

Research article

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Elementary school children's learning motivation and parental attitude to a child in blended learning conditions

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Abstract: Introduction. The changed living and learning conditions caused by quarantine and social restrictions in connection with the COVID-19 pandemic have radically transformed the interaction and communication between people. Genuine scientific interest is aroused by the problem of learning motivation and parental attitude toward the child in the context of a pandemic and the transition of the entire education system to a distance or blended learning format. The article presents a theoretical analysis of the motivation to learn of an elementary school child and the peculiarities of the parental attitude toward a child of elementary school age. **Methods.** The empirical research was carried out using several techniques: the method of "Learning motives questionnaire" by M.R. Ginzburg; the questionnaire "Parent-child interaction" by I.M. Markovskaya. The study was carried out in two stages during the 2019-2020 learning year based on the MAEI "School No. 96 Eureka - Development named after Nagibin M.V." Rostov-on-Don. The study involved 107 schoolchildren aged 8-9 years and 107 parents of elementary school children (aged 30 to 39 years). **Results.** The results revealed the presence of some changes in the severity of the learning motives of younger schoolchildren: the degree of significance of cognitive motivation of younger schoolchildren from families inclined to cooperate during blended learning became significantly lower than during contact learning; in younger schoolchildren from families inclined to control, the importance of external and game motives increased, while the severity of learning and grading motives has significantly decreased.

Keywords: elementary school children, learning motivation, study motive, parental attitude, parenting style, distant learning technology, blended learning.

Highlights

- modern parents of elementary school children are characterized by a parental attitude with a predominance of cooperation and control;
- external and positional motives are less characteristic of children whose parents tend to control their lives in all spheres, and social and playing motives are less expressed in children from families with a predominant type of parental relationship "cooperation";

► during blended learning, changes in the severity of the learning motives of elementary school children were found in comparison with contact learning.

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Introduction

The trends of modern research in the field of psychology translate acute requests for the study of already studied phenomena in the globally changed conditions of society for the search for optimal tools for psychological research and support of personality at different stages of development. Informatization of all spheres of life, the intensity of the rhythm, and the speed of the flows of interaction with the surrounding reality contribute to the formation of a completely renewed personality of children and adolescents (Elshanskii, 2021; Ermakov, 2020; Hiong et al., 2019; Powers et al., 2020). Plunging deeper into the virtual space, most children manifest their true Self in the unreal world. Meaningful communication and interaction with peers, the educational process itself, and other various types of communication are now more realized in the digital space (Klimenskikh et al., 2020; Shipova, 2015; Roche et al., 2021). Accordingly, new requirements arise, and the functions of the professional activity of a teacher-psychologist in an educational organization are expanding to support the actively implemented processes of distance and blended learning (Petrova, 2020; Garrison, 2008), self-training of students, building a professional development trajectory, starting literally from preschool age.

Blended learning is a scientific and methodological approach in education, involving a combination of traditional forms of classroom learning with elements of e-learning, the integration of professional experience of a teacher, and online technologies (Cherdyntseva, 2018; Andreeva, 2018). Introduced by Bonka & Graham (2006), the concept of blended learning was initially positioned as a combination of various methods and forms of learning, which later led to the diversification of educational resources into the interactive field of virtual space (Powers et al., 2020). This training format consistently assumes special information technologies (Bekmanova et al., 2021), such as computer graphics, audio and video, and interactive elements (Kaur, 2013; Ellis & Brett, 2014). Currently, there is a rich experience in using a blended learning format in higher education (Clark, 2007; Alam & Agarwal, 2020; Dziuban et al., 2006; Gallard & Cartmell, 2015; Hiong et al., 2019).

In Russian education, the concepts of “e-learning” and “distance learning technologies” are enshrined in the regulatory framework. E-learning involves a logically structured learning process in an online format in the form of a full-fledged educational course or program. However, the concept of e-learning is often replaced by the concept of distance learning, which is not exactly correct. Distance educational technologies are understood as educational technologies implemented mainly with the use of information and telecommunication networks with the indirect (at a distance) interaction of students and teaching staff (Article 16 of the Federal Law of 29.12.2012 N 273-FL (ed. of 11.06.2022) “On Education in the Russian Federation”).

In the context of the COVID-19 pandemic, blended learning was implemented at all levels of

education, allowing the principle of continuity of the educational process to be fully implemented (Dziuban et al., 2006; Cherdyntseva, 2018). Taking into account the specific epidemiological situation in the world and the country, in particular, in the 2020-2021 academic year, educational organizations periodically switched the format of learning to distance, increasingly exploiting various information resources. Later, the mastered tools became an integral part of blended learning, making it possible to expand not only the professional competencies of teachers, but also the arsenal of teaching tools and methods that are appropriate and adequate for the perception of modern schoolchildren. In our research, we adhere to the opinion that distance learning is an educational process organized for the development of a discipline or course through information technologies that ensure the interaction of the teacher and the student at a distance, without direct contact. While blended learning involves the use of electronic tools in the direct contact educational process or short-term mastering of educational material independently with remote guidance and control from the teacher.

The formation and development of personal motivation as a means to determine the activity and behavior of the person has always been a complex phenomenon. Therefore, Gallard & Cartmell (2015) believe that internally motivated students, as a rule, receive more from a learning task than those who have external motivation to complete it. Slavin (2018), studying strategies to achieve learning goals or objectives among students, concludes that tasks that are complex, meaningful, and related to real life are more likely to lead to learning goals than other tasks for which students receive external remuneration. Ormrod & Brett (2018) believe that motivation increases the amount of effort and perseverance in activities directly related to the needs and goals of students. Zotova (2021) believes that learning cognitive motivation is in the first place in terms of the level of development of younger schoolchildren from grades 1 to 4. It suggests that schoolchildren understand and realize the importance and importance of educational activities from the first grade.

The Arutyunyan study (2021) indicates the need for the development of cognitive learning motivation for younger schoolchildren. It is due to the predominance of social motives in modern younger schoolchildren, accompanied by a low prevalence of cognitive motives.

In the spring of 2020, students switched to remote contactless training. It could not but affect learning motivation. Children who focus on success in educational activities have lost the opportunity to receive emotional reinforcement for their achievements, and teachers have been deprived of the usual tools to maintain the learning activity of schoolchildren. Therefore, the problem of motivating students' learning activities in the digital environment is acute and requires an operational solution to the organization of training in current conditions (Gromozdova et al., 2021).

Gromozdova and coauthors (2021) describe the specifics of motivation of educational activity in elementary school age under the conditions of distance learning. According to the authors, when using educational Internet resources, the teacher ceases to be a translator of knowledge but becomes a moderator of the learning process. Neustroeva and Kulebakina (2020) believe that when using multimedia technologies, it is significant to consider the age characteristics of elementary school children and implement the principle of continuity in the process of increasing learning motivation methodically, competently and timely use of multimedia technology in the educational process. Evdokimova and Arapova (2021) among the conditions for the successful formation of cognitive motivation of schoolchildren note the creation of situations of active mental activity and positive emotional attitude, which will become the basis for cognitive activity

and self-education in subsequent age periods.

It has been scientifically proven and substantiated that the peculiarities of parental attitude and the style of parenting are one of the most significant factors affecting the learning motivation level (Karabanova, 2019). Today, many researchers consider parental attitude as a lasting phenomenon, including ambivalent elements of a sense-value relationship, characterized by love and acceptance, but at the same time demanding and controlled by the parent (Ovcharova, 2005). The ideas formed by the parent about the child determine the way of communicating with the child and the nature of the methods of influencing him, which is realized in the model of parental parenting style (Karabanova, 2019; Ovcharova, 2005; Smirnova and Khokhlacheva, 2008). Smirnova (2013) notes this fact in her writings, the basis of the style of family education is the parent's attitude towards the child, which represents emotional acceptance, evaluative position, and attitude and is expressed in the behaviour of the parent. The style of parental attitude is a combination of different behaviours of the parent, which will manifest themselves to a greater or lesser extent in diverse non-standard situations (Smirnova and Khokhlacheva, 2008). It was precisely such a non-standard, even stressful, situation that the transition of the educational field to the "home" space turned out to be in the conditions of the total unpreparedness of the school and family for such a format of interaction.

Consequently, the question arises as to how the learning motivation, the inner position of the elementary school student, and the parental attitude towards the child correlate with each other in conditions of blended learning. Of course, a large number of fundamental research in psychology is concerned with the study of the learning motives of elementary school children but the problem of the relationship between learning motivation and the type of parental attitude remains insufficiently studied, in particular, in the context of a pandemic and the transition of the entire education system to a blended learning format.

Thus, *the purpose of our study* was to study the changes in the elementary school children's learning motivation from families with different types of parental attitudes in conditions of blended learning.

As part of the study, we assumed that younger schoolchildren from families with different types of parental relationships have different learning motives, and they may change in conditions of contact and blended learning.

Methods

The study included two stages. In the first stage, diagnostics of parental attitudes towards elementary school children and the motives of their learning were carried out. The study was conducted in 2019 under conditions of full-time education at school. Repeated diagnostics of students' learning motives with the different modes of parental attitudes were performed during blended learning when the educational process was sometimes transferred to the online mode, and distance learning technologies were actively used in educational organizations (April 2020). At this stage, a comparative analysis of the data obtained as a result of primary and repeated diagnostics was also carried out.

The following inventory was used for diagnostics: the method "Learning motives questionnaire" by M.R. Ginzburg (1988); the questionnaire "Parent-child interaction" by I.M. Markovskaya (1999). Statistical data processing was carried out using the SPSS 26.0 software package, which contained descriptive statistics, the Mann-Whitney U test, and the Wilcoxon signed-rank test.

The study was conducted based on the MAEI "School No. 96 Eureka - Development named after Nagibin M.V." Rostov-on-Don. The study involved 107 schoolchildren aged 8-9 years (M=8.36, SD=0.47), of which 53.27% were girls (M=8.16, SD=0.39) and 46.73% were boys (M=8.57, SD=0.39). The study also involved parents of elementary school children in the number of 107 people aged 30 to 39 years (M=35.81, SD=1.27), of which 79.44% were mothers (M=35.18, SD=2.03) and 20.56% were fathers (M=36.47, SD=1.99).

Results

The results have been obtained by using the «Parent-child Interaction» technique (Markovskaya, 1999). Based on this, the entire sample of respondents was divided into groups, in accordance with a dominant parameter: group 1 was younger schoolchildren whose parents demonstrate the type of parental attitude with the predominance of cooperation; group 2 was younger students whose parents demonstrate the predominance of control. Respondents with a predominance of other types of parental attitudes did not participate in the further study due to small sample size.

The results of the representation of the average group indicators of the motives for learning of younger schoolchildren with different types of parental attitude are shown in Table 1. One can see that the educational motive dominates in the «cooperation» group. While in the «control» group, the leading educational motive is the grading motive. Furthermore, the degree of intensity of other motives for learning in groups with different types of parental attitudes is different. Specifically, in the «cooperation» group the second place is occupied by the motive of getting a positive mark. The external motive, the positional motive, the playing and social motives are take other places.

Motive	«cooperation»		«control»	
	M	SD	M	SD
External	0,57	0,08	0,36	0,03
Educational	1,25	0,39	0,86	0,22
Playing	0,50	0,05	0,64	0,10
Positional	0,54	0,06	0,29	0,04
Social	0,50	0,06	0,71	0,15
Grading	0,64	0,11	1,14	0,31

In the «control» group, the motive for getting a high mark is most pronounced. The educational motive is slightly less pronounced, followed by social and playing motives. External and positional motives are the least pronounced.

Overall, one can say that external and positional motives are less characteristic of children whose parents tend to control their lives in all aspects of life. Social and playing motives are weakly expressed in children whose families tend to recognize the equality of children and adults.

The conducted statistical processing revealed significant differences in the expressiveness of educational motives in younger students from families with different types of parental attitude (Table 2).

Table 2

Indicators of the significance of differences in the degree of significance of the motives for learning among younger schoolchildren from families with different types of parental attitude (Mann-Whitney test)

Motive	U	p
External	300,000	0,047*
Educational	258,500	0,005**
Playing	338,500	0,058
Positional	280,000	0,009**
Social	299,000	0,047*
Grading	231,000	0,003**

Differences in the expressiveness of external, social, educational, positional motives and the motive for getting a positive mark were revealed. Consequently, for students in whose families the «control» type dominates, the grading motive predominates. It indicates their attitude towards getting a high mark. Potentially, this is due to the desire of a child. On the one hand, it is the desire to not upset their parents and meet their expectations. On the other hand, it is to avoid censure and, probably, punishment for low grades. The least pronounced motive in the group of younger students is the positional motive. The motive indicates the weak desire for self-assertion, in the absence of the desire to take leadership positions, to have influence on classmates.

In groups of children whose parents tend to cooperate, the educational motive dominates. It manifests itself in the orientation of younger students to mastering new knowledge and learning skills. Since cognitive motives, aimed at satisfying cognitive needs, dominate, the motive is determined by the depth of interest in knowledge. At the same time, they are characterized by a less pronounced social motive for learning. This indicates a lower desire to acquire knowledge in order to be useful to society, to fulfill one's duty, and an understanding of the need to learn.

That is, one can say that during contact learning, for the majority of younger students from families prone to control, the dominance of grading motives is characteristic. In addition, there

is almost no desire to become leaders in a class, to receive approval or respect from classmates. For majority children from families whose parents are focused on cooperation, a pronounced predominance of educational motives is also characteristic. However, social motives for learning are weakly expressed.

Additional diagnostics conducted during blended learning revealed some changes in the educational motives' expressiveness among younger schoolchildren from families with different types of parental attitudes (Table 3).

Motive	«cooperation»				«control»			
	1 measure		2 measure		1 measure		2 measure	
	M	SD	M	SD	M	SD	M	SD
External	0,57	0,08	0,60	0,09	0,36	0,03	0,94	0,26
Educational	1,25	0,39	0,76	0,17	0,86	0,22	<u>0,50</u>	0,05
Playing	0,50	0,05	0,64	0,11	0,64	0,10	0,86	0,22
Positional	0,54	0,06	0,50	0,05	0,29	0,04	0,30	0,04
Social	0,50	0,06	0,50	0,06	0,71	0,15	<u>0,57</u>	0,08
Grading	0,64	0,11	<u>0,57</u>	0,08	1,14	0,31	0,89	0,24

In the group of younger schoolchildren from families with the «cooperation» type, the educational motive retained its leading position. However, its degree of expression significantly decreased, as did the grading motive. At the same time, the degree of significance of the playing motive increased. In the group of younger schoolchildren from families prone to the «control» type, even more extensive changes are observed: a decrease in the degree of significance of grading, educational and social motives, and an increase in external and playing motives.

That is, in the «cooperation» group, the educational motive dominates, but the second and third places are occupied by playing and external motives. Grading, social and positional motives take the other places. In the group with the «control» type, the external motive dominates. The second and third positions in terms of importance are occupied by grading and playing motives, respectively. And the last three positions are social, educational and positional motives. The revealed changes indicate a change in the hierarchy of learning motives during blended learning among younger students with any type of parental attitude (Table 4).

Table 4

Indicators of the significance of the shift in the degree of significance of the motives for learning younger schoolchildren from families with different types of parental attitude (Wilcoxon test)

Motive	«cooperation»		«control»	
	T	p	T	p
External	482,000	0,760	69,000	0,000**
Educational	158,000	0,007**	77,000	0,006**
Playing	317,000	0,503	82,000	0,009**
Positional	482,000	0,760	203,000	0,681
Social	-	-	182,000	0,447
Grading	478,000	0,756	82,000	0,009**

In the group of younger schoolchildren from families prone to cooperation, statistically significant changes were found in the degree of expression of only educational motives. Therefore, one can say that younger students of this group both during contact learning and blended learning are dominated by cognitive motivation, the desire to learn something new, the expansion of their knowledge in various fields, and mastering new skills and abilities. However, the degree of significance of cognitive motivation during blended learning became significantly lower compared to the earlier period of learning.

In the group of children from families with «control» type, statistically significant changes were found in four of the six motives. Significance of external and playing motives significantly increased. While, the expressiveness of educational and grading motives significantly decreased. Consequently, blended learning is perceived by the children of this group to a large extent as a computer game, without causing direct cognitive interest. At the same time, their learning activity is determined, first of all, by pressure and control from parents, the sense of duty and necessity, as well as the opportunity to «play school».

Discussion

The reformation of a children's subculture, the poverty of a story-role game, personal immaturity lead to the fact that younger schoolchild already come to school with a low level of motivation for learning. As soon as a process of adaptation to schooling is completed, the education format changes qualitatively to a distance form. Then it becomes blended, which was facilitated by the epidemiological events of 2020 in the world.

Modern empirical studies of internal learning motivation in the period of 2020 are associated with the need to switch to distance technologies. They demonstrate the decrease in school motivation, the change in the direction of motives (an increase in the importance of the motive

for getting a positive mark, a decrease in the focus on learning process) and a decrease in interest in a favorite academic subject. Pronina (2021) notes that this situation is observed among first-graders in the first place. This is due to the lack of cooperative activity with a teacher and external control of learning that do not allow the formation of goal-setting and self-regulation, which are important elements of educational activity. Therefore, when organizing an educational process with younger students, it is necessary to consider the features of the formation of a full-fledged educational activity. Above all, motivational component in its structure is also important.

The obtained results of our study are consonant with the results of the study by Tuboltseva (2021). The author studied learning motivation of schoolchildren during the period of contact and distance work of educational institutions. The author revealed a decrease in number of younger students who demonstrate a good and positive level of educational motivation, and an increase in students with a negative and low level. Gromozdova et al. (2021) also write about the average level of learning motivation with a tendency to low levels during distance learning. They propose to use a variety of educational Internet platforms as tools that increase the motivation for educational activities of younger students.

The conclusion about a decrease in the motivation of schoolchildren to learn is made by scientists who study schoolchildren of other age groups (Stepanova, 2020; Filippova, 2020; et al.). At the same time, the authors note that not only the motivation of educational activities is reduced, but also educational activity, interpersonal interaction with classmates and, in general, the desire to attend classes in a distance format.

In our opinion, the increase in the importance of external and playing motives of younger students is associated with the lack of direct contact with a teacher and the idea of the educational process as a sort of play activity. At the same time, in a blended learning format, difficulties arise in the development of control and grading as components of educational activity. It leads to a decrease in the presence of educational and grading motives of younger students.

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Olga Alekseevna Lebedenko - development of the idea and experimental layout, organization of empirical research, data collection;

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Conflict of interest information

The authors have no conflicts of interest to declare.