THE STUDENT LEARNING MOTIVATING FACTORS ON THE EXAMPLE OF TECHNICAL IT SUBJECTS

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Abstract. *Teacher other than parents, has a decisive influence on the formation of students personality. Students have different motivation to work is which also constantly evolving. Teachers and educators play significant role in the life of a young people life. The primary objective of this paper is to demonstrate the importance of the teacher attitude on the formation of motivation for learning among students. The way a teacher motivates and how it affects students results. It is therefore essential to find those patterns that will allow work a teacher so that his students start to want learn, in the future, make his lessons remembered and find these lessons as interesting as they can be. Teachers should be able to adopt the attitude that in the memories of students will be referred as a positive, learning encouraging and equitable.*
Keywords: *education, motivation, motivation, student.*

Introduction

In developing child's ability, according to experts, the most important roles played are: students own motivation, work habits, putting the child demands according to his level and skills, assessment of their own abilities and the early experience with the implementation of these abilities. Motivation plays very important role n development child's abilities and is a most important stimulus. The teacher can effectively motivate for the work gifted students during lessons or at the extra-curricular activities through diverse work class depending on the giftedness or additional tasks, enabling preparation and the conduct fragments of lessons for gifted students, differentiation of homework assignments, allowing students to autonomous learning and the use of participatory methodologies that are favouring self-focused development.

The aim of the study was to determine which factors motivates students to learn. Then following research problem have been formulated. Determination motivation factors will allow the teacher planning such didactic plan so that students can achieve optimum results. Study evaluated 110 students in sixth grade of primary school in ci Krzeszowice and Tarnow cities.

The responsibility for the gifted students failure at school often are incumbent on teacher, who should effectively influence the development of

capabilities and prevent difficulties in learning. The desirable attitude of the teacher is to deliberately and purposefully, enhance students skills and knowledge by creating tasks according to students level and skills, paying particular attention to specific feats and interests.

The influence of evaluation on the motivation to learn

Systematic evaluation of students' progress in learning and his behavior - is one of the most difficult tasks of every teacher. One cannot properly organize teaching program and educational work without knowing expected results.

It is known in fact that "the lack of control corrupts and demoralizes." This task can be satisfy both by external control and self-control by student. It is related to the ability to diagnose the progress and results of operations both teachers and students (Prauzner et al., 2014).

Teachers wish to encourage students to perform various actions used by the evaluation, the fact that it is not to be at the end as goal itself, but should be the foundation for further work with the child, it should cause in him positive emotions, to use a measure of experiencing satisfaction with the results students achieve and direct the feelings, mobilize for further efforts through the creation of the conditions for the reflection on the quality of learning, on their achievements, shortcomings, weakness and difficulties (Franken, 2012).

You cannot accurately evaluate students, if at the beginning of each school year, the teacher do not formulate assessment criteria (norms and standards) (Pytel, 2006), preferably together with students, with parents participation, based on the demands according to his level and skills of program (objectives of education) and the needs of the students, recognized, rational. This make students aware of educational requirements as the starting point in the process of monitoring (observing and documenting) future progress of pupils during the school year (Niemierko, 1997).

It should be mentioned that the school evaluation also requires use of a certain code of ethics. The teacher is responsible for both content and form of students achievement evaluation, and the atmosphere of its conducting. A level of the teachers maturity of academic and personal culture should provide better way to communicate with students the school assessment. A competent teacher does not consider the students assessment only as a reward, and so more as the punishment, but seeks to recognize achievements, and look mainly for their deficiencies. That will indicate the usefulness of the evaluation before all for the student with a weaker assessment, for proper constructive conclusions for future (Niemierko, 1997).

Homework in the process of motivating students

View of the role and value of a student home learning has transformed over the years. In teaching theory, students homework is treated as a second, next to the lesson, as an important form of teaching program and educational work, which cannot be replaced by the learning at school method - by a simple lesson, or by a specially developed just for this purpose teaching unit (Nawroczyński, 1957).

According to generally accepted guidelines, in order to do their homework at home that "consolidate and deepening students' knowledge, stimulates his interests, develop independent creative thinking and ways to use knowledge, develop perseverance at work, regularity, showing directions of rational use of spare time, and finally strengthens will and the nature, inspire faith in their own strength and abilities "(Uncle, 1969).

Home Learning should be a continuation of classroom teaching, for it is a necessary complement to of its. Represents a continuation of school education, prepares the child for the self-education (Piaskowska-Silarska, 2012; Depesova, 2008).

Students homework in the early school age, is the foundation of the education habits especially for autonomous learning in later school years. Implementing independence in thinking, proper ways of use new knowledge. Student deprived of direct teacher supervision, starts working voluntarily, It is teacher who organizes, selects the correct method of learning and assessment. Then verifies students results. With self-control he implemented self-criticism and evaluation of their own work. Independently making daily duties helps to shape will, motivation to work, developing systematic, dutifulness, urgency, accuracy, initiative, creativity, ingenuity, shaping a positive attitude towards work.

The teacher wishing to create motivation should think carefully about the homework type, the need and purpose of its implementation, because in this way it encourages students to correct and careful execution of commissioned work (Bird et al., 2013). It is important that homework goal and methodology was clear and unambiguously defined with properly formulated terms during the classes. Only then the student will be motivated to continue working at home.

Methodology

Analyzing the issues of motivation, students of two primary schools of sixth classes from Krakow and Tarnow were examined. Both groups were treated in this study as a homogeneous grouping, not as isolated tested units. This is a reference to the test results for the entire population of teachers and students of primary school, and not only those selected two schools. The aim of the study was to determine which factors motivates students to learn, demonstrate what is

relationship between engaging students, their willingness to acquire knowledge and how teaching methods, knowledge transfer has affects teacher approach. Research were conducted by technical education teachers, who on a daily basis in the workshops of technical knowledge or computer science observe students, their commitment and motivation. Does student eager to learn either he likes to go to school depends on many factors. The completed study should have demonstrate the how important is motivating students to learn, and how it is affected by teacher attitude.

Finding answers to the question above is the key to finding the factors, which in the future will help plan the work the teacher and his students to achieve high academic performance. It is also important to indicate whether teachers has a real impact on the attitude of students in relation to knowledge acquisition. There is also important to determine whether there are specific, identifiable patterns for the attitude of teacher who inspires motivation for learning among students. For the implementation of this research was used a survey, which students were to fill during their classes at school. The survey included many aspects of students motivation. For the purposes of this study were shown some selected results. The questionnaires were distributed among students for self-completing. Due to the students age (12 years), it was pointed out that students should give honest answers, and don't coppy from schoolmates.

The teachers attitude and the development of students' motivation to learn in the light of own research

Students participating in the study are students of sixth grade of Primary School in Krakow and Primary School in Tarnów. The following table (Table 1) shows the number of students in each class.

Table 1 **Number of participants**

Grade	Number of pupils
Primary School in Kraków	
VIA	18
VIB	20
VIC	19
Primary School in Tarnów	
VIA	21
VIB	22
VIC	20

In total, the study involved 110 students from two schools in the Malopolska province.

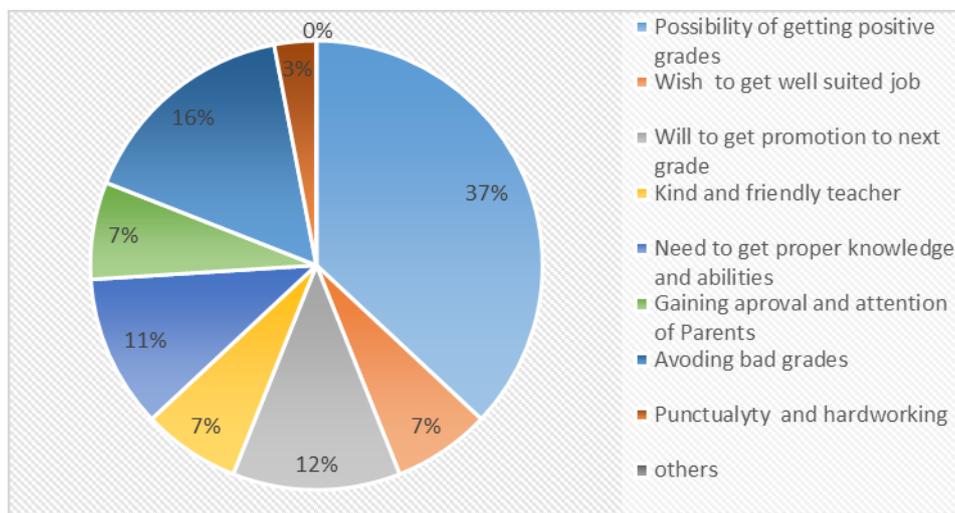The question: What most encourages you to learn? They provided the following response.

Figure 1 **Motivation factors to learning**

As is stated in figure 1 the motivation for learning among students is primarily the desire to obtain high grades, as many as 37 % of students want to achieve high academic performance. Grading factor in second place is the desire to avoid bad evaluations (16 %). From here it can be said that students motivation to learn is linked to will of obtaining highest grades. What is surprising very similar classified desire to move to the next grade and the desire to acquire knowledge and skills.

Two extremely different motivators have achieved a similar result – 12 % and 11 %. This means that the part of the students focuses only on the near future, and some wish to study also to influence on their future in a long term. Unfortunately, the nice and friendly teachers is not a significant factor in encouraging students to learn. In the future, it should be emphasized much learning for the future of student opportunities to gain a good profession. Question: What discourages you to learn? They provided the following answers:
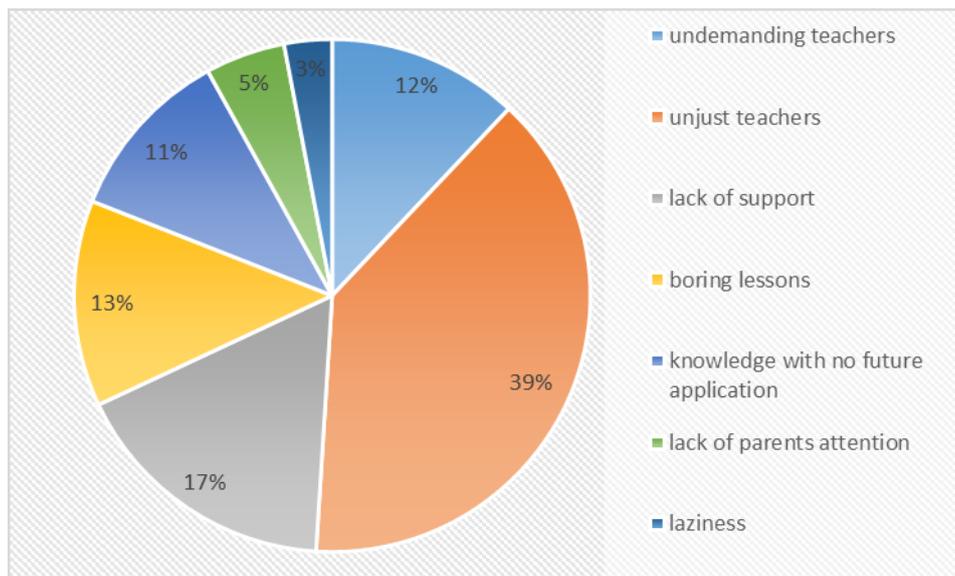
Figure 2 **Incentives for learning**

From the figure above one can conclude that the level of motivation for learning the most lowers the feeling of unfair assessment – 39 %. Linking this with the lack of support from their teacher (17 %) one can say that some students feel left out, unjustly treated by a teacher. Also boring lessons and undemanding teacher is a factor in significantly lowering enthusiasm for learning. All the factors discouraging students, which give a high response rate directly related to the teacher attitude. Students want to be treated equally, judged in a manner commensurate with their knowledge. Classes should encourage to learn, and not bore, and the teacher should enforce knowledge in a fair manner. When a child does not receive appropriate stimulation to learn, it is not properly stimulated to do homework, his zeal for learning falls.

For the question: Do you like to go to school? They have provided the following response. As many as 90 % of the students participating in the survey said they would be happy to go to school. Contrary to what one hears, students like to go to school, reasoning as follows: "I can meet colleagues / friends, I like to learn because teachers are nice lessons are fun because I like school."

10 % of students who declare that they do not like going to school, See the most following flaws: "I do not like to get up in the morning, I do not like to learn." One can assume that it is related to the general discouragement and a bad attitude.

The desire to stay with "nice lady" encourages students to coming to class, and if these lessons are interesting led it to conclude that students are well disposed, motivate, eager to learn. All the factors discouraging students to learn, which have achieved a high response rate are directly related to the teacher attitude. Students want to be treated equally, judged in a manner commensurate

with their knowledge and skill. Classes should encourage to learn, and not be boring, and the teacher should enforce knowledge in a fair manner. When a child does not receive proper stimulation to learn, it is not properly stimulated to school work, his attitude for learning drops.

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It is very important that the motives for going to school appeared reason based on a teacher. The desire to stay with the "nice lady" encourages students to coming to class, and if these lessons are interesting led to conclude that students are well disposed, motivated, eager to learn.

In turn for the next question: Do teachers evaluate you during the classes regularly? Answered are as follows.
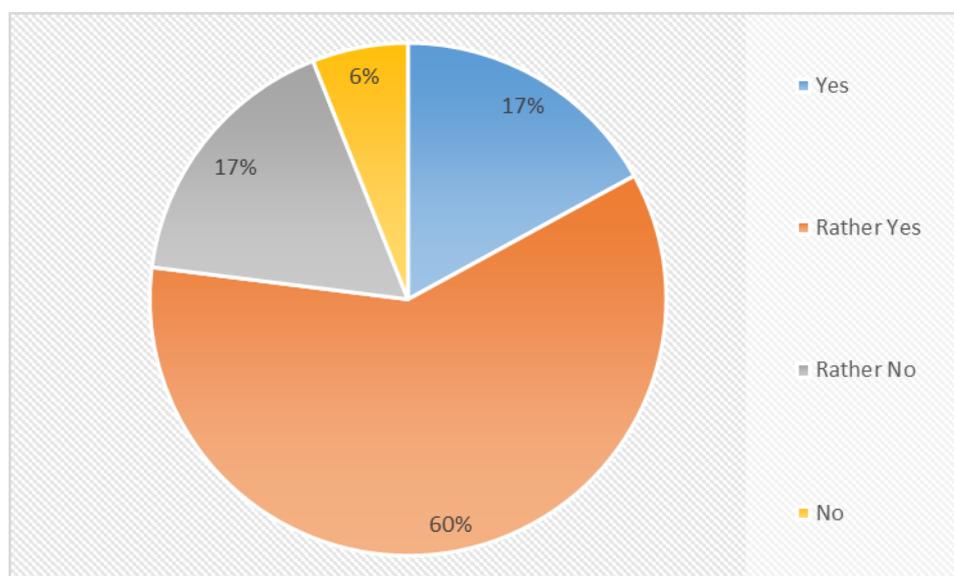

Figure 3 **Systematic evaluation**

Students like to know their school performance. Motivational value of feedback is impactful, because it's better to know if something they are doing is wrong and way to correct it, than continue to be left alone in the dark. As many as 77 % of students surveyed replied that they are feeling being systematically evaluated. This is good news, since the systematic evaluation mobilizes to work.

The teachers motivate their students through the surveillance of their work, indicating what they do well. Systematic evaluation allows teachers received to notice gaps in students' knowledge and catch up quickly.

While the question What forms of work during lessons helps you most in acquiring knowledge and are most motivating to work? The students responded as follows.
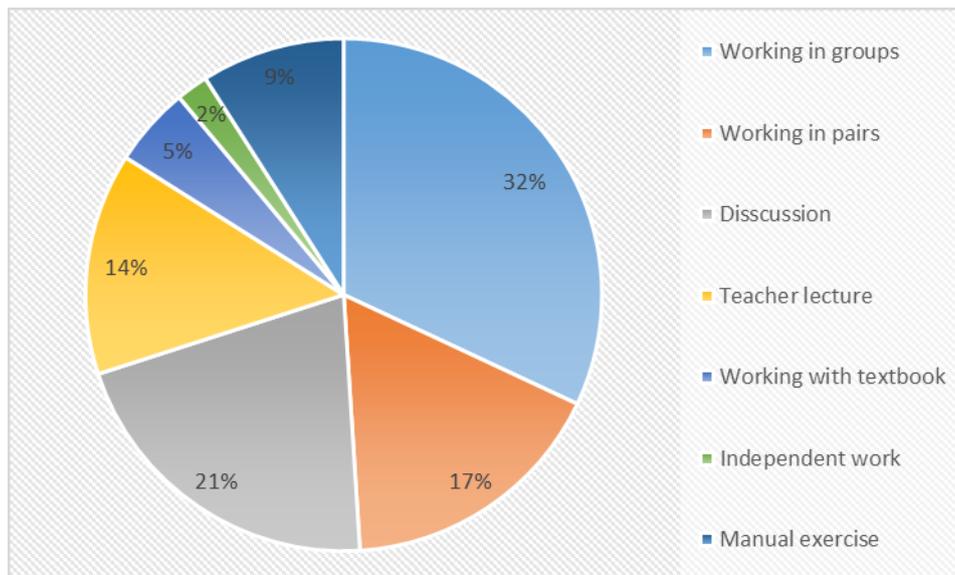

Figure 4 **Forms of work in class**

Students claim that the most effective way in acquiring the knowledge for them is mainly through work in groups, teachers lecture and finally a work in pairs. Students confirmed they learn most effectively in multi-channel system, when they hear, see, share their work with other students (while also responsible for the execution of their task), and when discussing the topic.

Students also showed that they do not like work independently, without interaction with other students or the teacher. Teacher who want to motivate their students should use active forms of learning, allowing students some freedom, interaction and creativity.

Conclusions

The aim of this study was to determine to what extent the attitude of the teacher affects the formation of motivation for learning among students. Chosen results have been gathered from both theoretical and empirical research.

This paper describes the attitude of the teacher's role and personal qualities conducive to the creation of motivation for learning among pupils. It also identifies which techniques are most favourable for efficient work of students. It

is difficult to indicate one attitude or the form of teacher work to guarantee the best results of students, but those mentioned in this work can be considered as guidelines to improve the present methods.

Information gained during the evaluation a teacher can use to improve the method of work, to demonstrate an attitude of cooperation and flexibility. However, systematic enforcing performance of students homework, ensure their motivation to work independently at home, consolidating the knowledge gained in the classroom.

The answers given by the students have indicate when they are most willingly learn, and when their enthusiasm for learning drops. It is clear that the lessons are carried out in an interesting way. When teacher is helpful and polite, and gives students the opportunity to demonstrate individual abilities. Students are the most motivated for further work. On the other hand, when students feel in some way mistreated by the teacher, they feel unfairly evaluated, or lesson or homework is not suited to their needs, they feel discouraged, feel lack of enthusiasm and confusion as to his teaching.

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