
UNIT 2 THE COMPONENT FACTORS OF MOTIVATION

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2.0 INTRODUCTION

In this unit we are dealing with the component factors of motivation. We start with concept and description of motivation in which we define motivation and state its origin and describe what motivation is all about. Then we move on to intrinsic motivation and differentiate it from extrinsic motivation. We then indicate how intrinsic motivation is influenced and affected by challenging situations, curiosity, control and fantasy. This was followed by Interpersonal motivation which has the contents that include competition, cooperation and recognition. The next section will be on factors in motivation which include group size, group goals, competence, leadership, meetings, publicity and social interactions. In the section that follow we deal with factors affecting motivation which include reward system, corporate culture, job titles and relationship with leaders.

2.1 OBJECTIVES

After completing this unit, you will be able to:

- Define and conceptualise motivation;
- Explain intrinsic motivation;
- Elucidate the factors of intrinsic motivation;
- Describe the interpersonal motivation;
- Elucidate the factors in motivation; and
- Explain the factors that affect motivation.

2.2 CONCEPT AND DESCRIPTION OF MOTIVATION

The derivation of the word motivation tells us that motivation refers to getting someone *moving*. When we motivate ourselves or someone else, we develop incentives. We set up conditions that start or stop the concerned. In education motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in academic settings. We often motivate learners by helping them develop an expectancy that a benefit will occur as a result of their participation in an instructional experience. In short, motivation is concerned with the factors that stimulate or inhibit the desire to engage in a behaviour.

A common sense approach incorporating the group motivational factors is probably the most effective method to stimulate the group member's participation in an organisation. There are two types of motivation that is intrinsic and extrinsic motivation.

Malone and Lepper (1987) have defined intrinsic motivation more simply in terms of what people will do without external inducement. Intrinsically motivating activities are those in which people will engage for no reward other than the interest and enjoyment that accompanies them. Malone and Lepper have integrated a large amount of research on motivational theory into a synthesis of ways to design environments that are intrinsically motivating.

There is a subdivision of factors that enhance motivation into individual factors and interpersonal factors. Individual factors are individual in the sense that they operate even when a student is working alone. Interpersonal factors, on the other hand, play a role only when someone else interacts with the learner.

Curiosity is stimulated when something in the physical environment attracts our attention or when there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activity. *Novelty* and *interest* are good synonyms for the motivational use of curiosity.

The feeling of loss of control is one of the most powerful *anti-motivating* factors in education. When students feel their teachers are using controlling techniques (rather than those that promote autonomous choice), they are likely to show reduced intrinsic motivation, and this has been shown to result in lower academic performance as well as substantial deterioration in other important characteristics.

In any group or organisation there will be a tremendous diversity of interest and motivation for belonging. As a leader, it is important that you understand your own motives as well as those of your group members. In addition to the personal factors involved, leaders must also be cognisant of certain factors about the group itself that affect their ability to motivate the group as a whole.

Many business managers today are not aware of the effects that motivation can (and does) have on their business, and it is therefore important they learn and understand the factors that determine positive motivation in the workplace. The size of your business is irrelevant: whether you are trying to get the best out of fifty of your staff or just one, everyone needs some form of motivation. Motivation is something that is approached differently by different businesses and the responsibility of its integration lies with all immediate supervisors of staff. However, it is the business owner who must initiate motivation as a strategy to attain corporate goals.

Motivation is the force that makes us do things: this is a result of our individual needs

being satisfied (or met) so that we have inspiration to complete the task. These needs vary from person to person as everybody has their individual needs to motivate themselves. Depending on how motivated we are, it may further determine the effort we put into our work and therefore increase the standard of the output.

When we suggest factors (or needs) that determine the motivation of employees in the workplace, almost everyone would immediately think of a high salary. This answer is correct for the reason that some employees will be motivated by money, but mostly wrong for the reason that it does not satisfy others (to a lasting degree). This supports the statement that human motivation is a personal characteristic, and not a one fits all option.

The derivation of the word tells us that *motivation* refers to getting someone *moving*. When we motivate ourselves or someone else, we develop incentives – we set up conditions that start or stop behaviour. In education motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in academic settings. We often motivate learners by helping them develop an expectancy that a benefit will occur as a result of their participation in an instructional experience. In short, motivation is concerned with the factors that stimulate or inhibit the desire to engage in a behaviour.

When we look for ways to motivate students, we often look at people who have motivated us ourselves or who are famous for motivating other people. This is often a mistake: the people who have gained fame as motivators have often worked with special audiences who are not at all typical of the students who show up in our classrooms.

While what these motivators do is effective with their selective audiences, it is possible that we ourselves deal with people who require entirely different motivational techniques. It is not even remotely reasonable to assume that the tactics that will make a group of football players eager to “win one for the Gipper” or a brigade of soldiers willing to march into the valley of death will have a similar impact on uninterested non-readers in the third grade.

Motivation is an extremely important but sometimes mundane topic. Motivation influences learners in complex ways. For example, in a single situation there may be numerous factors motivating learners to engage in a behaviour and an even greater number of factors motivating them to avoid that behaviour. A thorough understanding of the principles of motivation will enable you to get students moving – to want to participate and do their share in the instructional process.

It is an axiom of most motivational theories that motivation is strongest when the urge to engage in a behaviour arises from within the learner rather than from outside pressures. Bruner (1966) has stated the relationship between motivation and learning in the following way:

According to Bruner, the will to learn is an intrinsic motive, one that finds both its source and its reward in its own exercise. The will to learn becomes a “problem” only under specialised circumstances like those of a school, where a curriculum is set, students are confined, and a path fixed. The problems exist not so much in learning itself, but in the fact that what the school imposes often fails to enlist the natural energies that sustain spontaneous learning.

2.3 INTRINSIC MOTIVATION

Some theorists maintain that there is only a single kind of intrinsic motivation, which can

be described as a motivation to engage in activities that enhance or maintain a person's self-concept. Most theorists define the term more broadly.

For example, most people use a knife and a fork in a certain way or follow conventions in a restaurant not because they find knife and fork use to be intrinsically motivating, but because the correct use of these utensils leads to such intrinsic benefits as a good meal or the respect of people we care about. This is not a serious problem, unless the person feels coerced or in some other way alienated by having to use the utensils.

Therefore, it is essential that extrinsic motivators be backed up by intrinsic motivators or that the extrinsic motivation becomes internalised through processes described later in this chapter. If this does not happen, the result is likely to be a *reduction* in the very behaviour we want to promote.

One of the most frequent failures in education is that students rarely say that they find studying to be intrinsically rewarding. This is a critical problem. One of the most straightforward conclusions of research from the past two decades is that extrinsic motivation alone is likely to have precisely the opposite impact that we want it to have on student achievement.

Malone and Lepper (1987) have defined intrinsic motivation more simply in terms of *what people will do without external inducement*. Intrinsically motivating activities are those in which people will engage for no reward other than the interest and enjoyment that accompanies them. Malone and Lepper have integrated a large amount of research on motivational theory into a synthesis of ways to design environments that are intrinsically motivating.

There is a subdivision of factors that enhance motivation into *individual* factors and *interpersonal* factors. Individual factors are individual in the sense that they operate even when a student is working alone. Interpersonal factors, on the other hand, play a role only when someone else interacts with the learner.

2.3.1 Challenge

One of the most powerful individual factors influencing intrinsic motivation is *challenge*. {This is an *individual* factor because a person can be challenged without involving other people. Of course a challenge could involve other people, as when a person makes it a challenge to win a *competition*.} People pursue tasks that are challenging.

Learners are challenged when they direct their activities toward personally meaningful goals in such a way that attainment of the goals is uncertain – when neither success nor failure is guaranteed. The belief that they are making acceptable progress toward a goal, along with the expected satisfaction of goal attainment, enhances self-efficacy and sustains motivation.

As students work toward these goals, they are motivated to the extent that they receive feedback and feel that their eventual success will enhance their self-esteem.

The following four factors influence the contribution of challenge to motivation.

Goals can be either supplied by the teacher or developed by the learners themselves. Goals can be short-term or long-term. While short-term goals may be more immediately compelling, long-range goals are often more important.

An ideal motivational system involves short-term goals that lead to long-term goals.

The most important characteristic of goals is that they must be personally meaningful.

Personal relevance can be increased by (1) making clear the links between an activity and competencies or outcomes valued by the learner, (2) relating material to a fantasy or imaginary context that the learner finds emotionally appealing, or (3) eliciting interpersonal motivations such as cooperation, competition, or recognition that appeal to the learner. Note that what this paragraph really says is that we can make goals more meaningful by relating them to other motivational factors, including fantasy, control, competition, and recognition.

Even when goals are supplied by the teacher, it is important that the learners “buy into” or internalise these goals. Although it seems obvious that it is best that students develop their own goals (and this would also contribute to *control*, which is another factor that contributes to intrinsic motivation), a serious problem is that students themselves may set goals that are too easy or too difficult to attain or difficult to define. A major step in promoting *self-motivation* is to help learners develop strategies for setting goals.

Examples of ways to make a challenge more effective by focusing on goals:

“Here is what we plan to accomplish today (or this semester)....”

“This is important to study because it will help you...”

“Our ultimate goal is to.... In today’s session we are going to....”

“It is important to understand this because....”

Level of certainty is an important factor in determining the degree to which a challenge will actually motivate a learner. An intermediate degree of certainty is usually best – when neither success nor failure is guaranteed.

Examples of ways to make a challenge more effective by focusing on level of certainty:

“I know it’s difficult, but I am certain that if we work at it together, you can learn to do this.” {Said to a person who is certain he/she will fail.

“You know, this isn’t really quite as easy as you think it is.” {Said to a person who is overconfident of success?}

Give the learner tasks that easy at first and gradually build to more difficult tasks. {If the person is certain he/she will fail.}

Give the learner a really difficult task at first and then back off and be helpful once he/she has acknowledged that maybe some effort will be required. {If the person is overconfident of success.}

The level of certainty can also be manipulated by introducing game like elements such as randomness or various scorekeeping systems into the learning environment.

Performance feedback reminds learners of their status with regard to the challenge posed by the goals. It is most effective when it is clear, frequent, constructive, and encouraging.

Examples of ways to make a challenge more effective by focusing on performance feedback:

“Your test score isn’t perfect, but it’s ten points higher than the last one.”

Self-esteem is related to motivation because learners consider themselves to be good or competent to the extent that they succeed at challenges that they consider to be important.

Examples of ways to make a challenge more effective by focusing on self-esteem:

“By meeting this goal, you’ll be able to”

“By meeting this goal, you’ll overcome your problem of”

The completely incompetent teacher violates all the guidelines by challenging his/her students in this way: “Ninety percent of you will fail this course, because you’re too stupid to understand it.” This teacher refrains from demonstrating to the students reasons why the information is worth knowing and does not give them opportunities to verify their degree of progress toward mastering the course objectives.

Note that the various components of the challenge aspect of motivation may sometimes conflict with one another. For example, when performance feedback is extremely clear but negative, it may threaten the learner’s self-esteem more than would vague feedback or no feedback. Also note that the way a teacher should manipulate challenge will vary considerably from one situation to another.

It is not necessary that a learner be motivated by challenge or by any other specific factor of intrinsic motivation or that teachers deliberately apply all of the guidelines accompanying each factor. In some cases a learner is already motivated or a guideline has already been applied. For example, the optimal degree of interest and level of certainty with regard to a topic may already exist (for example, a learner may wish to learn to express her thoughts more clearly and may think she can do this if she works hard). In these instances it is not useful for the instructor to add additional uncertainty (for example, by making a game of writing). The task is already perceived as adequately challenging, and the teacher’s task is to help the learner meet this challenge.

In other instances, the degree of uncertainty that would best pose a challenge may be missing (for example, a learner may think he is already competent enough at using decimals without expending any real effort). In such cases it is important for the teacher to introduce uncertainty (for example, by presenting the lesson as a game) in order to pose a challenge and stimulate activity.

By focusing on and clarifying these factors as necessary, teachers can make learning activities sufficiently challenging to stimulating learning.

2.3.2 Curiosity

A second factor influencing individual motivation is *curiosity*. {This is an *individual* factor because a person’s curiosity can be aroused without involving other people.} Curiosity is stimulated when something in the physical environment attracts our attention or when there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activity. *Novelty* and *interest* are good synonyms for the motivational use of curiosity.

There are two types of curiosity that can stimulate intrinsic motivation: (i) Sensory curiosity and (ii) Cognitive curiosity and (iii) Optimum level of discrepancy. Let us see what these are.

Sensory curiosity

Occurs when physical factors such as changes in tone of voice, light, or sound attract the attention of learners. Examples of ways to stimulate sensory curiosity

Computer programs zoom in on information, emit sounds, or use animation to attract attention.

A teacher speaks in a low tense voice to catch the attention of her students.

Cognitive curiosity

This on the other hand, is evoked when learners believe that it may be useful to modify existing cognitive structures. Examples of ways to stimulate cognitive curiosity:

Young cricketer enthusiasts may be motivated to learn more about fast bowling if they become convinced that skills in fast bowling would help them better to compute bowling averages.

A history textbook is written in such a way as to make students wonder what it would be like to be a freedom fighter before the Independence of India. {Then the book would satisfy this curiosity.}

A teacher presents information in such a way that students consider it to be just plain interesting.

If a physics teacher who would do an eye catching magic trick at the beginning of a unit of instruction that would explain how physical laws explain the apparent magic, this teacher would be appealing to both sensory and cognitive curiosity.

Optimal discrepancy

The concept of optimal discrepancy suggests that curiosity is strongest when new information does not match what we currently know but is not so different as to appear to be completely strange, irrelevant, or impossible to attain. Learners are motivated most strongly by curiosity when learning tasks present them with knowledge or problems at an optimal level of discrepancy.

2.3.3 Control

A third factor influencing individual motivation is control, which refers to the basic human tendency to seek to control one's environment.

There are three elements that influence the contribution of control to intrinsic motivation. These are (i) cause effect relationship (ii) Powerful effects (iii) Free choice. These aspects are discussed in detail below.

- i) **Cause-and-effect relationships:** Learners perceive themselves to be in control when they see clear cause-and-effect relationship between their own actions and obtaining desired benefits. This means that a good way to enable learners to feel in control (even if they are studying something "because they have to,") is to let them see the cause-and-effect relationship between something they really care about (and would freely choose) and the topic they are studying in class.

Examples of ways to focus on cause-and-effect relationships to stimulate feelings of control:

"You'd like to be able to.... But you can't. If you learn what I'm going to teach you, you'll be able to do it."

"When I was your age I couldn't.... Then I learned what I am going to teach you right now, and then I could...."

"Remember that man in the movie you saw on TV last night who had a completely lousy life? As you could see, that was because he couldn't.... I'm going to teach you how to...."

- ii) **Powerful effects:** Learners perceive themselves to be in control when they perceive the outcome of what they are studying to be truly worthwhile rather than something trivial. An educational objective could meet the preceding guideline (showing a cause-and-effect relationship), but still not be worth caring about. But if a person can say, “Because I learn this, I’ll be able to do something I really care about!” that person feels in control.

Examples of ways to focus on powerful effects to stimulate feelings of control:

“You may think that you can use computers to do all your math for you, but if you learn what I’m going to teach you, you can easily estimate whether the computer’s results are accurate. That can save you a lot of trouble and money. For example. . . .”

“Being misunderstood can cause serious problems. If you learn what I am going to teach you, you can avoid those kind of misunderstandings.” {Said to a person who is upset because his girlfriend misunderstood something he tried to communicate to her.

- iii) **Free choice:** If students perceive themselves as doing something because they want to instead of because they are being forced to do it against their will, they will feel in control of their learning.

Examples of ways to focus on free choice to stimulate feelings of control:

“The curriculum calls for us to study *Romeo and Juliet*. Here are three ways that we’ve done this in the past. What do you think would be the best way for us to proceed?”

“You can write your term paper on any topic you want within these guidelines. . . .”

Every day include at least one block of time during which students can decide individually what to do.

The feeling of loss of control is one of the most powerful anti-motivating factors in education. When students feel their teachers are using controlling techniques (rather than those that promote autonomous choice), they are likely to show reduced intrinsic motivation, and this has been shown to result in lower academic performance as well as substantial deterioration in other important characteristics. This is a major factor behind the need for using *natural* rather than *artificial* reinforcement whenever possible.

In the ideal learning situation, learners will be most strongly motivated when they freely choose what they want to learn. Because of legitimate concerns about covering specified objectives and coordinating the activities of groups of students, teachers often resist giving complete control to learners. Nevertheless, the fact remains that learners are often most strongly motivated to learn when they themselves decide what to learn and how to learn it. At the very least, teachers can be aware of what students would like to learn and match units of instruction to these learner choices whenever possible. The teacher could explain why subject matter is worth learning and then let the students choose *how* the subject matter will be studied.

To implement these strategies, teachers may often find it useful to spend some time discussing with students the reasons for studying a topic. This may superficially seem like a waste of academic learning time. However, by allocating some time to increasing student motivation, it is possible to increase the amount of time the students will actually spend productively engaged in studying the topic. In addition, even when it is necessary for the teacher to pursue a prescribed objective, it may be possible to allow the students to choose the manner in which they will study it.

2.3.4 Fantasy

A fourth factor influencing individual motivation is *fantasy*, which plays a role when learners use mental images of situations that are not actually present to stimulate their behaviour. {Fantasy is an *individual* factor because a person can use imagination to motivate learning without involving other people. Of course a fantasy could involve other people, as when a person imagines using skills learned in a particular class to win a *competition*.}

By engaging in activities related to learning, learners may use their imaginations to meet challenges, satisfy curiosity, exercise control, or experience interpersonal motivations without directly participating in the imagined activities themselves.

There are three factors that influence the degree to which fantasy influences intrinsic motivation and these are (i) emotional elements (ii) Cognitive elements and (iii) Endogenous fantasies.

Emotional elements

This can make learners more willing to engage in an activity by making it fun or exciting to participate. This usually involves building a game around the learning activity.

Examples of ways to use emotional elements of fantasy to stimulate intrinsic motivation:

English students may imagine themselves as cricket players while they study vocabulary words in a computer game with a sports motif that rewards right answers with single run, fours and sixers etc.

History students could play a Jeopardy-style game based on the information they are required to study.

Young math students could play Number Munchers, a computer game in which a little creature races around a board and gobbles up correct answers.

Cognitive elements

This can make learners more willing to engage in an activity by enabling learners to imagine themselves actually using the specified skills in real life.

Examples of ways to use cognitive fantasies to stimulate intrinsic motivation:

A young man reading *Romeo and Juliet* could imagine himself using a similar approach to gain the affections of the love of his life.

Mathematics students may imagine themselves using math skills in their future careers as adults.

Young math students could play Market Place, a computer simulation in which children run simulated lemonade stands. {This game also includes emotional elements of fantasy (because it makes learning a game), but the emphasis is on using skills in an imaginary “real-life” setting.}

Endogenous fantasies

These are more likely than *exogenous fantasies* to draw learners into a learning activity. Exogenous fantasies are those in which there is little or no intrinsic connection between the learning and the fantasy. Endogenous fantasies are those in which there is an intrinsic connection.

Examples of ways to use endogenous fantasies to stimulate intrinsic motivation:

“The curriculum calls for us to study *Romeo and Juliet*. Here are three ways that we’ve done this in the past. What do you think would be the best way for us to proceed?”
{But remember: The students who will be most motivated to study *Romeo and Juliet* will be those who beg the teacher to be allowed to study that play.}

Social studies students may imagine themselves succeeding as pioneers while traveling from one city to another in a computer simulation.

The Number Munchers game (cited above under *emotional aspects*) is an example of an exogenous fantasy. There is little obvious connection between the munching and the math.

The Vocabulary cricket game (cited above under *emotional aspects*) is an example of an exogenous fantasy. There is little obvious connection between the knowing the vocabulary words and playing baseball.

Self Assessment Questions

Fill in the blanks:

- a) The word motivation refers to getting someone _____.
- b) _____ reminds learners of their status with regard to the challenge posed by the goals.
- c) _____ and interest are good synonyms for the motivational use of curiosity.
- d) _____ fantasies are those in which there is little or no intrinsic connection between the learning and the fantasy.
- e) _____ fantasies are those in which there is an intrinsic connection.

2.4 INTERPERSONAL MOTIVATION

In addition to individual factors in motivation, there are other factors that arise from interactions with other people.

Competition is one of these *interpersonal* factors.

Competition motivates behaviour because people can enhance their own self-esteem when they are able to make comparisons of their own performance to that of others.

While all learners appear to be motivated to some extent by competition, the importance of competition is greater for some learners than for others. These differences are often related to the person’s previous experience or to the importance that cultures or subcultures place on competition versus cooperation.

Examples of ways to use competition to stimulate intrinsic motivation:

“Yours was one of the best papers in this class.”

A student graduates with a high enough class rank to get into the college of his choice.

A student wins the Jeopardy-style game based on the information her class was required to study.

The competition doesn't have to be a *formal* competition. All that is required is that the person compare his/her performance to that of others.

Not all competitions are examples of intrinsic motivation. If students are required to compete over things that they don't care about, this would be an example of a very extrinsic form of motivation.

A second interpersonal factor in motivation is *cooperation*, in which learners derive satisfaction from working toward group goals. As was the case with competition, the motivating force of cooperation is stronger for some persons than others, and these differences are often related to the person's previous experience or to the importance that cultures or subcultures place on cooperation.

Examples of ways to use cooperation to stimulate intrinsic motivation:

"Because each of us contributed, our group project received a high grade."

"If we all do our part, we'll make lots of money."

A team of student wins a College-Bowl-style game. The teacher assigned all the members of the class to groups of five students. In order for the team to succeed, each individual had to do well. Therefore, all the team members helped the others on the team. {This is an example of a combination of competition and cooperation. It may also involve a challenge.}

The cooperation doesn't have to be based on formal cooperative learning. All that is required is that the person derive satisfaction from contributing to the success of others.

A third interpersonal factor in motivation is *recognition*. Most people enjoy having their efforts and accomplishments recognised and appreciated by others. In order to obtain recognition, the activity of the learner must be visible to others. There are three ways to achieve visibility:

- 1) the process of performing an activity may be visible,
- 2) the product of the activity may be visible, or
- 3) some other result of the activity may be visible (for example, an article may appear in the newspaper listing the names of people who participated in a science fair).

Examples of ways to use recognition to stimulate intrinsic motivation:

"Son, that's a really good paper." {The same comment could be directed to Mary, Bubba, or anyone else.}

"The following students did outstanding work...."

"Because of your contribution, our group project received a high grade." {This is a combination of recognition and cooperation.}

"Here's an award for finishing first in your class." {This is a combination of recognition and competition.}

The differences between recognition and competition are that

- 1) recognition does not require a comparison to someone else's performance and
- 2) competition does not require the approval of an outsider.

2.5 FACTORS IN MOTIVATION

In any group or organisation there will be a tremendous diversity of interest and motivation for belonging. As a leader, it is important that you understand your own motives as well as those of your group members. In addition to the personal factors involved, leaders must also be cognisant of certain factors about the group itself that affect their ability to motivate the group as a whole. There are seven basic factors that affect our ability to motivate the group, organisation or committee:

Group Size: A group should neither be too large (impersonal) nor too small (overworked).

Group Goals: Even if the purpose of the group is predetermined, it is important that group members be a part of the organisational goal setting process and help establish the group's direction.

Competencies of Members: Leaders must attempt to match individual skills or interests with group tasks. Members should also be provided with the proper resources and information to do those tasks.

Leadership: Participatory and empowering leadership motivates best. A leader should know his/her leadership style and let his/her group members know it also. Leaders must also be cognisant of the stages of group/team development (i.e., forming, storming, norming, performing, and adjourning). Public and private praise, rewards, and/or recognition must be given to group members at appropriate times.

Meeting Time and Length: The meeting time and length should be conducive to the group members attendance. Meetings should be productive, and when necessary, ice breakers should be used to promote team building within the group. If there is nothing to cover — then don't meet.

Publicity: The group's activities and its respective membership should be visible to everyone on campus. Improper publicity, or lack thereof, will diminish the significance or importance of the group's contributions to the campus.

Social Interaction/Fun: Groups should be as informal as possible with plenty of opportunities for relaxed interaction among group members. It is important for individual members to develop a sense of belonging and acceptance with the other group members and group goals.

2.6 FACTORS AFFECTING MOTIVATION

Before a leader can effectively stimulate motivation within his/her group and/or individual members, s/he must be aware of the factors that affect motivation. Students get involved in organisations in order to fulfill certain feelings, values, interests, or needs; such as recognition, approval, security issues, acceptance, seeking new experiences, meeting new people, or building their self-esteem, etc. If we do not allow our group members to address their needs then they will not stay motivated enough to maintain the high levels of performance needed within the group.

Although a common method of motivating employees is by providing financial rewards, there are other factors besides money that affect an employee's motivation. Depending on the individual, there are different needs that must be fulfilled in order for employees to put more effort into their work.

Reward System

Not only should a reward system be in place, but employees should believe that the rewards are attainable, understand how to qualify for the rewards and be confident that the rewards are fairly distributed. For instance, if the reward system is based on performance evaluations, then employees must be confident in the way evaluations are conducted and managed.

Corporate Culture

The corporate culture has a direct impact on the employee's motivation in the office. If the corporate culture is based on collaboration, teamwork and encouragement, then employees will be more likely to be motivated. For instance, employees should cheer each other on or offer support when there is a challenge, or offer congratulations when one accomplishes a goal. While employees look to their leaders for direction and support, they often also rely on their coworkers or teammates.

Job Titles

An employee's job title can affect their performance if they believe that the role is not considered valuable or contributes to the company's success. By letting employees know how their role is important to the organisation and provide them with a pathway to move to a more prestigious role, it can increase their motivation to do better.

Relationship with Leaders

The actions of the company's leaders can significantly impact the motivation of employees, especially those that are negative, unfair or do not provide clear instructions or explanations. When employees lose faith in the management, they lose the desire to work harder or feel that their accomplishments will not be recognised. The company's leaders should have open communication with employees so that employees understand why they are being asked to do things a certain way or why changes are being made, plus they should be positive and treat all employees fairly.

A common sense approach incorporating the group motivational factors is probably the most effective method to stimulate your group member's participation in your organisation.

Self Assessment Questions

- 1) Answer the following statement with True (T) or False (F):
 - a) Competition is one of these interpersonal factors.
 - b) Leaders must attempt to match individual skills or interests with group tasks.
 - c) Participatory and empowering leadership tends to give complex within the group members.
 - d) Competition should always be a formal competition.
 - e) Recognition does not require a comparison to someone else's performance.

2.7 LET US SUM UP

Motivation is an extremely important but sometimes mundane topic. Motivation influences learners in complex ways. For example, in a single situation there may be numerous factors motivating learners to engage in a behaviour and an even greater number of factors motivating them to avoid that behaviour. A thorough understanding of the principles of motivation will enable you to get students moving - to want to participate and do their share in the instructional process.

People pursue tasks that are challenging. Learners are challenged when they direct their activities toward personally meaningful goals in such a way that attainment of the goals is uncertain – when neither success nor failure is guaranteed. The belief that they are making acceptable progress toward a goal, along with the expected satisfaction of goal attainment, enhances self-efficacy and sustains motivation. The most important characteristic of goals is that they must be personally meaningful. Personal relevance can be increased by (1) making clear the links between an activity and competencies or outcomes valued by the learner, (2) relating material to a fantasy or imaginary context that the learner finds emotionally appealing, or (3) eliciting interpersonal motivations such as cooperation, competition, or recognition that appeal to the learner.

The degree of uncertainty that would best pose a challenge may be missing (for example, a learner may think he is already competent enough at using decimals without expending any real effort). In such cases it is important for the teacher to introduce uncertainty (for example, by presenting the lesson as a game) in order to pose a challenge and stimulate activity.

The feeling of loss of control is one of the most powerful anti-motivating factors in education. When students feel their teachers are using controlling techniques (rather than those that promote autonomous choice), they are likely to show reduced intrinsic motivation, and this has been shown to result in lower academic performance as well as substantial deterioration in other important characteristics. This is a major factor behind the need for using natural rather than artificial reinforcement whenever possible.

In any group or organisation there will be a tremendous diversity of interest and motivation for belonging. As a leader, it is important that you understand your own motives as well as those of your group members. In addition to the personal factors involved, leaders must also be cognisant of certain factors about the group itself that affect their ability to motivate the group as a whole.

Before a leader can effectively stimulate motivation within his/her group and/or individual members, s/he must be aware of the factors that affect motivation. Students get involved in organisations in order to fulfill certain feelings, values, interests, or needs; such as recognition, approval, security issues, acceptance, seeking new experiences, meeting new people, or building their self-esteem, etc. If we do not allow our group members to address their needs then they will not stay motivated enough to maintain the high levels of performance needed within the group.

2.8 UNIT END QUESTIONS

- 1) Discuss the factors of intrinsic motivation with examples.
- 2) Explain the factors of interpersonal motivation with the help of day to day examples.
- 3) Discuss the factors that affect motivation in employees.

2.9 SUGGESTED READINGS

Morgan, C.T. and King, R.A. (2010). (11th edition) *Introduction to Psychology*. McGraw Hill, New Delhi

Baron, R.A. (2010). *Introduction to Psychology*. Wadsworth publishing Co., NJ

O’Neil, Harold F. (ed) (1994). *Motivation Theory and Research*. Lawrence Elbaum Associates Publishers, Hillsdale, NJ