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Learning and Motivation

Motivation: Meaning, Functions and Types

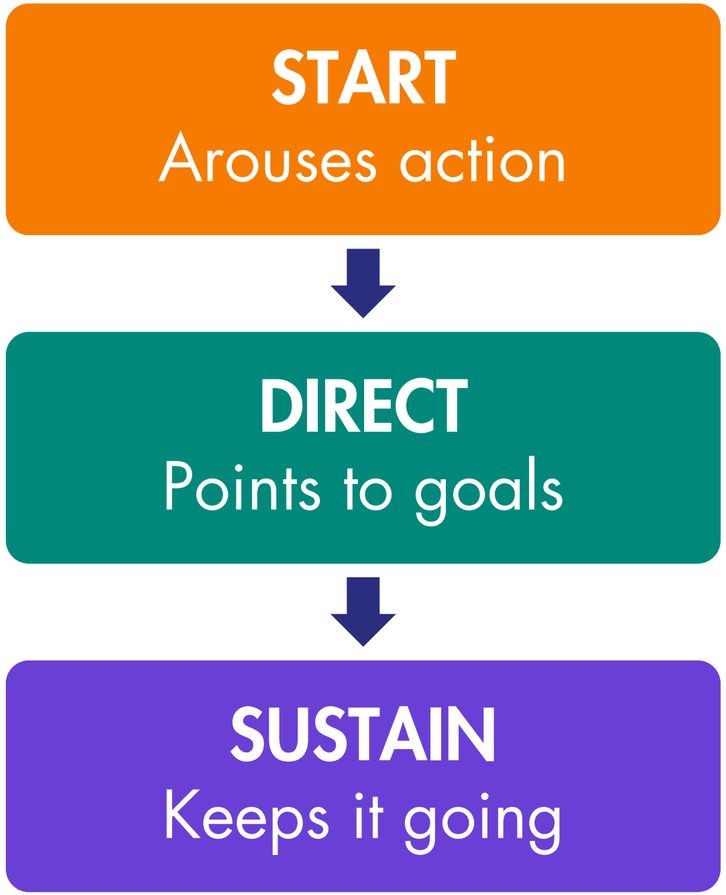
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Meaning of Motivation

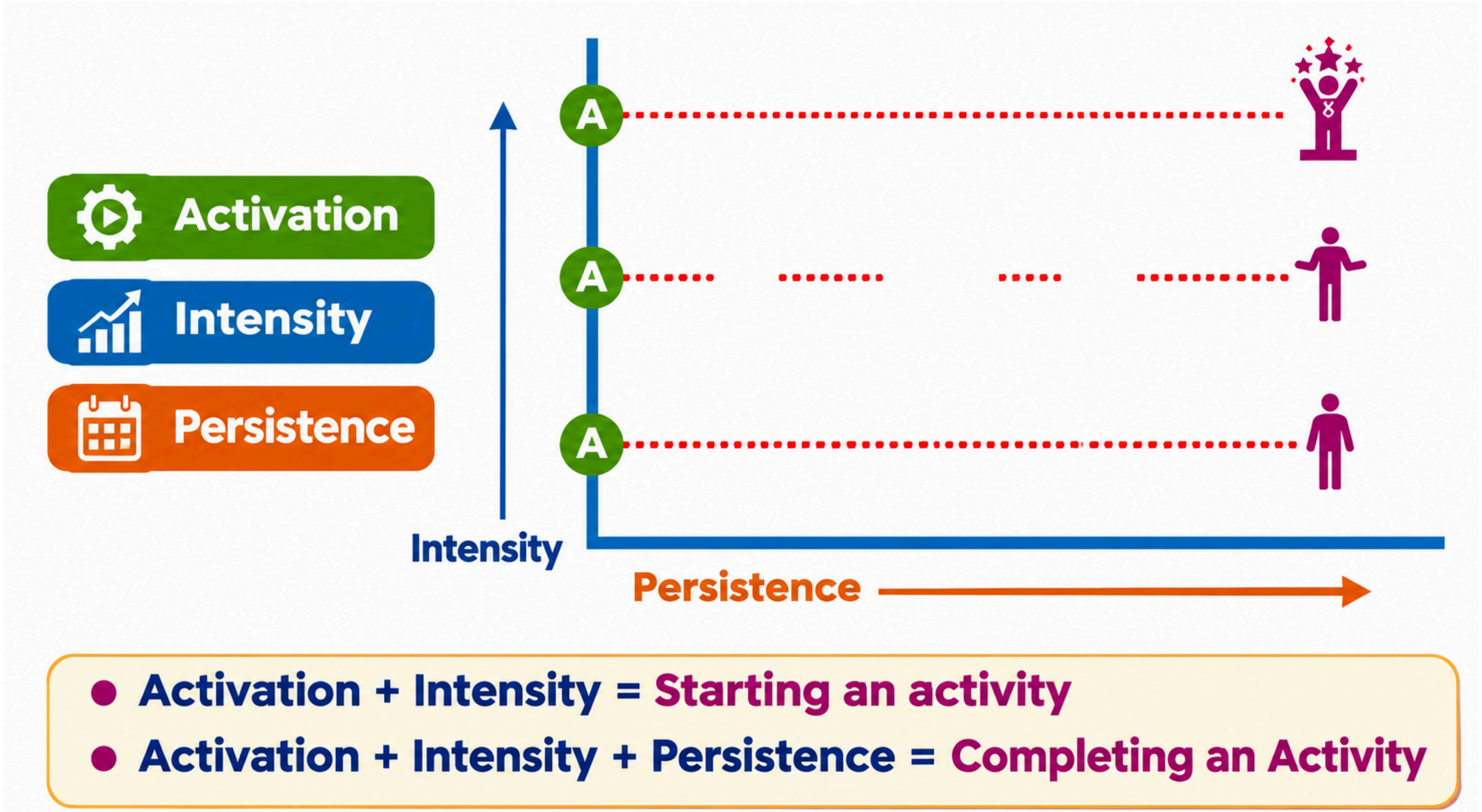
- Word comes from Latin **movere**, meaning "to move"
- **Motivation** is the inner force that **starts, directs and sustains** behaviour
- **Motive** = reason or inner state; **motivation** = process of activating it
- In class: **why a learner wants to learn**



Definitions of Motivation

C. V. Good	"Motivation is the process of **arousing, sustaining and regulating** activity."
Guilford	"Motivation is any particular **internal factor or condition** that tends to **initiate and sustain** activity."
McDonald	"Motivation is an **energy change** within the person characterized by **affective arousal** and **anticipatory goal reactions**."

Aspects of Motivation



- Activation + Intensity = Starting an activity
- Activation + Intensity + Persistence = Completing an Activity

Characteristics of Motivation

1

Internal state
Comes from within

2

Goal-directed
Aims at a target

3

Energizing
Gives drive to act

4

Persistent
Keeps effort going

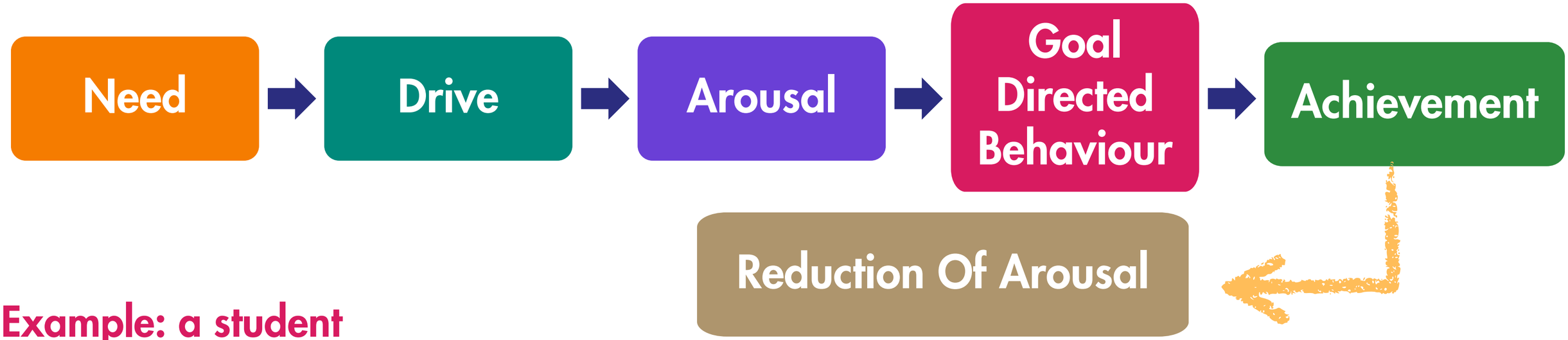
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Variable
Differs by person and time

6

Inferred
Seen through behaviour

The Motivational Cycle



Example: a student

Wants good marks

Feels urge to study

Becomes mentally activated and motivated to study

Studies daily

Scores well

Feels satisfied

- The cycle **repeats**: once a need is met, a new one arises
- A blocked goal leads to **frustration**, so keep goals achievable

Functions of Motivation

1. **Energizes**
   Arouses and activates action

2. **Directs**
   Guides effort toward goals

3. **Sustains**
   Keeps effort going till the end

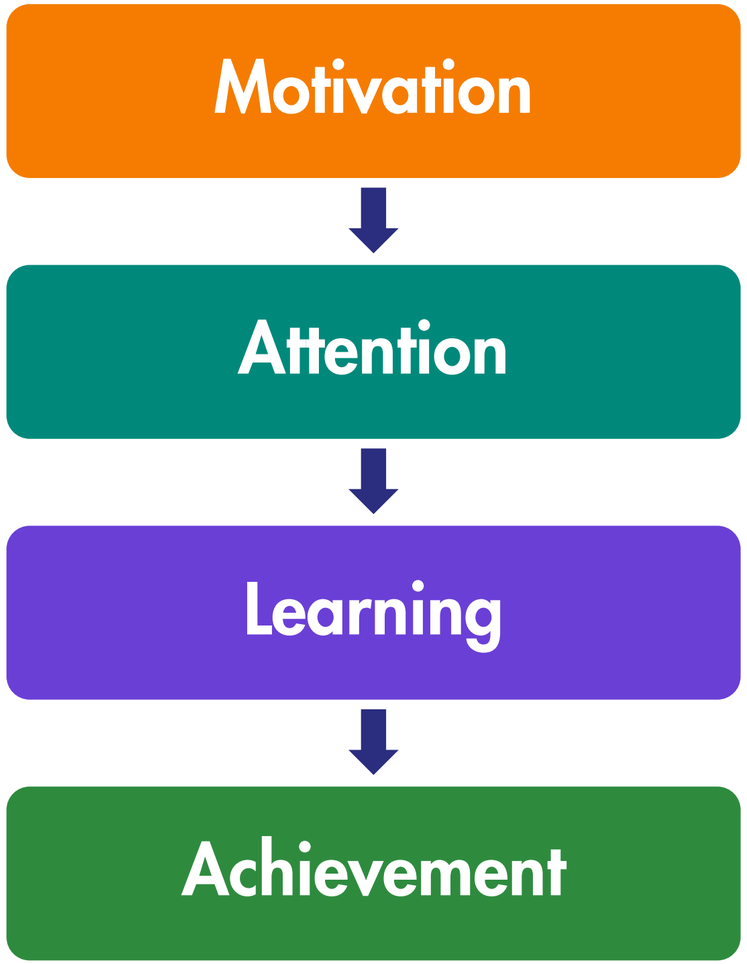
4. **Selects**
   Helps choose what to attend to

5. **Improves performance**
   Raises achievement and results

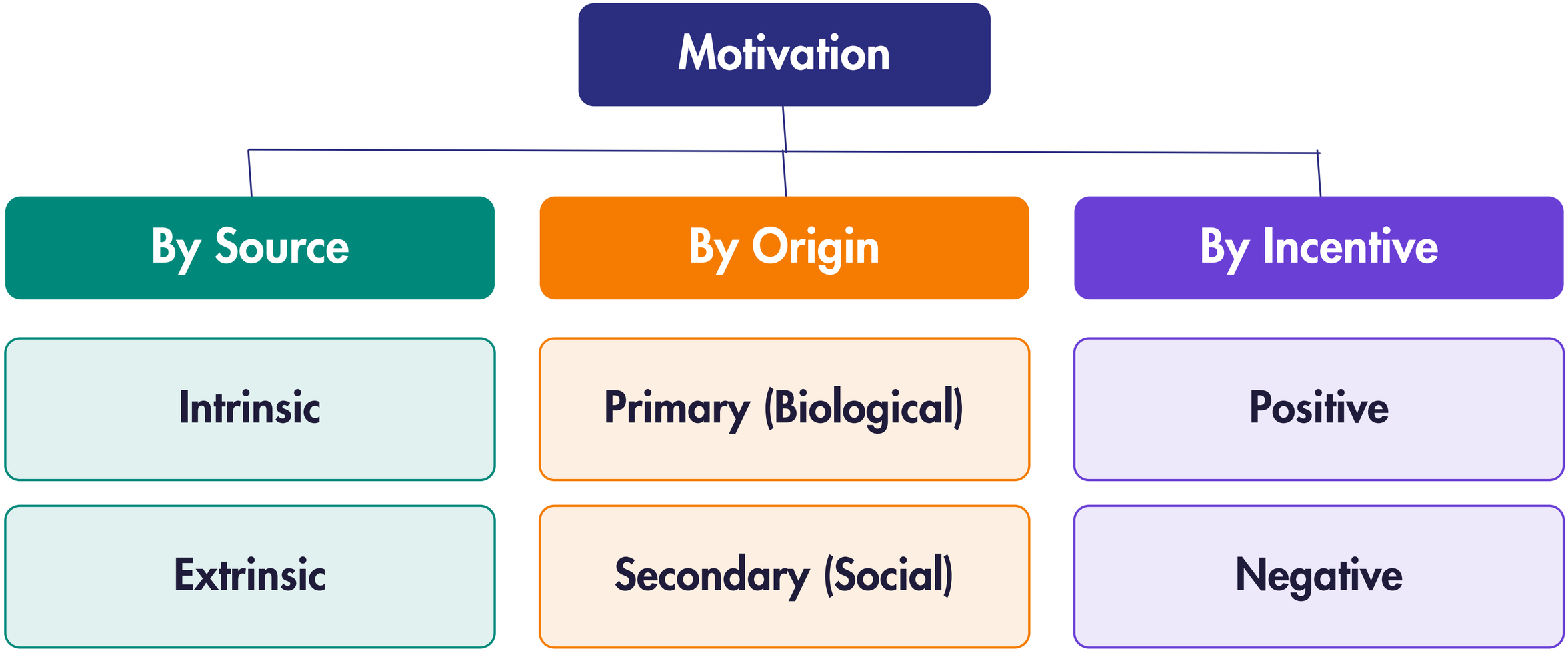
6. **Gives satisfaction**
   Goal reached, need fulfilled

Why Motivation Matters in Education

- Raises **attention and interest** in class
- Improves **learning and retention**
- Reduces **absenteeism and indiscipline**
- Builds **self-confidence** and effort
- Helps reach **learning outcomes**



Types of Motivation: Overview



Intrinsic Motivation

Intrinsic motivation = drive that comes from **within the learner**; the activity itself is rewarding.

Features

- Comes from within
- No outside reward needed
- Long-lasting effort
- Driven by interest

Examples

- Reads for the joy of it
- Solves puzzles for fun
- Studies to master a skill
- Learns out of curiosity

Extrinsic Motivation

Extrinsic motivation = drive that comes from **outside factors** such as rewards, praise or punishment.

Features

- Comes from outside
- Depends on rewards or fear
- Works fast, may fade
- Needs repeated support

Examples

- Marks, prizes, certificates
- Teacher’s praise
- Fear of punishment
- Scholarship or job

Intrinsic vs Extrinsic: Comparison

Basis	Intrinsic	Extrinsic
Source	Inside the learner	Outside the learner
Reward	Activity itself	Marks, prizes, praise
Duration	Long-lasting	Short-lived
Effect	Deep, meaningful	Often temporary
Example	Love of reading	Study for a prize

Primary vs Secondary Motives

Primary (Biological)

- **Inborn**, not learned
- Examples: **hunger, thirst, sleep, rest**
- Common to **all humans**

Secondary (Social)

- **Acquired** through society
- Examples: **achievement, affiliation, power, recognition**
- Differ from **person to person**

Positive and Negative Motivation

Positive
Reward-based

- Uses **reward, praise, encouragement** and success
- Builds interest, confidence and a healthy climate

Negative
Fear-based

- Uses **punishment, threat, blame** or fear of failure
- Gives short-term control; may cause anxiety

Best practice: mostly **positive**, negative only when necessary

How Teachers Can Motivate Learners

- Set **clear and achievable goals**
- Link lessons to **real life and interests**
- Give **prompt feedback** and praise
- Use **variety**: activities, games, ICT
- Promote **cooperation** and healthy competition
- Create a **safe and respectful** climate



Motivation Theories

Maslow Need hierarchy	**Basic needs first** (food, safety); then belonging, esteem, **self-actualisation**
McClelland Achievement need	High achievers prefer **moderate-risk tasks** and want clear **feedback**

Conclusion

Motivation is an essential force in the teaching-learning process that energises, directs and sustains learners' behaviour towards achieving their goals. It enhances attention, interest, participation and academic performance. Both intrinsic and extrinsic motivation play important roles in learning. Therefore, a teacher should create a positive, supportive and stimulating classroom environment that encourages learners to develop interest, confidence and a desire for lifelong learning.

"A motivated learner is not only willing to learn but also inspired to achieve."

Thank You

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