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MOTIVATION IN EDUCATIONAL CONTEXT

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Abstract: Starting from the analysis of the educational context, relevant aspects regarding the motivation for learning are analyzed. The transition from traditional to online learning brings new challenges for the instructive-educational activity and for the motivational issue.

Keywords: educational context, motivation, motive, traditional education, online education, self-efficacy, self-determination.

The speed of technology evolution with its implications in all sectors of society also influences education. The use of new information and communication technologies by current generations of pupils and students - called digital natives of the literature (Prensky, 2001; Bennett et al., 2008; Kennedy et al., 2010; Smith, 2012) are of particular importance for them. In contrast to the generation of digital natives, the literature in the field has required the highlighting of digital immigrants - born before 1980 - educators, teachers, trainers - those train, educate digital generations. Despite efforts to reduce the gap between the two generations, the differences remain pronounced when it comes to learning through ICT (New Information and Communication Technologies) - understood as a form, direction of lifelong learning (Canadian Council on Learning, 2011). Starting from the evolution of information and communication technology, its integration and use in the educational system it follows technological, informational and digital literacy and European strategies for the development and promotion of the information society and knowledge.

The communication from the commission to the european parliament, the council, the european economic and social committee and the committee of the regions on the Digital Education Action Plan (Brussels, 17.1.2018) sets out three priorities:

1. Better use of digital technologies in teaching and learning
2. Development of digital skills and competences relevant to digital transformation
3. Improving education through better data analysis and forward-looking vision.

The rapid development of the Internet and information technology has led to changes and new opportunities in human activity, including in the educational act (Bhuasiri W, Xaymoungkhoun O, Zo H, Rho J, Ciganek AP 2012; Altunisik 2012), the availability and accessibility for variouses electronic devices, internet and applications, have made it possible to join a virtual classroom where the teacher and student can stay anywhere in the world, as long as there is access to computer and internet (Sarker MFH, Mahmud RA, Islam MS and Islam MK 2018). Thus, e-learning is now becoming a trend in the field of education. Many educational institutions around the world offer e-learning as one of the learning facilities (Bhuasiri W, Xaymoungkhoun O, Zo H, Rho J, Ciganek A P 2012).

In recent years, computer-assisted education or e-learning, is also used in Romania, developing more and more as technology evolves mainly within companies. There have been pros and cons, as well as discussions on how traditional education is affected by the e-learning variant.

The current context of the pandemic with the establishment of the state of emergency and the measures to prevent the spread of SARS - CoV - 2, has led to the rapid transfer of the teaching activities in online and forced the actors involved - the university as an institution, teachers and students - to make sustained efforts. to continue its activity. Pre-university education, though slower, has moved online. Although online activities appeared long before, they were not widely used, sometimes complementary to traditional ones, the situation created anxiety because any exit from our comfort zone is unpleasant, but in the absence of another alternative appears a rapid adaptation to the new approach.

It is considered that the implementation of e-learning brings advantages for both students and institutions. More advantages of e-learning implementation appear for students, better and more flexible content delivery, increased content standardization, accessibility of materials to courses on request, increased interactivity and convenience (Bhuasiri W, Xaymoungkhoun O, Zo H, Rho J, Ciganek AP 2012; Agrawal V, Agrawal A and Agarwal S 2016; Tseng ML, Lin RJ and Chen HP 2011). Through e-learning, learning content can be delivered at a distance, and students can access the course anytime and anywhere (Tseng M L, Lin R J and Chen H P 2011; Agrawal V, Agrawal A and Agarwal S 2016).

According to the literature, the essential factors for the successful implementation of e-learning in higher education are reflected in user satisfaction, effective use and intention to continue use, and are related to the following dimensions (Rizana A F et al, 2020):

- characteristics of learners (self-efficacy, attitude towards e-learning and self-regulated learning),
- characteristics of instructors, teachers
- extrinsic motivation,
- the quality of the course content,
- quality of infrastructure and system and organizational support.

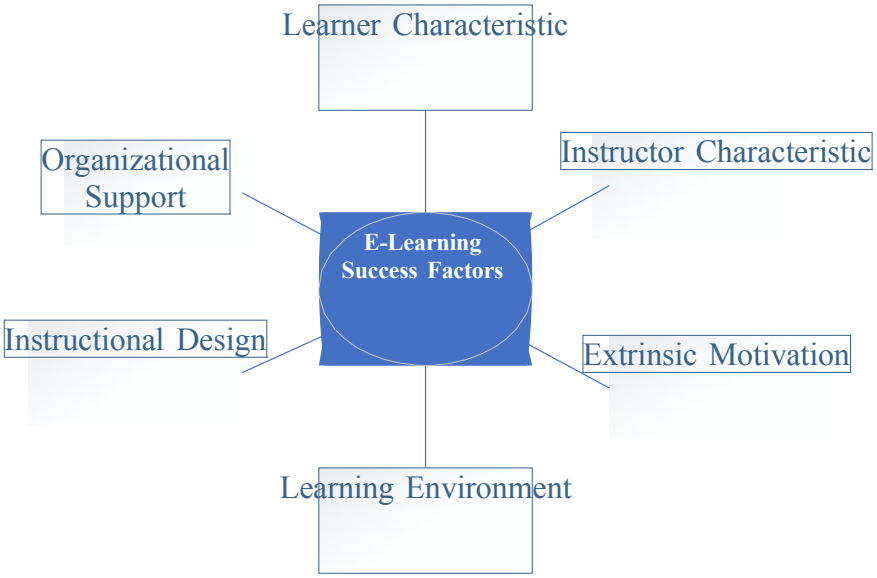

Figure 1. e-learning success factors.

(Rizana A F et al, 2020)

Infrastructure and system quality refers to the overall quality of the technical, hardware and software infrastructure of the e-learning system to the extent that users believe that there is technical infrastructure to support the use of the e-learning system (Lwoga ET and Komba M 2015; Hsieh PAJ and Vincent C 2011; Maldonado UPT, Khan GF, Moon J and Rho JJ 2011), including the availability of high-speed internet access, system availability, and network reliability (Adeyinka T and Mutula S 2010). The quality of the e-learning system is often measured by the ease of use of the system, interface, functionality, availability and response time and has a strong effect on user satisfaction (Rizana A F et al, 2020).

După Al.Roşca (Roşca, Al., 1943, p.8): „Prințul motivație înțelegând totalitatea mobilelor interne ale conducerii, fie că sunt înnăscute sau dobândite, conştientizate sau neconştientizate, trebuințe simple fiziologice sau idealuri abstracte". Orice studiu este motivat, iar motivația este factorul de îngrijire a direcționării acțiune pentru a atinge scopurile.

M. Golu makes the following distinction between motivation and motive: "By the term motivation we define a specific structural-functional component of the human psychic system, which reflects a state of necessity in a broad sense, and by motive we express the concrete forme, current form in which activates and manifests such a state of necessity. Therefore, by reason we will understand that motive that underlies a complete behavior or action "(Golu, M., 2004, p.176).

Related to the general meaning of the concept of motivation, learnings motivation refers to all the factors that mobilize the student to an activity aimed at assimilating knowledge, forming skills and abilities.

In the literature it has been concluded that the main internal catalyst of human efforts to improve through learning is motivation. Thus, P. Golu defines motivation as "subjective model of objective causality, causality reproduced mentally, accumulated over time, transformed and transferred through learning and education in the internal acquisition of the person" (Golu P. 2006, p.96)

Intrinsic and extrinsic motivation has a significant effect on user behavior in the use of e-learning (Bhuasiri W et all 2012). Factors that are important in motivating learning are: perceived satisfaction, perceived usefulness (the degree to which users believe that using e-learning will increase their learning performance), social influence (users' perception that using e-learning can improve their social status and social image). (Rizana AF et al, 2020).

Intrinsic motivation is defined as carrying out an activity for inherent satisfactions, rather than for some separable consequences (Ryan & So, 2000a, p. 56).

Interest is a concept that has been characterized in many ways, but is most often viewed as a psychological state that "involves focused attention, increased cognitive functioning, persistence, and affective involvement" (Hidi, 2000, p. 311).

Studiile despre învăţarea online au arătat sau implică mai mare sunt atunci când sunt înalte / studiază informaţii personale despre acest subiect şi au un interes individual preexistent în calculatoare (Sansone, Fraughton, Zachary, Butner, & Heiner, 2011).

The characteristics of independence, autonomy and intrinsic motivation have long been associated with distance learning (Moore, 1989), intrinsic motivation being considered an important feature of online learners (Shroff, Vogel, Coombes, & Lee, 2007). The results of comparative studies between online and campus students (Huett, Kalinowski, Moller, &

Huett, 2008; Shroff & Vogel, 2009; Wighting, et al., 2008) show that online students are more intrinsically motivated than the others.

Motivation is a significant factor for performance (Schunk & Usher, 2012), determining the level of involvement, the quality of work produced and the level of achievement achieved.

The theoretical approach to motivation from the perspective of student traits is based on the premise that there is a reciprocal interactive relationship between personal factors, behaviors and environmental influences.

The central point of this theory is the notion of self-efficacy. Self-efficacy lies in the individual's beliefs about his or her performance capabilities for a particular task in a particular context that has not yet been undertaken.

Research has consistently shown that self-efficacy is a strong predictor of student performance and motivation (Schunk, et al., 2014).

Self-efficacy has also been highlighted as an important predictor of successful outcomes and satisfaction in online learning environments (Kuo, Walker, Belland, & Schroder, 2013).

Self-efficacy is correlated with the use of high-level learning strategies (Moos and Azevedo, 2009; Wang & Wu, 2008); critical thinking and metacognitive learning strategies (Artino & Stephens, 2006); persistence (Hart, 2012); satisfaction (Artino, 2007, 2008); participation (Kuo, et al., 2013) and academic performance (Hodges, 2008).

The theory of self-determination (Ryan and So, 2000, 2002), starts from the premise that all people need to be autonomous, competent and socially connected, and then the motivational resources are inherent. So the fulfillment of these three needs, including in the educational act, is the foundation of development, optimal functioning and self-updating.

The need for competence presupposes the acquisition, through activities in which the individual is involved, of the feeling that his actions and results have a positive impact and are recognized and valued (Ryan and So, 2002).

The need for relationships involves the human motivation for social connection, to feel the support of others and to belonging to a group or a community.

The need for autonomy refers to the authentic expression of the self, to the feeling that the person is in agreement with his emotions, desires and learning needs.

Situational perspective is essential for both online and traditional learning. Thus, receiving timely feedback increases self-efficacy (Artino, 2008), the role of the teacher being decisive. Collective effectiveness, "people's shared beliefs in their collective power to produce the desired results" (Bandura, 2000, p. 75), is a related construct that has been shown to have positive effects on discussion behavior and group performance in sustained collaborative learning. computer.

Both educational styles have limitations, but also advantages. Thus, in pre-university education, online training comes as a complement to traditional education, by using modern techniques and technology in order to achieve a higher level of teaching-learning-assessment and as a viable alternative in special cases. Within companies, it brings a number of benefits, thus being preferred to the detriment of classical training. In higher education it is welcome and could come in support of those who access a specialization that is only available must with frequency, and they cannot attend the courses daily.

The qualitative improvement of the teaching act, by essentializing the information, practicing an active-participatory teaching style that stimulates the relations of the trained teacher, increasing the applicative dimension of the contents are some of the solutions that facilitate the increase of motivation to know the educated.

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