

Session 3

How Do Better Teachers Motivate Youth to Learn?



Introduction

Infants and young children seem to be motivated by a natural curiosity to learn, driven by an automatic desire to interact, learn about and understand their environment. Very rarely do you hear Kindergarten teachers complain that their students are “unmotivated”. As children grow, for many this natural interest and passion for learning seems to shrink and learning often becomes a chore, associated with boredom. Whereas some students in Junior High School maintain a natural enthusiasm for learning, many more young people, even if they are actually physically present in the classroom become mentally absent.

This lack of motivation and boredom in the classroom can lead to discipline problems. Students who are not interested in what they are learning or see no relevance in it can become disruptive in the class, as there is a difference in the values and goals between the student and the system (teacher). It is a very regular occurrence to hear Junior High School teachers complain that their students are “lazy” or “naughty”. But think about the youth in your classroom who you give these labels. It is a good chance that these are the students who are not motivated to learn. Maybe they are “lazy” or “naughty” for a reason.

Teachers try many ways to motivate youth to learn. However, unfortunately in most cases, the methods used are negative, such as threats, punishments and coercion. How many times have you heard a teacher threaten a student with a low grade if they do not study hard or with detention for not completing homework? Teachers use these methods as these seem to be the easiest. Some teachers go further and resort to aggressive methods including physical violence in an effort to motivate or discipline young people. Some of these methods are inappropriate and often sometimes illegal. Moreover, these methods are ineffective and the results can be the opposite of what a teacher might expect. Rather than motivate youth to learn well, they make students feel stress, anxiety, fear towards their teachers, their self confidence and self esteem is lowered and they feel very unsafe and unprotected in schools. The result is that many young people drop out of school completely¹².

¹² During DBE3 research on drop out, fear of teachers was rated as a cause of drop out was rated as a primary cause of drop out by staff at the Ministry of National Education and a main cause of drop out by the youth who were consulted in all DBE3 provinces. Please refer to DBE3 research documents for more information

Teachers need to consider what they are “teaching” when they are violent in the classroom. Many youth start to act aggressively and use violence to solve a problem, because they have learned to do this from the way that their teachers behave. Students are even violent towards other students. Peer violence is also a major cause of drop out from basic education in Indonesia¹³. Using violence to solve a problem is not an effective life skill. According to MONE, some of the life skills that teachers in Indonesia should be teaching youth include being a human who reflects the morals of God, managing emotions, discipline, communication skills and problem solving. Using violence is none of these.

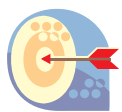
Better teachers utilize positive methods to motivate students, so that they feel the desire to learn, so they feel respected, they work hard, learn well, follow the rules, remain in and complete basic education and learn positive values and life skills. There is no magic formula for motivating students. Many factors affect a students’ motivation to work and to learn. Interest in the subject matter, perceptions of its’ usefulness, general desire to achieve, self confidence and self esteem, gender, socio-economic status as well as patience and persistence. Of course, not all students are motivated by the same thing and it is not possible within the scope of this training module to address all these issue.

However, whatever level of motivation your students bring to the classroom it will be transformed for better or worse by what happens in the classroom. There are some general principles that teachers can apply to try and motivate youth. Good everyday teaching practices can do a great deal to counter student apathy. Most students respond positively to a well organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. The activities that teachers undertake in the classroom to promote learning will also enhance students’ motivation.

Nevertheless, no matter what methods you employ to try and motivate them, there will probably be some students in your class who will behave in a way which is disruptive for learning and it is important that you learn effective ways to manage them without resorting to hostility and aggression.

This session will introduce you to some strategies you can use to use to motivate the youth in your class to learn and also some strategies you can use to manage youth who can be disruptive to the learning process and will help you understand how to apply them in your classroom so that you can become a Better Teacher

¹³ Peer violence was one of the key causes of drop out as identified by youth consulted during the DBE3 research on drop out.



Objectives and Learning Outcomes

The purpose of this session is to support participants to further develop teachers' core pedagogic competency 7 “*Communicate effectively, empathetic and in a good manner with the students*” as relates to students' psychological condition to take part in learning (7.2) and core competency 12 “*demonstrate behavior that can be modeled by the surrounding students and community members*” Participants will consider what motivation to learn is, what the sources of motivation are, and what factors affect whether a young person is motivated to learn or not. Participants will consider how classroom practices and school policies can affect a student's motivation to learn for better or worse. Participants will focus particularly on how a teacher's behavior, including threats and aggression, which may be intended to motivate students, can have the opposite effect of what was intended. Participants will examine a number of more positive methods which can be used to motivate students to learn. Towards the end of the session, participants will be introduced to a number of strategies they can use to manage youth who may be disruptive to the learning process: By the end of the session participants will be able to:

- Explain the concept of motivation to learn, the main sources of motivation and some factors affecting young people's motivation to learn
- Describe some of the more aggressive and threatening behaviors and methods teachers in Indonesia use to motivate youth and the actual effects of these on young people's motivation to learn
- Identify some positive methods and behaviors that teachers can use in the classroom to motivate youth to learn
- Explain the link between lack of motivation to learn and disruptive or naughty behavior from students
- Apply some positive methods of motivation and management in their own classroom



Key Questions

- What is motivation to learn and what are the main sources of motivation to learn?
- What is the link between lack of motivation to learn and disruptive behavior from students?
- What methods of motivation do many teachers currently use and how effective and how legal are they?
- What are some more positive and effective methods teachers should try to use to motivate youth to learn?
- What methods of motivation and classroom management will you try in your classroom following this workshop?



Notes for the Facilitator

- This session can be controversial and you should prepare carefully. You are advised to read through these session notes carefully before you facilitate this session in any workshop
- It is important participants understand they are not being judged as bad people because they use violence in the classroom. Violence is a tradition and is viewed as culturally acceptable therefore teachers have only been doing as expected. However, there are better ways to motivate and manage youth to learn and these should be used in the classroom
- Ensure that at no time you compromise on the principle of non violence.
- This session is intended to be a *general introduction* to strategies for motivating youth to learn and to maintain classroom discipline. It is not intended to equip participants with all the skills and knowledge they need to be able to integrate Life skills into their teaching. The concepts introduced here will be built on during the subject specific modules. Please ensure participants are aware of this.
- Throughout the session there are a number of places where you are expected to provide some input or give a presentation. The information you require is provided in this session, you should decide how to present it. However, remember that you should never present, talk or lecture for more than 10 minutes at a time.
- For the connection part of the session, there are three alternative activities that you can do. These are as follows: *Option one*: Participants will look at a photograph of a classroom in Indonesia and reflect on what the teacher is doing and why and the possible consequences of the teacher's behavior. *Option two*: Participants will reflect on their own experience of being a student in Junior High school when a teacher was violent to them and the consequences of the teachers actions. *Option Three*: Participants will read messages from Youth in Indonesia about adult's violence and consider the effects of it. All options have the same follow up activity which is described below.
- For the Application section of this session, you will need to select a few participants to prepare and deliver the role play (additional information 2) prior to the session. This role play is intended to deliver an important and serious message, so please request participants to take it seriously.
- An energizer is included in this session to introduce the main concepts. This energizer will take some considerable time to prepare and facilitate so before deciding to use it please ensure that you have sufficient time.



Resources

- Handout 3.1, 3.2, 3.3 and additional information 1.
- Appendix 1: UU23
- Additional Information 1: How many squares?
- Additional Information 2: Role play
- Audio Cassette player
- Audio Tape of “Voices of Youth”
- Flipchart paper, tape and pens or board and chalk



Time

This session will need a minimum of 105 minutes to complete



ICT

The use of ICT to support this session is *optional* and will depend on what equipment you have available. Some possibilities are:

- LCD and Laptop for presentations
- Audio Cassette Player and Audio Tape of “Messages from Youth”



Session Summary

Introduction 10 minutes	Connection 35 minutes	Application 50 minutes	Reflection 10 minutes	Extension
<p>Facilitator presents the theme, objectives and learning outcomes and key questions to the participants</p>	<p>Participants will discuss the concept of motivation to learn and identify the main source of motivation. Participants will then complete an activity to analyze some of the methods that teachers currently use and the actual effects these methods on a student's motivation</p>	<p>Participants identify a number of methods teachers can use to motivate students. Participants practice applying some of these in different scenarios. Participants examine the link between unmotivated students and behavior which is disruptive to learning. Participants look at classroom management techniques</p>	<p>Participants summarize the learning from the session, answer the key questions and write in their learning reflection journal</p>	<p>Participants complete an evening activity which requires them to utilize some better classroom management skills. Following the training, participants try out some of the new methods of motivation and management in the classroom and write a brief report in their learning reflection journal</p>



Energizer

The following energizer is linked to the theme of the session. This energizer introduces participants to the concept of motivation to learn and achieve. You can use it at the beginning of the session if you feel that the participants need it. You will need: 1000 Sate sticks and additional information 1: How Many Squares? A prize for the winning team (e.g. box of biscuits)

Part 1: Show a copy of the game “how many squares” included in additional information 1. You can draw this on flipchart paper or power point if you have access to the necessary equipment and program. Tell the participants that this is a test. They can not look at another persons work and they can not talk to each other. Give the participants 2 minutes to complete the test. Tell them that they have to get the correct number of squares or they will have failed and will have to leave the room as punishment. Time them with a stop watch. After two minutes, ask some of the participants how many squares they counted. The correct number is..... if the participants you ask do not get the correct number laugh at them and encourage the other participants to laugh at them. **Part 2:** Divide participants into two teams. Ask each team to stand in a line facing each other. Give the person at the head of each team a bundle of sate sticks. Tell the teams that they have to pass the sate sticks one by one along the line of their team until they reach the person at the other end. They will have 5 minutes to complete the task and the team with the most sate sticks at the opposite end of the line at the end of five minutes will win the prize. They can only pass one stick at a time and it must go from one person to another. After the activity, count the sticks and see which team has won. Laugh at the losing team and encourage the winning team to cheer.

Discussion: Ask participants to analyze what they just did. *How they felt during the first activity. Did they feel motivated to complete the test? What motivated them? How many of them tried to look at another paper? How many of them talked to another participant to try to find the answer? How did they feel during the second activity? Were they motivated to complete the task? What motivated them? How did the winning team feel? How did the losing team feel? How many of them cheated during the activity by passing more than one sate stick or not passing to the person directly next to them.* You can use the following as a guide or as a summary for the discussion. During the first task, participants are asked to complete a task individually and given it as a test. They are told that they will pass or fail. The motivating factor may be to avoid punishment (being sent out of the room) or avoid being seen as a failure in front of everyone else in the room. They will probably feel anxious and nervous during the completion of this test, as it is quite a difficult task and the time limit is short. During the second task, the participants completed a competitive task but as a team. Therefore, the feelings of anxiousness and nervousness may have been less. The participants may have been motivated to win the prize at the end and not to let down their team members. However, there is still a feeling of winning and losing or failing and having others laugh at you. It is likely that many of the participants cheated during the activities (e.g. tried to look at another participant’s paper or passed more than one stick) as they were under pressure to succeed. The activities show that we are motivated for different reasons but that not all methods used for motivation (threats or rewards) lead to a good outcome. They can make people feel stressed and also lead to cheating. The key message of this activity is that the same can happen in a classroom if teachers use particular types of motivational methods.



Detailed Steps for Activities



Introduction (5 minutes)

- (1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
- (2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.
- (3) Ask participants to look at their copies of teacher's core pedagogic competencies and refer to *core competency 7*. Explain that this session will help them develop some of these competencies



Connection (35 minutes)

- (1) Write the three definitions of student motivation below onto flipchart paper, ask participants to read them and decide which one they think is correct. Ask participants to vote for 1, 2 or 3 by raising hand.
 - A positive attitude towards learning, they are interested, excited and keen to learn
 - Have ambitions and aspirations know what they want to achieve and are willing to pursue the goals even in the face of difficulties
 - Develop their own learning strategies, adapt and change the way they learn, they persevere and have energy and drive to learn
- (2) Explain that all the definitions accurate. Student motivation can be explained in different ways, but it is basically about a students desire to participate in the learning process, the more students desire to participate in the learning process, the more they are seen as motivated by their teachers.
- (3) Brainstorm with participants what is the source of motivation for many students. Provide some input if necessary, use [facilitators notes 1](#) to help




Facilitators Notes

The source of motivation between students can be different. There are two basic types of motivation: **Intrinsic motivation:** A student who is intrinsically motivated undertakes an activity for its own sake, for the enjoyment that it provides for the learning it permits or the feelings of

accomplishment it evokes. **Extrinsic motivation:** An extrinsically motivated student performs in order to obtain some reward or avoid some punishment external to the activity itself, such as achieve a grade, be given a sticker or avoid detention. What motivates students to be intrinsically or extrinsically motivated is different. All of the following can affect motivation for the better or worse: A children’s **home environment**, which shapes the attitudes that they develop towards learning from an early age. The way that young people **view themselves:** Whether they have self confidence, self worth and self esteem or not. **Characteristics** of the young person: Whether they are patient and persistent or not. However, no matter what level of motivation a young person brings to the classroom, whether they are motivated to learn or not do not exist solely inside the student and outside of the classroom. Motivation to learn can be transformed for better or worse by what happens in the classroom. For example, the belief that a teacher has about a student, the **expectations** of the teacher and they way they **behaves** towards the students can have a powerful influence on whether the student is motivated to learn or not.

- (4) Explain the next activity will look at how some teachers use threats, coercion and more aggressive methods to try and motivate students and to what extent these methods are actually effective on motivating students to learn.
- (5) Ask participants to think back to their time as a student in school. Instruct them to write a few sentences in their learning reflection journal or paper to answer the following questions. Give them 5 minutes to do this.
 Was a teacher ever violent to you? What happened, what did they do? Why did the teacher do this? How did you feel at that time? How do you feel about this now? What do you think that you learned from this experience? What would you say to the teacher if you met them today?
- (6) Ask some participants to read out their stories. As they talk write up some of their comments on flipchart paper under the following headings: Facilitators notes 2 provide some ideas on what they may say


The types of violence teacher’s use	The reasons teachers are violent	The effects of teacher’s violence actions



2

<i>The types of violence teacher's use</i>	<i>The reasons teachers are violent</i>	<i>The effects of teacher's violence actions</i>
Hitting with stick Pinching/twisting the ear Kneeling on the floor Squatting on the floor Push Ups Making youth hit each other Slapping the face Hitting the head Punching Manual work (e.g. cleaning) Hitting with a belt Standing in the sun	Maintain discipline Punish for bad behavior Not done homework Disobeying the teacher Unable to answer a question Failing examinations or tests Being late to class Teach right from wrong Make them obey quickly Make them learn better When stressed, tired or frustrated Parents ask them to It is the easiest form of discipline and motivation It is the tradition Like it	<p>Physical effects such as bruises, cuts, banged with a hammer</p> <p>Emotional effects – youth are terrorized, self esteem is lowered, ashamed, no self worth, anger</p> <p>Attitude effects – hate school, do not want to go, hate teachers, adults, feel that violence is an answer</p> <p>Long term effects: Young people remember these incidences until they are adults, they can still bring back painful memories and cause emotions to re-surface</p>

(7) Ask participants to summarize what the activity has shown them. Give input if needed use **facilitators notes 3** below



3

This activity illustrates that teachers use violence against youth for a number of reasons, but mostly it seems to be used as something to “motivate” youth to do something e.g. to learn or to follow the school rules or to behave in certain ways. However, the activity also shows that aggression or threats are not an effective way to motivate youth and in fact can have totally the opposite effect. It can make students de-motivated, fear teachers, disrespect adults, lower their self esteem and self worth and even lead to truancy and drop out. The Ministry of National Education highlight that teacher violence is a major cause of drop out from basic education. The consultations conducted by DBE3 on drop out with youth from DBE provinces confirm that this is a major cause of drop out. Moreover, young people see adults as role models and if young people see that adults use violence towards other people then they learn that it is an acceptable way to solve problems and will adopt the same behavior themselves. In the youth consultations on drop out, youth in many provinces also cited peer violence and gang violence as a cause of drop out.

Youth should be learning different life skills such as “managing emotions, communication and discipline” rather than use of violence.

- (8) Explain to participants is also illegal to use these methods. Give a copy of additional information I and appendix I



Application (50 minutes)

- (1) Explain to participants that if violence against youth does not effectively motivate them and is also illegal, then better teachers need to find more positive ways to motivate young people to follow rules, behave appropriately and study hard.
- (2) Participants who prepared the role plan in handout 3.1 now demonstrate it.
- (3) Ask participants what the teacher in the role play did wrong and what they could have done to motivate the students to learn.
- (4) Write their ideas on the board/flipchart paper.
- (5) Choose one strategy. 'Ask the group to re-enact the role play with a different, positive ending.
- (6) Divide participants into groups of 6. Give each group a copy of handout 3.2
- (7) Ask groups to read through the information and then complete the task on the scenario which asks them to analyze what the teacher should have done to motivate the students to learn. Give each group 20 minutes to discuss and prepare their ideas.
- (8) Each group presents their role play. Discuss each role play. Facilitators notes 4 provides some information on the scenarios



Facilitators Notes

Scenario 1: The teacher made the following mistakes and should have done the following

- 4** (1) The methodology was always the same – the teacher should have varied it
- (2) The teacher never looked at the work of the students and never gave feedback – the teacher should have looked at the students work or asked them to give the answers at the end of the lesson
- (3) The teacher was not enthusiastic about the subject – the teacher should have tried to enthuse the students
- (4) The teacher did not care whether the students learned or not – the teacher should have monitored the class, as they were completing the work and checked whether they were really successful or not as individuals

At the end of this scenario, the student has lost all their previous interest and motivation to learn Mathematics and started to cheat academically by just copying the answers from the board

Scenario 2: The teacher made the following mistakes and should have done the following

- (1) The teacher made some demeaning comments to the students, which humiliated and embarrassed them – the teacher should point out what the student did well first and then give them precise feedback on what to correct
- (2) The teacher created individual competition between students and made it seem like there were winners and losers in the classroom – the teacher should not openly and publicly compare student’s performance. Mistakes should be viewed as something acceptable and something to learn from not as something bad
- (3) The teacher had low expectations of some of the students, the teacher told the students that they would never pass the examination – the teacher should have high expectations of all students and help them to meet them, the teacher should explain to the students what they need to do to get improve and make them believe that they all can improve over time

Scenario 3: The teacher made the following mistakes and should have done the following

- (1) The teacher emphasized only grades – the teacher should have emphasized the learning that was taking place and the process rather than only the output
- (2) The teacher only gave a grade and did not give the students feedback or information on how they could improve - the teacher should have told the students what they needed to do well and how they could get better or the teacher should have given all students the opportunity to re-do their homework if they were dissatisfied with their grades – emphasizing the learning and not the grade
- (3) The teachers used lowered grades as a threat for non academic behavior (handing homework in late) the teacher should separate academic and non academic behavior and use another punishment for late work

The result was that the student gave up trying to do their homework rather than risk low evaluations of their abilities and low self esteem and self worth.

Scenario 4: The teacher made the following mistakes and should have done the following

- (1) The teacher had high expectations of the students but they were too high from early on, the students were receiving low grades and this continued – the teachers should have had more realistic expectations of students in

- grade 8 and given them early opportunities to succeed so that they could be motivated and worked with them to think about their goals
- (2) The teacher based too much of the teaching on theory and the students could not see the relevance of the lessons to the real situation – the teacher should have set challenging but relevant tasks for the students so they have a purpose for learning

- (9) Ask participants if they can make a link between students who are not motivated to learn and disruptive behavior in the classroom. Use **facilitators notes 5** below to provide some input



Facilitators Notes

5

Many youth may be disruptive in class. This can include behaviors such as talking out of turn, walking out of the classroom, throwing things, disturbing other students from working, being rude to the teacher, refusing to do work, being violent or abusive to others students, destroying school or individual property. Teachers often label these youth as “naughty” or “lazy”. However, many of these minor disruptive behaviors such as talking out of turn, not working or disturbing other students may be because the students are not motivated to learn. If teachers try and utilize some of the methods of motivation then many of these discipline problems may be eliminated. However, there are other reasons why some students are disruptive to the learning in the class apart from lack of motivation. Disruptive behavior can occur for a number of reasons including problems at home, attentions seeking and problems with peers. Whatever the reason, teachers can not ignore disruptive behavior and must learn to manage it in the classroom. However, as with methods of motivation, better teachers will find non violent ways of managing youth and maintaining classroom discipline.

- (10) Give participants **handout 4.6** and explain the first part of the extension activity (below) which they should do as their evening activity and present at the beginning of the training on the following day.



Reflection (15 minutes)

- (1) Look again at the overarching questions introduced at the beginning of the session. Ask the questions one by one and ask the participants to give some answers to the questions using what they learned during the session

- (2) Ask participants to explain what they consider to be the *key message* of the session to the participants. Write some of their ideas on flipchart/power point or board then provide the key message (see below). Give participants some time to write the key messages in their learning reflection journal.



Key Message

Young people come to the classroom with different sources and levels of motivation to learn. However, what happens in the classroom can have a positive or negative influence on a young person's motivation to learn. Young people generally do not respond well to coercion, threats, aggression and violence but they do respond well to a well organized lesson in a classroom where they feel safe with an enthusiastic teacher who has a genuine respect and interest in the students and what and how they learn. A better teacher will utilize good everyday teaching practices to ensure that their students are motivated to learn.



Extension

In your group, read through handout 4.6 Strategies to Maintain Classroom Discipline. Then select one of the scenarios from the list and decide how you would manage the situation. Your group should create a three minute role play to present to the rest of the participants on the next morning of the workshop. On returning to school, participants must try to use some of the strategies for motivation and strategies for maintaining classroom discipline at least once and write their experiences in their learning reflection journal to share at the next training.

Portfolio activity: Write a 500 word independent unstructured assignment, which records your thoughts on why teachers need to consider methods to promote student's motivation to learn when planning lessons and some of the most effective ways to motivate youth. The report can included in the Portfolio under category 7 Professional Development Work (Literary Work)



Additional Reading

- United Nations Convention of the Rights of the Child at www.un.org
- Undang Undang Republik Indonesia Nomor 23 Tahun 2002 tentang Perlindungan Anak



Handout for Participants 3.1

Role Play

One day my Mathematics teacher was writing some questions on the board and had asked us to copy them down and then answer them. Whilst he was doing that, we had nothing to do, as he was standing in front of the blackboard and we could not see. So some of us were talking quietly to each other about how we should answer the questions. The teacher turned around and said “SHUT UP ALL OF YOU. I will explain to you how to answer these questions properly later. Later, when he was giving instructions, some of us did not really understand what he said. So after he had finished, he sat down at his desk and so some of us continued to talk to each other and ask each other how to answer the questions. The teacher got really angry and told us to leave the classroom and kneel outside the classroom for an hour. It was really painful for our knees and thighs and it was so hot and sunny that I got very thirsty. We all shook and trembled. I wanted to cry. This made the teacher even angrier so he hit my friend with a stick on the shoulder and the back. My friend started to cry. I am now 42 years old, but I will never forget that day, the punishment was so bad. I was sweating like crazy and had a nightmare that night. After that day, I was always so scared when we had a Mathematics lesson.



Handout for Participants 3.2

Better Ways to Motivate Youth to Learn¹⁴

The following are some basic ideas which teachers can use to motivate students in the classroom. If students are motivated, management and discipline problems are less likely to occur.

Use a variety of methods and activities

Doing the same thing all the time is boring and can be de-motivating. Students who are bored are likely to be more disruptive. Variety will keep students engaged and motivated. Break the routine by using a variety of teaching and learning methods in the classroom. Try role plays, debates, brainstorming, discussion, demonstrations, case studies, audio visual presentations, and small group work.

Make students active participants

Young people learn best by doing, making, writing, exploring, designing, creating and solving. Passivity can de-motivate students and lessens their curiosity. Use active learning methods and give students problems to solve to motivate their learning. Do not tell students something when you can ask them or they can find out for themselves.

Set challenging but realistic and relevant tasks

Make learning relevant to students own lives and interests so they are motivated because they can see a purpose to learning. Make tasks challenging but realistic. Realistic in the sense that the standards are high enough to motivate students to do their best work, but not so high that most students will fail and will inevitably be frustrated in trying to achieve the standards.

Create a Positive Classroom Climate

Classrooms that are safe, non controlling and support student well being and self esteem encourage learner motivation. If students experience a classroom where they are valued and respected despite their academic ability they tend to participate more fully in the learning process.

Use assessment with caution

De-emphasize grade and emphasize mastery of skills. Do not grade every piece of class work and every piece of homework. It can be de-motivating for students who continually fail to meet

¹⁴ Some of the ideas included in this section are taken from Barbara Gross Davis (1999) *Motivating Students from Tools for Teaching and QCA (2005) Learner Motivation: An International Review*

the standard and they start to see themselves as a failure which can be very de-motivating. Instead grade only what is necessary and when it is not, make comments on students work advising them on what they have done well what they have been able to master and what they need to improve on. Be specific with your comments. Give students the opportunity to re-do their work if they are unsatisfied with it. Do not use grades to control bad behavior.

Work with students to set achievable goals

Focus students on their continued improvement with the subject, not just their grade on any one test or assignment. Work with students to set their own personal goals and evaluate their progress

Tell students what they need to do to succeed in your subject

Do not let students struggle to work out what is expected of them to succeed. Tell them what they need to do well. Reassure students that they can do well and tell them how.

Avoid Individual competition

Competition produces anxiety, which can interfere with learning and may cause some students to cheat. Reduce students' opportunities and tendencies to compare themselves to others and to have winners and losers in the classroom. Try to use teaching methods where students cooperate with each other.

Give feedback

Always give students feedback on their work. Always try to find something positive to say about a student's performance. Students are more motivated by positive comments than negative. Positive comments build students self confidence and self. Let all students know that you believe he or she can improve and succeed over time

Reward success and good behavior

Rather than criticizing unwanted behavior and low performance you should reward correct behaviors and academic success. Verbal praise and the feeling of success is a powerful motivator and give other students something to aspire to.

Be enthusiastic about your subject

A teacher's enthusiasm is a crucial factor in student motivation. If you show that you are bored and apathetic then students will too. Try to always be positive, confident and enthusiastic in the classroom

Have high (but realistic) expectations of all students

Teachers' expectations have a powerful effect on students' performance and what they think about themselves. If you act like you expect all students to be motivated, hard working and

interested they are more likely to do so. To develop the motivation to succeed everyone needs to believe that it is possible to do so. Early on in the academic year you may need to provide an opportunity for all your students to achieve to establish early motivation.

Extrinsic rewards

Extrinsic rewards (such as stars, gifts etc) may work with some students (usually at a younger age) but they should be used with caution for they have the potential to create competition. However, extrinsic motivators can over time produce intrinsic motivation.

Share good work between peers

Introduce the students to good work done by their peers. Share the knowledge, ideas and accomplishments of individual students with the class as a whole.

Avoid threats coercion, aggression

Do not threaten students with violence, punishment or low grades. Whilst the threat of low grades may motivate some students to learn, for others it may prompt academic dishonesty (cheating)

Avoid demeaning comments

Only make public positive comments and good behaviors. Many students may be anxious about their performance and their abilities. Do not make negative comments to students in your class about their behavior and performance. Be careful with phrases that you use and comments you make in class. It is easy to damage students self esteem.

Know your students interests

Students may be in the same class, but they are all individuals. Find out about the students you are teaching, how they feel about the subject matter and what their interests, hopes, expectations and fears are. Try to use examples in your teaching that relate to their interests to keep them motivated.

Care about your students

Students will respond with interest and motivation to teachers who appear to be human and caring. Show that you care about them as people and care that they are learning something and not just about the grades that they receive in an examination because it reflects on your ability as a teacher. Try to create a positive relationship with them and ask them things about themselves as well as share something of yourself. For example, tell them stories about when you were a student.

Activity

Read the following lesson scenarios, which look at a lesson from the point of view of a learner. In your group choose **one** of the scenarios.

For the scenario you have selected discuss (a) what the teacher was doing wrong which would have a negative effect on the students motivation (b) what the teacher should have done to have a positive effect on the students motivation.

Prepare a role play to present to the group showing what the teacher should have done.

Scenario One

Mathematics is a really difficult subject but very interesting and I really liked my Mathematics lessons when I was in class 7. It was my favorite subject and I hoped to study it at University. When I went into class 8, I had a new teacher and I started to dislike my Mathematics lessons. All the lessons were the same, the teacher would explain a formula to use, then write some problems for us to solve on the board. We had to copy and then answer them. As we solved the problems, the teacher would sit at the front and read a newspaper. At the end of the lesson, the teacher would write the correct answers on the board at the end of the lesson and we had to say how many we had correct. The teacher never looked at our work. It was always the same everyday. By mid year, I realized that I really did not have to do too much work in the lesson, just copy the questions from the board and then spend the lesson reading a magazine and then wait until the end and copy the correct answers from the board.

Scenario Two

I hated learning English because of my teacher. There were some students in the class who were good at English and my teacher liked them, but the teacher did not like others including me. My teacher always used to laugh at us when we got something wrong or made a mistake. The teacher would say things like, “are you stupid” or “what, can’t you speak?” “You are so idiotic you will never pass your exam!” or even “why can’t you be like Iqbal, he can speak so clearly and so well. It got to the point where I was scared to try and say something in English in front of the class because of the embarrassment. I felt that I was always failing at English until I eventually gave up trying.

Scenario Three

I was never really motivated to learn Citizenship because all the teacher ever seemed to care about was grades. My teacher would grade every single piece of work that we did in the classroom and at home. The teacher would give us a mark out of 10 and said

that at the end of the year, they would total up all the scores and this would make up 30% of the year grade. The teacher always threatened that if we gave in homework late, that they would automatically reduce the grade by 2 points and if we did not do it, then we would fail the exam. I always felt so much stress with this. The teacher would only grade our work and not make any comments about what we did wrong and how we could get better. I used to get quite low grades usually 4 or 5 only. No matter how hard I worked, I never got any better. In fact, I never really knew how to get better.

Scenario Four

When I was in class 8 I had a Science teacher who was a very well educated person. The teacher had a Bachelor Degree from Jakarta and Masters Degree in Science from a foreign country as they told us in the first lesson. The teacher was very proud of this. When we first started in the class and we heard this, I remember we all talked about how lucky we were and how much we could learn about Science. However, the whole year was terrible and I ended up hating science. The teacher used to set really very difficult assignments for us both in class and for homework, they were so difficult that no one in the class could actually do it. Right from the start, we all received low grades and this continued for the whole year. The teacher seemed to like to give us things that were very theoretical and we could not do or understand why it was important. None of us ever did very well in Science and we became more and more de-motivated thinking that we were failures and would never do very well in Science. It was not until I left this teachers class and moved into grade 09 that I started to enjoy science again and realized what an important subject it is.



Handout for Participants 3.3

Better Ways to Manage Students to Learn

Avoiding disruptive behavior

It is better to try and prevent disruptive behaviors rather than have to manage them in the classroom. One way to try this is to think of ways to motivate students to learn so they are too busy enjoying their lesson to want to disrupt it. Another way is to *create classroom regulations together*. At the start of the year, create classroom rules and regulations with the students so they have some ownership over them and do not feel that they are imposed. Wherever possible phrase the classroom rules in a positive way informing students what they should do, not what they should not do, for example, “work quietly” is better than “don to not talk”. Also make sure that you *explain procedures and consequences of infractions* when necessary. Place a poster on the wall of the classroom to remind the students of the agreed rules.

Managing disruptive behavior

However, some students may misbehave for other reasons that they are not motivated and bored. Students misbehave for a number of reasons and in a number of ways. Teachers need to respond to and manage bad behavior. The goal of responding to student’s misbehavior should be to intervene and re-direct the students focus back to the lesson with the least amount of disturbance to the whole class. Teachers can react on one of three ways to student misbehavior, hostile, assertive or non assertive.

A *hostile* reaction (e.g. shouting, anger) should be avoided. It can be derogatory and abusive to the student and disrupt the class. *Non assertive* (e.g. doing nothing) reactions should be avoided as it gives the student permission to continue and repeat the behavior and will encourage other students to behave in the same way.

Assertive reactions (e.g. a strong and clear communication to the student) of what the teacher wants are the best reaction to disruptive behavior.

Assertive Reactions:

However, if this does not work there are levels of intervention that you can try.

Some of the first steps that you can go and try are to go and stand close to the student who is being disruptive. Make eye contact with the student or gesture to them as a reminder of the rules.

If this does not work, you can make a private intervention only with the student by making an assertive and clear comment reminding them of the classroom rules. “Dien please follow the classroom rules”.

If this does not work, you can make a direct intervention to demand an end to the behavior and explain what behavior is appropriate that a student stops the behavior. Do not ask questions “Dien, what are you doing?” but make a direct statement. “Dien, stop talking and complete your assignment. Focus your attention on something else and act like you expect the student to immediately follow your instruction thereby, minimizing the disruption to your class.

If this still does not work, you should follow the rules for the classroom and impose one of the sanctions agreed in the classroom rules and regulations (see some suggestions for sanctions below).

If repeated sanctions do not work, you may need to suspend the student from your classroom until the situation can be resolved.

Try these

It is sometimes necessary to impose sanctions on a student. The following are some sanctions that you could use in your classroom for *serious* and *repeated* misbehavior.

- *Time out*
This is temporarily withdrawing a student from the lesson, either by asking them to leave the room for a few minutes and stand outside the door. Whilst they are outside you can reason with them and explain why their behavior is not acceptable.
- *Detention*
This punishment means keeping students in the classroom during or after school hours. For example, not allowing them to go to break with the other students or not allowing them to go home on time.
- *Phone call home*
Make a phone call or contact the student’s parents or ask them to come in for a conference.
- *Isolate the disruptive student*
Ask the student to move their seat to sit in another place nearer to the teacher.

However, remember that rewarding positive behavior is much more motivating so try that first. By rewarding positive behavior you are directing students’ attention on what they should do and not what they should not do.

Do not try these

Some student misbehaviors in the classroom are escalated or even caused by the teacher and

could be rectified if the teacher had acted differently. The following are some sanctions, which are often used by teachers but should be avoided

- *Extra assignments/work:*
School work should not be used as a punishment. This will reinforce the student's idea that school is boring and learning is a punishment
- *Lowered grades*
Misbehavior is a social behavior and not an academic one. Teachers need to keep the two separate
- *Physical punishment*
It is illegal and does not produce the results that teachers would like
- *Threats*
Never make a threat that you are not willing to carry through. Your credibility with the students will be lost
- *Over reaction*
The punishment should fit the crime if the breach of the rules is not too serious then the punishment should not be too serious or harsh.
- *Humiliation*
Avoid severe personal criticisms of the students. This will only lower their self esteem and motivation. It can also make them angry
- *Collective Punishment*
Do not punish the whole class or the whole group for the misbehavior of a few members of the group. Such action will provoke resentment from the innocent members.

Classroom Scenarios

What would you do in the following situation?

- A 7th grade student is reading a magazine in your English lesson when you have asked them to complete an assignment
- A 8th grade student in your Mathematics class is talking to his friend about the football match last night when you are trying to explain how to solve a Mathematics problem.....
- A 9th grade student in your class became angry with another student and has punched him
- You have asked your students to work quietly on their History assignment. One of the students keeps talking and disrupting other students. You ask him to be quiet, but he continues to talk



Additional Information I

Voices of Youth

Read the following stories from Youth in Indonesia about how adults have been violent to them and how it made them feel:

“When I started school in 1995, I did not want to go. I was crying when my Mother bought me. The teacher beat me all the time. I do not want school”

If the teacher uses violence, you are terrorized in class. It becomes tense and as a result you do not even hear what she is saying because of fear. You are not even able to listen to her”

“In class one, my teacher used to be cruel. She used to beat us so much and I was very scared. I could not learn well and failed class one and had to repeat. When I went into class three, I found another teacher, who beat us. Then I started to play truant from school”

“They beat me to love and educate me”

“Some do not go to school because they are punished when they do not understand. Some leave school because of that”

“When you beat us, you teach us that it is OK to beat others. When you slap us, pinch us, twist our ears, you teach us that violence and anger are the preferred ways to solve problems”

“It feels like someone banged you with a hammer”

“They always tie up my hands and me feet before beating me. I feel helpless and not a person”

“ When I get beaten or verbally abused, I feel very ashamed”

“It makes you not like the way that you are”

“You feel angry and feel like you have no self – worth”

“It was not the pain that hurt me, but the feeling of humiliation”

“I just wait in fear in the classroom – so even I can not communicate. I just have fear

when the teacher is teaching, I am worrying that he will beat me and I can not learn that way”

“It hurts and it is painful inside. It is like breaking your bones”

“Caning is not violence because you must beat a child when he does something wrong”
“It feels hurt inside”

“It hurts your feelings, you feel sad and angry and miserable”

“Hitting people is wrong and children are people too. Adults are silly”

“They should not hit children because children will remember it when they grow up and they may do the same thing to their own children and it will continue forever”

“If it is not allowed to beat an adult, why should it be allowed to beat a child – children have feelings too?”

“When you beat us because you want to teach us a lesson or because we can not answer a question, you are telling us that we are failures and that we do not deserve any respect”

“There was one thing I hate about school and that was being beaten. It makes you think of not going to school”

“Teachers should think of other ways to teach us so that we feel happy and comfortable on school and not afraid

“Teachers hit children when they hit other children. How can they punish me for doing something that they do to me? Why can they hit and I can not? It does not make sense”

“If you don’t beat in the classroom, the students, who are big will end up fighting the teachers”

“When they beat me, I do not change, I hate them (teachers) more”

“I always tremble in front of my teacher”

“If I am unable to do my lessons, the teacher would hit me and say humiliating things like ‘such a big girl and so stupid she does not know how to do this’ “

“I know some teachers, who beat children to make them work harder, but beating is not right. Children will not come to school if they are beaten”

“It was not the pain that hurt me, but the feeling of humiliation to be beaten in front of my classmates. That was the last day that I ever entered that school”

“It is better if good children are rewarded for their behaviour, the bad ones would improve themselves. The arguments need to be strong as most of the adults think that children should be beaten”

When my Master (teacher) hits me with a stick, I feel like snatching the stick from his hand and hitting him back...”

“It is a great same when you get beaten in class and also fail in the class”

“It is like when you are in the sky and you’re falling to the ground and you just hurt yourself”

My teacher beats me if I can not do well in class. The teacher complains to my Mother then she also beats me. If my Father gets to know about it, then he will also beat me and I am scared of that. I want to miss school, but I know that I will get beaten for that also”

“My teacher hits us on the hand if we get an answer wrong. When he beats us he says, ‘if you pull your hand away, I will cut it off!’ I am scared of him. I feel very hurt when the teacher beats me because of failing an examination.”

My Mother requested the teacher to punish me because I had a quarrel with my Brother. The teacher hung me upside down and beat me seriously. He made me inhale red pepper, I vomited and was sick for one week. I had to get medical treatment”

“My English teacher is like a Monster”

Violence is:

The use of physical force intended to cause some degree of pain or discomfort in the belief of *motivating, disciplining, controlling* or *educating* the child. In schools, this includes, corporal punishment, physical methods in managing the class and of making children learn lessons

What:

The following can all be classified as violence:

- Hitting with a stick
- Pinching / twisting the ear
- Kneeling on the floor
- Squatting on the floor
- Push ups
- Making children hit each other
- Kneeling on the floor outside
- Slapping the face
- Hitting the head
- Punching
- Manual work
- Hitting with a belt

Why:

Teachers use violence: To motivate youth to learn

- To maintain discipline in the classroom
- To punish children for bad behavior (if they do not do something, if they hit another child, if they are laughing or talking)
- If they have not done homework
- For disobeying the teacher
- When they are unable to answer a question
- For failing examinations or tests
- Talking to each other in the classroom
- Being late to class
- To teach them right from wrong
- So children learn to respect their elders
- To help children understand that life is difficult
- When I am stressed and tired
- To make children obey quickly
- To make children do better in class
- When children are difficult and only respond to force
- Because parents ask them to

Effectiveness:

According to the messages from youth, violence does not work in the way that teachers expect.

- It does not make young people respect adults
- It does not make young people motivated to learn:
- It can lead to truancy and eventual drop out
- It does not teach youth appropriate life skills

Legal situation:

Indonesia has ratified the Child Rights Convention into UU No 23 year 2002. It means that Indonesia should follow to defense that Child Rights Convention. The content of the constitution is really clear that every kind of violence whatever the reason is could not be allowed and straightly against the law. Therefore, nobody even the government can do any form of violence to young people or children. Not only does violence have some very negative and long term effects, it is actually illegal in both International and National law:

United Nations Convention of the Rights of the Child

- Article 19: The convention pledges to “take all appropriate measures legislative, administrative, social and educational measures to protect children from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment or exploitation”
- Article 28: In relation to school discipline it affirms that ‘school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the spirit of the convention’