THE NEW DIMENSIONS OF MOTIVATION

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Rezumat: *Problema motivației este una dintre cele mai actuale în domeniul psihopedagogiei. Pe parcursul anilor au fost elaborate multiple teorii privind particularitățile sale, dar, în prezent, acestea par a fi irelevante în raport cu noile teorii care abordează motivația din perspectiva realizării de sine. Cercetarea de față reflectă unele aspecte ale motivației, pornind de la orientările realizării de sine.*

The word "motivation" derives from the word "motion", i.e. movement. It is a term used to describe motives. This is a process that explains how a person responds to a general need or wish and begins a chain of effective actions in order to obtain this need. According to Ball, psychologists define motivational processes as such which are related to arousing, directing, regulating, or adjusting, or causing a total halt in a particular behavior [3].

As aforementioned, psychology has been dealing with the topic of motivation from its early days. Freud was probably the first psychological theoretician to explore this topic. Freud presented the motivation in accordance with his well-known theory concerning the parts of the soul. According to Freud, the Id is full of instinctive energies. The Ego manages these instincts - approves or rejects their further development, in accordance to the directions provided by the Super-Ego. Morgon stated that it is impossible to claim that an individual is motivated merely by the powers of such instincts. In his view, humans possess deeper impulses than just food, shelter, etc. which are able to be gratified in the "here-and-now".

This last approach was contradicted by Skinner, who endorsed the behavioral approach. Skinner claimed that motivation is a correlation of reinforcement [15]. Naturally, people are motivated to seek positive experiences, and, at the same time, to avoid negative experiences. This fact causes the individual (the person, or the rat in the experiments conducted by Skinner) to increase behaviors which have previously caused pleasure and to avoid behaviors which have caused pain and suffering.

More progressive definitions to motivation perceive it in terms of strength and stabilization. Locke described how he had decided, following Ryan- his teacher, to place an emphasis on the conscious side of motivation - i.e. the reasons for which an individual acts [10]. This is the aspect of motivation which refers to humans as being superior to other living creatures, due to the fact that they possess a consciousness and freedom of choice. In other words, this may be referred to as goal-oriented motivation, or: the motivation of accomplishment. David McClelland was one of the main theoreticians of this approach. He claimed that from a very young age, children learn that they are expected to achieve themselves in situations which enable this. The motivation of

accomplishment is divided into three separate orientations, which shall hereby be explained as far as learning is concerned [12].

In the **Task-Involved Orientation**, the main purpose of the individual is to improve his or her grasp or control in the requested mission (or in the learnt knowledge). As far as learning is concerned, the learning is the goal itself. On the learner's part, the learning is explained by the inner will to study.

In the **Ego-Involvement Orientation**, the main goal of the individual is to prove his or her high ability. In order to prove ability, it is necessary that one compares him or herself to other learners (who represent, in his or her own view, the "norm"). The individual feels that he or she studies due to constraints placed upon him or her, and if he or she feels that they are unable to prove their high ability or that their accomplishments are not high enough, they will not be able to set their mind to learning and studying.

At last, the **Outer Orientation** refers to a situation in which the attention of the learner is focused on the achievement of a different goal, rather than on proving their individual control in the task or their normative ability [13].

Dweck . presented another division of the various accomplishment goals [7]. She claims that there are **Study Goals** and **Accomplishment Goals**. Study Goals are intended to increase the ability of control in tasks. On the other hand, Accomplishment Goals are when the learners tend to understand the material learnt better, invest more efforts in becoming involved in their studies, and use strategies for organization of the material learnt and for connecting it to their previous knowledge. The "Accomplishment Goals" may also be called **Mission Goals** or **Ego Goals**. These are expressed by learners whom are motivated by superior goals. They make an effort to get liked by the teacher, to appear bright, and to win their teacher's gratitude and obtain high grades. They are likely to repeat and memorize the information learnt, but are unlikely to attempt to develop it any further. Most of their energy is invested in achieving good grades, rather than to assimilate it. Over the years, a division has been established between internal and external motivations. This division has become very central as far as the discussion on motivation is concerned.

The **Internal Motivation** is designed to achieve a sense of ability and control of the situation. It includes inquisitiveness, searching for challenges and opportunities to excel. It is also accompanied by a sense of free choice. According to Deci, the internal motivation means exhibiting interest in the activity itself [6].

External Motivation is designed to obtain a concrete reward or avoidance of punishment. It is accompanied by a sense of constraint and coercion. This category consists of all of the external reinforcements. When the activity is a means for another goal, rather than for the particular goal or purpose, thus, the motivation becomes external. When a person is internally motivated, the cause for his or her behavior is

found within him or her. In this case, when an external reinforcement occurs, he or she perceives the reinforcement as a behavioral cause, and his or her motivation transforms from internal to external.

New and Progressive Definitions. The newer definitions of the term "motivation" tend to consider the individual as being fully aware and possessing freedom of choice. They rarely refer to non-choice-related aspects (such as instincts, impulses, and patterns acquired at a young age). Thus, these definitions are, naturally, closer by nature to the term "internal motivation". When measuring the motivation level, the reference was to three aspects: Intensity, direction, and duration. Henceforth, the main emphasis shall be on the quality of the work [1].

For example, according to Avi Assor, the term "motivation" means: **"Willingness to invest time and effort in a particular activity, even when it is bound to involve high prices and lack of successes"** [2]. This definition refers to the personal state of the individual; however, it is still an overly inclusive definition which does not distinguish between internal and external motivations. For example, how do we define a situation in which a student makes an effort to study when all he or she wants is to be the best in his or her classroom, or when a student invests a great deal of effort in order to avoid feelings of guilt should he or she not succeed. In such cases, is the individual's motivation internal, or, perhaps, external?

The Self-Directional Theory of Deci & Ryan is likely to assist us in determining this. This theory deals with what regulates the activity of the individual. Deci & Ryan recognized the existence of four types of regulations which are placed on a continuum [6]. On both extremes are the entirely external regulation, and on the other, the combined regulation - which is the closest to the internal regulation. Between these two extremities are two middle types of regulations. When a person undergoes a process of internalization and absorption, the process turns from external to internal. According to this theory, humans have three needs which need to exist in learning: Suitability, connection, and autonomy. (In this sense, this theory is similar to the Maslow Pyramid of Needs, which refers to needs which are fulfilled by an individual through his or her actions). The term **Capability** refers to the way one can reach results and be efficient. The term **Connection** refers to the need for a significant, supporting connection. Lastly, **autonomy** has to do with the personal ability to initiate and regulate actions.

The level of internal motivation increases when the surrounding environment supports these above-mentioned needs. The strengthening of the internal motivation leads to internalization of the regulation and then to autonomic regulation [6]. This is a very important fact, which I shall deal with hereby, when I shall discuss the meanings of things which are located in the classroom.

There are four levels of external regulation. External regulation, penetrated regulation, identification regulation, and combined regulation. These levels shall be hereby introduced.

External Regulation refers to situations in which the reasons for carrying-out the activity are completely external to the individual, such as when one acts due to a threat or a reward his or she had been offered.

Penetrated Regulation deals with "swallowing" through lack of internal acceptance. In this case, one obeys through internal coercion, as opposed to acting out of his own free will.

Identification Regulation is when the individual appreciates the behavior, accepts it, and performs it due to his or her understanding that it is efficient. This is instrumental behavior, but the person has no personal wish with regards to it. This is a behavior which is relatively self-directed, because that doing is not done out of external or internal coercion.

At last, **combined regulation** is when the identification has been entirely absorbed within the value ladder of the individual. It combines amongst various identifications which may contradict each other. The individual creates an order of priorities and acts upon it.

When the regulation is penetrated, the individual performs the activity, but experiences more anxieties and difficulties. On the other hand, when he or she identifies with the activity, he or she experiences.

Assor claimed that the two main measures of motivations are intensity and autonomy [2].

 Intensity refers to the extent of the willingness to invest in a relevant activity. The sense of autonomy deals with whether the will to invest is perceived and felt by the individual as deriving from his or her own personal choice. This refers to an activity with which one can understand and identify with, or to an activity which is based on outer coercion which lacks justification.

Assor defined five different types of motivations, which are based on the Self-Directional Scale of Deci & Ryan [6]. Of these five, the term "internal motivation" has to do with the two top motivations: The integrative awareness of the internal motivation and the internal motivational feeling. The first type is defined in terms of investment due to the recognition of the inner value to the personal identity. The second type has to do with investment which is derived from interest and enjoyment. The integrative awareness internal motivation is defined by Assor (ibid) is parallel to the "motivation of the Worthy" [11].

"The individual feels a need, a desire, and a sort of obligation to act in a particular way because he or she believes that these are good per themselves, or that they advance him

or her to a better, more complete, place, and thus they are worthwhile for him or her."
In order to continue doing this over time, it is worthwhile to combine the two different motivations: Recognition in the value of the activity itself as well as enjoyment. It is possible that this approach is likely to strengthen and empower the feeling of worthiness, as well as to provide a motivating force (meaning, it is necessary to include enjoyment, and the combination of enjoyment and the perception of what is worthy will cause the individual to be motivated to perform more things which are being perceived as worth his or her while).

Bloomfeld & Marks defined six factors which bring about investment and motivation: **Efficacy**; **belief that the investment and motivation shall lead to desired goals**; **value** (personal judgment as per the value of accomplishment of the mission; **the internal rewards which shall be received should the individual accomplish the mission**; **whether its accomplishment shall lead to obtaining their goals**; **usefulness** (the mission itself is not of interest in itself, unless it brings about some benefit, or other desirable goals); **accomplishment** (a value of accomplishment as per what the student deems as being important in his or her life [5]. This variable also has to do with the gender roles. On occasion, the student is not actually interested in the task itself; however, he or she appreciates success in that particular subject, due to the importance that he or she perceives to academic studies, which is granted a major place in his or her identity. At last, the **inner value** derives from the high level of interest exhibited by the student; in essence, this is the highest level of motivation.

According to Bloomfeld & Marks [5], it is possible to combine these various factors (and, in essence, there is also a place for orientations of task and accomplishments) due to the fact that the student is not granted a free will as per attending school and taking an active part in his or her classes. Students are expected to meet demands and reach achievements, and thus, it is difficult to believe that they shall be motivated merely by an inner interest. They also point out that despite the fact that social goals contradict learning goals and that these two types of goals contradict each other. However, this is not always so. On occasion, these two types of goals complete each other, such as, for example, when the sense of belonging causes the student to feel obligated to dedicate him or herself to school.

Gralinski & Stipek have reached the conclusion that performing an academic activity out of ego orientation is preferable to a situation in which a student is not abided by any academic achievement goals whatsoever. Lam perceives ignorance as the parallel position to knowledge, whose development is dependent by those same factors which serve to the development of knowledge: Intelligence, motivation, and didactic method [9]. A student who lacks motivation does not stop learning, but rather, learns to become ignorant. "This type of student stores in his or her mind whatever has come to it,

without exercising any control or criticism on it. He or she is likely to express a gloomy and tired facial expression and is likely to yawn and exhibit other signs of boredom which attack him or her several times during a single given lesson."

A fact of common knowledge is that the usage of external motivation has a negative effect on inner motivation. Deci claimed that every individual possesses a need for self-determination, which should come about in the feeling that the factor explaining his or her behavior is found within him or her and is unable to be controlled by external forces. External rewards will be less attractive due to the damage in the individual's sense of freedom and autonomy. For this reason, Deci claims that rewards which provide positive information as per one's competency are likely to increase, rather than lessen, his or her inner interest, providing that that reward does not appear to be over-controlling on the individual's behavior, such as: a verbal reward [ibidem].

As we discussed above, the Self-Directional Theory of Deci & Ryan that when all three needs - capability, connection, and autonomy - are fulfilled, the level of motivation rises. Here are the factors which assist in absorption towards effective self-direction: When the students being directed understand the value and goal of what it is that they are dealing with; that the students being directed have a freedom of choice and a minimum amount of pressure being placed on them; that there is a recognition of the feelings of the students being directed. If we aspire to bring our students to exercising inner control of their learning, we must try and combine as much of the data hereby provided as possible. The capability factor is an objective factor, but no less important, is the subjective perception of the individual student concerning him or her. In order to do this, it is worthwhile to use the term "self-efficacy". The term refers to personal evaluations of the individual as per his or her ability to organize and implement the activities which are necessary for dealing with the demands of the situation. The self-efficacy is a function which allows control over the cognitive and motor capabilities which cause the behavior to get implemented, but also on the emotional and motivational sources which are necessary in order to turn the potential into behavior [4]. The self-efficacy develops from four different sources: Past experiences, learning from a model, emotional encouragement and support, and emotional and physiological arousal.

Schunk had found that students who feel that they are effective learners work harder and are likely to be more persistent over time when they encounter difficulties. In addition, they also tend to achieve themselves to a greater extent [14]. It was also found that academic achievements are largely related to the academic self-efficacy perception. However, this perception rarely includes any global components within it. This means that even a student who feels that he or she is a "failure" in most of the

aspects of his or her life, is able to feel that he or she has a high academic self-efficacy and that hr or she is able to achieve high accomplishments.

Deci had proven that study participants who had received positive feedback for a successful task had exhibited an increase in their internal motivation level to deal with similar tasks while the tester was not in the room [6]. Negative feedback, on the other hand, had led to a decrease in the internal motivation level, as negative feedback and failure decrease the belief of the individual in his or her self-efficacy.

The self-perception of the efficacy or ability is very important. Placement of short-term, clear, and defined goals, as well as teaching how to succeed in accomplishing them, are very important. Young children tend to recognize effort as being synonymous to ability; youngsters generally have an optimistic perception of their abilities as well as the ability of recovering quickly after having experienced failures. Older children tend to have a lower self-esteem which is more suitable to the perception of his or her teacher. Older children are also inclined to lower their expectations after having experienced failures.

According to Nissan & Butler, verbal appraisal strengthens the internal motivation to perform academic tasks, whereas lack of appraisal means suffering from a significant decrease in the internal motivation level [12]. Kalzan-Greenstein found that the receipt of informative assessment had decreased and lowered the negative influences in situations of failures, in contrast to a summarized assessment [8]. The participants in this last study perceived the informative assessment as having a higher teaching value, and were more likely to perceive it as being fairer and less emotionally abusive. They had also expressed a stronger wish to give the task a second try and to receive yet another informative assessment. Thus, it was derived that the participants in this study had had a greater motivation level to improve their accomplishments.

A teacher who possesses a reasonable degree of autonomy in his or her classroom is able to create an atmosphere of internal or external motivation, or of competition and ego and task orientation. This depends on the message he or she passes on to his or her students, as well as on the things he or she tends to emphasize and encourage.

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