

Motivation enhances teaching and learning education essay

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Abstract

The study which was qualitative in nature, investigated what teachers and some selected parents had to say about motivation in relation to teaching and learning. Questionnaire and observation were used to study the association of motivation and teaching and learning. Children and Parents' views on motivation were also sought through guided interview. The purpose of this article explored the degree of motivation teachers exhibit in the classroom and introduce the concept of badging as an ict module in a selected school. The data analysis revealed that motivation aids effective teaching and learning. Theory in the literature suggests that motivation plays a key role in pupils' interest, engagement and enjoyment in school and associated tasks such as homework and study. Motivation is also seen as some of therapy or preventive medicine to add to pupils' psychological well-being which aids them in their learning process.

Introduction

In teaching and learning that goes on in the classroom, learners must be encouraged one way or the other to arouse their interest, engagement and enjoyment in school, homework and study be it internally oriented motivation (intrinsic) or externally controlled inducement (extrinsic). Motivation is an inner state that arouses learners to action, push them in particular directions, and keep them engaged in certain activities (Elliott et al., 2000). There are two major forms of motivation namely, internally oriented motivation and externally controlled inducement motivation.

Internally Oriented Motivation an internal energy called forth by circumstances that ginger a learner to perform an activity without any external encouragement. Wlodkowski, (1999) and Elliott et al., (2000). Externally controlled inducement factors include compliance (to meet another's expectation, to do what one is told); recognition (to be publicly acknowledged); competition; and work avoidance (avoid more work than necessary). Badging is one of the tools used in motivating pupils. Digital badges are essentially credentials which may be earned by meeting established performance criteria. Digital badging systems have been proposed to assess, recognize, and communicate knowledge acquisition, particularly in content areas which are currently neither taught nor assessed in tradition learning environments. Elkordy, (2012). Casilla and knight also define digital badges as " digital tokens that appear as icons or logos on a web page or other online venue which are awarded by institutions, organizations, groups, or individuals, to signify accomplishments such as completion of a project, mastery of a skill, or marks of experience." In the normal classroom the concept of digital badging can be applied. Badges in this project are tokens that are awarded to pupils. These are mostly stitched, glued or pinned to their chest area as means of motivation after a pupil had performed an activity. Jeffrey (2013) revealed that teachers in areas such as Physical Education, Technology, Special Education and Art in his part of the world are already seeing the value of badges for recognizing their students' achievements. This serves as a great advice to teachers in these fields to acknowledge and implement this motivational tool during the instructional period. Using badges in the classroom is another way of motivating children.

This is a psychological construct that affect learning and performance in the classroom. Badges increase children’s energy and activity level. Pintrich et el, (1993). Motivation directs an individual toward certain goals. It’s also affects choices children make and the result they find rewarding. Eccles and Wigfield, (1985), and Elliott et al., (2000). It is noteworthy still, as Elliott et al., (2000) mentioned about a decade and half that experience may be valuable teacher and we all can learn something from our mistakes, if we listen to feedback. But chronic failure often leads to more of the same, unless a better way is substituted. It is in this light that this article seeks to demonstrate how the concept of digital badging can be introduced as a motivational tool in the classroom.

Materials and methods

This study adopted qualitative research approach in relation with action research approach. The article report emphasize on descriptive research and document analysis. The researcher observed and analysed three different mathematical periods, and then used purposive sampling to select two public schools in the Kumasi Metropolis. Two Grade C basic schools were selected. These are schools managed by the government; lack some basic facilities in their classroom and pupils who attend these schools do not pay fees since they come from low economic backgrounds. 25 primary one pupil from school ‘ A’ consisting of 12 girls and 13 boys; and 27 primary one pupils from school ‘ B’ consisting of 14 girls and 13 boys were selected. Sixty copies of a questionnaire were given out to teachers, out of which forty-six were retrieved; two head teachers, ten parents and six pupils were interviewed.

Participant observation was used to observe teachers in teaching four

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separate lessons in mathematics in schools ' A' and ' B'. The researcher designed and implemented the concept of badging as an ict module to teach a forty-five minute mathematics lesson separately for each class.

Results and discussions

Motivation enhances teaching and learning

" We are not what we know but what we are willing to learn." A quote by a writer, cultural anthropologist, Mary Catherine Bateson suggests that pupils must one way or the other be motivated to bring out the desire in them to learn. When children were introduced to the badges and the rules were set at the beginning of the lesson, pupils seemed not to understand, but when a pupil answered a question the rest were also aggravated to actively participate in the lesson. A teacher in school ' A' was shocked to see three pupils, to her do not talk in class at all, fully participated in the lesson. These boys got an answer wrong but pleaded with the researcher to paste the badge on their hands to motivate them get better ones on their chests. One got an answer correct and a badge was placed on his chest. One pupil was called upon to answer question and the rest of the class shouted " madam don't call her, she is not academically good" in school ' B'. This girl was verbally encouraged to come to the board, she was able to answer correctly and bravo badge was awarded her. The researcher had interaction with teachers, head teachers and some pupils after the lesson. The teachers confirmed that badging is good motivational tool to be used especially in the lower primary but it is time consuming. This is because they observed pupils who don't participate in class were actively involved in the lesson but the work load will be too much for them. The head teachers were of the view <https://assignbuster.com/motivation-enhances-teaching-and-learning-education-essay/>

were sought. They said analyzing of work and awarding of badges is a time-consuming process. It is also challenging. However, it will also help teachers better know the academic strengths and weaknesses of their pupils than ever before. Pupils on the hand were very happy to observe such a concept introduced in their class and were brave to get badges on their chest though not all of them got good, very good, or bravo. They pleaded with the researcher to always come and teach them.

Motivation develops pupils' interaction

During mathematical lessons observations, the researcher noticed that about one third of the classes observed behaved as if nothing was going on. They were doing their own thing when the teachers were teaching. In this light, Cuisenaire rods made of different colours were provided for each desk consisting of three pupils'. By this pupils' were to count, identify the colour that their table got. This was done to promote pupils' interaction with themselves and with the teacher. With this the researcher noticed a lot of interaction among the pupils'; those who were ' cold' during my previous observation were seen interacting with their colleagues.