CHAPTER II

CONCEPTUAL FRAMEWORK

2.0.0 INTRODUCTION

The details about introduction, rationale of the present study, statement of the problem objectives of the study, hypotheses of the study, delimitation of the study along with the organization of the study has been given in the previous chapter. The present chapter embodies the theoretical over-view of the present study.

The ultimate goal of schools is to make its children responsible members in the society. According to Sergiovanni (1991), the schools transform its students by providing knowledge, skills and by building character and imparting values. Here a question arises, are all students motivated to learn and perform? Motivating students so that they can succeed in school is one of the greatest challenges of this century. According to Deci and Ryan (2000), motivation is generally appreciated because of the consequences it produces. The present chapter provides an overview of different approaches to the concept of motivation.

2.1.0 Theories of Motivation

The word motivation comes from the Latin word ‘movere’ meaning ‘to move’. There are various theories on motivation. Most motivation theorist assumed that motivation is involved in the performance of all learned responses that is, a learned behavior will not occur unless it is energized. The theories mainly focus on internal and external influences that move a person. The theories are broadly classified as; Behavioral, Cognitive, Psychoanalytic, Humanistic and Transpersonal theories.

Behavioral Theory: According to this theory the desired behavior should be reinforced. It includes the Classical theories which states that a biological
response to associated stimuli energises and direct behavior. Skinner emphasized on the role of reinforcement in learning. According to this, students are motivated to complete a task by being promised a reward of some kind. The limitation of this theory in terms of students was that students might develop a materialistic attitude towards learning. According to Covington (2002), when we artificially limit opportunities to attain the highest level of accomplishment, intrinsic motivation declines in an effort to protect an individual’s sense of worth.

Cognitive Theory: These theories are related to the information processing approach to learning. It focuses on categories and labels people use, helps to identify thoughts, emotions, dispositions and behaviors.

Leon Festinger (1957) developed the cognitive dissonance theory. It stated that when there is a discrepancy between two beliefs or actions, an individual will act to resolve conflict and discrepancies. It leads to a change in behavior.

The second Cognitive approach theory was Attribution Theory (Heider, 1958; Weiner, 1974). This theory proposed that every individual tries to explain success or failure of self and others by offering certain ‘attributions’, which are either internal or external and are either under control or not under control.

The third Cognitive approach theory was Expectancy Theory (Vroom, 1964). This theory stated that motivation is the product of perceived probability of success (Expectancy); connection of success and rewards (Instrumentality) and value of obtaining goals (Value). From the perspective of this theory, all three variables must be high in order for motivation.

According to the cognitive approaches, the students’ motivation for learning is affected by their beliefs about the nature of ability which changes according to age. The limitation of this theory in terms of students was that it is not easy to induce students to experience a cognitive disequilibrium sufficient to stimulate them to get results.
Psychoanalytic Theories: (Freud, 1990). These theories stated that all action or behavior is a result of internal, biological instincts that are classified into two categories: life and death. They believed that human behavior is deterministic. It is governed by irrational forces and the unconscious will. The limitation of this theory was that they did not believe in the free will.

Humanistic Theories: (Abraham Maslow, 1954). These theories were based on human motivation. The theory stated that people are motivated by their individual needs to address certain natural concerns. Maslow defined a hierarchy of human needs based on survival and growth of human beings. In educational setting, students will be led to seek satisfaction and self-actualization if their basic needs are satisfied to some extent.

Transpersonal Theories: (Gordon Allport, Carl Jung, 1953). These theories are based on the meaningfulness of peoples’ lives or ultimate meaning of their lives.

2.1.1 Definitions of Motivation

- Motivation is an internal state of being or an internal condition that activates one’s behavior giving it direction.
- Motivation is a desire or need which directs and energizes behavior that is oriented towards a goal.
- Motivation is the influence of needs and desires on the intensity of behavior and direction it will follow.

Most of the theories in motivation were focused on separate factors such as biology, achievement or power to explain what directs human behavior. Among these, the Humanistic theory is based on human needs, propounded by Abraham Maslow. Abraham Maslow believes that a person’s intentions, values and motivation are a determining factor in a person’s life. Human behavior is related to his needs. It is adjusted as per the nature of needs to be satisfied. Attention to all human needs is essential for an individual’s motivation. It is believed that human beings have a dynamic nature. Man is a wanting being. His wants keeps
changing, are diverse and grows continuously even when some wants are satisfied. Therefore, keeping the above points in mind, the investigator studied motivation based on the theory of Human Needs propounded by Abraham Maslow.

2.1.2 Factors affecting student’s Motivation

Internal factors: These factors include student’s individual characteristics that they bring to their learning, such as their interest, responsibility for learning, efforts, values and perceived ability.

External factors: These factors include certain type of school practices which promotes motivation, such as features of the classroom, peer groups, tasks and instructional practices. Society and family also plays important role in motivating students.

2.1.3 Maslow’s Hierarchy of Needs

Abraham Maslow proposed a theory of Hierarchy of Needs in which five basic classes of needs influenced human behavior. It is a popular Humanistic Theory of motivation. It is based on the assumption that man is a wanting being, i.e. his wants are growing continuously even when some wants are satisfied. Attention to all human needs is essential for motivation. It explains human behavior in terms of basic requirements for survival and growth. These needs are arranged according to their importance of survival and their power to motivate the individual. These needs are Physiological, Safety, Belongingness and love, Esteem Needs and Self-actualization. It is termed as the original five-stage model. The hierarchy of needs is often depicted as a pyramid with Physical survival needs located at the base of pyramid and need for Self-Actualization located at the top as given in Figure 2.1.

A satisfied need does not act as a motivator. As one need is satisfied, another replaces it. The order of needs reflects differences in the relative strength of each need. According to Maslow, the lower a need in the hierarchy, the greater is its
strength, because when a lower level need is activated, people will stop trying to satisfy a higher-level need and focus on satisfying the currently active lower-level need.

Needs at higher level of the hierarchy are less oriented towards physical survival and more towards psychological well being and growth. An individual is motivated to behave by unsatisfied needs; once a certain need is relatively satisfied, it no longer motivates, instead it activates the next higher level of need. Maslow believed that the only reason that people would not move well in direction of self-actualization is because of the hindrances placed in their way by the society.

**Figure 2.1**

*Maslow’s Hierarchy of Needs (Original Five-stage model)*

Every individual is motivated by needs. The basic needs are inborn. The hierarchy of needs states that the individual must satisfy each need in turn
starting with the first which deals with the most obvious needs for survival itself. Only when the lower order needs of physical and emotional well being are satisfied, individual are concerned with the higher order needs of influence and personal development. The hierarchy of needs uses a heuristic scale; there is no way to quantify the level of any one need, nor is there a point of demarcation at which a need is satisfied.

2.1.4 Structure of Hierarchy of Needs

Maslow defined Hierarchy of Needs based on two groupings: Deficiency Motivators and Growth Motivators.

Deficiency Motivators:

The Deficiency Motivators include the first four needs arranged from the base of the pyramid. These needs are Biological and Physiological, Safety, Belongingness and Love and Esteem needs. Within the Deficiency Motivators, each lower need must be met to some extent before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency. According to Maslow, an individual is ready to act upon the growth needs if and only if the deficiency needs are met to some extent. The first four levels are called as Deficiency Motivators because they motivate people to act only when they are unmet to some extent. The details of each level are mentioned in the following points.

Biological and Physiological Needs:

These are the basic requirement for human physical survival. They include essentials as food, water, shelter, warmth, oxygen and sleep. Physiological needs are the only needs which can be completely or even over satisfied. These needs are continually recurring, so these needs must be satisfied on daily basis.
Safety Needs: It includes needs for a sense of security, stability and protection in the world. The person tries to maintain the conditions that allow him or her to feel safe in his environment.

Belongingness and Love Needs:

These include cordial relationship in the family, affection, working in a group and to feel accepted.

Esteem Needs:

It includes both self-esteem and the esteem of others. It is the feeling that a person is worthwhile, competent and is independent. The esteem of others includes the feeling that other people respect and appreciate the person.

Growth Motivators:

The Growth Motivators include the fifth level of the need placed at the top of the pyramid. This need is termed as the Self-Actualization Needs.

Self-Actualization Needs:

It is associated with realizing one’s full potential. As these needs emerge, the person focuses on doing what he or she is meant to do in life, developing his or her talents and abilities to their fullest extent. It includes personal growth, self-fulfillment, seeking knowledge for self and growth, appreciation and search of beauty and helping others to achieve self-actualization. Self-Actualization is called as Growth Motivator because people constantly strive to satisfy it.

2.1.5 The later adaptation of Hierarchy of Needs (1990):

Maslow’s initial conceptualization included only one Growth Motivator - Self-Actualization. In the later adaptation of Hierarchy of Needs, the Growth need of Self-Actualization was differentiated into two lower level growth needs prior to the general level of Self-Actualization (Maslow and Lowery) and one beyond that level as given in figure 2.2.
It included the following needs:

Cognitive Needs: It represents the human needs to understand, to know and to explore.

Aesthetic Needs: It includes appreciation and search for beauty.

Self-Actualization Needs: It includes self-fulfillment and helps to realize individual’s potential.

Transcendence Needs: It includes helping others to find self-fulfillment and realize their potential.

The original five-stage Hierarchy of Needs model remains a definitive classical representation of human motivation as the later adaptation are already included.
in the Self-Actualization as they represent self-development and self-fulfillment. Therefore, the investigator considered the original five-stage Hierarchy of Human Needs propounded by Abraham Maslow for the present study.

2.2.0 Interpretation of Maslow’s Hierarchy of Needs in context of the students

All living organisms have inherent needs. For the students, the fulfillment of those needs by themselves or with the help of their family and the community, leads to healthy development and lays a strong foundation for their youth. Any deficiency in these basic needs can handicap a student’s growth and can affect the student’s performance at home, at school and in future life.

For a student the need for proper food, water, clothing, warmth, and sleep is essential as it will enhance the student’s attention span and will provide sufficient energy required to participate in different activities. Lack of these basic necessities amongst students might lead to poor performance in school and lack of energy in participating in different activities for better growth in terms of achievement.

Once the physiological needs are satisfied to some extent, the need for safety arises. It includes physical safety, a secured environment and emotional safety. For a student these needs are equally important at home, at school and in the surroundings. Students living in dysfunctional families, split families, abusive situations and foster care or any other unstable situation may not have a feeling of security and safety. They will lack in self-confidence, adjustment and will always have a fear of life.

After the concerns of safety and security are met to some extent, the students’ needs start to become more internal, focusing next on belongingness and love needs. For the students, the need for belongingness and love is not just in the family but amongst the group as well. The efforts of the parent, school and society as a whole are equally important. The family can provide unconditional love to their children so that they develop the sense of belongingness, love,
respect and care. The school and society as a whole can provide sufficient opportunities to students so as to belong to a group, so that the students gain a feeling of acceptance.

The need for self-esteem often works in tandem with the belongingness and love needs. At this level, not only does a student want to be a part of something, but also take pride in their accomplishments and to be recognized by others. The students at this stage become self-confident, content, develops self-respect and respect for others. Students when given opportunities and a competitive environment to accomplish, prepares to take risk and try new things, become cooperative and generous. They become concerned for the reputation of self and others. When a student does not get a conducive environment to grow, develops inferiority complex and fear of failure. Sometimes the students become aggressive in nature and have adjustment problems.

The need for self-actualization, according to Maslow is acquired by a very few people and as per the theory it would be impossible for a child to reach this stage. In context of the students, self-actualization is the beginning of seeking self-fulfillment. Developing hobbies, pursuing a dream, accepting a challenge, helping other people selflessly are just a few ways to achieve self-actualization at this age. The students strive for personal growth and development by following one’s own passion and interest. Some students become self-expressive and creative in their endeavors. This need relates to the growth of the students. The students should be given favorable and encouraging environment so as to harness the potentials otherwise they will find life boring and meaningless. They will not take the extra initiative to achieve the zenith in the task which they are accomplishing. Students’ motivation is influenced by several factors; self, family, peer group, school and society as a whole.

2.3.0 Rationale behind the Motivational Needs

Motivation is not a stable trait of an individual, but is more situated, contextual and domain specific. The students are motivated in multiple ways, but their
motivation can vary depending on the situation, context at home and in the school. Therefore, student motivation is conceived as being intrinsic variable and dependent on the context. It is not the student’s culture, demographic or personality characteristics that influence motivation. According to Linnenbrink and Pintrich, 2002, student’s own thoughts about their motivation and learning play a main role in mediating their engagement and subsequent achievement. Therefore, the investigator studied the Student Motivational Needs in relation to some psychological constructs like, self-concept, school adjustment and stress of students.