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# UNIT 7 PSYCHOLOGY OF ADULT LEARNING AND MOTIVATION

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## 7.0 INTRODUCTION

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Dear student, in the previous unit, i.e. Unit 6 under Block 2, we could understand the trends in philosophical foundations of adult education in which we have studied the philosophies of Jean Piaget (1896-1980), John Dewey (1859-1952) Antonio Gramsci (1891-1937) and Paulo Freire (1921-1997). We have also discussed the philosophies of Indian thinkers viz., M.K.Gandhi and Rabindranath Tagore and their contributions to adult education. In the present unit, we learn about the concepts of psychology, learning/adult learning and discuss the nature,

relevance and scope of psychology of adult learning. The theories of learning and principles of learning and their relevance to adult learning will also be discussed. Further, the concept, functions, types of motivation and their relevance to adult learning will be discussed. We shall also discuss the techniques of motivating adults for continuous learning.

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## 7.1 OBJECTIVES

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After completion of this unit, the learner will be able to:

- Understand the concepts of psychology, learning and adult learning;
- Observe the nature and characteristics of learning;
- Understand the theories and principles of learning;
- Define the concept of motivation and its use in different disciplines;
- Identify the functions of motivation;
- Recognise the factors which influence the motivation of adults;
- Appreciate the importance of motivation in adult and continuing education; and
- Comprehend the theories of motivation as well as techniques of motivating adults for learning.

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## 7.2 DEFINITIONS OF CERTAIN TERMS USED

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For better understanding of this Unit, we let us begin our discussion on some important concepts.

### 7.2.1 Psychology

Psychology (from Greek: psychē, “soul”, “self” or “mind”; and logos, “speech” literally means “to talk about the psyche”) is an academic and applied discipline involving the scientific study of mental processes and behaviour. There is some tension between scientific psychology (with its programme of empirical research) and applied psychology (dealing with a number of areas).

Psychology can be defined as the scientific study of human behaviour and experience. Human experience has three fundamental aspects – Cognition, Conation and Affection.

Psychology can be defined as the ‘Science of Behaviour’. The term, ‘behaviour’ as it was originally defined by John B. Watson (1930) was too narrow. But his subsequent inclusion of ‘implicit behaviour’ removed the barrier.

Some definitions of Psychology as given by Psychologists of renown are given hereunder:

1. John Dewey (1884): “Psychology is the science of the facts or phenomena of self”.
2. Koffka (1886-1941): Psychology is “the scientific study of behaviour of living creatures in their contact with the outer world”.
3. Mc Dougall (1973): Psychology is “the science which aims to give us better understanding and control of the behaviour of the organism as a whole”.

## 7.2.2 Educational Psychology

Educational psychology is the application of various psychological principles to education, with a view to make it scientific and beneficial. It is the science of education that helps the teacher understand the development of his students, the ranges and limits of their capacities the process by which they learn and their social relationship.

Educational psychology is the study of how humans learn in educational settings, the effectiveness of educational interventions, the psychology of teaching, and the social psychology of schools as organizations. Although the terms “educational psychology” and “school psychology” are often used interchangeably, researchers and theorists are likely to be identified as educational psychologists, whereas practitioners in schools or school-related settings are identified as school psychologists. Educational psychology is concerned with how students learn and develop, often focusing on subgroups such as gifted children and those subject to specific disabilities.

## 7.2.3 Adult Psychology

Adult psychology is different from child psychology. Psychology of adults is based on their basic interest, urges and capacities (Rogers, 1986). The psychology of adults is described hereunder:

- He or she is more mature – that is, more fully developed. But since none of us is ever fully developed, we mean by this that they are using what talents or aptitudes they have already developed. Of course, we shall all continue to grow and develop – but adults have already developed considerable skills and talents.
- He or she has developed a more balanced sense of perspective. A childish person is one who thinks they are either very important and thus need to be looked after carefully, or not at all important – they act like a spoiled child or like a neglected child. An adult is more balanced. Once again, we are all still growing in our sense of perspective but at least we have some idea of where we stand and what we can and cannot do.
- He or she is responsible for their own acts. Sometimes they are responsible for others (children or older parents and relations or handicapped adults etc); but at least they are responsible for themselves. Again we are all growing in this respect. Some of us try to run away from this autonomy or self-responsibility; and for others (especially women) the society (especially men) deny them much opportunity to exercise this responsibility for themselves. But in the end, we are all growing into more and more autonomy.

In dealing with adult groups, one must recognise the above characteristics. If an adult is motivated properly, he can put forth his maximum efforts to achieve the goal. The motivated behaviour is characterised by increased activity, willingness to work, overcoming resistance to achieve the goal, and learning new instrumentalities to achieve the goal.

### Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

1) Define the concepts of Psychology, Educational psychology and Adult psychology.

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## 7.3 NATURE OF PSYCHOLOGY/TEACHING-LEARNING

A psychologist studies and applies psychology for the purpose of understanding, preventing, and relieving psychologically-based distress or dysfunction, and to promote subjective well-being and personal development. In many countries it is a regulated profession that addresses moderate to more severe or chronic psychological problems, including diagnosable mental disorders. Clinical psychology includes a wide range of practices, such as research, psychological assessment, teaching, consultation, forensic testimony, and program development and administration. Central to clinical and counseling psychology is the practice of psychotherapy, which uses a wide range of techniques to change thoughts, feelings, or behaviours in service to enhancing subjective well-being, mental health, and life functioning. Clinical psychologists can work with individuals, couples, children, older adults, families, small groups, and communities.

### 7.3.1 Nature of Teaching

Teaching has been defined in different ways. It is a process by which ‘one person helps others to achieve knowledge, skill and attitude’. This is the traditional concept of teacher dominated affair. But the famous Brazilian educationist Paulo Freire (1972) considered this concept oppressive as it robs the learning group of self, particularly in adult education, wherein the teacher cannot assume the role of judge, ideologue and doctor. Freire has made significant contribution to the field of adult learning.

Freire (1970) believed that education is not the process of depositing information by a teacher in a bank of passive minds, but a dialogue between the learner and the coordinator. The process of dialogue is called 'Conscientization'. The coordinator must help the learners to define problems, to analyze them and to design solutions. Conscientisation and problematisation should lead to action and reflection beyond the learning situation.

Mahatma Gandhi had always impressed upon the teaching community that there is a need to develop the inner urges and make learning as a means for broader perspectives of life.

Ivan Illich (1970) advocated, throughout his writings, that a teacher is a co-learner in adult education settings. This concept is widely accepted to a different degree, popularly termed as feedback mechanism. The teacher cannot depend for the whole life upon what he learnt once.

Rabindranath Tagore had nicely put it as 'a teacher can never truly teach unless he is still learning himself'. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge but merely repeats his lessons to his students cannot lead their minds; he cannot quicken them.

This should make the teachers seriously think about their roles. There is a need to reap the harvest of knowledge. There is no end to acquisition and nothing is absolute as the world of knowledge and skills is ever changing and frontiers are ever widening. Teaching is, therefore, inquiry and discovery. Teaching is a dynamic process and a deliberate, planned and goal oriented activity. It excites, triggers off latent energies and creative urges.

### **7.3.2 Nature of Learning**

Psychologists define learning as the process by which changes in behaviour result from experience or practice. But not all changes in behaviour are the result of learning (Jayagopal, 1984). Thus, learning is defined as a permanent change in the individual behaviour as a result of new perceptions, practice or other experience. Learning is a process, which brings about change in one's way of responding as a result of practice or other experiences.

Conceptually, learning in the scholastic sense – is the process resulting from the interaction between the teacher and the taught. Learning is a process of acquiring new behaviour (attitude, knowledge, skills) through experience. Learning is the modification of behaviour through experiences and training (Dhahama & Bhatnagar, 1980).

### **7.3.3 Nature of Adult Learning**

Adult learning is the acquisition of new ideas, skills, attitudes, experiences and understanding by people whose primary occupation in life is other than learning or studentship.

The adults' need for learning is current, for practical information, and not for delayed gratification. The non-schooled adult is not always unlearned or uneducated. Large amount of knowledge relating to social and economic life

have been learned through word-of-mouth transmission and through modeling. Social roles, agricultural and construction skills, crafts, history, language, and so forth, are passed on from generation to generation through informal but often highly refined system of informal learning. Whether the learning takes place through informal tutoring, supervised on-the-job training, and apprenticeship or by listening to stories and legends recounted by elders, the informally learned individual is primarily discovery-oriented and is usually operating at a concrete level of mental operations. In other words, the informal learner is exposed to and searches out answers to concrete problems such as those confronted in agriculture, irrigation, hunting, etc. Success, and the consequent reinforcement and retention of learning, is perceived not by abstract rewards such as grades or credentials, but by very real and immediate rewards such as physical health and survival and social well-being. The skills and concepts being learned relate directly and intimately to the concrete reality of the learner's world. Thus, the informally learned person would seem to be more discovery-oriented, more an organic, holistic learner operating at a concrete level of cognitive process.

Where this is the case, it would seem probable that informally learned persons, especially those who have relatively low literacy skills and levels of modernity, would have a natural learning style that is inconsistent with pedagogical style of the formally constructed educational system. Lacking an educational process which will reach him at his level, the informally learned individual will almost certainly experience a high degree of frustration and failure in the schools and will either opt out or be shut out of the formally-sanctioned schooling system. In effect, he will be excluded from access to social credentials and related to personal poverty, powerlessness, and social unproductiveness.

To understand the nature of adult learning, we have to recall the principles of adult learning. In this context, we shall now present the basic principles of adult learning which are enlisted by Knowles (1978).

- Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities. For example, adults will typically pursue formal coursework only when those courses become meaningful, beneficial, or rewarding.
- An adult's orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects. Experience is the richest resource for adults' learning; therefore, the core methodology of adult education is the analysis of experience.
- Adults have a deep need to be self-directing; therefore, the role of the teacher of adults is to engage in a process of mutual inquiry with them, rather than to transmit his or her knowledge to them and then evaluate their conformity to it. Adults desire teachers who will direct or channel their thinking in challenging and creative ways. Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in style, time, place, and pace of learning.

### Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

2) i) Explain the nature of Psychology/Teaching-Learning.

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ii) Explain the nature of adult learning and its principles.

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## 7.4 SCOPE OF PSYCHOLOGY OF LEARNING

Psychologists attempt to explain the mind and brain in the context of real life, in contrast to the physiological approach used by neurologists. Psychologists study such phenomena as perception, cognition, emotion, personality, behavior, and interpersonal relationships. Psychology also refers to the application of such knowledge to various spheres of human activity, including issues related to daily life viz., family, education, and work — and the treatment of mental health problems (<http://wikipedia.org.nwlink.com>).

In addition to studying the brain's implementation of elementary mental functions, psychology also attempts to understand the role these functions play in social behavior and in social dynamics, while incorporating the underlying physiological and neurological processes into its conceptions of mental functioning. Psychology includes many sub-fields of study and application concerned with such areas as human development, sports, health, industry, media, law, and transpersonal psychology.

Educational psychology can in part be understood through its relationship with other disciplines. It is informed primarily by psychology, bearing a relationship to that discipline analogous to the relationship between medicine and biology and also between engineering and physics. Educational psychology in turn informs

a wide range of specialities within educational studies, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology both draws from and contributes to cognitive science and the learning sciences. In universities, departments of educational psychology are usually housed within faculties of education, possibly accounting for the lack of representation of educational psychology content in introductory psychology textbooks.

To understand the characteristics of learners in childhood, adolescence, adulthood, and old age, educational psychology develops and applies theories of human development. Often cast as stages through which people pass as they mature, developmental theories describe changes in mental abilities (cognition), social roles, moral reasoning, and beliefs about the nature of knowledge.

**Check Your Progress**

**Notes:** a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

3) Explain the scope of psychology of learning.

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## 7.5 RELEVANCE OF PSYCHOLOGY TO ADULT LEARNING

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An adult educator should know the learner first before he makes an attempt to teach him. Unlike in formal education, the adult learners vary in age, needs, interests, attitudes and in their characteristics. So it becomes all the more necessary to know their aspirations, attitudes, fears, frustrations, desires as well as the levels of achievement of individual learners. Unless the instructor is aware of the psychology of individual learner, his teaching or instruction would prove to be ineffective. Educational psychology explains how individuals differ and also how to plan individual instruction. It also explains the physiological principles of mental age, attention, learning, motivation and so on. A knowledge of physiological psychology is very useful for the adult educator.



The interpersonal relationships of the teacher and the adult learners play a significant role in teaching. Educational psychology deals with all aspects of personality. The mental health of the teachers and the learners also come under purview of Educational Psychology. The efficacy of reward and punishment is also revealed by a study of Educational Psychology. The formation of desirable habits, the sublimation of emotions and other adjustment problems are dealt by psychology.

The knowledge of Educational Psychology is essential for diagnostic and remedial teaching, measurement and evaluation. It describes the various tools of measurement and their use in finding out the levels of achievement of adult learners, their intelligence, attitudes, aptitudes and interests. All these are useful in guidance and counselling.

**Check Your Progress**

**Notes:** a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

4) Explain the relevance of Psychology to adult learning.

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**7.6 THEORIES OF LEARNING AND THEIR RELEVANCE TO ADULT LEARNING**

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Adult learning may be defined as a process, which brings about a relatively permanent change in the individual's behaviour (personality) as a result of knowledge, practice or other experience. There are many theories of learning based on many kinds of learning (Reddy, 2005). The main theories such as Learning by Association, Learning by Conditioning, Learning by Doing and Learning by Insight are described in this Section.

### 7.6.1 Learning by Association

Learning by Association is called as Operant or Instrumental conditioning. This type of learning is well exemplified by the classical experiment performed by an American psychologist E. L. Thorndike. He stressed the importance of reward in forming associations or connections, as he used to call them, between Stimulus (S) and Response (R). Based on experiment on a cat, Thorndike proposed a law of effect as one of the principles of learning (fundamental). The Law of effect can be stated as follows: when a response to a stimulus produces a pleasing effect on the organism, the same response is likely to recur when the same stimulus comes. The connection between that Stimulus and Response (S-R) gets strengthened. In the same manner, when a response to a stimulus produces annoyance to the organism, the same response is not likely to recur when the same stimulus comes. The connections between that stimulus and response get weakened. Every learnt response that brings about solace and joy to an organism is likely to be retained and repeated. In the same manner, any learnt response that provokes irritation and leads to calamity is seldom retained and/or repeated.

Based on laboratory experiments with animals, behaviorists concluded that learning is a process by which stimulus and response bonds are established when a successful response immediately and frequently follows a stimulus. They assumed that people are similar to animals or machines, and considered any reference to the role of mind irrelevant.

The early behaviourists have put forward three main laws of learning: (1) The Law of Effect, (2) The Law of Exercise and (3) The Law of Readiness. The law of effect stresses the importance of the effect of a response. Satisfying results reinforce the response while annoying results weaken it. Reward and punishments are, therefore, important ingredients of learning. The law of readiness indicates the student's willingness to make S-R connection, while the law of exercise relates to strengthening the connection through practice.

#### **Educational implications**

This theory of learning has tremendously influenced modern educational practices. Behaviourists have conceived teaching as manipulation of environment to produce desired behavioural changes in learners and thus make education more effective. The main implications of this theory are:

- The classroom experiences should be pleasant and satisfactory. The teacher should be pleasant, considerate and kind.
- The proper rapport between the teacher and the taught is an essential prerequisite for effective classroom work. The learners should be made to realise the importance of what they learn. To achieve these, the classroom experiences should be based on the needs of the learners and be linked with their actual life-experiences in the society.
- The classroom activities should be organized in an order of increasing difficulty so that the learners may progress with confidence and without stagnation. A word of praise and encouragement from the teacher provides the much-needed feedback (reward) for the learners to continue learning.

## 7.6.2 Learning by Conditioning

Skinner(1969) propagated the theory related to stimulus response behaviour and reinforcement. In his view, learning is a change in behaviour. As the student learns, his responses in terms of changed behaviour increase. He therefore, formally defines learning as a change in the likelihood or probability of a response.

There are two types of conditioning that are affected by varied experimental techniques. In Pavlov's experiment (1960), the Natural stimulus was paired with the Un-conditioned or Natural Stimulus (UCS) and the natural stimulus got the properties of the UCS and became the Conditioned Stimulus (CS). This, according to B.F. Skinner, is the Respondent Conditioning.

In Skinner's Operant Conditioning (OC), a response occurs spontaneously in the absence of any specifically correlated stimulus. The term 'operant' means that behaviour operates upon the environment to generate its own consequences.

In Classifiable or Respondent Conditioning (RC), the RC is due to a reinforcing stimulus, which forces the formation of the RC. In operant conditioning, the RC had to occur first at least once before it gets reinforced.

Operant Conditioning (OC) is called instrumental learning. The necessary entering behaviour is the availability to the organism of particular responses. Pleasurable consequences strengthen behaviour while unpleasant consequences weaken it. For example, a pigeon pecks the red ball and gets food in Skinner's famous experiment. Because of food (reinforcement), the Pigeon is likely to peck the same ball again and again.

In Operant Conditioning (OC), learning objectives are divided into many small steps/tasks and reinforced one by one. The operant – the response/behaviour of act is strengthened so as to increase the probability of their re-occurrence in the future. Three external conditions – reinforcement, contiguity and practice – must be provided in OC.

### **Educational implications**

The most important aspect of Skinner's theory of learning relates to the role of reinforcement. 'Exercise' reinforces a learnt response but it should be employed without the ennui of repetition. Any classroom work repeated monotonously produces a depressing effect and makes learning tiresome. Such repetition produces an adverse reaction.

Providing suitable practical work that fosters many a skill can reinforce theoretical knowledge.

The basic implication of operant conditioning to instructional activities is dependency on observable behaviour. For Skinner, reinforcement facilitates learning. Further, he thinks that the most effective control on human learning requires instructional aids. Skinner distinguished between positive and negative reinforcements.

Skinner distinguished between positive and negative reinforcements. Positive reinforcement is a stimulus which increases the probability of desired response. The positive reinforcement is a positive reward. Praise, smile, prize, money, fun etc., are the examples of positive reinforcement. In negative reinforcement, the desired

behaviour is more likely to occur if such stimulus reinforcement is removed. For example, we can close windows and doors to avoid hearing loud noise; we can avoid wrong answers by giving right answers. Here noise and wrong answers are negative reinforcers. Thus negative reinforcer is a negative reward - the avoidance of which gives relief from unpleasant state of affairs.

### 7.6.3 Learning by Doing (Trial and Error)

Many a modern psychologists consider the term 'Trial and Error' as a misnomer, as this category of learning is nothing but operant or instrumental conditioning. This type of learning is well exemplified by the classical experiment performed by an American psychologist E.L. Thorndike.

A hungry cat was placed in a puzzle box – a special type of box designed by Thorndike. The box could be opened from inside and outside. In this experiment too, the animal was kept hungry. Animals do not eat when they are not hungry. They eat to live. The oafish upstart, homo sapiens (Man) is the exception to this rule. He lives to eat. The cat could come out of the cage by operating a simple mechanism. The hungry cat was allowed to settle down in the puzzle box. Then a piece of fish in a dish was kept outside the box: on seeing it the cat began to be active. It endeavored to come out of the box. It pawed the bars of the box, dashed against the sides and indulged in random movements. All those wasteful movements were 'Errors'. But during the frantic attempt to come out of the box, the cat accidentally operated the mechanism and immediately the door opened. The cat was allowed to have a bite at the fish (reward), separated from the spicy morsel and again put into the box. Once again it attempted to come out, committed 'errors', finally came out and was allowed to have a bite at the fish. It was not allowed to eat to its fill. Then again it was put into the box and the procedure was operated many times. After a few trials the cat was found to have eschewed most of the wasteful movements (errors) and it operated the mechanism with considerable ease. It had learnt to associate the mechanism with the opening of the door. This seemingly simple experiment is responsible for 'Laws of Learning' formulated by Thorndike. Thorndike stressed the importance of Reward in forming associations, or connections, as he used to call it, between Stimulus and Response(S-R). He called himself a 'connectionist' and could never brook any reference to him as an 'associationist'. This type of learning is the most common type of learning in animals, including man.

#### Educational Implications

Learning is both a 'process' and 'product'. The product affects the 'process'. The effect of learning affects learning, its strengthening or otherwise. It is a built-in mechanism to eschew pain and to embrace pleasure. Every learnt response that brings about solace and joy to an organism is likely to be retained and repeated. In the same manner any learnt response that provokes irritation and leads to calamity is seldom retained and/or repeated. Because the response of the cat – its coming out of the puzzle box – is a rewarding 'response', profitable and pleasurable (it is allowed to have a bite at the fish). The cat quickly learns to operate the mechanism in the puzzle box in order to come out. It endeavors to repeat the responses as its effect is good and useful.

The Law of effect clearly states that when a response to a stimulus produces a pleasing effect on the organism the same response is likely to recur when the

same stimulus comes. The connection between that Stimulus and Response (S-R) gets strengthened. In the same manner, when a response to a stimulus produces annoyance in the organism the same response is not likely to recur when the same stimulus recurs. The connections between that stimulus and response get weakened. Hence, the classroom experiences should be pleasant and satisfactory. The proper rapport between the teacher and the taught is an essential pre-requisite of effective classroom work. Learning experiences should be made interesting and meaningful to the learners in the classroom and be linked with their actual life-experiences in society.

The Law of Exercise relates to strengthening the connection through practice. Repetition of a learnt response strengthens the response. When the same stimulus is given over and over again eliciting a particular response the connection between that Stimulus and Response (S-R) is strengthened. The cat had been repeatedly put in the puzzle box and it mastered the operation of the mechanism of the box in order to come out. No doubt that 'Exercise' reinforces a learnt response but it should be employed without the ennui of repetition. Any classroom work repeated monotonously produces a depressing effect and makes learning tiresome. Such repetition produces an adverse reaction.

The law of readiness indicates the learner's willingness to make the S-R connection. Thus, learning takes place provided the learner is ready to learn and has learnt it willingly. Such a learnt response is retained. The cat learnt to operate the mechanism because it was 'hungry' and the food was available when it came out of the box. When a conduction unit is ready to conduct, stimulation produces satisfaction. Otherwise any stimulation is bound to cause annoyance. Thus, here also 'effect' seems to be important. Unless the learners are ready to learn or they are made ready to learn, learning does not take place. Readiness has two aspects – physical and mental. Physical health affects mental health. Mental readiness is equally important. Learners should be mentally prepared to learn.

#### **7.6.4 Learning by Insight**

In psychology the term 'insight' connotes the apprehension of a principle, of a task, puzzle, etc. In the same way 'insight learning' means direct learning without a process of blind trial and error. 'Insight' refers to the power of seeing into and understanding things, enlightenment and an awareness of one's own mental condition.

While classical conditioning and operant conditioning (trial and error) belong to the stimulus response theories of learning (Association Theories), insight learning belongs to the cognitive learning theories (Field Theories). The cognitive learning theories give importance to cognition (perception) in learning.

Cognitive theorists have investigated and shown that people learn by perceiving comprehending and conceptualizing the problem. The comprehension of concepts and rules, etc., is transferable to the solution of new problems. The cognitivists argue that people grasp things as a whole, and therefore, oppose the behaviorist approach to teaching which employed drills to memorise the information.

They believe that learning is both a question of 'insight' formation and successful problem-solving, and not a mechanical sequence of stimulus and response. And so, teaching, according to cognitivists, should encourage understanding based on 'problem-solving' and insight formation.

The Gestalt psychologist, Wolfgang Kohler (1929) conducted a series of experiments on Chimpanzees, the first cousin of man. The cognitive field theorists regard teaching as a process of developing understanding or insight in the learner. Learning is the organisation of the perceptual field. It is the restructuring of the cognitive field. The individual goals of the learners should decide the learning experiences and the learners should be encouraged to discover relationships. Insight learning is 'molar' in character. (Molar view – the whole is not merely the sum of its parts; the whole has its own properties and the whole is important). We perceive the 'meaningful wholes' which are different from and more than a bundle of sensations, images or ideas. Consequently learning does not mean mere formation of S-R connections, which is 'molecular' in approach. (Molecular view - mere parts are perceived and the whole is nothing but a sum of the parts – emphasis on elements or parts). Insight learning is seeing new patterns and organising them into a meaningful whole in the total situation. This sudden restructuring of the pattern, the quick change in our perception is called 'insight'. The psychological field is made up of the individual and his environment.

### Educational Implications

The major emphasis of this theory is on how to design educational activities to promote cognitive learning. We describe below the major educational implications of this theory.

Intelligence plays an important role in getting insight. Therefore, the problems given to the learners should be relevant to their life situation. Experience has an equal share in providing insight. Problem well within the experience of learners can be solved by insight and enrich the experiences of the learners.

Insight learning is possible only by the individual's unceasing endeavour. The learners should be encouraged to strive to reach the goal. For that the subject matter should be properly structured and organised.

Sufficient time should be given to the learners to survey the whole situation, and when all essential clues are in their perceptual field the learners get the 'insight' for solving the problem. It emphasises the study of learner characteristics which can be used by the teacher to expand the quality and quantity of student's insights.

#### Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

5) What are the different theories of learning? Explain their implications to Adult Learning.

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## **7.7 MOTIVATION FOR ADULT LEARNING**

In this section we will discuss the concept, functions, types and theories of motivation.

### **7.7.1 Concept of Motivation**

The word motivation has come from the Latin word 'movere' which means 'to move'. According to the Dictionary of Education 'Motivation' is broadly considered as a process of arousing, sustaining and regulating activity. It is an integral factor that arouses, directs and integrates a person's behaviour.

Motivation is the process of arousing movement in the organism. It is nothing but creation of desire in the learner. Motivation is a general term for conditions that cause one to begin an activity and pursue it with vigour and persistence. In everyday usage the term 'motivation' refers to 'why' of behaviour. Motive is one which moves or activates the organism. Thus, motivation is the process of activating individuals to take up any activity. Motivation is simply an urge to learn and also the 'royal road to learning'.

In the simplest form motivation is what lies behind our behaviour. Motivation is a combination of forces which initiate, direct and sustain behaviour towards a goal. Note that by this definition, motivation not only instigates behaviour but also operates to reinforce ongoing behaviour. It refers to all those phenomena which are involved in the stimulation of action towards particular objectives where previously there was little or no movement towards those objectives. Motivation is simply 'the condition' which increases the vigour of responses.

Motivation is a commonly used word in adult/continuing education. In the context of adult learning, motivation means creation of desire or interest in the adult to learn. Motivation for literacy can be defined as that process which would induce in the illiterate persons a desire to act for acquiring the skills of reading, writing and arithmetic. Applied to the classroom, motivation is what pushes a student to try to learn or to expand his/her energies in a particular direction.

In the traditional language of the teacher, 'to motivate' means to get the student to apply himself/herself to the learning at hand. Even more basic than getting students to apply themselves is getting them to want to learn. With a desire to learn, there is almost no limit to what a teacher and learners can accomplish. Without it, the teachers may open doors and provide opportunities for new experience and understanding, all to no avail.

### **7.7.2 Functions of Motivation**

The main functions of motivation are given hereunder:

- Motivation energises the behaviour and interest of the learner.
- It sustains the interest and behaviour for longer time.
- It directs and regulates our behaviour. Motivated state is often described as guided, directed and goal oriented.
- It is directed towards a selective goal which the individual sets for himself/herself. The motive is terminated by the achievement of goal (Behaviour is selective).

- Efficiency and adequacy are increased in motivated state of behaviour.
- Motivation initiates action or behaviour.

### 7.7.3 Types of Motivation

Motivation can be of two types: intrinsic motivation (internal) and extrinsic motivation (external).

- a) **Intrinsic Motivation:** If the individual recognises an activity as self-rewarding and takes it up then it is called 'intrinsic' motivation. The individual takes up the activity because it gives him pleasure or satisfaction. Here, the urge to take up the activity springs from within the individual and not from any external force.
- b) **Extrinsic Motivation:** If the motivating force is outside the activity and also outside the person then the motivation is said to be 'extrinsic'. Engaging in activities for material rewards that they bring is extrinsic motivation.

Between the two types of motivation, intrinsic motivation should be preferred to extrinsic motivation. It produces better learning because it is related to interest. The learner pursues the activity in which he has interest without waiting for any external pressure. When the learner does not show any intrinsic motivation or interest in learning we have to resort to extrinsic motivation by the use of 'incentives' – whether financial or non-financial (monetary or non-monetary) – such as rewards, awards, prizes, competitions, praise, etc.

**In-built Motivation:** Another type of motivation is called in-built motivation. Whatever may be the type of motivation, it should be an in-built component of the whole programme of education/training. Right type of trainers, attractive and need-based reading materials, supportive training methodologies, constant awareness of the new dimensions of the programme will facilitate motivation in an in-built manner.

#### Check Your Progress

**Notes:** a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

6) i) Define motivation. Explain its functions.

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ii) What are the different types of motivation?

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## 7.8 THEORIES OF MOTIVATION

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The main theories of motivation are: (a) Psycho-analytic Theory, (b) Maslow's Theory of Self-actualisation, (c) Physiological Theory and (d) Achievement-Motivation Theory (Dharmvir, 1981).

### 7.8.1 Psycho-Analytic Theory

According to this theory, motivation gives the vital life forces which are the prime mover of life and its activities. 'It is will power that motivates a person', i.e. 'no will power – no activity'. All these versions agree on one point i.e., 'building ego of man'.

**Implications for Adult Education:** The adult educator should try to judge the area of interest of each adult learner. He/she should try to exploit their potential in the particular areas of interest/potential where they can show their efficiency and capability to the maximum. When their latent talents are exploited, they will have a sense of achievement which will satisfy their ego. It will give them a feeling of importance and will encourage them. The growth urge is also a very important motivating factor. This urge continues to operate throughout life. Even in old age there is apparently a need to keep growing, it is especially a strong motivation for learning.

### 7.8.2 Maslow's Theory of Self-Actualisation

This theory is based on human needs and their satisfaction. Maslow (1998) has arranged man's basic needs in a hierarchy, i.e. some needs are strong or more important than others. According to him the five basic needs, progressing from physiological needs through safety needs, love, esteem needs and the need for self-actualisation. These basic needs are described hereunder:

**Physiological needs:** Maslow states that physiological needs are undoubtedly the most powerful of all needs. Examples are the needs for food, sleep or rest. Until the biological needs are met, an individual may lack awareness of other needs. When a person is gratified he/she is released and higher needs can emerge. Some potential adult learners from low-economic background actually have unmet physiological needs, such as hunger, which prevent them from learning. An old person may not be able to see or hear well and he might not be open to satisfying other needs.

**Safety Needs:** When physiological needs are satisfied, safety needs emerge, such as need for security, for physical safety, for stability in one's life. Safety needs are seen when a person prefers the familiar over the unfamiliar. An adult would rather go to a meeting in a building with which he is familiar than in a building new to him.

**Love or Belongingness:** If both the physiological and safety needs are gratified, the needs for love, affection and belongingness emerge. Love needs involve both giving and receiving love. They involve the feeling of being wanted. The person who does not feel he belongs, no matter what the reason, probably will not continue with the group and discontinue his participation in adult education programme. The teacher should be affectionate towards adult learners and develop a group spirit among learners.

**Esteem:** All people in our society have a need, a desire, for self-respect or self-esteem and for the esteem of others. There are two types: The desire for achievement and the desire for prestige or recognition from others. Satisfaction of the need for self-esteem leads to feelings of self-confidence and of being useful to the society. Thwarting of these needs produce feelings of inferiority or weakness. Fear or failure or lack of self-esteem might prevent an adult from participating in educational activities.

**Self-Actualisation:** Even after the earlier needs are satisfied a person might still feel restless unless he becomes everything he is capable of becoming. This is called self-fulfillment or self-actualisation. The specific form of this need varies from person to person. One person might desire to be an ideal mother or an ideal leader.

**Implications for Adult Learning:** Before starting the adult education class, the basic needs of the learners should be studied. It may be possible that due to poverty and less per capita income, the basic biological needs of the learners may not be fulfilled. Then the main aim of adult education should be to provide regular income to the learners. This can be done by starting various income generating projects. The educators should also help by marketing of such products produced by the learners. The officials connected with adult education should take steps to start such programmes. This will make the classes more interesting to the learners. The teacher needs to strengthen the group spirit among learners and should identify himself/herself with the group. The learning experiences in the centres should promote the talents, attitudes, capacities and potentialities of adults.

### 7.8.3 Physiological Theory of Motivation

This theory has been developed by Clifford Morgan and William James. According to this theory the body determines attitudes and interests and explains activities and behaviour of people.

**Implications for Adult Education:** Participation in physical activities decrease with age so also interests change as a person becomes older. Many physical limitations affect the amount of time an adult has for educational activities. After working all day at a job, some adults are too tired to participate in educational activity, such people can be motivated giving them work which gives them relaxation. Hearing and vision also decrease with age. The ages of the group members will determine the size of letters that a teacher writes on a black board, the colour of the chalk used, the size of the articles he holds for the adults to see, and how loudly and distinctly he speaks. The size, type and quality of handout material are also important.

### 7.8.4 Achievement-Motivation Theory

This theory has been developed by Mc Clelland (1985). According to this theory all human behavior is intended to reduce tension and reach a state of physiological and psychological equilibrium. It is a desire to do better, to achieve unique accomplishment, to compete with a standard of excellence and to involve oneself with long term achievement goals. It can be identified on the basis of individual expectation of success. It applies only when the individual knows that his/her performance will be evaluated by himself or by others in terms of excellence, and that the consequences of his action will either succeed or fail.

## Implications for Adult Education

The adult education trainer has to allow the learners to do better in their areas of interests and achieve knowledge and relevant skills. Achievement of the learners should be made known to them since this knowledge will influence them.

### Check Your Progress

**Notes:**a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

7) Explain different theories of motivation and their implications to adult learning.

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## 7.9 APPROACHES TO MOTIVATION OF ADULT LEARNERS

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Psychologically approved methods of child motivation or child teaching will not work with adults. Less time consuming and straight forward methods/ approaches with due regard for the adult’s individuality, interests, needs and problems will help in motivating the adults. From the Theoretical data, the following approaches are relevant for motivating adults for learning (Reddy, 2005a).

- a) **Need-based Approach:** The functional literacy concept emphasises “felt-need” approach by which the learners could be motivated to understand the ways of fulfilling their needs in socio-economic improvement, health, nutrition,

family planning etc. Therefore, adults can be motivated through need-based approaches. The needs of adults (learners) must be recognised, understood and met. For this purpose, some relevant programmes must be introduced.

- b) **Friendly Approach:** A friendly approach is the best approach in adult/continuing education. Equality of treatment irrespective of status, caste, creed and community, and addressing adults as elders and relatives will make the adult learner feel at ease. His initial reluctance and hesitation should be removed by cordial, and assuring conversations about his welfare, children and family and gestures in a pleasant atmosphere. Only then the adult learner will come out of his shell of shyness and express his needs and thoughts.
- c) **Individual Contact Approach:** In this approach, the adults are contacted either in their home or farm to explain about the importance of education/learning so as to create motivation among them. Its success depends upon adequate finances, sound and sensible planning, organisational efficiency and follow-up. In these aspects, the individual contact can be effective, although time consuming.
- d) **Participatory Approach:** The learners can be motivated to participate in the various stages of organising education programmes. They can be encouraged and enthused to get involved in the programmes by assigning them leadership positions, allocating responsibilities, giving higher status and recognition to them and associating them with the organisation at various levels.
- e) **Achievement Approach:** Recognition could be given to the learners by award of certificates, medals and books. Achievement motivation is of special value in that it emphasises a desire for excellence in order to attain a sense of personal accomplishment.
- f) **Realistic Approach:** Another way to motivate the learners is to help them realise their own expectations and aspirations. It is necessary for the adult educator to direct the expectations of the adult learners on a realistic basis so that every expectation turns out to be an achievement which in turn would provide motivation for sustaining the activity towards the goal. The learning experiences should be such that they help in solving their actual problems and help them achieve the goals which they have set for themselves.

Incorporating some income generation activities in continuing education courses can motivate adult learners of low-income groups. It will not only motivate the learners but also sustain their interest. They should also be made to see the relationship between continuing education and their work.

- g) **Creative Approaches:** Learners can be motivated if the courses include creative activities. We know that the ability to solve problems, and think creatively improves with age. Therefore, to motivate adults to attend the courses, some programmes which require creative thinking should be included.

### Check Your Progress

**Notes:**a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

8) Explain the approaches that are relevant for motivating adult learners.

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## 7.10 LET US SUM UP

In the preceding sections, we have discussed the concepts of psychology of learning/adult learning, nature, scope and relevance of psychology to adult learning. We have also presented the theories of learning and their relevance to adult learning. Further, we have discussed the concept, functions and types of motivation. Theories of motivation and different techniques of motivating adults for learning have been discussed.

## 7.11 ANSWERS TO CHECK YOUR PROGRESS

1) Psychology can be defined as the scientific study of human behaviour and experience. Human experience has three fundamental aspects – Cognition, Conation and Affection. Psychology can be defined as the ‘Science of Behaviour’. Psychology is the science of the facts or phenomena of self. Psychology is the science of the activities of the individual in relation to environment.

Educational psychology is the application of various psychological principles to education, with a view to make it scientific and beneficial. Education Psychology is the science of education that helps the teacher to understand the development of his students, the ranges and limits of their capacities, the process by which they learn and their social relationship.

Adult psychology is different from child psychology. Psychology of adults is based on their basic interest, urges and capacities. The psychology of adults is

described as: Adults are more mature and have developed considerable skills and talents. Adults have developed a more balanced sense of perspective and are responsible for their own acts.

- 2) i) A psychologist studies and applies psychology for the purpose of understanding, preventing, and relieving psychologically-based distress or dysfunction and to promote subjective well-being and personal development. Clinical psychology includes a wide range of practices, such as research, psychological assessment, teaching, consultation, and programme development and administration. Clinical psychologists can work with individuals, couples, children, older adults, families, small groups, and communities.

Teaching is a process by which 'one person helps others to achieve knowledge, skill and attitudes'. Freire believed that education is the process of a dialogue between the learner and the coordinator. Mahatma Gandhi advocated that the inner urges must be developed. Teaching is, therefore, inquiry and discovery and it is a dynamic process and a deliberate, planned and goal-oriented activity.

Learning is a process, which brings about a permanent change in the behaviour as a result of perceptions, practice or other experiences. Conceptually, learning is the process resulting from the interaction between the teacher and the learner. Learning is a process of acquiring new behaviour (attitude, knowledge, skills) and modification of behaviour through experience and training.

- ii) Adult learning is the acquisition of new ideas, skills, attitudes, experiences and understanding by people whose primary occupation in life is other than learning or studentship. The adults' need for learning is current, for practical information, and not for delayed gratification. The non-schooled adult is not always unlearned or uneducated. Large amount of knowledge has been learned through word-of-mouth transmission and through modeling. Social roles, agricultural and construction skills, crafts, history, language, and so forth, are passed on from generation to generation through informal learning. The informal learner is exposed to and searches out answers to concrete problems such as those confronted in agriculture, irrigation, hunting, etc. Thus, the informally learned person would seem to be more discovery-oriented, more an organic, holistic learner operating at a concrete level of cognitive process.

To understand the nature of adult learning, we have to recall the principles of adult learning, which are enlisted by Knowles (1978) as follows: a) Adults are motivated to learn as they experience needs and interests; b) An adult's orientation to learning is life-centered; c) Experience is the richest resource for adults' learning; d) Adults have a deep need to be self-directing; and e) Individual differences among people increase with age.

- 3) Psychology refers to the application of knowledge to various spheres of human activity, including issues related to daily life—e.g. family, education, and work—and the treatment of mental health problems. Psychology includes many sub-fields of study and application concerned with such areas as human development, sports, health, industry, media, law, and transpersonal psychology.

Educational psychology in turn informs a wide range of specialities within educational studies, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology both draws from and contributes to cognitive science and the learning sciences. It also develops and applies theories of human development.

- 4) Adult learners are varied in age, needs, interests, attitudes and in their characteristics. So it becomes necessary to know their aspirations, attitudes, fears, frustrations, desires as well as the levels of individual learners. Unless the instructor is aware of the psychology of individual learners, his/her teaching or instruction would prove to be ineffective. Educational psychology explains the physiological principles of mental age, attention, learning, motivation and so on. A knowledge of physiological psychology is very useful to the adult educator.

The mental health of the teachers and the learners also come under its purview. The efficacy of reward and punishment is also revealed by a study of Educational Psychology. The formation of desirable habits, the sublimation of emotions and other adjustment problems are dealt by psychology. The knowledge of Educational Psychology is essential for measurement and evaluation, which describes the various tools of measurement and their use in finding out the levels of achievement of adult learners.

- 5) There are many theories of learning based on many kinds of learning. They are: Learning by Association, Learning by Conditioning, Learning by Doing (Trial and Error), and Learning by Insight.
  - a) Learning by Association is called as Operant or Instrumental conditioning, which was exemplified by an American psychologist E.L. Thorndike. He stressed the importance of reward in forming associations or connections, between Stimulus (S) and Response (R). Based on the experiment on cats, he proposed a law of effect as one of the principles of learning which stated that when a response to a stimulus produces a pleasing effect on the organism, the connection between that Stimulus and Response (S-R) gets strengthened; when a response to a stimulus produces annoyance to the organism, the connections between that stimulus and response get weakened.

The main implications of this theory are: The classroom experiences should be pleasant and satisfactory. These experiences should be based on the needs of the learners and be linked with their actual life-experiences in society. The proper rapport between the teacher and the taught is an essential pre-requisite for effective classroom work. A word of praise and encouragement from the teacher provides a rewarding feedback for the learners.

- b) Learning by Conditioning was propagated by Skinner in his theory related to Stimulus-Response behaviour and reinforcement. In his view, learning is a change in behaviour or probability of a response. In his theory, a response occurs spontaneously in the absence of any specifically correlated stimulus. In Respondent Conditioning (RC), the response is due to a reinforcing stimulus, which forces the formation of the RC. In Operant Conditioning, the RC has to occur first at least once before it gets reinforced. Pleasurable

consequences strengthen behaviour while unpleasant consequences weaken it. In Skinner's famous experiment, a pigeon pecks the red ball and gets food. Because of food, the Pigeon is likely to peck the same ball again and again.

Educational implications of this theory are: Exercise reinforces a learnt response. It fosters many a skill and reinforces the theoretical knowledge.

Reinforcement facilitates learning. There are positive and negative reinforcements. Positive reinforcement is a stimulus which increases the probability of desired response e.g., praise, smile, prize, money, etc. In negative reinforcement, the desired behaviour is more likely to occur if such stimulus reinforcement is removed. For example, to avoid loud noise, which is a negative re-inforcer, the doors and windows should be closed.

- c) **Learning by Doing:** This type of learning is well exemplified by an American psychologist E.L. Thorndike. He conducted an experiment on a cat. The hungry cat was put in the puzzle box. Then a piece of fish in a dish was kept outside the box. On seeing it, the cat began to be active. It endeavored to come out of the box. It pawed the bars of the box, dashed against the sides and indulged in random movements. All those wasteful movements were 'Errors'. Finally, the cat accidentally operated the mechanism and the door was opened. The cat was allowed to have a bite at the fish (reward), and was again put into the box. It mastered the operation of the mechanism of the box in order to come out of the box.

The main educational implications of this theory are: The effect of learning affects learning, its strengthening or otherwise. Every learnt response that brings about solace and joy to an organism is likely to be retained and repeated. Hence, the classroom experiences should be pleasant and satisfactory. The proper rapport between the teacher and the taught is an essential pre-requisite. Repetition of a learnt response strengthens the response. When the same stimulus is given over and over again eliciting a particular response, the connection between that Stimulus and Response (S-R) is strengthened.

- d) **Learning by Insight:** Cognitive theorists have investigated and shown that people learn by perceiving, comprehending and conceptualizing the problem. They regard teaching as a process of developing understanding or insight in the learner. Insight learning is seeing new patterns and organising them into a meaningful whole in the total situation. This sudden restructuring of the pattern, the quick change in our perception is called 'insight'.

The major educational implications of this theory are: Intelligence plays an important role in getting insight. Experience has an equal share in providing insight. Insight learning is possible only with the individual's unceasing endeavour. It emphasises the study of learner characteristics which can be used by the teacher to expand the quality and quantity of student's insights.

- 6) i) 'Motivation' is a process of arousing, sustaining and regulating activity. It is a creation of desire in the learner. It is simply an urge to learn and also the 'royal road to learning'. It is a combination of forces which initiate, direct and sustain behaviour towards a goal. Hence, motivation not only instigates behaviour but also operates to reinforce ongoing behaviour. In the context



of adult learning, motivation means creation of desire or interest in the adult to learn the skills of reading, writing and arithmetic.

The main functions of motivation are: Motivation energises behaviour and sustains the interest of the learner. It directs and regulates behaviour. It is directed towards a selective goal. The motive is terminated by the achievement of goal. Efficiency and adequacy are increased in motivated state of behaviour.

- ii) Motivation can be of two types: intrinsic motivation (internal) and extrinsic motivation (external). In intrinsic motivation, the urge to take up the activity springs from within the individual and not from any external force. If the motivating force is outside the activity and also outside the person then the motivation is said to be 'extrinsic' ex., incentives and the material rewards.

Another type of motivation is called in-built motivation wherein the components such as right type of trainers, attractive and need-based training materials, supportive training methodologies, and constant awareness of the new dimensions are built in the whole programme to facilitate motivation of the learners.

- 7) The main theories of motivation are: (a) Psycho-analytic Theory, (b) Maslow's Theory of Self-actualisation, (c) Physiological Theory and (d) Achievement – Motivation Theory.

- a) Psycho-analytic theory of motivation: According to this theory, motivation gives the vital life forces which are the prime mover of life and its activities. 'It is will power that motivates a person', i. e., 'no will power – no activity'. All these versions agree on one point i. e., 'building ego of man'.

The main implications for adult education are: The adult educator should try to judge the area of interest of each adult learner. He/she should try to exploit their potential in the particular areas of interest. When latent talents of adult learners are exploited they will have a sense of achievement which will satisfy their ego. It will give them a feeling of importance and will encourage them.

- b) Maslow's Theory of Self-Actualisation: This theory is based on human needs and their satisfaction. Maslow has arranged man's basic needs in a hierarchy, i.e. some needs are strong or more important than others. According to him there are five basic needs, progressing from physiological needs through safety needs, love, esteem needs and the need for self-actualisation.

The major implications of this are: Before starting an adult education class, the basic needs of the learners should be studied and an attempt should be made to satisfy their needs such as biological, economic, vocational etc., so as to draw their attention towards learning.

- c) Physiological Theory of Motivation: According to this theory 'the body determines attitudes and interests of people'. This means, the type of body explains our activities and behaviour.

The main implications are: Participation in physical activities decrease with age so also interests change as a person becomes older. Many physical limitations such as type of work he/she does, hearing and seeing ability, age etc., affect the amount of time an adult has for educational activities.

- d) Achievement Motivation Theory: As per this theory all human behaviour is intended to reduce tension and reach a state of physiological and psychological equilibrium. It is a desire to do better to achieve unique accomplishment. It applies only when the individual knows that his performance will be evaluated by himself or by others in terms of excellence and that the consequences of his action will be either a success or a failure.

The implications for adult education are: The adult education trainer has to allow the learners to do better in their areas of interests. Relevant skills of the learners have to be encouraged. Achievement of the learners should be made known to them as knowledge of results will influence them.

- 8) The approaches such as need-based approach, friendly approach, individual, participatory, achievement, realistic and creative approaches are relevant for motivating adults for learning.

Need-based Approach or felt-need approach is the approach by which the learners can be motivated to understand the ways of fulfilling their needs in socio-economic improvement, health, nutrition, family planning, etc. Friendly approach is the best approach in which the adults are treated as friends. His/her initial reluctance and hesitation should be overcome by cordial, assuring conversations about his welfare, children and family and gestures in a pleasant atmosphere.

Individual Contact Approach in which the adults are contacted either in their home or farm to explain about the importance of education/learning so as to create motivation among them. In participatory approach, the learners could be involved to participate in the various stages of educational programmes. They can be encouraged and enthused to get involved in the programmes by assigning leadership positions, allocating responsibilities, giving recognition and associating them at various levels.

Achievement motivation is of special value in that it emphasises a desire for excellence in order to attain a sense of personal accomplishment. Realistic Approach is the approach in which the adult educator has to guide the adult learners on realistic basis, so that every expectation turns out to be an achievement which in turn would provide motivation for sustaining the onward activity towards the goal. Creative Approaches always attract and sustain the motivation of the learners. To motivate the adults to attend the courses, the issues that require creative thinking should be included.

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