Socio Cultural Diversity Interplays on Motivational and learning

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ABSTRACT

Cultural diversity plays an important role in motivation and learning to the individuals. Effective learning depends on the learners motivations it depends on socio cultural environment. Such as learner's age, sex, cast and ethnicity, religion, culture etc. This articles reports how social and cultural diversity interplays on motivation and learning. The study was conducted based on library study and internet search. Articles related to interplays of cultural diversity in motivation and learning was reviewed extensively. Cultural diversity affects human behavior in the choice of a particular action, the persistence with it and the effort expended on it. It is an opportunity to gain various sources of knowledge. Cultural diversity helps to find out the cultural knowledge and skills to the learners and communicate with other ethnic groups. Multicultural knowledge is significant to make the learning motivational and respect the cultural diversity.

Key words: cultural diversity, motivation, learning

Introduction

Cultural diversity plays an important role in an individual's life. Effective learning depends on the learners motivations. Motivation and learning differ in all individuals. It is depends on the learner's age, sex, cast and ethnicity, religious, culture Gay, G. (1994). Social and cultural diversity makes motivation and learning different. People's interest depends on socio cultural environment. People like to learn their own culture language and religion but other doesn't interest. Male and female has differ in their interest, Hindu and Buddhist, Christian, Islam, Kirat all are different in their choice and interest. The learning style, Instructional style, content and curriculum affect the motivation to the learners. Practical, life situation base, project base, discussion method is interesting rather than theoretical lecture base instructions. Life situation base skillful, utilitarian, technical practical curriculum is interesting and learners motivated in learning and theoretical curriculum are less in priorities to the learner. All people love and respect

their own culture. In this context this paper aims to present how cultural diversity interplays in motivation and learning.

This paper is based on extensive review of literature on cultural diversity interplays in motivation and learning. I have studied and reviewed different international and national journals, books and reports. Similarly I have also used the information collected from library and extensive internet searches. Particularly, I have searched peer reviewed articles delimiting the cultural diversity interplays in motivation and learning. The content, fact and information found in the literature were analyzed and interpreted critically based on my personal experiences. While reviewing the literatures, I read and synthesized the ideas, articulated my critical perspectives and compared, connected, and contrasted the ideas also. Finally, I tried to present my final insights as the conclusion of the paper.

Discussions

Motivation and Learning

Motivation to learn can be defined as "the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers" and a distinction is made between achievement (also called mastery) and performance motivation goals (Brophy, 2010:3). With regard to learning, learners motivated by achievement goals engage in learning for the satisfaction that they attain by acquiring new knowledge and skills (Vedder-Weiss & Fortus, 2012). Motivation is an important, pervasive behavior determinant of students, teachers and administrators. Motivation affects human behavior in the choice of a particular action, the persistence with it and the effort expended on it. It is one of the key success factors in all kinds of human activities.

Numerous experts testify to the fact that motivation is an extremely important factor in the learning process, including foreign language learning (Schulze, & Lemmer, 2017).

Motivation is very complex notion encompassing numerous factors. According to Gardner (1985) motivation consists of three different components: effort, desire and favorable attitudes. When combined, these three factors greatly contribute to the true motivation. He highlights the importance of desire to achieve the goal, as well as favorable attitudes towards the goal, which result in invested efforts altogether. Dornyei (1994) points out that motivation represents the most significant factor of success. He emphasizes the importance of geographical and geopolitical factors that influence the attitudes and motivation for learning a foreign language. Balenovic (2011) believes that a foreign language is learned for practical reasons and that instrumental motive will lead to success in learning. A large portion of young learners tend to learn languages out of curiosity, interest or simply love for a foreign language, while on the other hand adults have different reasons for learning foreign languages which tend to be far more pragmatic.

Motivation and learning are affected by socio cultural diversity learning style, curriculum content and instructional style for students' better learning and their better achievement are discussed below:

Social Cultural Diversity and Motivation in Learning

Students learn about their own and other's languages, cultural characteristics, critical events, significant individuals, historical backgrounds, majority and minority ethnic groups (Salgur, 2015). Nepal has ethnic

diversity, culture and religion since the distant past. Ethnic, cultural, religious diversity are characteristics of the Nepalese society. Diversity has become the cornerstood of the unity of the people so individual will be motivated to learn diversity and their indigenous knowledge. They love their culture and traditions and like to know, preserve and protect. In other words, diversity should be seen as an opportunity, not a threat. 125 caste 123 language various religious peoples' deep brotherhood are the reality of the Nepalese people According to Amiri, (2004) as cited in (Mostafazaseh, E., Keshtiaray, N. & Ghulizadeh, A. 2015). the countries in the world today has a cultural and ethnic diversity, unified nation, and enjoy the unity of the land, political, and the national identity abound, cultural pluralism in the era of globalization and the transformation of elite political culture in Nepal. Askarian,(2006) In research "place of folklore in citizenship education" has suggested that need of ethnic cultures based educational programming for students in order to achieve citizenship, due to the close relatives of the together.

Multicultural knowledge and motivation in learning

Multicultural knowledge refers to the learning of appropriate knowledge, attitudes and skills related to the respect and appreciation of different cultures and other differences which include race, ethnicity, religion etc. According to Gollnick and Chinn (1990) has emphasize issues beyond the boundaries of ethnic or racial issues and recommend five goals for multicultural education They include:

- the promotion of strength and value of cultural diversity,

- an emphasis on human rights and respect for those who are different from oneself,
- the acceptance of alternative life choices for people,
- the promotion of social justice and equality for all people,
- an emphasis on equal distribution of power and income among groups.

Most large societies often have subcultures or groups of people with distinct sets of behavior and beliefs that differentiate them from a larger culture of which they are a part. The subculture may be different because of the age of its members, their race, ethnicity, or class. The qualities that determine a subculture as distinct may be aesthetic, religious, occupational, political, and sexual or a combination of these factors (Banks, 2003). The world becoming a borderless village, increasing interdependence among countries and the ominous threat of a clash of civilizations the issue of multiculturalism and its place in education is becoming more important. A deliberate and conscious effort has to be undertaken to promote respect and not just mere tolerance for differences, including cultural ones which make up the most contentious of differences among mankind which emphasized the need to teach all young people how to respect ethnic and cultural differences and to accept them as part of the cultural richness of life in our modern world, and not as a threat (Huang, 2002).

Culture and Learning

According to Nieto,S.(2000) definition states that "culture consists of the values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound

together by a combination of factors that can include a common history, geographic location, language, social class, and religion." The teacher who uses the students first language can them to learn easily and effectively. Boldley, (1994) states that culture styles the students' personal development and relations among people's opinions, behaviors, productions and values, assumptions, and perceptions in society.

Every society has a common culture, each individual has his / her own cultural values. It is important for the students to know and be aware of their cultural importance. Respecting others' cultures and understanding them, and taking care of social cultures is linked with knowing their own cultures.

Instructional style

Every cultural group has their own cultural practices and instructional pedagogy. Those pedagogy affect in Motivation and learning. Teachers who have a great experience in multicultural education environment can affect positively their own communication with the students. Benette, (2011) state teachers' attitudes and expectations influence their students' achievements. Teachers should constantly attend teacher training programs which respond to their needs. The teacher's positive experiences can increase his / her positive attitudes. These teachers can provide a place in society for their students. it is important that individuals respect and care for the differences in and outside learning environments, to socialize with other persons, hold in high regard universal values and envisage human nature as a precious asset it is an expected positive conclusion.

The teacher who have multicultural knowledge and apply in his teaching learning his teaching will be effective and students grab the knowledge very well easily and effectively. Acquiring multicultural competences is crucial for a teacher who is teaching in a multicultural class. Attending in-service course or participating in a seminar or conference or completing one's academic education or even travelling across the world are not enough to become a multicultural teacher. Moreover, teachers who have a multicultural understanding can change the way of thinking and the behavior of children. However, the competence of the teachers is not sufficient to solve all the problems. They need to encourage the improvement of the multicultural ability of their students. They have the possibility and opportunity to influence their students' knowledge. Furthermore, teachers have the noble mission to encourage the personal and academic progress of all their students, regardless of circumstances and experiences, ethnicity, culture, language, religion, color of the skin, gender, sexual orientation.

Curriculum and Content

Student characteristics such as varying interests, needs and readiness levels need to be considered in education, and this important statement has been mentioned for a long time. Expecting that students with different characteristics can learn by only one common method does not conform to the contemporary educational perspective. Motivation in learning depends on the content and curriculum. Content related to learners background and interest According to Basbay, (2014) regarding the questions, How can the multicultural knowledge address in curriculum and content? He has state five main themes such as settlement, importance, goal and content organization, teaching and learning process and, measurement and evaluation.

The settlement theme, Multicultural education concentrates on the historical, sociological and philosophical foundations of education in order to query the education process (Basbay, 2014). Instructors also indicated that the courses related to multicultural education have a structure that examines the role of the schools from the social sciences perspective. The rules for the courses were explicitly mentioned in the syllabus. Basbay puts agreement in his research along with general rules such as academic honesty and active participation, other rules relating to the nature and structure of these courses were also underscored, such as being open to different perspectives, participating in the course based on one's own readings and experiences rather than others' interpretations, discussing ideas, and being respectful of different points of views.

Under the importance theme, Multicultural education courses focus on important information and skills related to student diversity that teacher candidates would need in their work life. The role and the importance of the teachers in community movement and awareness should mention in the syllabi and by the instructors (Basbay, 2014). He has mentioned that multicultural education courses provided opportunities for students to examine the different cultural structures in their society and the settled stereotypical thoughts. If the curriculum address the students diversity and teachers role to uplift the diverse culture to adjust in society learners would be motivated in learning.

Under the goal and content organization theme, Basbay, (2014) when the goals of the courses were examined it was seen that the goals were formed in order to develop the *awareness* of the importance of multicultural topics in education, to increase multicultural education *knowledge* and to develop *skills* in order to meet the needs of different groups (Sue, Ivey, & Pederson, 1996). In the expression of these goals, actions such as querying, developing further comprehension, investigating, developing, practicing and increasing knowledge were used. In the content dimension, culture, school environment, the character of learners, prejudice, diversity and the role of the teacher in this process became apparent.

Under the teaching-learning process theme, According to Basbay,(2014) it was mentioned that courses were mainly organized with a constructivist understanding. Presentations (instructor, student, video presentations), discussions, collaborative learning, film analysis, analysis of various events in the media, application experiences, projects and trips were found to be the methods and techniques used within this framework. The findings of the observations were also parallel with the activities mentioned in the syllabi.

Under the measurement and evaluation theme, Basbay,(2014) it was seen that various measurement and evaluation techniques were used to determine students' achievements. Since the evaluation was based on the teaching process, evaluations were activity oriented. Peer evaluation was also mentioned as important for developing cooperation from colleagues.

Reflection

Nowadays, people are not limited in a certain territory thus the mix societies are increasing. The numerous multicultural environments bring positive and negative effect. Moreover, every culture's multicultural structure is changing day by day. For example, due to various reasons, nowadays, living in a foreign country as a

stranger and living together with foreigners is something that occurs quite frequently. Communication is compulsory in living together with different cultures. The multicultural concept or approach may boost the development of new opportunities for sharing each individual's values and for understanding each other in a society. This concept is the most applicable way to overcome the problems of globalization and the complexity of societies all over the world. The people living in a multicultural environment have to interact with the 'others' who may be from different ethnicities, linguistics, religions and cultural backgrounds. In such an environment, there should be no assimilation, exclusion or fusion but rather communication, tolerance, dialogue and interaction. In this case, the roles, aspects and limits of individuals (in such a society) become clearer and fairer. Only multicultural education can overcome all these needs. Because of the constantly changing world, reforms that will fulfill these needs in education are necessary.

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