MOTIVATION

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Abstract: Through the present article we would like to deepen the study of creativity, one of the most important issues of the modern science and to propose a case study - strategies for the development of creativity, related to our activity domain, language and literature.
The first part of our article contains a theoretical approach of the creativity phenomenon, treated from a conceptual and methodological viewpoint, on the basis of some important works of reference in the specialized literature.
This panoramic vision was necessary to clarify the practical applications proposed in the second part of our work, resulted following some theoretical reflections on the cultivation of creativity in schools, an essential condition of a modern education.
We hope that this article will constitute a support for all those who want to implement a creative learning and a source of inspiration for finding new solutions.

Key-words: creativity, creativity factors, creative thinking, levels of creativity, creative aptitudes, formation and development of creativity, creative reading, creative writing, literary communication

1. Introduction

Made up of a person's set of motives, motivation has constituted for a long time and still continues to be a topic of great interest for researchers. In general, by motivation we understand "an inner state that determines an individual to behave in a manner that assures his reaching a goal" (Cento, 1993). The orientation, the initiation and the regulation of one's actions towards a more or less determined goal are caused by a reason (motive), a psychical structure situated at the boundary between individual subjectivity (internal) and the objective world (external). The motive is the product of the interaction between an internal psychological state and the way of manifestation or perception of the activity from the outside. The external factors and/or stimuli generating the extrinsic motivation, are: desire of affiliation, namely to answer one's parents' or one's teachers' demands, to be with other children; normative tendencies, namely the habit to obey social rules, the pursuit of rewards, ambition, the desire to come first before others, the desire to avoid negative consequences and sanction, the fear of being left behind.
The intrinsic motivation is generated by the desire to know, by intellectual curiosity, by the aspiration towards competition, and the interest in culture and beauty.

2. Theories of motivation

Motivation is characterized by a great complexity, which has led to the appearance of numerous theories that try to clarify the essence of the phenomenon and process of its formation. These theories regarding motivation are divided into two categories: those that rely on needs and those that see motivation as a process.

2.1. Theories of motivation based on needs

One of the best known motivational theories based on needs was developed by the American psychologist Abraham Maslow (1954) who creates a hierarchy of the human needs including five important categories: physiological needs (food, warmth, clothes, shelter etc), security needs (assuring a structured and orderly environment, so as these needs may be satisfied in the future, too); social needs (interaction, inter-human relations of acceptation, friendship); needs of respect (self respect and respect from others); needs of self-realization (self-development and professional

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accomplishment of the individual).
Another researcher of the motivational phenomena, Frederick Herzberg (1959) relies on the main elements that lead the individuals to experience a feeling of satisfaction or lack of satisfaction in the activity they carry out. These feelings are determined by two groups of factors. To the first category belong the motivating factors that lead to quality and performance: obtaining special accomplishments, merit recognition, possibilities of professional progress. The factors in the second category, related mainly to the context of the activity, have a role consisting in avoiding the lack of satisfaction and maintaining the conditions needed for the development of motivated behaviors. The main merit of Herzberg's theory is that of having highlighted the importance of the content of work as motivating element, a fact that can be found in the programs meant to improve work, directed towards: increasing the employees' autonomy, delegating increased responsibilities, entrusting complex work tasks, diversifying knowledge and the skills resulted from work.
According to Maslow's theory, motivation is obtained gradually, first by satisfying the physiological needs, and then going on to the security, social and self-esteem needs, and concluding with the desire of self-realization, which is a perpetually motivating one, and constituted the departure point of several interpretations, of which we consider it important to remind a few.
One of these approaches refers to the Hawthorne effect figured out by George Elton Mayo, consisting in an increased efficiency and performance of a person due to the interest and importance given to this need. David McClelland, following the line of the ideas developed by Maslow, insists on the motivating effect of the self-realization, personal accomplishment need. Emil Stan (2004) mentions that the students that are part of this category obtain better results than others who are equally endowed intellectually, yet less motivated from the viewpoint of the self-realization need. Also along the line of Maslow's theory, Chris Argyris makes a connection between a person's maturation process and the motivational strategies. The maturation process comprises in the vision of Chris Argyris, seven stages and is followed till the end by relatively few people. So, the motivational strategies must be used and applied depending on each person in turn and on the stage that person reached.
Rensis Likert, starting as well from the needs developed by Maslow, considers there is a direct connection between the types of management and the ways of realization of motivation. So, the rigid-authoritarian type imposes the decisions, the motivation being achieved by threats; the relaxed-authoritarian-type, based on a relation of authority accompanied by a feeling of trust, realizes the motivation mainly through rewards; the consultative type, based on a hierarchic structure, relies on a motivation supposing, beside rewards, involvement and responsibility; while the participative type, representing in the author's view the optimal solution, is characterized by communication, team spirit, participation of all the group members to the realization of the determined goals.

2.2. Processual theories of motivation

While the motivational theories based on needs rely on what actually motivates the individuals, the processual theories are preoccupied first of all to the way how motivation is formed, to the way in which people get motivated. A first theory we will refer to is the theory of expectations, delineated by the American professor Victor Vroom (1964), in whose opinion the motivation is conditioned by the obtaining of a result considered valuable for himself/herself by the person carrying out an activity. The individual performance expected is conjugated with the rewards of the organization it is part of. In this sense, motivation is determined by the conjugated action of three factors: the expectation that the effort made will lead to an individual performance, the expectation that the performance attained will bring as well organizational rewards, the attractiveness consisting in the rewards awaited by the individual, whose value can be estimated using a numerical scale graded from 0 to 1 or from 1 to 10. These factors were called by Vroom: expectancy (E), instrumentality (I) and valence (V). The more or less motivated behavior is given by the formula:

$$M = En\ I\ V$$

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Where M represents the force of the motivation, e is the expectancy, I is the instrumentality, V the valence and n the number of the awaited rewards. This formula shows that it is enough for one of the three variables (expectancy, instrumentality, valence of the rewards) to have a low level for the motivation as a whole to be low.
Almost unanimously accepted, the theory of the expectations finds a large applicability in work and school. In work, expectancy, namely the expectation that the effort made will lead to higher performances, can be cultivated by means of an adequate work organization, through a process of selection, orientation and professional training of the employees. In school, the higher the teachers' expectations concerning the students' performances, the more they will endeavor to rise at the level of those expectations.
The theory of equity, elaborated by Stacey Adams, refers to the relation between contributions (effort made, studies, experience, competences) and the rewards, which, compared to those of the people of reference need to lead to the instauration of a feeling of equity. In the case of the appearance of a feeling of inequity, there appears a tensional state, which the individuals will try to reduce or to eliminate through different methods, going from the modification of the contributions and rewards to the departure from the work place. The evaluation, especially the summative one, needs to be done extremely carefully, the students being strongly affected by the feelings of inequity, which can have negative consequences concerning their behavior and their attitude towards school.

2.3. The postmodern theory of motivation

Referring to the postmodern theory of motivation, Mark Taylor makes a few mentions, meant to contribute to the stimulation of the students' interest in learning.

- clear formulation of the expectations that concern the students and their communication in due time;
- clear formulation of all the desired results, whether they concern the actual training or they refer to behavior and ethical values,
- use of the scientific method for perceiving and knowing reality, and also critical examination of the data presented;
- avoiding authoritarianism and the abuse of power and authority,
- using alternative instruments able to contribute to the formation of the students' independent work skills;
- using modern technologies,
- giving up memorization,
- connecting theoretical and practical knowledge and also real-life situations;
- favoring communication and teacher-student interaction outside the classes;
- encouraging the students to express themselves freely concerning their conceptions and opinions regarding multicultural, religious, traditional perspectives…
- a greater flexibility of the school year structure;
- introducing an education centered on the student's needs and interest, both from the viewpoint of the learning content and concerning the relation teacher-student.

2.4. Motivation and human behavior

Between motivation and the human behavior is established a close connection, the efficiency and performance of one's behavior being directly proportional to the intensity of the motivational impulse. In case the stimulating motive commutes its significance, there appears a confusion in the affective balance and consequently a blocking in the carrying out of the action (M. Golu, A. Ticu, *Introducere în psihologie*).
In the relationship motivation-human behavior is active the law of the motivational optimum. The correct evaluation of the relation between demands and requests leads to the realization of a motivational optimum, consisting in the anticipative and operatory mobilization corresponding to average-level tasks, while a disproportional motivation appears in front of the tasks considered too

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easy or too difficult in front of which the student has to be over-motivated or aware.
The cognitive elements establish a relation between perception and mental phenomena. In order to realize a good perception it is necessary to have a reason that can unite the different types of information and the capacity to carry out the action in an efficient way. Through its active and dynamic character, the perception assures a permanent contact between actions and operations (internal) and objectives or events (external). Becoming a cognitive agent, the subject produces inferences (reasoning) meant to optimize knowledge, starting from the internal motivation crystallized in the whole of the personality. As it has been shown by J. Piaget (*les mécanismes perceptifs*), the perceptions, successively enriched following the experience, constitute the basis or the core of the operational structures. Here we find a confirmation of the motivational continuum that characterizes the human activity. The structuring of the motives that have a role in orientation (informational-preoperatory) constitutes a first level of the relationship between subject and the informational source
The subject's awaiting state plays an important role in the structuring of the motive, which in turn will influence the perception. The training of the one that perceives also influences what is perceived and the way it is perceived. We are talking about an internal anticipative orientation of the perceptive activity known as attitude. The unfolding of the perceptive activity can be optimized or not by this internal anticipation. The good functioning of the process of perception is conditioned by a certain internal mobilization. Between demands, motivation and the organism's capacity there has to be concordance. Over-motivation, in the case of a situation presenting difficulties that the student cannot face, induces a state of stress, which is directly proportional to the increase in motivation and the organism's incapacity to respond in an adequate way. A.T. Welfond (*Stress and Performance*) considers that stress can appear when the anticipatory state does not facilitate the seizing of the difficulties to motivate oneself adequately or when the request overwhelms the organism's capacity to act correspondingly. There are situations when the time given to the accomplishment of an urgent task is not sufficient, which can also generate a stressful situation.
Whether we are talking about actual work or about school, stress diminution remains an important problem. Avoiding external stimulations and high-degree conflicts, the spatio-temporal predictability of the stimulations contributes to the realization of the optimum for the informational processes and implicitly to the diminution of the stress conditions.

3. Motivation in the school context

3.1.Contextual perspective

Unlike interest and passion, which are spontaneous attitudes, motivation is a less spontaneous state, by means of which the student deliberately engages in choosing certain activities and persevering in their accomplishment in order to attain a goal. In the school environment, motivation has a dynamic character, it permanently changes, as it relies on the perceptions the student has towards himself and towards the environment. It is not just the object, the matter of study that is important, but also the conditions in which the learning takes place, the way how the subject perceives the didactic activities proposed (Keller, *Motivational System*, 1992). Consequently, the teacher's personality, the way he/she conceives and creates the learning conditions remain very important in influencing and developing motivation. Although the students' motivation is different from that of the teacher (the latter seems much more motivated, more interested in the activities developed in class), the teaching-learning process supposes the instauration of a pedagogical relationship that is created and unfolds both on the level of teaching and on the level of learning. A first conclusion that can be drawn from here is that it is necessary to create a dynamic climate in the classroom by conceiving activities allowing the student to put to work his knowledge, his energy and his skills. Secondly, the teacher needs to give an equal importance, if not bigger, to the learning activity compared to the teaching one. Many representatives of the teaching staff who are excellently trained find it hard to give up on the role of a "*magister*" that shows his erudition in front of a

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group of students, aligned in their desks and turned into passive listeners. Often, the students are not sufficiently motivated by such an activity and furtively watch the time eagerly waiting for the class to come to an end.

3.2.The role of teaching activities

The teacher is meant, in the actual circumstances, to organize student-centered activities, which beside providing information and arming the student with new knowledge, form the necessary skills/competences for the learning process. The teacher teaches the students and at the same time teaches them how to learn. In this sense, the learning activities organized and developed in class need to answer several demands:

- make the student responsible, allowing him to choose;
- be personally, socially and professionally pertinent, relating to subjects that present a direct interest for the group of students
- be demanding from a cognitive viewpoint (analyses, syntheses, classifications, information organization, self-evaluation)
- be interdisciplinary, refer as much as possible to several domains of knowledge
- be productive, namely end up with an oral or written production of the students
- represent a challenge for the students
- allow the students to interact
- take place during an adequate period of time
- comprise clearly defined tasks, able to lead to the clarification of the tasks they have to solve

The teacher holds the main role in the organization and the structuring of the learning activities.
From the pedagogical triangle: matter to be learnt – student – teacher, it results that the teacher's role is to organize and to animate the groups of students in the learning activity that takes place in class. In this sense, we share only in part some authors' skepticism (David Boje, Grace Ann Rosile) concerning the project of a theory of motivation in a world placed under the sign of relativity (Emil Stan, 2004). The teacher is no more, in such a structure (working in teams, learning tasks) the actor or the conductor playing his part in front of the public. His part is somehow played behind the scenes, yet he remains the "*meneur du jeu*", namely the one that leads the students through the organization of the learning activities and especially through the definition of the tasks, on the thorny way of knowledge. On the other hand, the solution of the tasks proposed by the teacher, individually or most often in teams, constitutes a sure way to form and develop the motivation in the school context.

3.3.The advantages of working in teams

Working in teams means (by comparison to the frontal education) work individualization and taking into account the learning rhythm. On the one hand, the student becomes faster and easier aware of the gaps and weak points of his formation and on the other hand he has an extra motivation, that of contributing to the success of the group he is part of. Such an activity promotes collaboration and mutual help, forms and develops the abilities related to working in teams. Even the most introvert students become active within the team and want to bring their contribution to finding a solution to the tasks. The activities carried out in team are ideal concerning the stimulation of creativity, learning by discovery, immediate application of the theoretical knowledge in new exercises, contexts and situations. By interaction and working in common, the group of students, who has the feeling of elaborating something new and original, brings its contribution to the success of the other students.

4. Conclusion

If one can notice today in school – we could say worldwide – a decrease of the students' interest in learning, caused by a decrease of the motivation, team activity, solving the tasks together and sharing the same difficulties/success represent an immediate motivation of learning. Willy-nilly, the tasks have to come to a good end. Moreover, the students satisfy their desire to be recognized and

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their need for affiliation. A. Cosmovici (1984), following an experiment carried out in a high school from Iaşi, noticed the role of the didactic activities in teams in the creation of collaboration and even friendship relations among the participants. In this way it is possible to accomplish one of the school's most important educative tasks of school: developing among the students the feeling of social communication (Bălan, B., 1998)

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