

# **Psychology of Learning**

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**Lecture – 21**

## **Motivation of Learning**

Hello viewers, welcome back to this NPTEL course on the Psychology of Learning. So, in the last few classes, we have been discussing the thinking and different types of thinking etcetera and how it plays a significant role in learning. So, today we will start a new topic that is Motivation. So, how motivation plays a significant role in the process of learning that we will be discussing. So, as you can see motivation is the cause of our action. Actually what do we mean by motivation? So, motivation is what causes the person wants to know, act, understand or gain particular skill.

So, motivation is the process which makes us keen, eager to learn something, to do something, to develop some skills and competencies to try to understand any kind of issues and challenges all these things. It could be a particular skill development or general competencies. So, what causes or instigates motivation is the component: that is it is an innate mechanism that instigates that prompts us that induces us to learn, to think, to do something, to move on, to actually move on. So, motivation is seen as a mental impulse that drives and directs the human behaviour including the learning behaviour.

So, motivation prompts us. It ignites us. It stimulates us to learn something, to achieve something, to mobilize our behaviour to certain things. So, it is a mental impulse as you can see. It is a mental impulse that drives us or directs the human behaviour towards the learning behaviour similarly other kinds of activities also. So, motivation has the willingness to activate, mobilize, channel, direct attitudes in the behaviours of a learner. So, here you can say motivation stimulates the mental processes, stimulates or ignites our thought process to learn something. So, it is the first step in the willingness to activate.

So, this mental impulse actually creates a kind of positive attitude, mental readiness, willingness to activate, to mobilize, to channel and direct the attitudes and the behaviour of the learner. So, here motivation is the key component which can stimulate, which can prepare the mental readiness and which can show the willingness of the learner to learn something, to perform something, to develop some new competencies. So, it is the key word. So, it is an internal process. It is an internal inbuilt mechanism. So, you might have observed that people who are not interested, very lazy, very lousy in the workplace or the classroom, they are not interested in learning. It is very much conspicuous. It is a much observable factor that he is not interested in learning or he is not interested in this studies etcetera. That means, inside that learner the motivation is not actually working properly. So, it is an internal mechanism. It is the internal processes that can be directly observed from the behaviour because that is something we can see from the gestures and the postures, from the activities, from the facial expression. We can observe whether the person is motivated or not. Whether he is attentive to our sayings, our discussion, our conversation or not. Whether he is just time passing on the times and very casually looking at us or his mind is something somewhere else. So, this kind

of thing is very much observable we can also observe it and assume it and predict it from the human behaviour. So, it is an primarily it is an internal process you can say it is a mental impulse it is a drive that mobilizes the human behaviour and it is a mental process that is internal mechanism which can be directly observed through the activities through the behaviour etcetera, but which serve to active activate guide and maintain the people's action also. So, again at the same time at the it is the significant factor it is a key factor is very important factor to you can say to mobilize the human behaviour to mobilize them towards different actions towards you know it can also give some guidance also guide activate and mobilize the human people's action towards some activity and similarly it is also relevant for very much relevant for the studies also for the academics also.

So, as you can say the major components like for example, it is activation because mental impulse it activates us to learn to study to to engage ourselves in certain particular work persistence is a continuously we have to persist that is the tenacity of you know holding on of doing the same thing again and again unless and until we finish it we learn it complete it. And the intensity, intensity with the at what level what is the degree of involvement, what is the degree of engagement at what level actually we are doing it whether we are doing it you know superficially or just showing off or actually truly you are interested in. So, these are the various components similarly we are also we will also explore other components. So, definition so, now let us come back to the root of this terminology motivation it has come from the Latin word Latin root that Latin word that is called the movers, movers means to move on. So, so, motivation has come from the Latin word movers that means, to move on to move.

So, it is related to some kind of motion some kind of movement and it refers to the process of arousing the movement ok. So, motivation means that as because it is the it is the it has come up from the movers that means, to move on then what are the processes that arouses this movement. So, what are the impulses, what are the you can what are the drives, what are the factors, what are the impulses that actually creates this process of arousing that movement. So, igniting that movement. So, maybe either through release of some energy among the organisms or some kind of that means, yes definitely cognitive energy, affective energy that the nerve impulse that the mental impulse is being created through some positive energy, some internal energy, some within the organism within the human being.

So, therefore, so, as you can see if motivation is here motivation is the process, it is the process of process of engaging our self in some activity, some mechanism, some learning behavior and which has been ignited which has been aroused by some mental mechanism that is the mental impulse. So, it involves the existence of the organized phase of sequences it refers to as because it is a learning process it is the process. So, it involves it refers to existence of certain organized sequences because when you we move on we are we are engaged in different kinds of activities in a step by step formula, step by step sequence. So, that is it is it involves existence of organized phase of sequence. Then the direction of the content then again we have certain goals, we have certain objective, some content.

So, the thing is that where is the direction it also involves the direction if goal, content whatever if you are engaged in some learning some content. Then the persistence in given direction the persistence that means, we are we are continuing that we are continuously engaged in that kind of activity for over a period of time because that is the persistence, the tenacity of the individual in getting engaged that processes and trying to achieve that goal or complete the task at hand. So, given the direction or the stability of the content ok. So, persistence in given direction or the stability of the content whatever we are

doing we are at least we are continuing continuing continuously doing it continuing with that activity unless and only it is finished. So, here it has been so, Atkinson was the researcher Atkinson.

So, he defined Atkinson actually defined motivation, motivation refers to the arousal of the tendency, arousal of tendency to act to produce one or more effects. So, motivation definitely it is a process it is being ignited by some mental impulse definitely and that mental impulse actually creates a some kind of arousal in our activity in our thought process that leads towards the tendency towards the acts. So, it prompts us it motivates us it mobilizes us to act certain things to act in a particular way and as a result of that act that activity that engagement we produce ultimately the outcome will be maybe the production of one or more effects. So, it is a kind of it is an event which results in some some or one or other effects. So, this is the definition of motivation.

So, again here as you can say for example, when we take about that motivation for learning ok, learning is an activity is a process is a lifelong process. So, motivation to learn. So, if we think of that so, there will be two types of motivation extrinsic motivation and intrinsic motivation. So, in the following classes we will also be discussing all these things as extrinsic is that external because you know suppose when we think that unless until we study we we learn then or not definitely we are going not going to pass maybe that we will have to face failure. So, or if if we pass on then we will get some degree, some certificate, some job, some assignment, some internship so, whatever.

So, it is the extrinsic or maybe there are some scholarship and fellowship. So, that is the extrinsic goal for which we are motivated to learn and the intrinsic goal is that that is within us inherently basically intentionally we are in motivated to learn it is not for the some any external goal, incentive or reward or award whatever, but basically intentionally within us there is an there is an innate desire to learn that is the intrinsic. So, that innate desire maybe maybe the cognitive cognitive kind of me seeking for knowledge acquisition etcetera, workiness, our eagerness for learning and cognition that means, for more knowledge acquisition maybe the affect for motivationally that means, emotionally of motivationally we are willing to do because we want to achieve something etcetera that kind of emotions are also there and the conation is that yes definitely willing and we are passionate to work. So, these are the attributes cognitive or affective or the conation these kind of attributes are actually it has these things form the intrinsic motivation in the intrinsic motivation. And extrinsic motivation may be another thing because of because of some rewards and in awards or maybe some conditioning is apparent conditioning that is shaping our behavior we have already said how to shape our behavior towards the towards reinforcement towards getting the incentive.

So, similarly extrinsic motivates actually regulates it creates it regulates it shapes our behavior for achieving an incentive that is operational operant conditioning that is shaping our behavior. Extrinsic reward actually it mobilizes it shapes our behavior towards the achievement and it is all even in the social cognition also there these things are also used. And so, here two types of motivation one is extrinsic for the external because the factors the incentive the reward is lies within the in the environment and intrinsic the purposes the goals and objective it lies within us that is the intrinsic motivation. So, therefore, the motivation is the underlying reason for us behavior. So, for all our learning behavior our trait all these things and our person attributes etcetera.

The motivation is the primary factor of all these activities whether we are engaged in studies or not whether our positive attributes we are having the positive attributes to move on to achieve something all these are actually the motivation is the basic reason of underlying reason of all these activities. So, there are different types of motivation as we discussed right now intrinsic and extrinsic motivation intrinsic motivation. So, here locus of causality locus of causality what is the like locus what is the reason of why for what for we are actually learning. So, the reason of causality reason of this action reason of this motivational processes is that either we are intrinsic internally interested for learning or doing something or extrinsic it is because the it is the learning or the any kind of behavior happens because of some external goal external internal incentive motivation motivational factors or enforcement that is called the external. So, that means, the motivational source is in the external environment and the intrinsic method the motivational source why are we motivated to learn that lies within us that is intrinsic.

So, maybe their personal factors such as needs interest curiosity self satisfaction all these are called the factors of intrinsic motivation like suppose basically suppose we are interested we are keen to learn certain certain subjects where very much we like certain subjects very much because of you know it creates some kind of you know some kind of passion some kind of goal some kind of values and philosophy in our mind that now I need to learn this I am interested to understand the subject I am very curious. So, these basic needs that is the needs interest and curiosity and the self satisfaction some people are very much very much interested for the literature studies some are very much interested for science studies. So, that basic liking for the subject actually it has come up from the internal factors personal factors that is their personal interest curiosity satisfaction they get and or maybe the academic needs.

So, if the causal factors lie in the external environment like reward social pressure punishment financial whatever just now where this is called the extrinsic motivation. So, again even punishment also as because as because we will be suppose external because in order to avoid that punishment suppose if we fail we you can succeed in achieving certain things mean we will be penalized we will be given the punishment we will be penalized we will be you know we will be you know because we will we may not achieve certain things.

So, it is a kind of punishment. So, failure in case of failure in case of not following the rules and the protocols. So, this is the kind if you do not follow these things then we will be penalized. So, especially for example, that is why it is operant condition, operant conditioning that that means, consciously slowly progressively we have to modify our behavior because then only we can achieve the achieve the incentive. But suppose if the especially in case of the children if they are not like for example, they are showing the temper tantrums or you know bad conduct or you know all kinds of the behavioral tantrums etcetera.

So, they have to make them understand that unless and until I follow these guidelines I will be penalized like the punishment I will receive in the classroom I apply punishment I will get from my mother etcetera. So, in order to avoid the punishment also we have to we are motivated to learn it ok. So, in our in adult case it is that it is a failure fear of failure. So, fear of failure failure is a punishment actually it is a. So, in order to avoid that then we learn maybe because of the social pressure may and positive positive positive factors are also rewards you know rewards as then rewards incentives scholarship fellowship these are also and some for some financial gain.

So, that is it is the extrinsic factor that means, the causal factor of motivation lies in the external

one that is extrinsic module. And when the causal factor lies within us that is the internal then that is the intrinsic motivation. So, in the motivation is a process in this process as you can see these are the factors which are important goals we need to have a goal attitude you must have the positive attitude because it requires persistence it requires hard work it requires sincerity. So, attitude positive attitude must it is again it is also success it also it is also related to success more hard work the more highly motivated strongly motivated we we become we are then automatically it links it takes us towards the success. Motivation is related to performance because you know for even in case of the intrinsic motivation also we when we achieve something we perform something something outstanding it is a kind of pride moment for us maybe we will be externally rewarded or maybe within us self satisfaction will be there.

Support again motivation also it also gives support to others and takes the help of others it is motivation also to to guide to mentor to facilitate to promote others it is also it also related to some sort of academic support some sort of support services. Then idea motivation also it is related because when we are highly motivated definitely it it ignites some important ideas innovative ideas within us. So, it is related to innovation creativity and creative thoughts etcetera these are the you know different facets of motivation because it is a continuous process. So, here are these are some of the examples it has been given here when an individual does something purely for getting the monetary benefits that is the extrinsic motivation especially in the workplace for example, you are you are you are working hard because you intend to or you aspire to achieve some some promotion some reward some award something. So, financial gain that is extrinsic motivation.

Intrinsic motivation is that the student who voluntarily participates in any teamwork activity workshop field study etcetera out of curiosity because they are keen they are curious to learn something to know something or maybe for personal interest because or maybe they want to want their want the relationship with others also this is the because the factors lies within the learner within the person individual that is the intrinsic motivation these are the examples. So, again again motivation as a motivation is a process. So, it begins from the 0 to maximum 0 to 100 we can say either maybe person something maybe that initially the person was not at all interested demotivated highly demotivated, but slowly and steadily with different factors different different persuasions different kinds of other activities rewards awards all kinds of things slowly and steadily he he just you know strengthens or he boost his own level of motivation towards learning. So, it is a continuous process maybe from 5 percent 10 percent to 10 percent. Similarly, it is a continuous process and in in case of in case in case of outstanding performance of the maxima as the maximum scale it can be highly motivated person you might have observed highly motivated person that means, committed devoted hard working person that they can be meant that can they can deliver more than 100 percent.

So, it is a continuum like a like a scale it is a continuum starting from the nowhere not at all or 0 point to the maximum limit. So, it is a continuum from the amotivation amotivation is nil motivation is nil completely lack of intent no motion no no activation no nothing a motivation that is gone to the extrinsic motivation slowly he may be interested because of some some gain some financial gain some etcetera or to avoid punishment etcetera. So, extrinsic motivated slowly move on to extrinsic motivated intention to gain something or avoid something like that. Then started slowly then again or proceed towards the introjected regulation how can he observes or regulates his own behavior, but that means, doing something or behave well because one feels pressure within maybe because of social pressure maybe social because of the social desirability maybe regulation maybe disciplines maybe ethics values and ethical code of contract. So, that is introjected regulation that he has to do regulate his own behavior

because he is doing something under pressure because he cannot afford to deviate the rules again.

Then to identify regulation after introjected means what has been pushed him to regulate his behavior then identified regulation identified regulation is that actually he is now realizing the whole value of developing that particular skill competencies or the knowledge etcetera. So, realizing its importance that is identified regulation how he has identified the values in importance of that skill and knowledge and accordingly he is he is regulating his behavior. So, then finally, come to the intrinsic motivation from this identified regulation towards again then intrinsic motivation that is purely guided by his own innate impulse, innate desire, innate need, innate satisfaction or inherent benefit that means, he has already been realized he has already realized that how much he has been benefited in the past. Now, it has this internal energy internal motivation intrinsic motivation now is prompting him stimulating him to go on in learning go on working something like that. So, it is from the starting from this a continuum as a scale that is it begins with no motivation a motivation to completely intrinsic motivation that is completely that means, internal desire.

So, both intrinsic as well as the identified regulations that is highest form of motivation like the after identifying regulation that he has identified these these these things are very important for me for my career for my skill and knowledge and competency etcetera. So, now, I must learn it I must learn it. So, this is that is why this intrinsic motivation along with identified regulation it is the highest form of motivation that is called the self-determination. Self-determination that means, the individual has already explored that what is important what is vital what is salient for him and her so, that he and he has already gone got the idea and the pathway the direction that in which we have to move. So, that has been that is called the self-determination theory has been propagated in 2000 that means, self-determined theory that means, when the individual is self-determined when the intrinsic motivation and identified regulation are the peak in the highest form of level.

For example, here the example is children who have high intrinsic motivation are more likely to demonstrate strong conceptual learning, good memory, high overall school performance, achievement, better self-confidence and better engagement they decide themselves they are very well disciplined they decide know what to do what after which. So, they are very punctual, very disciplined and very high performing students learners in the classroom because you know always they are very active prompt and proactive in completing all their task etcetera. So, intrinsic motivation is also considered to be more crucial for the students as it is associated with the deep learning better performance and self-efficacy. So, so, here why intrinsic motivation is very important because automatically when you are prompt and active and proactive intrinsic and intrinsically motivated that means, not only you identify your values goals objectives, but you regulate your own behavior that is called the you develop the self-regulatory behavior self-regulation. Then again it also it is then definitely you you are more committed you are more persistent in engaging yourself in deep learning process, deeper understanding, better performances, patience then and then self-efficacy.

Now they are efficient and they are efficient they are capable of doing something because they have already achieved the skills and competencies that is. So, these are very important for deep learning better performance self-efficacy in comparison to extrinsic for extrinsic motivation. So, when we compare it all these deep learning higher performance etcetera intrinsic motivation is more crucial. Internally from within from within the learner has to be very much committed, motivated, self-motivated, self-regulated, self-motivated than

rather than extrinsic motivation. Extrinsic motivation plays an important role, but in cases of continuous learning lifelong learning, it requires more intrinsic motivation.

And extrinsic motivation can be changed into intrinsic motivation depending on the task and the learning environment. So, here we can say that for both the types of motivation actually the locus of control or the locus of causality is different, but these are complementary to each other. We cannot say that the extrinsic motivation is against the intrinsic motivation. Not like that. These are complementary to each other, but intrinsic motivation is more desirable and more sustaining and long term.

So, suppose a student is not at all interested, he is in the amotivation state. He has no or nil motivation. So, initially he can be prompted, he can be stimulated, he can be motivated, he can be tempted with the extrinsic motivation like good grades, score, award etcetera. But, later on after changing the environment like the classroom environment, learning environment by giving the different kinds of resources to explore the environment giving the right kind of mentoring, right kind of peer group, right kind of projects, right kind of activities, he starts gaining motivation. So, even though the motivation can start with the extrinsic motivation, it can be slowly converted directed mobilized towards the intrinsic motivation. So, with the right kind of task and learning environment activity resources we can also change it into the intrinsic motivation. So, the extrinsic motivation works along with the intrinsic motivation. They supplement and complement with each other. And if we can combine them, then definitely the performance will be outstanding.

So, that is how we can teach. So, here the flow is: teach, inspire and then motivate. So, actually nowadays the teacher's role has changed to a mentor, a facilitator, a guide, a friend because with the open source of information and learning, plenty of information are already available. But, unlike the traditional classroom environment etcetera here the teachers are not supposed to teach them because it is already available. Now, their role has been changed to inspire them, to motivate them, inspire them, to tell them where can they get the right resources and information, what are the opportunities, what are the things. The important thing is how to motivate them.

So, they play a role of the motivator, motivated facilitator, mentor. So, from teaching to inspiring, then motivating. It is in this way we can ignite the intrinsic motivation of the learner provided we change the learning environment, we make it more enriched, more stimulant, vibrant or with right kind of peers, classmates, or combination of different factors. So, then extrinsic motivation can be changed. However, at the end, these two are complementary to each other. So, the motivation is the continuous scale, continuous process, starting from the 0 to 100 and above like that.

So, we may be initially at the amotivation or 0 motivation but slowly and steadily we can create that extrinsic motivation and from there we can motivate a person or ourselves towards achieving the goals by igniting our intrinsic motivation. So, when the learner is intrinsically motivated means he is independent, he is a self-learner. He is an independent learner. He learns what is best for him. So, right now I stop it here and next class we will resume. Thank you very much.