

MOTIVATION

WHAT IS MOTIVATION?

Motivation can often be categorized into two types: intrinsic and extrinsic and affect students in different ways. Birdsell et al. (2009) identifies that a student with a lack of intrinsic motivation is often a student who is not motivated internally and consequently cannot engage themselves in learning out of curiosity, interest, or enjoyment (Birdsell et al. 2009). Garvis (2009) further confirms that the lack of intrinsic motivation means that these students often need an outside reward for them to maintain a desire to succeed. Students who lack intrinsic motivation tend to suffer from low self-esteem and low self-confidence. Due to their poor self-image, these students feel that they cannot set high goals for themselves, because they will fail. Garvis (2009) further corroborates that these students also doubt their ability to learn and give up quickly. For students who lack extrinsic motivation, they often do not value rewards, but rather rely on a teacher or peer relationship as their motivating factor. A student's lack of extrinsic motivation is often a direct result of social or emotional issues (Garvis, 2009). An educator's reality is that students vary in motivation hour to hour, day to day, and week to week. Teachers must have the strategies necessary to adapt to students' ever-changing motivational levels (PS04).

THE IMPACT COVID-19 HAS HAD ON MOTIVATION

In summary, the study conducted by Tan (2021) provided further insights regarding the impact of the overall learning behaviour of students, due to the outbreak of COVID-19. The pandemic has caught us in shock, and there are adverse impacts on the students' learning patterns. The teaching faculty managed to switch the traditional teaching methods to online learning, but the aftermath is unknown. Furthermore, most of the teaching staff are not well-equipped with online teaching methods and were forced to adapt to the change, due to the crisis. This has suggested that future educators should be equipped with online teaching by improving their digital literacy skills and design online learning content (Korkmaz and Toraman, 2020). Moving on from this study, there are other key factors that have impacted the overall motivation of students. As identified by Fallow and Ahmet (1999) motivating and "inspiring students is not a one-way process" (Fallow and Ahmet, 1999:1) Wentzel et al. (2010) further confirms that social supports from teachers and peers are important in determining student motivation. Social presence also plays a key role in motivation as it creates "a sense of belonging, supports freedom of expression and sustains cohesiveness" (Law et al. 2019:2). This can also impact cognitively through exploration, reflection, creation through discussion and collaborative works. Which in turn, also enables learners to develop self-regulated learning that is crucial not only in a classroom setting, but also in an online learning environment (Shea and Bidjerano, 2012). Lastly, teaching presence plays the most important role to integrate the role of social presence and cognitive presence in the community of inquiry (Akyol and Garrison, 2008). Besides, teaching quality is believed to be a key factor that determines students' learning behaviour (Shea et al. 2012) (PS09).

THE ROLE OF THE TEACHER IN MOTIVATING STUDENTS

Almost everything teachers do in the classroom has a motivational consequence on students. This includes the way information is presented, the kinds of activities teachers use, the way in which teachers interact with students, the amount of choice and control given to students, and opportunities for students to work alone or in groups. Students react to who teachers are, what they do, and how comfortable they feel in the classroom (Leary and Kelly, 2009). Birdsell et al. (2009) found that students who are motivated will direct more effort and behaviour towards a particular goal, increase energy and persistence of activity, increase cognitive processing,

understanding of related consequences and an overall improved educational performance. For these reasons and more, it is important to understand the complexity of motivation or lack of motivation and how teachers aren't only responsible in facilitating this, but also understand that their own presence and attitude for example, can directly influence the student's motivation. (PS03,10).

MOTIVATION EXPERIENCED AT PLACEMENT

Motivation has always been a difficult notion to comprehend. The only difference is as a PGCE student, I am now experiencing it from both sides; the teacher and the student. Maybe this gives me a greater understanding of what it is, or maybe it confuses me further, as I try to make sense of not only where motivation comes from, but also, how do I as a teacher ensure that it is there in the classroom? With the current Covid-19 situation impacting schools; teachers and students have had to quickly adjust to a different interaction. The Arts have not had the same fortune as other subjects when it had come to adapting to the changes to teaching and learning and consequently this has meant that motivation in particular has diminished, as the transition from face-to-face learning, to online learning was not conducive with the students. This was evident when students had returned to their respected institutions after being closed, due to the decision from the government to temporarily in 2020, to close schools and to do remote learning to combat it. The students after having stagnated and uncertain teaching time and structure, had come back to an environment that was not familiar. Alarming and noticeably the students had changed; from their confidence to their ambition to learn. In the classroom the students are unmotivated and unwilling to participate, this has caused extra frustration not only for the students but also for the teachers. Teachers play a vital role in creating an environment that supports students' learning. They often do this through their support for students' autonomy (Schuitema et al. 2016). Teachers enable students to identify with self, personal interests, and values by supporting their freedom of choice (Ferlazzo, 2015) (PS01). Furthermore, personal understanding from my own experiences of observing and teaching on placement are that the teacher's own motivation to teach and learn is vital to how the students access motivation (PS02). As an evolving teacher, future development and practice needs to be based on developing strategies to enhance learners' motivation in attainment and succeed in their academic endeavours (PS04,10,13).

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