



Education and Motivation: How to Make Pupils Interested

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Abstract: *This paper explores research on human motivation and education in India, a developing country. Education plays a crucial role in promoting intellectual, spiritual, emotional, moral, physical, economic, democratic, cultural, and social development. Motivation drives learners towards learning goals and is central to goal teaching. Highly motivated learners are more likely to learn readily and make teaching enjoyable, while unmotivated learners may struggle. Teachers must ensure learners are motivated to learn, as modern education is compulsory. This study will be based on a framework familiar with some of the perspectives and cognitive educational skills that realize the motivator of students in the academic environment.*

Keywords: Education, Motivation

“Education begins at birth and the proper nurse is the mother”**(Rousseau)****1. Introduction**

Education is that which liberates man from all bondages like “Parinama tapa sanskara dukkah gunavritti. Virodhat ca dukkham Eva sarvam vivekinah”. The discriminating person knows, that all conditions are distressful, because of circumstantial changes, strenuous endeavor, impulsive motivation, clashing aspects and the vibrational modes of the mento-emotional energy.

Such bondages may be worldly or all kinds of evil and ignorance. Education plays a pivotal role in modern society. The economic, social, and cultural advancement of a country depends on its education system. Education systems generate the manpower which is required in any country. It is, therefore, considered a unique investment of the country.

Education is a tool for the transmission of culture, accumulated knowledge, and experience of society. Education is conceived impartment means of developing ‘human capital, contributing to both of social productivity of the individual and the economic growth of the society.

Education is one of the important aspects of human lives. It is an essential human virtue. The main function of education is self-

realization, personality development, and social adjustment. It makes an individual understand one’s self and be able to decide what to do or what not to do. The process of education guides the individual to set the goal, direct the way, and make him reach the desired ends. Man can perform his duties well only due to the impact of education. It is a form of learning in which the knowledge, skills, and habits of a group of individuals are transferred from one generation to the other. It works as an instrument that may bring change in all dimensions, be it social, political, or individual. It makes an individual a fit person for society. It is generally associated with mental and physical training in adolescence.

Education is a powerful tool for preparing good citizens in a knowledgeable society. Education is a means to integrate globalization with localization, enabling children and youth to become world citizens, with their roots deeply fixed in one” culture and traditions. It restates the role of education in inculcating values, and providing skills and competencies for the citizens, enabling them to contribute to the nation’s well-being, strengthening democracy by empowering citizens; acting as an integrative force in society, and fostering social cohesion and national identity. It is a

fact that an education system built on the premises of quality and equity is central to sustainable success in the emerging knowledge economy.

The Indian education commission (1964-66). Stated that the most important and urgent reform needs in education for relating it to life. Needs and aspirations of the people and thereby make it a powerful instrument of social, economic, and transformation necessary for realizing national goals. NEP (1986) indicates that by and large. Our system has not been able to respond to the national needs and aspirations. Hence, NPE (1986) emphasized qualitative education.

An education process works for the complete development of the individual in terms of their cognitive, affective, and psycho-motor domains: and they have a prime duty to fully promote academic excellence and achievement. For this purpose, a thorough knowledge of the correlates of academic achievement is a pre-requisite.

When we reach or accomplish our goal, we feel motivated. Motivation is a powerful force that drives us to get started and walk through our ideas, projects, and tasks. The skill to set SMART goals i.e., small, manageable, achievable, realistic goals and timely accomplishment increase a person's motivation. No doubt a motivated person can make a hole in the sky and nothing is

impossible for him. He continuously makes efforts to reach their goals. According to Luthans, "Motivation is a process which starts with physiological and psychological deficiency or needs that activates a behavior or derived which is aimed at a goal or incentives. This is why motivation is referred to as the "reasons underlying behavior". Motivation is the key to success in the teaching-learning process. Motivation as the name suggests is what 'moves' us. It is the reason we do anything at all.

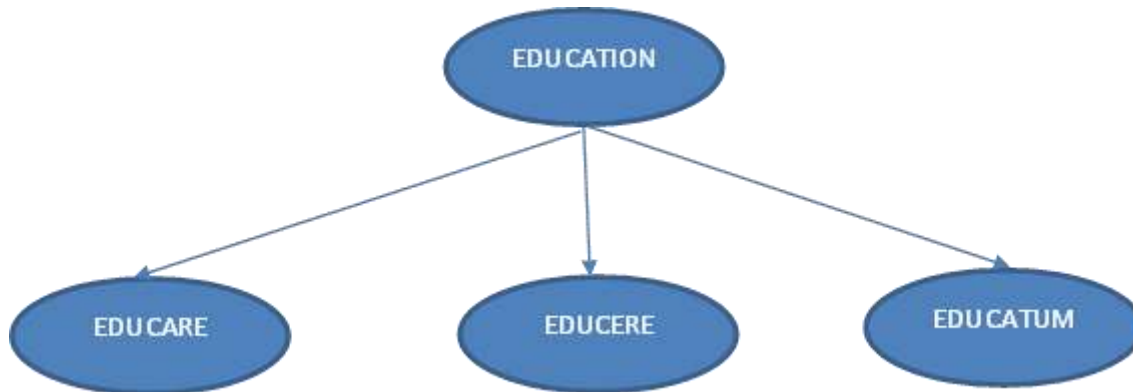
Motivation is a critical component of teaching and learning. For teachers, a lack of motivation has long been one of the most frustrating obstacles to students learning. Motivation is important in getting students to engage in academic activities. It is also important in determining how much learners will learn from the activities or the information to which they will be exposed to learners who are motivated to learn something using a higher cognitive process in learning about it. Motivation to do something can come about in many ways. It can be a personality characteristic or a stable long-lasting interest in doing something. It is pertinent to note that achieving high levels of understanding, creativity, productivity, and achievement. Together these positive outcomes make motivation one of the most important elements of learning.

2. Concepts Defined

2.1 Concepts of Education

Education is a never-ending process of inner growth and development and its period stretches from cradle to the grave. Education, in a real

sense, is to humanize humanity and to make life progressive, cultured, and civilized. It is very important for the progress of individuals and society.



1. According to one view, education is derived from the Latin word “Educare” which means to ‘bring up’ or ‘to nourish’. It means that the child is to be brought up while keeping in view certain aims and ideals
2. According to another view term “Education” is derived from the Latin word “Educere” which means ‘to lead out or ‘to draw out. In other words, it means that education is to lead out or draw out the best in the child and man.
3. According to the third view the term education is derived from the Latin word ‘Educatum’ which means ‘the act of teaching or training.

2.2 Indian Concept of Education

1. Rig Veda: - According to Rig Veda, education is that “which makes a man self-reliant and selfless”.
2. Upanishads: -According to the Upanishads, “Education is that whose end product is salvation”.
3. Vivekananda’s View: -According to Vivekananda, “Education is the manifestation of divine perfection already existing in man”.
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2.3 Western Concept of Education

1. Dewey's view: John Dewey remarks, "Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities"
2. Froebell's view: -In the words of Froebel, "Education is the unfoldment of what is already enfolded in the germ. It is the process through which the child makes internal-external".
3. Pestalozzi's view: -Pestalozzi defines education as the "Natural, harmonious and progressive development of man's innate powers".

3. DEFINITIONS OF EDUCATION

According to John Storrs Mill, education, in the narrow sense is 'the culture which generation purposely gives to its successors to quality, to keep up and improve the level attained'. In his words, education, in border sense 'every environment, every surrounding, every activity helps to shape the human being. According to John Storrs Mill, education, in the narrow sense is 'the culture which generation purposely gives to its successors to quality, to keep up and improve the level attained'. In his words, education, in border sense 'every environment, every surrounding, every activity helps to shape the human being.

The lexicographical definition of 'education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment and generally of preparing oneself or others intellectually for mature life.

4. Conclusion

Education is a lifelong process of developing personality, shaping behaviour, and molding the character of the child. It is not just the communication of information by the teacher or acquisition of knowledge by the child but the total development of personality. It consists of all those experiences which affect the individual from birth to death.

5. Motivation

Motivation is widely regarded as a psychological state that drives an individual to act toward a desired goal or purpose. Motivation controls and sustains certain goal-directed behaviors. It can be considered a catalytic force or the energy to act upon or toward the desired goal. Motivation involves a person 's beliefs, perceptions, values, interests, and actions that are closely related. As a result, various approaches or theories of motivation can focus on cognitive behaviors (such as monitoring and using strategy), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. Broussard and Garrison (2004) observe that contemporary motivation

research tends to be organized around 18 three questions: Can I do this task? Do I want to do this task and why? What do I have to do to succeed in this task?

Motivation is the central point in the process of learning. Scholars or experts have given it various names such as Heart of Learning^{||}, Golden Road of Learning^{||}, Main factor of Learning^{||}. Historically, the word Motivation^{||} comes from the Latin root Movers^{||} which means to move. Thus, we can say that in its literal meaning motivation is produced and regulated through the release of energy within the tissues.

6. Concept of Motivation

Motivation is an integral part of the process of direction and care of management. Motivation is an important factor that encourages employees to give their best performance and help in reaching enterprise goals.

Factors

1. Level of ability to do certain work.
2. Level of motivation

Performance = Ability*^{||}Motivation

6.1 Definitions According to Dubin, Motivation is the complex of force starting and keeping a person at work in an organization.

According to Vance, Motivation implies any emotion or desire which so conditions one's will that the individual is properly led into action.

6.2 Motivating students

- ✓ Intrinsic Motivation
- ✓ Extrinsic Motivation
- ✓ Effects of motivation on learning styles
- ✓ A model of Intrinsic Motivation
- ✓ Strategies for motivating students

➤ Intrinsic Motivation

Intrinsic motivators include fascination with the subject, a sense of its relevance to life and the world, a sense of accomplishment in mastering it, and a sense of calling to it.

- "Literature interests me."
- "Learning math enables me to think clearly."
- "I feel good when I succeed in class."

➤ Extrinsic Motivation

Extrinsic motivators include parental expectations, expectations of other trusted role models, earning potential for a course of study, and grades (which keep scholarships coming).

Students who are extrinsically motivated might say things like the following.

- "I need a B- in statistics to get into business school."

- “If I flunk chemistry, I will lose my scholarship.”
- “Our instructor will bring us donuts if we do well on today’s quiz.”
 - Effects of Motivation on Learning Styles
 - Strategic students are propelled basically by remunerations. They respond well to rivalry and the chance to best others. They frequently make decent evaluations yet won't connect profoundly with a subject except if there is a reasonable reward for doing as such. They are in some cases called "bulimic students," learning as much as they have to do well on a test or test and after that quickly overlooking the material once the appraisal is over. Handle vital students by maintaining a strategic distance from requests to rivalry. Advance their inherent enthusiasm for the current subject. Plan your assignments (tests, papers, ventures, and so forth.) so profound commitment to the subject is essential for progress on the assignments. Do such by expecting understudies to apply, integrate, or assess material rather than simply appreciating or retaining material.
 - Surface students are frequently inspired by a craving to stay away from disappointment. They normally dodge profound learning since it they consider it to be intrinsically unsafe conduct. They

will regularly take the necessary steps to pass a test or course, however, they won't go past the base required inspired by a paranoid fear of failure. Handle surface students by helping them gain trust in their capacities to learn and perform. "Platform" course material and assignments by structuring a progression of exercises or assignments that expand on one another after some time in multifaceted nature and challenge. Support these students frequently and help them think about what they've realized and what they've achieved.

➤ A Model of Intrinsic Motivation

James Middleton, Joan Littlefield, and Rich Lehrer have proposed the following model of intrinsic academic motivation.

- First, allowed the chance to participate in a learning activity, an understudy decides whether the action is known to premium. Assuming this is the case, the understudy participates in the movement.
- If not, at that point the understudy assesses the movement on two factors the incitement (for example challenge, interest, dream) it gives and the individual control (for example free decision, not very troublesome) it manages.
- If after some time exercises that are esteemed intriguing give little incitement or control, at that point, the understudy will expel the action from his or her

psychological rundown of fascinating exercises.

- If the movement is over and over considered invigorating and controllable, at that point the understudy may esteem the action as fascinating. At that point, the understudy will be bound to take part in the action later on.
- Strategies for Motivating Students
- Become a good example for understudy intrigue. Convey your introductions with vitality and excitement. As a presentation of your inspiration, your energy persuades your understudies. Make the course close to home, demonstrating why you are keen on the material.
- Use models uninhibitedly. Numerous understudies need to be demonstrated why an idea or system is valuable before they need to contemplate it further. Illuminate understudies about how your course plans understudies for future chances.

7. Ways how to measure Motivation

1. **Belief that you can reach:** Motivation are the word that comes to mind when describing a desire to succeed. However, it's still worth considering from the standpoint of attitude. Positive thinking believes that creativity is innate and that we cannot develop our abilities through hard work and dedication alone. On the other hand, a development

mindset believes that hard work and dedication are good enough to instil in us the desired abilities.

2. **Being committed to your Goal:**

Commitment is described as a desire to participate in a specific association, cause, or belief. Individuals who are loyal to a goal and believe in it, turn up, push through, and keep going — no matter how demoralizing things get. Commitment indicates behavioral measures of motivation. It entails committing yourself to something, whether it's an individual or a mission.

3. **Taking Initiative:** Initiative is described as beginning something to continue it. Initiative is the ability to take action and make a decision without anyone telling you what to do. You may also consider the initiative to be a personal trait. An individual with initiative is driven to accomplish goals by motivation. You're eager to get tasks done on your own if you take the initiative.

4. **Thinking happy thoughts- optimism:**

Optimism refers to a psychological attitude characterized by confidence and hope for a bright future or success. In simpler terms, it is a positive outlook and belief in one's ability to succeed and build a bright future. Optimists believe that positive things will happen even if the current situation appears hopeless. On the other hand, pessimists believe that bad things will happen no matter how good the signs are. Optimistic behaviors are attributed to a variety

of advantages, including improved communication strategies, reduced stress levels, improved physical fitness, and greater target persistence. It can directly be used to explain the motivation levels of an individual.

5. You are the best -self-confidence: Self-confidence is one of the most prominent methods of measuring motivation. It is the mindset of relying on one's strengths and skills. *Motivation without self-confidence is a myth!* You can hear these words echo in every top athlete's interview, "In my mind, I'm always the best, not just this year."

6. Accept Defeat & Improve: Defeat is inevitable in our everyday life: we win some and we lose some, but the ability to stand up and plow through failures is crucial. If you're someone who strategizes, plans, and then does these things all over again (should they not work the first time), congratulations, you're "motivated" to avoid past mistakes and get better each day.

7. Mind over matter: Mindset is an aspect of growth that is not obvious to the outside world. Mindset encompasses almost every other point in this list; it's like a huge umbrella of virtues. A great way to keep track of your motivation is to be conscious of your mindset.

8. Speed of Completion: You move fast when you are motivated. There's no stopping you and you want to get to the finish line as fast as possible. This ties back to your

willingness to learn and improve the better you are at doing something, quicker you'll do it!

9. Gauge Your Motivation by Your Relationships: Social interactions with others may not be at the top of your priority list, especially when you're dead-set on achieving something, but they can be a good measure of motivation. Motivation can be measured using relationships with others, which is why it is often said that you can't fill a cup from an empty cup. Though this is often used in the sense of self-care, that saying applies to motivation as well.

8. Dimensions of Motivation

- 1. Competence:** The students believe he/she can complete the task.
- 2. Control:** The student feels in control by seeing a direct link between his or her actions and an outcome and retains autonomy by having some choice about whether or how to undertake the task
- 3. Interest/Value:** The student has some interest in the task or sees the value of completing it.
- 4. Relatedness:** - Completing the task brings the student social rewards, such as a sense of belonging to a classroom or other desired social group or approval from a person of social importance to the student.

8.1 Factors that Influence Learner's Motivation

Class and curriculum structure: Children thrive when there is structure and struggle when there is chaos. When students sense or see that classes follow a structure, and the curriculum and class materials have been prepared beforehand, it provides them with a greater sense of security. The feeling of security is one of our basic needs. When that's provided in a learning environment, it allows students to fully focus on the learning material. To help students feel more secure, educators need to plan classes and curriculums. All materials that will be used in class should be prepared in advance. Educators can also state the objectives of a course or class at the beginning of a semester or a class.

Teacher Behaviour and Personality: If a student has a negative emotion such as fear or dislike towards their teacher, that can negatively affect their attitude toward the subject as a whole. If a teacher shows a preference toward certain students or uses derogatory and humiliating language, that can lower their motivation in education. On the other hand, kindness, optimism, positive feedback, and encouragement can positively affect students' motivation to learn.

Teaching methods: Students are more likely to retain their motivation in education if educators use different teaching methods. That creates diversity and prevents students from getting bored. Giving room for certain choices such as which partner they'd like to work with

can be beneficial too. Students in a single class are likely to have different styles of learning. Thus, a teacher is more likely to meet these needs by applying different teaching methods.

Parental habits and involvement: Quite a few parental habits can indirectly affect the motivation of children, intrinsic motivation in particular. These include:

- showing interest in the child's learning material,
- inquiring about their day,
- actively listening,
- helping with specific tasks or skills taught at school,
- attending parent meetings,
- Encouraging children to complete homework or study for a test.

Family issues and instability: Children who live with both parents, on average get better grades than children who don't. Family conflicts and disruption can result in poorer academic performance. Some examples include:

- divorce,
- loss of one or both parents,
- not living with the biological father or mother,
- not having contact with the biological father or mother,

- frequently moving from one home to another,
- being or having been involved with Child Protective Services.

Peer relationship: As children grow older, the influence peers have upon them increases as well. Therefore, problems and conflicts with peers can make students feel less secure about their social status among peers, increase their stress levels, and lower their motivation for education.

Learning environment: School environment or school climate is another factor that affects motivation in education. School environment refers to different norms and regulations that determine the overall climate in the school. A positive school environment makes students feel safe and secure, meets their basic needs such as daily meals, and provides an optimal environment for them to build healthy social relationships.

Assessment: While standardized assessment increases the standards of attainment, it can negatively influence students' motivation in education, especially at a younger age. The opposite can be seen in countries like Finland where primary school children do not get any tests. Despite the lack of assessment, Finnish children display higher academic achievements. It is also common for students to lose motivation if tests are continuously too challenging. This does not provide a sense of

achievement and lowers motivation in education over time. Thus, educators need to experiment with and apply different testing methods which would be able to address the different learning needs of students.

9. Conclusion

Student motivation is a critical part of success in education and later life, but it has often been overlooked in the national push to reform schools. The efforts now underway to raise academic standards, improve the effectiveness of teachers, and identify and assist low-performing schools are unlikely to increase student achievement if large numbers of students are unmotivated. The time is right for a national conversation about specific things schools, parents, and communities can do to better motivate children and youth to learn, persevere, and succeed in school and later life. Student motivation is a critical part of success in education and later life, but it has often been overloaded by educators. In the process, the motivational variable has a potentiating effect on students' learning. Understanding how each of the motivational goals, and types will place teachers and educators in a better position to help and support students who have long been struggling with learning. Finally, teachers are encouraged to employ all the motivation strategies earlier discussed. This will enhance students' learning and improve their academic achievement.



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