

Motivation

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Motivation Basics

What is Motivation?

An internal state that arouses, directs, and maintains behavior.

Types of motivation



Intrinsic Motivation

- ▶ Associated with seeking out and conquering challenges in pursuit of personal interests and the exercise of capabilities
- ▶ Associated with activities that are their own reward
- ▶ Enjoyment of a task or the sense of accomplishment that it brings



Extrinsic Motivation

- ▶ Motivation created by external factors like rewards and punishments
- ▶ Not interested in the activity for its own sake, but instead for possible gains



Effects of I vs. E Motivation on Student Learning

▶ Intrinsic

- Eager to learn
- Enjoy learning
- Welcome challenges
- Process information effectively

▶ Extrinsic

- Reluctant to engage in learning tasks
- Dislike learning
- Avoid challenges
- Process information superficially

The Effectiveness of Intrinsic and Extrinsic Sources of Motivation

- ▶ The relationship between intrinsic and extrinsic motivation is complex.
- ▶ Sometimes motivation can start out extrinsic and lead to intrinsic.
 - For example, Jim studies geometry because he believes studying will lead to a good job in the future. The more Jim learns, the more he becomes intrinsically interested in the subject.
- ▶ People can be intrinsically and extrinsically motivated at the same time.
- ▶ Ideally, intrinsic motivation should be used, but sometimes extrinsic motivation, in the form of attendance policies for example, can be effective.

Cognition and motivation



What is cognition?

- ▶ “Cognition” refers to various things.
 - The set of processes that allow us to pay attention to things, transfer information to long-term memory, solve problems and so on.
 - The content of our thoughts: What beliefs does an individual hold? What memories does he or she retain from school and life experiences?

What do we mean by cognitive factors in motivation?

- ▶ Our motivation to succeed in school or in other parts of life is affected by how we think.
- ▶ Why is this important?

Take a moment to consider this question before moving to the next slide.

Why are cognitive factors in motivation important?

- ▶ Higher motivation to succeed in school tends to lead to more and better work and thus to better success.
- ▶ Cognitive factors in motivation can be affected by various educational and other interventions. That is, we may be able to improve students' motivation.

The Relationship between Cognition and Motivation

- ▶ The need to understand is central to motivational theory.
- ▶ People are motivated by the need to understand and make sense of the world.

Cognitive theories of motivation



What are the current Cognitive Theories of Motivation?

- ▶ Social Cognitive Theory: Self-efficacy
- ▶ Self-Determination Theory
- ▶ Attribution Theory
- ▶ Expectancy Value Theory

Social Cognitive Theory

- ▶ Social cognition theory deals with the influence that observing others has on behavior.
- ▶ The theory considers the learners' beliefs and expectations.
- ▶ Reinforcement and punishment affect learners' motivation, rather than directly cause behavior.

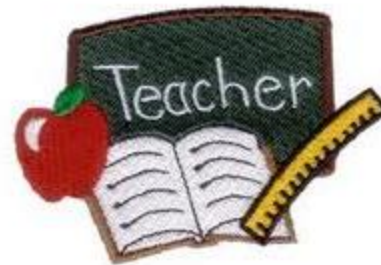
Enhancing Self-efficacy

- ▶ Strategies to enhance self-efficacy
 - Help students master basic skills
 - Help students make noticeable progress
 - Communicate confidence in students' abilities
 - Expose students to successful peers



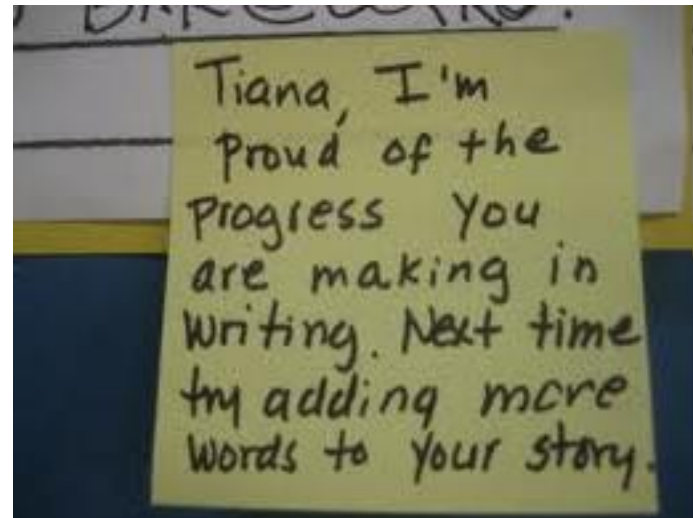
Self-efficacy and Motivation

- ▶ Performance in school and self-efficacy increased when students
 - Adopt short term goals
 - Are taught to use specific learning strategies
 - Receive rewards based on performance
- ▶ Teacher efficacy



Promoting Intrinsic Motivation through Self-efficacy

- ▶ Provide competence promoting feedback
- ▶ Promote mastery on challenging tasks
- ▶ Promote self-comparison rather than social comparison
- ▶ Be sure errors occur within an overall context of success



Self-determination theory

- ▶ Innate needs that must be met for optimal human functioning
 - Competence
 - Relatedness
 - Autonomy
- ▶ Educational implications
 - Help students increase competence
 - Foster positive interpersonal relationships
 - Give students choices and promote self-regulation

Attribution Theory

- ▶ Attribution theory deals with what people believe about *why* they succeed or fail at different tasks and the effects on future behavior or learning.
- ▶ Dimensions
 - Locus
 - Stability
 - Control/responsibility

Attribution Theory

- ▶ When asked, people give four common and basic reasons for success or failure on specific tasks:

- Ability
- Effort
- Task difficulty
- Luck

	Internal	External
No Control	Ability	Luck
Control	Effort	Task Difficulty

Affect and motivation



What is affect?

- ▶ Affect refers to:
 - Feelings and emotions.
 - Reaction to stimuli in the environment.
- ▶ Debate
 - Affect is primary followed by cognition
 - Affect is secondary, following cognition
 - The content of our thoughts: How do you feel after taking the exam?

Why are affective factors in motivation important?

- ▶ Affect interacts with perceptions, attributions, beliefs and needs.
- ▶ Affective factors in motivation can be influenced by teachers, the educational setting, and peers. Knowing this we may be able to increase students' motivation.

The Relationship between Affect and Motivation

- ▶ Feelings and emotions are signal systems for humans
- ▶ Affect influences behavior
 - Approach: positive affect guides toward
 - Avoidance: negative affect guides away



How to improve motivation in school



Motivation in Learning and Teaching

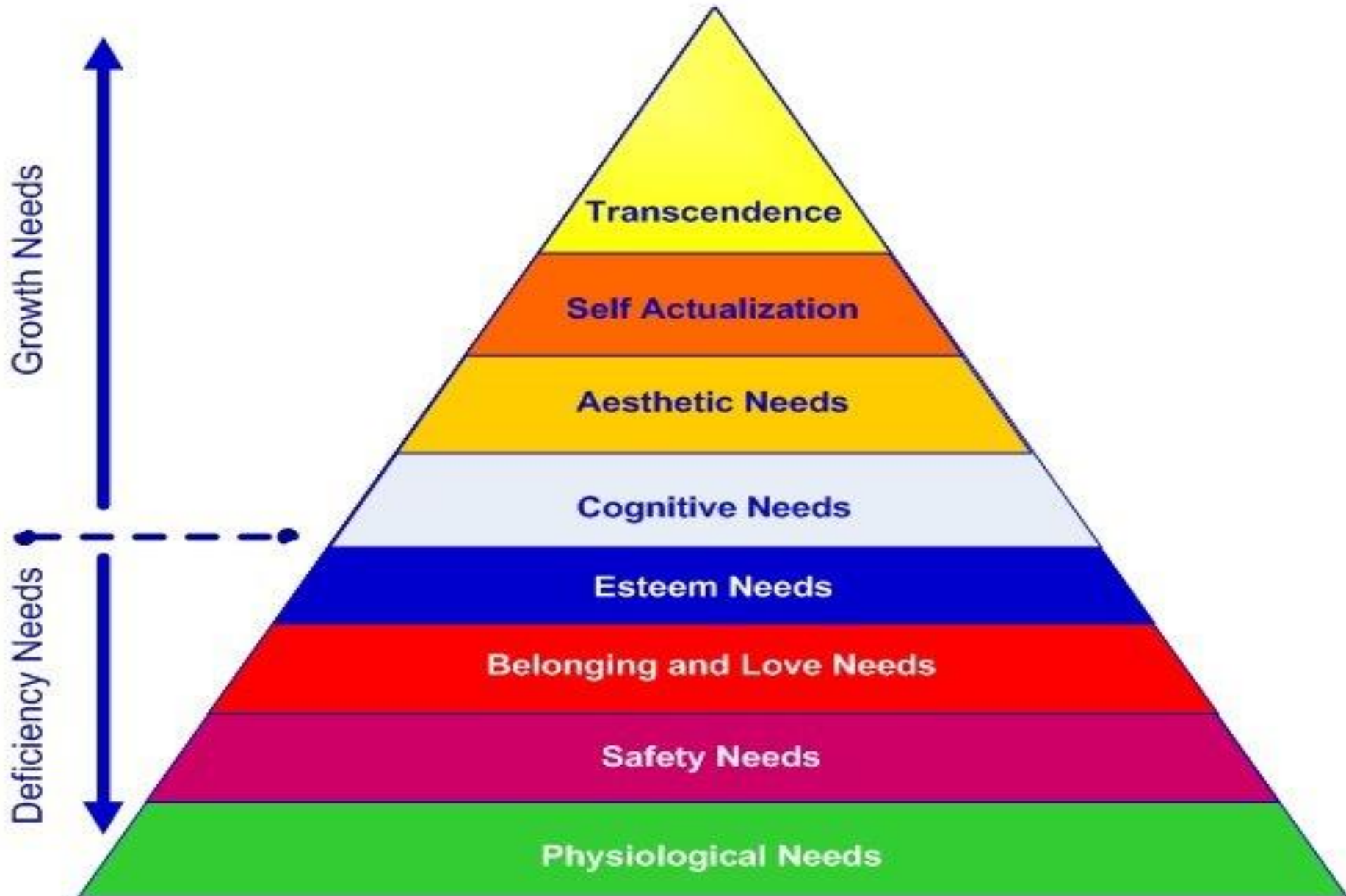
- ▶ Most educators agree that motivating students is one of the critical tasks of teaching
- ▶ In order to learn student must be cognitively, emotionally, and behaviorally engaged in productive class activities
- ▶ Students' motivation has a direct and powerful impact on their social interactions and academic achievements
- ▶ Motivation affects performance

Maslow's hierarchy of needs:-

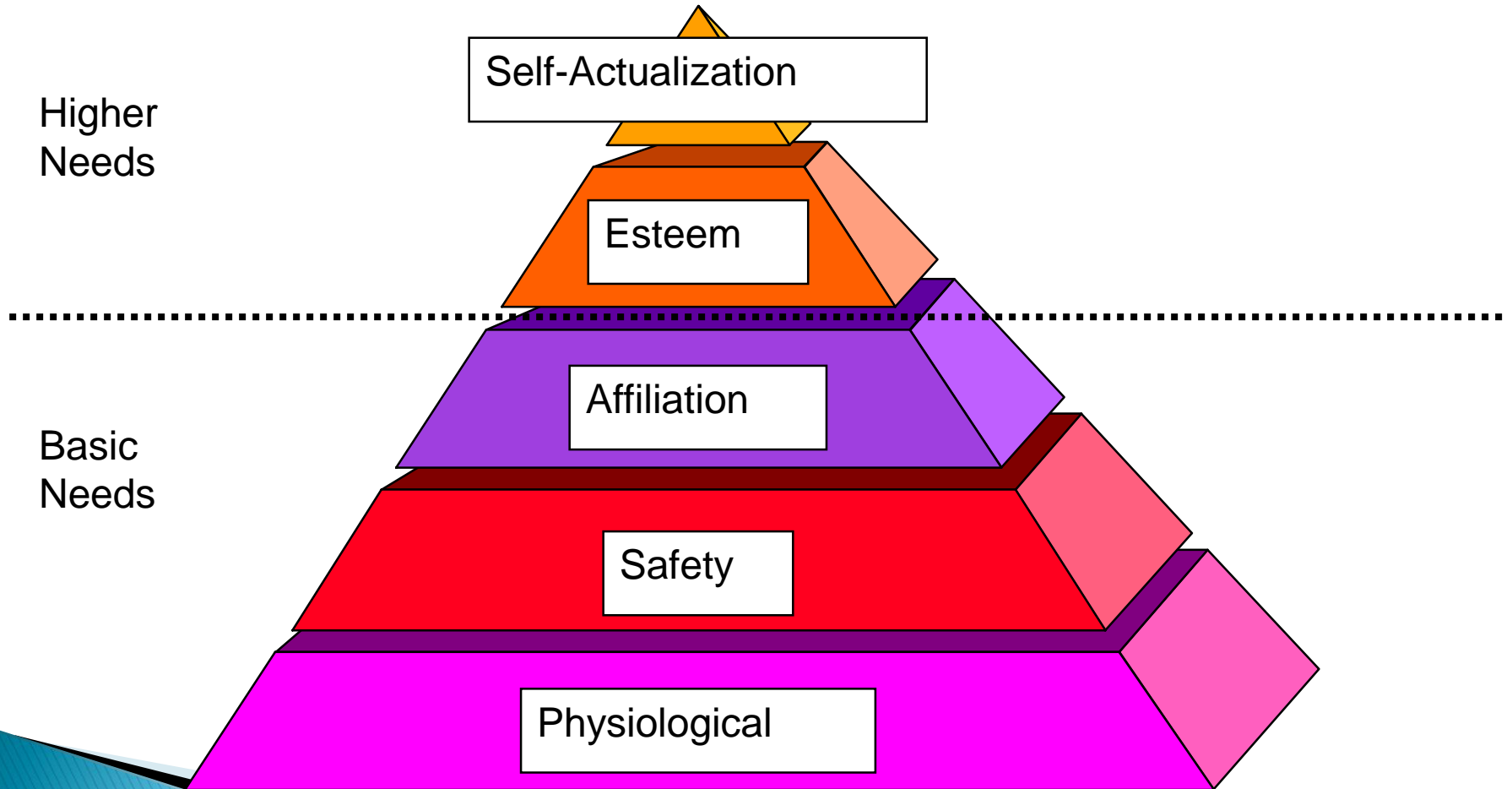
- ▶ Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 .
- ▶ **Maslow's hierarchy of needs** is a motivational theory in psychology comprising a five-tier model of human **needs**, often depicted as **hierarchical** levels within a pyramid. From the bottom of the **hierarchy** upwards, the **needs** are: physiological, safety, love and belonging, esteem, and self-actualization.

- ▶ Maslow (1943) initially stated that individuals must satisfy lower level deficit needs before progressing on to meet higher level growth needs. However, he later clarified that satisfaction of a needs is not an “all-or-none” phenomenon, admitting that his earlier statements may have given “the false impression that a need must be satisfied 100 percent before the next need emerges”

MASLOW'S MOTIVATION MODEL



Maslow's Hierarchy of Needs



Maslow's Hierarchy of Needs

- ▶ Proposed order of needs does not motivate everyone
- ▶ Circumstances can cause an individual to return to more basic needs level
- ▶ More than one need level important at the same time
- ▶ Cultural values can influence ordering and importance of needs (*e.g. collectivism: self-esteem and self-actualization can be irrelevant*)

Maslow's Hierarchy of Needs

- ▶ Key conclusion
 - People differ in what needs they are trying to satisfy at work
 - In a global economy citizens from different countries have different needs to be satisfied through work
 - As countries develop from lower to higher standard of living need are likely to shift (*from basic needs to higher needs*)