

Summary

THE CONDITIONS AND EFFECTS OF STUDY INTEREST AND MOTIVATION FOR LEARNING (MOTIVES FOR THE CHOICE OF THE STUDY AND REGULATORY MOTIVATION STYLES) IN CROATIAN AND GERMAN STUDENTS¹

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The article presents the results of the empirical investigation of the conditions and effects of interest for study and regulatory motivation styles) in Croatian and German students. The participants were students from various departments on the Faculty of Philosophy in Zadar (N=489) and students from various departments on Bundeswehr University in Munich (N=489). As the theoretical framework the motivational theory of self-determination (SDT) by Deci and Ryan, Munich theory of interest by Krapp, Schiefele and Prentzel, as well as Goldberg's Big Five personality model were applied. The theoretical assumptions of those theories are valid both on Croatian and German universities. Significant differences were established between the two samples in the structure and prominence of motivation for learning and study interest as well as in the specific relations between conditions (motives for the choice of the study and observed learning environment) and possible effects (avoidance of effort, tendency towards leaving study and satisfaction with study) of study interest and motivation for learning. There are pronounced differences in expressed motivation for learning and study interest both in German and Croatian students regarding the participants' sex and year of study. The authors place the results of this study in context of cultural validity of pedagogical-psychological theories of interest and intrinsic motivation, as well as in the broader context of possibilities for improvement of the quality of teaching on European universities viewed as the shared cultural-pedagogical environment.

Key words: intrinsic motivation, regulatory motivation styles, interest for study, leaving and interruption of study, comparative study, quality of university teaching and environment, The Bologna Declaration

I. Uvod: ili o predmetu, ciljevima i značenju istraživanja

Empirijska usporedna istraživanja ili istraživanja koja se bave uvjetima, procesima i efektima poučavanja i učenja na sveučilištima u različitim zemljama Europe i svijeta (primjerice Levesque, Zuehlke, Stanek, Ryan, 2004) nisu rijetkost. Ali nije nam poznato da su takva istraživanja provedena na uzorcima ispitanika u Hrvatskoj, posebice kada je riječ o istraživanjima uvjeta i efekata interesa za studij i motivacije za učenje (usp. Mül-

ler, Palekčić, 2004). A upravo pitanje motiviranja studenata za studij i učenje jest prema nekim autorima ključno pitanje kvalitete visokoškolske nastave u 21. stoljeću (usp. Prenzl, 1994; Hiddi-Harackiewicz, 2000). Stanje na hrvatskim sveučilištima (vidi primjerice CRE, 2000; Polšek, 2003; i Simonić, 2003), posebice glede implementacije Bolonjske deklaracije predmet je stručnih rasprava, ali ne dovoljno i znanstvenih (empirijskih) istraživanja. Nedostatak istraživanja o interkulturalnim razlikama i sličnostima u vrstama i kvaliteti intrinzične motivacije i interesa za studij i u