Psychology of Learning

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Lecture – 23

Motivation of Learning (Contd.)

Hello viewers, welcome back to this session on the psychology of learning. So, in the last class we were discussing the expectancy theory of motivation. So, how do we expect the possible outcome of the performance and on the basis of that we make some assumption whether we will be able to succeed or not and thereafter then we proceed accordingly. So, when we are making some decisions, we make certain judgment on the basis of certain factors such as the past experience, our confidence about the ability, the content, and our perceived difficulty. The latter means how difficult we perceive the target as per the mapping of our performance or ability against the expected quality of the learning processes. Like how difficult we perceive the target to achieve and whether or not we will be able to control it, overcome its challenges etcetera. So, these are the factors. Just before we frame certain assumptions, we decide on the basis of our expectation about whether we will really be successful in achieving the goal or not.

So, these are the incoming, in-between calculation, in-between analysis, you can say. So, we make the judgment to go for certain goal or select some goal and target on the basis of our ability, our experience and the difficulty level of the content etcetera. So, for example, we also make certain assumption. Like in order to complete this task it requires this much of hard work, this much of study habits, this much of understanding, this much of other things etcetera. So, we analyze and calculate and thereafter we assume we think, we expect that.

So, if I work hard can I really bring success: a good result, good set of skills and competencies with me? So, with that assumption then we go for the work. So, then second is the instrumentality: how the performance actually plays an important role of instrumental value? What is the performance? And how performance plays an instrument? So, in this variable as you can say, we are assessing how well we are likely to receive a reward if we hit the target or work hard for this.

So, depending on the level of performance, from time to time, we make certain judgment based on the number of factors like for example, the factors including the reward system. There is relationship between the performance and the reward system like what would be the criterion. There are certain criteria of the performances. If you can really meet that criterion, then you can achieve that thing. So, that performance level. So, how transparent in the decision-making process for example, in the work place, there are performance appraisal systems. So, performance appraisal system implies that we need to perform up to a level of the criterion set by the work place or the employees. And if we can meet that criteria then definitely will be benefited will be will be rewarded. So, the thing is that here there are three factors. At what level we are performing right now? Whether we are really able to meet that criterion level or not? And what is the mechanism of evaluating us? What is the degree of the difficulty level of

that performance? Whether the degree of difficulty level of the tasks to be completed matches our   performance?.

So, these are the different factors also we make a judgment analysis of like for example, whether we are really prepared for it or not. So, these kind of things analysis plays an role of an instrument instrumentality that means, it instrumentalize it regulates all these things all these kind of assessments. So, the judgment is based on the again definitely the reward is reward system whether they are what is the level of performance eligibility criteria performance level or the level of criterion they have set for and can and can I really meet that thing what is their decision making process like process of you know rewarding, awarding, evaluating the whole thing and the level of difficulty of the task. So, all these analysis are required. So, that is why it is said that for example, the performance appraisal system should be very transparent very clear very you know very conspicuous very you know.

So, that every individual can map his or her performance according to the criterion can prepare accordingly. So, that is the these kind of orientation it performance orientation it plays an instrumentality role of the instrument instrumentality. Then third is the balance. So, balance is that the type that means, the perceived value or the reward that we are getting it. So, it is simply the final piece of motivation like outcome motivational outcome performance outcome that is the valence that is the level degree of satisfaction degree of satisfaction the value that we   add   to   the   reward   system   that   is   perceived   value   of   it   etcetera.

So, it could be negative it could be 0 it could be neutral it could be different kinds of things. So, the for example, the some of the question we can ask do I really want to be promoted am I really prepared right now mentally to or am I really prepared to divorce so much of time can I come to make a compromise with my work and family can I that means, if we can qualify these things I will definitely I will get a promotion of what a percentage of pay hike or a something like that do I really need it what is the actually what is the important factor in our life at the moment. So, that is the that is on the basis of that we evaluate the reward system we evaluate whether we need to go for that we need to try for that we need to try for that goal or not. So, we here we makes different kinds of analysis depending on the value of the reward system depending on if the value is reward reward system is the value of that we attach that yes I can get it, but at the in exchange as a result of that I can also I have to I can also face these challenges   also.   So,   how   much   value   we   actually   really   add   to   the   reward.

So, the we whether we opt for a peaceful life or you know it is ok kind of thing I am happy I am ok maybe that next time next year while I will try for it if I opt for this option or anyhow I have to go for that system at the at the cost of some other some other you know losses. So, that discomfort or losses. So, that kind of analysis that is the balance how much value we add to that reward system.

So, another theory is the goal setting theory. So, goal setting theory says that it more that motivation can be strongly influenced by the goals like the goals that we set for our self that is the goal setting how what type of goal we have set the whether it is achievable or not whether it is how challenging it is that how difficult it is that what is the time I have to invest in these. So, what is the specific characteristics of that goal. So, goal setting theory. So, that the motivation place here motivation is being mobilized is been strongly influenced by the type of goal we have set for our self or maybe the set set goal set by organization for their employees. So, these are these are the different kinds of factors. So, here the goals which   are   specific   goals   who   are   attainable   goals   who   is   challengeable.

So, we will now discuss what are the different types of goals and how it affects our motivation. So, goal setting theory can say is the process of establishing the clear and usable targets or the objectives of the learning objective for learning for performance etcetera. Now, Edwin Locke actually he proposed this goal setting theory and goal setting to be successful with desired outcomes it must contain certain following characteristics. Like suppose we have set a goal even in every individual forms and set some different goals career goals work oriented goals personal goals in their life. So, the thing is that if it is related to learning goal or a career goal etcetera in order to achieve that goal it must contain like we have to very sure about its desired outcome positive outcome and how successful we will be in achieving that goal it depends on certain factors.

Like the nature of goal should be like this so, that we can ensure about the positive desired outcome. So, this set specific points have been narrated by other researcher like Lunenburg and the Samaras like the clarity in the goals needs to the goals need to be very specific that yes. Any vague or any very broad very you know abstract kind of goal like suppose very often as a because of the because of some because of lack of experiences or maybe children because of their immaturity level because of you know the tender age all those all these things they set the very high you know high sounding or very fascinating goal very you can say imaginary goal which does not have any clarity and specific objective planning or nothing like that. So, for that matter they need some yes definitely they need some time some assistance some guidance etcetera. So, that is the thing is the clarity must be there first thing is that when we set the goals it must have the clarity clear goals need to be very specific like the goal suppose we are we are setting for our self work related career related job related performance related then the clear should be clear and specific.

So, again it should be it must be challenging like the suppose we have set the goals which are too easy for us it is not challenging. So, here the goal must be little bit difficult, but yet attainable achievable like suppose for example, some very often in our student career we set the goals who are very ambitious goals all of us we want to be the UPSC civil servants or the IAS officers, but it is not exactly it is it is fantasy it is imagination. So, can we really realize it achieve it. So, in order to so, those that is why you can see all the UPSC successful officers UPSC achievers they you know they go through a set of processes mechanism some orientation before finally, they achieve that goal. So, it requires specificity it requires planning it requires strategic effort it requires all kinds of you know strategic uses of uses of resources planning preparation all these things.

So, but it is these are the goals are challenging the goals are challenging, but yet it is achievable it is attainable. So, that is when that means, first thing is that initially you have to get yourself oriented with that challenges degree of challenges involved in that task. So, challenging, but unless and until we qualify we achieve the challenging task then we will not be very happy about because if the so, that is the goals must be have some difficulty level some challenge inherent challenge, but it should be attainable also. If the goal is in comparison to our performance and ability the goal is very high very ambitious in that case repeated failure takes place and that creates a kind of you know desperation distress there is all kinds of you know even mental it also affects the mental health because continuous failure continuous failure you know it resolves in in the kind of lack of confidence depression all sense of lack of worthiness all kinds of thing you know psychological side effects will come up. So, that is a challenging the goals must be challenging difficult comparable to our existing state of ability as affairs etcetera, but yet it is attainable.

So, you know so, there will be gap, but it gap will be achievable gap, which is which is that means, gap which can be achieved with effort which strategy etcetera. So, goals must be difficult yet attainable achievable goals must be accepted yes. The thing is that the when we try or were motivated to achieve certain goals the goals must be accepted by our self not imposed. So, goal accepted by the individual goal imposed goal being imposed by the employer by the teacher by the parents that is different thing. So, goals must be accepted by the human being or the individual himself feedback must be provided on goal attainment.

So, from time to time as we are moving on. So, again one goal the long term goal or short term low goals with the specific periods will be again subdivided into the different sub sub goals like in order sub ultimate target is the achieving the you know qualifying in the UPSC exam etcetera. Suppose if it is the ultimate goal that long term goal will be strategically defined breaking down into different sub goals time frame and then discipline routine the study habits all these things. So, feedback and from each and every step from time to time feedback must be provided. You might have observed this you know UPSC coaching or all kinds of tutorials or tutorial kinds of thing.

So, they from time to time they make they make an assessment of your performance or the performance evaluate the your progress and give us give you give us the feedback. So, that feedback must be provided on the goal attainment even if it is a small time or sub goal or the time bound goal etcetera. So, feedback is very important then goals are more effective when they are used to evaluate the performance. So, your goals become very effective when it is related to performance evaluation instead of your you know your personality or any other kind of variables it is primarily related to performance. So, goals become very effective when they are used to evaluate the performance other and other than performance it will not be effective.

Suppose your goals will be like goals are related you can relate it to yourself your performance your competency your skills your ability then it becomes effective. If the goals are you know superficial goal or fascinated goals or you know show off goals or other kinds of goals then it may not be very much very much strong enough to hold on. So, goals become effective when it is related to actually evaluate the actual performance.

Deadlines improve the effectiveness of goal. So, when we even in our self preparation also we keep we frame different time tables time slots and we keep deadline for our self and we also self check our performances. So, deadlines actually when we keep the deadlines put the deadlines etcetera. So, we are the moment we draw a deadline timeline then we are more committed to become more committed and try to meet that deadline. So, automatically it improves our performance effectiveness of the goals or commitment towards the goal activities oriented activities.

Learning goal orientation leads to higher performance than the performance goal orientation. Here performance goal here is thing is done here learning goal and performance goal here in comparison that performance goal means ultimate result outcome. Learning goal means inherently innately we are interested to learn the things rather than only get a score or the reward or degree something like that.

So, learning goal orientation we are goal oriented because we need to learn we try want to learn understand because and we have a passion we are passionate about learning something that is the learning goal orientation than the other than the performance orientation. But usually normally for in our career also definitely we have set performance goal orientation goal

orientations for different career goals for different targets etcetera of course, very often we are engaged in performance career orientation. But like suppose beyond when we give beyond that suppose we achieve all this career related goal or performance related goal and beyond that when we look for then we can learn also engage our self in learning goal orientation. Group goal setting is important as an individual goal setting is as important as the goal individual goal setting. So, in the workplace in the even in the academic environment also group goal as an individual yes I have set my own goal the career goal performance goal etcetera.

But at the end also as because I am I am a member of this team member of this goal of that group etcetera this house then group goal group like team spirit the group goal like in the sports in the sports different kinds of sports group goal how ultimately what goal the group has achieved that is also equally important. So, individual goal setting as well as the group goal setting both these things are important. So, then again so, how to here another things and how to set a certain effective goals a functional goal and to try for that. So, what should be the characteristics of a goal basic characteristics of the goal which can mobilize the human motivation the human learning process, performance process in order to achieve the target primarily in primarily in the workplaces for example. So, here that is called goal theory is that for here the acronym is smart goals that we talk very often talk about the smart goal.

So, when we talk about the important attributes for effective goal setting the goals smart goals are achievable goals. What is that smart goal? Smart goals means goals must be very specific, specific achievable authentic all these things it is not very vague it is not very ambiguous. So, this specific goal objective goal target oriented and time-bound goals specific goal measurable it can be evaluated it can be the achievement of the goal it can be evaluated measurable which can be measured evaluated assessed with some kind of you know quantification some kind of degree of success or some score like this assignable. It can be assigned to persons the persons having these competencies this goal can be assigned. So, assignable which can be assigned to some people some group some members some individual having these characteristics realistic it is must be practically possible it should be feasible it should be practical it should be authentic it should be it should be possible in the to completed in realistic situation it is not very philosophical or very you know very superficial rather it is realistic practical feasible then time based it has some stipulated time whether the goal that the time we have set for 6 months.

So, in workplaces you might have the different you know in the workplace different project groups are there different teams are there they are working on different targets and time and it is very specific it is be a technical non technical or whatever may be the nature of the task is that specific can be measurable it can be evaluated assignable it can be assigned to the individuals having these competencies realistic it is practical it has some practical implications benefits that is the and time based and time based time out timeline is there. So, in the 6 months 1 year something like that. So, goal setting theory is based on the idea that setting the specific measurable goal is more effective than setting the unclear goal. Like unclear goal means because when the goals are specific and the characteristics the targets objectives are a clearly mentioned that so, that we can perceive it understand it conceptualize it and then prepare accordingly according prepare accordingly by formulating assumptions hypothesis mapping our skills etcetera and then we can formulate certain action plans. So, and so, this is that is where the these are called the smart goals.

So, application of this goal setting theory is that the goal must be very clear very specific for the employees or even for the learners students. So, in every lesson you know that is in every lesson in curriculum in every lesson in every subject every chapter initially there is an

instruction that is the instructional objectives ok. Instructional objectives actually is the learning objectives that we intended after going through this lesson the students or the learners they are supposed to learn these things. Hence the instructional objectives have been clearly mentioned with every chapter every content and expected outcome after going through these things then what they are supposed to learn how they supposed to behave. So, then expected learning   outcome   that   is   the   their   performance.

 So, the goal must be very clear specific for the employees to achieve the organizational targets or maybe the learning targets learning goals etcetera and challenging the goals should be sufficiently challenging to keep the employees engaged and focused. So, if the goal is too easy then yes the you know employees the participants the learners will be lousy will be very careless very casual it is a very too easy and if the goals are little bit challenging means that means, it challenging that. So, it can provoke their thoughts it can induces that creative net in your innovative attitude. So, brainstorming through brainstorming through active planning through engagement through discussion through all kinds of things. So, they will be they will try   to   explore   the   solutions.

 So, the here all the higher order thinking processes starting from your you know active thinking active analysis reflective analysis and then critical analysis then creative thinking all kinds of higher order cognitive processes gets activated and that strengthens or not only strengthens our potentialities our brain power our performance level there, but the employees also get more focused. So, so that is also and commitment in as because the goals are little bit challenging and it gives us once we are complete we have completed it gives us a kinds of you know sense of after completion of that kind of goal or achieving that goal it gives a sense of self efficacy sense of satisfaction self of self efficacy in the sense that then we feel pride oh I am capable of doing these things. So, I so, it makes us feel like I am efficient and it has enhanced my potentialities my capabilities my abilities and aptitude. So, it is a kind of self efficacy.

 So, here commitment. So, here employees they need to understand and support and committed the goal. So, their commitment. So, employees how much they are committed they should be committed towards the goal yes initial. So, for that they should be given some kind of orientation by the employers and motivational things discussion all kinds of things would be. So, that kind of orientation can be given to the employees even in case of the learners also the   commitment   towards   the   learning   goal.

 So, motivational teachers, teachers motivation teachers your inspiration teachers you know feedback teachers promotions teachers mentoring all these things. That means, to make them to mobilize all his focus attention aptitude towards the towards the goal. That means, to develop that kind of commitment. So, independent learner self learner self. So, they are automatically they are committed, but that commitment if in case it is not there it is not there in the initial stage then it can be created by the by the employers or by the mentors and the teachers   then   feedback.

 Feedback is an very important thing we can feedback is a knowledge of the result whenever we are making some progress to moving towards this effort to reach the task, to reach the to reach the solution, to reach the face the things whether we are in the right track or not whether we are moving in the same actual that means, correct pathway or not. So, how to ensure that? So, it is the knowledge of the course in which we were moving before evaluation as per our planning. Suppose we are taking a step, that is, we are making an effort or we are giving

direction to our processes etcetera, to ensure whether we are going in the right direction or not in order to map it, in order to ensure it, we need the feedback. So, constant feedback from peers, feedback from seniors, even self-feedback and checks and feedback from professionals is necessary. So, feedback is nothing, but the knowledge of the result. As we make progress, as we proceed from time to time, we need the feedback not only to evaluate our performance etcetera, but to ensure whether we are going in the right direction or not.

Then the task complexity, the difficulty level of difficult level. So, goal should be broken down into the small ones. That is the long term goal, larger goal, complex goal in smaller parts. Suppose, we are given a very complicated project. It has different kinds of different domains, different components, technical, non-technical, mathematical, social so many things domain. If that task is inherently complex then it can be broken down into different parts. So, even within the project team, there can be different sub teams.

Just to make it as simplified as possible. So, we can break it down into different components. So, task some complexities says that goal should be broken down into smaller units, smaller goals, sub goals. So, as you can see these are the models of the goal setting theory. These are core properties: there should be specificity. The goal should be challenging that is another core property. Then goal moderators are those which can moderate or regulate this goal, that is, our ability, feedback, goal commitment, available situational resources available, self efficacy, task complexity all these are the moderating variables.

That means, these regulate the rate of success. And the mediators also are the choices, the efforts, persistence, strategies all these things. Then all these things work together towards goal. It influences the performance and motivation, then it slowly leads towards the better performance and the achievement of goal. So, these are some of the theories, as given here: drive theory, arousal theory, expectancy theory, goal-setting theory. So, drive theory you know it is at as the biological need, social need, psychological need. We have already discussed arousal theory, what are the key assumptions, what are the strengths and weaknesses, and expectancy theory. So, just to summarize all these things and to put it in mind. Because these are motivation theories, they will be very relevant in case of learning. It will also be interesting to probe what are the strengths and weaknesses of these things goal setting theory.

So, it is a critical appraisal of different types of theories. But the thing is that our purpose is that by analyzing all these theories we can flexibly use these assumptions, these philosophies and their implications in different learning processes. So, in the next class we will discuss two or three more important theories which are also very relevant in case of learning. So, thank you very much.