



MOTIVATION

LEARNING SKILLS
COURSE

DEPARTMENT OF
MEDICAL EDUCATION

COLLEGE OF
MEDICINE, KSU

Motivation

Plan for Today

- **1:00 to 1:30 Feedback on video**
- **1:30 to 2:15 Presentation**
- **2:15 to 3:00 SAQ**

Objectives

1. Define Motivation.
2. Discuss different **types** of motivation
 - Intrinsic and Extrinsic
3. Identify **benefits** of motivation
4. Develop their motivation to **improve academic achievement**.
5. Summarize the **salient points** in the topic which will benefit students' academic achievements.

Introduction

- Motivation is probably the most important factor that educators / learners can target in order to improve learning and get the best results. *(Olson, 1997).*
- Achievement motivation is a combination of two personality variables, tendency to approach success and tendency to avoid failure. *(Atkinson and Feather, 1966).*



What is motivation?

- A **reason or reasons** for acting or behaving in a particular way
- **Desire or willingness** to do something (*Oxford Dictionary 2017*)
- The term motivation is derived from the Latin word '*movere*' which means '*to move*'.
- “To be motivated means to be **moved to do something**. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated” (*Ryan and Deci 2000*)

What is motivation?

- **It is defined as the act of motivating;**
- A motivating force, stimulus, or influence; incentive; drive; something that causes a person or student to act (*Merriam-Webster, 1997*); and the expenditure of effort to accomplish results (*DuBrin, 2008*).

What is Motivation?

Motivation . . .



Activates

(gets you going)



Maintains

(keeps you going)



Guides

(determines where you're trying to go)

. . . behavior over time

Motivating factors

- Motivation results from the interaction of both conscious and unconscious factors such as
 - Intensity of **desire** or need
 - **Incentive** or reward value of the goal
 - **Expectations** of the individual, his/ her peers, or some close person like friends, relatives, parents and others.

*The only way to do great work is
to love what you do.*

-Steve Jobs



Types of Motivation

Educational Psychology has classified motivation into main two types:

1. Intrinsic (Internal)
2. Extrinsic (External)



Intrinsic (Internal)

- It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure or desire for reward



YOU
ARE THE CREATOR OF YOUR OWN DESTINY.

Extrinsic (External)

- It comes from influences outside of the individual
- It is motivation to perform and succeed for the sake of accomplishing a specific result or outcome
- Common motivators are:
 - Rewards
 - and the threat of punishment

Extrinsic (External)

- Learners may process information only superficially, and are often interested in performing only easy tasks and meeting minimal classroom requirements
- However extrinsic motivation is equally necessary



FAILURE
is not **FALLING**
but refusing to
GET UP

	High achiever	Low achiever
Motivational orientation	<ul style="list-style-type: none"> • High motivation to achieve success • Low motivation to avoid failure • Focuses on the pride of success 	<ul style="list-style-type: none"> • Low motivation to achieve success • High motivation to avoid failure • Focuses on shame and worry that may result from failure
Attributions	<ul style="list-style-type: none"> • Ascribes success to stable and internal factors • Ascribes failure to unstable and external factors 	<ul style="list-style-type: none"> • Ascribes success to unstable and external factors • Ascribes failure to stable and internal factors within one's control
Goals adopted	<ul style="list-style-type: none"> • Usually adopts task goals 	<ul style="list-style-type: none"> • Usually adopts outcome goals
Perceived competence and control	<ul style="list-style-type: none"> • Has high perceived competence and believes that achievement is within own control 	<ul style="list-style-type: none"> • Has low perceived competence and believes that achievement is outside own control
Task Choice	<ul style="list-style-type: none"> • Seeks out challenges and able competitors and tasks 	<ul style="list-style-type: none"> • Avoids challenges; seeks out very difficult or very easy tasks and competitors
Performance conditions	<ul style="list-style-type: none"> • Perform well in evaluative conditions 	<ul style="list-style-type: none"> • Performs badly in evaluative conditions



Motivation Benefits

1. Motivation directs behavior toward particular goals.

- Individuals set goals for themselves and direct their behavior accordingly.
- It determines the specific goals toward which learners strives.
- It affects the choices students make.



Benefits continued

2. Motivation leads to increased effort and energy.

- It increases the effort and energy that learners expend in activities directly related to their needs and goals.
- It determines learners pursue a task enthusiastically.

Benefits continued

3. Motivation increases initiation of a task and persistence in activities.

- Learners are more likely to begin a task they actually *want* to do.
- More likely to continue working at it until they've completed it.
- It increases students' time on task, an important factor affecting their learning and achievement

"If you are not willing to learn,
no one can help you. If you are
determined to learn, no one
can stop you."

ZIG ZIGLAR
MATEUSZM.COM



Benefits continued

4. Motivation affects cognitive processes.

- It affects what learners pay attention to and how effectively they process it
- e.g., motivated learners often make a concerted effort to truly understand classroom material—to learn it meaningfully—and consider how they might use it in future.

Benefits continued

5. Motivation determines which consequences are reinforcing and punishing.

- The more learners are motivated to achieve academic success, the more they will be proud of an “A” and upset by a low grade.
- The more learners want to be accepted and respected by peers, the more they will value membership in the “in” group and be distressed by the ridicule of classmates.

Benefits continued

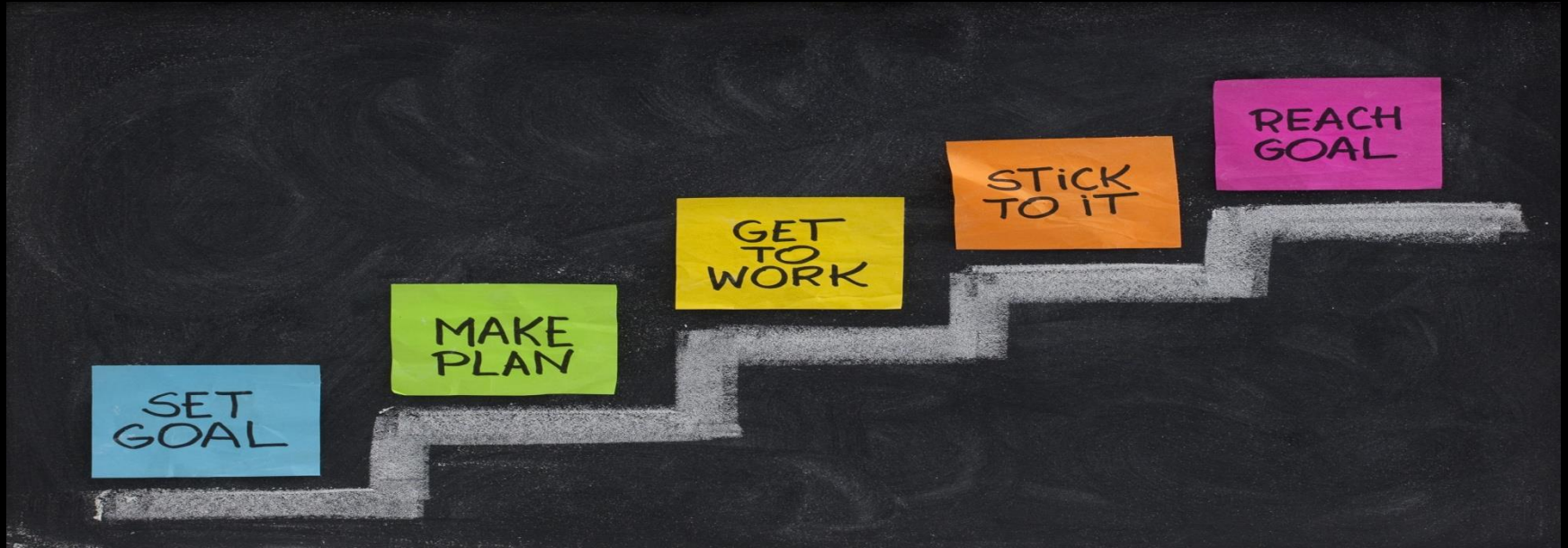
6. Motivation enhances performance.

- Based on all mentioned benefits, it leads to improved performance.
- Therefore students who are most motivated to learn and excel in classroom activities tend to be the highest achievers.

Benefits continued

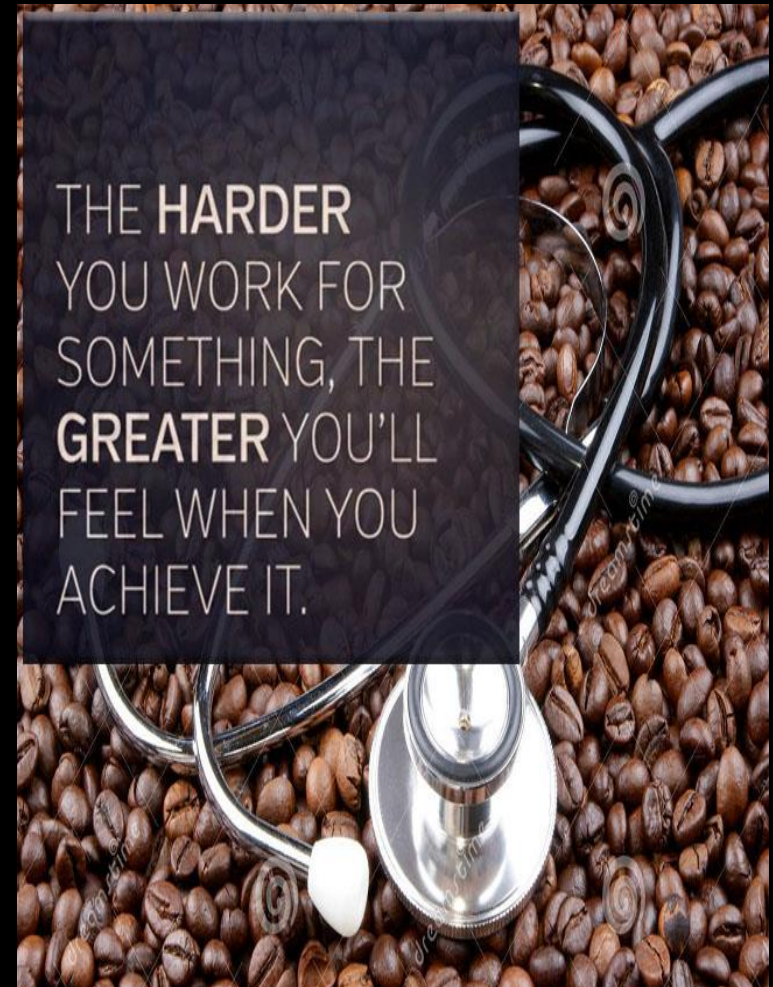
7. It guides towards Goals Orientation

- **Performance Goals:** student is motivated by the desire to gain recognition from others and earn good grades. A performance goal is, "I want to get an A in this subject."
- **Learning Goals:** student is motivated by desire for knowledge acquisition and self-improvement. A learning goal is, "I want to master this subject."



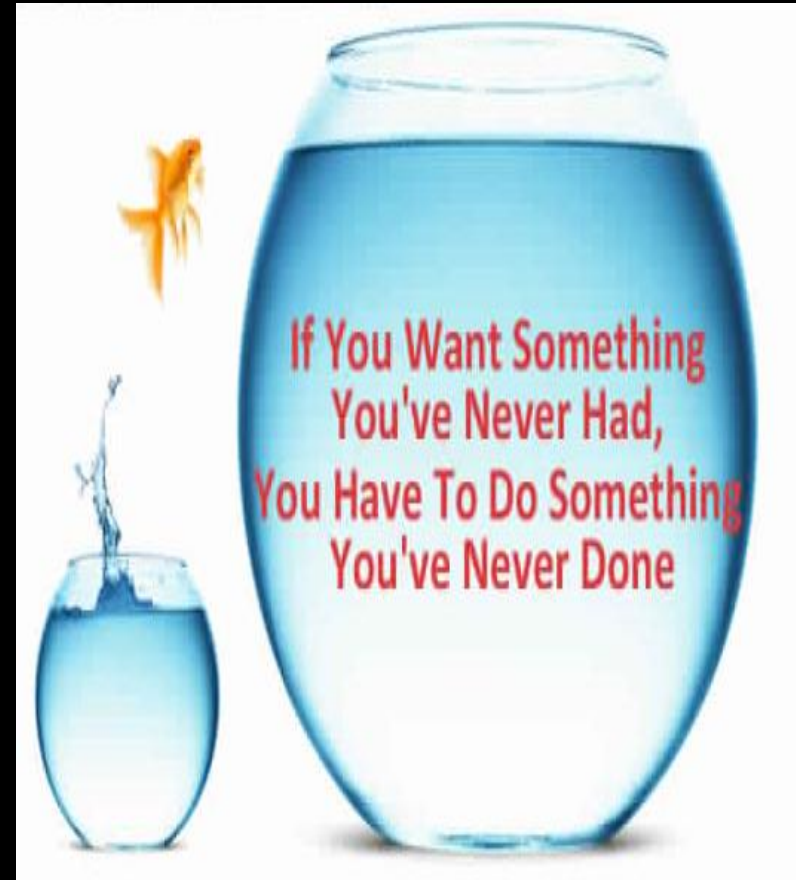
Motivated Students

- Student motivation is an essential element that is necessary to achieve best in education.
- **How do we know when students are motivated?**
 - They pay attention,
 - they begin working on tasks immediately,
 - they ask questions and volunteer answers,
 - and they appear to be happy and eager (Palmer, 2007)



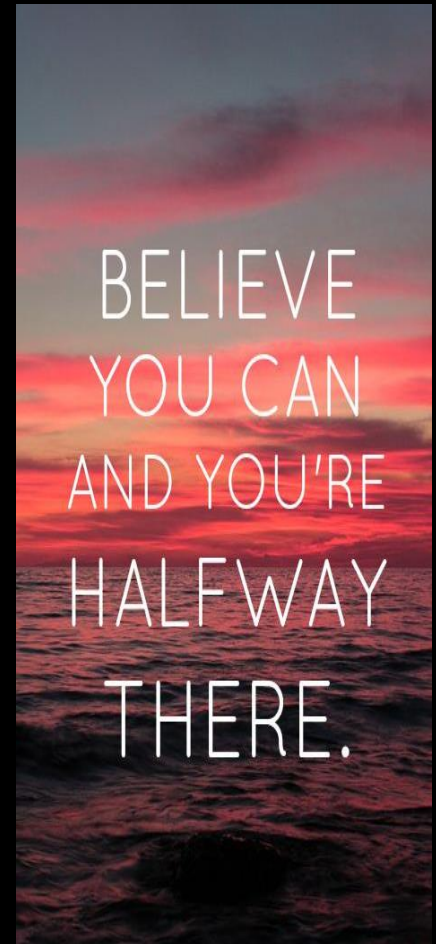
How we can get motivated?

- Intrinsic and extrinsic motivation.
- Hierarchy of needs
- Perceived well-being
- Efficient use of energy and focus
- Purposeful connection with work
- Conscientiousness and achievement
- Study time and study habits
- Lecture attendance
- Comprehensive, long-range educational plan



Conclusions

- Achievement motivation has two personality variables:
 - Tendency to approach success
 - Tendency to avoid failure.
- Two types of motivation:
 - **Intrinsic (Internal), Extrinsic (External)**
- Lots of benefits for motivation:
 - Increases your self confidence, efficiency and work productivity.
- **Try to stay motivated to reach your goals.**





*get up every morning
and remind yourself*

'I CAN DO THIS'

