

Motivation at the side of Students

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Abstract- Intrinsic motivation is an energizing of behavior that comes from within an individual, out of will and interest for the activity at hand. No external rewards are required to incite the intrinsically motivated person into action. The reward is the behavior itself. Logically, this seems like an ideal, for people to act as “origins” of their behavior rather than “pawns” (deCharms, 1968). However, it is certainly not the case that every real world behavior stems from an intrinsic energy.

Schools are of particular interest when it comes to intrinsic versus extrinsic motivation, particularly because of the different outcomes that researchers have shown to result from intrinsic motivation: more interest, excitement, confidence, enhanced performance, persistence, creativity, self-esteem and general well-being (In Ryan and Deci, 2000; Deci and Ryan, 1991; Sheldon, Ryan, Rawsthorne, Ilardi 1997; Deci and Ryan, 1995; Ryan, Deci and Grolnick, 1995). Why do some students pursue academic learning for its own sake while others are motivated by external factors? Over the years, several theorists have offered insights into the phenomenon through their conceptions of intrinsic motivation.

I. INTRODUCTION

We will dwell in this article an overview of the motivation , and defined , and their components , and their sources , and specializes motivation of the Interior, one of the components of emotional intelligence , and calls for reliable stimulate student more than relying on the motivation of Foreign Affairs, taking into account the evolutionary stages of the child .The term motivation: to set internal and external conditions that drive the individual to achieve his needs, and re- balance when it breaks down. And the motives of three basic functions in behavior are: move and activate, and guidance, and to maintain the sustainability while satisfying the need. The question "What is causing the behavior? " Or "What's So and so calls to behave the way you behave?"

Was and still is the focus of attention, not psychologists, but also all human beings. And looks at the motivation usually as the engines behind the behavior of humans and animals alike , there is more than one reason behind every behavior , these reasons are related to the status of the organism internal time of the behavior on the one hand , and the agitators of the external environment on the other. The sense that we cannot predict what can be done by an individual in each position of the positions if we knew cues environment alone, and their impact on the nervous system, but we have to know something about the condition of the Interior, as if we know its needs and inclinations and trends, and with regard to his own wishes, and seeks to achieve the objectives. These factors combined are what are called (motivation)

II. DEFINITION OF MOTIVATION

Motivation is also known as: sexy internal drives individual behavior and guided to reach a particular goal and motivation is known as : the force that paid the individual because the behavior in order to satisfy the need or achieve a goal. The motivation is a form of exhibitionism urgent that creates some sort of activity or effectiveness.

There is a relationship between the incentive and motivation, where it is known as a motivation: external thread which stimulates the behavior of the individual to do to get rid of tension, while the mean motivation: What directs the individual's behavior toward him or away from him to satisfy a need or avoid harm. Can be represented on the following food incentive is located in the environment, hunger defended a sexy internal Water incentive which exists in the environment thirst defended a sexy internal

Called the motives of internal sources as motivated innate biological uneducated, and represents a motivated hunger, thirst, sex, and get rid of the pain, and to maintain body temperature. The motives educated or acquired it produces through a process of socialization which the individual in the family, school, neighborhood, with friends, and the rest of the other institutions of socialization, and grow

And strengthen these impulses through the processes of reward and punishment, which dominates the culture of a society. Examples include: the need for achievement, and the need for romance, the need for control and domination, and the need for successful work.

III. THE CONCEPT OF MOTIVATION

Motivation refers to the group of internal and external conditions that drive the individual in order to re- balance that misfire. The motive in this sense refers to the tendency to reach a particular goal, and that goal may be to satisfy the needs of internal or inner desires. The need (Need) is a situation arise in the organism to achieve the biological or psychological conditions necessary leading up to save the survival of the individual. The goal (Goal) is what the individual wants to get it, and lead at the same time to satisfy the motive

Thus, we can say that motivation is the need for the psychological side , it is clear , then, that the drive cannot be observed directly , but we infer from the behavioral effects that lead to it . Thus, we can say that the motive is a concept or configure supposedly, and was associated with another concept, a balance which refers to the tendency of the body public to maintain the internal environment relatively constant, and this is seen scientists who adopt this viewpoint to human behavior as a continuous loop of tension and reduce stress. Hunger, for example, represents a tension and generates a need for food, and

works to satisfy hunger motive to reduce this tension, which does not come back again soon.

Defines motivation as well: as a self-power that drives an individual's behavior and direction to achieve a very particular feel the need or importance to the ordinary or moral (psychological) for him. So they can identify the factors that drive the individual to progress in the collected, including Feeling the need or importance

The forces that control the individual (internal or external)

The fact that the learner, subject to conditions, or active in the formation of the circumstances. Ambitious learner and his ideas

Trends and values and convictions Inclinations.

Learner to the concept of same. Expectations

Defines motivation as well: as the conditions exist to facilitate and help sustain behavioral pattern to be realized responses. Also known as: operation or series of operations, working on exciting goal-oriented behavior; maintenance and maintain it, and off in the end.

The functions of motivation and benefits :

Contribute to motivation in facilitating our understanding of some puzzling facts in human behavior . We can say in general that motivation is important for the interpretation of the enhancement process and identify enhancers and direct behavior toward a particular goal , and assist in the changes that occur in the process of adjusting exciting (stimuli control behavior) and persistence on a particular behavior until it is done.

We also behave normally during our daily lives as if we move towards somewhere that any meaningful human behavior has to sit at the table and a certain time , and we take a paper and a pen and write a page or more and put them in an envelope and then put a postage stamp it and send it by mail . There is no doubt that all of these acts have occurred and organized because of the presence of a target man , but not high motivation to achieve this goal of what happened all of that.

The motivation to play the most important role in human perseverance to get a job done, and perhaps the perseverance of the best metrics used to estimate the level of motivation at this man . The motivation in this sense check four main functions, namely:

- 0.1 Motivation evoke behavior .. Valdafieh are human urges to do a certain behavior, even though it may not be causing the behavior . Was among psychologists that the best level of) Aldafiehalastharh) to achieve positive results is the average level . This happens because the low level of motivation usually leads to boredom and lack of interest, and that the high level for a reasonable limit leads to high anxiety and stress, what are negative factors in human behavior.
- 0.2 Motivation affect the quality of projections carried by people depending on their actions and their activities ; and thus affect the levels of ambition , which is characterized by each and every one of them . And expectations , of course, a close relationship experiences of success and failure , which was the human has been exposed .
- 0.3 Motivation influence in guiding our behavior towards the important information that we need attention and treatment , and guide us to the proper way to do it . The theory of

information processing believes that students who have high motivation to learn pay attention to their teachers more than their colleagues with low motivation to learn (and attention as is known, the issue is very necessary to enter information into memory, short-and long -term) . Also, these students tend to be more inclined to seek help from others if they need it . They are more serious in trying to understand the subject material and turn it into meaningful ; instead of dealing with it superficially and retaining automatically.

- 0.4 Motivation - Based on the above functions - leading to obtain rights to perform well when it is driven toward him . It is noticeable in this field - the field of education - for example, that students are motivated to learn more taken for students and the best performance.

Methods to raise motivation when learners:

- Giving financial incentives such as grades or a piece of candy or a pen or a balloon or a medal of cloth , and moral , such as praise or praise or the situation on the plate of honor or assigned delivered a speech in the morning , and , of course, depend quality incentives on the age of the learner and the level of mental, social and economic environment for him, and every cases prefer not to get used to the learner on the financial incentive .

- Employ achievements of science technology in exciting and intriguing suspense learner, as his assistant on learning through structured play , or dealing with computers , they are methods contribute a lot in increasing the motivation to learn and continuing to the maximum extent of the capabilities of the learner , with the development of the capacity of self-learning and take responsibility for the learning process , and the development of independence in learning.

- To emphasize the importance of the topic for the field mode: if we say we examined today about the collection process , a process important in your life you will not know the number Oqlamk , and your books and your brothers and your friends , and flowers in the garden , but if I understood , so watch out well for this subject during the study , and make sure you Astoabtamoh well .

- To emphasize the link subject matter to other subjects , such as the emphasis on the importance of understanding the process of combining to understand the process of subtraction that Sndersha later , or even understand the rules of the language we write the language of sound science in all later .

- Emphasize the importance of the subject matter in the life of the learner : For example , we are studying in science phenomena like rain , lightning and thunder and the eclipse and the eclipse , light and shade , and other events had worshiped rights in the past for his ignorance of them , let us learn so as not we fear in the future .

Linking learning to work: as this raises the motivation of the learner and stimulated to learn as long as it involved manually activities that lead to learning.

- Showing stories purposeful: show what would have on the neglect of the study and to rely on ignorance, and the teacher can be assisted by the stories in the Library of the school, and review the story with the children after they have read it cost them if they are able to read.

- A reminder that the learners always seek knowledge obligatory for every Muslim man and woman, and that God has preferred Abidine scientists, and cite the Quranic verses and habit.

Closer to the learners and the teacher in Thabibhm learner loves the material and increases Dafieth to learn if I like her mentor .

- The teacher to act as a model for learners in foreign demand for reading and sit with them in the library, it contributes greatly to the development of the tendency for self-learning of the learner.

- Employ practical methods of presentation interesting and exciting for the attention, and the participation of the learners during the implementation, and encourage them to resolve any significant problems in the classroom themselves.

- The use of methods of configuration incentive at the start of the quota , or when providing expertise , such as the stories of inventors , and questions that drive to brainstorming , and offers practical surprising

Achievement motivation :

The achievement motive in wanting to do a good job , and success in that work. This desire - as described by McClelland , a senior practitioners in this field - is characterized by ambition , and enjoy in the positions of the competition , and strong desire to work independently , and in the face and resolve problems , and preference tasks that involve risk medium instead of tasks that do not involve only venture a few , or very high risk

The motive for the attainment of motives to human beings , perhaps no other of other organisms , which can be called the pursuit of excellence and superiority . People differ in their acceptable level of this motive , there are those who see the need to address the challenging tasks and access to excellence , and there are other people content themselves with minimal success. And measured achievement motivation usually tests a certain understanding of the most famous test subject (TAT) , which requires people to respond to the thirty- image , each carrying more than one interpretation , and analyzes their responses and extracted from the level of achievement at the effector . It can also measure achievement motivation through written materials (such as articles and books) without the need to obscure the image , as in the case of ((TAT

The motivation to learn the status distinct from the general motivation , and refers to an internal state when the learner to pay attention to the position of education and turnout was actively prompt , and continue until it is achieved learning. In spite of this , the task of providing motivation toward learning and increase achievement did not achieve received only the responsibility of the school , and it is a task shared by both the school and home together and some of the other social institutions . Fdafieh achievement and attainment a close relationship with the practices of socialization , has indicated the results of studies that children who are characterized Bdafieh high collectible whose mothers have emphasized the importance of the independence of the child in the home , either from distinguished Bdafieh collectible low it was found that their mothers did not Ikmm encouraging independence they have the individuals who There have defended high collectible work harder than others , and achieve more successes in their lives ,

and in multiple positions of life . When compared to those individuals who are at their level of mental ability , but they have Bdafieh low collectible found that the first group recorded scores better in the test speed in completing tasks arithmetic and verbal , and in solving problems , and getting signs school and university better , as they are making progress more pronounced in community . Almertfon and defended in the collection are realistic in contrast to seize the opportunities in the biggest loser who defended the collection to be accepted by either simple , or aspire to be by far greater than their ability to achieve.

There are differences between those with low achievement motivation and high . The results of the research in this area that people with high motivation are more successful in school , they get promotions in their jobs and the successes in the management of their business more with low motivation . Also, people with high motivation tend to choose tasks medium difficulty and the challenge , and avoid tasks very easy to lack the element of challenge . Also avoid the very difficult task , perhaps because the high risk of failure . Another characteristic feature of those with high motivation that they have a strong desire to obtain feedback about their performance , and therefore they prefer tasks and functions that are built on the rewards individual achievement , and do not want to work equally by all employees' salaries

Causative factors of achievement motivation when Atkinson:

See Atkinson (Atkinson) that tendency or inclination to get success is educated, it varies among individuals, as it is different when per capita in different positions. This motivation is influenced by three main factors when an individual a task, and these factors are:

First, the motivation to reach success

The individuals differ in the degree of this motive , as they differ in the degree of motivation to avoid failure , it is possible that two people facing the same task , accept one over the performance with enthusiasm as a prelude to the success of it, and accept the second of which in a way is trying to avoid failure is expected . The tendency to avoid failure when an individual second stronger than the tendency to collect success , and this strong tendency to avoid failure seem educated as a result of the passage of the individual experience frequent failures , and determined the goals can not be achieved . But when the likelihood of success or failure , the possible motivation to do this kind of tasks depends on the previous experience of the individual , is not linked to the difficult conditions of success associated with that task.

Second, the likelihood of success

The easy tasks do not give the individual the opportunity to experience success in the passage of whatever the degree of motivation to collect the success he has found. The very difficult tasks, the individuals do not believe that they have the ability to perform. In the case of the intermediate gear obvious differences in the degree of motivation to collect success affect the performance on the task clearly and mixed with varying motivation.

Third: Value -emitting success

Success is - in itself - a catalyst , and at the same time, the success in the most difficult tasks is an incentive that has a stronger effect of success in the least difficult tasks . In answer to the paragraphs of the test ; the individual who answers (45) sections of the test , acting as an incentive to achieve success is stronger than the incentive of success for individual answers (35) paragraph only .

In terms of the application in the classroom , the Atkinson believes that three factors previously mentioned , can be strengthened or weakened through educational practices , what is important is to work the teacher to strengthen the likelihood of success , and weaken the prospect of failure , and that works to strengthen the motivation achievement when students through their passage experience success , and provide tasks which a reasonable degree of challenge , and be solvable

Motivation and cognitive achievement :

" I think, therefore I am happy ." This motivation refers to the amount of happiness and enjoyment while doing forms of mental pattern of behavior . The people who have this kind of motivation at a high level like solving puzzles , reading books and magazines that deal with complex issues , and carry out activities require the ability to Alastelal problem solving arithmetic or software development . It is important here to know that this has nothing to do with intelligence , but it may be the motivation for this relationship perhaps with medium academic achievement in school , and grade point average in college .

In addition to the impact of this motivation in the academic achievement of school , it has a strong relationship persuasive communication processes of human exposure . Also, the people Mrtfie cognitive motivation spend most of their time thinking about the world around them and try to discover solutions to the problems that are spread in this world , other than those with low cognitive motivation who do not care much about these things

Attribution theory of motivation and achievement when students :

The problem arises when the student failing to attribute the characteristics and features not subject to constant tuning , such as the ability . This student has shown the behavior of indifference , because it used to failure, and frustrating , and unpaid , and a little interest .

And indifference is a logical reaction to the failure of the student if I think that the etiology which he attributes to external causes can not be changed , that is, they fixed it and not under his control and adjust . And students who are failing to notice and feel ; those less need of help , and they need to be encouraged to understand how you can change the situation , the real feeling of success ,

The confirmation of the relationship and the connection between what his students' efforts in the past and the successes associated with them and tell them that if they tried more effort , it will lead to the collection of the highest in the future , but that this collection would be illusory and ineffective , because what they need truth is to provide real evidence demonstrate that their efforts will produce success , showing the reason for linking the outcome , the result in this case is subject to perception .

The perception of the key factors in understanding the motivation by the perspective of the individual , and if I think

that the students lack the ability to absorb the math , they walk their way by this belief , even if their abilities far above average . These students need a little motivation to try to solve math problems ; so because they expect that their performance in math problems will be weak .

It is suggested Vanelli (Fanelli) to the teacher to tell his disciples this phrase : " You may be able to do your so if you try ... " This ensures that as few real success when teachers and students ; without expecting a big disappointment if to make the students effort and faced failure

Due to the fact that achievement motivation is influenced by socialization practices ; , it is expected the emergence of clear distinctions between members of different communities and cultures , and between members of the same society , and that the different parenting practices of socio-economic layer to another layer , and culture to culture . In general, the Arab culture and the sons of the Arab societies are encouraging their children to proactive and attention to the collection , and Tthieb on it since years early in childhood , and linking the increase achievement and academic qualification and between improving the social and economic status of the family , and tend to produce individuals have motivated high collectible , and the need for education sons to fight . And works so often to compensate for the general mental ability , especially with regard to academic achievement . The teacher's role in increasing the motivation of achievement when students

Feedback:

Providing feedback to the reasons for their failure and success achievement increases the expectations they have, in the case of a student who finds it difficult to master the issues beating long; teacher can be used on past successes achieved by the student, in order to build confidence in learning new tasks. Here, the teacher says to the student: "I know that this new type of questions seem difficult, but you have to learn how to work it out; because you know all the things you need to know, so you only need to work hard, and the result will be good."

When a student enrolls at work; teacher can be cast within earshot comments like the following:

"You're doing well, I have finished the first step, be sure you know the beatings ... You continue to work hard; I have compiled the numbers very quickly!! I have known that you can do this through the hard work of a serious effort.. I have been able doing so, I was target because you worked hard. "

"Enable students to formulate their goals and achieve them:

The teacher can increase the motivation of students for achievement by enabling them to formulate their goals by following the many activities, such as training students to identify their educational goals and formulated their own language, and discussed with them, and help them choose the goals that acknowledge their ability to accomplish; commensurate with their preparations and efforts, and thus helps them to identify appropriate strategies to be followed while trying to achieve.

Excitability of the needs of students for achievement and success:

The individual needs to accomplish are available to all individuals, but at different levels, and may not reach the level of these needs when some students for one reason or another end

they can formulate their goals and make the necessary efforts to achieve them. So it follows the teacher by paying special attention to these students, especially when they exhibit behavior that indicates a lack of desire in the performance of their school. Therefore, the assignment of a need for low achievement and success are relatively easy tasks, it can lead to the need for raising student achievement and increase his desire to make the effort and success; because success can of confidence in himself and his abilities. And motivates him to do more.

IV. CONCLUSION

This is just a small glance into the field of intrinsic motivation. Many researchers have contributed to the pool of ideas in the name of understanding what drives students into action. Many will continue to add insights in the name of enhancing the school experience.

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