

BLOCK: II
MOTIVATION IN LEARNING

Unit 1 : Motivation

Unit 2 : Types of Motivation

Unit 3 : Theories of Motivation

Unit 4 : Strategies of Enhance Motivation in the Class

UNIT- 1 MOTIVATION

Unit Structure:

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Motivation and Learning
 - 1.2.1 Meaning of Motivation
 - 1.2.2 Meaning of Learning
- 1.3 Definitions of Motivation
- 1.4 Characteristics of Motivation
- 1.5 Functions of Motivation
- 1.6 Summing Up
- 1.7 Questions and Exercises
- 1.8 References and Suggested Readings

1.0 Introduction:

Every individual wants to develop. The key to his/her development is learning. Learning helps him or her to performing desirable acts and move towards development. Learning is a requisite for all activities especially the solving of problems. It is a continuous and life long process. It is not confined to the class-room alone but is an important aspect of an individual's survival in the environment. All educational institutions, parents and teachers aim to facilitate learning and development of their children by arranging appropriate conditions for them. Successful learning leads to successful development.

1.1 Objectives:

After going through this unit, you will be able to—

- *understand* the meaning of motivation and learning,

- *analyse* various definitions of motivation,
- *identify* the characteristics of motivation,
- *describe* various functions of motivation.

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1.2 Motivation and Learning:

Every action performed by the individual is purpose oriented. This purpose motivates action. If someone who is properly motivated initiates action then that action gets desirable results. Without motivation he or she is likely to fail. Learning in children is closely correlated with their motivation. If children are properly motivated then their quantum of learning is increased. Therefore it is necessary to understand the meaning, types and theories of motivation and the other associated aspects. This chapter tells you about all of these things.

1.2.1 Meaning of Motivation:

The term motive is derived from the Latin word ‘Motum’ means to move, to set in motion or to prompt to action. A motive stimulates a person to behave or act in a certain way. Motivation represents the causes for an individual’s actions, desires, and needs. A motive is what prompts a person to act in a certain way or at least develop an inclination for specific behaviour:- for example, when someone eats food to satisfy hunger, or when a student does his/ her work in school because he/she wants a good grade. Motivation can also be defined as one’s direction to behaviour or what causes a person to want to repeat behaviour and vice versa. Motivation is the process that initiates, guides, and maintains goal-oriented behaviours. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. It involves the biological, emotional, social, and cognitive forces that activate behaviour. In everyday usage, the term motivation is frequently used to describe why a person does something.

Motivation is a power that energizes, regulates and controls the activities of an individual. Motivation is the psychological stimulus that directs people to act in a certain way to achieve their goals.

1.2.2 Meaning of Learning:

Every individual wants to develop. The key of his development is learning. Learning helps him to realize the needs by performing desirable acts and leads him to move towards his development. Learning is a requisite for all activities and problem solving behavior. It is continuous and life long process. It is not confined to class-room rather it goes beyond the class-room. Learning is an important function of an individual which becomes a cause of his survival in the environment. All educational institutions, parents, teachers aim to facilitate the learning of their children by arranging different helpful conditions and help them to develop. Successful learning leads to successful development.

Learning occupies an important place in school education programme. In fact, schools are set up for making children learn. All the efforts of the teachers and parents are devoted to the learning of the children. Learning is an enrichment of experience. In learning there is an interaction of the environment with the organism. Without learning all efforts of children as well as of teachers have no meaning. It is generally observed that in the determination of child's behaviour there is no process more important than learning. It is also observed that motivation plays a significant role in learning process. Without motivation learning cannot take place. Learning and motivation both are closely related to each other. However, we shall discuss some important definitions of motivation.

1.3 Definitions of Motivation:

C.F.Skinner(1947): “ Motivation in school learning involves arousing, persisting, sustaining and directing desirable behaviour “

G.M.Blair and Others (1947): “Motivation is a process in which the learner's internal energies or needs are directed towards various goals objects in his environments “

J.P.Guilford (1950): “A motive is any particular internal factor of condition that tends to initiate and sustain activity”

A.H.Maslow (1954): “The self actualisation tendency is growth motivation. Self-actualisation is the development Of personality which frees the person from the deficiency problems of growth. Motivation is the constant, never ending, fluctuating and complex and that it is an almost universal characteristics of particularly every organism’s state of affairs.”

W.A. Kelly (1955): “Motivation is the central factor in the effective management of the process of learning. Some type of motivation must be present in all learning”

L.D.Crow and A.Crow (1962): “Motivation is considered with the arousal of the interest in learning and to that extent is basic to learning”

K.Lovell (1964): “Motivation in school learning involves arousing, persisting, sustaining and directing desirable behaviour”

H.W.Bernard (1965): “Motivation is the stimulation of actions towards a particular objective where previously there was little or no attraction to that goal”

T.W.Atkinson (1966): “The term motivation refers to the arousal of tendency to act to produce one or more effects”

F.G.McDonald (1972): “ Motivation is an energy change within the person characterised by effective arousal and anticipatory goal relations”

C.V.Good (1973): “ Motivation is the process arousing, sustaining and regulating activity”

D.O.Hebb (1975): “ The term motivation refers (i)to existence of an organised phase sequence (ii) to its direction and content (iii) to its persistence in given direction or stability of content”

Arun Monoppa and Mirza S. Saiyadain (1985): “ Motivation is propensity or the level of desire of an individual to behave in a certain manner at a certain time and in a certain situation”

Baron (1995) states, “Motivation refers to the internal process that can’t be directly observed but that activates guides and maintains overt behaviour.”

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Wade and Tavris (1998): “Motivation is an inferred process within a person or animal, which causes that organism to move towards a goal or away from an unpleasant situation.”

Woolfolk (2004) points out, “Motivation is an internal state that arouses, directs, and maintains behaviour.”

Feldman (2004) says, “Motivation as the factors that direct and energise the behaviour of humans and other organisms.”

Fernald and Fernald (2005) refer to motivation as “Inner influence on behaviour as represented by psychological conditions, interests, attitudes, and aspirations.”

On the basis of the above definitions, we understand that motivation is the *inner state of arousal, which energizes the individual to act on the goal attainment*. Needs, drives and motives are the activating forces which are responsible for the motivation of the individual.

STOP TO CONSIDER

The term motive is derived from the Latin word ‘movere’ means to move, to set in motion or to prompt to action. A motive stimulates a man to behave or act in certain way. Motivation represents the causes for an individual’s actions, desires, and needs. A motive is what prompts a person to act in a certain way or at least develop an inclination for specific behaviour.

CHECK YOUR PROGRESS

Que. 1: Define Motivation? (within 50 words)

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1.4 Characteristics of Motivation:

Motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. Motivation has following special characteristics.

- **Continuous Process:** Motivation is a continuous or never ending process. It is so because human needs, desires, wants or wishes are endless. All of them can never be satisfied simultaneously. Satisfaction of one need, gives rise to another need. Therefore, motivation process goes on forever.
- **System-oriented:** Motivation is system-oriented. It is the system that contains three main factors:
 - Factors operating within an individual i.e. his needs, aspirations, wants, wishes, values etc.
 - Factors operating within the organization such as organization structure, technology, physical facilities, work environment etc.
 - Factors operating in external environment such as custom, norms of society, culture etc. Motivation is the result of interaction among these factors.
- **Need-satisfying Process:** Motivation is a need satisfying process. An unsatisfied need creates tension that stimulates drives within an individual. These drives generate a search behavior to find particular goals that will satisfy the need and reduce tension.
- **Dynamic Process:** Motivation is a dynamic and complex process. It is so because it is related to human behavior which is never static but dynamic. It keeps on changing continuously.
- **Motivation is Internal Feeling:** Motivation is internal feeling of an individual. It points out the energizing forces within an individual that direct or influence him to behave in a particular way.

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- **A Psychological Concept:** The concept of motivation is mainly psychological. It relates to those forces operating within the individual employee who impels him to act or not to act in certain ways.
- **Energizing Force:** Motivation is the process that energizes or encourages individuals to put in effort to achieve organizational goals and to satisfy their needs.
- **Willingness to Exert Effort:** Motivation is the willingness of an individual to exert effort in the pursuit of organizational goals and to satisfy some individual needs.

CHECK YOUR PROGRESS

Que. 2: Write any 5 characteristics of motivation?

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1.5 Functions of Motivation:

The following are some of the functions of motivation—

- Motivation is arousing interest in learning.
- Motivation is sustaining interest in learning.
- Motivation is directing behavior.
- Motivation initiates and energizes activity in learning.
- Motivation leads to self-actualization in learning.
- Motivation arouses, sustains and directs behavior.
- Motivation stimulates learning activity.
- Motivation is the arousal of tendency to act and produce results.

- Motivation is directed to a selective goal.
- Motivation provides the energy and accelerates the behavior of the learner.
- Motivation releases the tension and helps in satisfying the needs of the learner.
- Motivation is the internal condition or factor of learning.

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CHECK YOUR PROGRESS

3. The term motivation is originated from a Latin word _____.
4. Motivation is a Psychological Concept. (True/False)
5. Motivation is not an internal feeling. (True/False)
6. Motivation is not sustaining interest in learning. (True/False)
7. Motivation is directed to a selective goal. (True/False)

1.6 Summing Up:

Every human behaviour is motivated. Without motive a living being cannot move even a step ahead. In other words, behaviour of men is controlled by some motives. The teacher, in order to make his teaching effective should have a good knowledge of motivation and its effects on learning. Science of motivation teaches a teacher how to motivate a student to learn. It also helps him to study individual difference among students. Learning is a behaviour which is aroused by a wish of fulfilling a necessity. In the same way learning is also a goal oriented activity. Several factors contributing for its success are – environment, mental set-up of the learner and skills of the teacher. Teaching is fulfilled in discipline environment, backed by a strong motivation of the students. It is difficult to teach without any knowledge about motivation. It arouses interest of the learner and makes them attentive and interested.

However, both motivation and learning are closely and positively related. Higher will be the motivation, better will be the result of learning.

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1.7 Questions and Exercises:

1. What do you mean by Motivation? How is it related to learning?
2. Discuss the role and functions of Motivation in learning?

1.8 References and Suggested Readings:

- Bhatia, B.D. and Raghunath Safaya.1992. *Educational Psychology and Guidance*, Delhi: Dhanpath Rai and Sons.
- Kuppaswami, B. 1991. *Advanced Educational Psychology*, New Delhi: Sterling Publishers.
- Mangal,S.K. 2007. *Essentials of Educational Psychology*, New Delhi: Prentice Hall of India.
- Manivannan, M.2010. *Understanding Educational Psychology*, Hyderabad: Neelkamal Publications.
- Skinner, C.E. 1959. *Educational Psychology*, Prentice University.

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UNIT– 2

TYPES MOTIVATION

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Unit Structure:

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Types of Motivation
 - 2.2.1 Intrinsic Motivation
 - 2.2.2 Extrinsic Motivation
- 2.3 Summing Up
- 2.4 Questions and Exercises
- 2.5 References and Suggested Readings

2.0 Introduction:

Motivation is a driving force which makes an individual to do some action. Children are moved to action, in other words, motivated, when they are in a state of tension or disequilibrium. When tension is removed and the equilibrium restored, a state of quiescence ensues. Tensions arise when an individual sees or imagines an object or state which he does not possess but he desires. In other words, he feels the need to know what he does not know. The teacher has to provide for and inculcate such motives as would channelize the student's activities in desirable lines. The teacher has to manipulate the environment in such a way that the student feels that if he does not pay attention, he will be losing something which has got value for him. However in this unit we shall discuss about different types of motivation.

2.1 Objectives:

After going through this unit, you will be able to—

- *understand* what is intrinsic and extrinsic motivation,
- *differentiate* between intrinsic and extrinsic motivation.

2.2 Types of Motivation:

Generally there are two types of Motivation. Intrinsic Motivation and Extrinsic Motivation. Now let us go through in detail.

2.2.1 Intrinsic Motivation:

Intrinsic motivation is the self-desire aroused in the subject itself. It is spontaneous and automatic interest expressed by an individual in a certain task. It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. Intrinsic motivation is a natural motivational tendency and is a vital element in case of some one's cognitive, social, and physical development. Students who are intrinsically motivated are more likely to engage in a task willingly to improve their skills, which will increase their capabilities. Long lasting and long sustaining intrinsic motivation gives better results.

Intrinsic motivation does not depend on external goals. The student is satisfied with the internal reinforces or factors. The student performs an activity because he enjoys it; he is interested in it. The student is motivated not to tell lies because he is honest.

- ***Innate tendencies and capacities***– children's curiosity need to explore and experience need a range of activity in classroom. An inspiring teacher strikes a balance between encouraging spontaneous curiosities, the sparking of interests and the kindling of enthusiasm and the necessity for providing focus and mastery of skills and insights. This is possible when teachers begin to spend more time listening to the pupils and less time talking. Listening provides clues to individual interests.
- ***Participation leads to participation***- active participation leads to initiate, originality in approach and to creativeness. It provides an outlet for gregarious instinct. In a democratic set up it provides status and voice to children. It enriches comprehension. That clarity motivates participation in turn.
- ***Learning by Doing*** – when students have to perform something not mentally but in actual work they strive for more clarity of

theoretical teaching. Hence, vigorous application and experimentation, expected of students, motivate them.

- **Attention and interest-** Appropriate variety of teaching methods and procedures and questioning demand students attention. If teaching is suitable to the mental development, aptitudes, capacities and attitudes of the pupils, it creates interests and captures best attention.
- **Emotional factors-** Motivation in any situation is related to emotional factors. They affect behaviour in a propound manner. Great feats of courage and valour were achieved by heroes because strong emotions are aroused in them. The teacher has to arrange the effective conditions for efficient learning. But a too highly affective or feeling state tends to decline students performance. If pupils are concerned with their performance they would exhibit some level of anxiety though not high.
- **Pragmatic outlook-** Motivation is effected by the usefulness of information which again depends upon the meaningfulness of information. Human being develops numerous values in life and each individual sets certain broad goals in life which influence his learning. How far the learnt material is useful for the student as a necessary knowledge, or skill is the serious question especially when we are aiming at lifelong learning or education for life.

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Que. 1: Write about intrinsic motivation? (within 50 words)

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2.2.2 Extrinsic Motivation:

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation comes from influences outside of the individual. Usually extrinsic motivation is used to attain outcomes that a person wouldn't get from intrinsic motivation. Common extrinsic motivations are rewards (for example money or grade) for showing the desired behaviour, and the threat of punishment for misbehaviour. Competition is an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic incentives.

Extrinsic motivation depends on needs that are satisfied by external reinforces. Extrinsic motivation may be necessary to get the student initiate an action necessary to get the learning process started. If the student looks forward for a good grade or degree or a well paid job he is said to be extrinsically motivated.

- **Active and enthusiastic teacher-** enthusiasm is contagious. Enthusiasm of the teacher is directly observed by students which motivate them to be active learners. His gestures, movement, body language and speech patterns add to the verbal expression of the subject matter.
- **Teaching learning materials (A.V. Aids)** - use of teaching learning material brings clarity in place of ambiguity and makes a lesson interesting. It also results in change or breaking of monotony. Map, charts, graphs, models, pictures and use of T.V, radio, film strips, if used properly, give no place for ambiguity.

CHECK YOUR PROGRESS

Que. 2: Write about extrinsic motivation? (within 50 words)

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STOP TO CONSIDER

Motivation is of the following types:

- (i) Intrinsic Motivation, and
- (ii) Extrinsic Motivation.

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2.3 Summing Up:

There are two types of motivation – intrinsic and extrinsic. Motivation plays an important role in teaching learning process. The purpose of motivation is to direct the energy of an alert group into constructive channels and keep it there. It means inculcating and stimulating interest in a particular topic at the moment. It involves the understanding and use of natural urges of the child and also assisting him in acquiring new desirable motives. The motivation of pupils is one of the most important factors in teaching. Without motivation there can be no learning. However, a teacher must understand both types of motivations to make his teaching learning process more effective and interesting.

2.4 Questions and Exercises:

1. What is meant by intrinsic motivation?
2. What is meant by extrinsic motivation?
3. Differentiate between intrinsic and extrinsic motivation.

2.5 References and Suggested Readings:

- (i) Bhatia, B.D. and Raghunath Safaya. 1992. *Educational Psychology and Guidance*, Delhi: Dhanpath Rai and Sons.

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- (ii) Kuppaswami, B. 1991. *Advanced Educational Psychology*, New Delhi: Sterling Publishers.
- (iii) Mangal, S.K. 2007. *Essentials of Educational Psychology*, New Delhi: Prentice Hall of India.
- (iv) Manivannan, M. 2010. *Understanding Educational Psychology*, Hyderabad: Neelkamal Publications.
- (v) Skinner, C.E. 1959. *Educational Psychology*, Prentice University.

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UNIT- 3

THEORIES OF MOTIVATION

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Unit Structure:

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Theories of Motivation
- 3.3 Maslow's Self-Actualization Theory
- 3.4 Mc. Clelland Achievement Motivation Theory
- 3.5 Role of Teacher in Achievement Motivation
- 3.6 Summing Up
- 3.7 Questions and Exercises
- 3.8 References and Suggested Readings

3.0 Introduction:

Like motivation, theories of motivation are equally important for a teacher. There are various theories of motivation that we are going to discuss in this unit. These theories may be referred to have a better understanding about its application in motivating the students.

3.1 Objectives:

After going through this unit, you will be able to—

- *describe* various theories of motivation,
- *analyse* Maslow's Self-Actualization Theory and Mc. Clelland Achievement Motivation Theory,
- *understand* the role of teacher in achievement motivation.

3.2 Theories of Motivation:

The following theories explain motivation and all its distinct varieties. We may find that these theories supplement one another and point towards the same truth.

- **Pawn Theory:** This is based on the transcendental approach to the problems of life. According to this theory, we are ‘pawn’, puppets, instruments in the hands of God. Both classical and Freudian psychologists and Behaviouristic theories of learning derive their strength from this. This pawn theory passes on the responsibility to some ‘mysterious power’ which is something intangible.
- **Energy Theory:** If there is no energy, there is no motivation. According to Freud the source of physical energy is Eros and according to Jung, it is Libido. As a matter of fact this theory offers no explanation.
- **Instinct Theory:** McDougall is said to be the originator of this theory. According to him, “The ‘human mind has certain innate or inherited tendencies which are the essential springs or motive powers of all thought and action, whether individual or collective and are the bases from which the character and will of individuals and of nations are gradually developed under the guidance of the intellectual faculties.’” McDougall put forward a list of 41 instincts and attached 14 emotions with them. This theory was very popular in Britain with Nunn, Burt, Ross, Hughes and Valentine etc. However, the American psychologists do not find any weight in this theory.
- **Stimulation Theory:** All inner and outer stimuli that bear upon a person at any one time constitute a person’s psychological field and determine behaviour jointly through inter-action.
- **Need Theory:** There are two sets of needs: (i) primary or biological, and (ii) secondary or psychological. The more intense the need, the more the motivation.
- **Behaviour or Learning Theory:** This is more elaborate than the need theory. Hull and his associates are the supporters of this theory. The theory has three main tenets: (a) All motivated behavior is based

on needs and desires; (b) All learning involves reward in the sense that only those responses that reduce need or drive are stamped in; and (c) need may be biological or psychological, primary or secondary.

➤ **Social Theory:** According to this theory, causes of social behaviour are to be found in the social environment. There are two streams of this theory:

- **Cultural Pattern:** According to this view, an individual is cast in the mould of the culture to which he belongs. The different cultures would, therefore, produce different types of personalities.
- **The Field Theory:** According to this theory behaviour is caused by the interaction between a person and his environment.

➤ **Depth Theory:** Freud is the main protagonist of this theory. The spring of action is the unconscious which is dark, ruthless, very powerful and illogical. Special exploratory techniques are needed to dig out the unconscious. Unconscious motives influence our conscious thought and conduct.

➤ **Physiological Theory:** This theory holds that the secrets of the mind are locked within the cells of the nervous system.

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CHECK YOUR PROGRESS

Que. 1: Write any two theories motivation?

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3.3 Maslow's Self-Actualization Theory:

Abraham Maslow (1954) has developed a hierarchical order of needs from psychological needs to self actualization needs. Maslow classified the needs starting from basic survival or lower order needs to higher order needs. These are:—

- i. Psychological Needs
- ii. Safety Needs
- iii. Love and Belongingness Needs
- iv. Esteem Needs
- v. Achievement Needs
- vi. Aesthetic Needs
- vii. Self-actualization Needs.

Maslow says that these needs can be arranged in a hierarchy. A man is never satisfied with all his needs. If one need is satisfied, another need would arise and this is a human tendency.

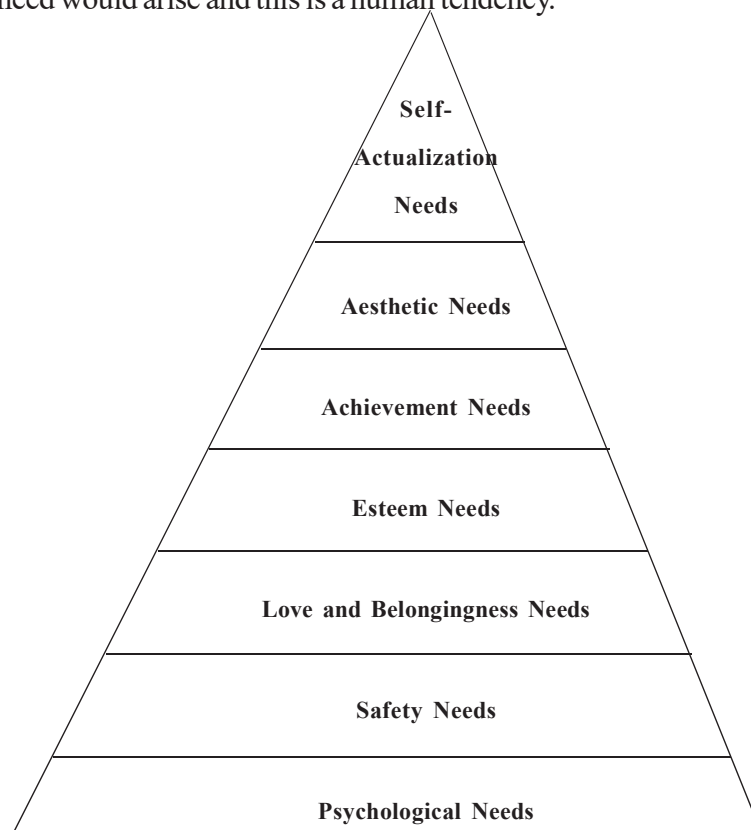


Fig. 2.1: Maslow's Hierarchy of Needs

Maintenance Needs: The first four needs such as psychological needs, safety needs, love and belongingness needs and esteem needs are considered to be maintenance needs or motives. These needs are strong and recurring. They became very strong when they are denied. These needs are granted or denied by external factors. So, the teachers should see that these needs are satisfied among students when they are educated.

Growth Needs: The other three needs such as achievement needs, aesthetic needs and self actualization needs are considered to be growth needs and they spring from within. They are mild and continuing. They grow stronger when they are fulfilled. So, the teachers have to make students realize these needs for their own good.

In the hierarchy of needs, if the first need is fulfilled, the next need becomes dominant and thus it reaches the self-actualization need, which is the highest level of functioning.

- 1. Psychological Needs:** These needs are the most potent of all and these are basic needs. Satisfaction of these needs is very much essential even for the existence of an individual or for physical well-being. Need for food, water, oxygen, rest, sleep and elimination of waste products from the body is fundamental for survival. All of our efforts are directed towards the satisfaction of these fundamental needs. In the course of an education programme, teachers should ensure that these needs of students are fulfilled.
- 2. Safety Needs:** Safety needs are about order and security. These needs become dominant when physiological needs are gratified. Every organism wants safety and security. For example, when the child goes to school for the first time, it weeps and cries with the idea of losing safety and security.
- 3. Love or Belongingness Needs:** These needs emphasize the gregarious nature of man. Everybody has a desire to love and to be loved that leads to maintaining pleasant and happy relations with others. Further, everybody wants to identify with a group, with family, with friends at school, with his village or town, with his country etc. These healthy relations provide strong motivating force to the individuals for learning or any other activities. So, the teachers should be very kind and affectionate towards all students.

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4. **Esteem Needs:** Esteem needs mean prestige, social status, reputation, self-esteem, self-respect and self-regard. Every individual wants to be thought highly of. One feels hurt when his self respect is injured. The teacher should not insult the students in the classroom. Each one in respective given group wants to gain appreciation, esteem and recognition from others. So, the teacher should recognize the work of their students and appreciate them, whenever necessary.
5. **Achievement Needs:** Some people seek achievement in athletic activities, while others seek it in intellectual fields or even in the spiritual world. Every human being manifests the need for achievement. The achievement of an individual depends upon his talents and the environment. It is the duty of the teacher to provide knowledge and a favourable environment for high achievement.
6. **Aesthetic Needs:** Aesthetic needs mean appreciation of beauty and ordering of things or arrangement of things appropriately. Everyone derives pleasure in appreciation of beauty, music and nature. The poets are the best examples of this.
7. **Self- actualization Needs:** Self-actualization mean maximum development of an individual in whatever he is capable of. In other words, it means to fulfill one's individual nature in all its aspects. Self-actualization assumes freedom from the restrains of society and the desire to attain perfection in all aspects of life.

Self-actualization is the highest need. Therefore, this need is also called Maslow's Self-actualization theory. All these needs should be satisfied in the learner for their effective learning. It is the responsibility of the teacher to check with the students whether all these needs are satisfied.

CHECK YOUR PROGRESS

Que. 2: The motivation, which is directed towards the attainment of excellence, is called _____ motivation.

Que. 3: Self Actualization Theory was developed by _____.

Que. 4: Write hierarchy of needs of achievement motivation?

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STOP TO CONSIDER

Abraham Maslow (1954) has developed a hierarchical order of needs from psychological needs to self actualization needs. Maslow classified the needs to start from basic survival or lower order needs to higher order needs. They are: Psychological needs, Safety needs, Love and Belongingness, Esteem needs, Achievement needs, Aesthetic needs, and Self-actualization needs.

3.4 Clelland Achievement Motivation Theories:

Achievement motivation is a new concept in the world of motivation. It is personal in nature. Psychologists consider that all human behavior is intended to reduce tension and reach a state of physiological and psychological equilibrium. But, McClelland states that rather than being essentially tension states, motives are also drives towards action based on expectation. David Clarence McClelland is most noted for describing three types of motivational need, which he identified in his 1961 book “The Achieving Society”

Achievement Motivation: *Achievement* drive motivates a person to seek achievement, attainment of realistic but changing goals and advancement in the jobs. There is need of feedback to have achievement and progress.

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Authority/Power Motivation: Authority or power drive motivates a person to seek power and become influential, effective and to make an impact. It tends to increase one's personal prestige and status.

Affiliation Motivation: Affiliation drive motivates a person to maintain a friendly relationship and a need to interact with other people. It urges to be liked by others and getting regards from others. People having affiliation motivation are found team players.

McClelland held the view that, most people possess and exhibit a combination of these characteristics. But some people exhibit a strong bias to a particular motivational need. This mix of motivational needs consequently affect the behaviour and working style of persons.

- **Meaning and Definitions of Achievement Motivation:**

American, David Clarence McClelland (1917-98) is chiefly known for his work on achievement motivation. David Clarence pioneered workplace motivational thinking, developing achievement motivational theory and models, and promoted improvements in employee's assessment methods, advocating competency based assessments and tests, arguing them to be better than traditional IQ and personality based tests.

Achievement motivation is the desire to do better, to achieve unique accomplishment, to compete with standard of excellence, and to involve oneself with long term achievement goals. However, different psychologists have defined achievement motivation as follows:

According to **McClelland and Atkinson**, "Achievement motivation may be associated with a variety of goals, but in general the behavior adopted will involve activity which is directed towards the attainment of some standard of excellence."

Atkinson and Feather (1966) state: "The achievement motivation motive is concerned as a latent disposition which is manifested in overt striving only when the individual perceives performance as instrumental as a sense of personal accomplishment."

In general achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances but specifically in the field of education it stands for the pursuit of excellence.

The basis of achievement motivation is the desire to achieve. A person, who has engaged in a task with an achievement motive, is said to work in the spirit of achievement motivation. Achievement motivation is very essential for anyone to improve performance at school.

Achievement motivation is a disposition to approach success or a capacity for taking pride in accomplishment. If a person has a greater degree of achievement motivation, he will have higher level of aspiration, which will lead to greater achievement.

3.5 Role of Teacher in Achievement Motivation:

The teacher can play an important role in the development of achievement motivation by taking the following steps.

- The teacher should emphasise the importance of achievement motive in life by means of narrating the exploits of great personalities and their achievement. Children may be motivated to follow the footsteps of great persons.
- The teacher's encouraging and friendly attitude and his enthusiasm in work will create the necessary environment for achievement motive in children.
- The teacher will guide the students in developing realistic achievement motives.
- Attempt should be made to convince the students that new motives will improve their self-image and is an improvement upon the prevailing ones.
- The teacher should develop habit of self study among students.

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- The teacher should encourage the students to evaluate their own achievement from time to time.
- The teacher should develop conducive social environment in the class so that every student should think that he is wanted and has a role to play.

STOP TO CONSIDER

Achievement motivation is the desire to do better, to achieve unique accomplishment, to complete with standard of excellence, and to involve oneself with long term achievement goals.

3.6 Summing Up:

Abraham Maslow (1954) has developed a hierarchical order of needs from psychological needs to self actualization needs. Maslow classified the needs to start from basic survival or lower order needs to higher order needs. They are: Psychological needs, Safety needs, Love and Belongingness, needs, Esteem needs, Achievement needs, Aesthetic needs, and Self-actualization needs.

McClelland and Atkinson came to the conclusion that in the individual there is a need for achievement (N.Ach.). A person who has a high need for achievement considers problems obstacles as challenges to be met. According to this theory, individuals are differing from one another in the strength of achievement motive. It is this difference in the strength of motivation to achieve that is important in understanding the development. The need for achievement develops in early childhood. It depends upon the discipline of the family where the child belongs to. Parent's expectation and guidance to the child develop need for high achievement in life.

3.7 Questions and Exercises:

1. Explain Maslow theory of motivation and its implication for learning.

2. What do you understand by the term Achievement Motive? What are the characteristics of individual who has strong achievement motives? State the different techniques of its achievement.
3. Highlight the role of teacher in achievement motivation.

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3.8 References and Suggested Readings:

- Aggarwal, J.C.1994. *Essentials of Educational Psychology*, Vikash Publishing House Pvt. Ltd. New Delhi.
- Bhatia, B.D. and Raghunath Safaya.1992. *Educational Psychology and Guidance*, Delhi: Dhanpath Rai and Sons.
- Kuppaswami, B. 1991. *Advanced Educational Psychology*, New Delhi: Sterling Publishers.
- Mangal,S.K. 2007. *Essentials of Educational Psychology*, New Delhi: Prentice Hall of India.
- Manivannan, M.2010. *Understanding Educational Psychology*, Hyderabad: Neelkamal Publications.
- Skinner, C.E. 1959. *Educational Psychology*, Prentice University.

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UNIT– 4

STRATEGY TO ENHANCE MOTIVATION IN THE CLASS

Unit Structure:

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Strategy to Enhance Motivation in the Class
- 4.3 Inducing Motivation in Classroom Activities
- 4.4 Summing Up
- 4.5 Questions and Exercises
- 4.6 References and Suggested Readings

4.0 Introduction:

Students in the classroom learning need constant motivation from the teachers so that optimum use of their talents may be made for their development. The needs are the basis of motivation. Therefore, techniques that the teachers employ to arouse and maintain motivation will be successful only in so far as they make them perceive that progress is being made towards need satisfaction. Since students differ in regard to their specific needs according to their personality pattern and socio-economic background, the teacher will have to vary their motivational techniques and employ them judiciously.

4.1 Objectives:

After going through this unit, you will be able to—

- *understand* various strategies to enhance motivation in the class,
- *apply* motivation in classroom activities.

4.2 Strategy to Enhance Motivation in the Class:

Teacher plays an important role in motivation. Without motivation learning cannot take place. Therefore, a teacher has to adopt different types of techniques to motivate students in their learning. Let us discuss some of the techniques to be adopted by the teacher to motivate students.

- **Present well defined learning objectives:** It is known that action is objective based. So learning being a great action has its own objectives. A teacher should clearly define the learning objectives for his learners so that the learners may be motivated properly.
- **Present curriculum in well organized and systematic way:** Learning is facilitated with the curriculum. Children find interest in learning with simple and easy curriculum and become disinterested in different curriculum. Therefore, a teacher will have to organize and present the curriculum in a systematic and well organized manner in order to motivate learners.
- **Teach with appropriate methods in keeping with the standard of the children:** Method of teaching helps in clarifying doubts and making the meaning understandable for learners. Therefore a teacher should adopt and apply interesting and suitable methods of teaching keeping in view the level of students with respect to their intelligence, age, interest and need so that the students will be motivated more in their learning.
- **Teach with adequate teaching aids:** Teaching dominated by the oral and theoretical concepts is likely to kill the interest of the learner and result in poor motivation for learning. Therefore a teacher should use different types of suitable and relevant teaching aids that are will result in greater motivation for learning.
- **Arrange re-creational facilities for children during learning:** Compelling students in to over-learning with zero re-creational activities result boring and distracting them. It also leads to poorer motivation. Therefore, a teacher should allow students to enjoy some recreational activities during the time of their learning, especially

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when they are bored and tired so that so that they will be freshly motivated in their learning.

- **Avoid a masterly manner and instead being friendly and acting as a counsellor while teaching:** A teacher should not act as a master who only directs and teaches his students but should be receptive to their interests and needs. He should be a friend, philosopher and guide who helps and counsels them, understand their needs and solves their problems inside the class room and out of it.
- **Provide adequate feedback to the learners:** Learners often face difficulties in their learning. It is necessary for the teacher to provide adequate feedback for learners to proceed ahead. Providing feedback in due time and in proper manner will motivate the learner to learn more and learn better.
- **Avoid punishment and instead providing reinforcement to the learner:** A teacher should avoid inflicting rigorous punishment on students. Mild punishment may result in improvement in learning and rectification in the behaviour but heavy punishment will yield negative results in learning and motivation.
- **Make teaching more interactive:** Passive learning method makes students lose interest and motivation. Sometimes unidirectional teaching makes the classroom monotonous and dull. Interactive teaching strategies involving students' and bi-communication and bidirectional teaching and learning will make the classroom live and active. It will make the students more motivated in their learning.

CHECK YOUR PROGRESS

Que. 1: Write any two strategies to enhance motivation in the class?

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.....
.....
.....

4.3 Inducing Motivation in Classroom Activities:

In all the stages of education, motivation both intrinsic and extrinsic is the key factor in the success of students. Teachers can play a pivotal role in motivating their students. Sometimes most of the educated and experienced teacher can find it difficult to keep students on track.

Following are some of the tricks to improve student's motivation and to encourage them for their true potential.

- **Give students a sense of control:** One of the best ways to keep the students engaged is allowing students to have some choice and control over what happens in the classroom.
- **Be clear about learning objectives:** It is very important at the beginning of the year that a layout of clear objectives, rules and expectations of students so that there is no confusion of student's goal.
- **Create a threat free environment:** The teachers can always create a safe and supportive environment for students. Affirming their belief in a student's abilities rather than laying out of the consequences of not doing things, students are much more likely to get and stay motivated to their work.
- **Use positive competition:** Use of positive competition in the classroom environment can motivate the students to try harder and work to excel.
- **Offer Rewards:** Offering rewards in the classroom environment considering students needs and personalities is an excellent is an excellent source of motivation.
- **Give students responsibility:** To give students a sense of motivation and to build a community, the great way is to assigning students classroom jobs.

Besides above techniques there are other techniques to improve student's motivation. Some of them are- allow your students to work together, give praise when earned, encourage them for self-reflection, create a model enthusiasm for learning, know your students by names, help students

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to find intrinsic motivation and manage your students anxiety when it is required.

Students can become demotivated when they feel like they are struggling. The teacher can give chance to all the students to play their strengths and feel included and valued. It can improve student's motivation too.

STOP TO CONSIDER

There are so many techniques to improve student's motivation. They are -allow your students to work together, give praise when earned, encourage self-reflection, create a model enthusiasm for learning, know your students by name, help students to find intrinsic motivation, manage your students anxiety, make goals high but attainable, give learning feedback and offer chances to improve, track their progress, make things fun and provide adequate opportunities for their success.

4.4 Summing Up:

The teacher plays an important role in motivation. Without motivation learning cannot take place. Therefore, a teacher plays a great role in adopting different types of techniques to motivate students in teaching learning process. The teacher should:

- present well defined learning objectives
- present curriculum in well organized and systematic way
- teach with appropriate methods in keeping with the standard of the children
- teach with adequate teaching aids
- arrange re-recreational facilities for children during learning
- avoid a masterly manner and instead being friendly and acting as a counsellor while teaching

- provide adequate feedback to the learners
- avoid punishment and instead providing reinforcement to the learner
- make teaching more interactive

4.5 Questions and Exercises:

1. Discuss different types of strategies to be adopted by a teacher to motivate his students in classroom teaching.
2. How can you induce motivation in classroom activities?
3. “Without motivation Teaching Learning cannot take place.”- justify the statement.

4.6 References and Suggested Readings:

- Bhatia, B.D. and Raghunath Safaya.1992. *Educational Psychology and Guidance*, Delhi: Dhanpath Rai and Sons.
- Kuppaswami, B. 1991. *Advanced Educational Psychology*, New Delhi: Sterling Publishers.
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- <https://www.teachthought.com>

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