

Quadrant-I E-Text

Details of Module and its structure

Module Detail	
Subject Name	Education
Course Name	Understanding the Learner
Course Code	EDU502
Module Name/Title	<i>Motivation: meaning, kinds of motivation, needs, drives, homeostats, measurement of motivation and principles of motivation</i>
Module Code	UTL013
Pre-requisites
Learning Outcome	After going through this lesson, the learners will be able to <ul style="list-style-type: none">• define motivation as a psychological construct,• explain need, drive and incentive as elements of motivation,• differentiate between extrinsic and intrinsic motivation,• identify appropriate tools for measurement of motivation,• understand the principles of motivation, and• facilitate learning in your classroom by using various strategies of motivation.
Keywords	Motivation, need hierarchy, Principles of Motivation

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1. Introduction

Neha joined a new job as a science teacher in a senior secondary school. A section of class 10th was assigned to her to teach science. In her initial interactions, she came to know that many students in her class were not taking interest in studying science. Developing interest in 10th class students for science was her first task. She planned some strategies and started giving hands-on experiences in science. She started using group discussions and giving group projects related to learners' daily life experiences. She organised some quizzes, planned some bulletin board activities and organised one or two guest lectures of parents who were doctors, engineers, etc.

She was aware of the fact that all learners are same so she did not involve all learners in all activities. She gave open choice to learners to choose any activity of their choice. She did not force any activity on any one but made a condition that each learner has to participate in any one or two activities.

Can you think on some simple questions?

- Why did Neha try variety of activities?
- What were her key considerations while designing activities? Etc.

You may answer like interest of learners, their competencies and capabilities, engaging them, bringing them near to immediate environment, etc. Her major objective was to keep learners happy in her science classroom and engage them in learning science. This was her motive.

Can you enlist the factors due to which learners were participating in different activities? Your answers will lead you towards the factors which were motivating learners.

After some time, she noticed that a good number of students started taking interest in doing hands on experience. Those who were not taking interest in experimentation, she encourages them and gave them some rewards like chocolates, etc. when they performed well during activities as incentive.

She noticed that the number of students is increasing slowly in taking interest in science. After hard efforts, student's achievement in science has increased in her class.

This was because of motivation. Initially Neha motivated the students extrinsically and later she used incentive technique to motivate students.

You should analyse the stimuli or forces that Neha has used to motivate her students? What energised and directed to students to learn science? These forces could be needs, drives, motives, rewards, goals, fears, interests, curiosity and so on.

If you remember your school days, your teachers would have motivated to your classmates or sometimes you also to achieve good marks or to perform well in class activities and you achieved your goals. It might be because of your needs, rewards, your curiosity, your interest etc. In order to understand it more clearly, let us discuss first "what do we mean by motivation?"

2. Motivation: Meaning and Definitions

We all have to perform many tasks in our life. For instance, students always try to get good marks, after completing our studies we try to get a good job, we learn driving to make our life easier or to save our time, and we try to help needy persons, and so on.

Have you ever thought about the driving force which stimulates us to perform these actions? If you think, your answer will lead you towards motivation.

Motivation is the process of stimulating someone to act or behave to achieve the desired goals. Motivation has been considered as one of the stimuli which stimulate people to move forward. As you have



seen in case of Neha, she motivated her students to develop interest in science.

The term ‘motivation’ was derived in 19th century from the word ‘motives’, which means needs, desires, wants or drives within the individuals.

Let us analyse a few popular definitions: According to Dalton E. McFarland (1974):

“Motivation refers to the way in which urges, drives, desires, aspirations and strivings or needs direct, control or explain the behaviour of human beings.”

According to Fredrick J. Mcdonald (1965):

“Motivation is an energy change within a person and is characterized by affective arousal and anticipatory goal reaction.”

According to Maslow (1943):

“Motivation is constant, never ending, fluctuating and complex and that it is an almost universal characteristic of particularly every organismic state of affair.”

If you analyse these definitions, you will find that these definitions are indicating towards motivation as:

- Something which inspires, stimulates and energise the individual to act or behave in a particular manner at a particular time to achieve some specific goals.
- A biological or psycho-social state that begins with energy change which stimulates a person towards a specific action.

•It aroused by the affective arousal (feeling state of the person) and characterized by the anticipatory goal reaction, which means that when the person motivated, make responses and achieve the goal.

Self-Check Exercise

1. What is the name of driving force which stimulates you to perform some actions?

2. Motivation is a:

(A) Biological state

(B) Psych-social state

(C) organismic state of affair

(D) All of the above

While analysing these definitions, you may come across some questions like,

- What are the factors responsible for motivation?
- How does motivation occur? and
- Why does it vary from person to person?

In order to give answer of these questions some psychologists have suggested that there are some basic elements associated with motivation like needs, drives and incentive.

Let us understand all three factors with the help of process of motivation.

3. Basic Elements of Motivation

Motivation has been defined as a stimulus or force that stimulates the individual to achieve one's goals. Before understanding the motivation in depth, you should be familiar with its elements. Motivation involves three main elements, namely Need, Drive and Incentive. Let us try to understand these three elements which are also sometimes termed as activating forces in motivation.

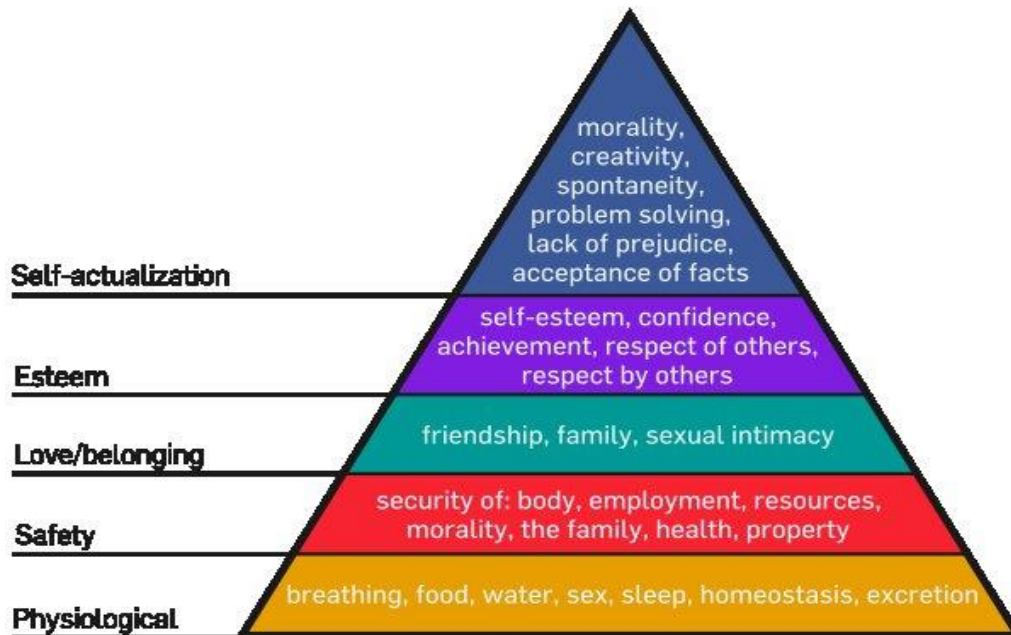
3.1. Needs

The starting point of motivation is '**unsatisfied needs or motives**'. Needs are general choices, wants and desires. Every person has different kinds of needs or desires. These needs stimulate a person to perform some actions and achieve goals. These needs within the individual create imbalance. Basically, there are two types of needs:

(i) Biological needs: These includes hunger, thirst, relief from pain, air for survival, sexual urges, elimination of wastes as well as sensory needs. For example, you feel suffocated in the absence of air. Here air is the need for your survival.

(ii) Socio-psychological needs: These also come from inside of the human body. These are associated with socio-psychological environment of the individual. These may include need for independence, security, love, affection, achievement self-expression or self-actualization etc. For example, when you work hard and feel tired you require rest and good sleep. Similarly, you work hard in your studies to be appreciated by your teachers and others.

In order to understand better, you should look on a model proposed by Abraham Maslow (1943) about human needs. In his model, Maslow arranged the human needs in a hierarchy of predominance. This model comprises of five-tier within a pyramid. This model shows that all human needs are inter-linked and satisfaction of one need depends on other.



Source:

https://commons.wikimedia.org/wiki/File:Maslow%27s_Hierarchy_of_Needs.svg

Figure 2: Need hierarchy of Maslow

3.2. Drive

Unsatisfied needs create tension within the individual that stimulates drives. These drives stimulate change in behaviour to achieve particular goals and to satisfy the needs. A drive can be defined as an aroused awareness, tendency or a state which strengthen tension and generally increase activity level. The strength of drive depends upon the strength of the stimuli generated by the related need. Drives are also can be divided into two categories:

(i) Biological or primary drive: As we all are living beings and we do various activities in our daily life. In all our daily life activities our biology plays very important role in shaping our behaviour. So, the drives which originate from our biology are called biological drive. Some examples of biological drives are hunger, thirst, sleep, temperature, pain and sexual urges. For example, if you are thirsty you become motivated to drink, if you are hungry you become motivated to eat.

(ii) Socio-psychological drive: we all human beings live in society and in family. We learn socio-psychological drives in social groups due to the interaction with family and society. These drives differ from individual to individual because every individual has different kind of social circle and family. These drives are not related to physiological drives, so do not arise from imbalance of our body. Some examples of these drives are fear or anxiety, struggle for achievement, aggression, curiosity to know something etc. for example, you work hard to achieve highest marks in your class, and you feel aggressive when some of your friends tease you.

3.3. Incentive

Incentive works as a stimulus, which stimulates the action or behaviour and adds more force to drive. Drives are also influenced by the incentives. Some examples of incentives are reward, praise, bonus, appreciation. A chocolate, praising words, bonus, promotion in jobs, increment in salaries, etc. can act as incentives for anyone, as a result he/she can be motivated to act or behave in a desirable way. For example, when you win any competition, you are given some prize. After that you are always motivated to win the competition, in the same way when you are praised by your teacher for any of your work, you are motivated to do good work. Incentives can be also divided into two parts:

(i) Positive incentives: Positive incentives provide positive pledge or sureness to fulfil the needs of individuals. Positive incentives generally have a positive attitude behind it and they satisfy the psychological requirements of individuals. For example, reward, appraisal, appreciation, promotion, allowance etc.

(ii) Negative incentives: These incentives are negative in attitude. These are provided to rectify the mistakes or to improve the performance to get effective results. These are generally used when positive incentives do not work. For example, demotion, punishment, fines, transfer etc. Along with these three basic elements, there is one more important element in motivation called homeostats. Let us discuss in brief about this also.

3.4. Homeostats

Homeostasis is the tendency to maintain a balance or optimal level of functioning within a biological system such as internal temperature of our body, energy level of our body etc. It can be defined as physiological equilibrium, a state of stable and balanced, internal physical process. In our body physiological imbalance arises the drive. When we satisfy our drive, then we maintain a certain state of equilibrium. The process of homeostasis takes place within our body without our conscious awareness.

This process involves three key features:

- A clear set point
- The ability to detect deviations from this set point
- Behavioural and physiological responses designed to return the body to the set point.

For instance, when the blood sugar level drops in our body and we feel less energetic, then brain, glands, stomach, and other body parts send out signals which raise a hunger drive and make us feel hungry. When we eat food to satisfy or to fulfil our drive of hunger, it returns to a state of balance. This is called homeostasis. Hormones of our body are also involved in this process.

Self-Check Exercise

1. What are the basic elements responsible for motivation?
2. Categorise the words denoting the need and drive:
Sleep, food, hunger, oxygen, thirst, tiredness
3. Which element of motivation works as stimulator?

4. Types of Motivation

You must have experience to be motivated, to achieve some goals in your life. The energies which stimulate us to achieve goals in our life are in various forms like needs, reward, curiosity, punishment, self-confidence, interest, etc. But the question may come to your mind: where does this energy come from?

within the individual or from outside the individual? Some psychologists have explained motivation as a personal trait or some explained it as a state (temporary situation). So, you can say that motivation is the combination of personal traits and state. Sometimes we motivated from inside because of needs, interest and curiosity. For example- if you have interest in music, so you learn music. Sometimes we motivated externally or some external factors motivate us to achieve something like reward, social pressure and punishment etc. Thus motivation can be of two types: Extrinsic or Intrinsic. Let us discuss about these in brief.

4.1. Extrinsic Motivation

When you do something to get good grade in your studies, to complete your assignment timely to avoid punishment or to please your teacher or for some other reasons, in all these situations something from outside motivate you to perform certain actions to achieve your goals. Those external factors come under extrinsic motivation. For example, rewards, punishment, social pressure, fears, etc. In this type of motivation, the motives or forces arise from the external environment or from outside the human traits. That stimulates the individual to perform some specific actions. It is influenced by external incentives.

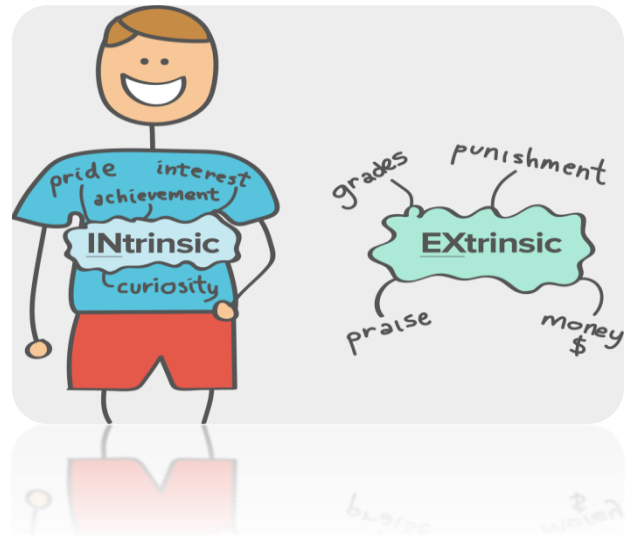


Figure- 3, Source: <https://www.khanacademy.org>

4.2. Intrinsic Motivation

In this type of motivation, motives come from inside of the human body in the form of interest, hunger, curiosity, etc. In intrinsic motivation the internal drive or force stimulates the individual to act, behave in specific manner or to perform some task. In this type of motivation, we act without any external rewards or force.

Consider for a moment your motivation to study your favourite subject. You often study your favourite subject because you have interest in that particular subject and you want to know more about that subject. It means you are intrinsically motivated to study your favourite subject. There are number of activities which you enjoy in your daily life like playing the piano, watering the plants, or reading a story book. You do all these things because of intrinsic motivation and that make you happy.

Self-Check Exercise

1. A student in your class is very attentive and curious to learn everything. Which kind of motivation he/she has?
2. Many students in your class study in exam days only to get good marks. Identify the type of motivation in these students?

5. Measurement of Motivation

You can use various methods in your classroom to measure the motivation among your students, which will help you to plan strategies to motivate the students and to get the desired results. These methods can be categories in three groups, as discussed below:

(i) Direct Method: In this method you can use those techniques which allow the subject to express her/his motives through verbal or other overt behaviour. You can gather the information about motives from primary sources by directly asking the subject to account for her/his own behaviour. Mostly teachers use naturalistic observation to measure motivation by direct method. Other major techniques can be used under this method are: questionnaire, interview, checklist, motivation scale, inventories, autobiography, etc.

(ii) Indirect Method: Sometimes the subject is either not aware of her/his motives or do not want to reveal them. In this situation, you can use indirect method for measuring motivation. In this method the subject is being provided fairly ambiguous or unstructured situations for studying motives. Then the subject is expected to respond to these situations to provide clues for her/his hidden or true motives. After that the experimenter interprets these clues to assess the true motives of the subject.

You can use projective techniques to measure motivation by indirect method like Rorschach ink blot test, Thematic Apperception Test (TAT), Child Apperception Test (CAT), Sentence Completion Test, Word Association Test, role play and socio-drama, etc. These projective techniques give full opportunity to subject to express her/his motives and intentions in a structured form.

(iii) Experimental Method: This method of measuring the motives involves objective observations under controlled conditions. In experimental method to determine the real motive, the experimenter first makes some hypotheses (tentative solutions) and tests these hypotheses in laboratory under controlled conditions to find reliable and valid conclusions. Empirical data plays important role in this method because with the help of empirical data the experimenter can investigate the origin and causes of a behaviour involving motivation.

Direct Method	Indirect Method	Experimental Method
<ul style="list-style-type: none"> • Naturalistic Observation • Questionnaire • Interview • Checklist • Motivation scale • Inventories • Autobiography 	<ul style="list-style-type: none"> • Rorschach Ink-blot Test • Thematic Apperception Test (TAT) • Child Apperception Test (CAT) • Sentence Completion Test • Word Association Test • Role play • Socio-drama 	<ul style="list-style-type: none"> • determining the real motive • Making hypotheses (tentative solutions) • Testing controlled conditions • Finding reliable and valid conclusions

Figure 4: Methods to Measure Motivation

To read more click on 'How to measure motivation: A guide for the experimental social psychologist, <https://faculty.chicagobooth.edu>

Self-Check Exercise

8. Match the following:

A

- (i) Inventories
- (ii) Direct method
- (iii) Reliable and valid conclusions
- (iv) Experimental method
- (v) Role play

B

- (a) experimental method
- (b) indirect method
- (c) controlled conditions
- (d) direct method
- (e) naturalistic observation

6. Principles of Motivation

While motivating the students in classroom, you should keep a few principles in your mind to get the desired results. Weller (2005) has suggested few principles of motivation, which are as follows:

(i) Using the Environment to focus the student's attention According to this principle, as a teacher you should create the learning friendly environment in the classroom to increase the attention and curiosity of learners or to motivate the learners to learn. For this, you can use attractive and interesting visual aids, such as posters, booklets, charts, models etc. in the classroom to develop positive attitude in learners towards learning.

(ii) Incentives motivate learning

Incentives improve learning. A teacher should use incentives in his/ her classroom in the forms of praise and privileges to motivate the learners to learn more effectively. It depends on the teacher that at a particular time he/she wants to use which incentive to motivate children.

(iii) Internal motivation is long lasting and more self-directive

Individual differences are persisted in learners. Some learners are intrinsically motivated or some needs to be motivated extrinsically. Those learners who have little capacity for internal motivation, must be pay attention to be guided and reinforced constantly by the teachers because learning occurs more effectively when the learner experiences feeling of satisfaction.

(iv) Learning is most effective when an individual is ready to learn

The important role of teacher in classroom is that to make the learners ready to learn. This readiness within the learner is very necessary to learn and to get the desired results. Teachers should encourage learners to develop readiness to learn.

(v) Motivation is enhanced by the way in which the instructional material is organized

As we know that the best organized material makes the information meaningful to the learners and also enhanced the learning. So, teachers should have organized material and lesson should be planned properly before going to the classroom to make learning more effective.

Self-Check Exercise

9. Planned and organized teaching:

(i) increased learning (ii) decreased learning

(iii) no effect on learning (iv) none of the above

7. Implication of Motivation for Teachers

We can use motivation in different ways in our classroom to motivate learners; some of these are as follows:

1. Teacher should promote extrinsic learning by challenging students with moderately difficult task, by linking curriculum to prior knowledge and by providing external rewards.
2. Teacher should aware about his/ her purpose for using external reward and let s/he know to the students also.
3. As a teacher, you should help your students by motivating them to orient themselves for learning rather than performance.
4. As a teacher, you should try to develop positive attitude towards learning among learners by motivating them to enhance learning.

8. Summary

We all have individual differences. We all behave in a different way in a particular situation at a particular moment. It can be explained by the term motivation. So, it is motivation which prompts, compels and energizes one to engage in a particular behaviour. The activating forces which are responsible for motivation are called needs, drives and incentives. Needs are generally wants or desires and are the first element of motivation like need for food, love, security, affiliation, self-actualization etc. needs stimulate the drives, which stimulate the individual to perform some actions. For example, for the need of food hunger is drive and to satisfy the hunger we eat food. Drives are also influenced or guided by incentives like praise, rewards, appreciation etc.

motivation can be of two types- intrinsic motivation and extrinsic motivation. As we can see in our classroom some students are intrinsically motivated and some need to be motivated extrinsically. While motivating to students some principles should keep in mind like incentive improves learning, readiness should be developed for learning, environment should be learning friendly etc. to get the desired results from the learners. In between we can measure the level of motivation in students and after analysing the results we as a teacher should provide appropriate method to motivate learners, which will make our teaching more effective.

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Understanding the Learner

UTL013

Quadrant-III

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Understanding the Learner

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Quadrant IV

Self-Assessment

Description: In self-assessment Question No. 1 to 10 consist of multiple choice questions in which learners are required to select the correct one out of the four alternatives and Question No. 11 to 15 has five statements in which learner has to identify about true/false statements

ANSWER KEY OF SELF ASSESSMENT

1. Motivation
2. All of the above
3. Need, drive, incentive
4. Need- food, oxygen, sleep

Drive- hunger, thirst, tiredness

5. Incentives

6. Intrinsic motivation

7. Extrinsic motivation

8. A B

(i) (d)

(ii) (e)

(iii) (a)

(iv) (c)

(v) (b)

9. (i) increased learning

10. (ii) readiness of learner