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MOTIVATION: DEVELOPMENT OR PAMPERING

[1] Biman Nandi, Dr. Maumita Sengupta

[1] Research Scholar, Department of Education, Sri Satya Sai University of Technology & Medical Sciences, Sehore, MP

Abstract: Teaching is not just about providing information, but to provide motivation to students to become hard-working individuals striving towards self-actualization. Instead of tyrants, teachers and elders have to be nurturant, constructive feedback being an important strategy to improve student performance and attitudes.

Keywords: Stimulate, transmission, constructive, appraising

I INTRODUCTION:

'Spare the rod and spoil the child';

A popular dilemma faced by educators is the decision whether to apply pressure to ensure hard work or create a nurturant encouraging atmosphere for students to strive on. In the long run, what motivates students, or for that matter, human beings to perform? Motivation can be defined as **such internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.** Motivation results from the interaction of both conscious and unconscious factors, which mould and guide certain behavior, such as the

a. Intensity of desire or need

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b. Incentive or reward value of the goal

c. Expectations of the individual and those of his or her peers as well as elders.

According to human development professionals, these are what constitutes the two types of motivation, **extrinsic and intrinsic.** When people are motivated to work according to their interests, wishes and passions, we say that they are intrinsically motivated. In a way, they understand their **autonomy** (their capacity to choose), **relatedness** (the demonstration of their values) and their **competence** (doing something with conscientiousness and dedication). Intrinsic motivation can thus, be found within the individual when a particular task is viewed as valuable to them in the sense that it provides satisfaction even without any tangible reward. Extrinsic motivation is determined by the individual's outside surrounding environment or some specific reward or punishment. But are they all that different when it comes to young learners?

II LEARNING PROCESS ENGAGEMENT

One of the most difficult tasks that facilitators and teachers have is to keep their learners keen to learn and engage in the learning process, so that they understand better, comprehend better and apply better. Thus, teachers become what is popularly known as the **"drivers of engagement."** It becomes less important whether teachers become strict task masters towards students or take one a more friendly, facilitative role, and more important that they can somehow, get this feeling in students that working sincerely on study assignments is a reward by itself. Students can then, move beyond judging themselves on the basis of numerical measurement and work for the sheer enjoyment of deciphering a difficult problem, this is where the real impetus of learning lies.

Motivation can be increased or decreased based on many different factors. This is one of the reasons why teachers or facilitators in any educational institution

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can have a substantial impact on their students' learning, since they are a part of the student's intrinsic as well as the extrinsic motivation environment. Indeed, people learn better based on **the perceived value of the task, subject matter, personal goals, financial incentives and wide array of different factors including just the occasional pep-talk.** In the truth, motivation is elusive, because it often depends on the individual and what makes them tick at any given moment. The development of intrinsic motivation may be instinctive and natural, but it is also dependent on various extrinsic triggers.

Two of the pioneering researchers in the field of motivational psychology, Deci and Ryan argue that motivation has emerged to be an important science for educators. Educators of all types, they say, "face the perennial task of fostering more versus less motivation in those around them". That is to say that different individuals and different categories of students respond to different triggers in different ways. All the same, in educational situations where there is a variety of students to handle and always paucity of time, it is best to

- ✓ provide specific advice,
- ✓ Move beyond a **transmission model** that presumes to just provide instructions and correcting errors,
- ✓ Help students build on their learning experiences and creating a context for current and future tasks,
- ✓ promote self-regulated learning and writer autonomy, and
- ✓ Encourage a dialogue between students and teachers about thinking, learning, writing, ways of knowing and ways of doing.

Another educationist, Daniel Pink argues that the best motivation "promotes greater conceptual understanding, better grades, [and] enhanced persistence at school level".

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The job for teachers then, is to facilitate and not undermine the best type of motivation in the form of **constructive and task-oriented feedback** with their students. Feedback, thus, is the provision of information to students on how they have performed in terms of results, events, critical incidents and significant behaviors. Feedback can be positive when it tells students they have done well, constructive when it provides advice on how to do better, and negative when it tells students they have done badly. Sometimes, criticism is essential in case of truant or lazy students to kickstart their study process, but majority of students respond well to the recognition of their success and identify areas for improvement which can lead to positive action.

IV PURPOSE

It is important to challenge the traditionalists here who would say that we probably go overboard in the constructive, encouraging arena; and some bit of healthy dosage of enforcement and fear of punishment can be good motivators and will prepare students for a better future. One has to understand here that **constructive feedback motivates best because it is not about praising individuals or blaming or castigating them. It is all about feedback that relies on facts and not opinions.** It compares what has been done with what was supposed to have been done, thus providing an opportunity of rectification and improvement for the learner. The best way for feedback to provide the right motivation is to present it in a way that enables students to recognize and accept its factual nature, without the subjective attitudes or the views if the teacher creeping in. In fact, **teachers should actually stay away from the danger of appraising students with feedback i.e. judging or evaluating them.** Therein lies

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the risk of students viewing the feedback not to be trustworthy, and it losing its motivating power.

To summarize, the following guidelines, very briefly, present how to make feedback a powerful motivational tool:

- ✓ Refer to, and define, specific points of student work, vagueness never works;
- ✓ Describe and suggest improvements, highlighting successes, putting someone down and being judgmental doesn't work;
- ✓ Ask questions to stimulate critical thinking in students;
- ✓ Focus on aspects where improvement is achievable by the student; telling them what they can't do doesn't work;
- ✓ Ensure and supervise corrective action.

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✓ Early D.C. "computer generated performance feedback in the magazine industry" (1986).