

## ROLE OF MOTIVATION IN TEACHING LEARNING

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### Introduction

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behavior, which involves our needs, desires, and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence. These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

A general framework is presented to help understand the relationship between motivation and self-regulated learning. According to the framework, self-regulated learning can be facilitated by the adoption of mastery and relative ability goals and hindered by the adoption of extrinsic goals. In addition, positive self-efficacy and task value beliefs can promote self-regulated behavior. Self-regulated learning is defined as the strategies that students use to regulate their cognition (i.e., use of various cognitive and metacognitive strategies) as well as the use of resource management strategies that students use to control their learning.

### How Motivation Affects Learning and Behavior

Virtually all students are motivated in one way or another. One student may be keenly interested in classroom subject matter and seek out challenging course work, participate actively in class discussions, and earn high marks on assigned projects. Another student may be more concerned with the social side of school, interacting with classmates frequently, attending extracurricular activities almost every day, and perhaps running for a student government office. Still another may be focused on athletics, excelling in physical education classes, playing or watching sports most afternoons and weekends, and faithfully following a physical fitness regimen. Yet another student—perhaps because of an undetected learning disability, a shy temperament, or a seemingly uncoordinated body—may be motivated to *avoid* academics, social situations, or athletic activities.

Motivation has been regarded as the driving force to learn a language. Aside from the notion that motivation is an influential facet to language learning, motivation can also be regarded as varied among learners' gender, socio-economic status and perception towards the language learning task. The success or failure of language learners to use and further effectively acquire a language is said to be relative to the motivation they put in learning or studying a language.

Human learning may occur as part of education, personal development, schooling, or training. It may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of educational psychology, neuropsychology, learning theory, and pedagogy. Learning may occur as a result of habituation or classical conditioning, seen in many animal species, or as a result of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. Learning that an aversive event can't be avoided nor escaped is called learned helplessness. There is evidence for human behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development.

Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who

expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition. However, another study showed that third graders who were rewarded with a book showed more reading behavior in the future, implying that some rewards do not undermine intrinsic motivation. While the provision of extrinsic rewards might reduce the desirability of an activity, the use of extrinsic constraints, such as the threat of punishment, against performing an activity has actually been found to increase one's intrinsic interest in that activity. In one study, when children were given mild threats against playing with an attractive toy, it was found that the threat actually served to increase the child's interest in the toy, which was previously undesirable to the child in the absence of threat.

## References

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