

Selected Readings
in Educational
Psychology

Nor Azian Md. Noor

IIUM PRESS
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA



SELECTED READINGS IN EDUCATIONAL PSYCHOLOGY

Nor Azian Bt. Md. Noor

INSTITUTE OF EDUCATION
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
GOMBAK



IIUM Press

Published by:
IIUM Press
International Islamic University Malaysia

First Edition, 2011
©IIUM Press, IIUM

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without any prior written permission of the publisher.

Perpustakaan Negara Malaysia

Cataloguing-in-Publication Data

Nor Azian Bt. Md. Noor: Selected Readings in Educational Psychology

ISBN: 978-967-418-015-7

Member of Majlis Penerbitan Ilmiah Malaysia – MAPIM
(Malaysian Scholarly Publishing Council)

Printed by :
IIUM PRINTING SDN. BHD.
No. 1, Jalan Industri Batu Caves 1/3
Taman Perindustrian Batu Caves
Batu Caves Centre Point
68100 Batu Caves
Selangor Darul Ehsan

TABLE OF CONTENT

Selected Readings in Educational Psychology

CHAPTER 1: MOTIVATION FROM THE WESTERN PERSPECTIVE <i>Nor Azian Mohd Nor</i>	1-12
CHAPTER 2: HISTORICAL AND PHILOSOPHICAL DEVELOPMENT OF PERSONALITY STUDY <i>Mohd Abbas Abd Razak, Nik A. Hisham, Nik Suryani Nik Abd. Rahman and Ssekemeya Siraje Abdallah</i>	13-38
CHAPTER 3: CONSTRUCTIVISTS' VIEWS ON HOW CHILDREN LEARN MATHEMATICS <i>Nik Suryani Nik Abd Rahman</i>	39-50
CHAPTER 4: BASIC CONCEPTS IN EDUCATIONAL PSYCHOLOGY <i>Hasan Langgulung</i>	51-72
CHAPTER 5: HUMAN NATURE IN ISLAM <i>Mohd Abbas Abd Razak, Nik Suryani Nik Abd Rahman, Nik A. Hisham and Ssekemeya Siraje Abdallah</i>	73-92

CHAPTER 1

Motivation from the Western Perspective

**By
Nor Azian Mohd Nor**

Motivation is an important element that moves us and sustained our behavior towards achieving our goals. It is an intangible attribute of our personality derived from our thinking processes such as our perceptions, beliefs and emotions. It represents our needs, desire or wants. Motivation involves energy, action, direction, and a goal. It is what energizes us into action to satisfy our needs and wants. The literature described motivation in various ways depending on the context and the theories of motivation. Motivation has been described as types of motivation, goal orientations in learning, thinking processes beliefs and attributions, and self-actualization. Most of the time, the study of motivation is associated with learning and academic achievement. Researchers, theorists, and educators are mainly concern about the why's and how's of students' achievement in learning and teaching. The secular or western perspective looks at motivation from four approaches. These approaches are Behaviorism, Cognitive, Humanism, and social-cultural approach.

Types of Motivation

Two types of motivation were identified, intrinsic and extrinsic. For intrinsic motivation, the individual is energized into action due to factors which are intrinsic such as pursuing a course of study to acquire knowledge and skills, reading a book based on personal interest on a specific subject, starting a business based on a hobby, involving oneself in charity or community work simply to gain self-satisfaction in the pleasure of servicing others. The second type of motivation is extrinsic motivation. As the name implies, extrinsic motivation is related to external sources of motivation. They can be tangible or intangible sources. Examples of tangible sources are money, grades, prizes, trophies, medals, food, etc. Examples of intangible sources for external motivation are love, care and attention, honor, recognition and acknowledgement, safety and protection, etc.

Intrinsic motivation does correlates with high academic achievement but not necessarily always. It is a factor in sustaining a motivated behavior longer than extrinsic motivation. Extrinsic motivation, however, is often associated with high academic achievement especially in an exam oriented learning systems where opportunities to access higher educational trainings are limited and the competition for academic placement is high. Hence, school grade is an important motivator for students' in highly competitive learning environment. As an educator, we want to develop the intrinsic motivation in our students so that they will perceive learning as a life-long process to acquire knowledge and skills, not so much as a means to achieve an end, i. e. to gain the certification for academic placement.