

A photograph of a classroom scene. In the foreground, a young boy with dark skin and short hair sits at a desk, looking towards the right. Behind him, a girl with long brown hair stands near a chalkboard, looking towards the camera. To the right, another child's hand is raised high. The chalkboard in the background has some faint writing, including the number '13' and '9'. The overall atmosphere is educational and active.

Chapter 11

***Motivation and
Perceptions of
Self***



Overview

- The Behavioral View of Motivation
- The Social Cognitive View of Motivation
- Other Cognitive Views of Motivation
- The Humanistic View of Motivation
- The Role of Self-Perceptions in Motivation
- Motivating Students With Technology

What is Motivation?

- Motivation is . . .
 - the willingness of a person to expend a certain amount of effort to achieve a particular goal under a particular set of circumstances

The Behavioral View of Motivation

- The Effect of Reinforcement
 - Students are motivated to complete a task by the desire to obtain an externally provided reinforcer (extrinsic reinforcement)

The Behavioral View of Motivation

- Limitations of the Behavioral View
 - Changes in behavior may be temporary; the student may revert to earlier behaviors as soon as the rewards stop
 - Students may develop a materialistic attitude toward learning
 - Giving students extrinsic rewards for completing a task may lessen the intrinsic motivation they may have for that activity (undermining effect)

The Social Cognitive View of Motivation

- Two factors that influence motivation:
 - The models to which people are exposed
 - The strength of one's self-efficacy for a particular task

The Social Cognitive View of Motivation

- The Power of Persuasive Models
 - Students who observe an admired model receive reinforcement may be motivated to exhibit the same behavior because they expect to receive the same reinforcement (vicarious reinforcement)

The Social Cognitive View of Motivation

- The Importance of Self-Efficacy
 - Choice of learning goals
 - Task mastery goals
 - Performance-approach goals
 - Performance-avoidance goals
 - Outcome expectations
 - High self-efficacy \rightarrow high expectation of positive outcome
 - Attributions
 - Ability, effort, luck, task difficulty

Other Cognitive Views of Motivation

- Cognitive Development and the Need for Conceptual Organization
 - Motivation is influenced by a person's inherent need to master his/her environment and to work towards equilibration

Other Cognitive Views of Motivation

- The Need for Achievement
 - Motivation is influenced by inherent need to balance expectation of success against fear of failure
 - Individuals with a high need to achieve have stronger expectation of success than fear of failure and so prefer moderately challenging tasks
 - Individuals with a low need to achieve have stronger fear of failure and so prefer either very easy or very difficult tasks

Other Cognitive Views of Motivation

- Explanations of Success and Failure: Attribution Theory
- Motivation is influenced by the factors a person invokes to explain his/her successes and failures
 - ability
 - effort
 - task difficulty
 - luck

Other Cognitive Views of Motivation

- Beliefs About the Nature of Cognitive Ability
 - Compared to primary grade children, 7- and 8-year-olds:
 - distinguish ability from other characteristics
 - think of ability as an internal characteristic that is stable and defined normatively
 - are more likely to criticize themselves on the basis of their perceived ability
 - Compared to 7- and 8-year-olds, 10- to 12-year-olds:
 - distinguish between effort and ability
 - judge their ability more accurately
 - think of ability as being both stable and fixed
 - value performance goals over learning goals

Other Cognitive Views of Motivation

- Beliefs about the Nature of Cognitive Ability
 - Entity Theorists
 - Believe that intelligence is like a thing, or entity, that has fixed characteristics
 - Incremental Theorists
 - Believe that intelligence can be gradually improved by adding to and refining thinking skills
 - Mixed Theorists
 - Subscribe to both entity and incremental views depending on the subject matter

Other Cognitive Views of Motivation

- **The Effect of Interest on Intrinsic Motivation**
 - **Personal Interest**
 - Person shows intrinsic desire to understand a subject that persists over time and is based on preexisting knowledge, personal experience, and emotion
 - **Situational Interest**
 - Interest in a subject is more temporary and based on unusualness of information or personal relevance
 - **Flow and Engagement**
 - Individuals who experience periodic states of intense concentration, sustained interest, and enjoyment of an activity's challenge, are said to be in a flow state

Other Cognitive Views of Motivation

- The Effect of Intrinsic Interest on Motivation
 - Factors That Influence Personal Interest
 - Ideas and activities that are valued by one's culture or ethnic group
 - The emotions that are aroused by the subject or activity
 - The degree of competence one attains in a subject or activity
 - The degree to which a subject or activity is perceived to be relevant to achieving a goal
 - Level of prior knowledge
 - A perceived “hole” in a topic that the person already knows a good deal about

Other Cognitive Views of Motivation

- The Effect of Interest on Intrinsic Motivation
 - Factors That Influence Situational Interest
 - The opportunity to engage in hands-on activities
 - The state of cognitive conflict or disequilibrium
 - The opportunity to work on a task with others
 - The opportunity to observe influential models
 - The teacher's use of novel stimuli
 - The teacher's use of games and puzzles

Other Cognitive Views of Motivation

- The Effect of Interest on Intrinsic Motivation
 - Flow and Engagement
 - The mental state of high engagement known as flow is related to:
 - ✓ Challenging activities and perceived high level of skill
 - ✓ Relevant instruction
 - ✓ Perceived control over the learning environment
 - ✓ Group activities

Other Cognitive Views of Motivation

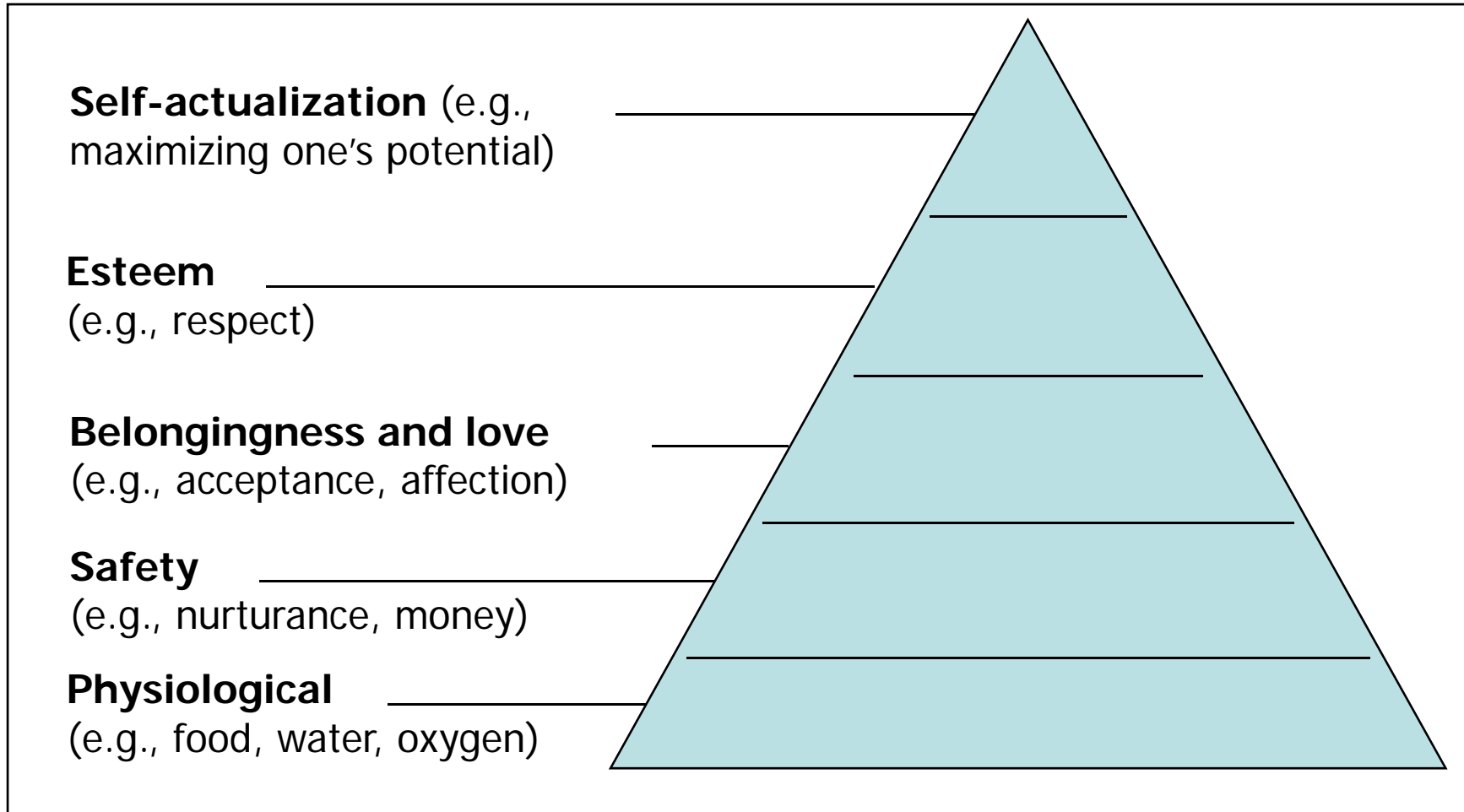
- Limitations of Cognitive Views
 - Cognitive Development
 - It is not always easy or possible to induce students to experience a cognitive disequilibrium sufficient to stimulate them to seek answers
 - Need for Achievement
 - Need for achievement view lacks efficient and objective instruments for measuring its strength
 - Attribution Theory and Beliefs About Ability
 - Changing students' attributions can be a difficult and time-consuming task

The Humanistic View of Motivation

- Maslow's Theory of Growth Motivation
 - Motivation is influenced by fulfilling different levels of need
 - Deficiency needs must be met in order for a student to be motivated to learn and fulfill his/her potential (self-actualization)
 - Teachers should do what they can to satisfy students' deficiency needs

Maslow's Hierarchy of Needs

(Maslow, 1943)



The Humanistic View of Motivation

- Implications of Maslow's Theory
 - Teachers should do whatever they can to satisfy deficiency needs of students, particularly belonging and self-esteem needs
 - Make growth choices attractive and less risky

The Humanistic View of Motivation

- Limitations of Maslow's Theory
 - It is often difficult to know how to meet students' deficiency needs
 - Teachers may be in a position to satisfy some deficiency needs but not others
 - You may have many forces working against you as you try to meet students' needs

The Role of Self-Perceptions in Motivation

- Self-description
- Self-esteem
- Self-concept
- Self-efficacy

The Role of Self-Perceptions in Motivation

Type of Self-Perception	Characteristics	Example
Self-Description	<ul style="list-style-type: none">• The nonevaluative picture people have of themselves.	<ul style="list-style-type: none">• “I’m a sixth- grader.”• “I am five feet one inch tall.”• “My favorite subject is history.”

The Role of Self-Perceptions in Motivation (cont'd)

Type of Self-Perception	Characteristics	Example
Self-Esteem (self-worth)	<ul style="list-style-type: none">• The global evaluative judgments we make of ourselves.• Self-description describes who you are; self-esteem indicates how you feel about that identity.	<ul style="list-style-type: none">• “I am a good person.”• “I am happy with myself the way I am.”• “I feel inferior to most people.”

The Role of Self-Perceptions in Motivation (cont'd)

Type of Self-Perception	Characteristics	Example
Self-Concept	<ul style="list-style-type: none">• The evaluative judgments people make of their competence in specific areas or domains and their associated feelings of self-worth.• Past-oriented.• For older students, self-concepts may be hierarchically arranged.	<ul style="list-style-type: none">• “I have always done well at math.”• “I’m pretty good at sports.”• “I’m satisfied with how well I speak and understand a foreign language.”

The Role of Self-Perceptions in Motivation (cont'd)

Type of Self-Perception	Characteristics	Example
Self-Efficacy	<ul style="list-style-type: none">• The beliefs people have about how capable they think they are at organizing and carrying out a specific course of action.• Future-oriented.	<ul style="list-style-type: none">• “I believe I can learn how to use a computer program.”• “I’ll never be able to figure out how to solve quadratic equations.”

The Role of Self-Perceptions in Motivation

- The Role of Academic Self-Concept in Motivation and Learning
 - Current strength of academic self-concept influences motivation, which influences use of effective learning skills, which influences achievement
 - Academic self-concept and achievement have reciprocal effects: Current strength of academic self-concept influences achievement, and prior achievement affects current level of academic self-concept

The Role of Self-Perceptions in Motivation

- Motivation and Identity
 - A person's identity may be thought of as a combination of self-perceptions of:
 - skills, characteristics, and competencies
 - personal values and goals
 - These self-perceptions influence expectations for success and tasks that are deemed important
 - Students who are interested in a subject “identify” with the subject matter
 - Enhance motivation by creating opportunities for students to develop their interests

Motivating Students with Technology

- Extrinsic Versus Intrinsic Motivation
 - Look for programs that use both sources of motivation (such as the Jasper Woodbury Series)
- Using Technology to Increase Motivation to Learn
 - Studies show that computer-based technology can increase intrinsic motivation

Video: Integrating Internet Research: High School Social Studies

