

Research Article

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Motivation in learning is not stable but context-related

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Abstract

Keywords

Motivation,
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Motivation is considered the heart of the learning process, and there is no unmotivated student because each of us is born intrinsically active. Therefore, the researcher conducted a quantitative research method to investigate the relationship between the learning context and students motivation. It focused on three main elements which are teaching methods, teacher-student relationship and student-student relationship. Twenty high school students studying in second baccalaureate level participated in this study. They were given a five point Likert scale questionnaire to fill in. The SPSS software was used to analyse the data. The findings demonstrated that there was a positive relation between teaching methods, teacher-student relationship, student-student relationship, and motivation.

Introduction

Many scholars acknowledge the importance of motivation in learning because it can influence what, when, and how we learn. Motivated students enjoy learning, believe in their capabilities, and bear the responsibility for their learning, whereas unmotivated students are not able to be systematic in making an effort in the learning process (Filgona, 2020). However, this motivation is not a stable trait of an individual, but is more situated and contextual (Hfizuglo, A. 2019). This means that some students can be highly motivated in a certain context but less motivated in another context depending on

internal and external factors that affect students' motivation in the learning process. Thus, the main aim of this study is to investigate the relationship between students' motivation and the learning context.

The present study addresses the following research questions:

1. Is there a relation between students' motivation and teaching methods?
2. Is there a relation between students's motivation and teacher-student relationship?
3. Is there a relation between students' motivation and student-student relationship?

1. Research Hypotheses

For this research study, the following hypotheses are tested:

H0 (null hypotheses): There is no predictive link between teaching methods and students' motivation.

H1 (alternative hypotheses): There is a predictive link between teaching methods and students' motivation.

H0 (null hypotheses): There is no predictive link between teacher-student relationship and motivation.

H1 (alternative hypotheses): There is a predictive link between teacher-student relationship and motivation.

H0 (null hypotheses): There is no predictive link between student-student relationship and motivation.

H1 (alternative hypotheses): There is a predictive link between student-student relationship and motivation.

2. Defining Context

2.1. Motivation

The word "motivation" appears to be easy and simple but it's very difficult to define. It seems to have been impossible for theorists to reach consensus on a single definition. A few definitions were found during the research process. Pakdel (2013) states that motivation refers to a process or a circulation which helps us for motivating others. So, there is a potential motivation inside of men which others have raised it. It also usually means that thing which makes energy and leads it to stable behaviour. In a short word, it is a degree and tensional behaviors which happen in behavioral status of a person. Rahman (2016) defines motivation as a stimulating factor that positively influences any educational learning process especially in learning a second language and drives a person to execute certain actions with success or failure depending on the relevancy and intensity of motivation in operation.

According to Filgona (2020), motivation is very important in learning because it is considered one of the main factors that can create an inclusive environment where all students are involved in the learning process. Based on these definitions, motivation appears to be a driving force that pushes learners to be active in the learning process. However, this driving force is not stable because it varies from one context to another in the classroom.

2.2. Learning Context

A learning context is the set of circumstances that are relevant when someone needs to learn something. It is viewed as occurring in a realist world, so it is external and independent from the learner and the activities in which the learner is engaged. It is, thus, seen as the environment that shapes both teachers' and learners' behaviour writhing the learning process (Huang, Spector & Yang, 2019). If, for instance, the learner is learning in a classroom, the context may be seen as the room, with its desks and other equipment, the learner's colleagues, the teacher and the rules that determine how activities must progress in class, which are all viewed as external and surrounding the activities of the learner. Thus, the context means all the key factors that have momentous impacts on students motivation in the classroom. Some of these factors are teaching methods, teacher-students relationship and students-students relationship.

2.3. Teaching Methods

Motivation of the students towards the process of learning can be either increased or decreased by the teaching methods teachers use in the classroom (Hoque, 2016). That is, to motivate students, teachers must use the modern teaching methodologies for teaching in which students are considered the heart of the learning process. These methodological areas include discussion method, small group work, project work and cooperative learning method, which helps in creating a constructive and motivating environment for learning. That is, due to these

modern teaching methods, students can be given the opportunity to motivated experience and construct their own meaning of concepts in which they critique and evaluate their understanding (Naomi, 2017).

2.4. Teacher-Student Relationship

The kind of teacher-student relationship that is used in the classroom has a great impact on students motivation. That is, in some contexts, some teachers impose on students a traditional teacher-students relationship in which they practice their excessive pedagogical authority and over dominate this relationship to maintain their hierarchy in the classroom. This type of teachers' behaviour in the classroom kills students motivation and creates a suffocating environment where there is fear anxiety and passivity (Chafi & Elkhouzai, 2016). Instead, teachers should create a positive relationship with their students in which there is love, caring and respect because students who have positive relationships with their teachers are drawn into the process of learning and their desire to learn can be promoted (Naomi, 2017).

2.5. Student-Student Relationship.

Student-student relationship is one of the main factors that can affect students motivation and the learning process in general. That is, positive student-student friendships provide the opportunities for students to practice a variety of social skills including compromise, conflict resolution, and cooperation (Ormond, 2008). Seen from this perspective, schools and classrooms are small communities in which students can learn to engage in social practices and strengthen societal involvement, for example by practicing the necessary skills such as handling differences, taking responsibility, making shared decisions and creating a peaceful and motivating environment for learning (Wanders, 2019).

3. Research Methodology

The main aim of this research study is to investigate the relationship between students' motivation and the learning context. A quantitative research method is used to measure statistically the relationship between the variables.

3.1. Research Sample

This research study targets the second baccalaureate students studying English . A group of twenty students who are chosen randomly are given a five point Likertskale questionnaire to fill in.

3.2. Data Collection Procedures

The current study uses a five point Liker skale questionnaire to find answers to the research questions. This questionnaire is meant to collect data on demographic variables, students' motivation, their learning preferences, their feelings towards their teachers and classmates and their attitudes towards the way they are taught.

3.3. Data Analysis Procedures

The data gathered was transcribed and analyzed using the SPSS software version 21. The questionnaire was tested for reliability through the Cronbach's Coefficient Alpha for Internal Consistency Reliability and for validity through Factor Analysis. The Cronbach's Alpha of the data of is 0.688 which indicates that the survey data has good reliability.

4. Results

The statistical technique used to conduct this study is Pearson's correlation test to find a correlation between teaching methods, teacher-student relationship, student-student relationship and motivation and the strength of the relationship between them.

4.1. The Relationship between Teaching Methods and Students' Motivation

a) H0 (null hypotheses): There is no predictive link between teaching methods and students' motivation.

b) H1 (alternative hypotheses): There is a predictive link between teaching methods and students' motivation.

Correlations			
Activities like solving problems, doing projects, playing learning games in the classroom motivate me	Pearson correlation	1	462*
	Sig. (2-tailed)		.040
	N		20
Having my teacher speaking all the time while teaching motivate me	Pearson correlation		-462*
	Sig. (2-tailed)		.060
	N		20

*Correlation is significant at the 0.05 level (2- tailed)

The Pearson correlation coefficient was computed to assess the relationship between teaching methods and students' motivation. According to the correlation table above, there is a positive correlation between student-centred teaching methods and motivation, and this correlation is statistically significant, ($r = 0.462$, $n = 20$, $p < 0.05$). However, there is no predictive link between teacher-centred teaching methods and students' motivation as it is displayed in the table above. This means that the alternative hypothesis H1 stating that there is a predictive link between student-centred learning methods and students' motivation is accepted, whereas the null

hypothesis H0 stating that there is no predictive link between student-centred learning methods and students' motivation is rejected.

4.2. The Relationship between Teacher-Student Relationship and Motivation

a) H1 (alternative hypotheses): There is a predictive link between teacher-student relationship and motivation.

b) H0 (null hypotheses): There is no predictive link between student-student relationship and motivation.

Correlations			
Establishing a positive relationship with my teacher motivates me	Pearson correlation	1	462*
	Sig. (2-tailed)		.040
	N		20
Teacher's bad behavior in the classroom discourages me for participation	Pearson correlation		-592*
	Sig. (2-tailed)		.095
	N		20

*Correlation is significant at the 0.05 level (2- tailed)

The correlation table above displays that there is a positive correlation between positive teacher-student relationship and motivation, and this correlation is statistically significant, ($r = 0,462$, $n = 20$, $p = 0,05$). However, there is no predictive link between a negative teacher student relationship and students' motivation as it is displayed in the table above. This means that the alternative hypothesis H1 stating that there is a predictive link between teacher student relationship and students' motivation is accepted, whereas the null hypothesis H0 stating that there

is no predictive link between teacher-student relationship and students' motivation is rejected.

4.3. The Relationship between Student-Student Relationship and Motivation

a) H0 (null hypotheses): There is no predictive link between student-student relationship and motivation.

b) H1 (alternative hypotheses): There is a predictive link between student-student relationship and motivation.

Correlations

Establishing a positive relationship with my teacher motivates me	Pearson correlation	1	.462*
	Sig. (2-tailed)		.040
	N		20
I don't care about establishing a good relationship with my classroom	Pearson correlation		-.492*
	Sig. (2-tailed)		.075
	N		20

*Correlation is significant at the 0.05 level (2- tailed)

The correlation table above displays that there is a positive correlation between a positive student-student relationship and motivation, and this correlation is statistically significant, ($r = 0,462$, $n = 20$, $p = 0,05$). However, there is no predictive link between a negative student-student relationship and students' motivation as it is displayed in the table above. This means that the alternative hypothesis H1 stating that there is a predictive link between a positive student-student relationship and students' motivation is accepted, whereas the null hypothesis H0 stating that there is no predictive link between a positive student-student relationship and students' motivation is rejected.

5. Discussion and Recommendation

In the learning process, motivation is very important because without it there will be no learning. That is, motivation is the process to inspire an individual to utilize his/her best capabilities for the achievement of particular goals in a conditioned context. This means that

the level of motivation varies from one context to another depending on different factors. This article focused on three main factors that have a great impact on students' motivation in the learning environment. Based on outcome of the research that is made on these three factors, it is seen that teaching methods have a great impact on students' motivation. In other words, almost all students prefer to be given the opportunity to bear the responsibility for their learning process. They prefer to create knowledge by themselves through activities that encourage student-centred learning and collaboration. Besides, the outcome of this research shows that teacher-student relationship factor plays a central role for motivating students in the learning process. That is to say, all students agree on the idea that they can get highly motivated when they have a teacher who respects them cares about their needs. Moreover, the result of this research displays that student-student relationship factor also has a great impact on students' motivation. That's, respect and peace among students can help them collaborate and help each other in the learning process.

Consequently, suggestions are offered regarding what teachers can do to promote students' motivation and provide a motivating context for learning. In other words, teachers should use different teaching strategies to meet students' needs. They should build a positive relationship with students to create a peaceful, inviting and active learning environment where there is love, caring, respect and trust. Besides, teachers should work on creating a positive student-student relationship to create a small community that is built on love, respect and collaboration. That is, in this small community, students can learn to engage in social practices and strengthen societal involvement, for example by practicing the necessary skills such as handling differences, taking responsibility, making shared decisions and creating a peaceful and motivating environment for learning.

Conclusion

To sum up, based on the outcome of this article, there is a strong relationship between students' motivation and the elements of the learning context such as teaching methods, teacher-student relationship and student-student relationship. These elements can either increase students' motivation or decrease it. In other words, motivation is not a stable trait and there is no unmotivated student because each of us is born intrinsically active, but the context in which we live affects our level of motivation. This means that teachers should not consider unmotivated students as a lost cause because each student is motivated with one way or another, and this motivation varies depending on the context in which learning takes place. So, any unmotivated student is the product of a failure teacher who lacks the necessary skills that can raise students motivation and create a welcoming and motivating environment for learning.

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