

## Effective Learning View: Intrinsic V Extrinsic Motivation

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From perspective of cognitive psychology, the central question is how to enhance and maintain student's intrinsic motivation for learning and achievement. Bruner (1962) has been suggested the most important ways to help students think and learn is to free them from the control of rewards and punishments. By learning what to do to get rewards and by doing just what the teacher wants, students can become overachievers, but will fail to develop the capacity to transform their learning into flexible, useful cognitive structures. They may memorize well, but they will not develop their capacity to think creativity. For discovering something rather than learning, they will be a tendency to work with the autonomy of self-reward, and be rewarded by discovery itself.

For constructive learning and discovery, the successes and failure are the most significant sources for leaning and recharging the cognitive structures of students. One of the most important elements for promoting this active, intrinsically motivated learning is the attitudes of teacher. Teachers who are trusting and empathic seem to be most successful in promoting the type of learning that leads not only to flexible cognitive structure, but also to greater self-esteem in the learner. We suggest the, student's modal experience of grades and other classroom rewards is of their being controlling and affect student's intrinsic motivation for learning.

The following table showed the differences between intrinsic and extrinsic motivation for leaning.

Intrinsic motivation for learning	Extrinsic motivation for learning
Rewards and punishment are internal and controlling by students.	Rewards and punishments are external and controlling by teachers.
Changing of cognitive structure (mental adjustment).	No changing of cognitive structure.
Developing discovery.	Developing memory.
The significant of interesting, optimally challenging activities for maintaining intrinsic motivation.	No interesting in activities and learning.
Stimulating informational environments and tasks involvement.	under stimulating of environment.
Self-esteem and self-determination	Not self-determination.
Positive correlation between competence and self-esteem. Supportive of self-determination.	Not significant correlation between perceived competence and self-esteem.
Self and internal feedback	External feedback
Open classes	Traditional classes

In sum, we encourage the application of cognitive evaluation strategy and organismic theory in education, the depending on the stimulating learning environment-free from the pressure of grades, rewards externally, and emphasizing the intrinsically motivated learning that lead to creativity and cognitive develop-

ment of students regarding the personality traits and interests of learning by using multiple-strategies of learning and instruction such as corporative , inquiry, information processing –constructive ones.

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