

Motivation in teaching & learning process

Objectives: At the end of this lesson you shall be able to

- define the concept of motivation
- list the types of motivation in teaching and training
- analyse the result of reinforcement in learning motivation
- explain the motivational functions of instructor in modifying the behaviour of learners.

The terms 'motivation' is derived from the word "motive" which may be defined as needs wants, drives or impulses within an individual.

Motivation is the hidden force within us which impels us to behave in a particular way. The inducement to the people to contribute as effectively and as efficiently as possible is called motivation.

Human motives are based on needs, desire, wishes, drives, interests inclination, purpose etc. Thus, motivation is an act of energising and activating the people to satisfy their needs.

Motivation is the important factor in the learning process. It is important for an instructor to know the general principles of motivation.

In the field of teaching and training two fundamentally different types of motives may be distinguished.

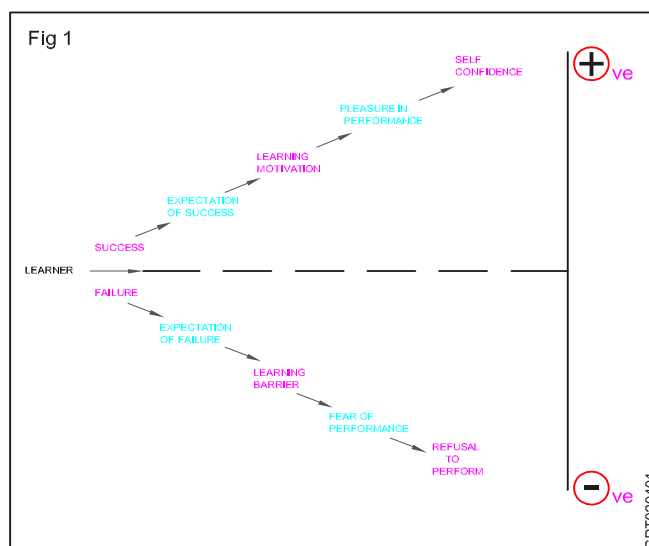
"Intrinsic" motives drive for knowledge and activity without the consideration of the result or consequence.

"Extrinsic" motives which are directed towards the achievement of goal such as learning a skill in order to earn money.

Trainer have a tendency to value intrinsic motivation more highly than extrinsic motivation. Extrinsic motivation, however, cannot be fully neglected and should not be looked separately.

Reinforcement

Reinforcement plays an important role in influencing the learning process. Reinforcement occurs when the learner can see that his efforts have led to success. A person who has such a pleasant experience of success will quite understandably have a tendency to repeat the activity again and again. In this way successful learning can lead to a continually renewed willingness to learn. A person whose efforts have met with failure for long enough and frequently enough will have an expectation of failure before every new learning situation. This negative reinforcement acts as a barrier to learning. (Fig 1)



Behaviour modification

Behaviour modification techniques the teacher or instructor can adopt includes.

- **Extinction** : Ignoring failing to reinforce "undesirable forms of behaviour or mistakes" by not noticing them.
- **Counter conditioning** : "Undesirable form of behaviour or mistakes" leads to an unpleasant experience for the learner. (Punishment, scolding, reprimands, marking mistakes with thick red pencils / pen, condemnation etc.)
- **Learning by imitation** : The teacher or instructor is himself a model or provides a behavioural model in some other way.

Motivational function of the trainer / instructor

From the available theory and data of the educational psychology, the teacher should perform four functions to motivate the learners. These are:

Arousal function

It is to arouse and maintain learner's interest. It involves the initial responsibility of winning the learner's attention (readiness to receive the lesson) and the continuing responsibility of regulating the level of arousal to avoid both sleep and emotional eruption. To meet this, the trainer

should make the lesson interesting to the learners by bringing them within the learner's intellectual range and helping them to understand that it is worth and valuable. Changing the position, tone of voice, mood of the trainer, teaching valuable from one technique to another etc, all the lead to increased motivation of learner.

Expectance function

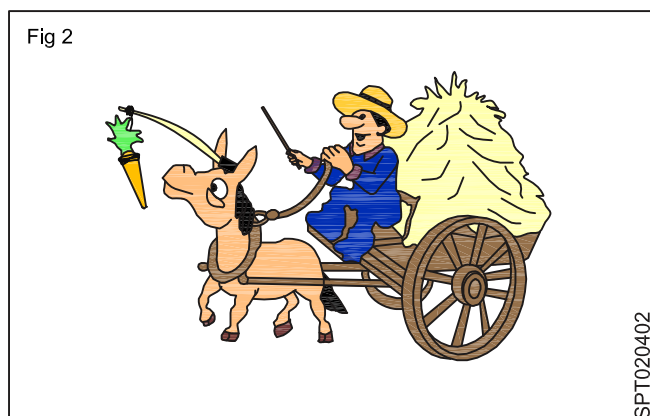
It is to maintain or modify the learner's expectation of success or failure in reaching the instructional objectives. It requires the trainer to describe concretely for learners what they will be able to do after the lesson.

Incentive function

It is to encourage learner in his further effort in the pursuit of instructional objectives. Feedback of test results, spoken or written praise or blame, grading, competition and co-operation are some of the established methods as successful incentives for learners which increase learner's vigour in learning. However, care must be taken that these incentives do not come as discouragement to other groups of learners.

Disciplinary function

It is to control the deviant behaviour of the learners through the use of reward and punishment. A punishment procedure which involves both the suppression of undesired response (or behaviour) and the provision of an alternative reward for desired response (or behaviour) may be a most effective procedure. This artful combination of punishment and reward as a disciplinary technique is called "restitution". This technique should be adopted by the trainer in a non-threatening manner.



Techniques of motivation

In order to create effective motivation, the trainer or instructor should avoid the precipitous path of negative reinforcement. In general attention should be paid to the consistent use of reinforcement to promote positive types of behaviour and achievement through encouragement. In appropriate behaviours and errors should be largely ignored. In addition, the following steps may be taken to create effective motivation:

- Unambiguous objectives and a clear view of the subject as a whole the learner's motivation is increased.
- Connection with the learner's own interests and elucidation of ways in which the results of his learning can be put to practical use.
- Setting of tasks with a moderate degree of difficulty and a flexible range of difficulty. This results in a challenge to make an effort as well as the experience of success in learning.
- Interesting and challenging formulation of questions:
 - a Creating surprise
 - b Producing uncertainty
 - c Raising objectives,
 - d Provoking learners by taking an extreme point of view
 - e Arousing doubts, setting conflicting requirements
- Stimulation of independent learning by extending the periods of independent activity during learning process. Appropriate methods include group discussion, individual and group work, projects, role-playing etc.
- Feed back concerning learning success which encourages positive reinforcement of learning.

Learning starts with what learner knows, and not what the instructor / teacher knows or starts.

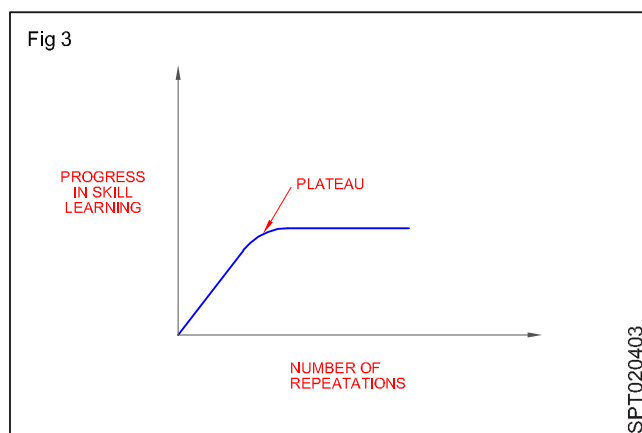
"Learning is change in behaviour"

- What learning means.
- Focal area in psychology of learning.
- Needs of learner.
- Learning materials.
- Learning methods.
- Readiness to learn.
- Methods of Instruction.
- Learning by interaction.
- Environment.
- Psychological factors.
- Types of learning.
- Factors affecting learning process.

What learning means

Learning is a process by which an individual acquires various habits, knowledge, skill and attitude that are required for meeting certain objectives. Learning changes the behaviour of individuals.

For simple job initial learning is fast and the learning curve shows steep rise (Fig 3). The curve becomes flat as learning slow down. For simple tasks, steep initial rise in performance and study flattening of performance is the main objective while for complex skill, there may be number of flattening which refers to hold up or fatigue in the process.



Learning situation

Learning situation that provides necessary atmosphere required for the acquisition of knowledge, attitudes and skills. If any one of these is not satisfactory it affects the effective learning. The learning situation provides opportunity for learning. The learning situation determines the quality and speed of is to provide good learning situation to the learner.

Needs of learner

Learning can take place in response felt needs of the learner. When the learner knows the needs of learning, the learning will be more effective. The instructor should display their needs, then only can make them to start learning.

Learning materials (content)

It is the content to be learnt by the learner. It should be according to the mental level of the trainees. The content should be presented in a language that could be understood by the learner. If the content is in their own mother tongue / Regional language the learning will be more effective.

The learning methods

Comprehensive (understanding) learning is better than cursory (Hasty) learning. Whole learning is better than part learning. Self evaluation, periodical revision, repetition of learning and altering modes (manner) of learning are much important. Learning by trial and error needs good amount of energy. The method of learning is also depends on the age maturity.

Rediness of learn

For learning rediness is the most important factor. Learning is based in physical, social, intellectual and emotional growth. It is very important that the learner rediness should be ascertained before starting learning process. The instructor should know the maturity back ground of the learners for certain kind of learnings. In mass education teaching, this is not possible to achieve rediness of all trainees as such some may be ready and some may not be and this kind of individual differences cannot be avoided.

Method of instruction

The instructional methods affects the learning process. If the instructional method is not related to the requirements of learner, the learning will be ineffective. The method of instruction should be in cognizance (knowledgeable) to the instructional objectives. The method of teaching should not be mechanical. The active participation of the trainees in the teaching, accelerates the absorption of what trainees learnt. For effective and faster learning teaching and training aids may be used. The training aids help the learner to retain better, what the trainees learnt. Remedial instructions helps the backward trainers.

Learning by interaction

When a learner feels the needs of the objectives to learn and to achieve the goal they set for themselves, learns by interacting in the learning situation. The process of responding to the situation and feels satisfaction for what they have learnt.

Environment

Physical, residential and social environment is very important. Outside the institute the trainee must have facility to apply the knowledge and skill. It is necessary for instructor and the institute administration to develop and create healthy and congenial environment which can bring about good qualities and character in the trainees. The environment helps the trainees in future in their life to become good craftsman and better citizens.

Psychological factors

Learning is a process involving communication between the trainee and instructor. Cordial relationship provide security and trainees attention. Psychological factor helps for improving self-expression, self ascertain and satisfaction. Personality requirements are quite important for efficient learning. Discipline, attitude of instructor, ability of administrators and involvement of all these connected are equally important for providing better learning conditions.