

PROJECTS IN THE PROCESS OF LEARNING: MOTIVATING AND PROACTIVENESS CAPACITATING FACTORS

Jurate Adomaitiene, Assoc. Prof., Dr.

Ilona Zubrickiene, Assoc. Prof., Dr.

Klaipėda University, Lithuania

Abstract

The article analyses the project method as a significant access to the development of learning environment, stimulating learners' forces, motivating and capacitating their proactiveness. Two presumptions were chosen for methodological grounding of the project method and strong motivating forces (the level of anxiety, emotional tone, success, involvement, influence making and demand for achievements), capacitating proactiveness of learners. Firstly, these are Self-Determination and Elevation theories (Csikszentmihalyj, 1993), maintaining that learners are mostly motivated in active practice, requiring their physical and psychical efforts. Elevation is being experienced, when learners take interest in chosen and favourite activities depending on their own demands and interests, activity related possibilities and opportunities, i.e. abilities and skills. Secondly, in the process of learning it is important to provide learners with a set of supporting and motivating factors, invoking proactivity, providing with an impulse for active practice and resulting in satisfaction of their demands (F. Herzberg's two-factor theory, 1968). According to the authors, Self-Determination, Elevation and F. Herzberg's two-factor scientific theories (xxx) could become a significant methodological base in planning of strong learning motivators and their working, also in striving for learners' proactiveness.

Keywords: Project method, Strong motivating forces, Proactiveness

Introduction:

Nowadays we are very often facing the major reason and question, why so many people are dissatisfied with their activeness and are not able to make use of their potential (knowledge, skills, abilities, intelligence, activeness and creativity) and fail to become directors and administrators of their activity. Then most of them can make use of the only alternative, i. e. to become

executors of life and activity scenarios, offered by others and serve their interests, conceding their own opportunities and possibilities to others.

The problem arises due to the fact that in the 21st century the new paradigm (upbringing of a well-rounded/universal personality) is not followed. Still tenacious is former “mechanistic” approach of Industrial age towards humans, who had been guided as ordinary objects, providing them with no freedom of choice, opportunity to take responsibilities and decisions, to creatively employ their own knowledge, skills and abilities. S. R. Covey (2007, 39) invites to discover one’s own calling in controlling own activities and life, to stop waiting until someone else will take care of it and to ponder over A. Lincoln’s words that “secure foretime dogmas do not match with the tempestuous present”. It is absolutely relevant to immediately start thinking newly, to develop and improve a new approach, position that rests on values, important “tools” that assist in meaningful and efficient activities, also properties, skills and abilities, necessary for an active personality, who would be able to skillfully and professionally employ them in proper time and circumstances.

Control of oneself, active continuous behaviour means allows to be proactive, to take initiative, to ground one’s own activity on own value based position and principles rather than on dominant mood and circumstances. For solution of the problem and realization of above objectives in the process of learning it is vitally important to develop a teaching/learning environment, responding to the new conception of thinking. In that case learners would be able to experience a sense of free development, excluding any form of compulsion. They would become proactive and they would be properly encouraged to take initiative and act independently, “detecting” their talents and abilities. It would also enable to develop an environment, where interdependence is dominating and everyone takes responsibility for himself and others, to create conditions for good – natured cooperation and creative satisfaction.

Undoubtedly, the character of changes in the modern process of learning and modern society is expressed in new orientations, technologies, methods and principles, serving as a meaningful access for implementation of a new paradigm in upbringing of a well-rounded/universal personality. In this work the authors make an attempt to disclose the significance of the project method in stimulation of learners’ activeness.

Self-Determination, Elevation (Csikszentmihalyj, 1993) and F. Herzberg’s (1968) two-factor scientific theories were employed for methodological grounding. Firstly, it is maintained that learners are mostly motivated in active practicing, which demands their physical and psychical efforts. Elevation is experienced when learners are involved in own chosen favourite works and activities with respect to own demands and interests,

also to activity related possibilities, i.e. to skills and abilities (Csikszentmihalyj, 1993). Secondly, to stimulate energy and impulse for activeness it is important to provide learners with a set of supporting and motivating factors, satisfying their demands (Herzberg, 1968). According to the authors of above theories methodological grounding is likely to be significant when planning the impact of the strong learning motivators and striving for activeness of learners.

In the context of implementation of above paradigm the major analysed scientific problem shows up: What are links between the project method and strong motivating forces (the level of anxiety, feeling tone, success, involvement, influence making and demand for achievements), capacitating proactiveness of learners?

Aim of the research is to analyse the significance of the project method, stimulating strong motivating and proactiveness capacitating forces.

Goals of the research:

1. To make analysis of the concept of proactiveness.
2. To reveal links between the project method and strong motivation stimulating factors (level of concern, feeling tone, success, interest taking, influence making and demand for success), capacitating proactiveness of learners.
3. To compare 2001 and 2013 research results, showing links between the project method and factors that motivate learners and capacitate their proactiveness.

Research methods: analysis of scientific literature, questionnaire, comparative analysis.

The concept of proactiveness

Proactiveness is important in projecting and implementation of one's own objectives and building the future, corresponding to the times. Proactiveness is closely related to a positive approach to continuous changes, also to willingness and ability to actively participate in these processes, transforming one's own value based position, developing and improving necessary personal properties, skills and abilities.

A proactive person positively approaches to continuous changes, tries to speed them up rather than to react to them only. Actions based on positive approach to changes, employment of opportunities, offered by those changes point firstly to ability for early sighting of "poor signals" of above changes. These signals are mostly insignificant and indistinguishable in dominating culture (new learning strategies, methods, etc.). A possibility appears to integrate them into one's own activities (Andragogical studies, 2012).

S. R. Covey (2007) describes proactiveness as an ability to choose freely, to solve and take one's own decisions. This is an ability for a continuous

active work, for planning and implementation of the management programme of one's own life, striving for specific objectives and doing what is most important nowadays, following one's own value system rather than sensations, mode and impulses.

Proactiveness is closely related to self-consciousness, imagination and conscience (Covey, 2007). Self-consciousness assists in analysis and realisation of the actual situation, evaluation of changes, their peculiarities and attributes, one's own value based position and own position in actual situations. Imagination stimulates the building of own life vision, development of a desired scenario, planning of its realisation in specific situations. Conscience stimulates initiative to change one's own approaches, values and behaviour responding principles, to replace the old scenario with a new one, more efficient, reflecting better the basic values and principles. It would mean that in changing situation a proactive person would also be changing. He would become a director of his own life. He would also be able to develop and implement the desired activity scenario, disobeying the one imposed by others, whose demands it would be serving.

In summary, it is possible to maintain that a proactive person possesses strong value system, which encourages him to continuously be active, to develop and improve personal properties, skills and abilities, to develop and improve as a personality, searching for new, more favourable and efficient alternatives for implemented activity, responding best to present time. A proactive person fears no changes and involvement into alteration process, he is also able to develop and implement his own transformation as well as a new life and activity strategy.

Importance of the project method in stimulation of learners' proactiveness

Recently it is very often maintained that acquisition of knowledge nowadays becomes meaningless, as, firstly, all necessary knowledge is available by employing modern information systems, secondly, scientific knowledge needs continuous updating, which means that there is no sense in learning things that are going soon to lose their relevance. When speaking about the future it is very important to emphasize that learners should forget about a mechanical acquisition of knowledge. Instead, they have to gain structural understanding. They have to search for knowledge themselves rather than absorb that of andragogues. They must strive for systemic knowledge, removing it to already existing structures, for improvement of structures of their new knowledge so that available knowledge could be easily applied. When following this it is important to treat teaching/learning as a process rather than a result. It is necessary to improve thinking and shape learning skills (learning as a process), also focusing on results

(knowledge), as teaching/learning without systemic knowledge is impossible. In that sense merits of the project method show up as the importance of project activities is opposed against its results. The final result of projects here is not the most important thing – the process of teaching/learning is much more important. In many ways the project method in the process of learning almost corresponds to learning from simple daily life situations, when learners refer to their demands and select materials, topics and spheres of interest. They also search for new information and read specialized literature, necessary for understanding of specific problems. Learners get into a situation when a contradiction appears between made assumptions, actions, solved tasks and gained experience. In such cases it is necessary to change themselves, change their approach and thinking. Such learning method requires from them more efforts and exhaustive understanding.

On the other hand, learning in project activities takes place in groups and all participants have a chance to really face unexpected and even conflict situations in the process of cooperation. It improves communication ability as well as properties and abilities of learners. Participation in project activities of less capable learners is very favourable for them, as andragogues can offer their support (under the necessity), encourage to undertake a more complex assignment, assist in choosing a scientific problem, provide with necessary information or direct learners towards necessary knowledge. They can also consult and advise, help to avoid or settle arising conflicts, etc. The result in project activity is necessary, as it gives a sense to learners' activities and shapes important provisions, related to their activities (significance, positive self-evaluation, self-confidence, etc.).

Problem based learning is important in the process of learning, however, it is quite difficult to choose/select and present authentic problems, easily perceived by learners, who would understand what knowledge is required to solve them. When working in project it is difficult to avoid this kind of troubles. In that sense andragogues' task is to provide those participating in projects with knowledge about their future work, to engage them in it and stimulate their activeness. Learners themselves are free to choose a desirable and relevant problem. In that case the learner is "the owner" of the problem and "stows" in it everything that could be curious and interesting, including topics that he would like to know more about and to explore. Afterwards it is necessary to refer to already available knowledge of learners (choose properly perceived problems) and experience (experienced in a specific object). If learners properly perceive the problem, discuss it and search for the methods for its solution, they can easily realise what knowledge and skills they will need in the future. Naturally, the learner will experience demand for self-dependent deepening of knowledge, study of new literature

and search for necessary information. It leads to a demand for understanding, to opportunities for initiative, independence and creativity, reasonable concern and other factors that are important for stimulation of proactiveness.

According to many researchers, demands and interests of learners are important in stimulation of proactiveness and these are major factors, motivating their learning and meaningful activities (Leontjev, 1975; Bozovic, 1995; Rean and Kolominskij, 1998; Gage and Berliner, 1994; Jovaisa, 1993, Felser, 2006; Covey, 2007 et al.). L. Vygodskiy maintains that interest is a natural engine of learners (Vygodskiy, 1999). There are many researchers, analysing motivating factors in project or any other activities, where participants are communicating and cooperating. Stimulation of learners motivation in project activity, links between motivation and Self-Determination theory are analyzed by W. Ch. Liu, C. K. J. Wang, O. S. Tan, C. Koh, J. Ee (2009); important for motivation success and achievement motives, cognitive, affective factors and the aspects in behaviour changes in the process of cooperation and communication are analyzed by D. W. Johnson, R. T. Johnson, K. Smith (1998), L. Springer, M. E. Stanne, S. S. Donovan (1999); human behaviour motivating factors (autonomy/independence, competence, interpersonal dependence) and its importance is analyzed by E.L. Deci, R.M. Ryan (1985, 1987); R.M. Ryan, E. L. Deci (2000); motivation stimulating methods and opportunities for their practical employment are introduced by G. Felser (2006) et al.

Motive for learning is important in learners' involvement into cognitive activity. It is treated as a reason for above activity, as a drive, switching activities over a certain direction. Human aspirations are related to demands, expectations, ideals, knowledge and understanding of reality, successful and unsuccessful activities. Further motives of activity depend on achievements (success). Insufficiently active work of learners in the process of teaching/learning fails to develop motives for interest and success. Abundance of reproductive activity and mechanical mastering, lack of difficulties and tasks, making them think self-dependently leads to a shortage of intrinsic drive for activities, which involve learners into active, self-dependent activity and encouraging to experience the joy of discovery. Involvement into project activity allows learners to: freely decide and choose the desired topic; choose a realistic and true-life sphere of activity; identify a relevant problem, take a proper decision; experience enthusiasm and satisfaction of a real work; experience satisfaction with results of their own activity; explore, create and offer ideas; self-dependently deepen their knowledge, study new literature and search for information. Naturally, enumerated activities create conditions for development and improvement of learners' independence, initiative, activeness, interest, enthusiasm, obligations, responsibility and satisfaction with own contribution and results

of activities. Thus, learners' demands and interests (as intrinsic motives of learning and any other activities) are particularly valuable and their stimulation in the process of teaching/learning is very significant for upbringing of a proactive personality. In project activities andragogues have excellent conditions, motivating learners for a meaningful activity, responding to their individual demands and interests. Satisfaction of intrinsic demands (specific activity, its significance, possibilities of a positive communication) motivates learners and their activity becomes interesting and meaningful for them.

According to L. Rupsiene (2000, 47), recommendations of intrinsic motivation theory are valuable for stimulation of learners' proactiveness. These recommendations explain human behaviour by intrinsic dispositions. Learners are involved in learning activities when their intrinsic motivation is very strong and rests on their competence, independence, high culture of communication (Self-Determination theory) and pleasant internal experience, when a complex work, corresponding to their abilities is being performed (Elevation theory). Self-Determination and Elevation theories mainly underline intrinsic factors of motivation in human behaviour. They say that humans behave in one way or another, because they want to behave that way.

American researchers E. Deci and R. Ryan (1985, 1987) (Self-Determination theory) maintain that people willingly perform actions, about which they are quite decided and choose freely. These actions are based on their intrinsic motivation. In project activities, satisfying learners' curiosity in the process of exploration, development, proposition of ideas, solution of problems, self-dependent deepening of own knowledge, analysis of new literature and information, etc. are to be mentioned. They do it without external pressure, as they simply like it. Self-Determination theory says that intrinsic motivation is based on social environment. The latter has to satisfy three psychological demands: for competence (ability to manipulate and control environment, to perform a specific work, to possess enough energy, knowledge, skills and abilities for it); for autonomy (ability to independently identify and solve problems and tasks, rest on own sensations, intelligence, lifelong objectives and ideals); for relations (ability to communicate and cooperate). This theory becomes important in the process of learning, as it says that the inner motivation for learning shows up when learners think they are competent, autonomous and when they are able to communicate and cooperate, or else, they are mostly motivated by external forces rather than internal and they feel themselves being embarrassed, controlled and unsatisfied.

Autonomy is particularly significant, since it also stimulates the activeness of learners. Their autonomy is very significant from the viewpoint

of self-dependent and creative activity and is treated as one of the major abilities of a proactive personality. Learners' ability to be autonomous is a characteristic feature of self-actualizing personalities, who are particularly self-dependent, self-confidence in any activity and positive self-evaluation. The higher is the level of autonomous development, the more developed are abilities for self-dependent solution of problems on the grounds of own thinking, values and sensations, for adaptation to continuously changing life and activity challenges, whereas wish to win something is replaced by striving for self-realization, becoming gradually a more and more functioning personality. Development and improvement of learners' autonomy is closely related to the opportunity and possibility of choice in teaching/learning activity. The more opportunities are available, the more autonomous seem to be learners, willing to act self-dependently. These opportunities are particularly abundant in the project activity: they are topics, selection of a problems and its phrasing; decision taking; choice of activities (work); choice of partners and methods; forms of introduction/presentation and choice of time, etc. It is to be noted that andragogic assistance is necessary in choosing, as learners do not possess properly developed self-regulation abilities. This assistance can protect them from probable mistakes and failures.

M. Csikszentmihalyi (1993) (Elevation theory) discovered that learners are mainly motivated in active work, requiring their physical and psychic efforts. Elevation is experienced when they are involved in chosen favourite activities. However, it is important to note that chosen activities or assignments must not be too easy and simple, as it may lead to learners' boredom, emotions will be dominating and leading to dissatisfaction and absence of elevation. Time for accomplishment of assignments will be treated as wasted. Requirements for performance of assignments and tasks are very high and as soon as learners realize the limits of their own abilities they start recognizing them as a huge challenge. In that case learners will experience deep concern and unsafe atmosphere as well as tension in the process of learning will be dominant. It will suppress learners' strong motivating and proactiveness stimulating factors, they will not experience elevation. To the contrary, they will not be motivated for a productive and efficient activity. When performing a complex task/assignment, corresponding to their potential, learners will develop self-confidence, will be able to work self-dependently and creatively, experience success and elevation.

Many factors (evaluation, one-sided relations, imposed task, etc.) prevent learners from being elevated and joyful. To avoid these troubles and experience it is necessary to develop projects, providing learners with an opportunity to choose assignments with respect to their potential, wishes and

necessary assistance, encouraging and stimulating those unsure of themselves, those of lower intelligence and slower in thinking, which facilitates their learning, assists in finding own learning style, building the atmosphere of friendliness and trust, allowing learners to experience positive emotions and sensations, success and the joy of discovery. Learning together with project activities is based on optimism, joy of success, satisfaction, admiration, interest in activities and received results, variety of activities, psychic/spiritual contact between andragogues and learners.

Motivating factors are important for stimulation of learners' proactiveness. They are formed by realising that acquired theoretical and practical knowledge are important for learners themselves, that performed work (activity) is meaningful, corresponds to their skills, abilities and interests. In the process of learning they must face real life problems and learn how to deal with them, paying attention to social, real situation and employing gained knowledge in practice, developing necessary individual properties and abilities, necessary and important for proactive work. Learners have to feel that their learning is important and useful both for himself and other people. In formation of motivating factors a big role belongs to andragogues, who are responsible for development of specific psycho-pedagogical conditions of the very process of learning.

Project activity as a good environment for stimulation of strong motivating and proactiveness capacitating factors

Russian researcher B. Dodonov (Rupsiene, 2000, 21) maintains that four components should be dominant while stimulating proactiveness of learners. They are: satisfaction with activities, significance of activity results, power of reward, stimulation of personality for action.

According to the authors, the project method is significant for integration of above components into adult education process and they can serve as strong motivating factors:

- Satisfaction with activities (participation in project activity creates conditions for join others in active, problematic, exploratory work, stimulates interest, elevation, success and builds up a positive feeling tone, etc.).
- Significance of activity and results (project activities are related to significance of acquired theoretical and practical knowledge and significance of the final project, motives of success and achievements, etc.).
- Power of reward (participation in projects offer opportunities for satisfaction of influence making demands, for recognition, for new possibilities in development and improvement, etc.).
- Stimulus for a personality to actions (dominating moderate level of concern, opening opportunities for initiative, self-dependent, creative and active work, research, discoveries, etc.).

Teaching/learning must be based on new relations between andragogues and learners, intercommunication of learners, as it develops communication and cooperation abilities, based on mutual respect, reciprocal understanding and the principles of tolerance. Positive cooperation develops willingness for learning, teaches how to discuss, deal with common tasks, obey specific regulations, develops social abilities, accept and evaluate position and approach of others. Advanced learners can help those experiencing troubles, they can also try a teacher's role, perceiving better new knowledge and skills. On the other hand, a cooperating person takes initiative, becomes more active and learns how to take responsibility for own learning. Thus, cooperation develops individual understanding and social activeness. According to L. S. Vygodskiy, a more active learner achieves better learning results. Success in learning forms a motive for success, which stimulates activeness of learners and satisfies increasing cognitive interests, linking them to the future perspective.

As a stimulating factor of proactiveness, the project method could be grounded by F. Herzberg's (1959) two – factor motivation theory and previously discussed factors, stimulating self-dependent learning and development. In 1959 F. Herzberg proposed his job satisfaction theory.

The researcher discovered that human satisfaction with a specific activity mostly depends (from the viewpoint of factor) on his activeness, responsibility, achievements, opportunities for development and recognition, whereas dissatisfaction depends (from the viewpoint of negative factor) on interrelations, labour conditions, status and lack of safety (Minkute-Henrickson, 2000, 33). Factors that are necessary for satisfaction of major demands, but do not preconditioning it are called hygiene or support factors. Absence of satisfaction predetermining factors do not lead to dissatisfaction, however, in case of their existence employees will experience satisfaction, i. e. they will be motivated enough for work. These factors are called motivators. Support factors mainly underline the working environment, whereas those motivating emphasize the essence of work. According to Minkute-Henrickson (2000, 33), this difference is very important. The author concluded that employees or learners (modern institutions are treated as self-educational and all their members are learners) are firstly strongly motivated by what they themselves are doing. If learning is active, experiences no lack of creativity, originality, a good and satisfying result is achieved. It also grants satisfaction, responsibility, recognition and self-confidence, which means that learners are particularly motivated for further learning and development. According to Minkute-Henrickson (ibid), works of F. Herzberg influenced the understanding of new motivation as a process. To stimulate energy, to give an impulse for cognitive activity andragogues have to provide learners with a set of supporting and motivating factors. In that

case they will definitely experience satisfaction of all individual demands. According to Minkute-Henrickson (ibid), F. Herzberg's two-factor theory could be adapted for the learning process and planning the working of learning motivators.

Authors of the article refer to above theory (F. Herzberg, 1985) and think that following learning motivators are possible in the project activity (Fig. 1).

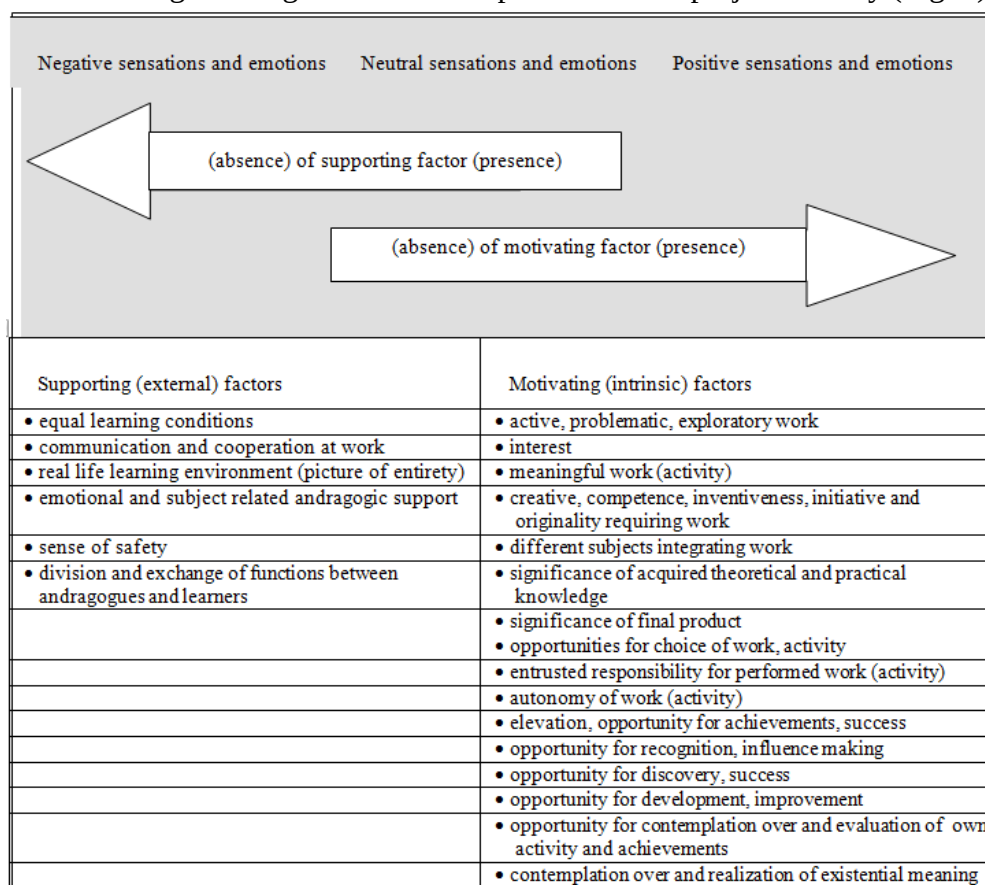


Figure1. Supporting and motivating factors in project activities (modified on the basis of F. Herzberg's (1985, 74 – 75) theory)

The project activity is abundant with motivating references (Fig. 1), for example, active, problematic, meaningful, autonomy and personal responsibility based exploratory work, where elevation is dominating. It also builds corresponding teaching/learning psycho-pedagogical conditions, satisfying learners' demands and interests, allowing to sense safety, recognition and significance, to realize own contribution into achievement of collective results. On the other hand, in project activities andragogues follow the new paradigm of well-rounded human upbringing, new systemic thinking, which results in abundance of strong motivating factors within

andragogic interaction. They are important for „spark ignition“ in learning and development, continuous activeness, communication and cooperation on the basis of equal partnership, rejecting competition based relations. It is a chance to contemplate over the meaning of existential being, to evaluate and assess own activity, achievements, values, to project, plan and implement new activities, foresee own transformations, opportunities and possibilities for changes in activities, for development and improvement, etc.

In the process of learning (also including the project method) dominating are strong motivating factors, creating favourable environment for transformation of andragogue and learner's personality as well as their interaction. It also leads to transition of teaching into self-guidance based learning, creates all conditions for learners to become an autonomous, self-dependent and pro-active personality, taking andragogic functions, to choose and form objectives for development of own personality, to focus on the present and the future, to choose learning and development as a value based orientation, reflecting the existential sense of life.

Investigation of links between the project method and strong motivation stimulating factors, improving proactiveness of learners

1. Research methodology

A quantitative research was performed in Klaipeda University (KU) and Klaipeda state college (KSC) in 2001 and 2013. 517 respondents, representing learners of different specialities participated in 2001 inquiry and 476 of them participated in the inquiry of 2013. A questionnaire of R. J. Arends (1998, 140) was employed. It consisted of 17 questions, responding to strong and low factors, stimulating motivation of learners.

The research aimed at disclosure of links between the project method and strong motivation stimulating factors (level of concern, feeling tone, success, interest taking, influence making and demand for achievements/success), leading to proactiveness of learners. Low motivational peculiarities were not explored in this research. High marks of strong motivating factors or positive propositions show that attempts to awake learners' motivation for active work in specific fields (level of concern, feeling tone, leaning to success, interest taking, influence making, demand for achievements/success) were successful. Results of inquiry among those not participating in project activity (T1) were compared to results of inquiry among those participating in it (T2). Chi square criterion (χ^2) was employed for evaluation of statistic significance.

2. Research results and their interpretation

Analysis of positive verbal expression of concern level in 2001 a statistically significant difference was discovered ($\chi^2 = 46,65$; $p = 0,000$). It

was found that the highest evaluation of concern in 2001 was chosen by 47% of non-participants (T1) and 63% of those learning and participating in project activities (T2) (Fig. 2). In 2013 the difference in evaluations was insignificant: 37% (T1) and 50% (T2). A statistic significance was $\chi^2 = 42,45$; $p = 0,000$.

The level of learner's concern in the process of teaching/learning is mostly related to pursued objectives and activity. It is also one of motivational aspects. If the task/assignment is too easy, learners will not experience big demand for its accomplishment. To the contrary, if it is too difficult, a stress is experienced and minimal energy will also be spent for learning. According to M. Hunter, only "moderate concern stimulates efforts for learning" (1982, 12). Growth of a positive concern level and its positive tendencies show that "moderate concern" was dominant in the project activity. It caused learners' willingness to act self-dependently (search for new knowledge, explore, discover, learn, etc.). In that case research results give occasion for thinking that projects are meant for stimulation of motivation in learning. While summarizing it is important to note that andragogues have to strive for understanding of learners' motivation single-mindedly affect it, paying attention to the level of concern. According to J. Taylor and K. Spence (1966), there is a close relation between concern and proactive work: people with higher level of anxiety act more intensively than those with lower level.

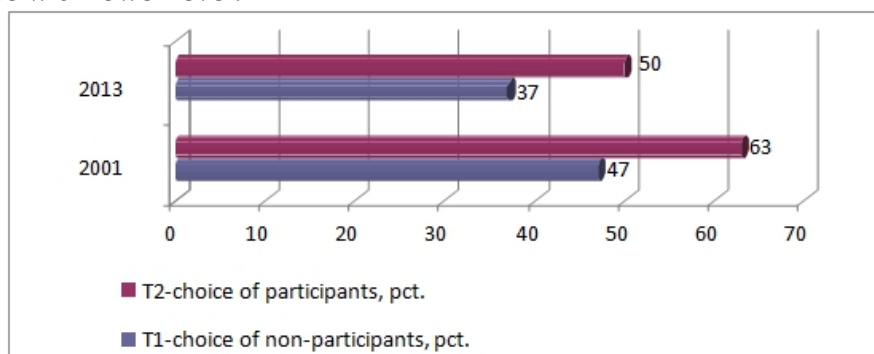


Figure 2. Choice of moderate concern frequencies

Learners with exalted aims should be advised to reconsider them, whereas those with minor aims should be encouraged take bigger ones. Participation in the project activity provides with opportunities for choice on the basis of individual demand, wishes and abilities.

Investigation of positive verbal expression in feeling tone (as a change in one of motivational elements), comparison of highest marks between T1 and T2 respondents, participating in project activity discovered a statistically significant difference in 2001 ($\chi^2 = 4,59$; $p = 0,0322$). In 2013 it was $\chi^2 = 54,20$; $p = 0,000$. Following was found: 76% among T1 and 80% among T2 in

2001 (Fig. 3); in 2013 difference between choices of participants and non-participants of project activity is more evident.

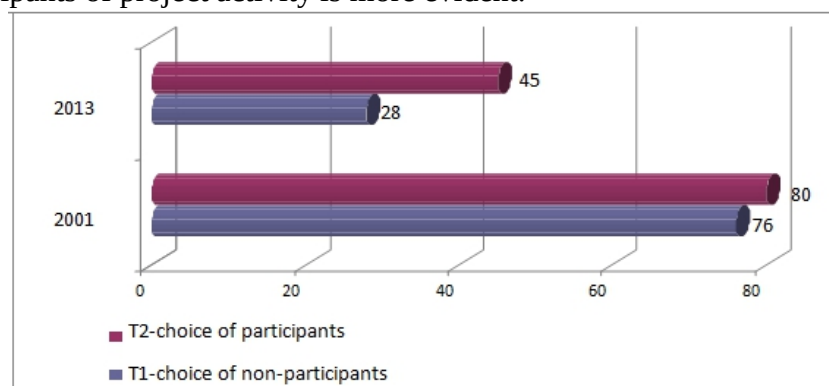


Figure 3. Positive feeling tone choices

Results of 2001 and 2013 research show that project activities stimulate positive feeling tone and build a specific learning environment (with dominating elation), personal satisfaction and moderate concern (Self-Determination and Elevation theory).

Feeling tone explains, how and to what extent the learning environment or educational task/assignment is realized as a pleasant or unpleasant one (Dubs, 1998). Undoubtedly, it is directly related to sensations as a huge individual power. Humans are in good mood and full of best wishes, when positive sensations are dominating. Huge or minor efforts of learners depend on whether or not pleasant or unpleasant is learning environment and specific learning circumstances for them. Thus, a very important factor in motivation of learners for active work is creation of necessary conditions. Learners have to be provided with an opportunity to experience positive emotions and sensations, the joy of discovery and success. Positive feeling tone is created by different means: optimism, joy of success, satisfaction, admiration, interest in activities and results, spiritual interplay, etc. All above aspects are distinctive in project activities. The most acceptable factor for learners in project activities is communication, i. e. friendly relations, partnership, advice, sharing information and ideas. Personal satisfaction in communication means that it takes place in the environment of positive emotions and all good intentions and energy could be employed for achievement of goals, learning, etc. (Self-Determination and Elevation theory). Otherwise, in case of emerging unpleasant sensations (according to Nils Magnar Grenstad (1996, 52)) attention would be diverted from other problems and a lot of energy would be employed for hiding of what is really sensed. Remains of it only would be inherited by other, more meaningful things.

Difference in the rate of choices (inquiry of 2013) among participants and non-participants is telling, however, the percentage aspect among those choosing highest score is lower, compared to 2001 research results. It means that those participating in project activities are already experienced and realize the significance of this activity in building a positive emotional environment. It enables them to feel safe, joyful, to rally all their skills and abilities by integrating into active, creative and meaningful activity. Decrease of highest scores (results of 2001 and 2013 inquiries) shows that presently few learners emphasize importance of feeling tone in significant and meaningful activity. It is possible to presume that modern learners are more self-confident, braver, they easily come into contacts, experience no difficulties in communication and cooperation with others, they are more flexible, able to change and adapt to continuously changing environment, feeling no concern, strain or other obstacles in their activities.

It is important to underline that andragogues have to assist learners in understanding of their own sensibility, at the same time recognizing their huge impact on formation and development of a personality. Learners have to know how to rely on sensibility as positive resources that assist in gaining of new and deeper knowledge. It is necessary when giving a sense to the material that you are working with. On the other hand, knowledge of sensibility helps to easier come into contact with other people and to help them. Sharing emotional experience helps people to better understand each other, to sense community and solidarity. Sensibility that is not recognized and seriously treated can cause tension and concern. Spending more time for analysis of one's own sensibility undoubtedly preconditions better personal harmony, safety, comfort and self-confidence. In that sense after any activity it is necessary reflect over any tangible benefit and gained spiritual and emotional satisfaction with its persistent value, enhancing positive self-evaluation, self-confidence and stimulating for further activities and objectives (F. Herzberg's two-factor theory). In project activity learners have an opportunity to share emotional experience, reflect own contribution in relations with others, reflect own behaviour and actions, enjoy satisfaction and foresee opportunities and possibilities for their own development, striving for positive, joyful and inspiring feeling tone, more efficient communication and collaboration.

Research and analysis of success as an important motivating factor showed that at least 74% of learners, non-participants in project activities back in 2001 (T1) are focused on and oriented towards success. A large part (81%) of participants (T2) chose success as a motivating factor (Fig. 4). In that sense statistically significant difference between T1 and T2 was $\chi^2 = 12,48$; $p = 0,0004$.

In 2013 the rate of choice of highest scores in strong motivating factor for success among T1 (18%) and T2 (31%) is not so evident, compared to results of 2001 research. During those twelve years learners became less success inclined and the motive for it presently is not associated by the majority with strong motivators. However, it is necessary to accept the fact that participation in project activity encourages to better understand and evaluate the motive for success.

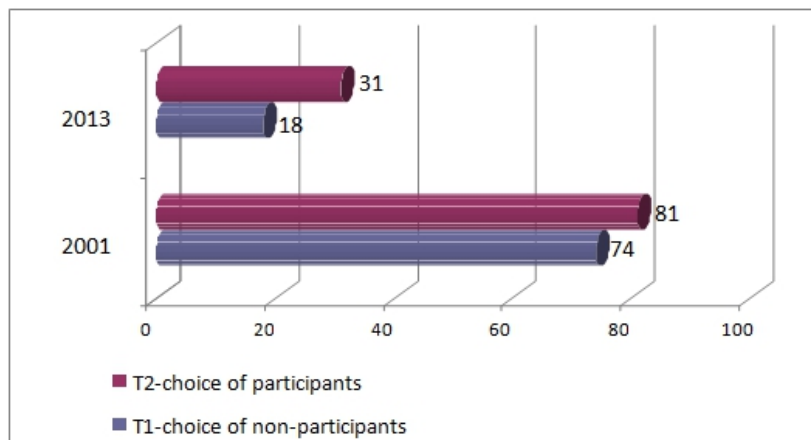


Figure 4. Rate of choice in demand for success

It means that the project work has one more advantage. When working in small groups, learners manfully undertake a task, hoping for its successful accomplishment.

Success is an important factor that can affect learners' motivation for achievements. When the activity is useful, motives for success appear and they cause the feeling of duty and responsibility. Positive motives stimulate the activeness of learners' activity, which leads to better results.

However, it is necessary to remember that success is related to the difficulty of tasks and the number of "invested" efforts. Success level shows how learners manage to perform academic assignments (Arends 1998, 510). Too effortless assignments require almost no efforts and cause no feeling of success, accordingly, they fail to evoke motivation. If they are too difficult (irrespective of wasted efforts) very often they fail to stimulate motivation and unwillingness to learn becomes evident. Compunction, poor self-evaluation and depression appear instead. Project activities provide learners with an opportunity to choose tasks, corresponding to their wishes, inclinations and abilities (Self-Determination and Elevation theory). Andragogues can help and learners to find a proper learning task by either encouraging to self-dependently undertake a hardly surmountable assignment or by supporting and assisting them. It is important that andragogues help learners to understand that there is a link between efforts

and success. That is why it is necessary both andragogues and learners have to reflect over successful and unsuccessful efforts. It will enable learners to better understand, make more realistic self-evaluation, one's own sensibility, to form a demand for activeness, striving for knowledge environmental changes.

Analysis was made of learners' interest in assignments/tasks, learning and other activities. It was found that interest of those not participating in project activities (T1) in 2001 was strong (60%), whereas among those participating (T2) this interest was even stronger (80%) (Fig. 5). Comparison of 2001 research results in both groups shows a statistically significant difference ($\chi^2 = 40, 90$; $p = 0, 0000$). Difference in 2013 research results is not statistically significant.

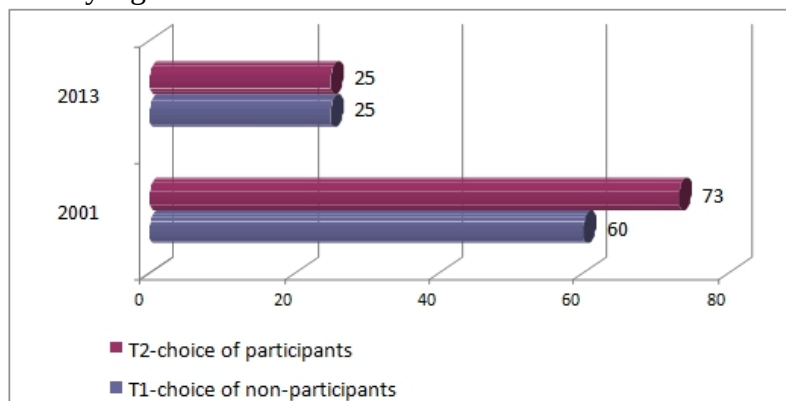


Figure 5. Interest in assignments/tasks or other activities

Research results of 2001 do not conflict with the assumption that project method raises the level of learners' interest, related to their motivation for success, learning and involvement into active work. Binding of learning material and activity with learners' interest is an important factor, stimulating their motivation for success in project activities. On the basis of their own demands learners choose material, topics and spheres of interests. They search for new information, read specialized literature and materials, necessary for solution of chosen problems, explore, create and offer their own ideas. Naturally, any willingly chosen activity is interesting for learners and its results make them feel satisfied with own contribution. On the other hand, a self-dependent, creative work, discussions, communication, new contacts and friends also cause interest. Andragogues have to encourage learners' interest by stimulating the process of active thinking rather than by providing them with subject related information. It is also very important that interest in a specific subject activates learners and invites them to search for and find "the reservoir of knowledge". Not matter-of-fact and dull

knowledge, but that related to real activity, life and understanding of its meaning arouse learners' interest (Self-Determination and Elevation theory).

The 2013 research results show that presently interest of non-participants (T1 – 25%) and participants (T2 – 25%) in a specific activity is not changing. On the other hand, a significantly smaller part of learners (compared to the 2001 research results) treat above interest as a strongly motivating factor. It is possible to assume that interest in a specific task/assignment or activity is a matter-of-course thing and is typical for adults, whose learning is purposeful and meaningful.

Attempts were made in the research to find out what is the link between the project method and one of strong motivating factors, which is satisfaction of demand for making impact on others. The research shows that this demand of 57% of non-participants (T1) in 2001 was satisfied, whereas satisfaction of this demand among participants (T2) increased to 80%. (Fig.6). Statistically significant difference was $\chi^2 = 102,13$; $p = 0,0000$.

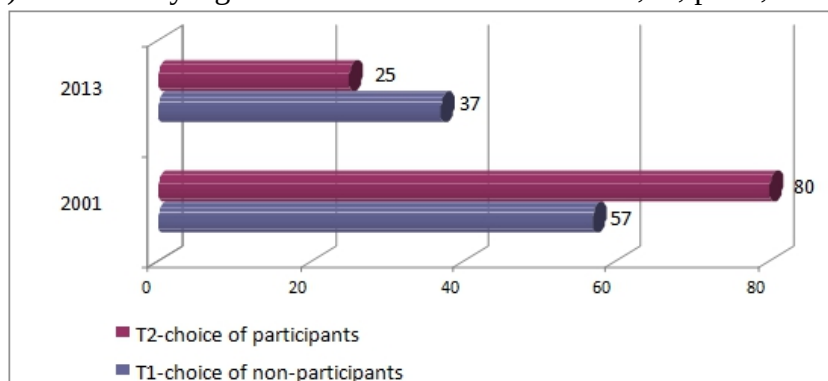


Figure 6. Satisfaction of demand for impact making

On the basis of the 2001 research results it would be possible to assume that project activities create necessary conditions for satisfaction and growth of learners' demand for impact making. The more self-confident, self-dependent and daring a project participant is in communication and expression of own ideas the more realistic is possibility for him to become an established authority and leader, a rightful leader of a group. If a learner takes the most important position in accordance with intensity of communication, if he almost always determines the discourse, encourages and stimulates the exchange of ideas, offers the most of suggestions then he is likely to become the leader. The one most proactive in solution of problems and in discussions is usually accepted as the group leader. If a learner's speaking is reasonable, but little, if he is not proactive, the group will treat him as competent and useful member, but not the leader. According to Rupsiene (2000, 45), impact making demands and authority motives are related to learning motivation. Learners with a stronger demand for

leadership demonstrate stronger efforts for learning in situations when self-dependence, initiative and activeness are encouraged and stimulated (F. Herzberg).

In comparison with the 2001 research results those of 2013 are contradictory. Only a quarter (25%) of participants (T2) are inclined to attribute impact making possibility to strong motivating factors, whereas in 2001 about 80% of learners gave highest scores to these factors, which they treat as strongly motivating ones. On the other hand, a smaller part of participants (25%) were choosing it as a strongly motivating factor. The choice of it as a strongly motivating factor among non-participants amounted to 37%. It is possible to assume that nowadays approach to leadership, its manifestation, communication and cooperation based activities stimulated a better evaluation of community, sincere and friendly relations, mutual support and assistance, concentrated activities and compatibility, equal partnership and interdependence.

To examine the significance of leaning towards success/achievements as one of strong motivating factors a comparison was made of choice rate of highest scores among 2001 and 2013 non-participants (T1) and participants (T2). It was found that learners' leaning towards success/achievements in 2013 was considerably lower than in 2001. On the basis of research results it is possible to assume that presently learners are inclined to more appreciate equal partnership than competition. They are also more self-confident and trusting in others, their energy and attention is concentrated on joint activities and goals. According to S. R. Covey (2006), competition is not helpful, as it raise only several winners and others are treated as losers, initiative and leadership are passed to others, accordingly, equal communication and cooperation becomes impossible. Competition rests on dangers and fear, so interrelations are always accompanied by strain and mistrust, any responsibility is avoided, fearing of any setbacks.

On the other hand, comparison of learners' inclination towards success/achievements on the basis of participation (88%) and non-participation (80%) in 2001 shows a statistically significant difference ($c^2 = 17,49$; $p = 0,0000$) (Fig. 7).

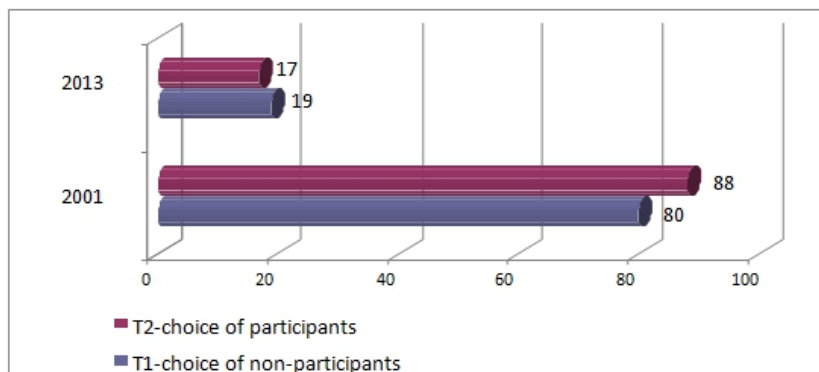


Figure 7. Rate of choices in inclination for success/achievements

Thus, on the basis of the 2001 research results it is possible to maintain that project related activities offer favourable conditions for raising learners' motivation for success/achievements, avoiding the fear of failures.

Striving for success/achievements is a continuous process. Learners want to see the results of their own achievements, i. e. to strive for them and attain them. Striving for success/achievements is accompanied by success or failure. Successful learners with good results understand that it all depends on their activeness and efforts. Such understanding helps them to meet the aim. However, striving for success can be accompanied by failures, causing its motivation, related to continuous fear of these failures. It weakens learners' willingness for learning, their self-confidence and hope that their activities will be successful. In such situations andragogues must advise and assist in choosing a better way for accomplishment of assignments. If necessary, they must commend them even for a small success. It can help learners to take a different look at themselves and their own potential and encourage them for further development. On the other hand, communication in the project activities is implemented on the basis of three major principles: empathy, acceptance and authenticity. It means that attempts are made to understand each participant, to respect and assist him, to accept anyone without any prejudice, treat him as an individual of manifold respect. In that case communication is not darkened by bad mood and anger, participants feel safe, experience no strain or fear of mockery in case of failures (F. Herzberg's theory).

In 2013 highest scores in inclination for success/achievements were chosen by 19% of non-participants (T1) and 17% of participants (T2). On the basis of research results it is possible to assume that presently participants of the project activity are less inclined for success/achievements, as they were likely to develop and improve important personal properties during the above period of time. These properties are self-dependence and autonomy; their activities are based on self-confidence and reliance on others; they work

together and are not inclined for competition and personal victories. Instead, they follow “let’s win together” principle and take a value related position rather than sensations; they focus their initiative and energy on active work, joint activities and goals.

While summarizing the research results it is possible to maintain that dominant motivating factors (reasonable concern, positive feeling tone and the motive of success/achievements) in the project activity stimulate learners’ proactiveness. The 2001 and 2013 research results show that inclination of those presently participating in the project activity towards interest, impact on others and inclination towards success/achievements cannot be attributed to the strong motivating factors of the project activity. Recently learners’ interest in tasks/assignments or activity is realized as a matter-of-course thing and remains to be typical to all learning adults, as expedience and meaningfulness is a characteristic feature of adult learning; a sense of community, sincere and friendly relations, mutual support and assistance, concentration and compatibility, partnership and interdependence are appreciated more than impact making. Joint activity and goals are appreciated more than personal/individual achievements.

Conclusion

Proactiveness is an ability to realize the actual situation and evaluate one’s own position in it; to change oneself and one’s own approach, values, principles; to be ready for a continuous active work; to be able to freely choose ideas, solve problems and implement one’s own plans; to build and realize a desirable life and activity scenario, to become a director and manager of one’s own life.

The project method is a significant access to the building of learning environment, stimulating strong, learners’ proactiveness motivating factors: reasonable concern, positive feeling tone, success, interest, demand for impact making and achievements. The project activity contains abundance of supporting and motivating factors: elevation, opportunity to choose activities with respect to one’s own demands and interests, to abilities and skills, etc. Above factors stimulate learners’ energy, give impulse for an active and proactiveness stimulating work.

Analysis of the 2001 and 2013 research results shows that the project activity contains following strong and motivation stimulating factors:

- *Reasonable concern.* Project activities involve learners into active work. They can easily resolve and choose the topic and problem, a realistic field of activity, sense the differences and evaluate peculiarities of own chosen work and that prescribed by others (Self-Determination theory, F. Herzberg theory).

- *Positive feeling tone.* The project method allows learners to experience enthusiasm and satisfaction in real work, striving for significant results. Positive feeling tone is built by different means: optimism, joy of success, satisfaction, admiration, interest in activities and results, selection of favourite activity, friendly and spiritual contacts, communication and cooperation, friendly relations, partnership, guidance, shared information and ideas (Elevation theory, F. Herzberg's theory).
- *Success as a motive.* Success is related to the complexity of assignments, efforts and efficiency of activities. The project activity offers a real, significant and meaningful final product; andragogues can help learners and advise them how to choose an assignment, corresponding to their wishes, inclination, skills and abilities (Elevation theory).
- *Interest.* Binding of activities with learners' interests is an important factor, stimulating their interest in them. Project activities correspond to learners' interests. On the basis of their own demands learners choose the material, topics, fields of interest themselves, search for new information, related to real activity, life and understanding of its sense, read specialized literature and materials, necessary for solution of the chosen problem, explore, create and offer new ideas. Their interest is also stimulated by self-dependent and creative work, discussions, communication, new contacts and friends (Self-Determination theory, Elevation theory, F. Herzberg's theory). However, the 2013 research results show that leaning towards project activities among participants and non-participants was not changing and it is not treated as a strong motivating factor in project activities (contrary to the 2001 research results). It is possible to assume that recently learners' interest in tasks/assignments or activity is realized as a matter-of-course thing and remains to be typical to all learning adults, as expedience and meaningfulness is a characteristic feature of adult learning.
- *Impact making on others.* The project activities create necessary conditions for satisfaction and growth of learners' demand for impact making. The more self-confident, self-dependent and daring a project participant is in communication and expression of own ideas the more realistic is possibility for him to become an established authority and leader, a rightful leader of a group (F. Herzberg's theory).
- In comparison with the 2001 research results those of 2013 are contradictory. Only a quarter (25%) of participants (T2) are inclined to attribute impact making possibility to strong motivating factors, whereas in 2001 the majority of learners gave highest scores to these factors, which they treat as strongly motivating ones. On the other hand, a smaller part of participants were choosing it as a strongly motivating

factor. It is possible to assume that nowadays approach to leadership, its manifestation, communication and cooperation based activities stimulated a better evaluation of community, sincere and friendly relations, mutual support and assistance, concentrated activities and compatibility, equal partnership and interdependence.

- *Inclination for success/achievements.* The 2001 research results show that project activities offer favourable conditions for raising learners' motivation for success/achievements, avoiding the fear of failures. Communication in the project activities is implemented on the basis of three major principles: empathy, acceptance and authenticity. Attempts are made to understand each participant, to respect and assist him, to accept anyone without any prejudice, treat him as an individual of manifold respect. Andragogues can recommend the shortest way to the accomplishment of assignments and, if necessary, to encourage to undertake a more complex task. It can assist learners in better understanding and evaluation of themselves, in gaining trust of others. It can also encourage the taking of initiative and start activities (F. Herzberg's theory). It was found that presently (2013) participants of the project activity are less inclined for success/achievements (in comparison to 2001). It could mean that presently learners appreciate partnership rather than competition and they are more self-confident and trust others, their energy and attention are focused on joint activities and goals. Participants are less inclined to success/achievements than non-participants. Presumably, they were likely to develop and improve important personal properties during the above period of time. These properties are self-dependence and autonomy.

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