

## Motivation: A Building Block of a Nation's Future

Meraj Tabassum Syed

Lecturer in English, College of Education in Jubail, University of Dammam,  
Kingdom of Saudi Arabia

Email:syed.merajtabassum@hotmail.com

DOI Link: <http://dx.doi.org/10.6007/IJARBS/v4-i4/752>

Published Date: 06 April 2014

### Abstract

With ever increasing competition in the 21<sup>st</sup> century academic arena, a majority of learners have found to be lagging behind in the race. The reason which has been identified is, lack of motivating classroom environment, which is the core of all success. The present study aims at highlighting the importance of motivating the learners. To bring into its relevance, a comparative study encompassing the expectations of Saudi and Indian undergraduate students and the respective teachers reach to it, has been made. It brought to light the gap between the demand and supply of the learners and instructors respectively. The gap is wider in the Saudian context than their counterpart. Therefore, the paper appraises the differences and suggests solutions.

**Keywords:** Motivation, students expectations, teachers' reach, "can-do-it", out of the box, Not-To-Give-Up-Unless-Understood, enthusiastic knowledge giver, tangible assets', curriculum framers.

*Success isn't a result of spontaneous combustion. You must set yourself on fire. [1]*

*- Arnold H. Glasow*

Every individual's personality needs a galvanizing inspiration to actualize the desired goals. These goals are cherished after a continual amount of hard work, patience, perseverance, persistence and commitment, but the underlying fact that goes with this notion are the influential events or circumstances that brings an abounding change in an individual's persona and motivates him to go ahead with the dreamt plan. This motivation comes from various angles and in various forms. This aspect is an important, but often ignored concept by the knowledge givers. The academic institutions in general concentrate on the number of students admitted to their institutions, the syllabus content, the courses offered, the completion of the syllabus and the results they achieve. This paves the way for rote learning and temporary knowledge acquisition, leaving less possibilities of bringing out strong nation builders.

Motivating the learners through various strategies, can improve the academic performance, can lead to the enhancement of the skills and the knowledge acquired. This in turn, would prove to increase productivity and competition, which finally culminates in

producing strong nation builders who with their talent, and skills, would prove to be important assets to the future of the country.

The question which is debatable is do the learners really need to be motivated. The answer is affirmative. The results and researches have confirmed its need. These in the past have substantiated, that those who have been motivated by one or the other aspect have been successful in achieving their targets, when compared to those who are not.

The research conducted in some institutions who teach for the graduate programs in the Kingdom of Saudi Arabia and India affirm the strong need of enlightening the learners on the need to increase their productivity and use the skills to the optimum extent. The feedback from the students of Indian and Arab institutions almost affirm the fact that all the students want their teachers to pay great attention to them and to be at their best in teaching. They all visualize the instructor to be an enthusiastic knowledge giver, taking genuine pleasure in the teaching process.

The Indian budding lot expect their teachers to encourage them to work creatively and reward them with some prizes when they accomplish some assigned tasks. Surprisingly, the feedback from a majority of teachers show a sharp parallel between the expectations of the students and the teachers standing up to that. Going in the similar lines a majority of teachers are actively involved in instilling confidence in their learners and building high expectations on them, which in turn is paving way, as an encouragement to the learners to work creatively. A plethora of creative exercises and projects are included in the syllabi, which make the students work and bring out their inherent talent. The learners admit that a threat of punishment or penalty on incompleteness of work compels them to exert extra effort on some assigned projects. The learners of this country are desirous to do their 'best' when the teachers' expectations are high from them. This aspect has been successfully dealt by the instructing community. The Indian learners would like to visualize their teachers as perfect role models and enthusiastic knowledge givers who wouldn't give up-unless-understood by them. A few teachers are lagging behind in reaching this particular expectation but a majority of them do. These findings clearly show the continuous parallel maintained between the student's demand and teachers' supply. This in turn is paving, and would pave the way for a sound educational system and a healthy academic foundation. Which in turn, is arguably photographing the often evaded decisive tool in achieving the desired results, whether it is increasing the pass percentage or bringing out a skillful future lot.

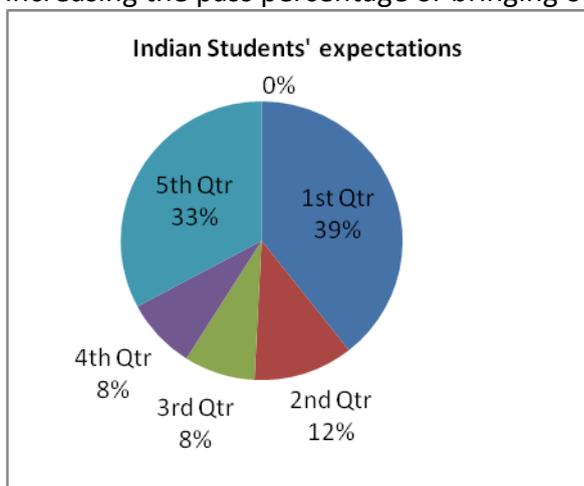


Diagram 1

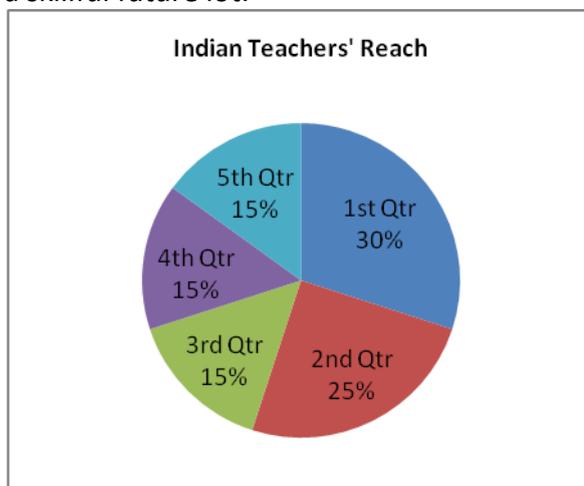
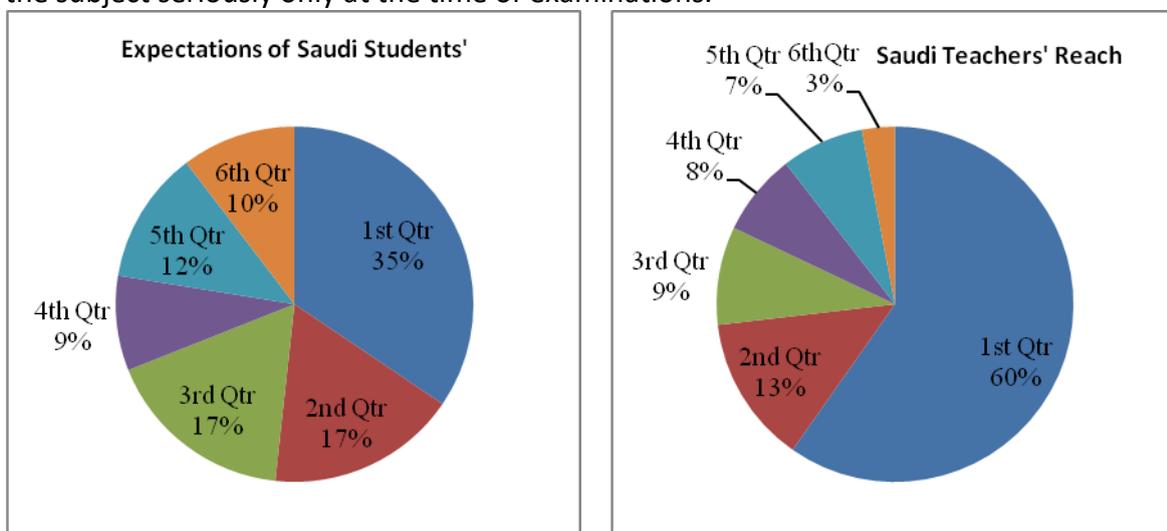


Diagram 2

The above diagrams 1 and 2 show the response to the questionnaire conducted with the graduating students and their teachers' in India. The diagram 1 shows the expectations of students, in which the 1<sup>st</sup> quarter(39 %) indicates their strong willingness to get motivated and the 1<sup>st</sup> quarter (30%)of the teacher's reach their expectations as shown in diagram 2. The same parallelism is observed in other cases. The 2<sup>nd</sup> quarter in diagram 1 indicate the students like to receive gifts on achieving the targets and the 3<sup>rd</sup> quarter indicate the learner's desire to show their best only when teacher's build high expectations on them and motivate them to achieve. The teacher's reach in these cases is highly satisfactory as seen in diagram 2. The 4<sup>th</sup> quarter in diagram 1 indicate the students strong desire to show that they can "do it" for their favorite teacher and the 5<sup>th</sup> quarter exhibit the students' desire to see their teacher as a role model and an enthusiastic knowledge giver. The teachers' response in these cases of 4<sup>th</sup> and 5<sup>th</sup> quarter almost affirms the fact that the instructors are successful in meeting the demands and expectations of their students.

Quite contrary to it, the parallelism between the students demand and the teachers' reach to them is quite missing in the institutions in Saudi Arabia. The research findings revealed the students' strong desire to get motivated from their teachers. The students here are enthusiastic learners, feel encouraged when compelled to work creatively. The absence of a strong foundation at the schooling level is forcing the teachers to focus on completion of the syllabus and improving the standard of education, leaving less scope for creativity and innovative projects. The learners expect their teachers to show confidence in them and they want to show the teachers that 'they can do it'. Almost 50% of the teachers are standing up to the expectations of the students. The other are more concerned about completing the course contents and meeting its demands. An important aspect that came to light during the findings is the learners feel enthusiastic to perform some extra tasks, when the teachers instill confidence in their abilities. They expect the teachers to make them understand a particular topic to its fullest extent and want an utmost innovative methodology in imparting education to them. The educational institutions and the teachers are successful in reaching out to these expectations. Despite of that, the intricate grasp of the subject is lacking in the learners. The laziness on part of the students has been identified as the drawback in lagging behind in the educational arena. Unlike their Indian counterparts they are less hardworking and into taking shortcuts and breaks in their academic career. This aspect though dealt to the fullest extent has not reached to the grass roots level. This is leaving a generation of rote learners, who take the subject seriously only at the time of examinations.



## Diagram 3

## Diagram 4

The diagrams 3 and 4 exhibit the results of the questionnaire conducted with the students and their teachers' of graduate program. The 1<sup>st</sup> quarter in both the diagrams indicates a healthy cover-up to the students' expectations and teachers desire to motivate their learners. Whereas a strong contrast and change has been observed in the other quarters. The 2<sup>nd</sup> and 3<sup>rd</sup> quarters in diagram 1 show the respectively the students desire to get motivated by an encouraging feedback from their teachers and their high motivation levels when the teacher build strong expectations on them. These two cases are not fulfilled adequately by the instructors, who instead feel that their strong expectations on their students make them feel pressurized and nervous. The 4<sup>th</sup> quarter and 5<sup>th</sup> quarter reveal the students high motivation levels when they see their teacher likes them and expects them to complete the assigned task and their strong desire to show that they "can do it". But the feedback in the 4<sup>th</sup> and 5<sup>th</sup> quarter of the diagram 4 show a dismal response, in which, again the teachers see that these expectations of their learners are only of a minority and practically inapplicable in the Saudi classroom context. The 6<sup>th</sup> quarter exhibits the learners' expectations from their teachers. They expect them to give them some creative activities which compel them to think "out of the box" and encourage them to achieve some strong exceptional goals in deviation to the usual taught syllabi. The teachers' response to the same is very different. They think that these tasks can hardly be set in the tight semester schedule and would deviate their learners from the course itself and would have an adverse effect on the pass percentage.

A teacher instilling confidence in the student's abilities has been identified as the order of the day. The findings from both the countries make clear the point, that the learners are not natural enthusiasts. They need to be boosted up and enlightened. Covering the course contents is one aspect, but to excel in that course explicitly and implicitly, the students need to be motivated. A bit of care, love and enthusiastic teaching will make the teacher her students' favorite. This teacher, when builds high expectations on her students will induce competitive spirit in the learners. This in turn, will improve the overall course standard and pass percentage apart from bringing an implicit and practical knowledge of the topics taught. It is not only satisfying to the success thriving knowledge seeking lot but also appetizing to the fame hungry institutions. It's profitable to the demands and expectations of the both the knowledge givers and seekers. On the whole producing a perfect future generation.

A teacher needs to be a skilled architect in laying the strong foundation of a valued education. Some of the learners are natural enthusiasts, teacher requires only a little effort to bring them to the fore, but our main job starts with those who need a push up.

***Some common characteristics which are observed to be stimulating aspects in achieving this target are:***

- The teacher as a role model and an enthusiastic knowledge giver.
- The genuine pleasure taken by the teacher in the teaching process.
- The effectiveness and invigorating instruction methodology adopted
- The Usage of -- Not-To-Give -Up -Unless -Understood--methodology.
- The skills used to make the learners participate in the teaching-learning process.
- The encouragement given to the learners to think Out Of the Box and achieve some strong exceptional goals, inline to their standard and level of understanding.

***Efforts Needed:***

- Encouraging peer interaction and group learning activities.
- Rewarding the learners with suggestive feedback and exceptional examples.

- Giving regular tasks and checking the results achieved after each task with encouraging feedback.
- Avoiding using the tests as threats.
- Building up a continuous rapport with the learners.
- Making them participate in extra-curricular and co-curricular activities.
- Organizing presentations and seminars and guest lectures with active participation from the learners.
- Organizing group activities and making the students' follow a correct methodology for their exam preparation.
- Creating an amiable atmosphere in and around, which can make the students come out with their exceptional ideas and use their inherent logic.
- Building high expectations and motivating the learners to achieve them.
- Setting deadlines and targets and making the learners achieve them with their continual effort.
- Developing a sportive spirit and bringing out their leadership qualities.
- Making the learners to be members of clubs and groups which are oriented towards social activities and societal benefit.
- Organizing plays and workshops to develop academic interest in the curriculum.

### **Conclusion**

Learners are tangible assets', they need to be loved, to be given utmost care and the order of the day is to handle these fragile beings with delicacy. Their future growth depends on the way they are moulded. We, the teachers have an inexplicable responsibility of bringing out their inherent talent, making them build up a confidence in themselves, encourage them to trust their beliefs and build confidence in their abilities.

Motivation levels vary from one person to the other and similar is the case with the motivators and the aspects of motivation. The findings highlight the need to encourage the learners to the core. This aspect has to be dealt firmly by the academic communities and curriculum framers. Hence, including "motivation" in the syllabi will do the job, this aspect if included will make it imperative to the instructors and institutions to adhere and follow it. Which in turn, would bring up an intellectually profuse future generation, who are instrumental in redefining the fine lines of the economic development of a country.

### **References:**

1. "Arnold H. Glasgow." Brainy Quote.com Xplore ICC,2014.31 January 2014.
2. Peale, N. V. (2004). *The Power of Postitive Thinking*. London, UK: Vermilion.
3. Khera, S. (1998). *You Can Win*. Gurgaon, Haryana: Macmillan.
4. Modi, Y., Kumar, R., & Kothari, A. (2012). *The Game Changers*. Noida, UP: Random House India.

