

## Developing Learning Habits among Students through Motivation

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**Abstract:** The paper aims at presenting different methods of motivating students to learn during classes. Teachers have a lot to do with their student's motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation. The students appreciated a varied grading system as well as the additional experiments. Also, an attempt was made to evaluate the influence of modifications in conducting the classes on the marks the students received. Motivating is a complex system of influence, composed of a number of factors. The teacher is able to directly influence only some of them. This paper presents only those system factors which depend on the teacher. Nevertheless, they are examined within the entire complex of other determinants influencing the learning process. The grading system described in the paper led to enhancing students' interest in the subject in which it was applied. A transparent and expanded system of evaluating students increases their involvement during classes. Since every person has different skills, predisposition and previously acquired knowledge, such system allows getting through to more students while trying to improve their learning results.

**Keywords:** motivation, equipment, influence, appreciated.

### I. Introduction.

The teaching process is influenced by a number of factors. These include the place and equipment, appropriate payment for lecturers as well as kind of relations between the academic teacher and the student. We are not able to influence all these factors. The financial situation of state universities and colleges results in the fact that we do not always have the newest laboratory equipment their will to learn. A vital role in the motivating process is played by the academic. Whether students will be willing to extend their knowledge or to reduce the learning to the essential minimum depends on the intuition, observation abilities and personality features of the teacher. Frequently, the system which brought very positive effects in one group does not necessarily perform well in another group. That is why it is very important that the teacher should continuously improve and broaden his knowledge about the methods of motivating. An appropriate system of motivating students determines the quality of the teaching process. Its application during classes results in the fact, that it is not only students that feel satisfaction.

### II. Factors influencing motivational effectiveness

A number of factors influence this process as shown in the Fig. 2.1. Effectiveness of the motivational process is measured by means of the execution of assignments given by the motivating person and, on the other hand, by the level of satisfaction.

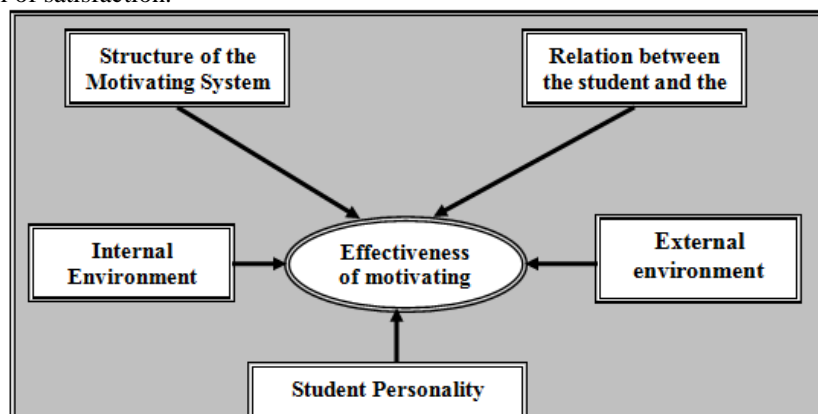


Fig. 2.1 Factors influence motivational effectiveness

External motivation consists in control of the motivated person's actions. After an experiment, calculations were made which corroborated the results obtained. In the discussed cases, it was necessary to develop models of the considered systems, which offered an opportunity of reminding and reinforcing the knowledge of previously learned notions, such as external and internal forces; focused, surface or volume forces; forces distributed along a line – continuous loads, etc.

### **III. Method of conducting classes in technical mechanics**

Exercises in technical mechanics are commonly believed by students to be difficult. Conducting them in an attractive form, that would encourage students to learn, is often a difficult task while results, among other things, from the nature of the subject, which includes theoretical fundamentals requiring previous thorough preparation in the field of mathematics and physics. Studying mechanics is also based to a large extent on solving problems on one's own, where the problems consist of particular tasks. The necessity to possess previously reinforced knowledge is one of stressing factors. In addition, during classes in mechanics, students frequently encounter problems, the solution of which requires a certain dose of experience. Motivation to studying the subject, which can be influenced by attractiveness of the method of conducting the classes, is an important factor essential for gaining such experience. In order to increase motivation among students, the classes in technical mechanics were conducted using a developed grading system. Students wrote short tests in the scope of the material covered during previous class. Their activeness was awarded. They received additional partial marks in the form of "pluses" for solving a problem on the board. Additionally, the students could obtain a plus for experiments made during the class, for which they had prepared at home. They received an explanation regarding the method of conducting the experiment from the academic teacher. One of them concerned the notion of the centre of gravity, which was presented using the example of systems composed of different elements, and the other one was supposed to make students aware of the importance of friction force.

Here are some normal themes about student motivation, drawn from the educational literature.

- a) **Make it real.** In order to essential motivation, try to create learning activities that are based on topics that are relevant to your students' lives. Strategies include using local examples, teaching with events in the news, using pop culture technology to teach, or connecting the subject with your students' culture, outside interests or social lives.
- b) **Provide choices.** Students can have increased motivation when they feel some sense of autonomy in the learning process, and that motivation declines when students have no voice in the class structure. Giving your students options can be as simple as letting them pick their lab partners or select from alternate assignments, or as complex as "contract teaching" wherein students can determine their own grading scale, due dates and assignments.
- c) **Balance the challenge.** Students perform best when the level of difficulty is slightly above their current ability level. If the task is too easy, it promotes boredom and may communicate a message of low expectations or a sense that the teacher believes the student is not capable of better work. A task that is too difficult may be seen as unattainable, may undermine self-efficacy, and may create anxiety.
- d) **Seek role models.** If students can identify with role models they may be more likely to see the relevance in the subject matter.
- e) **Use peer models.** Students can learn by watching a peer succeed at a task. In this context, a peer means someone who the student identifies with, not necessarily any other student. Peers may be drawn from groups as defined by gender, ethnicity, social circles, interests, achievement level, clothing, or age.
- f) **Establish a sense of belonging.** People have a fundamental need to feel connected or related to other people. In an academic environment, research shows that students who feel they 'belong' have a higher degree of intrinsic motivation and academic confidence. According to students, their sense of belonging is fostered by an instructor that demonstrates warmth and openness, encourages student participation, is enthusiastic, friendly and helpful, and is organized and prepared for class.
- g) **Adopt a supportive style.** A supportive teaching style that allows for student autonomy can foster increased student interest, enjoyment, engagement and performance. Supportive teacher behaviors include listening, giving hints and encouragement, being responsive to student questions and showing empathy for students.
- h) **Strategize with struggling students.** When students are struggling with poor academic performance, low self-efficacy or low motivation, one strategy that may help is to teach them how to learn. That is, to outline specific strategies for completing an assignment, note-taking or reviewing for an exam.

The students stressed that it was highly motivating to be shown by the teacher how they could use the acquired knowledge in their future work. A statement often appeared that it is the money that has the highest impact on the contemporary human being. This aspect of the didactic work, however, requires treating it separately. It is not possible to translate in a simple way the practical meaning of a given subject into guidelines describing the method of its implementation in the didactic process, so as to obtain the best possible results of applying the

knowledge acquired. Usefulness of such knowledge would have to be taken into consideration in the entire context of problems covered by the syllabus for a given faculty and field of study, as well as in the context of the needs in the changing labor market. Presentation of the possibilities of using the acquired knowledge in everyday life was also evaluated as a motivating factor. A motivating nature of a transparent grading system was emphasized, as well. The attitude of the teacher towards students is of a certain meaning. It is important that the academic should be open to cooperation with the student, and not only focused on the process of communicating knowledge itself. The students also pointed out that team work positively influences the student's results. It is useful in building skills in cooperating with others while solving problems, and ensures mutual complementing in the scope of the possessed knowledge and skills.

#### **IV. Conclusions**

Since it is not possible to introduce a uniform motivational system in all teaching establishments, it seems necessary to broaden the teachers' knowledge about the methods of motivating students to learn, with reference to a specific subject or education program in a given faculty. The observations made refer to a faculty of a technological and material science profile, where the subject generally called "technical mechanics" does not belong to the main subjects in the syllabus, but it covers a large number of problems simultaneously, although with a limited number of hours assigned for teaching. It making students aware of the significance of mechanics in their future jobs as engineers specializing in technologies, turns out to be really difficult in a number of cases. Based on the survey and observation, the following conclusions have been drawn:

- The varying of the grading system offers the academic teacher a possibility of finding the strengths and weaknesses of a larger number of students.
- Experiments have a good influence on the atmosphere during classes, increase the activity of students and offer the opportunity of achieving better marks to those who face difficulties in learning technical mechanics.
- Owing to the fact that students carry out experiments, they better acquire and consolidate the material covered during the class.
- The system of motivating students to learn should be taken into consideration with reference to both a particular subject and the entire complex of subjects covered by the syllabus in individual fields of study.

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