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A Review of the Motivation Theories in Learning

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Abstract. Motivation and learning process have a deep connection. Motivation is the core for human being's aspirations and achievements. Thus, motivation is crucial to succeed in educational matters and without the fighting spirit nothing is possible not only in education but also in real life. The learning process is an endless life long process. In order to continuously achieve a high motivation is crucial. Motivation is the force that encourages students to face all the tough and challenged circumstances. Motivation itself is a huge scope to cater. Hence, this study emphasises on several motivational theories that are related to the learning domain.

INTRODUCTION

Motivation is a theoretical concept utilized to clarify human behaviour. The motivation provides the motive for the human beings to react and fulfil their needs. Motivation can also be defined as one's route lead to behaviour, or to the construct that trigger someone to desire to replicate behaviour and vice – versa [1], [2]. Motivation is defined as the process to make a start, guides, and maintains goal-oriented behaviours. Basically, it leads individuals to take action to achieve a goal or to fulfil a need or expectation.

Previously, there is no standard definition for motivation in education [3]. Up to now, Houssave's definition regarding motivation was adopted for the educational researchers [3]. According to the motivation definition proposed by Houssave, motivation is the kick off and behaviour behind the strength [3]. Aristotle and Plato have endorsed that motivation is associated with physical, emotional and logical [4]. Other than that, there are few other definitions proposed by several researchers. Woolfolk's definition regarding motivation is an internal condition that arouses, directs and maintains behaviour [5]. Furthermore, it is a factor which leads to behaviour and determine the directions, the force and insistence of it [6]. Based on [7], motivation is considered as the reason underlying behaviour. Brophy [8] defined motivation as a theoretical concept that is used to explain the beginning, direction, force and insistence of goal-oriented behaviour. According to [9], [10], [11], motivation is an attribute that instigate movements, an energy, direction, the reason for our behaviour and "what" and "why" we do something. The working definition of motivation is a persuasive feeling that always provides positivism to students to accomplish a task or activity to the end and succeed in it no matter how hard and tough it is. Motivation is a kind of feeling that always finds ways to go down and cultivate anxiety and tension in human mind and thoughts indeed, with the positive motivation; we can revive the positivism energy and apply it in performing tasks [12]. Apart from that,

individual with self-motivation always can find a motive and intensity without expecting external encouragements to complete a task even though the task is challenging [13]. In contrast, negative motivation illustrates the behaviour is motivated by expectation and fear of not able to achieve the aimed outcome. Fear considered as a powerful motivator, notably when the fear is regarding our survival and future endeavours [14].

MOTIVATION IN LEARNING

The will power associates students with academic activities [3], [15], [16]. Besides that, students' level of motivation reflects on their engagement and contribution in a learning environment. Active and highly motivated students will spontaneously involve in activities without expecting any external rewards [17]. Meanwhile to encourage a low motivated student, external rewards are needed to convince students to participate in activities. According to [18], there are seven factors that endorse motivation, namely; challenge, curiosity, control, fantasy, competition, cooperation and recognition where many of which are present in games. Currently, the standpoint of learning not only draws attention to the cognition, but also the students' motivation and preference are among the fundamental factors for effective and useful learning and achievement [3], [16]. Motivation is able to initiate to succeed in our choices and at the same time lack of motivation can initiate to major barrier that prevents the success [19]. Due to lack of motivation, the feeling of frustration and annoyance can hinder productivity and wellbeing [20]. There are several reasons that influence the motivation level in learning such as the ability to believe in the effort, the unawareness of the worth and characteristic of the academic tasks [20]. The following section discusses the intrinsic and extrinsic motivation and other related theories in learning motivation in detail.

THEORIES OF LEARNING MOTIVATION

There are several motivation theories for instance the instinct theory which is considered as the root for all the motivation and motivation is to survive [21]. The theory depicts that biological or genetic programming causes the motivation to occur and all human beings share the same motivation as all of us are sharing the similar biological programming [21]. Then, the incentive theory is among the major theories of motivation. This theory illustrates the desire to motivate behaviours for enrichment or incentives [22], which means we are motivated to perform actions because of internal desires and desires, yet at other times, our behaviours are passionate by a desire for external rewards. Besides that, the arousal theory illustrates the maximum level of eagerness or arousal [23]. People with high optimum levels of arousal will perform high enthusiastic behaviours, like bungee jumping, scuba diving and so on. While the rest of us are feeling contented with less exciting and less unsafe activities. The theory depicts the ability to do what needs to be done, without influence from others or circumstances [23].

Basically, motivation can be categorized as intrinsic motivation, extrinsic motivation and amotivation [9], [24], [25]. Moreover, there are several theories that could be implemented, especially in the education domain. They are intrinsic and extrinsic motivation theory [9], self-determination theory (SDT) [9], the ARCS model [26], social cognitive theory [27] and expectancy theory [28]. These theories are able to stand alone to contribute to the outcome in the learning process without being dependent on any other theories in the education domain.

(Intrinsic and Extrinsic Motivation Theory)

According to [9], intrinsic motivation depicts an activity done only for own contentment without any external anticipation. The challenge, curiosity, control and fantasy are the key factors to trigger up intrinsic motivation. In education, lots of will power and positive attitude is very much required to sustain the motivation. Moreover, [29], [30] claim that intrinsic motivation and academic achievement share significant and positive bonding. Intrinsic motivation directs an individual to participate in academic activities only to experience the fun, challenging and uniqueness without any external pressure or compulsion rather than expecting external rewards, gifts or under any compulsion or pressure [9], [24], [31], [32]. Attitude in learning is considered prominent and it influences the academic achievement [33], [34], [35]. Intrinsic motivation is able to spread the positivity and make the gained knowledge to sustain for a long time.

In contrast, extrinsic motivation depicts external activities such as a reward [9], [24], [31], [32], compulsion [4], [36] and punishment [4]. An individual is extrinsically motivated if they are receiving any reward or under any pressure or compulsion [4]. According to [4], the motivation can be cultivated extrinsically at the initial stage and transform it as intrinsic motivation in the learning process as it goes deeper. This kind of motivation provides a high

level of will power and engagement yet it would not be able to sustain longer than the intrinsic motivation can do. If they are continuously motivated through the use of external rewards or compliments, it could be habitual for students to perform only to gain the rewards and not for their own sake or to master skills or knowledge. Other than that, when an individual is not able to perform either intrinsically motivated or extrinsically motivated, then amotivation occurs. Amotivation is a state where intrinsic motivation and extrinsic motivation no longer exist [9], [24]. Either intrinsic motivation or extrinsic motivation, both have their own unique features to motivate students. Both intrinsic and extrinsic motivation are needed in a learning process [37], [38], [39]. Learning is a complicated process and motivation is the hard rock of this process [37]. Hence, students have to be highly motivated to face the challenges, understand the process and able to apply in real circumstances. Intrinsic motivation leads to self-motivation in pursuing the learning meanwhile extrinsic motivation gives the purpose to pursue the learning [37].

(Self-determination theory)

Self-determination theory, also known as SDT evolves from the intrinsic and extrinsic motivations [9], [13], [40]. In this case, the intrinsic motivation illustrates the human's natural tendency to encompass several features in the learning process; meanwhile extrinsic motivation depicts a different considerable in its relative sovereignty. Hence, it only can reflect either its external control or true self-regulation. In short, autonomy is related to volition and liberty [9], competence is related to the feeling of effectiveness and self-confident in pursuing and accomplish a task meanwhile relatedness provides the feeling of protected and connected in a learning environment [41], [42]. The aforementioned learning environment is able to enhance the students' academic performance and motivation [41], [43]. Other than that, the self-determination theory is comprised of five sub-theories. Firstly, the Cognitive evaluation theory (CET) is a theory in psychology, which is designed to explain the effects of external consequences on internal motivation [44]. CET draws the attention to the critical autonomy and competences' role that supports in fostering intrinsic motivation, which is vital in education, arts, sports, and many other domains. Ten years later, Deci & Ryan [45] and Deci & Ryan [46] have included Organismic Integration Theory (OIT) and Causality Orientations Theory (COT) as sub-theory of self-determination theory. OIT is a spectrum of motivational states with three primary divisions. In this impersonal or amotivational stage, the focus is towards the competence. Followed by basic psychological needs theory (BPNT) where humans' needs are classified into three main psychological needs likely need for autonomy, competence and relatedness [47]. A research identified that the need for the satisfaction is crucial in order to gain engaged, motivated, healthy progress and well-being among individuals [47]. Finally, Goal Contents Theory (GCT) shows the difference between the basic need for satisfaction and well-being based on intrinsic motivation and extrinsic motivation [9]. The intrinsic goals within the social setting is pertinent to the educational environment and more useful for students to focus on intrinsic goals compared to extrinsic goals in order to achieve and present a better academic performance [9].

(ARCS Model)

Fundamentally, humans' motivation associated with the behaviour and emotion [48]. It is a prominent strength to deal with the learning process and succeed [49]. Students' can be motivated directly through the use of attractive, satisfying and stimulating learning material [48], [50]. According to [51], ARCS model is a systematic way to determine and deal with learning motivation. ARCS abbreviated from Attention, Relevance, Confidence and Satisfaction attributes. Firstly, catch the attention of students is very crucial to gain and sustain the students' engagement in learning [51]. Secondly, students' experiences and the needs related relevance [51]. Then, Confidence related to the students' emotion and anticipation [51]. Lastly, the positive feeling regarding the learning process and the gained knowledge leads to satisfaction as completing the whole learning process [51].

According to [48], students can be motivated directly by grabbing the students' attention through the use of attractive and stimulating medium or learning material. It is important to sustain and arouse the student's attention and curiosity in the learning process.

(Social Cognitive Theory)

Social cognitive theory (SCT) has been proposed by [52]. This theory has been implemented in various domains such as education, communication and psychology. SCT refers to the acquisition of knowledge by direct observation, interaction, experiences and outside media influence [53]. SCT is derived from constructing meaning

and knowledge from the social influences. Bandura [52], conducted an experiment to prove that social influences affect people including children. The continuous learning and constructing meaning are from communication among the community and transform to internet now. SCT depicts the interrelationship between behaviour, environment factor and personal factor. They are connected and there is consequence action for every action. SCT illustrates how people gain and maintain several behaviour patterns and providing basic intervention strategies [54]. Environment factor can influence people and classified as social and physical environment. The social environment refers to family and friends while physical environment refers to the comforts [54]. According to SCT, interactive learning allows students to gain confidence through practices.

(Expectancy Theory)

Expectancy theory was developed by [28]. This theory was developed based on the working environment to motivate employees and later it was expanded and revised by [55]. Expectancy theory is more on motivation and the way it is connected to everyone [55]. It is believed that there are relationship between the amount of effort put into a task and the performance that can be achieved from the effort and receive appreciation for the effort and performance [55]. This theory depicts that strong effort will lead to better performance and lead to rewards. Hence, it would motivate to accomplish an effort even though has to face difficulties [28], [56]. According to Vroom, effort, performance and intrinsic attractiveness are interrelated to human motivation [28], [55]. This theory is more to external rewards and appreciation. There are several stages before receiving the reward [55], [56]. First of all, the student has to be fully motivated and believe that he/she only will receive the acceptable performance if he/she puts a genuine and maximum effort [55], [56]. Then, the performance will be rewarded and this stage is known as an instrumentality. Lastly, the value of the rewards is fully positive and known as intrinsic attractiveness at the final stage of expectancy theory [55], [56].

DISCUSSION AND CONCLUSION

There are several motivational theories that have been discussed in this paper. Previously, self-determination theory (SDT) and ARCS model are widely utilized in the motivation domain for learning discipline. The implementation level of theories such as social cognitive theory and expectancy theory is still in initial stages. The entire idea was to determine the theories that are able to contribute to motivation in learning. Learning is a complicated process and it needs guidance to successfully achieve the objective. Theories play a vital role in accomplishing the committed efforts. If not, the effort would stray far from the objective that needs to fulfil. Therefore, researchers have designed conceptual theories to guide the path of these efforts. The theories are beneficial in conducting a learning process yet they also provide guidance to face the challenges in real life.

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