

Inspiring Progress toward Learning Goals

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Abstract-Motivation is an inspiring process in which the individuals concentration is aroused and directed towards reaching definite goals. In other words it is defined as the process that guides and maintains goal-oriented behaviors. It is an integral component of learning and a critical problem in educational settings. According to Stephen P. Robbins "motivation is the willingness to exert high levels of efforts toward organizational goals, conditioned by the effort ability to satisfy some individual need". In general motivation is a process or cycle aimed at accomplishing some goals.

Motivation and learning-Motivation is the process of arousing, maintaining and controlling interest in a goal directed pattern of behavior. Motivation is basic to all behavior including learning. The success in life and learning depends on our motivation. It stimulates us and directs our behavior.

Good motivation in any activity ensures that we develop an interest in the activity, feel an urge to do it, pay attention to it and resulting performance is quick and efficient. On the other hand, there is poor motivation, we feel the activity is forced on us against our desire. We may somehow do it or learn it in a haphazard but our attention to the task will be minimum, mistakes will be plenty and performance will also be poor. The most important reason for the gap between pupils' potential and the current level of achievement lies in the area of motivation. According to Crow and Crow "motivation is considered with the arousal of the interest in learning and to the extent it is basic to learning". An understanding of the nature of motivation and innovative ability to make the best use of motivating influences to master pupil learning are vital to teachers if they hope to get each other to make maximum use of his or her talents. Further it helps a teacher to know pupils, appetites and desires to become intuitive to pupils' needs.

Characteristics of motives-By analyzing the definitions for motivation given by different psychologists, we can infer the following characteristics:

- Motivation is a psychological process
- It directs our efforts towards the goal that satisfies the need i.e. it helps us to select the appropriate behavior so as to reach the goal
- It brings energy mobilization in us
- It helps to sustain the attention in one's efforts
- Restless till the goal is reached they are essentially

Primary and Secondary motives-

Motives are generally classified as primary and secondary motives. Primary motives are referred to as 'biogenic motives' which are active almost throughout in life, though the method of satisfying them is modified with experience. These motives are universal and internal. A primary motive consists of the physiological motives which are from some internal need. On the other hand, secondary motives are also referred to as sociogenic motives which are acquired by the process of learning and they are essentially social in character.

E.g. Gregariousness, Acquisition, Imitation, aggression, adventure etc. are intense and powerful as compared to secondary motives. Usually physiological motives are not directly related to classroom learning.

Keywords Motivation, Motivation and learning, Characteristics of motives, Primary and Secondary motives, intrinsic motivation, extrinsic motivation Needs, Motivational functions

Intrinsic Motivation-Intrinsic motivation is something which stimulates an individual to take up an activity for his or her own internal

reward. It is usually applied by self, which springs from a direct relationship between the individual and the situation. It is very important factor in the design of a learning process. Example:

- Watching cricket because you enjoy the sports
- Meditating because you want to relieve from stress
- Listening music because you love music

Intrinsic motivation in positive can be long-term and self-sustaining. This kind of motivation can be built to promote student learning. The more you plan, the more effective the lesson and delivery, the less problems with discipline. Further it helps the teaching and learning process in an efficient and safe manner without any disruptions.

Extrinsic Motivation-Whereas extrinsic motivation is something which drives an individual to take up a behavior for his or her own external rewards such as money, name, fame, grades, and honor. This type of motivation comes out externally for the individual, as it is contrary to intrinsic motivation, which hails from inside of the individual. For example:

- Reading a book to prepare for a test
- Exercising to lose weight
- Cleaning your home to prepare for visitors coming over.

One of the most difficult aspects of a teacher is to learn how to motivate students. It is also one of the most important because Students who are not motivated will not learn effectively. They won't retain information, they won't participate and some of them may even become troublesome.

A student may be unenthusiastic for certain reasons: They may get bored or feel that they have no interest in the subject, may find the teachers methods uninteresting or be diverted by external forces. It may even come to light that a student who appeared unmotivated actually has difficulty in learning and is need of special attention.

To get your students excited about learning you have few effective ways:

1. Encourage Students

Encourage students for open communication and free thinking. Make them to be enthusiastic. Congratulate them when their work recognized. Make your classroom a friendly place where students feel comfort to learn eagerly more things

2. Get Them Involved

Motivate students to get them involved in the classroom activities. Inspire them giving responsibilities like decorating the classroom, assigning a student to erase the blackboard or circulate materials among students.

3. Offer Incentives

Rewards give students a sense of accomplishment and encourage them to work with a goal in mind. so offering students with small incentives will encourage student to move forward themselves.

4. Get Creative

Avoid boredom. Teach through games and discussions instead of lectures, encourage students to involve in debates, group discussions and in presentation skills.

5. Draw Connections to Real Life

Demonstrate the subject which you take and make them to relate it to their real life.

Motivational functions of the teacher-

The teacher has four motivational functions to perform. They are: Arousal function, expectancy function, incentive function and disciplinary function. Teachers should energize the students in their learning behavior by guarding them against momentary boredom or sleepiness among the students, as well as prevent the students from becoming frantic or over-anxious. Teachers should also provide enough stimuli to think about and do. Teachers can use a variety of ways to increase levels of arousal and maintain the attention of the class; by providing free conditions of learning like Montessori Method where absolute freedom is given to the child to learn by himself.

The second type of motivational function is expectancy function. It is nothing a belief that a particular outcome will occur. The expectancy function of the teacher requires him to relate intermediate expectancies to immediate and remote goals of the students to energize the students' full effort in learning. The teacher must sometimes change expectancies and deliberately mismatch them to increase behavioral vigor, incongruity; complexity and surprise have been found to be very good in stimulating students.

The third type of motivational function is incentive function. Incentives are actually goal objects. They may be concrete or symbolic. The vigor of an activity is affected by the effect of the incentive provided. Incentives may be viewed as positive and negative. Teachers praise, prize, merit certificates etc., provide satisfaction and therefore positive incentives. The negative ones provide a sense of relief for e.g., submitting home assignment in time to avoid teacher's rebuke or punishment. The last type of motivational function is disciplinary function. Punishment is a stimulus the individual seeks to escape or avoid. Suppression of the undesired response and the provision of an alternately reward response would be the most effective procedure.

The best type of motivation is intrinsic motivation that is when the incentive is internalized, when the immediate goal is wanting to participate in the activity for the intrinsic value – the individual is motivated best. If the teacher should incite the students a desire to learn by motivating them towards learning for its own sake, is like more than half the battle is over. Interests, attitudes and purposes should be developed. The teacher should not take advantage of present motives but should direct the development of others through problem method project method etc. Rewards and praise would be affective incentives for some students in certain learning situations. Commendation, personal attention and recognition of progress are good incentives. Therefore care should be taken in not using praise too often or undeserved.

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