

7. Co-operation : Competition sometimes gives birth to national and international rivalries and conflicts. So if we are to educate the coming generation for peace and international understanding our emphasis should be on co-operation rather than competition. But if competition is to be used at all, it should be often used at the group level so that when groups are ranged against each other there is team spirit with the group.

8. Evaluation : A proper evaluation of school work can become an effective motivation for better learning. It is a well known fact that the present system of examination inspite of all its defects, directs pupils to work. A system of assessment based on objectives of education and teaching leads pupils to work on desired lines. So, it promotes learning.

9. Audio-visual aids : Audio-visual aids like movies, radio, television, laboratory and workshop etc are great aids to motivation. So, they should be utilised in school learning.

10. Teacher-pupil relationship : Good intimate relationship between teachers and pupils motivates pupils to work. Hence, teacher should have sympathetic and affectionate attitude towards the pupils. He should respect the personality of the child. The teacher can accomplish a great deal in motivating school learning by feeling his self-respect.

Difference between Intrinsic and Extrinsic Motivation :

1. Presence from birth : Intrinsic motivations are present from the birth. They are innate and not acquired. For example hunger, thirst, sex, sleep, rest, excretion of waste product, maternal motive, combat, mastery, submission and gregarious motives are intrinsic in nature. On the other hand extrinsic motivation is acquired. These motives are learnt from the contact with environment. They originate in social situations and by social ideals. Examples of intrinsic motives are interests, attitudes, life goal, level of aspiration, force of habit and unconscious motives.

2. Universality : Intrinsic motivations are universal in nature. They are found in all individuals. Extrinsic motivations are not universal. Extrinsic motivations differ from individual to individual. Interests, attitudes, life goal, level of aspiration, force of habit differ from individual to individual.

3. Permanent trend of changing activity : Many changes take place in behaviour of intrinsic motivation but trend of that behaviour is definite and permanent. For example, when we are hungry, we take food and hunger is satisfied. When we again become hungry we again take food. Similarly we sleep when we feel sleepy and when we again feel sleepy we again sleep. Hence in intrinsic motivation there is a permanent changing activity. But extrinsic motivation has no definite or permanent trend. For example, interest of an individual is an extrinsic motivation and it changes from time to time.

4. Biogenic versus sociogenic : Intrinsic motivation is biogenic. It is related to biological or physiological needs of the individual. These are essential for life. Extrinsic motivation is sociogenic. It is learnt from social environment or situations.

5. Physiological versus psychological : Intrinsic motivation is known as physiological motivation because it is related to physiological needs of the individual. Extrinsic motivation is known as psychological motivation.

6. Primary versus secondary : Intrinsic motivation is known as primary or vital. Hunger, thirst, sleep, sex, excretion of waste products are essential for survival. Extrinsic motivation like interests, attitudes, life goal, level of aspiration, force of habit, etc. is known as secondary.

7. Unlearnt versus learnt : Intrinsic motivation is unlearnt where as extrinsic motivation is learnt.

(2) They appeal to ego-maximisation and develop high morale.

(3) They create pleasant associations which help in repeating the desired activity.

Disadvantages of Rewards in Motivating Learning :

(1) They encourage wrong attitude of expecting something for nothing.

(2) They afford temptation to cheat.

(3) They are mostly extrinsic in motivating the pupil towards winning a prize instead of cultivating taste for the thing itself.

(4) The majority of the pupils of the average level do not evince any interest in winning rewards.

4. Punishment : Punishment is a negative motivation. It is based on fear of failure, fear of physical pain, fear of rejection or mental disturbance, fear of losing prestige and so on. It is a preventive motivation. It may result into a good behaviour in the student. But extreme form of punishment turns pupils into mechanical toys, cramming certain facts without understanding. So, the teachers and the parents should make judicious use of punishment.

Advantages of Punishment :

(1) They often act as a deterrent.

(2) They serve as a form of discipline.

(3) They are specially useful if :

(a) they appear as natural consequences of the undesirable act.

(b) they are used in combination with reward,

(c) the child can be made to realise that it is the undesirable act and not himself that is being punished.

Disadvantages of Punishment :

(1) They are based on fear which is not a healthy emotion.

(2) They lose effectiveness if the child is no longer afraid.

(3) They create unpleasant things that are negative and associated with failure.

(4) They may engender ill-will towards teacher and society.

(5) They are likely to reinforce the undesirable conduct by overemphasis.

(6) The results of punishment are not always permanent.

5. Active participation : Pupils do better when they are active participants in an enterprise. So the teacher should develop his lesson with the help of active participation of the students. Students should be provided with an opportunity to take part in various functions.

6. Competition : Competition means desire to excel others. It has been employed as a strong motivation force in learning and is generally very effective. Hence, the teacher should inculcate spirit of competition among students. It can be among individuals as well as among groups.

Advantages of Competition :

(1) It provides zest and meaning to life.

(2) It is positive and satisfies basic urge.

(3) It stimulates growth, development and maturation,

(4) It builds up morale and ego maximisation.

(5) It could lead to self-improvement, for competition can be against oneself as well as against others.

3. **Motivation selects behaviour** i.e. only those acts of learning are selected which are supported by our motives. They dispose the learner to react to certain situations and ignore others i.e. they help the learner in the achievement of right responses and in the elimination of wrong responses.

4. **Helpful in capturing attention** : Motivation helps in capturing attention. The teacher can help the students in concentrating their attention on studies by motivating them.

5. **Helpful in developing interest** : Motivation is an art of inculcating interest in the students. Hence, the teacher can arouse the interest of the students in work by motivating them.

6. **Acquisition of knowledge** : Motivation helps in the prompt acquisition of knowledge. Hence the teacher can motivate the students for prompt acquisition of more and more knowledge by using the best methods of teaching.

7. **Helpful in character formation** : The teacher can motivate the students for acquiring noble values and ideals. Thus, he can help them in the formation of character.

8. **Development of social qualities** : Motivation helps in the development of social qualities. The teacher can motivate the students for developing community feeling and social qualities by encouraging them to take part in group activities.

9. **Development of sense of discipline** : The teacher can motivate the students for desirable activities. He can solve the problem of indiscipline by developing sense of discipline in the students.

10. **Progress according to individual differences** : The teacher can help the students in doing work according to the individual differences by using appropriate motivation. Thus, he can provide opportunities to the students for making progress in accordance with individual differences.

11. **Foundation stone of personality** : Motivation plays an important role in the development of personality—physical, intellectual, emotional, social, academic, vocational, etc. It has been regarded as the foundation stone of personality. The teacher should motivate the students from time to time for the purpose of assisting them in the best development of personality.

(2) TYPES OF MOTIVATION (INTRINSIC AND EXTRINSIC)

(1) Intrinsic Motivation :

Intrinsic motivation is also known as *natural motivation*, *primary motivation*, innate motivation, unlearned motivations and biogenic Motivation. Intrinsic motivations are more directly dependent on some of the innate tendencies and impulses of the individual. Some of the types of intrinsic motivation are :

1. **Bodily motivations** : Physical needs like hunger, thirst, sex etc. are known as bodily motivations.

2. **Instinctive motivations** : Instincts, have innate or inborn power. They are the '*prime movers*' of our behaviour. They inspire us to do certain jobs. Unless a person has satisfied his instinct he remains restless. Hence they are of great importance in education. It is the task of the teachers that they should provide a normal atmosphere for the students.

3. **Emotional motivations** : Emotional motivations are those motivations that inspire us to bring about the fulfilment of certain emotional needs. Emotional motivations are of great importance in education. They include affection, belongingness, independence, security, achievement and success and adventure etc.

4. **Social motivations** : Social motivations originate in social inter-action. Instinctive and emotional motives are modified by social pressure and the human being becomes a social animal. Normally, these motivations are awakened in the fulfilment of social needs. They have various forms as given below :

(a) Instinct of preparationness or primary motivation

(b) The tendency to seek social approval and avoidance of disapproval

(c) Mastery motivation or self-assertion and competence

5. **Individual motivations, personal motivations or ego motivations** : Individual or personal motivations are those motivations that inspire the person to do a particular job for the fulfilment of his personal needs or individual needs are knowledge, competition here work helps to fulfil the needs of a person to fulfil his personal desire.

6. **Games and sports** : Children love games and sports. These are called as play motivations. They can be utilised for imparting education to the children.

7. **Imitation, direction and examples** : Imitation, imitative and imitative with progress, and examples are presented before them, they can appreciate the process of learning. They are pushed them towards success.

8. **Other intrinsic motivations** : Some other intrinsic motivations are like love, self-respect, comforts, leadership, success etc.

It is quite clear that in human nature there is enough material for intrinsic or natural motivation. If proper opportunities are provided, these motives can be well guided with the help of education.

(2) Extrinsic motivation :

Extrinsic motivations are also known as secondary, motivations, acquired motivations, learnt motivations, sociogenic motivations, psychological motivation. They are product of the environment or society and not in the individual. They are learnt in social situations and by social habit. They are not universal in nature, they differ from individual to individual. Interest, attitude, life goals, level of aspiration, force of habit differ from individual to individual. They are not fixed or permanent. They change from time to time. Intrinsic motivation is the base for extrinsic motivation. Some of the extrinsic motivations are as follows :

1. **Goal, ideal and purposeful attempts** : In order to provide motivation in a given work, it is necessary to have a clear, definite, attractive, lively and comprehensive goal, ideal or purpose. The clearer the goal or ideal, the more forceful is the motivation concerned with it. Therefore, the teacher should help the students to be clear about their goals and purposes and about their own goals before them. It is necessary that curriculum should be prepared while keeping in view the capacities, interests, aptitudes and goal in order to stimulate students for work.

2. **Knowledge of results or progress** : In order to make the motivation more intense, it will be useful from time to time if students are made conscious of the progress that they have made. It will arouse curiosity, interest and enthusiasm in the students. For this reason, records of progress and goals of children in the form of graphs and charts are very desirable in schools.

3. **Reward** : It is very important and useful motivation. A reward may be of following types :

(a) **Material rewards** like books, reading and writing materials and other valuable things.

(b) **Social and spiritual rewards** like selection for particular post, promotion, praise, chance, badge and certificate of honour.

Reward is a positive and psychological motivation. It is very dear to the student. Hence, school should make use of proper rewards at proper time and in proper manner for better results. The teacher should

Advantages of Rewards in Motivating Learning :

(1) Being pleasant, they generate interest and enthusiasm.

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

(b) **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 actualisation etc.

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

2. **Drive** : Drive is an original source of energy that activates the human organism. It is an 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."

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 a need. The drive directs the behaviour in a definite direction according to the needs.

3. **Incentive** : These 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 a stimulus 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 biological or psychological condition.

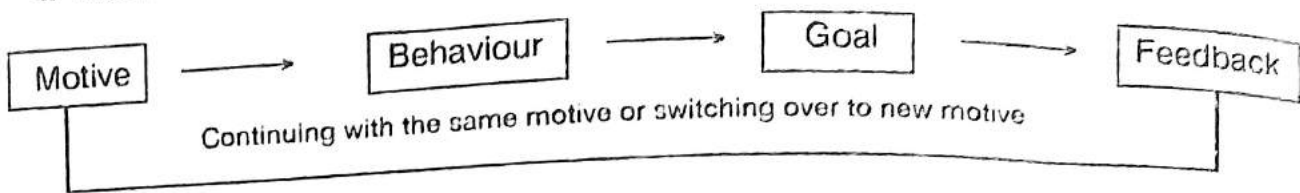
Functions of Motivation in Learning :

1. **Motivation directs behaviour** i.e., it gives a sort of direction to the behaviour of the individual in such a way that he gets satisfying feeling. Sultan of Kohler was directed by hunger to get the bananas. The teacher should make his pupils active and motivated to direct their energies upon well defined and desirable goals.

2. **Motivation energises behaviour** i.e., it provides energy to the learner in his learning activities. Reward induces further success and punishment for failure induces action for achievement. So motives like reward and punishment etc. are very helpful in learning process.

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.

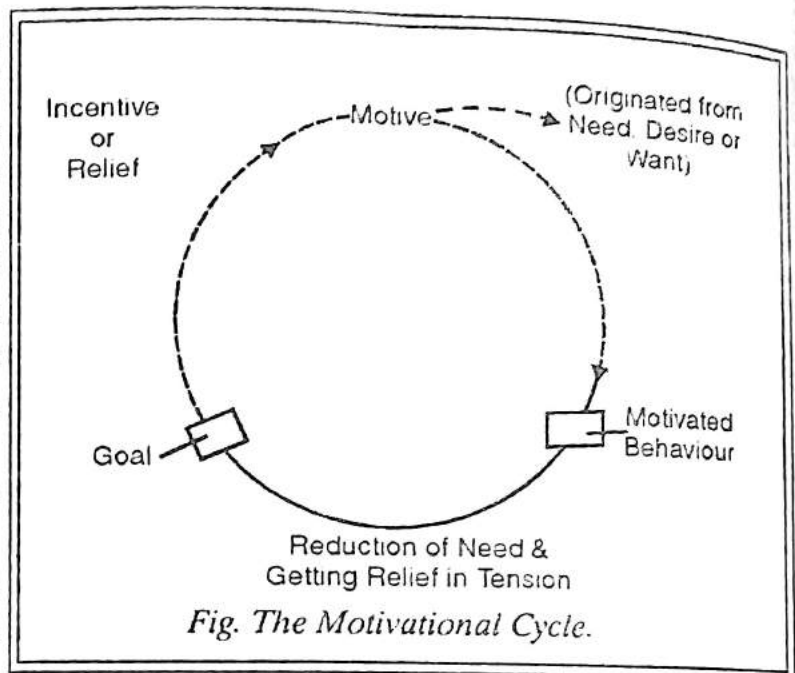
When the organism reaches the desired goal, he gets immediate reinforcement or encouragement. In other words, he is further motivated to act. The term "incentive" is frequently used for this stage of motivational cycle. Incentives in this way, are the objectives or situations satisfying the desired motives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

(4) Aspects 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 :



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."

(2) Characteristics of Motivation :

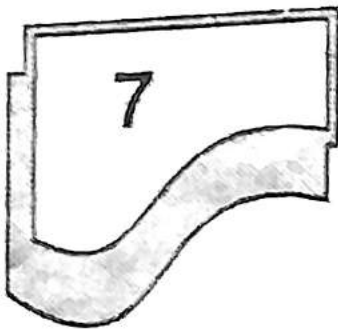
By analysing the definitions of motivation, we can infer the following characteristics of motivation :

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.

(3) 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.



Motivation : Concept, Types Bases : Needs and Drives

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) CONCEPT OF MOTIVATION

Concept of motivation implies, meaning, definitions, characteristics, process and aspects of motivation.

(1) Meaning and Definitions of Motivation :

Motivation is derived from the word 'movere' 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, 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 an organism that dispose it to act in a certain way."