

MOTIVATION

7.1 CONCEPT OF MOTIVATION

7.1.1 Meaning and Nature of Motivation

Motivation is a process of arousing, directing, maintaining and controlling one's interest in a certain activity. It means to push the right button to get desired reaction. Motivation varies in degree. It may be low, moderate or intense. Different degrees of motivation may be required for different levels of complexity of the task. For example, simple tasks require moderate motivation. It is easy to distinguish between highly motivated students and those having low motivation.

Motivation does not arise from any single factors. It is very complex process and refers to a combination of forces. Human beings are motivated in different ways at different times and for different purposes. The techniques of motivation should vary accordingly.

7.1.2 Definitions

Motivation is supposed to have its origination from the Greek word 'Movere' that means to drive forward. So motivation is an aroused state of the organism to act in a specific manner and direction.

In the words of H.W. Bernard "motivation refers to those phenomena which are involved in the stimulation of action towards particular objectives, previously there was little or no movement towards those goals.

D. O. Hebb defines that motivation is an existence of an organized phase of sequence, its direction and contents, its persistence in a given direction.

7.2 Types of Motivation

Motivation is a complex phenomenon which may arise within the individual or outside the individual. Many factors affect it like psychological system emotions, habits, mental sets values and attitudes.

Motivation can be of two types

1. Intrinsic Internal or Natural
2. Extrinsic, External or Artificial

7.2.1 Internal Motivation

Internal motivation refers to interest for certain action to meet a desired need develops from within the individual automatically. Generally internal motivation is born with the arise of biological needs. A teacher with help of certain measures can ensure internal motivation in the pupils.

(a) Specifying the Aims and Objectives

When objectives of a certain activity are made clear to the pupil interest to learn will develop in the knowledge of objectives, aims, benefits and uses arise the desire for progress in study among the students.

(b) Curiosity

Each child wants to know what lies hidden in the box. If curiosity is involved in a teaching activity, internal motivation can be ensured. The teacher may encourage the students to explore and search new knowledge through discovery method.

(c) Ego Involvement

In the word of Sheriff and Catrill “ego involvement is a condition of total participation of the self as knower, organizer, observer, status seeker and socialized being. Ego is involved where the individual is challenged.”

Ego plays an important role in learning. The teacher can involve ego of the students in certain learning activities challenge for first position may push the student to burn midnight oil.

(d) Knowledge of Result

If the students are made aware of their progress from time to time, they will certainly be motivated to learn more, compete and break their previous records. Success and outstanding marks in tests inspire the student internally to improve and maintain performance.

7.2.2 External Motivation

External motivation refers to forces in environment that arouse the individual to act towards desired goal. These are some measures by which external motivation can be ensured.

(a) Praise and Blame

There are powerful incentives; praise is power incentive which induces the students to work hard. It even creates interest in average and below satisfactory level children for

study. The teacher remarks like well done, 'good conduct' and very good go a long way in motivating the pupils. Similarly blame has positive effect on excellent children.

(b) Reward and Punishment

Rewards like money, medals, badges, prizes exemptions, shields and cups give pleasure when come with success and achievement. Reward may be symbolic or material. Care should be taken that rewards do not become an end themselves, otherwise unfair means would be used to get rewards. Punishment is a negative incentive but by using it skillfully a teacher may get positive result. Fear of punishment and humiliation among class fellows urges the students to work till late at night and complete their homework. But some time the result of punishment is dangerous.

(c) Attractive School Environment

Attractive and educative environment of the school motivates the students to stay and take part in school activities with zeal and vigour.

(d) Nice Friends

If the student has a company of nice friends, he/she will certainly take interest in study and other school activities in their association.

(e) Curriculum

If the curricular activates, teaching method, teacher's behaviour and other facilities provided in the school, suit the students, they will naturally be motivated for learning. That is why curriculum is said to be in accordance with learners age, experience, mental capacities and maturity level.

7.3 Function of Motivation

7.3.1 Motivation Energizes

Motivation energizes an individual and forces him for action. If the vocational goal of a student is to be a doctor. This goal energizes him so much that he goes on studying till late at night and does not care for bed time in order to secure highest marks in examination and to qualify MBBS entry test. So motivation not only pushes a person for a particular task but also sustains interest and behaviour for longer period in the activity. According to Hebb, efficiency and adequacy are increased in motivated state of behaviour.

7.3.2 Motivation Direct and Regulate the Human Behaviour

Motivation state is often described as guided, directed and goal oriented. behaviour of the individual is purposeful and persistent. The student in order to fulfill his need comes to action. He will remain in action till need is met. Motivational behaviour activates in the specific direction and the individual performs different activities to achieve the preset goal.

7.3.3 Behaviour is Selective

Motivation behaviour of the organism does not more in a haphazard way. It is directed towards a selective goal, which an individual sets for himself. A student motivated to secure high marks in examination concentrates his studies by selecting means to reach his selected goal. The motive is terminated by the achievement of the goal.