

Student's Motivation : A Teacher's Role

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I. INTRODUCTION

Let us ask ourselves some “why” questions.

Why do students come to class? Why do students study for hours (sometimes many hours at a time) to pass examinations? Why do faculty teach students and test them? Why on any particular day you pick out a particular pair of shoes to put on or a particular dress to wear?

Each of these questions has an answer and that is that there is more motive for engaging in these behaviours. We may define motive (or motivation) as a need, want, interest or desire that propel us to take action.

Some introductory psychology books define the field of motivation as a study of “goal directed behavior” Motivation plays an important part in a student's learning. It has been found that students find it easier to learn what they want to learn but have great difficulty in learning what does not interest them. Student's are not poor learners, nor are they unmotivated. They are learning all the time but in many cases these do not pertain to their studies but to other activities such as learning new dance steps, imitating the dialogue style of a popular film star, playing musical instruments or learning a new film song. This is because a student is not motivated to learn and motivation is critical to learning. Although the focus of much of a student's motivation is beyond a teacher's control, there is much that a teacher can do to influence the motivation of students. Many subject matter, perception of its usefulness, general desire to achieve, self confidence, self esteem as well as patience and persistence are some of these. Of course not all students are motivated by the same values, needs, desires and wants. Some students are motivated by the approval of others and some by challenges to be overcome.

Many potential problems in teaching can easily be addressed by simply getting to know something about the students. At a minimum the teacher should learn the

name of every student in the class. While such interest in a student itself can be motivating for a student, knowledge about the student plays an important role in helping in avoidance of problems and carrying out correct diagnosis of the problems when they occur.

II. INTRINSIC/EXTRINSIC MOTIVATION

Motivation is usually considered as either intrinsic or extrinsic. Intrinsic motivation is internal. It often satisfies basic human needs. Extrinsic motivation is externally motivated and includes many things that the teacher can do such as correct grading, providing encouragement and having a helpful attitude and so on and so forth. Let us examine these a little further:-

Intrinsic motivation:

According to Maceachie, curiosity and need for self efficacy are central to intrinsic motivation. People are motivated by a sense of competence and a feeling of achievement. Human beings receive pleasure from doing things well. Teachers can help students to develop a sense of standard that will enable them to see that they are developing and increasing their skills. Teacher can also contribute to the goal of continued learning after the class is over.

Extrinsic motivation:

Maceachie suggests that students have a need to be welcomed and indicates that teachers who acknowledge student diversity at the start of the course and that they welcome different perspectives and want to accommodate different needs, set the tone for the students to feel respected and that they are free to communicate with the teacher.

A teacher should make it clear that it is expected that all students act like adults and teachers should act as adults themselves.

Self motivation of students

Researchers have begun to identify those aspects of teaching situation that enhance student self motivation.

To encourage student to become self motivated independent learners, the teachers can do the following:-

- (a) Give frequent, early positive feedback that supports beliefs that they can do well.
- (b) Ensure opportunities for students success by assigning tasks that are neither too difficult nor too easy.
- (c) Help students to find personal meaning and value in the teaching material.
- (d) Create an atmosphere that is open and positive.
- (e) Help students feel that they are valued members of a learning community.

Research has also shown that good everyday teaching practices can do more to counter student's apathy than any special efforts to motivate students to learn.

General strategies:

Capitalization on Students Existing Needs: Students learn best when incentives for learning in class room satisfy their own motives for enrolling on the course. Some of the needs that students may bring to the class room are the need to learn something in order to complete a particular task or activity, the need to seek new experience ,the need to learn new skills, the need to overcome new challenges, the need to become competent, the need to become competent, the need to succeed and do well and the need do feel involved. Satisfying such needs is rewarding in itself and such rewards sustain learning more efficiently than do grades. A teacher has to design assignments, in-class activities and discussion questions to address these kinds of needs.

Make students active participants in learning: Students learn by doing, making, writing, designing ,creating ,solving etc. Passivity dampens student motivation and curiosity. Pose questions ,do not tell students something when you can ask them. Encourage students to suggest approaches to a problem or guess a likely answer.

Analysis of What Makes The class more motivating :

Experiments were carried out by making students to attend classes which were highly motivating as also classes which gave them low motivation. These are as follows:

- (a) **Teacher's Enthusiasm:** A teacher's enthusiasm is a critical factor in student motivation. If a teacher shows boredom or is apathetic, students will too. A teacher's enthusiasm comes from confidence, excitement about the subject content and the genuine pleasure he gets in teaching.

- (b) **Relevance of What is Being Taught:** What is being taught in the class should be relevant to what is to be taught in the class. An irrelevant topic may be interesting but it does not satisfy a student who wishes to make progress in his learning.
- (c) **Level of Understanding of the topic :** If a student has little or no understanding of the topic being taught in the class then he cannot be expected to be interested in what is doing on in the class.
- (d) **Active Involvement of the students :** To make a class interesting, active participation of students in the learning process is very essential. The teacher should encourage students to suggest approaches to a problem and guess the result of the experiment. Students should be involved in active discussion of a problem and those who give workable solutions should be given the due appreciation.
- (e) **Rapport Between Teacher and Students :** A student needs to build a proper rapport with his students. A teacher should know his students well and take out the best from them. A just and considerate teacher is always like by his students.
- (f) **Use of Appropriate Concrete and Understandable Examples :** The use of appropriate and concrete examples in class not only make the topic more interesting ,it also helps the students in understanding what is being taught in the class.
- (g) **Holding Of High but Realistic Expectation from Students :** Research has shown that a teacher's expectation have a strong influence on a student's performance. If the teacher acts as he expects his students to be motivated, hard working, and interested in the course, they are more likely to be so. Expectations should however be realistic while giving assignments, taking presentations, conduct discussions, or grading them in examinations ."realistic" means that a teacher's standards are high but not so high that a student gets frustrated in trying to achieve it..
- (h) **Helping STUDENTS Achieve Goals by Themselves:** A teacher should help a student to achieve realistic goals. The focus should be continued progress and not on grading received by a student. A student's strengths should be analysed and their weaknesses should be worked upon by the teacher.
- (i) **Telling students what they need to do succeed in the course :** A student should not be made to struggle to find out what is expected of them. A teacher should tell them exactly what they must do to succeed. Teacher should always be available to help a student to deal with his problems.

- (j) *Strengthening students self motivation* : A teacher should never assert himself as the giver of grades or marks. Students should be made to feel that getting a grade is in their hand is better they perform better will be their grades.
- (k) *Avoidance of creating intense competition among students* : Competition produces anxiety, which can interfere with learning .A teacher should reduce the students tendency to compare himself with another. A teacher should avoid public criticism of a student as this can be a strong demotivating factor.

III. CONCLUSION

Motivating students who are not well motivated is not an easy task. A teacher is therefore required to know what all he must do to arouse the interest of students in his subject and ensure its sustainance. A teacher does not really have to be a psychologist or a mind reader of his students .He needs to know his students well, be enthusiastic about his subject and accept any student problem as a challenge that needs to be overcome.

IV. REFERENCES

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