**AIU Exam – Understanding Motivating Environments in Classroom Management**

**Subject of Courses**: Classroom Management, Education

 **Name: HEATHER BOTCHWAY**

**Student ID number: UD66544HEd75601**

**Name of study material (video or book)**:

***Best Practice in Motivation and Management in the Classroom* by Dennis Wiseman**, (**Chapter 2)**

**Link to access study material (video or book):**

[**http://aiustudev.aiu.edu/submissions/profiles/resources/onlineBook/L6q4B4\_motivation%20classroom%20management%20education%20use.pdf**](http://aiustudev.aiu.edu/submissions/profiles/resources/onlineBook/L6q4B4_motivation%20classroom%20management%20education%20use.pdf)

**Exam Starts Here.**

**Introduction**: In the following space, write 4 to 8 paragraphs to introduce the topics covered in the exam.

Wiseman and Hunt (2014 3rd ed.) in chapter two of their book ***Best Practice in Motivation and Management in the Classroom*** focus on the need for the teacher to not only understand the importance of motivating environment in classroom management but also be able to apply it to affect the behaviour of their students positively. They define motivation as ‘’ an internal state that arouses students to action, directs them to certain behaviors, and assists them in maintaining this action and direction with regard to behaviors important and appropriate to the learning environment.’’ Teachers should therefore be guided by the above definition in developing strategies for classroom motivation which will help them attract the interest of their students and keep them focused on classroom activities to achieve the expected results.

They indicate that one underlying factor for teacher success in student motivation is the extent of the teacher’s engagement in both the academic and personal lives of their students which helps them establish the motive behind the student’s behaviour or misbehavior. Effective teachers they say should be aware of the linkage among motivation, student learning and behaviour, and academic achievement so as to guide their teaching approach. The authors further advise teachers to be mindful of applying the two myths about motivation to their teaching methods. The first being attributing student failure as a means of motivation to learn as this could result in students being ‘’trapped in a failure cycle’’ (Seligman, 1975) and lead to a state of ‘’learned helplessness’’ where the student resigns to failure as he or she believes that ‘’events and outcomes are beyond their control’’ (Woolfolk, 2013). The second myth teachers should be wary of is using threats and punishment such as detention and low grades among others as a means to motivate students as such methods are ineffective in the long run and should only be applied if other behaviour- changing strategies have failed. They argue that the continuous use of punishment by teachers shows the extent to which teachers are engaged in the lives of their students or the level of their appreciation of the concept of motivation. Where teachers know and understand their students, they apply different reinforcers to different students to change behaviour since each students is motivated differently.

The writers further explain the concept of intrinsic motivation where the student’s fulfilment is derived from the task itself and extrinsic motivation where a student’s motivation is based on an expected reward for behaving or not behaving in a particular way. According to Anderman & Anderman (2010), students whose motivation is intrinsic find reward in the learning activity and do not need coercion to participate in them which positively reflect in the student’s academic performance (Corpus, McClintic-Gilbert, & Hayenga,2009) unlike extrinsically motivated students who exhibit poor academic achievements and other negative behaviours. Interestingly, the authors observe that students who are extrinsically motivated represent a majority of today’s learning population resulting in the use of extrinsic incentives such as praise, tokens, and other incentives by most teachers to address student motivation concerns (Alderman, 2008). This make students envisage these rewards as embedded in the normal school process which they find unsustainable. They argue that teachers should rather aim at reaching a ‘’state of motivation to learn’’ where teachers create a motivating environment that helps students to develop and sustain interest in learning activities by focusing on methods that increase student motivation rather than those that inhibit motivation.

Additionally, the teacher’s appreciation of the different theories of student motivation such as behaviorist, cognitive, or humanist theories can augment their skill in creating a motivating learning environment. The Behavioristic approach to motivation focuses on the use of positive and negative reinforcers like rewards and punishments to affect student behaviour (Santrock, 2008) and is always on the lookout for the best type of reinforcement and the appropriate time for use to impact student behaviour. It is founded on the belief that human being are motivated when they expect to receive something in return for an action taken. Teachers should therefore know the right type of reinforcers to use at any particular time depending on the type of behaviour exhibited by the student, the student in question and even the time of use to achieve the desired results as inappropriate use of reinforcers impact student behavior negatively. The Cognitive theories of motivation on the other hand is founded on the belief that one’s environment and their own perception of themselves determines their behavior (Snowman, McCown, & Biehler, 2012). Individuals are naturally inclined to establish order and consistency in their lives and seek to re-establish the balance when missing. This theory asserts that teachers can take advantage of this human behaviour and apply them to their students to encourage learning by creating a state of imbalance. The student in seeking to regain this balance will improve their learning experience which has an influence on their motivation. However, this approach should be used with caution as it could be counterproductive depending on the perception the student have about him or herself. The Humanistic theory of motivation emphasizes motivation as emanating from the individual’s ability to find fulfilment in their capabilities (Hamachek, 1987). It focuses on the human attributes such as desire for personal growth, freedom to choose their destiny and the ability to sense the needs of others (Santrock, 2008) as the basis for human motivation. They encourage teachers to use the student’s ‘’competence, self-esteem autonomy and self-actualization’’ as a means of arousing and sustaining student motivation. This view is in sync with Abraham Maslow (1970) Hierarchy of Need theory which links student motivation to the type of need the student seeks to fulfil at a particular point in time. Teachers should however bear in mind that students’ needs do not always align with this hierarchy and that needs vary for every student at any given time.

The authors consider factors such as ‘’attribution, locus of control, teacher expectations, goals (performance and learning), anxiety, and environment’’ as influential in the teacher’s understanding and success in the student motivation process.

Attribution theory focuses on what the student considers as the cause of an event and how this affect his or her approach to a learning task in future. (Alderman, 2008). Students generally attribute their success or failure of a task to one of these; ability, effort, difficulty of task or luck (Weiner, 1994a, 1994b). A teacher’s ability to recognize the causes students ascribe to their successes and failures will contribute to the motivation strategy he or she adopts in addressing students learning needs holistically.

Locus of control centers on students view of the extent to which they can control positive and negative incidences in their lives (Bernhard & Siegel, 1994). A student can display either internal locus of control or external locus of control. Those with internal locus of control take responsibility for events in their lives and ascribe their successes and failures to their capabilities whiles those with external locus of control attribute occurrences in their lives to external factors such as luck. This theory is to help teachers understand the student’s view of themselves and the impact this view has on their learning to inform their own perception of their students. This understanding will shape the teachers’ approach to the learning needs of both the internal and external students and guide them in using the difference learning activities to address the different classes to ensure academic success for all.

Another important factor for the teacher’s success in student motivation is teacher expectation of the student’s ability to complete a task and the belief in their own capabilities in motivating students to be successful on tasks. Positive teacher expectation results in high teacher efficacy and vice versa. Students on the other hand have their own opinion of their teachers’ expectation about them which impacts on their potential to be successful on learning tasks as these expectations determines the teacher’s behaviour towards their students (Ormrod, 2011). This can have undesirable consequences as student motivation and achievement is mostly positively related to the student’s view of the teacher’s expectations which affects student’s success or failure. Teachers who understand the impact their expectations have on their students are able to address this concerns in their teaching to avert any misconceptions about their students as they appreciate the uniqueness of each student.

Furthermore, learning and performance goals set by teachers inspires the student’s motivation to attain those standards. A study by Pintrich & Schunk, (2002) shows that students are more motivated and challenged to achieve goals that are moderately difficult, important, specific and attainable in the immediate future. Teachers should therefore be mindful of the type of goals set so as not to be seen by students as too complex, confusing, unattainable, simplistic and unimportant as these will influence their motivation to work towards their achievement. Students perceive teachers’ goals as a means of communicating their expectations of them. Whilst learning goal aims to enhance student learning and mastery of task thereby giving the student the chance improve, performance goals highlight only accomplishments devoid of failure. As a result teachers should understand the difference between learning and performance goals and know when to use them. Nonetheless, as the teacher’s main objective is to enhance student’s mastery of task or information and not performance, the emphasis should be on learning goals which have been noted to positively relate to student motivation.

Anxiety is another influencer of student motivation. Covington & Omelich (1987), noted that results from various research works show anxiety as being negatively related to student’s good performance. The authors explain that anxiety can interfere with student learning and performance on test by affecting the level of the student attention to instruction, their understanding of the activity and the demonstration of this understanding through tests. Most often, feeling anxious leads to feeling of helplessness leading to poor achievement which tends to increase anxiety. Cassady & Johnson (2002), however state that some level of anxiety is required to make students find their balance. The teacher’s identification of this optimum level is essential to the student’s academic success as too much anxious moments can have negative repercussions on student motivation and performance leading to undesired behaviour. The teacher’s ability to identify the ‘facilitating anxiety’ in their student’s results from the appreciation of their students’ personal characteristics and learning needs. Teachers should generally aim at reducing anxiety in students to improve student motivation.

Another contributing factor of student motivation is the environment in which learning takes place. Jones & Jones (2013), assert that safe and supportive environment positively correlates to student motivation, performance and behavior. In that when the student experiences both emotional and physical protection, feel accepted, valued, responsible, free and a sense of belongingness they are easily able to align with the set learning goals and work together with the teacher to achieve them. A caring, participatory, and student oriented learning environment motivate students to attain and maintain higher performance. As a result, schools and teachers should pay attention to the classroom structure and settings as these go to a large extent to influence student motivation.

**Questions:**

Answer each question below with complete paragraphs. Give examples from your own experience to illustrate the ideas. As well, give examples on how you would apply the knowledge in your work or life. Would the concept of classroom management be successful in your community? Why or why not?

**Chapter 2**

1. Describe how you might motivate a student who has average ability but who does not regularly work up to his potential. The student comes from a home where neither parent is educated beyond the sixth grade and little English is spoken; Spanish is the dominant language spoken in the home. The student’s parents, however, are very supportive and want their child to learn and do well in school.

It is important to first and foremost identify what this student’s perception of himself is and what he attributes his success and failures to. Does he attribute them to factors within his control or outside his control? Getting this understanding will help in fashioning out the effective strategies to employ to achieve positive outcome.

This student, although he has the ability to succeed, obviously lacks the urge to take action and stay focused to complete class assignment regularly. As a teacher faced with such as student I should be able to apply my understanding of the theories of motivation and learning to guide this student to improve on his performance. I would assess my teaching methods and create an environment that will stir up this student’s interest in learning activities, keep him focused on the task at hand and also sustain this interest until I see the desired behaviour I expect. As a teacher, I understand it is my responsibility to guide and manage the learning process for all my students and fashion out ways of supporting each student to achieve their academic goals. To be successful at this, it is important to know and understand the interests, aspirations, expectations and challenges that informs the motive behind this student’s behaviour both in school and at home to be able to fashion out an individualized approach that will help him consistently reach his highest potential. In agreement with Jones & Jones (2013), understanding the student’s academic needs is a major step to solving any motivation and academic challenges. Among the twelve needs listed by Jones & Jones (2013) is the need for the student to understand and value the learning goals and process, actively participate in the process, set personal goals in accordance with their interest and choices, receive constructive feedback and be able to learn in a supportive and safe environment. To ensure that these needs are met I would establish the actions that have potency to affect the misbehavior of this student and those that do not. Once I understand this student, I will be able to fashion out the appropriate instructional strategies and reinforcers such as praise, reward and criticism to carry the student along in changing this negative behaviour. It is important however to get the student intrinsically motivated to appreciate the essence of the learning task and find pleasure in completing the tasks instead of focusing on the reinforcers that accompany the completion of the learning activity ( Anderman & Anderman 2010) so as to prevent a situation of the student getting used to extrinsic reinforcers to complete tasks. Aside getting the student to be intrinsically motivated, I will further work on a more sustainable approach of working together with this student to create an environment that gives him motivation to learn. This will include an environment that will help the student participate in the task due to the associated benefits, stay concentrated on the task and accept that his success or failure is within his control so as to make him willing to accept my efforts to help him improve. Furthermore, as stated by Schunk (1994), self-efficacy is a key factor in student motivation and ultimately student success. Therefore as part of my strategies to motivate this student, is to help him improve his self- efficacy as I believe this will influence his perception of his ability to succeed and cause him to overcome any challenges that prevent him from working regularly to achieve his highest potential (Bandura, 1997). Furthermore, I would have to gain his trust by letting him know that I care about his total wellbeing. I would also engage him more frequently on aspects of his personal life such as knowing about his family, their culture in order to establish a connection between their school and home lives. This will help me identify and address any setback to the student’s learning that result from home. Fortunately for me, this student’s parents are eager to see their child succeed and willing to offer any possible assistance. The focus should therefore be on getting the student motivated to succeed.

1. What are some problems found in classrooms taught by teachers who lack high efficacy? How is it that some teachers come to a point where their efficacy is low?

Teacher efficacy is described as a teacher’s trust in his or her capabilities to motivate students to learn. Particular attention should be paid to this aspect of the teaching practice as it can have significant impact on the teachers’ instructional methods and student motivation. Teacher efficacy is mostly influenced by the expectations teachers have of their students to be successful at a learning task which in turn affects the student’s motivation to learn. Teacher efficacy generally tend to be high when they feel their students have the capabilities to succeed at instructional abilities. On the other hand teachers display low efficacy when lack trust in their students ability to be successful at learning task. According to Ormrod (2011), teacher efficacy which is borne out of their expectation mostly determines the manner in which they interact with their students as studies have shown that the way the teacher perceives the students impact the student’s academic performance (Rosenthal & Jacobson, 1968).

Some of the problems associated with classrooms taught by teachers with low efficacy include the underlisted:

* Such classrooms are wrought with student motivation problems as the teacher builds a negative perception of the students’ ability to succeed which usually materializes. Rosenthal & Jacobson (1968) indicates that students generally perform better when their teachers have a higher expectation of them and perform poorly where teacher efficacy is low. Such teachers pre-judge the performance of student and brand them as failures without giving them the opportunity to exhibit their potential. This affects the student’s self-confidence which destroys their motivation to learn leading to academic failure as the student considers the teacher’s belief in their capabilities paramount to their academic success.
* Low teacher efficacy largely influences the teacher’s instructional methods and interaction with students they perceive as low achievers. Good & Brophy (2003), summarize this in their concept of the ‘’self- fulfilling prophecy’’ which states that based on the different opinions formed by teachers on student behaviour and academic achievement during the initial contact with students, teacher behaviour differs towards different students which directs students’ behaviour and participation in learning activities. For instance, when teacher perceive students as low achievers, they usually pay less attention to them, criticize them frequently and sideline them in most class activities. Where this behaviour persists, student feel neglected (Strother, 1991) which affect their level of motivation and self-confidence leading to further student failure and misbehavior as they tend to find different ways of defending themselves including absenteeism and other social vices. Moreover, where teachers feel they are confronted with low achieving students, they are inclined to treating them differently from the perceived high performers.
* Teachers with low efficacy do not take responsibility for their student learning and attribute students’ failure to lack of effort, cultural or family background instead of carrying out a self-assessment in order to improve on their teaching techniques to better students’ performance. Such teachers mostly are indifferent to the impact their behaviour have on their students and do not consider the importance their role in the lives of their students. They do not expect their student’s to succeed but rather expect them to fail and misbehave (Alderman 2008). They fail to see each student as a unique being with different capabilities and tend to stereotype student based on race, ethnicity, culture, etc.
* Additionally teachers with low efficacy do not involve their students in setting academic goals so as to work together to develop strategies to achieve these goals. They tend to be autocratic in their decision making and do not allow students to make decisions and choices concerning their learning as they already have a pre-conceived idea about the student performance which stifles higher academic achievements (Alderman 2008).

I believe some teacher come to this point of low efficacy due to their lack of personal accomplishment in the teaching profession. They do not find fulfilment in their job which makes them feel frustrated and unappreciated. They vent this frustration on their students which aggravates the situation as their students perceive them as not caring for their well-being which results in poor performance and misbehavior. This tends to confirm the teachers perception of the student which influences their behaviour towards the students. This cycle continues and the teacher ends up being more frustrated.

Teacher also come to this point of low efficacy when they do not understand the concept of motivation and how to apply it to impact student behaviour. As a result they are not able to accept their student’s failure at task at find ways to help the student improve. They lack the skill to arouse and maintain student motivation to learn so resign to a state of futility in getting students to learn. In effect they are not able to carry the student along in the learning journey and do not feel responsible and confident of making any impact in the student learning process. This creates discouragement for such teachers which they in turn vent on their students.

1. Why might poor performance on a test motivate some students but not others to work hard in school? Is there any type of student that might be positively motivated by poor test results? Explain.

Generally, most students are motivated to achieve more when they succeed at their academic tasks which makes them enjoy their learning activities and strive to get more of those experiences. It has been noted from experience that success is a powerful motivator of student participation in class activities even if in small doses especially for students with a history of repeated failure. Majority of students become actively involved in the learning process and resolute to achieve more when they are successful at tasks which meet their academic needs (Jones & Jones, 2013).

Much as it has been classified as a myth that failure is a good motivator for student success, some students are actually motivated to work harder when they perform poorly on a test as experience, they say is the ‘’best teacher’’. It is held that most students attempt to understand the causes for their failures and may explain it as lack of effort, preparation or understanding on their part. Such a student will work hard to be successful at the next attempt as he or she would learn from the mistake. A student who believes that it is within his or her power to succeed despite setbacks will find ways of doing so. A student’s reaction to the cause of his success or failure inspires his or her motivation to act when faced with different circumstances. Students who are internally motivated have self-confidence, greater risk appetite and usually attribute their successes or failure to controllable factors so are able to embrace and work through challenges. The opposite can however be said about students who are externally motivated who depend on rewards for success and also lack locus of control thereby attributing their success or failure to anybody or anything else other than themselves. Following from this, students who are internally motivated will be challenged when faced with poor test results to work at improving their performance than those who are externally motivated who ascribe their poor performance to uncontrollable factors and are not motivated to work harder. These students mostly feel anxious, depressed, and unable to handle failure as they lack confidence in their in their abilities (Alderman, 2008).

 This behaviour can be attributed to the cognitive theories of motivation which ascribe human behaviour to the way one sees him or herself and how the environment affects their motivation level (Snowman, McCown, & Biehler, 2012). These theories explain that student motivation is guided by what they think of themselves and seek to find explanations to happenings around them. According to Greeno, Collins, & Resnick, (1996) student motivation increase when they encounter any situation that destabilizes them and find ways to re-establish consistency due to their need for order and understanding. Piaget’s concept of Equilibrium (1952) states that ‘’students seek to regain their balance when they experience disequilibrium’’. Applying this theory to student learning process, further explains why some students who perform poorly on test are motivated to work harder. The theories further explain that students performance is influenced by beliefs and expectations as outlined in the ‘’expectation X value theory’’ which reveals that student participate in learning tasks when they value the task and believe they will be successful at it (Atkinson, 1964). Sequel to Atkinson’s definition of value as the level of pride and shame associated with success and failure, modern theorist have introduced broader definitions of value to include ‘’attainment, utility and intrinsic value’’ which explains the student’s motivation to succeed and are more applicable to student reaction towards failure and success.

Students with low self-efficacy will not be motivated to put in much effort to alter their poor performance as they doubt their capacity to be successful at learning tasks. Failure therefore cannot serve as motivation for such students. On the other hand, students who have acquired high self- efficacy are able to withstand failure and put in more effort with the expectation of being successful in the end (Bandura, 1997). Teachers should however be mindful of the optimum level of failure that can motivate students to perform better as exceeding this level could be a disincentive even for these students. Consistent failure will result in student frustration and misbehavior towards learning activities.

4. A father wanted his son to excel in baseball and practiced with him from the time he was five years old. He attended all youth league games and even served as a volunteer coach on his son’s teams. Although the son progressed well and seemed to be headed toward high school stardom, he refused to play baseball when he reached high school. What do you think might be some possible explanations for this dramatic change in direction? How might this situation apply to the role of the teacher in the classroom?

In the study of Brophy (1983), most students do not find school activities ‘’intrinsically motivating, naturally enjoyable’’, or find personal fulfilment in them so do not see why they should partake in them. This largely accounts for the reason why extrinsic incentives are given as inducements to motivate students to participate in activities (Alderman, 2008).

This theory can be used to explain why the son above refused to play baseball on reaching high school. In the early stages of the boy’s school days as he was not able to decide for himself and he played along the father’s wishes because he expected extrinsic rewards from his father. He became actively involved in baseball as a means of avoiding the displeasure of his father or receiving rewards from him. I believe seeing his father attend all youth league games and serving as the volunteer coach the team gave him great joy and satisfaction although he was not intrinsically motivated to play baseball. As he was young, he did not appreciate the reason for his participation in the game of baseball. He did not engage in the game because he understood the importance or found fulfilment in it by himself. This boy’s behaviour supports Corpus et al. (2009) assertion that extrinsic motivation results in negative outcome.

However, as he progressed to high school which is associated with a stage where learners seek to understand the purpose and importance of learning activities and also want to set their personal learning goals and be responsible for their achievements, he realized he was no longer interested in pursuing his father’s wishes but rather needed to pursue goals that aligned with his personal aspirations. The American Psychological Association (2002) affirms that, students at this age become more socially aware and undergo emotional changes impacting their self-identity causing them to fashion out their future aspirations and explore new interests. This stage is often termed as ‘’teen rebellion’’ as they seek to self-govern and take responsibility for their actions.

Moreover, the social cognitive theory of motivation explain that during the early stages of learning, a learner’s motivation is influenced by the actions that ‘’follow their own behaviour or that of others. As they progress in years and gain more experience, they build self-efficacy and become self-regulating overtime making their motivation more internal than external. This results in them setting personal goals and engaging in activities they find pleasurable and rewarding instead of engaging in activities as a means to an end (Ormrod, 2011). The cognitive theory of motivation further explain that where students feel out of balance, they are motivated to find order and understanding of the world which help them correct any disorder in their life (Lefrancois 2000). I believe this boy at a point in his learning life discovered what he valued and became internally motivated to correct any imbalance in his life thus making him refuse to play baseball.

The boy’s behaviour can also be clarified by the humanistic view of motivation which emphasizes the fulfilment of the human potential through self- actualization. The humanists believe that all students are motivated, just that some student motivation may not be geared towards what others expect of them. In this light, the boy’s refusal to play baseball is not due to lack of motivation but that his motivation got directed towards other interest as he became older, more self-conscious and began to develop his capacity for personal growth and had the option to make choices (Santrock, 2008).

The teacher has a role to shape the student’s total development by arousing the students’ interest in an activity, directing them to engage in appropriate behaviors, and helping them to sustain this interest that has been activated. The teacher can do this with activities that students find meaningful, beneficial and valuable in themselves or their end products and also believe they can be successful in when they engage in them. The humanists define motivations as the ability of the teacher to ‘’encourage the student’s inner resources, i.e., their sense of competence, self-esteem, autonomy, and self-actualization’’. Their view is that whatever a person decides to do should impact the total physical, emotional, interpersonal and intellectual abilities.

Additionally, recent theorist like Eccles et al. (1983), have stresses the importance of value in their expectancy X value proposition by separating the value component into attainment, utility and intrinsic value which they assert have major influence on student achievement. They explain that the attainment value focuses on the importance of the task to a student’s real and desired concept of themselves to determine their participation. The utility value addresses the usefulness of the activity to help students make decisions on choices whilst the intrinsic value considers the immediate fulfilments obtained in participating in an activity.

I believe the teacher of the student above understood the concepts above and was able to influence and support the boy in developing his own identity and independence thus aiding him in his decision as he progressed in age. He was mindful of the student’s perception of self as he got to high school and understood the characteristics and changes associated with the age. Although the boy’s action might come across as rebelling against his father, the behavior as explained by the American Psychological Association is driven by a stage where the boy needs to develop autonomy, experience new activities and gain more independence and so should not be out of place but rather earn the support of his father.

5. If a student seems to be a victim of learned helplessness, how can the teacher address the student’s need to be a successful learner and not lower his or her classroom standards at the same time? Explain.

Learned helplessness is a state of helplessness reached by a student who has failed several times that he or she feels success is simply impossible (Seligman, 1975) and seem to be caught in a failure cycle. This type of student attribute his or her failure to uncontrollable factors and the popular adage of experience being the best teacher where some students learn and make amends from their mistakes does not work for them. This student believes that the failure is due to his or her low ability to success which is not within their locus of control. Woolfolk (2013) indicates that cognitive, affective and motivational problems are major contributors to this state of learned helplessness experienced by students. Such a student usually does not show interest in the teacher’s instructions, does not participate in class activities, is anxious, depressed and helpless and is always seeking for excuses to avoid learning task (Stipek, 2002).

A teacher who identifies a student who is a victim of learned helplessness should be able to offer the needed support through the use of different learning tasks to guide such a student to be successful whilst not lowering his teaching standards to negatively impact other students in the class. Primarily the teacher should understand that each student is motivated differently and what will serve as motivation to one might not motivate another. Since success is a powerful motivator, the teacher should find ways of understanding the student to identify their interest in order to stimulate their creativity in that area. In that way the student will be willing to share their opinion on the task at hand which the teacher should greatly encourage. The teacher should guide them to create important personal goals, move their concentration from their inadequacies to any little success that they chalk, give feedback and also reward their effort at success. The teacher should further understand the importance of reinforcers and know the appropriate reinforcer to use on the student at any particular time to obtain the desired change. In this way, the teacher will aid the student gain confidence in themselves which will improve their sense of internal control, reduce their state of anxiety and depression which will ultimately improve their academic performance.

Additionally, the teacher should identify the student’s level of self-efficacy to determine their potential for motivation since the level of self-efficacy is directly related to the level of motivation to learn. Generally students with low self-efficacy have inhibitions to be successful at learning tasks. Margolis & McCabe (2004) confirm that most students with low self-efficacy oppose engaging in learning activities as they do not believe in their ability to succeed even where they put in their best efforts. Once a teacher understands and identifies the student’s level of self-efficacy, it becomes easier to fashion out strategies to drive him or her from low self-efficacy to a higher one so as to arouse and sustain the interest in learning and overcome the situation of learned helplessness. Overtime, such a student will be willing and able to challenge him or herself with the appropriate learning tasks to achieve results. Such a student will rise above any occasional adverse situations as they would build resilience which influences their perseverance and determination to succeed as they concentrate on positive emotions. The student will shape their future behaviour and expectations as he or she realizes that being successful is within their locus of control and not attributed to uncontrollable factors. According to Doll, Zucker, & Brehm (2004) building resilience in such a student is influenced by the teacher’s attitude, teaching skills and dedication which also affects the students perception of the ability to succeed or not. Teachers should therefore ensure that their actions do not create imbalances that will affect the student’s perception negatively.

**Conclusion**: In the following space, write 4 to 8 paragraphs to conclude this course.

* Describe the 3 most important concepts you learned in this course.
* How would you use this knowledge to improve your life and work?
* How would you use this knowledge to increase your income?
* How would you use this knowledge to promote human rights in the world?

One of the most important concepts for me from this course is the teacher’s ability to understand and apply the **concept of motivation.** The authors state that many classroom teachers although understand and identify the term motivation are not able to actually apply it to create the desired learning climate in their classrooms. The writers attest that where teachers are able to successfully apply this concept to student learning, they inspire, engage and improve student learning in such a way as to create a positive balance between the student’s intrinsic motivation and their response to extrinsic reward which make them value any success that crowns their efforts. Moreover, students who are motivated are happy, have self-confidence and are able to learn more since they have the ability to surmount any challenging circumstances. As a teacher, it is essential to know the correct motivation strategies to apply to each student to achieve the desired outcome as not all teacher actions or behaviours motivate all students at the same time. It is equally important to understand the effects motivation has on student learning to guide the teacher’s behaviour and actions. In agreement with Ormrod (2011), the teacher should appreciate that motivation affects student choice of goals, determines the efforts and energy directed at achieving these goals, encourage students to persevere even in the wake of disruptions and make them seek help when needed. Using these effects as the basis of students’ motivation drive, the teacher should strive to create an environment that keeps students highly motivated so as to make them high achievers in both their academic and social engagements.

Another important concept obtained from this course is the concept of **teacher expectation** which is a determinant of the student’s level of motivation. The authors define teacher expectation as ‘’what the teacher expects or thinks the student will be able to accomplish.’’ They further explain that the student is mostly certain of the teacher’s view of their success in accomplishing a task although they might not be so sure of how the teacher expects them to finish same. This perceptions formed by students of their teachers influence the level of motivation they display in participating in tasks. Generally, this expectation formed by teachers culminates in their attitude towards the student which in turn affects his or her self-confidence (Ormrod, 2011). It has been established by Rosenthal & Jacobson (1968) that the expectations formed by teachers of their students usually reflect in their performance in that whenever a teacher expects a student to succeed at a task they ultimately do succeed and also fail when a teacher expects them to fail. It is thus very vital for teachers to manage their expectation of their students as there is a positive correlation between this expectation and student behaviour in both motivation and academic achievements. This is a matter of concern because a student’s view of him or herself is determined by what they think is the teacher’s opinion of him or her. For instance from the text, students who think their teachers see them as low performers will perform poorly and vice versa for those who thinks their teachers have high expectation of them. This concept when properly managed will guide the teacher in developing instructional notes that will serve the needs of all students so as to prevent student misbehavior which could manifest in different ways as some students may not be able to cope with this differential treatment and will tend to be rebellious.

The third important concept learned from the course is the **concept of anxiety** which is described by Lefrancois (2000), as ‘’a feeling of apprehension, worry, tension, or nervousness. Covington & Omelich (1987), from their study establishes a negative relationship between anxiety and student performance as it affects the student’s ability to pay attention to and understand the teacher’s instructions which invariably affect their success on tasks. The important thing to note about student being anxious is that it act as both a cause and effect of student failure as it tends to aggravate the student’s poor achievements. Once a student fails an activity due to anxiety, this failure produces more anxiety and the trend continues based on the characteristics of the student. Whilst a bit of anxiety can sometimes motivate students to increase their efforts on tasks leading to their success, too much of it can cause students to lose focus and motivation and in the end affect their performance and behaviour. It is worth mentioning that being temporary anxious is a normal feeling for every individual especially when one is about to face a situation they are uncertain about. This feeling usually disappears when the task is done. For instance, a student about to write a test, moving to a new school, or performing before an audience will natural be a little anxious until they encounter the situation. It becomes a concern to teachers when the student have no reason to be anxious. For such students teachers need to be proactive and find ways of handling them out of such situations to improve their motivation. It is therefore necessary for teachers to understand this concept to inform their engagements with their students in order to address the learning needs of individual students as each student’s level of tolerance is different.

This course has given me enough knowledge to apply in my daily interaction with teachers and students. I realize that it is not enough for a teacher to learn about and understand motivation but their ability to apply it in their daily work so as to create the needed ambience for student academic and social development is very crucial. Most often we make a mistake of lumping all students together and employ the same strategies in learning activities hoping to achieve the desire results. This course has exposed me to the different characteristics exhibited by different students even if they have a common background and the need to treat each person as an individual with unique needs that has to be satisfied. As an educator, I should guide and equip my teachers on how best to identify the needs of each students so as to develop the right instructional activities to arouse their motivation, keep them engaged in classroom activities and sustain their motivation in order to improve their academic and social skills. I will focus more on learning activities that that are suitable for both intrinsically and extrinsically motivated students so as to challenge those who are intrinsically motivated to work harder and guide those who are extrinsically motivated to have confidence in themselves to perform better. Another important takeaway for me in the student’s perception of the teacher’s belief in their capacity to succeed. Since this perception influences the student’s self -concept, I will pay a lot of attention to teacher- student relationships so as to identify and correct any misconception a teacher has about a student based on the expectations formed. I believe once I get teachers to build up the motivation levels of all students’ academic performance will increase which will transcend all facets of the student’s development as they will build self-confidence and learn to surmount any minor challenges they may encounter on the journey to success. This I presume will make life enjoyable both for teachers and students.

This knowledge acquired will contribute to increasing my income in that when students are highly motivated it has a direct correlation with student performance. I believe it is every parents desire to get their wards to perform well in school. Once parents become confident in the school’s ability to positively impact student achievement that in itself will serve as a source of referrals to other parents which will come with more income. Additionally, highly motivated students mean less behaviour problems for teachers who will have time to concentrate on the appropriate teaching resources which will also serve as good testimonials for parents due to the quality of both school and home assignments the teacher will give to students. Aside the new referrals, I am sure parents will not complain when there are any upward adjustments in fees as they would be sure of the quality of education being offered to their wards.

This course has revived my support for the No Child Left Behind legislation which enjoins all teachers to have an overall higher expectations of their students since there is a direct relationship between expectation and student’s performance. I have learnt that the expectations that teachers’ form of their students be it negative or positive mostly manifest in the student’s development whether it is true or not. These views can lead to teachers underestimating student’s ability particularly those from minority and poor background as these expectations inform the teacher to apply different instruction methods (Garcia, 1994) which in the end affect the perceived low expectation students’ performance negatively. It is obvious that this stereotype stifles students’ social and academic development as it has been established that when teachers have high expectations student actually perform well whilst the opposite also affect students self-ego, their motivation to achieve success and their level of engagements with peers and teachers alike. To help me promote human rights in the world, I would remind teachers to concentration on the uniqueness of every student instead of using similarities in language, culture and religion to group and teach students to prevent violating the rights of these students to the appropriate instruction methods. I would further ensure that teachers focus on the strengths in each student and work to project these qualities whiles encouraging them to improve on their weakness to help forestall these negative effects on students’ performance. In agreement with Bottoms (2007), I would entreat teachers to handle all students as the best performing students to build up their confidence level irrespective of their income, ethnic, religious, cultural and social backgrounds. In effect I would work to create an environment where no student, parent or teacher feels left out, inadequate or overwhelmed as Strother (1991) affirms.

 In conclusion, to harness every students potential, I will ensure that every student feels safe and accepted in the school environments by offering them the opportunity to understand themselves and build their self-esteem. This will contribute not only to their academic development but also to their social development for their future success.

**Bibliography:**

Alderman, M. (2008). *Motivation for achievement: Possibilities for teaching and learning(3rd ed.).* New York: Routledge.

Anderman, E., & Anderman, L. ( (2010)). *Motivating children and adolescents in schools.* Columbus, OH: Merrill/Prentice-Hall.

Atkinson, J. (1964). *An introduction to motivation.* Princeton, NJ: Van Nostrand.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York: Freeman.

Bernhard, J., & Siegel, L. (1994). Increasing internal locus of controls for a disadvantaged group : A computer intervention. *Computers in the Schools* , 11(1), 59–77.

Bottoms, G. (2007). Treat all students like the “best” students. *Educational Leadership*, 64, 30–37.

Brophy, J. (1983). Conceptualizing student motivation. *Educational Psychologist*, 18, 200-215.

Cassady, J., & Johnson, R. (2002). Cognitive anxiety and academic performance. *Contemporary Educational Psychology*, 27, 270–295.

Corpus, J., McClintic-Gilbert, M., & Hayenga, A. (2009). Within-year changes in children’s intrinsic and extrinsic motivational orientations: Contextual predictors and academic outcomes. *Contemporary Educational Psychology*, 34, 154–166.

Corpus, J., McClintic-Gilbert, M., & Hayenga, A. (2009). Within-year changes in children’s intrinsic and extrinsic motivational orientations : Contextual predictors and academic outcomes. *Contemporary Educational Psychology,* , 34, 154–166.

Covington, M., & Omelich, C. (1987). “I knew it cold before the exam”: A test of the anxiety-blockage hypothesis. *Journal of Educational Psychology*, 79, 393–400.

*Developing Adolescents: A reference for professionals.* (2002). Washington DC: American Psychological Association.

Doll, B., Zucker, S., & Brehm, K. (2004). *Resilient classrooms: Creating healthy environments for learning.* New York: Guilford Press.

Eccles, J., Adler, T., Futterman, R., Goff, S., Kaczala, C., Meece, J., & Midgley, C. (1983). Expectancies, values, and academic behavior. In J. T. Spence (Ed.), *Achievement and achievement motives: Psychological and sociological approaches* (pp. 75–146). San Francisco: Freeman.

Garcia, E. (1994). *Understanding and meeting the challenge of student cultural diversity.* Boston: Houghton-Mifflin.

Good, T., & Brophy, J. (2003). *Looking in classrooms (9th ed.).* New York: Pearson.

Greeno, J., Collins, A., & Resnick, L. (1996). Cognition and learning. In D. Berliner & R.Calfec (Eds.), *Handbook of educational psychology* (pp. pp. 15–46). New York: Macmillan.

Hamachek, D. (1987). Humanistic psychology: Theory, postulates, and implications for educational processes. In J. Glover & R. Ronning. (Eds.), *Historical foundations of educational psychology* (pp. pp. 159–182). New York: Plenum Press.

Jones, V., & Jones, L. (2013). *Comprehensive classroom management: Creating communities of support and solving problems (10th ed.).* Boston: Pearson.

Lefrancois, G. (2000). *Psychology for teaching (10th ed.).* Belmont, CA: Wadsworth/Thompson Learning.

Margolis, H., & McCabe, P. ( 2004). Self-efficacy: A key to improving the motivation of struggling learners. *The Clearing House*, July/August 241–249.

Maslow, A. (1970). *Motivation and personality (2nd ed.).* New York: Harper & Row.

No Child Left Behind. Act 20 U.S.C s 6301. (2002).

Ormrod, J. (2011). *Educational psychology: Developing learners (7th ed.).* Boston: Pearson.

Piaget, J. (1952). *Origins of intelligence.* New York: International Universities Press.

Pintrich, P., & Schunk, D. (2002). *Motivation in education: Theory, research, and application (2nd ed.).* Upper Saddle River, NJ: Merrill/Prentice-Hall.

Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the classroom: Teacher expectation and pupils’ intellectual development.* New York: Holt, Rinehart & Winston.

Santrock, J. (2008). *Educational psychology (3rd ed.).* New York: McGraw-Hill.

Schunk, D. (1994,April). Goal and self-evaluative influences during children’s mathematical skill acquisition. *Paper presented at the annual meeting of the American Educational Research Association.* New Orleans, LA.

Seligman, M. (1975). *Helplessness.* San Francisco: Freeman.

Snowman, J., McCown, R., & Biehler, R. (2012). *Psychology applied to teaching (13th ed.).* Belmont, CA: Wadsworth.

Stipek, D. (2002). *Motivation to learn: Integrating theory and practice (4th ed.).* Boston: Allyn & Bacon.

Strother, D. (Ed.). (1991). *Learning to fail: Case studies of students at risk.* Bloomington IN: Phi Delta Kappa.

Weiner, B. (1994a). Ability versus effort revisited: The moral determinants of achievement evaluation and achievement as a moral system. *Educational Psychologist*, 29,163-172.

Weiner, B. (1994b). Integrating social and personal theories of achievement striving. *Review of Educational Research*, 64, 557–573.

Wiseman, D.G, & Hunt, G. H. (2014). *Best Practice in Motivation and Management in the classroom (3rd ed.).* Springfield, illinois, USA: Charles C. Thomas Publishers Ltd.

Woolfolk, A. (2013). *Educational psychology (12th ed.).* Boston: Pearson.