

Psychology of Learning

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Lecture – 25

Motivation of Learning (Contd.)

Hello viewers, welcome back to this NPTEL course on Psychology of Learning. So, we were discussing about the Motivational Theories and we have just completed Self-Determination Theory. And now we will discuss about more self-determination theories you know and even other motivational theories implications in the field of education and learning.

So, as we have already discussed three important components of psychological need like autonomy, competence and relatedness. Now for example, supporting in the educational environment in the classroom environment. Autonomy that is supportive teaching learning process.

So, how can we provide this autonomy to the learner? Through a supportive teaching learning processes, supportive classrooms by introducing different kinds of you know activities in the classroom, giving freedom of thought, freedom of action kind of things in the class introducing these things and engaging the students in very positive and constructive discussion. And other things for example, peer tutoring kind of thing, brainstorming introducing the brainstorming mechanisms and igniting their independent thoughts, creative thoughts or you can say innovative thoughts, encouraging them to think of some novel ideas, some novel processes or mechanisms for resolving some of our challenges etcetera. So, it is a kind of free environment with you know with enormous resources of stimulations and encouragement all these things, then we can give that we can develop that sense of autonomy among the learners ok. So, stimulates these kind of things supportive teaching learning processes.

So, by introducing this kind of innovative pedagogy, innovative activities we can satisfy their psychological needs. So, psychological needs. So, introducing this kind of activities is a part of the constructive learning environment and so, this kind of learning, it stimulates the intrinsic and self-determined motivation among the students. So, slowly and steadily being a part of this kind of environment: teaching learning process, classroom discussion, interactive sessions. So, not only that the learner becomes independent, but he begins to think constructively, positively and automatically get his original idea and intrinsic thoughts and being driven by that value system, that intrinsic motivation to become independent and self determined to move on to act to perform to achieve certain things and are also will be willing to share these ideas and thoughts among the students.

So, in this way we can also promote some creative projects, innovative projects starting from the very beginning like encouraging the students along with encouragement along with the other resources, information resources, enriching environment, freedom, accessibility to resources, no pressure, no fear of failure. So, all these things by providing all these things we

can make them self determined individuals. So, they can create they can think in a innovative way. So, in the this kind of things usually we are being practiced in the workplaces actually, but we can introduce it in the learning environment. So, the learning environment here makes the students feel autonomous you know there is no threat there is no sense of threat, no sense of insecurity, no sense of fear of failure, nothing.

So, they automatically that means, automatically they are innate desires along with their personality attributes and competencies get flourished. So, their dreams are being cherished and their abilities and aptitudes are being flourished. So, in this way they feel like self satisfied, autonomous, independent, self fulfilled ok. So, and the competence competence and also supported by the teachers foster foster relatedness. So, competence so, slowly not only they feel like autonomous, but also slowly their competencies, their abilities, their self efficacies are also being upheld in the sense of by giving the guidance, by giving the by giving the you know guidance you know and again feedback and you know mentors, mentor's encouragement then they are all these kind and even the fostering the mentor also foster the kinds of you know teamwork, relatedness how these thing can be related to these things etcetera.

So, the teachers also bring to bring out the and foster this relatedness, the connectedness with others, connectedness with the things. So, in this way not only will the child will feel the learner will feel more competent, confident etcetera, but also can establish the linkage, can establish this connectivity with others. So, and the teacher's role here is to is to guide them, facilitate them, foster these things. So, both type of motivation here intrinsic and extrinsic these are regarded as the drives and the force. Earlier we have already discussed that yes intrinsic motivation is more important very more it has the more potential because it is self sustainable.

The learner with the intrinsic high intrinsic motivation does not depend on others he is self motivated, he is self directed and he all alone can do it. Whereas, the extrinsic motivation is yes suppose in case of the learners and the children who are not at all motivated, who are disinterested, who are not interested especially in the studies or any kind of thing this kind of things. So, we can create the motivation among them with extrinsic motivation right putting by manipulating manipulating the external reinforcement, reward system all these things. That means, to begin with from the no motivation to begin with no motivation we can start with extrinsic motivation. And when the learner will move on ahead so, and the slowly when he becomes more independent then intrinsic motivation works, but works independently.

So, but suppose the learner is independent from the very beginning intrinsically is highly motivated then we need not have to we need not have to bother or maybe that for him the individual the learner who is highly intrinsically motivated may not be always that he is got he is attracted he is getting attracted for the extrinsic motivation. But yes of course, extrinsic reward system, extrinsic motivation, extrinsic factors, reinforcement of course, strengthens motivation further or by giving a recognition giving some kind of award or the reward all kinds of things. So, extrinsic that means, to extrinsic and intrinsic motivation are not separate are not different, but complementary and supplementary to each other. But the intrinsic motivation is self sustainable independent whereas, the extrinsic motivation is that it has the is the factors the motivational factors the cause of the motivation actually lies in the environment in the external sources. So, that is the only things intrinsic motivation the source of inspiration drive it is within the system.

Otherwise both are suppose initially maybe that somebody is in somebody is

motivated extrinsically, but later on later on after sometime he becomes intrinsically highly motivated. So, these are complementary to each other. So, here so, to maintain the to compete with the cognitive behavior like planning, organization, decision making etcetera etcetera or when we are working in a team in a project and the innovative projects and group projects etcetera. So, there actually both the things work together like for the maybe that initially we have started the work with intrinsic motivation, but later on we can realize that what the reinforcement how the what the reward system how much beneficial it can be for us. So, combination of both is required for achieving realizing the full potential of the environment and otherwise it is also otherwise known as the achievement motivation.

So, here achievement motivation is the combination of can say of both the independent intrinsic and extrinsic motivation external and internal factor motivation because the moment suppose we have started with the intrinsic motivation, but when we could succeed and achieve something then definitely it gives a sense of achievement. So, then it becomes as achievement motivation. So, here as per the self-determining determination theory these are the three basic psychological components for determining self-determining human needs that self-determining means the individual determines that this is important for me. So, and this competence sense of autonomy competence relatedness are the basic psychological factors for self-determination theory. And achievement motivation is that when these two both the combination of intrinsic motivation and extrinsic motivation put together and the individual get the success of achieving something significant then the sense of accomplishment sense of happiness sense of you know competence it happens that is called the achievement motivation.

So, and for education and learning achievement motivation you know is very important you know it is also equally important in the workplace in the profession any kind of professions etcetera. So, it is defined as the need for achievement. So, like for example, for example, the always I used to give this example like for people every year you know lakhs of students they are appearing for the UPSC examination ok. So, UPSC because it is the toughest exam in the country and it has once one gets qualifies in this exam you know automatically everybody knows that it is highly powerful very respectable very very important profession very important profession and not only that you will get immense resources immense respect and power and privilege etcetera, but it is the you can say in our country is the top level job ok. So, that is it is very important.

So, every year people are lots of students are appearing for the UPSC, but if you go by the this kind of this self-determination theory or the intrinsic motivation etcetera from the psychological perspective if you analyze their innate personality trait like this thing you can find that yes achievement motivation is there, but the what could be the possible causes. Some people want to be the UPSC IAS officers or civil servant because you know they want to serve the community because they think that as because I will have immense resources potential power manpower and opportunities etcetera I can do the best for my state for my people or for my country etcetera that is one ambition. Another kind of thing which may be in it intrinsic another is the kind of you know I want to achieve power because it has immense power I can I want to exercise that power in regulating others behavior in controlling the environment you know you know and accordingly as per my requirement my wish I will exercise the power and release the resources that is the power motivation actually takes is internally working that is the innate motivation that is the power is functioning that power motivation. And some other kind of people also think that it is the social prestige ok, achievement it is a social prestige because as because it is a very challenging exam very and the toughest exam in the country the moment I qualify itself means that means, I could surpass I could I could you know get

over it successfully and it is the toughest job the moment I qualify it means it not only proves that I am a competent person it also gives me a kind of sense of self efficacy. The toughest exam I could qualify means I am the best I am the best and I could achieve.

So, it gives me a kind it gives us a kind of sense of competence sense of self efficacy sense of fulfillment. So, the same under the same achievement motivation there could be different orientations of our basic needs one can be power one can be another can also be money the thing that oh it has the immense power I can by exercising my power I can earn and lots of lots of money. So, money can be a source of thing power can be thing social service can be thing social service services and we can I can serve people that can be a internal motivation internal factor or another is the sense of self efficacy competence etcetera. So, so for the same so the under the same achievement motivation of qualifying or achieving something significant and outstanding there may be the n number of reasons. So, here the need for achievement is an important determinant of aspiration effort persistent etcetera and then it can say when the individual expects the performance will be evaluated it is the standard of excellence it is the toughest job it is the top most thing and the moment I qualify it means the I will I will definitely automatically external factors external reward systems external recognition affiliation all these things will come up.

So, in this context Atkinson has developed a theory achievement motivation theory. So, where he explains that the integral relationship between individuals' characteristics and their need to achieve something in life. So, individual characteristics here comes your personality attributes whether you are getting attracted more towards money more towards power more towards sense of competence more towards social service what is that that is the inherent innate personality attribute in individuals characteristics and their need to achieve something in life. For n number of these these these 1 2 3 4 reasons he may not be saying it externally or may may not be very vocal about it, but that is his innate desire to be. So, this this achievement their need can be need to achieve something in life can also become very significant.

So, the presence of the internal and external factors which plays very important role for example, governed by these factors for example, motivation one has the motivation to achieve something you know something of something and life is closely governed by these factors for the internal factors like for example, internal factors like willingness to do so, determination I have decided to do punctuality, personal drive, passion, personal you know you know maybe because of from our childhood experience past experience we have captured an idea in our mind that no these kind of people. You might have observed some people they are very when you ask them what has motivated you prompted you to this venture into this thing they will say there are none in my childhood I have experienced these these these things these things that is why I am more motivated because I want to remove these challenges the people are facing what I have already faced in my childhood etcetera. I want to remove this you know this this you can say this challenge this issue to or you can say I want to fight against this kind of prejudice all these things. So, this so, this is these are the all the internal factors. External is the external factors are also often known as the environmental factors some pressure work pressure because of some targets external targets goals that means, organizational targets or maybe some family pressure some societal targets responsibility etcetera these external factors.

So, here extrinsic motivation definitely the external incentive to engage in a particular activity primarily motivating its especially motivating arising from the expectation of punishment

under bad behavior is external motivation that means, it is being prompted it is being induced the action of the learner because of the external reward external reward or external factor. Intrinsic motivation that is the engage in specific activity that drives the pleasure in the activity itself rather than because of any external bandwidth. So, in intrinsic motivation the learner the learner the individual does not look into the its impact its external factors, but he is more innately intrinsically motivated to because he is enjoying the whole learning process he is getting the immense satisfaction happiness all these things. So, he is completely engrossed. So, it is a kind of you know it takes place in immersive learning process when you are completely absorbed in the learning process you are not looking around for other things and you are completely enjoying learning experiencing the whole learning process and that is the that is its that experience itself is very satisfactory.

So, then achievement motivation you know achievement motivation stems from the two separate needs one is the two motivation to achieve either to achieve or the motivation to avoid something either that means, reinforcement either the positive reinforcement that is to achieve and maybe the negative reinforcement you know the withdrawal of the reinforcement that is motive to avoid the failure. So, some individuals are hesitant to work sometimes. So, suppose in the workplace or in the education environment also like in the classrooms or the students who those who do not do their homework and you know they will be punished they are they are being punished by the teachers and in order to avoid that punishment they will just somehow complete their homework. So, some individuals are reluctant hesitant to do some complete some goal and to employ some activities because and, but somehow they completed because of you know afraid of failure afraid of you know punishment all these things. So, motive to avoid the failure it includes the various consequences of you know failure failing or self criticism or you know lack of attention or a kind of inferiority complex all these are the negative consequences and in order to avoid that they just want to complete it.

And in contrast those who feel motivated they need to achieve successful goals and are more motivated to persist in that goal because they know that the moment they accomplished they perform better it gives them a kind of achievement orientation give a kind of goal directed behavior kind of future behavior orientation for the future behavior planning decision making all these things which can strengthen their tendency their effort their you know career path for achieving the success. So, in this context achievement motivation theory has also been propagated by propounded by other theories other theories like MacLelland. MacLelland also he has MacLelland and his associates they have stated that achievement theory they have also propounded achievement motivation theory. They say that achievement motivation or the need for achievement comes from the internal and external factors both intrinsic and extrinsic. Highly motivated people are people have three different needs achievement that just now we have discussed achievement need affiliation need or the power need ok.

Under power also you can add money or you know exercising my power means that regulating and controlling others behavior money can also be a factor. So, these are the three factors for highly motivated people for certain achieving certain thing and most people have a mixed kind of all these things. Often also these things get together maybe that yes affiliation achievement and a sense of power also it is get get the combination of these things most in case of most of the people are also it gets mixed up, but yes the dominant some of the predominant some of the power some of the needs will be more dominant and others may be very subliminal, but you know it is a combination can also be. So, this according to achievement motivation theory need to achieve something the reason behind this overall motivation just now we have

discussed. The reason behind this motivation to achieve a certain goal it comes from individuals need for power or affiliation recognition even in case some cases also social services because they feel happy those people who are engaged in all these social service organization NGOs you know even environmental organizations etcetera.

Because they care for their ecosystem. People who are very eco friendly people, they are very much inclined towards you know towards ecosystem. So, they are very caring for the plants, the greenery, the environments, all these things so they have an inclination towards this kind of thing. Similarly those people who feel pity or very compassionate about the health status or you know nutritional status of people, they will more inclined to serve the people in health and food and all kinds of things. So, people those are really interested for joining different kinds of NGOs for different purposes that means, their innate need innate desire actually functions.

So, now I think this is all about the motivation, motivation theories its relevance in our day to day life as well as in our learning and in the workplace experiences and activities. Though we have moved on from the education formal education to the workplace, but the education itself is a lifelong process. It is a lifelong journey. So, in this process all these factors matters a lot in our performance, in our competence, in our journey of self-fulfilment also. Now in the next class we will discuss about something equally significant in our journey. So, thank you very much.