

THE INFLUENCE OF MOTIVATIONAL COMPONENTS IN CHOOSING THE MASTER'S PROGRAM

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Abstract: *This paper presents a study that approaches motivation from the cognitive and dynamic perspective guiding the action towards concrete purposes. From this perspective we have proposed to study the motivational process of students as a central component of the human behaviour's psychological structure through cognitive functions that orientate and empower action making the individual responsible of what he is doing from the behaviour point of view. The experiment has been characterized by studying the motivational aspect of the training process within the master's program that anticipates the application of certain optional depth modules. 300 students, years I, II and III have participated to this experiment, on a period of two years, making two testing's by applying a set of psychological questionnaires, emphasizing the motivational orientation regarding the educational offer within the master's program. Thus, applying the modules of optional depth within physical education and sports, reflected by checking the study programs and plans, by applying different theoretical disciplines and practical and methodical recommendations in training future specialists in sports, has had a decisive contribution in forming the motivational components in such a domain.*

Key words: *motivational components, master's program.*

1. Introduction

Understanding motivation for professional depth as a factor that internally determines the individual's actions makes motivation "the rapport of an action with the motives that determine it and which, along skills, becomes the most important variable of efficiency" [1]. Differentiating the mechanisms of motivation needs the agent that organizes the multiple reactions of the subject in a behaviour group on the long, medium or short time [3]. Accepting the existence of a variable degree of motivation

in determining a certain performance constitutes a fascinating field of motivational phenomena [2]. Understanding professional motivation as a special state of personality that forms as a result of correlating own needs and possibilities with the object of activity constitutes the necessary base for fixing and achieving objectives, for obtaining a maximum result. Understanding how and to which extent, the individual orientates himself towards a certain specialty, his choice being determined by the degree of motivation that acts on the individual.

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The motivational sphere forms the personality's activity plan. According to the renowned psychologist S. L. Rubenstein, "in order to form any slight significant capacity, one needs, firstly, the creation of a vital necessity within a certain aspect of activity". In today's psychology, the term "Motive" is used for defining different phenomena and state of minds that stimulate the subject's activity. "The role of motives can be replaced by the needs and interests of attraction, emotion, orientation and ideals". The motive is the thing that triggers the human towards activity. Unlike motives, valuable orientations characterize the person's attitude towards the material and intellectual values, towards the environment, his system of orientations, convictions and preferences being expressed through behaviour.

From the multitude of approach directions one differentiates at least two important ones. One, of a psychological essence, generating a homeostatic, adaptive model, oriented towards retroactivity and prior antecedents that states that the organism has the fundamental tendency to maintain its balance between the different components and the second one with a conspicuous psychological and social tint, generating relational, systemic and functional models in the personality's structure. Surprising not only the internal or external mobiles thus triggers a desire, an attraction, an interest more or less immediate for fathoming the sporting knowledge, plus the "character of mobilization and commitment of the psychological potentiality in a successful training, according to the programmed and awaited standards, as well as to the involvement, organization and self-regulation of the future specialist within the pressures of the existent environment"[4].

Classifying the processes and mechanisms of the professional forming preparation is not possible without studying the motivational relationships as forces that form interests, necessities and motives. Fathoming the essence of students' interests, motivations and necessities allows us to determine the orientation and sphere of the objective legitimate actions. Hence, in the process of experimentally approving the efficacy of optimizing the educational content, one has studied different motives, stimuli and factors that have a great influence on forming motives, value orientations and interests towards the knowledge activity of the future specialists in physical education and sports. Masters university studies ensure within the degree studies the development of scientific research capacities and constitute a preparing basis for PhD studies.

2. Material and methods

A fair part of these aspects has been researched at the Physical Education and Mountainous Sports Faculty of Braşov within a study. The experiment has been done by studying the motivational part of the preparation master's program that anticipates certain optional depth modules. 300 students, years I, II and III have participated to the experiment, on a period of 2 years, on two testing by applying a set of psychological questionnaires highlighting the motivational orientation regarding the educational offer of masters programs. The questionnaires have been filled by the students who agreed to participate in the research, after they have been explained clearly the nature and objectives of the study stating that the data remain confidential and exclusively serve for a scientific purpose.

3. The results of the research

Table 1
The motivational orientation regarding the educational offer in the master study programs

		Fathoming and forming advanced specialty components within the domain		The developed competent profile according to the work market's needs.		Scientific research for ensuring the scientific support necessary for the development and evolution within the domain	
		Initial Testing	Final Testing	Initial Testing	Final Testing	Initial Testing	Final Testing
I	X	5,5	6,3	4,1	4,9	3,0	2,1
	±m	0,11	0,09	0,08	0,09	0,06	0,11
	±δ	1,21	1,01	0,89	1,05	0,63	1,17
II	X	5,6	6,7	4,7	5,2	3,5	2,0
	±m	0,13	0,10	0,07	0,09	0,07	0,09
	±δ	1,43	1,12	0,78	0,93	0,78	1,03
III	X	5,4	7,1	4,8	5,5	3,7	2,1
	±m	0,16	0,17	0,10	0,12	0,10	0,09
	±δ	1,67	1,82	1,01	1,24	1,03	0,94

Researching the level of motivation within the students' masters instructive activities according to their orientation towards different roads show that in the process of observing the III year students a very important role is played by the fathoming and forming of advanced specialty competences within the domain.

The motive of the scientific research for ensuring the scientific support necessary for the development and evolution in such a domain does not prevail in students. Under the influence of the formative factors, the level of motivation, tied together to the fathoming and forming do advanced specialty competences within the domain, increases essentially in the III year students and the motive of orientation towards a scientific research loses its importance. Thus, optimizing the content of education has a positive influence on the

students' motivational activities.

The research also comprises a study done for identifying the motives for choosing a profession and for highlighting the valuable interests and orientations of the future specialists as well as the attitude for the chosen profession. The level of motivation in choosing a profession has been studied using the investigation method. Studying this attitude towards profession has had the purpose to collect certain information regarding the chosen profession. To the initial testing, the interest for the chosen profession has been present at 33,8 of the I year students, 33,3% of the II year students and 28,6% to the III year students. On also notices the existence of the motive's significance in obtaining a superior degree at all costs (table 2).

Distributing students based on their motives for choosing a profession (in %) Table 2

Causes for choosing a profession	Initial testing			Final testing		
	Year I	Year II	Year III	Year I	Year II	Year III
1. Interest for a profession	33,8	33,3	28,6	42,1	48,4	55,0
2. Obtaining a superior degree	44,7	43,5	43,8	37,5	35,3	36,8
3. Other causes	21,5	23,2	27,6	20,4	16,3	8,2

In comparison with the II year, the significance of the motive for the III year increases with 55, 0%. To the final testing one notices an increased motivation for the III year of the interest for the chosen profession of 27, 6% while the tendency for obtaining a degree decreases with 7%.

Studying the motives that have influenced choosing a profession proved, firstly, that they form under the influence of physical education activities (table 3).

The next motive is the tendency to choose the profession of the former instructor; the second is self-realizing as a specialist within the domain while the third motive is strictly related to the desire of following superior studies. Amongst other causes the students mention the desire to do sports, to achieve sporting greatness, to strengthen health, to have a good body, etc.

Table 3

The degree of significance that has influenced students in choosing a profession (in %)

The motives behind choosing the profession	Number of respondents
The interest for physical education activities with children	50,1
Instructor resemblance (wants to become the same)	37,5
Obtaining superior studies	27,6
Advice of instructors, teachers, parents, friends	23,7
Increased popularity of the favorites sport	12,1
The desire to pursuit the scientific activity	7,6
Family traditions	4,8
Others	2,1

Note: sum %>100, because the majority of students name several motives concomitantly

Whatever the motives that have influenced the decision in choosing a profession their preparation shall be determined by the attitude towards the instructive knowledge activity by gaining certain informational, operational, intellectual and playful information. The atmosphere in which the student is in during the instructive period forms a

system of conscious individual connections cu different sides of the objective activity, as well as his attitude which reflects his necessities, feelings, interests, motives, will, etc. The attitude towards the instructive process represents his orientation to a purpose which presumes orchestrating the efforts towards reaching certain objectives. This preparation has a

stable character and, thus, it is conceived as an essential personality trait. The attitude's structural components towards the instructive process are filled with knowledge and they characterize the personality's conception, its level of learning about the object of relationships (the instruction's character and content, the ulterior artistic possibilities given by the profession, etc.), the emotional character, the student's feelings concerning his inclusion in the instructive process, his behavioural predisposition in a certain instructive situation. This activity is determined, first of all, by their attitude towards instruction, which, is conditioned

by the necessity to understand knowledge for training them as future sport specialists. Such an attitude in comparison with the knowledge gathered inside the institution forms the student's attitude towards instruction. The student's opinion analysis in the purpose of clarifying their attitude towards their instruction as future sports specialists, as a positive one (I like it a lot, I like it), as an undetermined one (I like it less, I don't like it), as a negative one (I don't like it, I don't like it at all), has proven that the most part of students has a positive attitude towards the learning process but the stability of this attitude is quite pregnant becoming determined.

The dynamics of students' attitudes towards the instructive process (in %) Table 4

Attitudes	Initial testing			Final testing		
	Year I	Year II	Year III	Year I	Year II	Year III
<i>Positive</i>	42,6	37,2	35,4	53,8	51,3	49,6
<i>Undetermined</i>	53,7	54,7	54,9	43,0	44,6	45,6
<i>Negative</i>	3,7	8,1	9,7	3,2	4,1	4,8

To the final testing, the attitude towards education shifts essentially. The positive attitude becomes the dominant factor in the instructive activity during the whole university period, the year I students presenting 11,2% of positive cases in comparison to the year II students 14,1% of cases and the year III students 14,2% of cases, both percentages being made to the initial testing.

The obtained data during the initial testing proves that the positive attitude towards preparing the seminaries for I-III year students diminishes with 2, 9% (table 5). Along with this, one increases the number of students that prepare themselves for seminaries episodically or not at all.

The dynamics of students' attitudes towards preparing for seminaries (in %) Table 5

Attitudes	Initial testing			Final testing		
	Year I	Year II	Year III	Year I	Year II	Year III
<i>Positive</i>	33,8	27,6	30,9	41,4	47,1	50,9
<i>Undetermined</i>	56,3	56,1	51,3	54,2	47,1	40,3
<i>Negative</i>	9,9	16,3	17,8	4,4	5,8	8,8

In the instructive process, to the final testing, the students' positive attitudes towards preparing for seminars has increased with 20% and the number of students who ignore this preparation has decreased with 10%, one noticing the positive influence of optimizing the content of the process on the students' instructive and cognitive activities.

The students' attitudes during the studies have been appreciated as a positive aspect through the final grades at the exams. The

undetermined attitude shown to the initial testing is identified through the lack of classes and superficial learning. The data of these attitudes showed that positive attitude in comparison with class attendance has increased to the final testing (table 6). Nevertheless, the number of students with a negative attitude towards the aspect mentioned above decreased (7,5 %). One notices, to the final testing, the attitude change towards the fathoming of theoretical knowledge through the interest of actively participate at classes.

The dynamics of students' attitudes towards class attendance (in %)

Table 6

Attitudes	Initial testing			Final testing		
	Year I	Year II	Year III	Year I	Year II	Year III
<i>Positive</i>	33,4	42,1	49,5	35,8	51,7	63,2
<i>Undetermined</i>	54,8	50,5	46,2	55,8	42,4	35,5
<i>Negative</i>	11,8	7,4	4,3	8,4	5,9	1,3

Another aspect of the motivational sphere is researching their attitudes towards utilizing auxiliary literature (besides summaries and manuals) in the process of interactive activity. The students' attitudes towards auxiliary literature is appreciated as positive if the students frequently use it and consider it to be necessary for their professional preparation. The undetermined attitude is taken into account when the students use auxiliary literature only episodically as a necessity. The negative attitude is expressed if the students never use auxiliary literature limiting themselves only to the summaries taken from the manuals.

The data of the experiment to the initial testing proves that the students use very little auxiliary literature in their instructive activity. This tendency is more pronounced in students from higher years (table 7). The most common approach is the episodic usage of the auxiliary literature only in the necessary cases (they don't have a manual, the summary doesn't allow them to answer all the questions from the seminar, etc.) comprising 60,1% - 63,5% from the number of respondents.

In the process of the forming experiment the number of students that use auxiliary literature increases essentially reaching 65,1% - &5,6% from the number of all the participants and the ones who base themselves only on summaries decreases with 6,0% - 12,5%.

Table 7

The dynamics of students' attitudes towards using auxiliary literature (in %)

Attitudes	Initial testing			Final testing		
	Year I	Year II	Year III	Year I	Year II	Year III
Positive	1,7	2,3	1,2	2,1	2,8	3,4
Undetermined	63,5	60,1	61,3	75,6	70,8	65,1
Negative	34,8	37,6	37,5	22,3	26,4	31,5

4. Conclusions

The results of the motivational orientation research done in the student's sphere of activity shows the dynamics of the motivational indexes regarding the instructive process. In year I-II students the motives of reaching a decision for their future profession are much more pronounced. The year III students are characterized through a powerful motivation to what their professional activity is concerned.

After this study one notices a positive attitude of students (30%) towards the chosen profession observing a tendency of decrease in year II and III students. The main reason for instructive activity is the tendency to fathom the professional knowledge and not to put in front the motives for obtaining a degree or follow a higher education at all costs. In the formative process these motives gather a more conspicuous positive character and appear as a result of a conscious interest in the chosen profession (up to 26,4%) and their orientation towards professional knowledge.

Studying the cases that influence choosing a profession proves that the most frequent are: the interest for working with pupils, the intention to follow the same career as one as the instructor or teacher, obtaining a higher education degree, the opinions of instructors, teachers, parents and friends.

Such an appreciation of the importance of gained knowledge melds the attitude for further studying. Most students have either a positive attitude, either an undetermined one (42,6% and respectively 53,7%). In the forming process the positive attitude towards study becomes the dominant factor of the instructive activity (49,6% - 53,8%) on the background of a decreasing the negative attitude with 0,5 - 4,9%.

The data gathered from using the auxiliary literature shows that they prefer summaries and manuals in the independent preparation stage (60,1 - 63,5%). These orientations are so stable that no optimization of the educational system has an essential influence on the student's attitude in using such an auxiliary attitude.

Thus, applying the optional depth modules in the field of physical education and sports reflected by revising study plans and programs, by applying different theoretical disciplines and practical and methodical recommendations in preparing future specialists has had a decisive contribution in forming the motivational components of students within profile institutions.

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