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Teacher Preparation Programs and Motivation Strategies for Student Achievement in
Select Elementary Schools

By
Sharonne Denise Simmons

An Applied Dissertation Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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Approval Page

This applied dissertation was submitted by Sharonne Denise Simmons under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Abstract

Teacher Preparation Programs and Motivation Strategies for Student Achievement in Select Elementary Schools. Simmons, Sharonne Denise, 2018: Dissertation, Gardner-Webb University, Motivation/Educational Psychology/Teacher Training Programs/Teacher Self-Efficacy/Student Self-Efficacy.

According to Ashton (1984), teacher self-efficacy can produce a prevailing paradigm in the field of education. Ashton stated that there is no other personality trait of teachers that has such a profound effect on student academic success. A teacher preparation program that has an aim of developing teacher self-efficacy and includes the important elements of motivating students, “should develop teachers who possess the motivation essential for effective classroom performance” (Ashton, 1984, p. 2). Teacher self-efficacy denotes the belief or discernment that one can perform tasks adequately to reach a desired goal (Bandura, 1997).

According to Bandura (1986), self-efficacy judgments are based on four sources of information: an individual’s own past performance, vicarious experiences of observing the performances of others, verbal persuasion that one possesses certain capabilities, and physiological states (Bandura, 1986). These four sources play a pivotal role in teacher efficacy and their beliefs about children (Usher & Pajares, 2008).

In recent years, many educators have written about the purposes and desired outcomes of educational psychology, sensing the significance of the psychology field and its effect on teaching and learning (Brophy, 1974; Woolfolk Hoy, 2000). Nevertheless, educational psychologists have had difficulty explicating what their field requires and the impact it has on education (Ashton, 1984).

The goal of this research was twofold: to discuss the level of teacher training in college programs that pertain to teacher understanding of student motivational theories and to examine how teacher motivational strategies impact student achievement. To collect the data to answer these questions, a Motivating Students Questionnaire (MSQ) was sent to all certified teachers in four different elementary schools. Once the surveys were collected, they were analyzed individually to find a correlation of which motivational strategies worked best with students in the classroom. In addition, the researcher interviewed beginning teachers with 1-4 years of teaching experience at the participating schools to gauge their points of view on best practices when motivating their own students. The interviews were completely anonymous, with the researcher only recording the grade levels and subject areas of the interviewees.

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Chapter 1: Introduction

Over the past 15 years, research in teacher education has made substantial strides in studying the complex correlation between teacher practices and beliefs. This new research has produced novel findings that have practical implications for teacher education (Fang, 1996). Today, education matters more than ever before, and parents and policymakers alike inquire how to find outstanding teachers who can help all children acquire the increasingly complex dispositions and proficiencies they need to be successful in today's world (Darling-Hammond, 2006). While the social and economic demands for education increase, the expectations of teachers' knowledge and skill sets grow.

It is essential that teachers are successful with a wider range of learners than they were expected to teach in a time when school success was not as important for employment and participation in society (Darling-Hammond, 2006). Goldenberg (1993) concluded that students and teachers share an intricate bond, and how teachers set expectations and carry out their teaching processes have a great effect on student achievement. Acclimating teaching styles to meet the individual student, daily academic monitoring, and relaying explicit and timely feedback help students be successful without taking teacher expectations into account (Goldenberg, 1993).

How teachers view and respond to their students in their classrooms can create an environment of trust and mutual respect or uncertainty and insecurity between both parties. For this reason, educators must examine how teacher efficacy and student efficacy are intricately linked together and work to expose them to a culture that empowers them to learn and grow academically and socially. People perform better when expectations are high.

Rosenthal and Jacobson (1963) noted that students who are believed to be high achievers perform under those expectations as predicted, while students labeled less than successful performed at a lower standard. In 1963, when Rosenthal and Jacobson published the results of a study that came to be known as the Pygmalion Effect, the issue of teacher expectations came to the forefront. Based on the research of Tauber (1998), the Pygmalion Effect proclaimed that when someone believes something about a person, the actions and behaviors of that person will match the believer's expectations.

When evaluating schools and classrooms on the premise of student achievement, it is easy to forfeit other educational values and goals. Educators want students to achieve and value learning to improve their proficiencies and skills (Ames, 1990). Students must willingly strive to develop and apply their skills and knowledge and nurture a lifelong love of learning. It is in this sagacity that motivation directly relates to education. An example of this outcome is when students choose to take honors courses so they can challenge themselves, not just because they are confident in being successful (Ames, 1990).

Statement of the Problem

Bandura's (1997) reference to self-efficacy in social cognitive theory is considered by many researchers to be the most profound theoretical contribution to the study of student success, motivation, and learning (Artino, 2012). Bandura (1997) summarized the impact of self-efficacy in his book on the topic.

People make causal contributions to their own psychosocial functioning through mechanisms of personal agency. Among the mechanisms of agency, none is more central or pervasive than beliefs of personal efficacy. Unless people believe they can produce desired effects by their actions, they have little incentive to act.

Efficacy belief, therefore, is a major basis of action. People guide their lives by their beliefs of personal efficacy. (Artino, 2012, p. 3)

Social cognitive theory defines learning in terms of interrelationships between personal, behavioral, and environmental (social) factors. Bandura (2004) extended the belief of self-efficacy to the collective self-efficacy of groups (i.e., families, communities, schools, social organizations), all working toward a common goal, thus reflecting conforming steps in the field toward the investigation of motivation as a socially disseminated procedure (Zoltán, & Ema, 2013). According to Covington's (1992) self-worth theory, people are especially motivated to develop a sense of personal value when faced with competition, failure, or constructive criticism. The basic need for self-efficacy generates many exceptional patterns of motivation perspectives and saving-face behaviors in school-related activities, predominantly when lackluster performance can pose a threat to a student's self-worth (Zoltán, & Ema, 2013).

Self-efficacy is the individual belief in one's ability and the course of action required to complete certain tasks. Self-efficacy is often described as task-specific assurance and is a crucial element in motivation theories and learning in diverse situations (Artino, 2012). Over the last 34 years, researchers from diverse fields of education and inquiry have used self-efficacy to forecast and clarify a variety of human functions, from athletic ability to academic success (Artino, 2012).

Student motivation is one of the most challenging problems in education today (Desrochers & Desrochers, 2000). For this reason, it is important for educators to develop proficiency, skills, and dispositions to respond sensitively and intelligently to the various types of learners of today (Fisher, Fox, & Paille, 1996) and provide instruction that will motivate them to learn (Nath, Guadarrama, & Ramsy, 2011). Motivation is a

very common problem cited by educators. Motivation has significant importance as it relates to student achievement and is considered an important means to an end. When motivation is referred to as a means to an end, it is concerned with student motivation to acquire new knowledge (Ames, 1990). When we place value on developing student motivation to learn, we are focusing on whether students are modeling behaviors that engage in learning as well as staying committed to learning. Productive schools and great teachers are those who develop attitudes in students that will endure the learning process and keep them engaged over the course of time (Ames, 1990).

It is difficult to plan lessons that will actively engage, challenge, and motivate students to want to learn. Desrochers and Desrochers (2000) reported that an effectively managed classroom comes from thorough lesson planning and instruction, frequent feedback, and relevant success-oriented activities. When planning lessons to motivate children, characteristics that should be considered are challenge, self-improvement, pursuing personal interests, student autonomy, and peer-to-peer collaboration (Turner, 1995). Turner (1995) also found that including these characteristics into assigned academic tasks will promote greater student motivation and increased interest in the tasks (Desrochers & Desrochers, 2000). It is imperative to prepare tasks that students will be motivated to complete. Classroom instruction should not focus on rote learning, recalling facts, high teacher control, and simple paper-pencil activities (Meece, 1991).

Purpose of the Study

The purpose of this research was to examine the training that teacher candidates receive on motivational strategies during their teacher education programs and how that correlates with the ways teachers can motivate their students. This research elaborates on how proper program training and the understanding of motivation theories can equip

teachers with the tools needed to positively impact student achievement (Ames, 1990).

The motivation theories that are discussed in this research are the Dweck mindset theory, social cognitive theory, self-determination theory, expectancy theory, and goal orientation theory, along with their implications in education. Teacher self-efficacy and student self-efficacy were examined in this research. A curriculum entailing motivational strategies, principles, and theories should be essential in a foundations course in educational settings. In addition, teachers should understand how this knowledge pertains to their educational role in the classroom. Educators must know how to glean from this prior knowledge when it comes to motivating students and making learning relevant for their students (Ames, 1990).

In most college foundational courses, after educators briefly cover theories or motivational constructs, there is no more discussion of these topics. One cannot automatically assume, however, that teachers are able to apply these concepts into their everyday classroom settings (Ames, 1990). This problem is significant for teacher preparation courses. Institutions spend minimal time on how motivation concepts align with the instructional program, minimal attention to how the climate of the classroom can challenge or drive the development of student motivation to learn, and minimal attention to how motivating concepts relate to one another (Ames, 1990). The main goal is to help teachers understand the importance of motivation. This, of course, may be challenging when educational psychology resources usually dedicate one chapter to motivation, and this chapter usually only provides a scanty overview of motivational concepts. Additionally, the topics that are intricately related to motivation, such as classroom management, behavioral strategies, student personalities, assessment, collaboration, and family, are often separated throughout the resource with little or no linkage to how to

motivate students. Application is the key to educational psychology; it is not enough to lightly touch research-based theories or review the basics with limited examples of motivation (Ames, 1990).

Powerful teacher education programs are quite rare. Some opponents of professionalism might consider the very idea of an effective teacher education program as an oxymoron (Ballou & Podgursky, 1997). Teacher education has been long viewed as a weak substance in the life of a teacher, barely able to touch the surface of concepts and dispositions teachers bring with them in the classroom from their experiences as students. Since teacher education training programs were incorporated in the 1950s, a steady stream of criticism has repeated the views of program disintegration, weak content, poor pedagogy, disconnection from schools, and the sporadic oversight of prospective teachers (Darling-Hammond, 2006).

Problems continue to exist within the American teacher education program. Average student performance is dropping, and ethnic and economic disparities are increasing, while numerous foreign countries are making strides. According to Kelly (2013), effective teachers are the most important factor in student success. Many American teacher education programs lack rigor, which contrasts sharply to other societies, where teaching is viewed as a valuable profession, such as doctors or lawyers. In high-performing countries, teacher training programs are attracting the best candidates, providing intense training, and assessing prospective teacher efficacies. Furthermore, in these countries, teachers are treated with respect. America's education programs are usually based on mediocre and many times politicized accreditation reviews and state-level standards that lack objective, impartial observations; however, weak teacher training programs can still produce good teachers, but the odds of generating great

teachers is very low (Kelly, 2013).

Information about relationships of subject matter knowledge and teaching skill is especially vital for teachers to understand. At one level, future educators must know their specialty areas to teach effectively (Darling-Hammond & Bransford, 2005). Teachers need intense knowledge to answer the extensive range of inquiries that come from the problems students may encounter. Prospective teachers who lack understanding of the core content of their teaching specialty will have trouble answering difficult questions. On the other hand, there is a disadvantage to having too much knowledge of one's specialty. The information can become so natural that one begins to lose sight of where they first began (Darling-Hammond & Bransford, 2005).

In studies of chess masters, de Groot (1965) noted how these masters were baffled by novice players who were blind to "obvious" structures of the game board that were "right before their eyes" and clear signals on where they should move next (Darling-Hammond & Bransford, 2005). Shulman (1987) stated that efficient teachers must develop a knowledge of pedagogy that surpasses the content knowledge of a certain subject. It includes the information of how novices may have difficulty when they attempt to master a sphere of understanding techniques for learning (Darling-Hammond & Bransford, 2005).

Grossman, Hammerness, and McDonald (2004) argued that teacher educators must take special care to research the best way to help beginner teachers develop proficiency. Taking field experiences seriously will require teacher educators to add simulations of existing practice and incorporate investigation and reflection of historical perspectives. In addition, the authors argued that prospective candidates will need to undo several historical divisions that lie beneath the teacher education program. These

include the curricular divide between foundations classes and methods courses, along with the separation between universities and schools. Finally, the authors recommend that teacher education be centered on basic practices in which knowledge, efficacy, and professional uniqueness are developed by application during their education and professional training (Grossman et al., 2004).

What teachers must know before entering the classroom is not truly clear to bystanders, leading to the perspective that teaching needs no official training and to frequent contempt for teacher education programs. The mediocrity of traditional programs that are collections of largely unrelated courses emphasizes this low respect (Darling-Hammond, 2006). Darling-Hammond (2006) explained three crucial components of teacher education programs which include a strong alignment among the curriculum and field work in schools; intensely supervised field work combined with curriculum using pedagogies that link theory and practice; and closer, proactive relationships with schools that serve a variety of learners and boast of great teaching. Darling-Hammond (2006) urged that schools of education should not succumb to the pressures to weaken teacher preparation, which ultimately undermines the training of prospective teachers, the reputation of the school, and the power of education.

Throughout the years, educational psychology has played a major role in teacher education; journeying from a primary focus in many program, then reaching a period when it was deemed irrelevant to many educators, to the current concerns about its indelible role in the transformation of teacher education and teaching. Today, psychological knowledge is used to reform teaching and learning, particularly calling for the concept of teaching for understanding (Woolfolk, 2010). Present curriculum standards for teacher licensure and/or implications for a change in training programs trust

that teachers will develop a deep and reproductive understanding of student achievement, growth, motivation, and individual learning styles (Woolfolk, 2010).

Motivation has many times been characterized as a measurable view. This is where motivation has been described as the force and the direction of the period of behavior. The question for classroom teachers is how to motivate students to do what is required of them each day. This focus, however, does not help in deciding how to motivate students to learn (Ames, 1990). The little motivational research that has been conducted is directed toward the practical world of education, and the primary targets are classroom teachers. Building upon the existing interest in reforming schools as well as the emphasis on motivation, the school can be restructured to enhance student motivation and academic achievement (Maehr & Midgley, 2011).

Intelligence, talents, and skills are flexible and can continue to develop over time. This belief is not new. The notion that intelligence is continually developed in all people has gained prominence in recent years since Stanford University professor, Dr. Carol Dweck (2006) published her book *Mindset: The New Psychology of Success*. The research and development of the fixed and growth mindset theory have led to a change in how others think about teacher expectations, intelligence, and student achievement (Cay Ricci, 2017).

Among the motivation theories, Dweck's (2006) "mindset" theory has produced notable research that directly applies to the classroom environment. Dweck (2006) contended that student feelings on intelligence greatly impact student achievement. Students have a mindset that perceives intelligence as something that each person is born with and cannot be changed. Dweck (2006) referred to this thought process as a "fixed" mindset (trait) theory of intelligence. Students who hold a fixed mindset work to

accomplish tasks such as grades and positive thoughts by teachers and peers. These students work hard to be successful in the eyes of their teachers and peers. Students who hold a fixed mindset avoid challenging tasks (they do not want to make mistakes or look weak), deem effort as unimportant (smart people do not need to work hard), and tend to be moved by good grades (strive for high grades and avoid low grades) instead of learning for the sake of learning. Acquiring information by students with grades and performance in mind only leans toward shallowness and transience (Midgley, Kaplan, & Middleton, 2001).

Research Questions

The purpose of this research was to examine the following questions that bring more understanding to the relationship of teacher preparation programs and student motivational strategies.

1. What is the level of knowledge regarding student motivation theory and motivation strategies elementary education teachers receive from their teacher preparation programs?
2. What are the beliefs of elementary teachers regarding student motivation?
3. What motivation strategies are most used by elementary education teachers?

Significance of the Study

This study considers how well teacher education programs have prepared beginning teachers for motivation before entering the classroom. If teachers have self-efficacy in motivating their students, this confidence may translate into student self-efficacy. The research conducted will add to the literature of motivational theories and the impact they have on student academic and behavioral success.

Definitions of Key Terms

Efficacy. The power to produce a desired result or effect.

Expectation. The act or state of expecting, anticipation of what would happen.

Mindset. A set of assumptions, methods, or notations held by one or more people or groups of people.

Motivation. The general desire or willingness of someone to do something.

Pygmalion effect. Also known as the Rosenthal effect. Situations where teacher expectancies of student performance become self-fulfilling prophecies; students perform better or worse than other students based on the way their teacher expects them to perform.

Theory. A supposition or a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained.

Vicarious learning. The process of learning behaviors through observation of reward and punishment, rather than through direct experience.

Chapter 2: Literature Review

Introduction

The purpose of this literature review is to provide information related to teacher training programs and theories of motivation and their effects on student achievement. The literature is broken down into several sections. The first section of the literature review discusses the overview of teacher training programs, with emphasis on admission standards, coursework, and motivational strategies. The next section of the literature review pertains to teacher preparation and the practices teachers use in the classroom to promote student success. The next section of this literature review discusses teacher motivation and instructional techniques. The literature review goes on to identify and explain research-based motivational theories such as the growth mindset, social cognitive theory, expectancy theory, self-determination theory, and goal orientation theory. Next, the literature review explains teacher self-efficacy and student self-efficacy and their implications for educational performance. Finally, the literature review concludes with ways in which teacher programs can adequately equip prospective teachers with the knowledge, proficiency, and dispositions needed to motivate students to be successful within and outside the classroom.

Overview

Historically, teacher preparation programs housed in universities and colleges in the United States have received contemptuous disapproval in recent years. Levine (2006), a well-known expert on teacher preparation, has been one of the most mentioned critics of teacher education programs. In his publication, *Educating School Teachers*, Levine expressed many popular disdains about the current state of teacher education programs. Some of these disdains are a disorganized curriculum, few dynamic teachers,

and low admission standards. The major consensus of his study is that prospective teachers of preparation programs are not ready to enter the classroom (Edweek, 2011).

One of the claims of Levine's (2006) study is that while education programs would like to gain world-wide respect in higher education, they failed to do so because these programs isolated themselves from the education in K-12 schools where teachers educate students. Because of this process, teachers in K-12 schools are not equipped to be successful in the climate where student achievement is paramount (Levine, 2006). While the study's claim is considered controversial and not accepted globally, there is widespread discussion concerning the weakness of teacher preparation programs and the need to hold these programs accountable for the actions of the teacher who enters the classroom (Edweek, 2011). According to Zeichner and Conklin (2005), there is a need for more research to be conducted to emphasize the correlation of teacher preparation programs and student achievement. Zeichner and Conklin also attested that holding specific trainings, such as motivation strategies, can be linked to achievement gains.

Paris and Peter (2003) contended that effective teachers must reflect and analyze their own experiences, beliefs, and values to gain a profound understanding of cognitive and motivational principles of teaching and learning. Learning by self-regulation entails using strategies, an awareness of learning, and situated motivation (Paris & Peter, 2003). An institution's positive reputation can positively affect a student's academic achievement. Teachers who earn advanced degrees in mathematics and science impart greater knowledge to their students. Additionally, teachers who receive course work in both their specialty areas and pedagogy make a greater contribution to student outcomes. Having a strong pedagogical background can greatly influence effective learning in the classroom, regardless of grade level. Literacy tests that assess a teacher's verbal ability

interrelate with higher student academic achievement (King-Rice, 2003).

Teacher Preparation and Practices

Research that includes relationships amid teacher preparation, motivational practices, and student success has focused on how an assortment of teacher training techniques align to the achievement of students (Darling-Hammond & Bransford, 2005). For example, at the most basic level, studies conducted in classroom settings, school districts, and state levels have concluded that academic achievement directly relates to how well teachers are prepared in the fields they teach, once all other student characteristics are controlled (Darling-Hammond & Bransford, 2005). Findings of this study are very useful in general when suggesting the impact of teacher knowledge on student learning; nevertheless, the findings do not provide much guidance on what curriculums should include; because teacher licensure requires a variety of general academic content, specialty areas, and pedagogical requirements (Darling-Hammond & Bransford, 2005).

Studies that examine several aspects of teacher preparation programs provide additional help to researchers. Studies conducted by Goldhaber and Brewer (2000) and Wenglinsky (2002) attested that a strong command of the subject matter of the teacher's specialty area aligns with a teacher's effectiveness. Goldhaber and Brewer (1997) conducted another study that implicates that teachers who hold master's degrees in subjects like science, math, or mathematics education are more effective than teachers who hold master's degrees in other subjects not related to the teacher's specialty area. Ma (1999) explicated how elementary teachers in China learn to teach math by reviewing the fundamentals of mathematics, engaging in the broad understanding of number sense, and rehearsing their core values to teaching and learning. This approach poses an

alternative to the teacher-training pedagogy, where colleges and universities in America offer university-level math classes that do not relate to the standards that are imparted in the classroom (Ma, 1999).

Stigler and Hiebert (1999) contended that teaching should be viewed as a cultural activity. Teachers gain their teaching perceptions based on observations of the teachers they had during their years of going to school. Training teachers in generic skills is highly acceptable. Believing that quality teachers are associated with quality teaching is a popular perspective in the United States. There are several examples in the education world that support this notion. The famous government report that was defended by a national blue-ribbon panel entitled *Before It's Too Late: A Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century* exclaimed that the key to improving student learning in the United States is classroom instruction (National Commission on Mathematics and Science Teaching, 2000). How one might improve teaching was never mentioned (Hiebert & Morris, 2012).

Research by Perkes (1967) has examined how teacher preparation programs influence prospective teachers and their impact on student achievement. This research done in the 1960s found that teachers with a strong science pedagogical background were more prone to use hands-on methods in laboratories and use scientific inquiry to emphasize abstract ideas and concepts, as opposed to teachers with a weaker pedagogical background who placed an emphasis on rote memory. Additionally, teacher coursework in science was predominantly related to how well students could problem solve and apply new skills related to science (Perkes, 1967). In subsequent research of 65 studies of science teaching, Druva and Anderson (1983) concluded that teacher efficacy, when evaluating both ratings of teachers and student outcome, positively related to the

teacher's foundation in science instruction and pedagogy.

Several theories suggest that selective questions can be supported by students thinking strategically, particularly asking questions to make hypotheses, compare, scrutinize and produce data, give evaluations, and make sound decisions about that new data. To make sense of these findings and how they relate to teacher preparation and practices, researchers assigned a sample group of 90 students who attended three rural junior high schools and six biology teachers divided into groups of three with 15 students each. Three teachers learned questioning techniques through conversation, demonstrating, and an examination of teaching recordings, and lesson planning supported by mentoring. While teaching, the teachers were observed. Bystanders who were not made privy as to which group teachers were assigned, found that teachers who had participated in the training asked fewer management and instructional questions (Darling-Hammond & Branson, 2005).

Spending time on teaching and viewing it as a shared practice, being specific about what teaching is, and working on ways to improve it is an important effort too often ignored. Choosing between improving teachers or improving teaching is a major hindrance for several reasons. For one, the methods suggested by Hiebert and Morris (2012) to improve teaching call for simultaneous teacher improvement. Hiebert & Morris (2012) described improvement as a "generative dance" of prior preparation knowledge rooted in artifacts and the teachers who know how to implement and enhance the artifacts at hand. When looking at teaching from a practice theory standpoint, there are two important points to consider: It confronts individual and cooperative learning; and it refines the resources used in the organization as an important component in increasing a teacher's self-efficacy (Hiebert & Morris, 2012).

Motivation and Instruction

Motivation, both extrinsic and intrinsic, is a primary factor for student achievement in all stages of their educational journey, and teachers play a very significant role in motivating their students (Online Learning Center, 2012); however, motivating students is much easier to say than do, as students have different personalities and it takes much time and effort to get a whole classroom motivated to learn, work hard, and persevere (Online Learning Center, 2012). Even the most influential teachers may lack the skills to keep students motivated. Whether a teacher is a novice or a veteran, it requires much skill and knowledge to get students to live up to their best potential (Online Learning Center, 2012).

Positive reinforcements are more motivating to students than threats. While students need to take responsibility for their own actions, often resulting in negative consequences, it is vital for teachers to establish and maintain a safe and supportive environment where students can make mistakes and learn from them (Online Learning Center, 2012). Teachers must affirm a student's ability, rather than focusing on the mistakes. With this endeavor, students are more likely to become and stay motivated. In the end, students will work hard to fulfill the teacher's expectations. Educators must focus on what the students can do as opposed to what they cannot do (Online Learning Center, 2012). Teachers have more power to motivate their students than any district or schoolwide program, because they are on the front lines with their students (Condrón, 2017).

A rudimentary principle of education is that no matter how well a teacher designs a lesson, if students are not engaged, successful instruction will not take place. This truth forces teachers to continually seek ways to motivate their students. Middle school

teachers often find motivation as increasingly complex for their students. Many teachers state that students start the beginning of the school year with a pessimistic outlook on their subjects. One teacher said, “Every year, on the first day of school, I hear at least one student say, ‘I hate math’ before I even have a chance to begin a lesson” (Henderson & Strahan, 2014, p. 1).

Motivation does not define achievement, and student motivation cannot be assumed to exist based on an achievement test score. Instantaneous achievement and performance on tests are determined by several factors and may be assured by an array of interventions. Some practices that cater to quick achievement may hinder student interest in learning or their long-term affiliation with learning (Ames, 1990). When we talk about motivation as an outcome, we are referring to a “motivation to learn.” If we emphasize developing a student’s motivation, we are referring to whether students take initiative in their learning and maintain an interest in learning and a commitment to lifelong learning (Ames, 1990).

Teachers and schools are effective when they develop the goals, beliefs, and values in students that will maintain long-term involvement and bring a contribution to quality learning (Ames, 1990). When schools and classrooms are evaluated by how much students achieve, it is easy to lose sight of the importance of educational values. We should focus not only on student success, but we must want students to value the power of learning and the continual improvement of their skills. It is important for students to put forth strong effort to develop and apply new knowledge and skills and to develop and sustain a long-term commitment to learning (Ames, 1990).

During the past 50 years, research on motivating students has undergone various conversions. In earlier years, classroom motivation research has dealt with only the

extrinsic side. In recent years, it has shifted to intrinsic. Similarly, motivation has shifted from the behavioral aspect to the cognitive aspect (Henderson & Strahan, 2014).

Motivation psychology has been subjugated for many years by behaviorist reinforcement theories (Fisher, Piazza, & Roane, 2011).

The principle view of reinforcement belongs to B. F. Skinner, but Pavlov along with other behaviorists have added to this view. When there is reinforcement, the endurance and force of positive behaviors (i.e., classwork performance) will increase with constructive consequences (i.e., extrinsic rewards or encouragement, constructive reinforcement) or by removing negative consequences (i.e., teacher nagging, negative reinforcement). When it comes to punishment, negative behaviors (i.e., apathy) will decrease with negative consequences (e.g., teacher encouragement, redemptive consequences) or loss of privileges (i.e., recess participation, negative punishment). This view will help teachers to actively engage their students by using positive consequences that will increase encouraging behaviors and decrease adverse behaviors (Henderson & Strahan, 2014).

The cautious use of positive reinforcements is a great tool for a wise person who works with people, including students (and partners). Great importance should be given to offer students rewards for finishing assignments and immediate feedback for the accuracy of the given task (Sansone & Harackiewicz, 2000). Among the problems that arise with the practical use of reinforcements is that specific incentives may lose their effect overtime. Reinforcements must be catered to each student, and identifying the proper reinforcer can be a daunting task. Sansone and Harackiewicz (2000) concluded that many times extrinsic rewards may undermine intrinsic motivation.

In classrooms today, student motivation is determined in a variety of ways.

Students who enter middle school typically encounter teachers with an academic focus. Intrinsic motivation begins to decline in middle school (Anderman & Mueller, 2010). Middle school is a fertile ground for encouraging growth mindsets, intelligence theories, and learning objectives. Conversely, many middle school students, even strong ones, will concurrently keep both learning goals and performance objectives (Pintrich, 2000). These students want to learn; but they also want to look good, please parents and teachers, and become more competitive with their peers (Pintrich, 2000). Several theorists argue that mastery/learning goals are very adaptive, and that motivating middle school students is a very complicated task (Linnenbrink, 2005).

A qualitative study conducted by Patrick, Kaplan, and Ryan (2011) examined survey data of middle school students from two different samples. Foremost, they collected data from 537 fifth graders and re-administered the same surveys to these students upon entering seventh grade. Another sample included a sample of sixth graders. Goal structures of the classroom were measured which included teacher perceptions and emphasis on understanding ideas, developing new skills, learning from mistakes, and the enjoyment of learning. Classroom environment structures measured the perceptions of the level at which teachers displayed care and concern toward their students, valued self-learning, inspired respect in the classroom community, and encouraged peer-to-peer collaboration. The findings revealed that children had stronger levels of enthusiasm when teachers established nurturing environments. Additional studies confirmed that a supportive social climate can enhance student engagement (Engel, 2011).

Mindset Theory (“Fixed Mindset” verses “Growth Mindset”)

World-renowned Stanford University psychologist Carol Dweck (2012), in her book *Mindset: How You Can Achieve Your Potential*, discussed the research by Falko Rheinberg, who studied how the academic achievement of students is highly dependent upon how teachers think about student cognitive abilities. The results of his study revealed when teachers think their students’ intellect is fixed, those students were at the same level at the end of the year as where they began. For example, if students began the school year at the bottom percentile, they finished the end of the year in the bottom percentile (Dweck, 2012).

In her book *Mindset: The New Psychology of Success*, Dweck (2006) created a range upon which people were placed contingent upon an understanding of human mental ability. At one section of the range, people believed that success or failure is built on natural ability (or the lack of it). Dweck (2006) called this a “fixed” theory of intellect and argued that this concept exposes a fixed mindset. At the other part of the section are those who feel as though intellect is based on a growth mindset. The individuals who embrace a growth mindset argue that ability is based on continual acquiring of knowledge, perseverance, and dedication (Dweck, 2006).

When teachers taught with a growth mindset, where the students start did not hinder a student’s progress and continual improvement (Dweck, 2012). Groups of students learned and improved with much more movement. Dweck (2012) clarified that our talents and abilities alone do not bring us success, but whether they are approached with a fixed or growth mindset. She explained why putting intelligence and ability on a pedestal will not necessarily foster self-efficacy or lead to accomplishment but may jeopardize a student’s success. When educators have a growth mindset, they motivate

their children to be successful and can reach one's own professional and personal goals.

Dweck (2012) revealed what all great leaders already know: Something as simple as how the brain works can foster a lifelong learning and persistence that is the foundation of great success in all aspects of life (Dweck, 2012).

According to Gerstein (2014), teachers and students alike can develop a growth mindset, but school administration must plan this carefully. Modeling is the most obvious way to develop a growth mindset in teachers. Gerstein has facilitated teacher trainings and workshops that seek to help teachers in modeling the growth mindset with their students. A main component for teachers is to instill in them the attitude of being a lifelong learner (Gerstein, 2014).

In respect of Dweck's (2006) mindsets, the teacher's role differs from the students. When a student possesses a fixed mindset, the teacher determines whether a student can be successful. The teacher decides a student's outcome and disseminates grades. When the student possesses a growth mindset, the student views the teacher as a facilitator, assigning stimulating tasks, monitoring progress as needed, and providing needed resources to increase learning. Significantly, Dweck (2012) and other theorists have proven the fact that mindsets are changeable (Blackwell, Trzesniewski, & Dweck, 2007). Important people in their lives, such as teachers and parents, can help students appreciate determination, not capacity, as the most imperative feature in learning, and how cognitively they can complete school assignments without the limit of genetics. It is very important for teachers and parents to reinforce effort ("You really worked hard to solve that problem") not competence ("You are so smart"; Blackwell et al., 2007).

Social Cognitive Theory

Social cognitive theory focuses on learning from personal experiences, modeling,

and social interactions (Rural Health Information Hub, 2004). This theory can be applied among different settings and environments. Social cognitive theory provides ways for social support through personal self-efficacy, observations, instilling expectations, and other reinforcements to change a behavior (Rural Health Information Hub, 2004). Social cognitive theory details how humans acquire and sustain specific behavioral patterns, while supplying a basis to intervene with specific approaches (Bandura, 1997).

Change in behavior is dependent upon the environment, people, and behavior. Parraga (1990) explained that the social cognitive theory provides a framework for program design, implementation, and evaluation. Environment focuses on the factors that affect human behavior. Social and physical environments exist. Social environments encompass those closest to us such as family members, friends, and associates. Physical environment includes the space and size of the room, the climate of the room, or even the foods that are available. Environment factors and situation factors create the basis for the comprehension of human behavior (Parraga, 1990). Situation refers to how a person's behavior is altered based on the perception of the environment. The situation is someone's mental perception of the place, time, and physical features of the environment (Glanz, Rimer, & Lewis, 2002).

Factors including environment, people, and behavior are dependent upon one another. Behavior is not only the product of person and the environment; conversely, the environment is not only the product of the person and the behavior (Glanz et al., 2002). An environment can form a person's behavior. Observation occurs when someone looks at another's behaviors and witnesses the rewards or reinforcements the person receives based on those behaviors (Bandura, 1997). The behavioral idea is best viewed in several ways. Behavior aptitude is the ability for a person to carry out a behavior based on a

strong understanding of what the behavior is, matched with the skill needed to carry out that behavior (Bandura, 1997).

Social cognitive theory is the view that people model the behaviors of others (Chegg Study, 2017). In psychological terms, social cognitive theory explains that the personality refers to how a person views and reacts in the environment. Bandura (1973) contended that while people watch others receive rewards for behaviors, they tend to imitate those behaviors to receive an award. People emulate those with whom they identify. In a famous illustration by Bandura (1973) giving an example of social learning, he exposed children to a video of a girl being aggressive with a doll; and later when the children were given the doll, they displayed the same aggressiveness. That said, not all learning is not mimicked. An example of this is if one learns hunting by watching someone else, they may not necessarily hunt (Chegg Study, 2017).

Glanz et al. (2002) completed a project inspired by the premise to reduce and prevent the use of alcohol among students in Grades 6-12. This was a 3-year project and was based on a behavioral health class, parental involvement, and community task force activities. While observing others, student negative perceptions about alcohol increased, along with the ability to speak with their parents about the results. The findings were that students were less forthcoming about drinking alcohol than the teens who were not a part of the community task force. By the end of the tenth grade, the significance in differences decreased (Glanz et al., 2002). Social cognitive theory explains that the efforts at the community level contributed to less drinking among teens. The community task force changed the environment and perceptions of using alcohol among teens (Glanz et al., 2002).

Social cognitive theory contains the following tenets: People observe others to

learn, a process known as *vicarious learning*, not directly related to their own experiences. Learning can change behaviors; however, people do not always model those behaviors (Fritscher, 2017). Personal choices are predicated upon perceptions or actual consequences for certain behaviors. People are more likely to model the behaviors of those with whom they can identify. The more perceived similarities and/or sensory ties between the observer and the person with whom they identify enhances the likelihood that the observer will learn from that person (Fritscher, 2017). How a person views self-efficacy is directly related to how well a person learns. Self-efficacy is an individual's belief in one's capacity to perform a task. If someone believes that he or she can learn a new behavior, that person will be more successful in reaching that goal (Fritscher, 2017).

Social psychologists have found that cultural differences exist in social cognition. This helps to explain why individuals view similar situations in different ways if they view them through the lenses of individual structures of knowledge, experiences, and values. Kitayama, Markus, Matsumoto, and Norasakkunkit (1997) concluded that cultures very often define situations differently. Comparable situations carry diverse meanings among cultures (Kitayama et al., 1997). When people uphold the attitudes of their respective cultures, conforming to the thoughts, feelings, and behaviors, they perpetually reinforce the culture that initially created those patterns.

Self-Determination Theory

Many people are concerned with how motivation impacts the way to get themselves or others to act. Teachers, parents, coaches, and managers are looking for ways to motivate those in their realm of authority, while struggling to find energy to persist in the everyday tasks of life and work (Deci & Ryan, 2000). People are motivated by external factors such as grades, evaluations, reward systems, or the judgments people

have of them. As often, people are moved by intrinsic inner values, care, concern, private fear, or curiosity. Intrinsic motivations such as these are not externally rewarded or upheld; however, they can sustain passion, creativity, and persistent effort. The intertwining of extrinsic forces acting on people and the intrinsic motives and desires outlines the tenets of the self-determination theory (Deci & Ryan, 2000).

Self-determination theory differentiates between the motivation of intrinsic and extrinsic rewards (Med Teach, 2013). One observes intrinsic motivation if engaged in an activity out of genuine self-interest. Intrinsic motivation can be an interesting topic of study as it intertwines with deeper knowledge, higher achievement, and overall well-being when it is compared to extrinsic motivation. Intrinsic motivation depends on fulfilling three basic emotional needs: autonomy, competence, and relatedness. According to Med Teach (2013), autonomous teaching is an extremely vital element since it allows students to feel independent and capable in their learning, while feeling valued (relatedness) by their teachers (Med Teach, 2013).

Deci and Ryan (2000) and Ryan and Deci (2000) attested that the need for autonomy is to be able to complete a task by self-will, without any coercion. The need for competence is to feel capable in learning the requirements of the course. The relatedness need is the need to develop a bond with the teacher and fellow classmates (Deci & Ryan 2000; Ryan & Deci, 2000). An empirical study conducted in the Netherlands found that nonfulfillment of the needs for autonomy, competence, and relatedness leads to higher drop-out rates among prospective doctor training programs (Van der Linden, 2011). The results reveal the alignment with the self-determination theory. Autonomous learning seeks to satisfy the need of relatedness and inner motivation which must be stimulated among students: which contrasts with controlling,

forceful teaching behavior (Williams & Deci, 1999).

Per Psychology in Education (2016), the personal classroom climate significantly impacts motivation. Teachers play a major role with intrinsic motivation. Schools, teachers, and classrooms all have a different approach in the terms of motivation they use. Some are more controlling, relying on an authoritarian style over students, forcing them to submit to the rules and behaviors consistently and depending heavily on rewards and punishments. Others may be more lackadaisical in how they control students, allowing them more empowerment in what they learn, employing more redemptive behavior strategies and classroom rules that are more flexible. Schools are complex organizations where some may require stricter behavior policies than others. Just because a school holds a heavy emphasis on rules does not mean the environment is controlling (Psychology in Education, 2016).

The nature of control is the emphasis here (Psychology in Education, 2016). Classroom environments that are highly controlled may downplay intrinsic motivation, while autonomous classrooms support it. Conversely, extrinsic reward systems may work in the classroom if the structure of the classroom remains educational and nurturing rather than a dictatorial style of leadership. Arguably, constructive criticism in a controlling classroom will hinder student desires to be intrinsically motivated. When classrooms encourage self-learning and direction, deeper learning will take place and student performance will increase. Controlling classrooms that motivate students through extrinsic consequences, rules, and assessments (along with coercive and manipulative behavior) challenge student motivation (Psychology in Education, 2016).

Recent studies by the American Psychological Association (2004) have found that students are more likely to reach their educational goals if they play a part in setting those

goals. When students have the mindset to obtain external rewards such as good grades, they may perform under par, view themselves as unworthy, and consume greater stress when they think exams are the only way to assess their skills (American Psychological Association, 2004). Other studies have found that extrinsic rewards result in a decrease of motivation for a task if the student was already motivated from the beginning. Deci, Koestner, and Ryan (1999) determined that these rewards tend to have an adverse effect on personal motivation by discouraging students from the desire to self-motivate or self-regulate (American Psychological Association, 2004).

Recently, researchers have created and designed instruction support systems and interventions to encourage independence for all students, especially those with disabilities. Policymakers, parents, researchers, and teachers have expressed dissent concerning the high rates of unemployment, underemployment, and the poverty levels students with disabilities experience after completing their general schooling (American Psychological Association, 2004). One way to improve post-education outcomes for students with disabilities is to provide support for self-determination and intrinsic motivation (American Psychological Association, 2004). Schools emphasize the use of self-determination programs for disabled students to meet federal mandates and to assist with the Individual Education Planning process (American Psychological Association, 2004).

Expectancy Theory

Creating classrooms with conditions where students are motivated to learn continues to be a very important, yet intangible role of educators. Administrators and teachers from various academic fields are repeatedly confused by some students' inadequate efforts in the classroom. "Why is this student not motivated to learn," one

exasperated educator may ask. “What can I do to motivate this student to know more,” another teacher ponders (Hancock, 1995).

Eccles et al. (1983) defined the expectancy value model from a growth standpoint; analyzing research of recent times on how students develop their capacity, abilities, value of tasks, and competency goals; and how they relate to the expectancy theory (Eccles et al., 1983). Changes in achievement beliefs include changes in the things that influence children’s capacity, values, and beliefs. These factors change across the age level with those constructs and change in children’s competency beliefs and personal values. Changes in relationships of these factors are also considered (Eccles et al., 1983).

Today’s researchers of the expectancy theory of motivation rely on the early works of theorists such as Vroom (1964), Peak (1955), and Porter and Lawler (1968). Vroom used the “instrumentality” concept of Peak’s instrumentality theory which concludes that individuals base their relationship perspectives (instrumentalities) between the outcome and obtainment of other various rewards among diverse degrees of liking or disliking (valence) on the individual’s attitude toward an outcome. Vroom piloted the expectancy concept in his motivation model (Graen, 1969). Porter and Lawler built upon Vroom’s work as they introduced the theory that performance functions interchangeably with instrumentality, valence, ability, expectancy, and role perceptions.

According to Vroom’s (1964) expectancy theory, three perceptions (valence, instrumentality, and expectancy) individually stimulate motivation; but as a collective set, they have a prevailing effect. Valence is comprised of affective orientations (value) toward results. A positive outcome for valence is when an individual prefers obtaining a reward to not obtaining it. One will perceive an outcome as valuable because of its

connection (instrumentality) in gaining other desirable rewards. The function of an individual's needs, goals, values, and sources of motivation is referred to as valence. The personal belief that first-tier rewards lead to second-tier rewards is referred to as instrumentality (Vroom, 1964).

When individuals feel important rewards follow any performance level, low instrumentality is present (Pinder, 1984). Expectancy is referred to as “a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome” (Vroom, 1964, p. 17). This insight is highly based on a person's experience, ability, and the difficulty of the standard or goal in sight (Porter & Lawler, 1968). Vroom (1964) implied that what one expects, instrumentality, and values psychologically interrelate within a person's belief system to create a force of motivation that can influence behavior. Furthermore, Vroom upheld the theory that when an individual decides to choose a behavior, he or she will select the option with the greatest reward. Vroom's theory is stated as such: $\text{Motivation Forces} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}$ (Estes & Polnick, 2012).

The expectancy value theory is a very popular human motivation theory. Traditionally, the $\text{Expectancy} \times \text{Value}$ interaction states that motivation is high only if expectancy and value are high. This concept was central to the expectancy value theory. Large representative samples of 15-year-olds ($N = 398,750$) from 57 different countries were studied, using latent-variable (concealed) interactive models. Expectancy (science self-efficacy), value (the love of science), and the $\text{Expectancy} \times \text{Value}$ interaction all had positive effects on both science engagement and the intent to pursue science as a career. These results were similar for research samples performed separately for all 57 countries in the study.

Hancock (2001) identified elements that influence graduate student success and engagement in the classroom, which continues to be an element of educational discussion. Hancock (2001) investigated the factors of learner characteristics, test anxiety, the classroom environment, and the threat of evaluation on the success and engagement of 61 postsecondary students assigned randomly to high or low assessment conditions. Substantial interactions showed that all students, particularly the nervous ones, showed lower performance and had less motivation when assigned to classrooms that are considered highly evaluative. These findings build upon earlier research and should be taken into consideration by university professors when they create and implement graduate classes (Hancock, 2001).

Goal Orientation Theory

During the last 20 years, the goal orientation theory has been named as a dominant viewpoint in the field of academic achievement, most significantly in academic motivation; yet as research from Kaplan and Maehr (2007) in the theory has flourished, the use of an array of methods to gauge goal orientations has contributed to theoretical obscurity, particularly about the origins, developments, and stability of these orientations.

Seeking ways to increase student learning and its effectiveness has been the perpetual subject of interest to researchers and educators alike. One approach to enhance the effectiveness of student learning is to examine the relationship between motivation and cognition over time. It is very probable that student perceptions of the classroom setting play a pivotal part in leading effective teaching. Young (1997) used a sample of middle school students ($n = 306$) to study the goal orientation theory. Surveys were used to gather information on student perceptions of motivational beliefs and intellectual strategy use as well as perceptions on classroom models of goals. To examine the

research questions, the researcher used a longitudinal design. Findings revealed that cognition and motivation are mutually related over time. How students perceived the classroom context helped explain the relationship over and above the variance explained by prior measures of intellect and motivation. This study implicates that student motivation can be heightened through cognitive strategy instruction and using alternative classroom goal structures, so there is more reliance on intrinsic learning rather than on grades or extrinsic rewards (Young, 1997).

The associations between motivation, affect, achievement, and classroom structures have provided a basis for research in recent years. Despite the recent increase in research, little is known about what embodies change in classroom goal structures when students move from one grade to another (Urduan & Midgley, 2003). Studies done to compare students who perceived a surge, reduction, or stability in the mastery and performance goal structures during their transition to from middle and high school and across two grade levels in the middle school setting reveal that deviations were more closely aligned to cognition, affect, and performance than the goal structure changes. A decrease in the mastery goal structure was the most adverse change (Urduan & Midgley, 2003).

While learners can regulate their cognitive ability, they can also regulate their affect and motivation. There has not been much research on student regulation of motivation as with the regulation of intellect, although there has been numerous research on metacognition and learning by educational psychologists. Motivation regulation has been widely discussed more by behavioral, social, and motivational psychologists such as Corno (1989) and Garcia, McCann, Turner, and Roska (1998); however, there has been a change in this trend as researchers recognize the importance of significance in general

and the efforts to regulate classroom motivation (Wolters, 1998).

Among the various motivational beliefs discussed in achievement literature is the theory of regulation of motivation and affects. Some of the tenets of the research are reasons for doing the task; self-efficacy (how well one believes he or she can execute a task); the value of a task (beliefs about the significance, usefulness, and importance of the task); and personal liking or disliking of the task (enjoyment of the domain). Kuhl (1985) and Corno (1989) discussed volitional control, or various techniques individuals use to increase or decrease their motivation. In their studies, they concluded a more global construct of volitional, emotional control strategies. Boekaerts (1993) included coping strategies for adapting to negative effects such as fear and anxiety.

Teacher Self-Efficacy

Bandura's (2002) view of self-efficacy has been largely theorized with studies on teacher self-efficacy. The construct of teacher self-efficacy is the extent to which a teacher feels confident enough in his or her ability to engage students in everyday learning. Bandura (2002) suggested that human behavior has two motivating expectations: self-efficacy and outcome efficacy, which refers to a person's judgments about capacity to begin and implement a specific task successfully in a certain context and making judgments about the consequences that this performance will bring. Ashton and Webb (1986) recognized that teachers who have high self-efficacy are very organized, exhibit greater pedagogical skills, and give timely feedback to struggling students, while keeping students engaged. On the other hand, teachers with low self-efficacy display a more protective than caring approach to classroom management, spend a great deal of time in small group work instead of whole group instruction, become annoyed and intimidated by misbehavior, and have trouble keeping students on task

(Mojavezi & Tamiz, 2012).

Studies by Muijs and Reynolds (2001) and Tournaki and Podell (2005) expounded on how influential teacher self-efficacy beliefs can be on student success and achievement in school. Teacher self-efficacy beliefs influence student achievement in the following ways: High-efficacious teachers are more likely than low-efficacious teachers to implement moral and social constructs in the classroom, have strong classroom management and sufficient teaching techniques, encourage students to self-regulate and self-motivate, take responsibility for students with disabilities (Allinder, 1994), manage behavior problems, and keep students on task (Chacón, 2005; Soodak & Podell, 1993).

Teachers who establish bonds with their students will create classrooms of supportive environments in which students can productively engage in academic and social aspects (Hamre & Pianta, 2001). When students feel accepted and loved by their teachers, they will comfortably reach out to their teachers, taking on academic challenges and working on social-emotional growth. Students explore the classroom and school settings by building peer relationships and developing personal esteem and individual worth. A secure relationship like this prompts students to learn socially appropriate behaviors and work to achieve the goals and expectations set by the teacher (Hamre & Pianta, 2001).

Studies conducted for student math competency in transition from middle to high school concluded that students who had formed positive relationships with teachers at the end of elementary school yet encountered less positive relationships when taking math classes in middle school revealed a dramatic decrease in math efficacy (Midgley, Feldlaufer, & Eccles, 1989). Students who were labeled as high risk of dropping out altered their desire to leave school when they encountered caring teachers who, not

surprisingly, positively impacted their math achievement (Midgley et al., 1989).

Moreover, students who went from low-efficacy teachers to high-efficacy teachers continually increased math skills over the year of transition from elementary to middle school (Midgley et al., 1989). According to these studies, it is possible that positive teacher relationships in the last years of high school can successfully influence the paths students take on their academic journey (Midgley et al., 1989).

Student Self-Efficacy

Empirical evidence proves that teacher-student relationships are very important for students entering high school. Past studies that have examined the teacher-student relationships of high school students concluded that students improve both intellectually and socially when positive relationships exist. Conversely, much of this research is out of date. Because of the evolving nature of the educational system and the melting pot of students in the United States, more current research is needed to survey the status of teacher-student relationships for this diverse population (Midgley et al., 1989).

Bandura (1986) published *Social Foundations of Thought and Action: A Social Cognitive Theory* in which he illustrated a picture of human behaviors and motivation in which an individual's beliefs about self are extremely crucial. His subsequent work, *Self-Efficacy: The Exercise of Control* (1997), continued the conversation. The most important beliefs one holds about self, *self-efficacy beliefs*, are defined as "how confident individuals feel about carrying out a task at a specific level" (Bandura, 1997, p. 2). These beliefs stand in the forefront of the social cognitive theory.

Pajares (2009) suggested that teachers should pay a great deal of attention to the perceptions of their own competencies as compared to their skills. These perceptions may greatly influence a students' motivation and academic choices in the future.

Teachers can assess their students' self-efficacy beliefs to provide the teachers with important discernment into their students' motivation, behavioral choices, and future trajectories (Pajares, 2009). Per Bandura's (1986) social cognitive theory, beliefs about self-efficacy provide the basis for human inspiration, comfort, and personal achievement. People will have little or no drive to act or persist in difficult situations or motivate themselves during adversities unless they believe their actions will produce positive results. Self-efficacy is a critical component of self-regulation when individuals go about the important task of reflection and correcting their courses of action and mental cognitions (Pajares, 2009).

Strong self-efficacy improves human accomplishment and well-being in numerous ways. Confident people approach challenging tasks as encounters that need mastering rather than threats to be avoided (Pajares & Schunk, 2002). Those with a strong sense of self-efficacy have stronger engagement in activities, set challenging goals and follow through with them, and increase their efforts when they encounter rejections. They do not waddle in their failures; they recover more quickly and regain their confidence in the face of adversities or hindrances and attribute failure to insufficient effort or a lack of acquirable knowledge or skills (Pajares & Schunk, 2002). When an individual has high self-efficacy, he or she will have feelings of calmness when facing difficult tasks and situations. On the contrary, people who have low self-efficacy may perceive things as more difficult than they are: a perception that feeds stress, anxiety, and a limited vision of the best way to solve problems. That said, confidence in one's academic capability is an extremely crucial component of one's success (Pajares & Schunk, 2002).

Middle and high school student studies reveal that students shape their own

learning experiences based on the expectations of their teacher (Mueller, Katz, & Dance, 1999). Students who perceive high expectations of their academic achievement from their teachers are more motivated to try to meet those expectations and perform better academically than their peers who feel their teachers have low expectations (Mueller et al., 1999). Because of how expectations influence motivation, teacher expectations can drive a student's academic success (Gallagher, 2016).

Findings from three independent studies (one national quantitative and two urban qualitative) were conducted to examine two features of the teacher-student relationship: (a) how students and teachers perceive their relationships to be and (b) how the relationship affects the students' later achievement. The studies aligned with the important finding that teachers base their academic expectations on how well students perform on tests, whereas students base their educational expectations mostly from their perceptions of teacher expectations and how well they perform on their tests. When teachers rely on test scores, it hides racial diversity in their expectations, and students may feel like they are being discriminated against (Mueller et al., 1999).

Bandura (1997) theorized that self-efficacy beliefs develop when individuals construe four sources of information; the most powerful one is interpreted by one's successful experiences. For example, in school when students complete an assignment, they make sense of and evaluate the outcomes of competence, which can increase or decrease based on the interpretations. Successful (mastery) experiences are very powerful when individuals can persevere in difficult times or succeed in the face of challenges, especially when others have not been successful (Bandura, 1997). Most people do not forget their experiences of success (or disappointment). Certainly, positive mastery experiences can have an enduring effect on an individual's self-efficacy (Usher

& Pajares, 2008).

Alongside interpreting the outcomes of their actions, students develop their self-efficacy by living vicariously through others and sharing their experiences. The concept of proficiency is relative; therefore, it is easy to gauge one's capabilities on the performance of another's (Schunk, 1987). Students compare themselves to classmates, peers, and adults when they make judgments about their own self-efficacy. They are likely to modify their beliefs if a role model succeeds or fails (Schunk, 1987). When watching a classmate succeed at an extremely hard math problem, it may convince others that they too can solve the problem. Individuals compare their present and prior performances by cognition or by revisiting in their minds past performances. Keeping this in mind, self-comparison is a vicarious way to alter one's confidence in self (Usher & Pajares, 2008).

A third source of self-efficacy comes from social persuasions. When teachers, parents, and peers encourage students, this confidence can increase student beliefs in their academic capacity (Bandura, 1997; Hattie & Timperley, 2007). Messages of support can significantly reinforce a student's self-efficacy, especially when paired with a nurturing classroom that supports student success and positive motivation (Bandura, 1997; Hattie & Timperley, 2007). Social persuasions have a limited ability to establish long-lasting results in a student's self-efficacy; however, social persuasions can easily weaken personal self-efficacy rather than enhance it, especially during the stages of early development when young children value the opinions of those closest to them (Bandura, 1997).

Bandura (1997) concluded that beliefs of self-efficacy are formed through emotional and physiological situations such as fatigue, fear, and depression. Students can

interpret their physical arousal as individual competence by observing others under different conditions. When students have strong emotions when partaking in school tasks, these tasks can provide cues as to whether a student will succeed or fail. High emotions such as anxiety can destabilize self-efficacy. Students who dread going to a certain class most likely interpret their anxiety as evidence that they are incompetent in that subject. In most cases, students who have a stable emotional well-being and less negative emotional stress have a stronger sense of self-efficacy (Usher & Pajares, 2008).

How to motivate students is a challenging problem that teachers face daily. Defined as a student's drive to engage, work successfully, and achieve to their greatest potential in the classroom, engagement and motivation influence how well a student is interested in school (Martin, 2006). Hill and Rowe (1996) claimed that while much is dependent upon the student, teachers play a central role how well their students are engaged. Martin (2006) found that teacher self-efficacy, pedagogical ability, and support of students in the classroom can positively drive student motivation. Further research is needed to identify what motivational strategies work best in helping students succeed in the classroom. Based on the various research studies conducted in the literature review, training programs must be restructured to ensure teachers are familiar with and prepared to implement motivational strategies that best support student achievement.

Chapter 3: Methodology

This research examined the following questions.

1. What is the level of knowledge regarding student motivation theory and motivation strategies elementary education teachers receive from their teacher preparation programs?
2. What are the beliefs of elementary teachers regarding student motivation?
3. What motivation strategies are most used by elementary education teachers?

Research and Design and Procedures

The research was conducted during the spring semester of the 2017-2018 school year. It was approved by the District Research Committee of the school district and the Institutional Review Board at Gardner-Webb University in February 2018. The research design used to explore this issue was a qualitative approach which contains survey and interview research elements. For the descriptive portion of this study, teachers completed a student motivation Likert scale. To collect data, the participants completed a Likert rating scale ranging from 1 (not at all true) to 7 (very true) in topics such as confidence about diagnosing motivation, self-efficacy for motivating students, emotional support, relevance and value perceptions, aspirations and future, teacher influence, and reward systems. In addition, the researcher interviewed individual teachers to understand how beginning elementary teachers motivate their students and what training they have or have not received to help them with such strategies. The interview section was used in conjunction with the survey to examine teacher training and teacher understanding of ways they motivate their students. The results were analyzed and shared through coding, graphs, and charts. During the process, each participant was asked to sign a consent form to participate in the study.

Instruments

The Motivating Students Questionnaire (MSQ) examined both teacher confidence in motivating students and the strategies used (Hardre & Sullivan, 2008). The measure examined three primary areas (efficacy for diagnosing, motivational strategies, and general beliefs) utilizing 11 scales for a total of 32 items. These items were answered on a 7-point Likert scale. The efficacy component contained seven items devising two scales to assess teacher overall confidence for diagnosing motivational challenges and their efficacy in intervening with students.

The motivational strategies component contained 19 items informing seven scales to assess the strategies teachers use to motivate their students. The beliefs component contains six items informing two scales to assess teacher general beliefs regarding motivation. The items are answered using a 7-point Likert scale with 1 representing not true at all; 3, more not true than true; 5, more true than not true; and 7, very much true. The complete measure is found in Appendix A. Specific items pertaining to each measure are listed in Appendix B.

Efficacy for diagnosing and intervening subscale. This subscale was based on the Teacher Efficacy Scale (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998) and is comprised of seven items across two factors: the confidence in diagnosing motivational concerns factor and the self-efficacy for motivating students factor. The confidence factor is comprised of three items and has reported internal consistency. The self-efficacy for motivating factor contained four items and has reported internal consistency. Sample items in the measure included “I feel confident that I can tell when students are motivated to learn in my class” and “I feel confident that I can motivate students in my class who are unmotivated” (Hardre & Sullivan, 2008, p. 3). The items informing each

factor are summed to create a total factor score. The factor scores combine to create the subscale.

Motivating strategies. This component of the MSQ comprised of 19 items indicating strategies teachers are asked to endorse using the 7-point Likert scale. Thirteen of the items sort into five clusters representing four types of strategies and one cluster to represent teacher helplessness in influencing motivation. The strategies cluster as follows: relatedness/emotional support (three items); relevance/value perceptions (three items); aspirations/future (three items); acknowledge peer pressure (two items); and can't influence (two items). Sample items for this scale included "When students are unmotivated, I often try to connect with them personally, use relatedness to bridge the gap"; "To promote students' motivation, I often provide information about why what we are learning is valuable for them"; "When students in my class are unmotivated, I try promoting aspirations, like college and jobs, that connect with the ideas we are covering"; "Motivating some students requires getting them alone, away from their peers"; and "With some students, I just don't waste my time trying to motivate them." The items informing each cluster were summed and averaged to create a total score for that construct for that teacher. The items informing each of the four types of strategies are summed and averaged to create a motivating strategies scale. The remaining six items assessed the extrinsic rewards (three items) and external constraints (three items) motivational strategies teachers utilize. Sample items included "Sometimes I motivate students by giving them rewards, such as extra credit points or privileges" and "I sometimes motivate students by supervising them very closely, structuring their time and tasks for them." The items informing each cluster were summed and averaged to create a total score for that construct for that teacher.

Beliefs. This component comprised of six items assessing teacher beliefs regarding the malleability (three items) and stability (three items) of motivation. Sample items included “Teachers really can do a lot to influence students’ motivation” and “Students’ motivation changes from day to day, and teachers just have to accept those good and bad days.” The items informing each cluster were summed and averaged to create a total score for that construct for that teacher. The mean of the constructs for teachers were used to measure motivation strategies that relate to the theories discussed in this research (mindset theory, social cognitive theory, self-determination theory, goal orientation theory, or expectancy theory). Tables were used to record the results of major sections on the Likert survey.

At the end of the data collection section, the researcher conducted interviews with beginning teachers from four selected elementary schools to gauge strategies teachers used to motivate their students. Questions on the interview entailed the topics of teacher expectations, student performance, roadblocks, factors of success, teaching style, and student performance. The participants were given a series of interview questions to answer while the researcher recorded the meetings and transcribed in summary what the participants shared.

Participants

The researcher selected four elementary schools in North Carolina to participate in the research. The principal of each school was notified via email of the researcher’s intent to send the MSQ scales to all certified teachers within their respective schools. Once approval was granted, the researcher sent out the surveys to the teachers in the form of a Google document and set up dates to conduct the interviews with the focus groups. The researcher used beginning teachers with 1-4 years of classroom experience as the

convenience sample for each focus group due to the time span between their teacher training programs and when they entered the teaching profession. The researcher chose this group of teachers because they are new in the classroom and may be more up to date with innovative strategies on how to motivate students.

Demographics

School A is a prekindergarten through fifth grade elementary school located in the central part of the district and consists of 430 students. The principal was appointed at this school in July 2016. The new assistant principal was appointed at the beginning of the 2017-2018 school year. It is a Title I school and has 31 certified teachers. The student-teacher ratio is 11:1, and 80% of the teachers have 3 or more years of experience. The demographic makeup of the school is Black 63%, White 24%, Hispanic 18%, Multicultural, 6%, Asian 1%, Native American 1%, and Hawaiian/Pacific Islander, 1%. This school has been approved through the Community Eligibility Provision by the district for 100% free lunch.

School B is a prekindergarten through fifth grade elementary school located in the central part of the district and consists of 230 students. The principal was appointed to this school in 2011. The veteran assistant principal was appointed to this school in 2015. This school consists of 22 certified teachers. The student-teacher ratio is 11:1, and 87% of the teachers have 3 or more years of experience. The demographic makeup of the school is Black 43%, White 32%, Hispanic 14%, Multicultural 7%, Asian 2%, Native American 1%, and Hawaiian Pacific Islander 1%. This school has been approved through the Community Eligibility Provision by the district for 100% free lunch.

School C is a prekindergarten through fifth grade elementary school located in the northern part of the district and consists of 603 students and 39 certified teachers. The

student-teacher ratio is 13:1, and 80% of the teachers have 3 or more years of experience. The principal was appointed to this school in July 2015. The veteran assistant principal has served at this school for over 10 years. The demographic makeup of the school is Black 76%, Hispanic 12%, White 5%, Multicultural 4%, Native American 1%, Asian 1%, and Hawaiian Pacific Islander < 1%. This school has been approved through the Community Eligibility Provision by the district for 100% free lunch.

School D is a prekindergarten through fifth grade elementary school located in the southernmost part of the district and consists of 970 students. The principal was appointed to this school in 2010. The assistant principal was appointed in 2010. The school consists of 55 certified teachers. The student-teacher ratio is 16:1, and 92% of the teachers have 3 or more years of experience. The demographic makeup of the school is White 53%, Black 16%, Hispanic 13%, Multicultural 8%, Asian 8%, Native American Hawaiian 2%, Pacific Islander <1%. This school has a 27% population of students from low income families who receive free or reduced breakfast and lunch.

Limitations of the Study

Several limitations were present during the research. One limitation is that the researcher is an administrator in the district where the researcher conducted the study. The research was conducted in four elementary schools. The participants ranged from prekindergarten to fifth grade with varying experience and teaching styles. It is possible that the participants may not have been completely forthright during the interview process due to student privacy and protection issues. The rate of participation is another limitation. Even though all principals and teachers were invited to complete the Likert scale surveys, some did not participate. One final limitation was that during the interview process, some beginning teachers declined to participate and others did not feel

comfortable being recorded while the researcher spoke with them. The percentage of beginning teachers in each school sample was very low; the average was approximately 15-20% at each school.

Chapter 4: Findings and Results

Over the past 15 years, the field of education has made great strides in understanding the relationships between motivation and teacher self-efficacy. This research has provided educators with practical implications for teachers to use in the classroom (Zhihui, 2006). The limited research of two opposing constructs are repeated in the discussion of relationships between motivation and teacher beliefs about children. The research starts with a summary on teaching in general; later it focuses on which theories are associated with teacher cognition (Zhihui, 2006). These beliefs can weigh heavily on how teachers motivate their students.

Teachers carry very strong beliefs about student motivation and the strategies that should be used to motivate their students (Pajares, 1992; Turner, 2010). Teachers form their beliefs and values about teaching based on their experiences as students (Mansfield & Volet, 2010; Richardson, 2003), their teacher preparation programs (Avalos, 2011; Mansfield & Volet, 2010; Richardson, 2003), and the situations they encounter as teachers (Avalos, 2011; Turner, 2010). This theory holds true as the results of this research are discussed.

The research questions that were analyzed in this study are

1. What is the level of knowledge regarding student motivation theory and motivation strategies elementary education teachers receive from their teacher preparation programs?
2. What are the beliefs of elementary teachers regarding student motivation?
3. What motivation strategies are most used by elementary education teachers?

Research Question 1: What is the level of knowledge regarding student motivation theory and motivation strategies elementary education teachers receive

from their teacher preparation programs? Research Question 1 was answered by conducting individual interviews consisting of beginning teachers on Tuesday, February 27, Wednesday, February 28, Friday, March 2, and Wednesday, March 7, 2018. A total of 22 teachers between three elementary schools were interviewed by the researcher at the end of each school day. School A provided 11 teachers, where three were Spanish Immersion educators; School C provided three teachers; and School D provided eight teachers. School B participated in the MSQ survey data collection but declined to participate in the beginning teacher interviews. Appendix C shows the questions created by the researcher for the interview.

Before any interviews were conducted, the beginning teachers were instructed to complete and sign a consent to participate agreement to ensure that they were made aware of any risks or limitations. See Appendix D for this document. Appendix E gives a synopsis of the beginning teachers' ages and the number of years they taught. Appendix F provides a background of the beginning teachers' genders and education levels. Appendix G indicates where the beginning teachers attended college and the subjects and/or grade levels they taught.

Interview Question 2 stated, "Do you feel that your teacher preparation program adequately prepared you with theories or concepts needed to motivate your students?" Based on 22 beginning teacher interview responses, 13 teachers (59%) felt as though their teacher preparation programs adequately prepared them with the tools needed to motivate their students. Six teachers (27%) responded that their teacher programs did not adequately prepare them to motivate their students before entering the classroom. Three teachers (14%) felt their teacher programs prepared them somewhat but not fully enough to be effective in motivating their students in classroom settings.

Table 1 displays a complete listing of the universities the beginning teachers attended and their beliefs as to how well they were prepared to motivate their students in their teacher education programs. See Appendix H for complete transcripts of the beginning teacher interviews.

Table 1

Beliefs About Motivation Preparation in Teacher Programs

Teacher	University Attended	Years of Experience	Adequately Prepared to Motivate Students?
A	Appalachian State University	0	"No. More information should have been shared on how to motivate students who have behavior problems and have no discipline at home."
B	NC State University	0	"No, I feel like working with children in various jobs helped me figure out what makes them "tick." While we took classes on learning theories, we did not learn much about how to motivate our students in the classroom."
C	Fayetteville State University	0	"Yes, and more. During my student teaching experience, I could motivate my students by using many visual and hands-on activities. Students get bored with lectures and they need to be engaged at all times."
D	Fayetteville State University	1	No response. Teacher D could not remember if she learned motivational strategies in college or not.
E	Fayetteville State University	1	"Yes, I do. If students are pushed to do their best, they will try. Teachers must believe in their students."
F	Fayetteville State University	1	"Yes. I learned that students can be motivated by extrinsic and intrinsic rewards if they mean something to the students. The rewards have to be valuable to the students and make them want to complete their assignments, stay on task, do homework, etc."
G	Fayetteville State University	1	"Absolutely. The classes that I took in college and my student teaching experience were great. I believe that students should be held accountable and take responsibility for their own learning."
H	Methodist University	1	"No. I was a teacher assistant for 13 years before becoming a teacher and learned about motivation from the teachers I worked with. I learned that students like to be involved and choose their learning activities. Students get bored and disengaged when they are not a part of their own learning."
I	East Carolina University	1	"Not fully. Somewhat, but not enough to work with students who have special needs. I work in an 3-5 AU class and most of what I learned about these students came through professional development and training in the county."
J	East Carolina University	1	"Somewhat. We touched base a little on motivation in my psychology class, but not enough to transfer to the classroom. I took that class early in my program and by the time I began teaching, I had forgot most of what I learned. I do know that students like games and can be easily motivated if a subject is made fun."

(continued)

Teacher	University Attended	Years of Experience	Adequately Prepared to Motivate Students?
K	Campbell University	2	“Somewhat. I learned some ways to motivate my students in my program. You need a mix of rewards for students. Some like treats and toys, some prefer extra computer time, and others want to make good grades and please the teacher. It depends on each individual student.”
L	Participate Teacher	2	“Yes. It’s all about relationships with the students. We talked in depth about how important it is for students to know that their teachers care about them. Teachers must use a lot of resources to show students that they care and let students pick some of their own activities.”
M	University of Pembroke	2	“Yes. In my program, we learned that students can be motivated if they have achievable goals. They should be rewarded for good effort. There should be lots of engaging activities and rigor in the subject matter.”
N	Fayetteville State University	2	“I was a teacher assistant for 22 years with excellent teachers. Most of the motivation strategies that I used came from the classrooms I was assigned. One thing that has been very successful for me is letting students talk out their feelings. The students that I work with are special needs and they express their feelings by talking things out.”
O	Grand Canyon University	3	“Yes. Our program provided research-based strategies on how to effectively teach math, social studies, and English language arts. Students must have rewards for positive behaviors. The students must have teacher-parent support and know that they matter. Expectations must be clear and concise.”
P	Fayetteville State University	3	“No. I learned how to motivate my students when I got my own classroom. I continually gained new strategies with each passing year. Learning must be relevant to students’ lives. You must connect to all the learning intelligences in your classroom to reach every child.”
Q	East Carolina University	3	“Yes. I learned that teachers can motivate their students by making connections. Technology is one of the most appropriate tools to keep students motivated. Since we are in a global world, it is important to expose students to digital and global activities.”
R	SUNY Brockport (NY)	3	“Yes. Movement is a major motivator for students. As a physical education major, we discussed student development and how some exercises should be age-specific. Students need positive reinforcement to complete activities. Never put students down or make them feel bad about themselves.”
S	Participate Teacher		“Yes. We learned that movement is great for motivating students. Kinesthetic activities help students to stay engaged and have fun. Modeling for students will help students do better and know what to expect.”

(continued)

Teacher	University Attended	Years of Experience	Adequately Prepared to Motivate Students?
T	Participate Teacher	4	“Yes. Since it has been awhile since I have gone to college, I can remember that we must reach students on the interpersonal and intrapersonal levels to meet all their needs. Students love compliments and they should be rewarded when they do the right thing in school.”
U	Saint Paul University (Philippines)	4	“Yes, but not adequate to handle different motivational situations especially with kids having a behavioral or developmental diagnosis. Students in today’s world need a lot of motivation and it can be hard for teachers to reach their students. I would like to know how to keep unmotivated students from influencing students who are motivated.”
V	Participate Teacher	4	“Yes. In Colombia, we learned how important relationships are. Many students do not have support at home and come to school unmotivated. We must make sure students are reached through the whole brain. They must be motivated physically, cognitively, academically, and emotionally.”

Note: Answers are based on Beginning Teacher Interviews.

Research Question 2: What are the beliefs of elementary teachers regarding student motivation? Research Question 2 was answered by conducting individual interviews with beginning teachers and using the MSQ for teachers with varying years of experience to gauge their beliefs. Thirty anonymous elementary teachers of various educational levels, years of teaching experience, and subject areas participated in the MSQ survey. See Table 2 for responses from all 30 participants.

Table 2

MSQ (How Do I Motivate Students; Overall Results of 30 Participants)

Response Selections n = 30	NOT at all true	More NOT TRUE than not	More TRUE than not	Very much TRUE
	1	2 3	4 5	6 7
1. I feel confident that I can tell when students are motivated to learn in my class.			2 10	9 9
2. I have indicators that I use successfully to identify unmotivated students.		1 2	7 11	6 4
3. I feel confident that I can motivate students in my class who are unmotivated.			6 10	7 7
4. If students are not initially motivated, I can usually improve their motivation with the strategies that I use.			5 15	5 5
5. Overall, I believe that I can accurately tell when my students are not motivated in class.			5 11	6 9
6. Even though motivating some students is challenging, I can almost always get them motivated.			6 16	6 2
7. Motivating students is something that I have been able to do effectively, even for the least motivated students.		2	8 11	6 3
8. When students are unmotivated, I often try to connect with them personally, use relatedness to bridge the gap.			4 13	7 6
9. To promote students' motivation, I often provide information about why what we are learning is valuable for them.			2 9	10 9
10. When students in my class are unmotivated, I try promoting aspirations, like college and jobs, which connect with the ideas we are covering.	1	1	8 6	6 8

(cont.)

Response Selections n = 30	NOT at all true	More NOT TRUE than not	More TRUE than not	Very much TRUE			
	1	2	3	4	5	6	7
11. Sometimes, when students are not interested in learning, I just try to support them through whatever may be going on.	1		1	7	6	7	8
12. Often when students do not engage in learning, I try to help them see the point of learning these things.				7	7	9	7
13. If students are not trying to learn, sometimes I can just attribute it to things outside of school and let them work it out.	2	2	8	11	2	5	
14. Many times, I try to promote students' motivation by showing them how what we are learning is relevant to their lives.				6	9	6	9
15. Sometimes I try to enhance students' motivation by connecting the skills they are learning to their futures.	1			6	7	9	7
16. Motivating some students requires getting them alone, away from their peers.		1	6	6	8	5	3
17. I usually include in my lessons some information about the utility of the information I expect students to learn.			3	11	8	5	3
18. Until I figure how to overcome peer pressure, I just can't motivate some students.	9	7	6	2	5		1
19. With some students, I just don't want to waste my time trying to motivate them.	22	5		3			
20. For some students there is nothing I can do or will ever be able to do to enhance their academic motivation.	21	4	3			1	1
21. Sometimes I motivate students by giving rewards, such as extra credit or privileges.			1	5	6	7	11
22. I sometimes motivate students by supervising them very closely, structuring their time and tasks for them.		2	4	1	9	7	7

(cont.)

Response Selections n = 30	NOT at all true	More NOT TRUE than not		More TRUE than not		Very much TRUE	
	1	2	3	4	5	6	7
23. If students are not working in class, I often keep them after school or in at free periods until their work is done.	13	8	5	1	1	1	1
24. Rewards are very effective motivating strategies for students to get their work done.			1	6	4	11	8
25. Students' motivation changes from day to day and teachers just have to accept those good and bad days.	3		3	11	8	1	1
26. Teachers really can do a lot to influence students' motivation.				3	7	4	16
27. Students just come to school either motivated or unmotivated.	1	6	3	5	6	5	4
28. Students' motivation is generally pretty responsive to teachers' influence.		1	3	6	11	5	4
29. Students' motivation is individual, and it varies a lot regardless of teachers' strategies.	3	2	3	6	8	5	3
30. Public praise and rewards are positive influences on students' motivation in school.			2	2	6	6	14
31. A good way to motivate students is to deny them privileges and choices until the work is done.	8	4	5	6	3	3	1
32. Students' motivation can usually be influenced by teachers' strategies.			1	3	9	5	12

Note: Overall results include responses from 30 participants throughout the four selected elementary schools. Respondents chose from 1-7 on a Likert scale to rate their thoughts on 32 separate motivational elements throughout the survey.

The survey was administered online through principal approval. The survey was completely voluntary, which may attribute to the low response rate. Four schools were contacted; however, only two schools responded and participated in the surveys. Results of the MSQ survey were broken down in depth, and each teacher was given a construct score per element. The elements of the MSQ survey that were scored were confidence about diagnosing motivation, self-efficacy for motivating students, relatedness/emotional support, relevance/values, aspirations/future, acknowledge of peer pressure, can't influence, extrinsic rewards, extrinsic constraints, motivation versus malleable, and motivation versus transient. These elements shaped into four major categories. The

categories were analyzed based on teacher responses. Each teacher received a construct score that ranged from 5-7 (green), a 4 (yellow), and scores that ranged from 1-3 (red). A score of 5-7 indicates that the teacher is strong in that category. A score of 4 indicates that the teacher is neutral (indecisive) in that category. Finally, a score of 1-3 indicates that the teacher lacks confidence or is weak in that category.

The four major categories were efficacy for diagnosis and intervention, motivating strategies, extrinsic/rewards or extrinsic constraints, and general beliefs. Respondents could choose from 1-7 on a Likert scale to rate how they felt about each question in the main category: Numbers 1-2 represent not at all true, 3 represents more not true than true, 4 represents neutral, 5-6 represent more true than not, and 7 represents very much true.

Each teacher received a construct score from each major category on the MSQ survey. The General Beliefs Scale was used to identify the motivation beliefs of the participants. This scale consisted of Motivation as Malleable (changeable) versus unmalleable (unchangeable) and Motivation as Transient (versus stable). Questions 25, 26, 27, 28, 29, and 32 were directed toward these two elements. These questions were geared toward teacher confidence in moving unmotivated students to becoming more motivated in school.

The Efficacy for Diagnosis and Intervention Scale was the first major section of the MSQ survey. Confidence about Diagnosing Motivation and Self-Efficacy for Motivation were examined using Questions 1-7. Question 1 stated, "I feel confident that I can tell when students are motivated to learn in my class." Question 2 stated, "I have indicators that I use successfully to identify unmotivated students." Question 3 stated, "I feel confident that I can motivate students in my class who are unmotivated." Question 4 stated, "If students are not initially motivated, I can usually improve their motivation with the strategies that I use." Question 5 stated, "Overall, I believe that I can accurately tell

when my students are not motivated in class.” Question 6 stated, “Even though motivating some students is challenging, I can almost always get them motivated.” Finally, Question 7 stated, “Motivating students is something that I have been able to do effectively, even for the least motivated students.” Of the 30 participants, one teacher scored a 3.67, which fell in the more not true than true zone. Six teachers (30%) had averaged scores that fell in the neutral zone, ranging from 4.25-4.75. Ten teachers (33%) had average scores of 5.0-5.99, which fell in the more true than not zone. Eight teachers (27%) scored a 6.09-7.0 zone fell in the very much true zone, with one having a perfect score when averaged. This section of the MSQ describes how well teachers feel that they can motivate their students. See Appendix I for a complete list of scores for this section.

Section 1 of the General Beliefs (Motivation as Malleable) section contained MSQ questions 26, 28, and 32. Question 26 stated, “Teachers really can do a lot to influence students’ motivation.” Question 28 stated, “Students’ motivation is generally responsive to teachers’ influence.” Question 32 stated, “Students’ motivation can usually be influenced by teachers’ strategies.” Section 2 of the General Beliefs section on the MSQ (Motivation as Transient) contained questions 25, 27, and 29. Question 25 stated, “Students’ motivation changes from day to day and teachers just have to accept those good and bad days.” Question 27 stated, “Students just come to school either motivated or unmotivated.” Question 29 stated, “Students’ motivation is individual, and it varies a lot regardless of teachers’ strategies.”

When averaging the six scores between both sections, of the 30 respondents, four teachers (13%) earned total construct scores of 2.5, 3.33, 3.67, and 3.83 respectively, which ranked them in the more not true than true zone. Eleven teachers (37%) rated from 4.0-4.84, which placed them in the neutral zone. Twelve teachers (40%) scored between

5.0-5.83, which placed them in the more true than not zone. Three teachers (10%) gained a construct score of 6.0, 6.17, and 6.34 respectively, which ranked them in the very much true zone, which indicates that very few teachers held a strong amount of confidence in their ability to move students toward motivation. No teacher scored a perfect 7 in this area. For a complete listing of all scores in this category, see Appendix J.

Interview Question 4 asked the respondents, “What strategies do you believe work best for motivating students to reach their fullest potential?” Some of the responses were growth mindset, setting personal goals, a reward system, and bribes. Other responses range from promoting intrinsic motivation, visual and hands-on activities, games, student engagement, being honest and open with the students, showing students genuine care, peer collaboration, and letting students be responsible for their own education. Some other motivation strategies that were discussed were setting achievable goals, praise and encouragement, clear expectations and rewards, student interest in lessons, star charts, Conscious Discipline, positive reinforcement, kinesthetic activities, modeling, interpersonal/intrapersonal activities, whole brain teaching, and Total Physical Response. Table 3 lists motivational strategies that are used in the classroom based on responses from the teachers who participated in the interview.

Table 3

Teacher Motivation Strategies Used in the Classroom

Participant	Strategies Used
Teacher A	Have students set personal goals, rewards
Teacher B	Group accountability
Teacher C	Model, reward, incentives
Teacher D	Integrating Technology
Teacher E	Encourage students to try
Teacher F	Class Dojo, rewards
Teacher G	Holding students accountable
Teacher H	Hands-on, peer-to peer
Teacher I	Choice time, bribes
Teacher J	Candy, games, Class Dojo
Teacher K	Based on individual student
Teacher L	Rewards, different resources
Teacher M	Rewards, engaging activities
Teacher N	Students talk what's on their minds
Teacher O	Class Dojo, lunch with teacher
Teacher P	Multiple teaching strategies
Teacher Q	Conscious Discipline, digital tools
Teacher R	Music, free time, rewards
Teacher S	Behavior Chart, modeling
Teacher T	Compliments, Class Dojo
Teacher U	Super hero award, extra stations
Teacher V	Small groups, reading TPR

Note: Teacher choice of motivation strategy based on Beginning Teacher Interviews.

Interview Question 5 asked teachers, “In your opinion, which strategies are the least successful in motivating students?” The responses that were given were not giving students a choice, yelling and threatening students, inconsistent punishments, lecturing, having students sit for long periods of time, putting down student efforts, too many options, memorizing, conditioning, and activities without options. Other responses included not allowing students to talk about things, no rewards, lessons solely taught by the objective, dictatorship, getting results without building connections, negative reinforcement, cooperative learning too early in the school year, activities that entail competition, deprivation/extinction, and using only one strategy to teach a lesson.

Interview Question 8 stated, “What roadblocks did you encounter with students who were not motivated this quarter?” The responses to answer this question consisted of bad attitude, distractions, lack of consistency, behavior problems, defiance, incomplete work, and students not turning in their homework. Other responses included student frustration, short time to teach students, family problems, lack of recognition for students, low literacy skills, and students not liking Spanish. Table 4 provides a synopsis of responses from Interview Question 5 and Interview Question 8.

Table 4

Least Effective Strategies and Roadblocks for Motivating Students

Participant	Least Effective Strategy	Roadblocks to Motivation
Teacher A	Taking things away from	Attitude, behavior, distractions
Teacher B	Yelling, threatening	Not finding consistency
Teacher C	Lecture	Incomplete assignments, behavior
Teacher D	Lecture	No recognition for students
Teacher E	Sitting for long periods	Students give up too easily
Teacher F	Putting students down	Literacy is affected
Teacher G	Unable to judge	Negative moods, behavior
Teacher H	Lecture	Students not turning in homework
Teacher I	Too many options	Defiant behavior, apathy
Teacher J	N/A	Incomplete assignments, behavior
Teacher K	Depends on Student	None
Teacher L	Memorization, Conditioning	Kids get frustrated
Teacher M	Activities without options	Not do work, distractions
Teacher N	Lack of student engagement	No success in weak areas
Teacher O	No rewards	Behaviors, not doing work
Teacher P	Lessons with only objective in mind	Non-compliance, behaviors
Teacher Q	Negative reinforcement/punishment	Short time to reach students
Teacher R	Dictatorship	Unwillingness to complete work
Teacher S	Cooperative Learning	“I don’t like Spanish.”
Teacher T	Competitive activities	Family problems
Teacher U	Extinction/Deprivation	Behavioral concerns
Teacher V	Only one strategy to teach	Can’t solve problems, no empathy

Note: Least effective motivational strategies and roadblocks to motivation based on Beginning Teacher Interviews.

Research Question 3: What motivation strategies are most used by elementary education teachers? Interview Question 7 asked respondents, “What strategies have you used to motivate your students this year?” This question examined

the motivation strategies used by elementary teachers. In addition to using effective strategies, respondents also shared some of the least successful motivational strategies and roadblocks for students. Tables 3 indicates what participants thought were best strategies. Table 4 indicates participants' least effective strategies and the roadblocks they encountered.

Interview Question 6 asked respondents, "Are your students motivated to come to school and participate in learning activities?" Two teachers (6%) answered, "No, they are not." One respondent (10%) answered sometimes; six (20%) respondents said, "Most of the time"; and 12 (40%) respondents said, "Yes, their students come to school motivated." For the complete transcripts of all beginning teacher interviews, see Appendix H.

Section 3 of the MSQ pertains to Extrinsic Rewards and Extrinsic Constraints (items 21, 24, 30, 22, 23, and 31). The questions were examined for teacher choice. Question 21 stated, "Sometimes I motivate students by giving rewards, such as extra credit or privileges." Question 22 stated, "I sometimes motivate students by supervising them very closely, structuring their time and tasks for them." Question 23 stated, "If students are not working in class, I keep them after school or in at free time." Question 24 stated, "Rewards are very effective motivating strategies for students to get their work done." Question 30 stated, "Public praise and rewards are positive influences on students' motivation in school." Finally, Question 31 stated, "A good way to motivate students is to deny them privileges and choices until the work is done." Average scores in this main category ranged from 1.67-6.33. See Appendix K for a complete listing of the subscale scores and total construct scores in this category.

The MSQ surveys were used as another component to identify various teacher

motivational strategies. The elements that comprise the Motivation Strategies Scale are Relatedness/Emotional Support (items 8, 11, 13). Question 8 on the MSQ survey stated, “When students are unmotivated, I often try to connect with them personally; use relatedness to bridge the gap.” Question 11 stated, “Sometimes, when students are not interested in learning, I just try to support them through whatever may be going on.” The last question in this element, Question 13, stated, “If students are not trying to learn, sometimes I can just attribute it to things outside of school and let them work it out.” Of the 30 respondents, four teachers’ (14%) averaged scores fell in the more not true than true region, 12 teachers’ (40%) averaged scores fell in the neutral zone, and 14 teachers’ (46%) averaged scores fell in the more true than not zone.

The second section of the Motivational Strategies Scale is Relevance and Value Perceptions (items 9, 12, 14). Question 9 stated, “To promote students’ motivation, I often provide information about why what we are learning is valuable for them.” Question 12 stated, “Often when students do not engage in learning, I try to help them see the point of learning these things.” Question 14 stated, “Many times, I try to promote students’ motivation by showing them how what we are learning is relevant to their lives.” All but three teachers who took the MSQ scored an average score of 5 or above, which placed them in the more true than not region, showing that they make learning relevant to their students’ lives, which promotes motivation.

Aspirations/Futures (items 10, 15, 17) is the third section of the Motivation Strategies Scale. Question 10 asked, “When students in my class are unmotivated, I try promoting aspirations, like college and job, which connect with the ideas we are covering.” Question 15 stated, “Sometimes, I try to enhance students’ motivation by connecting the skills they are learning to build their futures.” Finally, Question 17 stated,

“I usually include my lessons some information about the utility of the information I expect students to learn.” Teacher 11 scored a 1.67 average score, which shows no use of this strategy at all. Another eight teachers (27%) scored between of 4.0-4.67. They are impartial with this strategy and fall in the neutral zone.

Section four of the Motivation Strategies Scale is Acknowledge Peer Pressure (items 16, 18). Question 16 stated, “Motivating some students requires getting them alone, away from their peers.” Question 18 stated, “Until I figure how to overcome peer pressure, I just can’t motivate students.” Eight teachers (27%) had averaged scores that fell in the neutral zone. Five teachers (17%) scored in the more true than not zone. These teachers agree that students are influenced by peer pressure and must be removed from their peers to think for themselves. Seventeen teachers (57%) do not use this strategy. These teachers earned averaged scores of 1.5-3.0. They fell in the not at all true zone. They believed that they could motivate their students regardless of peer pressure. They have confidence in their students and believe their influence can change student attitudes.

The final area of the Motivational Strategies Scale is Can’t Influence (items 19, 20). Question 19 stated, “With some students, I just don’t want to waste time trying to motivate them.” Question 20 stated, “For some students there is nothing I can do or will ever be able to do to enhance their academic motivation.” All but one respondent fell in the not at all true area on the survey. They had averaged scores of 1.0-2.5. These 29 teachers (97%) believe that they can influence their students. Much like the Acknowledge Peer Pressure category, this category speaks to how well teachers can motivate their students regardless of social or environmental factors. Teacher 13 earned an average score of 4.0 which fell in the neutral zone.

Table 5 provides a complete listing of subscores and total construct scores for the Motivational Strategy Scale. The table has column headings that match the questions on the MSQ survey. Respondents who earned a subscore of 1.0-3.9 fell in the not at all true zone. Respondents who earned a subscore of 4.0-4.9 fell in the more not true than true (neutral) zone. Respondents who earned a subscore of 5.0-6.9 fell in the more true than not zone. Respondents who earned a perfect subscore of 7 fell in the very much true zone. Appendix L rates teacher overall on how well they motivate their students.

Table 5

Motivating Strategies Scale

Factor	Relatedness/ Emotional/ Support			Value/ Perceptions			Aspirations/ Future			Acknowledge Peer Pressure		Cannot/ Influence		Total Construct Score
	8. When students are unmotivated, I often try to connect with them personally, use relatedness to bridge the gap.			9. To promote students’ motivation, I often provide information about why what we are learning is valuable for them.			10. When students in my class are unmotivated, I try promoting aspirations, like college and jobs, which connect with the ideas we are covering.			16. Motivating some students requires getting them alone, away from their peers.		19. With some students, I just don’t want to waste my time trying to motivate them.		
	11. Sometimes, when students are not interested in learning, I just try to support them through whatever may be going on.			12. Often when students do not engage in learning, I try to help them see the point of learning these things.			15. Sometimes I try to enhance students’ motivation by connecting the skills they are learning to their futures.			18. Until I figure how to overcome peer pressure, I just can’t motivate some students		20. For some students there is nothing I can do or will ever be able to do to enhance their academic motivation.		
	13. If students are not trying to learn, sometimes I can just attribute it to things outside of school and let them work it out.			14. Many times, I try to promote students’ motivation by showing them how what we are learning is relevant to their lives.			17. I usually include in my lessons some information about the utility of the information I expect students to learn.							
Teacher	Q. 8	Q. 11	Q. 13	Q. 9	Q. 12	Q. 14	Q. 10	Q. 15	Q. 17	Q. 16	Q. 18	Q. 19	Q. 20	
1	6	6	5	6	6	6	6	6	5	6	3	1	1	4.6
2	5	4	4	7	7	7	7	7	6	5	5	1	1	4.8
3	5	7	6	6	6	6	6	6	6	6	2	1	2	4.7
4	6	6	4	6	5	5	5	5	4	5	1	1	1	3.7
5	7	7	6	7	7	7	4	7	7	5	1	1	1	4.7
6	6	7	3	7	7	7	7	7	5	7	1	1	3	4.9

(cont.)

Factor	Relatedness/ Emotional/ Support			Value/ Perceptions			Aspirations/ Future			Acknowledge Peer Pressure		Cannot/ Influence		Total Construct Score
Teacher	Q. 8	Q. 11	Q. 13	Q. 9	Q. 12	Q. 14	Q. 10	Q. 15	Q. 17	Q. 16	Q. 18	Q. 19	Q. 20	
7	6	6	3	6	6	6	6	6	6	6	3	1	1	4.5
8	6	7	3	7	7	7	7	7	7	5	1	1	1	4.6
9	6	6	6	6	6	6	6	6	6	6	5	2	3	5.2
10	6	5	6	5	4	4	6	6	5	7	3	3	4	4.6
11	5	5	5	4	4	4	1	1	3	5	1	1	1	2.8
12	5	3	3	5	5	5	3	5	5	5	1	1	1	3.4
13	7	7	6	7	7	7	7	7	5	7	1	3	5	5.6
14	5	1	1	5	5	5	5	5	5	5	1	1	1	3.2
15	7	6	4	6	6	7	7	7	4	3	1	1	1	4.2
16	7	5	5	7	6	5	5	6	4	4	5	1	1	4.3
17	7	7	4	6	6	7	7	7	7	5	4	1	1	4.9
18	4	4	4	5	7	5	4	4	4	2	0	2	2	3.3
19	5	5	4	6	4	5	4	4	4	3	4	2	1	3.7
20	5	4	2	5	4	6	4	4	4	1	2	1	1	5.0
21	5	4	2	5	4	6	5	6	4	1	2	1	1	3.2
22	7	7	6	7	6	7	7	7	7	6	7	1	2	5.6
23	5	5	3	5	5	-	4	7	6	3	3	2	1	3.9
24	5	7	1	5	6	7	4	7	7	3	2	1	2	4.0
25	4	6	4	7	7	4	6	4	3	2	2	1	1	3.0
26	4	4	4	4	4	4	4	4	5	5	5	2	3	3.9
27	6	7	3	7	7	6	7	5	3	4	2	1	1	4.2
28	5	5	3	5	5	5	4	4	5	4	2	1	1	3.5
29	6	4	6	7	5	6	7	5	5	3	1	1	3	4.2
30	5	4	4	6	5	5	6	5	4	5	3	1	1	3.9

Note: This component of the MSQ is comprised of 19 items indicating strategies teachers are asked to endorse using the 7-point Likert scale. Thirteen of the items sort into five clusters representing four types of strategies and one cluster to represent teacher helplessness in influencing motivation. Each column heading indicates the matching question on the MSQ survey. The strategies cluster as follows: relatedness/emotional support (three items); relevance/value perceptions (three items); aspirations/future (three items); acknowledge peer pressure (two items); and can't influence (two items). The average of all scores in the element represent the total construct score for motivation.

Not at all true (Subscores 1.0-3.9)

More not true than true (Subscores 4.0-4.9)

More true than not (Subscores 5.0-6.9)

Very much true (Subscore 7)

Chapter 4 provided a summary of the research conducted to understand the motivation beliefs and strategies held by beginning and veteran teachers in elementary

schools. The data collected from the beginning teacher interviews and the MSQ provided the researcher with an analysis of which motivational strategies elementary school teachers believe work and those strategies deemed least effective for their students. Chapter 5 further analyzes the data and provides recommendations and implications for further research.

Chapter 5: Recommendations, Future Implications, and Summary

The purpose of this research was to examine the training that teacher candidates receive on motivation strategies during their teacher education programs and how that training correlates with the ways teachers can motivate their students. This research elaborated on how proper program training and the understanding of motivational theories can equip teachers with the tools needed to positively impact student achievement (Ames, 1990). The research questions examined in this study were

1. What is the level of knowledge regarding student motivation theory and motivation strategies elementary education teachers receive from their teacher preparation programs?
2. What are the beliefs of elementary teachers regarding student motivation?
3. What motivation strategies are most used by elementary education teachers?

Analysis of Data

Research Question 1: What is the level of knowledge regarding student motivation theory and motivation strategies elementary education teachers receive from their teacher preparation programs? At the completion of this research, most of the beginning teachers who participated in the beginning teacher individual interviews shared that the teacher education programs they attended in domestic and foreign universities adequately prepared them with motivational strategies they could use in the classroom. Research by Kelly (2013) stated that problems continue to exist within the American teacher education program. Student performance on average is failing, while disparities between economic and ethnicities are growing. According to Kelly, effective teachers are the most important factor in student success. Rigor is lacking in so many teacher education programs in America, while foreign countries are making great strides,

attracting great candidates, and providing them with intensive teacher training to test their skills and capacity (Kelly, 2013).

According to Kelly (2013), teacher training programs accept low-quality candidates and take them through a mediocre curriculum that does not teach best strategies on how to motivate their students. Furthermore, prospective teachers are not able to complete field experiences with a well-experienced teacher. Consequently, teachers are not able to manage a classroom. The three teachers who teach Spanish Immersion attended schools in either Colombia or Ecuador in South America. These teachers stated they were adequately equipped to motivate their students in the classrooms; however, this could be attributed to many of these students coming to school already motivated. This phenomenon aligns with recent research that says foreign countries are making strides in their teacher education training programs (Kelly, 2013); however, one teacher who was trained in the Philippines felt she was trained adequately but not enough to handle students who have behavioral and/or academic developmental diagnoses.

Analysis of data from Research Question 1 was based on 22 beginning teacher responses from the individual interviews. Thirteen of the interviewed teachers (59%) felt as though their teacher preparation programs adequately prepared them with the tools needed to motivate their students; however, they did not elaborate on the classes they took during their teacher training. Two of these beginning teachers (Teacher H and Teacher N) had been teacher assistants for many years before entering the classroom; they claim this experience prepared them for student motivation. Six of the interviewed teachers (27%) responded that their teacher programs did not adequately prepare them to motivate their students before entering the classroom. Three of the interviewed teachers

(14%) felt their teacher programs prepared them somewhat but not fully enough to be effective in motivating their students in classroom settings. One example of this was Teacher B who attributed that her knowledge of motivation came from working with children in various jobs. From her work experience, she has been able to find out what makes her students “tick.” These findings align with the literature review concerning the finding that after the foundational courses that cover theories and motivational constructs, there is no more discussion of these topics (Ames, 1990).

Early research from the 1960s found that teachers who went through a rigorous science education program were more likely to use hands-on techniques and inquiry to teach obscure scientific concepts, while teachers with less training emphasized on rote memory (Perkes, 1967). Institutions spend minimal time on how motivation concepts align with the instructional program, minimal attention to how the climate of the classroom can challenge or drive the development of student motivation to learn, and minimal attention to how motivating concepts relate to one another (Ames, 1990).

Historically, teacher preparation programs housed in universities and colleges in the United States have received contemptuous disapproval in recent years. Levine (2006), a well-known expert on teacher preparation, has been one of the most mentioned critics of teacher education programs. In his publication, *Educating School Teachers*, Levine expressed many popular disdains about the current state of teacher education programs. Some of these disdains are a disorganized curriculum, few dynamic teachers, and low admission standards. The major consensus of his study is that prospective teachers of preparation programs are not ready to enter the classroom (Edweek, 2011). The research conducted in this study had the aim of connecting how teacher programs correlate to how well prospective teachers motivate their students.

Studies done by Goldhaber and Brewer (2000) and Wenglinsky (2002) suggested that a strong command of the subject matter is associated teacher self-efficacy.

Goldhaber and Brewer (1997) conducted a study that implicates the fact that teachers who hold master's degrees in subjects like science, math, or mathematics education are more effective than teachers who hold master's degrees in other subjects not related to the teacher's specialty area.

Question 2 of the individual interview stated, "Do you feel that your teacher education program adequately prepared you with theories or concepts needed to motivate your students?" Three teachers interviewed in this study had obtained master's degrees. Teacher D is a fourth-grade math and science teacher with a master's degree. She could not recall if she had learned motivational concepts in her undergraduate teacher training program and did not provide a response; however, she stated that her students are motivated through the integration of technology, visuals, and sounds. Teacher N, who teaches Educationally Challenged kindergarten through second-grade students and holds a master's degree, credits her 22 years of serving as a teacher assistant to successfully motivating her students. She motivates her students through praise and encouragement. Teacher O teaches all subjects in first grade. She holds a master's degree and motivates her students through clear expectations, consequences, rewards, and parent communication. It is not clear if these findings align with Goldhaber and Brewer's (2000) study that teachers who hold a master's degree are more effective in motivating their students than those who do not.

Research Question 2: What are the beliefs of elementary teachers regarding student motivation? This question examined how well teachers felt they could motivate their students as well as outside factors that can affect this effort. Results of the MSQ

were broken down in depth and each teacher (beginning teacher and veteran teacher) was given a construct score of 1-7 per element on the Likert scale. The categories were not at all true, more not true than true, more true than not, and very much true. The Efficacy for Diagnosis and Intervention Scale was the first major section of the MSQ survey.

Confidence about Diagnosing Motivation and Self-Efficacy for Motivation were examined using Questions 1-7. For example, Question 1 stated, "I feel confident that I can tell when students are motivated to learn in my class." Question 5 stated, "Overall, I believe that I can accurately tell when my students are not motivated in class." Question 6 stated, "Even though motivating some students is challenging, I can almost always get them motivated." Finally, Question 7 stated, "Motivating students is something that I have been able to do effectively, even for the least motivated students."

Of the 30 participants, one teacher scored a 3.67, which fell in the more not true than true zone. Six teachers (30%) had averaged scores that fell in the neutral zone, with average scores ranging from 4.25-4.75. Ten teachers (33%) had average scores of 5.0-5.99, which fell in the more true than not zone. Eight teachers (27%) scored a 6.09-7.0 zone, which fell in the very much true zone, with one teacher having a perfect score when averaged. This section of the MSQ describes how well teachers feel that they can motivate their students.

Section 1 of the General Beliefs (Motivation as Malleable) section contained MSQ questions 26, 28, and 32. Question 26 stated, "Teachers really can do a lot to influence students' motivation." Question 28 stated, "Students' motivation is generally responsive to teachers' influence." Question 32 stated, "Students' motivation can usually be influenced by teachers' strategies." Section 2 of the General Beliefs section on the MSQ (Motivation as Transient) contained questions 25, 27, and 29. Question 25 stated,

“Students’ motivation changes from day to day and teachers just have to accept those good and bad days.” Question 27 stated, “Students just come to school either motivated or unmotivated.” Question 29 stated, “Students’ motivation is individual, and it varies a lot regardless of teachers’ strategies.”

When averaging the six scores between both sections, of the 30 respondents, four teachers (13%) earned total construct scores of 2.5, 3.33, 3.67, and 3.83 respectively, which ranked them in the more not true than true zone. Eleven teachers (37%) rated from 4.0-4.84, which placed them in the neutral zone. Twelve teachers (40%) scored between 5.0-5.83, which placed them in the more true than not zone. Three teachers (10%) gained a construct score of 6.0, 6.17, and 6.34 respectively, which ranked them in the very much true zone. These results reveal that very few teachers have a strong amount of confidence in their ability to move students toward motivation. The data are consistent with the research from the Online Learning Center (2012) which stated that even the most well-intentioned and educated teachers sometimes lack the skills to keep students on track.

Whether one is a novice or a veteran, finding ways to keep students motivated and to encourage them to meet their goals or teacher expectations can be challenging (Online Learning Center, 2012). Of the 30 responses, 11 teachers ranked in the neutral zone, scoring between a 4.0-4.84. The research data fall in line with the perspective of Allinder (1994). Allinder (1994) stated that teacher self-efficacy beliefs may influence student achievement in several ways: Studies by Muijs and Reynolds (2001) and Tournaki and Podell (2005) expounded on how influential teacher self-efficacy beliefs can be on student success and achievement in school. Teacher self-efficacy beliefs influence student achievement in the following ways: High-efficacious teachers are more likely than low-efficacious teachers to implement moral and social constructs in the classroom,

have strong classroom management and sufficient teaching techniques, encourage students to self-regulate and self-motivate, take responsibility for students with disabilities (Allinder, 1994), manage behavior problems, and keep students on task (Chacón, 2005; Soodak & Podell, 1993).

Based on the research by Chacón (2005), when teachers feel as though they are not able to motivate their students, they may attribute roadblocks to student attitudes, environmental factors, learning academic and behavior problems, lack of student initiative, incomplete homework, student frustration, and students not liking certain subjects. Many teachers feel as though these students come in with problems too great to rectify at school (Allinder, 1994).

Students must have efficacy as well to feel productive in their academic endeavors. Some researchers such as Bandura (1986) and Pajares (2009) have attested that teachers should be aware of student perceptions of their own competencies as compared to their true skills. This insight may positively impact student motivation and future achievement goals. Teachers can determine student beliefs of self-efficacy to provide the teachers with essential insight into student motivation, behavior, and future options (Bandura, 1986; Pajares, 2009). Per Bandura's (1986) social cognitive theory, one's self-efficacy beliefs provide the foundation of human motivation, achievement, and overall quality of life.

Motivation, both extrinsic and intrinsic, is a primary factor for student achievement in all stages of their educational journey, and teachers play a very significant role in motivating their students (Online Learning Center, 2012); however, motivating students is much easier to say than do, as students have different personalities and it takes much time and effort to get a whole classroom motivated to learn, work hard, and

persevere (Online Learning Center, 2012). Even the most influential teachers may lack the skills to keep students motivated. Whether a teacher is a novice or a veteran, it requires much skill and knowledge to get students to live up to their best potential (Online Learning Center, 2012).

Recent studies by the American Psychological Association (2004) have found that students are more likely to reach their educational goals if they play a part in setting those goals. When students have the mindset to obtain external rewards such as good grades, they may perform under par, view themselves as unworthy, and consume greater stress when they think that exams are the only way to assess their skills (American Psychological Association, 2004). Other studies have found that extrinsic rewards result in a decrease of motivation for a task if the student was already motivated from the beginning. Deci et al. (1999) determined that these rewards tend to have an adverse effect on personal motivation by discouraging students from the desire to self-motivate or self-regulate (American Psychological Association, 2004).

For example, according to the individual interviews, Teacher A motivates students by having them set personal goals for themselves and incorporating the Dweck (2012) growth mindset in her teaching craft. Teacher P begins each lesson by making the lesson relevant to student lives. Teacher T integrates Howard Gardner's learning theories such as interpersonal and intrapersonal intelligences to ensure students are connected to their individual learning style. Teacher V believes that extrinsic and intrinsic rewards are crucial to motivating students. Martin (2006) found that teacher enjoyment and confidence in teaching, pedagogical efficacy, and affective orientations in the classroom have a positive impact on student engagement and motivation.

The analysis of Research Question 2 aligns with the study by Hamre and Pianta

(2001) which explicated that teachers who establish bonds with their students will create classrooms of supportive environments in which students can productively engage in academic and social aspects. When students feel accepted and loved by their teachers, they will comfortably reach out to their teachers, taking on academic challenges and working on social-emotional growth. Students explore the classroom and school settings by building peer relationships and developing personal esteem and individual worth. A secure relationship like this encourages students to learn socially appropriate behaviors and work to achieve the goals and expectations set by the teacher (Hamre & Pianta, 2001). Teacher A sets personal goals, uses bribes, and rewards students for positive behavior, which aligns with this study's conclusion. Another aligning example is Teacher G, who shows students genuine care and holds students accountable for their success.

An example of peer relationships is when Teacher H implements peer-to-peer collaboration in her classroom routines, which, in turn, can build student self-confidence. Another example of this is that Teacher S believes cooperative learning later in the school year is great for student responsibility and growth. Through these secure relationships, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations (Hamre & Pianta, 2001).

Research Question 3: What motivation strategies are most used by elementary education teachers? There are many motivational strategies available to teachers, but how well prepared are teachers to utilize these strategies when needed? The five motivational strategies of focus in this research were the growth mindset theory, the social cognitive theory, the self-determination theory, the expectancy theory, and the goal orientation theory. These strategies were taken into consideration when determining

what strategy was aligned to each theory.

Among the 22 beginning teachers in the interviews, the strategy that was most prominent was the expectancy theory, with seven teachers (32%) using it. According to Vroom's (1964) expectancy theory, three perceptions (valence, instrumentality, and expectancy) individually stimulate motivation; but as a collective set, they have a prevailing effect. Valence is comprised of affective orientations (value) toward results. A positive outcome for valence is when an individual prefers obtaining a reward to not obtaining it. One will perceive an outcome as valuable because of its connection (instrumentality) in gaining other desirable rewards. The function of an individual's needs, goals, values, and sources of motivation is referred to as valence. The personal belief that first-tier rewards lead to second-tier rewards is referred to as instrumentality (Vroom, 1964).

Eccles et al. (1983) defined the expectancy value model from a growth standpoint; analyzing research of recent times on how students develop their capacity, abilities, value of tasks, and competency goals and how they relate to the expectancy theory. Changes in achievement beliefs include changes in the things that influence children's capacity, values, and beliefs. These factors change across the age level with those constructs and change in children's competency beliefs and personal values. Changes in relationships of these factors are also considered (Eccles et al., 1983).

When individuals feel important rewards follow any performance level, low instrumentality is present (Pinder, 1984). Expectancy is referred to as "a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome" (Vroom, 1964, p. 17). This insight is highly based on a person's experience and ability and the difficulty of the standard or goal in sight (Porter & Lawler, 1968).

Vroom (1964) implied that what one expects, instrumentality, and values psychologically interrelate within a person's belief system to create a force of motivation that can influence behavior. Furthermore, Vroom upheld the theory that when an individual decides to choose a behavior, he or she will select the option with the greatest reward. Vroom's theory is stated as such: $\text{Motivation Forces} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}$ (Estes & Polnick, 2012). Based on the beginning teacher interviews, the strategies that fell under this theory were integrating technology, choice time, rewards, compliments, engaging activities, and extra academic stations.

The seven teachers who align their strategies to the expectancy theory present alternatives to their students that interest them and motivate them to stay engaged. Some of the strategies used that align to this theory were Teacher D integrates technology in her academics; Teacher I uses choice time and bribes as incentives; Teachers L and M use rewards, engaging activities, and an abundance of resources; Teacher R uses music, free time, and rewards; Teacher T uses Class Dojo; and Teacher U uses extra stations and a super hero award. Each of these teacher's motivational strategies align with Vroom's (1964) expectancy theory of motivation.

Based on responses from the individual interviews, four teachers (18%) aligned their motivational strategies styles with Dweck's (2012) growth mindset theory. When teachers taught with a growth mindset, where the student started did not hinder the student's progress and continual improvement (Dweck, 2012). Groups of students learned and improved with much more movement. Dweck (2012) clarified that our talents and abilities alone do not bring us success, but whether they are approached with a fixed or growth mindset.

According to Gerstein (2014), teachers and students alike can develop a growth

mindset, but school administration must plan this carefully. Modeling is the most obvious way to develop a growth mindset in teachers. Gerstein has facilitated teacher trainings and workshops that seek to help teachers in modeling the growth mindset with their students. A main component for teachers is to instill in them the attitude of being a lifelong learner (Gerstein, 2014). The four teachers who aligned their motivational strategies to Dweck's (2006) theory are Teacher A who uses the growth mindset theory in her daily thought process, Teacher E who encourages her students to try, Teacher G who holds students accountable for their own learning, and Teacher N who allows students to express what is on their minds. Each of these strategies align with Dweck's (2006) growth mindset theory of motivation.

Five teachers (23%) aligned their motivational strategies styles to the social cognitive theory. Social cognitive theory focuses on how people learn from individual experiences, the actions of others, and their interaction with their environment (Rural Health Information Hub, 2004). The social cognitive theory provides opportunities for social support through instilling expectations, self-efficacy, and using observational learning and other reinforcements to achieve behavior change (Rural Health Information Hub, 2004). The social cognitive theory explains how people acquire and maintain specific behavioral patterns, while also providing the basis for intervention strategies (Bandura, 1997). Teacher C uses models, awards, and incentives; Teacher H uses hands-on activities and peer-to-peer collaboration; Teacher S uses modeling and a behavior chart; and Teacher V uses small group collaboration. These strategies align with the social cognitive theory of motivation.

Teacher Q uses Conscious Discipline as a motivational strategy, which aligns with the social cognitive theory. Conscious Discipline integrates social-emotional

learning with the classroom environment. Conscious Discipline was established by Dr. Becky Bailey, a psychologist who studies child development. Conscious Discipline promotes children to show self-control rather than punishing them for a lack thereof (Hughes, 2018).

Five teachers (23%) aligned their motivational strategies styles to the goal orientation theory. Seeking ways to increase student learning and its effectiveness have been the perpetual subjects of interest to researchers and educators alike. One approach to enhance the effectiveness of student learning is to examine the relationship between motivation and cognition over time. It is very probable that student perceptions of the classroom setting play a pivotal part in leading effective teaching.

The five teachers who use the goal orientation theory as their motivational strategy are Teacher B who uses group accountability, Teacher F who uses Class Dojo rewards, Teacher J who uses candy and games, Teacher O who uses lunch with the teacher, and Teacher P who uses multiple teaching strategies. These strategies allow for students to reach a goal, which align with the goal orientation theory of motivation.

Finally, one lone teacher (Teacher K, 8%) used the self-determination theory as his method of choice to motivate students. Self-determination theory of motivation differentiates between intrinsic motivation and extrinsic motivation (Med Teach, 2013). He makes learning relevant based on student individual preferences. One observes intrinsic motivation if engaged in an activity out of genuine self-interest. Intrinsic motivation can be an interesting topic of study as it intertwines with deeper knowledge, higher achievement, and overall well-being when it is compared to extrinsic motivation. Intrinsic motivation depends on fulfilling three basic emotional needs: autonomy, competence, and relatedness. According to Med Teach (2013), autonomous teaching is

an extremely vital element since it allows students to feel independent and capable in their learning, while feeling valued (relatedness) by their teachers (Med Teach, 2013).

Thirty beginning and veteran teachers with various years of experience participated in the MSQ to share their thoughts on motivation. Based on the data collected, most of the respondents used a combination of strategies. Most motivation strategy beliefs were aligned with the expectancy theory, with 29 participant responses (97%) aligned with this strategy. When individuals feel important rewards follow any performance level, low instrumentality is present (Pinder, 1984). Expectancy is referred to as “a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome” (Vroom, 1964, p. 17). This insight is highly based on a person’s experience, ability, and the difficulty of the standard or goal in sight (Porter & Lawler, 1968).

To answer Research Question 3, the MSQ survey questions used were Question 21, “Sometimes I motivate students by giving rewards, such as extra credit or privileges”; Question 24, “Rewards are very effective motivating strategies for students to get their work done”; and Question 30, “Public praise and rewards are positive influences on students’ motivation in school.” Twenty-nine of 30 participants (97%) who earned a subscore between 5-7 on the MSQ survey attuned to the fact that their students are motivated by the expectation of a reward, aligning with Vroom’s (1964) expectancy theory of motivation.

The second most implemented motivation strategy among the participants was the self-determination theory, with 27 teachers (90%) who took the survey using this strategy. The self-determination theory of motivation distinguishes between intrinsic and extrinsic motivations. One observes intrinsic motivation when engaged in an activity out

of authentic interest and is truly self-determined. Intrinsic motivation is the desired type of motivation for study as it is associated with deep learning, better performance, and positive well-being in comparison to extrinsic motivation. It is dependent on the fulfilment of three basic psychological needs described by the self-determination theory. These are the needs for autonomy, competence, and relatedness (Med Teach, 2013). Based on the MSQ survey, the strategies that fell under this theory were promoting student aspirations and making learning relevant to their futures.

To answer Research Question 3, the MSQ survey questions used were Question 10, “When students in my class are unmotivated, I try promoting aspirations, like college and jobs, which connect with the ideas we are covering”; Question 15, “Sometimes I try to enhance students’ motivation by connecting the skills they are learning to their futures”; and Question 17, “I usually include in my lessons some information about the utility of the information I expect students to learn.” Twenty-seven of 30 teachers use intrinsic rewards such as relating learning to student futures (earning a subscore between 5-7 on the Likert scale) which aligns to the self-determination theory of motivation.

The next most used motivation strategy used was the goal orientation theory, with 21 participants (70%) who took the survey using this strategy. During the last 20 years, the goal orientation theory has been named as a dominant viewpoint in the field of academic achievement, most significantly in academic motivation; yet as research from Kaplan and Maehr (2007) in the theory has flourished, the use of an array of methods to gauge goal orientations have contributed to theoretical obscurity, particularly about the origins, developments, and stability of these orientations. Strategies that fell under the goal orientation theory were group accountability, Class Dojo, candy, games, and lunch with the teacher. To answer Research Question 3, the MSQ survey questions used were

Question 9, “To promote students’ motivation, I often provide information about why what we are learning is valuable for them”; Question 12, “Often when students do not engage in learning, I try to help them see the point of learning these things”; and Question 14, “Many times, I try to promote students’ motivation by showing them how what we are learning is relevant to their lives.” Twenty-one teachers who took the survey earned a subscore between 5-7 on the Likert scale which aligns with the goal orientation theory of motivation.

Social cognitive theory was another popular strategy with 18 participants (60%) using this motivation strategy. Social cognitive theory is the view that people model the behaviors of others (Chegg Study, 2017). In psychological terms, social cognitive theory explains that the personality refers to how a person views and reacts in the environment. Bandura (1973) contended that while people watch others receive rewards for behaviors, they tend to imitate those behaviors to receive an award. People emulate those with whom they identify.

Strategies that align with the social cognitive theory are modeling, rewards, incentives, and digital tools. To answer Research Question 3, the MSQ survey questions used were Question 16, “Motivating some students requires getting them alone, away from their peers”; Question 18, “Until I figure how to overcome peer pressure, I just can’t motivate some students”; Question 19, “With some students, I just don’t want to waste my time trying to motivate them”; and Question 20, “For some students there is nothing I can do or will ever be able to do to enhance their academic motivation.” Eighteen teachers earned a subscore of between 5-7 on the Likert scale, which indicates their motivational strategy alignment to the social cognitive theory of motivation.

The strategy least used was the growth mindset strategy, with 17 participants

(57%) aligning their responses to this theory. A rationale for the lower use of the growth mindset theory may be that many teachers have the opposite fixed-mindset theory about their students. Many teachers come in the classroom with set expectations which come from experience, beliefs about children, and values. This combination of perceptions will influence how successful their students are. Teachers who held a growth mindset did not base student success on where they began; they had confidence that their students could improve their academic capacity over time (Dweck, 2012). Groups of students learned and improved with much more movement. Dweck (2012) contended that it is not our talents or abilities alone that bring us success, but if we base them on a fixed mindset or a growth mindset. She contended that praising skills and intellect will not improve self-esteem; it may actually weaken self-esteem. (Dweck, 2012). The best strategies that align with the Dweck (2012) growth mindset is to hold students accountable for their own learning and continually inspire them to be their very best.

To answer Research Question 3, MSQ survey questions used were Question 26, “Teachers really can do a lot to influence students’ motivation”; Question 28, “Students’ motivation is generally responsive to teachers’ influence”; and Question 38, “Students’ motivation can usually be influenced by teachers’ strategies.” Seventeen teachers earned a subscore of 5-7 on the Likert scale which indicates a strong correlation to Dweck’s (2006) growth mindset theory of motivation.

The analysis of Research Question 3 depicts that teachers of all levels of experience and subject areas use a variety of motivational strategies to ensure they meet their students where they are. Ashton and Webb (1986) recognized that teachers who have high self-efficacy are very organized, exhibit greater pedagogical skills, and give timely feedback to struggling students, while keeping students engaged. On the other

hand, teachers with low self-efficacy display a more protective than caring approach to classroom management, spend a great deal of time in small group work instead of whole group instruction, become annoyed and intimidated by misbehavior, and have trouble keeping students on task (Mojavezi & Tamiz, 2012).

Recommendations for Further Research

When taking the beginning teacher interview responses into consideration, it calls into question if the American teacher education programs are improving or if only certain schools are improving in select states. The teachers who attended universities in Arizona and New York state respectively, felt confident that they were prepared enough to motivate their students. Conversely, the teacher who attended a university in Florida did not feel adequately prepared to motivate her students. Overall, 15 of the 22 beginning teachers (68%) who were interviewed believed they were equipped with strategies to motivate their students. This may indicate that more research needs to be conducted to gain a more detailed view of how well teachers are trained in motivational strategies during their teacher training programs.

Using the MSQ survey was an excellent tool that covers a wide array of teacher beliefs and efficacy regarding motivation; however, other scales and surveys could be used that cater specifically to a motivation theory versus the researcher looking at the elements and aligning them to a certain theory. For future implications, it may be more useful for researchers to find a tool that will hone in on a specific motivation theory. Student motivation surveys would be very helpful in future research as they know exactly what motivates them.

It would be very beneficial to do further research on motivation theories and interview a larger sample of teachers. Interviews should include teachers of all subject

areas, years of experience, and various educational levels. Using individual interviews with veteran teachers may reveal other strategies and techniques that are successful in the classroom.

Further research should be done to measure the state of teacher education programs across the United States. Researchers should speak with deans of education to see what curriculum updates are being made in their teacher education programs. Due to the number of participants who felt they were adequately prepared to motivate their students, it would be wise to conduct further research to gauge if the teacher training programs are showing some improvement across the United States.

Implications for Further Practice

There are several implications for further practice that can be implemented based on this study. Some of these implications are as follows:

- **While the research shows that teacher education programs in many foreign countries are thriving, it may be a possibility for domestic and foreign university leaders to come together and share ideas that work.**

Based on the data retrieved from this research, it is evident that most teachers interviewed who had undergone teacher training in the United States and abroad felt as though they were adequately prepared to motivate their students in the classroom. While this seems promising, teachers who lack proper training may benefit from taking professional development classes during their initially licensed years. Leaders of teacher education programs in the United States may benefit from working with teacher education programs in foreign countries to share activities and ideas that may prove beneficial to teachers around the world. Professional development such as classroom management, social development, and behavioral interventions may help. Positive

Behavior Interventions and Support (PBIS) could be useful as it is a very popular behavioral tool which supports academic and behavior achievement. This program is used in many elementary schools across the United States and would most likely improve student behavior and academic success in other countries.

- **Elementary teachers use multiple motivational strategies to engage their students.**

Most teachers who were interviewed or participated in the MSQ used more than one strategy to motivate their students. It can be advantageous for teachers to have a “bag of tricks” to keep their students motivated. Effective teacher education programs can contribute in this endeavor. Human beings are multifaceted, so it is important that teachers have several strategies to motivate students while considering their students’ various personalities and needs. Teacher education programs must continue to build upon their curricula concerning motivational strategies to ensure their teacher graduates are ready to enter the classroom armed with several techniques to motivate their students.

- **Motivation is closely linked to student perceptions of teacher expectations.**

Based on the literature review and the research conducted, clear expectations and directions from teachers yield more cooperation from students. Students respond better in an environment where they know what is expected of them. When students feel their teachers are confident in their craft, students work hard to meet teacher expectations. Student self-efficacy depends heavily on teacher self-efficacy. Both are intricately linked, and each sense of self-efficacy affects the classroom climate. When teachers give their students clear expectations, the students are motivated to follow the teacher’s lead

and work to reach the goals of the classroom.

- **Positive student-teacher relationships lead to higher student academic success in the classroom.**

Positive student relationships between teachers and students will generate warmth, trust, and academic achievement in classroom settings. When teachers create a safe, supportive environment for students, affirming their belief in student abilities rather than laying out the consequences of not doing things, students are much more likely to get and stay motivated to do their work. In the end, students will fulfill the expectations the adults around them communicate, so educators must focus on what students can do versus what they cannot do (Online Learning Center, 2012).

Limitations and Delimitations

While reaching out to a total of six schools, only two schools agreed to participate in the surveys, and four schools participated in the individual interviews. More than one attempt was made to several principals to get a large enough sample for the research. With the limitations of only 52 participants in this study, it would be hard to make a strong conclusion concerning how most teachers feel about motivation. Limitations of this study indicate that most of the beginning teacher candidates attended schools in North Carolina, and all teachers interviewed are in the same district. The five theories of focus in this research are only a small number of many other theories that are available to teachers such as Herzberg's Motivation Theory, Taylor's Motivation Theory, Maslow's Hierarchy of Needs, and McClelland's Need Theory, just to name a few. The five motivational theories chosen by the researcher most closely aligned to the strategies the researcher observed being used in the classroom.

Summary

This research will be used as an educational tool to add to the literature about teacher education programs and motivational strategies. It is the hope that more research can be developed from this study and the research will give more explicit information concerning these topics. With the use of further research, educators can gain a better understanding of what motivational factors help students succeed in their education and how teacher education programs can assist in this endeavor.

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Appendix A

Motivating Students Questionnaire

This survey was adapted from Philadelphia College of Osteopathic Medicine DigitalCommons@PCOM: Psychology Dissertations, Student Dissertations, Theses and Papers (2015).

MOTIVATING STUDENTS QUESTIONNAIRE (MSQ)

HOW I MOTIVATE STUDENTS

Instructions:

For the following questions, please respond regarding how true each statement is for the students in your class. Indicate how true each statement is from your perspective, using the following response scale:

Not at all true	More <u>not</u> true than true	More <u>true</u> than not	Very much true
-----------------	--------------------------------	---------------------------	----------------

1	2	3	4	5	6	7
---	---	---	---	---	---	---

1. I feel confident that I can tell when students are motivated to learn in my class.

Not at all true	More <u>not</u> true than true	More <u>true</u> than not	Very much true			
1	2	3	4	5	6	7

2. I have indicators that I use successfully to identify unmotivated students.

Not at all true	More <u>not</u> true than true	More <u>true</u> than not	Very much true			
1	2	3	4	5	6	7

3. I feel confident that I can motivate students in my class who are unmotivated.

Not at all true	More <u>not</u> true than true	More <u>true</u> than not	Very much true			
1	2	3	4	5	6	7

4. If students are not initially motivated, I can usually improve their motivation with the strategies that I use.

Not at all true	More <u>not</u> true than true	More <u>true</u> than not	Very much true			
1	2	3	4	5	6	7

5. Overall, I believe that I can accurately tell when my students are not motivated in class.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

6. Even though motivating some students is challenging, I can almost always get them motivated.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

7. Motivating students is something that I have been able to do effectively, even for the least motivated students.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

8. When students are unmotivated, I often try to connect with them personally, using relatedness to bridge the gap.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

9. To promote students' motivation, I often provide information about why what we are learning is valuable for them.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

10. When students in my class are unmotivated, I try promoting aspirations, like college and jobs, that connect with the ideas we are covering.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

11. Sometimes, when students are not interested in learning, I just try to support them through whatever may be going on.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

12. Often when students don't engage in learning, I try to help them see the point of learning these things.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

13. If students are not trying to learn, sometimes I can just attribute it to things outside school and let them work it out.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

14. Many times, I try to promote students' motivation by showing them how what we are learning is relevant to their lives.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

15. Sometimes I try to enhance students' motivation by connecting the skills they are learning to their futures.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

16. Motivating some students requires getting them alone, away from their peers.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

17. I usually include in my lessons some information about the utility of the information I expect students to learn.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

18. Until I figure how to overcome peer pressure, I just can't motivate some students.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

19. With some students, I just don't want to waste my time trying to motivate them.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

20. For some students, there is nothing I can do or will ever be able to do to enhance their academic motivation.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

21. Sometimes I motivate students by giving them rewards, such as extra credit or privileges.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

22. I sometimes motivate students by supervising them very closely, structuring their time and tasks for them.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

23. If students are not working in class, I often keep them after school or in at free periods until their work is done.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

24. Rewards are very effective motivating strategies for students to get their work done.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

25. Students' motivation changes from day to day, and teachers just have to accept those good and bad days.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

26. Teachers really can do a lot to influence students' motivation.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

27. Students just come to school either motivated or unmotivated.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

28. Students' motivation is generally pretty responsive to teachers' influence.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

29. Students' motivation is individual, and it varies a lot regardless of teachers' strategies.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

30. Public praise and rewards are positive influences on students' motivation in school.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

31. A good way to motivate students is to deny them privileges and choices until the work is done.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

32. Students' motivation can usually be influenced by teachers' strategies.

Not at all true		More <u>not</u> true than true		More <u>true</u> than not		Very much true
1	2	3	4	5	6	7

Appendix B

Motivating Teacher/Student Scoring Guide

MSQ Scoring/Coding

Efficacy for Diagnosis & Intervention Scale

Confidence about diagnosing motivation subscale: Items 1, 2, 5

Self-efficacy for motivating students subscale: 3, 4, 6, 7

Motivating Strategies Scale

Relatedness/emotional support: Items 8, 11, 13

Relevance, value perceptions: 9, 12, 14

Aspirations, futures: 10, 15, 17

Acknowledge peer pressure: 16, 18

Can't influence: 19, 20

Extrinsic Rewards/Extrinsic Constraints

Extrinsic rewards: Items 21, 24, 30

Extrinsic constraints 22, 23, 31

General **Beliefs** Scale

Motivation as Malleable (vs. unmalleable): 26, 28, 32

Motivation as Transient (vs. stable): 25, 27, 29

Appendix C

Interview Questions



Beginning Teacher Interview Questions
(Researcher-Created)

Research Topic: Teacher Training and Student Motivational Strategies

1. What grade level/subject do you teach?
2. Where did you attend college for teacher preparation?
3. Do you feel that your teacher preparation program adequately prepared you with theories or concepts needed to motivate your students?
4. What strategies do you believe work best for motivating students to reach their fullest potential?
5. In your opinion, which strategies are the least successful in motivating students?
6. Are your students motivated to come to school and participate in learning activities?
7. What strategies have you used to motivate your students this year?
8. What roadblocks did you encounter with students who were not motivated this quarter?
9. Do you believe home factors play a part in your students' motivation levels?

Other comments:

Age: _____

Gender: ☐ Female ☐ Male

Years of teaching: _____ Subject(s): _____

Level of Education: Bachelor's Degree ☐ Master's Degree ☐ Ed. Specialist ☐
Doctorate ☐

Appendix D

Consent to Participate Agreement



Informed Consent Agreement

Research Topic: Teacher Preparation Programs and Motivation Strategies for Student Achievement in Select Elementary Schools

You are being asked to participate in a research study. Before you give your consent to participate, it is important you read the following information and ask as many questions as necessary to be sure you understand what you will be asked to do.

Investigators

Researcher - Sharonne Simmons, Assistant Principal, Montclair Elementary School – Cumberland County Schools

Professors - Dr. Stephen Laws, Dissertation Chair and Dr. Bruce Boyles, Interim Dean of School of Education - Phone: 1-704-406-4402.

Affiliation - Gardner-Webb University, 110 South Main Street, Boiling Springs, NC – Phone: 1-704-406-4000

Purpose of the Research

This research study is designed to explore teacher education programs and student motivation theories. The data from this research will be used to complete a dissertation for the researcher's doctoral candidacy. The research will take a close look at teacher education programs and how they prepare teachers to motivate their students.

Procedures

- Gain approval from Cumberland County Schools' Research Committee.
- Have preliminary meeting with Principal to discuss research process and instructions.
- Share Consent Agreement with focus group members.
- The researcher will conduct the study between January and February of 2018.
- Data will be collected in the forms of:
 - Surveys.
 - Interviews with beginning teachers.

Potential Risks of the Research

There are no foreseeable risks associated with this research study. The researcher will comply to all university, county, and school rules that are applicable in this process.

Potential Benefits of the Research

The benefit of the study is that this research will add to the current educational literature concerning teacher strategies for motivation and student achievement. The researcher would like to use the information gained from this study to assist educators in seeing the correlation of teacher education programs and the knowledge teachers have pertaining to

student motivation strategies.

Confidentiality and Data Storage

Confidentiality of all information will be used. No school, principal, or teacher names will be used in this study. (Letters and numbers will be used in the place of names). All information collected by the researcher will be accessible to Dr. Bruce Boyles, Interim Dean of School of Education, the researcher, Sharonne Simmons, and the Gardner-Webb University Dissertation Committee. All data collected will be shredded immediately after the material has been analyzed and evaluated in the researcher's final product. Media productions such as interviews and video recordings will be deleted immediately once the material is uploaded in the researcher's final product.

Participation and Withdrawal

Your participation in this research study is voluntary. You may refuse to participate without penalty. If you decide to participate, you are free to stop at any time without penalty by just stopping and informing Sharonne Simmons. After data collection has been completed, it will be used in the researcher's overall project since no names are associated with this study.

Questions about the Research

If you have any questions about the research, please feel free to ask. If you have questions later, you may contact Gardner-Webb University at 1-704-406-4000 or Sharonne Simmons at sharonnesimmons@ccs.k12.nc.us.

This research project has been reviewed and approved by the Research Review Committee at Cumberland County Schools and the Internal Review Board at Gardner-Webb University. If you believe there is an infringement upon your rights as a research subject, you may contact the Research Compliance Coordinator at 1-(704) 406-4000.

Participant's Agreement

I have read the information provided above. My signature below indicates my voluntary agreement to participate in this research study. Please return one copy of this consent form and keep one copy for your records.

Signature of Research Participant

Date

Signature of Researcher (optional)

Date

Incentives to Participate

- Focus group participants will receive refreshments from the researcher at the time of interview.

Reasons for Exclusion from this Study

State in basic language reasons why a participant should be excluded from this study.

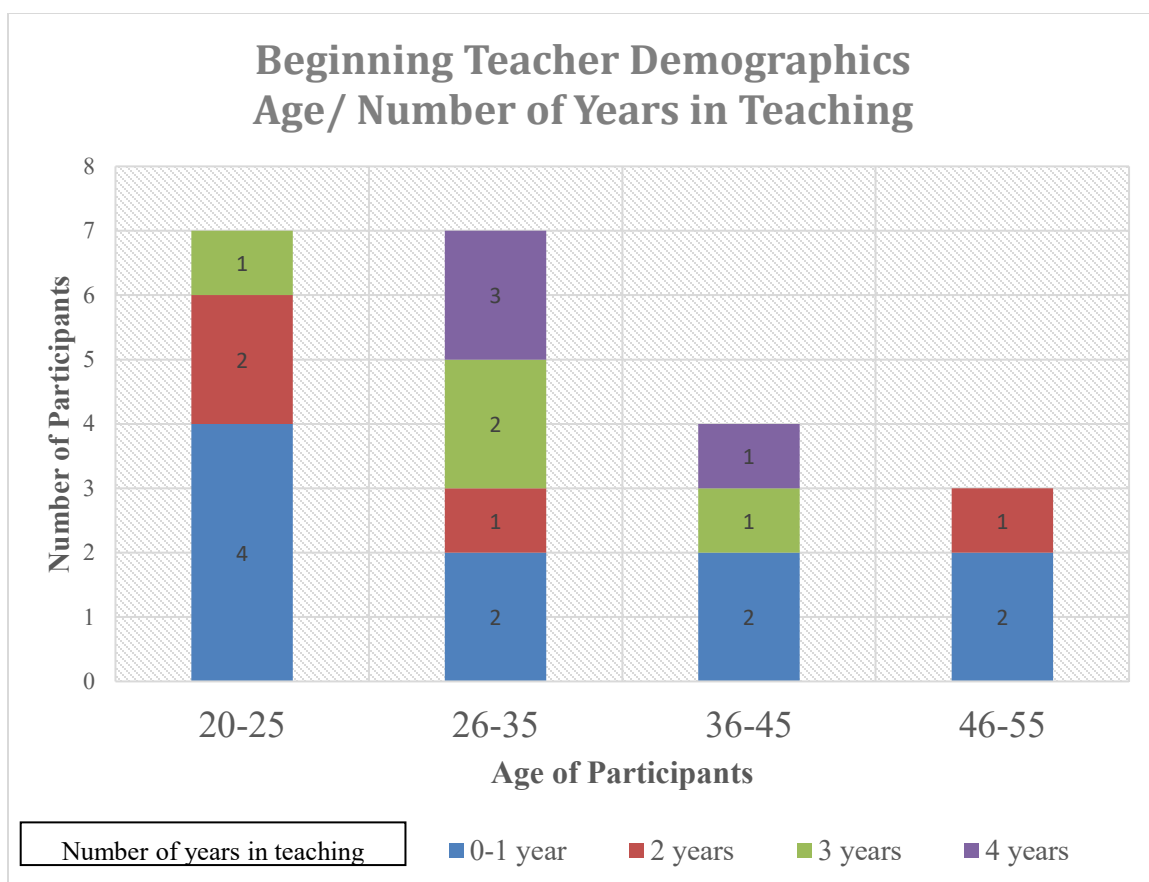
In Case of Injury

It is unlikely that participation in this project will result in harm to the volunteers. All expenses associated with care will be the responsibility of the participant and his/her insurance.

Appendix E

Beginning Teacher Demographics (Age/Years Teaching)

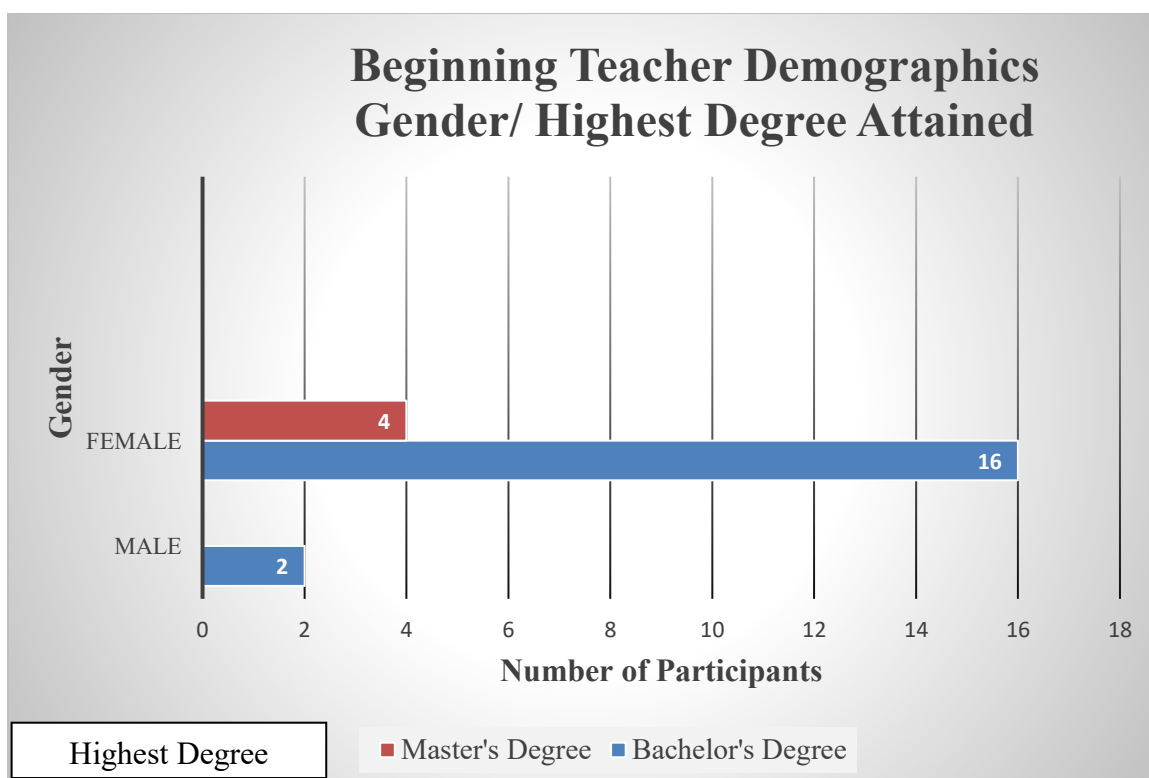
Age/ Number of Years in Teaching



Note: This chart depicts the teacher's age in correlation with the number of years the teacher has been teaching in the classroom. A total of 22 teachers participated in the interviews.

Appendix F

Beginning Teacher Demographics (Gender/Education)

Gender/ Highest Degree Earned

Note: This chart depicts the gender of the interview participants and their highest degrees earned.

Appendix G

Beginning Teacher Demographics (University/Grade/Subject)

Beginning Teacher Interview Demographics

College/University Attended/ Degree Earned/ Grade/Subject(s) Taught

Geographic Location of College or University Attended	Highest Degree Earned	Grade/Subject(s) Taught
North Carolina	Bachelor's	3 rd Grade
North Carolina	Bachelor's	Kindergarten
North Carolina	Bachelor's	2 nd Grade
	Bachelor's	Autistic (3-5)
	Bachelor's	3 rd Grade
North Carolina	Bachelor's	Kindergarten
	Bachelor's	4 th Grade
	Bachelor's	Physical Education
	Bachelor's	2 nd Grade
	Bachelor's	1 st grade
Arizona	Master's	1 st Grade
North Carolina	Bachelor's	2 nd Grade
Virginia	Master's	EC (K-2) Self-Contained
North Carolina	Bachelor's	4 th Grade English/Social Studies
North Carolina	Bachelor's	3 rd Grade
Philippines	Bachelor's	1 st Grade
New York State	Bachelor's	Physical Education
Colombia, South America	Bachelor's	Spanish Immersion (Kindergarten)
	Bachelor's	1 st Grade
	Master's	2 nd Grade
Ecuador, South America	Bachelor's Degree	Spanish Immersion (Kindergarten)
Florida	Master's	Art (K-5)

Note: This chart depicts the geographic location of colleges or universities where the interview participants attended for their teacher education programs.

Appendix H

Transcripts of Beginning Teacher Individual Interviews

H1**Teacher A Interview conducted on February 27, 2018**

University attended: Appalachian State University

Age: 22 Gender: Female

Subject/Grade Level: 3rd

Years in Teaching: 0

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: No. More information should have been shared on how to motivate students who have behavior problems and have no discipline at home.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Growth mindset, setting personal goals, reward system, bribes.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Taking things away for bad behavior or not giving students a choice.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Most are, but not all.

Question 7: What strategies have you used to motivate your students this year?

Answer: Rewards, tickets, candy, hands-on activities

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Attitude, behavior, distracting, causing a scene

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Yes!

H2**Teacher B Interview conducted on February 28, 2018**

University attended: North Carolina State University

Age: 30 Gender: Female

Subject/Grade Level: 2nd

Years in Teaching: 0

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: No, I feel like working with children in various jobs helped me figure out what makes them “tick.” While we took classes on learning theories, we did not learn much about how to motivate our students in the classroom.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Promoting intrinsic motivation/rewards works best!

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Yelling, threatening to take away x, y, z, inconsistent punishments.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: I think my students (for the most part) are very enthusiastic about school and learning.

Question 7: What strategies have you used to motivate your students this year?

Answer: Class Dojo, group accountability, spending time with students during recess and lunch (taking a genuine interest in who they are).

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Not finding something that works consistently!

Question 9: Do you believe home factors play a part in your students’ motivation levels?

Answer: Absolutely! The students that struggle to find motivation/enjoyment at school, all have questionable support systems in their homes. My most motivated children have heavily involved parents.

H3

Teacher C Interview conducted on March 7, 2018

University attended: Fayetteville State University

Age: 43 Gender: Female

Subject/Grade Level: Kindergarten

Years in Teaching: 0

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Yes, and more. During my student teaching experience, I could motivate my students by using many visual and hands-on activities. Students get bored with lectures and they need to be engaged at all times.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Visual, hands-on.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Lecture

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Sometimes.

Question 7: What strategies have you used to motivate your students this year?

Answer: Model, reward, incentives.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Didn't complete assignments, became behavior problems.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Yes, home factors play a part in your students' motivation levels because in their minds they know they still must return home.

H4

Teacher D Interview conducted on March 7, 2018

University Attended: Fayetteville State University

Age: 42 Gender: Female

Subject/Grade Level: 4th Grade Math/Science

Years in Teaching: 1

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: No response. Teacher D could not remember if she learned motivational strategies in college or not.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Activity must include movement, visuals, and sound to be effective.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Lecturing for longer than 5 minutes. Constant use of worksheets.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Yes, they never know what they are going to do. The routine varies.

Question 7: What strategies have you used to motivate your students this year?

Answer: Integrating technology into each lesson plan. Students love using Smartboards. Laptops, and cell phones to complete assignments.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Students lacking motivation need to be recognized regularly and rewarded for desired behavior/work ethics.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Home factors greatly influence the performance of students. It is hard for students to focus when they are discouraged or worried.

H5

Teacher E Interview conducted on February 27, 2018

University Attended: Fayetteville State University

Age: 25 Gender: Male

Subject/Grade Level: Physical Education (K-5)

Years in Teaching: 1

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Yes, I do. If students are pushed to do their best, they will try. Teachers must believe in their students.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: I try to implement specific games pertaining to the lesson so it will keep students engaged while having fun.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Having students sit for a long period of time to explain something. Physical Education is an active class so that's what they expect.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Majority are. Some I feel need an extra push to become engaged in learning and/or participating.

Question 7: What strategies have you used to motivate your students this year?

Answer: I encourage all my students to at least TRY. I appreciate effort more than a student saying they can't do something.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: The students give up before trying. Some kids shut down and cry while doubting themselves. I try my best to motivate and encourage.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: YES. Some students really aren't active at home and it shows when they are in my class. So, it is hard to motivate them when they come to my class.

H6

Teacher F Interview conducted on March 7, 2018

University Attended: Fayetteville State University

Age: 35 Gender: Female

Subject/Grade Level: 2nd

Years in Teaching: 1

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Yes. I learned that students can be motivated by extrinsic and intrinsic rewards if they mean something to the students. The rewards should be valuable to the students and make them want to complete their assignments, stay on task, do homework, etc.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Being honest and open with them and setting them to understand this is their future.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Putting down their efforts; not following up.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Yes, they come in with a positive attitude.

Question 7: What strategies have you used to motivate your students this year?

Answer: Class Dojo points, class rewards, giving them a sense of positivity because they come from negative environments from what they tell me. Using the treasure chest concept, using any other incentives that I can as far as snacks, being a teacher helper or class leader.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Their literacy was affected.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Very much!

H7

Teacher G Interview conducted on February 28, 2018

University Attended: Fayetteville State University

Age: 48 Gender: Female

Subject/Grade Level: 1st

Years in Teaching: 1

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Absolutely. The classes that I took in college and my student teaching experience were great. I believe that students should be held accountable and take responsibility for their own learning.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Showing students genuine care and concern for their success. Holding students accountable consistently for their learning experiences.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Unable to judge at this time.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Most of my students look forward to coming to school and participating.

Question 7: What strategies have you used to motivate your students this year?

Answer: Consistently making them accountable and rewarding them for their accomplishments.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Behavior (negative moods).

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Absolutely!

H8

Teacher H Interview conducted on March 7, 2018

University Attended: Methodist College

Age: 48 Gender: Female

Subject/Grade Level: 4th Grade English Language Arts/Social Studies

Years in Teaching: 1

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: No. I was a teacher assistant for 13 years before becoming a teacher and learned about motivation from the teachers I worked with. I learned that students like to be involved and choose their learning activities. Students get bored and disengaged when they are not a part of their own learning.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Collaborating and peer to peer work.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Standing in front of the class lecturing.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Yes, my students are motivated.

Question 7: What strategies have you used to motivate your students this year?

Answer: We do a lot of hands-on and peer to peer activities.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Some students not turning in homework.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Yes, I have found that if parents are not involved, the students are less motivated.

H9

Teacher I Interview conducted on March 7, 2018

University Attended: East Carolina University

Age: 22 Gender: Female

Subject/Grade Level: Autism (3-5)

Years in Teaching: 1

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Not fully. Somewhat, but not enough to work with students who have special needs. I work in an 3-5 AU class and most of what I learned about these students came through professional development and training in the county.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Extrinsic rewards, star chart.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Giving students too many options and not discussing why they are working.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: No.

Question 7: What strategies have you used to motivate your students this year?

Answer: Computes, choice time, bribing.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Students have defiant behaviors, not wanting to do work.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Yes.

H10

Teacher J Interview conducted on February 27, 2018

University Attended: East Carolina University

Age: 22 Gender: Female

Subject/Grade Level: 3rd Grade

Years in Teaching: 1

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Somewhat. We touched base a little on motivation in my psychology class, but not enough to transfer to the classroom. I took that class early in my program and by the time I began teaching, I had forgot most of what I learned. I do know that students like games and can be easily motivated if a subject is made fun.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Extrinsic rewards, bribing.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: No response.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Most of them are motivated when things are made a game/fun.

Question 7: What strategies have you used to motivate your students this year?

Answer: Candy, games, bribes, Class Dojo points, explaining why.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Incomplete assignments, behaviors.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Yes.

H11

Teacher K Interview conducted on March 7, 2018

University Attended: Campbell University

Age: 24 Gender: Female

Subject/Grade Level: 3rd Grade

Years in Teaching: 1

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Somewhat. I learned some ways to motivate my students in my program. You need a mix of rewards for students. Some like treats and toys, some prefer extra computer time, and others want to make good grades and please the teacher. It depends on each individual student.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Extrinsic rewards, bribing.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: No response.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Most of them are motivated when things are made a game/fun.

Question 7: What strategies have you used to motivate your students this year?

Answer: Candy, games, bribes, Class Dojo points, explaining why.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Incomplete assignments, behaviors.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Yes.

H12

Teacher L Interview conducted on February 28, 2018

University Attended: Universidad de los Hemio Ferios (Ecuador)

Age: 27 Gender: Female

Subject/Grade Level: Spanish Immersion (Kindergarten)

Years in Teaching: 2

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Yes. It's all about relationships with the students. We talked in depth about how important it is for students to know that their teachers care about them. Teachers must use a lot of resources to show students that they care and let students pick some of their own activities.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Let them be part of their education in order so they will be able to build their knowledge.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Memorizing, conditioning.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Yes, most of the time.

Question 7: What strategies have you used to motivate your students this year?

Answer: Build or have a good relationship with them. Use some rewards, use a lot of different resources.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Kids get frustrated easily.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Yes.

H13

Teacher M Interview conducted on March 7, 2018

University Attended: Pembroke University

Age: 33 Gender: Female

Subject/Grade Level: 3rd Grade

Years in Teaching: 2

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Yes. In my program, we learned that students can be motivated if they have achievable goals. They should be rewarded for good effort. There should be lots of engaging activities and rigor in the subject matter.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Setting achievable goals, positive communicating, rewards.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Activities without any options.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: I feel most of them are.

Question 7: What strategies have you used to motivate your students this year?

Answer: Reward system, exciting/engaging activities.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: They choose not to do work, they make a scene in class.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Yes, I definitely believe so.

H14

Teacher N Interview conducted on February 28, 2018

University Attended: Fayetteville State University/Liberty University

Age: 55 Gender: Female

Subject/Grade Level: EC Self-Contained (K-2)

Years in Teaching: 2

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: I was a teacher assistant for 22 years with excellent teachers. Most of the motivation strategies that I used came from the classrooms I was assigned. One thing that has been very successful for me is letting students talk out their feelings. The students that I work with are special needs and they express their feelings by talking things out.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Giving them positive praise and encouragement.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Not letting the students engage in talking about what's on their minds.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: The students I work with are slow learners, but want to learn. I encourage them that no matter how hard it gets, we are winners.

Question 7: What strategies have you used to motivate your students this year?

Answer: Letting them talk to me about what's on their minds.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Not able to be successful in the area that they are weak in.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Yes, as a teacher, you never know what the student goes through before coming to school. We need to start the day off being positive to the students.

H15

Teacher O Interview conducted on March 7, 2018

University Attended: Grand Canyon University (Arizona)

Age: 43 Gender: Female

Subject/Grade Level: 1st

Years in Teaching: 3

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Yes. Our program provided research-based strategies on how to effectively teach math, social studies, and English language arts. Students must have rewards for

positive behaviors. The students must have teacher-parent support and know that they matter. Expectations must be clear and concise.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Expectations, consequences, rewards, Class Dojo.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: No rewards.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Yes. They appreciate receiving rewards and earning Class Dojo points.

Question 7: What strategies have you used to motivate your students this year?

Answer: Class Dojo, eat lunch with the teacher, and extra five minutes for recess.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Behavioral issues and refusal to complete assignments.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Yes, because without parent support, students aren't motivated.

H16

Teacher P Interview conducted on February 28, 2018

University Attended: Fayetteville State University/University of Florida

Age: 30 Gender: Female

Subject/Grade Level: Art (K-5)

Years in Teaching: 3

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: No. I learned how to motivate my students when I got my own classroom. I continually gained new strategies with each passing year. Learning must be relevant to

students' lives. You must connect to all the learning intelligences in your classroom to reach every child.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Beginning the lessons at points of interest.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Lessons solely taught with the objective in mind.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: No, not most of the time.

Question 7: What strategies have you used to motivate your students this year?

Answer: Lessons that have multiple ways to teach the same idea of many ways to practice what's learned.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: I encountered behaviors, non-compliance when the students were not motivated to work.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Yes, very much.

H17

Teacher Q Interview conducted on March 7, 2018

University Attended: East Carolina University

Age: Unknown Gender: Female

Subject/Grade Level: 2nd

Years in Teaching: 3

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Yes. I learned that teachers can motivate their students by making connections. Technology is one of the most appropriate tools to keep students motivated. Since we are in a global world, it is important to expose students to digital and global activities.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Conscious Discipline

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Forcing students to do things, dictatorship, getting results without building connections.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Yes, they do a great job of motivating one another as well as themselves through connections made with materials taught.

Question 7: What strategies have you used to motivate your students this year?

Answer: Conscious Discipline, digital tools, making connections with the material taught to the world they engage with.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Unwillingness to complete assignments given during the time frame provided, stubbornness, deflection of attention.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Yes, greatly.

H18

Teacher R Interview conducted on February 28, 2018

University Attended: SUNY Brockport (New York State)

Age: 29 Gender: Male

Subject/Grade Level: Physical Education (K-5)

Years in Teaching: 3

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Yes. Movement is a major motivator for students. As a physical education major, we discussed student development and how some exercises should be age-specific. Students need positive reinforcement to complete activities. Never put students down or make them feel bad about themselves.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Positive reinforcement

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Negative reinforcement / punishment.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Most of them, some inconsistently.

Question 7: What strategies have you used to motivate your students this year?

Answer: Rewards, encouragement, music, free time.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Short time to reach students, 40 minutes a week.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Extreme yes. Sleep, food, support / problems at home affect behavior at school.

H19

Teacher S Interview conducted on February 28, 2018

University Attended: Tunja- Boyaca (Colombia)

Age: 31 Gender: Female

Subject/Grade Level: Spanish Immersion (Kindergarten)

Years in Teaching: 4

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Yes. We learned that movement is great for motivating students. Kinesthetic activities help students to stay engaged and have fun. Modeling for students will help students do better and know what to expect.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Kinesthetic activities, strategy; imitating, emulating.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Cooperative learning at first doesn't work.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Yes.

Question 7: What strategies have you used to motivate your students this year?

Answer: Behavior chart, leading students, showing process in public.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: They said, "I don't like Spanish.", or "I don't understand."

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Totally, but it is my job to make them feel in another world.

H20

Teacher T Interview conducted on February 28, 2018

University Attended: Colombia

Age: 37 Gender: Female

Subject/Grade Level: Spanish Immersion (Kindergarten)

Years in Teaching: 4 (In United States)

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Yes. Since it has been awhile since I have gone to college, I can remember that we must reach students on the interpersonal and intrapersonal levels to meet all their needs. Students love compliments and they should be rewarded when they do the right thing in school.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Interpersonal activities/intrapersonal activities: All of them in order to know the students' needs.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Competition activities because every student can work at his or her own speed.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Yes, I feel my students are fully engaged in all activities because I search for variety.

Question 7: What strategies have you used to motivate your students this year?

Answer: Compliment gems every time they do something right. Class Dojo.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Family problems.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Absolutely. Home factors affect dramatically students' performance.

H21

Teacher U Interview conducted on February 28, 2018

University Attended: Saint Paul University (Philippines)

Age: 31 Gender: Female

Subject/Grade Level: 1st

Years in Teaching: 4 (In United States)

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Yes, but not adequate to handle different motivational situations especially with kids having a behavioral or developmental diagnosis. Students in today's world need a lot of motivation and it can be hard for teachers to reach their students. I would like to know how to keep unmotivated students from influencing students who are motivated.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Positive motivation and both intrinsic and extrinsic works together. Today's generation of students need more than that.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: Extinction and deprivation are negative motivations that work least.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: Yes, except for writing activities.

Question 7: What strategies have you used to motivate your students this year?

Answer: We do the Superhero Reward and Extra Station where they can do stuff out of academics.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Students who are diagnosed with behavioral concerns are kind of roadblocks because they influence others to lose motivation.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Yes, everything starts at home.

H22

Teacher V Interview conducted on February 28, 2018

University Attended: UPB Medellin (Colombia)

Age: 34 Gender: Female

Subject/Grade Level: 2nd

Years in Teaching: 4 (In United States)

Question 3: Do you feel that teacher preparation programs adequately prepared you with theories or concepts needed to motivate your students?

Answer: Yes. In Colombia, we learned how important relationships are. Many students do not have support at home and come to school unmotivated. We must make sure students are reached through the whole brain. They must be motivated physically, cognitively, academically, and emotionally.

Question 4: What strategies do you believe work best for motivating students to reach their fullest potential?

Answer: Whole brain teaching, physical response, conditioning.

Question 5: In your opinion, which strategies are the least successful in motivating students?

Answer: I think as a teacher you shouldn't be focused on only one strategy to implement or to motivate your students.

Question 6: Are your students motivated to come to school to participate in learning activities?

Answer: I think they are.

Question 7: What strategies have you used to motivate your students this year?

Answer: In math, subitizing, splitting numbers. In English, small groups, guided reading and conducting TPR.

Question 8: What roadblocks did you encounter with students who were not motivated this quarter?

Answer: Students that avoid topic and avoid reading. Students that don't have empathy and don't know how to solve difficulties with peers.

Question 9: Do you believe home factors play a part in your students' motivation levels?

Answer: Yes, because habits in homework assignments allow connections for what has been taught in class.

Appendix I

Efficacy for Diagnosis and Intervention Scale

Efficacy for Diagnosis & Intervention Scale

Confidence about Diagnosing Motivation subscale: Items 1, 2, 5

Self-efficacy for Motivating Students subscale: Items 3, 4, 6, 7

Questions/ Factors	Confidence About Diagnosing Motivation			Self-efficacy for Motivating Students				Total Construct Score
	1. I feel confident that I can tell when students are motivated to learn in my class. 2. I have indicators that I use successfully to identify unmotivated students. 5. Overall, I believe that I can accurately tell when my students are not motivated in class.			3. I feel confident that I can motivate students in my class who are unmotivated. 4. If students are not initially motivated, I can usually improve their motivation with the strategies that I use. 6. Even though motivating some students is challenging, I can almost always get them motivated. 7. Motivating students is something that I have been able to do effectively, even for the least motivated students.				
Teacher	Q. 1	Q.2	Q.5	Q.3	Q.4	Q.6	Q.7	
Teacher 1	5	5	5	5	6	5	5	5.13
Teacher 2	6	6	5	6	6	5	5	5.59
Teacher 3	7	6	7	6	6	6	6	6.34
Teacher 4	6	5	6	5	5	6	6	5.59
Teacher 5	7	6	6	7	6	7	6	6.40
Teacher 6	7	7	7	6	7	6	6	6.63
Teacher 7	6	5	6	6	6	6	6	5.84
Teacher 8	7	6	7	7	6	5	5	6.21
Teacher 9	6	6	6	6	6	5	5	5.75
Teacher 10	6	5	4	4	4	5	5	4.75
Teacher 11	5	5	5	5	5	5	5	5.0
Teacher 12	7	7	6	6	4	5	4	5.71
Teacher 13	7	7	7	6	7	6	6	6.63
Teacher 14	6	3	5	4	4	5	7	4.84
Teacher 15	5	5	5	5	5	5	5	5.0
Teacher 16	7	7	7	7	7	7	7	7.0
Teacher 17	7	7	7	7	5	5	5	6.25
Teacher 18	6	4	4	5	5	5	4	4.46
Teacher 19	5	5	6	4	5	6	4	5.04
Teacher 20	6	4	4	5	5	4	4	4.59
Teacher 21	4	4	4	5	5	4	4	4.25
Teacher 22	5	5	6	6	5	5	6	5.42
Teacher 23	7	7	7	7	7	5	5	6.50
Teacher 24	7	4	6	7	7	6	6	6.09
Teacher 25	7	6	7	6	7	6	7	6.59
Teacher 26	5	4	5	4	5	5	5	5.5
Teacher 27	4	2	4	5	4	4	3	3.67

Teacher 28	5	4	6	4	5	5	5	5.67
Teacher 29	5	5	7	5	5	5	5	5.36
Teacher 30	5	5	5	5	5	4	4	4.75

Note: This subscale is based on the Teacher Efficacy Scale (Tschannen-Moran et al., 1998) and is comprised of seven items across two factors: The confidence in diagnosing motivational concerns factor and the self-efficacy for motivating students factor. The confidence factor is comprised of three items and has reported internal consistency. The self-efficacy for motivating factor contains four items and has reported internal consistency. Each column heading indicates the matching question on the MSQ survey. The scores are averaged to produce a total construct score for each teacher.

Not at all true (Subscores 1.0-3.9)

More not true than true (Subscores 4.0 – 4.9)

More true than not (Subscores 5.0-6.9)

Very much true (Subscore 7)

Appendix J
General Beliefs Scale

Motivation as Malleable (vs. unmalleable): Items 26, 28, 32

Motivation as Transient (vs. stable): Items 25, 27, 29

Questions/ Factors	Motivation vs. Malleable	Motivation vs. Transient	Total Construct Score
	26. Teachers really can do a lot to influence students' motivation.	25. Students' motivation changes from day to day and teachers just must accept those good and bad days.	
	28. Students' motivation is generally responsive to teachers' influence.	27. Students just come to school either motivated or unmotivated.	
	32. Students' motivation can usually be influenced by teachers' strategies.	29. Students' motivation is individual, and it varies a lot regardless of teachers' strategies.	

Teacher	Q. 26	Q. 28	Q. 32	Q. 25	Q. 27	Q. 29	
Teacher 1	7	6	7	5	2	2	4.84
Teacher 2	7	5	6	6	6	6	6.0
Teacher 3	7	5	5	4	5	4	5.0
Teacher 4	5	6	6	4	3	5	4.84
Teacher 5	5	6	6	4	6	2	4.84
Teacher 6	7	4	5	4	2	6	4.67
Teacher 7	6	6	6	3	2	6	4.84
Teacher 8	7	5	5	7	5	5	5.67
Teacher 9	6	6	5	7	7	3	5.67
Teacher 10	5	5	5	5	3	7	5.0
Teacher 11	5	4	3	4	1	5	3.67
Teacher 12	5	6	7	5	5	6	5.67
Teacher 13	7	4	5	4	2	6	4.67
Teacher 14	5	5	7	7	6	4	5.67

Teacher 15	7	5	5	5	5	5	5.33
Teacher 16	7	6	7	4	4	5	5.50
Teacher 17	7	7	7	7	4	5	6.17
Teacher 18	0	0	0	5	0	0	2.5
Teacher 19	7	7	7	5	5	7	6.34
Teacher 20	5	5	5	4	2	4	4.17
Teacher 21	5	5	5	4	2	4	4.17
Teacher 22	7	4	7	4	6	6	5.67
Teacher 23	7	3	3	4	3	3	3.83
Teacher 24	7	2	5	7	6	6	5.50
Teacher 25	7	2	7	7	6	6	5.83
Teacher 26	6	3	7	4	3	3	4.33
Teacher 27	7	5	7	4	2	4	4.83
Teacher 28	6	5	5	3	1	1	6.0
Teacher 29	4	3	4	3	5	5	4.0
Teacher 30	6	4	4	5	6	5	5.0

Note: This component is comprised of six items assessing teacher beliefs regarding the malleability (three items) and stability (three items) of motivation. Each column heading indicates the matching question on the MSQ survey. The items informing each cluster are summed and averaged to create a total score for that construct for that teacher. The mean of the constructs for teachers will be used to measure motivation strategies that relate to the theories discussed in this research (mindset theory, social cognitive theory, self-determination theory, goal orientation theory, or expectancy theory).

Not at all true	(Subscores 1.0-3.9)
More <u>not</u> true than true	(Subscores 4.0 – 4.9)
More <u>true</u> than not	(Subscores 5.0-6.9)
Very much true	(Subscore 7)

Appendix K

Extrinsic Rewards/Extrinsic Constraints Subscales

Extrinsic Rewards subscale: Items 21, 24, 30

Extrinsic Constraints subscale: Items 22, 23, 31

Questions/ Factors	Extrinsic Rewards			Extrinsic Constraints			Total Construct Score
	21. Sometimes I motivate students by giving rewards, such as extra credit or privileges.	24. Rewards are very effective motivating strategies for students to get their work done.	30. Public praise and rewards are positive influences on students' motivation in school.	22. I sometimes motivate students by supervising them very closely, structuring their time and tasks for them.	23. If students are not working in class, I often keep them after school or in at free periods until their work is done.	31. A good way to motivate students is to deny them privileges and choices until the work is done.	
Teacher	Q. 21	Q.24	Q.30	Q.22	Q.23	Q.31	
Teacher 1	5	5	7	5	1	1	4.0
Teacher 2	6	6	6	6	2	3	4.67
Teacher 3	6	5	5	5	1	4	4.33
Teacher 4	3	4	6	3	1	1	3.0
Teacher 5	3	4	6	6	4	5	3.66
Teacher 6	7	6	7	7	2	3	5.33
Teacher 7	5	6	7	5	3	3	3.33
Teacher 8	7	7	7	7	3	5	6.0
Teacher 9	7	6	7	6	5	5	6.0
Teacher 10	7	6	7	7	5	4	6.0
Teacher 11	4	4	5	4	1	1	3.17
Teacher 12	3	7	7	3	1	1	3.67
Teacher 13	7	6	7	7	2	3	5.34
Teacher 14	7	7	7	4	1	1	4.5
Teacher 15	7	6	5	2	1	3	4.0
Teacher 16	5	7	6	6	3	4	5.17
Teacher 17	7	5	7	6	1	4	5.0
Teacher 18	6	0	0	2	2	0	1.67
Teacher 19	6	6	7	6	7	4	6.0
Teacher 20	6	6	5	5	2	1	4.17
Teacher 21	6	6	5	5	2	1	4.17
Teacher 22	7	7	5	7	7	5	6.33
Teacher 23	5	3	3	5	1	7	4.0

Teacher 24	7	7	7	7	2	6	6.0
Teacher 25	7	7	3	3	1	5	4.34
Teacher 26	6	6	6	6	3	6	5.17
Teacher 27	4	7	7	5	2	2	4.5
Teacher 28	4	4	4	5	4	3	4.0
Teacher 29	3	4	4	3	1	1	3.17
Teacher 30	5	6	6	5	1	2	4.17

Note: These six items assess the extrinsic rewards (three items) and external constraints (three items) motivational strategies teachers utilize. Each column heading indicates the matching question on the MSQ survey. The items informing each cluster are summed and averaged to create a total score for that construct for that teacher.

Not at all true (Subscores 1.0-3.9)

More not true than true (Subscores 4.0 – 4.9)

More true than not (Subscores 5.0-6.9)

Very much true (Subscore 7)

Appendix L

Teacher Motivation Effectiveness Based on Survey Construct Scores

Teacher Motivation Effectiveness Based on Survey Construct Scores

Teacher	Self-Efficacy for Diagnosing Students Construct Score	Motivating Strategies Construct Score	Extrinsic Rewards/ Extrinsic Constraints Construct Score	General Beliefs Construct Score	Overall Motivation Scores Averaged	Teacher Motivation Effectiveness
Teacher 1	5.13	4.57	4.0	4.84	4.64	-2.36
Teacher 2	5.99	4.8	4.67	6.0	5.37	-1.63
Teacher 3	6.34	4.7	4.33	5.0	5.10	-1.90
Teacher 4	5.59	3.73	3.0	4.84	4.29	-2.71
Teacher 5	6.40	4.73	3.66	4.84	4.91	-2.09
Teacher 6	6.63	4.93	4.93	3.33	4.96	-2.04
Teacher 7	5.84	4.5	3.33	4.84	4.63	-2.37
Teacher 8	6.21	4.67	6.0	5.67	5.64	-1.36
Teacher 9	5.75	5.20	6.0	5.67	5.66	-1.34
Teacher 10	4.75	4.63	6.0	5.0	5.10	-1.90
Teacher 11	5.0	2.8	3.17	3.67	3.67	-3.33
Teacher 12	5.71	3.40	3.67	5.67	4.61	-2.39
Teacher 13	6.63	5.67	5.34	4.67	5.58	-1.42
Teacher 14	4.84	3.27	4.50	5.67	4.57	-2.43
Teacher 15	5.0	4.27	4.0	5.33	4.65	-2.35
Teacher 16	7.0	4.37	5.17	5.50	5.51	-1.49
Teacher 17	6.25	4.97	5.0	6.17	5.60	-1.40
Teacher 18	4.46	3.33	1.67	2.5	2.99	-4.01
Teacher 19	5.04	3.73	6.0	6.34	5.28	-1.72

Teacher 20	4.59	5.06	4.17	4.17	4.50	-2.50
Teacher 21	4.25	3.23	4.17	4.17	3.96	-3.04
Teacher 22	5.42	5.67	6.33	5.67	5.78	-1.22
Teacher 23	6.50	3.90	4.0	3.83	4.56	-2.44
Teacher 24	6.09	4.0	6.0	5.50	5.40	-1.60
Teacher 25	6.59	3.60	4.34	5.83	5.09	-1.91
Teacher 26	5.50	3.97	5.17	4.33	4.74	-2.26
Teacher 27	3.67	4.20	4.50	4.83	4.30	-2.30
Teacher 28	5.67	3.53	4.0	6.0	4.80	-2.20
Teacher 29	5.36	4.20	3.17	4.0	4.18	-2.82
Teacher 30	4.75	3.93	4.17	5.0	4.46	-2.54

Note: This scale represents teacher motivation effectiveness in relation to a perfect construct score of 7.

Not at all true (Total Construct Score 1.0-3.9)

More not true than true (Total Construct Score 4.0 – 4.9)

More true than not true (Total Construct Score 5-6.9)

Very much true (Total Construct Score 7)