

# Motivation

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Motivation in one form or the other is always present at the root of all human activities, as human behaviour in one form or the other is guided by motives or drives. In every sphere of life and at various phases of activities motivation plays a vital role. So our success and achievement in life depend on motivation. Motivation is said to be the '*heart of learning*', '*sine-qua-non of learning*', '*golden road to learning*' and '*potent factor in learning*', as all learning is motivated learning. Adequate motivation results in promoting reflection, attention, interest and effort in the pupils and hence promotes learning. Learning cannot be successful, effective or efficient without persistent, purposeful and selective effort.

## (A) MEANING OF MOTIVATION

Motivation is derived from the word '*move*' which means '*to move*.' It is the *process of arousing action, sustaining activity in progress, regulating and directing pattern of activity through energy transformations within the tissues of the organism. It is an art of inculcating and stimulating interest in studies and in other such activities.* Some of the aspects of motivation are stressed by the terms : *Incentive, intention, impulse, desire, drive, determination, need, urge, wish, want, will, longing, appetite, attitude, bias, prejudice, set, readiness, purpose and the like.*

Some of the well known definitions of motivation are given below :

1. **Definition by Johnson :** "Motivation is the influence of general pattern of activities indicating and directing behaviour of the organism."
2. **Definition by Atkinson :** "The term motivation refers to the arousal of a tendency to act, to produce one or more effects."
3. **Definition by McDonald :** "Motivation is an energy change within the person characterised by effective arousal and anticipatory goal reactions."
4. **Definition by Blair Jones and Simpson :** "Motivation is a process in which the learner's internal energies or needs are directed towards various goal objects in the environment."
5. **Definition by Guilford :** "Motivation is an internal factor or condition that tends to initiate and sustain activity."
6. **Definition by Lowell :** "Motivation may be defined more formally as a psychological or internal process initiated by some need, which leads to the activity which will satisfy that need."
7. **Definition by Thompson :** "Motivation covers any and every factor of the spring of human action from the beginning to the end i.e., attitudes, bias, urge, impulse, cravings, incentive, desire, wish, interest, will, intention, longing, aim."
8. **Definition by Good :** "Motivation is the process of arousing, sustaining and regulating activity."
9. **Definition by Gates :** "Motives are conditions—psychological and physiological—within the organism that dispose it to act in a certain way."
10. **Definition by Bernard :** "Motivation is the stimulation of actions towards a particular objective where previously there was little or no attraction to that goal."
11. **Definition by Skinner :** "Motivation in school learning involves arousing, persisting, sustaining and directing desirable behaviour."

## MOTIVATION

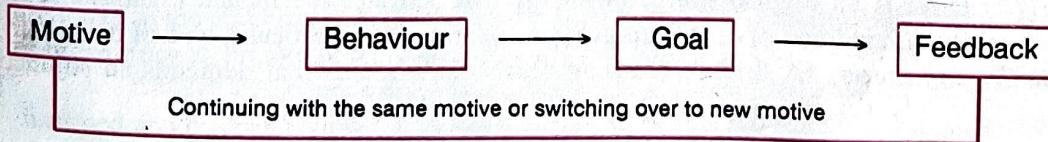
By analysing the definitions of motivation, we can infer the following characteristics of motivation:

1. **Psychological process**: Motivation is a psychological or internal process.
2. **Need**: The internal process is initiated by some need or motive.
3. **Activity**: This internal process is directed towards some activity.
4. **Satisfaction**: This activity satisfies the need or want.
5. **Eagerness**: Eagerness is found when a person is motivated. Eagerness means readiness for the task.
6. **Concentration**: Attention is concentrated in motivation.
7. **Persistence**: Persistence in work is shown in motivation.
8. **Energy mobilisation**: Motivation brings energy mobilisation.
9. **Achievement**: Motivation helps in the achievement of the goal.
10. **Differ from learner to learner**: Motives differ from learner to learner because every learner has his own set of needs at a particular point of time.
11. **Differ from time to time**: Motives energising us differ from time to time. Motives come and go. A motive may not have the same energy potential at all points of time.
12. **Different behaviour from same motive**: One motive may result in many different behaviours.
13. **Same behaviour from different motives**: The same behaviour may result from different motives. That is why a motive cannot be identified from any specific behaviour.
14. **Continuous process**: Motivation is a continuous process because human needs are unlimited and fulfilment of one set of needs gives rise to another set of needs.
15. **Interact with the environment**: Motives interact with the environment.
16. **Goal-Directed behaviour**: Motives cause goal-directed behaviour.
17. **Operate in Harmony or in conflict**: Motives can operate in harmony or in conflict. For example, a learner may want to get high marks in school while also wanting to help his father in the business.
18. **Behaviour for estimating motives**: Repeated behaviour can be used as an estimate of learner motives. It is possible to get repeated observations of one learner's behaviour and then make an estimate of the cause of that behaviour.
19. **Pervasive function**: Motivation is required in all types of organisations (commercial, educational, social, religious, political, small or large) and at all levels. However, its ways, methods, forms and types may differ at different levels.

### **Process of Motivation :**

The elements of the process of motivation are :

- (1) Motives, (2) Behaviour, (3) Goal, (4) Feedback. The process of motivation has been shown below :
1. **Motive** : Motives prompt learner to action. Motives determine the general direction of learner's behaviour.
  2. **Behaviour** : Behaviour is a series of activities of an individual. It is generally motivated by a desire to achieve a goal.
  3. **Goal** : Motives are directed towards goals. Goals are the ends which provide satisfaction to learners.
  4. **Feedback** : Feedback may be in the form of reduction or increase in tension.



**Motivational Cycle :**

We have stated that the terms need, drive, tension, goal, incentive are different aspects of motivation. Motivation is a state of the organism which is initiated by some need that moves or drives the organism from within and directs its activities to a goal that can bring about the satisfaction of that need. Hence motivation constitutes a cycle completed in different stages :

1. **Need** : In the beginning, there is a need, desire or want.
2. **Drive** : Need, desire or want gives birth to a drive or motive.
3. **Motivate to act** : The drive or motive so produced, then motivates the organism to act for reducing the motive or drive.

4. **Goal-directed** : In this way, the behaviour of the organism becomes goal-directed.
5. **Reaching the goal** : In the final stage of the motivational cycle, the organism reaches the desired goal and his drive or motive is satisfied.

When the organism reaches the desired goal, he gets immediate reinforcement or encouragement. In other words, he is further motivated to act. The term "incentive" is frequently used for this stage of motivational cycle. Incentives in this way, are the objectives or situations satisfying the desired motives and intensifying the individual's motivation. Offering over-time allowance to an employee is an example of incentive.

**Aspects or Sources of Motivation :**

There are four major aspects or sources of motivation : (1) Needs, (2) Drives, (3) Incentives and (4) Motives.

1. **Needs** : Every individual, who has his existence in this world, has to strive for the satisfaction of his needs or wants. In the words of *Boring Langfeld and Weld*, "A need is a tension within an organism which tends to organise the field of organism with respect to certain incentives or goals and to incite activity directed towards their attainment."

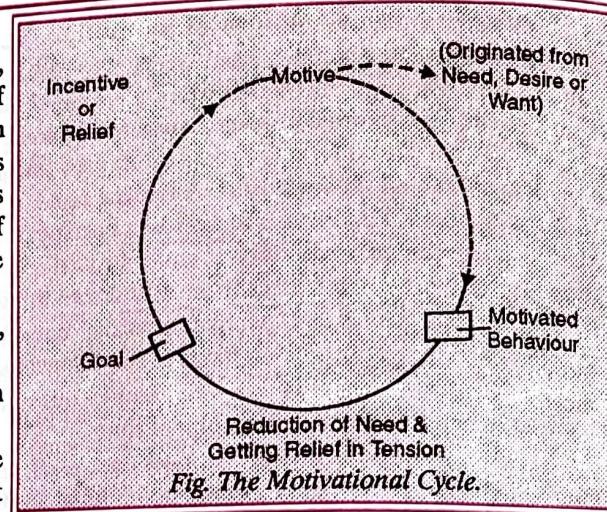
Needs are relatively permanent tendencies which seek their satisfaction in achieving certain specific goals. When these goals are achieved, need no more exists for the time being. The needs can be classified in two categories :

(i) **Physiological needs** : Physiological needs are those needs that are necessary for survival of the individual e.g., need for food, rest, sleep, sex, light, elimination of all sorts, and needs for activity.

(ii) **Psychological needs** : Psychological needs include need for belongingness, need for security, need for status and prestige, need for self-confidence, need for achievement, need for independence, need for self-actualisation etc.

Need is different from want in the sense that '*I may want a car*'. It may be want or wish but not essentially a need. But need is always wanted.

2. **Drive** : Drive is an original source of energy that activates the human organism. It is an intra-organic activity or condition of tissue supplying stimulation for a particular type of behaviour. In words of *Shaffer and others*, "A drive is a strong persistent stimulus that demands an adjunctive response."



*Fig. The Motivational Cycle.*

All the drives are created by needs. Drives become active when there is some felt need. For example, when there is a need of food, water and sex, we feel hungry, thirsty and sexy respectively and these are called drives. The term 'drive' is used for physiological needs. Need gives birth to drive. A drive is because of needs. The drive directs the behaviour in a definite direction according to the needs.

**3. Incentive :** Those environmental things which satisfy the drives of a living being are called incentives. For example, hunger drive is satisfied with food, so food is called incentive. But needs and drives are the internal requirements whereas the incentive is a thing or being which is found in environment. Incentives incite, arouse, and move to action when they are associated with certain stimuli which signal their presence.

According to *Boring, Langfeld and Weld*, "An incentive may be defined as an object, a situation or an activity which excites, maintains and directs behaviour." In words of *Hilgard*, "In general an appropriate incentive is one that can reduce the intensity of a drive."

Incentive activates the activity. Incentives can be of two types : (1) Positive and (2) Negative :

- (1) **Positive incentives** include praise, prize, smile, money.
- (2) **Negative incentives** include pain, punishment etc.

**Relation between Need, Drive and Incentive :** Need gives rise to drive. Drive is a state of heightened tension leading to restless activity and preparatory behaviour. The incentive is something in the external environment that satisfies the need, thus reduces the drive through consumatory activity. According to *Hilgard*, "Needs originate drive and drives get satisfaction through incentives."

**4. Motives :** Motives take a variety of forms and are designated by many different terms such as needs, desires, tensions, sets, determining tendencies, attitudes, interests, persisting stimuli and so on. Some psychologists call motives as innate or acquired energies, and some psychologists call them as physiological or psychological condition.

Some of the well known definitions of motives are as under :

**1. Definition by Drever :** "Motive is an affective-conative factor which operates in determining the direction of an individual's behaviour towards an end or goal, consciously apprehended or unconscious."

**2. Definition by Guilford :** "A motive is any particular internal factor or condition that tends to initiate and to sustain activity."

**3. Definition by McDougall :** "Motives are conditions – physiological and psychological – within the organism that dispose it to act in certain ways."

**4. Definition by Woodworth :** "A motive is a state or set of the individual which disposes him for certain behaviour and for seeking certain goals."

**5. Definition by Shaffer :** "Motive may be defined as a tendency to be initiated by drive and concluded by the adjustments."

**6. Definition by Munn :** "A motive is some internal activator or modifier."

### (B) TYPES OF MOTIVATION

There are two broad types of motivation :

(1) Biological or Primary motivation and (2) Psychological or Secondary Motivation.

**(1) Biological Motives (Biogenic Motives) :**

Biological motives are also known as *innate motives*, *physiological motives* and *primary motives*. These are found in the child from very birth. These motives help in the satisfaction of biological, physiological or organic needs. Important biological motives are :

**1. Hunger :** Hunger is an organic, innate and primary motive. When we are hungry, we feel disturbed and have no inclination to work. Hence, if we have to work and live normally we should take

food regularly and satisfy hunger motive. Hunger motivates the person to act for getting food. When the child is hungry, he either cries, weeps or moves his hands and legs, but as soon as he gets the food, he stops crying or weeping.

**2. Thirst :** When we are thirsty, we want water to quench our thirst. We feel tension if we do not get water when we are thirsty. Hence, the motive of thirst motivates us to act for getting water. This motive disappears when we quench our thirst.

**3. Sex :** Sex is very powerful and important biological motive in all the living beings though it is not necessary for survival like food and water. In the words of *Sigmund Freud*, sex motive is the most important and comprehensive motive. This motive matures comparatively late in the child development and it reaches at its climax by the end of adolescent period. The normal activity due to this motive is an interest in the members of the opposite sex, the goal being the mating of the male and the female. All the living creatures are motivated by this motive for further growth of their generation. It is a means of giving birth and sustaining the species. According to *Schopenhauer*, "It (sex) is the cause of war, the end of peace, the basis of all that is grave, the aim of zest, the inexhaustible source of wit and the meaning of all mysterious hints."

**4. Maternal behaviour :** Maternal behaviour is a symbol of love and affection a mother has for the child. Such a behaviour is characterised by a strong desire to remain in close proximity with the child particularly when the child is separated from the mother, to take care of him, to protect him at the cost of her own life, to be elated at his success and unhappy over his failures, to show anxiety and concern for his welfare and so on.

**5. Rest and sleep :** Rest and sleep are biological motives imposed by bodily conditions. They are natural reactions of the organism to fatigue. To recreate energy, to gain freshness and to activate himself the person must take rest and remove fatigues.

**6. Respiratory motive :** Respiratory motives for oxygen and for removal of excess carbondioxide are scarcely felt under ordinary conditions but become absolutely imperative in drowning and other cases of suffocation.

**7. Elimination motive :** Elimination of waste products is an essential motive. If the waste products are not eliminated properly, it may have bad effect on the health and cause serious problem for the individual.

**8. Combat motive :** Combat motive is universally applicable. It is aroused by some restraint, restriction or interference with the individual's course of action. Combat motive becomes stronger when an individual's feelings are thwarted or checked. It gives rise to fear or anger. The goal is reached by struggling and fighting. It is a natural direction of behaviour, and an unlearned motive.

**9. Escape motive :** Danger is a typical emergency. At primitive level, danger is the threat of immediate bodily injury. Urge to escape is natural. It is active in dangerous situation. We jerk our hand away when it is pricked, and similarly, an animal shrinks his foot if it steps on a thorn.

**10. Curiosity or exploratory motive :** It is present in animals as well as in human beings. Everybody is curious by nature and wants to know new things and places. Curiosity appears in the baby before he is able to move about. He explores with his eyes, ears, nose, hands and mouth. When he is little older he asks many questions. When he gets an answer, he satisfies his momentary curiosity and he has reached the goal of one bit of exploration.

**11. Play :** The urge to play is present in almost everybody. It is an innate tendency which has no specific centre in the body though it depends upon the general condition of the body. A tired person does not want to play. Children like to play more than adults because they have practically none of problems of life to struggle with. The pattern of playing varies with the culture or the race and with the individual

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**12. Laughter :** The tendency to laugh is nearly universal in people. It is a special tendency present in human beings only. Laughter is a tendency to get rid of tensions. It is natural to feel light and delighted after laughing.

**(2) Social Motives (Sociogenic Motives) :**

Social motives are called *secondary motives* because they involve interaction with others. They are learned due to social conditioning in the society. There are many social motives which are purely acquired and develop due to habit and conditioning. According to *Morgan and King*, "Social motives are general, persisting characteristic of a person and since they are learned motives, their strength differs greatly from one individual to another." Important social motives are as under :

**1. Gregariousness :** Man is a social animal. He lives in the society. He cannot live without society. Gregariousness refers to the motive to keep contact with other people. This desire to be attached to some persons, groups or associations is so very commonly found in every human being that it has been thought by many as an inborn or universal motive. But gregariousness is due to social conditioning. Right from the moment of his birth, the human baby due to his helpless condition depends upon others for the satisfaction of his basic needs. Thus, he comes in contact with other people and interacts with them. Gregariousness develops out of this habit to remain with others and interact with them from the beginning of life. It mostly develops because of his dependence, face to face contact and long association with others.

**2. Self-assertive or mastery motive :** The strong tendency to assert oneself, to get recognition in the society, to show dominancy over others are all social motives, which vary from culture to culture. This motive is expressed in a wide variety of behaviour like the motive for leadership, for self-display, to compete with others etc. It leads to 'power motive' and is a strong determiner of one's behaviour.

**3. Self-submission motive :** Undoubtedly, the child has many occasions for self-submission, being helpless before his elders. Submission tendency is a learned tendency because it is usually learnt in the family or the society. This tendency depends on the social pattern. It varies in degree in different persons.

**4. Acquisitive motive :** Acquisitive motive is found in the child from the very childhood period. It is the urge of storing or hoarding things. Children are always seen busy in collecting certain things such as pieces of chalks, pins, pebbles, buttons, pictures, stamps, leaves, feathers etc. Acquisitive motive is the foundation of all our notions of property and rights of ownership. A person tries again and again to get those things which give pleasure and satisfaction but leaves those which harm him.

**5. Achievement motive :** Achievement motive is the need or desire to achieve something. It is a strong motive characterised by ambition, high level of energy and strong desire for independence. Without achievement motive nobody will try to gain or achieve anything in life. The success of one's work depends upon this motive. This motive is increased by independence, training and self-dependent attitude. By instruction, training, advice, reward and praise, self-dependency attitude can be developed.

**6. Affection motive :** It is essentially a desire to love and to be loved that leads in maintaining pleasant and happy relations with others. Everybody needs love and affection. He possesses a sort of emotional craving for the satisfaction of this motive. The environment that provides healthy affectionate relations provides strong motivating force to the individuals who are provided with such environment.

**7. Affiliation motive :** Everybody has strong tendency to remain affiliated to a group, family, organisation and finally society. A person seeks the company of others for give and take of love, affection, for sharing each others sorrows and griefs, failures and achievements. The sense of affiliation is exhibited in the desire for interpersonal relationship, for cohesiveness among members of a group. It works as a cementing agency among persons. Sense of affiliation or attaching oneself to others gives a deep psychological satisfaction and sense of security.

**8. Approval motive :** Approval of the family, society and culture is a basic social and psychological necessity for every person. Without approval, the sense of sympathy and security is affected. Fulfilment of approval motive gives every human being a sense of satisfaction and feeling of pleasure while doing a work. Social approval is a powerful motive in the sense that it lies behind man's most social activities like marriage, service and other socio-cultural functions. He needs the approval of others for all these works. A person is frustrated, disappointed and dejected when he fails to get social approval.

**9. Security motive** Every human being has security motive. Not only he wants security of life from the physical and psychological point of view but also he wants security in economic as well as social sense :

(i) **Economic security** : It includes a satisfactory job, regular income, pension, some property.

(ii) **Social security** : A person feels secure in the society. He cannot live alone. His life is incomplete without society. Social security includes love, affection, belongingness, friendship, companionship and social acceptance.

**10. Freedom motive :** Every individual possesses a craving for independence. All human beings have an urge to remain free and independent.

**11. Self-actualisation motive :** This motive is also named as self-expression motive or self-realisation motive. Every one of us has craving for the expression of one's self and actualisation of one's own potentialities. This motive makes an individual think that there is something for which he is best fitted and is not happy until he gets opportunities to do what he is best fitted for.

**12. Praise and blame :** The tendency to win the praise and avoid blame motivates human behaviour in nearly all societies. Every person wants to be praised by other persons even though he may not like to be praised by them directly. Similarly, no one likes to be defamed or humiliated by others. A person learns praiseworthy behaviour and avoids a detestable one from his childhood. Praise is fruitful and blame is harmful. The effect of praise is more than the effect of blame.

#### Conclusion :

All the above mentioned biological and social motives are vital and indispensable. In the proper satisfaction of these motives lies the proper growth, development and happiness of the human beings. If they are met efficiently, the result is a balanced and integrated personality. When motives are not met or when their satisfaction is in danger or delayed, the person may become frustrated, inhibited and unbalanced.

#### Other Classifications (Types) of Motives :

We can divide motives in various ways :

##### (1) Primary Motives and Secondary Motives :

1. **Primary motives** are the biological or physiological motives. The examples of such motives are : hunger, thirst, sex, sleep, rest, etc. These motives ensure the preservation of life for the individual and for his race. An important feature of these motives is that they are *inborn* and *innate*.

2. **Secondary motives** are psychological and social motives. Examples of such motives are : need for security, achievement, gaining status and recognition, etc. These motives are acquired like other forms of learning behaviour, when we are trying to satisfy our needs.

##### (2) Innate and Acquired Motives :

1. **Innate motives** are known as physiological motives and are associated with the birth of the individual. Examples are : hunger, thirst, sleep, sex, etc.

2. **Acquired motives** are learnt motives. Examples are : habit, interest, etc.

##### (3) Natural and Artificial Motives :

1. **Natural motives** are present in the individual by birth. Examples are play, prestige, etc.

2. **Artificial motives** are complementary motives to natural motives. Examples are : reward, punishment, etc.

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### (4) Intrinsic and Extrinsic Motivation :

1. **Intrinsic motivation** : It comes into display when the resolution of tension is to be found in mastering the learning task itself. The material learned provides its own reward. For example, the student who studies the construction of model dams diligently so that he can make a model, is experiencing a thing of intrinsic motivation.

2. **Extrinsic motivation** : It occurs when a student pursues a learning task for reasons which are external. If a student engages in construction of model dams because he thinks it will please his father, who is an ex-engineer, this becomes a case of extrinsic motivation. Motivation is probably a function of an interactive situation where reward for a particular action acts as an incentive. Some of the common forms of extrinsic motivation are :

- (a) Purposive goals
- (b) Knowledge of rewards
- (c) Punishments and rewards
- (d) Praise and blame
- (e) Rivalry.

### (C) TECHNIQUES OF ENHANCING LEARNER'S MOTIVATION (WAYS OF MOTIVATING CHILDREN IN THE CLASSROOM)

The teaching-learning process aims at maximum learning in a minimum period of time. It is, therefore, necessary that children should be properly motivated. The success of the teacher lies in motivating the children to learn because learning has to be motivated.

- (1) In the beginning learning can be prompted with the help of external motives.
- (2) In the second stage, the child may continue the activity because it gives him pleasure.
- (3) Lastly, he wants to pursue it because he is motivated to achieve excellence and perfection.

Therefore, in order to make teaching-learning process effective, it is necessary that the children should be properly motivated and the teacher should make use of the following techniques of enhancing learner's motivation :

1. **Child-centred approach** : The child (learner) is the pivotal point in the learning process. Teaching is meant for the learner and the learner is not meant for teaching. Teaching should revolve around the learner. Therefore, the teachers should keep in mind the needs, interests, abilities, aptitudes and developmental level of learners while planning for their education.

2. **Progressive methods of teaching** : The teacher should use new, modern, psychological and progressive methods of teaching like Kindergarten (Play-way) method, Montessori method, story telling method, project method and Dalton plan as methods of teaching. These methods are child-centred and based on sound psychological principles.

3. **Use of teaching-learning aids** : The teacher should make the best use of various maxims, aids and devices of teaching.

(i) **Maxims of teaching** : The teacher should follow in his programme of teaching the following time-honoured maxims of teaching, which have been framed while keeping the learner (child) in the forefront :

- (1) Proceed from known to unknown, (2) Proceed from simple to complex (easy to difficult),
- (3) Concrete to abstract, (4) Particular to general, (Induction to deduction), (5) Analysis to synthesis,
- (6) Empirical to rational, (7) Psychological to logical, (8) Actual to representative, (9) Whole to parts,
- (10) Definite to indefinite.

(ii) **Principles of teaching** : The teacher should make the best use of various principles of teaching like principle of (1) Definite aim, (2) Activity (learning by doing), (3) Linking the lesson with actual life and other subjects, (4) Planning which involves selection of material, presenting the material, and drill,

revision, practice or recapitulation, (5) Flexibility, (6) Utilising past experience, (7) Learner-centredness, (8) Effective strategies and instructional material, (9) Conducive environment and proper control, (10) Diagnostic and remedial teaching, (11) Progressiveness, (12) Liberating the mind, (13) Interest, (14) Sympathy and kindness, (15) Co-operation, (16) Recreation, (17) Readiness, (18) Change and rest, (19) Training to senses, (20) Feedback and reinforcement, (20) Encouraging self-learning and creativity.

(iii) **Use of teaching-learning aids**: The teacher should make the best use of various aids and devices of teaching, like audio-visual aids—radio, television, films, maps, models, charts, pictures, posters, blackboard etc.

**4. New laws of association**: The child (learner) is easily motivated to learn new knowledge if he thinks that he knows all that is required as a base for new learning. This enables him to master new facts and acquire knowledge.

**5. Learning by doing**: Children are active by nature. They want to do something with their hands. Let the needs of children be satisfied. A satisfied child is always a well motivated child.

**6. Group work**: Children like group life. They may be divided into various groups. Group work leads to quicker, better and easier learning.

**7. Ego-involvement**: The personality of the child (learner) should be given its due recognition.

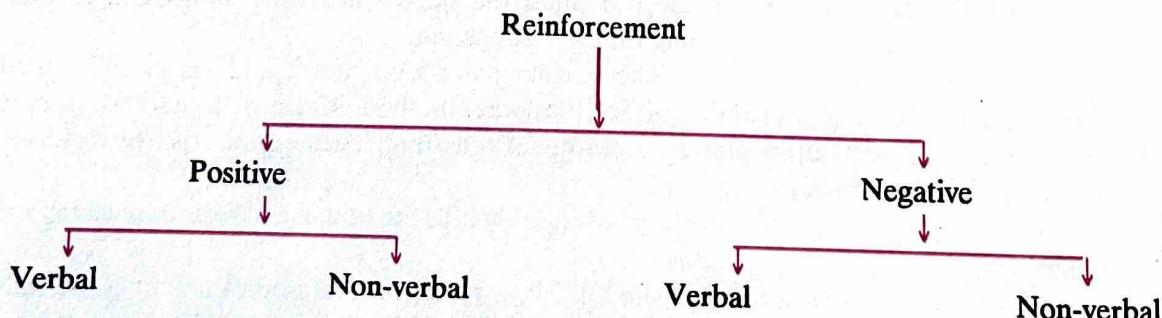
**8. Element of success**: The teacher should divide new learning into smaller and smaller tasks and assign them to the different students of the class. Children will complete them in a short period of time and will have a feeling of success. It is this feeling of success, which will motivate them for future achievement and success.

**9. Value of learning**: The teacher should highlight the value of learning among his pupils. They should realise that '*knowledge is power*' and can be helpful in life and will make them successful.

**10. Congenial environment**: A healthy or congenial environment based on love, friendship, sincerity, kindness, respect and encouragement in itself is a great motivating force.

**11. Self-discipline**: Constructive, creative, democratic, inner, positive and self-discipline helps in enhancing motivation of the pupils. The teachers' attitude towards the children should be sympathetic, loving, kind and impartial.

**12. Reinforcement (Praise and blame)**: Reinforcement is any stimulus which can increase the strength of a response when it is presented in close temporal conjunction with the occurrence of that response. Reinforcement is of two types :



(a) **Positive reinforcement (Praise)**: It may be categorised as :

(i) **Positive verbal reinforcement**: Following a learner's answer the teacher verbally indicates pleasure at the learner's response by the use of words like, 'Excellent', 'Fair', 'Good', 'Correct', 'Right', 'Fine', 'Well done', 'Splendid', 'Fantastic', etc.

(ii) **Positive non-verbal reinforcement**: It includes : (1) Nodding of head up and down, (2) Smiling, (3) Teacher's friendly look towards learners, (4) Keeping eyes on the responding pupil, (5) Turning ear to the responding pupil indicating that attention is being paid to him, (6) Moving towards the responding pupil, (7) Patting, (8) Teacher's friendly movements, (9) Teacher writing pupil's response on the blackboard.

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(b) **Negative reinforcement :** Negative reinforcement may be classified as :

(i) **Negative verbal reinforcement :** This includes : (1) Use of discouraging words like 'No', 'Wrong', 'Incorrect', 'Poor', 'Stop', 'Of course not', (2) Use of discouraging cues and voice tones such as 'hump' in sarcastic voice or remarks, 'foolish', 'shut up', 'non-sense', (3) Use of discouraging statements like, (a) I do not like what you are doing, (b) Do not do like this, (c) 'That is not good', (d) 'Do something else', etc.

(ii) **Negative non-verbal reinforcement :** This comprises gestures like : (1) Nodding the head sideways, (2) Staring, (3) Frowning, (4) Sneering, (5) Raising the eyebrows, (6) Looking angrily, (7) Not looking at the responding pupil, (8) Moving away from the responding pupil, (9) Avoiding the pupil, (10) Expression of annoyance, etc.

**13. Stimulus variation and teacher :** Research studies have shown that children cannot concentrate on an object or thing for long time. The effectiveness of teaching-learning process in such a situation depends to a great extent on the stimulus variation used by the teacher behaviour. Some of the common teacher behaviours in the classroom under stimulus variation are :

- (1) Teacher's movements.
- (2) Teacher's gestures.
- (3) Teacher's changes in speech patterns.
- (4) Teacher's changes in interaction styles.
- (5) Teacher's changes in postures.
- (6) Teacher's changes in sensory focus.
- (7) Teacher's pausing.
- (8) Teacher's shifting sensory channels.

Sneha Joshi writes, "What to change, when to change and how to change requires a skill on the part of the teacher for securing and arousing attention (motivation) at high level. Such a skill is named as skill of stimulus variation."

**14. Other teaching skills :** Motivation is highly influenced by teaching skills of the teacher. Important teaching skills in the teaching-learning process are :

- (1) Skill in introducing the topic.
- (2) Skill in putting questions.
- (3) Skill in dealing with students' answers.
- (4) Skill in reinforcement.
- (5) Skill in explanation.
- (6) Skill in encouraging group discussion.
- (7) Skill in the use of illustrations and examples.
- (8) Skill in using blackboard.
- (9) Skill in handling teaching aids and other equipment.
- (10) Skill in non-verbal cues.
- (11) Skill in the closure of the lesson.
- (12) Skill in using appropriate methods of teaching.
- (13) Skill in planned repetition.
- (14) Skill in drawing out conclusions from students.
- (15) Skill in teacher liveliness.

**Other Techniques of Enhancing Motivation in the Classroom :**

Some other techniques of enhancing motivation in the classroom are :

- (1) Provide goal, ideal or purpose, (2) Knowledge of results or progress, (3) Rewards : Material and social, (4) Punishment, (5) Active participation, (6) Competition, (7) Co-operation, (8) Evaluation, (9) Audio-visual aids, (10) Teacher-pupil relationship.

For explanation of these techniques of enhancing motivation read 'Factors Influencing Motivation' from page 211 to 216.

**To sum up,** learners in the classroom need constant motivation from the teachers so that the maximum use of their abilities and talents may be made for the development. The needs provide the basis for motivation. Hence, the techniques used by the teacher to arouse, maintain and enhance motivation will be successful only in so far as they make them perceive that progress is being made towards need satisfaction.

#### Laws or Principles of Enhancing Learner's Motivation :

The teacher, while teaching has to keep in mind the following laws (principles) of enhancing motivation so that learning becomes effective, efficient and inspirational :

**1. Law of readiness :** According to this law when we are ready to learn we learn more quickly, effectively and with greater satisfaction than when we are not ready to learn. According to Thorndike, "Readiness is preparation for action." Motivation is based on readiness. A teacher must be fully alive to this. Before teaching a lesson, children should be made ready to learn a particular task. The teacher should arouse the attention and interest of the students by asking suitable questions.

**2. Law of exercise :** According to this law, if any activity is repeated again and again, it is learnt effectively, and lack of repetition causes forgetfulness. Exercise strengthens the bond between a situation and response. On the contrary, a bond is weakened through lack of exercise, repetition or practice. Thus, this law has two parts : (1) *Law of use*, (2) *Law of disuse*.

**3. Law of effect :** According to this law, a response is strengthened if it is followed by pleasure, satisfaction or success and weakened if followed by pain, dissatisfaction or failure.

**4. Law of varied response :** This is also known as '*law of multiple response*'. Confronted with a new situation, the organism responds in a variety of ways before arriving at the correct response.

**5. Law of previous belief, attitude or opinion :** The pupil performs the task well if he has his attitude set in the task.

**6. Law of response analogy :** The learner responds to the new situation as he did in the previous similar situation. In other words, he responds to a new situation on the basis of responses made by him in similar situations in the past. He makes responses by comparison or analogy.

**7. Law of associative shifting :** This law is also known as '*the law of conditioned response*'.' A response may be shifted from one situation to another which is presented at the same time. In other words, according to this law, we get any response from the learner of which he is capable, associated with any situation to which he is capable.

**8. Law of similarity :** According to law of similarity, "Other thing being equal" the stimuli that are more similar to one another will have greater tendency to be grouped. Thus learning similar things is easier than learning dissimilar things.

**9. Law of proximity (nearness) :** This law states, "Perceptual groups are favoured according to the nearness of parts." It means that we perceive (observe) all closely situated or located things as groups.

**10. Law of polarity :** Law of polarity states, "Connections act more easily in the direction in which they were first formed than in opposite direction."

**11. Law of primacy :** According to this law, first impression is the last impression. First impression and associations are easily remembered and recalled. Things which come first stick to our mind while others fade away comparatively.

**12. Law of goal setting :** A definite goal should be fixed (set) before each learner according to the standard expected of him. Immediate goals should be set for small children and distant goal for older ones. Goals should be very clear and the learners must understand these goals.

**13. Law of individual differences :** Individual differences among the learners must be taken into consideration while providing learning experiences to the learners.

- (3) Knowledge of progress should be given to the pupils at suitable time.
- (4) Teacher should make judicious use of reward and punishment.
- (5) Various suitable opportunities should be provided for participation in the activity concerned.
- (6) Ample opportunities for self-expression should be provided to the students.
- (7) Teacher should try to develop spirit of group competition and co-operation (*i.e.*, working and living together) in the students.
- (8) Teacher should try his best to improve the system of evaluation. Occasional and frequent tests should be arranged.
- (9) Teacher should make effective use of audio-visual aids in teaching.
- (10) Teacher should have healthy and intimate relationship with the pupils.

#### (F) THEORIES OF MOTIVATION

**1. Psychoanalytic Theories :** Freud, Jung and Adler were the chief exponents of psychoanalytic theories of motivation. Freud originally conceived of sex as a primary driving force in behaviour. He called this psychic energy the libido, later adding another primary drive of aggression. Freud spoke of the life instinct and the death instinct. Psychoanalytic theories put emphasis on the ego, the rational aspect of personality or one's concept of himself. The ego regulates the impulses of the id, that is, the primitive part of the unconscious, composed of instinctive cravings characterised by unrestrained pleasure seeking. Hence, the sexual drive leads to varied activity, both through its satisfaction and through the anxiety that arises from attempts to cope with it.

**2. Cognitive Theories :** Lewin, Wertheimer, Heider, Festinger, Newcomb and Helson were the major exponents of cognitive theories. Cognitive theories on motivation centre on an understanding and anticipation of events where, by means of perception, thought, and judgment, we choose relative values that govern our behaviour. We build up beliefs, opinions, and expectancies, which regulate our goal-seeking behaviour. Cognitive models have been constructed which assume that at any given point in time people have preferences. The outcomes attained by a person depend both on the choices that he makes and on events beyond his control. Thus as the person chooses between alternatives which involve uncertain outcomes, some elements of risk are involved, and this in itself can be motivating. Cognitive theories think of choices by persons among alternative courses of action as depending upon the relative strength of the forces acting on the individual.

**3. Behaviouristic Theories :** Thorndike, Hull, Miller and Dollard, Mowrer, Spence, Skinner and P.T. Young are the chief exponents of behaviouristic theories. Concepts of motivation are largely governed by the principle of reinforcement. Behaviour is assumed to be purposive, and different theoretical concepts are employed to deal with the *energizing* aspect and the *directive* aspects of motivation. The classical forms of behaviourism utilises a "drive reduction" concept, which regards the basic source of energy in the organism as undifferentiated drive. The direction of behaviour, then, is conceived to be a product of learning mechanisms for channelising this drive into goal-oriented behaviour acts. Many of these classical behaviouristic theories imply that drive arises directly from need states within the organism, especially physiologically-based tissue needs. Newer theories, for example, Skinner exercises purely a functional concept of drive, stressing that no assumptions need to be based about internal energy source beyond recognition of the functional purposivism or goal directedness of behaviour. Behaviour is addressed towards certain consequent states, and if these states can be observed to be consistently pursued in an organism's behaviour, they may be functionally defined as rewarding states.

In short, we can say that behaviouristic theories of motivation have the following main tenets :

- (1) All behaviour is motivated in the sense that all behaviour is based on needs and drives.
- (2) All learning involves reward in the sense that only those responses that reduce need or drive are stamped in.
- (3) Needs may be biological or psychological, primary or secondary.
- (4) Energy is the function of need reduction, or of inferred (functional) reinforcements, its direction is accounted for by habits.

**4. Physiological Theory :** Lord Rutherford, William James, Zangwill, Lashley, Morgan and Beach, Kretschmer and Sheldon, Hebb and Stellar are exponents of this theory. Lord Rutherford said, "All

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explanations must be in physical terms. All science is either physics or stamp collecting." It appears that physiological theory is a Rutherfordian attempt. *William James, Zangwill* expressed the same views and believed that the secrets of the mind are locked within the cells of the nervous system. *Lashley, Morgan* and *Beach* supported physiological theory. *Kretschmer and Sheldon* who studied the relations between personality and physique, may be said to be indirectly concerned with the physiology of motivation atleast in the sense that they were seeking to determine the ways in which needs, desires, interests and attitudes vary with different types of body build. Presently *Hebb* and *Stellar* are busy in structuring physiological theory of motivation.

### Conclusion :

All above mentioned theories of motivation should be taken to be complementary rather than contradictory. A time may come when a single theory will weave all four apparent divergent theories into one unified whole and explain motivation. *Mowrer and Kluckhohn* have already made some attempts to synthesise these theories but they are too early. It should be remembered that theories of motivation are practically schools of psychology.

### (G) ACHIEVEMENT MOTIVATION

#### Meaning :

1. **McDavid and Harari :** *John W. McDavid and Herbert Harari* in their book 'Social Psychology' state, "A system of goal-direction in human activity that is closely related to competence, aggressiveness and dominance is described by psychologists as achievement motivation."

2. **McClelland and Atkinson :** "Achievement motivation may be associated with a variety of goals, but in general the behaviour adopted will involve activity which is directed towards the attainment of some standard of excellence." It may include competition with others in which they are surpassed.

Achievement motivation can best be defined as the expectancy of finding satisfaction in mastering challenging and difficult performances. In education we sometimes call it the "pursuit of excellence".

#### Conditions of Developing Achievement Motivation :

*McClelland* (1965) listed various propositions for developing achievement motivation. Some of the important conditions under which achievement motivation can best be developed are as under :

1. **Reasons for developing motive :** Educational attempts to develop achievement motive will best succeed when the individual has many reasons in advance to believe that he should develop a motive.

2. **Predictive action:** A high level of motivation is likely to develop when an individual