



Research Brief

Motivation

Question: How can teachers impact motivation?

Summary of Findings:

Some believe that motivation is something that students simply have or don't have, but research indicates that teacher practice has a significant impact on student motivation. For example, Kariuki & Wilson (2002), showed a significant difference in motivational teaching strategies and traditional teaching strategies on academic achievement and in student attitudes toward mathematics.

Muir (2001) studied underachieving students to see what they perceived motivated them to learn. Muir proposed a model for meaningful, engaged learning. He identified 9 essential elements for teachers trying to impact student motivation:

- The student /teacher relationship
- Helping students succeed
- Hands-on and active learning
- Attention to learning styles
- Tying into student interests and making learning interesting
- Giving students choices
- Avoiding (bribery) rewards
- Making connections and higher order thinking
- Putting learning into context

Similarly, Daniels & Arapostathis (2005) found that building relationships with teachers, being interested in school assignments, and feeling competent to perform tasks influenced the students' levels of engagement. And Keller (1983,1987) introduced the ARCS Model. The ARCS Model identifies four essential strategy components for motivating instruction:

- [A]ttention strategies for arousing and sustaining curiosity and interest;
- [R]elevance strategies that link to learners' needs, interests, and motives;
- [C]onfidence strategies that help students develop a positive expectation for successful achievement; and
- [S]atisfaction strategies that provide extrinsic and intrinsic reinforcement for effort (Keller, 1983).

Online Resources:

A Model for Motivating Underachieving Students

<http://www.mcmel.org/workshops/MEL.html>

<http://www.mcmel.org/mel.html>

What Engages Underachieving Middle School Students in Learning?

Muir, Mike;

Middle School Journal, v33 n2 p37-43 Nov 2001

Investigated factors that motivate students to learn by interviewing six self-described underachieving middle school students and their teachers. Developed a theory for meaningful, engaged learning involving four key components: learning environment, experience, motivation, and meaning making.

ERIC #: EJ645875

Motivation

The Educator's Help Desk

A list of motivation articles and resources

http://www.eduref.org/cgi-bin/print.cgi/Resources/General_Education/Motivation.html



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Student Motivation

An AskERIC Response

April 2003

A list of Motivation articles, resources, and ERIC citations

http://www.eduref.org/cgi-bin/printresponses.cgi/Virtual/Qa/archives/General_Education/motivate.html

The Effects of Motivation on At Risk High School Students in Math Performance.

Kariuki, Patrick; Wilson, Paula;

The purpose of this study is to examine the effects of motivational teaching strategies and traditional teaching strategies on academic achievement and student attitudes toward mathematics. The sample consisted of 15 students from an adult high school who were seeking to pass the math Tennessee Competency Assessment Program exam. The students were taught one six-week unit using traditional strategies and one six-week unit using motivational strategies. Equivalent materials were used during both six-week periods. An attitude survey, publisher-created exams, and experimenter-created exams are used to collect data. The data from the exam scores and the survey were both analyzed using t-tests for paired samples. The results showed a significant difference in teaching strategies on academic achievement and in student attitudes toward mathematics.

ERIC #: ED474447

What Do they Really Want? Student Voices and Motivation Research

Daniels, Erika; Arapostathis, Mark;

Urban Education; v40 n1 p34-59 Jan 2005

Although much research exists on student motivation, few studies speak directly with students or highlight their voices. In this grounded theory study, we interviewed and observed reluctant learners in an alternative high school to learn what factors they saw as contributing to their school successes and failures. Themes emerging from the participants' words were echoed by themes found in motivation research. Building relationships with teachers, being interested in school assignments, and feeling competent to perform tasks were mentioned by the students as influencing their levels of engagement. The qualitative data suggested ways for teachers to create motivating learning environments.

ERIC #: EJ690775

Motivating Students Who Don't Care: Successful Techniques for Educators. Solutions.

Mendler, Allen N.;

Students who expect success but are unwilling to work for it are a source of frustration for teachers. This book offers a set of beliefs and five processes that form the framework for classroom-friendly strategies designed to inspire motivation in students who are giving up. These beliefs are that: (1) all students are capable of learning when they have the academic and personal tools to be successful; (2) students are inherently motivated to learn but learn to be unmotivated when they repeatedly fail; (3) learning requires risk-taking, so classrooms need to be safe place physically and psychologically; (4) motivation to learn most often occurs when basic needs, such as belonging and being competent, are met; (5) high self-esteem should not be a goal, but a result that comes with the mastery of challenging tasks; and (6) high motivation for learning in school most often occurs when adults treat students with dignity and respect. These tenets are driven by five key processes educators can use for guidance as they apply or create strategies that inspire and reinforce: emphasizing efforts, creating hope, respecting power, building relationships, and expressing enthusiasm. Each process is fully explained and illustrated with proven strategies from the classroom.

ERIC #: ED469217

"Hearing Their Voices": Perceptions of High-School Students Who Evidence Resistance to Schooling.

Garber, Susan H.;

Teachers are trained to adjust curriculum and give extra help to students who struggle to learn. However, teachers are not as prepared to deal with students who resist learning yet seem to have the ability to do well in school and apparently choose not to complete assignments or participate in class activities, consequently choosing to earn failing grades. This study begins an investigation of why students refuse to work by interviewing nine high school students nominated by their teachers as evidencing resistance to learning in at least one class. The results reveal that although all of the students in the study were unique, and several idiosyncratic factors seemed to be contributing to their lack of achievement in school, there also seemed to be commonalities that suggest several more general potential causes of student resistance to schooling; many



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of the students have personal and family issues that interfere with learning, students seem drained by extracurricular activities or jobs, some elements of the school environment increase students resistance to learning, and teachers are a major factor in students learning attitudes.

ERIC #: ED465939

Motivation in Instructional Design. ERIC Digest.

Small, Ruth V.

Learning-motivation researchers are applying some of the same theories and concepts found to be effective in industry to the development of motivational models that enhance the teaching-learning environment. One such model is the ARCS Model of Motivational Design developed by John M. Keller of Florida State University (Keller, 1983,1987). ARCS is a systematic model for designing motivating instruction. This digest will describe the ARCS Model, and will outline some of the ways in which ARCS components may be applied to instructional design.

ERIC #: ED409895

<http://www.ericdigests.org/1998-1/motivation.htm>

Engaging Schools: Fostering High School Students' Motivation to Learn (2003)

This report examines "how curriculum, instruction, and the organization of schools can promote involvement of urban youth in the academic program and the broader school community, also taking into account influences such as peer culture, family, and community resources."

<http://www.nap.edu/books/0309084350/html/>

Tools for Teaching: Motivating Students

Identifies teaching strategies to promote learning and enhance student motivation.

<http://teaching.berkeley.edu/bgd/motivate.html>

Motivating Today's Students: The Same Old Stuff Just Doesn't Work Portraits of Success, Vol. 1, No. 2

By Linda Lumsden

What may have held students' attention forty years ago is not necessarily going to keep today's students interested and engaged in classroom learning. TV, videos, computers, and other technological and cultural changes have altered our world significantly and irrevocably. As Cindy Boyd, one of the teachers profiled, noted, "It's got to be different right now to get their attention. The same old stuff isn't going to work. Worksheets and examples on the board--that just doesn't cut it." Two teachers and a principal offer their perspective on classroom practices that can enhance students' learning experiences and further the goal of keeping students motivated and engaged.

<http://eric.uoregon.edu/publications/text/portraits1.2.html>

Submitted Date: 11/29/05 By: Mike Muir, Maine Center for Meaningful Engaged Learning

<http://www.principalspartnership.com>

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