



Creating Student Motivation

Ms. Wailehua

University of Hawai'i – West O'ahu



Abstract

Student thinking could be used as a “powerful learning opportunity.” An NCTM research journal article states that students seem to be limited in classroom instruction. Many teachers strive to understand the productive use of student thinking better in math classrooms. Teachers can create opportunities for students to learn more efficiently by creating a welcoming and safe environment for student growth. Intrinsically motivated students have higher achievement levels, along with having lower anxiety levels (Leatham, 2015). Student development is key, so teachers are continuously looking for ways to tackle this issue.

Introduction & Research Question

If teachers implement engaging strategies in their classrooms, then students will feel more motivated to participate and improve because they are using their potential in a progressive environment. A welcoming environment is more than just having the teacher and students be nice to each other. Students’ learning environment provides adequate self-awareness of their mental and physical stability. Students need to believe in themselves to approach the work because they will not want to try if that is the case (Stephens, 2016).

How can teachers motivate students and engage their learning in the classroom?

Contact

Ms. Wailehua
University of Hawai'i at West O'ahu
Email: raeannkk@hawaii.edu

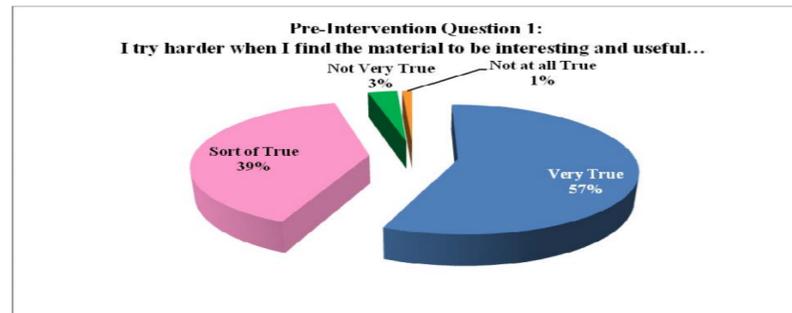
Research Design & Data Collection

Research was conducted through the National Council of Teachers of Mathematics and through a personal survey created (asking ten teachers to answer through their opinions or beliefs). These articles that supported the hypothesis discussed key points related to the hypothesis and showed related research.

Results

Below is a pie chart of a one of the questions from the student motivational survey (Albrecht, 2009). Students need to be interested in the topic, or at least see the relevance. Student development and learning become difficult when students are not motivated (Mcdaniel, 2020). The reoccurring result found was formed around the teacher building a relationship with the students. This means creating an environment where students feel safe to fail and grow.

Figure 1. Responses to Question 1 of the Student Motivation Survey



References

1. Leatham, Keith R., et al. “Conceptualizing Mathematically Significant Pedagogical Opportunities to Build on Student Thinking.” *Journal for Research in Mathematics Education*, vol. 46, no. 1, 2015, pp. 88–124., doi:10.5951/jresmetheduc.46.1.0088.
2. Mcdaniel, Rhett. “Motivating Students.” *Vanderbilt University*, Vanderbilt University, 27 Mar. 2020, cft.vanderbilt.edu/guides-sub-pages/motivating-students/.
3. Stephens, Tammy L. “Encouraging Positive Student Engagement and Motivation: Tips for Teachers: Pearson Blog.” *USA*, 6 June 2016, www.pearsoned.com/encouraging-positive-student-engagement-and-motivation-tips-for-teachers/.
4. Albrecht, Erik, et al. *Improving Secondary School Students' Achievement Using Intrinsic Motivation*. Distributed by ERIC Clearinghouse, 2009.

	Do student relationships impact grades?	Is it required or necessary to build a relationship?	Are student relationships a top priority?
Yes	70%	60%	60%
No	10%	30%	10%
I Don't Know	20%	10%	30%

Discussion

How are students supposed to learn in the classroom? Majority of the teachers said that building a relationship is important in student motivation and as a top priority. Students feel more motivated when they feel that they can rely on the teacher and have that teacher be a reliable source (Albrecht, 2009). The students are the focus of what teachers decide to do and how.

Conclusions

Teachers can motivate their students and engage their learning in the classroom through building a relationship. Creating a safe foundation for students is very important to teachers and keeping students engaged. If teachers get to know their students, then students will feel more motivated to participate and improve because they feel safe and trust in the classroom environment that was created.