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The relationship between motivational interventions and task-oriented and ego-oriented learners

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The Relationship Between Motivational Interventions and Task-Oriented and Ego-Oriented
Learners

by

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Dissertation

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Dedication

This dissertation is dedicated to my parents, William and Rita Dale, who passed during this effort. They both worked multiple jobs to ensure my sisters and I had every opportunity possible. They never once put themselves first.

This dissertation is also dedicated to my husband and best friend, Eric, and our five children, Alice, Todd, Tyler, Emily and Travis.

Acknowledgments

I have many people to thank for help in this work. Dr. David Anderson helped shape and guide this project with great insight, patience and forbearing, and to him I owe principal thanks. Dr. Daniel Reattoir, Superintendent of the Eastern Upper Peninsula Intermediate School District, made the study happen with his help in distributing the survey. My son, Tyler, was of invaluable help with his professional training in statistical data analysis. My husband, Dr. Eric Gadzinski, helped edit the manuscript.

These people, along with colleagues, coworkers, family and friends all provided me with continued help, support and encouragement along the way.

Abstract

Background: The current high stakes standardized testing mandate, wherein school funding and other resources depend on successful student test performance, makes student motivation especially important. This study seeks to examine factors affecting K-5 teachers' ability to recognize different types of student motivation behaviors and identify corresponding interventions. The study focuses on an aspect of motivation known as goal orientation, which has been found to manifest in two basic types: ego orientation and task orientation.

Purpose: The study assesses the relationship between elementary teachers' goal orientations and their teaching environment, and their ability to recognize ego- and task-oriented behaviors and interventions.

Setting and Subjects: All K-5 teachers from schools in the Eastern Upper Peninsula Intermediate School District in Michigan.

Data Collection and Analysis: The survey consisted of background questions followed by a series of scenarios of student avoidance behaviors, after which respondents were asked if they were familiar with such behaviors, and then asked to select from a list of interventions. The scenarios were designed to depict the ego- and task-oriented avoidance behaviors. The interventions were taken from the commonly used *Guide to Behavioral Interventions* and organized into ego- or task-oriented approaches. Respondents were asked to select from lists of both types of interventions.

Findings: The results showed that 57% of respondents successfully identified the respective orientations in behaviors and interventions. Success was correlated to teaching approaches that include interaction between teacher and student and collaboration on individual learning goals, to teachers' receipt of professional development, and to teachers who themselves tend toward task-orientation. The slim margin of overall success on the survey points to significant challenges in policies and practices contrary to those correlating to success.

Conclusions: The study suggests the descriptive and practical utility of the ego, and task, goal-orientation models. For educational leaders, the survey points to the importance of motivation as a subject in teacher preparation and professional development, and the efficacy of policies for teaching philosophies that enable teacher-student interaction and collaboration on individual learning goals. Ironically, the pressure and method of standardized testing often militates against the practice of more individuated, task-oriented teaching models.

Implications on research: Further research includes expanding the study's demographic sample as well as examining motivation in different subjects and circumstances. In addition, further examination is needed of the way in which standardized testing forces teachers to adopt approaches counter to the best practices suggested by the study.

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Chapter 1: Research Question

I. Introduction

Federal and State policies, arising from the Every Student Succeeds Act (ESSA), require summative assessments of student achievement and growth to determine school status, funding, oversight, and teacher effectiveness (Klein, 2016). In Michigan, this assessment includes the Michigan Student Test of Educational Progress (M-STEP). These high-stakes mandates require teachers to set and achieve learning goals based on state standards.

According to the Individuals with Disabilities Education Act (IDEA) and the Michigan Merit Curriculum, all students are general education students first (IDEA, 2004). This is especially true for K-5 general education teachers, who spend most of the school day with their students teaching a range of subjects to students with varying abilities. Thus, teachers are required to become familiar with the way each student approaches academic tasks. Recognizing that these approaches can be classified into two types of motivational models would empower teachers to provide differentiated motivational strategies to facilitate and enhance individual student performance.

This study focuses on two types of motivational models known as task orientation and ego orientation (e.g., Yates, 2000). In general, educators currently focus on two related models known as “intrinsic” and “extrinsic” motivation (Deci et al., 1999). However, understanding task orientation and ego orientation can give educators a more specific set of criteria for the purpose of implementing interventions with students who struggle with motivational issues. Intrinsic motivation is described as individual interest, pleasure, or enjoyment, while extrinsic motivation is driven by reinforcement contingencies such as monetary rewards (Meese, 1988). Because patterns of motivation early in life predict adult motivational patterns, it’s important that

educators go beyond the mainstream models of motivation and have the strategic knowledge and tools to intervene accordingly (Chow, 2009). In schools, educators not only have the task of teaching core content skills, they also have the responsibility to foster learning skills and motivational skills.

Goal orientation models, specifically ego-orientation and task-orientation (e.g., Yates 2000), provide readily discernible frameworks for observing student approaches to accomplishing learning tasks and thus are superior to other frameworks such as intrinsic/extrinsic motivation. Once these orientations are observed, teachers are more likely to design or select effective interventions.

II. Research Problem

Teachers commonly encounter students who resist engagement and/or resist performing to their potential (Marks, 2000). Understanding patterns of behavior that conform to motivational models may enable teachers to better assist these students. For example, students who are “task-oriented” learners tend to show a “growth mindset” (Dweck & Leggett, 1988) that leads to the “grit” necessary for academic success (Duckworth & Quinn, 2009). Beyond the ideal of effective teaching, the current educational public policy climate of legislative and economic pressure on summative assessments makes maximizing student performance especially important. There is limited data on how currently practicing elementary teachers perceive, identify, and address motivational anomalies, and the factors involved, in an academic setting.

III. Research Question

This study seeks data to examine the following questions: (a) What is the teachers’ ability to recognize task and ego-involved motivation in student behavior to identify corresponding interventions? (b) What is the relationship between teaching environment, teacher background

characteristics, and the teachers' ability to match student behaviors to corresponding interventions?

The study focuses on an aspect of motivation known as goal-orientation, which has been found to manifest in two basic types: ego orientation and task orientation. Specifically, this study seeks to examine factors affecting teachers' ability to recognize these types of behaviors and identify corresponding interventions.

IV. Definition of Key Terms

Class size. The number of students in a classroom.

Ego orientation. An individual disposition towards protecting self-worth and seeing learning as a way to achieve normatively defined success and is concerned with demonstrating competence publicly or achieving success with little effort (Eccles & Wigfield 2002).

Experience. Number of years teaching in the same or similar position.

Fixed mindset. Fixed mindset students believe their basic abilities, their intelligence, their talents are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time (Morehead, 2012).

Gender. Socially constructed categories associated with sexual identity, which, in this study, consists of "male," "female," or "other."

Goal orientation. "An individual disposition toward developing or validating one's ability in achievement settings" (VandeWalle, 1997). Previous research has established goal orientation as an important motivation variable useful for recruitment, climate and culture, performance appraisal, and selection (DeGeest & Brown, 2011).

Grade level. The grade level and students age that the teacher teaches.

Grit. A positive, non-cognitive trait based on an individual's passion for a particular long-term goal or end state, coupled with a powerful motivation to achieve their respective objectives. This perseverance of effort promotes the overcoming of obstacles or challenges that lie within a gritty individual's path to accomplishment and serves as a driving force in achievement realization. Commonly associated concepts within the field of psychology include “perseverance,” “hardiness,” “resilience,” “ambition,” “need for achievement,” and “conscientiousness.” These constructs can be conceptualized as individual differences related to the accomplishment of work rather than talent or ability (Wikipedia, 2018).

Growth mindset. Growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same, but they believe everyone can get smarter if they work at it (Morehead, 2012).

Intervention strategies. The use of conditioning models such as positive and negative reinforcement to modify undesired behaviors.

Learning goals. Student achievement and growth benchmarks as measured by summative data.

Motivation. The attribute that moves us to do or not to do something (Broussard & Garrison, 2004).

Perseverance. Steadfastness in doing something despite difficulty or delay in achieving success (Dictionary.com, 2017).

Professional development. Teacher training on a specific topic.

Reinforcers. A desirable stimulus event which is presented as a consequence of a behavior in order to increase the desired behavior.

Task orientation. An individual disposition that views ability as incremental and seeks to improve competence by increasing knowledge and understanding regardless of performance conditions (Eccles & Wigfield, 2002).

14. Teaching approach. The way in which a teacher delivers lessons and guides learning.

V. Significance of the Problem

There is currently limited research that investigates a sample of practicing elementary teachers' approaches to motivation in the context of motivational theory as it relates to goal orientation. As discussed in the literature review, much work in motivation, and specifically in goal orientation, has been done in sports education and psychology, but not in the academic classroom setting. Any attempt to address classroom motivation must begin with an attempt to understand the factors that affect teachers' perceptions and practices. As stated previously, motivation has gained added prominence due to academic performance mandates.

VI. Delimitations

This study includes some important delimitations to address research feasibility. First, the research is confined to a sample of K-5 teachers in Michigan's Eastern Upper Peninsula Intermediate School District. This sample is drawn from a sparsely populated rural area. This rural district, and the focus on K-5 teachers, limits the external generalizability of the findings. However, because of the remote nature of rural education, motivation can be a particularly important issue, and because these early grades include the first encounters with the pressures of summative assessment, the student motivational orientations reinforced here are predictors of later motivational behaviors. Nevertheless, the perceptions and practices of teachers in later grades are omitted, and thus a sense of how motivation continues or changes as students progress

through later grades will not be addressed. Second, the data collection is delimited to a survey. It is only one of a possible range of measurement strategies for substantiating results.

VII. Limitations

In addition to delimitations, there are unavoidable limitations in this type of research design. First, the study sample cannot be randomized nor can it include pre/post comparisons. However, statistical methods will be used to control for comparisons within the sample. Second, the survey is designed to obtain data on the research question, but it addresses only a limited number of factors in order to enhance ease of response and timeliness. The survey instrument itself involves uncontrolled factors concerning participants' motive or bias to complete or not complete the survey and to answer in a certain way. However, to improve the survey's effectiveness and efficiency, the researcher conducted two pilots; one informal and one formal. The informal survey consisted of an initially read-through by several trusted colleagues who advised that the survey was far too long and expansive. This is when the decision was made to narrow the scope of the study to elementary grades (K-5). All secondary questions were removed, and the elementary questions were refined. The formal pilot consisted of six questions added to the end of the revised survey. The questions assessed feedback from the dissertation committee regarding survey length, completion time, and possible incentives for completing the survey. This was distributed to a number of educational experts including state and federal level educators, school administrators and classroom teachers. Their feedback was incorporated into the final version of the survey. The independent and dependent variables included in the survey are outlined in Figure 1.

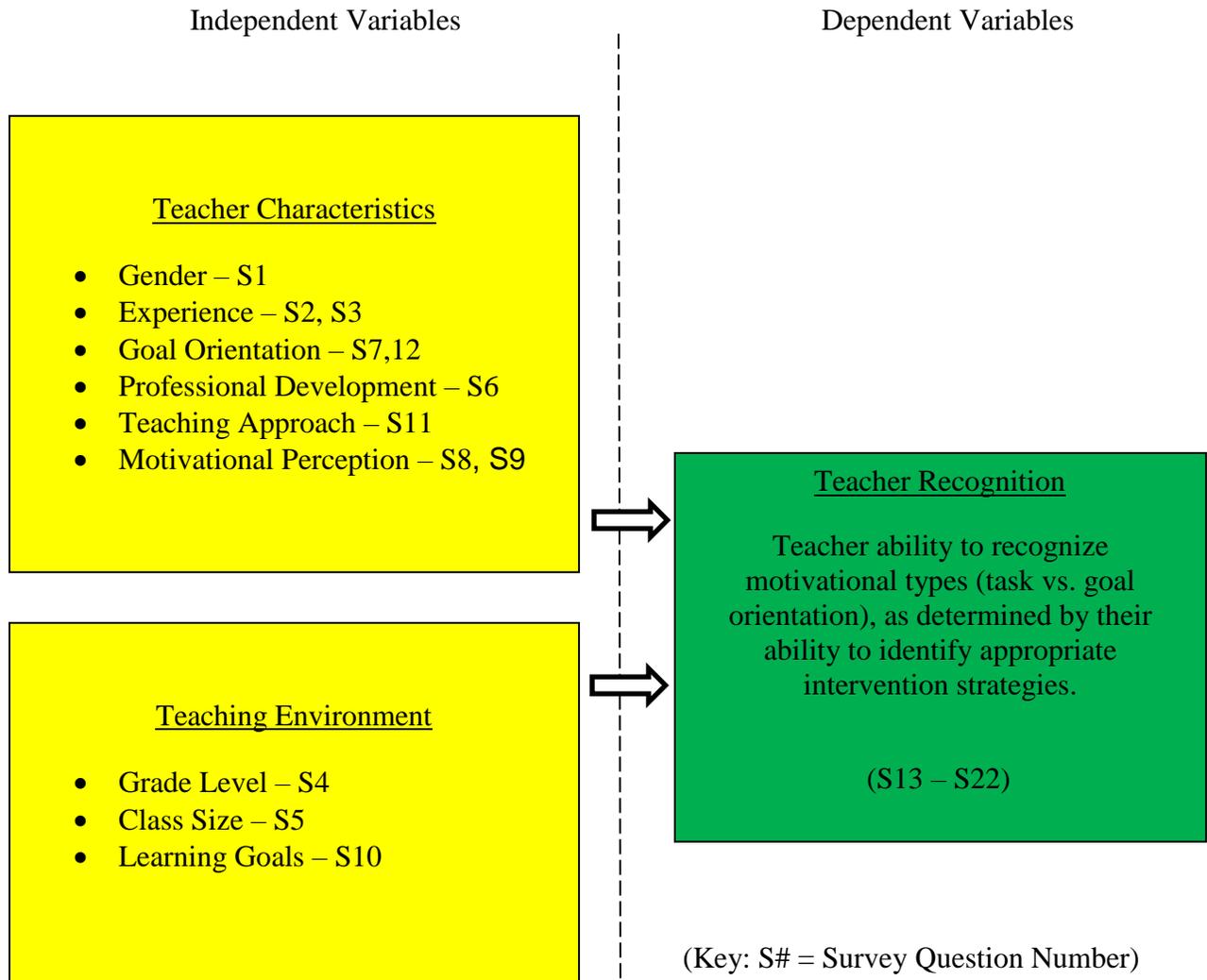


Figure 1. Dependent and independent variables by survey question.

Chapter 2: Review of the Literature

I. Overview

Achievement goal research has grown increasingly complex with the number of proposed goal orientations that motivate students. As the number of proposed goal constructs proliferates, a variety of challenges have emerged, such as profiling students on different types of goal pursuit as well as evaluating the relationships of multiple goal pursuits with different educational outcomes (McCarthy, 2011).

Motivation is “the attribute that moves us to do or not to do something” (Broussard & Garrison, 2004, p.106). Intrinsic motivation is animated by personal interest or pleasure, while extrinsic motivation is produced by external reinforcements (Deci et al., 1999, p.658). Historically, academic motivation was defined as an internal need for achievement resulting in a particular set of behaviors to improve performance and achieve desired outcomes (Atkins, 1957). As this theoretic framework evolved and became more refined, leading researchers settled on two main motivational theories: mastery and performance (Grant & Dweck, 2003) as represented through goal orientations. Ames (1992) further identified two parallel types of motivation, mastery and performance, or as further defined, ego and task orientation.

Theories of extrinsic motivation, such as those of B. F. Skinner, identify types of reinforcers, positive and negative, to regulate behavior. It has been found that this approach does not prove equally effective for all students and that the benefits decay with time (Stipek, 1996). Theories of intrinsic motivation focus on cognitive processes and their modification (Stipek, 1996). Conversely, theories of self-efficacy focus on students’ perceptions of confidence in how well they can “execute courses of action required to deal with prospective situations” (Bandura,

1982, p.122), and research has shown a connection between self-efficacy and success (Pintrich & Degroot, 1990).

Theories concerning students' "locus of control" suggest that motivation is affected by the extent to which students feel they are in control of successes and failures (Eccles & Wigfield, 2002). Attribution theory focuses on beliefs about causes of success or failure and whether those causes, such as ability, effort, task characteristics, or luck, are considered fixed or within an individual's control (Eccles & Wigfield, 2002). Research has shown a connection between effort attribution and positive learning behaviors (Miller & Meece, 1997; Stipek, 1996). Self-worth theory contends that students need to feel competent in the school setting, and that is affected by their attribution of causes for success or failure, which also involves their sense of control (Eccles & Wigfield, 2002).

Expectancy theory focuses on the incentives or reasons for participating in activities, and identifies four components: attainment value, the value of doing well on a task; intrinsic value, the interest or enjoyment in the task; utility value, how the task contributes to goals; and cost, the negative aspects of the task (Eccles & Wigfield, 2002; Stipek, 1996). Self-determination theories identify regulatory mechanisms that affect behavior. External regulation is where behavior is affected by desire for reward or to avoid punishment. Introjected regulation occurs when behavior is affected by internal pressures such as obligation or guilt. Identified regulation is the extent to which students identify with reasons for performing a task, and integrated regulation is the extent to which the regulator is consistent with or integrated into students' values, needs, and identity (Ryan, Connell, & Plant, 1990; Guay et al., 2010).

Theories of interest focus on the interaction between individuals and aspects of their environment (Hidi & Harackiewicz, 2000, p.152) and distinguish between personal interest in a

subject or topic and situational interest which is affected by features of the task, such as relevance, novelty, activity level, and comprehensibility (Hidi & Baird, 1986 as cited in Eccles & Wigfield, 2002).

Related to theories of interest is the scholarly area of goal theory. Similar to theories of interest, goal theory concerns individuals' reasons for engaging in tasks, and identifies mastery goals, which focus on learning for the sake of learning, and performance goals, which focus on achievement such as grades or external rewards (Broussard & Garrison, 2004).

II. Grit

Two recent concepts related to goal theory are grit and mindset. Although not directly addressed in this research, grit and mindset provide an important context for understanding the significance of the results. Grit has come up as a relatively new gauge of character properties in the literature (Duckworth & Quinn, 2009). According to Peterson and Seligman (2004), grit is defined as a continuation of a purposeful action, or goal-directed action, despite hindrance, troubles, or despair (Duckworth, Peterson, Mathews, & Kelly, 2007), and further defined grit as determination in the character or ambition for the completion of long term targets. Individuals who have grit, or are gritty, never tire. When others may give up in similar situations, gritty people move on. Gritty people are also more flexible and self-reflective, and they can conceptualize problems abstractly (Willis, 2008).

The relationship between grit and academic success or failure has yielded consistent results (Duckworth & Quinn, 2009). Students who endeavor to make a dedicated effort toward acquired new knowledge or self-learn strategies to solve problems, even when they encounter short-term difficulty, are considered gritty (Ayers, Cooley, & Dunn, 1990), which aligns with many of the attributes of task orientation. Students who cannot push forward despite various challenges tend

to struggle academically, fail long term, and are considered to be less gritty and have less perseverance (Duckworth & Quinn, 2009), which aligns more with ego orientation. Students' individual grit and perseverance for long-term goals may influence their goal orientation choice and pursuit in conjunction with their achievement motives (task and ego orientation).

Researchers have also suggested that goal-orientation may play a significant role in grit, as it relates to an intrapersonal/self-reference of competence. Thus, students adopting learning-approach (i.e., task orientation) goals try to enhance their abilities and give preference to effortful tasks. They do not give up when they are confronted with a problem, and they behave in an adaptive way when they encounter failure (Ahmet & Serhat, 2014). Conversely, performance approach (i.e., ego orientation) focuses on following the achievement, which requires that an individual is trying not to do anything to hinder his or her performance (Arslan & Cardak, 2012).

III. Mindset

Dr. Carol Dweck introduced the concept of "mindset" in 1988. Mindset is a scientifically research-based framework, or model, that illustrates how a person's self-concept can predict a performance goal or learning goal approach toward learning. Students with a performance goal mindset, or fixed mindset, are concerned about appearing smart to others. Conversely, a student with a learning goal mindset, or growth mindset, pursue tasks that are challenging and individually interesting for the sake of learning more (Dweck & Leggett, 1988). As Dweck continued her research, she found that people's perception about their intelligence had a substantial impact on their motivation, persistence, perseverance, and effort. She also noted an increased desire to choose more challenging tasks for the sake of additional learning. Dweck also learned that students who believed that their thinking was malleable are more likely to take on

more challenging tasks, and persist in these tasks, despite possible or perceived failure (Dweck, 2000).

IV. Goal Orientation

Based on goal theory, the early conceptualizations of goal orientation include Nicholls (1975) and Eison (1979) who both start to identify possible types of goal orientations through the development and implementation of surveys and interviews. In 1986, Carol Dweck's early work identifies two types of goal orientations: learning and performance. It wasn't until 1997 that substantial research in goal-orientation started to gain serious consideration within the fields of psychology as attributed to VanderWalle, and then its application in education in 2001 through the continued research of VanderWalle, Cron, and Slocom. More recent studies by Duda (1989), McBride, Bruene, & Yanlong (2007), and McCarthy (2011) in the area of goal orientation have focused specifically on task and ego-orientation in the teaching and coaching of physical education. As described by Yates (2000) ego orientation concerns protecting self-worth, sees learning as a way to achieve normatively defined success, and is concerned with demonstrating competence publicly or achieving success with little effort. Students who demonstrate ego-orientation tend to exhibit low task engagement and less persistence, and can respond to impending failure by adopting an attitude of academic alienation to preserve self-image (Yates, 2000, pp.1-3). Task orientation views ability as incremental and seeks to improve competence by increasing knowledge and understanding regardless of performance conditions (Yates, 2000, p.2). Research has shown strong evidence connecting mastery or task-orientation to self-competence, increased persistence, problem-solving and self-regulation (Eccles & Wigfield, 2002).

Researchers such as Yates and Nicholls have sparked further interest in how these motivational theories can inform both teaching and learning. Given this is a relatively new area of study and its link to physical education, some interesting questions arise regarding classroom application, such as how do the factors of educators' years of experience, grade level taught, and gender affect student goal orientation and goal orientation development?

Although there has been insufficient conclusive research done to determine the direct effects of motivational feedback in the motivational learning environment, the theory is generally accepted that a students' goal orientation and goal-oriented feedback, has a direct effect on students' perseverance, or grittiness, in the face of adversity (Atkins, Johnson, Force, & Petrie, 2015).

V. Teacher Orientation

The teacher's own goal orientation, whether task or ego-oriented, has a significant impact on the learning environment. For a student to learn task-oriented behaviors, the task must appeal to the students. The first step in developing and fostering task orientation is to capture the attention of the students. The second step is to keep students' attention by heightening their interest in a task (Dyngneson, 2009). This starts with lesson planning and continues with the presentation of the lesson, or task, as well as the way the task is assessed.

VI. Teaching Style

Goudas, Biddle, Fox, and Underwood (1995) found that teaching style has an independent effect on a study of 24 girls who were taught track and field lessons over a 10-week period of time. A differentiated teaching style was associated with high levels of intrinsic motivation and task involvement, as well as lower levels of work avoidance versus a direct skill and drill teaching style.

VII. Gender

According to a recent study by Beli (2015) of task and ego orientations among students majoring in sports sciences, task and ego orientation levels did not differ in terms of gender, which is in contrast to a study by Duda and White (1994) that focused on the relationship between ego- and task-oriented goals and motivation, gender, and level of sports involvement. That study revealed significant differences in goal orientation and in relation to one's gender. Males were found to be more task-oriented than females. This study seeks to add to previous research by gathering data on correlations that may exist between teacher gender and goal orientation.

VIII. Application

Goal orientation theory became a particularly important theoretical framework in the late 1980s. Whereas other motivational theories examine students' beliefs about their successes and failures, goal orientation theory examines the reasons why students engage in their academic work (Hurst, 2016). Additionally, as compared to other motivational theories that describe behavior in theoretical terms or as states of being, goal orientation provides observable or concrete behaviors that teachers can identify to assign specific interventions. Students who are task-involved exhibit high task engagement and focus on the task, display persistence and a willingness to be challenged. Conversely, students who are ego-involved present with a low focus on the task, are resistant to challenge, and give up easily. Moreover, both task and ego orientation include a failure response. Students who are task-involved respond to failure with increased effort, further investigation and strategy-shifting. Ego-involved students respond to

failure with self-alienation, producing reduced or limited responses and do not alter their strategy (Yates, 2000).

This study adopts the concepts of ego- and task-orientation due to the research evidence noted above, and because these orientations are readily identifiable in student behavior. This is supported by literature on ego- and task-orientation which observes these traits. Based on the review of the literature, ego-oriented behaviors are at the foundation of a fixed mindset. Conversely, task-oriented behaviors are at the core of a growth mindset, and growth mindset is thought to be at the core of “grittiness” or what makes a person “gritty.”

While task orientation is viewed as preferable, and there is the question of reasons why respective orientations occur, this study simply views the respective orientations as given, with the teachers’ task as that of identifying interventions to achieve success through appealing to those orientations.

According to a study by Moreno-Murcia (2011), a task-involving motivational climate directly predicts the task-orientation behaviors of individual team members. Likewise, an ego-involving motivational climate directly predicts the ego-orientation behaviors of individual team members. This study assesses a possible correlation between teacher orientation and the interventions chosen in the survey (Figure 2). The results may further inform our understanding of other current concepts, such as “grit” and “mindset.”

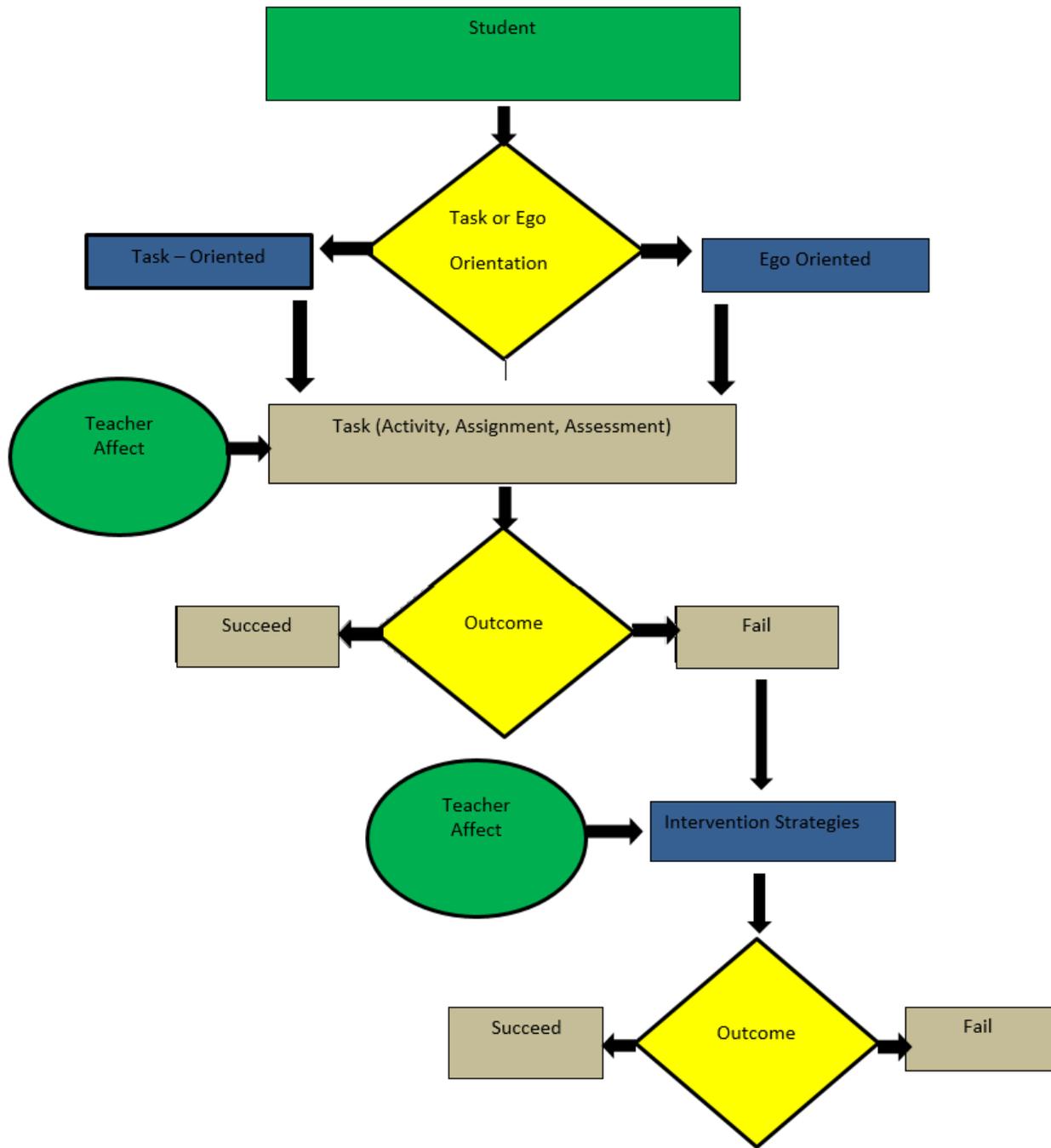


Figure 2. Goal orientation and intervention flow chart

IX. Task and Ego Orientation

The research surrounding goal orientation does not speak to the possible disposition of teachers based on the grade level taught. This study examines if a correlation exists between lower elementary teachers' goal-orientation as compared to upper elementary teachers' goal-orientation. State and federal benchmarks make a clear delineation between expectations for lower elementary (Grades K-2) and upper elementary (Grades 3-5) students and teachers. According to the Center for Public Education (2013), 3rd grade is a pivotal year for mastering literacy. By the end of third grade students are expected to read to learn, not still learn to read, and to show that they can extract and analyze new information and expand their vocabulary by reading (O'Brien, 2008) across all content areas. Third grade is also the year that students begin taking the State of Michigan's standardized assessment called the M-STEP.

Upper elementary teachers face incredible stress and accountability in terms of reaching students' growth and performance targets set by the state. Teacher evaluation effectiveness ratings are now reported to the state and made public. Also by state mandate, upper elementary teachers receive merit pay if their students' standardized test scores are proficient, whereas K-2 teachers are evaluated on other measurements as deemed appropriate by the school and approved by the state. For instance, the schools in the Eastern Upper Peninsula, as well as many other schools, use the Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) for K-2 teacher evaluations. Students must score in the 50th percentile or demonstrate a year's growth. However, in order to predict proficiency on the M-STEP, students must score in the 60th percentile. This exerts more pressure on upper elementary teachers and students and less pressure on lower elementary teachers and students, thus, reducing the need for more ego-oriented motivators in Grades K-2.

In Michigan, and all other states that receive federal dollars, teachers are incentivized through an ego-oriented approach. Extrinsic reinforcers, or tangible rewards, are offered to classroom teachers, and thereby their students to encourage student achievement and appropriate behavior. According to Lepper, Lyengar and Corpus (2005), consistent with previous research, the use of extrinsic motivation toward a task showed a linear decrease in third through fifth grade, which positively proved a correlation between children's grade level standardized test scores and motivational approaches used. This means that in the grades when standardized tests are given, the use of intrinsic motivation, associated with task orientation, is reduced and the use of extrinsic motivators associated with ego orientation increases. This study seeks to identify a correlation between elementary teachers' use of task- and ego-oriented motivational approaches and the grade levels they teach.

According to Nicholls, there is a conceptually cohesive relationship between students' personal goals and their views about what schools ought to accomplish. Further, the results of work by Nicholls and his colleagues suggest that there might be a link between an individuals' motivation orientation in a particular achievement setting (Nicholls, Cheung, Laur, & Patashnick, 1989) including class size. The number of students in a class has the potential to affect noise level, disruptive behaviors, student focus and distractibility, how students interact and their level of social engagement. In turn, the teachers can be limited in their ability to focus on individual students including the consideration of academic and behavioral motivational interventions (Chingos, 2012). This study seeks to further examine the relationship between student goal-setting and learning environment, which includes professional development history in motivational orientation, as well as teacher perception of students' level of motivation.

Individual student success and the motivation to persevere and succeed are recognized as important elements in sports education and athlete development but are not widely accepted and implemented in academic learning and behavioral development (Hartel, 2004). The intention of this study is to contribute to the existing body of research by informing the educational community of the Eastern Upper Peninsula Intermediate School District (EUPISD), of another approach to student learning: task and ego orientation. The EUPISD, which consists of Chippewa, Mackinaw and Luce Counties in the Eastern Upper Peninsula of Michigan, is working diligently to support its schools with motivation and engagement strategies, but schools have yet to identify a common lens, or set of lenses, to examine learning behaviors. The findings of this study will be shared with EUPISD staff, which may help, in part, to focus the regions' efforts in combating the pervasive and increasing lack of student motivation as noted in the EUPISD Multi-Tiered Systems of Support (MTSS) Plan.

Chapter 3: Methodology

I. Research Design

The study focuses on an aspect of motivation known as goal orientation, which has been found to manifest in two basic types: ego orientation and task orientation. Specifically, this study seeks to examine factors affecting teachers' ability to recognize these types of behaviors and identify corresponding interventions.

The purpose of this study is to collect data on the relationship between teachers' orientations and teaching environment and their ability to recognize task- and ego-involved motivation in student behavior and to identify corresponding interventions. The study uses a quantitative, descriptive, and quasi-experimental comparative approach via a survey (questionnaire) to examine correlations between dependent and independent variables for possible insight into systemic perceptions of achievement and behavior in motivation.

II. Data Collection

This study involves a survey of K-5 classroom teachers in Michigan's Eastern Upper Peninsula Intermediate School District (EUPISD). Dr. Dan Reattoir, EUPISD superintendent, agreed to distribute the survey to elementary teachers in the region after review (see Appendix A). The survey consists of three components: demographic information, scenarios and intervention strategies. Participants read scenarios of student behavior and select intervention strategies from a list of strategies provided in a commonly used teacher resource: *The Teacher's Guide to Behavioral Interventions: Intervention Strategies for Behavior Problems in the Educational Environment* (Wunderlich, 2003). The scenarios were constructed to demonstrate avoidance behaviors corresponding to each goal orientation type, such as described in Yates

(2000). The intervention strategies were each analyzed to determine the orientation to which the strategy corresponds (see Appendix B).

To improve the survey's efficiency and effectiveness, a pilot (draft) survey with a brief questionnaire was distributed to a number of education experts, who provided feedback. Respondents suggested making the survey shorter, and as a result some scenarios were removed. There was also a discussion of incentives, although none were used (see Appendix C).

III. Ethical Considerations

The study used uncoded responses only. The survey will be accessed from password protected computers, with the survey also being password protected. All participants were required to read, and actively agree to, informed consent before completing the survey (see Appendix A). The Informed Consent Agreement is in complete alignment with IRB requirements and standards. The research project was submitted for expedited, exempt status following IRB guidelines and the researcher has passed all CITI certification requirements (see Appendix D).

IV. Participants

The teachers participating in this survey work within the Eastern Upper Peninsula Intermediate School District (EUPISD). The EUPISD covers the largest geographical area in Michigan (the size of the state of Delaware) but has one of the lowest populations. The EUPISD covers approximately 4,000 square miles and serves three counties (Chippewa, Mackinaw, and Luce), 21 school districts, 34 schools, 440 classroom teachers, 7,500 students and three Native American Reservations. The average free and reduced lunch count is over 50%.

The EUPISD offers many services and collaborates with the 21 districts, Lake Superior State University, Bay Mills Community College, and human service providers as well as

business and industry to offer quality educational opportunities to all citizens in the tri-county area. All EUPISD area schools are considered the central gathering place for their citizenry.

The teachers taking the survey present some outward consistency as a group. The majority are white and female, are native residents of the region with Bachelor or Master degrees in elementary education from local or relatively nearby institutions. Most teachers live in the city, township or village in which they teach. Teachers often live in neighborhoods with their students and share the same gathering places, stores and services.

V. Instrumentation and Measurement

The survey was distributed to teachers by email using addresses provided by the EUPISD. The text of the email asked recipients for assistance in a study of student motivation and provided a link to the survey on Kiwi Surveys, a survey and data collection platform. Results of the survey were expected to show the frequency with which respondents have encountered behaviors like those in the scenarios, and the extent to which respondents match interventions with the orientations demonstrated in the scenarios.

The Teachers' Guide to Behavioral Interventions is based on the most commonly encountered behavioral problems in the educational environment. The list of behavioral problems was compiled as a result of survey activities designed to identify the most common behavior problems encountered by classroom teachers. Input was gathered from 156 classroom teachers from elementary, intermediate, and high school classroom settings (Wunderlich, 2003). The interventions in this manual are appropriate for educational environments; however, to respond to the broad spectrum of behavioral interventions, both preventative and reactive solutions were represented. Preventative interventions are environmental modifications used to reduce stimulation, teach problem-solving skills, redirect thinking, etc. (task orientation).

Reactive interventions are more immediately related to the situation, such as increased supervision, contracts, tangibles, etc. (ego orientation).

Additional results included a correlation between grade level taught and motivational interventions employed, as well as a correlation between teacher orientation and motivational interventions used in the classroom. Other results included a correlation between professional development provided within the Eastern Upper Peninsula Intermediate School District and the motivational intervention chosen in response to the survey scenarios. Possible professional development stemming from the results may include examination of *The Teachers' Guide to Behavioral Interventions*, comparing the list of motivational interventions and the student behavior at the core of ego and task orientation, subsequently leading to the development and awareness of mindset and grit. This benefits students by enabling teachers to better recognize types of motivation behaviors and the strategies best suited to them. The validity of the results was limited due to sample size and other possible mitigating factors particular to grade levels and conditions specific to the EUPISD; nevertheless, the results were broadly suggestive of certain conditions among a larger population and provide a basis for further research.

VI. Data Analysis

Regression analysis was conducted to establish correlations between independent and dependent variables. Regression analysis is a quantitative research method utilized when the study involves the analysis and modeling of several variables. To the extent possible, the regression analysis for this study will establish correlations and relationships between dependent variables and multiple independent variables as pictured in Figure 1.

A “power analysis” was performed to ensure an appropriate sample size for the analysis. The regression analysis will included the following: (a) identification and removal of any

outliers from the data, and (b) identification of any deviations from underlying statistical assumptions. The underlying statistical assumptions for this regression-based technique include: (a) normally distributed variables, (b) linear relationships, (c) low intercorrelations among predictor variables, and (d) homoscedasticity. Variables were transformed as necessary to achieve normality of distributions, residual errors were examined for evidence of nonlinear relationships, and, as necessary, nonlinear “factors” were added to model these nonlinear relationships in the data. Finally, interaction (or moderating) effects were examined and included in the analysis as appropriate.

Chapter 4: Findings

I. Demographics

This survey was sent to all elementary (K-5) teachers by Eastern Upper Peninsula Intermediate (EUPISD) School District Superintendent, Dr. Dan Reattoir. The survey was optional and included informed consent, and there was no completion incentive given to participants. Of the 221 elementary teachers in the EUPISD, 125 teachers started the survey and 123 completed it resulting in a 56% return rate.

The tables below provide a general demographic description of participants/EUPISD as compared to the state of Michigan. Table 1 compares survey participants to state elementary teachers in terms of gender. Both survey participants and state teachers are predominantly female, with the female majority more pronounced among survey participants.

Table 1

Survey Participant to State Gender Comparison

<u>Demographic Groups</u>	<u>Survey Participants</u>	<u>State of Michigan Elementary Teachers</u>
Total Number	123	98, 481
Male	11 (8%)	22,540 (23%)
Female	113 (92%)	75,941 (77%)

Note. Statistics were collected from Michigan Department of Education Registry of Educational Personnel (2016).

Table 2 compares years of teaching experience between survey participants and state elementary teachers. No participants had less than 3 years of experience, thus affording no comparison with the state percentages for first and second year teachers. The state shows a “spike” at 5 years that is not shown by the participants. Like the state, however, survey

participants show the highest percentages (for the state, topped only by the 5-year percentage) for the range of 16-20 years, so in both cases, roughly a quarter have significant, long-term experience.

Table 2

Survey Participant to State Experience Comparison

<u>Experience in Years</u>	<u>Survey Participants</u>	<u>State of Michigan Elementary Teachers</u>
1	0%	8.37%
2	0%	7.38%
3	2%	5.22%
4	5%	4.27%
5	6%	3.55%
6 - 10	14%	22.04%
11 - 15	8%	16.86%
16 - 20	25%	18.45%
21 - 30	12%	13.86%

Note. Statistics were collected from Michigan Department of Education Registry of Educational Personnel (2016).

Table 3 compares the EUPISD, from which participants came, with the state in terms of number of schools and number of students. Perhaps reflecting the comparatively sparsely populated, rural area of the EUPISD, it has an average of 221 students per school, whereas the state average is 1,667. The state has a much higher ratio of academies to Local Education Agencies (LEAs), i.e., public schools (1:1.2), than the EUPISD (1:7.5).

Table 3

EUPISD and State Number of Schools and Student Comparison

<u>District</u>	<u># of LEAs</u>	<u># of Academies</u>	<u># of Public Schools</u>	<u># of Students</u>
EUPISD	30	4	34	7,500
Michigan	540	302	899	1,507,743

Note. Statistics were collected from Michigan School Data (2016).

As Table 4 shows, classes in the EUPISD typically have five fewer students than the state average.

Table 4
EUPISD to State Class Size Comparison

	<u>Average Class Size</u>	<u>Staff-to-Student Ratio</u>
EUPISD	22	17:1
State of Michigan	27	23:1

Note. Statistics were collected from Michigan School Data (2016).

II. Survey Results

Overall survey results indicate that 57% of participants correctly identified the corresponding ego and task-oriented motivational interventions based on the scenario questions (Table 5).

Table 5
Scenario Recognition Results

<u>Task Scenario</u>	<u>% Correct</u>
William	74
Zoe	84
Michael	36
Tammy	46
Anastasia	83
Task Score	65
<u>Ego Scenario</u>	<u>% Correct</u>
Travis	55
Anne Marie	57
Morgan	56
Randi	58
Scotty	23
Ego Score	48
All Scenarios	<u>% Correct</u>
Total Score (Ego Score + Task Score)	57

Participants better identified task-oriented (65%) versus ego-oriented (48%) behaviors and interventions. However, there were two task-oriented scenarios on which participants scored less than 50%, compared to one ego-oriented scenario.

For teaching philosophy, the majority of participants favored direct instruction, followed (or accompanied) by, in order of preference, class discussion, open-ended questions, assigning questions, probing questions, and lastly, the only selection chosen by less than 50%: group discussion (Table 6).

Table 6

Characteristics of Respondents

<u>Teaching Approach</u>	<u>Response Rate</u>
Direct instruction	71%
Assign questions	61%
Open-ended questions	62%
Class discussion	68%
Group discussion	45%
Probing questions	56%
<u>Professional Development</u>	<u>Response Rate</u>
No pro-development	46%
Some pro-development	36%
Moderate pro-development	19%
<u>Number of Unmotivated Students Per Year</u>	<u>Response Rate</u>
No unmotivated students	3%
Few unmotivated students	32%
Moderate unmotivated students	44%
Extensive unmotivated students	21%
<u>Learning Problems Identified in Classroom</u>	<u>Response Rate</u>
No experience with learning problems	2%
Some experience with learning problems	53%
Moderate experience with learning problems	11%
Extensive experience with learning problems	10%

Experience with all learning problems	25%
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<u>Primary Motivation When Playing Sports</u>	<u>Response Rate</u>
Play to have fun	51%
Play to win	11%
Play to perform	17%
All the above reasons equally	23%

<u>Who Establishes Learning Goals?</u>	<u>Response Rate</u>
Teachers establish learning goals	73%
Students establish learning goals	71%
District establishes learning goals	25%

Nearly half (46%) of participants had not received any professional development in motivation, while roughly a third of all participants had “some” and a fifth had “moderate” amounts. Thus, somewhat more than half had received training in motivation, which is perhaps represented in the overall success rate on the survey (Table 6).

Almost all participants attested to encountering unmotivated students during a school year, with most describing their number as moderate (44%), followed by few (32%), while approximately one fifth of all participants attested to extensive numbers of unmotivated students. Asked to rate their experience in identifying learning problems in the classroom, the majority of participants attested to some experience, while roughly 20% had either moderate or extensive experience. One quarter of participants attested to having experience identifying all learning disabilities.

Asked their motivation for playing sports (an indicator of goal orientation), the majority of participants attested to playing for fun, while roughly 20% played to perform, and 10% played to win. Approximately a quarter attested to playing for fun, performance, and winning equally. According to the participants, learning goals are set by teacher (73%) and student (71%), while a quarter of all participants said goals were set by the district.

The participant profile that emerges from the survey is that of a female teacher with 16-20 years of experience, who works at an LEA, has classes averaging 22 students, and each year encounters a moderate number of unmotivated students. She has some experience with identifying learning problems in the classroom and has received some or more professional development in motivation. She favors direct instruction with class discussion, collaborates with students in setting learning goals, and plays sports for fun. She is somewhat better at identifying task-oriented versus ego-oriented behaviors and interventions but, on the whole, can identify both. These features may indicate overall experience with and sensitivity to student motivation, behavior, and needs as well as a collaborative and individualized teaching approach in a non-competitive performance atmosphere. Responses to the question of who sets learning goals suggest participant teachers' perception of a high degree of autonomy. This apparently rosy scenario is mitigated by the fact that it only represents a little more than half of the participants, leaving almost half for whom address of student motivation is problematic.

III. Regression Analysis

Ordinary least squares linear (OLS) regression analysis estimates the extent to which independent variables (any variable that is not the dependent variable) explains or predicts the dependent variable. Essentially, OLS assesses the effects variables have on the outcome of the dependent variable, like the total number of "correct" responses. When several independent variables are analyzed, this method is referred to as multiple regression analysis. Each independent variable that is incorporated in the multiple regression analysis has its own regression coefficient that represents that particular variable's effects independent of the other variables.

The regression coefficient is a value assigned to each independent variable that describes the extent by which each particular independent variable predicts the dependent variable. Each variable's regression coefficient is ranged from -1 to 1. If the range of the coefficient includes 0, there is a possibility that the variable's regression coefficient is 0, or has no effect either positive or negatively impacting the dependent variable.

The p-value is the probability that coefficient is zero -- in other words, whether it has nothing to do with what one is actually testing for. P-values of .06 - .10 (6 to 10 percent chance of containing zero) can be considered "somewhat statistically significant" coefficients, whereas results with P-values of .00-.05 (0 to 5 percent chance of containing zero) are considered to be "significant coefficients."

If the coefficient is a positive number and likely to not be zero (with a p-value ranging between the .0 to .1) then we can predict that the *greater* the variable's value the *greater* the dependent variable's value, e.g., we can predict that when a teacher has a higher perception of learning behaviors (independent variable), since the coefficient is positive and significant, that the teacher is more likely to have a greater total motivation score (dependent variable).

If the coefficient is a negative number and likely to not be zero (with a p-value ranging between the .0 to .1) then we can predict that the *smaller* the variable's value the *greater* the dependent variable's value, e.g., we can predict that when a teacher does NOT utilize assigning problems and remediating (independent variable), since the coefficient is negative and significant, that the teacher is more likely to have a higher total motivational score (dependent variable).

IV. Operationalization of Dependent Variables

Operationalization refers to how a concept is being quantitatively measured and given a value. Below explains how each variable was given value.

Ego score. Number of responses that identify an ego-oriented strategy address a scenario in which a student has an ego-oriented behavioral problem (0-5 score based on number out of five questions).

Task score. Number of responses that identify a task-oriented strategy to address a scenario in which a student has a task-oriented behavioral problem (0-5 score based on number out of five questions)

Total score. Combine ego score and task score (0-10 score based on number out of 10 questions).

Ego-leaning. A respondent who answers a majority of scenario questions (6+ responses) using a ego-oriented strategy (0 = not an ego-leaner; 1 = an ego-leaner).

Task-leaning. A respondent who answers a majority of scenario questions (6+ responses) using a task-oriented strategy (0 = not a task-leaner; 1 = a task-leaner).

V. Operationalization of Independent Variables

For each of the dependent variables described in the previous section (task score, ego score, total score, ego-leaning, and task-leaning), the following independent variables were analyzed to see how well they predict outcomes. Each of these variables is given a coefficient and p-value. If the p-value is above .1, it has no significance. If the p-value is between .06 and .1, it is somewhat significant. If it is between .0 and .5, it is highly significant. If the p-value is below .1 and the coefficient is positive, this independent variable is predictive of (or correlates with) a higher motivation score. If the p-value is below .1 and the coefficient is negative, this independent variable is predictive of (or correlates with a lower motivational score).

1. Teacher characteristics.

Sex of teacher. Possible responses to the question are as follows: Male = "0" and Female = "1."

Teaching experience. Possible responses to the question are as follows: Years of teaching = "n" (i.e. 1 year of teaching = "1," 2 years of teaching = "2," 3 years of teaching = "3" ...).

Current class size taught. Possible responses to the question are as follows: Kindergarten = "0," 1st grade = "1," 2nd grade = "2," 3rd grade = "3," 4th grade = "4," 5th grade = "5," middle school = "6."

Current grade-level taught. Possible responses to the question are as follows: Kindergarten = "0," 1st grade = "1," 2nd grade = "2," 3rd grade = "3," 4th grade = "4," 5th grade = "5," middle school = "6."

2. Who establishes leadership goals? This variable assesses to whom the teacher believes the responsibility of establishing learning goals for a given student belongs to primarily. The respondents could choose at least one and two choices maximum among "the teacher," "the school district," and "the student."

Teacher goal-setting. Question: The teacher should be primarily responsible for establishing a student's educational goals. Possible responses to the question are as follows: not primarily responsible = "0" or primarily responsible = "1."

District goal-setting. Question: The school district should be primarily responsible for establishing a student's educational goals. Possible responses to the question are as follows: not responsible = "0" or primarily responsible = "1."

Student goals. Question: the student should be primarily responsible for establishing their own educational goals. Possible responses to the question are as follows: not primarily responsible = "0" or primarily responsible = "1."

3. Recognition of learning and motivational issues: "recognition." This measure assesses the teacher's recognition of motivational and learning issues affecting their students. "Recognition" is the combined score of respondent's identification of behavioral issues in the classroom and the perceived number of students with a motivational problem in each of their classes on average. Possible combined score range is between 0 and 10.

Teacher's perception of student with learning behavioral problems. The survey describes six different circumstances of learning behavioral problems. The respondent is asked to indicate how many of the behavioral problems she has experienced in her classroom. The number of behaviors checked is tallied as a subscore. Possible responses to the question are as follows: encountered all 6 of the behaviors = "6," encountered five of the behaviors = "5," encountered four of the behaviors = "4," encountered three of the behaviors = "3," encountered 2 of the behaviors = "2," encountered 1 of the behaviors = "1," encountered zero of the behaviors = "0." The range of scores is between 0 and 6.

Average number of students with motivational issues experienced in each class per year. This variable assesses, on average, how many students the teacher believes have motivational problems in a classroom per year. It is important to remember that class sizes are controlled for in the regression analysis. Possible responses to the question are as follows: Zero students with motivational issues = 0, one student with motivational issues = 1, two students with motivational issues = 2, three students with motivational issues = 3, or four or more students with motivational issues = 4. The range of scores is between 0 and 4.

Professional development. Question: To which extent have you participated in professional development and student motivational trainings and conferences? Possible responses to the question are as follows: no experience attending trainings = “0,” low experience attending trainings = “1,” moderate experience attending trainings = “2,” and extensive experience attending trainings = “3”.

4. Motivational-orientation of teacher

Career. Question: I attend professional development primarily to further my career. Possible responses to the question are as follows: No, I do not attend professional development events primarily to further my career = “0” and Yes, I do attend professional development events primarily to further my career= “1.”

Goal-Orientation. Question: When playing a sport, which of the following are your primary goals? Possible responses to the question are as follows: “I play sports to win,” No = 0 and Yes = 1; “I play sports to perform well,” No = 0 and Yes = 1; “I play sports to have fun,” No = 0 and Yes = 1.

5. Teaching style. Respondents were asked to select as many and at least one response indicating a learning strategy utilized in their classrooms. There was a total of six strategies respondents were able to select from.

Answer. I utilize the learning strategy of answering student questions with probing questions (i.e., Socratic method). Possible responses to the question are as follows: No= “0” or Yes= “1.”

Group Discussion. I utilize the learning strategy of “Small Group Discussions.” Possible responses to the question are as follows: No = “0” or Yes = “1.”

Direct. I utilize the learning strategy of “Direct Instruction.” Possible responses to the question are as follows: No = “0” or Yes = “1.”

Ask. I utilize the learning strategy of “Asking Open Ended Questions.” Possible responses to the question are as follows: No = “0” or Yes = “1.”

Class Discussion. I utilize the learning strategy of Class Discussion. Possible responses to the question are as follows: No = “0” or Yes = “1.”

Assign. I utilize the learning strategy of assigning problems and assessing areas needed for remediation. Possible responses to the question are as follows: No = “0” or Yes = “1.”

VI. Regression Analysis Results

The results of the regression analysis are contained in Table 7.

Table 7

Regression Analysis

	1. Ego-Leaning	2. Task-Leaning	3. Ego Score	4. Task Score	5. Total Score
Demographic Information					
Grade Level	0.0011989	0.015114	-0.0213049	0.073217	0.051912
Experience	-0.0098691**	0.0063861	-0.0139539	0.0185942	0.0046403
Female	0.2012772	-0.1471722	0.569816	0.1769203	0.7467364
Csize	0.0084457	0.008898	-0.0596128	0.0149907	-0.0446221
Who Establishes Learning Goals?					
Teacher Goals	-0.2813356	0.1064177	-1.229346	-1.528746*	-2.758091**
Student Goals	-0.1870446**	0.3037033**	-0.7426463**	0.3072855	-0.4353608
District Goals	-0.0617068	-0.0823757	-0.5966153	-2.009872**	-2.606488**
Motivational Orientation					
Further Career	0.456115**	-0.4774043**	1.007409	-1.607858**	0.6004484
Play to Win	-0.017157	-0.0589063	-0.3855592	-0.238259	-0.6238182
Play for Fun	-0.0303343	0.1625548	-0.5590455*	0.2472559	-0.3117896
Play to Perform	-0.0190897	0.243136*	-0.9706417**	0.1610326	-0.8096091*
Recognition of Learning and Motivational Problems					
Pro-Development	0.0145352	0.0550178	0.1204488	0.2765887	0.3970375**
Recognition	0.0056325	-0.0147877	0.1480906**	0.0068617	0.1549524*
Teaching Style					
Direct	-0.245786**	0.2224623*	-0.8295999**	0.2550785	-0.5745214
Assign	0.1031257	-0.0586932	-0.1595356	-0.5607885**	-0.7203241**
Ask	-0.1885053*	0.1341179	-0.3740958	0.4283874	0.0542915
Class Discussion	0.2011106*	0.0123054	0.6073004*	0.1560993	0.7633998**
Group Discussion	-0.1872168**	0.084452	-0.1194622	0.2368457	0.1173834
Answer	0.0806035	-0.0391266	0.2135147	-0.0468721	0.1666426

* indicates a p-value of ≤ 0.10
** indicates a p-value of ≤ 0.05

The interpretations of these results are as follows:

A. Total score – The total score (0-10) represents respondents who were more likely to identify the corresponding strategies to both task-oriented and ego-oriented scenarios according to the statistically significant beta coefficients in Table 7.

Regression coefficients indicate the following:

- Respondents who do not perceive that teachers determine learning goals are more likely to have higher total scores.
- Respondents who do not perceive that school districts determine learning goals are more likely to have higher total scores.
- Respondents with higher motivational perception were more likely to have higher total scores.
- Respondents who do not perceive that they play sports to perform well and enhance skills were more likely to have a higher total score.
- Respondents who do not utilize assigning practice questions and remediation as a part of their teaching technique were more likely to have higher overall scores.
- Respondents who utilize class discussion as a part of their teaching technique were more likely to have higher total scores.

B. Ego-leaners – Ego-leaners were respondents who answered with 6 or more ego-based answers out of 10 according to the statistically significant beta coefficients in Table 7.

Regression Coefficients indicate the following:

- Professional Development – Those who answered to “further career” were more likely to be ego-leaners.

- Respondents who utilize class discussion as a part of teaching technique were more likely to be ego-leaners.

- Respondents with fewer years of experience were more likely to be ego-leaners.

- Respondents who indicated that students do not determine their own learning goals are more likely to be ego-leaners.

- Respondents who do not utilize direct instruction as a part of their teaching technique were more likely to be ego-leaners.

- Respondents who do not ask open-ended questions as a part of their teaching technique were more likely to be ego-leaners.

- Respondents who do not utilize group discussion as a part of their teaching technique were more likely to be ego-leaners.

C. Task-leaners. Task-leaners were respondents who answered with 6 or more task-based answers out of 10 according to the statistically significant beta coefficients in Table 7.

Regression coefficients indicate the following:

- Professional Development – Respondents who did not answer “further career” were more likely to be task-leaners.

- Respondents who indicated that students determine their own learning goals are more likely to be task-leaners.

- Respondents who indicated that they play sports to perform well and enhance skills were more likely to be task-leaners.

- Respondents who utilize direct instruction as a part of their teaching technique were more likely to be task-leaners.

D. Ego score. The ego-score (0 to 5) represents respondents who were more likely to identify the corresponding ego-oriented strategy to the ego-oriented scenario.

Regression coefficients indicate the following:

- Respondents who perceived that students do not determine their own learning goals are more likely to have a higher overall ego score.
- Respondents who do not report that they play sports to perform well and enhance skills were more likely to have a higher overall ego score.
- Respondents who do not report that they play sports to have fun were more likely to have a higher overall ego score.
- Respondents who with higher motivational perception were more likely to have higher overall ego score.
- Respondents who do not utilize direct instruction as a part of their teaching technique were more likely to have higher overall ego scores.
- Respondents who utilize class discussion as a part of their teaching technique were more likely to have higher overall ego scores.

E. Task score. The task score (0 to 5) represents respondents who were more likely to identify the corresponding task-oriented strategy to the task-oriented scenario according to the statistically significant beta coefficients in in Table 7.

Regression coefficients indicated the following:

- Professional Development – Those who did not answer to “further career” were more likely to have higher overall task scores.
- Respondents who do not report that teachers determine learning goals are more likely to have higher overall task scores.

- Respondents who do not report that school districts determine learning goals are more likely to have higher overall task scores.
- Respondents who do not report that assigning practice questions and remediation as a part of their teaching technique were more likely to have higher overall task scores.

Chapter 5: Conclusions and Implications

I. Conclusions

The overall results of the survey are layered and complex, and they lead to interpretations that are both encouraging and concerning. There are five primary conclusions that can be drawn from the results described in Chapter 4: (a) teachers were moderately successful in identifying motivation orientations and appropriate interventions, (b) professional development is valuable in identifying matching task and ego-oriented strategies to behaviors, (c) not allowing students to set learning goals hinders teacher recognition of motivational strategies, (d) teachers who use direct instruction were less able to identify correct motivational strategies, and (e) teacher self-motivation influenced identification of appropriate intervention strategies.

Conclusion #1: Teachers were moderately successful in identifying motivation orientations and appropriate interventions. Respondents identified most task-oriented scenarios by 70-80%, while 40-50% identified most ego-oriented scenarios (see Table 5). While a majority of respondents successfully identified respective ego- and task-oriented behaviors and interventions, the margin of majority was slim (57%), leaving a significant number of participants for whom identification of these behaviors and interventions were problematic. The overall success rate shows that ego- and task-oriented behaviors can be (are being) identified, the theory has descriptive utility, and these orientations are perceived as components of frequently encountered motivational problems. However, this success rate is still low, and more needs to be done to increase teacher skills in this area.

Conclusion #2: Professional development is valuable in identifying matching task and ego-oriented strategies to behaviors. Respondents who had more extensive EUPISD professional development were most likely to identify the correct motivational strategy as

indicated by the corresponding regression coefficient of 0.397 (significance $<.001$). Also, the margin of overall success in the survey, 57%-43%, is mirrored by the percentage of respondents who had some or more professional development, 54%-46% (see Table 5). Therefore, respondent sensitivity to student motivational problems is enhanced by, if it not a product of, professional development provided by the EUPISD. Certainly, the overall success rate on the survey marks the success of the EUPISD's professional development programs, but also argues for further effort given an almost equally high survey failure rate. The data in this dissertation provides an opportunity for the EUPISD to expand current motivational professional development offerings including grant funding possibilities. The extent to which current programs explicitly address motivational theories, and specifically ego and task orientations needs to be determined. There are, for example, similarities to the ego- and task-oriented constructs in the concepts of grit and mindset. A question that arises is whether training in student motivation, regardless of theory, increases sensitivity to and finer discernment of adverse behaviors and available strategies. Another suggestion from this finding is that professional development is a determinant of success in addressing motivational problems, and therefore, teachers in the sample are not coming to their vocation with significant undergraduate preparation in student motivation. More needs to be known about training in student motivation in the undergraduate teacher education curricula represented by the sample.

Conclusion #3: Not allowing students to set learning goals hinders teacher recognition of motivational strategies. Survey respondents who did not select that students are involved in setting learning goals were less likely to identify the correct motivational strategy. A lack of student input on learning goals, therefore, obscures or otherwise hinders teacher sensitivity to student ego or task orientations, and argues for a motivational approach that

includes individuation. It remains to be seen if the evidence of exclusion of students from the learning goal process indicates individual viewpoints or reflects the administrative culture of certain schools.

Conclusion #4: Teacher who use direct instruction were less able to identify correct motivational strategies. Respondents who assigned practice questions to check for understanding and remediate were less likely to identify correct motivational strategies, while respondents who used class discussion were most successful. This suggests that more interactive instruction, such as class discussion, aligns with greater sensitivity to motivational problems, i.e., that interaction among students and between students and teacher provides teachers in the sample with greater discernment of individual student motivation than the practice question approach. This again means that the distinctions between ego and task orientation can be discerned and suggests that highly interactive approaches provide teachers in the sample with greater sensitivity to student individuation than more remote approaches.

Conclusion #5: Teacher self-motivation influenced identification of appropriate intervention strategies. The survey showed that respondents' self-motivation corresponded with greater or lesser success in identifying motivational behaviors. Respondents were classified as "ego leaning" or task leaning." Of ten survey questions where respondents were asked to identify their own motivation with task- or ego-oriented answers, respondents who chose six or more ego-oriented answers were classified as ego leaning. Conversely, respondents who chose six or more task-oriented answers were termed task leaning.

The correspondence between teacher motivation and motivational perception suggests the usefulness of a theoretical framework to optimize motivation sensitivity and that teacher

education, school policy, and professional development should be consistent within such a framework in providing and promoting motivational skills

Conclusion #5a: Ego-oriented teachers were less able to identify appropriate motivational strategies. Respondents who were ego leaning were less likely to successfully identify respective motivational types and their interventions. Perhaps ego orientation, which defines itself in relation to others, has less interest or motive in differentiating among others, and competes against a mass. Ego-orientation is advertised and glorified in American culture, with sports, business, and entertainment as prime examples. It is also implicit in the current competitive, incentive/penalty, summative performance environment of school policy and funding. This analysis suggests that ego-oriented individuals may be successful in some situations, but it hinders their interpersonal sensitivity in others.

Conclusion #5b: Task-oriented teachers were more able to identify appropriate motivational strategies. Conversely, task-leaning respondents were more likely to successfully identify respective ego- and task-oriented behaviors and interventions. In contrast to ego-orientation, task-orientation, defined as the self-engaged with the other, seems to involve differentiation in its incremental process toward mastery.

The success of motivation perception grounded in a prior task-orientation suggests that a task-oriented teacher perspective and instructional environment achieves better sensitivity to student motivation problems.

II. Further Considerations

These findings show that, for this sample, professional development coupled with an educational environment that features interactive instruction and collaboration with students on

learning goals provides respondents with a greater sensitivity to student motivation behaviors. More fundamentally, greater motivation sensitivity seems to depend on task-oriented perception.

Professional development presumably provides a framework for perceiving motivation and emphasizes its importance, and interaction and collaboration with students presumably provide awareness of student individuation that allows discernment of different motivational types. For this sample, the extent to which professional development is explicit in the theories of ego and task orientation, and the extent to which respondents are sensitive to differences in motivational behaviors without necessarily being aware of the ego and task orientation models, remain to be seen.

The type of motivation through which teachers perceive student behaviors plays an important role in sensitivity to student motivation problems. An ego-orientation does not differentiate motivational types as successfully as task-orientation. It remains to be seen how respondents acquire their motivation, but the results suggest that task-oriented educational perspective and environment are better suited to addressing student motivation problems than an ego-orientation.

For this sample, the survey shows that, albeit by a slim majority, the distinctions between ego and task-oriented avoidance behaviors and their corresponding interventions are observable, and furthermore, are recognized by respondents in students they have encountered who demonstrate motivation problems. This suggests the utility of the ego and task-oriented models, and possibly explains why the literature on these models has grown in recent years.

III. Implications and Recommendations for Practice and Theory

A. Professional development. The survey indicated that professional development was associated with better perception of student motivation by teachers.

Recommendations for policy and practice. The overall 43% failure rate of the survey may suggest that, for the EUPISD, professional development is either not reaching or not affecting a substantial number of teachers. This could suggest the need for educational leaders to expand professional development policy and opportunities, including specific training in student motivation (e.g., using ego and task-oriented goal theory).

Implications for theory. The importance of professional development testifies to the need for more robust theories combining professional development with motivation theories based on task and ego orientations. Educational leaders should examine the professional development provided by school districts to assess the theories and practices of student motivation they employ. Again, the survey suggests that the ego and task orientation models are discernible by teachers who may not have had training in those models per se. Since the survey focuses on training received after employment, there is no indication of prior, undergraduate training in student motivation. More needs to be known about the subject of motivation in teacher education curricula, student teaching, and effects on teacher recognition of student motivation problems.

B. Learning goals. The survey indicated that student input on learning goals aligned with better perception of student motivation by teachers. The segment of survey respondents who indicated that students were excluded from the process is either a coincidence or represents a specific school culture.

Recommendation on policy and practice. To better address student motivation in the EUPISD, educational leaders should develop school policy mandating student input on learning goals and provide teachers with training in practices.

Implications for theory. The importance of student input testifies to the extent to which interaction and observation allows the teacher to distinguish differences in individual motivation. The models of ego and task orientation better describe these differences than other more abstract and intangible models, or the basic distinction between intrinsic and extrinsic motivation. The importance of student input also testifies to the extent to which motivation is presented or expressed, as well as created, and is the sum of a constellation of factors under given circumstances. More can be studied about the student-teacher dynamic in setting learning goals, and whether student input in these goals correlates positively with performance.

C. Teaching philosophy. The survey indicated that the use of class discussion corresponded to better perception of student motivation by teachers.

Recommendations for policy and practice. The correspondence between class discussion and motivation perception suggests the advantage of an educational leadership policy promoting interactive teaching methods with a possible array of practices.

Implications for theory. Similar to learning goals, the importance of class discussion suggests the importance of student interaction in enhancing the ability of teachers to gauge motivational differences and prompts further questions about the factors involved in an individual goal orientation and the student-teacher dynamic. A study of the learning processes involved in class discussion, as well as other interactive methods, may aid understanding of how motivation is manifested in those settings. In addition is the question of how use of class discussion, or other interactive methods, correlates with motivation and performance success.

D. Teacher self-motivation. The survey indicated that the teacher's motivation affected perception of student motivation.

Recommendations for policy and practice. There should be consistency in the motivation theory and practice from teacher education through professional development to inform teachers' perception. Educational leaders should develop policies that establish an educational environment that enhances perception of student motivation.

Implications for theory. The finding suggests that observers' perceptions are conditioned by their prior assumptions, and that a theory commensurate with individuation and diversity may prove most comprehensive for addressing the practical realities of the classroom.

E. Ego-oriented perception. The survey found that respondents demonstrating an ego-orientation were less successful at distinguishing differences in motivation behavior

Recommendations for policy and practice. Educational leaders need to critically examine the motivation models presented in the coursework and conduct of teacher education and professional development, and the instructional environment presented or produced by the classroom, to condition teachers' perception of student motivation.

Implications for theory. While ego orientation and task orientation are often discussed as binary opposites, the role of ego orientation and the dynamic between ego and task orientation within an individual are not well understood. The disadvantages or limitations of ego-orientation are apparent in this survey and in comparative discussions of the ego and task models. Nevertheless, the existence of the ego-orientation may point to its utility in certain contexts.

F. Task-oriented perception. According to the survey, respondents who demonstrated a task orientation were more successful in identifying ego- and task-oriented behavior problems and interventions.

Recommendations for policy and practice. Educational leaders need to recognize the advantages of a task-oriented instructional environment for teacher perception of motivation as

well as other student learning benefits ascribed to this model. Teacher education, school policy, and professional development should be consistent in their approach to student motivation and the instructional environment that reflects that approach.

Implications for theory. The existence of both ego and task orientations may suggest an interdependent or perhaps oscillating relationship between the two rather than a simple opposition. As implied by the terms ego leaning and task leaning discussed previously, a given individual may be located on a spectrum between the two. Nevertheless, the concept of task orientation proved, in this study, to define an approach commensurate with the environment most successful for perceiving and engaging student motivation.

IV. Further Research

A larger sample would give a more thorough picture of motivational perception in the EUPISD, and a sample that included different demographics, including urban, suburban and rural in the state and beyond would offer opportunities to make broader generalizations, as well as examine the effects of various demographic and environmental factors. Gender's effects on teacher goal orientation and motivation perception, for example, did not register in the survey since there were not enough male respondents to suggest comparisons.

Yates and others write of ego and task orientation as products of an array of environmental and situational factors, and note that orientations are not exclusive in individuals, but occupy a spectrum of ego and task-oriented responses to individual circumstances. It may be more accurate to describe individuals as ego or task leaning and to describe tendencies rather than absolute categories. Studies of the dynamic among factors and their relation to types and degrees of motivational response could provide insights on situational motivation. In addition,

the relation or dynamic between the two orientations can be explored to better understand their respective roles in individual motivation.

The interactive, collaborative learning approach indicated by the survey as beneficial to motivational perception can be studied more closely to understand how it aids such perception. Discussions of ego and task orientation point to task orientation as the more flexible, adaptive, and self-rewarding, i.e., the preferred motivational strategy, and interactive teaching methods suggest by their opportunities to observe student individuation that a task-oriented teaching environment may offer the most responsive environment for supporting student motivation. Such an analysis would ultimately have to contend with the issue of summative versus formative assessment, legislative mandate versus best practice, or performance versus process. Since professional development was strongly indicated in this survey as a factor in motivation perception, the level and type of motivation training in professional development programs in various Intermediate School Districts (ISDs) bears examination. As mentioned, more also needs to be known about motivation training in teacher education programs and their effects on subsequent motivation perception. In addition, as demonstrated by the survey's use of the guide to interventions supplied to schools by the EUPISD, continued examination of related resources, such as checklists and progress monitoring, could yield information for improvement in addressing student motivation.

In the mandated performance environment of today's schools, especially considering increasing costs and declining budgets, the issue of student motivation acquires greater urgency. The models of ego- and task-oriented goal strategies have proven recognizable in student behaviors and provide a useful entry into exploration of the factors and effects of student motivation.

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APPENDICES

Appendix A: Survey

I. Survey Introduction

Statement of informed consent: I am a doctoral candidate at Eastern Michigan University, and the Director of Curriculum and Instruction at JKL Bahweting Anishinaabe PSA. This survey is being distributed to elementary teachers by email using addresses provided by the Eastern Upper Peninsula Intermediate School District (EUPISD). Results of the survey are expected to show the frequency with which respondents have encountered behaviors like those in the scenarios, and the extent to which respondents match interventions with the orientations demonstrated in the scenarios. Additional results may include a correlation between grade level taught and motivational interventions employed, as well as a possible correlation between teacher orientation and motivational interventions used in the classroom. Other results may include professional development recommendations to the EUPISD. This survey is anonymous and confidential. Your name will not be known or identified. The data will be deleted after the final survey analysis has been completed. All research projects involve a certain level of risk. This survey may remind teachers of a scenario that they encountered which may have been upsetting. All data collected will be strictly confidential and stored on a password protected data collection platform on a secure, password protected laptop. No answers will be coded and IP addresses will not be tracked. This is a volunteer survey and you can exit from the survey at any time. For information regarding this survey, please contact the researcher's advisor, Dr. David Anderson, at danderson@emich.edu or 734-487-0255. For information about your rights as a participant in research, you can contact the EMU Human Subjects Review Committee at human.subjects@emich.edu or [734-487-3090](tel:734-487-3090).

Please check the Agree button to continue with the survey if you have read the Informed Consent Statement and Agree with its content.

II. Survey Questions

S1. Gender

M

F

S2. How long have you been teaching?

1-50 years

(Drop-down menu)

S3. What grade level have you taught the most?

K

1st

2nd

3rd

4th

5th

S4. What grade level do you currently teach?

K

1st

2nd

3rd

4th

5th

S5. What is the yearly average number of students in your class?

0-10

11-20

21-30

30+

S6. Have you had professional development in motivational theory or strategies within the last 5 years, and if so, to what degree? (Motivational theories and interventions might be included in CHAMPS, Safe and Civil Schools, PBIS, MIBLSI, etc.)

Extensive
Moderate
Some
None

S7. When you play sports or a game, such as a card game, is your **main** goal to win or to have fun?

Win
Have Fun

S8. Student motivation is defined as the process that initiates, guides and maintains goal-oriented learning behaviors. Given this definition, approximately how many students would you describe as unmotivated in your class or classes each school year on average?

0
1-2
3-4
5+

S9. What learning behaviors best describe the unmotivated students(s) in your classroom? Choose all that apply.

Does not complete classwork
Does not complete homework
Appears engaged only when interested in the topic
Appears disengaged when not interested in the topic

S10. Who sets the learning goals for your students?

District/School
Teacher
Student

Combination of teacher and student

S11. Which approach/approaches best describe your teaching style? (Choose all that apply).

Direct Instruction

Assign practice questions, check for understanding and remediate

Ask open-ended questions

Class discussions – question/answer format

Students discussing/debating in groups

Answer student questions with probing questions

S12. When attending professional development, is your main goal:

To advance your career

To acquire additional skills

III. Task-Involved Questions

S13. William is a student who gets average scores on multiple choice standardized tests. He will participate in reading activities, but refuses to try on writing assignments or projects, even in groups when the rest of his peers' grades depend on his teamwork.

S13. a. Have you ever had a student like this in your class?

Yes__

No__

S13 b. If yes, which one of the four motivational strategies below would you most likely use?

- a. Allow the student to perform alternate assignments. Gradually introduce more components of the regular assignments until those assignments are done routinely. (T-10)
- b. Work a few problems/components with the student on an assignment or project in order to serve as a model and help the student begin a task. (T14)
- c. Communicate with parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they may reinforce the student at home for completing assignments at school. (E17)

- d. Give the student responsibilities with reinforcers (praise, stickers, etc., in the classroom in order to increase the probability of on-task behaviors (e.g., passing out materials, collecting school work, etc.) (E36)
- e. Other (Please specify) _____

S13 c. If no, which strategy below would you most likely use?

- a. Allow the student to perform alternate assignments. Gradually introduce more components of the regular assignments until those assignments are done routinely. (T10)
- b. Work a few problems/components with the student on an assignment or project in order to serve as a model and help the student begin a task. (T14)
- c. Communicate with parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they may reinforce the student at home for completing assignments at school. (E17)
- d. Give the student responsibilities with reinforcers (praise, stickers, etc., in the classroom in order to increase the probability of on-task behaviors (e.g., passing out materials, collecting schoolwork, etc.) (E36)
- e. Other (Please specify) _____

14. Zoe is a student who is willing to help with jobs around the classroom, is well-liked by her classmates and teachers and keeps her desk and locker organized. She often has to bring her math classwork home despite your efforts to have her finish it during class. Her homework is returned complete and without errors, but she doesn't do well on her classroom math tests. When you set up tutoring time for Zoe, she is not her agreeable self and refuses to work with the tutor.

S14 a. Have you ever had a student like this in your class?

Yes__

No__

S14 b. If yes, which one of the four motivational strategies below would you most likely use?

- a. Reinforce the student for attempting and completing assignments based on the amount of work that he/she can successfully complete. Gradually increase the amount of work required for reinforcement as the student demonstrates success. T1
- b. Provide the student with a selection of assignments and require him/her to choose a minimum number from the total amount (e.g., present the student with 10 academic tasks from which he/she must finish that day.) T13
- c. Make certain the student understands the natural consequences of failing to complete assignments (e.g., students who do not finish their work do not get to do activities that are more desirable). E12
- d. Make an agreement with the parents in order that enjoyable activities at home (e.g. watching television, riding bike, visiting friends, etc.) are contingent upon appropriate behavior at school. E38
- e. Other (Please specify) _____

S14. c. If no, which strategy below would you most likely use?

- a. Reinforce the student for attempting and completing assignments based on the amount of work that he/she can successfully complete. Gradually increase the amount of work required for reinforcement as the student demonstrates success. T1
- b. Provide the student with a selection of assignments and require him/her to choose a minimum number from the total amount (e.g., present the student with 10 academic tasks from which he/she must finish that day.) T13

c. Make certain the student understands the natural consequences of failing to complete assignments (e.g., students who do not finish their work do not get to do activities that are more desirable). E12

d. Make an agreement with the parents in order that enjoyable activities at home (e.g. watching television, riding bike, visiting friends, etc.) are contingent upon appropriate behavior at school. E38

e. Other (Please specify) _____

S15. Michael is a basketball player who sits slouched in his seat with his hat on and arms crossed. Just getting him to take his hat off is difficult. He refuses to do anything even though he knows you have to report to the Athletic Director every Friday regarding his grade and behavior in your class.

S15. a. Have you ever had a student like this in your class?

Y___

N___

S15 b. If yes, which one of the four motivational strategies below would you most likely use?

- a. Offer the student assistance frequently throughout the day. T30
- b. Reduce emphasis on competition. Students who compete academically and fail to succeed may cease to try to do well and do far less than they are able. T60
- c. Write a contract with the student in order that he/she can earn reinforcement at home for appropriate behavior at school. E39
- d. Provide a wide variety of reinforcers for the student at school (e.g., eating lunch with the teacher, one-on-one time with the teacher, principal, custodian, extra time in a favorite class, etc.) E41
- e. Other (Please specify) _____

S15, c. If no, which strategy below would you most likely use?

- a. Offer the student assistance frequently throughout the day. T30
- b. Reduce emphasis on competition. Students who compete academically and fail to succeed may cease to try to do well and do far less than they are able. T60
- c. Write a contract with the student in order that he/she can earn reinforcement at home for appropriate behavior at school. E39
- d. Provide a wide variety of reinforcers for the student at school (e.g., eating lunch with the teacher, one-on-one time with the teacher, principal, custodian, extra time in a favorite class, etc.) E41
- e. Other (Please specify) _____

S16. Tammy loves to read and has high reading comprehension. She participates in the school talent show, performing arts club and local theater productions. However, when asked to read aloud, she hides under tables and no amount of coaxing will get her to come out.

S16 a. Have you ever had a student like this in your class?

Y___

N___

S16 b. If yes, which one of the four motivational strategies below would you most likely use?

- a. Provide the student with shorter tasks given more frequently. T22
- b. Structure the environment in order that the student is not required to communicate all the needs to others (i.e. make certain the student's tasks are on his/her ability level, instructions are clear, and maintain frequent interaction with the student in order to ensure his/her success.) T33
- c. Communicate with parents, agencies, or appropriate parties in order to inform them of the problem, determine the cause of the problem, and solutions to the problem. E33
- d. Make certain that the student can be successful at school in order to earn reinforcement. E40
- e. Other (Please specify) _____

S16 c. If no, which strategy below would you most likely use?

- a. Provide the student with shorter tasks given more frequently. T22
- b. Structure the environment in order that the student is not required to communicate all the needs to others (i.e. make certain the student's tasks are on his/her ability level, instructions are clear, and maintain frequent interaction with the student in order to ensure his/her success.) T33
- c. Communicate with parents, agencies, or appropriate parties in order to inform them of the problem, determine the cause of the problem, and solutions to the problem. E33
- d. Make certain that the student can be successful at school in order to earn reinforcement. E40
- e. Other (Please specify) _____

S17. Anastasia has been retained in her grade. She is gaining self-confidence in the classroom, but when asked to write, leaves the room without permission causing her to fall further and further behind.

S17. a. Have you ever had a student like this in your class?

Y___

N___

S16 b. If yes, which one of the four motivational strategies below would you most likely use?

- a. Assess the degree of task difficulty in comparison with the student's ability to perform task. T3
- b. Allow the student to perform alternative assignments. Gradually introduce more components of the regular assignments until those assignments are done routinely. T10
- c. Provide a wide variety of reinforcers for the student at school (e.g., eating lunch with the teacher, one-on-one time with the teacher, principal, custodian, extra time in a favorite class, etc.) E41
- d. Remove the student from an activity until he/she can demonstrate appropriate on-task behavior. E50
- e. Other (Please specify) _____

S16. c. If no, which strategy below would you most likely use?

- a. Assess the degree of task difficulty in comparison with the student's ability to perform task. T3
- b. Allow the student to perform alternative assignments. Gradually introduce more components of the regular assignments until those assignments are done routinely. T10
- c. Provide a wide variety of reinforcers for the student at school (e.g., eating lunch with the teacher, one-on-one time with the teacher, principal, custodian, extra time in a favorite class, etc.) E41
- d. Remove the student from an activity until he/she can demonstrate appropriate on-task behavior. E50
- e. Other (Please specify) _____

IV. Ego Involved Questions

S18. Travis is a student who is popular with his peers and has high self-esteem. In history class, they are asked to form groups for which they will receive a group grade. Travis ingratiate himself into the group of high academically achieving students that he doesn't normally hang around with. As the group is working, Travis doesn't appear to be participating.

S18. a. Have you ever had a student like this in your class?

Y___

N___

S18. b. If yes, which one of the four motivational strategies below would you most likely use?

- a. Give the student responsibilities in the classroom that require communication (e.g., peer tutor, group leader, teacher assistant, etc.) E37
- b. Provide the student with self-checking materials, requiring correction before turning in the assignments. E59
- c. Pair the student with a non-threatening peer, a peer with similar interests and ability level, etc. T40

- d. Structure the environment in order that the student is not required to communicate all the needs to others (i.e. make certain the student's tasks are on his/her ability level, instructions are clear, and maintain frequent interaction with the student in order to ensure his/her success.) T33
- e. Other (Please specify) _____

S18. c. If no, which strategy below would you most likely use?

- a. Give the student responsibilities in the classroom that require communication (e.g., peer tutor, group leader, teacher assistant, etc.) E37
- b. Provide the student with self-checking materials, requiring correction before turning in the assignments. E59
- c. Pair the student with a non-threatening peer, a peer with similar interests and ability level, etc. T40
- d. Structure the environment in order that the student is not required to communicate all the needs to others (i.e. make certain the student's tasks are on his/her ability level, instructions are clear, and maintain frequent interaction with the student in order to ensure his/her success.) T33
- e. Other (Please specify) _____

S18. Anne-Marie is a student who is learning her multiplication facts with the rest of her class. Every time a student can recite a set of multiplication facts to a peer, they get a sticker next to their name on a poster-sized chart. Most of the class is on their 6s and 7s while Anne-Marie is on her 9s. However, during a recent math test which included multiplication through 4s, Anne Marie received a 25%. The class average was 89%. Curious about what happened, the teacher asks Anne-Marie why she thinks she did so poorly on the multiplication test. Anne Marie breaks down and admits to taking stickers and putting them on the poster next to her name.

S18. a. Have you ever had a student like this in your class?

Y___

N___

S18. b. If yes, which one of the four motivational strategies below would you most likely use?

- a. Remove the student from an activity until he/she can demonstrate appropriate on-task behavior.

E50

- b. Communicate with parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they may reinforce the student at home for completing assignments at school. E17

- c. Reinforce the student for attempting and completing assignments based on the amount of work that he/she can successfully complete. Gradually increase the amount of work required for reinforcement as the student demonstrates success. T1

- d. Allow the student to perform alternative assignments. Gradually introduce more components of the regular assignments until those assignments are done routinely. T10

- e. Other (Please specify) _____

S18. c. If no, which strategy below would you most likely use?

- a. Remove the student from an activity until he/she can demonstrate appropriate on-task behavior.

E50

- b. Communicate with parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they may reinforce the student at home for completing assignments at school. E17

- c. Reinforce the student for attempting and completing assignments based on the amount of work that he/she can successfully complete. Gradually increase the amount of work required for reinforcement as the student demonstrates success. T1

d. Allow the student to perform alternative assignments. Gradually introduce more components of the regular assignments until those assignments are done routinely. T10

e. Other (Please specify) _____

S19. Morgan has no behavior issues, but falls behind on his work during class and is often described as daydreaming. However, every week before “Friday Power Hour” where students can choose a favorite activity if their weekly assignments are complete or have time to complete missing assignments, Morgan comes to school with all of his week’s assignments completed. This allows him to choose a favorite activity despite the teachers’ concern that this pattern of not completing his daily assignments in class or as daily homework will not prepare him for the next grade.

S19. a. Have you ever had a student like this in your class?

Y___

N___

S20. b. If yes, which one of the four motivational strategies below would you most likely use?

a. Have the student keep a chart or graph representing the number of class assignments completed.

E6

b. Have the student time his/her assignments in order to monitor his/her own behavior and accept time limits. E21

c. Structure the environment in such a way as to provide the student with increased opportunity for help or assistance. T17

d. Evaluate the appropriateness of the task to determine: (a) if the task is too easy, (b) if the task is too difficult, and (c) if the length of time scheduled to complete the task is appropriate. T51

e. Other (Please specify) _____

S20. c. If no, which strategy below would you most likely use?

- a. Have the student keep a chart or graph representing the number of class assignments completed.
E6
- b. Have the student time his/her assignments in order to monitor his/her own behavior and accept time limits. E21
- c. Structure the environment in such a way as to provide the student with increase opportunity for help or assistance. T17
- d. Evaluate the appropriateness of the task to determine: (a) if the task is too easy, (b) if the task is too difficult, and (c) if the length of time scheduled to complete the task is appropriate. T51
- e. Other (Please specify) _____

S21. Randi is a volleyball and basketball player who is extremely polite to all adults in the school, offers to help her teachers before school, etc. She appears highly engaged in class and participates in group discussions. Her grades are bordering on F's due to missing or incomplete assignments and low test scores, but most of her teachers let her slide be due to her good attitude, which allows her to stay eligible for sports. During a teacher team meeting, the math teacher expresses concern about Randi's study skills and middle school preparation. The other teachers agreed.

S 21.a. Have you ever had a student like this in your class?

Yes___

No___

S21.b. If yes, which one of the four motivational strategies below would you most likely use?

- a. Make certain the student understands the natural consequences of failing to complete assignments (e.g., students who do not finish their work do not get to do activities that are more desirable). E12

- b. Write a contract with the student in order that he/she can earn reinforcement at home for appropriate behavior at school. E39
- c. Evaluate the appropriateness of the task to determine: (a) if the task is too easy, (b) if the task is too difficult, and (c) if the length of time scheduled to complete the task is appropriate. T51
- d. Identify resource personnel from whom the student may receive additional assistance (e.g., librarians, special education teacher, other personnel with expertise or time to help, etc.) T54
- e. Other (Please specify) _____

S21. c. If no, which strategy below would you most likely use?

If yes, which one of the four motivational strategies below would you most likely use?

- a. Make certain the student understands the natural consequences of failing to complete assignments (e.g., students who do not finish their work do not get to do activities that are more desirable). E12
- b. Write a contract with the student in order that he/she can earn reinforcement at home for appropriate behavior at school. E39
- c. Evaluate the appropriateness of the task to determine: (a) if the task is too easy, (b) if the task is too difficult, and (c) if the length of time scheduled to complete the task is appropriate. T51
- d. Identify resource personnel from whom the student may receive additional assistance (e.g., librarians, special education teacher, other personnel with expertise or time to help, etc.) T54
- e. Other (Please specify) _____

S22. Scotty is a student who gets very upset when he doesn't beat the high score on computer math games. This is a general trend for him in the classroom as well. If competition is not involved, he does only the bare minimum to get by. His teacher is concerned that if this continues to be a trend, Scotty will start to fall behind as he gets older.

S22. a. Have you ever had a student like this in your class?

Yes___

No___

S22. b. If yes, which one of the four motivational strategies below would you most likely use?

- a. Provide reinforcers that are social in nature (e.g., extracurricular activities, clubs, community organizations such as 4-H, scouting, etc.) E43
- b. Give the student responsibilities with reinforcers (praise, stickers, etc., in the classroom in order to increase the probability of on-task behaviors (e.g., passing out materials, collecting schoolwork, etc.) E36
- c. Reduce emphasis on competition. Students who compete academically and fail to succeed may cease to try to do well and do far less than they are able. T60
- d. Deliver reinforcement for any and all measures of improvement. T55
- e. Other (Please specify) _____

S22. c. If no, which strategy below would you most likely use?

- f. Provide reinforcers that are social in nature (e.g., extracurricular activities, clubs, community organizations such as 4-H, scouting, etc.) E43
 - g. Give the student responsibilities with reinforcers (praise, stickers, etc., in the classroom in order to increase the probability of on-task behaviors (e.g., passing out materials, collecting schoolwork, etc.) E36
 - h. Reduce emphasis on competition. Students who compete academically and fail to succeed may cease to try to do well and do far less than they are able. T60
 - i. Deliver reinforcement for any and all measures of improvement. T55
- Other (Please specify) _____

Appendix B: Intervention Strategies

I. Task-Involved Intervention Strategies

Adapted from Teachers Guide to Behavioral Interventions, Intervention Strategies for Behavior Problems in the Education Environment. Kathy Cummins-Wunderlich. Hawthorne Educational Services, Inc. Columbia, MO. 2003

1. Reinforce the student for attempting and completing assignments based on the amount of work that he/she can successfully complete. Gradually increase the amount of work required for reinforcement as the student demonstrates success.
2. Evaluate the appropriateness of the task to determine if: (a) the task is too easy, (b) the task is too difficult, and (c) the length of time scheduled for the task is appropriate.
3. Assess the degree of task difficulty in comparison with the student's ability to perform task.
4. Present tasks in the most attractive and interesting manner possible.
5. Interact frequently with the student in order to maintain involvement with class assignments (e.g., ask the student questions, ask the student's opinions, stand close to the student, seat the student near the teacher's desk, etc.)
6. Deliver directions orally in order to increase the probability of understanding.
7. Encourage the student to ask for clarification of direction for classroom assignments.
8. Give directions in a variety of ways to increase the probability of understanding (e.g., if the student fails to understand verbal directions, present them in written form.)
9. Provide the student with step-by-step written directions for doing class assignments.
10. Allow the student to perform alternative assignments. Gradually introduce more components of the regular assignments until those assignments are done routinely.

11. Maintain consistency of expectations while keeping expectations within the ability level of the student.
12. Allow the student the option of performing the assignment at another time (e.g., earlier in the day, later, another day, or take the assignment home).
13. Provide the student with a selection of assignments and require him/her to choose a minimum number from the total amount (e.g., present the student with 10 academic tasks from which he/she must finish that day.)
14. Work a few problems with the student on an assignment in order to serve as a model and help the student begin a task.
15. Have the student question any directions, explanations, instructions given to the student.
16. Assess the quality and clarity of directions, explanations, and instructions given to the student.
17. Structure the environment in such a way as to provide the student with increase opportunity for help or assistance.
18. Have the student repeat the directions orally to the teacher.
19. Rewrite directions at a lower reading level.
20. Prevent the student from becoming over stimulated by activity (e.g., frustrated, angry, etc.).
21. Require the student to begin each assignment within a specified period of time (e.g., three minutes, five minutes, etc.).
22. Provide the student with shorter tasks given more frequently.
23. Provide clearly stated directions in written or verbal form (i.e., make the directions as simple and concrete as possible)
24. Provide alternatives for the traditional format of directions (e.g., tape record, summarize directions, directions given by peers, etc.)

25. Practice direction-following skills on nonacademic tasks.
26. Reduce directions to steps (e.g., give the student each additional step after completion of the pervious step).
27. Make certain the student achieves success when following directions.
28. Reduce the emphasis on early completion. Hurrying to complete assignments may cause the student to fail to follow directions.
29. Establish assignment rules (e.g., listen to directions, wait until all directions have been given, ask questions about anything you do not understand, begin assignment only when you are certain about what you are supposed to do, make certain you have all necessary materials, etc.)
30. Maintain mobility throughout the classroom in order to determine the student's needs.
31. Offer the student assistance frequently throughout the day.
32. Make certain that directions, explanations, and instructions are delivered on the student's ability level.
33. Structure the environment in order that the student is not required to communicate all the needs to others (i.e. make certain the student's tasks are on his/her ability level, instructions are clear, and maintain frequent interaction with the student in order to ensure his/her success.)
34. In order to detect the student's needs, communicate with the student as often as opportunities permit.
35. Demonstrate accepting behavior (e.g., willingness to help others, making criticisms constructive and positive, demonstrating confidentiality in personal matters, etc.)
36. Communicate to the student an interest in his/her needs.
37. Communicate to the student that he/she is a worthwhile individual.
38. Encourage communication skills in the classroom.

39. Recognize the student's attempts to communicate his/her needs (e.g., facial expressions, gestures, inactivity, self-depreciating comments, etc.)
40. Pair the student with a non-threatening peer, a peer with similar interests and ability level, etc.
41. Conduct a reinforcer survey with the student in order to determine his/her reinforcer preferences.
42. Communicate with parents in order to determine what the student finds reinforcing at home.
43. Evaluate the auditory and visual stimuli in the classroom in order to determine what level of stimuli the student can respond to in an appropriate manner.
44. Reduce auditory and visual stimuli to a level at which the student can successfully function.
Gradually allow auditory and visual stimuli to increase as the student demonstrates that he/she can successfully tolerate the increased levels.
45. Provide the student with the opportunity to move to a quiet place in the classroom any time that auditory and visual stimuli interfere with his/her ability to function. Gradually remove the earphones as the student can more successfully function in the presence of auditory stimuli.
46. Allow the student to close the door or windows in order to reduce auditory and visual stimuli outside of the classroom.
47. Model for the student appropriate behavior in the presence of auditory and visual stimuli in the classroom (e.g., free time, math, reading, etc.) in order to reduce the level auditory and visual stimuli in the group. Gradually increase group size as the student can function successfully.
48. Make certain the student has all necessary materials to perform assignments.
49. Make certain the student knows what to do when he/she cannot successfully perform assignment (e.g., raise hand, ask for assistance, go to the teacher, etc.)
50. Make certain to recognize the student when his/her hand is raised in order to convey that assistance will be provided as soon as possible.

51. Evaluate the appropriateness of the task to determine: (a) if the task is too easy, (b) if the task is too difficult, and (c) if the length of time scheduled to complete the task is appropriate.
52. Assess the appropriateness of assigning homework to the student.
53. Teach the student direction-following skills: (a) Listen carefully, (b) ask questions, (c) use environmental cues, (d) rely on examples provided, etc.)
54. Identify resource personnel from whom the student may receive additional assistance (e.g., librarians, special education teacher, other personnel with expertise or time to help, etc.)
55. Deliver reinforcement for any and all measures of improvement.
56. Have the assignments tape recorded, allowing the student to listen to questions as often as necessary,
57. Provide the student with opportunities for review prior to grading assignments.
58. Provide multiple opportunities for the student to learn the information covered by assignments (e.g., films, visitors, community resources, etc.)
59. Allow the student to respond to alternative assignment questions (e.g., more generalized questions that represent global understanding.)
60. Reduce emphasis on competition. Students who compete academically and fail to succeed may cease to try to do well and do far less than they are able.

II. Ego-Involved Intervention Strategies

Adapted from Teachers Guide to Behavioral Interventions, Intervention Strategies for Behavior Problems in the Education Environment. Kathy Cummins-Wunderlich. Hawthorne Educational Services, Inc. Columbia, MO. 2003

1. Reinforce the student for attempting and completing class assignments: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five-minute free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.)
2. Speak with the student to explain: (a) what he/she is doing wrong (e.g., not completing assignments) or (b) what he/she should be doing (e.g., completing assignments during class).
3. Establish classroom rules (e.g., work on-task, work quietly, remain in your seat, finish task, meet requirements). Reiterate rules often and reinforce students for following rules.
4. Reinforce those students in the class room who attempt and complete assignments during class time.
5. Write a contract with the student specifying what behavior is expected (e.g., attempting and completing class assignments) and what reinforcement will be made available when the terms of the contract have been met.
6. Have the student keep a chart or graph representing the number of class assignments completed.
7. Assign a peer to help the student with class assignments.
8. Assign the student shorter tasks (e.g. modify a 20-problem math activity to 4 activities of 5 problems each to be done at various times during the day). Gradually increase number of problems over time.
9. Reduce distracting stimuli (e.g., place the student in the front row; provide a carrel or quiet place away from distractions). This is used as a means of reducing stimuli and not as a form of punishment.
10. Supervise the student during class assignments in order to maintain on-task behavior.
11. Follow a less desirable task with a highly desirable task, making the completion of the first necessary to perform the second.

12. Make certain the student understands the natural consequences of failing to complete assignments (e.g., students who do not finish their work do not get to do activities that are more desirable).
13. Explain to the student that work not done during work time will have to be done during other times (e.g., break time, recreational time, after school, etc.).
14. Take steps to deal with student refusal to perform an assignment in order that the rest of the group will not be exposed to contagion (e.g., refrain from arguing with the student, place the student at a carrel or other quiet place to work, remove the student from the group or classroom, etc.).
15. Maintain consistency in daily routine.
16. Reinforce the student for beginning, staying on, and completing assignments.
17. Communicate with parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they may reinforce the student at home for completing assignments at school.
18. Identify a peer to act as a model for the student to imitate appropriate completion of assignments.
19. Communicate clearly to the student when the assignment should be completed.
20. Have the student time his/her assignments in order to monitor his/her own behavior and accept time limits.
21. Structure time units in order that the student knows exactly how long he/she has to work and when he/she must be finished.
22. Provide the student with more than enough time to finish an activity and decrease the amount of time as the student demonstrates success.

23. Provide the student with a schedule of daily events in order that he/she knows exactly what and how much there is to do in a day.
24. Specify exactly what is to be done for the completion of the task (e.g., indicate definite starting and stopping points, indicate a minimum requirement, etc.).
25. Interact frequently with the student in order to help him/her follow directions for the assignment.
26. Reinforce the student for performing assignments independently.
27. Reinforce those students in the classroom who communicate their needs to others when necessary.
28. Reinforce the student for communicating his/her needs to others based on the number of times he/she can be successful. Gradually increase the number of times required for reinforcement as the student demonstrates success.
29. Call on the student often in order to encourage communication.
30. Teach the student communication skills (e.g., hand raising, expressing needs in written and/or verbal forms, etc.).
31. Communicate your own personal needs and feelings to student.
32. Encourage the student to communicate his/her needs to other personnel in the educational environment (e.g., school counselor, school psychologist, principal, etc.)
33. Communicate with parents, agencies, or appropriate parties in order to inform them of the problem, determine the cause of the problem, and solutions to the problem.
34. Teach the student to communicate his/her needs in an appropriate manner (e.g., raise hand, use normal tone of voice when speaking, verbally express problems, etc.)

35. Have the student interact with a peer in order to encourage him/her to communicate his/her needs to others. Gradually increase the number of peers the student interacts with as he/she demonstrates success in communicating his/her needs to others.
36. Give the student responsibilities with reinforcers (praise, stickers, etc., in the classroom in order to increase the probability of on-task behaviors (e.g., passing out materials, collecting schoolwork, etc.)
37. Give the student responsibilities in the classroom that require communication (e.g., peer tutor, group leader, teacher assistant, etc.)
38. Make an agreement with the parents in order that enjoyable activities at home (e.g. watching television, riding bike, visiting friends, etc.) are contingent upon appropriate behavior at school.
39. Write a contract with the student in order that he/she can earn reinforcement at home for appropriate behavior at school.
40. Make certain that the student can be successful at school in order to earn reinforcement.
41. Provide a wide variety of reinforcers for the student at school (e.g., eating lunch with the teacher, one-on-one time with the teacher, principal, custodian, extra time in a favorite class, etc.)
42. Provide reinforcers that are social in nature (e.g., extracurricular activities, clubs, community organizations such as 4-H, scouting, etc.)
43. Help the student develop an interest in a hobby which can be used as a reinforcer at school (e.g. stamp collecting, rock collecting, model building, photography, art, reading, sewing, cooking, etc.)
44. Seat the student so that he/she experiences the least amount of auditory and visual stimuli possible.

45. Seat the student away from those peers who create the most auditory and visual stimulation in the classroom.
46. Provide the student with a carrel or divider at his/her desk to reduce auditory and visual stimuli.
47. Make certain that all auditory and visual stimuli in the classroom is reduced as much as possible for all learners.
48. Require the student to be productive in the presence of auditory and visual stimuli for short periods of time. Gradually increase the length of time the student is required to be productive as he/she becomes successful.
49. Have the student engage in small group activities (e.g., free time, math, reading, etc.) in order to reduce the level of auditory and visual stimuli in the group. Gradually increase the group size as the student can function successfully.
50. Remove the student from an activity until he/she can demonstrate appropriate on-task behavior.
51. Provide the student with a timer which he/she may use to increase the amount of time during which he/she maintains attention (e.g., have the student work on the activity until the timer goes off.)
52. Provide the student with a predetermined signal (e.g., hand signal, verbal cue, etc.) when he/she begins to display off-task behaviors.
53. Structure the environment to reduce the opportunity for off-task behavior. Reduce lag time by providing the student with enough activities to maintain productivity.
54. Have the student work with a peer tutor in order to maintain attention to task.
55. Teach the student how to manage his/her time until the teacher can provide assistance (e.g., tries the problem again, go on to the next problem, wait quietly, etc.)

56. Provide time at school for completion of homework if homework assigned has not been completed or has resulted in a failure. (The student's failure to complete homework assignments may be the result of variables in the home over which he/she has no control.
57. Teach the student note-taking skills.
58. Establish a level of minimum accuracy which will be accepted as a level of mastery.
59. Provide the student with self-checking materials, requiring correction before turning in the assignments.
60. Make certain the assignments measure knowledge of content and not related skills such as reading or writing.
61. Have assignments read to the student.
62. Have the student respond to tasks orally.
63. Teach the student to practice basic study skills (e.g., reading for the main idea, note taking, summarizing, highlighting, studying in a good environment, using time wisely, etc.)
64. Modify instruction to include more concrete examples in order to enhance student learning.
65. Monitor student performance in order to detect errors and determine where learning problems exist.
66. Allow/require the student to make corrections after assignments have been checked the first time.
67. Provide the student with evaluative feedback for assignments completed (i.e. identify what the student did successfully, what errors were made and what should be done to correct the errors).
68. Maintain consistency in assignment format and expectations so as not to confuse the student.

Appendix C: Pilot survey

Emailed to 12 Educators and cc'd to Dr. Anderson:

Dear federal, state and local educational experts/colleagues,

I am writing to ask a favor. I recently defended and passed my PhD qualifying examination through Eastern Michigan University. My dissertation, *The Relationship between Motivational Interventions and Task-Oriented and Ego-Oriented Learners* includes a survey. As a part of the qualifying examination process, my dissertation committee had some concerns about the survey and asked if I would conduct a survey pilot. Specifically, they were concerned about the survey length and wondered if I would receive a sufficient number of responses. The survey will be emailed to all Eastern Upper Peninsula Intermediate School District (EUPISD) teachers. Data from my dissertation survey will be shared with the appropriate EUPISD staff.

Favor - Would you please read through my survey (link below) and then answer questions 16-20?

I would be very grateful if you could take the time out of your busy schedule to complete questions 16-20 sometime this week.

Thanks so much!

Northern Michigan Charter Officer
JKL Bahweting School (JKL) Superintendent
Office of Indian Education, Education Specialist (Dept. of the Interior, D.C.)
Bureau of Indian Education, Midwest Regional Officer
Michigan Department of Education, Director of 21st C. Learning
Michigan Department of Education, Office of Field Services
JKL Teachers - 6

Questions 16-20 - Added to clone survey for educator (above) to give feedback on the survey questions after reading them.

Survey Pilot Questions

15. Clarity: Do you think teachers will understand the survey questions?
 - a. Teachers will understand all of the questions. (12)
 - b. Teachers will understand most of the questions. (0)

- c. Teachers will understand some of the questions. (0)
 - d. Teachers will not understand the questions. (0)
16. Length: Do you think the teachers will find the survey to be:
- a. Too long.
 - b. An acceptable length. (12)
17. Incentive: Do you think an incentive will encourage teachers to complete the survey?
- a. Yes (8)
 - b. No (4)
18. If you think an incentive is needed, what type of incentive do you suggest?

Two Responses:

1. A Little Caesar's Pizza Coupon and a raffle drawing.
 2. A Target or Gas Card – Something more generic, i.e., non-coffee drinkers wouldn't want coffee, etc.
19. Additional Feedback: Do you have any other suggestions to help improve this survey?

(Open Text Box)

1. Cut down the number of pages to make it more psychologically pleasing. 2. Who is sending out the survey at the ISD? If Dan could send it personally with a note emphasizing the importance of your survey, I think that would really help
2. # 6 = too vague and too many choices (motivation hits most 'strategies and behavior programs' – plus as undergrads they 'all' *should* have had some motivation theory # 7 = need a context – i.e., playing Candyland with kids? Have fun. Playing Euchre with friends = win WIN WIN. # 8 = motivation waivers depending upon content context within a class – one week / day / hour / minute it changes – PLUS I suggest percent of class rather than trying to identify a specific # of kids (the judgement of Unmotivated isn't based upon a formal assessment from the teacher therefore to convert my 'observations' to a specific # will be very hard. # 12 = too context dependent plus "advance your career" is pretty vague # 14 = needs some editing e.g., letter 'd' needs an end parenthesis after etc).
3. The shorter the question and options, the more likely people who are not vested in the survey are to complete the survey. Maybe shortening responses in 14-15 and

omitting the definition in 8? Overall, I do not think 15 questions is too lengthy if the questions are short and quick to answer. Congratulations on defending and passing your qualifying exam!

4. Maybe a little bit more on why you are interested in this topic area and links to additional research or articles on student motivation.

5. Could you group the questions by like topic? Even though I understood the questions, I don't know if the question about if I liked team sports would give you an answer you needed to find out something about me as a teacher.

Appendix D. UHSRC Exemption

RESEARCH @ EMU

UHSRC Determination: EXEMPT

Date: July 18, 2017

To: Boris Turner
Eastern Michigan University

Re: UHSRC: # D20170714-1
Category: Exempt category 2
Approval Date: July 18, 2017

Title: The Relationship between Motivational Interventions and Task-Oriented and Ego-Oriented Learners

Your research project, entitled **The Relationship between Motivational Interventions and Task-Oriented and Ego-Oriented Learners** has been determined **Exempt** in accordance with federal regulation 45 CFR 46.102. UHSRC policy states that you, as the Principal Investigator, are responsible for protecting the rights and welfare of your research subjects and conducting your research as described in your protocol.

Renewals: Exempt protocols do not need to be renewed. When the project is completed, please submit the **Human Subjects Study Completion Form**.

Modifications: You may make minor changes (e.g., study staff changes, sample size changes, contact information changes, etc.) without submitting for review. However, if you plan to make changes that alter study design or any study instruments, you must submit a **Human Subjects Approval Request Form** and obtain approval prior to implementation.

Problems: All major deviations from the reviewed protocol, unanticipated problems, adverse events, subject complaints, or other problems that may increase the risk to human subjects or change the category of review must be reported to the UHSRC via an **Event Report** form.

Follow-up: If your Exempt project is not completed and closed after three years, the UHSRC office will contact you regarding the status of the project.

Please use the UHSRC number listed above on any forms submitted that relate to this project, or on any correspondence with the UHSRC office.

Good luck in your research. If we can be of further assistance, please contact us at 734-487-3090 or via e-mail at human.subjects@emich.edu. Thank you for your cooperation.

Sincerely,

April M Gravitt, MS
Research Compliance Analyst
University Human Subjects Review Committee

University Human Subjects Review Committee - Eastern Michigan University - 200 Boone Hall
Ypsilanti, Michigan 48197
Phone: 734.487.3090
E-mail: human.subjects@emich.edu
www.emich.edu/ord (see Research Compliance)

The EMU UHSRC complies with the Title 45 Code of Federal Regulations part 46 (45 CFR 46) under FWA00000050.