knowledge in the chosen field.

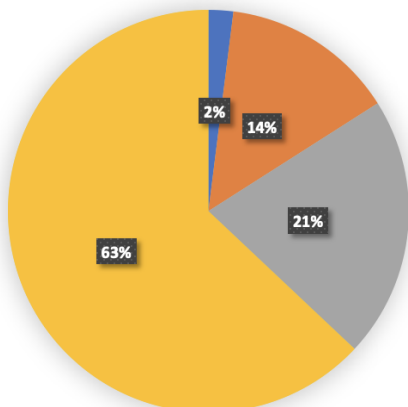
6. I am motivated to learn in order to deepen the knowledge in the chosen field.



The seventh statement refers to the fact that students are motivated to learn to meet their parents' expectations. As we can see 2% of students fully agree with this statement, 14% agree, 21% of students are against this statement, and 63% among the students surveyed are totally against it.

Figure 7. Learning motivation - meeting parents' expectations.

7. I am motivated to learn to meet my parents' expectations.



The eighth statement refers to the fact that students are motivated to learn in order to gain greater financial independence. As we can see, 65% of students fully agree with this statement, 26% agree, 7% are against it, and 2% of the students surveyed are totally against this statement.

In the ninth statement, students are motivated to learn to keep up with the requirements of permanent education. As we can see 5% of students fully agree with this statement, 3% agree, 18% of students are against it, and 74 % among students I am totally against this statement.

Figure 8. Learning motivation - a higher financial independence.

8. I am motivated to learn in order to gain greater financial independence.

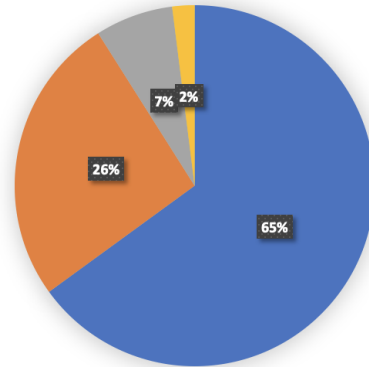
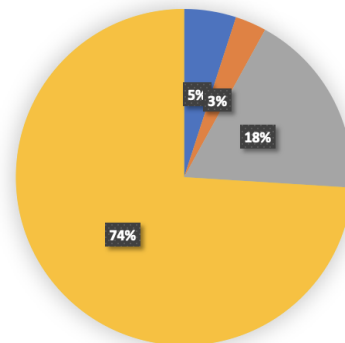


Figure 9. Learning motivation - the requirements of permanent education.

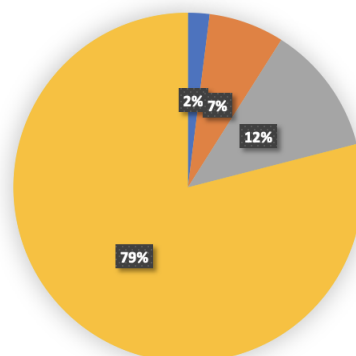
9. I am motivated to learn to keep up with the requirements of permanent education.



The tenth statement refers to the fact that students are motivated to learn for the image built within the group of colleagues. As we can see 2% of the students surveyed perfectly agree with this statement, 7% of students agree, 12% are against it, and 79% among students I am totally against this statement.

Figure 10. Learning motivation - the image built within the group of colleagues.

10. I am motivated to learn for the image built within the group of colleagues.



## 5. Conclusions

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

We were able to observe in the research we carried out some interesting aspects regarding the motivation in learning for students.

From the information gathered from the students through this research we could observe that they care about certain aspects when it comes to what motivates them to learn.

Getting a degree is an important reason for the students surveyed when it comes to learning motivation. In addition to the aspect of obtaining a diploma, there are several other essential reasons that were derived from this questionnaire-based investigation. Students are motivated to learn in order to become specialists in the field in which they study, they want a successful career in that field, they are concerned and motivated to deepen their knowledge in their field and last but not least, they are motivated to learn and gain greater financial independence in their chosen field of study.

Among the important reasons we find that students are motivated to learn in order to become specialists in the field in which they study.

Another idea that emerged from this research shows us that students are motivated to learn so that in the near future they have a successful career in the field of study they have chosen.

The aspect related to the deepening of knowledge in the specialized field was also mentioned among the main students' reasons for learning.

At the same time, one of the main reasons for learning that emerged from this research is related to financial independence. Financial independence in their chosen field of study is a motivation in learning for students.

The story of learning is unique and personal for each of us. Each person has their own experiences and learning pathways. Learning can be a journey full of obstacles and accomplishments, moments of failure and moments of inspiration. These experiences help us grow as individuals and build our identity. Finally, learning is not only limited to accumulating knowledge, but it is rather a continuous journey of self-discovery and personal development. It is a story that accompanies us throughout our life and defines us in a unique way.

## Authors note:

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