


Motivation and Affect


EDS 248
Stephen E. Brock, Ph.D., NCSP



Motivation

“Once we have learned to do something, the extent to which we continue to do it is a function of **motivation**” (p. 407).


Motivation is an internal state that results in and directs action.



General Effects of Motivation


Motivation ...

1. **increases** an individual's energy and activity levels.
2. **directs** an individual toward a certain goal.
3. **promotes** initiation of certain activities and persistence in those activities.
4. **affects** the learning strategies and cognitive processes an individual employs.




Types of Motivation

- 1. Extrinsic**
Motivation lies outside the individual and the task. It is helpful when a task lacks readily apparent value.
- 2. Intrinsic**
Motivation lies within the individual. The activity (or the task) in and of its self is viewed as valuable.




The Role of Affect

- How we feel about something affects our motivation toward it. Positive feelings increase motivation and negative feelings decrease motivation.
- Anxiety (a feeling of uneasiness and apprehension) affects motivation.
 - Includes both worry and emotionality.
 - Includes both state and trait anxiety.




The Role of Affect

- Effect of anxiety on learning and cognition (not a linear relationship).
- Task difficult x level of arousal = performance ([Yerkes-Dodson Law](#)).
 - Facilitating anxiety - a challenge
 - Debilitating anxiety - a threat
- Anxiety affects working memory.




Promoting Student Motivation

1. Facilitate intrinsic motivation.
2. Ensure that non academic needs are met.
3. Capitalize on the role that affect plays (avoid negative affect).



Cognitive Factors in Motivation

Activity - I will be describing cognitive factors in motivation. As I do so I want you to think about what recommendations my discussions suggest for a 9th grade boy, Jimmy, who has a severe learning disability. With this child we are finding that his primary problem (an SLD) is no longer the primary concern. Because of repeated learning failures he is no longer interested in schooling. He has come to expect failure not success. Simply put, Jimmy believes the work is too hard. Jimmy is instead focused on avoiding situations where he might look bad. How are we going to help him? Provide a justification for each of your recommendations.




Cognitive Factors in Motivation

Achievement motivation (Goals)
 Learning Goals
 Performance Goals

Expectancies
 Believe they can succeed

In terms of Jimmy, his achievement motivation is focused on external performance. He avoids academic tasks because he no longer expects he can succeed. What recommendations do you have for Jimmy's teacher?




Cognitive Factors in Motivation

Value involves the belief that performance has reward.

Interest may result in learning (rather than performance) goals being set.

- Personal interest - internal - stable over time - personal preferences - based on experiences (good and bad)
- Situational interest - external - new unusual surprising

In terms of Jimmy's interests, what recommendations do you have for Jimmy's teacher?



Cognitive Factors in Motivation


Attributions or explanations for success/failure.

- Locus of control
- Stability/Alterability

Factors influencing the Development of Attributions

- Emotional reactions
- Expectations for the future
- Effort and persistence
- Learning strategies
- Future choices
- Responses to failure


What might be some of Jimmy's attributions for success? What might be some of Jimmy's attributions for failure? What do you think is the most productive attribution?



Cognitive Factors in Motivation

Explanatory Style
 Learned Helplessness
 Mastery Orientation

What type of explanatory style does Jimmy have? What type of explanatory style do we want to promote?




Cognitive Factors in Motivation


Challenge
Heightens interest and minimizes boredom. Makes it difficult to attribute success to external factors (ease, luck).

Competition
Promotes performance goals and ability rather than effort attributions.

From this information what recommendations do you recommend?



THANK YOU!!!!



- It has been fun!
- Learning Theory Reflection Papers are due next Tuesday by 4:00pm.
 - Submission options
 - Brighton Hall Room 225
 - brock@csus.edu
 - Retrieval of questionnaires and papers?
- Course Evaluations
