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ARE THEY DEMOTIVATED OR DO WE MOTIVATE THE WRONG WAY?

The examination of learning motivation among 9th and 11th grade vocational training school students

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INTRODUCTION

The central question of social progress is for the new generation to get to know the knowledge and observation accumulated by the previous generations because it gives the basis for the further development. From the second half of the 20th century we have seen even greater scientific and technical development. As long as the education intends on the transfer of old expertise, and does not prepare young people to adapt to rapid changes, it is not able to fulfil its social function. There are fewer and fewer students and those with lower abilities entering vocational training schools. A demotivated student does not become a good professional. The labour market requires immediate and up-to-date knowledge from those who enter the world of work. Today the acquired knowledge is not for a lifetime, and it is the only way to ensure labour market stability if somebody is ready and able to renew, if somebody is willing to live up to expectations, takes part in further training or retraining, keeping up with technological development. The new generation cannot be taught all knowledge that they might need it is the rest of their life, that is why it is the task of schools that students acquire competences during their studies, which allow them to learn the current technical innovations and newly emerging professions (*Sütő*, 2019).

Teachers have long been interested in the question of how the students' interest can be goaded, how to increase their commitment to learning. What encourages particular students to achieve the learning outcomes, as opposed to others who are merely trying to avoid learning? Teachers teaching in vocational training schools are often confronted with the fact that students sitting in the classroom opposite them do not want to take part in the lessons, do not want to learn. A cardinal issue in terms of school performance is what factors affect learning motivation, how to increase the effectiveness of education. Students cannot be characterized by the existence or complete absence of motivation. There are prime differences in how students become motivated and these differences significantly affect their performance.

Researchers and teachers have been trying to find the solution to the above-mentioned problem for a long time; however, the results are yet to be achieved. The changes can only be achieved through the joint collaboration of a triad created by researchers, teachers and students. It is necessary that the activities in everyday education due to the research results, which can solve the problem, should be realized.

The above statements were the starting point to begin to research learning motivation, its form, sources and influencing factors. In addition to the study of the literature, we placed the students learning in vocational training schools at the centre of the research; the students who are expected by the labour market after passing vocational examination to provide professional supply. These students did not get into a vocational grammar school, in some cases they have been compulsorily enrolled in one of the professions, and they are often underprivileged students.

THEORETICAL BACKGROUND

Due to the complexity of learning motivation, it is essential to examine it from multidisciplinary pedagogical, psychological and sociological aspects.

Motivational theories relate to management of behaviour and seek answers to what mobilizes individuals to perform certain activities or tasks (*Pintrich*, 2003); why do people behave the way they do?

Sociology of education means the sociological examination of education. Studies have clearly shown that the school does not affect the students in itself alone, but through the culture of the students. Young people bring this culture with them from outside the school world.

Schoolteachers face this culture when they try to manage the learning and teaching process (*Kozma*, 2015).

The educational ecological approach is examined not only at the individual level, but also mostly in a narrower and wider context around students and their parents, as well as school and teachers (*Forray* és *Kozma*, 1992; *Széll*, 2020). There is a close link between the socio-demographic situation, access to school, early school leaving rates and school performance. These factors define education and *learning motivation*. The performance in the school is influenced by the values and norms that students bring from home, the structure of the family, the principles of parenting, and the style of communication (*Lawton* 1974; *Meleg*, 2015; *Széll*, 2017).

Active self-regulation plays a major role in the development of motivation. The child's autonomy varies with home and school influences. It is important to eliminate the diversion factors while learning (*Réthyné*, 2001). Teachers are responsible for nurturing, maintaining and increasing the motivation of their students. Effective schools and effective teachers are the ones who develop goals, beliefs, and attitudes in students, which then create a long-term commitment and contribute to quality participation in learning (*Ames*, 1990). Students who consider it important what they learn at school, and those who trust their abilities and strive to achieve the best results, enjoy going to school more, are more satisfied with their school performance, and would like to have a higher level of education, as opposed to those who do not have the development of these motives (*D. Molnár*, 2014).

According to *Roth* (1969), learning motivation is the skill of making an effort to learn; *Correll* (1966) considers the urge to learn to be learning motivation (*Réthyné*, 2001, 2003). According to the definition of *Réthyné* (2001), learning motivation means the internal tension of learning activity that mobilizes, directs, and integrates learning. Motivation changes in correlation between internal dynamic driving forces and external factors, i.e. based on a cognitive, affective, effective interaction self-regulation system for the learner and his environment (*Revákné*, 2001).

According to *McCall* (1995), the mastery motivation encourages the individual to persistently try to achieve goals whose feasibility is somewhat uncertain. The *low level of uncertainty* inherent in the availability of the goal is a key factor in mastery motivation. If the uncertainty factor is also involved in achieving the goal, then the challenge is overcome, mastery motivation provides the internal energy source. If the risk of the goal being feasible is too high, that is, the individual considers that the goal is unreachable; he/she will not be motivated. The *degree of challenge and uncertainty of resolution* may change on the way to the goal. The uncertainty of resolution may initially be quite large, but as the individual gets closer to achieving his goal by solving partial problems, this will reduce the uncertainty of the solution as well as the strength of the challenge. At some point, however, the individual may realize that he or she has come close to a solution and that only the "finishing touch" is left before the task is completed. At this point, mastery motivation gives up the place to achieve the goal, the individual focuses on completing the task and reaching the end goal (*Józsa*, 2001).

Kozéki developed a motivational model with emphasis on *affective*, *cognitive* and *moral* motives. This means that students' school performance and behaviour are determined by their *affective-social* motives in their interactions with parents, educators and associates; their cognitive motifs covering competence acquisition and follow interest; and their constituent *moral* motives from self-assessment on the basis of conscience, effort to fulfil requirements and responsibility. The development, strength or weakness of the three motivational areas on the motivational map of the child draws the motivation structure of the individual (*Kozéki* és *Entwistle*, 1986).

Vocational training schools cannot be called institutions of high prestige because of the composition of students. Due to the educational expansion of recent years, the proportion of

qualified and high-school graduates in the age group of 30-40-year-old parents is already relatively high, so they expect their children to have at least that level of education. The majority of parents who have fallen behind in their education, residents of economically underdeveloped regions and settlements, poor and unemployed (possibly Roma), for whose children continuing their education in a vocational training school is currently an opportunity for mobility. The high proportion of disadvantaged students necessarily contributes to further loss of prestige. The redevelopment of students who grow up in a disadvantaged family situation, who suffer from school failures, and are experiencing integration difficulties in the eyes of the majority society, cannot be expected of outstanding recognition (*Liskó*, 2006).

Students from socio-economically disadvantaged backgrounds come to school with different expectations, interests, motivations and difficulties than their peers with higher status; therefore, with these students educators can only do effective and valuable work with a different aspect and approach. In schools for disadvantaged students, pedagogical work can be improved and disadvantages can be overcome with the help of the existence of a culture of pedagogical and methodological system with positive influence and creative teacher attitudes. Successful schools and their teachers are characterized by the fact that pedagogical practice and didactic methods are constantly adapted to the needs and level of knowledge of students. This can only work if the different pedagogical methods and approaches, the wide repertoire of pedagogical language use, come into action and at the right place and time during the educational and welfare work. Direct, clear and precise communication of teaching objectives, methods and expectations should be highlighted among the learning organisation components (*Széll*, 2017, 2018, 2020).

PURPOSE OF THE RESEARCH, RESEARCH ISSUES, TEST METHODS

Purpose of research

The knowledge of student goals is important because performance goals in the classroom affect students' performance and learning outcomes (*Meece, Herman* and *McCombs*, 2003). The results show that the problems to be solved are based on a number of factors that affect one another; that are why it is important to explore these links, to come to know the context and efforts must be made to find solutions which have a positive effect on the learning mood of the students involved in the research.

The main purpose of the research is to map the learning motivation of students learning in vocational training school in the light of goal orientations, school motivation, self-regulation and their academic results. We are curious about the "voices of vocational schoolchildren", so we ask them about their school experiences and await their suggestions that the school, where they spend so much time, should be a pleasant, favourable milieu to learning.

Research questions

After defining the purpose of the research, we formulated the following research questions, to which we sought the answer through the questionnaire data collection:

1. What are the links between goal orientations and the components of school motivation?
2. What is the relationship between self-regulation and self-effectiveness, and the quality of the relationship with parents, and the time spent studying?
3. How did the students choose schools, how satisfied they are with their choices; what experiences have they had at school, and what suggestions have they made so that they would enjoy participating in school tasks?

Quantitative research

Our research was carried out in two stages. The measuring instrument used in the first phase of the research consisted of two parts. The first part of the measuring instrument was an abbreviated version of the questionnaire of *Fejes' Students' goals* (2015), which requested the students' opinion on professional and general subjects. The second part of the research included *School motivation* questionnaire of *Kozéki* and *Entwistle* (1986).

In the second phase of the research, we used the *Motivation Strategies for Learning Questionnaire (MSLQ)* developed by *Pintrich* and *De Groot* (1990).

The method used

During the first sampling, *non-probability procedures* were used: on the one hand theoretical and the other hand, convenience sampling was applied.

The concept of sample selection was dual: (1) 9th grade students go to vocational training schools after finishing primary school. According to researches, the learning motivation of Hungarian students is significantly reduced from the fifth grade onwards, the decline being particularly significant during the transition period when entering secondary school from primary school; (2) students in the 11th grade have already spent significant time in the given secondary institution and take a professional exam at the end of the school year. While in the 9th grade, students can consider education and the time they must spend in school as a never-

ending learning process, a graduate student may be motivated to see that his struggle to acquire knowledge will soon be over and he can start working, earn his own income.

The first survey was carried out in spring 2019. In the course of the survey the representativeness was not achieved, and vocational training schools were selected using so-called convenience sampling. Four vocational training schools based in Kaposvár, Nagyatád, and Barcs, belonging to the Vocational Training Centre of Kaposvár; one school based in Fonyód belonging to Vocational Training Centre of Siófok and a school based in Pécs, belonging to Vocational Training Centre of Pécs took part in the research. Before the investigation, I requested permission from the headmasters of schools. The paper questionnaires were sent to the schools by post. With the assistance of the headmasters, the class teachers had the questionnaires completed. The questionnaire replies were also received by post. An exception is the school in Kaposvár, where I am employed as an educator.

Both *Students' goals* questionnaire and *School motivation* questionnaire were completed simultaneously, within the framework of a class teacher's lesson. The students filled out the questionnaires anonymously, having regard to privacy rights. Questionnaire replies were voluntary; those who did not want to participate in the research did not have to fill out the questionnaire. Questions were also asked about the sex, grade, and age of the student, the profession studied and the location of the school.

The second survey took place in spring 2020. In doing so, the *Motivation strategies* (MSLQ) questionnaire was filled out by the students. The concept of sample selection of the research remained unchanged, 9th and 11th grade students learning in vocational training school were selected in the sample. Representativeness was not achieved during the second data collection either, despite the fact that the selection of the vocational training schools included in the study was no longer done only by convenience sampling. With the help of the internet, we selected 12 vocational training schools, the website of which was offered by the Google browser. I asked the headmasters of the schools to help me with my work by having the students attending their school fill out 30-60 questionnaires, which I sent in an annex offering the possibility of sending the printed version. Feedback came from five vocational schools, and questionnaires were also submitted. In addition, two schools whose students filled out questionnaires in the first research were participating. On this basis, students from vocational training schools in the following cities participated in the survey: Dombóvár, Miskolc, Debrecen, Pécs, Siklós, Siófok and Kaposvár. These schools are the vocational training institutions of Hungarian Vocational Training Centres.

The primary recording and processing of questionnaire data was carried out with IBM SPSS 25.0.

PRESENTATION OF RESEARCH RESULTS

Characteristics of the sample

Our first survey included 445 students from 5 schools, 9th and 11th grade (in 17 professions), 243 boys and 202 girls. The average age of the students is 16.62 years, 9th grade 15.86 years, 11th grade 17.85 years. The second survey included 477 students, 227 boys and 250 girls. The average age of the students is 16.52 years, 9th grade 15.70 years, 11th grade 17.34 years. This indicates that the majority of students are in their age-appropriate classes while a year earlier, about 20% of the students involved in the research were in a non-age class, while the above statement is true for 15% of the students who took part in the survey in 2020, namely they are not in their age-appropriate class.

Hypothesis 1: We suppose that students learning in vocational training schools show more interest in professional subjects than in general subjects.

In order to confirm or reject a greater interest in professional subjects, we first examine the results of the *Students' goals* questionnaire. If we are interested in a subject, we deal with it more and we are more committed to learning. Mastery-approaching goals in the *Students' goals* questionnaire is best suited to this terminology. In addition, in the second questionnaire of our research, we asked students to name their favourite subjects or their less preferred subjects in an open-ended question.

According to our results, students participating in the research show slightly more interest in vocational subjects than in general subjects. The most powerful indicator of learning motivation, the mastery-approaching goals have received a higher rating for professional subjects (9th grade: M=4.01; 11th grade M=3.85) than for general subjects (9th grade: M=3.68; 11th grade M=3.55). In both grades, the mastery-approaching goals reached the highest average of the five goals examined. In the case of general subjects, the choice of goals between grades is very balanced; there is no significant difference between them. In contrast, in the case of professional subjects we found significant differences between grades in three goals. The 11th grade has overtaken the 9th grade in the choice of avoidance learning goals (negative motivation indicator) and mastery-avoiding goals. For all other goals, 9th grade students included in the research gave a higher rating than their senior schoolmates. At the same time, as a result of the favourite subject selection, professional theoretical subjects were also placed first.

Hypothesis 2: We suppose that boys and girls have different motivational patterns.

The analysis of the hypothesis includes gender evaluation of questionnaires both *Students' goals* and *School motivation*. The responses to the *School motivation* questionnaire are summarised by scale and sorted in descending order of averages. From the ranking list, we can deduce to what extent certain scales motivate students to learn. By means of a variance analysis, we examine the gender difference in motivational scales.

According to the results of the study, both the girls and the boys clearly put the mastery-approaching goals in the first place. In the second place for both sexes the performance-avoiding goals, the high value of which has a negative meaning for motivation, however, it has been observed that the attendant of the mastery-approaching goals and performance-avoiding goals can be observed in the present research, but also in other studies. In the case of boys, the chosen goal orientation is clearly shown in the professional subjects. In addition to the two goals with the high values mentioned earlier, we measured average values of around 3.0 for the other three goals, which means a moderate level. There is no significant difference between boys' and girls' choices about avoidance learning goals (professional subjects: girls M=3.0; boys M=3.05; general subjects: girls M=3.12; boys M=3.17). In the case of professional and general subjects, there is only a significant difference between the choice of boys and girls for three goals. There was a significant difference between the choices of boys and girls in the comparative in case of professional subjects, for mastery-avoiding goals (p=0.026) and performance-approaching goals (p<0,001); in the case of general subjects (p=0.002) performance-approaching goals. There is no significant difference between the choice of boys and girls according to the type of school motivation. Hypothesis 2 was therefore only partially confirmed because there were some differences between the choice of boys and girls for some goals.

Hypothesis 3: We suppose there is a significant difference in the 9th and 11th grades between scales of the school motivation, but there is no difference between cities and professions in terms of pressure.

During the examination of the background of school motivation, we analyse the main motives, ranking them by grade. We have been looking at the sense of pressure by city and group of professionals. In order to examine the hypothesis, we will examine the components of school motivation in the 9th and 11th grades, group of professions and location of school (city). An average is calculated for each grade and the difference between the groups in determined by a one-way ANOVA study.

Both in the 9th and 11th grades, emotional warmth was given the highest value (9th grade M=22.26; 11th grade M=22.07), this reflects the need for parental care, which also indicates a good relationship with the parents. In the second place is the motive of conscience for both grades, 9th grade average value M=21.74, 11th grade M=21.16. We can also see a declining trend, as the years go by, the intensity of the motif decreases.

Analysing the ten scales of school motivation, there was a significant difference between the 9th and 11th grade students only in the case of the *competence* motive (p=0.03) and in the case of the *interest* motive (p=0.007). For the other eight motives, there is no significant difference between the choice of the two examined grades. In the case of Pécs, there was a significant difference in cities compared to other cities, but there is no significant difference in pressure perception among other cities (Barcs, Kaposvár, Fonyód és Nagyatád). There is no significant difference in pressure perception between students in different professions, so what profession someone is studying does not affect how much pressure they are under to meet school requirements. Hypothesis 3 as explained above was only partially confirmed.

Hypothesis 4: We suppose that the proportion of students participating in the research follows a higher moral motivation than cognitive motivation.

We determined the average and standard deviation of the pattern of school. We examined the relationship between grades and types of school motivation using a one-way analysis of variance, which is included in Table 1.

Table 1: School motivation pattern (own edit)

Type of motivation	Grade	N	Average	Deviation	Standard deviation
FOLLOWER	9th	230	60,10	8,753	0,577
	11th	153	59,57	9,688	0,783
INTERESTED	9th	232	57,43	7,918	0,520
	11th	151	55,77	8,818	0,718
PERFORMING	9th	239	62,75	9,055	0,586
	11th	146	61,66	8,848	0,732

The statistical analysis shows that *performing* motive is the strongest, the *follower* is slightly weaker, but it is also significant, while the *interested* motif is the least characteristic of the interviewed students. For the age group examined, responsibility, conscience, need for order, need to perform and need for satisfaction have strong motivating effect. In addition, the warmth, the need for acceptance, the need to maintain trust and maintain emotional relationships are very remarkable.

The characteristic of the moral motif is the responsibility for its own perfection, but the need for self-supporting emotional independence; however, if there is no cognitive motif attached to it, it will become over-demanding from itself and others. The characteristic of adolescence is the difficulty of complying with the rules. At this age, morality is going through many more changes. The cognitive dimension is disadvantaged by affective and moral motives. Although the cognitive requirements of the school environment are increasing, the students are influenced by moral motives (*Csibi S.* és *Csibi M.*, 2011).

Our Hypothesis 4 has been confirmed, so the majority of the students participating in the research follow moral motivation.

Hypothesis 5: We suppose that students who have fun with their families have better self-regulation skills, and a close relationship can be detected between the two variables.

"How do you usually feel in your family when you are together" – on a five-degree Likert-scale, students had to mark how they feel when they are with their families. 54% of the students participating in the research feel very well at home, with their parents and siblings. One-quarter of them are having a good time, so 123 persons rated this feeling as a four. 17% of them consider family togetherness to be moderate. 2.5% of the surveyed students feel particularly bad in the family environment; they do not like to be with their family. The result is also remarkable because the family has a special importance for adolescents as a supportive social medium. 9th and 11th grade students participating in the research are in adolescence when they need more patience from their parents. Adolescent relationships become structurally rearranged; as a result, peer relationships will be dominant, while relationships with parents also remain significant. Support of both family members and those around them certainly predicts life satisfaction in adolescence (*Hamvai* és *Pikó*, 2009).

We examined with linear regression the extent to which the relationship with parents determines the self-regulation of students. The coefficient of determination R^2 (the square of the correlation coefficient) shows how the relationship with parents explains the variability of self-regulation of students. $R^2=0.049$, so in 4.9%, the self-regulation of the students is affected by the emotions experienced in the family. There is a significant correlation between the two variables, but R^2 is small, which indicates that other factors also play a role in the development of students' self-regulation (*Csallner*, 2015).

Based on the above results, Hypothesis 5 was not confirmed. We expected a close relationship between a positive family relationship and self-regulation that plays an important role in learning motivation, whereas, according to the literature, parental behaviour plays a key role in self-regulation, but the results have shown only a weak link.

Hypothesis 6: We suppose that the children of parents with higher education have a more effective self-regulatory learning strategy and therefore achieve better learning outcomes.

For the analysis of Hypothesis 6, we define the school qualifications of the parents, the students' study results, the time spent on learning, the average and standard deviation of the self-regulated learning strategy by grade with descripted statistics. We examine the relationship between parents' educational qualifications and self-regulated learning strategies; the relationship between the parents' education and the study on average, and the link between cognitive strategies and self-efficiency with Pearson correlation.

No correlation could be found between parents' educational attainment and the use of students' self-regulated learning strategies. *It has not been proven* that the children of parents with higher education achieve better academic results in vocational training school than those

of parents with lower education. Students probably chose this form of training because their ability and their attitude to learning made it possible.

Hypothesis 7: We suppose that older students use self-regulating learning strategies in a higher proportion than their younger schoolmates.

Analysing changes in self-regulated learning strategies related to age change, averages and standard deviations were calculated by statistical methods. We examine the link between self-regulated learning strategies and age with Person correlation.

There is a large variance between the responses given by the students participating in the research. We see a decreasing trend with advancing age, and then an increase can be observed again in the 18-19 age group. Some of the 76 students (aged 18 and 19) are presumably not in the right class (with the exception of the year losers). If we assume that 15-16 year-old students attend the 9th grade (an average M=89.03), and 18-19 year-old students attend the 11th grade (an average M=88.31), a declining trend can also be justified. This trend can be explained by the time spent in school.

The relationship between age and self-regulated learning strategies is not significant (p=0.512). The relationship is negative (r=-0.034), older students use self-regulated learning strategies less than younger students. This result is also surprising because neurobiological results have reported that the ability to self-regulation is a slowly developing ability that works more efficiently in older people than in younger ones (*Blakemore* és *Frith*, 2005).

Several domestic studies have shown that the more time students spend in formal education, the less motivated they are to learn (*Józsa*, 2002), and they are even less interested in school subjects (*Csapó*, 2000). *Hypothesis 7 is not confirmed* because older students use self-regulated learning strategies in a smaller proportion than their younger schoolmates.

Research question 1: What are the links between goal orientation and the components of school motivation?

To answer this question, we examine the relationship between the types of goal orientations and school motivation. The test is performed with Pearson correlation.

All three types of motivation correlate with the mastery-approaching goal: Follower: r=0.341; Interested: r=0.391; Performance: r=0.376. The relationship with all three types indicates a positive, moderate, and very strong significant relationship (p<0,01). The result is not surprising, as the student who chooses the mastery-approaching goal and shows the Interested motivation focuses on learning new skills. A relationship between the avoiding learning goal and the types of the motivation examined is characterized by negative direction, weak tight correlation.

Research question 2: What is the relationship between self-regulation and self-effectiveness, and the quality of the relationship with parents, and the time spent studying?

The good self-regulated students usually have a high level of self-efficiency. They set valuable goals for themselves and keep in mind the development of their own knowledge and skills. The self-regulated students are more diligent and have a better attitude than their peers (*Molnár*, 2002). Figure 1 illustrates the trend through the representation of self-regulation and self-efficiency values on a point chart. According to the results obtained, self-efficiency and self-regulation are at average levels among students learning in vocation training school participating in the research. Examining the highest and lowest average questionnaire responses

for self-regulation and self-efficacy, we found that the lowest average in self-regulation is 13.0 the highest 63.0. For self-efficacy, the lowest mean is 10.0 and the highest is 56.0.
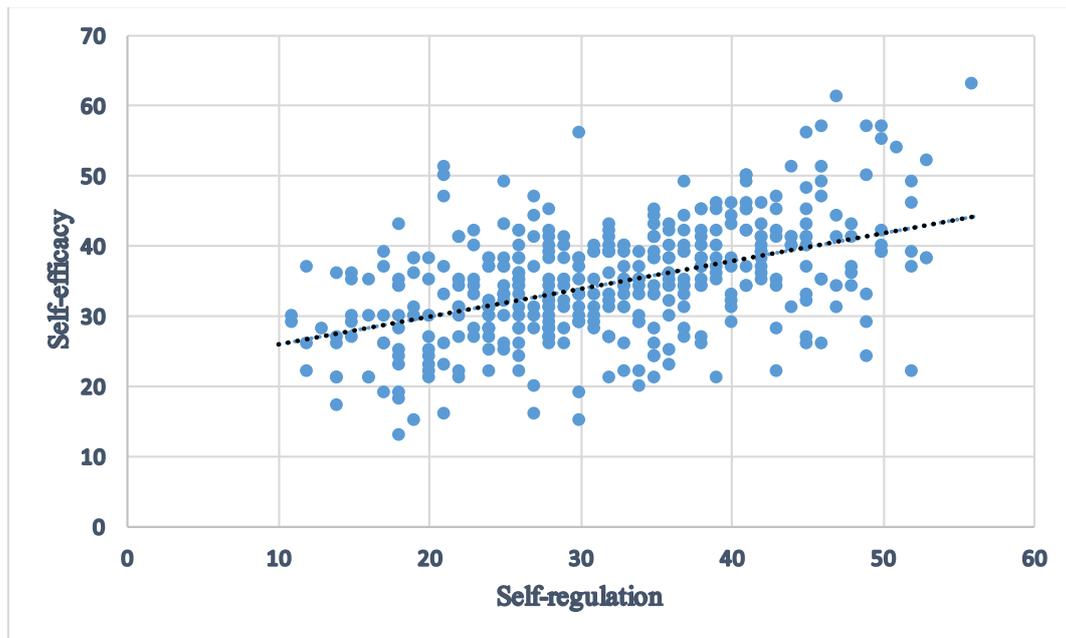
Figure 1
Relationship between self-regulation and self-efficacy
(own edit)

Self-regulation of students stands at a higher level (M=34.62) than self-efficiency (M=31.99). In summary, there is a significant relationship between self-regulation and self-efficacy, which is moderately close among the students learning in vocational training school surveyed. In addition, students with better self-efficiency achieved better academic results at school.

Students with good self-regulation learn more than their less good self-regulatory peers, resulting in better academic results during their school studies. Between self-regulation of students learning in vocational training school participating in the research and their learning time, a significant (p<0.01) positive but poor close (r=0.258) was found. The relationship between learning time and self-efficacy is also significant (p<0.05), but slightly weaker (r=0.100) than in self-regulation.

A significant (p<0.01) relationship is also shown between self-efficiency and self-regulation and the feeling that the student feels in his family. The feeling is associated with self-efficiency (r=0.239) and self-regulation (r=0.222) in a positive direction with weak tightness. Although family good relations only partially explain the degree of self-regulation and self-effectiveness of the student, the results of the research are not negligible. According to results of *Zimmerman* (1989, 1990), those with high self-efficiency had greater confidence in their ability and efficiency, and they found it easier to cope with school challenges and became effective learners (*D. Molnár*, 2014).

Research question 3: How did the students choose schools, how satisfied are they with their choices; what experiences have they had at school, and what suggestions have they made so that they would enjoy participating in school tasks?

During our research, we wanted to get answers to the questions, with the help of which we can learn about the "*voice*" of students learning in vocational training school in the second decade

of the 21th century. Apart from the fact that they are adolescents, they already have a long school career (eight years in primary school). The area to be examined is the school experience they have gained, with its successes and failures.

More than three-quarters of the students interviewed are satisfied with the profession they have chosen, 16% said that they do not like the profession they are currently studying. There is a significant (p<0.01) but weak (r=0.176) link between the choice of profession and satisfaction with it. Typically, conscious career choice results in satisfaction with the profession.

18 students have been preparing since childhood to master the profession they are currently studying; two of them do not like the profession. One third of the students who do not like the profession stated that they were only admitted where they are currently studying, which also means that they are not learning the profession they originally wanted. More than a quarter of the same students do not like the profession they have studied, despite the fact that they chose the profession because they liked it, or were interested in it, or thought it was a good idea. This indicates that the factors appearing in the classroom environment cause the alienation from the profession. The reasons are named by the answers to the question of "*unpleasant experiences*". Such as *"teacher shouting at the class"*, *"classmates disturbing the lesson"*, or "*placing too high demands on teachers*" resulting in alienation from the profession.

However, the proportion of students who seem to have chosen a profession well in their judgment is bigger. In many cases, students judge the usefulness of their chosen profession very objectively. Such as answers: *"you can get employed easily"*, *"you can earn well"*. 4% of the students are studying the profession they have wanted to learn since childhood and they like it. This means a great deal of commitment on their part. Typically, those who have a positive attitude towards the chosen profession (*"I was interested"*, *"I like cooking"*, *"I liked the profession"*, *"I felt like"*, *"I have a purpose for it"*, *"I have a family friend"*, they are more satisfied with their decision, so even after years of studying they like the profession. The choice of profession recommended by the teacher did not disappoint the students (5 persons), this indicates, that elementary school teachers or class teachers were well acquainted with the ability and interests of their students. How students feel in their schools has an important role in learning motivation. A total of 61 different entries were made in response to that question: *"What was your most unpleasant experience in your school life?"*. 363 students answered this question, 114 students wrote nothing for this section. 83 students said that they did not live through unpleasant experiences at school, so nearly 80% of the students responding in turn gained unpleasant experiences in their school. The most negative entries were received in relation to learning: many mentioned eight lessons a day, there were students who had even more than eight hours that day. This is where they mentioned all the test papers. Eight of the students considered bell ringing day by day as an unpleasant experience. In the third place, 28 students listed school violence, which is the most typical of vocational training schools.

In summary, it can be concluded that although the sampling is not representative, problems related to the learning environment of vocational training schools broke surface. The *"ringing of the school bell to start the lesson"* is a negative experience, the *"missed lessons"* as a positive experience declare that students do not like being at school, and they do not like to participate in the classroom work. On certain occasions, they feel particularly bad about their classmates. The lower number of classes (up to 16-20 instead of 32-33 students) would help students adapt more successfully to each other, it would provide an opportunity for the teacher to implement a more differentiated, personalized education.

In the last open question, we wanted to know what suggestions students have so that they would feel happier to go to school or participate in classroom work. 348 students made 71 different suggestions, 129 students did not write anything in the space available. The demand is justified on the part of students to be organised more events in schools (sports day and student

day), where they can have pleasant experiences and possibly the monotony of going to school can be interrupted. Pleasant experiences raise a positive attitude towards school, and also have a good effect on learning.

27 students made proposals in relation to the physical environment: concerns have been raised about the cleanliness of the school building and washroom; there is a student who wants an elevator to get to his school upstairs. 39 students say that everything is *"fine the way it is"*, it would not change anything. 35 students do not know in what areas it is worth making changes to make the school more attractive. 7 students would change a lot, but they did not write examples of what areas they would like these changes to be.

For our study, responses connected to learning are of the utmost importance. There is a great demand on the part of the students for more interesting lessons (30 students). This can be an interactive lesson; watching videos related to the curriculum, etc. 10 students would like to work in groups to diversify the processing of the curriculum. Some students would like more professional instead of general lessons.

The task of the teacher is to help the processing of the curriculum, to structure the lesson, and a good teacher-student relationship is a key to successful learning. The students made several proposals for teachers: *"teachers should be nicer"*, *"be better teachers"*, *"teachers' attitudes"*.

HOW CAN WE ENHANCE LEARNING MOTIVATION?

Studies have drawn attention to the fact that it is worth paying attention to the proper development of self-regulation from an early age, since the development of some skills (e.g. attention, patience, working memory) can predict school success (*Blair*, 2002; *D. Molnár*, 2014).

The fundamental problem is that teachers use the same incentive system for all students. There are six areas of classroom work organisation that encourage motivational involvement tasks, autonomy, recognition, teamwork, evaluation and time (*Ames*, 1990).

Oral persuasion can be an effective way to help students understand the relationship between the new task and the previous task in which the student was successful. A usable model can also help the learner to have more confidence in their abilities and doing the tasks. The teacher can set an example for students with similar skills (Johnny can do the task, and you can do it. I know you can do this.). Teachers should support their students to discover academic success and allow students to work with their peers (*Urdan* és *Schoenfelder*, 2006).

Teachers who are trying to increase the interest in teaching should consider how they can support the activation and maintenance of motivating factors. When designing a learning strategy, consider the possibility of conducting an exciting scientific experiment or using an innovative computer program. Social studies can arouse interest and guide students in that lessons. Educators highlight the usefulness of a given curriculum, helping students to see that the new curriculum is useful outside of school or for future purposes (*Linnenbrink* és *Printrich*, 2002).

Motivation is important to all students in the classroom. Motivated behaviour in school results from the situation of students. A non-motivated student can become a willing participant in learning tasks, if the assignments are tailored to his/her interests or students are given the opportunity to meet their social needs, namely they can work with their friend on the task. Teachers can directly increase students' motivation through controllable factors such as teaching style, curriculum and school or classroom policy (*Urdan* és *Schoenfelder*, 2006).

The contents of the curriculum cannot be changed according to the students' current needs. *Kozéki* és *Entwistle* (1986) draw attention to the emphasis on over-pursuing creativity while the importance of memorization and fact-finding is being questioned by students, this

may lead to the fact that students will not have a certain and rich basis of fact on which to develop truly valuable ideas.

This is why students have to master the facts, as this is what either self-thinking or critical thinking can be built on. You can start your own ideas based on newly created knowledge; even in the direction of a revolutionary innovation, because only based on existing knowledge can new, innovative solutions be conceived and developed. In order teaching or learning not to be a boring, monotonous process, there is a need for creativity of the teacher and varied use of ICT tools. The students in their suggestions for change also indicated this need.

Cognitive challenging lessons combined with more advanced learning strategies have a positive effect on the effectiveness of learning. Where boring lessons are held and there is no time to master the more complex curriculum, the only thing left is the training, which impairs self-efficiency and with it, effectiveness. Instead of developing competencies across modern transversal subjects, we provide students with rapidly deteriorating knowledge, squeezed into many small subjects in large batches (*Lannert*, 2021).

In summary, in order to increase students' motivation to learn, the teacher can compensate for shortcomings in conscientiousness, effort, and perseverance through correct, consistent behaviour. Making learning tasks interesting and interactive can change the learning process, to do this, the form of frontal education needs to be adapted, new methods need to be spread in classroom practice. Students must learn how to learn more effectively.

SUMMARY

The purpose of the study was to explore the factors influencing learning motivation, to review their contextual trait. Using a holistic approach, we wanted to explore the characteristics of students learning in vocational training schools and the reasons for their low level of learning motivation. In addition, we would have liked to gather solutions that could help teachers' self-maintenance in vocational training schools and help to increase students' motivation.

The focus of the research was on students learning at the vocational training school, because the lack of learning motivation is the most ostensive at them, so the phenomenon can be well studied. These young people do not see how much they lose with a negative attitude towards learning, or they do not see how much they would gain by being positive about it. Many of them believe that time spent at school is a waste of time. They do not recognize, they may not be mature enough, that they are being offered valuable things at school. Knowledge. The key to their future.

The main intention of our research was to examine the learning motivation of students attending vocational training school. We considered it important to examine students' target orientation, learning motivation and motivational strategies; in addition, we expected important information about what changes students would recommend to make the schoolwork more enjoyable to participate in.

Three published questionnaires were the basis for our research, which were supplemented with open questions. The concept of sample selection was twofold. On the one hand, we chose 9th grade students because they are in a special situation by having to adapt to the circumstances in a new school, at the same time, researches have predicted that students' motivation decreases during the transition from primary to secondary school. On the other hand, the students of the 11th grade were chosen because they had already sent a significant amount of time in the given secondary institution, and in a few months from the date of filling out the questionnaire, they were finishing their secondary school studies. The survey took place in two steps in spring 2019 and spring 2020. Data processing was performed using SPSS 25.0.

Our research covered the examination of goal orientations for professional subjects and subjects of general knowledge. We were wondering if students prefer professional subjects to subjects of general knowledge. The importance of this can be interpreted from the point of view of interest and dedication to the profession. Interested, motivated students become active participants in the lessons; they will also learn the profession at a higher level, so they will be able to meet the requirements of the labour market better.

According to our results students participating in the research show slightly more interest in vocational subjects than general subjects. The most powerful indicator of learning motivation, the mastery-approaching goals have received a higher rating for professional subjects (9th grade: M=4.01; 11th grade M=3.85) than for general subjects (9th grade: M=.,68; 11th grade M=3.55). In both grades, the mastery-approaching goals reached the highest average of the five goals examined. In the case of general subjects, the choice of goals between grades is very balanced; there is no significant difference between them. In contrast, in the case of professional subjects we found significant differences between grades in three goals. The 11th grade has overtaken the 9th grade in the choice of avoiding learning goals (negative motivation indicator) and mastery-avoiding goals. For all other goals, the 9th grade students included in the research gave a higher rating than their senior schoolmates.

According to the results of the research between sexes, both the girls and the boys placed the mastery-approaching goals in the first place in the case of both professional (girls: M=3.99; boys: M=3.92) and general subjects (girls: M=3.70; boys: M=3.58). For both sexes the performance-avoiding goals came second, the high value of which has a negative meaning for motivation. As for professional subjects, we obtained M=3.69 in the case of girls; M=3.55 in

the case of boys; while with general subjects we obtained average values M=3,77 in the case of girls and M=3.47 in the case of boys. Based on the above data, students' learning motivation for professional subjects is slightly higher than average, in the case of general subjects, a medium-level learning motivation can be found in the case of students learning in vocational training schools taking part in the research. In the case of students, the performance-avoiding goals were as high as the average, and this result reflects the student's desire to make sure they are not the worst students in the class. This means that these students are inactive in classrooms. If they find that only a few of them are failing certain subjects before the end of the year, then those few students will become more active (they will volunteer to answer, ask the teacher for an extra task, etc.), so that they too can avoid failing, as the rest of the class, and can maintain their sense of competence that they are not the worst students in the class.

According to our results, in terms of school motivation, the students placed the Warmth motives in the first place. A good relationship with parents can provide a quiet background for learning. The other motives relevant to learning, such as competence and interest, were taken to one of the last places, which can be explained by a low level of interest in school curriculum. The good relationship with parents were also confirmed by the results obtained during the second data collection (M=4.3). For adolescents, the family is of extreme importance as a supportive social environment. The parent-child relationship has changed fundamentally by now; the parents have become more lenient. 9th and 11th grade students participating in research are in adolescence, when they need more patience from their parents, because adolescent relationships are structurally rearranged, resulting in contemporary relationships that remain dominant, while at the same time relationships with parents remain dominant (*Hamvai* és *Pikó*, 2009).

According to our summary analysis, moral motives were first in school motivation. This means the individual's responsibility for his own perfection and his need for emotional independence. If there is no cognitive motive attached, the student becomes over-demanding. It is necessary to keep moral motives in order to avoid conflict at school, and to develop cognitive motives, i.e. raising and maintaining interest, helping to acquire knowledge contributes for conflict-free teaching-learning to take place during lessons.

Analysing the relationship between students' goals and types of motivation, all three types of motivation correlate with the mastery performance goals: Follower: $r=0.341$; Interested: $r=0.391$; Performance: $r=0.376$. The relationship with all three types indicates positive, moderate, and very strong significant co-operation ($p<0,01$). The student who chooses the mastery-approaching goal and shows Interested type of motivation focuses on the acquisition of new knowledge. The correlation between goal of avoiding learning and types of school motivation examined is significant ($p<0.01$), and it indicates a weak link in the negative direction (Follower: $r=-0.179$; Interested: $r=-0.239$; Performance: $r=-0.197$.

Examining the correlation between family feelings and self-regulation of students, we received a weak-tight but positive correlation ($r=0,222$). The relationship between the two variables is significant at $p=0.01$. The educational level of the parents has no effect on the academic achievement of the students learning in vocational training school. According to the results obtained, there is no relationship between parents' education and the use of students' self-regulation learning strategies either. We found a significant ($p<0.01$) relationship between self-efficiency, self-regulation and how the student feels in the family. The quality of the relationship with the family has a weak, positive relationship with self-efficacy ($r=0,239$) and self-regulation ($r=0,222$). Although good family relations only partially explain the degree of self-regulation and self-efficiency of the student, the results of the research are not negligible.

Examining failure at school, two-thirds of students in 9th grade failed in the first semester. This unsuccessfulness will also mark the rest of the school year, so it would be necessary to involve them in a follow-up programme from the second month based on their grades.

Experts recommend the use of targeted support instead of year repetition. Research experience has shown that the repetition of the year further reduces the student's self-esteem and promotes dropout. It is also not effective enough to abolish the lack of competence (*Imre*, 2014).

According to the results obtained, self-efficiency and self-regulation are at average levels among students learning in vocational training school participating in the research. Older students use self-regulated learning strategies in a smaller proportion than their younger schoolmates.

According to the results obtained, the learning motivation of students learning in vocational training school is at a medium level. The results are less indicative of the problems in 9th grade. However, "*the voice of students learning in vocational training school*" is remarkable, in many cases it should be interpreted as a cry for help. Typically, they want fewer lessons, but they would like to work in groups, watch professional videos, participate in interactive lessons, and solve playful tasks. 38 comments on teachers: "*they should be patient*", "*do not shout at students*", "*be kinder, and talk more nicely with students*".

Children's joyful learning should be placed in the focus and widely applicable competencies independent of the subject through well-selected knowledge and complex fields of education should be developed. Then perhaps the "*waves of the future*" would not slam over our heads, but could be ridden. The world is in a state of "*future shock*" if they could stop the wheel of time and would like to imagine the future of young people as it was in their own past (*Toffler*, 1971; *Lannert*, 2021. 18. p.).

OUTLOOK

The results of the research raise further questions and at the same time set out new research directions. The expansion of analytical aspects is defined as a possible direction of research. Such a field of research could be an examination of the relationship between temperament and learning motivation: How the personality is related to cognitive strategy use; people with introverted personalities have more effective self-regulation and self-efficiency or extroverts achieve higher learning outcomes during their schoolwork.

A life course examination of vocational school students with a professional certificate could justify or refute the neoliberal argument, according to which the future of a student is decided at birth, depending on the family and culture they are born into.

Further examination is offered by the scholarship system introduced in vocational training schools on 1st of September 2020. Whether students have become more motivated to learn, more committed to acquiring the profession by receiving a scholarship of HUF 16 000 a month from state resources remains to be seen.

PEDAGOGICAL CONCLUSIONS

In a holistic analysis of learning motivation of students learning in vocational training school, we have found that we are up against a very complex problem. A number of factors affect the students' motivation, sometimes they strengthen, and in other cases they reduce it. A student's motivation for the given subject can also change during the school year, depending on the experiences; it can also be influenced by the teacher's personality.

The parents' educational level does not substantially affect the educational results of students learning in vocational training schools. The students place mastery performance goals on the first place, results show a good (4.01) average. Based on our hypothesis, we assumed a medium value and got better results than we expected. As a possible distortional factor in the results, it must be mentioned that students with lower learning motivation did not always

complete the questionnaire. We did not attempt to have each student in the class complete the questionnaire, but students being in the school on the day of filling could express their opinion by marking the answers. Some of the students at risk of early school leaving do not go to school in the second half of the school year. We did not request data on the number of students in the classes, so we cannot determine filling rates per class. In addition, the filling was voluntary, so there is no data on how many of the student present did not fill the questionnaire out. In several questionnaires, only part of the answers could be considered, because the student did not indicate any value or marked the same number for each question. Those who did not take the filling seriously, most likely do not take the learning seriously either. Those who are conscientious in learning, perform all school tasks to the best of their ability.

It has been certified in several forms that students participating in the research tend to have a good relationship with their parents, and siblings. This will provide a suitable background for their studies. However, nearly 20% of the students participating in the research are not feeling very well at the parents' house. Students who grew up in a non-harmonious atmosphere usually suffered a deficit of social competence. It occurs in the interruption of lessons, intolerance towards classmates, and disrespect to teachers, at a low level of learning motivation (avoiding mastery motivation).

There are students who feel badly among their classmates (10 persons indicated in the questionnaire). Students who do not feel comfortable among their classmates are not usually the opinion leaders, or the disruptors of the lessons, but the victims of them. Differences in socialization can lead to conflict between students, those who would like to learn and those who would not like to. Students who do not receive understanding at home can only expect punishment for their behaviour in school. In addition to behavioural problems, learning problems occur, such students experience more and more failures, and estrangement for school occurs, the need for self-reliance increases, the need for a life without ties. We must agree with the statement of *Bábosik* (2007) that the lack of motivation for learning cannot be corrected. This claim is supported by early school leaving at 9th grade. Students who have had only negative experiences during their school years can hardly wait to get rid of the school. It is difficult to find a job in the labour market without education, which leaves community service as a means of living, or you have to make money "with dexterity" to create a good life. However, this way is not always legal. The poverty subculture seems to be reproducing itself in 21st century Hungary as well.

A lower class size (up to 16-20 students instead of 32-33) would help students adapt more successfully to each other, and provide an opportunity for the teacher to implement a more differentiated, personalized education. It would be important to develop social competences, and to employ a full-time psychologist in all vocational training schools. Students would demand the attention they received in primary school, but they can no longer receive it in vocational training school due to the high class size or the attitude of teachers (middle class teacher versus lower class students).

Many school programmes can also increase school loyalty. If they have pleasant experiences at school, classmates can get to know each other better, common activities will facilitate the development of class cohesion, their social competences will improve, then they will probably enjoy going to school more, but students should also be open to this. In the same way, class trips or school-organised trips contribute to the development or strengthening of pupils' school ties. This is supported by the various application options, which were also mentioned by the students in the questionnaires, such as ERASMUS+ and „Határtalanul" competition. The monotony of lessons can be broken by solving playful tasks; more and more webpages provide this help, like for example Wordwall, Geniel.ly (escape room). In addition, the WI-FI network, which will be installed in the school, helps students to prepare these tasks

on the internet during school hours, while they acquire knowledge about a given curriculum in a playful form.

The parents' task is to improve the confidence of their children, confirming that they can achieve their goals at any time in their lives. Not only is it the interest of parents, teachers, and schools, but it is also the interest of the society for a student who today has a low level of learning motivation to become a well-trained, well-balanced, happy adult.

Listening to the „voices" of students learning in vocational training school, we consider it necessary for teachers to show greater empathy for students. A varied lesson arrangement could be provided for students, as required by the Vocational Education Act, which provides a flow that supports participation in learning, because we cannot let that thesis out of our sight, whatever century, the world has always favoured those who learn, think, and make an effort to achieve their goals.

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