Motivational Techniques for Effective Learning: A Meta Analysis

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ABSTRACT

The major purpose and target of every education activity is to enhance students' learning. The present paper is an analysis of literature available in the field of techniques that motivate students for learning. For this purpose the available related literature was reviewed. Motivation is considered a permanent tool for students' success in learning. The sources of motivation can be influenced by external factors as well as internal. On these bases motivation may be extrinsic or intrinsic. However, the intrinsic motivation is more responsible for motivating students for learning. Educators may give heed to the arousing o intrinsic motivation and they may consider this motivation in designing their instruction by incorporating motivational techniques in their in instruction.

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Introduction

Motivation plays a pivotal role in the process of learning. Both motivation and learning go side by side. According to most psychologists motivation is essential for effective learning. Actually, motivation is a force that modifies or directs behaviour; while learning is actually a modification of behaviour which is permanent in nature and is caused by various psychological factors. Now the question arises why an organism modifies its behaviour? The answer is because there is a felt need to do so due to change in environment.

The changing condition of environment plays a role of stimulus which motivates the organism to seek adjustment to the environment. Such adjustment seeking behaviour is called learning behaviour. We can say that learning occurs as a consequence of motivation; and motivation can be used as a productivity factor in the process of learning; it is just like pressing the right button to get the desired response (H.R. Bhatia). Teachers have long been using the traditional techniques of motivating students, for example praising, smile, touch, etc. A need is always felt during every era of teaching learning process to find out techniques which can be effectively used for motivating students in learning process.

Research Objectives:

The objectives of the study are
1. To explain the concept of motivation, types, theories of motivation as it is described by scholars;
2. To investigate the studies conducted on the use of motivational techniques for effective learning as they are depicted in these research studies.

Research questions:

1. How does literature explain the concept of motivation, its types and theories?
2. What are the findings of researches conducted on the use of motivational techniques for effective learning?

Research Methodology

It was a desk review study. For this purpose a theoretical analysis of various articles, research reports and books was carried out to find out the answer to research questions. concept of motivation its types, theories and various techniques of motivation used for effective learning.

Research question no.1 How does literature explain the concept of motivation, its types and theories?

Motivation is the combination of the forces that can arouse, directs and continue certain type of behaviour. The Word 'Motivation' is derived from motus, movere which means to move. It is the phenomenon involved in a person's derives and goal-oriented behaviour. The tendency to perform activity starts with the introduction of a stimulus and ends with an adjustive behaviour. It is the internal state or regulation of behaviour towards a specific goal (Cuzon, 1990).

According to H.R.Bhatia, Bernard motivation is the stimulation or action towards a particular goal where previously there was little or no attraction towards that goal (H.R. Bhtaia, 2004).

Motivation is the internal state or condition sometimes described as a need, desire or want that serves to activate or energizes behaviour and give it direction (Kleiginna and Kleiginna, 1981).

There are two misconceptions about motivation among teachers due to which they cannot use the concept effectively. When we say that a student is not motivated it is a misconception actually the student is motivated but not in the way teacher wanted him to behave. Another misconception is that one person can directly motivate other, actually motivation comes from inside a teacher can only create certain circumstances that influence students to do what the teacher wants (Houghton Mifflin, 1997).

Motivation can be characterized by following elements:
➢ Need or expectation
➢ Behaviour
➢ Goal
➢ Some form of feedback (Steers and Porter, 1991:6).

Types of Motivation:

Generally there are two types of motivation:-
EXTRINSIC= Here stimulus is outside the person, it can be there in the form of operant conditioning or social cognition.

INTRINSIC= Here stimulus is internal to the person; it can be biological, emotional, spiritual or social (huitt.W, 2011).

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.

Extrinsic Motivation: refers to performance of a task for attaining an outcome. It may be in the form of some kind of reward, social approval or appreciation etc. (hptt://en.wikipedia.org/wiki/Motivational visited on 3/21/2012).

However some other following types of motivation are also found in literature:-

Instrumental Motivation: It is extrinsic in nature where students perform an activity in order to obtain tangible rewards.

Social Motivation: Here students perform a task in order to earn praise from those they respect or admire e.g. teachers, parents etc.

Achievement Motivation: Here students learn a hope of success. Ausubel has suggested three elements in this type of motivation.

Cognitive Drive: Students tries to satisfy his need 'to know'

Self Enhancement: Student tries to satisfy his self-esteem.

Affiliation Motivation: Student wants to earn approval from other.

Intrinsic Motivation: In this case there are no external rewards the activity is undertaken for self pleasure and individual satisfaction. It may be characterised by curiosity and desire to meet challenges.

General Approaches to Motivation:

There are numerous theories of motivation. Here is a brief over view of these theories. All these are summed up into four approaches.

Humanistic Approach:

According to humanistic approach, to motivate means, to arouse individual's inner resources. They see individual as a whole whose physical, emotional, and intellectual needs are all interlinked. Maslow provided best explanation for this approach. In 1970 Abraham Maslow suggested that man has a hierarchy of needs, which ranges from lower needs for survival to safety, belongingness, self esteem and finally to self actualization.

MALOW'S HIERARCHY OF NEEDS

	Stimulating Factors	Need Category
Higher Complex Needs	• Growth • Achievement advancement	Self-actualization Need
	• Self –esteem • Esteem from others recognition	Esteem Need
	• Affection • Acceptance • friendship	Social Need
	• Safety • Security • Stability	Security Need
Basic Simple Needs	• Food • Water • Respiration	Physiological Need

At lowest level are the physical needs which are important for survival and on top of everything is self actualization. One cannot progress from the lower level to higher level unless the lower level needs are fulfilled. Here source of motivation is intrinsic.

Behavioural approach:

According to them behaviour of a student is the product of some incentive present there in the form of 'Reward and Punishment'. If a behaviour is repeatedly rewarded it may develop into 'Habit'. So motivation is produced through incentives.

Cognitive Approach:

According to cognitive approach people are active and curious and they search information to solve their problems. They totally reject the reward, punishment, or needs as the determinants of behaviour. They say that individual behaves in the way he thinks and believes about himself and his environment.

The motivation of student is influenced by the explanations, justifications, and excuses he provides for his success or failure.

EXAMPLE: I can attribute my failure to bad luck if I believe that I can control it, I will be motivated for putting more effort for the next time, but if I believe that I cannot control bad luck I will simply withdraw all my efforts and will not be motivated to put any effort.

Socio-cultural Approach:

We belong to certain society and if we narrow down our approach we belong to a certain group. And we want to maintain our identity and interpersonal relations within that group. We learn by the company we keep. Society moulds us. A certain group is characterized by certain traits. For example as a student everyone in a class is motivated to secure the highest grades. As a doctor one wants to become the best among his colleagues. Even a criminal belonging to a gang will be motivated to do the highest level of crimes in order to achieve his identity in the group.

Research Question no. 2: What are the findings of researches conducted on the use of motivational techniques for effective learning?

Motivational Techniques for Effective Learning:

Common Techniques:

Here are some basic ideas about how to motivate the students for learning. Encouragement is need to internal motivation. It is necessary to prepare the students to learn and to feel their responsibilities. If there is necessary to change the style of teaching, then make groups to learn the students' involvement and sharing. Assignments are useful and according to their abilities. Explain the relation between different lessons so that students can understand the overall subject. No to teach the student too much lessons. Present the overall picture of the lesson in the end and explain the lesson with examples. Some students need extra attention, so beware of their needs and requirements. Give respect and assist the students in the class (www.smartteaching.org).

Spark Interest:

To enhance the interest of students in studies, there are some more steps are as follows:

Clear the main objective of the subject. If you want your lesson more interesting then add some facts and figures and before your lecture start ask some relative questions to get their attention. To make your understand and clear add some quotes, a story if the subject matter allows and explain it with visual aids which attract the attention of the students www.smartteaching.org.

Earning Environment:

Learning environment should be friendly being helpful to students. Friendly environment can be making if some points

should be followed. Such environment creates in the classroom so the students should be attracted and interested to get knowledge. Good organization between the students should be kept and take every student as an individual. It is the right of every student to get extra time and attention of his/her teacher, and encouragement for her/his extra efforts. Make sure that students should take part in class discussions, class decorating, familiarity with teachers and other class-fellows and other activities around the class. Try to start everyday with a new thing (Retrieved from www.smartteaching.org.

Feed Back:

If students do well in the class, a teacher should be praised him in very well manner, this can help him to try hard in future. The behavior of teachers towards the students should be positive. If students have any type of problem, teacher should help him. Positive ending of the lesson can motivate the students very well. During the class, encouragement of the students is very necessary, it can help him to improve confidence in the students. Teacher can satisfy the curiosity of students. Create an environment in the class so that students feel easy, positively and confident. Discuss the behavior of the students not the personality of the students. Don't let the students that they've completely failed, encourage students to try again (Retrieved from www.smartteaching.org .

Learning Opportunities:

Some special learning opportunities should be kept in mind to motivate students. Explain your less through practically, experimentally and examples taking daily life. In this respect students should be visited to various places. It can make your lessons move attractive and interesting. The teacher should create a sense of teamwork and group studies between them. If the teacher feels need and wants his lesson to be move of interesting, be should allow the students to learn through funny activity and through computer (Retrieved from www.smartteaching.org.

Rewards:

Rewards play an important role to motivate the students. Special privileges make students most active towards the process of knowledge. Prizes and rewards should be according to the personality of the students. Make learning itself ends up being reward. It should be a useful process for the students. It is not necessary to give them big and expensive rewards, small rewards like candy, pen and pencils etc, should be given to encourage them. Praise is also a good reward. The work done by the students should by display in the class. This thing can make students and their teachers proud and create a sense of recognition (Retrieved from www.smartteaching.org.

Online Students:

There are some problems come with online students. A teacher should face them courageously. It is the understanding of the online students that the class-room's rules and regulations do not apply on them because they are not being directly learnt by a teacher. But the teacher should remind them that they are alike as in a real classroom. A teacher should know about all students of his class. He should be care of expectations and requirements of them. Make sure that students are able to learn that how his study is relevant to his life and future career. Continuous encouragement plays very important role to enhance the interest and motivation of the students. Give them assessments to express their ideas. Such opportunities provide them so that they connect with each other and use their useful information. The students need supervision and support, so

make them sure that they may as k you about every problem (Retrieved from www.smartteaching.org.

Self Motivation:

It is important to boost their learning potential. A student should motivate to study himself. He can be seen himself in future in his imagination. This can help him to encourage in present. He should be make friends, so that he can share his problems and studies to one another. If he knows something, he should not be shy because everyone doesn't know everything. Avoid make excuses because they will let you back. A student always plans before learning that how to use proper tools, this save your time and energy use to study. If there is a difficult and lengthy task to do, should be do one piece at a time, it saves you from frustration. Know about yourself very well so you can manage your abilities and energies according to your work (Retrieved from www.smartteaching.org.

Intrinsic Vs. Extrinsic Motivation

Intrinsic means love of learning while extrinsic mean desire for reward. Inner love of learning is satisfying while the external sources are necessary. Former is transferable to other content whereas later is non-transferable. Inner love of learning can take time to produce and a process-focused device. It has long term advantages in natural condition. It promotes a useful mentality and self motivation. It can be difficult for a new group of students. Whereas external sources of motivation can be produced in a short period and product focused device.

Extrinsic Motivation Techniques

These include grades, rewards, praise, punishments, public recognition and phone calls home.

Grades:

In schools we use grades for motivating the students. Our objective is to provide an illustration of an act and provide an incentive. They only represent of value. So grades become more effective. That is why grade system becomes more motivational than artificial, uses. They also act as an incentive. Grades have the effect of creating future opportunities. These opportunities depend upon on importance to parents and shovels', or financial air opportunities. Only some students can much influenced of these incentives. So grades put better motivational effect on some students than others. However students commonly see grades as something "given" to them by the teacher. They may perceive that grade as a reflection of themselves or their ability in that subject then there are two possible outcomes. If the student takes the grade as consistent with their academic self-concept, they will not try to do better in future. If the student takes the grade as inconsistent with their academic self-respect and feel shamed.

Rewards Such as Tokens, Sticker, Stars and Prizes:

Another common extrinsic motivational; strategy used at the elementary level, is to give token and other prizes to students. These rewards act as concrete representations and reinforcement in the process of operant conditioning. This technique originated in the field of psychology called behaviourism.

Incentives:

Many forms of prizes are incentives. They can be helpful in clarifying what is desirable behavior. They can help promote good habits throughout their lifetime. And if the students do not experience any internal satisfaction from the behavior being induced, the incentive will eventually lose its power. One popular incentive strategy is that of Preferred Activity Time (PAT). On the surface, this strategy "works". That is, it

motivates the students to do what it takes to attain their "Preferred Activity". But it has two undesirable by products. First, while it may work in the short run, like other bribes it will lose its effect over time. Second, it will reinforce the principle that the work that is being done in the class is undesirable. While this strategy is attractive, consider its costs and tong-term effects (www.google.com).

Intrinsic Motivational Techniques

It is difficult to explain intrinsic motivational techniques as compared to extrinsic techniques. Reward, punishments, useless tasks and a lack of support are all hinders of intrinsic sources of motivation. For one's intrinsic sources of motivation to grow, the learning context must support them. It may be most practical to examine intrinsic techniques within a single structure that of basic needs. We should care about how they need basic needs. Unlike extrinsic forms of motivation, intrinsic forms are less about adding something.

Basic Needs:

Each of us has some basic needs that we find a way to satisfy them, otherwise we will experience some type of dissonance. The basic human for love and belonging, power, competence, freedom and fun. As a teacher we should recognize the student's basic need. Students should not have a school environment that cannot meet their needs. When their needs are not fulfilled, the reaction by the student can take the form of either an external or an internal reaction.

Love and Belonging:

Each of us to be loved. If we feel unloved of isolated common internal reactions and common external reactions not react.

Power:

If there is no sense of 'agency' in our lives, we feel helpless. A sense of power is fundamental and basic need of ours. Teachers can give students a sense of power by giving them choices, responsibility and opportunities for leadership (www.google.com).

Competence:

We need to feel that we can do something valuable. Teachers can give students a greater sense of competence by focusing on progressing.

Freedom:

Each of have needs to freedoms of choice. Teachers can help students experience freedom through creativity avoiding praise and disappointment

Techniques of Enhancing Student's Motivation for Learning Student Centred Approach

The student is a student and the teacher only motivates him to learn. The teacher should see what student has to learn. The curriculum should be according to the needs interest and previous experience of the student (Yogesh Kumar Singh, 2005).

Linking the New Learning with the Past sop

The teachers should be judged the previous experience of the student. Experience is a great teacher and has the present learning. If the student properly related with the previous experience then her/he easily move forward to the new material (Yogesh Kumar Singh, 2005).

Awareness of aims and goals

If the student has no awareness of purposes of studies, the student cannot feel interest in learning. The student should be familiar with the aims and objects of subject and topic (Yogesh Kumar Singh, 2005).

Knowledge of the results and progress

Every student desire to know the result of his effort. When we take any task, it is natured to have completed it as soon as possible and that knowledge gives us satisfaction and encouragement (Yogesh Kumar Singh,2005).

Praise and Reproof

Both praise and criticism are the strong incentives. If students have some weakness, to appreciate them, who are self assured, work hander after criticism. The teacher must try to understand the nature of students and then appreciate and criticize in motivating and inspiring them (Yogesh Kumar Singh, 2005).

Reward and Punishment

Reward and punishment are the potent incentives. They show great result to influence the future performance. The teacher should avoid, the use of punishment because it kills initiative and the spirit of independently thinking on the other hand, the rewards like, prizes, honors, medals etc, have psychological value and develop in the student, self confidence, self respect and creative abilities and other democratic feelings (Yogesh Kumar Singh, 2005).

Ego Involvement

The ego depends on attitudes relating to the self. Every student has wished to maintain his status and self respect. The teacher should task a care of the students' ego and motivate them with positively behavior. The teacher should adopt those activities which raise the status of students among the class fellows (Yogesh Kumar Singh, 2005).

Use of Affective Methods, Aids and Devices in Teaching

Audio video aid plays an important role in motivation. The use of audio visual aids directly helps the teachers in motivating the student (Yogesh Kumar Singh, 2005).

Competition and Co-operation

Competition is a source of motivation versatile. In this passage of time we find too much competition in all walks of life. In the field of education, it proves a powerful motivating force. There are two types of competition against another person or competition against one, own record, when student complete his own record. It set on the path of self learning and provides intrinsic motivation. Therefore, the teacher should try to inculcate the feeling of self improvement in the students (Yogesh Kumar Singh, 2005).

Challenge Them:

Motivational Technique should encourage the students to take intellectual risks. Motivational techniques give students opportunities to find out the relationship between achievement and effort, incentive and success and try to develop better self-concept in pupils. A student should be challenged, and for this purpose give them some tasks according to their ability. Some students are very brilliant so don't give them so easy task because it does not motivate the students.

Build on strengths first:

For motivating the student it is necessary to provide them chances to use their abilities for achieving the victory by developing their skills.

Motivation techniques do not focus on student weakness because it makes him lazy and he spend all his time for what he did bad or wrong. This is a lower technique and motivation of lower esteemed motivation.

Offer choices:

Motivational techniques suggest that giving students choices of making decisions. It makes them more responsible

when the students are offered opportunities, then they can learn more about the consequences of their choices. Student should give choices in subjects, methodologies, learning process in their choice of interest.

Student should be confident to find alternatives techniques for solution of problems, then they will be able to argue on any problem about their merits and demerits.

Provide a secure Environment:

Motivational techniques should emphasize students to learn more from their mistakes. Many students fail without penalty, motivational techniques should tell the student how to deal with problems that come in study. Fear of failure sometimes makes the student sabotage and their also efforts.

Teach them managing their tasks:

For developing motivation it is necessary to make a manageable size, do not narrowing or boarding the topic. It helps in problem solving and also helpful in their life. From this students learn how to manage their activities. Success and motivation is the product of all those efforts which are made while developing skills.

Rewards and punishment should be used carefully:

Rewards and punishment both effects the students in negative terms, because these both strategies is comes from external factors. Rewards and punishment necessary to manage them because punishment always the makes the student lazy and stubborn. Reward should not be used repeatedly.

Students must develop Self esteem:

Self esteem is very deeply concerned with motivation. Students who believe that they have powers to do something they become more motivated them those students who see themselves as powerless and this is not their own fault, this is the fault of someone's else. Motivational techniques told them how they motivate their passive and active behaviors.

Avoid power struggles:

Whenever possible, try to avoid the power struggles. Students who are engaged in power struggles, it is necessary to give them opportunities must be in limited to the ones that you find it acceptable.

Sometimes Use Ambiguities:

A motivational strategy tells that give the students how to deal with ambiguity or frustration. Some students believe that there is only one right answer of a question, but education motivational techniques realize them that there are many ways and methods to gaining the answers. Brainstorming is the one of the best way for looking alternatives solutions to the problems.

Develop creativity by offering open ended activities:

Creativity is most important for motivational techniques. Students perform higher motivation when they are engaged in creativity. Motivational techniques challenge students to create new products in the form of written reports.

Students must be taught how to evaluate themselves:

Evaluation means to ask questions, it is more beneficial for motivating students. Some students are very intelligent and reluctant to "brag" about their success and some are hidden abilities. To evaluate the students performance use practice, and ask different questions, then they think about the questions and empowering techniques to evaluate them.

Attention seeking behaviors:

Unmotivated students demand active and passive attention from their adults, finally the attention they acquire, it can be positive as well as negative .

Competition:

Competition is a technique which enhances or reduces the motivation in students, it's depending on how it is used. The result may be in the form of fewer winners and more losers. Students who are not motivated most of time has difficulty to dead with trounce. It is more productively to help students to struggle them against their own performance instead of compete with other students. To compete the students against them, use the clock. Give them 1 minute to compete the task and after passing one time, look at their work, and increase the time and encourage them to do it in required duration. They try their best to complete the task against themselves. Encourage them to improve their quantity of their product. Then students take interest and this method is very beneficiary for the students. Most standards which can be used to assess improvement can be used for pupils to compare with their own previous performances.

Students should be aware of the Relevance of All their School Activities:

The student who is not aware of significance of school activity will not be motivated to acquire it. Teacher should encourage the student with external method. So the students should know the benefits that will be acquired.

Perfectionalism: Is it Good or Bad?

Student perfection is very necessary, perfectionalists trying to do ones best. Students are required to take exult in their work but professionalism allows their apprehension of making to stall progress.

The students should be made to learn that completing work in time is more significant than being perfect, struggle is more important than success, and failure provides a chance to learn. And as a teacher we are required to keep in mind that it will be very easy if done perfectly.

Required Strategies should be Reinforced:

Students often find it difficult to keep them motivated while working independently, it is just because they don't know the strategies that are required. Sometimes they know/understand the strategies but don't know how to use them in a sequence. Teacher should identify whether the student has the skills to fulfil a task independently when he is required to apply them. Teacher can do it through oral review. Whenever students face lack of motivation for independent work they must be assured that they know what to do, and speak to them. By Verbalizing instructions we mean that they remember the steps, it does not mean that they know how to do it.

Teach various organizational strategies:

Students should be told that there are numerous effective organizational strategies. If some of them know the strategies than it may be possible that they are puzzled by what seems to be a reasonable progression for a chronological thinker.

The aim of these strategies is to give confidence to the students so that they can build their own style of thinking. Eventually they should learn to change the stratagem to suit the requisite of the activity.

Role Models:

Some unmotivated students did not take interest in study and due to "failure" they become "Drop out". These types of students require positive role Model. This role can be played by parents, brother, sister even……the teacher.

Teachers can present themselves as role models for students. Teachers should display himself as an effective writer, an independent student etc.

Change Instructions with Tiered assignment or encrusted Curriculum techniques:

Differentiate instruction is a better technique to authorize the students. It is a good way, students are very much aware how is in their class required more attention, he will tell you. The students can also identify other students' performance, by this we come to know that the same classroom activity can be very difficult for some students or very easy for others.

Scaffolding:

Scaffolding relates to the supporter teachers who undertake to certify success in task where ever student are challenged. By this evaluation of student work teachers can give them instructions to help students being able to perform in an effective way.

Teachers should provide students the structure and direction to make the learning effective. But 1st the teachers should keep the abilities of students in the mind.

Some Suggestions for application of motivational techniques for enhancing students' learning:

Discussion of research studies, above-mentioned, shows that there are many students who do not understand what they have to do and how they have to do their task/work. They poorly on assignments because they do not understand how they should do it. Teachers should spend their more time explaining why we teach what we do, and why this topic is important. Motivation is the important tasks of instructing, it is both teachers and students responsibility. The classroom atmosphere, instructor's personality, Competence of instructor, the lesson subjects and the students also affects the student's motivation. Following are the techniques for motivating students:

Reward:

Students who do not take interest in studies can be helped by extrinsic motivators in the form of rewards. Rather than criticizing unwanted behavior or answers; reward is a correct behavior and answer.

The rewards can be configured to the level of the students. Small student ren can be given a balloon, or crayons etc. At high level give them such as books, lunches, certificates etc.

Care:

Students should deal students with lot of care and full concentration. When student ren fined their teachers co-operative and friendly instead of authority figures. They take interest in tasks and works.

Have students participate:

It is a good technique to involve students in their own learning. It is better to involved students in activities, group problem solving exercise, help them and tell them what the best way to do this activity is. A lesson about nature, for example, would be more effective walking out doors than looking at pictures.

Teach inductively:

This is a technique in which teachers should present conclusion 1st and then ask the students to make sense of them, to generalize or to draw conclusion, etc. By beginning with the examples, stories, evidence, and so for arriving at conclusions later, than teacher can maintain interest and be able to increase motivation.

Satisfy students Need:

Attending to need satisfaction is a primary method for student's interest and happy. Student's basic needs are as survived, love, power, fun, and freedom. According to the need of power could be as simple as allowing students to choose from two or three things/activities to do. So provide them a healthy and friendly environment.

Make learning Visual:

It was recognized that memory is often connected to visual images. So teachers can provide better learning by attaching images and the ideas they want to convey. Use pictures, charts, diagrams, rowing electronic aid etc.

Use positive emotions to enhance learning and motivation:

Teachers should use positive emotions to enhance learning and motivation in students. Teachers can make something fun, happy, loving, exciting, through this students will learn more readily and the learning will last much longer. Emotions can be created by classroom attitudes.

Make the Subject Matter Interesting:

For motivating students teacher should not deliver the presentation dull, it becomes student bored, restless, and uninvolved. No good response from the students will affect the quality of teacher instruction. It makes teachers and students enthusiasm, and less confidence. This effects negative on both teacher and students. To permute interest in students use a variety of materials while instructing.

Establish Goals:

A teacher should clear their subject's goals while instructing. A teacher should conform that he explain the objectives of each part that they are expected to be able to do as a result of training.

Provide Informative feedback:

Students need feedback during learning. Give them oral or written feedback, admire the student's proper behaviour, and also point out the student's error also, and tell them how to correct themselves.

Show Interest in your Students:

Give students detailed feed when they complete their task. Feedback may make the difference between a student's feeling of success or failure. A teacher should always comment favourably on successful performance.

Encourage Participation:

In learning environment students bring many different experiences to stimulate interest and add variety to learning. At 1st teacher should know the individual's ability, their background, and attitudes. And then try to satisfy the students according their needs. Make the classroom environment conductive to learning and learn the students name as fast as possible, to tell them that everyone has individual importance. Give students positive, helpful feedback for motivation in students. Make your classroom environment physically and psychology safe

Conclusion:

Motivation is an internal force which can be biological, emotional, cognitive, or even social which energizes certain behaviour, directs and sustain that behaviour towards a specific goal. There are two major kinds of motivation:-

Intrinsic motivation comes from inside of an individual. The stimulus here is biological, emotional, or spiritual or social. Students who are intrinsically motivated engage in an activity willingly and try to improve their skills.

Extrinsic motivation comes from outside in the form of reward, social approval, appreciation, fame, material benefit, etc. This type of motivation works more in business context. For students such benefits lose importance with time and they become less motivated as time passes. The problem may be solved with the help of internalization of extrinsic motivation it

happens when the task fits with the value and beliefs of the individual.

Motivation play an important role in institutions and work place. The teacher use motivation techniques, both individually and in groups, to achieve the good result for education in the most efficient and effective ways. This situation and the environment, in which the learning is to be made by the student influences the learning process. A well prepared classroom environment proves a motivating force, then student takes interest in learning. The availability of infrastructure and affection he gets from his teachers, the pooled co-operation and help he gets from his class fellows. The participation of activities in the school etc, all influence and motivate the learning behaviour of the student. Therefore, efforts should be made provide suitable learning situation and environment for effective learning. Motivation is a permanent tool for student's success in learning. The sources of motivation can be influenced by external factors but the motivation is personal and within an individual. Educators may give heed to the principles of motivation for may design their instruction by incorporating motivational techniques in their in instruction.

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