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Student motivation: the impact intrinsic motivation and extrinsic rewards have on elementary students

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STUDENT MOTIVATION: THE IMPACT INTRINSIC MOTIVATION AND EXTRINSIC REWARDS HAVE ON ELEMENTARY STUDENTS

by
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ABSTRACT

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The purpose of this research study was to determine what happens when intrinsically motivating strategies and an extrinsic reward program are implemented in a fifth-grade inclusion classroom. The intrinsic strategies of enthusiasm, incorporating student choice into the lessons, and cooperative learning groups were used to help teach students during their literacy block. Additionally, an extrinsic reward program was put into effect once the three strategies had already been conducted. Qualitative inquiry strategies such as student motivation surveys, teacher observation checklists, focus group discussions, student written feedback, and observations recorded in my own teacher research journal, were all used to facilitate collecting information and data. Upon categorizing the data and searching for main ideas, the factors that most affected data in this study were related to teacher enthusiasm, student engagement, collaborative learning groups, and an extrinsic reward system incorporating options for students.

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Chapter I

Scope of the Study

Mrs. Jones begins discussing this month's upcoming project. "This unit will focus around the solar system. This is one of my favorites because you get to be really creative! You will pick whichever one of the planets you choose and create a diorama of how it appears in space. Research facts about the planet, and try to pick some really neat ones. With that information you will create a brochure, inviting people to come check out your planet."

As she hands out guidelines for the projects, side conversations are sparked in lieu of the new assignment. Connor chimes in, "Wow, this project is going to be tough. I love looking up pictures and things about space. You can find the coolest pictures on the internet!" Olivia says to her neighbor, "I guess space is pretty neat. The pictures of stars are so fun. I really like making these dioramas so it won't be too bad. My mom always helps me with the hard parts." Ricky looks frustrated and says, "I hate these kind of things. I'm not creative at all and I'm not a very good writer. Plus who cares? Last time Steven didn't hand it in and Mrs. Jones just let him hand it in late with a lower grade. That sounds good to me."

This opening vignette may be more common than teachers would like to think. There is the student who is eager to complete the work because the topic interests them, the student who may not feel very passionate about the topic but

will still get it completed, and the student who finds no interest in the topic and therefore no motivation to complete it. When the projects are turned in, the teacher will wonder: "Why didn't Ricky even try? He just threw two cotton balls in a box and said it was finished. He is so much more creative than that."

Some students struggle to find a reason to work hard in school. Perhaps they are not the "best" student or maybe they just do not care about the topic. As teachers, we spend time, effort and resources in planning fun and interactive assignments for our class. Perhaps the teacher in the vignette thought he/she had designed something that would interest everyone; there is an opportunity to be creative in the diorama, and there is a writing opportunity for those who would prefer to write down their ideas. Yet still, at least one student struggles to see a reason for it. How can we as teachers try to motivate everyone?

Story of the Question

In a society where children are entertained by video games, television shows, computer sites and other electronic gadgets, it is no wonder some students find school and basic reading "boring". *Why read and work though this novel when I could find it online and have it read to me? Why write out responses or assignments when I could spend less time and type them on the computer?* Or *why work through computing math problems on paper when there are calculators to complete the work for me*? In this respect, teachers are combating outside sources to keep students interested and focused on school. I encountered these feelings when I was student teaching and working with a student who struggled with math. I was trying various techniques to help her see the end result and she said, "But why do I need to do all of

this when I have a calculator to do it for me?" I understood where she was coming from, and had even felt the same way when I was learning math, but I now knew the value of her being able to do it on her own. "Well, because there will be times when you do not have a calculator available, and this way you will be able to do it on your own" I tried to explain. She took this as an acceptable answer, but I knew this would not hold her back from using a calculator next time if she could. She needed to want to learn how to add and subtraction numbers without using any tools. How can I teach her that?

Some students can see the importance of school and are interested to learn simply because it appeals to them. One student created a book about the first few days of school because he liked to write and wanted to share his feelings with the class. This was not an assignment, rather he just wanted to create something because he enjoyed doing so. Some students were bouncing out of their seats when I discussed frogs and toads, while some remained uninterested, playing with their pencils. How can I get them all focused on what I have to teach? By researching strategies to help build personal motivation in students, this study will help me become a better educator.

However, increasing motivation through tools like enthusiasm and giving students choice in assignments does not work for all students. What about those who still act out in class or are careless about their assignments? Teachers across all grades and subjects struggle with this question. If the student does not care to learn or focus on what I'm teaching, how can I change their mind about learning?

Including extrinsic rewards in the classroom has interested me since my first days observing in classrooms. I was intrigued by the strategies teachers would use to help manage the group's behavior and further them working towards a goal. Would it be through a sticker chart, moving clothespins on a stoplight, or something more? Would it be a monetary system completely unique to the class, where students would be earning or losing money depending on how they chose to act? These questions constantly popped into my mind and I found myself wondering which system would be best. Is there one way of motivating students through the use of tangible rewards that works better than another? What are the pitfalls to avoid?

My research question became even clearer to me when I was in a placement that was based off a system of tickets. The students would get a ticket for various good behaviors, answering the teacher's questions or if they asked a critical question. However, on more than one occasion a student would raise their hand and say, "Ms. Tybus, you forgot to give me a ticket." To keep with the system I would then stop, give the student a ticket, and try to continue. Other problems I encountered were students counting their tickets while lessons were going on, as they were hoping to count 30 of them, so they would be eligible for a prize. It was a two-way system though, and when students acted out, they gave back tickets as well. But the situations that unsettled me the most were when a student would do something right, and ask, "Can I get a ticket for this?" In theory, this system would motivate students to behave properly, but were they losing sight of what is *expected* of them, and what they *should* be doing, all to get a prize? It was here that I realized

my own inquisitiveness to research how extrinsic reward systems can be set up and executed to achieve the most motivation, yet not have them focus on the prize.

I want to know what features of an extrinsic reward system are necessary or useful in creating the proper learning community, and what aspects to avoid. I hope to uncover a link between creating a reward system that eventually gets unmotivated students interested in learning and behaving properly, and in turn, building an intrinsic desire to achieve in the school setting. There are many questions my study seeks to answer, which will benefit not only me, but the teaching community as a whole as well.

Statement of the Problem

There are those who are motivated to do well and excel in school, and some who may struggle to find any motivation at all. It is then the teacher's job to get students enthusiastic about learning.

This study hopes to uncover more about how to build intrinsic motivation when applicable, and how to use extrinsic rewards to help build motivation or focus for those students who need the extra push. In the educational setting, teachers will at one point or another struggle with motivating the class, and work to foster some in the students who seem to lack it. Meece, Anderman, and Anderman (2006) explain that classroom environments influence not only a student's academic achievement, but also their motivation and their self-perceptions. By uncovering the different strategies to employ reward systems in the class, teachers will be able to better manage their behaviors. Rewards can be used to increase the overall

academic performance, in addition to managing problematic behavior when the activity otherwise has very little interest to the student (Cameron, 2001).

When children are excited to learn and engaged in the lessons, they are more likely to retain the information. Some students find this intrinsic motivation and drive to learn because simply, they want to. They want to explore new topics and investigate more things. "Motivation to learn is a willingness to absorb and endure the risks that go with new and ever more demanding brain challenges" (Levine, 2002, p.263). In an ideal situation for teachers, all students would be intrinsically driven to excel in school. Unfortunately, in reality, this is not usually the case. "While intrinsic motivation is more valuable and permanent, society has built itself on an extrinsic system" (Haywood, Kuespert, Madecky & Nor, 2008, p.43)

When examining those students who do not find an inner desire to succeed, extrinsic motivators provide them with something to work towards. Using extrinsic rewards or token economies are especially functional for students who need an immediate reinforcement, rather than waiting for the end result to see their efforts pay off (Kearney, 2008). Therefore, "giving them something tangible brings the future reward much closer in terms of effectiveness" (Kearny, 2008, p.87). Teachers are better able to entice students when they feel their hard work or focus will pay off in the end.

In creating a classroom that engages more students, extrinsic rewards can also help motivate those with behavior problems by giving them something to work towards. Implementing some type of a token economy or response cost program has been shown to be effective in trying to reduce noncompliant and disruptive

behaviors (Musser, Bray, Kehle & Jenson, 2001). For some students this may merely be a sticker on their work, or for some, time on the computers. As a consequence of the discrepancies among individuals, "prizes" need to vary between students. As long as the particular child finds it reinforcing, anything could be deemed a prize (Charlop-Christy and Haymes, 1998). The Charlop-Christy and Haymes (1998) study concluded data showing the percentage of correct on task performance being higher when objects of obsession were used as tokens, as opposed to when standard or general tokens were used. The individuality of students is something teachers have always struggled with and will continue to in terms of reinforcements, for what motivates one person may have no effect on another.

Many factors that attribute to unmotivated students may be out of teachers' hands. Parents have a tremendous role in helping children feel good about themselves by proving an optimal family life, by emphasizing their child's strengths, respecting them, and always pushing for optimism of their future; in essence, the idea of "anything is possible" (Levine, 2002). However, with a struggling economy and families striving to make ends meet, sometimes parents forget to encourage their kids. Therefore, again it falls on the educator to get students pushing for more. This research hopes to divulge different techniques used to motivate students.

Statement of Research Question

Many students struggle to find motivation in completing schoolwork and putting time into their education. While this may not seem like a serious problem when the students are in elementary school, these students may find trouble later in life. Sometimes adolescents deal with their lost motivation and pessimistic views

by seeking alternate pathways towards gratification like substance abuse, depression, juvenile delinquency, teenage pregnancy, or dropping out of school (Levine, 2002). Albeit these are all worst-case scenario situations, as educators we need to think about our students' futures.

Based on the research problem at hand, the question I address in this study is as follows: How can motivation in an elementary classroom be increased by implementing intrinsically motivating strategies and extrinsic rewards?

Organization of the Thesis

Chapter two presents a review of the literature that is relevant to the topic of intrinsic motivation and extrinsic reward systems. In this chapter, I discuss what intrinsic motivation and extrinsic rewards are, and give clear definitions for both. I describe the important dimensions behind building intrinsic motivation in students, and what researchers have found successful relating to it. I also give clear boundaries to using extrinsic motivators in the classroom, and discuss techniques that researchers and teachers have also found effective when executing this practice The research found in this chapter provides a comprehensive view of motivation, for I also uncover many of the areas of debate around this topic.

Chapter three describes the design and context of the study. Chapter four reviews the data and the research, and provides an analysis of the findings. Difficulties or surprises that emerge during my study are also discussed. Chapter five presents the conclusion of my study and the implications for further research.

Chapter II

Literature Review

"When we encounter one who is unmotivated, the questions focus on where, how, why and when motivation was depleted. The job is to restore that force by making the goal more attractive, by seeing to it that the goal is somehow attainable, and by easing the effort required through effective strategies and sensitive teaching."

(Levine, 2002, p. 265)

Teaching a class full of students who are enthusiastic about learning and who strive to further their education is something all teachers hope for. However, for various reasons, some students lose their inspiration to learn often resorting to misbehavior. Teachers can transform those feelings and build student's desire to learn by using intrinsic motivators and extrinsic rewards. For some students, they might already see the importance in school and have a dedication to their education; therefore, teachers should emphasize using intrinsic motivation to keep them excited. However, what about the students who see no real purpose for being in school and display negative behaviors in the classroom? By encouraging them with extrinsic rewards, the goal is to give struggling students something to work for and get excited about. By getting these students eager to learn and be in the classroom, they in turn will gain tools for more success. The topic and my research question therefore becomes: How can motivation in the classroom be increased through intrinsic and extrinsic rewards?

Chapter two presents a review of the literature regarding how intrinsic motivation and extrinsic rewards influence students' motivation and performance. The first section focuses on general aspects of motivation such as the definition, factors that attribute to a decease in school ambition as well as an increase, and the role of self-efficacy on student's behavior. The second section discusses intrinsic motivation more fully, and indentifies strategies teachers utilize to build the desire to learn in their classrooms. The third section examines how extrinsic rewards can improve behavior and increase motivation in those students who may not be otherwise inclined to excel in class. The chapter concludes with a deeper examination of extrinsic rewards, namely what a token economy is and how it can be beneficial to classrooms.

What is Motivation?

Motivation is defined by Bannatyne, (1973) as "learning to do things and wanting to do things because some rewarding satisfaction of one kind of another will follow our learning" (p.10). In relation to the classroom, students can be motivated to fully complete assignments, read independently, or volunteer in class because they find an inner satisfaction in that. As teachers, it is important to build motivation in students. In relation to the classroom, Haywood, Kuespert, Madecky, & Nor (2008) cited in (Okolo & Bahr, 1995) argue:

> "Most educators agree that students who are motivated to learn are those who pay attention to the teacher and maintain interest in academic activities, volunteer answers in class, ask for guidance when needed, persist in trying to

solve problems themselves, complete activities above and beyond those required for the grade, and take risks to improve their own skills" (p. 45-46). Brophy (2004) views motivation as "the intention of acquiring the knowledge or skills that the activities are intended to develop" and a "willingness to engage in lessons and learning activities" (p.4). Motivation definitions vary among researchers, which teachers can relate to their own classrooms. What makes one student motivated or appear interested may be different from another student.

Factors Affecting Motivation

Understanding motivation is a vital concept when working to produce productive, more knowledgeable students. However, before changing the way children think inside the schools, it is important to realize there are external factors influencing their motivational levels and way children think outside of school.

Schools in today's society are changing so much. With the requirements of No Child Left Behind Act, more schools are focusing on achieving higher test scores, often from the beginning of the school year. Unfortunately, research shows that schools focusing primarily on achieving high scores and competing for recognition results in students losing motivation(Meece, Anderman, & Anderman, 2006). Research also indicates that students are less intrinsically motivated to learn and less likely to engage in critical thinking when rewards are attached to these standardized test results (Amrein & Berliner, 2003). With this being the focus, there is less emphasis on content and whether or not the information interests or applies to the students, but rather whether or not it will show up on tests. Districts are reducing learning to a matter of achieving competitive scores, instruction revolving

around assessments, and the threat of cutting funds based on these results (Burke, 1995). Students are focusing more on how well they can complete tests instead of focusing on applying information to themselves.

Another factor decreasing motivation in students might be their socioeconomic standing. Depending on where they are in the social class may bring other dimensions of problems like poverty, family stress, violence, drugs, ignorance, or complete disinterest (Kohn 2001). Less privileged children may come from families who have not been able to give them education opportunities, so they lack the emphasis on education (Cameron & Pierce, 2002). Inner city students, or students living in poverty often struggle to excel in school, or feel that being smart is not "cool" (Jones, 2009). Jones interviewed a young girl, working to get a good education, who compared most kids in her neighborhood being sent away to a delinquent center, instead of college (Jones, 2009). President Barack Obama (2009) even recognizes the pressures for students living in poverty and that if poverty is a disease that infects an entire community in the form of unemployment, violence, failing schools, and broken homes, then we can't just treat those symptoms in isolation" (p.2). While there are countless other issues taking away from students' focus on schools, teachers need to try and work to counteract any distractions.

Self-Efficacy

Self-efficacy is vital to motivation. According to Bandura (1994), self-efficacy is "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (p.1). Obstacles that inhibit learning are most frequently motivational; further, when

learner needs are thwarted or unsatisfied, defense mechanisms begin to intervene (Burke, 1995). When students do not believe they are good at something, they usually have very little resilience to failure (Barry, 2005). This becomes increasingly evident when it relates to academics and school. If a child knows he struggles with math and is not good with computing numbers, that child will be less likely to keep trying if he/she is receiving poor grades (Barry, 2005). Dr. Mel Levine (2002) suggests that when students suffer from low self-esteem, classrooms become a facilitator of daily embarrassment. Since children have very little tolerance for this time of negative feelings, these particular students are the ones who most likely wind up caught in a circle of "substance abuse, depression, juvenile delinquency, teenage pregnancy, and dropping out of school" (Levine, 2002, p. 267). As research supports, the need to build students' self-efficacy and their self worth before trying to foster motivation in the classroom is critical.

Intrinsic Motivation

As teachers, what are the tools for increasing student's motivation? Intrinsic reinforcement remains a key strategy in building motivation in students. Kohn's (1993) definition of intrinsic motivation as "enjoying what one does for its own sake" (p.68). It would therefore apply to the classroom in explaining why a student wants to read a book outside of what is required. For example, if there was no competition and no reward, the child would be intrinsically motivated to read simply because they were interested in the book. Haywood, Kuespert, Madecky, & Nor (2008) cited Institute (1997) to further discuss intrinsic motivation:

"A number of studies suggest ways to encourage intrinsic motivation

> indicative of the idea that in order to remain interested in learning, students must feel challenged and receive feedback on their progress...Verbal praise and positive feedback have been said to enhance a student's intrinsic motivation" (p. 45).

By focusing on this type of rewards, students are in essence motivating themselves. Teachers often find building intrinsic motivation in students daunting because the teacher cannot control what a student feels or thinks. What may be interesting to one student may not be as relevant to the next, so how do you get students wanting to learn for their own good? How the teacher introduces the information is a significant factor in whether or not the students will be intrigued (Hansen, 2001).

Enthusiasm proves to be a paramount factor in promoting intrinsic motivation. When the teacher seems excited, passionate, and noticeable enthusiastic, this may ignite the curiosity and interest for students, in turn giving their intrinsic motivation a spark (Patrick, Hisley, Kempler &College, 2000). By presenting activities in meaningful contexts that appeal to children and becoming visibly excited about them, teachers can inspire students to realize these facts are important to learn (Hansen, 2001). When Hansen conducted a study within her own class, she found when she displayed vigor and energy prior to administering a writing assignment, students gave her more eye contact, and their writing products were completed more independently. Students asked for less help with spelling words, had less trouble getting started, and showed a decline in approval and praise seeking behavior (Hansen, 2001).

Intrinsic motivation is also increased when students have a choice in the

activities they do. Studies show that giving students an opportunity to choose learning activities increases their internal motivation (Lowman, 1990). When students are given a choice, they are given some control over their learning (Dev, 1997). What interests one student may not appeal to another; therefore, giving them a choice or a decision in the learning process will better link the student to the information (Kearney, 2008). In trying to generate intrinsically motivated learners, it would be beneficial if the task was viewed as engaging and something of interest (Coutts, 2004). Kohn (1993) found that a group of third and fourth graders remembers more of what they were asked to read when they were allowed to pick the topic of the passage. In fact how interested the students were in what they were reading proved to be thirty times more important than how "readable" it was (Kohn, 1993). Hansen (2001) agrees that "when given the opportunity to makes choices in their learning, my students could indeed be motivated for the intrinsic value of what they had chosen to work at" (p. 4). Furthermore, by taking students' opinions and applying them to the lessons, teachers can better motivate the students to learn.

Another principle for building intrinsic learners is allowing students to work together collaboratively. When students work in well-functioning cooperative groups, students feel more confident about themselves, show positivity regarding the content being studied, and become more accepting of each other (Kohn, 1993). Hansen saw an apparent difference in her own class from her students reading alone and when they read a book of their choice in small groups. Students who previously had struggled, flipped mindlessly through pages, and clearly not reading the text for any type of comprehension, when paired in a group were sitting quietly,

relying on group members for help, and showed disappointment when time was up (Hansen, 2001). Hansen (2001) cited Deci (1985) in that "competition has been shown to decrease intrinsic motivation" while cooperative learning settings are intrinsically motivated. Therefore, when students work together to learn and expand their knowledge, they are more likely to become invested and motivated to do the work.

Extrinsic Motivation

While intrinsic motivation focuses on building off a student's inner feelings, sometimes students need external reinforcements to get them excited about school. An extrinsic reward is a form of reinforcement or motivation builder. Extrinsic rewards are defined as "usually tangible or otherwise observable consequences to a behavior" (Kearney, 2008, p.38). These reinforcements are limited to nothing as long as it is reinforcing to the student it is designed to motivate. Charlop-Christy and Haymes (1998) presented data showing the percentage of correct on task performance being higher when objects of obsession were used as tokens, as opposed to when typical or general tokens were used. An object of obsession is considered any specific item that harbors potential interest to the individual child in question (Charlop-Christy & Haymes, 1998). These objects can be tangible items such as: tokens, chips, stickers, stars, grades, edibles, money, check marks, toys, points, etc. (Phifer, 2002). An extrinsic reward could also be free time, verbal praise, computer time, or anything that the student likes to do (Phifer, 2002). This strategy has shown that "students who were rewarded showed an increase in the main measure of intrinsic motivation (free time)" (Cameron & Pierce, 2002). In other

words, by rewarding positive behavior from the students who have low interest in their academic demands to begin with, teachers can increase students' motivation and their overall performance by giving them something to strive for (Haywood, Kuespert, Madecky, & Nor, 2008). For those students who have low levels of motivation regarding school and their assignments, extrinsic motivators provide them with a tool to spark enthusiasm.

Not only can extrinsic rewards increase students' motivation to complete the work, studies find that they help lessen problem behaviors and increase appropriate behavior. Musser, Bray, Kehle & Jenson, (2001) demonstrated that when extrinsic rewards or a behavior intervention plan using rewards was implemented, students reduced their amount of disruptive behavior. Managing behaviors is a concern for teachers of all ages and grades; therefore, extrinsic rewards can be applied in a variety of settings to improve class conduct. For example, there was a study conducted which focused on a third-grade student with learning disabilities. It proved that by awarding the student tokens when he behaved, (which was predetermined as staying in his seat, staying on task during teacher instruction, and talking appropriately to his classmates) his inappropriate behaviors diminished (Higgins, Williams, & McLaughlin, 2002). Combining a reward system and a response cost program, which is an avenue within a reward system requiring students to give something back when they act out, has been shown to be "quite effective in reducing noncompliant and disruptive behaviors" (Muser, Bray, Kehle & Jenson, 2001, p.295). Musser, Bray, Kehle and Jenson (2001) came to that conclusion when they completed their study on three special education students

who had individual education plans for emotional disturbance and attention deficit/hyperactivity disorder. They found that when the students received stickers for compliant behavior and for following the rules, their disruptive and noncompliant behaviors were reduced to a level that would be acceptable within a general education class setting (Musser, Bray, Kehle & Jenson, 2001). When students are behaving, less time is spent on correcting individual students and teachers have more time to instruct. Salazar (2004) cited McGoey and DePaul (2000) explaining that the disruptive behaviors from students with attention-deficit/hyperactivity disorder were significantly decreased when the reinforcement and response cost contingency were implemented in the classroom. Therefore, using these extrinsic rewards is also successful for students with special needs, where typical behavior expectations may not be applicable.

In spite of all these studies, the use of extrinsic rewards to motivate students continues to be controversial issue. Haywood, Kuespert, Madecky, & Nor (2008) cited Deci and Ryan's (1996) claim that when tangible rewards are used to promote a behavior that would not happen otherwise, the reinforcement is considered controlling and in turn, will decrease intrinsic motivation. This view against the use of extrinsic reinforcers views rewards as something that people use to control others, and they do this by threatening the subjects with the possibility of removing the reward, thus manipulating the behavior (Kohn, 1993). However, Cameron and Pierce (2002) challenged Deci and Ryan's study and argued that intrinsic motivation is only decreased by the use of extrinsic rewards when the rewards are already expected.

> "A review of the literature on the effects of extrinsic reinforcement by Akin-Little, Eckert, Lovett and Little (2004, p. 344) concludes that "little detrimental effect is found with the use of external reinforcement" and receiving extrinsic reinforcement does not harm a student's intrinsic motivation" (Zirpoli, 2008, p.307).

Extrinsic rewards programs are often a good place to start when changing behavior and increasing a desire to succeed in school; however, they are not the ultimate outcome (Sebastian, 2009). Rewarding students who otherwise may lack motivation is a good start to get them excited to learn, but ideally, the rewards can be slowly removed but the behaviors will stay the same (Tileston, 2004). For the students who want to learn, they are intrinsically motivated to keep coming back to school. However, for the students who have a lower motivation to succeed in the academic setting, extrinsic rewards exist as an approach to get these troubled students excited and enthusiastic about school.

Examination of Extrinsic Reward Programs

While extrinsic reinforcers are effective if used alone, token economies provide teachers with an avenue to establish expectations in the class. According to Zirpoli's (2008), a token economy "is a symbolic reinforcement system... it is based on a monetary system, with money as the most common form of tokens...which can be exchanged for food, housing, and other material objects" (p.321). When used in the classroom, a token economy gives students something to work towards. The teacher first must discuss with the class the predetermined behavior he/she wants to see from the students. The target behavior could be staying focused during a

lesson, remaining quiet during independent time, or any specific behavior an individual child needs to work on (Kearney, 87). When the class or the student achieves the desired behavior, the behavior is supported with a reinforcer, which can be any type of ticket, stars, points, stickers, tokens or chips. The premise is that if students have something to work towards, these extrinsic motivators will provide them with a reason to perform what is being asked of them.

A hypothetical economy would be every time they complete their homework without any errors they get a ticket, and for every 15 tickets a student collects, they are rewarded with a new pencil. Therefore, within any token economy there must be a backup reinforcement, which is explained in *Understanding Applied Behavior Analysis* by author Albert Kearney. He states, "Reinforcers [tokens] would not be effective for long unless they had a backup reinforcer that can be received in exchange for the generalized reinforcers...These reinforcers (TV, books, snacks, privileges, etc.) are what the tokens can buy" (Kearney, 2008, p. 87). In other words, once the student achieves the number of tokens they are working towards, they get a "backup reinforcement." A backup reinforcement is not limited to tangible items, but rather could be an activity, free time, or even verbal praise. These backup reinforcements, a vital aspect in token economies, are what students who struggle to get motivated in school can work towards.

Just as necessary as giving them a motivator, the teacher then reminds the students there is a "response cost", which means if a bad behavior is exhibited, the generalized reinforcement can also be taken away (Cameron & Pierce, 2002). By holding the students accountable for all their behaviors and actions, response cost

help keep students focused and on track (Zirpoli, 2008). Referring back to the same hypothetical token economy as previously mentioned, an example of a response cost would be if the students do not complete three error-free homeworks in a row, they must give the teacher a ticket. "Token economies are a positive reinforcement program for building up and maintaining appropriate classroom performance and behaviors" (Salazar, 2004, p.67). A token economy is a way for educators to use rewards to motivate good behavior in both regular and special education students. This system of rewarding and issuing a response cost can be applied to any situation or classroom with the right planning. Students who may have otherwise viewed school as being too hard or not somewhere they would like to avoid can be motivated to come and succeed in school when extrinsic rewards are incorporated.

Conclusion

After reviewing the literature, the importance of motivation is clear, including both intrinsic and extrinsic, in getting students interested and engaged in the educational setting. While some students can build off their own personal desire to learn through intrinsic motivation strategies, other students need to external rewards to get enthusiastic about school, which is where extrinsic motivation comes in. For those students who find no personal drive to try in school, the literature supports extrinsic rewards having a clear and paramount influence on students' motivation. Motivation alone holds great importance on how students view school, how important they think learning new concepts is, and how much they challenge themselves. When students are motivated to learn and excel for themselves, and without any needed incentives, this intrinsic motivation is thought to lead students

to success. However, for the students who struggle to see the innate value in getting an education, extrinsic rewards offer those students something to work towards. Token economies are systems based off these rewards, and they designate certain expected behaviors for either a class or a specific student. Especially for students with special needs, as long as the rewards are based around what the individual student finds reinforcing, token economies can help minimize problematic behaviors, and encourage appropriate behavior. When the students are succeeding in class and behaving the way they are supposed to, children will more likely be motivated to continue on with their education. Through the use of intrinsic motivation and supplemental extrinsic rewards, teachers can create learning communities where the students are motivated to not only learn, but also succeed.

It is hoped that this particular study sheds additional light on the use of both intrinsically motivating strategies as well extrinsic rewards in a fifth grade elementary classroom. The next chapter of this thesis looks at the design of my research study based on the examined research reviewed.

Chapter III

Research Design/Methodology

The research design consists primarily of qualitative teacher research. Teacher research emphasizes inquiries stemming from teachers' own desires to examine their teaching experiences and provide insight into classroom life (Cochran-Smith & Lytle, 1990). It provides the "framework for moving forward with the agenda to transform teaching, learning, leading and schooling" (Cochran-Smith & Lytle, 2009, p. 119). "Teacher research is a natural extension of good teaching. It's observing students closely, analyzing their needs, and adjusting curriculum to fit the needs of all students" (Hubbard and Power, 1999, p.3). Researchers examine educational practices at length not just to determine how to get things done, but rather they come together to collaborate on social and political rationales for what to get done, and why it should be addressed (Cochran-Smith & Lytle, 2009). Therefore, this design strives for improving student learning and closely examining what can be done to create more influential and successful teachers.

When considering research paradigms, quantitative and qualitative research approaches are typically discussed. Quantitative research views research from a more linear viewpoint, where teacher behavior functions as the "cause" and the students learning equates to an "effect" (Cochran-Smith & Lytle, 1990). This objective viewpoint puts classrooms and the researchers as two separate entities, as "research is conducted by university-based researchers who are outside of the day-to-day practices of schooling" (Cochran-Smith & Lytle, 1990, 3). Under this paradigm, teachers conduct their classrooms based off of other researchers findings, consequently separating the educator

from the researcher. Here, teacher are merely objects of others investigations. Eventually they are expected to implement others findings, thus removing their input from the process. (Cochran-Smith & Lytle, 1990, 3).

However, the second paradigm, qualitative research, allows the researcher to take a critical look at the feelings and emotions of the participants within the study. The qualitative framework of teacher research is defined as "a complex, context-specific, interactive activity where all educational differences are important" (Cochran-Smith & Lytle, 1990, p. 3). The findings from this model are typically created for academic groups, investigated and analyzed by teachers. Qualitative researchers work to "uncover, articulate, and question their own assumptions about teacher, learning and schooling" (Cochlan-Smith & Lytle, 2009, 141). Under this paradigm, there is a direct connection from teacher learning to student learning, and how they mutually shape one anothers' educational progress (Cochlan-Smith & Lytle, 2009). Theoretically, what better person to examine the structure and issues within a classroom than a teacher?

My study looks at and closely analyzes teacher influence on student motivation. I hope to gain insights into the established research on the topic by looking closely at teacher and student perspectives throughout the course of the study. I use qualitative teacher research because I examine specific students' feelings and attitudes.

The qualitative inquiry strategies used in this study include surveys, observations, interviews, focus group discussions, students' projects and artifacts, and my personal teacher research journal.

Procedure of Study

I launched my study by first taking a close look at how the classroom is established and the overall atmosphere of the class. I honed in on how the teachers motivate the students and documented which students in class appeared to be the most engaged and enthusiastic. I used a checklist to assist in observing their behaviors related to motivation. I defined the following categories: a.)participates freely, b.)respects classroom rules, c.)achieves proficiency (or above), d.)completes class work, and e.)turns in homework on time. This observation checklist was completed everyday of the study so I could keep accurate records of their behavior, attitude, and work output. Next, I administered surveys for the students to complete which focused on their personal feeling towards school and how much they wanted to be there. My observations and data collection, paired with the students' surveys, gave me baseline information. Finally, I made the decision to conduct my research during the literacy block of the day so I could better monitor the data.

Upon gathering my baseline data and establishing what would be considered an "unmotivated" student, I began implementing the teacher strategy of enthusiasm in order to help students build motivation. Enthusiasm consisted of nonverbal actions such as an increase in vocal volume and intonation, varied facial expressions, large hand and body gestures, and an increase in overall energy. For the first week, I implemented these strategies during the literacy block for Tuesday, Thursday and Wednesday. After Language Arts and Literacy on Thursday, the students also took a "How am I feeling?" survey. On Friday, I had my first meeting with my focus group of "student researchers"

which consisted of six students who wanted to share what they liked or did not like about reading that week. We discussed my behavior and how it did or did not affect them.

The next week, I implemented the intrinsically motivating strategy of student choice. For Tuesday, Wednesday and Thursday of Week Two, each day the students were given various choices on how they would like to learn the specific skill being discussed. On Tuesday, the skill was teaching point of view and the students had the options of writing a story from the character of their choice's point of view, changing a typical fairy tale and picking a new character as the focus, or choosing an inanimate object, like a cookie, and explaining how it would feel. On Wednesday, the focus was on developing characters, and the students could either learn by analyzing the character traits of an already created character, or using a picture prompt, of their choice, as the basis for creating a completely new character. Thursday followed the same procedure. The lesson's objective was to learn how to cite evidence from the text. Students could chose between working in a group and together trying pull out the important information from the text or they could read a passage individually and also try to identify major pieces of text. At the start of each day when the students independently made their choices, those with the same choice would form a new group for the day, and that would be the small group I met with during our rotation period. After the conclusion of the LAL block each day, again they completed a survey. On Friday my group of "student researchers" met with me again to discuss how the week went. We talked about how they felt regarding being able to make choices regarding their education.

Week three followed the same routine, but the teacher strategy was incorporating cooperative learning groups into the reading lessons. This week, the skill that needed to

be taught was figurative language, so each lesson focused on that skill. On Tuesday, after the students observed a SMARTboard lesson on figurative language, the students were split into small groups. These small groups then went out into the hall and worked together to create their own examples of figurative language. Because figurative language has many topics to cover, they did this for both Tuesday and Wednesday. This allowed the students the opportunity not only to work together, but also to get out of the classroom and do something a little different. To finish the unit, the students broke up into groups of three or four with whomever they wanted. They were reminded of how we treat classmates. They were also told that if there were any problems with students being left out, I would create the groups myself. Once in groups, students participated in a SMARTboard Trivia game. There was either an example of figurative language or a definition provided, and the groups had to identify what kind it was. They worked together to come up with an answer in a timely fashion. At the end of the 20 questions, the students with the most correct answers were allowed to get something out of the prize box. Each day during this week the students still completed a "How Am I Feeling?" worksheet, and on Friday I met with a focus group of students.

At the end of Week Three I analyzed how many of my students showed higher point scores on their motivation checklists that I had been taking since the beginning of the research. This is where I changed paces to start implementing a new classroom behavior plan to see if extrinsic motivators would be what those students who still were not doing their homework or actively engaging in the lessons needed. First, the students completed a survey to see what tangible items specifically motivated them which as I used as a guide later in the week. On Monday, I talked with the students and re-

established classroom boundaries by talking bout how they should behave in the room and how they want their classmates treating them. I then introduced the students to their new classroom point scale. Each week the students started out with 15 points as shown on behavior charts taped to each child's desk. For each day they did their homework and received a check or check plus, they earned a point. This set the students up for earning at least four points during the week because typically the students do not have homework on Fridays. For any literacy class work that received a check or check plus, the students also earned a point. This set them up for earning at least nine points for just doing what was expected of them. The other areas students could earn points came from asking good, critical questions, displaying an act of kindness, or from receiving positive reviews from one of the special's teachers. If a student received a check minus on any work, which correlates to having not tried or not trying to one's ability, the student did not gain, nor lose a point.

This was not just a positive reinforcement behavior plan, for there were stipulations as well. Whenever students did not complete their literacy homework at all, they had to take a point. Losing a point also happened for disruptive behavior within the classroom. Students lose point for any behavior that did not adhere to the classroom rules, such as chewing gum, bullying or laughing at a classmate in a negative way, and any negative reviews from a special's teacher. If by the end of the week the students earned at least 25 points, they would be awarded with one of the options from their motivator's questionnaire. This system left room for the students to have a "bad day" either behavior wise or with not completing homework, but still gave them a chance to

earn back points. It also made them accountable for all of their behavior in, and outside, of the classroom.

Data Sources

To establish data for my research of this study I used various qualitative research techniques. The observation checklist allowed me to take an objective look at the students' motivation by defining specific behaviors for which I was looking. Interviewing teachers and audio recording the sessions also helped me determine how educators feel regarding student motivation and what tools they utilize to build the desire to learn. By meeting with a focus group of students once a week, I was able to get a sample of the students' input, focusing on how they felt about the alterations I implemented in the classroom. This in turn, provided me with information about the students' perspectives and what they would like to see happen in the class. My teacher journal was another source I utilized for data collection. Here I gained insight into the atmosphere of the room when I changed lessons to include more intrinsically motivating strategies and the students' reactions to these changes. This also enabled me to reflect on the changes which occurred once an extrinsic reward system was implemented, and again gave me an avenue to reflect on any overt behaviors I saw from the students. Pre and post surveys gave me more feedback from all the specific students on how they felt about the adjustments in the classroom. Additionally, the quality of their work was monitored and reviewed for completeness and effort.

Data Analysis

The data received throughout the semester, daily surveys, teacher checklists, oral student feedback, interviews and the teacher researcher journal, are all used to help draw

conclusions regarding the intrinsic and extrinsic phases of the study. By using the teacher journal and the information from the student interviews, I reviewed all data to find trends between what the students were saying and what activities were completed. I then applied these ideas to the data I gathered from the student motivation surveys. By inputting the data from those surveys into an Excel Spreadsheet, I was able to quantify the information I gathered and make determinations based off the results. I looked at the students' surveys in the beginning of the study and again at the end to compare results and see if there were any overwhelming changes or main ideas I could draw from them. I also used the interviews and focus group discussions to gain more concrete answers from my students on how motivated they felt about the intrinsically motivating strategies I included. I also used these meetings to gain more knowledge about student engagement, and paired their responses with insight from the teacher researcher journal. By analyzing all of the various sources of data, I could better see the various components attributing to increasing motivation in a fifth grade class.

Context of the Study

Community

Octavius V. Catto Elementary School is one of 28 schools within the Camden City district. It is one of the 20 elementary schools in the area, and it is located on the eastern side of the city. The 2000 Census showed there were 79, 904 people living in Camden City living in 24,177 housing units. Of those households, 42% of them were families with children under the age of 18 years, 13.6% of them were married couples with own children under 18 years of age, 24.5% were single mother households with children under

18 years old, and 19.9% were households with individuals 65 years and over. Within the city, 18.8% of the housing units were vacant.

The racial make up of the city taken from the census in 2000 was 16.8% White, 53.3% African American, 38.8% Hispanic or Latino, and 2.5% Asian. The city population is spread out with 38.2% under the age of 19, 8.3% from 20-24, 29.4% from 25-44, 16.3% from 45-64 and 7.6% who were 65 and older. The median age was 27.2 years.

Camden City median income is $23,421 per household and $24, 612 is the median family income. The per capita income in dollars is $9, 815. Approximately 32.8% of the families in Camden City live below the poverty level, as well as 45.8% of the families without a husband present and 35.5% of the individuals in the city.

Octavius V. Catto Elementary School houses 459 students ranging from pre-kindergarten through 7th grade. In fact, next year they will be adding 8th grade classes as well. There are 87 students attending pre-kindergarten, 72 kindergarteners, 58 first-graders, 49 second-graders, 42 third-graders, 37-fourth graders, 47 fifth-graders, 32 sixth-graders, and 31 seventh-graders. The school has 51.65% females and 48.36% males. The race breakdown goes as follows: 69.97% Hispanic, 27.92% African American, 1.98% Asian, and .44% Caucasian. 95% of the students in the school are eligible for free lunches.

Participants

Ms. DeSesso and Ms. Davis's fifth grade classroom is made up of fourteen unique students. Of these students, seven are male and seven are female. These students have very different learning styles and personalities, creating a fun environment. The makeup

of the class is very diverse, with seven African-America students, six students of Hispanic descent, and one Asian student. Two students in the class have IEP's, Brett and Eddie, and both are for Communication Impairments. Brett is a very intelligent student, but gets very flustered and easily upset within the classroom. He sometimes struggle to interact socially with his peers, and this further upsets him. Brett also needs much support keeping his work area clean and organized since he often loses assignments or hands them in rushed. When given the chance to talk about topics he knows, Brett flourishes and loves to share his knowledge with the class. He also receives speech therapy once a week.

Eddie is a more outgoing, involved student. He tries very hard and completes most assignments. He does however often "forget" his assignments, especially his 100 Book Challenge logs. Eddie occasionally has trouble putting to words the thoughts in his head, so needs some extra patience from the teachers when he gives an answer. He has a slight stutter and receives speech therapy.

Neither Brett nor Eddie has any necessary modifications for the way the material is presented. They are both sat more towards the front of the class, but preferential seating is not in their IEPs. One accommodation given to these special needs students is they receive extra time to complete assignments, and are often given an extra explanation of what is expected to be completed. Without this additional support, these boys struggle to properly complete what was asked of them, especially when it comes to any literacy homework.

Classroom

Overall, the fourteen students generally get along and treat each other nicely. Most

of the students are friends outside of the classroom, and that camaraderie carries into the room. They support each other within small groups, but also during their time in the Read 180 cycle, and cheer for each other to do well. For instance, if someone is struggling to do something on the computers, another study will try and help them before they request help from the teacher. However, this class is not without bullying. The arguments and disagreements are usually between the same core students, but it seems to end up spreading to others in the classroom. As in most fifth grade classes, there already is a sense of "who likes who" and that seems to bring much tension to these students. There was an instance where the whole class got involves and not only took sides in the argument, but also began forming "alliances". The teachers try to acknowledge any bullying when they see or hear it, and deal with it accordingly.

There is a sense for a learning community when you go into the room, and the students embrace all visitors and new students. The class is one that is used to change considering since the start of the year two students left the school, and three students were intermittently added to the group. The walls have countless educational posters, encouraging them to try their hardest, and tips for becoming better writers. They respect both teachers, but view one more as the lead teacher then the other. In terms of technology, because this school was built as a technology based school, they have ever technology opportunity available within the classroom, and if not there, then within the school. Within the classroom is a: SMARTboard, scanner, projector, eight computers, television, and SKYPE software the teachers use. The teachers try to use as much as possible, but do not utilize it all. The students really enjoy the SMARTboard and enjoy getting to interact with it in various ways. However, when the assignments are as

interactive, like most basic homework, many students often do not complete it at all. This is proving to be a major issue for the class. Generally, the teachers encourage the students whenever possible, and the students do try and work for their teachers.

Chapter Four discusses the results of student's daily surveys, teacher checklists, student interviews, focus group discussions and the information contained in the teacher researcher journal. Chapter Five then presents the conclusions and implications of the study and recommendations for further topics to study.

Chapter IV

Data Analysis

Introduction

Chapter Four discusses the findings of my study, focusing on answering the question, "How can motivation in an elementary classroom be increased by implementing intrinsically motivating strategies and extrinsic rewards?" As I sorted and categorized my various data sources (teacher- research journal, the student surveys on their feelings of motivation, focus group discussions, and student work) I identified key data to report. A look across all data sources seems to suggest four main themes that reoccur throughout the research study. These include: a positive influence on motivation from teacher enthusiasm, a connection between student engagement and motivation, fostering positive collaborative experiences and a connection between extrinsic rewards and choices.

Revisiting the Study

As chapter three explained, I collected my data in two main parts. First, I implemented intrinsically motivating strategies based off situations I manipulated as the teacher. These strategies included using extra enthusiasm the first week, giving the students choices in their assignments for one week, and incorporating cooperative groups for the third week. After each day of using one of these strategies, at the end of the literacy block (the subject in which my research was conducted) the students completed a daily survey called "Throughout the Day" (Appendix A). This provided me with the

feedback to monitor how they felt about the lessons. Then I went on to put the extrinsic reward system into effect. I also kept my own records of their behavior on a checklist, which had five criteria I defined as motivating behaviors. They were: (1) Participates Freely; (2) Achieves Proficiency/ +; (3) Respects Classroom Rules; (4) Classwork Completed; and (5) Homework Turned In (Appendix B). For each category the students received a 3, 2, or 1 based on their behavior that day (See Appendix C for rubric). After those three weeks, I changed focuses and put the extrinsic reward system into effect.

To quantify the data I received from the "Throughout the Day" surveys, I created a point system. For every "Very True" they circled, I considered that 5 points. For each "True" they circled, that was deemed 4 points. "Neutral" received 3 points, "False" received 2 points, and "Very False" received 1 point. By doing this, I was able to create averages, standard deviations among the answers, and see the growth or decline in their feelings towards what was being conducted within the class. Using this data also allowed me to create data tables and charts to better understand the research I gathered.

Discoveries about Enthusiasm

Upon implementing the three strategies previously discussed in order to increase a student's motivation, I realized overwhelming differences between the three strategies. I particularly found a uniqueness revolving around the use of enthusiasm. During the enthusiasm phase, I made efforts to include more changes in vocal volume and intonation. I varied from loud to quiet, from slow to quick, all in efforts to grasp their attention. I incorporated more hand movement and gestures within the lesson, in addition to mixed facial expressions. Sometimes I even felt like I was putting on a show for the students. Present during these days was an overall increase in the energy I put out.

Entering the classroom at Catto School, the students were typically well behaved and had established rules and expectations. Their behavior plan was not incredibly concrete, but the teachers in the classroom kept the students moving along as it was. I figured they would be fine with me adding in this unique strategy; I was sorely mistaken. What I found after trying to teach and incorporate more energy was, at first, the students became increasingly noisy and rowdy. Considering I am a rather enthusiastic and animated teacher to begin with, adding this extra amount of energy turned the classroom more chaotic then productive.

After that first day of including extra animation and vigor, I began to doubt if it would work at all. To build the background knowledge, the skills for this week focused around story elements like plot, setting, characters, and problem/resolution. The first day I used an interactive SMARTboard lesson to discuss the differences and how those factors influence a story. Mixing this lesson with the extra energy proved to be too much for the students to handle. I overheard two students talking and said, "Miss Tybus seems off the walls. I can't believe she's acting like this." The other student replied, "Everyone is getting so silly too!" Without discussing what I expected, the class seemed to lose the educational focus of the lesson.

Also, more behavior concerns had to be addressed on that first day, and in general during that week, nine out of fourteen students lost a "point". In this classroom, one lost a point if they were acting out in a disruptive or inappropriate way. Based off my observations during the weeks prior, on average about five students out of the fourteen lost at least one point during a week, and of that five, they typically were the ones who lost more than one point. However, the number of students acting out actually doubled

during the time extra enthusiasm was used. One student, Trevor, during the focus group discussion explained, "Well this week you kept acting so crazy, I think the rest of us thought we were allowed to too." Emma and Ciara, both students who typically can be counted on to stay on track and focused, admitted to getting really carried away. At one point Emma got out of her seat and began moving freely around the classroom, something students are well aware they should never do. Here, their excitement and energy resulted in not enough learning.

Having realized the mistakes in my actions, before starting my lesson on the second day, I reestablished boundaries with the class. Together we talked about how we should behave during the lesson, like raising our hand to speak, not talking while the teacher or others are talking, and remaining quiet in their seats. By recreating order within the classroom, the lessons the next two days went smoother. In turn, the enthusiasm acted as a way to get the class excited about the lesson. While some still struggled to keep their behavior in check on the second day, by the third day, the students figured out the routine and the expectations for them.

As quoted in Chapter Two, by presenting activities in meaningful contexts that appeal to children and becoming visibly excited about them, teachers can inspire students to realize these facts are important to learn (Hansen, 2001). This theory also proved true in my experience when I interviewed students in the focus group. After the three days of incorporating extra energy and excitement into the classroom, my student named Kelly explained, "You kept making us wonder why you were so excited. It was like, well if you were excited about something, then maybe I should really pay attention." Emma agreed and added, "I kept wanting to know what you were so pumped about. When you

were happy like that, I felt I should be happy with you too. I was excited to be in class!" Here the students' comments justify that when teachers exhibit passion and energy about topics, the students respond positively to it. Because I was behaving in such a matter that demanded their attention, the students felt this was important knowledge to build on. Having the ability to harness that passion and enthusiasm, and use it in moderation during lessons, the students were more interested in what is being taught. Therefore, albeit behavior concerns initially became more of an issue in the classroom, the students did positively react to my extra enthusiasm.

Additional data from the surveys supports this theory. There were various questions on the survey that had a positive connotation. While all the questions held important value in gathering a true representation of how the students were feeling, a few stood out to me as being especially telling. The ones I looked the most closely at were "I wanted to do well for myself", "I was glad I was learning what the teachers were explaining", and "I tried my very best". During the week enthusiasm was used, for "I wanted to do well for myself", on the first day the average response was a 4.08 out of 5. On the second day it was a 4.48 and by just the third day, the average already was a 4.75. Hence, according to the students' surveys, as the week progressed and students got a better understanding of my expectations, they enjoyed being present more, and their intrinsic motivation of wanting to do well increased. Looking at the comment, "I was glad I was learning what the teachers were explaining", on the first day of the enthusiasm, the average score was 3.62, on the second day the score was 4.17, and on the third day, the average answer was a 4.08. Again, as the students grew accustomed to the routine of the class, the students responded positively. Finally, in analyzing "I tried my

very best", students reported an average score of 4.46 the first day, 4.25 the second day, and 4.58 the third day. While these numbers are much closer linked, they still show a slow growth of positive attitude towards me using enthusiasm in the classroom.

Additionally, when I reviewed the information from the teacher checklist, there also showed to be an increase in the amount of students participating in class. On Day One, only 7 students received a score of 3, which means they are freely participated. Yet by the third day, 12 students freely answered questions and gave their feedback. Unfortunately, the categories of "Classwork", "Achieves proficiency or higher", "Respects classroom rules", and Homework Turned In" remained unchanged, thus telling me that regardless of my behavior in the front, the students completed the amount of work they wanted to. Even though behavior was initially a concern during this phase, overall the use of enthusiasm was effective in getting the students to be more engaged in the lessons.

Links Between Student Engagement and Motivation

In completing the research for this study, I also found a compelling trend in my data, in that when the students were most engaged, involved or interacting with the lesson, they reported the most motivation.

During the second week of the study, NJ ASK test preparation started coming into play, so each day I taught a new skill. As stated in Chapter Three, the students worked on grasping the concept of point-of-view, developing a well-supported character, and finding evidence within a text. To incorporate choice into point-of-view, the students were asked to pick a fairy tale of their choice, and tell a new story from a different character's point of view. Vanessa chose to do a narrative from the Tom's point of view

from Tom and Jerry, and Eddie chose to do Jerry's side. Kelly chose to talk about how the wolf most likely felt from the story of *Little Red Riding Hood* and Katrina explained the step-sister's view from *Cinderella.* They also had the option of picking an inanimate object, and by using personification, giving it a point of view. Mitch chose to talk about how "Basketball" feels abused, and all he wants to do is hang out with his friends on the rack. The students were given the freedom to cover what they wanted to write about. Choice was also incorporated into developing characters. This was achieved by teaching the students how important it is to create very detailed characters. I printed out six different images of possible characters. They ranged from a yeti to a small woman the size of a leaf, to a witch-like lady. The students were allowed to pick whichever image they wanted, and from there, they created a thorough explanation of who the character was, and why they were doing what they were doing in the picture. The third lesson was finding evidence within a text to support an answer, and the students picked the text they wanted to analyze. Then they would go through and locate supporting details for the question they were answering.

During the lessons, the students were engaged and excited about what they were doing. So it was that much more surprising when I analyzed the data from their motivation surveys. When I looked at the three key statements from their surveys, for " I wanted to do well for myself", the numbers decreased from an average of 4.67 on the first day, to 4.36 on the second day, then went back up again to 4.54 on the third day. For the statement of "I was glad I was learning what the teachers were explaining", the numbers went from 4.33 on the first day, to 4.36 to the second day and went down to 4.23 on the third day. Finally, for the statement "I tried my very best" the student's statistics showed

similar variances in that the average was 4.25 the first day, 4.36 the second day then 4.54 the third day. I went back in my records to see if there were outstanding issues during this period that would have contributed to these statistics. I discovered it was during this week the students had significant behavior problems within the classroom. Students were even required to record how they thought the had behaved during the lessons and some responses were "I was doing okay at first, but then I started talking to friends", "I wasn't focused today", "Today I wasn't really very focused" and "I was just okay today, but I know I could have done better". This data leads me to believe that perhaps when behavior issues become the forefront concern for the teacher, motivation decreases. Nevertheless, all scores that week ranged within the "True" to "Very True" scoring, showing that even with the minor decreases in scores, students were motivated. Additionally, during that week, only three students did not do their homework, a step up from the week before.

What I found to be the most telling from this section of my research was the information I gathered from interviews. One particular interaction spoke volumes to me about how the students felt regarding these lessons. This came after we worked on creating the characters based off the pictures. I worked with the students in small groups during their rotation at the teacher.

Me: "Okay Jada you have to go now. It's time to move on to the next rotation."

Jada: "Okay okay."

Me (After her not moving): "You can finish this later."

Jada: "I know, I'm going. It's just that...this is a lot of fun though. I like that I get to do something different from the others if I want."

In this situation, Jada was stalling to go to the computer rotation, usually a favorite of the class, because she wanted to keep writing. By giving the students some options in how they developed the characters, students were engaged and working hard. The chatter around the room was positive and fun.

Trevor: "No way, you said the lady was the size of a bug? That's cool. I said she was a woman that lives in the rainforest, where the grass grows as tall as her!"

Jada: "Miss Tybus, mine is different from Will's. He said the woman is laughing because she told a joke, but I said she's laughing because she pushed another lady out of the way, and now she's the queen. Is that okay that they're not the same?"

Me: "Of course Jada! That's the point of all this! You get to develop her in however way you want."

In all of these situations, I felt myself questioning what I was finding. Were the students engaged because they were given choices or were the students enthusiastic because they were completely engaged? In completing the rest of the research, I found more situations support the latter. Strengthening this notion was my data collected from the following week, when the students were presented with lessons that involved student collaboration.

Before examining the teacher observations and student records, I must briefly re-explain what the students did during this week. The Language Arts and Literacy block was focused around figurative speech, again in efforts of preparing the students for the NJ ASKS. For the first and second day, the students first received a SMARTboard lesson during their whole group time, which reviewed information on figurative language, gave examples, and presented when to incorporate it. Next, when they moved into their

rotation, they came out into the halls with me during their small group time. On the walls I put up four different examples of figurative language, correlating with whatever I spent the most time discussing during whole group. As a group, the students created their own example for each. Whenever someone needed help, the group was there to provide backup, yet all students created their own example too; therefore, the group functioned as additional support if needed. The same process was repeated on the second day, with four other examples of figurative language. On the third day, the students were allowed to break into their own small groups, and as various cohorts, they played a trivia game based off figurative language questions.

It was during this week I counted the highest scores in all three of the specific areas in their surveys. For the "I wanted to do well for myself" statement, the average went up from 4.46, to 4.62 to 4.77; a steady increase as the week progressed. In response to "I was glad I was learning what the teachers were explaining", averages went up from 4.46 on the first day to 4.69 to the second and 4.77 on the third day. Last, for "I tried my very best" the average went from 4.46 to 4.77 to 4.92, where almost every student but one scored themselves with a 5, a "Very True".

Supporting this data would be my information from the teacher checklist. Days One, Two and Three of this week all showed at least 10 students achieved a score of three each day in "Freely Participates", "Classwork", "Achieves proficiency or higher", and "Respects classroom rules. "Homework Turned In", unfortunately, saw no increase in scores, and three students still did not feel compelled to do their homework. Again, homework being completed seemed to be unrelated to what went on in the classroom.

One final discovery regarding student engagement and motivation came completely

as a surprise to me. In concluding my study, I gave the students a short questionnaire (Appendix E) where they would write down their overall feelings about what we did together regarding motivation. One of the questions was "Which one of the strategies listed above did you like best? Why?" I added it with the assumption the answer was going to be simply working in groups. Getting to work together with friends seemed the obvious. But I was shocked when five students said working in groups, and five said working out in the halls! Of all the planning and debating over lessons, having the students work out in the halls was just a spur of the moment decision I made to get the students out of their seats; yet that motivated them equally as did working in groups. Some responses were, "I liked best working outside of the classroom in the halls. It let us move around without getting in trouble", "Working in the hall was fun because it let us move around the classroom and get out of those seats!" and "Working outside the classroom in the hall was more fun then what we normally do." Consequently, a surprise discovery within learning about student engagement is that movement within a lesson is something that also motivates students. They really enjoyed the ability to use kinesthetic learning within a literacy lesson. For future reference, movement of not only their bodies, but simply around the room is something to look into for when encouraging students to excel in school. Student engagement is closely connected to motivating students, and by working to gain participation and interaction within lessons, motivation seemed to subsequently follow.

Fostering Positive Collaborative Experiences

In revisiting the previous paragraph, again I would like to draw on the theme of motivation connected to collaborative learning. The third week of the study focused on

the students working together in groups. My initial fears of doing this revolved around the possibility of students being left out. I had an image in my head of one random student, sitting alone at a desk, with no one wanting him/her to be in their group. Yet when given the chance, the students proved me wrong and showed me what a positive experience it could be.

While working in the halls, creating figurative language examples, some students were able to independently create examples with more ease than others. One situation that stood out to me was when Katrina was doing her best to create an example of personification. Continually confusing dialogue with personification, she was beginning to get visibly frustrated.

Katrina: "Miss Tybus, I just don't get this."

Me: "Well don't forget to look at what your classmates did before you. Try to get a better understanding from the examples. And what did I say we could do if need extra help?"

Katrina: "Oh yeah, we're allowed to work together. Hey Will, could you help me? Yours is really good."

Will: "Sure!"

Now Will was typically a struggling student, but when Katrina asked him, of all people, for help, his eyes lit up. Here, Will was able to explain to Katrina personification was "just like when something not real comes to life. Did you ever have a pet rock? Did the rock talk to you? See you used personification," he explained. Why didn't I think of that? She understood the concept, Will was able to further gain practice on figurative language, and both students were happy. Everybody won. But if this had been

completed during whole group instruction where all students work independently, when would she have truly figured out the meaning of personification because she is too shy to raise her hand and ask for help? Students working together in groups (both assigned by me and chosen on their own) was very beneficial. I observed students working together, helping each other out and giving new angles on concepts when I was running out of ways to describe.

Students group work ended up becoming a major contributor in increasing motivation. Talking with the students in the focus group, I was interested to hear the various feelings about it. We discussed how they felt regarding the week's lessons and getting to work with their classmates. Most students agreed they felt more excited about the lesson and being in school when they found out they would be working with their peers. Some insightful comments were:

Eddie: "Getting to work in groups is nice because if you get frustrated, you have people there to help you so you don't feel so dumb."

Kelly: "It is fun working with friends, but we get hyper so easy. I know we are gonna' get in trouble for talking. We can't help it!"

Both of these students enjoyed the group work, but Kelly identified the problems that occur within these groups, and specifically mentioned talking out of turn and talking within the groups. Fifth graders are at a point where they begin socializing more, so this is a natural problem even during a regular lesson. In order to help minimize talking out of turn, classroom management expectations must be clear and established. Two other statements that I found intriguing were:

Ciara: "I like it better when you assign the groups. You separate the kids that shouldn't be together and that way the lesson goes smoother."

Mitch: "But when you do it, and I get with someone I don't like, it's awful. I'm stuck doing a whole project with them."

These students gave perspectives on both picking groups on their own, and being put in groups by the teacher. Ciara discussed about how awkward picking groups can be; yet Mitch rebutted with a sound defense, explaining how it is tough being paired with someone you may not like. In the end, my analysis revolves around the concept that each classroom is different. In some classes I've taught in, I could mix and match pretty much any students, and everything would be completed relatively easily. Yet in other rooms, I knew from the start of the lesson which students would need to be separated. Controlling behavior plays a major factor in the success of a lesson, but by incorporating cooperative learning groups, my data suggests that students are more motivated within the classroom.

The "Throughout the Day" surveys would also support this theory. Referring back to the previously stated data, during the cooperative learning groups week, there was a steady incline in the averages, with the class rating the highest "I tried my very best". Only one student out of 14 did not agree that this statement was "Very True". Their homework completion actually went up by one person as well, and 11 out of the 14 students completed all of their homework that week. Additionally, 12 students received all threes for my teacher checklist. The data I collected supports the findings that collaborative learning helped promote motivation in my fifth grade students.

Connection Between Extrinsic Rewards and Choices

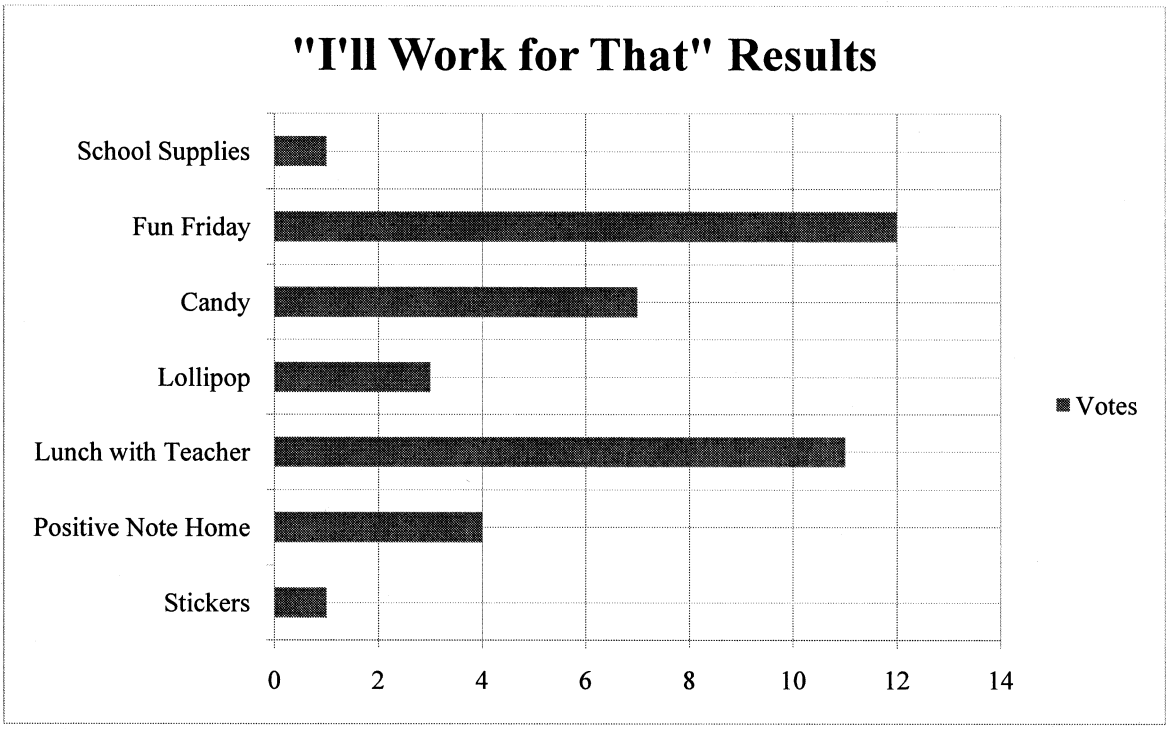
Before I explain the findings of the second phase of the research study, it is

imperative to make clear the behavior management system that was already in place. The students had "Behavior Charts" on their desk that assigned each day of the week, five points. Theoretically, at the start of the week the students would be given these charts, and each time they did something the teachers deemed wrong, the students took a point. They took a point by circling one of the numbers in the box for the specific day they were in. Taking a point could be the consequence of calling out of turn, not raising their hand, chewing gum, overall behavior problems, or anything else that was disruptive to the class. If the students had less than 20 points by the end of the week, they were not allowed to participate in "Fun Friday", a free period Friday afternoon. I saw many students take a point, yet there was rarely any negative ramification come Friday afternoon. The students who had more then 20 points got to play around, and so did the students who had less then 20. No one was truly held accountable for his or her actions.

When I changed the focus from intrinsically motivating strategies to an extrinsic reward system, I had established expectations in my mind. These expectations revolved around rising "Throughout the Day" scores, even more completed homework, and an overall more pleasant classroom. Again, I was wrong. What I found after implementing the changes I discussed in Chapter Three, there was no change at all in the way the students behaved. They did their homework just as much. Students did not try to be nicer to their classmates, nor did I see an increase in overall good behavior. What I did find was that students behaved almost exactly the same with the intrinsically motivating strategies and the extrinsic rewards. The students who did not feel compelled to do their homework did not do it more when I was jumping around the room being enthusiastic, and nothing was completed when they knew they were getting points for completed

work. The interesting facts I did discover were within the observations regarding choice and points fluctuation.

Before the students started the extrinsic reward phase, they completed a short survey titled, "I'll work for that" (Appendix D). It listed various items or things the students would be interested in working towards and they had to pick their top three choices. See Figure 1.



I had figured that all students would stick to the "Fun Friday" choice, but I was very surprised when I saw "Lunch with the Teacher" had almost the same amount of points. *They want to hang out with me when they don't have to?* And when I met with my focus group during lunchtime, they gave me some reasoning behind their selection.

Will: "I like getting to eat with the teachers, it lets me get to know them in a different way. When I get to eat with you, it's like, we can be more like friends."

Kelly: "I would rather be with you then getting a piece of candy. You eat candy, it's gone. But with you, I'll see you for lots more days, so it's worth it."

Iris: "I like that I can pick lunch with you, someone else can pick from the prize box, and someone else can get a good note home to their parents. It's nice like that."

Not only did the students enjoy spending extra time with the teacher, but some even were upset when they realized they did not have enough points. Also, what Iris said resonated with me. The choices were a big success! In my teacher journal and my observations, I noticed that students responded positively to having an opinion in the choices they were rewarded with, as opposed to simply picking from the "prize box". For instance, when I thought for sure Kevin would want some candy, instead he picked the note home.

Kevin: "Miss Tybus if I pick a note home this week, do I have to change for next week? Wow, I'm gonna (going to) make sure I get enough points so I can get another note for next week! My mom will be happy."

Students were seemingly very motivated, even if according to my teacher observation list, they were not. They were smiling and eager to gain points. Another telling aspect of the study was when I explained how in my behavior system students could lose, but also gain back points. Here, they were given wiggle room to have a bad day once in the week, and yet still make it to the reward at the end of the week. Students whom previously were used to just losing points were pleased when they were able to gain back a point for asking an advanced question or helping out a classmate in need. The students explained to me that just losing points is "kinda bad because it makes you feel bad when you look down and all you see are Xs over points". Will explained, "I feel good and it's fun when I get to erase an X. I know I did good and I wanna (want to) be able to have no Xs."

By incorporating not only choice into the extrinsic reward program, but by also giving them the ability to both gain and lose points, students responded positively. While in the two weeks I implemented this program I did not see any gains in their homework or behavior, I feel that if this had been implemented for a longer period of time, it would have made more of a difference in behavior and homework. Near the end of the second week, some students began asking more thought provoking questions. Also, I believe the students needed the two weeks just to adjust more to my system, and to realize that people really will lose "Fun Friday" or whatever prize they chose if they do not acquire enough points. They were used to the behavior charts being overlooked, so I think more time with the new extrinsic reward system, and the students would have begun taking it more seriously, thus handing in more homework as well.

Summary of Data Analysis

As stated in Chapter Two, "When we encounter one who is unmotivated, the questions focus on where, how, why... The job is to restore that force by making the goal more attractive, by seeing to it that the goal is somehow attainable" (Levine, 2002 p. 265). Students of all ages occasionally struggle with finding motivation for school. After conducting this research study and analyzing my results, I agree wholly with the statement. Based on all of my data sources, when looking at intrinsically motivating strategies, enthusiasm and cooperative learning groups were both effective in getting students motivated for the lessons. While choices were an important factor, they related more to ensuring the students' engagement, another key factor in building motivation in elementary students. Motivation is a topic that varies greatly by students and environment, so what worked for this class may yield different results for other students

or another environment. In relation to an extrinsic reward program, data suggests that by giving the students choices in the prizes, they are more likely to strive for what they deem important to them. Also, incorporating an avenue for students to both gain and lose points is vital for an effective system. Although some strategies were successful, and others needed more planning and adapting, being aware of motivation became an everyday part of our class. By clearly establishing boundaries and setting up expectations, teachers can use both intrinsically motivating strategies and/or an extrinsic reward program to inspire students.

Chapter Five presents the conclusions and implications of the study and recommendations for further study.

Chapter V

Summary, Conclusions, and Implications for the Field

Summary

As discussed in Chapter Four, I have come to find that enthusiasm, student choice and cooperative learning groups can in fact motivate a student in an elementary classroom, in addition to extrinsic reward programs. When I used extra energy and displayed a passion for the material, students felt that the information was more important, and in turn that they paid closer attention to what was being discussed. I learned that while the extra enthusiasm can create behavior problems if the students are not reminded of how they should behave, overall enthusiasm proved to be an effective way in grabbing students' attentions. Whether students became more engaged because of my energy level or because of how the lesson was created, getting students engaged in the lessons was imperative in building motivation. During the times when student choice and cooperative learning groups were in effect, I found the students were most responsive to the lessons where they could interact with the material the most. Group work also seemed to foster favorable responses from the student, and they were able to gain help and guidance from each other. Additionally, although the extrinsic reward program didn't make major changes in motivation, students did respond positively to the individual nature of the system, where they were allowed choice in selecting their prize. Also, ensuring that there is room for both gaining and losing points motivated students to keep on trying and working, even if they lost points. They kept trying and working, and

that displayed increased motivation. After analyzing and interpreting data findings from my teacher research journal, student surveys, teacher checklists, and focus group discussions, I found that both intrinsically motivating strategies and extrinsic rewards can positively influence the learning in a fifth grade classroom.

Conclusions

Based on my findings from my study, and the work of others who examined motivation in elementary aged children, I learned how important building motivation in students is. With no one particular approach being the sole way to inspire a child to excel, increasing a student's motivation depends greatly on the specific child.

Again, while not all students are motivated or unmotivated in the same ways, or find interest in the same things, the research I collected based off my study would support that both intrinsic and extrinsic rewards can increase a child's motivation in school. Hansen (2001) explained how presenting activities in a meaningful way, that appeals to children, will help inspire students to see the importance of the information. My research supports this theory, in that when I was extra enthusiastic and passionate about the lessons, the students responded positively and reported on paying closer attention. Building this intrinsic desire to pay attention may in turn ignite "the curiosity and interest for students" (Patrick, Hisley, Kempler & College, 2000). If students are excited about the lessons, I have found that they ask more questions and remain more engaged.

According to Coutts (2004), it is beneficial that the tasks in the classroom be viewed as engaging when trying to generate intrinsically motivated learners. I saw this first hand within my own study. When the students were fully engaged in the lessons, they displayed the most motivated behaviors. Student engagement hinges on the ability

to have a choice in the learning process. I saw first hand that when students were given the ability to create their own assignments in literacy based on a lesson everyone received, students put more effort into the work, and reported enjoying the task more. According to Kearney, (2008), by giving students a choice or decision in their learning, the students create a better link to the information. My research coincides with this view and supports teachers providing students with the ability to make decisions about how they learn. Cooperative learning groups also functioned as a means to gain engagement, and the evidence I collected would support that statement. Students were able to build off one another, use each other for support, and even gain self-esteem when they were able to help another student with a challenging question. All of these factors were seen in my research, and agree with Kohn (1993) in that students may feel more condident about themselves. These groups were places for students to grow not only academically, but also socially.

Additionally, my research was not just about intrinsic motivation and how teachers can change their lessons accordingly, but also that extrinsic rewards do in fact hold value in increasing some students desire to succeed in the classroom. From within my study, I found that more important then just the idea of getting "prizes" for good behavior, students need to work for something that matters to them in order to build motivation. What appealed to one student did not matter to another, so by giving them a variety of choices in what they would be working towards, I observed students working harder to get what they specifically desired. This supports Charlop-Christy and Haymes (1999), in that the reinforcements may be limited to nothing, as long as they are reinforcing to the specific student in question. While one student worked for a lollipop, another student in

the study pushed harder to get the positive note home to his mother. My research has shown me that teaching is a field where what works for one child may not work for another. What motivates a child to excel may not affect another student in any way. Therefore, I hope this study encourages teachers to try various strategies throughout the course of the school year, with the focus of motivation students as the main idea. By using both intrinsic strategies and extrinsic rewards, students can be engaged and excited to learn. Sometimes going outside of what is comfortable, or changing up things in the middle of the school year may be just what the students need to build their motivation to keep coming back and expanding their education.

Implications for the Field

After looking over the study, there were parts that could be further investigated on intrinsic and extrinsic motivation. First, I would make the "Throughout the Day" survey anonymous. By having students give their names, I was able to see the growth in each student, but I also have to wonder how many of the students recorded an answer to try and please me or the other teachers. Some of the students may have also been confused by the different choices and just sided with a stronger emotion of either agreeing or disagreeing with the questions asked. For future studies, I would also provide more time to answer the surveys. It was rushed at the end of the period to try and squeeze them in, and I suspect some students answered without much thought in order to have them completed.

Second, I would change the amount of time given for each phase of the study. I know time is always of the essence, especially in a classroom where there never seems to be enough time. Yet I feel if the students were given more time to adjust to the various

changes, they would have been able to benefit from the various strategies. The amount of time was limited for the collection of data; however, the outcome should encourage teachers to try this out for longer time periods. For the three strategies I would give them each at least one full week, and the reward program should be given at least 3 weeks for the students to adapt to the expectations.

Third, if the classroom has more than one teacher, I would change how the points are recorded. Having three teachers in the classroom, and having each one taking and giving points proved to be too much to keep track of. The students struggled to keep track of how many points they had, and I lost too much time trying to tally everyone each day. Instead, one person should be in charge of keeping track of them all, and if other teachers see a behavior that should be rewarded or punished, they should refer back to that main teacher. This would keep order within the room.

This study could also be brought into other subject areas in the classroom. Using intrinsic strategies and extrinsic rewards does not have to only apply to reading; it may be beneficial for teachers to take the structures of the study and try them across the curriculum. For instance, I would have liked to see the results if I had conducted my research during the mathematics block.

Lastly, something else to consider when conducting this research is the behavior of the instructors beyond the specific lessons. When trying to promote motivation and excitement in a fifth grade classroom, the passion and energy must not end with just the lesson. Rather, the instructors should try and keep that general positive and encouraging spirit up all the time. During my study I found that other teachers negatively influenced

students merely by not being encouraging and giving reinforcement. My study shows, I believe, that being a supportive teacher, in turn, makes for more enthusiastic students.

In summary, the findings from the four case studies suggest that incorporating intrinsically motivating strategies and/or an extrinsic reward system in a fifth grade classroom can be a successful instructional strategy. The study suggests that teachers consciously take student motivation into account, students notice and can become more motivated in school. In the end, teachers want to educate and prepare students for the future, and by utilizing tools like enthusiasm, choices, groups, or reward programs, teachers move one step closer to achieving that goal.

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APPENDIX A
Daily Student Motivation Survey

NAME:

Throughout the day...

Circle the answer you think best finishes the sentence. Be honest as honest as you can.

I felt excited about being in school.	Very True	True	Neutral	False	Very False
I was glad I was learning what the teachers were explaining.	Very True	True	Neutral	False	Very False
I was happy to learn about new things.	Very True	True	Neutral	False	Very False
I could not wait to leave.	Very True	True	Neutral	False	Very False
I wanted to do well for myself.	Very True	True	Neutral	False	Very False
I tried my very best.	Very True	True	Neutral	False	Very False
I felt frustrated by what the teachers were explaining.	Very True	True	Neutral	False	Very False
I could not follow or keep up and I was getting upset.	Very True	True	Neutral	False	Very False
I felt the teacher(s) really cared about my success in school.	Very True	True	Neutral	False	Very False
I was happy I came to school.	Very True	True	Neutral	False	Very False
I was bored by the lessons.	Very True	True	Neutral	False	Very False

APPENDIX B
Teacher Observation Checklist

Observation Checklist

Date:

Activity:

Student Name:	Participates Freely	Achieves Proficiency / +	Respects Classroom Rules	Classwork Completed	Homework Turned In	Comments

APPENDIX C
Teacher Observation Checklist Rubric

Participates In Class Discussions/Lessons

1 = Student does not participate when called on by teacher.
- Student exhibits little effort or concern for what the class is discussing.

2 = Student participates when called on, but does not do so without a prompt.
- Student is somewhat active in class discussions.

3 = Student participates freely without needing a prompt by teacher or classmates.
- Student is intrinsically motivated to share answers/comments with classmates.

Achieves Proficiency (or better)

1 = Student does not meet the expectations/minimum requirements for the assignment.

2 = Student meets the expectations/minimum requirements for the assignment.

3 = Student exceeds the expectations/minimum requirements for the assignment.

Respects Classroom Rules

1 = Student shows no regard for previously established classroom rules
- Student behaves in a manner disruptive to classmates.

2 = Student abides by previously established classroom rules, but does not show any connection or value in them.

3 = Student abides by previously established classroom rules and displays a value for them being in place.

Classwork Completed

1 = Student does not complete classwork assignments.

2 = Student moderately completes classwork assignments.

3 = Student fully completes classwork assignments.

Homework Turned In

1 = Student does not turn in homework assignment.

2 = Student turns in assignment late, but completed.

3 = Student turns in homework assignment on time and completed fully

APPENDIX D
Extrinsic Reward Choices

Name: Date:

I'll work for that!

Below is a list of various "prizes" students may get at the end of their points system if they achieve enough "points". Please go through and place a **1** next to the item you would want to get FIRST if you earn enough points, and **2** next to the *second* thing, and a **3** next to the *third* item.

_____ Stickers
_____ A positive note home
_____ Lunch with the teacher [Me, Miss Tybus :o)]
_____ Pencils
_____ Lollipops
_____ Candy
_____ Fun Friday
_____Erasers/School supplies

APPENDIX E
Concluding Survey

What Worked for me?

Here are some of the different "Things" we did together to try and get you more motivated for school:

- Was extra enthusiastic!
- *Chose which assignments you did
- *Worked in groups
- *Worked outside the classroom in the halls
- Incorporated the reward program where you chose the prize
- Gave you chances to earn and lose points

Using complete sentences, please answer the following questions:

1. What part of our time together motivated you to want to learn?

   _____
   _____
   _____

2. Of the strategies listed above, which one did you like best? Why?

   _____
   _____
   _____

3. What could I have done differently to make you WANT to do better? Do your homework more? Participate more?

   _____
   _____
   _____

4. If you had to give me one tip of advice for motivating my FUTURE students, what would it be? Be detailed please!

   _____
   _____
   _____