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FUTURE MANAGERS STUDY MOTIVATION

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Abstract — In the paper the results of a research conducted among students – future managers are presented. The research deals with the level and type of students' motivation towards studying in general and towards mastering a foreign language in particular. Special attention is paid to the connection between learner autonomy and student motivation.

Key Terms — motivation, learner autonomy, learner-centered approach, assessment, learning outcomes

Motivation is a vital component of successful studying. In terms of learner-centered approach its role is crucial. If an educator can increase the students' motivation for learning, the academic performance results will grow.

Most studies take into account 2 different aspects while describing motivation [8, 2]. The first one is the direction of a motive: intrinsic (inner motivation of a person, motivation from within) [1] and extrinsic (motivation forced by some authority or in order to get different kind of reward) [7]. Intrinsically motivated students are eager to learn, set and achieve goals, complete the hardest tasks; they never stop learning as the process itself gives great satisfaction and pleasure. On the other hand, extrinsically motivated students do not possess that kind of desire for studying, they can do the tasks only when they expect to get the price, the final result is not important for them, only reward matters [2].

Other studies differentiate between instrumental and integrative motivation taking into account the reason why people perform

certain actions [4]. The first one here is an instrument to achieve a goal (better mark, better job in the future, opportunity to work abroad); the second is a desire to be associated with a certain group of people or a chance to become a part of such group (communication, studying, marriage).

Learner-centered approach presupposes active involvement of a student in the process of studying [3] and learner autonomy means that a student is responsible for his / her studying [5]. Thus, a lecturer has to be sure that the students are motivated enough [6]. Only with the right type and level of motivation a learner gets a chance to succeed, master any science and become a competitive specialist. Motivation influences work productivity, it makes work easier and results more desired.

One of the tasks of a lecturer is to make sure that a student is motivated enough to complete the course. What is more, if a lecturer can increase the students' motivation, the academic achievements of the students will be better. Working with any kind of a problem (in our case ways of increasing motivation), a lecturer has to understand which problems the students face. With this purpose, a research was conducted at Simon Kuznets Kharkiv National University of Economics aiming at revealing the type of motivation the students possess. Special attention was paid towards motivation to mastering a foreign language as it is one of the most important components of a professional competence of a competitive manager of the present.

To conduct the research a questionnaire was provided with 10 questions. There were 4 answers to each question. Each answer represented the ideas of 4 different types of

motivation listed above. A student was allowed to choose one or more answers which were the closest to their feeling and world view. The type of motivation was calculated by the greatest score of a particular group. 287 students – future managers took part in the research.

The following results were obtained: 14 students (5%) possess extrinsic motivation; 81 students (28%) – intrinsic, 186 students (65%) – instrumental; 6 students (2%) – integrative motivation.

It may be stated that this is a positive result that almost 30% of the students possess intrinsic motivation which is vital for learning, especially mastering a foreign language. It is connected with the fact the learning a language is always an active process which needs concentration and involvement but, in case of getting good results, it will offer a lot of opportunities for creativity and personal expression, the process of searching and finding a job will become easier.

On the other hand, the result of instrumental motivation can easily be explained. While choosing a university to enter, the applicants consider the opportunities of future employment. It is a well-known fact that a competitive manager has to possess vast knowledge and know at least one foreign language, that is why the student struggle with the obstacles now in order to get the best job in the future. Nowadays it is not enough to get a diploma, employers have to fight for you.

Considering all the results of the questionnaire, we assume it would be also informative for a lecturer to know the answers to some particular question. In this way an educator can organize the working process more efficiently, make the lessons more interesting and involve more students in the process of organizing the educational process.

The final result can be seen even from the first question. While finding out why student learn a foreign language, 57% of the interviewed proved that in this way they will be able to get a better job in the future; 22 % said that they like the language itself, the process of studying is fun and they have a good teacher; 18 % stated that they love travelling and the language will help them in seeing as many countries as possible and, fortunately, only 3% confessed that they are

learning because a certain gift (money, a car, a trip etc.). was promised to them.

One of the most important parts of mastering a language is learning the words, that's why a question was asked why the students spend a lot of time doing this task. It should be noted that the phrase "a lot of time" surprised many of the interviewed, however the results were approximately as in the first question: 48 % answered that they know the words will help them in learning the language which will open many job opportunities for them; 26% prefer learning the words for the sake of communications with the friends from abroad, they do not want to feel neglected because of the language barrier. 20% pointed out that it is important to know some strategies which help making the process faster and more efficient, they like the results and are eager to continue the education; 6 % do the tasks with a purpose of passing an exam.

Another question was connected with reading fiction books (which is actually a problem not only for learning a language because less and less people read nowadays). Surprisingly, here the intrinsic motivation wins with the results of 61%, an idea of "my friends do this" follows with 31%; 5% think that this is a way to learn some new useful material and only 3 % do it to get a reward or praise from someone.

Disappointing was the result connected with learners using a language outside the classroom, with 60 % of students doing it only because they expect to get additional points from the teacher not realizing the importance of self-development and the fact that language isn't connected only with a class but exists in the real world. 33% think that communicating outside the classroom benefits only their communicative competence. Such activity is pleasant only for 4% of the students and 3% do it because they have someone, e.g. relatives or boyfriend/girlfriend to talk with.

It can be stated that listening to foreign music is not an additional option for developing communicative competence as 70% of the students answered that they listen just because they like and they can not benefit in any way from doing it in terms of studying, although 23% pay attention to the words and grammar

structures in lyrics and even google some rules if they are interested in the text. Surprising here was that 4% of people listen to music because this is popular, although they usually understand nothing in the text.

Answering the question about watching foreign films in original, most students do this only in case there is no other option (the translated version is not released yet but they want to see the film), 53% agree that by doing such a task they can learn a lot (words, grammar structures, different language aspects, cultural features) but it takes too much time and effort. 40% said that they like the actors' real voices. That is quite a step towards developing communicative competence as they start associating themselves with a certain culture and find advantages in learning while having fun.

Most students (42%) understand the importance of their own interest and involvement in the studying process and they say that the outcomes depend on the goals the learner sets. However, it is too hard for them to set these goals, it takes too much time considering the options and analyzing the results of their previous experience. 32% of students say that the learner is the main responsible person for the learning process, on the other hand 24% think that the school/the University or the country is responsible for the studying. That is why such students just follow a plan which is created by someone.

42% of future managers get their education because they know that without a diploma they won't be able to find a job, for 33% of people this is a personal goal to realize their full potential, 19% of people study because the society tells them to do so but they think that education is just a waste of time and 6% do it because their friends do it.

The worst problem the students face while learning a language is that they need a purpose but they are not able to set it in learning (55%); 26% feel that they do not want to do it and they can see that the study results are getting worse, 15% think that this is a shame not to know a foreign language although it is extremely hard to learn one; 4% do not like the language and think they do not need.

Student understand (51%) that the best stimulus for studying is their own desire. 43% think that is a goal, 5% agree to study for money or rewards and 1% does it for the friends' approval.

Thus, it can be concluded, that if an educator knows the weak point of the motivation process for their students, they can find ways to improve it and get the education easier and achieve better results.

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