

Teaching and Motivation

What is Motivation?

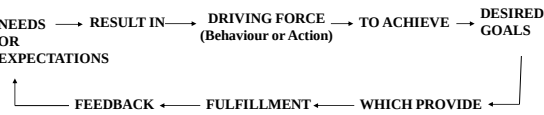
- 'The underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation'. (Mullins, 1993)
- 'The study of motivation is the study of all those pushes and prods – biological, social and psychological – that defeat our laziness and move us, either eagerly or reluctantly, to action.' (Miller, 1962)
- Motivation refers to why people think and act as they do. It is what makes people 'tick'. (Gross, 1996)

Activity

- What are the specific needs and expectations which are most important to you as a learner?
- What do you think are the specific needs and expectations of those you teach?
- How might teachers assess whether learners are satisfied and motivated or not?

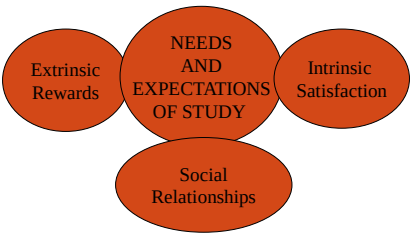
Motivation and Performance

- Motivation is **INDIVIDUAL**
- Motivation is **INTENTIONAL**
- Motivation is **MULTIFACETED**
- Motivation influences **BEHAVIOUR**

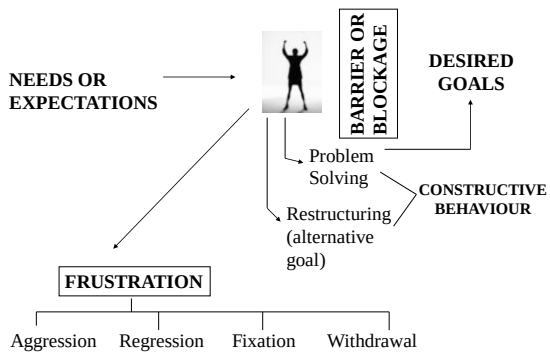


Motivation may be:

EXTRINSIC related to TANGIBLE rewards	INTRINSIC related to PSYCHOLOGICAL rewards
• Attendance • Examinations • Rewards and/or punishment • Expectations • Style of instruction	• Fear of failure • Feeling of accomplishment • Confidence • Happiness • Social relationships



What happens when motivation is blocked?



Motivation Theories

Hertzberg's Motivation – Hygiene Theory

Hygiene or Maintenance Factors



Qualification
Conditions of the learning environment
Level and Quality of Teaching
Assessment and Submission procedures and regulations
Relationship with Teacher

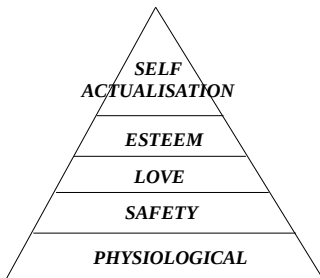
THE DISSATISFIERS

Motivators or Growth Factors

↓
Sense of Achievement
Recognition
Autonomy
Nature of the Work/Task
Personal Growth and Advancement

THE SATISFIERS

Maslow's Hierarchy of Needs



Activity

Apply Maslow's Theory to the classroom, suggesting how successful motivation of students at each level of the hierarchy might:

- (a) be achieved; and
- (b) how that might make the learners feel

E.g.

Meeting safety needs results in students feeling physically and emotionally secure

Physiological Needs

- Provision of adequate refreshments/ food and toilet facilities
- Adequate opportunity for learners to take breaks, etc.
- Ensure comfort; Arrange seating appropriately
- Ensure room is at the correct temperature and is adequately lit

- Will satisfy learners physiological needs, making them feel inclined to pursue 'higher' needs.

Safety Needs

- Ensuring that:
 - The learning environment is safe
 - Health and Safety procedures are in place and followed
 - Learners are safe from bullying, ridicule, anxiety, etc.
 - Learners experience consistency and stability in the teaching and support provided
 - Learners' privacy respected and all treated fairly

- Will allow learners to feel physically safe
- Will ensure that learners feel emotionally safe and are therefore willing to contribute in class, and to pursue 'higher' needs.

Love/Belongingness Needs

- Ensuring that:
 - Learners receive induction to the institution and course
 - Learners are involved in their own learning and with others through effective group-working strategies
 - Learners feel that teacher cares

- Will ensure that learners feel part of the group
- Will ensure that learners feel trust in the institution and the teacher.

Esteem Needs

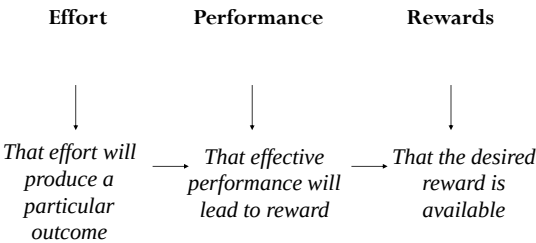
- Ensuring that:
 - learners receive detailed, regular feedback
 - Learners receive praise and recognition for appropriate behaviours
 - Learners receive respect, both from other learners and the teacher
 - Independence is encouraged and ideas welcomed
 - Learners are treated with dignity
- Will ensure that the learner feels:
 - Contentment
 - Self-confidence
 - Self-respect
 - Self-belief
 - Able to take risks and to try new things.

Self-Actualisation Needs

- Ensuring that:
 - Learners are given the opportunity to grow and to develop through self-expression and creativity
 - Teacher is enthusiastic and supportive
 - Projects and plans are encouraged and supported
- Will ensure that the learner feels:
 - The desire to grow
 - Creative, positive, energetic and optimistic
 - Curious and open to new experiences
 - The desire to think for themselves
 - A growing sense of identity.

V. H. Vroom (1960) Expectancy Theory

- Relates to how a person perceives the relationship between three things:



Robbins (1993) Equity Theory

- Basis of this theory is that people make comparisons between themselves and others in terms of:

INPUTS



**WHAT THEY INVEST
IN THEIR WORK**

OUTCOMES



**WHAT THEY RECIEVE
FROM THEIR WORK**

- When people perceive an unequal situation, they experience *equity tension*
- This motivates them to behave either **positively** (e.g. to improve performance) or **negatively** (e.g. working more slowly)
- This suggests that people are motivated not only by rewards but also by the *comparative nature* of rewards.

Locke (1968) Goal Theory

- This theory suggests that motivation is driven by personal goals or objectives
- The goal itself provides the driving force
- Goals need to be specific and demanding to achieve maximum performance
- Feedback enhances achievement.

Jablonsky & De Vries (1972) Reinforcement Theory

- Specify desired behaviour in quantifiable terms
- Positively reinforce desired behaviour as soon as possible
- Ignore undesirable behaviour, so far as possible
- Avoid using punishment.

Activity

Considering all that we have looked at in relation to motivation in teaching, make a list of all the factors that you think affect motivation.

Key factors affecting motivation:

- Resources available
- Image of learning
- Rewards associated with any learning activity
- Availability of information about learning opportunities
- Availability of appropriate learning environments
- Climate in which the learning takes place.

Internal factors affecting motivation:

- Intellectual capacities
- State of health
- Attitude
- Dominant needs
- Level of interest in the topic
- Emotional state
- Personal values and attitudes
- Past experience.

External factors affecting motivation

- Other people
- Effectiveness of communication
- The immediate learning context
- Teaching/learning methods used.
