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Antimotivation Determinants of Educational Activity among Pedagogical University Students

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Abstract

The paper deals with studying the most relevant environmental antimotivation determinants of educational activity in pedagogical university students. An original questionnaire on antimotivation in educational activity designed for students and developed on the basis of the environmental approach for pedagogical higher education institutions is represented in the article. The components of educational environment are considered as environmental antimotivation determinants of educational activity in pedagogical university students: spatial and objective one, psychodidactic, social and subjective components, as well as microenvironment (the family environment) and macroenvironment (society as a whole). According to the results of research, the psycho-didactic component of the educational environment of a higher education institution has been found to be a statistically more pronounced antimotivation determinant of educational activity in pedagogical university students. It has been proved that all environmental antimotivation determinants of educational activity singled out in students are in direct correlation dependence. For respondents, educational activity antimotives conditioned by psycho-didactic component of the educational environment of the university are of uniform significance, which has been determined on the basis of dispersion calculation.

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1. Introduction

It has been proved in the modern Russian psychology that academic motivation is one of the crucial factors

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determining process and result characteristics of students' learning, their academic achievements and psychological well-being (Bugrimenko, 2007; Gordeeva, 2013; Gordeeva, Sychev & Osin, 2014; Dokutovich, 2007; Karnaukhov, 1997; Pavlova, 2005; Lapkin & Yakovleva, 1996). Social and cultural causality of certain phenomena and regularities of academic motivation in American, European and Russian students is stressed that is related to specific features of educational environments in various countries (Gordeeva, 2013). The structure, mechanisms, conditions and development dynamics of educational activity motivation in students of various Russian higher education institutions are explored in works of Gordeeva (2013), Dokutovich (2007), Pavlova (2005), Makurina (2006), Sokolskaya (2006), Chaika (2002) and others. Studies of academic motivation in students of pedagogical higher education institutions are of especial importance, because the students are future teachers, so in their professional activity they will face the task of ensuring conditions for forming academic motivation in their students (Karnaukhov, 1997; Pavlova, 2005).

Although quite a large quantity of papers dealing with students' educational activity motivation, we would like to point out that the majority of them analyze the positive side of academic motivation, motives underlying the educational activity and impelling to it. However, we agree with the standpoint of Karpova (2009) on that low motivation of educational activity is conditioned not only by immaturity of the very motives of learning, but also by presence of formations having antimotivation trend in relation the educational activity; so in total, it is the proportion of the extent of positive motivation for educational activity and of antimotivation for it determine the general attitude to learning. It should be stressed that a number of authors address the problem of antimotivation (amotivation, demotivation) of educational activity (Gordeeva, Sychev & Osin, 2014; Karpova, 2009; Lens, 1991; Kuzovleva, 1987), but in general this trend of research is extremely little represented with sampling of Russian students. We should also note that the environmental antimotivation determinants of educational activity in future teachers, students of pedagogical universities, are unexplored and on the whole there is not enough research into motivation sphere on the basis of environmental approach in the context "man vs. educational environment". Practical relevance of studying the problem of educational activity antimotivation and its environmental determinants should be recognized in order to further use the data obtained for optimizing the conditions of forming the academic motivation in Russian pedagogical higher education institutions.

2. Objective, methodology and research design

The main aim of our work consists in revealing the most significant environmental antimotivation determinants of educational activity in pedagogical university students. We have analyzed diagnostic tools using which certain aspects of antimotivation (amotivation) in students and schoolchildren can be studied: academic motivation questionnaire (AMS-C) by Vallerand et al. (1992), academic motivation questionnaire (AMQ) by Gordeeva et al. (2014), complex motivation questionnaire (CMQ) and method of diagnosing the antimotivation development degree by Karpova et al. (2009). However, in order to achieve the objectives of the research as well as to determine representativeness of individual antimotives of educational activity in teachers to be, we needed to develop a special educational activity antimotivation questionnaire for students of pedagogical universities (Ivanova, Minaeva & Korobova, 2015). It should be pointed out that the questionnaire has undergone a pilot study, validity check, and approbation on small samples (up to 100 people) of various age.

When developing our techniques, we proceeded from the following taken as basis: Karpova's definition of antimotive and antimotivation (Karpova, 2009), Yasvin's understanding of educational environment as psychological and pedagogical reality containing specially organized conditions for personality formation and opportunities for its development (Yasvin, 2001), and Deryabo's standpoint according to which educational environment represents not only positive opportunities for education, upbringing and personality development, but also negative ones (Deryabo, 1997). We should mention that here it is neither inefficient level of development of an academic motive nor absence of the motive that is understood to mean antimotive of educational activity – this is a motive with negative valency, featuring a reverse direction towards the educational activity itself.

It is a matter of principle that antimotives of learning are mostly negative in their content (laziness, dislike of a teacher or conflicts with one), although they can be positive in relation to other activities, e.g. a student's going in for sports, hobbies, active participation in social life of the higher education institution. Following Karpova (2009), we treat antimotivation of educational activity as a total of educational activity antimotives and a specific motivational subsystem of personality.

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