Motivation – In the Educational Sector

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Abstract

A matter that baffles many an academic mostly is that of making students learn. Globally there is a sense of feeling that if the country has to benefit, it could only be by educating the masses and thereby improving production and the standards of living on a massive scale. This could only be driven by better educational standards, research and innovation, irrespective of the domain being considered. This could only happen by motivating the entire student community and the teaching faculties.

Motivation could be induced or intrinsic. Various aspects of the educational processes have been discussed, mostly prevalent in our Indian Schools, Colleges and Universities; wherein results and progress gets hampered due to total lack of motivation either in the teachers, the students or the managements.

I.   Introduction

Most of India lives in its villages. There are around 649,481 villages in India, according to Census 2011, the most authoritative source of information about administrative boundaries in the country. Of these, 593,615 are inhabited. There could be many more villages, too small and far flung into the forest regions, not has yet been actually counted. Swachh Bharat Abhiyan (Gramin) report by the same ministry, pegs the number of villages at 605,805. Still there are still villages that have not as yet come under the census. The statistics is doubtful; making planning rather difficult.
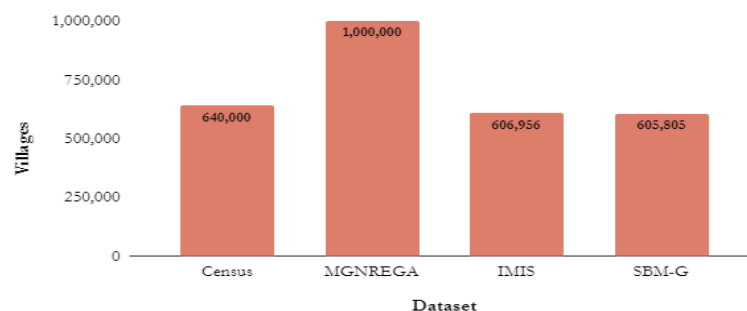

Figure 1: Number of Indian Villages (Courtesy Business Standard)

"As of January 7, 2022, India, with 1,388,052,928 (138 million) people is the second most populous country in the world, More than 50% of India's current population is below the age of 25 and over 65% below the age of 35. About 72.2% of the population lives in some 638,000 villages and the rest 27.8% in about 5,480 towns and urban agglomerations". (www.indiaonlinepages.com) [1]

India has a vast population to cope with. India's GER (Gross Enrollment Ratio) has risen from 26.3% in the period 2018-2019 to its present level of around 29% in 2021-2022 for the age group 18-23. It is being aimed at around 50% by 2035, which is probably attainable, as at present about 50% are already at the higher secondary stage! 50% are women! India's problems are different [6]. Most of this is in the villages! India has the third largest public funded educational systems after United States and China, with over 1000 Universities, and about 52,627 degree granting colleges and stand alone Institutes, as of 2020. The problem is huge when compared to other countries! [2] Press Trust of India (July 18, 2018) has quoted more than 19,500 languages or dialects spoken in India as mother tongues, according to the latest analyses of a census released this week - 19,569 mother tongues as indicated by Registrar General and Census Commissioner, India. From the data

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presented above, it can be seen how complicated the situation is. Planning in such situations becomes difficult with "121 languages!"

Types of Motivation
Intrinsic Motivation

Intrinsic motivation is a vital feeling that lasts, to learn and to achieve. This is a durable feeling to learn, defined as 'self determination to learn'. This is to feel independent, competent and also confident about one's self! [3] Self determination theory is a motivational theory of personality, which deals with autonomous motivation and controlled motivation [4]. Neuro-scientific research has indicated that Dopamine- key transmitter related to motivation helps in retrieving log term memory and also consolidates short term memory, and this gets increased when unexpected awards or while doing a rewarding work [5]

Extrinsic and Forced Motivation

Invariably when dealing with students at any stage of learning, Primary, Secondary or Tertiary, it becomes totally necessary to induce or force motivation to stimulate a student to attend classes by the teacher's personal traits, to explain the relevance, promote a sort of confidence, and also project the rewards that are likely to accrue. It may not be appropriate to combine extrinsic with forced motivation, in the real sense. Extrinsic could also imply that such a reward is announced or exists; and does not come under the characteristics of forced motivation. Extrinsic could be punishments or rewards.

Intrinsic versus Extrinsic
*Intrinsic Motivation i*s self generated, rewards are from within; a feeling to contribute and in the process gets rewarded. The task allotted gets converted as one of work into play and enjoyable; hence leads to creativity or problem solving.

On the other hand, *Extrinsic Motivation* is for rewards eternally announced or given, a 'carrot or stick' theory, physical rewards convert play into work without much creativity and problem solving being specific; while independence or autonomy is at peril [7, 8].

The Indian Scenario - Students
Pre Primary Levels – The Anganwadis System – The government had introduced this as a program to tend to the needs of children in the areas of education, health, nutrition, welfare and recreation in the pre school age of 0-6 years. This did care for the development of children and lactating mothers to a large extent. This was a source of motivation to cover the needs of antisocial, impoverished and handicapped children of the lower age groups and their mostly uneducated mothers [9.10].

Primary and Secondary Levels – most of the state governments had introduced the *mid-day meal schemes* to children attending the primary and elementary levels and in some states even children in the secondary school stages; basically from the nutrition and motivation to those suffering from poverty and malnourishment to attend schools

Secondary / Tertiary Stages – at these stages most of the state governments offer scholarships to children of the depressed classes, economically backward sections of the community, motivating them to study. Further, excellent and persevering students are encouraged through free scholarships, and free training schemes to improve their skills.

Coaching Classes – Schools and Colleges including Universities conduct special classes outside the regular schedules for students who are backward in their studies or those who need to gain some further knowledge in their subjects of interest – a sort of intrinsic effort on the part of students to learn *extra*.

Scholarships are offered to well qualified students to proceed further towards doctoral studies; and those innovating systems or products are given *seed capital* to pursue further research to '*patent*' or begin '*start ups*', and help them form '*small scale*' industries. Such motivation systems are in vogue all over the Indian subcontinent.

Extra Curricular Activities also attract students to participate, as they attract certificates for having done some CSR activities during their stay at School or College. The St. John Ambulance, the National Cadet Corp, Rotaract Clubs, and the like, are all promoted for their benefit of the student community; such activities and participations, are incentives for them to gain employment after their passing out of educational institutions.

The Indian Scenario – Faculty
Regular Faculty Members

Most of the Indian educational systems have their own methods to motivate and reward their teaching faculty members, in different ways according to their own individual norms. Sincere, dedicated and good teachers get timely up-gradation in their ranks, with many a time given increase in salaries according to their individual grades. There have been some, who have been given financial benefits according to the level of their contributions.

There have been cases, where to felicitate faculties who had contributed to the success of any CSR event, are motivated through certificates given to them. Special events have also been conducted to compliment some of those for their sincere efforts. Administrative Staff, like those who head Placements, Admissions, Registry and the like are also recognized through financial rewards. Such of these cannot be classified as '*Intrinsic or Extrinsic*', as in most of these cases, the identification is rather too close to categorize.

Is Motivation Needed?
Necessity

Whether at home, school or industry, motivation definitely plays a role in having a better environment. Whichever way one looks at, motivation leads to development of skills and subsequently habits. At work, amongst peers, it improves productivity, sometimes selfless contributions, resulting in career advancements, and good leadership qualities in the individual [6, 7, 8].

Professional Development Initiatives for teachers is an oft quoted term, which influences or is expected to improve the performance of teachers at the workplace. In reality it does not really happen in many a case. Such progammes do address the work environmental and other improvements but fail to concentrate on the needs of the teacher – level or characteristics of the studying students.

Such PDI programmes though extrinsic, help to create better academic environments, which would have not been there earlier. Universities need to realign their focus on using teacher oriented PDIs to improve transfer of learning [11, 12].

Amotivation

This is a total lack of motivation or interest in any activity, arising out of sheer incompetence perceived or to assess the usefulness of any activity. The person does not accept mentally such exercise as motivational or useful to obtain rewards or even a piece of consolation. Such persons are surely in need of counseling to do things better, though some obstacles may be seen in achieving that goal.

II.   Conclusions

It has been observed that a large number of sops need to be offered to entice children of the less developed and impoverished societies to change their attitudes and contribute to society; which can possibly be through education. In order to improve the GER (Gross Enrollment Ratio), certain extrinsic and intrinsic measures are needed and have to be adapted by the governmental bodies to educate the masses of these communities about the benefits of education thereby to improve their standards of living.

On the other hand, to improve the standards of the already educated crowd, motivation is definitely necessary for them to produce still better results, and perhaps more of them to enter into research – for which funding could be one of the main motivating factors.

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