

Motivational Factors in the School Work of Tuivuleneyi High School Students of Kabinda Catholic Coordination

Kalanga Mwenzemi Jackson¹, Nsapu Kikudi Dorothée²

¹Professor, Faculty of Psychology and Education, Sciences of the University of Lubumbashi

²Assistant at the Faculty of Psychology and Sciences of Education of the University Notre Dame de Lomami

Abstract: *Teaching is an act of intelligence for the teacher, an act intelligence because it has to deal with an arsenal of subject matter in the curriculum, teaching methods and techniques, not to mention didactic materials and working conditions, to sort out what is appropriate for situation of teaching-learning. The right choice of teaching methods, techniques and materials for the teacher's lesson helps the learner to make a substantial effort to acquire the new knowledge. It is difficult to ask the student to make efforts if the lessons are not motivating and so if he does not know why he has to put extra effort into his student work. When the latter is placed on a select where he knows full well that he is the great beneficiary, he concentrates and motivates him. Therefore, his commitment will be certain and convincing for the accomplishment of the task to which he is asked to make efforts.*

Keywords: Motivational factors, school work, coordination

1. Introduction

The pupil, when enrolled at school and in a class, expects at the end of each apprenticeship to succeed. The latter is not realized as a magic wand; it is dependent on several factors including: the health of the learner, the quality of teachers and teaching, the working conditions, the abilities of learners and their motivation.

It is known that in a teaching-learning situation, as the effort must come largely from the learner, motivation is the focal point (driving force) of any school activity and consequently leads to success; indeed, where it is lacking, the consequence that emerges is failure because will and interest are absent. In pedagogy, we know that interest is the driving force of actions, it causes effort and the latter leads to success. Moreover, the visible expression of the will and the interest is the motivation that forces the subject to provide more effort that can lead to success, the expected results.

However, in schools, we are far from talking about the reality of student motivation that is sometimes lacking.

In the present work, the fundamental question that we ask ourselves is the following: what would be the motivating factors in the school work of girls from Tuivuleneyi High School to the Catholic coordination of Kabinda?

In undertaking this study, we have a goal of determining the motivational factors and explaining them to the learners and teachers of Tuivuleneyi High School so that they can take them into account for any school work.

The working hypothesis in this investigation is as follows: the factors determining the motivation in the work of Tuivuleneyi high school students would be the quality of the teachers and their teaching, the working conditions of the learners at school, the previous good results achieved by the

school, the will and the interest of the learners, the option of studies, the academic success.

2. Explicative Theories of Motivation

In this part, as the scientific approach requires, we will define the concept of motivation and touch on some theories related to it.

1) Definition of the motivation concept

The concept of motivation is a concept that has been defined by many authors, from different schools of thought in various disciplines of study. Some perceive it as an internal factor and predisposing to perform certain actions; others see it as a response to an external factor to given stimuli.

Vallarand& Thill (2009, p318) define motivation as a hypothetical construct used to describe internal and external forces that produce triggering, direction, intensity and persistence of behavior. It mobilizes energy and is an energetic factor that moves the organism from the state of rest to the state of activity.

A. Maslou& the others cited by KaumbaKahosa (2013) say that motivation refers to the forces that act on a person inside her to drive her to behave in a specific, goal-oriented way.

J. Nuttin (1980, p25) says that change in external or internal conditions is not the cause of a process in an otherwise inert organism; it must be conceived of as a process modifier in an autonomously active system. We can say with Larousse that motivation is what pushes to act, therefore, a stimulant:

2) Motivation in psychological theories.

a) Theory of motivation in psychoanalysis

For psychoanalysts, human behavior is influenced by motivations that are not only unconscious but also conscious.

Volume 8 Issue 9, September 2019

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

In this regard, Roger Deldine & Richard Demoulin say: "S. Freud turned to the personal history of the individual to identify mobile early childhood, mobile which the individual has no direct memory and that it is possible to find among the forgotten experiences in the unconscious. Psychoanalysts F. Herzberg has developed a theory called "theory of two factors" which can be summarized also in two propositions:

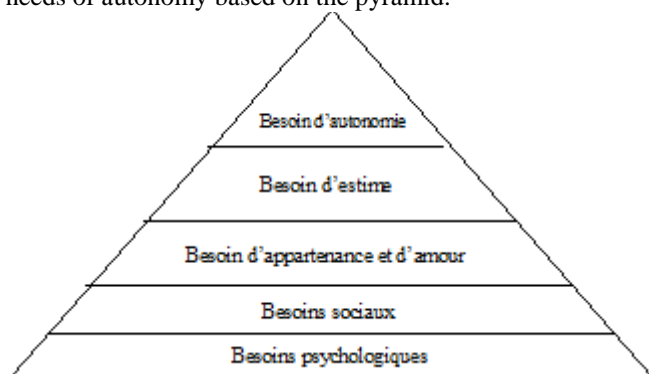
- The dissatisfaction of the man at work could be reduced by the following factors, the salary, the social benefits, the working conditions, the report chief and subordinate, the policy of the management ...
- The author calls these factors, driving factors that can motivate or not the person to produce a good performance as is the case of promotion, responsibility, appreciation of performance, the possibility of being realized in an interesting job.

b) Motivation in the behaviorist theory.

The authors of this trend give several aspects:

For A. Maslow, motivation theory is at the root of human behavior.

The author speaks of the vital needs (physiological), social needs, needs of belonging and love, needs of esteem and needs of autonomy based on the pyramid.



This pyramid shows that there are vital or psychological needs which, if they are not satisfied, the individual dies (ie hunger, thirst...); after their satisfaction, the human being seeks his safety. Beyond security, man wants him to be accepted as a member of society so that he may be loved by others and that others may also love him; he also seeks to be appreciated by others (esteem or valorization).

The top of the pyramid is need of autumn or independence.

The Behaviorist F. Skinner quoted by Vianin (2009 p53) says that the problem is based solely on intrinsic motivations and it is not psychic processes that flow in the depths of the conscious or unconscious mind; these are the positive or negative reinforcement effects (offering a reward or eliminating a thankless task).

Perrer, Minsel & Winner reveal that an important factor for motivation is academic success. To do this, the teacher should take advantage of encouraging the child and stress the quality of the work done.

However, valuing the work done and encouraging are effective strategies for motivating learners. Thus, to

motivate in Behaviorist theory, it is important to take into account objectives, reinforcements, feedback.

Diveck cited by Vianin (2009, p84) distinguishes between learning goals and performance goals. Learners who pursue learning goals are motivated to develop their skills and improve their learning; to do this, they are stimulated by new tasks and their motivation is intrinsic. On the other hand, the students who pursue the goals of performance, their motivation is above all caused by the reward obtained by the positive judgments of the teacher. These students are therefore attracted by simple tasks to perform. Their motivation is extrinsic.

In addition, motivation may depend on the value that the learner attributes to the task; if he thinks that the activity has significant cognitive, affective and social repercussions, he will be more willing to do so. The teacher must therefore give meaning to each activity he presents to the students. As a result, the more the teacher makes explicit the meaning, value and scope of the task, the more motivated the learning will be. Thus, if the student knows the value of the task, he will engage in the activities and become more involved in his work.

Finally, if the student knows the objectives pursued, he can mobilize his intellectual resources and direct them to the activities involved. The clearer the requirements and the more operational the goals, the easier it will be for the child to understand what is expected of them and how to proceed to succeed.

3. Methodology

Generally, in research, it is difficult to collect information from all elements of a population and it is thus sufficient to extend to the whole population conclusions drawn from the observations made on a fraction of the latter.

The first concern of statisticians in its approach must be to define, without ambiguity, the population which is a reference set (statistical reference) on which will be the observations. A population is a collection of people, objects, and events, finite or infinite facts that are the subject of the study.

For Lubamba Kibambe Langayi (2014), a population is a collection of individuals (human or not); that is to say, a set of elementary units (a person, a group, a city, a country, etc.) that share common and precise characteristics (region of the defined criteria, these criteria can concern for example the extent of age, sex, education, income, etc.).

The research was conducted among Tuivuleny high school students to whom we added their teachers. To be more precise, we only considered the 5th and 6th grade students as well as their teachers.

When the population to be studied is too large, or impossible to observe in its totality, the statistician chooses, according to criteria which it must specify, a subset of the population called "sample" on which will be the observations. It is in this sense that we say that to sample is to select a limited

number of individuals, objects, facts from which we will observe and measure a character in order to draw conclusions applicable to the reference population.

We considered for our research 50 subjects divided as follows:

Table 1: Presentation of the sample

Topics \ Number	Effective	Percentage
Teachers	20	40
Pupils	30	60
Total	50	100

As noted, our sample consists of 20 teachers, 40% and 30 girls - 60% to make a total of 50 subjects as mentioned above. The presence of teachers in this study is justified by the fact that they are involved in the problem of motivation of students in their study; this is why we wanted to get from these students their perception of the motivation of students to studies.

Regarding the method and techniques of research, we say with Robert Pinto and Madeleine Grawitz (1971, p 291) that a research method is a set of steps that the mind follows to discover and demonstrate the truth. For Kalele-ka-Bila, the method is an intellectual operation of data processing relating to a social reality studied according to a specific objective. We can say that the method is a way that the researcher's mind borrows to reach a goal that he has fixed in advance. The term "method" has a precise meaning. It is all the steps that the mind follows to discover and demonstrate the truth (in the sciences). It therefore refers, explicitly or implicitly, to a theory of the definition and discovery of "truth". Any method, to practice, uses a set of "techniques".

As part of this study, we used the survey method given the quality of the data to be collected. This method is supported by the directed interview as a technique used for this data collection. This technique is used to collect information in a standardized way so that all respondents answer identical questions and receive the same explanations. Thus, the interviews take place under conditions as similar as possible. There are two types of maintenance; individual interview and that said collective. Regarding the collective interview, if it is well conducted, it can provide valuable guidance. The subject who dares to speak first drives the others and provokes a stimulation of hesitants. As for the conduct of the research, whether students or teachers, we opted for group interview because it offers a certain advantage to the extent that the participants complement each other in their reasoning.

4. Presentation, Analysis and Interpretation of Results

4.1 Data presentation and analysis

The present study was conducted at Tuivuleneyi High School among teachers and students. At the end of the interview, it emerges as follows:

- 1) Overall, the subjects recognized that the quality of the teacher plays an important role in teaching - learning (88%) and that the teaching is more theoretical than practical.
- 2) Students recognize that they work in poor conditions (94%).
- 3) In recent years, the results are no longer good as before (76%).
- 4) The respondents are unanimous that the students are willing to work for success (100%).
- 5) All recognize that the choice of the option or the field of study is a determining motivating factor in the success of the learner and the academic success largely contributes to the motivation of the students. This also gives rise to great interest at work (100%).

4.2 Interpretation of results

To teach is an act of intelligence; as such, one does not become a teacher without being trained and well trained. For this reason, in a pedagogical action, the quality of the teacher and their teaching stimulates the learners well and constitutes a driving act of all learning. Unfortunately, in most of our schools, those who are in charge of training children and who must motivate them to go to school, do not do this noble task faithfully because many of them have not been prepared to this profession.

As for the working conditions, in the teaching - learning situation, nothing can be expected of the learner when he works in the poor conditions of study. Indeed, classes are overcrowded, leading to lack of discipline and order; schools are implanted without respect for the methodology of the school map and pedagogical standards; students memorize classes and move from class to class without being properly assessed.

As far as the results are concerned, this target school has produced the best for a long time, and it is about five, six years since the results achieved by the students are no longer interesting; therefore, their performance decreases more and more. As can be seen, student motivation can be undermined. Children and even their parents can still think about the quality of teachers and their teachings.

As for the will, the respondents say that students are working to achieve good results. It must be added that the will alone is not enough; all actors in the education system should be able to support this school by providing everything it needs: qualified teachers, didactic materials, good working conditions.

About the option of study, choose means, sort among so many elements (courses or sections of studies); which responds to these needs, to his interests, to his aptitudes. In education, children as well as parents should not venture into choosing a study section without first measuring the learner's abilities, as poor choice leads to poor results. At present, parents and children no longer choose study sections based on learners' abilities, but rather on the socio-economic situation in which they live. That is why the student guidance system, which is currently on the back

burner, should be upgraded if we want tomorrow to have the right frames for the country.

5. Conclusion

We have just demonstrated in this study that motivation plays a very important role in learners' schoolwork. To do this, it must be supported by the services of quality teachers who will have to work in good conditions with their students. In addition, students' interest, willingness, academic success, previous school results and the option of study are the determining factors in the motivation of Tuivuleneyi high school students in the diocesan coordination of the school the city of Kabinda.

References

Ouvrages

- [1] Barbier J.-M., Savoirs théoriques et savoirs d'action, Pédagogie d'aujourd'hui, PUF, Paris, 1996.
- [2] BAUD, F., Motivation et comportement individuel dans l'entreprise, PUF, Paris, 1972.
- [3] LEY MARIE, P., Des méthodes pour apprendre et réussir, Robert, Paris, 2010.
- [4] LIEURY, A., Motivation et réussite scolaire, Dunod, Paris, 2006.
- [5] MICHEL, R., La psychologie et ses domaines de Freud, Chronique, Paris, 1971.
- [6] Meirieu P., L'école : mode d'emploi. Des méthodes actives à la pédagogie différenciée, ESF, Paris. 1985.
- [7] NUTTIN, J., Théorie de la motivation humaine, Dunod, Paris, 1980.
- [8] Pinto,R&gawitz, M méthodes des sciences sociales, centuriot, paris 1971
- [9] Perrenoud P., Des savoirs aux compétences : de quoi parle-t-on en parlant de compétences ? Pédagogie collégiale, 1995.
- [10] Tardif J, Pour un enseignement stratégique. L'apport de la psychologie cognitive, Éditions Logiques École, Montréal., 1992.
- [11] VALLARAND & THILL. , Motivation en contexte scolaire, 2éd. Bruxelles, 2009.
- [12] VIANIN, P., Motivation scolaire comment susciter le désir d'apprendre, Boeck, Bruxelles, 2009.

Cours inédit

- [13] KAUMBA KAHOSA., Unités des services en psychologie en milieu scolaire, cours inédit, FPSE, 2013.
- [14] LUBAMBA KIBAMBE LANGAYI, méthodologie de la recherche scientifique, D.E.A. ; FPSE, UNILU, 2014.