

STRATEGIES AND METHODS FOR THE DEVELOPMENT OF STUDENT'S MOTIVATION

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Abstract

The submitted contribution examines the use of methods of developing students' motivation in the educational process at FHLE SUA in Nitra. Its aim was on the basis of educational research to identify and to compare the opinions of teachers and students on use and their importance in the educational process. The basic package included students of study program Landscape Engineering and teachers, who are providing education of core of this program. Teachers and students confirmed in the survey that they are being used to teach various methods of developing motivation. Significant differences between opinions of teachers and students were seen on the utilization of application examples from a practice and on a degree of attractiveness of lectures and exercises. Most students are hard up for praise and feel a primacy of the teachers. Based on the analysis of the survey results, we formulated advices to enhance their motivation, which should lead to improve of achievements.

Key words: education process, teacher, student, motivation

1. INTRODUCTION

Motivation is an essential part of the educational process. It facilitates not only the teacher's work with the student, but also the student's acquisition of new knowledge. The younger the students, the more motivation is needed in the classroom. The main means of motivation in the student's learning activity, are the learning tasks and the teacher, who constantly motivates students to independent, active and creative activity. Thus, the most important factor in the learning process is the personality of the teacher. "His characteristic feature must be constant thought activity and monitoring of the students' relationship to learning, to work and to school. He must seek ways to penetrate the psyche of the student so as to know the real causes and motives of his behaviour and attitudes" [5]. Therefore, it is desirable that the teacher be a mature, that is, authentic, creative, free, responsible, versatile and integral personality [4]. The university teacher is very important in determining the most appropriate form of learning. However, in order to master these different learning forms and techniques, it is necessary for him to have a wide range of knowledge, skills and competencies. V. Prusáková [7] defines professional competence as "a comprehensive ability to perform certain professional work activities, formed on the basis of the acquisition of theoretical knowledge, practical skills, social competences and attitudes and other qualities of personality". Professional competences include, in particular, knowledge of educational issues, types and styles of education, the setting of objectives, the development of content and the choice of methods, the analysis of educational results and their evaluation, and others. Social competences V. Prusáková [7] ranks communicative (feedback, active listening, verbal and non-verbal communication), cooperative (cooperation with students and with other educators), emotional flexibility associated with the ability of empathy and pedagogical tact, and the ability to manage and make decisions. Cognitive (cognitive) competencies include information seeking, the ability to structure knowledge, learning to produce new ideas, the ability to think creatively, regulating the learning process in relation to goals, self-assessment and self-knowledge.

If we were to explain motivation in the simplest way, we would say that motivation answers the questions: "Why does a person behave the way they do? What are the motives, the motives, the drivers of his behaviour?"

In a broad sense, motivation is, according to V. Hrabal [2] the totality of factors that stimulate, direct and maintain human behaviour. It is an actual state that consists of emotional and cognitive processes

that stimulate (energize) and control behavior (give it direction). This state also includes volitional processes, resolutions and decisions that are made by the person.

Kačani [3] defines motivation as an important part of the personality structure. In this context, he does not speak directly about the concept of motivation, but about activation-motivational factors, which, according to him, is "a set of values on the basis of which the individual controls and directs his behaviour in relation to the reality of the external world". These include instincts, drives, needs, interests, habits, goals, aspirations, ideals, values and philosophy of life.

We speak of intrinsic motivation when a student learns because he or she is interested in a topic or activity. He or she tries to work independently, autonomously and for his or her own satisfaction. Intrinsic motivation depends on whether the learner perceives the learning activity or experience as meaningful and has the opportunity to actively participate in the choice of objectives, methods and assessment of learning. Motivation is therefore enhanced when the teacher demonstrates the connection of the curriculum to the real world. The teacher can also arouse intrinsic motivation by raising an interesting issue that activates curiosity, the need for knowledge and creates a sense of contradiction between previous conceptions and what the student is learning. Students with extrinsic motivation learn primarily because they are seeking some external reward (e.g.: for a good grade, to satisfy a teacher or parent, etc...). Research shows that in this case they choose a pragmatic strategy that, with minimum effort, leads to maximum school success. They seek understanding only as much as is necessary to pass the exam and often depend on help from the teacher. Some educators criticize or outright reject the use of extrinsic motivational resources, but there is research that suggests that:

- the use of rewards does not have to undermine intrinsic motivation;
- oral praise can help to increase intrinsic motivation;
- destructive effect in terms of motivation is praising the student just for engaging in the activity regardless of its outcome.

Lokša, Lokšová [6] are of the opinion that it is inappropriate to oppose intrinsic and extrinsic motivation and point out that extrinsic motivation can gradually change into the necessary intrinsic motivation.

N. L. Gage and D. C. Berliner [1] have organized specific practical recommendations on how to influence students' motivation to learn. The following is a selection of some recommendations that are also applicable in the context of the educational process at university:

Adequate praise provides a sense of self-fulfilment, an experience of achievement, praise is also perceived by the student as an expression of the teacher's personal relationship to him. However, praise must not be too frequent, as it leads relatively quickly to oversaturation and its frequent use can cancel out its motivational effect.

Tests and their results have motivational power - through them students can gain social recognition, experience prestige. Therefore, test writing or grading influences motivation to learn. The main criticism of grades and tests is that they can potentially destroy the continuity of motivation to learn - in other words, a student only learns under conditions where he or she receives a grade for his or her performance, or can score points on a test, but may not want to learn outside of these conditions [1]. Thus, if a teacher uses a test or a grade to inform a student rather than to punish him or her, if he or she uses grades and tests to let the student know what he or she has already mastered and what he or she has not yet mastered rather than as a means of comparison with others, if he or she uses grades to let the student see how much effort it takes to master something rather than to let him or her know how incompetent he or she is-then assessment by tests and grades can be used as a very useful motivational tool. Group, problem-based, project-based, block, creative and research-based teaching should be applied in the classroom.

Stimuli that are new, surprising, complex, contradictory and ambiguous provoke attention and arouse what Berlyne [1] called "epistemic curiosity". By this is meant behaviour that is aimed at gaining knowledge about something, acquiring the means by which the world and the environment can be better understood.

Gage and Berliner [1] report that when intelligence as a general reasoning ability was tested for its relationship to school performance, it was found that among students with good grades were those with relatively low ability and at the same time those with very high ability. A large part of these phenomena is influenced by motivation. Research has confirmed that students at approximately the same level of intelligence therefore have different grades because there is a different degree of motivation behind their performance. Those who perform better than we would expect in relation to their level of intelligence have been labelled in research studies as 'overperforming' students, and those who perform worse in relation to their intelligence have been labelled as 'underperforming' students. And what is the explanation for this? Underperforming students are likely to exert less effort and overperforming students more effort.

We are left to ask the question: "how to achieve an increase in student activity?" Motivation gives us the answer to this question. However, the complexity of the psychology of motivation makes it impossible to create a simple guide that will turn unmotivated students into eager learners. A teacher can only create an environment that motivates. Positive self-evaluation, according to much research, is both a cause and an outcome of success in learning.

2. MATERIALS AND METHODS

2.1. Materials

The main objective of our pedagogical research was to find out whether and to what extent individual methods of developing motivation are used in teaching students of the Landscape Engineering programme at the Faculty of Landscape Engineering of the SPU in Nitra. Specifically, it was to compare the opinions of teachers and students on their importance and use in the teaching process by teachers. The survey was based on the assumption that by applying the right forms of extrinsic motivation, it can be transformed into intrinsic motivation (so-called intrinsic motivation).

Based on our stated objective, we have developed the following sub-objectives:

1. To find out what forms of students' motivation prevail in the teaching of courses of the Landscape Engineering study programme.
2. To find out whether the opinion of teachers and students on their meaning and use is the same.
3. To find out to what extent the student's relationship to the subject is dependent on his/her relationship to the teacher.
4. To find out whether the intrinsic motivation of students increases with increasing age.
5. To find out whether the length of teaching experience of teachers influences their choice of different forms of motivation used in teaching students.

The basic set of our survey consisted of students of the bachelor and engineering study programme Landscape Engineering at the Faculty of Horticulture and Landscape Engineering SPU in Nitra and 31 lecturers from three departments (Department of Landscape Engineering, Department of Landscape Planning and Land Management and Department of Biometeorology and Hydrology) providing the teaching of the supporting subjects of the programme. In the academic year 2011/2012, a total of 353 students studied in the Landscape Engineering programme.

The survey was conducted by questionnaire method. We chose this method because it is time and cost efficient and we can obtain a lot of information from a relatively large number of respondents in a relatively short period of time. We formulated the questions in the questionnaire in a simple, clear and understandable way so that it would be easy for the respondents to fill them in and for us to evaluate them. We chose a non-standardised questionnaire of our own design.

We constructed two comparable questionnaires, one for teachers and one for students. The questionnaires contained, in addition to basic identification items (e.g. age, gender, degree, length of teaching experience, etc...), 15 main items with a scale: always, often, rarely, never, and two

supplementary questions with the possibility of answering yes, no or don't know. Respondents were presented with the complete questionnaire, where the introduction was devoted to addressing the respondent, introducing the survey, assurances of anonymity, and basic instructions for completing the questionnaire as well as introducing the author of the questionnaire. This was followed by a page of items and questions, all of which were closed-ended (respondents only ever selected one of the options offered). Finally, thanks were expressed for their cooperation. The introductory letter and samples of the two questionnaires submitted to the respondents are given in the annexes.

We had the questionnaires validated in a pre-survey with a control sample of respondents (5 students and 3 teachers). The interviews with them revealed that the questions were formulated clearly and understandably. An anonymous questionnaire survey was administered to students during April and May 2012 and to teachers in June 2012.

A minimum return rate of 75% is considered to be the required minimum for questionnaire research (Wiersma, W., 1985). We administered the questionnaire to the students in person and waited for them to complete and return it, so the return rate in this case was 100%. When administering the questionnaires to the educators, we adopted a similar method, but allowed more time (10 days) for the respondents to complete the questionnaire. We achieved a 90% return rate this way (28 out of 31 questionnaires handed out were returned).

Among the students, 108 respondents participated in the survey, and four questionnaires were filled out incorrectly, so that we evaluated a total of 104 questionnaires from students, with 54 females and 50 males. The numbers of respondents divided by form, level of study and gender are clearly shown in Table 1.

Table 1: Composition of student respondents

form of study	Level I		Level II		Together
	Women	men	Women	men	
Daily	21	21	19	17	78
External	8	5	6	7	26
Together	29	26	25	24	104

Source: own elaboration

Among teachers, 28 respondents participated in the survey, with 1 questionnaire filled in incorrectly, so we included a total of 27 questionnaires from teachers in the evaluation, with 14 female and 13 male respondents. Table 2 shows the numbers of respondents divided by both the length of their teaching experience and their gender.

Table 2: Composition of teacher respondents

Teachers	with up to 5 years of experience	with experience of more than 5 years	Together
Women	10	4	14
men	3	10	13
Together	13	14	27

Source: own elaboration

2.2. Methods

The student identification items of the questionnaire were used to determine the respondent's gender, age, level of study (I, II) and form of study (full-time, part-time). To determine age, it was sufficient to select one of the four intervals offered:

a) 18-30, b) 31-40, c) 41-50, d) 51 and over.

The fifteen main items in the questionnaire could be answered by circling one of the four possible alternatives that best described the respondents' current views, feelings and experiences. In order to be able to graphically evaluate and compare the items, we assigned the following numerical values to the responses from the range offered:

always = 4 points

often = 3 points

rarely = 2 points

never = 1 point

The resulting values of the responses to each item were obtained by a weighted arithmetic average in each group of students (e.g.: males in the second cycle of full-time study, females in the first cycle of part-time study, etc...).

The following graphs 1 to 16 show the mean values of the responses of each group of students to the questionnaire items in the order in which they were presented to the respondents. We chose a bar chart, which is the best type of chart when comparing multiple values. The results of full-time students are shown in green and those of part-time students in pink. The top blue bar shows the resulting average value of the responses for all students. The values on the x-axis represent the range of responses offered, with a minimum value of 1 reflecting a 'never' response and a maximum value of 4 reflecting an 'always' response. Results with a value greater than 2.5 can be considered favorable.

1. The curriculum of each subject is explained in a comprehensible way.

Students often find the interpretation of the material comprehensible, regardless of their level and form of study, which can be evaluated positively. Both men and women perceive the issue similarly. A more pronounced difference in the results is evident only among male external students, where they responded with an average of 3.4 at level I and only 2.7 at level II.

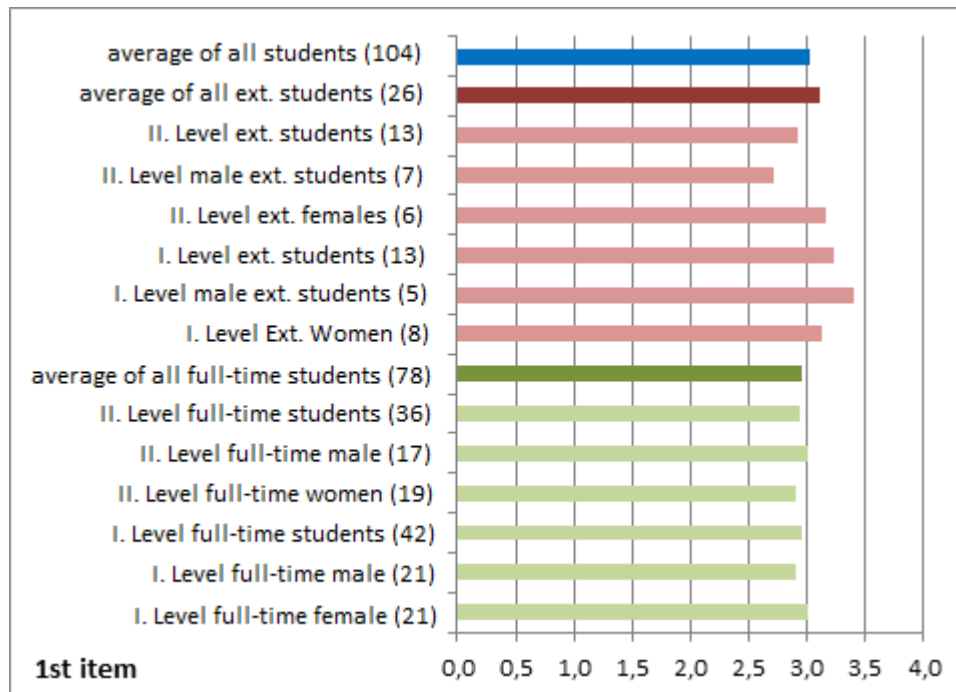


Chart 1: Results of students' responses to item 1

Source: own elaboration

2. My benefit depends on the teaching methods used by the teacher on the subject.

In general, students consider learning methods to be only moderately significant in terms of their impact on benefit (a value of 2.7 only slightly above the midpoint of 2.5). However, they are demonstrably more important for external students (external male Level I students scored as high as 3.6) than for full-time students (2.5).

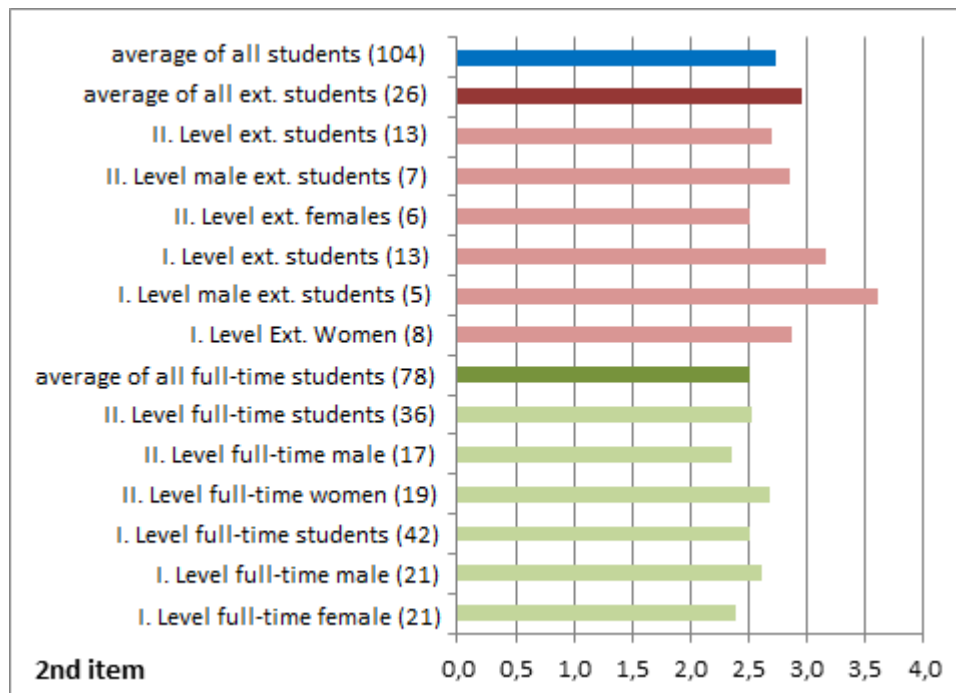


Chart 2: Results of students' responses to item 2

Source: own elaboration

3. I meet in class with assignments focused on teamwork.

From the results shown in Figure 3, it can be concluded that group work is not sufficiently used by teachers in teaching. Although the external students almost reached the value expressing the answer "often", the full-time students on average only reached the value of 2.3. This result can be explained by the fact that group work for external students is included by teachers to save time rather than as a strategic motivational element.

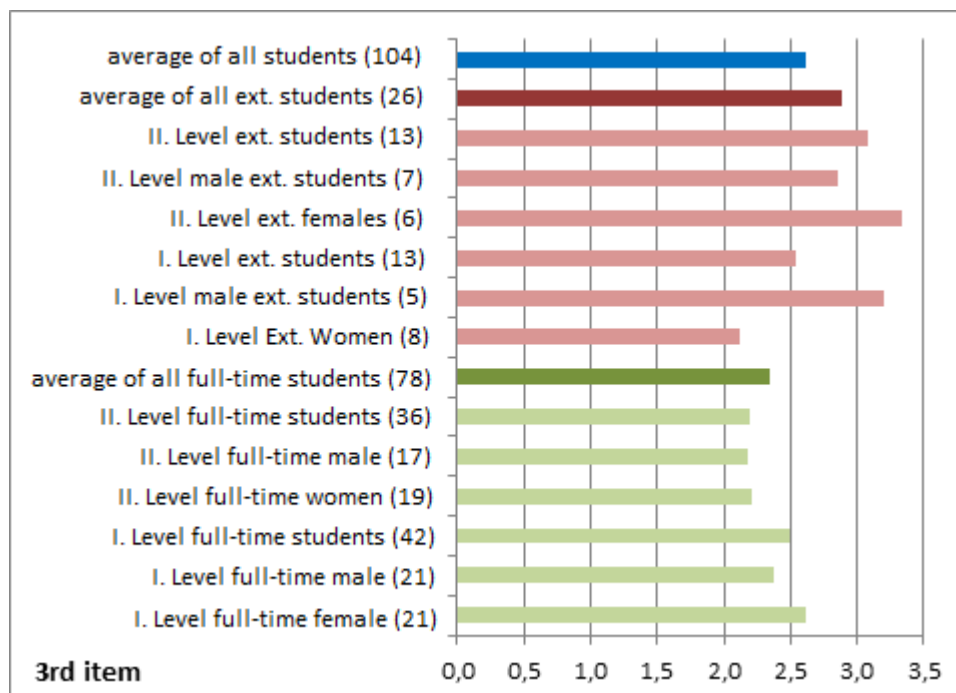


Chart 3: Results of students' responses to item 3

Source: own elaboration

4. The explanation of the material is usually combined with a demonstration of its application in practice.

As can be seen from Figure 4, students consider demonstrations of application in classroom practice to be rare rather than frequent, which also cannot be assessed positively.

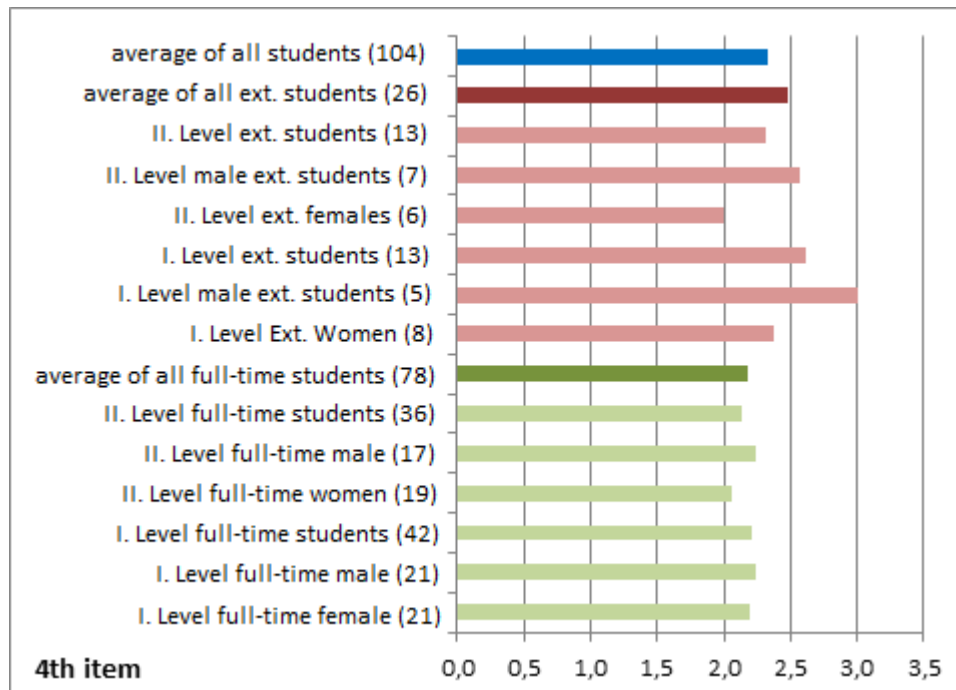


Chart 4: Results of students' responses to item 4

Source: own elaboration

5. Educators have a peer relationship with students.

According to our survey, the partnership relationship between students and lecturers is not frequent, with external students expressing themselves more positively than full-time students, which is natural given their higher average age. Students at the first level of full-time studies even clearly identified it as rare.

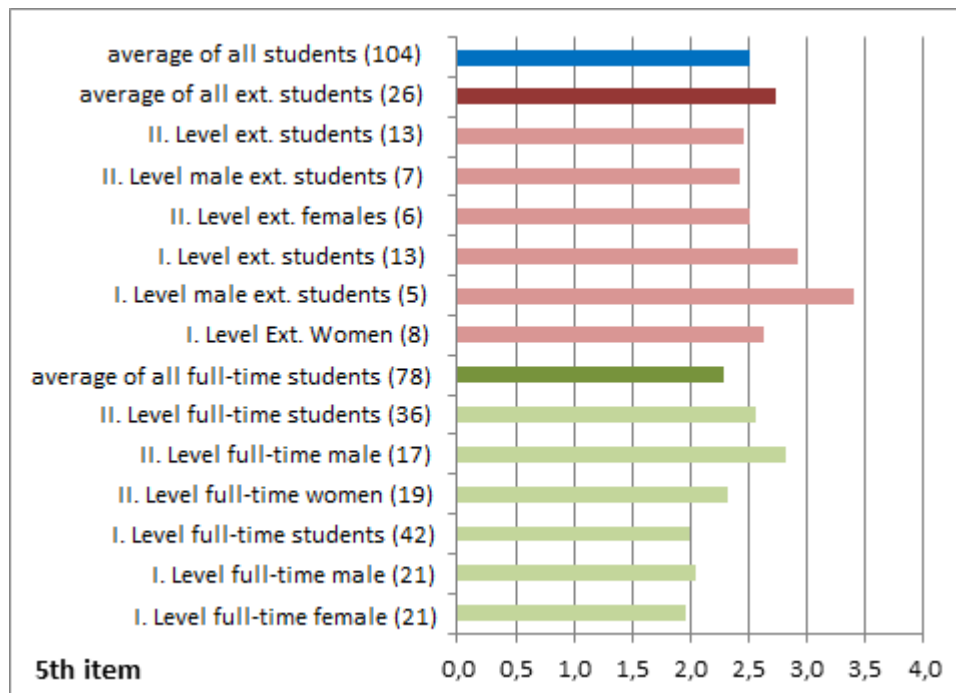


Chart 5: Results of students' responses to item 5

Source: own elaboration

6. Teachers are happy to discuss the lecture topic with students.

External students admit that class discussions are frequent (3.0), which is probably due to their greater experience in the field. The responses of full-time had a value of 2.6.

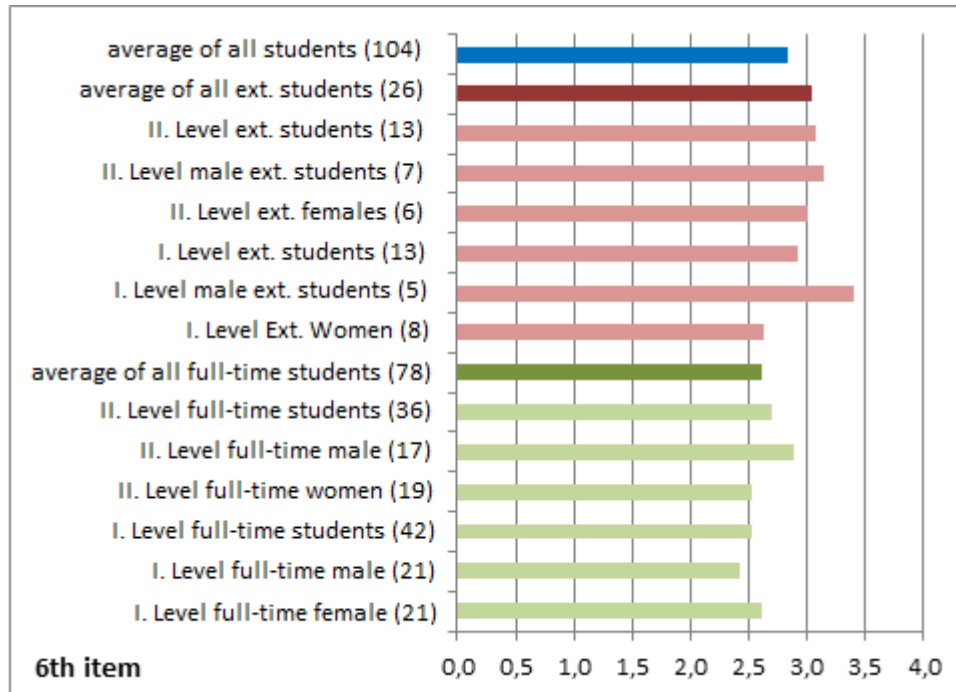


Chart 6: Results of students' responses to item 6

Source: own elaboration

7. Teachers deliver the curriculum in an engaging way.

Again, the survey found clear differences between the views of full-time and part-time students on the engaging nature of teaching (see Figure 7). Part-time students often find it engaging (2.9), but full-time students rarely find it engaging (2.2).

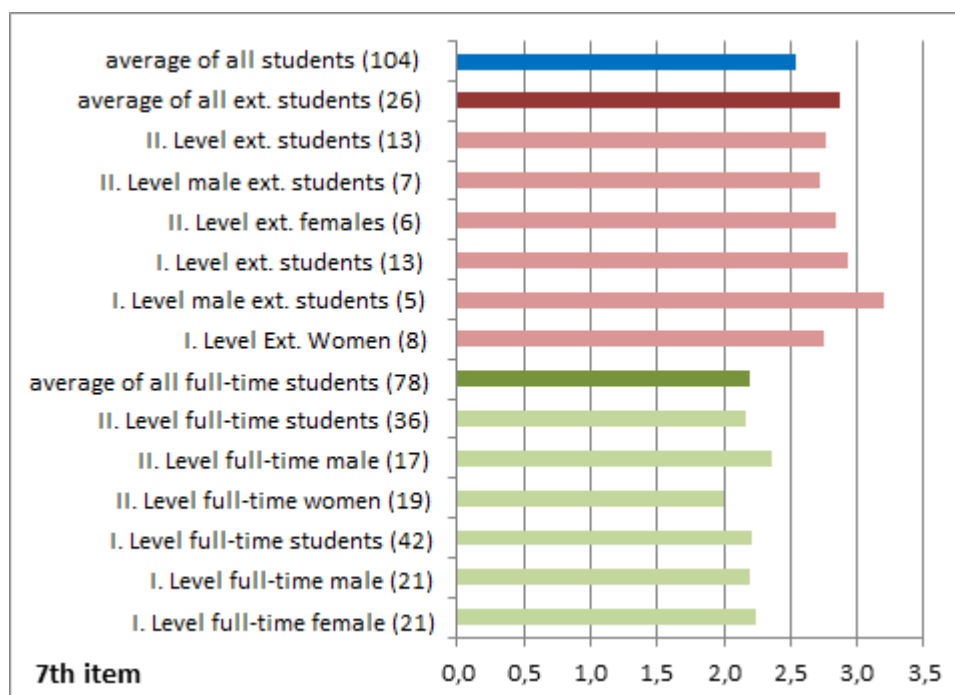


Chart 7: Results of students' responses to item 7

Source: own elaboration

8. Educators use praise as an assessment tool.

The use of praise is almost unanimously considered by students to be a rare occurrence (see Figure 8). Such a result (2.1) suggests that teachers do not attach enough importance to this motivational factor. Only the opinion of male students at the first level of the external study form differed from the average, whose mean value of the answers was as high as 3.0.

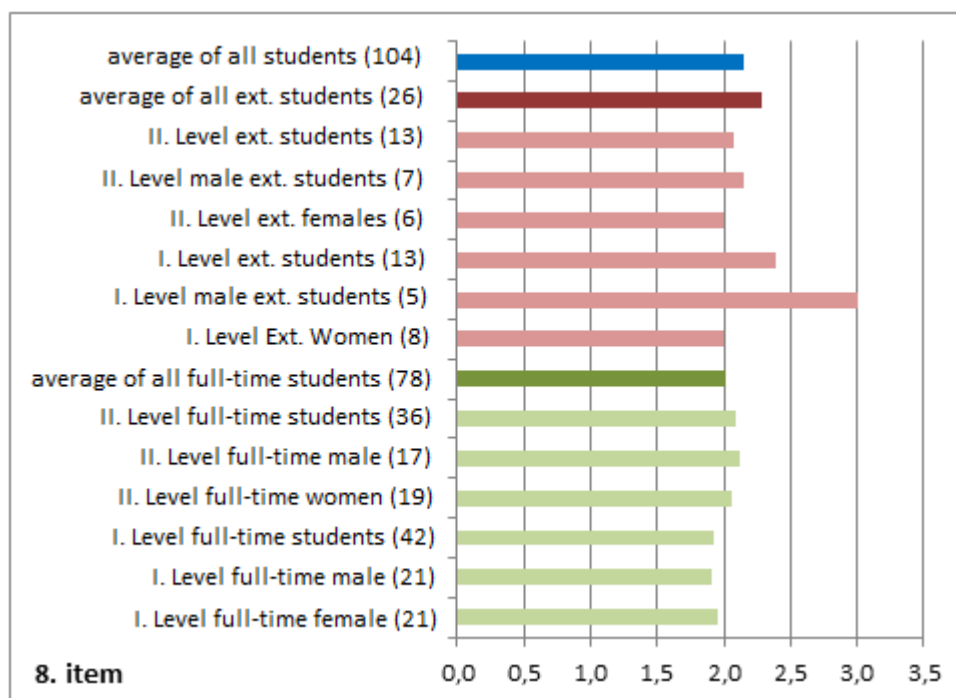


Chart 8: Results of students' responses to item 8

Source: own elaboration

9. Teachers use multimedia technology in teaching.

There is rare agreement across all groups in students' views on the use of multimedia technology in teaching (see Figure 9). Responses ranging from 3.1 to 3.4 indicate that it is used more than often, indicating that departments have sufficient technical facilities.

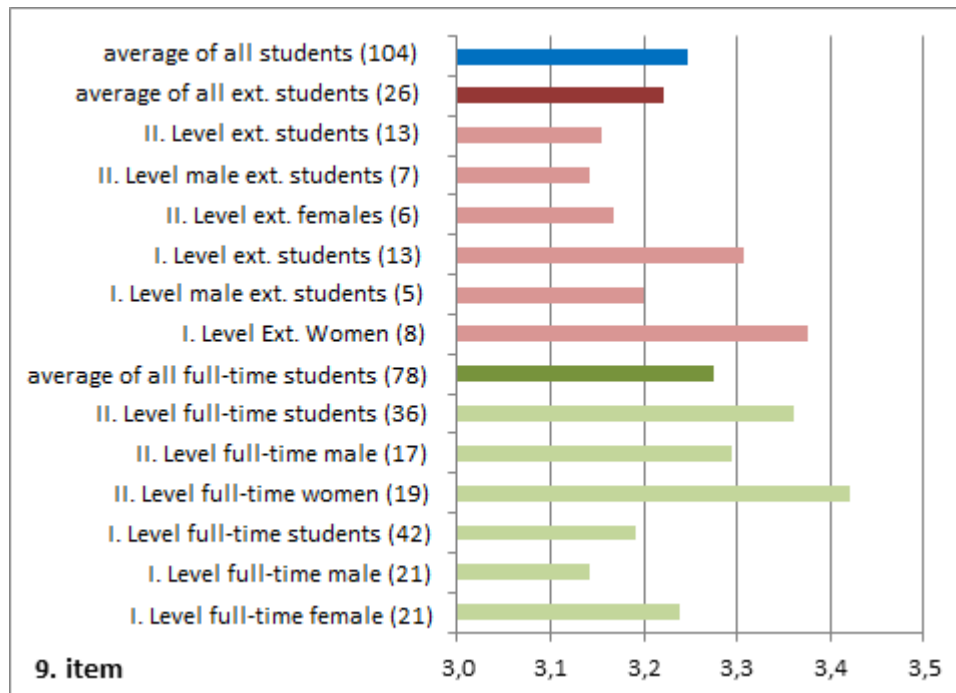


Chart 9: Results of students' responses to item 9

Source: own elaboration

10. Educators require students to present certain knowledge in front of their classmates.

The responses to the item on presenting students' work in public (see Figure 10) only reached a value around the middle (2.5) in all groups. In the technical faculty, teachers probably do not attach as much importance to the development of this kind of skills in students as is the case in humanities-oriented faculties.

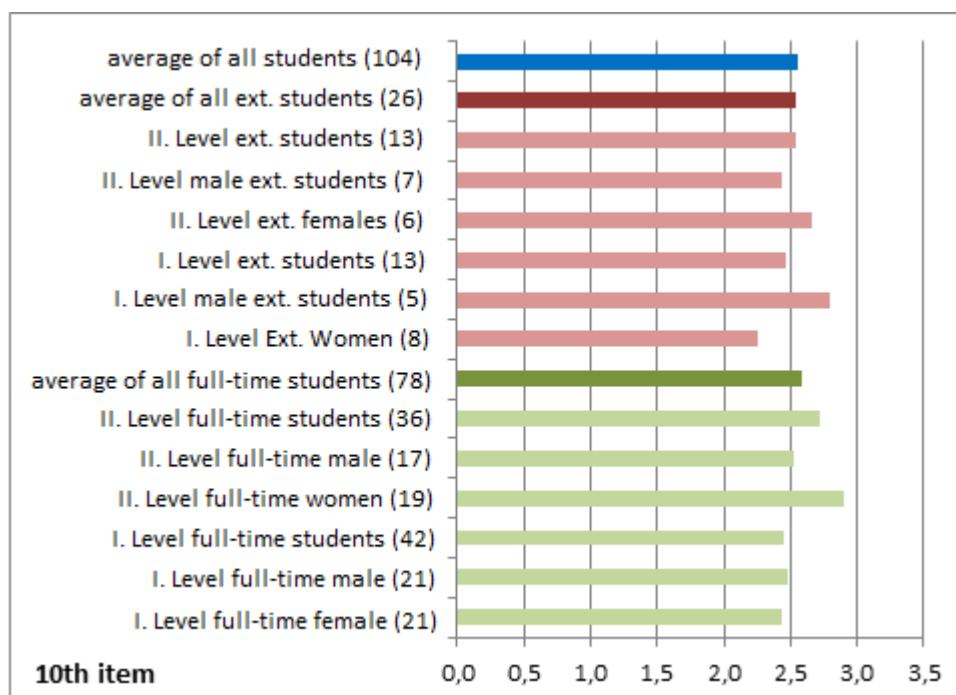


Chart 10: Results of students' responses to item 10

Source: own elaboration

11. The personality of the teacher influences my relationship with the subject taught.

On average, both full-time (3.2) and part-time (3.1) students agree that the personality of the teacher "often" influences their attitude towards the subject. The result with a value of less than 3.0 was achieved only by men in the second cycle of study (regardless of its form), who feel more independent from the personality of the teacher.

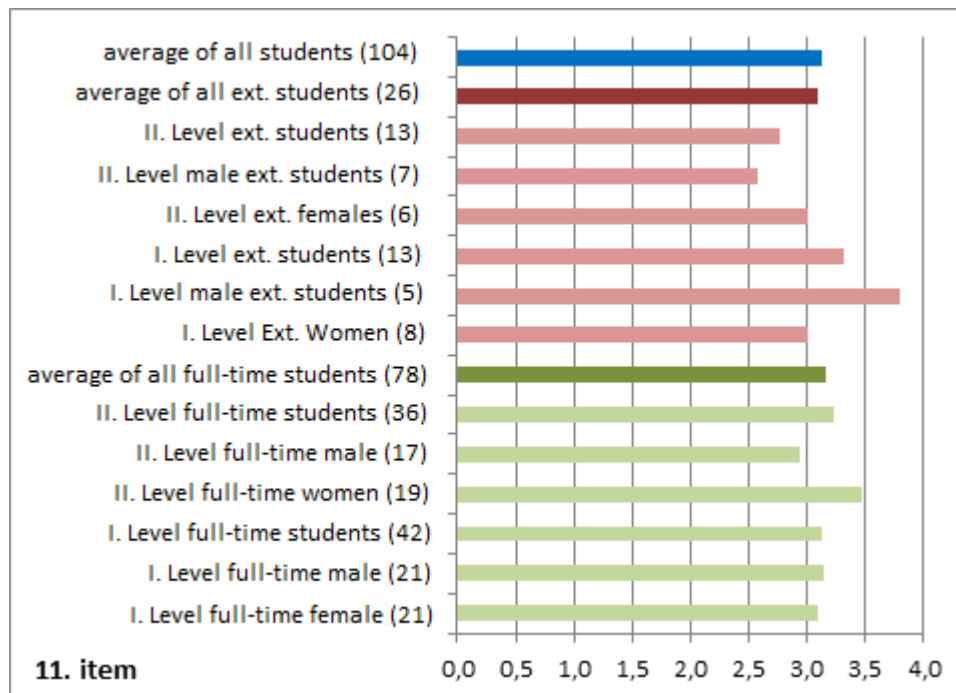


Chart 11: Results of students' responses to item 11

Source: own elaboration

12. I am motivated to learn primarily by my own natural desire for knowledge (not by external influences such as teachers, parents, classmates, fear of failure, fear of the future, etc.).

It is pleasing to note that, on average, students are often intrinsically motivated to learn, according to the survey results. However, it is interesting to note that for both full-time and part-time students, this intrinsic motivation was 0.3 points lower at Level II than at Level I (see Figure 12).

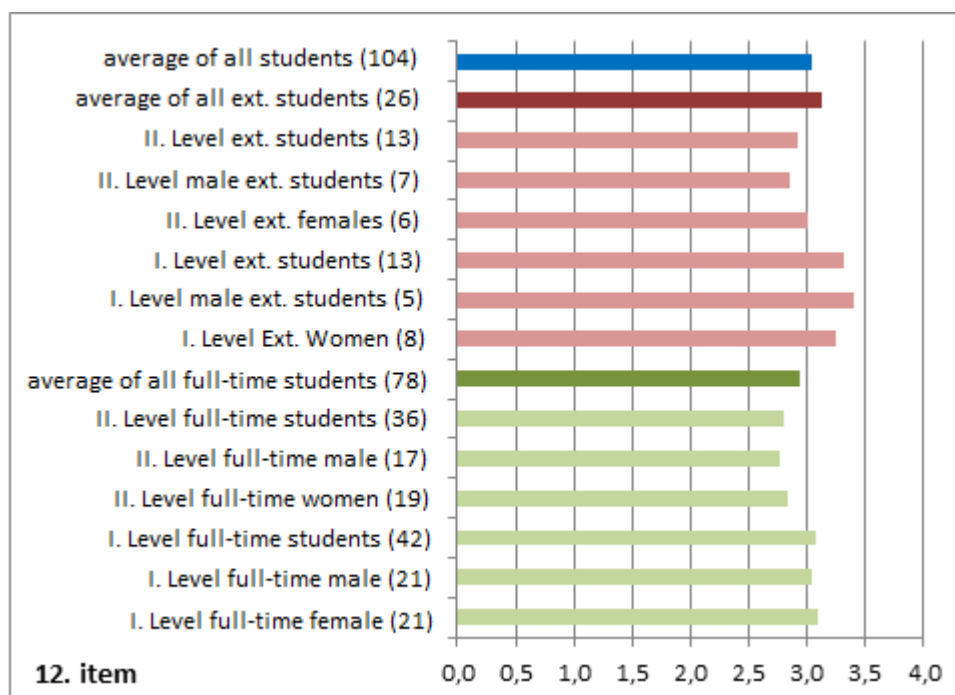


Chart 12: Results of students' responses to item 12

Source: own elaboration

As we assumed at the beginning of the survey that intrinsic motivation increases with age, we have subjected this item to a more detailed analysis. All full-time students were in the 18 to 30 age group and their mean response was 2.94. Of the 26 respondents studying externally, 13 fell within the same age range and their mean response value was 2.82. The average for this age group was therefore 2.88. As for the 31 to 40 age interval, 9 of the external students fell into it and 4 external students were from the 41 to 50 age interval. The results of the responses for the age categories (see Figure 13) indicate a noticeable increasing trend with age.

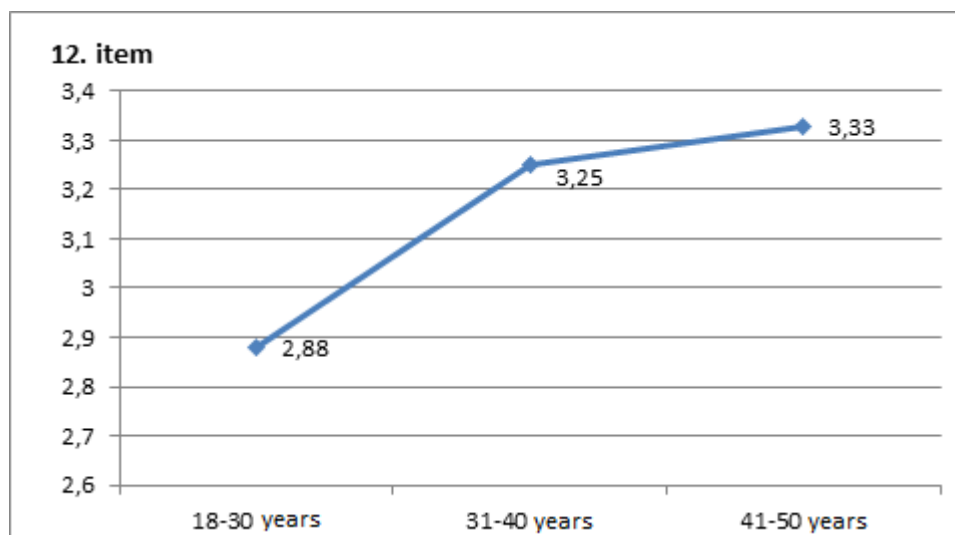


Figure 13: Results of students' responses to item 12 depending on the age of the respondents

Source: own elaboration

RESULTS OF THE TEACHER SURVEY

The identifying items of the teacher questionnaire were used only to determine the respondent's gender and the length of his/her teaching experience, and to determine this it was sufficient to select one of the two alternatives offered: a) up to 5 years, b) over 5 years.

The fifteen main items in the questionnaire could be answered similarly to the students by circling one of the four possible alternatives. We also assigned numerical values to each (always = 4 points, often = 3 points, rarely = 2 points, never = 1 point) and used a weighted arithmetic average to obtain the resulting response values for each item. These averages for the four selected groups (teachers with up to 5 years of experience, teachers with more than 5 years of experience, females, males) and for all teachers combined are summarized in Table 3.

Table 3: Teachers' responses to items 1 to 12

item no.	1	2	3	4	5	6	7	8	9	10	11	12
practice to 5 years	3,77	3,00	2,46	2,92	3,23	2,77	2,92	2,92	2,23	2,77	2,77	2,38
practice over 5years	3,71	3,07	2,86	3,14	2,93	3,21	3,29	3,57	2,43	3,29	3,07	2,43
Women Together	3,79	3,07	2,57	3,07	3,07	2,93	3,07	3,21	2,57	3,21	2,93	2,36
men Together	3,69	3,00	2,77	3,00	3,08	3,08	3,15	3,31	2,08	2,85	2,92	2,46
Teachers Together	3,74	3,04	2,67	3,04	3,07	3,00	3,11	3,26	2,33	3,04	2,93	2,41

Source: own elaboration

This is followed by a verbal assessment of the results for each item.

1. I am willing to explain the material clearly to weaker students.

Teachers scored quite high on this item (3.7 is close to "always"). We did not observe significant differences in responses between males and females, nor between young and older teachers.

2. I alternate between several methods of teaching (e.g.: discussion, consultation, demonstration, case study, model situation, brainstorming, simulation game, etc...).

Teachers consider alternating different teaching methods in their teaching as "frequent" (on average they scored 3.0), regardless of gender or length of experience.

3. I use the group teaching method (i.e. assigning tasks to smaller groups of students) in my teaching.

The resulting mean score of 2.7 across all teachers does not suggest that motivation in the form of group teaching is commonly used. However, it is more frequently used by senior teachers (2.9) than by younger teachers, who scored only 2.5.

4. I use examples of the application of the subject in practice in my teaching.

The use of examples from practice is clearly considered "frequent" by all groups of educators (final value 3.0).

5. My relationship with students is based on partnership.

Also, the partnership relationship with students is clearly considered "frequent" by all groups of teachers (final value 3.1).

6. I ask students questions in lectures.

On average, teachers responded to item 6 that they ask students questions "often" (3.0). There was no difference between genders, but length of experience was a factor in the responses. Young teachers scored only 2.8 and older teachers scored as high as 3.2 which can be explained by their greater confidence and experience.

7. I am able to make the subject interesting for most students.

On average, educators believe they can "often" engage most students with their subject matter (they scored 3.1). Again, however, the effect of length of experience on their confidence was evident, as older teachers scored 0.4 points higher (3.3) than younger teachers (2.9).

8. I use praise as one of the tools of evaluation and motivation.

Teachers regardless of gender feel that they use praise often enough (3.3), but older teachers were much more persuasive. Their scores were as high as 3.6 and only 2.9 for the younger ones.

9. I use instructional films and animations in my classes.

The mean score of 2.3 indicates that the use of films and animations in teaching is rather rare. The responses of younger and older teachers did not differ, but this time there was a significant gender difference. While the mean value for males was 2.1 for females the mean response was as high as 2.6.

10. I require students to be able to present their own work.

On average, educators said that they "often" require students to present their own work in class (3.0). However, older teachers are more likely than younger teachers to require this (3.3 vs. 2.8) and women more likely than men (3.2 vs. 2.9).

11. I introduce innovation into my teaching.

On average, teachers consider the introduction of innovations to be a "frequent" phenomenon in their practice (2.9), but surprisingly, it is again more frequent among older teachers (3.1) than younger teachers (2.8).

12. Students have a natural desire for knowledge.

Teachers showed little confidence in the strength of students' intrinsic motivation. With no difference between genders or in the length of their experience, the resulting mean score was only 2.4.

Based on the results we can draw the following conclusions:

ad 1. Up to 74% of teachers said they were "always" willing to **explain the material clearly** to weaker students. Nevertheless, only 10% of students find the explanation "always" understandable and 12% of them find it "rarely" understandable. Thus, we can conclude that column 1 in Figure 20 reflects not only the structure of students' opinions, but also the structure of the survey sample in terms of intellect.

ad 2. Almost 60% of students agree that their benefit depends on the **teaching methods** used, and 86% of teachers confirmed that they alternate between several of these methods when teaching, which can be assessed positively.

ad 3. Teachers rarely agree with students on the frequency of use of **group teaching** (the average value of their answers is about 2.6). However, this does not mean that this method should not be used more often. It is known that abroad students are generally better prepared for teamwork than here, which can be a considerable disadvantage for our graduates.

ad 4. Teachers' and students' perceptions differ considerably when assessing the frequency of including demonstrations of **application in practice** in teaching. Teachers should reconsider their optimistic view, as students would certainly welcome more practical examples.

ad 5. Although 85% of educators consider their **relationship with students** to be predominantly peer-to-peer, students' impressions are quite different. More than 60% of them feel teachers' relationship with them as superior.

ad 6. **Discussions** on the lectured topic are conducted according to the individual possibilities and abilities of the discussants, so their inclusion in the teaching depends not only on the teacher but also on the maturity of the students. In view of this, we can consider the results of the answers to this item satisfactory.

ad 7. Again, students' views on the level of **lecture engagingness** differ from what educators think. In this area, students should probably be given credit, as the form of lectures can be continuously improved.

ad 8. **The use of praise** is another motivational element where there is a diametric difference between students' and teachers' perceptions of it. Only 16% of students admit that teachers use it "often" or "always" and as many as 13% of them even said that it is "never" used. In contrast, 85% of teachers say they praise students "always" (41%) or "often" (44%). The problem is probably the fact that educators are too restrained or insufficiently direct in their speeches and therefore students do not perceive them as praise.

ad 9. Up to 60% of teachers admit that they rarely or never use instructional **films and animations**, while almost all students (93%) say that their use of multimedia technology is at least frequent. It is very likely that students included a simple PowerPoint presentation without videos, animations, or an interactive link to the Internet under this term.

ad 10. **Presentation of students' work** in front of classmates is slightly more often included in teaching (3.0), according to the teachers' opinion, compared to the students' opinion (2.6). This skill could therefore be developed more in selected courses (depending on their focus).

ad 11. When asked whether the **personality of the teacher** influences the student's attitude towards the subject, as many as 41% of students chose the answer "always" and 36% chose the answer "often". According to the teachers' statements (for question 16), as many as 93% of them are fully aware of the importance of their own attitude in motivating the students and almost all of them (96%) have a desire to improve their teaching by learning from the students (question 17). This is equally indicated by the high proportion of teachers who introduce innovations into their teaching (11% 'always', 70% 'often').

ad 12. Educators' views on the existence of **intrinsic motivation** among students are perhaps overly pessimistic (59% "rarely" and 41% "often"), as as many as 56% of students reported that they are motivated to learn "often" (and 22% "always") by their own intrinsic desire for knowledge.

CONCLUSION

The results of our questionnaire survey can be summarized in terms of the stated objectives in several conclusions. The most important can be considered the fact that both teachers and students confirmed the use of several methods of motivation development (mainly group teaching, discussion, comprehensible interpretation of the curriculum, presentations of students' work and the development of creative thinking) in the teaching of the subjects of the study programme Landscape Engineering at the Faculty of Landscape Engineering of the Nitra University of Science and Technology in Nitra. The greatest differences in the opinions of teachers and students were noted in four areas, within which we came to the following recommendations:

- students feel the lack of examples of application of knowledge in practice, so it is necessary to include such demonstrations in teaching more often,
- related to the previous point is the requirement to increase the attractiveness of lectures and exercises, which is possible by more frequent use and alternation of several methods of motivation (e.g.: group work, film demonstrations, computer animations, etc.),
- Most students (especially at the first level of full-time study) feel a considerable superiority on the part of teachers, which is not motivating; therefore, it is advisable to create a relaxed atmosphere in the classroom and to consider students as equal partners who are fully responsible for their actions,
- Teachers should pay more attention to praise and its form in the classroom, as it is an important motivational element for students, which is undervalued by teachers and its absence is a cause of frustration for students.

The survey clearly shows that students form a relationship with a particular subject based on their impressions and relationship with the teacher who teaches the subject. At the same time, teachers are sufficiently aware of the importance of their personal attitude in increasing students' motivation.

Regarding the dependence of the level of intrinsic motivation of students on age, we can conclude that the original assumption (intrinsic motivation increases with age) has been confirmed by the survey.

Furthermore, we found through the survey that senior teachers are more active in incorporating some motivation development methods compared to their younger colleagues (see Table 3). Specifically, these motivational activities include: group teaching, discussion in lectures, engaging explanations of the material, use of praise, presenting student work, introducing innovations into the classroom, and requiring students to be creative in solving assignments. In addition, they place higher demands on students than senior colleagues. These results show that greater experience brings teachers greater self-confidence as well as their greater creativity in the educational process.

When considering gender differences in the use of motivational methods, we must not overlook the finding from the questionnaire survey that in two areas women are more active than their male counterparts. They use instructional films and animations more often in the classroom and more often require students to present their own work in front of their classmates.

The survey showed that our students are satisfied with their choice of college, but are not optimistic about their prospects for employment after graduation.

Theory and pedagogical practice clearly prove that the use of various methods of developing students' motivation is not only an indicator of the quality of teaching, but also an important factor in the formation of their self-esteem and positive intrinsic motivation to learn. An individual's performance does not always correspond to his or her abilities. In some circumstances he or she performs exceptionally well, in others poorly. Research has shown that motivation multiplies the performance we are able to achieve given our abilities. With strong motivation, even a person with average ability can perform above

average. Motivation creates interest in learning, helps create conditions for developing learning and practical activities. It is very closely related to the success rate in the teaching process.

So, what should a university teacher focus on in the educational process to meet the desired goals? During lectures and tutorials, the teacher should try to help students to be active in their learning, to advise them how and where to look for and use the latest information in a given field or subject (e.g.: in the preparation of final theses). To try to get students to experiment, discover, question and solve problems independently. The teacher should act more as an advisor and organizer of the class, presenting materials that, in his or her judgment, are based on the student's needs and interests. Teachers should try to encourage students to think, to come up with ideas, to criticize, to make their own decisions, to foster informal relationships, to encourage spontaneity, and to create a climate of openness, trust, and concentration on the work. Thus, every educator, without distinction, should lead his or her students to creativity and a great respect for all living things. At the same time, however, he or she should not lack insight and a sense of humour.

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