CHAPTER 8 Motivation in the Classroom

LEARNING OUTCOMES

After studying this chapter, you should be able to:

1. Define motivation;

2. Identify the two type of motivation;

3. Describe differences between extrinsic and intrinsic motivation; and

4. Explain strategies that can increase students' motivation.

INTRODUCTION

Teachers don't teach in ideal world

In ideal classroom, students pay attention, ask questions and want to learn. They do their assignments without complaint and study without being coaxed and cajoled.

But, teachers often have students who don't seem motivated to work on the classroom tasks set out for them.

According to Kauchak & Eggen,

"They aren't successful with every student, but with a positive approach to motivation, they can influence many."

(Kauchak & Eggen, 2004)

Therefore, teachers contribute a great deal to students' desires to learn and to take responsibility for their learning.

In this chapter, we begin with the definition of motivation and discussion on intrinsic and extrinsic motivation, and four general perspectives of motivation namely:

Sociocultural   Cognitive   Humanistic   Behavioural
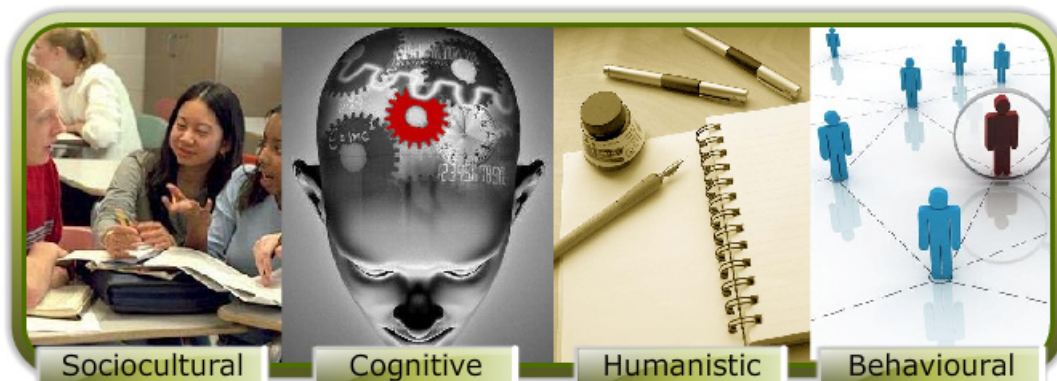
Next, we will put all the information together in the classroom to see how students' motivation is influenced by the personal and environmental factors.

8.1 DEFINITION OF MOTIVATION

8.1.1 What is Motivation

The word motivation refers to getting someone ***moving***. When we motivate ourselves or someone else, we develop incentives or we set up conditions that start or stop behaviour.

In education, motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in academic settings. We often motivate learners by helping them develop an expectancy that a benefit will occur as a result of their participation in an instructional experience.

In short:

> **Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behaviour.**

8.1.2 Motivation Process

Motivation involves the processes that energize, direct and sustain behaviour as shown in figure 8.1. It can be thought of as an internal process that activates, guides and maintains behaviour overtime.

Activation (Enegize) → **Guidance (Direct)** → **Maintenance (Sustain)**

Figure 8.1:Internal motivation process

'Activation' starts you off, gets you going. 'Guidance' determines what you do, what choices you make and what interests you pursue. While 'maintenance' ensures that this activity continues over time.

According to Krause, K.L, Bochner, S, & Duchesne, S:

"The concept of motivation is linked closely to other constructs in education and psychology such as constructs of attention, needs, goals and interests which are all contribute to stimulating students' interest in learning and their intention to engage in particular activities and achieve various goals."

(Krause, K.L, Bochner, S, & Duchesne, S., 2003)

Baron, 1992 and Schunk, 1990, stated:

"The definition of motivation is the force that energizes and directs a behavior towards a goal."

(Baron, 1992 and Schunk, 1990)

Tan O.S., Parsons, R.D., Hinson, S.L, & Brown, D.S, stated:

"The concept of motivation as applied when a person is energized to satisfy some need or desire. The person will engage in, or be attracted toward activities that are perceived as having the potential to meet this need or desire."

(Tan O.S., Parsons, R.D., Hinson, S.L, & Brown, D.S, 2003)

8.2   TYPES OF MOTIVATION

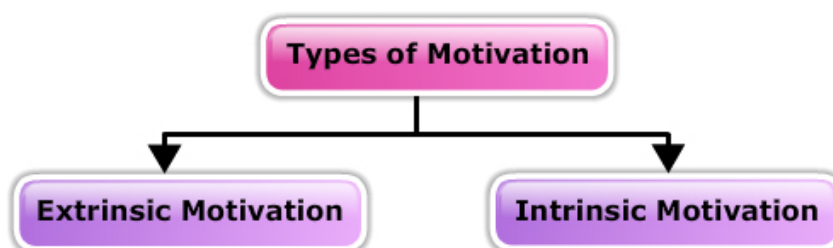There are 2 types of motivation. They are extrinsic motivation and intrinsic motivation as illustrated in figure 8.2.

Figure 8.2: Types of motivation

8.2.1 Extrinsic Motivation

> **Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behaviour.**

Teachers use extrinsic motivation to stimulate learning or encourage students to perform in a particular way. It is one of the most powerful motivations. It is operative when an individual is motivated by an outcome that is external or somehow related to the activity in which she or he is engaged.

In other words, Morris and Maisto said that:

> "Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity."
>
> **(Morris & Maisto, 2002)**

This motivation arises from the use of external rewards or bribes such as food, praise, free time, money or points toward an activity. These incentives are all external, in that they are separate from the individual and the task.

Example, a child may do chores not because he enjoys them but because doing so earns an allowance and students who are extrinsically motivated may study hard for a test in order to obtain a good grade in the course.

8.2.2 Intrinsic Motivation

Intrinsic motivation refers to rewards provided by an activity itself.

> **Intrinsic motivation arise from internal factors.**

The motivation arises from internal factors such as a child's natural feeling of curiosity, exigent, confidence and satisfaction when performing a task. People who are involved in a task because of intrinsic motivation appear to be engaged and even consumed, since they are motivated by the activity itself and not some goal that is achieved at the end or as a result of the activity.

Intrinsic motivation is the ultimate goal in education at every level.

Example: Children play game for no other reward than the fun they get from the game itself or students who are intrinsically motivated may study hard for a test because he or she enjoys the content of the course.

SELF-CHECK

1. What is motivated behaviour?

2. Review the key concepts in motivation such as extrinsic and intrinsic motivation and consider how these apply to you.

3. Can you identify if and how your motivation changes over time in the course you are studying at the moment. What factors have influenced your motivation to read or study or attend to listen to lectures in the past few weeks? Are these internal or external factors?

8.3 VALUE, EXPECTANCY AND MOTIVATION

8.3.1 Expectancy X Value Theory

Expectancy X Value Theory postulates that the effort people are willing to expend on a task is a product of:

1. The degree to which they value the rewards they anticipate from success fully completing a task

2. The degree to which they expect to be able to perform the task successfully if they apply themselves.

So, it is important to note that:

> **Expectancy X Value = Motivation**

That is, if either of the two components is missing, there will be no motivation to engage in that activity. Without valuing the goal of the activity, there will be no motivation; even if one believes he or she could successfully complete the task.

Example: You know that you can successfully dig a hole, but without the need to plant a tree or to get some exercise, or to find a treasure or some other need, your motivation to do so will be low or nonexistent.

Example: If the value is high, but you are truly does not believe that you can perform the task successfully, there will be no motivation to engage in this task as well.

Therefore, the issue of value and expectancy are so essential in motivation. Lets us look at the expectancy for success and factors that influence the task valuein detail.
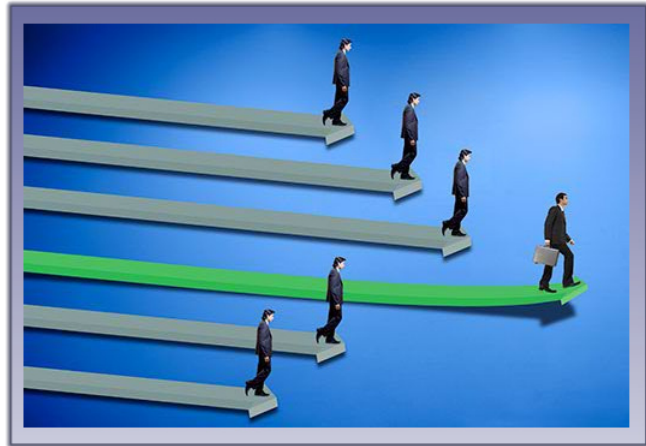
8.3.2   Expectancy for Success

Expectancy for success is influenced by two primary factors. They are perception of task difficulty and self-schemas as illustrated in Figure 8.3.

Figure 8.3: Two factors that influence expectancy for success.

The details about the two factors that influenced expectancy success are as follows.

(a) Perception of task difficulty

The influence of task difficulty on success expectation is obvious. When people perceive a task as extremely difficult, they are less likely to expect success than when they perceive the task as easy.
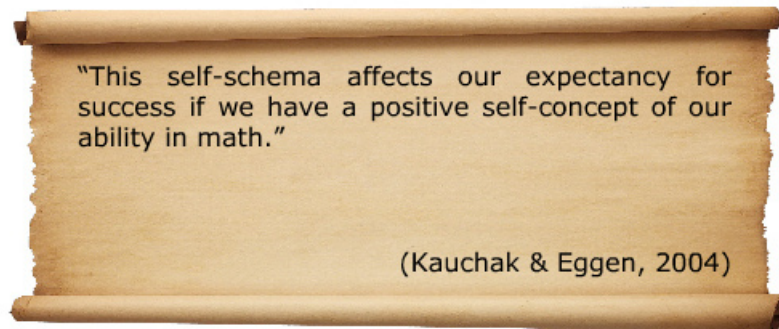
(b) Self-schemas

The influence of self-schemas is more complex. Self-schemas are organized network of information about us. It includes our self-concepts and our sets of belief about the kind of people we are (such as our ability in math).

Kauchack and Eggen citied,

"This self-schema affects our expectancy for success if we have a positive self-concept of our ability in math."

(Kauchak & Eggen, 2004)

8.3.3 Factors Influencing Task Value

Task value is influenced by four factor. They are cost, importance, utility value and intrinsic interest. Figure 8.4 shows all the factors.
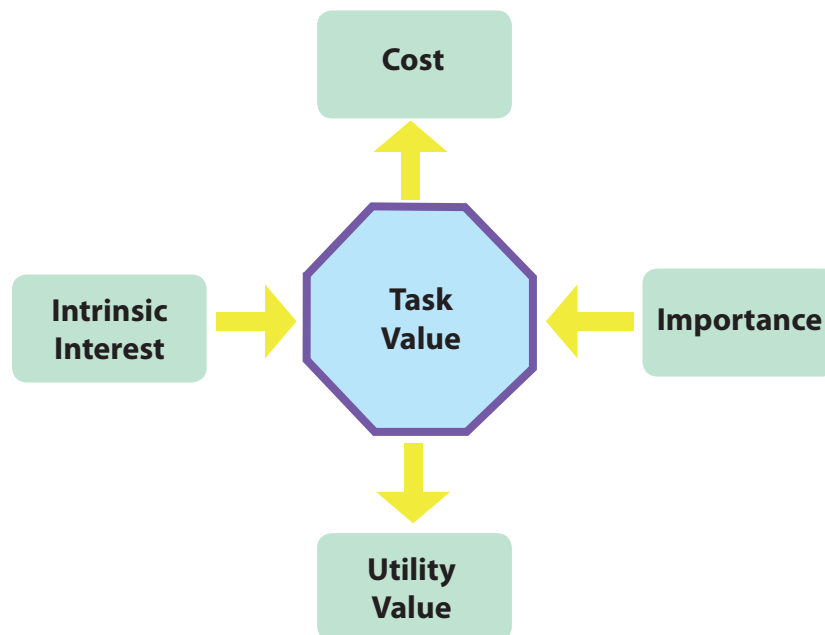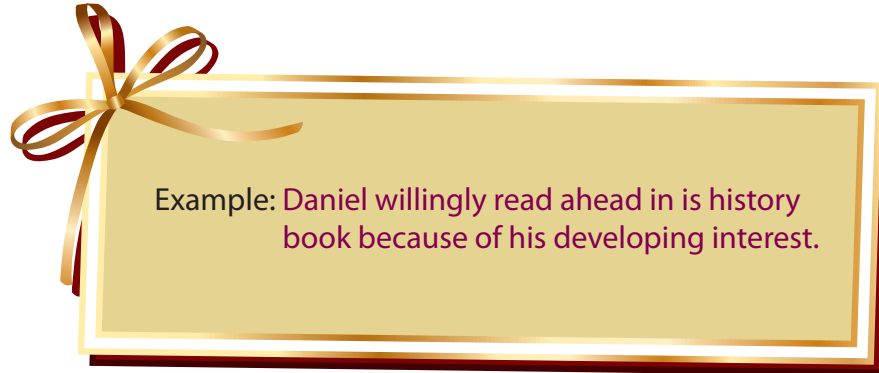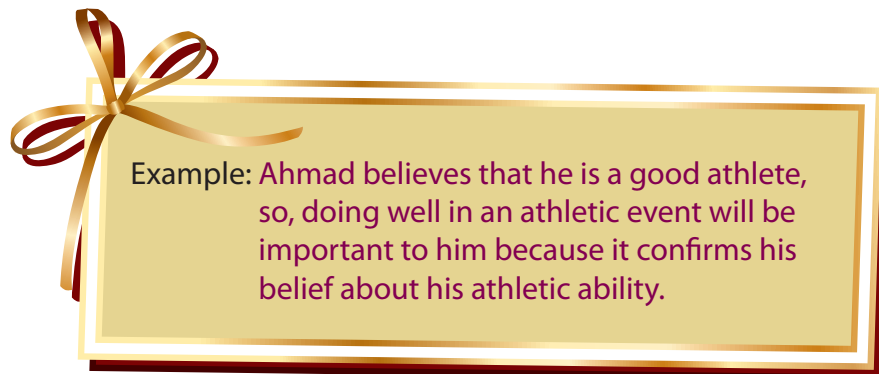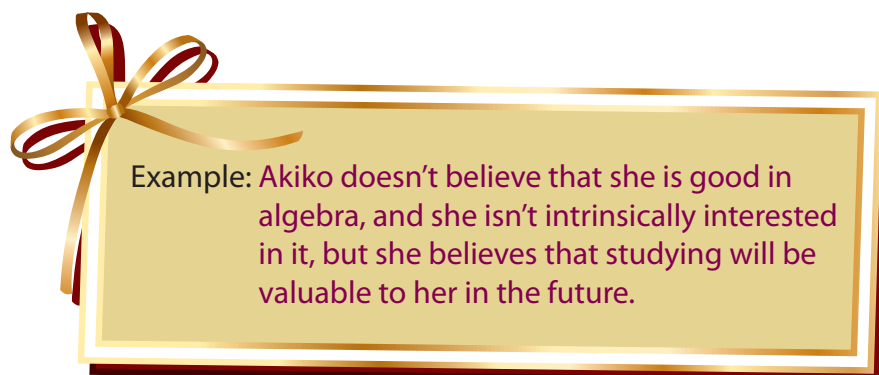

Figure 8.4: Factors that influenced task value

(a) **Intrinsic interest** is the characteristics of a topic or activity that induce a person's willing involvement in it.

> Example: Daniel willingly read ahead in is history book because of his developing interest.

(b) **Importance** is the extent to which a topic or activity allows a person to confirm or disconfirm important aspects of his or her self-schemas.

> Example: Ahmad believes that he is a good athlete, so, doing well in an athletic event will be important to him because it confirms his belief about his athletic ability.

(c) **Utility value** is the perception of a topic or activity as useful for meeting future goals, including career goals.

> Example: Akiko doesn't believe that she is good in algebra, and she isn't intrinsically interested in it, but she believes that studying will be valuable to her in the future.

(d) **Cost** is the perceived negative aspects of engaging in a task.

> Example: The amount of time Akiko has to spend studying algebra is a cost. Meaning, time spend studying is time she doesn't have for other, more desirable activities. If the cost is too high, a person may choose not to be involved in the activity.
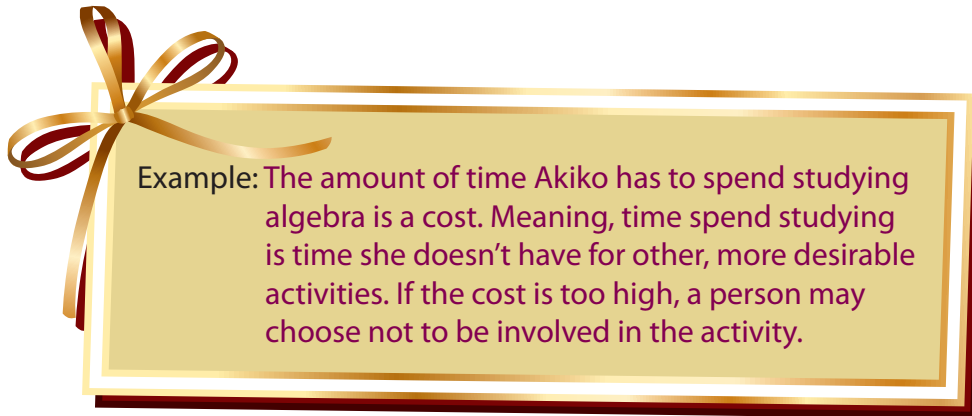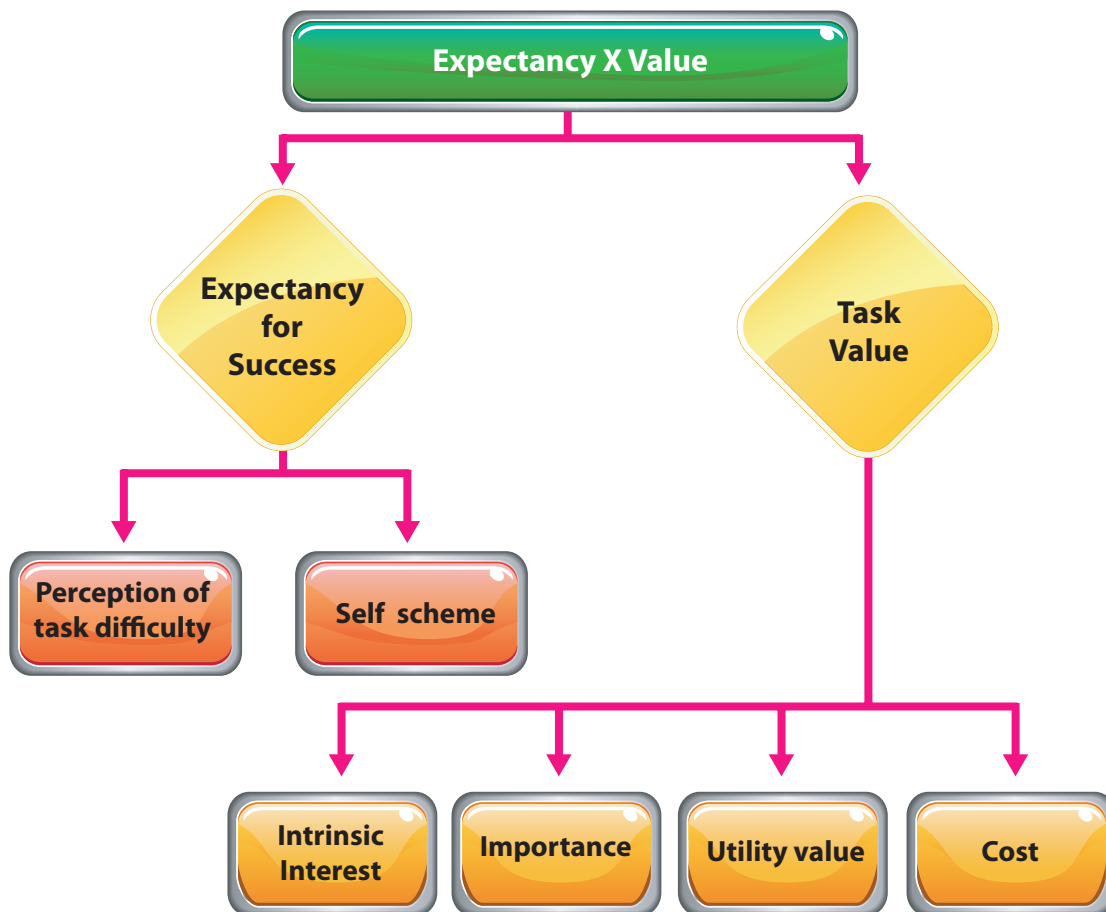
Figure 8.5 shows factors that influenced expectancy for success and task value in Expectancy X Value Theory.

(Kauchack & Eggen, 2004)
Figure 8.5: Expectancy for success and task value in expectancy X value theory.

SELF-CHECK

1. How does the issue of value and expectancy are so essential in motivation.?

2. How would you describe your motivation in terms of expectancy for success and task value?

8.4   THEORIES OF MOTIVATION

Different psychological perspectives explain motivation in four different ways. Let us explore four of these perspectives; behavioural, humanistic, cognitive and social.

8.4.1   The Behavioural Perspective

According to the behaviourist view of learning, when children are rewarded with praise and a gold star for doing their job correctly, they will look forward to the next mathematics lesson, anticipating another rewards. At some time in the past, they must have been rewarded for similar achievements and this experience acts as a motivator for future learning of a similar type.

For behaviourists, motivation is simply a product of effective contingent reinforcement. So, they emphasize the use of extrinsic reinforcement to stimulate students' task engagement. The reinforcement can take the form of praise, a smile, an early mark or loss of privileges such as missing out on sport.
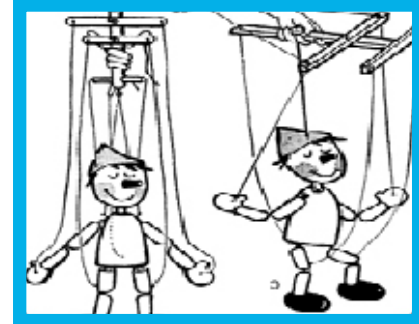
According to Brody:

> "Almost all teachers use extrinsic reinforcement in some form to motivate students, although they may not realize they are doing so and may not always use such reinforcement effectively."
>
> **(Brody, 1992 in Krause, et. al, 2003)**

8.4.2 The Humanistic Perspective

The humanist theory of motivation is interesting because it is not only linked to achievement and education, but also has implications for students' wefare and well-being through its concern with basic needs. It stresses on students' capacity for personal growth, freedom to choose their destiny and positive qualities.

There are two theories of motivation from humanistic perspective:

(a) **Maslow's Hierarchy of Needs**

Maslow (1954) perceived motivation in terms of a hierarchy of needs that can also conceived as 'motives'. According to Maslow's model, once basic physiological needs have been satisfied, efforts are directed toward achieving needs associated with safety, love and belonging, and self esteem.
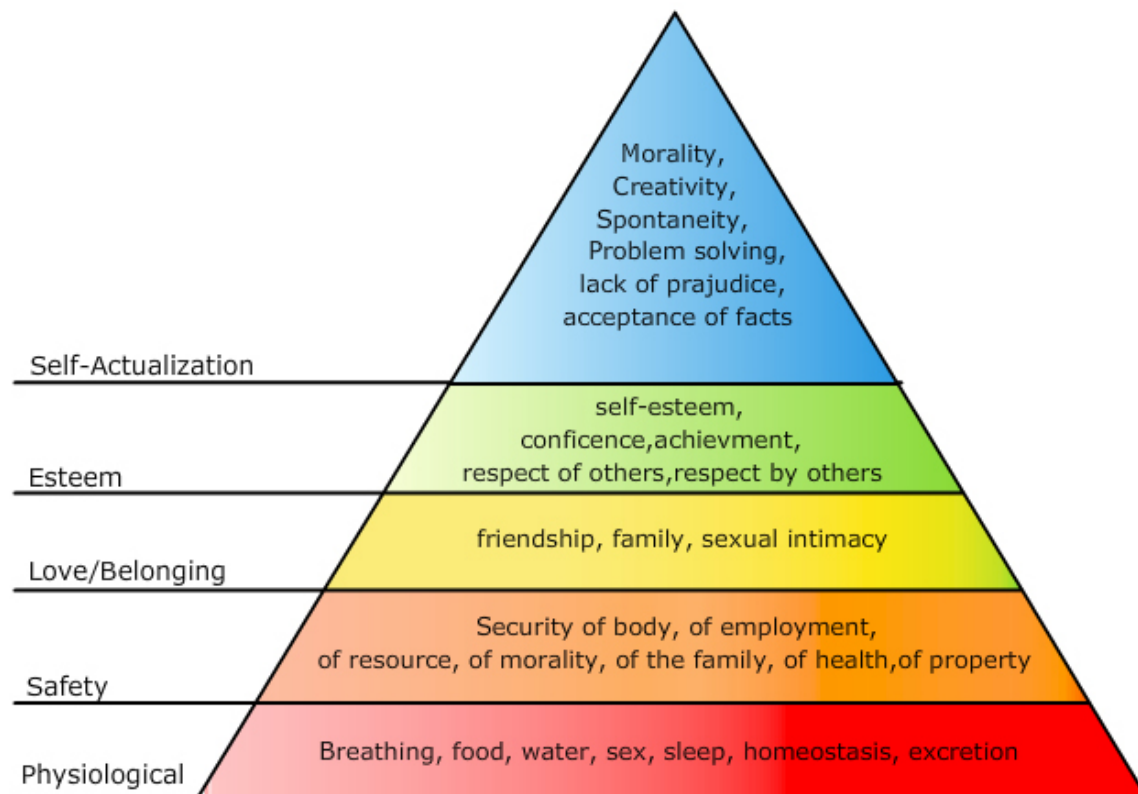
Figure 8.6 shows Maslow's theory of motivation.

Figure 8.6: Maslow's Theory of Motivation

(b) **Roger's motivation theory**

Carl Roger's ideas are also influential in discussing the nature of motivation and its impact to human lives.

Rogers argued that:

> Behaviour was influenced by the individual's perception of both personal and environmental factors.

> People should listen to their 'inner voices' or innate capacity to judge what was good for themselves, rather than relying on feedback from external sources.

SELF-CHECK

1. What are the keys factors in motivation according to a Behavioural perspective?

2. What are the keys factors in motivation according to a Humanistic perspective?

3. Compare the behavioural and humanistic perspectives on motivation.

8.4.3   The Cognitive Perspective

> Students' thought guide their motivation.

"According to the cognitive perspective on motivation, students' thought guide their motivation. It focus on students' internal motivation to achieve, their attribution (perception about the causes of success or failure) and their beliefs that they can effectively control their environment. It also stresses on the importance of goal setting, planning and monitoring progress toward a goal."

(Santrock, 2006)

(a) Achievement Motivation

John Atkinson and David McClelland described the need for achievement as:

"A stable personality characteristic that drives some individuals to strive for success. Students who have a high need for achievement are motivated to become involved in an activity if they belief that they will be successful. They are moderate risk taker and tend to be attracted to tasks where the chances of success are fifty-fifty, since there is a good chance they will be successful. They like to attempt a task, but not if they know there is substantial risk of failure."

(John Atkinson and David McClelland)

On the other hand, Krause described:

"Students who have a need to avoid failure, rather than a need to achieve success, will look for tasks that are either very easy and have little risk of failure, or very difficult so that failure is not their fault."

(Krause, et. al, 2003)

(b) Weiner Attribution Theory

Attribution theory is concerned with the way in which an individual's explanations of success and failure influence that individual's subsequent motivation and behaviour. Students may attribute success or failure to different causes, depending on their beliefs about who or what controls their success or failure.

There are three important elements to note regarding the way in which students interpret the cause of behavioural outcome. The three important elements are lotus of control, controllability and stability as shown in figure 8.7.
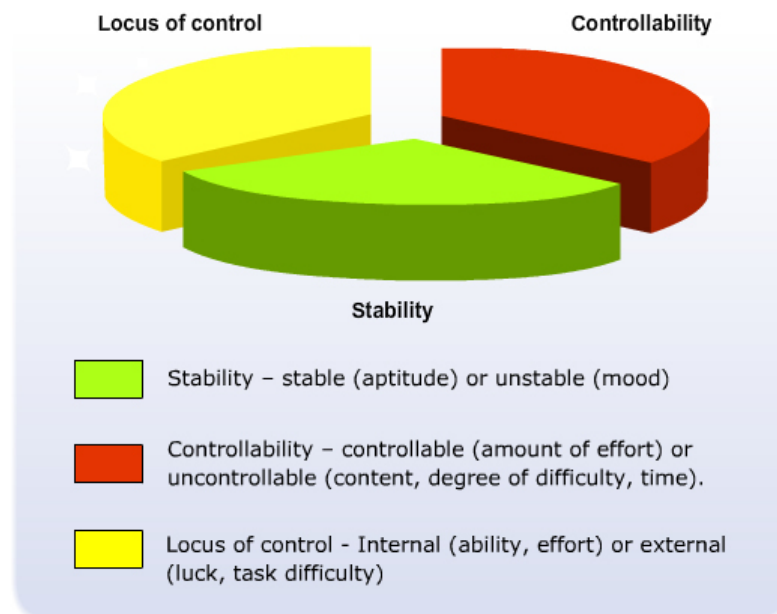

Figure 8.7: Three important elements interpret behavioural outcomes

What happens when students in the high and low achieving groups experience success and failure?

How do they explain these different outcomes?

Students who have a high need to achieve tend to attribute their success or failure to their own internal factors such as ability and hard work (in the case of success) or inadequate preparation and lack of effort (in the case of failure). Where as, students who are low achievers and need to avoid failure are likely to attribute their success or failure to factors external to themselves, such as 'good luck' (in the case of success) or a 'very difficult exam paper' (in the case of failure). This attribution theory provides a framework for explaining these different responses.

Table 1.1 shows Weiner's attribution theory in 3 dimension.

Controllability	Locus of Control			
	Internal		External	
	Stable	Unstable	Stable	Unstable
Controllable	Regular effort	Immediate effort	Teacher's bias	Someone's help
Uncontrollable	Ability	Mood	Task difficulty	Luck

Table 1.1: Weiner's Attribution Theory (Three Dimensions).

8.4.4   The Social Learning Perspective

From the social learning perspective:

> Motivation is conceived as goal-directed behaviour that is closely linked to feelings of personal effectiveness.
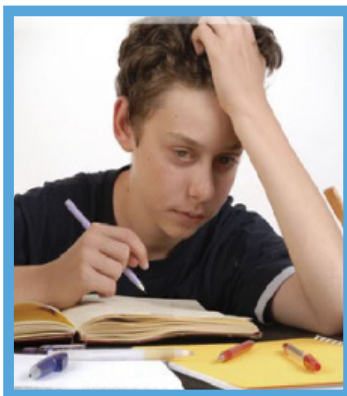
Those who often experience success are more likely to positively value their own competence than those who regularly experience failure. However, this relationship does not always occur. Sometimes, individuals attribute their success to force which is out of their control (such as good luck or chance), while failure is explained by luck rather than personal inadequacies. Another influence on self-evaluation, particularly on children, involves observation of others, particularly peers and comparison with their achievements. Such comparison occurs frequently in competitive school situations.

Persuasion can also influence self-evaluation for example:

YOU CAN DO IT!

In short, according to Krause:

"...motivation contributes to behaviour through the influence of judgements about personal efficacy."

(Krause, et. al, 2003)

Table 1.2 shows the 4 views of motivation which is behavioural, cognitive, social learning and humanistic.

Theories	Behavioural	Cognitive	Social Learning	Humanistic
Theorists	Skinner	Atkinson & Weiner	Bandura	Maslow
Major focus	Achievement of 'on task' or desire behaviour through external rewards and reinforcement.	Cognitive processes & emotions, achievement needs and beliefs about causes of success and failure.	Learning through observation of others, and self-regulation leading to personal standard and a sense of self-efficacy.	Satisfying basic needs and achieving self-actualisation.
Classroom application	Use of contingent rewards and punishment.	Need for teachers to be aware of their students' attributions for success or failure and provide accurate feedback.	Need to ensure students are successful in new learning and that they perceive links between effort and success.	Need to be aware of students' needs inside and outside the classroom and to have positive expectations for each student.
Source of motivation	Extrinsic	Intrinsic	Intrinsic	Intrinsic

Table 1.2: Four Views of Motivation.

SELF-CHECK

1. What are the three dimensions of attribution in Weiner's theory?

2. Recall a situation in which you were highly motivated to accomplish something. How would you describe your motivation in terms of each of the four perspectives?

3. How are ideas about attribution useful in understanding and improving motivation to achieve?

8.5   MOTIVATION IN CLASSROOM

Motivation is a crucial element to the learning process. Many researches clearly show a positive correlation between motivation and achievement. Some students are highly motivated to learn, and this interest continues throughout their years at school. Some other students, particularly adolescents, see what happened at school as having no functional relevance to their lives. They become increasingly bored, particularly with academic task and are generally uninterested in anything that happens in the classroom. Teachers should recognize that there is tremendous variation in the level of energy and interest students bring to the classroom activities.

According to Krause:

"Some students are easy to teach because they are excited about learning and responsive to the teacher's idea. While, the others are completely unmotivated by what happens in the classroom and have no interest in schoolwork."

(Krause, et. al, 2003)

Therefore, it is important for a teacher to be truly effective to help their students feel motivated to learn and to achieve. A teacher must go beyond the materials and processes typically used to stimulate and understand the underlying elements involved in the motivation to learn.

Teachers explain the differing motivational level among their students in ways that reflect their own personal philosophy of learning and teaching. Some focus on the place of reward and punishment in motivating students to learn. Other teachers are more concerned with students' expectation of success, or the way in which they attribute failure.

Krause explain that:

"Factors that can also influence students' motivation to learn include their observation of peer achieving success or failure, their ability to regulate their own behavior and their need for personal fulfillment."

(Krause, et. al, 2003)

8.5.1 Implication for Educators

Based on four perspectives discussed earlier, we can apply the theories of motivation in classrooms to promote students' motivation to learn and to achieve. There are several things that teachers should emphasize in order to apply those approaches:

Behavioural approaches

- Contingently reinforce students' achievements to ensure that desired behaviour is repeated.
- Remember that reinforcement to increase desired behaviour motivates further learning of this types.
- Recognize that student motivation is shaped by previous reinforcing experiences.
- Know that students' maladaptive attribution of success and failure, including learned helplessness, can be modified.

Cognitive approaches

- Understand the underlying factors in students' behaviour, studying students' carefully and using a variety of information sources to discover why students behave as they do.
- Accept that students are not always motivated to be successful, and that the risk of attempting to succeed may be overwhelmed by the need to avoid failure.
- Realize that motivating students by focusing on increasing mastery in more effective than emphasizing performance goals.
- Be aware of their own biases and how these might affect the way they attribute success and failure in individual students.

Social Learning approaches

- Ensure that students experience success, not just failure.
- Remember that self-evaluation is influenced by observing others' achievements, and by persuasion and high arousal in challenging situations.
- Recognize that motivation is affected by learners' judgements about their own efficacy.

Humanist approaches

- Become more concerned with the wider implications of student welfare, not just with students' education.
- Be aware that some students are more concerned with feelings of safety, belonging and self esteem than with the demands of the school curriculum.
- Understand that students who feel a strong need for group belonging will experience difficulties and lack motivation to learn if teacher acts in ways that conflict with group mores.· Acknowledge that teachers' own beliefs and values can have a major impact on students' motivation.

8.5.2 Other Strategies of How to Help Motivating Learners

According to Carol Ames (1990, 1992), there are six areas that can influence students' motivation to learn:

The task that students are asked to do.

The strength of our motivation in a particular situation is determined by our expectation that we can success and the value of that success. To understand how an academic task can affect student's motivation, we need to analyse them. Tasks can be interesting or boring for students. And tasks have different value for students.

The autonomy students are allowed in working.

Giving students a range of options that set valuable tasks for them but also allow them to follow personal interest. The balance must be just right. Too much autonomy is bewildering and too little is boring.

How students are recognized for their accomplishments.

Students should be recognized for improving on their own personal best, for tackling difficult tasks, for persistence, and for creativity. Study by Ruth Butler (1987) shows that interest, performance, attribution to effort and task involvement were higher after personal comments. Ego-involved motivation (the desire to look good or do better than others) was greater after grades and standard praise.

Grouping practices.

Motivation can greatly influenced by the ways we relate to the other people who are also involved in accomplishing a particular goal. When the task involves complex learning and problem skills, cooperation leads to higher achievement than competition, especially for students with low abilities. The interaction with peers that the students enjoy so much becomes a part of learning process. The need for belonging described by Maslow is more likely to be met and motivation is increased.

Evaluation procedures.

The greater the emphasis on competitive evaluation and grading, the more students will focus on performance goals rather than mastery. Low-achieving students who have little hope of either performing well or mastery the task may simply want to get it over with. How can teachers prevent students from simply focusing on the grade or doing the work "just to get finished"? The answer is to de-emphasize grades and emphasize learning in the class. Students need to understand the value of the work or how the information will be useful in solving problems they want to solve. One way to emphasize learning rather than grades is to use self-evaluation.

Scheduling of time in the classroom.

Most teachers know that there is too much work and not enough time in the school day. Even if they become engrossed in a project, students must stop and turn their attention to another subject when the bell rings or the schedules demands. Furthermore, students must progress as a group. So, scheduling often interferes with motivation by making students move faster or slower and interrupting their involvement. Therefore, teacher should be able to give extended period when everyone, even the teachers engage in activity or to have some sort of block scheduling in which teachers work in teams to plan larger blocks of time.

Figure 8.8 shows the 6 areas that can influence students' motivation to learn.

Figure 8.8: Areas that can influence students' motivation to learn

SELF-CHECK

1. What strategies do you use when you feel unmotivated to study?
2. How cans teacher's expectations affects students' motivation?
3. Think about several of your own past schoolmates who showed low motivation in school. Why do you think they behaved the way they did? What teaching strategies might have help them?

SUMMARY

- The concept of motivation is helpful in explaining behaviour that cannot readily be interpreted in terms of current conditions in a given situation.

- Expectancy x value theory suggests that behaviour is often motivated by expectancies concerning the outcomes that will result from specific actions and by the value rewarded if successfully completing a task.

- Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity. The person is motivated by an outcome that is external or somehow related to the activity in which she or he is engaged.

- Intrinsic motivation refers to rewards provided by an activity itself. The person is motivated by the activity itself and not some goal that is achieved at the end or as a result of the activity.

- There are four main psychological perspectives that explain motivation in different ways: behavioural, humanistic, cognitive and social.

- Maslow's needs hierarchy theory suggests that needs exist in a hierarchy and that higher level needs cannot be activated, or serve as sources of motivation until lower level needs have been satisfied.

- Motivation is a crucial element to the learning process. Some students are highly motivated to learn, while the others are completely unmotivated by what happens in the classroom and have no interest in schoolwork.

- It is important for teachers to be truly effective to help their students be motivated to learn and to achieve. Teachers must go beyond the materials and processes typically used to stimulate and understand the underlying elements involved in the motivation to learn.

- There are six areas that can influence students' motivation to learn;

  1) the task that students are asked to do,

  2) the autonomy students are allowed in working,

  3) how students are recognized for their accomplishments,

  4) grouping practices,

  5) evaluation procedures and

  6) scheduling of time in the classroom.

KEY TERMS AND CONCEPTS

Terms	Definitions
Attribution theory	Possess by students who learn better by listening to teacher's explanations, records, or audio tapes.
Contingent reinforcement	Extrinsic reinforcement to stimulate students' task engagement in the form of praise, a smile, an early mark or loss of privileges such as missing out on sport.
Expectancy	The degree to which they expect to be able to perform the task successfully if they apply themselves.
Extrinsic motivation	Refers to rewards that are obtained not from the activity, but as a consequence of the activity (external motivation).
Hierarchy of needs	Maslow's concept that individual needs must be satisfied in this sequence: physiological, safety, love and belongingness, esteem and self-actualization.
Intrinsic motivation	Refers to rewards provided by an activity itself (internal motivation).
Motivation	The process that energize, direct and sustain behavior.
Need for achievement	A stable personality characteristic that drives some individuals to strive for success.
Social learning perspective	The theory that conceive motivation as goal-directed behavior that is closely linked to feelings of personal effectiveness.
Value	The degree to which they value the rewards they anticipate from successfully completing a task.
Value x Expectancy Theory	The theory that postulates that the effort people are willing to expend on a task is a product of value and expentancy.

ENDNOTES

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REVIEW AND DISCUSSION QUESTIONS

1. The word motivation refers to the definitions below except:

   A. The factors that establish the activities engaged by students.

   B. The force that energizes, directs and sustain behaviour towards a goal.

   C. The internal process that activates, guides and maintains behaviour overtime.

   D. The constructs of attention, needs, goals and interests that stimulating students' interest in learning and their intention to engage in activities.

2. Physiological or psychological factors that cause us to act in a specific way at a particular time are included in the definition of

   A. drive

   B. needs

   C. motivation

   D. reinforcement

3. Of the following, the best description of extrinsic motivation is:

   A. motivation to complete a activity that meets a need for safety.

   B. motivation to complete a task as the means to an end.

   C. motivation to complete a task because it enhances self-efficacy.

   D. motivation to complete an activity because it results in a feeling of competence.

4. Which of the following are considered to be activities that are intrinsically motivating?

   I. Activities perceived as challenging.
   II. Activities in which learners feel like they have a sense of control.
   III. Activities in which learners feel like they're likely to be reinforced
   IV. Activities that have novel or surprising results.

   A. I, II, III & IV

   B. II, III & IV

   C. I, III & IV

   D. I, II & IV

5. Of the following, the person most likely to say that we are motivated by a need for personal growth and development is:

   A. Piaget.

   B White

   C. Maslow

   D Skinner

6. According to Humanistic views of motivation, effective teachers handle their problem students by:

   A. First, building a personal relationship with them

   B. Warning them before punishing any infractions of rules.

   C. Establishing rules for the class at the beginning of the school year.

   D. Trying to understand their need for achievement.

7. The concept of utility is most closely relates to which of the following theories?

   A. Expectancy x value theory

   B. Goal theory

   C. Attribution theory

   D. Achievement theory

8. A teacher places a student who is struggling in science in a group with other students who are not struggling hoping that the student's performance will improve. This has the potential for positively influencing self-efficacy primarily through which of the following?

   A. Past performing

   B. Modeling

   C. Verbal persuasion

   D. Psychological state

9. You have a student who seems to have "given up" and she won't try no matter how much effort you make. According to attribution theory, she most likely has being attributing her lack of success to :

    A. lack of ability

    B. lack of effort

    C. bad luck

    D. tests and assignments that are too hard.

10. For behaviorists, motivation is simply a product of effective contingent _____. Almost all teachers use _____reinforcement to stimulate students' task engagement that take the form of praise, a smile, an early mark or loss of privileges such as missing out on sport.

    A. reinforcement – internal

    B. incentive – internal

    C. reinforcement – external

    D. incentive - external

11. Some of the national school in Kuala Lumpur provides free breakfast for children from low SES families. The theory of motivation that best explains why providing the breakfast is important is:

    A. Behaviourist

    B. Cognitive

    C. Humanistic

    D. Sociocultural

12. "I work really hard on my math," Lina, a middle schools student, comments. "I know that math courses in high school are tough, so the better I'll understand it when I get to the tough classes." Of the following, Lina's motivation to study math can best be explained by:

    A. Behaviourist views of motivation

    B. Sociocultural views of motivation

    C. Expectancy x value theory

    D. Attribution theory

13. A teacher believes he can get all students to learn, regardless of background experiences or ability. This belief most closely describes which of the following?

    A. Teacher personal self worth

    B. Personal teaching efficacy

    C. Personal teacher expectations

    D. Teacher caring

14. Which of the following is the most effective way to communicate to students that you expect them to participate and succeed?

    A. Routinely remind them that you have high expectation

    B. Express your belief in their ability to succeed.

    C. Model your own interest in the topics you're teaching

    D. Call on all of them as equally as possible.

15. Mr. Azman comments, " I try to get 'up' for my students in math. When I move around and stay active, they stay more interested in the lesson." The characteristic of the Model for Promoting Motivation that the example best illustrates is:

    A. Modelling and enthusiasm

    B. Personal teaching efficacy

    C. Teacher expectations

    D. Teacher personalization