

# 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					
		Success		Failure	
		Controllable	Uncontrollable	Controllable	Uncontrollable
Internal		"I am smart because I always study."	"I am smart and succeed no matter what I do."	"I never try."	"I am stupid."
	External	"The teacher likes me."	"I got the easy version of the test."	"The teacher hates me."	"The cutoff grade for passing was too high."

Success and Failure Viewed as Unstable Traits					
		Success		Failure	
		Controllable	Uncontrollable	Controllable	Uncontrollable
Internal		"I worked really hard this time."	"Sometimes I am on, and sometimes I am not."	"I did not study enough."	"I got sick and could not think straight."
	External	"I got the teacher a birthday card last week."	"I was really lucky."	"My parents did not quiz me at home."	"I had awful luck."

# Perspectives on Motivation

TABLE 10.2 The Four Theories of Motivation: Incentives to Enhance Motivation

## Behavioral

Extrinsic reinforcers in the form of rewards or punishments:

High grades/low grades; praise/criticism; free time/detention; awards/demerits.

## Cognitive

Intrinsic reinforcers 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.

## Social Learning

A mix of extrinsic and intrinsic reinforcers 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.

## Humanistic

Intrinsic reinforcers based on the human needs 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 things must be done a certain way—no rules for the sake of rules.

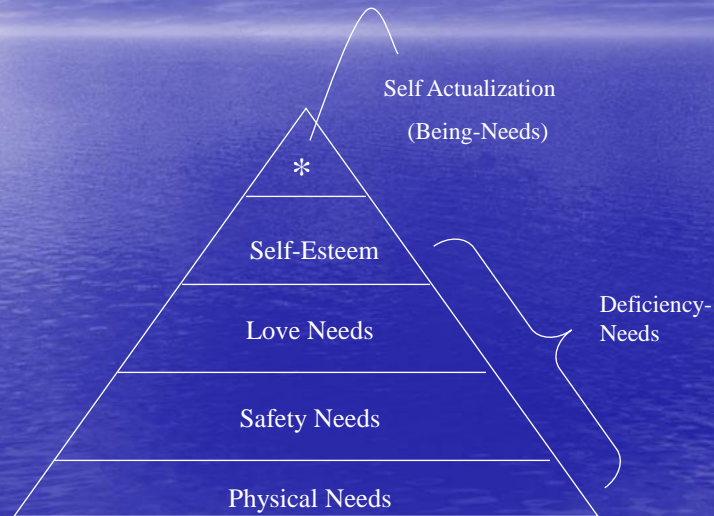
## Humanism

- 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<sup>st</sup> 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<sup>st</sup> cousin

# Hierarchy of Needs



## Maslow's Hierarchy of Needs

Physical Needs	Safety Needs	Love Needs	Self-Esteem Needs	Self-Actualization Needs
<ul style="list-style-type: none"> <li>•Food/thirst</li> <li>•Sleep</li> <li>•Health</li> <li>•Exercise/rest</li> <li>•Sex</li> </ul>	<ul style="list-style-type: none"> <li>•Security</li> <li>•Protection</li> <li>•Comfort</li> <li>•Peace</li> <li>•Order</li> </ul>	<ul style="list-style-type: none"> <li>•Acceptance</li> <li>•Belonging</li> <li>•Love/affection</li> <li>•Participation</li> </ul>	<ul style="list-style-type: none"> <li>•Recognition/prestige</li> <li>•Leadership</li> <li>•Achievement</li> <li>•Competence</li> <li>•Strength/intelligence</li> </ul>	<ul style="list-style-type: none"> <li>•Fulfillment of potential</li> <li>•Challenge</li> <li>•Curiosity</li> <li>•Creativity</li> <li>•Aesthetic appreciation</li> </ul>

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