

Quadrant I – Transcript

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Motivation

Welcome students to this lecture in learner and learning.

Today we will learn about Motivation.

I am Delia Antao from Nirmala Institute of Education.

In this lecture you will learn about the concept of motivation, the different types of motivations and some of the strategies to motivate students.

After this lecture you should be able to explain the meaning of motivation, distinguish between intrinsic and extrinsic motivation and also list and explain some of the various strategies that can be used to motivate students.

So let us begin. 'Motivation'. What is motivation?

It is a force with energizes, directs, and sustains behaviour in the achievement of our goals.

So we can say that it is the zest, that determination with the kind of excitement that leads one to persevere to reach great heights, whether it is in the personal or professional life.

So motivation affects the specific goals towards which people strive. Hence it affects the

choices, especially those that students make.

Now motivation depends upon attention. In other words, if you're motivated, you have to pay attention to what you want to do and that- whatever we pay attention to goes into our working memory. So there the information is processed and is sent to the long-term memory. So for that to happen, at the area of the working memory, or in the short term memory, there has to be an understanding, a deep approach that has to be followed.

Now motivation comes from the word 'motive'. And motive is a reason for doing something or behaving in a specific way.

Now motive takes the form of needs, drives and incentives. So let us look at some of these needs, drives and incentives. Now needs are of two types.

There are physiological needs which are primary needs and psychological needs which are the secondary needs. Now physiological needs are survival needs.

So, like say, for example oxygen, food, water etc. are needed for our survival. Psychological needs are needs by which we try to achieve something.

We achieve success, power, self-esteem and so on.

Now, according to Maslow's hierarchy of needs, what he says is that the physiological needs have to be fulfilled first if we want to move further.

It's only when the physiological needs are met, then we will want to satisfy the next level of needs i.e. the safety or security needs.

Only once we feel secure and we feel safe, only then we will look at the other needs that we have of love and belongingness. Once we have feel loved and we have a sense of belonging, then we will think of our self-esteem - trying to achieve something you know, earn the respect of others and so on. And once all these needs are met, only then we will move to self- actualization and be more concerned about morality, creativity and so on.

So we said motive takes the form of drives, incentives and so on.

So what are these drives? A drive is a condition of arousal in an organism as something that moves us to action and is associated with a need. So greater the deprivation, higher is a level of the drive e.g. if we are deprived of food for a long, long time, then the driving is even more stronger to go in search of food.

Psychological needs also give rise to drives. So drives for achievement, power and so on. The drive may come from an internal or an external source, so accordingly motivation is said to be intrinsic or extrinsic.

Next motive takes the form of incentive. Incentives are nothing but external factors such as external stimuli, reinforcers, rewards... something that motivates our behaviour. So incentives can be in the form of objects like money, or it could be a person or a situation- anything that is capable of satisfying our need or as being desirable for its own sake which encourages or discourages behaviour.

Now, to summarize motives as...it is in the form of needs.

Needs are of two types, physiological and psychological. Needs also give rise to drives, and drives are important because they help us to survive and it also meets all our secondary needs. Motive also takes the form of drives and it also takes the form of incentives and incentives are nothing but external factors that give us that impetus to perform a particular behaviour.

So let us look at what is intrinsic and extrinsic motivation.

Intrinsic motivation is when an activity is recognized as, as self-rewarding, satisfaction is derived from the activity that is the pleasure lies in the task itself.

The motive or driving force here comes directly from within the person.

So the person is self-motivated and not forced by any external pressure.

For example, do parents have to offer their children some bribe for playing?

No, it is automatic. Now intrinsic behaviour is the urge to learn for the sake of learning.

So a person who has passion for music or passion for computers, they don't need external rewards. Do they?

Intrinsic motivation depends on personal responsibility.

Now let's look at extrinsic motivation. Extrinsic motivation is a driving force that comes from outside of the individual. So the reward too lies outside the individual and outside the activity. Interestingly, the reward did not necessarily have a connection with the activity.

For example, students may study or pursue an activity not for its own sake, but because there is some external reward of such as ranks, grades, scholarships, etc. which is not really connected with the activity *per sé*. When learners do not perceive the inherent value in an activity, then teachers have to resort to using extrinsic motivation.

So competition is generally a form of extrinsic motivation because it encourages a performer to win or to beat others and not to enjoy the intrinsic rewards of the activity.

Other examples of extrinsic incentives are: a crowd cheering an individual, prizes and trophies to be won, power, prestige etc. Now, which is better? Intrinsic or extrinsic?

First, let us see the difference between the two.

Psychologists generally agree that intrinsic motivation is preferable to extrinsic motivation.

A learner who is intrinsically motivated to pursue an activity, may pursue higher studies in the subject without any external pressure. So a teacher should know a child's abilities and help the child to develop his or her interest in that area. Now, what are the, some of the methods of extrinsic motivation that can be used?

First is Praise and Reproof.

Praises are very powerful. A teacher can be generous with praises but has to be careful not to exaggerate or flatter the student.

Secondly, praise tends to be cumulative in its effect, so more the praises are given better will the child feel. But if there are too many reproofs then it kind of loses its

effectiveness as a routine. Praise is not always effective, and reproof is not always detrimental. Both are motivational devices if used judiciously.

Next is Reward and Punishment.

Reward is definitely more effective than punishment. Reward directly strengthens behaviour and you can be sure that that behaviour which is praised will be repeated.

But punishment tends to stop behaviour, and it does not tell the individual what to do.

Punishment, as you know, often leads to the dislike of the punishing person and the activity.

So threatened behaviour does not yield results, but rewards definitely do.

Competition works well if individuals have a reasonable chance of success. **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. And this is not a healthy attitude at all.

Knowledge of progress:

Feedback is so very important and of the knowledge of its own progress so it keeps the interest of the individual alive. It motivates him or her to improve his or her performance by working harder and more intelligently. Self-competition is a safest motive because it eliminates unfavourable comparisons with others, it protects the ego, and it allows one to progress at one's own pace.

Next is Success and Failure.

It is said that nothing works like success. 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. the goal should be 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 fairly good balance of successes and failures.

Now, what are the educational implications?

Interest is an example of intrinsic motivation. If students are keenly interested, students can overcome stress or depressing conditions without loss of efficiency.

Learning depends more on the manner of teaching a subject, and the interest that is generated by the teacher than the content. So students should be involved in the learning process. To develop interest. Students must be helped to master certain basic concepts, principles, facts, scientific processes and skills and so on before going further.

Positive methods such as praise, rewards, self and group competitions, knowledge of progress should be used and reinforcement to any learning should be immediately after the task performed. Avoid over motivation or driving your pupil too hard, as failure can cause anxiety.

So blaming pupils for failing to achieve something beyond their capacity will only cause frustration. A pupil's natural talent and abilities must be identified and their interests developed. So success in one area can always help them to face a failure in another area? So students you can read further from the references that are provided here.

Thank you.