

## UNIT 5: LEARNER CHARACTERISTICS AND MOTIVATION



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## **1.5 LEARNER CHARACTERISTICS**

### **LEARNER CHARACTERISTICS**

#### **1.5.1 INTRODUCTION**

In this segment, we are going to learn about the psychological characteristics of Students. In the teaching model, emphasis was given on Knowing about the Entering behavior of Learners. Knowledge of the characteristics of learners is very important for teachers in the teaching learning process. And most importantly we are dealing with technology savvy people who are referred to as Digital natives.

Before we list the characteristics, it is important for us to understand the term ‘Personality’.

#### **PERSONALITY**

Personality is the brand image of the Individual. Personality is Qualities of a person which differentiates himself from another person. Personality is Qualities present in a person which is responsible for his success/failure.

**Personality is the sum of the physical, Cognitive, Emotional and Social Characteristics of an Individual.**

#### **ADOLESCENT PERSONALITY**

In this segment we are focusing on the learners, who are in the middle and late adolescent period (17-21 years). The adolescent also has a personality.

#### **CHARACTERISTICS OF ADOLESCENCE**

- Crucial and critical period
- A period of Stress and Storm
- A period of difficult adjustments
- Often characterized by outburst of energy
- A movement from adolescence to Adulthood.

## **LEARNER CHARACTERISTICS**

The four characteristics are

- Physical Characteristics
- Cognitive Characteristics
- Emotional Characteristics
- Social Characteristics

Let us examine each of these characteristics in detail.

### **PHYSICAL CHARACTERISTICS**

- Rapid Intense growth
- Height and Weight
- Internal Organs
- Bone and Muscles
- Nutrition
- Personal calendar
- Inconsistent and Variable growth

### **COGNITIVE CHARACTERISTICS**

- Increased ability of understanding
- Increased ability to generalize the facts
- Increased ability to deal with abstraction
- Development of Memory and Imagination
- Ability of Problem solving
- Increased ability to communicate with others
- Ability to make decisions
- Intellectual development reaches its peak

### **EMOTIONAL CHARACTERISTICS**

- Complexity
- Development of Abstract Emotions
- Emotional Feelings are Widened
- Capacity to Bear Tension
- Capacity of Sharing Emotions
- Loyalty Expands
- Realism in Emotional Experiences
- Ability to Review Hopes and Aspirations
- Tolerance of Loneliness
- Increased Compassion

### **SOCIAL CHARACTERISTICS**

- Explore their personal identity
- Peer relationship takes over
- Possibility of negative peer pressure
- Often test teacher's and parent's rules and boundaries
- Self centered attitudes
- Personal / Recreational Interests
- Vocational Interests

### **1.5.2 STUDENT TYPES**

- Compliant
- Anxious Dependents
- Independent
- Heroes
- Snipers
- Attention Seekers
- Discouraged workers
- Silent Students

### **1.5.3 STUDENT DIFFICULTIES**

- Poor concentration
- Easy distractibility
- Excessive sleepiness
- Lack of Motivation & Direction
- Fall in academic standards
- Skipping classes
- Rebelliousness
- Mood changes
- Sensitivity to criticism & Correction
- Bullying
- Social Media Addiction
- Inferiority and Superiority

### **1.5.4 STUDENT MOTIVATION**

Motivation is the process by which individuals are impelled to seek a goal. Motivation originated from the Latin word “Moveer” which means to move.

There are Many definitions in many perspectives

Some of them are as follows

#### **DEFINITIONS OF MOTIVATION**

According to Behaviouristic school , “ It is the why of behaviour”

Freud defines it as “Unconscious Impulse”

Maslow defines it as the “Process of need – drive satisfaction”

Hull says “it is the Process of Tension Reduction”

“The Impetus to do well” is by Mc Clelland

## **CLASSIFICATION OF MOTIVATION**

There are several classifications of Motivation, one of them being External and Internal Motivation.

### **External**

Money, Societal approval, fame or fear

### **Internal**

Pride, Sense of Achievement, responsibility and belief

## **INTRINSIC VS. EXTRINSIC MOTIVATION**

A Student who is intrinsically motivated undertakes an activity “For its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes”

An extrinsically motivated student performs “In Order to obtain some reward or avoid some punishment external to the activity itself”

Students with an intrinsic orientation tend to prefer tasks that are moderately challenging, whereas “extrinsically oriented” students gravitate toward tasks that are low in degree of difficulty. extrinsically oriented students are inclined to put forth the minimal amount of effort necessary to get the maximal reward.

## **1.5.5 CAUSES OF DEMOTIVATION IN STUDENTS**

The various causes of Demotivation in students are :

- Change in Institutional Environment
- Incompatible Goals
- Unaware About Objectives
- Polluted Home/Social Environment
- Absent from the Class
- Difficulty in following classroom communication
- Scarcity of facilities and resources

- Difficulty with Instructors
- Impractical expectations
- Preoccupied with insecurity
- Excessive control
- Improper use of leisure time

### **1.5.6 STRATEGIES OF MOTIVATION**

The various strategies that May be used by teachers inside and outside the classroom are:

- Encourage students to set personal goal
- Be a role model and mentor to your students
- Discuss employment prospects to eradicate insecurity
- Create friendly environment in the classroom
- Discuss future scope of the subject in professional careers
- Clarify objective of the lesson
- Follow Learner centered approach than teacher centered approach
- Give appropriate feedback and reward
- Award test marks and grades according to merit
- Conduct seminar for the students by the students
- Acknowledge the contribution and participation of students
- Create competition in the academic work for students in areas such as project work, assignments etc.
- Clarify doubts raised by students
- Deliver instructions and materials to suit the level of students (individual differences)
- Use audio-visual aids including multimedia
- Encourage students in group discussion
- Organise industrial visits/educational visits
- Encourage students to participate in co-curricular activities



### ***Unit 5 Learner Characteristics and Motivation***

- Organise individual counseling and group counseling sessions
- Make provisions for reward (both material and social) in order to satisfy students' need for recognition. Punishment must be avoided to the extent possible.
- Create competition in the academic work for students in areas such as project work, assignments etc.
- Nurture their growth needs.