

## *Handout 2*

### *Motivation in learning*

#### **Introduction:**

Motivation is one of several mental mechanisms underlying human action. Motivation is the forces that drives a person and propels them to achieve their goals and behave in a certain way in a given situation. Motivation affects the path an individual chooses and the goals they set for themselves (Beck, 2021). For years researchers have studied various types of motivation, how they manifest and affect human behaviors, aspirations, and abilities.

Motivation plays a vital role in every sphere of life and various phases of activities. Our success and achievement in life depends on motivation. It is, in one form or other, always present at the root of all human activities. Motivation is said to be the 'heart of learning', 'golden road to learning' and 'potent factor in learning', as all learning is motivated learning. Adequate motivation results in promoting reflection, attention, interest and effort in the pupils and hence promotes learning. Motivation plays a vital role in every sphere of life and various phases of activities.

Our success and achievement in life depends on motivation. It is, in one form or other, always present at the root of all human activities. Motivation has become a central construct in both educational and psychological research and plays a significant role in several theories of human development and learning. Motivation is the reason why people behave the way they do. Motivated behavior is energized, directed and sustained. Motivation is concerned with the inculcation and stimulation of learner's interest in the learning activities.

Many people incorrectly view motivation as a personal trait, that is, some have it and others do not. Motivation is the result of the interaction of the individual and the situation. It is a move towards set goals. It is a force that energizes behavior of individuals. It is an art of inculcating stimulating interest in different activities in the pupils.

Motivation can be defined as an inspiration that propels someone into an action. Motivation is a process by which the learner's internal energies are directed toward various goal objects in his/her environment. An individual may be highly motivated to perform well in a task and completely unmotivated in another. This means that when people are motivated, they will work tirelessly to achieve their aspirations.

#### ***Types of Motivation:***

Based on Self-determination Theory (SDT), learners may be driven to learn by two sources— internal and external. Generally, there are two types of motivation; intrinsic and extrinsic motivation-

**1- Intrinsic motivation-** Here stimulus is internal to the person; it can be biological, emotional, spiritual, or social. In this case, there are no external rewards. The activity is undertaken for self-pleasure and individual satisfaction. It may be characterized by curiosity and a desire to meet challenges. Intrinsic motivation is driven by an interest or enjoyment which a person feels in a task. It is within the individual

and does not rely on external pressure. Intrinsic motivation is an inner force that motivates students to engage in academic activities, because they are interested in learning and they enjoy the learning process as well (Schiefele in Chow &Yong). Their (learners) abilities are put to the test and they are eager to learn even when there are no external rewards to be won (Chow &Yong). Students with learning goals of seeking understanding for mastery of science content and skills are said to be intrinsically motivated (Cavallo, et al.). Intrinsic motivation is more influenced than extrinsic motivation because intrinsic motivation raises from learner self not influenced by an external factor.

**2- Extrinsic motivation:** Here stimulus is outside the person, it can be there in the form of operant conditioning or social cognition. It refers to the performance of a task for attaining an outcome. It may be in the form of some kind of reward, social approval, or appreciation. Harmer explained that extrinsic motivation is caused by any number of outside factors that might include the hope of financial reward; need to pass an exam or the possibility of the future level. In addition, Marsh defines motivation as an external stimulus that follows as a result of a certain response. So, extrinsic motivation is any stimulus that comes from outside of learner, and which drives the learner in the learning process. According to Ryan and Deci, Deci and Ryan; Niemiec and Ryan, learners are externally driven to perform an action with an anticipation of some outcome other than the learning itself. Chow and Yong posit that extrinsic motivation drives students to engage in academic tasks for external reasons. According to Benabou and Tirole, extrinsic motivation promotes effort and performance with rewards serving as positive reinforcers for the desired behavior.

## **2. Self-regulation theory:**

It provides an especially student-centered perspective on the various dimensions of engagement. Whereas self-determination theory addresses students' perceptions of their level of autonomy, competence, and relatedness in a given activity, self-regulation theory is concerned with what students do to generate and sustain their engagement. It begins with the recognition that students are active participants in their own learning, which echoes constructivists' observations that we build rather than absorb knowledge. To be self-regulated is to be goal-directed and demonstrate control over and responsibility for one's focus and effort when engaged in learning activity (Toshalis & Nakkula, 2012, p. 18).

Cognitively, "self-regulated learners plan, set goals, organize, self-monitor, and self-evaluate at various points during the process [of building new knowledge or skills]. These processes enable [students] to be self-aware, knowledge able, and decisive in their approach to learning" (Zimmerman 1990). From the teacher's perspective, self-regulated learners tend to be self-starters who show effort and persistence during learning, who "seek out advice, information, and places where they are most likely to learn" (Zimmerman 1990). Self-regulated learners also are capable of monitoring the effectiveness of their learning strategies and reacting to what they notice by changing their behavior. For example, a student who is reading a short story in preparation for a class discussion on authors' uses of symbols notices that she has read the last several paragraphs only cursorily. In a moment of self-feedback, she asks

herself what those paragraphs were about and, coming up with nothing, reminds herself to go back and reread the portions she glossed. In this case, she regulated her own learning to better promote her understanding of the content, and she did so outside any interventions from the teacher (Toshalis & Nakkula, 2012, p. 18).

***The Role of Counselling Guidance on Student Learning Motivation:***

Students may benefit from increased learning motivation via the provision of support and help from guidance counselors and counselors in counseling as they work to overcome the challenges they confront in their education. According to Aguilera-Hermida (2020) students may also benefit from recommendations and answers provided by guidance and counseling services, which can help them study more efficiently and more successfully. Pupils will feel more motivated to study if they are given the chance to explore their interests and abilities via guidance and counseling programs, which may also provide students the option to do so.

Consequently, the function that advice and counseling play in the motivation of students is of the utmost importance. Students may be helped to realize their full potential, find solutions to the challenges they are experiencing, and be given the support and assistance necessary to study more efficiently when they have access to guidance and counseling services.