

**SEMESTER-2**

**PERSPECTIVE IN EDUCATION COURSE (PEC-5)**

**LEARNING PROCESS AND MEASUREMENT**

By

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## **OBJECTIVES:**

**On completion of this course the students will be able to.**

- 1-To become aware of different contexts of learning and situate schools as a special environment for learning.
- 2-To gain understanding of theoretical perspectives on learning with a focus on behaviourist, Cognitivist and Constructivist theories and their educational implications.
- 3-To understand about various factors this influences learning by analysing the nature and process of learning.
- 4-To understand the theoretical practical issues and educational concerns over personality development and dynamics of human adjustment.
- 5-Acquire the knowledge about different concepts and techniques of measurement and evaluations.

## **UNIT I: LEARNING PROCESS**

**12 Hours**

4.1 Meaning, Characteristics, Learning as a Process, Relationship between Learning and Maturation, Learning curves.

4.2 Perspectives on human learning: - Concepts, Principles, Educational Implications of following learning theory.

- a. Trial – Error learning
- b. Classical conditioning Approaches
- c. Operant Conditioning
- d. Learning by Insight Behaviouristic Views
- e. Observational learning
- f. Discovery learning Cognitivist Views

## **UNIT II: FACTORS INFLUENCING LEARNING**

**10 Hours**

- a. Motivation – Meaning, Types – Measures to Motivate Children
- b. Memory – Meaning, Short Term Memory and Long-Term Memory, Factors influencing memory – Methods of memorisation.
- c. Forgetting – Concept, Causes, Types, Forgetting Curve,
- d. Transfer of Learning – Concept, Types, Theories (brief), and measures to maximize the transfer.
- e. Information processing theory – Atkinson – Schifrin, Robert Gagnes Models. Approaches  
Behaviouristic Views, Cognitivist Views

### **UNIT III: - PERSONALITY AND ADJUSTMENT**

**8 Hours**

- a. Personality – Concept, Classification, Factors Influencing.
- b. Measurement of Personality: Techniques and Process, Projective Techniques.
- c. Defence Mechanism – Types, Role of Teacher
- d. Concepts of Mental health and adjustment, Conflicts, Types and Role of Teachers in developing Balanced Personality.
- e. Gifted and Backward (slow – learners) children – Meaning, Their problems in the classroom. Remedial measures.

## **UNIT-IV: - PROCESS OF MEASUREMENT AND EVALUATION IN LEARNING    10 Hours**

- \*Concept, Meaning and differences between assessment, Measurement
- \*Evaluation – Meaning, Types, Process and Product Evaluation. CCE
- \*Preparation of Frequency distribution table, Graphic representations – Formats.
- \*Measures of Central Tendency – Meaning Calculations and Uses of Mean, Median, Mode.
- \*Measures of Variability – Quartile and Standard Deviation – Meaning Calculation and uses.
- \*Measures of correlation – R D Method, Meaning, Calculation and Uses.

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## **MOTIVATION**

- Learning is a process which is affected by various factors.
- Motive is an internal force which organizes and reinforces the energy required for any responses.
- Motives not only initiate, and reinforce the activity but also organise, conduct and direct the activity towards a particular goal.
- All the biological drives have a bearing on motivation necessary for the learning process.

- \*The word motivation is derived from the Latin word '**Moovers**' which means to '**move**'.
- \*In its literal meaning motivation is the process of arousing movement in the organism.
- \*Motivation in its psychological sense concerned with the inculcation and stimulation of learner's interest in the learning activities.
- \*It makes the student interested in his studies.
- \* It is the force which energizes a man to act and to make constant efforts in order to satisfy his basic needs.

## Definitions:

"The term motivation refers to the arousal of tendency to act to produce one or more effects". – **Atkinson**

\*Motivation 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 goals". **Bernard H. W**

\*Motivation is constant, never ending, fluctuating and complex and that it is an almost universal characteristic of particularly every organismic state of affairs. - **Maslow A.H.**  
**(1954)**



## ಕಲಿಕೆಯ ಮೇಲೆ ಪ್ರಭಾವ ಬೀರುವ ಅಂಶಗಳು

### ಅಭಿಪ್ರೇರಣೆ (Motivation)

ಅಭಿಪ್ರೇರಣೆ ಎಂಬ ಪದವನ್ನು ಇಂಗ್ಲೀಷ್ ಭಾಷೆಯ Motivation ಎಂಬ ಪದಕ್ಕೆ ಸಮಾನವಾಗಿ ಬಳಸುತ್ತಿದ್ದೇವೆ. Motivation ಎಂಬ ಪದ ಲ್ಯಾಟಿನ್ ಮೂಲದ "ಮೂವರ್ಸ್" ಎಂಬ ಪದದಿಂದ ಬಂದಿದೆ. ಇದರ ಅರ್ಥ "ಚಲಿಸುವಂತೆ ಮಾಡು". ಅಥವಾ ಕಾರ್ಯೋನ್ಮುಖನಾಗುವಂತೆ ಮಾಡು ಎಂದಾಗುತ್ತದೆ. ಅಭಿಪ್ರೇರಣೆಯೆಂದರೆ ವ್ಯಕ್ತಿಯನ್ನು ಕಾರ್ಯೋನ್ಮುಖನನ್ನಾಗಿ ಅಥವಾ ಕ್ರಿಯಾಶೀಲನನ್ನಾಗಿ ಮಾಡುವಂತಹ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ.

ಅಗತ್ಯತೆಗಳ ಪೂರೈಕೆಗಾಗಿ ವ್ಯಕ್ತಿ ಯಾವುದಾದರೂ ಒಂದು ನಿರ್ದಿಷ್ಟ ಗುರಿಯನ್ನು ಆಯ್ದುಕೊಂಡು ಅದನ್ನು ಸಾಧಿಸಬೇಕಾಗುತ್ತದೆ. ನಿರ್ದಿಷ್ಟ ಸನ್ನಿವೇಶದಲ್ಲಿ ನಿರ್ದಿಷ್ಟ ಗುರಿಯನ್ನು ಆಯ್ದುಕೊಂಡು ಅದನ್ನು ಸಾಧಿಸಲು ನಿರ್ದಿಷ್ಟ ಕಾರ್ಯವಿಧಾನ ಅನುಸರಿಸುವಂತೆ ಮಾಡುವ ಆಂತರಿಕ ಸ್ಥಿತಿಯೇ ಅಭಿಪ್ರೇರಣೆ. ನಿರ್ದಿಷ್ಟ ಗುರಿಯತ್ತ ನಿರ್ದಿಷ್ಟ ಹಾದಿಯಲ್ಲಿ ವ್ಯಕ್ತಿ ಸಾಗುವಂತೆ ಮಾಡುವ ಚಾಲನಶಕ್ತಿಯೇ ಅಭಿಪ್ರೇರಣೆ.

"ಅಭಿಪ್ರೇರಣೆಯೆಂದರೆ ನಿರ್ದಿಷ್ಟ ಗುರಿಯೆಡೆಗೆ ಕಾರ್ಯೋನ್ಮುಖನಾಗುವಂತೆ ಮಾಡುವ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ. ಆದರೆ ಈ ಮೊದಲು ಆ ಗುರಿಯ ಕಡೆಗೆ ಅತ್ಯಲ್ಪ ಅಥವಾ ಯಾವುದೇ ಆಕರ್ಷಣೆಯಿಲ್ಲದಿರಬಹುದು".

- ಹೆಚ್. ಡಬ್ಲ್ಯು. ಬರ್ನಾರ್ಡ್

“ಅಭಿಪ್ರೇರಣೆಯೆಂದರೆ ಒಂದು ಅಥವಾ ಅದಕ್ಕಿಂತ ಹೆಚ್ಚಿನ ಪರಿಣಾಮ ಉಂಟುಮಾಡಲು ವ್ಯಕ್ತಿಯನ್ನು ಪ್ರಯಾಸೀಲನಾಗುವಂತೆ ಪ್ರಚೋದಿಸುವುದಾಗಿದೆ”. - ಆಟ್‌ಕಿನ್ಸನ್

“ಅಭಿಪ್ರೇರಣೆಯನ್ನುವುದು, ನಿರಂತರ, ಚಲನಶೀಲ ಹಾಗೂ ಸಂಕೀರ್ಣ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ ಮತ್ತು ಇದು ಪ್ರತಿಯೊಂದು ಜೀವಿಯಲ್ಲಿಯೂ ಕಂಡುಬರುವ ಒಂದು ಸಾಮಾನ್ಯ ಲಕ್ಷಣವಾಗಿದೆ”. - ಮ್ಯಾಸ್ಟೊ.

“ಅಭಿಪ್ರೇರಣೆಯು ವರ್ತನೆಯನ್ನು ಹುರಿದುಂಬಿಸುವ, ಪೋಷಿಸುವ ಮತ್ತು ನಿರ್ದೇಶಿಸುವ ಸಂಕೀರ್ಣ ಆಂತರಿಕ ಪ್ರಕ್ರಿಯೆಗಳ ಸಂಯೋಜನೆಯಾಗಿದೆ”. - ಮೋರ್ಸ್ ಮತ್ತು ಮ್ಯಾಕ್ಸ್.

“ಶಾಲಾ ಕಲಿಕೆಯಲ್ಲಿ ಅಭಿಪ್ರೇರಣೆಯು ಅಪೇಕ್ಷಿತ ವರ್ತನೆಯನ್ನು ಹುರಿದುಂಬಿಸುವ, ಪೋಷಿಸುವ ಮತ್ತು ನಿರ್ದೇಶಿಸುವುದನ್ನು ಒಳಗೊಳ್ಳುತ್ತದೆ”. - ಸ್ಕಿನ್ನರ್.

## ■ **Motivation & Motives**

\*The terms '**Motivation**' and '**Motives**' are sometimes used interchangeably but there is a difference in meaning of both terms.

\*'**Motivation**' is a generalized term while 'motive' is a specific term.

\*A **motive** is an agent of motivation. A motive is a goal, an aim, ambition, a need, a want, an interest, or a desire that motivates an individual towards an action.

\*On the other hand, the term '**Motivation**' refers to the process in which motives motivates an individual towards an action.

## **Functions of Motivation:**

### **1. Motives energize and sustain behaviour:**

Motives not only energize the behaviour but they also sustain our interest and behaviour for a longer period in the activity. Efficiency and adequacy are increased in motivated state of behaviour.

### **2. Motives direct and regulate our behaviour:**

Motivated state is often described as guided, directed and goal oriented. The motivated behaviour moves in a specific direction. The behaviour of the organism is purposeful and persistent.

### **3. Behaviour is selective:**

Under motivated condition, the behaviour of the organism does not move in a haphazard way. It is directed towards a selective goal which the individual sets for himself.

For example, the student who is motivated to secure high grades in the examination, concentrates on his studies by selecting appropriate means to reach his goal. The motive is terminated by the achievement of the goal.

### ಅಭಿಪ್ರೇರಣೆಯ ಕಾರ್ಯಗಳು:

1. ಅಭಿಪ್ರೇರಣೆ ವ್ಯಕ್ತಿಯನ್ನು ಕ್ರಿಯೆಯಲ್ಲಿ ತೊಡಗುವಂತೆ ಮಾಡುತ್ತದೆ. ಅದು ವ್ಯಕ್ತಿಯಲ್ಲಿ ಶಕ್ತಿಯನ್ನು ಹುಟ್ಟುತ್ತದೆ. ಅಂದರೆ ವ್ಯಕ್ತಿಯಲ್ಲಿ ಆಶನಲ್ಲಿರುವ ಶಕ್ತಿಯನ್ನು ಬಿಡುಗಡೆಮಾಡಿ ಅವನು ಕ್ರಿಯಾಶೀಲನಾಗುವಂತೆ ಮಾಡುತ್ತದೆ.
2. ಅಭಿಪ್ರೇರಣೆಯು ವ್ಯಕ್ತಿಯ ಕ್ರಿಯೆಯನ್ನು ಅಥವಾ ಚಟುವಟಿಕೆಯನ್ನು ನಿರ್ದೇಶಿಸುತ್ತದೆ ಅಥವಾ ಆದರಲ್ಲಿ ಆಸಕ್ತಿ ಉಳಿದುಕೊಳ್ಳುವಂತೆ ಮಾಡುತ್ತದೆ. ಗುರಿಯನ್ನು ತಲುಪುವ ಕಾರ್ಯಗಳಲ್ಲಿ, ಅವನು ಎಲ್ಲಾ ಸಾಧ್ಯ ಪರ್ಯಾಯಗಳನ್ನು ಪ್ರಯತ್ನಿಸಿ ನೋಡುತ್ತಾನೆ ಮತ್ತು ಅಂತಿಮವಾಗಿ ಸೂಕ್ತವಾದುದನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳುತ್ತಾನೆ.
3. ಗುರಿಯನ್ನು ತಲುಪುವವರೆಗೂ ಅವನು ಚಟುವಟಿಕೆಯಲ್ಲಿ ತೊಡಗಿದ್ದು ಮುಂದುವರೆಯುತ್ತಿರುತ್ತಾನೆ. ಆಗಲೇ ಅವನು ಮನಶ್ಯಾಂತಿಯನ್ನು ಹೊಂದಿ ಮಾನಸಿಕ ತುಯ್ಯದಿಂದ ಬಿಡುಗಡೆ ಹೊಂದುತ್ತಾನೆ ಮತ್ತು ಮಾನಸಿಕ ಸಮತೋಲನವನ್ನು ಪಡೆದುಕೊಳ್ಳುತ್ತಾನೆ. ಅಭಿಪ್ರೇರಣೆ ವ್ಯಕ್ತಿಯು ಸಾಧಿಸಲು ರೂಪಿಸಿಕೊಂಡಿರುವ ಗುರಿಯ ಕಡೆ ಕೇಂದ್ರೀಕೃತವಾಗಿರುತ್ತದೆ.



## **Kinds of Motivation:**

Motivation can be broadly classified into two kinds:

### **1. Intrinsic motivation or Natural motivation:**

\*Directly linked with the **natural instincts, urges and impulses of the organism.**

\*The individual who is intrinsically or naturally motivated performs an act because he finds interest within the activity. He derives pleasure in learning of that thing.

Eg. Singing a song- Singing gives him/her a pleasure.

### **2. Extrinsic or artificial motivation:**

In this motivation, the source of pleasure does not lie within the task. Here the individual does or learns something not for its own sake, *but as a means of obtaining desired goals or getting some external reward.*

Eg: Working for a better grade or honour. Learning a skill to earn the livelihood.

## INTRINSIC MOTIVATION

## EXTRINSIC MOTIVATION

1. Intrinsic motivation comes from within the individual.

2. Intrinsic motivation leads to learning to be a person with self identify or individuality.

3. Intrinsic motives changes people from within, the goal is towards self actualization.

4. Intrinsic motivation is self perpetuation, need not be reinforced periodically.

5. The desire to perform an act is satisfying or pleasurable. An activity is pursued as an end in itself because it is enjoyable and rewarding.

6. Intrinsic learning is emphasized by humanist theorists and cognitive theorists.

1. Extrinsic motivation lies in the outside environment.

2. Extrinsic motivation leads to acquisition or learning of habits, associations and conditionings which is extrinsic to the learner.

3. Extrinsic motives are concerned with the process rather than the goal.

4. Extrinsic learning must be continuously reinforced, otherwise it diminished to the point of extinction.

5. An activity is pursued to gain an external reward or to avoid an undesirable consequence.

6. Extrinsic learning is emphasized by behaviourist theorists.



The goal is for our students to be **intrinsically motivated!!**

# Measures to Motivate Children

- Students require constant motivation from the Teacher for their welfare and also for the welfare of the society.
- Psychologists have developed some common techniques which may be used by the class room teachers to motivate the learners in teaching and learning situations.

- Motivation process involves some factors like,
  - Students socio economic status,
  - past experiences,
  - Age,
  - Social behavior in the class room
- Teachers can make use of these techniques by keeping in mind the individual differences of the students.

# 1-Use of rewards and Punishment:

## Rewards:

- \*Rewards create interest in the students.
- \*They are motivated to get the reward.
- \*Teacher can use reward of different types such as
  - \***Material** (prizes, medals, pen, book, memento etc),
  - \***Symbolic** (grades, badges, certificates etc) and
  - \***Psychological** (self satisfaction, intrinsic reward).
- \*Reward has a positive effect in motivating students for learning.

\*The teacher must remain cautious that the reward should not become an end in itself but it should create learning desire in the learner.

\*Rewards should lead learners to independent learning beyond the classroom situation.



## **Punishment:**

- \*The teacher must use punishment very sparingly because punishment creates behaviour troubles.
- \*Temporarily it can stop the mistakes of the learner's.
- \*Punishment helps in inculcating good habits and discipline.
- \*Learners should feel that the punishment is for their mistakes and not for them.



## **2. Use of Praise and Blame :**

- \*Praise and blame play a vital role in motivating the students for learning.
- \*Generally Students think, Praise as Reward  
& Blame as Punishment.

## T.W. Wood Experiment

<b>Groups</b>	<b>Activity</b>	<b>Treatment</b>	<b>Performance</b>
I Group	Learning nonsense syllables	Praised	Good performance
II Group	Learning nonsense syllables	Blamed	Average performance
III Group	Learning nonsense syllables	No Praise or Blame	Poor performance

- Hurlock's experiment to study the effect of praise and blame.

Groups	Activity	Treatment	Prerformance
I-GROUP	Arithmetic	Praised	Good performance
II-GROUP	Arithmetic	Blamed	Average Performance
III-GROUP	Arithmetic	No Praise or Blame	Poor Performance

- \* Findings convey that –
- \* For motivating the students, The Praise play a vital role than Blame.

\*Praise can be used in many ways like

-nod of a teacher,

-smile,

-a good look,

-verbal praise etc.

\*The teacher should be cautious while using praise in the classroom.

\*For each and every activity, children should not be praised.

\*Blame should be sparingly used because it creates personality maladjustment.

\*Successful use of praise and blame depends upon the students, their personality and prior learning experiences.

### **3. Success and failure :**

- \*Success motivates the person to participate in an activity.
- \*It energizes the man to participate.
- \*It gives satisfaction to the individual.
- \*It develops courage and confidence in an individual.
- \*Failure leads to success.
- \*Failures are stepping stones for the success.
- \*Failure is temporary and one can get success at the end.

- \*Teacher must provide the experience of both success and failure to his students.
- \*But continuous failure may leads to behaviour problems.
- \*Learner should not experience continuous failure in the Tg-Lg process.

## **4. Knowledge of Results : (Feedback):**

\*It is true that some events following a response tend to

----Increase the frequency of the response.

---In the form of reinforcement

---helps us to know the abilities and limitations.

\*So that it motivates the learners to participate in further activities.



\*An experiment was conducted on 2 groups to know the effect of knowledge of results.

\*A teacher conducted the tests for 21 weeks.

Group	Treatment	Performance
I-Group	21-weeks Knowledge of Results(Feed back)	Good
II-Group	21-weeks No Feed back	Average

\*From this he concluded that knowledge of results worked as a motivating

## 5. Competition and co-operation:

\*Teacher should stress friendly relation rather than rivalry that breeds interpersonal antagonism among the students. \*Competition should involve a degree of equality among contestants.

\*Competition may be of 3 types

- a) Interpersonal competition among peers.(keeping another student as model and start competing with him)
- b) Group competition(Between the groups)
- c) Competition within oneself.

\*The teacher can use all the three types of competition in his teaching.

\*Co-operation is also a strong incentive for motivating children.

\*Co-operation is the most basic form of intergroup relationship.

\*Competition and co-operation both can be used in the classroom learning for gaining high scores.

The teacher should encourage active participation of all the students in learning activities.

## **6. Level of Aspiration :**

- \*This was first given by German Psychologist Hop.
- \*Acc, to him All individuals have their own set of level of aspirations.
- \*It means the level of performance to which one aspires for future.
- \*The teacher must see that the activity of the class is tailored in accordance with the aspiration level of students.

## **7. Ego involvement:**

\*If anything hurts the self of the individual. He is internally motivated to protect his self.

\*If the ego of the student gets involved with a certain activity he feels a challenge, because that becomes a prestige issue and he applies himself whole heartedly.

\*In a work requiring strenuous efforts, ego of the student may be involved.

## **8. Provide real life and symbolic models :**

\*Most of the learning in human beings is acquired through the process of observation and imitation.

\*The teacher can influence the behaviour of his students by his attitude and ideal living.

\*written or verbal presentation, and by use of audio-visual techniques.

- \*In addition to the above mentioned techniques, the place of the teacher is important;
- \*His method of teaching, his techniques of handling classroom problems play an important role in the process of motivation in classroom teaching.

## **9-Help the Students to Set the Goals**

- \*Motives not only initiate, and reinforce the activity but also organise, conduct and direct the activity towards a particular goal.
- \*So Teachers role is very important.



# **Role of Teachers in Motivating the Students**

1-Learning Experiences must be based on students

- Interests,

- Aptitude

- Attitude

- Efficiency

2-Students must know clearly the aims and objectives of the subject.

3-Classroom experiences must be happier.

- 4-Avoid unhealthy competition among the students.
- 5-Give scope for mutual co-operation.
- 6-Students level of aspiration must be according to students efficiencies.

*Continues.....*

Thank You!!!

