

1. Details of Module and its structure

Module Detail	
Subject Name	Education
Paper Name	Psychology of learning & Development
Module Name/Title	Motivation: Its Meaning and Importance
Module Id	ePG EDN 3.16
Pre-requisites	Basic understanding of Psychology of Learning
Objectives	<p>After going through this topic the students will be able to:</p> <ul style="list-style-type: none"> • Define motivation • Explain the concept and meaning of motivation • Enlist the main ingredients of motivation • Describe motivation cycle • Name different types of motivation • Differentiate between intrinsic and extrinsic Motivation • Discuss the importance of motivation
Keywords	motivation, intrinsic motivation, extrinsic motivation, drive, need

2. Development Team

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Psychology of Learning and Development

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1. Introduction

Motivation is one of the important areas in Psychology. It is the subject of interest for all who deal with human relations and behaviour. Almost all the human beings face many problems and challenges in their daily lives and they see and handle these problems and challenges differently, this depends upon their psychology and motivation. The Psychology of motivation tries to study human behavior and gives answer to the questions concerning it. For example, an aspirant of Indian Civil Services may be seen investing 18 to 20 hours on his studies, a sportsperson sweat for better performance in competition or a laborer working in a field during the scorching Sun. Why people tend to behave and act in certain manner? Why people continue to work despite all odd situations? What makes people respond to a variety of conditions in different ways sometimes may be in positive ways and sometimes in negative ways. The answers of these questions lie in the concept of 'motivation'. They behave in particular manner because they are motivated to do so.

Motivation is therefore regarded as something which compels or activates an individual to act or behave in a particular manner at a specific time for some specific objective or purpose. When we motivate ourselves towards some task, we first think about the incentive or the benefits that we may get after doing that task. In the above example the Civil services aspirant studies hard so that he or she can get good marks in the exams which drew him or her to success and enable him or her to reach the desired goal of becoming a civil servant. Here, marks or the success play the role of incentive for the action that the aspirant is doing. The laborer is working tirelessly in the scorching Sun as he knows that he will get wages at the end of the work through which he will make the life of himself and his family members comfortable. Having seen the above examples, we can say that motivation energize or activate the desired or goal oriented behavior of an individual. For every function in our lives we need motivation. Even a simple and usual act of eating is motivated by hunger, drinking water is motivated by thirst, urination is motivated by pressure, exercise is motivated by the goal of achieving good health, hair cut is motivated by the eagerness to look smart or simple or different. All the above examples and our experiences show that our daily life is affected by needs. Motivation is directed towards fulfilling those needs and answering the unanswered

questions. This lesson tries to discuss, elaborate and explain the meaning, concept and relevance of motivation in detail.

2. Concept of Motivation

The term 'motivation' is derived from the Latin word "movere" which means to move, to become in action. The etymological meaning of this term itself reflects that it refers to getting someone moved or activated or excited to do some work to achieve the desired goal.

Motivation may be considered as the activation of goal oriented behavior of an individual. The behavior may be activated by anything like rewards, incentives, security or interest that is the root cause of that desired behavior. Motivating learners is the most important task of teachers to achieve the aims and objectives of teaching and learning in particular and education as a whole. It is the key to the management people who are supposed to get the work done by their team members or junior members in the hierarchy. Teachers, in present scenario, are needed to act like a good manager, as a good researcher and as a good decision maker for their students and class. For all these tasks he or she needs to be fully motivated for himself or herself as well as a good motivator for others. Motivation comprises many things like the abilities to communicate, to set up an example, to challenge, to encourage, obtaining feedback, to involve, to delegate, to develop and train, to inform, to brief and to provide just a reward. If someone is efficient in the above abilities and skills, we can expect him or her to be a good motivator.

In a simple way, motivation may be referred to as the internal force which accelerates a response or behaviour. For every domain of personality i.e. cognitive, affective and psychomotor to develop, it requires motivation on the part of the learners.

Example: Take an example of seed germination. A seed requires essential favourable conditions (moisture, temperature, oxygen) to germinate. In the absence of any one of them, germination cannot take place. All the three conditions must be present in required amount, which are called as optimal conditions. In the same way, a learner requires motivation for learning. In the absence of motivation for learning, the learner is not a learner and he or she cannot learn. The responsibility of making the learner motivated goes on the shoulders of teachers, parents, guardians, tutors or the other stake holders of education.

Now the question arises as to what is the basis of the origin of motivation? The motivation originates from the needs of the individual. Hence, there is a need of developing the feeling of need among the child i.e. achievement or learning should fulfil some basic needs or requirements or wants of the learners. For a child, it may be like chocolate, toffee, etc. and for adults it may be success, marks, appreciation or any other material, immaterial or spiritual gains.

Motivation is a general term applied to the entire class of drives, desires, needs, wishes and similar forces which act upon the individual to act in a certain direction. In other way it may be said that, administrators motivate their subordinates by doing those things which they hope will satisfy their drives and desires and induce them to act in a desired manner. Same phenomenon works in educational institutions where a teacher can motivate students to study in desired direction to get good marks in exams and can inculcate desired habits among students.

3. Definitions of Motivation

The term ‘motivation’ has been defined by many psychologists in different way. But the center of gravity in all these definitions is ‘putting someone to act’ in a desired manner and direction. Some of the important definitions of motivation are given as follows:

According to H.W. Bernard, “Motivation refers to all those phenomena which are involved in the stimulation of action towards particular objectives where previously there was little or no movement towards these goals.”

Atkinson defined motivation as, “The term motivation refers to the arousal of tendency to act to produce one or more effects.”

According to Maslow, “Motivation is constant, never ending, fluctuating and complex and that it is an almost universal characteristic of particularly every organism’s state of affairs.”

According to Lovell, “Motivation is defined more formally as psychological or internal process initiated by some needs which leads to activity which will, satisfy that needs”.

According to Good, “Motivation is the process of arousing, sustaining and regulating activity”.

In the light of the discussion and definitions cited above we can conclude that motivation is the internal state that arouse, directs and maintains behavior of an individual towards some accomplishment. The causes of motivation may be located within the individual or outside the individual. It may be because of the trait or the state of the individual.

4. Main Ingredients of Motivation

Need and Motives: Need describes the lacking factor. If something is needed by an individual, he or she will do efforts to fulfill that need. To maintain a good balance in our lives we work to satisfy our needs. Needs may be primary or physiological, i.e. need for food, water; sleep and rest are primary needs. While secondary needs comprise socio-emotional needs which includes love, respect, belongingness, self-esteem, need of achievements, etc. People work to satisfy their needs in life. There are some needs which are urgent in nature and require immediate fulfillment, on the other hand there are some needs which are not urgent but intermediate in nature. Some of the examples of such intermediate needs are the need for a safe environment, need for recreation, need for insurance, need for seeing the movie, need to spend some time with friends, etc. We also experience some other needs that are not even needs per se but may be referred to as our wants. Some of the examples of such wants are having a big house, owning a big car, and vacations in exotic locations abroad like in Thailand, Australia, and Turkey, etc. and so on. It is these wants that make us work and keep us motivated to achieve these goals that we set for ourselves in life.

Motives direct the behavior of a person towards accomplishment of tasks. They energize the individual's behavior to goal oriented tasks. Motives are categorized into biological, emotional, cognitive and social motives. Biological motives include hunger, thirst seeking of pleasure and avoidance of pain. Emotional motives means seeking someone to whom you can share your feelings or the feeling that you have someone who will stand for you. Cognitive motives are related to basic and complex cognitive processes which comes in mind and person motivated to engage in different cognitive processes. Social motives come in existence when a person start thinking about the community and motivated to work for well-being of community.

Drive: Need creates drive. If meal or food is a need then hunger is a drive. It is the internal condition of the body of an individual which motivates that individual towards some action or task. Hunger is a primary drive. Drive produces a state of imbalance in the body that activates

the organism to work in such a way that can bring back the balance. In the course of achieving the balance by fulfilling the required needs, a gradual process of reduction in the intensity of need is observed in the individual. It is observed that initially the need was highest and as the individual moves towards the end of the need; when the need becomes zero, just at the attainment of that need or want. This theory is called as drive reduction theory which was propounded by Clark Hull who explained the motivation through drive reduction.

According to Clark Hull, human beings work to reduce the state of tension. Once a behavior is successful in reduction of drive, the likelihood of repetition of that behavior in future increases. Clark's theory of drive reduction is no longer considered important as it failed to explain complex human behaviors, especially in complex situations.

There are both biological drives such as hunger, thirst, sex etc. that dictate our behavior that takes us closer to the satisfaction of these drives and secondary or unlearned drives such as fear and curiosity that make us behave accordingly. In fact, curiosity is one drive that keeps human beings search, explore and learn new things in life.

5. Motivation Cycle

Figure-1 depicts the cycle of motivation. The cycle starts from the feeling of needs, which may be biological, social or emotional in nature. These needs, depending upon various factors are converted into drive which creates a kind of tension that put the individual to action or response to fulfill those drives and needs, which may be set in the form of goals. If the action gets succeed i.e. when the goals are achieved or the needs are fulfilled then that particular need is reduced, from high demand to zero, and after that new needs are faced by the individual, as needs have no ends. In this way the cycle of motivation continues.



Figure1- Cycle of motivation

6. Types of Motivation

There are various types of motivation; we will discuss them as follows:

6.1 Intrinsic Motivation

Intrinsic motivation comes from inside of the person. It means that person is internally motivated. It occurs when people are compelled to do something out of pleasure, importance, or desire. This form of motivation has been studied by social and educational psychologists since the early 1970s. In intrinsic motivation the task is itself motivating and it does not require any external reward or incentive. The person works spontaneously and the task itself acts as a reward. Intrinsic motivation leads to excellent work, pursuit of happiness and smoothness of the accomplishment of task which paves the way of success for the person. For example, singing, playing favorite sports, reading novels, pursuing hobbies, etc.

Intrinsic motivation is sometimes also called as biological motivation, physiological motivation, innate motivation, Psychological motivation and natural motivation. The causal factor of this motivation is inside the individual.

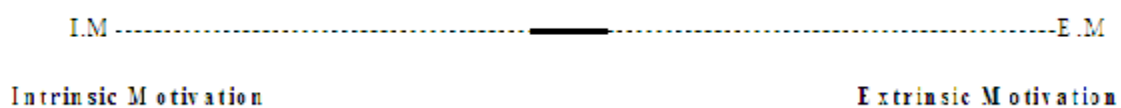
6.2 Extrinsic Motivation

Extrinsic motivation occurs when external factors compel the person to do something. It comes from outside of the individual. Extrinsic motivation would include circumstances, situations, rewards or punishment, social pressure, fear, etc, which occurs for external benefit. Thus the task is instrumental and accomplished for getting reward or incentive. For example performer on stage do better when crowd cheer for them. Extrinsic motivation tends to be tentative in nature. In this motivation, we are not interested in the activity or task but we care only about what it will gain us.

This motivation is also termed as social motivation or artificial motivation. The causal factor of this motivation is outside the individual.

Locus of Causality: In taking decision whether the motivation is intrinsic or extrinsic, the most important factor is to see the location of the cause of action or task. If the cause of the task lies within the individual, it is intrinsic motivation. If the cause lies outside the individual, then the motivation will be extrinsic in nature.

Motivation may be presented as two ends of a continuum. On the one end lies the intrinsic and on the other end the extrinsic. It may happen in some cases that both the factors act together to give it a colour of intrinsic as well as extrinsic motivation. In this case the decision will have to be taken by analyzing its position on the continuum.



Intrinsic and extrinsic tendencies are two independent possibilities, and, at given time, we can be motivated by some of each (Covington & Mueller, 2001). Teachers should encourage and nurture intrinsic motivation, while making sure that extrinsic motivation supports learning (Brophy, 1988; Deci, Koestner & Ryan, 1999).

7. Importance of Motivation: Motivation plays the following roles in the accomplishments of our tasks.

1. Encourages the behavior towards something: It is the point of origin towards something. Without motivation, we cannot work to achieve any of our goals. Setting of goals depends on our needs and motives which are fulfilled by our motivation. The intensity of motivation or strength of motivation depends on the nature and urgency of the need felt by us.

2. Sustain the behavior on the task: Merely encouragement and arousal towards some attainment is not sufficient. We need to sustain our efforts i.e. continue our efforts until the need is accomplished. This sustenance is also provided by the motivation. In other words, we can say that we are put on our path of hard work to continue until we succeed through sustained motivation.

3. Directs the behavior in a particular direction: Motivation also provides proper direction to our efforts in accomplishing the task. In this process, parents and teachers play very important role in directing our efforts and hard work towards the right direction.

4. Regulate or control the behavior: Regulating the motivated behaviour is also another important aspect of motivation. It is always good to be neither too fast nor too slow. In both the cases, there is major chance of giving up due to tiredness or chance of failure. Hence regulating behaviour is also one of the most important aspects of motivation which help us in sustaining our motivation which finally get us success in our task.

8. Summary

Human beings face several challenges and different needs. Some of these needs are biological and some are social and emotional. No matter what kinds of needs are arising, all of them arise to get fulfilled. Needs are converted into drives, which creates tension in the individual and lead to the action or response. Ultimately needs are either satisfied or compromised. This process goes on throughout the life of the individual. Motivation is the most basic and fundamental requirement to do any task or achieve anything in our life. Without motivation, we cannot put our efforts to accomplish any goal in our lives. The essentiality of motivation for action demands parents' and teachers' positive role in creating required level of motivation among the children and learners to put them on right path of achievements.