

Educational psychology
MOTIVATION AND CLASSROOM LEARNING

Unit IV
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Introduction: (slide 2)

The history of motivation dates back to the writings of Greek philosophers (Plato and others) who believed in the concept of the **free will of man**. Man has always been speculating and finding reasonable explanations of behaviour. So, it indicates that there is an intimate relationship between motivation and behaviour. Motivation mainly deals with the 'why' of behaviour.

Why do we learn?

Why does a student burn the midnight oil during preparation for examinations?

Why do organisms behave in a certain way at certain times?

The problem of 'why' brings us to the problem of 'motivation'. It draws the interests and inquiry of those who deal with human relations. It is a cause of concern for businessmen, politicians, social workers, administrators, engineers, industrialists and teachers. Any effort to attain desired goals and satisfy needs in any kind of human management is founded on motivation.

The Psychology of Motivation: (slide 3)

Understanding motivation is important in solving questions about the potential reasons behind various behaviours shown by individuals.

Rooted in the Latin word MOTIVUS, '*movere* 'or 'to move' is the source of the term **Motivation**. Motivation refers to the **process** of arousing movement in an organism. It is the stimulation of a person to act and to continue the effort so as to complete the course of action which is already begun. Thus, motivation is the basis of behaviour.

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According to Atkinson--- Motivation is the arousal of the tendency to act to produce one or more effects.

Maslow commented: Motivation is constant, never ending, fluctuating and complex and that, it is an almost universal characteristic of particularly every organismic state of affairs.

S.P Robins: "*Motivation is the willingness to exert high levels of effort towards organisational goals, conditioned by the effort and ability to satisfy some individual need.*"

Therefore, motivation can be described as the state of an individual which involves the existence of a need that drives him and guides his activities towards a certain goal that can bring him a sense of satisfaction.

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Functions:

What does Motivation do?

1. **It energises and sustains behaviour:** A person is aroused for action. The energy can be physiological or emotional which is triggered by a similar experience in the past. Also, motives sustain the interest and behaviour for longer period. Thus, the adequacy and efficiency of a person is increased.
2. **It directs and regulates behaviour:** Motivation guides, directs and makes a person goal-oriented. His behaviour is purposeful and persistent. However, motivational behaviour is often complex and determined by structure of the situation and action sequences.
3. **It generates selectiveness:** Motivated behaviour is directed towards a selective goal chosen by the organism itself. The means is suitably selected and this behaviour is terminated only by achievement of the goal.

(slide 6) Motives:

Motive incorporates the meanings of both **drive** and **goal-directed behaviour**. Behaviour is influenced by physiological and psychological stimulations. **MOTIVE** refers to a determination to act in some particular way, to carry out an intention, to arrive at a goal.

Newcomb describes :*an organism is motivated when and only when it is characterized both by a state of drive and by a direction of behaviour towards some goal which is selected in preference to all other possible goals.*

So, Motive can be described as, ' a **reason that stimulates and directs our behaviour**'.

Three types of Motives have been classified:

1. **Biological motives:** Those motives which are essential for survival of the organism. They are mainly pleasure seeking and avoid pain. E.g. sleep, food, water, air etc...
2. **Social motives:** Those motives which identify man as a social-being, shape his behaviour according to certain pattern that adapts him to his environment and makes him an important part of social progress. E.g. prestige, respect, social approval, affection etc...
3. **Personal motives:** These are special categories of motives which depend on the uniqueness of each person. They are individually customized according to individual difference. E.g. interest, attitude, values, self-concept etc.

The overall goal of all these types of motives can be summed up as **-fulfilment of a need or want**

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Theory of Self actualization:-

Abraham Maslow (1908-1970) developed the theory of self actualization. When one type of need is satisfied, another emerges. Maslow observed that among healthy, well adjusted individuals, there is a clear eagerness to grow, to mature and to discard old modes of adjustment. This

eagerness makes man strive forward and higher order needs become operative. Maslow organised human needs in a hierarchy.

The first and the second order of needs maybe grouped as basic needs and are called deficit needs. The third and fourth order of needs maybe regarded as psychological needs and are higher levels of deficit needs.

The fifth order of need is the growth need or self-fulfilment need.

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1. **Physiological needs:**-The most potent need for person is physiological needs. When these needs are deprived for long period, all other needs recede in the background. Deprivation of basic survival needs motivates an individual to act. Need-gratification operates mostly in maintaining an individual's equilibrium and motivates him for higher order needs.
2. **Safety needs:**- When physiological needs are fulfilled, safety needs become dominant. By nature, man feels the need of structure, law and order, financial security for a safe future etc. Acquisition of the capability and resources to meet environmental challenges can be considered as achievement of this need.

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3. **Belongingness, love needs:**- Here, the basic mentality of man to identify himself with or be a part of a group is emphasized. Intimate relationships, being an accepted member of an organised group, a family to provide affectionate environment etc are reflected at this level. This type of need refers to the fulfilment that is fostered by family and social life. Isolation and loneliness in a crowd of many can de-motivate man psychologically.
4. **Esteem needs:**- Esteem needs refer to self confidence and feeling good about one-self. A person who has established a high reputation may become quite choosy about the type of work he accepts. He is comfortable in his situation. Owning a house, land, a fat bank balance, and titles of honour may foster the self -esteem of a person. Again, there is the need to feel superior to others in the sense that he feels that he is being valued by others....Like owning expensive, branded or unique goods. Adequate gratification of such needs lessen their dominating force in a person's life, thereby enabling him to proceed to higher order need.
5. **Self-actualization:**- The highest need in Maslow's hierarchy is self-actualization. It simply means '*what one can be*' or '*fulfil one's individual nature in all its aspects*' or '*self-fulfilment*'.

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People become motivated towards self-actualization only when their lower level needs are fulfilled to the degree that such needs neither distract nor consume all available energy. One important aspect of self actualization is emancipation from man-made restraints. A self-actualized person strives for the best of what he can be without being forced or influenced by any external pressure. He does not strive to impress. Rather, he only seeks fulfilment of himself and feels that he has lived up-to his potential.

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Motivation in Classrooms

Motivation is a key component in learning. The classrooms are the most essential places where motivation needs to be activated--

Let's pick a few means of motivating students in the classroom:-

1. **Child-centred approach**:-This approach puts the learner first. His ability, interest, capacity and past experience should be taken into account when a student is taught or assigned to perform a task. The needs of the students are to be regarded.
2. **Linkage between the old and the new**:- Past experiences prove to be a good basis for present learning. Building a proper relation between the new situations/assignments and old knowledge eases the difficulty/challenges of acquiring fresh knowledge.
3. **Effective methodology**:- Stimulate the students for learning based on psychological principles to ignite the curiosity and interest of learners. Visits to places of academic value, use of A-V aids, teaching devices etc. are directly beneficial for students.
4. **Clarity of purpose**:- Definite aims and goals arouse the interests of learners. They must be aware and acquainted with the purpose of acquiring new knowledge, skills and experiences.
5. **Co-operation and competition**:-Co-operation in group life develops team- spirit and a sense of unity. Though competition is a well-known source of motivation, co-operativeness is desirable for sustained progress and development.

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Conclusion

Walt Disney said: *"All our dreams can come true, if we have the courage to pursue them"*. The catch word for our class today is **Courage**. It is essential to find the courage within us, ignite it and fuel it to keep ourselves motivated at all times. We need to apply this particularly in our learning activities and generally in all spheres of our lives.

Mark Twain said:-*"The secret of getting ahead is getting started."*

Without a starting point, there is no finish line. Let us set our goals, establish the right perspectives and pursue our goals.

START TODAY, STAY MOTIVATED and CATCH YOUR DREAMS!