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PhD THESIS ABSTRACT

Pupil's learning motivation inducement through a specific
educational program. Applications to the 3rd class

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Cluj-Napoca

2011

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ABSTRACT OF THE PhD THESIS

Pupil's learning motivation inducement through a specific educational program. Applications to the 3rd class

Key words: motivation, learning, cognitive factors, motivational optimum, motivational inducement program, motivational strategies, mediated learning

The work, conceived as doctorate thesis and titled „ Pupil's learning motivation inducement through a specific educational program. Applications to the 3rd class” is meant as a scientific undertaking shown on 310 pages, which analyzes in detail the significant aspects specific to the scholastic learning motivation in relation with the specific of the factors of instructive-educational source involved in the didactic process.

Given the fact that any activity performed by an individual develops having at its basis a certain determination of the latter, this aspect entitles us to discuss in as detailed terms as possible about the components which prove to be vital in what concerns the smooth running of the developed activities. Because the subject aroused the researchers' interest along the time, we have today a series of definitions which come to complete the chart of the conceptual approaches related to the motivational phenomenon. We will thus analyze some of those definitions, relevant for the present survey, emphasizing the implications of the related concepts in the clear understanding of the motivational phenomenon.

The approach of motivation as trigger and support factor of the instructive-educational type activity emphasizes the importance which the information quality, experiential learning, mediate learning or the positive attitude towards the act of knowledge have in obtaining scholastic performances and not only. According to the generally accepted conception, subsequent to the reference to the specialty literature related to the approach of the motivational phenomenon, we may say that motivation is at the basis of the good functioning of the human action components, irrespective of the developed activity or of the level of acquisitions of the person making effort for its achievement. Any action with a real finalist character must be completed with a well done motivational support, otherwise there is room for lack of productivity characterized by the inverse correlation established between the

results obtained and the efforts made. Still within this context there is a need to make a delimitation of the coordinates which are specific to the phenomenon itself, starting from the functions accomplished by the motivation as they are apparent from the domestic or foreign specialized literature.

The research we initiated grasped and developed these aspects mainly from a pedagogical perspective, to the sense of identifying certain didactic landmarks concerning the possibility of increasing the implicit or explicit motivational level assumed by the Pupils. The steps taken towards the elaboration and implementation of motivated learning models, starting from the pedagogical approach of certain categories of learning mediation have the role to help the pupil in his/her making a substantial learning effort.

Aiming to achieve a work based on a consistent and coherent structure, we have structured the material on two sections, each including several chapters through which we proposed to verify the established hypothesis and to explain, in a logic and pragmatic approach, the relevant information. For their completeness, the Conclusions part has the role of synthesizing the main theoretical and praxeological directions which were identified and the enclosures and bibliography represent the proof of the undertaken steps..

The first section, titled **Theoretical substantiation**, includes five distinct chapters introducing some theoretical landmarks which are fundamental for the understanding of the learning motivation present issues by the explanation of the specific terminology, the grasp of the concept evolution also by the identification and introduction of the main categories of motivational factors detached from the major theoretical approaches. In this context, we have considered timely the benchmarking of landmarks specific to the implementation peculiarities of the education for career at the high school level.

Chapter I, titled *MOTIVATION - referential frameworks within scholastic contexts*, is the place for conceptual delimitations afferent to the specific of the motivation generally, configuring at the same time, the fundamental motives in the scholastic type learning, underlining the present tendencies at national and international level.

Also, we have considered appropriate to highlight in this chapter some peculiarities which are specific to the relation between motivation and performance. This refer mainly to the principles and objectives which drive the motivated activity and which we have to take into consideration as teachers also for the stages pupils must cover during the motivational process.

The second chapter, titled *Evolutions in motivation conceptualization* is dedicated to the theorization of the essential aspects related to the explanation, from a multilateral perspective, of the relation which is built up between the components involved in the motivational process and the factors which determine the appearance of specific behavior manifestations and it contributed to the appearance of theoretical categories and explanatory models related to the motivation phenomenon.

We have also opted for the highlighting of the models which are based on the idea of the existence of three categories of factors with an essential role in preparing the motivation appearance but also in its support. We refer to the biological factors, to the cognitive ones but also to the learning theories with a determinant role in the modification of the human behavior coordinates. Starting from these aspects, we may classify the motivational theories into biological, cognitive and learning theories.

Chapter three, *Explanatory theoretical-practical models concerning learning motivation*, intends to surprise some of the present models which stand at the basis of the explanation of the mechanisms according to which the motivational phenomenon functions, in relation with the learning activity. They do not wish to be a distinct element in the didactic activity but a support in the implementation of a complex system of actions performed in order to increase the level of motivated implication.

The theoretical models introduction and explanation done in this chapter had a double role: on one hand, it served the information steps aimed at the approach of the motivational phenomenon and on the other, it will be a fundamental basis in the subsequent approach of learning motivation from a practical perspective. The multiple vision on the studied phenomenon confers consistency and viability to the program which is specific to the instructive-educational environment.

The configuration of the motivational aspects which are specific to the training environment, built with a view to the pupils' assistance in their learning efforts are found in the above mentioned chapter in the sense of shaping the limits and advantages which may be obtained from the correct exploitation of a motivated learning situation.

The fourth chapter, shows a series of motivation inducement strategies, constituted as landmarks for an instructional design meant to aim at the development of the pupils' abilities to be motivated for the participation in the instructive-educational activities. The modalities to use those strategies differs significantly from one stage of the instructive-educational activity to another, the effective mode of application also depending on the didactic style approached by the teacher or on the lesson moment in which it is put to practice. The same strategy, used in a different manner, according to the variables coming up, will yield different results.

The knowledge of these specific modalities comes to the teacher's help who have the role to assist the pupils by the use of new and exciting work modalities which stand at the basis of their effort towards the achievement of sustainable cognitive acquisitions done with low energy consumption and high output.

Either, out of the above mentioned modalities, we opt for putting into practice those with a higher level of objectivity or refer to the more subjective methods, the motivational level assessment represents a complex phenomenon meant to engage the teacher in a laborious project of finding the strong points and failures of the instructive-educational act done in the classroom.

The fifth chapter, *Learning – fundamental human activity*, catches aspects related to the issues of human learning which became the center of interest and strategic target for the correlated researches of various domains like genetics, psychology, anthropology, physiology and, last but not least, pedagogy, for which the educational phenomenon, with all its specific actions, is a fundamental direction. Any activity related to the development of the individual, both from a cognitive perspective and a social-affective one may be done only by resorting to learning.

Understanding the mechanisms involved in the act of learning will lead the teachers to a better administration of the instructive-educational process, by the development of the abilities related to the activities of balanced distribution of tasks to pupils, taking into account the pupil's present development level, the individual peculiarities and age, the type of material to be introduced or the objectives proposed for the respective activity.

The key element of performing a learning activity correlated with the pupil's needs is represented in the present survey by the abilities of the educational actors to perceive the appropriate moments of custom approach of the two senses, convergent by their nature, and

by the dynamic and complex interaction which characterize them. Thus, the turned up changes will be achieved to the aim of the development and evolution of the individual training himself. The combination of the informative aspect specific to learning with the formative one leads to the set up of an efficient instructive-educational step, relevant for the growth of the knowledge and development act.

Section B, the second in our survey: **The experiment done on the theme “conception and validation of learning motivational inducement strategies with 3rd class pupils”** includes the following three chapters which describe the stages of the experimental step taken with a view to the validation of the established hypothesis.

The aim of the exploration step, carried out and introduced in *chapter VI, Investigation ascertaining stage*, was the collection of information with a diagnosis character related to the specific techniques of learning motivation of the target group of our research, ended up in a need analysis essential for the design and implementation of the formative intervention. The achieved step represented the foundation necessary to shape up the subjects patterns and the content ones as well as to specify and explain the used methodology.

The research carried out with the present survey wishes to be one which identifies the motivational factors present in the scholastic type of learning but, at the same time, our intention is to structure an effective program of pupils motivational inducement which may contribute to the increase of their scholastic output. Also, another intermediate component aimed at within the framework of this program is that of training the teachers which work in the school environment with a view to their familiarization with various efficient techniques in the field of increasing the motivation of those training themselves.

Starting from the finding that the researchers' majority seek mainly to emphasize the cognitive-instrumental side of the scholastic activity, the present survey intends to approach the impact which the cognitive-instrumental side has on the scholastic output of the subject under training. A perspective directed to that sense will indicate the importance we must grant to the set up of learning situations as supported energetically (motivationally) as possible, substantiating this need by the concrete examples which are specific to the educational environment brought to support the above assertions.

The ascertaining research step had the aim to identify the most relevant data concerning the pupils' effective level of motivation to learn as well as the identification of the modalities to maintain or increase them known by the educational actors or by the pupils'

parents. This investigative step of and ascertaining nature was meant to be the starting point to the direction of establishment of the effective action strategies which need to be developed at the school level.

The second part of the chapter is based on the performance of the quantitative analysis and of the qualitative assessment of the obtained data, putting into direct relation the teachers' opinions, of the pupils and of the parents related to the motivational phenomenon. To that aim, the necessity to photograph the actual situation as well as the possible improvement solutions will be emphasized.

The third part of the ascertaining step will introduce and analyze in a comparative manner the teachers', pupils' and parents' opinions related to the defining aspects they mentioned, in relation ship with the educational phenomenon and the motivation which supports it from the energetic point of view.

The last part of the ascertaining research step is centered around the effective initiation of the experiment, substantiated by the administration of the pre-test, action with a triggering role for the actual investigation. The analysis of the obtained results will matter in the establishment of a relationship of compatibility and equivalence between the control group and the experimental one to the aim of putting to application the actual experiment.

The ascertaining research regarded the implication of three large categories of subjects, each with a well defined role in contouring a comprehensive image concerning the scholastic type motivation. Thus, pupils coming from the primary education, their teachers but also the parents of the pupils participating in the investigation were included in this research. The above mentioned triad had as its main aim the identification of the main coordinates of the motivational process present in the didactic activity.

Approaching the educational phenomenon not only from the prism of the educational actors present directly, on a daily basis, in the didactic activity, but also from the parents' perspective, actors who coordinate and support the extracurricular learning activities, we will have a clearer image concerning the pupil as a whole, more useful than the truncated vision derived from the pupil observation exclusively in his scholastic environment.

Within this investigative stage, the pre-test as administered both on experimental specimens and on the control ones with a view to the establishment of the start level existing at the moment of the formative experiment initiation, of the stage on which pupils place

themselves and the difficulties they face in what concerns the use of the motivation and self-motivation strategies related to learning.

Subsequent to the application of the questionnaire, we have proposed to obtain a generic perspective concerning some dimensions specific to the motivational strategies involved in the didactic act. Thus, we focused on:

- The identification of the level of intrinsic motivation involved in the learning process;
- The establishment of the level of extrinsic motivation involved in the instructive-educational act;
- Highlighting the learning strategies the pupils had;
- Knowing the expectancy level and of its relationship with the cognitive performances recorded in the instructional domain;
- The identification of the cognitive and meta-cognitive responsible for the good running of the learning activity, with all its involved subcomponents:
 - ✓ The role of repetition as supporting factor of the motivational act;
 - ✓ The role of the elaboration process in the obtaining of an learning motivated attitude;
 - ✓ The organizational structures present in the instructive-educational activity;
 - ✓ The self-adjustment level present in the motivational process in relation with learning;
- Knowing the management structures of the knowledge and learning activity;
- Recording the anxiety level during testing under the terms of the scholastic assessments.

The investigations done during this stage with the aid of a rich set of methods and instruments, underlined the poor elements of the pupils' learning motivation programs implementation, stressing, at the same time, the main categories of factors considered by the pupils and teachers as important in the motivated approach of the educational phenomenon.

The information obtained subsequent to the administration of the teachers, parents and pupils' opinion investigation instruments in relation with the motivational strategies used in the instructive-educational process, both by pupils and by the teachers, along with the steps of quantitative and qualitative interpretation done in this stage, offer us the opportunity to compress the obtained information into some synthesis ideas. Subsequently, in order to

continue, we will endeavor to shape a model of the motivational profile carried out on the basis of the results recorded during the ascertaining stage, a model to serve as landmark in the performance of the actual experimental step.

The identification of such a motivational profile in relation with the knowledge and learning act may determine both the researcher and the teacher to resort to motivational measures as adequate as possible to the profile of the group of pupils or to the pupils as self-standing entities. A decision correctly made by the teacher at the right moment may significantly contribute to the set up of a learning situation in accordance with the pupils' personal expectations but also with the performance curricular standards formulated for each subject separately.

Such a decision can be made knowingly only if this action is preceded by the identification of the initial motivational level, by the knowledge of the pupils' reporting manner to the motivational strategies used in and outside the classroom, but also by the highlighting of the relationship set up between the contents circulated in the didactic act and the level of interest the pupils grants to it.

The recorded data refer at the same time to the identification of the possible improvement ways proposed by the teachers, pupils and parents in what concerns the motivational level. These proposals and suggestions will be a component part of the experimental program proposed by the present survey representing a component which is specific to it.

The data obtained until this moment allow us assert the following:

- The procedure standing at the basis of knowing the pupils motivational profile is substantiated by the concrete identification of the mode in which the motives are polarized, according to the pupil performance level;
- In the instructive-educational process, the way of feedback supply, the component with an adjustment character present in the entire didactic activity has a decisive role in what concerns the efficiency of the learning done by pupils. Therefore, but the appreciations constantly present during the lessons and the final moment of an instructive-educational step must capitalize these aspects;
- In the outlining of the inducement environment term description must enter conditions insufficiently capitalized until now by teachers, the existence of an optimum relation pupil-pupil, the use of interactive methods in the didactic activity,

the existence of an adequate furniture in the classroom, the presence of a relaxed attitude, the presence of individualized tasks;

- The capitalization of the pupils activity products is mentioned as an essential characteristic which may successfully intervene in the didactic activity supporting it from the motivational point of view;
- The term *efficiency* analyzed in relation with the learning activity circumscribes some component elements as: knew knowledge acquisition, the presence of the individualized work, the existence of an efficient communication, the attention granted to the correct dosage of time as well as the accent placed upon the team work;
- The strongest motives which stand at the basis of the increase of the attractiveness of a subject are considered those of the intrinsic category, motives with multiple valences like increased persistence in time, constant level of energizing, independence from the external elements and an increased consistency in the support of the long term effort dislocated by the pupil in the didactic process;
- The teacher's attitude in relation with the subject he teaches, with the pupils in the classroom or with the types of didactic assignments proposed may lead to the instauration of feeling of fear or denial towards a subject or another;
- A positive attitude towards the didactic process and the developed instructive-educational activity is based both on internal aspects specific to the didactic environment and on complementary elements with a role of support of the didactic activity;
- The majority perception of those questioned is reduced to the strict fulfillment of the requirements requested by the teachers, the preparatory activities done out of their own initiative being significantly reduced;
- There are numerous situations in which pupils who do not understand certain aspects related to the previously taught lessons do nothing about it preferring to deny any support and refusing to get involved ;
- The need for knowledge, characteristic to the pupils involved in the research will be successfully exploited in the didactic activity, under the terms in which the teacher may sense the action directions and the specific manifestation forms;

- The intent of the actions with an educational specific is not always well shaped towards directions desirable from a motivational point of view;
- The pupils relationship between them with a view to the performance of acquisitions specific to the scholastic actions is precarious;
- The satisfaction of the pupils' needs to call on supplementary sources of information must be permanently encouraged so that it becomes a habit.

The above mentioned aspects contour an overall image which is offering from the point of view of the substantiation of the contents domains which will stand at the basis of the motivational inducement program but also at the shaping of the main action directions performed during the experimental stage. Thus, the program will be conceived with a view to the optimization of the action level of the motivational factors exercised on the direct educational actors.

The conclusions elaborated subsequent to the analysis of the data obtained in this section will contribute to the contouring of a set of concrete activities which will be implemented in the instructive-educational process by the teachers teaching at the experimental classes.

Chapter VII – The stage of the formative experiment concerning the implementation of the strategies of learning motivational inducement dedicated to 3rd class pupils includes theoretical and methodological specifications concerning the formative experiment, the research hypothesis and objectives, peculiarities of the subjects specimens and contents, the systemn of the research methods used and the specification of the experiment running stages and modalities.

The hypothesis from which we started in the performance of the experimental step was: *The implementation of a motivational inducement program dedicated to 3rd class pupils, substantiated on the principles and techniques specific to mediated learning determine the increase of the 3rd class pupils' motivational level in relation with the learning activities specific to formal contexts*

The development of the investigative step done with the view to the testing of the formulated hypothesis was carried out taking into consideration some strategic objectives related to the application of the motivational inducement program like:

- Design and implementation of a session of analysis and discussions with teachers teaching at the experimental classes, concerning the quality of the motivational strategies which may be used in class;
- The use of adequate methods and techniques of objective determination of the motivational level manifested by the pupils;
- Structuring of a motivational inducement program related to learning, achieved for the support the increase of the pupils' academic performances;
- Assurance of an instructive-educational process based on the specific relationship between the motivational techniques previously present in the classroom and the newly implemented work ways
- Assessment of the efficiency of the achieved intervention in what concerns the aspect of the increase of the learning process motivational inducement done by the pupils involved in the experimental process.

The target group of the experimental step was composed of 3rd class pupils starting from the premise of the necessity of an early build up of a positive attitude supported by the motivational step but without neglecting an extremely important factor: the level of intellectual, physical, emotional development of the subject under training; also, we consider appropriate to justify our choice by the fact that this class represents the first year of the development curricular cycle (classed 3-6) which has as its major objective the shaping of the basic capacities necessary for studies continuation.

Having as main objective the implementation at the level of the experimental classes of an intervention program done on the direction of the motivational level increase, in relation with the learning, we considered it necessary that, in the first place, we deal with the completion of the said program, capitalizing on the pedagogical experience of the teachers involved in the pupils' scholastic training.

Subsequently, the contents specimen was segmented on modules, each of those modules making the subject of one or several reunions with the teachers, both with a view to their familiarization with the proposed inducement techniques and to the completion of the program in accordance with the didactic situation explicitly present in the educational reality.

Those modules are:

Module 1: Mediation of the scopes planning (1 discussion session)

Module 2: Mediation of interest challenging (1 discussion session)

Module 3: **Transcendence mediation (1 discussion session)**

Module 4: **Mediation of participative behavior (2 discussion sessions)**

Module 5: **Competence mediation (2 discussion sessions)**

Module 6: **Progress portfolio draw up (1 discussion session)**

The pedagogical experiment was developed during the academic year 2009-2010 and the first semester of the academic year 2010-2011, having the following component actions:

- September – December 2009, performance of the investigative steps specific to the ascertaining stage;
- December 2009 – pre-test administration;
- January - May 2010 – performance of the actual action;
- May-June 2010 – post-test administration;
- December 2010 – re-test administration;

The formative experiment stage was completed with the post-test administration and the said test had as its main objective the control of the experimental validity of the hypotheses formulated at the beginning of the research. Comparative monitoring of the modifications appeared at the level of motivated involvement of the pupils from the experimental group and of those from the control group was done with a view to the identification of the impact which the implemented program had.

The importance and the impact of the research performed are underlined in the 8th chapter, **Experimental research data analysis and interpretation**. The analysis was focused on the identification of the motivational support components under the aspect of the awareness level of the benefits of such a work system but also on the ascertainment of the level of incidence of motivated behaviors, at the level of the pupils composing the experimental group.

Both groups, the experimental and the control one received for filling in a questionnaire of the learning motivated strategies, an instrument which was also present during the initial testing stage. The data recorded subsequent to the filling in of the said questionnaire were compared both in what relates to the aspect of establishing the differences between the initial and the final stage, with the experimental group, as well as in the establishment of the existing motivational level difference, in the final stage), between the experimental and the control groups.

In their entirety, the observed data reflect the existence of a significant progress at the level of the experimental group in what concerns the increase of the motivational level, effect owed to the application of the learning motivational inducement dedicated to 3rd class pupils.

The re-test or distance testing represented a modality to study the model and the degree in which the effects induced subsequent to the application of the experimental program, they persisted in time thus justifying their efficiency. For the performance of the data collection we have applied the MSLQ investigation instrument, also applied during previous stages. We consider that the 8 month distance between the two tests, alongside with the large number of items, very much decreases the risk of memorizing the answers and subsequently to ruin the results. Also, we have considered that the aspects outlined by the questionnaires may lead to a good opportunity of analysis related to the long term effects of this experimental program. We may conclude that the insignificant differences ascertained by the performances of the experimental group during the post-test stage, as compared to the re-test stage, allow us assert that the results obtained subsequent to the implementation of the experimental program of motivational inducement had the desired effects not only in what concerns the aspect of having obtained behavioral modifications but on the level of persistence in time.

The last part of the work is dedicated to the conclusions and recommendations achieved subsequent to the data obtained from the research. We notice that the differences between the environments on sub-scales recorded at the level of the experimental and control groups are considered statistically significant, thus proving that the motivational level involved in learning is significantly increased in the case of the experimental group as compared to the level of the control group which stayed approximately at the initially identified level.

This aspect determines us to assert that the experimental factor, constituted from the intervention program achieved, positively influenced the development of the motivated learning competences by the presence of a positive manner to report to the instructive-educational activities differentiated from the pre-experimental stage. In other words, we believe we are entitled to say that we have achieved an optimization process of the motivational strategies used by the pupil in relation with learning.

Starting from the theoretical analyses and from the qualitative and quantitative point of view of the data obtained subsequent to the application of the actual experimental

program, we may proceed with the formulation of general conclusions and of suggestions concerning the possibilities of optimizing the educational programs done in classrooms, with a view to the increase of the motivational level of those under training as well as the improvement of the didactic strategies to which teachers resort to during the instructive-educational program.

- Within the context of the instructive-educational activities developed in formal educational environments, an increased exigency is necessary in what concerns the use of teaching techniques which stress upon the formative side in relation with the explicitly manifested knowledge intentions;
- In our conception, the mediated learning turns into an extremely efficient vehicle in the organization and support of the motivated learning situations;
- The implementation in the classroom of a motivational inducement program makes proof subsequently of its formative valences to the sense of the pupils' active and conscious involvement in the didactic process and in the developed knowledge steps taken;
- Within the instructive-educational activities developed starting from the principles of the proposed motivational inducement program, pupils may be more engaged in their own formation process as this program offers them the support they need during learning;
- Considered as an intended type learning, the mediated learning may be successfully applied to the scholastic activities due to its characteristics which recommend it as being an activity which transcends the strict knowledge intentions and it is focused on the achievement of a motivated learning with notable results in what concerns the motivational level of the pupils involved in such a knowledge and training activity;
- The teacher's role in the scholastic learning is emphasized due to the fact that the modifications appeared and the progress depend to a great extent on the manner in which the latter gets actively involved in the mediation and motivation act of the pupil to learn.
- The teacher is the one who must established his/her own goals in accordance with the taught contents, the types of didactic sequences done in the classroom or with the directions of practical actions and the pupil will be also encouraged to establish certain scopes in relation with his own activity of motivated learning;

- The establishment of the short and long term objectives will be thus done so that they fulfill prior established criteria like: credibility, clarity, attractiveness, utility, realism;
- The expectancies formulated with clarity and concision have the role to support the learning effort made by the pupil. The approach of the assignment without a pertinent reason of using its finality as well as without a reason of its use contributes to the decrease of the scholastic output and, in extreme cases, to the installation of the aversion for the respective subject;
- The projection of relationships between the recent and the previous acquisitions leads to the development of the ability to adapt the contents learned to a diversified number of peculiar situations, supporting the mediated in his endeavor of forming specific competences of extrapolation of the learned things to situations with a higher degree of generality;
- At the level of the specific instructive-educational activities we consider that the capitalization of the previous acquisitions is of a major importance, by actions aiming at the integration in a systemic manner within them of the new knowledge, skills, abilities, competences, etc.;
- The learning by cooperation promoted through the motivational inducement program may register benefits like: the development of the abilities to relate positively with the classmates, increase of the trust in the possibility of successfully completing any task, cultivation of the empathy, cultivation of the availability to cooperate with the colleagues in the administration of unforeseen situations in the classroom;
- The replacement of individualism in learning with activities based on cooperation needs an increased attention from the teachers in what concerns the distribution of the learning tasks by groups of study but also of the tasks distribution at the level of each group;
- The modeling of the participative behavior must be done in time as it represents a continuous adaptive process, the roles within the group being permanently changed, to the aim of practicing each of them. The holistic approach is the variant which we consider the most efficient and we promote it within the experimental program proposed with the present survey;

- The constructive capitalization of the success registered by the pupils, the analysis of the mistakes they did as well as the highlighting of its formative side will be points of support in the performance of an instructive-educational activity which may offer to the pupils the possibility of being motivated in relation with the act of knowledge and learning;
- The stimuli with formative potential involved in the instructive-educational act must be mediated by the teacher; thus, their selection must be done starting from the taught contents, the strategies used in teaching, the manners of formative assessment or from the type of expected answers;
- Channeling the pupil's attention level towards experimenting the feeling of success is the element which subsequently generates new motivated attitudes towards learning, a thing which supports the futures instructive-educational steps;

The pragmatic aspect of the proposed experimental step consists of the structuring of the relevant information specific to the efficient achievement of the motivational level increase in relation with learning, offering a model of efficient program of intervention in this domain, the elaboration or adaption of investigation instruments specific to the vided age segment.

The importance which the identification and analysis of the motivational support factors has is all the more great as we consider that at the level of the domestic specialized literature there are insufficient such preoccupations. The role of the proposed program was that of offering a model of conceptualization of an efficient and systematic educational intervention to the sense of optimizing the instructive-educational process in what concerns the development of the pupils' motivated attitude towards learning.