Motivating Students

Chapter 10

Motivation

- **Locus of control**
  - the location of the source of control for an individual, usually described as internal or external.
Attribution Theory

Success and Failure Viewed as Stable Traits

<table>
<thead>
<tr>
<th></th>
<th>Controllable</th>
<th>Uncontrollable</th>
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</thead>
<tbody>
<tr>
<td>Success</td>
<td>&quot;I am smart because I always study.&quot;</td>
<td>&quot;I am smart and succeed no matter what I do.&quot;</td>
<td>&quot;I never try.&quot;</td>
<td>&quot;I am stupid.&quot;</td>
</tr>
<tr>
<td>Failure</td>
<td>&quot;The teacher hates me.&quot;</td>
<td>&quot;The cutoff grade for passing was too high.&quot;</td>
<td>&quot;The teacher likes me.&quot;</td>
<td>&quot;I got the easy version of the test.&quot;</td>
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</table>

Success and Failure Viewed as Unstable Traits

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<tr>
<td>Success</td>
<td>&quot;I worked really hard this time.&quot;</td>
<td>&quot;Sometimes I am on, and sometimes I am not.&quot;</td>
<td>&quot;I did not study enough.&quot;</td>
<td>&quot;I got sick and could not think straight.&quot;</td>
</tr>
<tr>
<td>Failure</td>
<td>&quot;I got the teacher a birthday card last week.&quot;</td>
<td>&quot;I was really lucky.&quot;</td>
<td>&quot;My parents did not quiz me at home.&quot;</td>
<td>&quot;I had awful luck.&quot;</td>
</tr>
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</table>

Perspectives on Motivation

### Table 10.2: The Four Theories of Motivation: Incentives to Enhance Motivation

<table>
<thead>
<tr>
<th>Theoretical Model</th>
<th>Incentives to Enhance Motivation</th>
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<tbody>
<tr>
<td>Behavioral</td>
<td>Extrinsic: incentives in the form of rewards or punishments: High grades, low grades, praise, criticism, free time, detention, awards, demerits.</td>
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<tr>
<td>Cognitive</td>
<td>Intrinsic: incentives based on beliefs, attributions, and expectations: Understanding the purposes of schoolwork and homework; believing in one's ability to succeed; attributing success to hard work; expecting to do well as a function of effort invested.</td>
</tr>
<tr>
<td>Social Learning</td>
<td>A mix of extrinsic and intrinsic incentives based on expectations and the personal value of goals: Understanding how to set workable, effective goals that can be attained; understanding the likelihood of reaching a goal and the payoff once the goal is reached; knowing how to choose goals with payoffs that are personally meaningful.</td>
</tr>
<tr>
<td>Humanistic</td>
<td>Intrinsic: incentives based on the human need to achieve, excel, and self-actualize: A meaningful educational environment in which students are encouraged to see themselves as capable, development of self-esteem; teachers acting warm and supportive; explaining why tasks must be done in a certain way—no rules for the sake of rules.</td>
</tr>
</tbody>
</table>
Humanism

- Philosophical movement that emphasizes worth of the individual
- Gives credit to the human spirit
- Emphasis on creative, spontaneous & active nature of humans
- Human capacity to overcome hardship & despair
- Optimistic
- Values the subjective experience of the individual

Abraham Maslow 1908-1970

- Born Brooklyn, New York
  - Russian Jewish Family, mother & father 1\textsuperscript{st} cousins
- Oldest of 7 children
- Didn’t always know where the next meal was coming from.
- Mother-cold, vicious, superstitiously religious & abusive to son-threats of divine retribution
- Absent father-worked all the time-father was depressed, became ward of his son
- Married his 1\textsuperscript{st} cousin
Hierarchy of Needs

Maslow's Hierarchy of Needs

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<tbody>
<tr>
<td>• Food/thirst</td>
<td>• Security</td>
<td>• Acceptance</td>
<td>• Recognition/prestige</td>
<td>• Fulfillment of potential</td>
</tr>
<tr>
<td>• Sleep</td>
<td>• Protection</td>
<td>• Belonging</td>
<td>• Leadership</td>
<td>• Challenge</td>
</tr>
<tr>
<td>• Health</td>
<td>• Comfort</td>
<td>• Achievement</td>
<td>• Achievement</td>
<td>• Curiosity</td>
</tr>
<tr>
<td>• Exercise/rest</td>
<td>• Peace</td>
<td>• Competence</td>
<td>• Competence</td>
<td>• Creativity</td>
</tr>
<tr>
<td>• Sex</td>
<td>• Order</td>
<td>• Participation</td>
<td>• Strength/intelligence</td>
<td>• Aesthetic appreciation</td>
</tr>
</tbody>
</table>

Needs grouped on the first level have the greatest intensity and must be met before you can step up to the next level.
Maslow's Hierarchy of Needs

- **D needs** = deficiency needs for survival
  - Survival-Physiological: food, water, sex & shelter
  - Safety-Security: predictable world, work, training, money to pay rent, etc
  - Love-Belongingness: intimate relationships
  - Esteem: respect for oneself & others

- **B needs, values** = “being” level
  - correct social conditions needed to encourage self-actualization

Self-actualized People

- Spiritually fulfilled
- Comfortable with themselves & others
- Loving & creative
- Realistic & productive
- People with ideal healthy lives
- Realistic knowledge of self & accept self
- Independent, spontaneous & playful
- Establish deep intimate relationships
- Have a love for human race
- Non-conformists but highly ethical
The Role of Student Goals

- There are four main reasons that goals are effective motivators:
  - Goals help focus attention
  - Goals help mobilize resources
  - Goals facilitate persistence
  - Goals facilitate accomplishment

- Achievement Motivation

What Makes Goals Effective

- Task-Mastery Goals
  - Sub-Goals
  - Ultimate Goals
  - Time-Oriented Goals

- Self-Monitoring
Teacher Feedback and Expectations

- Pygmalion Effect
- Teacher Expectancy Effect
  - Actual Improvement in Behavior vs. Perceived Improvement in Behavior

Self-esteem versus Self-Efficacy

- **Self-esteem** – the value a person places on themselves.
- **Self-concept** – one’s ideas about one’s attributes and abilities.
- **Self-efficacy** - person’s belief in his or her ability to get things done.
Self-Efficacy

• An expectancy or belief (expectation) about how competently one will be able to enact a behavior in a particular situation
• Positive: belief will be able to perform
• Determines: if we try, how long we persist, how results influence future behavior

Self-Efficacy results from four types of information

• **Our experiences** trying to perform the behavior (failure or success)
• **Watching others** perform same or similar behavior (vicarious)
• **Verbal persuasion** (encouragement)
• **How we feel** about the behavior (emotional reactions)
Outcome Expectations

- Belief that if the behavior is done successfully, it will lead to the desired outcome.
- Can I learn all the information?
  - Self-efficacy
- If I can learn it, I will get a good grade.
  - Outcome Expectation