

## MOTIVATION – VALUES, STUDENTS AND TEACHERS

### VÝZNAM MOTIVÁCIE VO VZŤAHU ŠTUDENT A UČITEĽ

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#### ABSTRACT:

*The article deals with the issue of motivation of students, especially students in military colleges. On the basis of a survey conducted among students of Bachelor's study of the Armed Forces Academy, it compares the value attributes in the past and today, and compares them with the values that motivate students of military schools overseas. It also points to the personality of the teacher and his features and capabilities, as a significant motivator in the course of the study.*

**KEYWORDS:** Motivation values. Criteria. Survey. Students. Teachers.

#### INTRODUCTION

The right motivation. This is the main reason why high school students decide to study at universities. In some cases, it is the will of the parents, in other, the necessity when it comes to students of grammar schools, or non-technical secondary schools, however, this is on the free decision of an adult to a large extent.

In the literature we can find a number of theories of motivation. Among the most important motivational theories can be included following [1,2]:

- Freud's theory - Sigmund Freud.
- The theory of needs (Maslow's pyramid of needs) (1943) - A. H. Maslow.
- Human relations Theory (1945) - E. Mayo.
- Theory of cognitive dissonance (1957) - Leon Festinger.
- Motivational-hygienic Theory (1959) - Frederick Herzberg.
- Theory X and Theory Y (1960) - Douglas McGregor.
- Equity theory (1962) - J. S. Adams.
- Expectancy Theory (1964) - Victor Harold Vroom.
- Theory of Aspiration (1964) - J. W. Atkinson.
- Goal-setting Theory (1967) - E. Locke.
- Three Needs Theory (1976) - David McClelland.

- Theory of Intrinsic & Extrinsic Motivation (1980) - G. Wiswede.
- Theory of Positive Reinforcement - Burrhus F. Skinner.
- Theory of Affiliatio - Stanley Schachter.

In terms of motivation to study, we can include following here [3]:

1. The theory of students'behaviour – positive motivation is to reward students for good behaviour, and on the other hand, to punish them for inappropriate behaviour is negative motivation.
2. Theory focused on students' results – positive motivation may be the involvement of students in the teaching not only to its preparation but also to the leadership itself, without negative assessment of errors. Negative motivation can only relate to the marks and achievement of good results, to the detriment of the development of independence and creativity.
3. The goal-oriented theory – positive motivation may be the ability of the student to learn how to teach themselves and also others. Negative motivation may be teaching only the reproduction of knowledge.

Many consider broader possibilities for their possible employment in the future, a higher salary, or even the possibility of a foreign

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practice, which would their future career move forward, as the right motivation[4].

What is the motivating factor for students to study at the military high schools? Often, when we ask students what their motivation for studying at a military school is, we get the answer - money or social amenities. In our mind's eye, we were comparing these views with motivating factors, which led us to the study at the military high schools years ago.

Our study group had at the beginning of the study 24 members and every one of us wanted to be a soldier – an officer, specialist in the field of missile systems. We would be interested in the history of the wars, weapon systems and their combat and operational use. These used to be the most common themes of our conversations. There was always a healthy competitiveness among us, each wanted to show off. Eleven of us completed the study, because the demands on the study were significantly higher than at any other technical high school. Classmates who drove away from the study were leaving us with a grief in their eyes, but I believed that they had sincerely wished good luck to us in next study.

For the above reasons, we started to look at this issue more deeply. We wanted to understand deeper what motivates students to enter the military high school, and also to successfully study at it. An interest in studying at a military high school is incomparably higher than years ago. Ten applicants apply for each place, which is reported to be more than at the most prestigious Slovak Universities — Economic University, Slovak Technical University and the prestigious Faculties of the Comenius University – Faculty of Law and Faculty of Medicine.

We decided to carry out research among our students, which would be mapping the stated facts and would provide us with a meaningful value specified.

## 1. METHODS OF THE SURVEY

The survey was conducted on the selected group of students from the third year of the bachelor's study, from three key courses that are studied at the AFA – National and International Security, Armaments and Technology, and Military Communication and

Information Systems. The students were acquainted that they will participate in the survey in advance; however, they were not given any tools or examples of motivational factors, which could affect their answers. Each student could indicate any number of motivating factors in order from 1 to X. Finally, 41 students attended the stated survey for various reasons, and the following results were obtained.

## 2. RESULTS OF THE SURVEY

Motivational factors before entering the military college are expressed in table 1.

In the assessment, the answers with the number of responses lower than 5% were not included.

Table 1 **Motivational factors for entering the military college**

1 - Social amenities
2 - The quality and quantity of education
3 - The call to attendance of the school
4 – Financial security
5 - Reputation of an officer in the society
6 - The desire for adventure
7 - Military issues
8 – Diversity of education
9 - The possibility to go abroad

Unfortunately, the common views were confirmed that between the top factors that catch the eye of students are social amenities and finance – these emplaced on the first or fourth place. Even the desire for adventure was placed before the military issue, which should be the main motivating factor. The reputation of expected answers was saved by the second place of the quality and quantity of education.

The frequency of the different answers is also interesting, which is expressed in Figure 1.

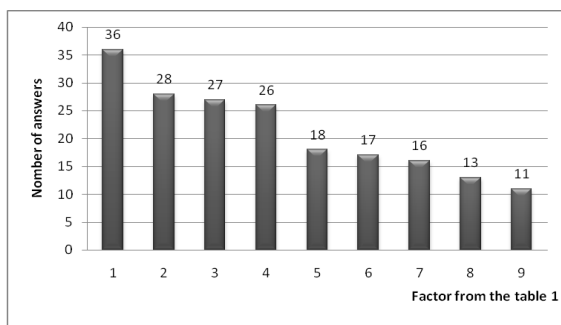


Figure 1 **Motivational factors for selection of military college – the frequency response**

The answers to the question "What motivates students in the course of the study?" were also interesting. For convenience they are listed in table 2.

For a rather surprising we can label 2nd place of a good teacher, who is placed before the assessment and ranking of students, which has a direct effect on the ranking of students when doing the personal interviews, and thus directly effects the distribution of graduates to each units within the company. After the results in motivation to the study, the last place of the practical training is not surprising; by contrast, it only emphasizes the fact that the military occupation itself is a minor for students. Number of response is stated in Figure 2.

Table 2 **Motivational factors in the course of the study**

1 - An example of a friend
2 – Good teacher
3 - Assessment and ranking students
4 - Good or interesting subject
5 - A wide range of education
6 - Practical training

In view of the rather surprising position of the teacher, we wanted to know how a good teacher would attract students, or what features he should have in order to be a good motivating factor in the course of the study. The results are shown in table 3, and even though students had unlimited time to process the replies, none of the students mentioned more than 23 traits of the teacher (the range of responses was 23-12). In the table, there are

not given the answers which number was less than 5%.

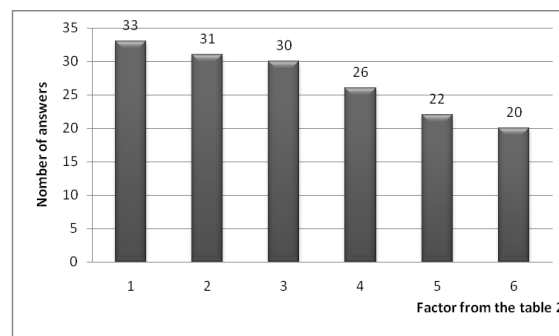


Figure 2 **Motivational factors in the course of the study – the frequency response**

We had the opportunity to familiarize ourselves with similar research, which was organized at the Theresian Military Academy in Austria. For a comparison, we present the results obtained by our colleagues in the table 4 [5] .

Table 3 **Personality traits of a good teacher**

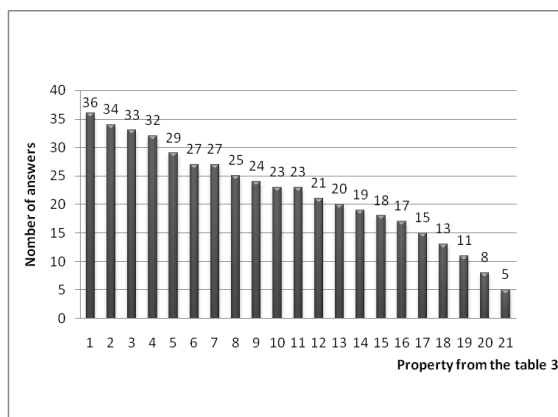
01	Intelligence	08	Behaviour	5	Responsibility
02	Ability to teach	09	Friendliness	16	Confidence in the other
03	Integrity	10	Role model	17	Creativity
04	Honesty	10	Authority	18	Directness
05	Humour	12	Reliability	19	Self-criticism
06	Life experience	13	Charisma	20	Loyalty
07	Motivational skills	14	Professional knowledge	21	Flexibility

If we look at the results obtained, we see an entirely different value orientation of the students of the Armed Forces Academy and the Theresian Military Academy. Completely contradictory are such important features as e.g.: The ability to learn placed on the 2 or 34 place, similarly Life experience on the 6 or 26 place, Intelligence on the 1 or 28 place, Humour at 5 or 30 place.

**Table 4 Skills of teachers at the Theresian Military Academy**

01	Special knowledge and ability	13	Inspiring confidence	25	Authority
02	Expert in knowing people	14	Fairness	26	Life experience
03	Power to convince	15	Responsible-minded	27	Reliability
04	Resilient and calm	16	Motivator	28	Intelligence
05	Decision-making ability	17	Directness	29	Self-criticism
06	Role-model	18	Loyalty	30	Humour
07	Charisma	19	Comradeship	31	Command language
08	Analytical thinking	20	Discipline	32	Creativity
09	Honesty	21	Sportsmanship	33	Self-reliance
10	Purposefulness	22	Behaviour	34	Ability to teach
11	Self-assurance	23	Courage	35	Moral & ethics
12	Flexibility	24	Capacity for teamwork	36	Punctuality

It is for an extended discussion, which of the abovementioned traits at one or other of the Academies are more important for the motivation of the students. However, it is clear that the teacher is and will always be an important motivating factor for the study. To complete, we also present the frequency of responses on various characteristics of the teacher, Figure 3.



**Figure 3 Personality traits of a good teacher – the frequency response**

## CONCLUSION

It is necessary to use the acquired knowledge to shaping a positive attitude of students to

study at the military school and the military profession itself [6]. If it has been already confirmed (that) the main factors before entering the military college are social amenities and financial contributions (table 1), then it is necessary to do everything possible during the study in order to change this attitude by means of all possible motivational factors. This can lead to the following recommendations:

1. Even at secondary schools, students should be explained about the military occupation in the suitable form by recruiting workers, its perspective, a wide space for the implementation, the military focus of the study, and training.
2. In the course of the study, to take advantage of all of the motivational factors that students indicated as critical, the change of attitude of students to the military profession.
3. From teaching subjects of military focus and from training, to create attractive employment opportunities by using students as tutors, who will not only be familiar with forms of profession, but they will also affect the content.
4. Take advantage of the teacher as a significant motivational factor, who will meet the demanding criteria set by students (table 3):
  - Personality traits,
  - Ability to teach,
  - A high level of expertise,
  - The ability of self improvement.
5. Substantially increase the number of teachers – officers of the practice from the troops, who will be able to bring the military profession and the conditions of service in the troops closer to students.
6. To exclude possible demotivational factors such as e.g. commanders of students without experience in the troops, who are unaware of the terms of service and often require non-essential things at the expense of truly important things.

All the above measures can not only change the attitude towards the study of the military issue, but also, in particular the attitude to the military profession.

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