

Etkili Öğretim Sürecinde Deneyimli Öğretmenler ve Öğretmen Adaylarının Motivasyon Konusunda Görüşleri

Views of Experienced and Student Teachers about Motivation in Effective Teaching Process

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ÖZET

Bu çalışma öğretim sürecinde motivasyon konusuna yöneliktir. Araştırmanın amacı aday ve deneyimli öğretmenlerin etkili öğretim sürecinde motivasyon konusunda görüşlerini belirlemektir. Araştırmada veriler açık uçlu sorulardan oluşan bir anket ile toplanmıştır. Araştırmanın bulguları gerek deneyimli öğretmenlerin gerekse öğretmen adaylarının konuyla ilgili ortak bazı hususlara işaret ettikleri, ancak öğretmen adaylarının bu konuda biraz daha detaylı bir bakış açısı ile konuyu değerlendirdiklerini göstermiştir.

Anahtar Kelimeler: Deneyimli öğretmenler, aday öğretmenler, motivasyon, etkili öğretim.

ABSTRACT

This study deals with motivation that is regarded as having direct effects on teaching process. The aim of the study is to determine the views of both experienced and student teachers about motivation in the teaching process. The data were collected by means questionnaire with open ended items. The findings indicate that although both experienced teachers and student teachers state similar views about motivation student teachers seem to have much more detailed perspectives on motivation.

Key Words: Experienced teachers, student teachers, motivation, effective teaching.

1. Introduction

Studies concerning effective teaching and learning process mostly focus on motivation. Up to date many attempts have been made to clarify the concept of motivation. Motivation which is a commonly used concept is closely related to teaching and learning. Therefore, it is possible to explain the concept of motivation as the basic factor for successful teaching and learning (Hastings, 1997). Enwistle (1987) defines motivation as a concept which is used to account for the differences among psychologists, educators and students. Several authors (i.e. Reece and walker, 1997; Hastings, 1997) argue that motivation is a key factor for successful teaching as well as for learning. For Hastings (1997, p.55) motivation is a basic factor why some students voluntarily study why others do not and why some improve why other can not. Some students have positive attitudes towards school and learning. For instance, they connect education with work and they like hard working. However, teachers may assist students in having such positive attitudes (Leask & Turner, 1995).

Students who are not motivated to learn may exhibit undesired behaviour. If teacher cannot manage the classroom and cannot effectively control the undesired behaviour, all these events may negatively affect the children (Leask & Turner, 1995). Additionally students' prior experience, their future expectations, classroom atmosphere and some other factors are all factors that affecting their motivation to learn and their attitude towards school. Therefore, motivation of students cannot be explained by only one factor.

To motivate the students to learn is also significant for effective learning. All students may not be motivated to learn using the some motivation technique. In order for students to take part in learning teachers' abilities such as challenging and warning are necessary (<http://honolulu.hawaii.ed>). Teachers may employ many and varied techniques to motivate the students. Some of these techniques include provision of immediate feedback or rewards, (Leask & Turner, 1995, p.94).

Reece and Walker (1997) argue that a student with higher levels of motivation but with lower levels of ability can achieve more than one able student with lower levels of

motivation. It shows the effects of motivation on students. Learning is closely related to motivation. Therefore, the task of teachers is to raise the motivation in learning-teaching environment.

Those children who pay attention to the subject study hard. At this point teachers should raise the interest level of the students. On the other hand, student may have distinct needs. Some students may need achievement whereas some may need close relationship. Attitude towards a subject or subject and willingness are two factors on motivation (Reece & Walker, 1997, p.96). Basic factors influencing the motivation are as follows: (1) attention (2) need (3) attitude, and (4) desire.

Some factors may positively affect motivation, whereas some other factors may negatively influence motivation. Those factors which have negative effects on motivation include too hard or too simple tests, lack of feedback on development, poor lights, sound systems and regarding the topic as hard to comprehend (Reece and Walker, 1997, p.98).

The concepts of internal and external motivation are also significant. Internal motivation refers to motivation without rewards. For instance, when students study for them, internal motivation occurs. For McKeachie (p.350) curiosity and the need for self-help are the basic factors for internal motivation. The task of education is to guide the students to extend the curiosity of students and to use it for learning. When individuals are sufficient and successful they are motivated to learn. External motivation is related to external stimulus provided by teachers in classroom environment (Reece & Walker, 1997, p.96). For instance, verbal or written praise, encouragement are strategies of external motivation (Leask & Turner, 1995). Reece and Walker (1997) suggest the following teaching techniques to provide external motivation: Verbal rewards: verbally rewarding the students' work; test results and grades: feedback about tests and assignments; stimuli: students are inherently curious and teachers may use it to raise the students' motivation; use of familiar materials: research indicates that the use of materials facilitates learning.

Some findings show that students learn what they want to learn and that they have difficulty in learning of a subject which they are not interested in. In fact, students always learn: new dances, football strategies, complex and uncomplex things (<http://pvbars.org/webpage/library/motivation>)

For a teacher, defining what motivates a student can be difficult. However, teachers can understand whether or not students are motivated. For instance, unmotivated students do not listen to the course, they may be bored. Lack of motivation may be a result of various reasons: finding the subject hard, boring etc.

One of the tasks of teaching is to provide learning. Learning increases motivation. Both novice and experienced teachers are known to experience difficulty in realizing motivation. Petty (1993) argues that both inexperienced and experienced teachers regard motivation as a necessary element for efficient learning. If teachers know how to motivate the students, it may increase the level of learning. Capel et al. (1995) state that student teachers should comprehend the teaching techniques to motivate the students.

Use of appropriate teaching strategies is significant for both motivation and interest of students. An interesting teaching approach better motivates the students (Reece and Walker, 1997, p.133). For instance, group teaching approaches will be better for the students who like such learning in contrast to individual teaching approach. On the other hand, discussion groups, role plays or seminars can be more effective to achieve the affective objectives (Reece and Walker, 1997).

Aim of the study

The aim of the study is to determine the views of both experienced teachers and student teachers about motivation. The study tries to answer the following research questions:

1. For experienced teachers, which factors positively affect the motivation?
2. For student teachers, which factors positively affect the motivation?
3. For experienced teachers, which factors negatively affect the motivation?
4. For student teachers, which factors negatively affect the motivation?
5. For experienced teachers, what is the behaviour of the motivated students?
6. For student teachers, what is the behaviour of the motivated students?

2. Method

This study employs a descriptive method. The sample of the study includes ninety-eight senior undergraduate students attending to three different departments of Gazi Education Faculty and thirty teachers taking the doctoral course “Development and Learning”. In order to collect the data a survey questionnaire including open-ended items was administered to the subjects. Open-ended items asked to the subjects are as follows:

1. Which factors positively affect the motivation in the teaching process?
2. Which factors negatively affect the motivation in the teaching process?
3. What is the behaviour of motivated students?
4. What is the behaviour of unmotivated students?

Survey questionnaires were analysed in terms of content by two authors. Commonly stated points were identified. Then similar points were grouped. Lastly, tables showing these points were developed. All steps were employed for four items separately for student teachers and experienced teachers.

3. Findings and Discussion

The following points are found to be regarded as related to motivation: teacher-centred points, student-centred points, classroom environment-centred points, family and environment centred points. Table 1 shows the general distribution of the student teachers' views:

Table 1. *Views of the student teachers on factors positively affecting motivation in the teaching process (n=98)*

Teacher-centred factors:

Teachers' behaviour, attitude (37), use of positive reinforces (9), methods and techniques used by teacher (4), rewards (2), encouragement of students by teacher (2), lecturing style of teacher (2), teachers' praise like persuading the students that they will be successful, teachers' voice, focus on learning rather than memorization, interaction between teacher and students, asking questions to students, knowing the students characteristics well, positive expectations.

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Table 1. *Views of the student teachers on factors positively affecting motivation in the teaching process (n=98) (Continue)*

Student-centred factors:

Enjoy the subject (15), level of readiness (4), communication with teacher (2), achievement (2), prior knowledge, and willingness to learn.

Classroom oriented centred factors:

Positive classroom environment (25), class organization (2), class size.

Course-oriented factors:

Providing the aim of the course (12), use of materials (10), relating the subject to real life (8), activities in the course (6), course appropriate to the student level (4), making the student think that the course is useful for himself (3), attractiveness of the topic (2), giving concrete, understandable examples (2).

Table 1 show that student teachers mostly emphasize the teacher-oriented factors. These factors are varied. Student teachers argue that mostly attitude and behaviour of teachers positively affect the student motivation (n=37). The student teachers also stated some student-oriented factors such factors, commonly stated on is the students' liking the course and subject (n=15). They also pointed out some classroom-oriented factors. Nearly one fifth of the student teachers regarded a positive classroom environment as a significant factor (n=20). Furthermore student teachers also considered some course-oriented factors as having effects on motivation. Of these factors, stating the aim and necessity of the course is the most interesting one (n=12). On the other hand, the views of the experienced teachers on the factors positively affecting the motivation are given in Table 2.

Table 2. *Views of the experienced teachers on the positive factors on motivation (n=30).*

Teachers' behaviours (30), classroom atmosphere (30), the number of students (30), students' interests and abilities (30), communication (29), peer relations (27), active participation (27), classroom environment (27), course books (26), classroom organization (27), use of materials (23).

The most frequently stated factors by the experienced teachers are as follows: teachers' behaviours, classroom atmosphere, the number of the students, students' interests and abilities. All experienced teachers participated in the study stated these factors. Both groups of the subjects have similar views in that both groups mostly emphasized teacher-oriented factors. Table 3 provides the views of the student teachers on the factors negatively affecting the motivation in the teaching process.

Table 3. *Views of the student teachers on the factors negatively affecting the motivation (n=98).*

Teacher-oriented:

Negative behaviour and attitudes of teachers (23), autocratic teacher' behaviour and criticism (16), methods and techniques used by teachers (4), inefficient teaching, teacher-centred courses.

Student-oriented factors:

Not believing that the subject is useful (8), anxiety (2), not being ready (2), having no goal, lack of curiosity, self-confidence.

Classroom oriented factors:

Not liking the course (12), not knowing why taking the course (2), hard subjects, not understanding the course, examination anxiety, individual differences.

Table 3 clearly shows that the majority of the student teachers stress the teacher-oriented factors as having negative effects on motivation. The student teachers also pointed out some student-oriented factors to have negative effects on the motivation. "Negative classroom environment" is the most commonly stated classroom oriented

factor by the student teachers. The views of the experienced teachers about negative factors on the motivation are given in Table 4.

Table 4. *Views of the experienced teachers on negative factors about motivation.*

Classroom environment (30), class size (30), inefficient programs (26), insufficient tools and materials (19), attitude and behaviours of teachers (14), lack of quality course books (4).

The experienced teachers mostly emphasised physical settling and class size. In this regard, the experienced teachers have different views in contrast to the student teachers. Table 5 provides of the student teachers on the behaviour of the motivated students.

Table 5. *Views of the student teachers on the behaviour of the motivated students (n=98).*

Listening to the course carefully (51), high levels of participation (46), asking questions (24), answering the teacher questions and willingness to answer the questions (24), interest in the course (8), being successful according to the evaluation (4), preparation for the course (4), being volunteer to learn (4), taking notes (3), questioning (3), spending energy to learn (3), doing the assignments (2), having expectations about the course, continues studying, studying towards the goals, enjoying the course, relating the new learning to old ones, having continuous attention, being eager to study, being happy when achieved the goals, supporting the friends to participate in the course, intense interest and attention.

On the other hand, the experienced teachers in the study commonly pointed out “attendance” and “studying in a planned and disciplined way” as two major behaviour of the motivated students. Table 6 shows experienced teachers views about this.

TABLE 6. *Views of the experienced teachers on the behaviour of the motivated students (n=30).*

Attendance (30), studying in a planned and disciplined way (30), doing the assignments (28), communication (27), using the time efficiently (25), having good relationships with friends (25), take part in decisions and developing the rules (23), creativity (23).

Table 7 provides the views of the student teachers on the behaviour of the unmotivated students.

Table 7. Views of the student teachers about behaviour of the unmotivated students (n=98).

Not paying attention to the course (28), interest in other things (25), continuous talking (23), not listening to the course (17), dealing with other things rather than the course (4), talking with friends (4), making noise (4), being quiet or making noise (3), being not interested in the course (3), having no attention to the course (3), looking at the outside (3), making disrupting behaviour (3), not really listening to the course (3), distractive behaviour in the class (3), not like being asked questions and asking the questions (2), not listening to the course, lack of interest, not taking notes, not doing the assignments, not answering the questions.

Table 7 shows that the student teachers have varied views on the behaviour of the unmotivated students. Table VIII presents the views of the student teachers about the behaviour of the unmotivated students.

Table 8. Views of the student teachers about the behaviour of the unmotivated students (n=30)

Lower levels of achievement (30), not participation in the activities (30), lack of interest in the course (30), disruptive behaviour (29), not attending the course (27), being aggressive (25), being impatient (24), cheating (24), walking around the classroom (24).

Table 8 shows that the experienced teachers regard lower levels of achievement (n=30), not participation in the social events (n=30) and lack of interest in the course (n=30) as the major behaviour of the unmotivated students.

It is possible to state that the student teachers and experienced teachers have some similar views about motivation in the teaching process but they have also some differing views. It may be a result of the fact that experienced teachers meet directly with the students and have chance to observe them.

4. Results and Recommendations

The study revealed several results:

1. The first question in this study was “For experienced teachers, which factors positively affect the motivation?” Experienced teachers (N=30) stated many factors related to this question, but the most reported factors were behaviour of teachers (n=30), classroom atmosphere (n=30), class size (n=30), students’ interests and abilities (n=30). These factors were stated by all the experienced teachers participated in this study.

2. Mostly stated factors by student teachers (N=98) for the same question were teachers’ behaviour and attitude (n=37), use of positive reinforcers, classroom environment (n=20) and enjoying the course and subject (n=15).

3. The second question was “For experienced teachers, which factors negatively affect the motivation?” Experienced teachers (N=30) stated many factors related to this question, but physical environment (n=30), crowded classes (n=30), economical status (n=30) were most reported factors.

4. Mostly stated factors by student teachers (N=98) for the same question were negative behaviour and attitudes of teachers (n=23), disconformity (n=18) and negative criticism (n=11).

5. The last question asked to experienced teachers was “For experienced teachers, what is the behaviour of the motivated students? Lower levels of achievement (n=30), not participation in the activities (n=30) and lack of interest in the course (n=30) were the factors all experienced teachers stated.

6. Student teachers, on the other hand, stated different points. The most stated factors are interest in other things (n=25), continuous talking (n=23) and not listening to the course (n=17).

This indicates that both experienced and student teachers have some common points and also some different views about motivation in the context of effective teaching. All these results suggest that motivation is important factor in teaching process. Therefore

to determine the views of teachers and also student teachers is essential. More research can be carried out related to this issue.

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