

### Optimum Characteristics of Motivation to Learn

- 1) Intrinsic: Personal factors such as needs, interests, curiosity, enjoyment, etc.
- 2) Learning Goals: Personal satisfaction in meeting challenges and improving.
- 3) Task-involved: Mastering the task at hand.
- 4) Motivation to Achieve: Impetus to strive for excellence & success.
- 5) Locus of Control: Successes and failures are attributed to CONTROLLABLE effort and ability.
- 6) Incremental view regarding personal ability: The belief that ability is improvable through hard work and added knowledge and skills.

### Characteristics that Diminish Motivation to Learn

- 1) Extrinsic: Environmental factors such as reward, social pressure, punishment, etc.
- 2) Performance Goal: Personal desire for approval of performance in others' eyes.
- 3) Ego-involved: Primarily concerned with self in others' eyes.
- 4) Reluctant Motivation: The need to achieve or to avoid failure; prone to anxiety.
- 5) Locus of Control: Successes and failures are attributed to UNCONTROLLABLE causes; external L of C.
- 6) Entity view regarding ability: The belief that ability is a stable, uncontrollable trait.

### Fostering Self-efficacy in Learning

1. Provide the support that students may need to achieve classroom objectives.
2. Provide a realistic perspective as to what constitutes success.
  - Define success as eventual rather than immediate mastery of class material and acknowledge that occasional mistakes are to be expected.
3. Promote self-comparison rather than comparison with others.
  - Minimize competition among individual students.
  - Minimize students' knowledge of others' performance.
  - Evaluate students in terms of their own progress rather than in terms of how they stack up against others (i.e., their peers).
4. Devise a means through which students can observe their own progress.
5. Be sure that mistakes and errors occur within an overall context of success.