

Quadrant II – Notes

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MOTIVATION

Introduction

When we are determined to achieve a certain goal or be successful in life, there is a vital element or quality that makes us want to work towards that goal and succeed be it in our personal or professional life. This quality is motivation.

Functions of Motivation / Characteristics of Motivated Behaviour

Motivation is the force which

- Energises behaviour,
- Directs behavior (in which way to proceed in performing the selected task/goal). It does not let your attention wander but disciplines you.
- Sustains behaviour in the achievement of goals– one persists in one’s behaviour because of motivation – it is possible that without motivation, one may be tempted to leave the task unaccomplished or in mid-way. We persist in our efforts to complete that which is assigned to us..

Hence a **Motive** is the reason for doing something or behaving in a specific way. Motives take the form of needs, drives, incentives...

Needs are categorized as:

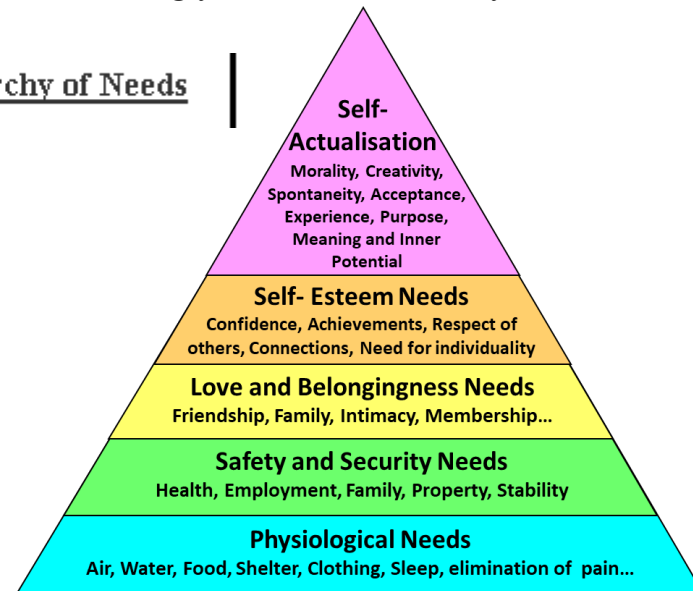
1) Physiological or primary needs e.g. oxygen, food, water, waste elimination, elimination of pain...

2) Psychological / secondary needs e.g. achievement, success, power, self-esteem, social approval & belonging, emotional security, need for love, freedom from fear... or *Socio cultural influence* in meeting needs.

Physiological needs are unlearned and have a biological basis e.g. hunger, thirst but *psychological needs* may be acquired through experience or are learned.

Abraham Maslow (1970) suggested that humans have a **hierarchy of needs** ranging from lower-level physiological needs to higher level needs ending in self-actualization. He believed that we all have numerous needs that compete for expression. All needs are not equally strong. The higher-level needs are weaker than the lower-level biological needs. Once freed from the lower needs humans are drawn to satisfy needs that will help them grow and develop e.g. if a person is hungry, he/she is not likely to be interested in success in examinations.

Maslow's Hierarchy of Needs



Drive: is a condition of arousal in an organism (arousing to action) that is associated with a need. Greater the deprivation, higher the level of the drive. Psychological needs also give rise to drives e.g. drives for achievement and power. The drive may come from an *internal* or *external source* so accordingly motivation is said to be **intrinsic** or **extrinsic**.

The factors that motivate an individual keep changing as an individual grows in age and maturity. And also, achievement of one goal sets the stage for another one to be achieved. There are times when one faces a period of de-motivation and everything seems bleak. It is then that one needs to find what would motivate him/her back into action.

Incentive: Incentives are environmental factors such as external stimuli, reinforcers, or rewards that motivate our behaviours. Incentives can be in the form of an *object* (e.g. money), *person* or a *situation* that is perceived as being capable of satisfying a need or is perceived as being desirable for its own sake. Incentives can encourage or discourage behaviour.

Types of Motivation

There are two types of motivations. They can either be internally or externally driven. They are Intrinsic and Extrinsic Motivation.

Intrinsic Motivation: Motivation is intrinsic when an individual recognises an activity as self-rewarding. He/she does it because he/she derives satisfaction from the activity i.e. the enjoyment lies in the task itself. The motive or the driving force comes directly from within the person (self-motivation) and not from any external pressure. Play is a good example of intrinsically motivated behavior. Parents don't have to offer their children a bribe for playing. Intrinsic Behaviour is the desire to learn for the sake of learning. E.g. an individual who is

passionate about music, computers, dancing etc. needs no rewards to excel. Intrinsic motivation depends on personal responsibility.

Examples of Intrinsic Motivation:

- *Participating in a sport or game because the activity is exciting;*
- *Solving a word puzzle because the challenge fun and exciting.*
- *Solving a mathematical problem for its own sake.*
- *Reading poetry because it gives pleasure.*
- *A dog on seeing a bone runs for it. It does that because of the satisfaction it derives from eating bone.*

This type of behaviour does not require any prior learning. Sighting the bone changes the behaviour of the dog and propels it to act.

Extrinsic Motivation: Extrinsic motivation is the driving force that comes from outside of the individual. The reward lies outside the individual and also outside the activity. The reward need not necessarily have a connection with the activity or task. E.g. Students study or pursue an activity not for its own sake but for the sake of some external rewards such as ranks, grades scholarships or money. The teacher resorts to the use of extrinsic motivation when the child does not perceive the inherent value in an activity. Completion is generally, a form of extrinsic motivation because it encourages the performer to win and beat others, not to enjoy the intrinsic reward of the activity.

Examples of Extrinsic Motivation:

Studying to get a good grade. Participating in a sport to win awards or Competing in a contest to win a scholarship.

A person is motivated extrinsically when a task is performed, not because one enjoys the task but because one wants to earn money. Similarly, the student is motivated extrinsically if he/she studies for the sake of earning a gold medal, a place on the honour roll etc. The activity is performed not for its own sake, but for the sake of some external reward.

Difference between Intrinsic and Extrinsic Motivation:

Intrinsic Motivation	Extrinsic Motivation
Intrinsic motivation is voluntary.	Extrinsic motivation is induced.
Comes from within the person	Comes from outside of an individual
An intrinsically or naturally motivated person performs an act out of interest in the activity.	Extrinsically motivated persons may not enjoy certain activities but engage in them in order to receive some external rewards.
Intrinsic motivation reflects the desire to do something because it is enjoyable.	Extrinsic motivation reflects the desire to do something because of external rewards such as awards, money, and praise.
Play sports to have fun and exercise	Play sports/ games to win.

Which is better Intrinsic or Extrinsic Motivation?

Intrinsic motivation is more beneficial than extrinsic motivation because it is voluntary, no need for force and builds more momentum in the individual. Also, people with intrinsic motivation are more cooperative, less competitive, and they sustain their interest in the subject for a long period of time. Whereas extrinsic motivation can cause some people to be more competitive or more aggressive in order to win the same reward.

In a teaching – learning process intrinsic motivation is much beneficial than extrinsic motivation. But, when the intrinsic motivation is not found to be appropriate, the extrinsic motivations may be of much help and value. Depending upon the learning situation and the nature of the task, the teacher can make a choice of the appropriate motivation so that the learner may find interest in learning activity.

Extrinsic motivation is not necessarily more motivating in the long run, nor should it be, but it is a great lead into having a student become more motivated. Extrinsic motivation is necessary to develop the love for learning among poorly motivated students. For example if you have students with a “I can't do” attitude, initially, extrinsic rewards are great to get them over this situation,. But, then as the student becomes more proficient, she/he no longer needs the extrinsic rewards because she/he will automatically start intrinsically rewarding herself/himself with each success.

Relation between Intrinsic and Extrinsic Motivation:

Psychologists generally agree that intrinsic motivation is preferable to extrinsic motivation. A person is intrinsically motivated to pursue an activity in which he is interested. A student will pursue higher studies in the subject in which he/ she is interested without any external pressure. Hence a teacher should know a child's abilities and help develop his /her interests in that area.

STRATEGIES TO MOTIVATE STUDENTS

When school work in itself is uninteresting and the teacher fails to motivate the child intrinsically, she resorts to the use of incentives such as rewards, punishments, competition, honour rolls etc. **Incentives are environmental factors such as external stimuli, reinforces, or rewards that motivate students.** Incentives for one person may not be the incentives for another.

Methods of Extrinsic Motivation:

1. **Praise and Reproof:** Praise is powerful. A teacher should be generous with praises but be cautious neither to exaggerate nor flatter the student. It is important to note that while praise tends to be cumulative in its effects, reproof if overdone, loses its effectiveness as routine. Praise is not always effective and reproof is not always detrimental. Both are motivational devices if used judiciously.
(A student can be motivated if the student is praised for doing something good. But when a child is blamed for bad behaviour it results in pain so in future the child does not do bad things to avoid pain. Praise gives pleasure and hence he tries to do good things again.)

Example: *A skilled officer gets the work done from his subordinates by motivating them through praise and reproof at appropriate moments.*

2. **Reward and Punishment:** Reward is more effective than punishment. Rewards directly strengthen behaviour and cause it to be repeated. Punishment tends to suppress behaviour but does not tell the individual what to do. Punishment often causes the punishing person and the activity to be disliked. Though threatened behaviour does yield results, rewards are preferable. (A teacher can encourage desirable behaviour and disapprove undesirable behaviour. Rewards have positive effect).

Example: *A policeman is not a punishing person. He is a symbol of threatened punishment.*

You are driving a car very fast; when you see the policeman at some distance, you slow down. The threat of punishment has thus influenced your behaviour.

Parents and teachers rely a great deal on threatened punishment. "Unless you complete your assignment, you will not be permitted to go out to play".

3. **Competition:** Competition works well provided the individuals have a reasonable chance of being successful. In a class of forty, hardly 4 or 5 pupils may have a chance to win prizes for scoring the highest in a subject. The most effective competition is against oneself. Group competitions bring social approval but tend to be less effective than individual competitions because a person works harder to gain rewards for oneself than for the group.
4. **Knowledge of Progress:** Feedback and the knowledge of one's progress keep the interest of individuals alive and motivate them to improve performance by working harder and more intelligently. Self-competition is a safe motive and eliminates unfavourable comparisons with others, protects the ego and allows one to progress at one's own pace.

Example: *Cricket players frequently glance at the scoreboard during a match, to know how they are doing. That strengthens the interest of the players and motivates them to improve their performance. Similarly, in a classroom, if the student knows how he is doing, he will work harder and more intelligently.*

5. **Success and Failure:** Success is a powerful motivator. The fundamental drive in each one is to succeed and to avoid failure. Teachers should help students to set appropriate goals for themselves i.e. high enough to be challenging and low enough to be attainable. The goal should be such that students do not meet with continuous failures but have a good balance of successes and failures.

Example 1: *If a child succeeds in solving a mathematical puzzle, he is motivated to try again.*

Example 2: *For an athlete in high jump, if you set a level of 4 feet for jumping, the athlete would not try it at all; he may even feel insulted. If on the contrary, the level is set at a height of 14 feet, he will be frustrated before he begins. He knows that he is doomed to failure despite his best efforts.*

What a good coach does is to begin with a level which the athlete can hardly miss but which at the same time does require some effort.

Situation:

Roy may rejoice when he gets a first class but Ramesh is disappointed with first class marks and feels that he has failed to do well.

Success and Failure depend not only upon the actual achievements of an individual but on the goals and expectations which one sets for oneself.

Thus the teacher should help each student to set a goal which is appropriate to him.

Educational Implications:

- 1) Interest is an example of intrinsic motivation. Students can work continuously even under stress or depressing conditions without loss of efficiency if they are keenly interested in the subject.
- 2) Learning depends more on the manner of teaching a subject and the interest that is generated rather than the content. Students should be involved in the learning process.
- 3) To develop interest, students must be helped to master certain basic concepts, principles, facts, scientific processes and skills in reading, writing, the use of vocabulary, sentence structures and arithmetic computation.
- 4) Positive methods like praise, reward, self and group competitions, knowledge of progress should be used.
- 5) Reinforcement to any learning should be immediate.
- 6) Avoid over-motivation or driving a pupil too hard as failure can cause anxiety. Blaming pupils for failing to achieve something beyond their capacity will cause frustration.
- 7) Pupils' natural talent and abilities must be identified and their interest developed in those areas. Success in one area can help them to face a failure in another and make an effort to improve.

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