**SEMESTER I UNIT V**

**MOTIVATION IN LEARNING AND TEACHING**

**5.1. Motivation**

Historically, the word, ‘motivation’ comes from the Latin root ‘movere’ which means to move. In its literal meaning motivation is the process of arousing movement in the organism. Motivation is the central factor in the effective management of the process of learning. It is concerned with the inculcation and stimulation of the learner’s interest in the learning activities.It is the process of arousing, directing, maintaining and controlling one’s interest in a particular activity.In other words motivation is an energy change that arouses, directs, and maintains behaviour of an organism to act for achieving a specific goal. It is a combination of forces which initiates,directs, and sustain behaviour towards specific goal. Motivation explains ‘why’ of the behaviour.

Motivation is the “*energy*” in learning process which initiate activate, direct, regulate, and control learning activity and the behaviour of the learner. It also gives sustaining effect in the learning process and reduces the tension and give satisfaction in the achievement.

**5.2. Motivation may be intrinsic (natural) or extrinsic (artificial)**

**Intrinsic Motivation**: It is a state in which the individual does or learns something for its own sake. The intrinsically motivated individual will be much interested in the activity and derives pleasure out of it. Hence the activity is not a means but an end in itself. For example, an individual reads a book just to derive pleasure out of it.

**Extrinsic Motivation**: It is a state in which the individual does or learns something, not for its own sake but as a means of reaching a desirable goal which is artificially related to the act. Here the individual is not completely immersed in the activity. Extrinsic motivation does not present values which are directly satisfying. The extrinsically motivated individual does not derive genuine pleasure out of the activity, for example: a child reads books in order to pass the examination.

**Achievement Motivation**

It is a type of motivation that is personal in nature. The basis of achievement motivation is achievement motive ie. a motive to achieve. Those who engage themselves in a task on account of an achievement motive are said to work under the spirit of achievement motivation. The desire to improve his performance at school or to get a good grade or to become an engineer and so on is known as achievement motive.

McClelland and Atkinson says - “Achievement motivation may be associated with variety of goals, but in general behaviour adopted will involve activity which is directed towards the attainment of some standard of excellence.” Achievement motive is considered as a disposition to approach success or a capacity for taking pride in accomplishment when success at one or another activity is achieved. He always looks for new and more difficult task as he masters old problem. The characteristics of the persons who have high achievement motive are:

1. The level of aspiration of such people is found to be higher. But they raise it step by step and always set it in the intermediate zone where there is moderate risk.

2. They show greater persistence in work at an achievement related task.

3. They are found to derive more pleasure from success than the people who are weak in achievement motive.

4. They show more efficiency or a higher level of accomplishment.

5. There is strong desire to excel and beat others or perform the best and shine in material terms, among such persons.

6. They are found to possess more anxiety about getting success in comparison to the people who are weak in achievement motive.

7. Persons having materialistic attitude belonging to higher caste and capitalistic strata are found to possess strong achievement motive.

**5.3. Strategies for developing motivation in the learner**

1. Setting of goal: The goal which the student sets for himself, plays an important role. He should know why he performs an act. Hence it is the duty of the teacher to make the child aware of the purpose of his work.

2. Knowledge of the results: It is natural that the child is very eager to know the result of his work. The knowledge of the performance of the learner works as motivating force in learning task. Learning is faster and effective when the learners are provided with the knowledge of their progress. The teacher should provide proper feed back to the students to motivate them in learning.

3. Use praise and Blame (Reproof): Everyone wants some praise for his achievement. Hurlock found that praise is more effective than blame for motivating children. Praise and blame have different effects on individual students. Praise can be used in many ways, like a nod of teacher, smile, a good look, and verbal praise etc. For each and every activity, should not be praised. Blame should be sparingly used because it creates personality maladjustment.

4. Use Rewards and Punishments: Rewards create interest in the students. They are motivated to get the reward. The teacher must use punishment very sparingly because punishment creates behaviour troubles. He may use reward of different types, as material, symbolic and psychological. Reward has a positive effect in motivating children for learning. The teacher must remain cautious that the reward should not become an end in itself but it should create learning desire in the learner. Reward has positive effect in motivating children for learning. Reward in the form of grades tends to encourage conformity and inhibit creativity in the learners.

 There are certain drawbacks to rewards. Pupils may forget the right goal and consider the reward winning as an end in itself. The learning efficiency of the pupil who was given rewards falls off quickly when he is not given them. The teacher is forced to increase rewards in order to maintain a high level of performance. Punishment is a negative motive because it is associated and identified with failure. A learner may develop an attitude of revolt and hostility towards the punishing authority. A judicious use of it is effective.

5. Use Competition and Co-operation: Teacher should stress friendly relation rather than rivalry. Competition may be of three types.

 a) Inter personal competition among peers.

 b) Group competition

 c) Competition with one self.

 Too much emphasis should not be laid upon competition because it may develop undesirable behaviour habits in learners and they may resort to unfair means for defeating others. Co-operation is also a strong incentive for motivating children. In this process the members of a group may co-operate with each other, while the group competes with other groups. Groups may co-operate with other groups in competition with other group and so on. This type of co-operation and friendly competition develop team spirit, community feeling, thinking for a common cause, a sense of unity and other socially desirable habits. A wise teacher should try to make use of competition based on co-operation and we feeling.

6. Ego-involvement: The ego consists of attitudes relating to the self. He should engage them in activities which can appeal to his self-respect and raise his status among his class-mates or peers.

**5.4. Maslow’s theory of self-actualization**

Abraham Maslow (1908-1970) has developed a hierarchical order of needs from physiological to self-actualization needs. According to him human needs form a hierarchy where the lower needs must be satisfied before higher needs are felt.According to this theory deprivation of some needs motivates to do something (Need Deprivation) and more potent need emerges after gratify the less potent needs (Need Gratification).

The Physiological needs: They form the basic foundation of Maslow’s theory. They are usually in the form of hunger, thirst and sex but there can be as many needs as one wishes to fashion. The physiological needs are the most powerful of all needs. If they remain unsatisfied the organism is dominated by them and all other needs go in the background. When they are satisfied, higher needs emerge and they predominate.

The Safety needs: These are basically related to the security of a person. They are most readily observable in the child because of his relative helplessness and dependence on adult. Parental quarrels and threats of separation are particularly harmful to the child’s sense of security and wellbeing. At adult level the individual seeks safety by establishing bank accounts, building a home and finding a job with an assurance.

Needs for love and belongingness: When the individual seeks friends, longs for affectionate relationships and wishes to find a place in some group, these needs are said to be manifested.

Esteem needs: These are represented in need for real self-respect and also a need for the esteem or recognition of others. There are two types of esteem needs - the desire for strength, achievement, and confidence - the desire for reputation, prestige, importance, attention and appreciation. Lack of satisfaction of these needs results in discouragement, feelings of inferiority and inadequacy.

The need for self-actualization: Self-actualization means to fulfill one’s individual nature in all aspects, being what one can be. The person who is talented in music experiences tension if he does not attain perfection.

Self-actualization

Esteem needs

Needs for love and belongingness

Safety needs

Physiological needs

**Needs of Hierarchy**

Characteristics of Self-actualized Persons:

* Open to life experiences: “Vividly, selflessly, with full concentration, and total absorption”
* Tune with themselves, to inner being
* Spontaneous, autonomous, fresh, un-stereotyped, appreciated by others
* Devote total effort to life goal, wanting to be good or best as they could be
* Appreciate “ basic goods of life”
* Problem centered orientation
* Dedicated, creative, unusual, responsible, balanced, simple, sense of humour
* Related deeply with very few
* They could detach and be personal
* Demonstrate efficient perception of reality and acceptance
* Accept themselves and others
* Identity with mankind
* Democratic out look
* At times shows mysticism

**Deficit and Growth Motivation**

In Maslows’ theory needs that are lower in the hierarchy must be at least partially satisfied before a person will try to satisfy higher level needs. The critical concepts that Maslow introduced is the distinction between deficiency needs and growth needs. Deficiency needs (Physiological, Safety, love and belongingness and Esteem needs) are those that are critical to physical and physiological well being. These needs must be satisfied, but once they are satisfied, a persons motivation to satisfy them diminishes. Growth needs such as the need to know and understand things, to appreciate beauty or to grow and develop in appreciation of others, can never be satisfied completely. In fact the more the people are able to meet their need to know and understand the world around them, the greater will be their motivation to learn still more.

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