

Motivational Need in Educational Environment

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Abstract

"You were not born a winner, and you were not born a loser. You are what you make yourself be."

"Research has shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly." From Barbara Gross Davis, in Ericksen, 1978.

Student academic achievement is most affected by the motivation in their educational environment. It is the duty of teachers to pay attention to the importance of motivation in the educational environment for the students. Motivation can be said to be factors that stimulate work efforts and encourage students to perform their best at studies. Therefore, the success would depend largely on how effectively the efforts of students are harnessed and rewarded.

Keywords: Motivation, Goals, Student, Educational Environment, Learning.

Introduction

Motivation is something inside people that drives them to action. This motivation varies in different people. We can also say that motivation is the willingness to work at a certain level of effort. Motivation emerges, in current theories, out of needs, values, goals, intentions, and expectation. Because motivation comes from within, teachers need to cultivate and direct the motivation that their students already have.

As long as a student chooses goals and expends a certain amount of effort to achieve them, he is, by definition, motivated."

Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the *course*, the nature of the assignments and informal interactions with students all have a *large* effect on student motivation.

Teachers must be motivated to teach well. Students must be motivated to learn. In the early years of education, motivation comes easy. Children are naturally inclined to be curious and enthusiastic about learning new things. As childhood turns into adolescence, however

motivation wanes. At this point parents and teachers must find ways to keep students engaged in the learning process.

While some student keep their nature enthusiastic for learning, and often labeled geeks and ridiculed, most student's interest stiff to socializing and status.

Performance in any school depends upon the right direction, the appropriate skills and massive amounts of motivation. Motivational Maps provide a solution to what is probably the most difficult of these three to manage and sustain – motivation.

Objectives

1. Maintain good teaching environment
2. Develop healthy relation with student and teacher
3. Help students to achieve their goals
4. Developing learning ability
5. Improve personal growth and performance

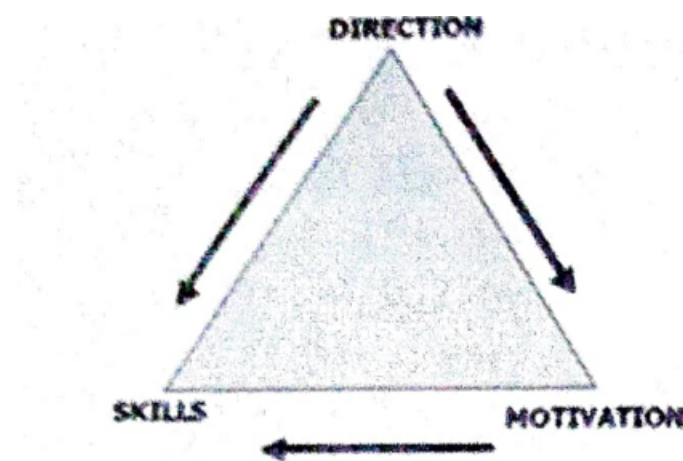
Review of literature

Here are various studies related to this topic that affects human learning activities and educational environment such as Allucdibi Ekici (2012), Field, A.(2013), Rana, Mahmoud and Reid (2015), Barron K.E.&Hulleman, C.S. (2015), Ryan, R.M. &Deci, E.L.(2017) etc.

Methodology

Present article based on secondary data collected from various sources journal, books, news, Government sites. As the topic has a very wide range so the secondary sources at national andinternational level will be preferred. Published and unpublished reports are helpful during study paper.

Performance at Work



Intrinsic and Extrinsic Motivation

Educational environment has identified two basic classifications of motivation - intrinsic and extrinsic. Intrinsic motivation arises from a desire to learn a topic due to its inherent interest for self-fulfillment, enjoyment and to achieve a mastery of the subject. On the other hand, extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome. Students who are very grade-oriented are extrinsically motivated, whereas students who seem to truly embrace their work and take a genuine interest in it are intrinsically motivated.

How to motivate students

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

Steps to motivate yourself

1. Stay firm. If your friends ask to hang out when you have homework to do, stay home and do the work. It's better that way.
2. Give yourself rewards. When you have finished your homework, or have done well on a test, give yourself a pat on the back. You can stop for ice cream, eat a cookie, or hang out with friends. Just don't let your effort go unappreciated.
3. Think about your future. It may be scary topic, if nothing else will get you motivated, this will work. Bad habits in middle school turn into bad habits in high school, and bad habit of high school turn into bad habit in college. And bad habit are not a good thing to have in college, if you can even get in one with them.
4. Keep track of your grades. Some people think they are doing good in school but it turns out to be pretty bad. Ask your teacher if she can email your grade weekly or bi-weekly. This will ensure that you catch bad grades and learn from your mistakes.
5. Learn to cooperate with your teachers. Let's be honest, teachers can be a pain. If you and your teachers don't have a good relationship, try to improve it. Learn what she likes in a student and what makes her happy.
6. Participate in class. Don't be afraid to ask questions; that's what gives A's. If you have a question, and you're embarrassed to ask it, push the embarrassment down and ask it. If you really don't want to, just go up to your teacher after class and ask.
7. Inform your parents about school. Your parents are like your lawyers--they stand by you when you are wrong or right. If something is bothering you at school, tell them. Also tell

- them what you get on tests, report cards, and school news (activities, field trips, etc.). Your parents could give good advice, too. Remember, they've been alive longer than you.
8. Don't give in to pressure. It may seem like everyone else your age gets bad grades, or that grades don't matter. If this is the case, remind yourself of the goals that you have set. Just think, you will get the best grades in the class. Don't listen to other people discouraging you.

Approaches for Motivation

Interest subject matter: If a child is interested in the subject matter, he will learn.

Usefulness: How many times have you heard a child say, "What purpose does this have in my life?" Subjects need to be applied for a student to open their minds to learning them.

Self Esteem: A child with a good amount of self-esteem will be less inclined to look at his peers for approval and so will be less likely to be distracted from learning by outside influences.

Persistence: Sometimes you just have to stay on a child to get keep them motivated. Parents and teachers however need to continuously observe and encourage a student through a student until they can find a something about that subject that will allow them to be self motivated.

Instructors have a great deal of power in the motivation of students. They can also demotivate a motivated student if they are not careful. In order to motivate their student, they themselves must be motivated to teach beyond the monetary reward.

Enthusiasm: Kids know when a teacher is motivated to teach and when they are doing it as a job.

Relevant Material: Teachers need to be up with the times in their subject matter. They need to know the modern teen culture and be able to pull things that kids can relate to into their curriculum.

Appropriate difficulty levels: While asking hard questions make students think, teachers must be careful to lower the bar when appropriate so that students can feel accomplished and then slowly, but surely raise that bar.

Student involvement: When a student feels ownership they become more enthusiastic. Teachers should find ways to help children apply what they learned in a way that is meaningful to them. This may mean presenting the material back in the form of a song, poem, or even a website.

Here are some recurring themes about students motivation, drawn from the educational literature

➤ **Make it real**

In order to foster intrinsic motivation, try to create learning activities that are based on topics that are relevant to your students lives. Strategies include using local example, teaching with events in the news, using pop culture technology (iPods, Cellphones, YouTube videos) to teach.

➤ **Provide choices**

Students can have increased motivation when they feel some sense of autonomy in the learning process, and that motivation declines when students have no voice in the class structure. Giving your students options can be as simple as letting them pick their lab partners or select from alternate assignments, or as complex as “contract teaching” wherein students can determine their own grading scale, due dates and assignments.

➤ **Balance the challenge**

Students perform best when the level of difficulty is slightly above their current ability level. If the task is too easy, it promotes boredom and may communicate a message of low expectation or a sense that the teacher believes the student is not capable of better work. A task that is too difficult may be seen as unattainable, may undermine self efficacy, and may create an anxiety.

➤ **Seek Role Models**

If students can identify with role models they may be more likely to see relevance in the subject matter. For Example, Weins et al (2003) found that female student were more likely to cite a positive influence with a teacher as a factor for becoming interested in science. In some cases, you can be a role model but it's unlikely that you will connect on that level with everyone in the class due to differences in gender, age and social circles. However there can be many sources of role models, such as invited guest speakers, fellow students or other peers.

➤ **Use peer models**

Students can learn by watching a peer succeed at a task. In this context, a peer means someone who the student identifies with, not necessarily any other student. Peers may be drawn from groups as defined by gender, ethnicity, social circles, interests, achievement level, clothing, or age.

➤ **Establish a sense of belonging**

People have a fundamental need to feel connected or related to other people. In an academic environment, research shows that students who feel they 'belong' have a higher degree of intrinsic motivation and academic confidence. According to students, their sense of belonging is fostered by an instructor that demonstrates warmth and openness, encourages student participation, is enthusiastic, friendly and helpful, and is organized and prepared for class.

➤ **Adopt a supportive style**

A supportive teaching style that allows for student autonomy can foster increased student interest, enjoyment, engagement and performance. Supportive teacher behaviors include listening, giving hints and encouragement, being responsive to student questions and showing empathy for students.

Conclusion

Motivation is a critical component of learning. Motivation is important in getting students to engage in academic activities. It is also important in determining, how much students will learn from the activities they perform or the information to which they will be exposed to students who are motivated to learn something use higher cognitive processes in learning about it. Motivation to do something can come about in many ways in educational environment. It can be a personality characteristic or a stable long lasting interest in something.

Motivation to learn and motivation that results in the decision to engage in a specific learning activity are closely related but distinct. The former is about goals, the latter about the methods to achieve goals in educational environment. Both share the common foundation of basing human behavior on an individual's perceptions but they differ in terms of assessment strategies, what they attempt to explain, and fundamental assumptions.

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