



## Motivation and Motivating Forces for Attaining Education

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### ABSTRACT

Motivation is possibly the most imperative aspect that educators can target in order to develop learning. Several cross-disciplinary theories have been suggested to elucidate motivation. While each of these theories has some reality, no single theory seems to effectively explain all human motivation. The truth is that human beings in general and students in particular are multifaceted creatures with complex needs and wishes. With regard to students, very little if any learning can occur unless students are motivated on a regular basis. The focus of this paper is to provide the educator with suggestions from each of the motivating forces that can be used to motivate his or her students. What is the finest approach to motivate students? The short answer is that all of the approaches listed in this paper can be used...as often as likely. Educators could start just by choosing and trying the new possibilities for inspiring student motivation. Or, more prominently, educators could watch themselves and their own behaviors to become self-aware of new understandings about motivation.

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### Introduction

Motivation may be regarded as something which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goals or purpose. Motivation is defined as the act or process of motivating; the condition of being motivating; a inspiring force, stimulus, or influence; incentive; drive; something (such as a need or desire) that causes a person or student to act (Merriam-Webster, 1997); and the expenditure of attempt to accomplish results (Du Brin, 2008). But what exactly is accountable for the motivation of an individual? What are the real stimulating forces that push and pull an individual to move or act for achieving a definite goal?

Several cross-disciplinary theories have been recommended to explain motivation. For example, some theories state that people or students are motivated by material rewards, wish to increase their power and prestige in the world, appealing work, enriched environments, recognition, or being respected as an individual. Each of these theories has some reality but no single theory seems to adequately explain all human motivation. The fact is human beings in general and students in particular are complex creatures with complex needs and desires. Students are not merely physical, money-making, political, or psychological beings. Student motivation is an essential element that is necessary for worth education. How do we be familiar with when students are motivated? They pay concentration, they begin working on tasks instantly, they ask questions and volunteer answers, and they appear to be joyful and excited (Palmer, 2007). Basically, very little if any learning can occur unless students are motivated on a consistent basis.

Fundamentally, all motivation comes from inside. So the most general concepts of motivation are those of self motivation, internal motivation, or inherent motivation. All of these terms are used interchangeably to describe the same motivational factors that come from within a person.

Later, we will describe a second form of motivation, which is extrinsic motivation. While it is certainly recognized that

external factors can motivate us, this is a less important factor. For external forces to be effective in motivating us, they must be in accord with one of our inherent motivational factors.

### Motivating Forces for Attaining Education

Young children gain knowledge of, from all they do. They are naturally inquisitive; they want to explore and find out. If their explorations bring delight or success, they will want to learn more. During these early years, children form mind-set about learning that will last a life span. Children who receive the accurate sort of support and encouragement during these years will be innovative, adventurous learners during their lives. Children who do not receive this sort of support and interaction are likely to have a much different outlook about learning later in life. There are number of motivating forces that helps an individual to attain education but here we will mention few of them:

#### Motivation through Challenges

Individuals are motivated when they are working towards personally significant goals. Realization of those goals must need activity that is increasingly difficult, but within reach. In other terms, people like to be challenged, but they must feel their goals are attainable to stay motivated. This can be acquired by:

- Establishing goal that are personally important
- Making those goals likely
- As long as feedback on performance

#### Motivation through Curiosity

In this concept of self motivation, we are talking about providing somewhat in the individual's environment that arouses their inquisitiveness. This can be accomplished by presenting the individual with something that connects their present knowledge or skills with a more desirable level - if the person were to engage in a certain activity. So to motivate someone through inquisitiveness, the environment must arouse their interest to learn more.

### **Motivation through Control**

Most people like to feel they are in control of their fate. They desire to feel in control of what happens to them. To stay motivated, individuals must realize the cause and effect relationship stuck between an action they will take and the result. To motivate individuals through the exercise of control you can:

- Make the cause and effect relationship apparent by establishing a goal and its reward
- Permit individuals to believe that the work they do makes a variation
- Permit individuals to choose what they desire to learn and how to go about learning it

### **Motivation through Fantasy**

One more intrinsic motivating issue appear via fantasy. That is individuals can apply mental images of things and / or circumstances that are not actually present to motivate themselves. You can promote motivation through fantasy by helping individuals imagine themselves in circumstances that are motivating.

For example, if you recognize that someone is highly motivated by the thought of being in control, then you can talk to them about a future point in time when they might be in charge of a large and essential business operation.

### **Motivation through Competition**

Children can also be motivated by competition. That's because we put on a certain amount of satisfaction by evaluating our performance to that of others. This type of competition can take place naturally as well as artificially.

When using competition to promote motivation, keep in mind the following:

- Competition is further motivating to some than others
- Losing in a competition make less motivate more than winning motivates
- Competitive spirits can sometimes lessen the probability of being helpful to competitors

### **Motivation through Cooperation**

Most individuals feel quite pleased when helping others achieve their aims. As was the case with competition, motivation through cooperation can take place naturally or artificially.

When using cooperation to motivate, keep in mind:

- Cooperation is more imperative to some individuals than others
- Cooperation is a precious skill that can be used in many different situations
- Interpersonal skills are vital for cooperation

### **Motivation through Recognition**

Individuals are motivated through recognition. When their undertakings are accepted by others, then they feel motivated. You have to make certain that recognition is distinguished from competition. With recognition you do not contrast their achievements to those of others as you might with a competition.

### **Motivation through Incentives**

Educators could experiment with financial incentives but budgets usually do not permit this possibility. Another alternative is to help the student obtain a scholarship/job/work study or take part in a sponsored competition featuring financial rewards. Little incentive offerings could be given but these may not be as efficient as money. Another option is to accentuate and illustrate the financial betterment that will take place for the student once he or she has completed his or her education. Or,

the educator could use the incentive of time, that is, give the student the time to do something the student feels is important to him or her. In general, rewards and punishments work at controlling the students' instant classroom behavior, but they do not foster an inherent, long-term yearning or commitment to learning.

### **Motivation through Experiential learning or self-learning**

At the upper end of the hierarchy, experiential learning or self-learning becomes more highly employed. Experiential learning is when an individual is vigorously involved with actual experience, that is, a student cognitively, affectively, and behaviorally processes knowledge, skills, and/or attitudes such that knowledge is created through the transformation of experience. Smith and (1986) explained individual experiential learning differences in terms of four learning styles or ways in which the mind works:

- i. Convergent learning style (abstract conceptualization, active experimentation, may have solutions to the incorrect problems, and brilliance at technical tasks)
- ii. Divergent learning style (concrete experience, reflective observation, may be paralyzed by alternatives generated, and identified with others in a positive others.)
- iii. Reflective or assimilator learning style (loves ideas and concepts, theoretical professions, theory but no relevance, and thoughts over people)
- iv. Doer or accommodator learning style (concrete experience and active conducting tests, carries out strategy, likes altering the environment, may produce tremendous ends but all in the incorrect area, and have a preference trial and error method).

Learning styles are combinations of heredity, education, experience, and the demands of the environment. In addition, learning styles are strongly correlated to work preferences. (Saunders, 1997) Learning styles are just different, one is not better than another. (Komarraju and Karan, 2008)

### **Motivation through Verbal conformity**

One method to use to support students in accomplishing their goals is verbal conformity wherein the student repeats all or part of the goal in his or her own words. This easy act of saying will influence his or her private convictions, i.e., saying is believing. Some methods that can be used to achieve verbal conformity include: (a) have the student explain the goal to a third party, (b) have the student write a memo on the subject, and (c) grapple for words and have the student fill in for you. The student desires to understand the target first before using oral agreement. (Pollock, 1999)

### **Motivation through Encouragement and praise**

Positive verbal statements of encouragement and praise can powerfully influence student motivation. Praise for attempt and for improvement can build a student's self-confidence. Admiration can be improved by laying emphasis on his or her performance relative to personal goals. (Palmer, 2007)

### **Motivation through Guided discussion**

Discussion seems to be a workable strategy for motivating students. During guided discussion, students can demonstrate reading comprehension with integration of manifold and different texts and critical thinking by means of analysis and synthesis of information. That is, students are capable to discuss and make relations between the textual knowledge, new or contemporary events, and their personal experiences that motivate their mental or intellectual activity. (Newstreet, 2008)

### **Motivation through Reinforcement strategies**

Two reinforcement strategies have been found to show the way to significantly higher test scores: reviewing the concepts

delineated on the study guide and silent reading of class remarks. In cooperation of these approaches could be used to increase learners' motivation. (Carrell and Mengel, 1997)

#### **Motivation through Positive social interactions**

When students have positive social exchanges with their teacher, they will turn into more engaged in learning. Social interaction can take place when students work together in groups, have group discussions, group ventures, and group presentations. However, the students require being properly prepared in the skills Research in Higher Education Journal needed to make the group operate effectively. (Palmer, 2007) Positive interaction with the instructor and in the classroom by and large is important.

#### **Motivation through Enhanced lecture**

While the lecture method is an academic clip, students do not pay attention incessantly during a 50-minute lecture. Teachers need to be cognizant of attention cycles and strive to progress student attention by using student-centered improved lecture techniques. That is, lectures can be improved to make the class stimulating, amusing, and interactive. For example, lectures can begin with a "grabber" such as a diagram, short reading, problem, picture, quote, question, vote, or dramatization. Interactivity is imperative in lectures and can take many forms: pop quizzes, questioning, debates and discussion, problems, charts visual aids, diagrams, films, questions on the board, simulations (Gillentine and Schultz, 2001), board games, video games, and case methodology. The textbook can be used as a supplement to any lecture; however, the lecture does not need to be inactive. Humor, not mockery or ridicule, can be used in teaching learning process. Positive physiological and psychological benefits result from humor such as attentiveness, interest, positive rapport, and retention of material. It is good to humanize lectures integrating biographies, history, existing events, the Internet, and real life. Lectures need to respect the audience by utilizing students' multiple intelligences (Gardner, 1990) and learning styles (Dunn and Dunn, 1978), e.g., visual, auditory, and /kinesthetic learners. Besides, interdisciplinary lectures can improve the investigation and understanding of topics. Overall, lectures need to motivate, challenge, and encourage.

#### **Motivation through Create an effective environment**

According to Rumsey (1998), when creating an effective environment, educators require to consider the following:

- Examples coming prior to and subsequent to detailed discussions of the concepts,
- The use of good-looking classroom activities,
- In detail discussions or simulations,
- The use of actual events and exercises throughout that are wide-ranging in scope and field of application,
- Using applications applicable to students' daily experiences or to their selected career fields,
- Creating situations in which the students recognize themselves as academically dynamic,
- Promoting positive peer social communication and exchange,
- Decreasing peer aggression,
- Moving from easy to more difficult problems,
- The use of a good steadfastly written text in a traditional format,
- Amalgamation of some modern or future components that concern students,
- Developing positive attitudes,
- Making sure that academic tutoring is accessible,

- Having voluntary parental and community support and involvement as necessary, and
- Encouraging critical thinking (e.g., what do you mean, why, what if, what works/does not work, and how would you...).

#### **Conclusion**

Motivation is predominantly the most important aspect which work as a catalyst to prompt, compels, and energizes the individuals for the attainment of goals. Motivation to learn is paramount to student success. The bases of motivation are difficult. The motivation to learn is personal and comes from inside an individual, but can be influenced by peripheral factors. Therefore, the motivating forces which have been listed in this paper work as catalyst for teachers in promoting and inculcating the excellent education in students. These new ideas then could be translated into the classroom, using those specific strategies that are effective and useful in each instructor's unique classroom situation. Maybe educators could start just by choosing and trying these new possibilities for enriching student motivation.

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