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**Motivation: Extrinsic and Intrinsic**

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**Abstract**

Intrinsic and extrinsic types of motivation have been widely studied and the difference between them will throw light on both developmental and educational practices. In this paper, we revisit the classic definitions of intrinsic and extrinsic motivation. Intrinsic motivation remains an important construction, reflecting the natural human tendency to learn and assimilate. However, extrinsic motivation is argued to vary considerably in its relative independence and thus can either reflect external control or true self regulation. Both these motivations are related to basic human needs for independence, proficiency and relatedness, and these we discuss in our paper after having experimented in the class room through some activities.

**Introduction**

Motivating students in the class room is an integral part of teaching and must spill over to outside the precincts as well. Teaching of English needs to be made more appealing and attractive to the learners. Today, students need to be constantly motivated to perform better. With changing times and too much of media influence, the teacher in the classroom must evolve into a motivator, facilitator and guide, inside and outside the class.

Intrinsic and extrinsic motivations are both adaptable, but these change, however, in response to specific situations and life occurrences.

***Intrinsic motivation*** can be described as internal desires to perform a particular task. People do certain activities because these activities give them pleasure, develop a particular skill, or these are morally the right thing to do.

***Extrinsic motivation*** can be described as factors external to the individual and unrelated to the task they are performing.

### **Performance in Class**

Intrinsically motivated students do much better in classroom activities, because they are willing and eager to learn new things. Their learning experience is more meaningful and they go deeper into the subject to fully understand it. On the other hand extrinsically motivated students may have to be 'bribed' to perform the same tasks.

In 1999, Deci Koestner and Ryan (1985) found that intrinsic motivation is negatively affected when real extrinsic motivation is attached to the behaviour of an individual. This undermining of intrinsic motivation is postulated to be the result of a perceived decrease in independence and proficiency by the individual receiving the extrinsic reward.

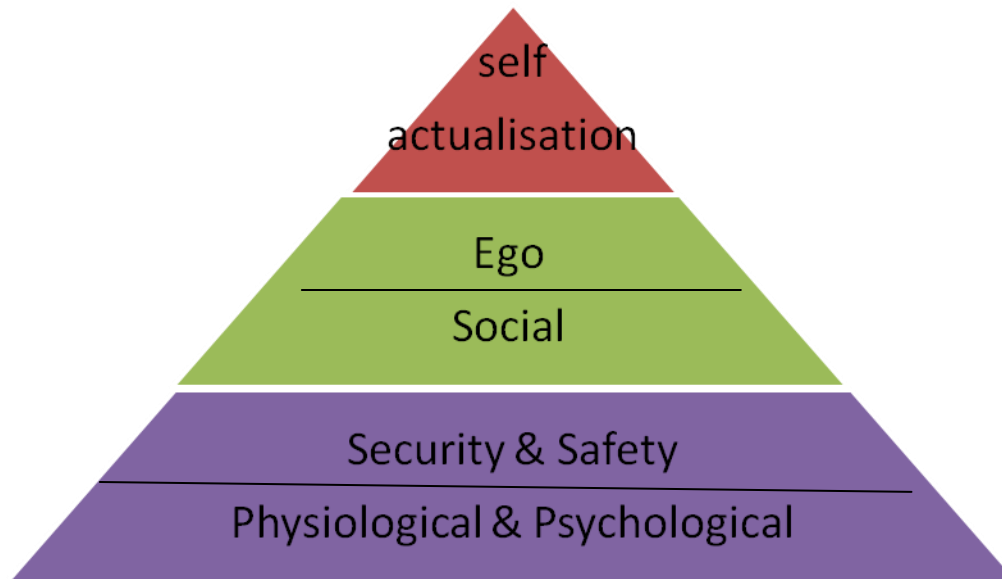
### **Self Determination Theory**

The Self determination theory states that humans have three inherent needs: ***independence, proficiency and relatedness*** (Ryan, Kuhi, & Deci 1997).

In the year 2002, in his book *Human Motivation*, Franken stated that intrinsic motivation can be changed by adding an extrinsic motivating component. Deci (Deci, E.L. 1971) states that intrinsic motivation can also be enhanced by increasing an individual's perception of independence and proficiency. He showed that research supported the idea that the impact of extrinsic motivation on intrinsic motivation was influenced by the controlling nature of extrinsic rewards.

### **How can we motivate students intrinsically?**

A theorist by the name of Abraham Maslow (Maslow, A.1943, A theory of human Motivation, Psychological Review, 50,370-396, retrieved June 2001) concluded that before we can be intrinsically motivated, some more basic human needs must be first satisfied. According to Maslow there are five basic levels of human needs.



1. **Physiological and Psychological needs.** We are motivated to satisfy needs that ensure our physical survival. Needs in this group include food, water, air, shelter, clothing and sex. Most people satisfy their physiological needs, which in turn satisfy their psychological requirements allowing them to concentrate on higher level needs. For some, though, physiological needs are dominant and are the biggest needs in their lives.
2. **Safety needs.** Once physiological needs are met, we can concentrate on bringing safety and security to our lives. Safety and security needs include, order, stability, routine, familiarity, control over one's life and environment, certainty and health.
3. **Social needs** or love and belonging. These needs include love, affection, a sense of belonging and acceptance. People look for these needs in relationships with other people and are motivated for these needs by the love from their families.
4. **Esteem or Ego needs.** All people have a need for stable, firmly based, usually high evaluation of themselves for self-respect or self-esteem and for the esteem of others. These needs are:
  - ◆ First, the desire for strength, achievement, adequacy, mastery of competence, confidence, independence and freedom.
  - ◆ Second, the desire for reputation or prestige (defining it as respect from other people), status, fame, glory, dominance, importance, recognition, dignity or appreciation.
5. **Need for self-actualization.** This level is concentrated on an individual being able to reach their full potential as a human being. Once someone has satisfied the first four levels of needs then they can concentrate on functioning to their highest potential. But even if all these needs are satisfied, we may often still expect that a new discontent and restlessness will soon develop, unless the individual is doing what they are suited for. Musicians must play

music, artists must paint if they are to be at peace with themselves. What humans can be, they must be. They must be true to their own nature.

Self-actualization is a **growth need**. This doesn't just address what we are lacking in our lives, but it gives us room to grow and develop as an individual. This need is always intrinsically motivated, because we do it out of pure enjoyment and desire to grow.

Maslow (1954 "Motivation and Personality") does explain that self-actualization is rarely achieved, even as adults. But we as teachers must make sure our students have satisfied their deficiency needs in order to move on to their need for growth. Intrinsic motivation will not occur until they are well fed, safe in their environment, and can love and respect the teachers and their classmates. From there on motivation will be like a pleasant breeze.

### **Effectiveness of Extrinsic Motivation**

Is **extrinsic motivation** effective? Some wonder. Here are a few points on the matter that we should consider:

- **Extrinsic motivation** does **induce an individual to perform a certain task** even if there is no interest in it. But it doesn't mean that the person does not get pleasure from working or completing the task. It's just that the external reward lengthens the duration of the anticipated reward even if interest is long gone.
- **It paves the way for the individual to set goals.** By setting their eyes on the prize, the individual will consort to playing by the rules and even develop a huge amount of persistence towards getting that reward.
- **Extrinsic motivators can release stress.** The lack of extrinsic motivation cannot distract a person from the pressure that he gets from his job.
- **Extrinsic motivation is not sustainable.** Eliminate the reward and you eliminate the action. Withdraw the punishment or reward, sayonara motivation! It gives diminishing returns. Motivation slowly vanishes when the punishment or reward stay at equivalent levels. More motivation means bigger rewards.

### **Some Activities We Do in Class**

#### **✓ *Creative Thinking-Advertisement***

This is a group activity in which a letter of the alphabet is assigned to each group. The group will use that letter and will create an advertisement/slogan that can teach an educational concept, or design a poster.

For example, Thanks to Coke for Reminding Us That Education Is The Real Thing!

### ✓ *Ship-Wreck*

This is an activity where it is assumed that a ship is going to wreck and there are only three life jackets: one for the captain and other two go to the personality (students must select their own personality). The captain will question each personality: Why the life jacket should be given to him/her? The personality has to give humorous/clever reason to make the captain agree. This activity will help the students in both speaking with clarity and listening with understanding.

The main difference between intrinsic and extrinsic motivation is the goals of the students.

With intrinsic motivation, the student studies subject material for the sake of learning. These students find studying enjoyable. They recognize that learning new ideas is a reward in itself.

Extrinsically motivated students study for the sake of outside influences such as getting teacher and peer praise, acquiring a good grade or some other type of reinforcement that a teacher or peer might offer.

Another difference that is worth mentioning is that research shows that intrinsically motivated students learn more than extrinsically motivated students. This could be due to the fact that intrinsically motivated students are also extrinsically motivated. But, on the other hand, extrinsically motivated students are seldom found to be intrinsically motivated.

### **Difficulties**

Motivating students to become intrinsically motivated is no easy task for teachers. Some students enjoy learning, but others are a real challenge. We try to teach our students to the point where the material comes alive within them; make their minds grow in curiosity of the subject so continual learning can take place. This can be done by means of relating material to what interests the students. We energise our teaching to make it appeal to the students, whether it be in the tone of voice, body language, appearance, or all of the above. We close the lessons leaving students with a question to ponder on dealing with the subject material that was taught. That way in their spare time, their minds will continue to ponder on the lesson and question at hand.

### **Balancing Intrinsic-Extrinsic Motivations**

Intrinsic-extrinsic motivations can be considered as a continuum. At one end we find some people motivated by tangible, extrinsic benefits, such as salary and the trappings of position. Others may be motivated by factors at the opposite end of the spectrum. These people tend to forego the tangible rewards of monetary benefits, in favour of self-satisfaction.

However, to gain the most from the basics of intrinsic extrinsic motivation, it is perhaps best to remember that people can easily move along any continuum. Rather than considering these motivational factors as opposites, try to remember that most people are motivated by a

combination of the two. And that such motivation is also influenced by a number of other complex, social, and economic factors, such as age, family status, and so on.

## To Conclude

- Teachers should spend more time **explaining** why they teach what they do, and why the topic or approach is important, interesting and worthwhile. In the process, some of the teacher's enthusiasm will be transmitted to the students, who will become interested. Similarly, teachers should also explain what is expected on assignments or activities, this will help students to perform well.
- Students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivators in the form of rewards. Remember that adults and children alike continue or repeat behaviour that is rewarded. **Rewards** for good work produce good feelings.
- Students respond with interest and motivation to teachers who appear to be **loving** and **caring**. Teachers can help produce these feelings by sharing their experiences with the students. Such personalizing of the student/teacher relationship helps students see teachers as approachable human beings and not as aloof authority figures. Students will attend to an adult who appears to be a "real person," who had problems as a youth (or more recently) and survived them.
- One of the major keys to motivation is the **active involvement of students** in their own learning. Lecturing is a relatively poor method of teaching. It is better to get students involved in activities, group problem solving exercises, helping to decide what to do and the best way to do it, helping the teacher, working with each other and so on. Brighter students will also see themselves as necessary, integral, and contributing parts of the learning process through participation like this.
- By **beginning lessons with the examples, evidence, stories**, and so forth and by arriving at conclusions later, you can maintain interest and increase motivation, as well as teach the skills of analysis and synthesis.
- Students' basic needs have been identified as survival, love, power, fun, and freedom. Attending to the need for power could be as simple as allowing students to choose from among two or three things to do. Many students have a need to have fun in active ways - in other words, they need to be noisy and excited. Rather than always avoiding or suppressing these needs, we must **design an educational activity that fulfills them**.

- It has been recognized that memory is often connected to **visual images**. Similarly, we can provide better learning by attaching images to the ideas we want to convey. Use drawings, diagrams, pictures, charts, graphs, bulleted lists etc.
- Strong and lasting memory is connected with the emotional state and experience of the learner. If you can **make learning fun, exciting**, happy or loving, students will learn more readily and the learning will last much longer.

The two kinds of motivation are an inherent and integral part of life and cannot be ignored. It should be integrated in the teaching process to enhance teaching.

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