UNIT 4 MOTIVATION

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4.1 INTRODUCTION

Teaching is one of the most demanding and challenging jobs. Teachers are perpetually engaged in imparting knowledge and shaping/moulding the minds of the young. As teachers, you are expected to guide and assist your students to realize their potential. For this purpose, you must help your students to maintain a certain level of motivation. While you are in this job, you expend a lot of your energy, both physical and psychological. For doing well in your job as a teacher, you need to constantly motivate yourself. In this unit, we will focus our discussion on the concept of motivation and how to motivate ourselves and others.

4.2 OBJECTIVES

At the end of this unit, you should be able to:

- explain with examples some of the main concepts of motivation,
- discuss intrinsic and extrinsic motivation,
- devise strategies to increase your motivation,
- analyse how your behaviour affects the motivation of others,
- develop effective strategies to increase the motivation of your individual student.

4.3 WHAT IS MOTIVATION?

"Why don't the students pay attention"? "How do I make Raju learn"? You must be making these laments often and hearing the same from your colleagues too. Can you really make Raju learn? I think, you know that the truth is that you can try to make Raju learn by facilitating the learning process. But you will first have to create the desire to learn in him. We seem to think that there is something needed to push the students towards a particular
behaviour (goal), like learning maths, spelling etc. Yes, we are talking about motivation or increasing the motivation so that a particular behaviour happens. Motivation refers to those factors which increase or decrease an individual’s vigour for some activity. Motivation is something that energizes and directs behaviour. There are two identifiable components of motivation. These are need and drive. A person has to be in a state of need or desire so that he/she is activated to do something to satisfy the need or desire. When you are watching television or reading a book and you feel thirsty, you may ignore your thirst for sometime, but as your throat becomes parched your feeling of discomfort increases (need for water) and you get up and move towards the kitchen for satisfying your need by drinking water (goal). You felt a deficit (thirst) within you that drove you towards the goal (water). The deficit or a requirement which you first ignored but when it grew stronger, you were goaded into activity (walking to the kitchen and drinking water). We can say, needs are based on a deficit or a requirement within a person which may be physiological or psychological. Physiological needs such as needs for water, food, sex, sleep, warmth, etc. are more obvious than psychological needs which are more subtle and less identified, such as, needs for affection, approval, prestige, etc. When the need goads or impels a person into action, we say, that the person is in a state of drive. Therefore, a drive, although based on need, has the feature of an observable change in behaviour.

There are four phases involved in the process of motivated behaviour:

1. A need is aroused in the organism (thirst).
2. Behaviour directed towards satisfying the need is set in motion (reaching for water and drinking it).
3. The need is satisfied.
4. The organism relaxes.

When a person is in a state of tension, a condition of unrest or discomfort between the arousal and satisfaction of a need occurs. When the need is satisfied the person relaxes and equilibrium is restored. Motivation, we can say, is a stimulating condition, either external or internal or both, by which a process of behaviour is initiated and continued until a state of equilibrium is restored.

Successful teaching brings effective and meaningful learning. Motivation is an essential part of learning. Teacher’s effectiveness lies in understanding the motivation of learners. How to motivate students in the classroom for learning is a crucial problem which concerns all teachers at all stages of teaching. Uma Rani of Government College of Education, Pudukkottai, Tamil Nadu conducted a study to find out the effect of activating motivational strategies on enhancing competencies in teaching science among student-teachers. She selected a sample of twenty two student-teachers from the physical science group. A single group, pre-test---treatment---post test experimental design was used. The experiment was conducted in six phases. The study revealed that post-test scores were higher than those of pre-test. This finding implies that the competency in teaching science using activating motivational strategies had a positive effect and helped in producing competent science teachers.

So far, our attempt has been to understand the concept of motivation. We have attempted only a brief description because as students of Educational Psychology, you are already familiar with the concept. A lot of research has
been focused on understanding more about motivation and various theories have been formulated. We will briefly go through some of the theories of motivation.

4.4 THEORIES OF MOTIVATION

Hedonism

The theory was originally propounded by ancient Greek philosophers. According to this theory, human beings deliberately attempt to seek pleasure while avoiding pain. The Hedonistic theory is criticized for it cannot explain certain human behaviours which inflict pain or injury. But psychologists Young and McClelland interpret the theory on the basis of approach and avoidance behaviour rather than pleasure and pain. Approach or avoidance behaviour is determined by the state of pleasure or pain aroused by the stimuli.

Drive theory

According to the drive theory, an organism is motivated to act when a need has to be satisfied. Hull, a prominent proponent of the theory suggested that all motives are related to basic physiological needs. Physiological or social drives are learned behaviour of the organism to satisfy these needs. Many psychologists felt that the drive theory is only a partial explanation for motivation as psychological and social motivations may not be directly tied to primary physiological needs.

Needs theory

Abraham Maslow has influenced the understanding of motivation more than any other modern psychologist. Maslow, a humanistic psychologist, advocated the theory of human needs. He classified needs into five categories:

Higher order needs

- Self-actualisation
- Ego or Self-esteem
- Social or Belonging
- Safety or Security
- Physiological

Lower order needs

The Hierarchy of Needs

His main thesis is that motivation comes from within which means that a human being pursues a goal to suit or satisfy his or her own needs. According to Maslow, the needs are hierarchical in order. When a lower level need is satisfied, the focus shifts to the next level in the hierarchy. It is not necessary that needs at all levels are fulfilled as the wants at lower levels may get expanded more and more. People who cannot satisfy their physiological or security needs may not look for higher level needs of self-esteem. For example, people who are plagued by war, famine or natural calamities would
try to satisfy their physiological and safety needs rather than their need for prestige. The highest order needs for self-discovery, self-development, or creativity may not be reached by many.

Maslow's five basic levels of need have been modified by Alderfer into three categories called existence (E), relatedness (R) and growth (G). This categorization has come to be known as the ERG theory. All kinds of physiological and material needs are existence needs. Relatedness needs are those which Maslow called safety, social and esteem needs. Growth needs include personal growth and development. Some of the needs in the esteem needs category and the needs in the self-actualisation category of the need hierarchy form the growth needs. Alderfer contends that the three sets of needs are distinct categories and do not exist in a hierarchy. When concrete lower level needs are fulfilled, a person is left with more energy to seek less concrete higher level needs. If less concrete needs are not satisfied, the person would seek to compensate it by increasing the urge to satisfy more concrete lower level needs.

There are more theories on motivation other than what we have discussed till now. It is hoped that the theories discussed above have helped you to understand the concept of motivation. In the next section we discuss the intrinsic and extrinsic motivation.

4.5 INTRINSIC AND EXTRINSIC MOTIVATION

Intrinsic Motivation

We sometimes engage in activities merely because we like to do them. You read a book purely for the pleasure of it. You have no examination to appear for, no lecture notes to be prepared or no assignment to work for at the end of the reading activity. In effect there are no external goals to be fulfilled or met. There is a high relationship of the activity (reading) to the goal (enjoy reading). In such a situation, we say, the person is intrinsically motivated. Congnitivists hold the view that curiosity, interest, or a sense of accomplishment are sources of motivation which are intrinsic (internal) rather than responding to external forces. An intrinsically motivated activity will always be rewarded due to the direct relationship between the activity and the goal. This secures a continuous motivation to do the activity. The element of joy experienced in doing the activity actually sustains the activity. Pursuit of our hobbies which give us pleasure are also examples of intrinsic motivation.

Extrinsic Motivation

When an activity is performed to accomplish the goal of an external reward, the person is said to be extrinsically motivated. As in our previous example, if reading a book (activity) leads to preparing for an assignment (goal), the action is externally motivated to accomplish the task of preparing the assignment, rather than for the sake of it or interest in it. This is motivation based on external rewards and has nothing to do with the activity directly. The Behaviourists' approach to motivation mainly focuses on the external rewards of reinforcement and punishment. Selecting a job because of the salary one gets, and not because one likes the job is an example of extrinsic motivation.
Are there situations where intrinsic and extrinsic motivation operate in combination? Some theorists suggest intrinsic and extrinsic motivation are additive. For example, if a person enjoys a particular work (intrinsic) and is paid for it (extrinsic), the combination would increase the work motivation. The contrary view is that giving external reward for a work one enjoys may reduce the effect of internal satisfaction. We can say that both are effective. While extrinsic motivation is controlled by external circumstances, and therefore, subject to change, intrinsic motivation remains constant due to the high relationship between the activity and the goal.

<table>
<thead>
<tr>
<th>Activity 1</th>
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<tbody>
<tr>
<td>1. Observe the behaviour of your students (take five boys and five girls) on a particular day. List two intrinsically motivated and two extrinsically motivated behaviours of each student. Specify the activity and the goal.</td>
</tr>
<tr>
<td>2. List two intrinsically motivated and two extrinsically motivated activities you took up on a particular day. Specify the activity and the goal.</td>
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Now, having gone through the concept of motivation, do you think you would like to attempt to solve the kind of questions we began this unit with, ‘why don’t the students pay attention’? If so, it means your energy level has changed. Does that tell you something about motivation? In the next section, let us take, ‘how to motivate’ as our key point for discussion.

### 4.6 HOW TO MOTIVATE THE SELF?

We have to understand the self and others to lead an effective life. Therefore, motivating the self is important, and unless the self is motivated you cannot motivate others. We play multiple roles in our lives. All these roles are integrated into the self. You have a professional life; therefore, a professional mission. You have a personal life; therefore, a personal mission. One role influences the other: and yet they are different.

**Meaning In Life**

What is your personal mission? What is your professional mission? Do you set goals in life? What is your meaning in life? How often do you feel meaninglessness in life? When meaninglessness sets in your life, you have two choices—either to grope in the dark or look for a new meaning in life. Our life is never static, it is dynamic. The multifaceted roles we are required to play in our lives take us through various ups and downs and often through events over which we have no control. What you held as meaningful yesterday, a year before, or ten years before may not give you the same intensity of meaning today. At this juncture, it is important to get in touch with these experiences so that new dimensions can be added to the existing experiences, or one can look for totally new experiences.
Activity 2

1. Close your eyes and make yourself sit in a comfortable position. Take a deep breath for a few seconds and concentrate on the breathing activity. Slowly go back to the time you first joined the teaching profession. What goals did you set up at that time? What new meaning did it add to your life? How many years have gone by? What has happened to your goals? Has the meaning in your life changed since then, both personally and professionally? Do you feel a sense of worthlessness or meaninglessness? Ask yourself the reasons for the feelings, if they exist. Would you like to change the course of your life? You make the decision.

The above activity was meant to take you through experiencing the self. You cannot motivate the self without experiencing it. Repeat the activity to take you through the experiences of different facets of your life, for example, as a parent or as a friend.

Realizing My Worth

If I ask you to write a brief description of your good points, would you find it a difficult task? Try anyway. Try hard. Write at least ten points you are good at professionally, and which your friends and family admire in you at an interpersonal level. Take your time. Now it was not all that difficult. Was it? You have worth. You have good attributes. You notice an elation in your energy level. Good for you! Often in the humdrum of everyday life, people forget to take the inward journey into the self and experience one's own worth and acknowledge it. Unless you realize your self-worth through self-evaluation, you cannot motivate yourself. Only a self-motivated person can hope to motivate others.

Taking Control of My Life

You are demotivated when things don’t happen the way you want them to happen. You feel things are not within your control. No doubt, there is truth in it. But if you want to bring change in your life, you have to go for it despite external factors. To begin with, you have to believe that you have control. You have to tell yourself that you want to change. If you wait for others to change your life, you may realize that it never happens. So take charge of your life. It would be foolish to compare your life to the rosy events (as you see them) in others’ lives and wanting that kind of change. Have your own dreams and realize them in your own way. You need to make your own plans and take control of your life.

Case Study

Sunita got married at the age of seventeen to an army officer. She had her two children before she was twenty three. Her husband’s job required her to move around the country with her children. She started teaching in a primary school and continued her studies. She did her B.A., B.Ed. and got a better job. A few years later, she completed MA., M.Ed. and secured a job in a higher secondary school. Today, at 47 she holds a doctoral degree in Education.
Understanding Self and Personality

Case Study

Ritu was married at a young age. Her husband turned out to be an alcoholic and physically abusive. Some years later, she walked out of her miserable marriage along with her little daughter into an uncertain future. She had no university degree and no economic support. She found a small job to support her daughter and herself. She worked hard and studied further. After years of struggle, today, she is a lawyer who gives succour to battered women.

The only way you can change your life is by wanting to change it.

Does Failure Threaten Me?

Will I succeed? The fear of the unknown plagues you. Is success very important in your life? Is failure too difficult to handle? When you think of change, feel positive that you too can change. Face failure boldly and positively and move ahead. When children learn to ride a bicycle they keep falling and get hurt. That does not stop them from the change they want to make, that is, being able to ride. As adults we hesitate. In the above case study, the marriage was a major failure of Ritu's life, from the social point of view. Her life was totally shattered. Instead of feeling negatively about her miserable life and wallowing in self-pity, she chose to think positively about her life ahead. She changed the course of her life and her daughter's life. One disastrous failure in life did not deter her from changing positively. Always live in a spirit of possibilities and hope.

Setting Goals

If you want to change your life, you need to set goals. What are your short-term and long term goals? After setting your goals, you have to manage ways to accomplish the goals and set a time limit to accomplish your goals so that you can check your progress.

Activity 3

1. You have a student with a learning disability. Set two goals with regard to this student which you would like to accomplish. Specify the steps you would take.

2. You have a friend who is going through a very difficult time in life. Set two goals you would like to accomplish with regard to this friend.

3. Set two goals for your professional growth in the next five years.

We have discussed meaning in life, self worth, taking control of life, positive thinking and goal setting. Has the ongoing discussion helped you to delve deep into your inner self and look for that personal and professional mission or calling in your life? Why am I a teacher? What is my calling as a teacher in relation to my students? Unless you understand yourself, know your worth, find your own meaning in life, want to change your life, and set your goals, you cannot motivate yourself. When you have goals for the future and take
them to the higher levels of your calling you are highly motivated to pursue and accomplish them.

We will now discuss the second part of the question ‘how to motivate others?’

### 4.7 HOW TO MOTIVATE OTHERS?

You are teachers, and therefore, you interact with your students. This is the group of ‘others’ you are expected to motivate for accomplishing various goals. Then, there is another group you constantly interact with: your colleagues. We will consider how to motivate others from these two perspectives.

#### 4.7.1 Motivating Colleagues

In a job situation like yours, interacting with colleagues on a daily basis is inevitable. Your behaviour has an impact on others’ behaviour. Your behaviour may motivate them into action or demotivate them from reaching a goal. Here, we will discuss some of your behaviour that motivates your colleagues and some behaviour that may demotivate them.

(a) **Leadership Style**

Let us assume you are the team leader of a group of teachers assigned for a particular task. In Unit 7, we have discussed leadership styles. What would be your style as the leader of the group? Do you think the style you adopt has an impact on the motivation of the team members? You can be a leader who takes all the decisions without consulting your colleagues. Another choice is that you discuss with your colleagues and take a collective decision. In between the above two positions is the choice of consulting with colleagues and then taking the decision. Of the three styles, which will be the most appropriate leadership style where the team members are likely to be highly motivated? I would say, it is the democratic style of including your colleagues as participant decision makers. It is highly likely to motivate the team members. My reason for holding this view is that in this situation all team members are presumed to be at par with each other. Therefore, the motivation would be to satisfy higher order needs (decision making) rather than the lower level needs. There is no one leadership style for optimum motivation formula. For different situations, different leadership styles may be needed to motivate the team members depending on what needs they want to satisfy.

(b) **Delegating Responsibility**

How does delegating responsibility motivate people? In a group, when you give responsibility to individual members for accomplishing a task, you are showing trust in them. Your trust in their ability to perform the task is a motivating factor. If you give a new responsibility and new task each time, the need for creativity is satisﬁed. Your trust in the ability of the members may be misplaced at times. But it is important that you show trust so that the member is motivated to try harder. The sense of freedom (control over the task) accompanying the responsibility of accomplishing the task and the final result of the task are the other motivating factors.
(c) Goal Setting

A team leader who promotes goal setting behaviour is indirectly motivating his/her colleagues to perform. The person derives satisfaction by achieving the goal. When you acknowledge and praise the achievement, the process is reinforced. Your role is to help each member to set a goal which is achievable. When a specific goal is achieved, the person is motivated to set another goal, may be of a more challenging kind. What is important to the person is the sense of accomplishment. Therefore, your effort should be to help each member set goals according to his/her ability.

(d) Your Interpersonal Relationships

Every individual is different. You are different from your colleagues and they are different from you. All of us bring our own individual baggage into any group situation. To that extent all members will remain different always. Since people are different, their needs are different too. Therefore, different people need different kinds of motivation to perform. For some people, working in a group is important for satisfying the need for being with others. For others, it may be the need for the intellectually stimulating and challenging task that motivates them to work. You have to recognise and acknowledge these differences and gear your interpersonal skills accordingly.

(e) Your Demotivating Behaviour

Let us summarise the discussion on 'how to motivate colleagues' by understanding some demotivating behaviours. Of course, demotivating behaviour is to be avoided.

Some people refuse to delegate work. We have seen earlier that delegating work means trusting your colleague with a given responsibility. This is a vote of confidence in the ability of your colleague to carry out the work. Now, refusal to delegate work can stem from your insecurity of losing control, or your belief that you are the only one who can do the work, or you are uninitiated and don't know that delegating work can be productive. Whatever be the reason, your refusal to delegate work demotivates your colleagues.

An inefficient leader is inconsistent too. Your inconsistency throws your colleagues off balance so that they find it difficult to achieve the goal. For example, you take a decision without giving much thought and your colleagues start acting on it. When they are half way through it, or nearly reaching the goal, you change the decision because you had a second thought. This comes across to others as inconsistency and depletes their energy level. If you are confused and lack direction regarding the task in hand, you definitely demotivate your colleagues.

Your poor interpersonal skills or the lack of them demotivate others. Nobody likes to work with an aggressive and ill-tempered person. Even if you have reasons to be ill-tempered, your behaviour puts pressure on your colleagues and demotivates them.
Activity 4

1. You are the Convener of the Assessment and Evaluation Reforms Committee of your school. You have a team of ten teachers to work with you. The report has to be submitted within one month. Develop a work plan with the focus being on 'how to motivate your colleagues' in the light of the above discussion.

2. You are a member of the committee. List out the measures you would take to motivate your colleagues to achieve the task.

4.7.2 Motivating Students

We started this unit with a question 'how can I make Raju learn?' As teachers we are deeply concerned about classroom learning. Your understanding of classroom motivation would enhance the probability of students' learning better. In this section we will discuss how to motivate students to learn.

Case A

You have given the class an assignment (English essay) to be completed within one period. You also discussed the topic and framework of the assignment. Some students have already completed the assignment and others are furiously working at it. You find Romesh idling away his time and putting in the least effort to complete the assignment. You tell him that he can go for the games practice, which follows immediately after, only after completing and getting the assignment evaluated. After sometime, you notice him working on the assignment. What do you think has happened to change his state of inaction? Some tension has been created, that unless he completes the assignment and gets the same evaluated, he would be deprived of the forthcoming games practice hour. As far as Romesh is concerned it wouldn't be a pleasant situation. He is now motivated to work on the assignment to avoid the unpleasantness. Here, you have manipulated two factors, tension and avoidance of unpleasantness.

Case B

Sumita is a class 10 student. On an average she scored 70% in all subjects till she came to class 10. Even then, in the first monthly test, her performance was consistent with her earlier achievement. By the time she took her first term exam, her performance showed a downward trend. Sumita's class teacher called her for a chat. She said that her parents were not happy about her first monthly test performance and expected her to do better in the subsequent tests. They, then, bought her many practice and exercise guide books for almost all the subjects. She worked out the exercises everyday and by the time she was to appear for the test/exam she was so tense that she was unable to do well in the exam. The teacher helped Sumita to work out a plan. She would use only selected exercise books (her choice) for practice. She would take weekly tests on topics of her choice. A few weeks later, a less tense Sumita was showing signs of improvement compared to her first term exam performance.

In case A we have seen that a little tension motivated Romesh to complete his assignment. In case B, high anxiety was an impediment to Sumita's learning.
and performance. Anxiety is primarily intrinsic, therefore, usually beyond the control of the teacher. But if a teacher is aware of the different states of anxiety of students, he/she can show special concern as in case B (by helping to reduce the tension). Tension increases motivation to some extent (case A) but beyond a point the student starts using a great amount of energy to tackle the tension. Teachers can consciously avoid high-anxiety producing situations.

Case C

Let’s imagine that a teacher introduced a new mathematics lesson yesterday. She felt that most students found it difficult to understand the new concept. She then decided to continue with the same point and give the students a lot of practice to master the concept. Renu did all the sums correctly on the first day itself. Next day, she got all her homework correct too. In the maths period, the teacher gave the class more similar sums to work out. When Renu submitted her work, it was incomplete and she had got a few sums wrong too. The teacher was surprised, because other students’ performance seemed to be improving. On the third day when Renu submitted her homework it looked like a repeat performance of the previous day’s class work. The teacher was intrigued. She set other students to work on similar sums and asked Renu to work on a different set of sums. Renu started working on the new sums enthusiastically and submitted high quality work.

Here, Renu’s motivation had deteriorated due to boredom, resulting from a less challenging task. The teacher, then, manipulated the variable ‘difficulty level’ to increase Renu’s motivation. The initial feeling of success (she got all the sums correct) did not continue to motivate Renu as her higher need was not being met with.

Case D

Amit joined a new school a month ago. His academic record in his earlier school was good. In the new school, he was aloof and did not seem to have made friends. He looked listless in the classroom. He often did not do his homework. In the classroom his performance was less than average. In the monthly test also, he did not fare well. The class teacher talked to Amit and discussed his poor performance. Amit talked about his earlier school, teachers and friends. He missed them terribly and felt lonely in the new school. He felt that the teacher did not pay any attention to him and his classmates, too, were indifferent to him and considered him an outsider. The class teacher, then, spoke to other teachers and students and took steps to make him feel a sense of belonging.

In this case, Amit was cut off from his earlier affiliations and was unable to find new affiliations. Therefore, his affiliation motivation had hit rock bottom. At a younger age the need for adult affiliation is greater. As children grow, the need for peer affiliation becomes stronger.

Case E

Ravi and Mohan were friends. Both were very good students. They enjoyed each others’ company very much. They always sat together. During lessons or while doing class work they interacted with each other noisily and produced
good work, although, their noisy interaction often disturbed other students. When they reached class IX, after a routine reshuffle, Ravi and Mohan were allotted different sections (A&B). Though their friendship continued outside the classroom, their academic record showed a declining performance and they showed lack of interest in co-curricular activities, which was contrary to their school record till date. Their parents and teachers discussed the problem and decided to put them back together. Teachers warned them against noisy behaviour in the classroom. Both Ravi and Mohan agreed. A few weeks later they began turning in quality work.

The healthy competition between Ravi and Mohan motivated them to excel in their work. When they were separated and put into two different sections, the competition motivation became very low and their performance suffered. When they were put back together, their competition motivation resurfaced and started showing improvement in their performance. Student competition may influence classroom learning to some extent and teachers may at times use the technique to promote learning. Yet, caution needs to be exercised against competition between students who are poorly matched in ability. Also, rivalry should never be encouraged since it has negative consequences.

Case F

Monica’s teacher gave the following comments regarding her project work on ‘Industrialisation and Environmental Degradation’

a. Your points on the growth and development of industry were well presented.

b. Support your points on environmental degradation with evidence. Use photographs/ pictures to show environmental degradation.

c. Give examples to show specific cause and effect on environment.

d. Your arguments on environmental degradation and future havoc are acceptable.

Now, consider another set of comments.

e. You have adequately covered the topic.

f. Beginning of the report was good, though the latter part needs to be rewritten.

g. You have done better than others.

The first set of comments give Monica the ‘knowledge of result’. This motivated her to improve her performance. The second set of comments are very general and did not give Monica a sense of direction for improvement. Monica may feel good by the comment, ‘You have done better than others’, but it certainly does not motivate her to improve. The ‘knowledge of results’ is a stronger motivator for learning than an off hand word of praise.

The above cases were discussed not with the purpose of telling you what-to-do in a situation. The purpose was to increase your understanding of classroom motivation.
4.8 LET US SUM UP

Motivation is something that energizes and directs behaviour. When a person experiences deficit or requirement of any kind, physiological or psychological, the person is forced into action to fulfil the need. When lower level needs or concrete needs are satisfied a person aspires for higher level needs or less concrete needs. Motivation comes from within a person, others can only create conducive environments to promote it. It is important for a teacher to create various conducive environments so that student motivation is increased.

4.9 UNIT-END EXERCISE

Identify five variables (other than those discussed in the unit) which you would like to manipulate to increase students' motivation. Take cases of three students (good, average and below average). Write a report on the action you have taken.

4.10 SUGGESTED READINGS