

Motivation: Concept, Types and Techniques, Educational Implications

CONCEPT 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, appetite, attitude, bias, prejudice, set, 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."

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 mobilization:** 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 behavior.

Process of Motivation

The elements of the process of motivation are:

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.
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.

Aspects or Sources of Motivation:

1. **Needs:** Every individual, who has his existence in this world, has to strive for the satisfaction of his needs or wants. 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:
 - (i) **Physiological needs:** Physiological needs are those needs that are necessary for survival of the individual e.g., need for food, rest, sleep, sex, light, elimination of all sorts, and needs for activity.
 - (ii) **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 self-actualisation etc.
2. **Drive:** Drive is an original source of energy that activates the human organism. It is an intra-organic activity or condition of tissue supplying stimulation for a particular type of

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

3. **Incentive:** Those 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.

Incentives can be of two types:

- (1) Positive incentives include praise, prize, smile, money.
- (2) Negative incentives include pain, punishment etc.

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 physiological or psychological condition.

TYPES OF MOTIVATION

There are two broad types of motivation:

- (1) Biological or Primary motivation and
- (2) Psychological or Secondary motivation.

(1) Biological Motives (Biogenic Motives):

Biological motives are also known as (1) innate motives, (2) intrinsic, (3) physiological motives and (4) primary motives. These motives help in the satisfaction of biological, physiological or organic needs. Important biological motives are:

1. **Hunger:** Hunger is an organic, innate and primary motive. When we are hungry, we feel disturbed and have no inclination to work. Hence, if we have to work and live normally we should take food regularly and satisfy hunger motive. Hunger motivates the person to act for getting food. When the child is hungry, he either cries, weeps or moves his hands and legs, but as soon as he gets the food, he stops crying or weeping.
2. **Thirst:** When we are thirsty, we want water to quench our thirst. We feel tension if we do not get water when we are thirsty. Hence, the motive of thirst motivates us to act for getting water. This motive disappears when we quench our thirst.
3. **Sex:** Sex is very powerful and important biological motive in all the living beings though it is not necessary for survival like food and water. This motive

matures comparatively late in the child development and it reaches at its climax by the end of adolescent period. The normal activity due to this motive is an interest in the members of the opposite sex, the goal being the mating of the male and the female. All the living creatures are motivated by this motive for further growth of their generation. It is a means of giving birth and sustaining the species.

4. **Maternal behaviour:** Maternal behaviour is a symbol of love and affection a mother has for the child. Such a behaviour is characterised by a strong desire to remain in close proximity with the child particularly when the child is separated from the mother, to take care of him, to protect him at the cost of her own life, to be elated at his success and unhappy over his failures, to show anxiety and concern for his welfare and so on.
5. **Rest and sleep:** Rest and sleep are biological motives imposed by bodily conditions. They are natural reactions of the organism to fatigue. To recreate energy, to gain freshness and to activate himself the person must take rest and remove fatigue.
6. **Respiratory motive:** Respiratory motives for oxygen and for removal of excess carbondioxide are scarcely felt under ordinary conditions but become absolutely imperative in drowning and other cases of suffocation.
7. **Play:** The urge to play is present in almost everybody. It is an innate tendency which has no specific centre in the body though it depends upon the general condition of the body. A tired person does not want to play. Children like to play more than adults because they have practically none of problems of life to struggle with.
8. **Laughter:** The tendency to laugh is nearly universal in people. It is a special tendency present in human beings only. Laughter is a tendency to get rid of tensions. It is natural to feel light and delighted after laughing.

(2) Social Motives (Sociogenic Motives):

Social motives are also known as (1) acquired motives, (2) learned motives, (3) extrinsic motives and (4) secondary motives because they involve interaction with others. They are learned due to develop due to habit and conditioning.

1. **Gregariousness:** Man is a social animal. He lives in the society. He cannot live without society. Gregariousness refers to the motive to keep contact with other people. This desire to be attached to some persons, groups or associations is so very commonly found in every human being that it has been thought by many as an inborn or universal motive. But gregariousness is due to social conditioning. Right from the moment of his birth, the human baby due to his helpless condition depends upon others for the satisfaction of his basic needs. Thus, he comes in contact with other people and interacts with them. Gregariousness develops out of this habit to remain with others and interact with them from the beginning of life. It mostly develops because of his dependence, face to face contact and long association with others.

2. **Self-assertive or mastery motive:** The strong tendency to assert oneself, to get recognition in the society, to show dominancy over others are all social motives, which vary from culture to culture. This motive is expressed in a wide variety of behaviour like the motive for leadership, for self-display, to compete with others etc. It leads to 'power motive' and is a strong determiner of one's behaviour.
3. **Self-submission motive:** Undoubtedly, the child has many occasions for self-submission, being helpless before his elders. Submission tendency is a learned tendency because it is usually learnt in the family or the society. This tendency depends on the social pattern. It varies in degree in different persons.
4. **Acquisitive motive:** Acquisitive motive is found in the child from the very childhood period. It is the urge of storing or hoarding things. Children are always seen busy in collecting certain things such as pieces of chalks, pins, pebbles, buttons, pictures, stamps, leaves, feathers etc. Acquisitive motive is the foundation of all our notions of property and rights of ownership. A person tries again and again to get those things which give pleasure and satisfaction but leaves those which harm him.
5. **Achievement motive:** Achievement motive is the need or desire to achieve something. It is a strong motive characterised by ambition, high level of energy and strong desire for independence. Without achievement motive nobody will try to gain or achieve anything in life. The success of one's work depends upon this motive. This motive is increased by independence, training and self-dependent attitude. By instruction, training, advice, reward and praise, self-dependency attitude can be developed.
6. **Affection motive:** It is essentially a desire to love and to be loved that leads in maintaining pleasant and happy relations with others. Everybody needs love and affection. He possesses a sort of emotional craving for the satisfaction of this motive. The environment that provides healthy affectionate relations provides strong motivating force to the individuals who are provided with such environment.
7. **Affiliation motive:** Everybody has strong tendency to remain affiliated to a group, family, organisation and finally society. A person seeks the company of others for give and take of love, affection, for sharing each others sorrows and griefs, failures and achievements. The sense of affiliation is exhibited in the desire for interpersonal relationship, for cohesiveness among members of a group. It works as a cementing agency among persons. Sense of affiliation or attaching oneself to others gives a deep psychological satisfaction and sense of security.
8. **Approval motive:** Approval of the family, society and culture is a basic social and psychological necessity for every person. Without approval, the sense of sympathy and security is affected. Fulfilment of approval motive gives every human being a sense of satisfaction and feeling of pleasure while doing a work. Social approval is a powerful motive in the sense that it lies behind man's most social activities like marriage, service and other socio-cultural functions. He needs the approval of others for all these works. A person is frustrated, disappointed and dejected when he fails to get social approval.
9. **Security motive:** Every human being has security motive. Not only he wants security of life from the physical and psychological point of view but also he wants security in economic as well as social sense.

10. **Praise and blame:** The tendency to win the praise and avoid blame motivates human behaviour in nearly all societies. Every person wants to be praised by other persons even though he may not like to be praised by them directly. Similarly, no one likes to be defamed or humiliated by others. A person learns praiseworthy behavior and avoids a detestable one from his childhood. Praise is fruitful and blame is harmful. The effect of praise is more than the effect of blame.

Other Classifications (Types) of Motives:

We can divide motives in various ways:

Primary Motives and Secondary Motives:

1. **Primary motives** are the biological or physiological motives. The examples of such motives are: hunger, thirst, sex, sleep, rest, etc. These motives ensure the preservation of life for the individual and for his race. An important feature of these motives is that they are inborn and innate.
2. **Secondary motives** are psychological and social motives. Examples of such motives are: need for security, achievement, gaining status and recognition, etc. These motives are acquired like other forms of learning behaviour, when we are trying to satisfy our needs.

Innate and Acquired Motives:

1. **Innate motives** are known as physiological motives and are associated the birth of the individual. Examples are: hunger, thirst, sleep, sex, etc.
2. **Acquired motives** are learnt motives. Examples are habit, interest, etc.

Natural and Artificial Motives:

1. **Natural motives** are present in the individual by birth. Examples are play, prestige, etc.
2. **Artificial motives** are complementary motives to natural motives. Examples are reward, punishment, etc.

Intrinsic and Extrinsic Motivation:

1. **Intrinsic motivation:** It comes into display when the resolution of tension is to be found in mastering the learning task itself. The material learned provides its own reward. For example, the student who studies the construction of model dams diligently so that he can make a model, is experiencing a thing of intrinsic motivation.
2. **Extrinsic motivation:** It occurs when a student pursues a learning task for reasons which are external. If a student engages in construction of model dams because he thinks it will please his father, who is an ex-engineer, this becomes a case of extrinsic motivation. Motivation is probably a function of an interactive situation where reward for a particular action acts as an incentive.

TECHNIQUES OF ENHANCING LEARNER'S MOTIVATION (WAYS OF MOTIVATING CHILDREN IN THE CLASSROOM)

1. **Child-centred approach:** The child (learner) is the pivotal point in the learning process. Teaching is meant for the learner and the learner is not meant for teaching. Teaching should revolve around the learner. Therefore, the teachers should keep in mind the needs, interests, abilities, aptitudes and developmental level of learners while planning for their education.
2. **Progressive methods of teaching:** The teacher should use new, modern, psychological and progressive methods of teaching like Kindergarten (Play-way) method, Montessori method, story telling method, project method and Dalton plan as methods of teaching. These methods are child-centred and based on sound psychological principles.
3. **Use of teaching-learning aids:** The teacher should make the best use of various maxims, aids and devices of teaching.
 - (i) **Maxims of teaching:** The teacher should follow in his programme of teaching the following time-honoured maxims of teaching, which have been framed while keeping the learner (child) in the forefront: (1) Proceed from known to unknown, (2) Proceed from simple to complex (easy to difficult), (3) Concrete to abstract, (4) Particular to general, (Induction to deduction), (5) Analysis to synthesis, (6) Empirical to rational, (7) Psychological to logical, (8) Actual to representative, (9) Whole to parts, (10) Definite to indefinite.
 - (ii) **Principles of teaching:** The teacher should make the best use of various principles of teaching like principle of (1) Definite aim, (2) Activity (learning of doing), (3) Linking the lesson with actual life and other subjects, (4) Planning which involves selection of material, presenting the material, and drill, revision, practice or recapitulation, (5) Flexibility, (6) Utilising past experience, (7) Learner-centredness, (8) Effective strategies and instructional material, (9) Conducive environment and proper control, (10) Diagnostic and remedial teaching
 - (iii) **Use of teaching-learning aids:** The teacher should make the best use of various aids and devices of teaching, like audio-visual aids-radio, television, films, maps, models, charts, pictures, posters, blackboard etc.
4. **New laws of association:** The child (learner) is easily motivated to learn new knowledge if he thinks that he knows all that is required as a base for new learning. This enables him to master new facts and acquire knowledge.
5. **Learning by doing:** Children are active by nature. They want to do something with their hands. Let the needs of Children be satisfied. A satisfied child is always a well motivated child.
6. **Group work:** Children like group life. They may be divided into various groups. Group work leads to quicker, better and easier learning.
7. **Ego-involvement:** The personality of the child (learner) should be given its due recognition.
8. **Element of success:** The teacher should divide new learning into smaller and smaller tasks and assign them to the different students of the class. Children will complete them in a short

period of time and will have a feeling of success. It is this feeling of success, which will motivate them for future achievement and success.

9. **Value of learning:** The teacher should highlight the value of learning among his pupils. They should realise that knowledge is power' and can be helpful in life and will make them successful.
10. **Congenial environment:** A healthy or congenial environment based on love, friendship, sincerity, kindness, respect and encouragement in itself is a great motivating force.
11. **Self-discipline :** Constructive, creative, democratic, inner, positive and self-discipline helps in enhancing motivation of the pupils. The teachers' attitude towards the children should be sympathetic, loving, kind and impartial.
12. **Reinforcement (Praise and blame):** Reinforcement is any stimulus which can increase the strength of a response when it is presented in close temporal conjunction with the occurrence of that response. Reinforcement is of two types:
 - (a) Positive reinforcement (Praise): It may be categorised as:
 - (i) Positive verbal reinforcement: Following a learner's answer the teacher verbally indicates pleasure at the learner's response by the use of words like, 'Excellent' "Fair", "Good", "Correct", "Right", 'Fine', 'Well done', 'Splendid', 'Fantastic, etc.
 - (ii) Positive non-verbal reinforcement: It includes: (1) Nodding of head up and down, (2) Smiling. (3) Teacher's friendly look towards learners, (4) Keeping eyes on the responding pupil, (5) Turning car to the responding pupil indicating that attention is being paid to him, (6) Moving towards the responding pupil, (7) Patting, (8) Teacher's friendly movements, (9) Teacher writing pupil's response on the blackboard.
 - (b) Negative reinforcement: Negative reinforcement may be classified as:
 - (i) Negative verbal reinforcement: This includes: (1) Use of discouraging words like 'No', 'Wrong', 'Incorrect', 'Poor', 'Stop', 'Of course not', (2) Use of discouraging cues and voice tones such as 'humph' in sarcastic voice or remarks, 'foolish', 'shut up', 'non-sense', (3) Use of discouraging statements like, (a) I do not like what you are doing. (b) Do not do like this, (c) "That is not good', (d) 'Do something else', etc.
 - (ii) Negative non-verbal reinforcement: This comprises gestures like: (1) Nodding the head sideways, (2) Staring, (3) Frowning, (4) Sneering. (5) Raising the eyebrows, (6) Looking angrily, (7) Not looking at the responding pupil, (8) Moving away from the responding pupil, (8) Avoiding the pupil, (10) Expression of annoyance, etc.
13. **Stimulus variation and teacher:** Research studies have shown that children cannot concentrate on an object or thing for long time. The effectiveness of teaching-learning process in such a situation depends to a great extent on the stimulus variation used by the teacher behaviour.
14. **Other teaching skills:** Motivation is highly influenced by teaching skills of the teacher. Important teaching skills in the teaching-learning process are:
 - (1) Skill in introducing the topic.
 - (2) Skill in putting questions.
 - (3) Skill in dealing with students' answers.

- (4) Skill in reinforcement.
- (5) Skill in explanation.
- (6) Skill in encouraging group discussion.

EDUCATIONAL IMPLICATIONS OF MOTIVATION

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 also to set various 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:

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

(ii) **Social and spiritual rewards** like selection for particular post, promotion, praise, degree, badge and certificate of honour. Reward is a positive and psychological motivation. It is very dear to the students. The teacher should make use of proper rewards at proper time and in proper manner for better and effective learning.

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.

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.

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.

