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The Impact Of Teacher-student Interaction On Student Motivation And Achievement

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THE IMPACT OF TEACHER-STUDENT INTERACTION ON STUDENT MOTIVATION AND ACHIEVEMENT

by

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ABSTRACT

The goal of this research was to determine the value and impact of student-teacher interactions in relation to student motivation and achievement. It was further intended that the results of this study would add to the body of knowledge and resources available to enhance the learning experience and influence student success. In order for this to happen, student and teacher perceptions of their interactions were analyzed, as well whether or not this interaction significantly impacted motivation and achievement. The results of this study provided strong arguments in favor of equipping teachers with the appropriate resources and assistance to appropriately meet the needs of their students beyond academic instruction. The slightly negative relationship between motivation and achievement isolated the issue at hand: finding ways to capitalize on these relationships, which will act as catalysts for student achievement

The literature review and results of this study found that teacher-student relationships are crucial to student success. Pearson Correlation analyses proved positive correlations between teacher-student interaction and motivation, as well as positive teacher-student interaction and achievement. It however, illustrated a negative relationship between motivation and achievement.

Suggested uses for the study included the development of workshops for educators and administrators that may have a positive effect on the proven significance of the teacher-student relationship problem. The results suggest the need for teachers to be provided with appropriate resources and assistance to meet the needs of their students beyond academic instruction. It also suggests providing students and teachers with measurable and attainable goals to create experiences with and exposure to success.

Further, there needs to a balance where all students are challenged and where the students who need additional assistance are provided with the appropriate scaffolds.

This dissertation is dedicated to my students. Each day you inspire me to want to make a difference; each day you teach me how to love unconditionally; and each day you show me how to keep pushing, even when I do not want to. Thank you for allowing me to learn from you.

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TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

CHAPTER ONE: INTRODUCTION

A proliferation of research from Eschenmann (1991) and other scholars suggests that if teachers take the time to build relationships they can motivate their students to learn. Further research (Whitaker, 2004) also suggests that teachers need to have a strong belief that building relationships are important to the motivation process. There is a need to capitalize on these beliefs for the child's benefit. It is important that educators recognize the impact they have on their students, and consider strongly their students' perceptions of them (Eschenmann, 1991). Teachers have to ensure that they are meeting student needs, both academically and emotionally. Creating classroom environments that promote positive cultures with healthy interactions can motivate students to channel their energies and desires to reach their goals.

According to Whitaker (2004), the main variable in the classroom is not the student, but the teacher. Great teachers have high expectations for their students, but even higher expectations for themselves (2004). These teachers recognize the importance of connecting with their students, that if they are unable to connect with them emotionally then influencing their minds may be impossible (2004). "Good teachers put snags in the river of children passing by, and over time, they redirect hundreds of lives… There is an innocence that conspires to hold humanity together …" (Bolman & Deal, 2002, p. 124). Whitaker (2004) suggests that teachers are the first and perhaps most important point of contact in a student's life. Despite the countless reforms, educational movements, and programs implemented to improve education, no other element can be as profound as the

human element. He urges, “It’s the people, not the programs” (Whitaker, 2004, p.9). More profoundly he states, “There are really two ways to improve a school significantly: Get better teachers and improve the teachers in the school” (p.9).

“A fundamental question for a student is ‘Does my teacher like me?’ Given a rigorous, aligned curriculum, the answer to that simple question is our best predictor of student achievement”— (Terry, 2008, p.1*).* Teacher knowledge and efficacy of student motivation and achievement are crucial components to creating relationships that motivate. Both teachers and students have to value their contribution. A student has to feel worthwhile and appreciated. A teacher needs to recognize that he or she can have a positive effect on their students. Wiseman and Hunt (2001) refer to this as “teacher efficacy” and note that the more the teacher believes in this, the more they will cause it to happen (p.11).

Research acknowledges (Whitaker, 2004; Tyler & Boelter, 2008) teacher expectations as strong and reliable predictors of performance among elementary, middle and high school students. In fact, Pajares and Miller (1994) purport that self-efficacy beliefs have stronger impact on behavior and performance than self-concept and self-esteem. Other research (Walker Tileston, 2004; Whitaker, 2004) revealed that for many primary grade level students, the classroom environment and more specifically the teacher can influence a student’s desire to cheat academically, consider or follow through on dropping out of school, as well as demonstrate a decline in academic motivation and performance. Students are influenced by perceptions of their teachers’ evenhandedness, competence, caring and support as well as the nature of the teacher-student relationship that results (Stipek, 2002).

A student wants to feel connected to people and to feel as though he or she deserves to be loved and respected (Stipek, 2002). According to Stipek many of the children who are not doing well academically, are the same ones who have a poor relationship with their teachers. Typically, the more they fall behind academically, often, the more this relationship is weakened. If they are constantly reprimanded in class, the environment and the teacher-student relationship begin to hold negative associations. In her research, Stipek found that students who perceived a more nurturing relationship with their teachers tended to have better attitudes towards academics and often did better than their peers who lacked the same support system. Stipek also referenced a Belmont and Skinner study conducted in 1993, which supported the idea that a good teacher-student relationship positively influenced learning. The more connected a child feels, the more they are willing to attempt tasks and to seek help when necessary. The student who feels this sense of connectedness may want to maintain it or please the teacher by doing well in class (2002).

According to Tyler and Boelter (2008), positive teacher expectations were associated with high academic performance or academic gains; whereas negative teacher expectations resulted in decrease in academic performance. The significance of knowing teachers' beliefs regarding their roles in student motivation is crucial due to the accepted correlation between this perception and actions (2008). Perhaps the most striking factor in this research is how evident teacher expectations seem to be to their students, the consensus that the student desires their teachers' approval or attention and the consequences of the teachers' response. In Lavoie's (2007) book: "The Motivation Breakthrough: 6 secrets to turning on the tuned-out child" he told the story of an

inflexible teacher arguing the need for passive instruction and passive learning. The teacher contended that his job was to provide his students with information and their job was to absorb that information. He continued his passiveness by arguing those who did not want to learn could sit in the back and sleep. The teacher's final comment "… that is not my problem…I'm a teacher not his cheerleader" suggests that there are teachers who still have a misunderstanding of their roles in the classroom (p.4).

Teachers need to capitalize on the impact that their positive attitude plays inside the classroom, "the genuine enthusiasm displayed by the instructor is always a major factor in motivation because it is contagious. It engenders a pleasant atmosphere in the classroom and contributes to high motivation" (Miller & Rose, 1975, p.36). Marzano adds, "The quality of teacher–student relationships is the keystone for all other aspects of classroom management" (Marzano & Marzano, 2008, p.1). Reinforcement theorists argue that motivation is in the environment, not in the person such as the teacher (Stipek, 2002). However, it is the teacher who plays the greatest role in setting the atmosphere (Whitaker, 2004).

Whitaker (2004) argues that it is better to create the relationship that will motivate the student to behave versus advertising the consequences. School climate and culture will enable or restrict classroom instruction and student learning (Stewart, 2008), since students adapt to their environment. If educators create a culture where students are expected to succeed, many often conform. Researchers van der Westhuizen, Mosoge, Swanepoel, and Coetsee, (2005) suggest that an effective organizational culture can enhance academic achievement and lead to reduced student drop out and failure rates, effective discipline, and regular attendance.

According to Freiberg and Stein (1999), "school climate is the heart and soul of a school" (p.11). Stewart (2008) identifies three facets of school climate: school culture, school organizational structure and the school social structure. The school's culture influences students' connectedness to their environment which research suggests affects academic achievement. The second element is school organizational structure, which Stewart uses to describe school and class size, both found to lead to positive behavioral and scholastic achievement. The third element Stewart explored was the schools social structure, which includes characteristics such as staff and student ethnicity, gender, socio-economic status, teacher skill and preparation (Stewart, 2008).

Statement of the Problem

The debate over reforming public education across the United States will continue to rage in the 21st century. It is important for the reader to understand the magnitude and urgency of the situation.

> "In October 2006, approximately 3.5 million civilian non-institutionalized 16- through 24-year-olds [throughout the United States] were not enrolled in high school and had not earned a high school diploma or alternative credential." (National Center for Education Statistics, NCES, 2008)

According to the Florida Department of Education (2008) in the 2005-2006 school year, the state of Florida had 801,286 students enrolled in traditional grades 9-12. Of that population, 3.5 % dropped out during the same academic year, that is 28,045 students in one year, in one state, Florida.

Florida is one of three states, along with California and Texas, which contributed to approximately 50% of the 100 largest public school districts in the country (NCES, 2008). These numbers cannot be ignored.

One of the most pressing issues in this debate for reform is the overwhelming presence of seemingly unmotivated students, sometimes despite vast resources and continuous efforts of school districts. Regardless of the various curriculum reforms, legislatives mandates such as the No Child Left Behind Act (P.L. 107-110) (NCLB, 2001), and/or educational movements such as creating smaller schools and Professional Learning Communities, the student still needs to apply the skills that the teacher provides (Bruns, 1992). Teachers need to help students believe that they can be successful. Teachers need to supply the 'force' that can influence students to set higher goals for themselves and according to Ruby Payne, (2003) teachers need to help students recognize the costs of the choices they make.

Significance of the Study

Statistics that will be presented next show student "apathy" and suggest a state of emergency which, drastic measures are needed to find and fix the real issues. Unmotivated students will translate into unproductive and immobile students. If these students are not productive according to local or state standards, they will be retained or reach frustration levels and drop out of school. Another major problem associated with unmotivated students is that they tend to become discipline issues both inside and outside of school. An unfavorable effect or consequence is that many of these students, especially males, end up in alternative or Special Education classes (Slocumb, 2004). In 2007, the Florida Department of Education reported that Florida's Exceptional Student Education (ESE) or Special Education population increased from 499,214 in the fall of 2002 to 517,602 in the fall of 2006, an increase of 3.68 percent. For secondary students, the situation is even more critical, as these are the years in which they solidify the resources

to make them employable, to enable them to provide for themselves and to live fruitful and productive lives. According to the 2006 Crime Report, released by the Florida Department of Law Enforcement, FDLE, in 2007, there were 121,181 offenses commitment by juveniles in 2006. Males committed 91,590 crimes in Florida, while females committed 29,591. These offenses ranged from murders to liquor law violations (FDLE, 2007). As such, it is crucial that these children be removed from the cycle of failure, and be taught to redirect their motivation to productive tasks.

Numerous external and internal forces (e.g. home environment, peer pressure, culture, socio-economic status, etc) influence student lives. Each of these forces has a magnitude and direction. The summation of these forces drives the student in a particular direction. The student will move in the direction of these summed forces although, many instances this direction is not supportive of reaching the educational objectives the student needs to meet. If the teacher is aware of the nominal summed forces upon the student, knows the educational objectives for the student, the teacher can apply influential/motivational forces to assist the student in obtaining the educational goals/objectives for the student's success (W. S. McGee, personal communication, January 6, 2009) (See Figure 1).

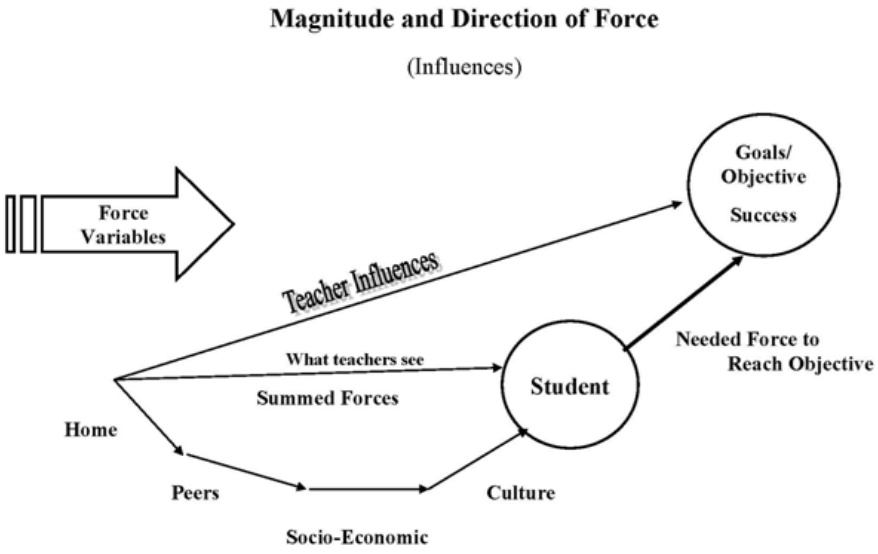


Figure 1 Magnitude and Direction of Force (W. S. McGee, 2009)

This study is designed to add to the body of knowledge of how teacher-student interactions can improve and increase student motivation.

Purpose of the Study

The purpose of this study is to examine the correlation between teacher-student interactions and achievement motivation. Victor Vroom's Expectancy Theory (1964/1995) provides a theoretical framework. The Hypothesis is that if teachers develop skills and take the time to build positive relationships, to create cultures of success and the expectation or value of such, then students should or will be able to develop the desire for success and the love of learning.

Research Questions

The following research questions and Hypothesis will be tested:

1. To what extent, if any is a difference in the perception of teacher-student interactions between teachers and students?

$H1_A$: There is a difference in the perception of teacher-student interactions between teachers and students.

2. To what extent is there a relationship between teacher-student interactions and motivation (Expectancy and Force)?

$H2_A$: There is a relationship between teacher-student relationships and motivation.

3. To what extent is there a relationship between teacher-student relationships and achievement?

$H3_A$: There is a relationship between teacher-student relationships and achievement.

4 To what extent is there a relationship between achievement (G.P.A) and motivation?

$H4_A$: There is a relationship between achievement (G.P.A) and motivation.

Definition of Terms

For the purpose of this study, the following definitions will be utilized:

Culture - A pattern of shared basic assumptions that a group learned as it solved its problems of external adaptation and integration that has worked well enough to be

considered valid and therefore taught to new members as the correct way to perceive, think and feel in relation to these problems (Bolman & Deal, 2003).

Expectancy -The individual's conviction concerning the probability that a specific act will result in a specific and desired outcome (Vroom, 1964/1995).

Extrinsic Motivation - The motivation inspired by external rewards or a tangible result (Walker Tileston, 2004).

Force - Force is the element, which causes the individual to act to on their belief about the probability of achieving an outcome for a task (Vroom, 1964/1995).

Intrinsic Motivation - The motivation from within, where the enjoyment of the task is the actual reward, without the promise of a tangible reward (Walker Tileston, 2004).

Motivation - The force that creates the energy for a goal holds that energy or desire throughout the task and channels a particular behavior towards that goal (Wiseman & Hunt, 2001).

Reinforcement - Response immediately follows an action, to strengthen a behavior by adding a positive consequence or to reduce a behavior by adding negative consequences (Alberto & Troutman, 2003).

Reward - A positive element received because of a desired action, which may or may not be immediate (Nye, 1996).

Valence – This is the idea that the individual has a preference to the outcome of a task (motive). An outcome is positively valent when it is the desired outcome; it is negatively valent if the outcome is not desired (Vroom, 1964/1995).

Methodology

Population and Sample

The population for this research was drawn from two high schools, grades nine through twelve, in the Orange County Public Schools (OCPS) system, Orange County, Florida: One high performing school (A-B), one low to average performing school (C-D) as designated by the 2007-2008 Florida Comprehensive Achievement Test (FCAT) school grades. In the state of Florida all schools are assigned a letter grade based on student achievement as measured by the state test (FCAT). The A-B school is identified as school Number One, and the C-D school is identified as school Number Two. This district was selected by virtue of its size, diversity, and collective student achievement. The sample was selected using Cluster Sampling, where students were selected by virtue of membership in mixed abilities grade level English classes. Teachers teaching the selected English classes were included in this study.

Instrumentation

Teacher and student feedback were measured and analyzed using the Questionnaire on Teacher interaction (QTI) Surveys. Student Motivation was measured using the Quick version of the Motivated Strategies for Learning Survey (MSLQ). The QTI is used to chart teacher behavior. It has eight categories and is based on the Leary Model, which is two-dimensional. The questions are answered on a five-point Likert scale from “Never “to “Always”. The QTI version being utilized for this study is the 48-item questionnaire (Wubbels, T., Brekelmans, M., Brok, P. den, & Tartwijk, J., 2006). This version has been further modified, with permission, to include demographics. The

MSLQ was created to measure students' perceptions of their motivational attitudes and their personal use of learning strategies. For the purpose of this study, the modified 12-question version was used with permission. The MSLQ measures three processes: planning, monitoring, and regulating (Pintrich, Smith, Garcia & McKeachie, 1991).

Data Collection

In March to June 2009, following the University's Internal Review Board (IRB) protocol, the researcher secured the appropriate permissions, and collected data at each of the identified school sites for the sample students. The student surveys (QTI and MSLQ), were administered by the researcher, in person, in mixed abilities grade level English classes. The classroom teachers in each participating English classes completed the teacher version of the QTI survey. The researcher collected and analyzed FCAT data and student grade point averages to measure academic achievement through Filemaker Pro, the district's data management software. All data were collected and coded by the researcher. The information was then entered into Statistical Package for Social Sciences (SPSS) Program for analyses and interpretation.

Data Analysis

Data were entered into the SPSS Program. Statistical analyses were conducted on the demographic data. Descriptive statistics included frequency and percentages for nominal (categorical/dichotomous) data and means/standard deviations for continuous (interval/ratio) data. Standard deviation measures statistical dispersion, or the spread of values in a data set. If the data points are all close to the mean, then the standard deviation is close to zero.

To examine Hypothesis 1, that there is a difference in the perception of teacher-student interaction between teachers and students; a matched *t*-test was conducted on the perception of teacher-student interactions by group (Teachers vs. Students).

To examine Hypothesis 2, that there is a relationship between teacher-student relationships and motivation, a Pearson product moment *r* correlation was conducted on the variables measuring teacher-student relationships and motivation.

To examine Hypothesis 3, that there is a relationship between teacher-student relationships and achievement, a Pearson product moment *r* correlation was conducted on the variables measuring teacher-student relationships and achievement.

To examine Hypothesis 4, that there is a relationship between motivation and achievement, a Pearson product moment *r* correlation was conducted on the variables measuring motivation and achievement.

Assumptions

There are several assumptions regarding this study: The first is that everyone is motivated by something, recognizing this should trigger more emphasis on teacher-student interactions. Second, the researcher assumed that the data provided in Filemaker were accurate and reliable. The third assumption is that the questionnaires were completed with accuracy and sincerity and therefore, provided accurate and reliable data.

Delimitations and Limitations

This research has several limitations; first, only one geographic region in the form of a school district was used in this study. At the commencement of this study, NCES (2007) reported that this district was the 11th largest school district in the United States.

The results may not generalize to every student however; it should be able to provide the basis for further research and further understanding of student motivation. Second, only high school students, grades nine through twelve, and teachers were interviewed. Third, the responses were qualitative, as well as subjective, based on the respondents' current situation, and as such can only provide a guide for application or direction in student motivation.

Theoretical Framework

Many researchers have moved from exploring the external, observable behavior to exploring the significance of what goes on inside the individual. Victor Vroom's (1964/1995) Expectancy Theory is one of the most prominent of all research theories for exploration of the variables behind achievement motivation (Schunk, D., Pintrich, P., & Meece, J, 2008). Therefore, Vroom's Expectancy Theory was used as the theoretical framework for this study. It postulates that individuals are motivated by the desire to experience positive, instead of negative outcomes (Vroom, 1964/1995). Vroom's Theory emphasizes three elements: Expectancy, Valence, and Force.

See Figure 2, Victor Vroom's Expectancy Theory displaying relationship of student behaviors.

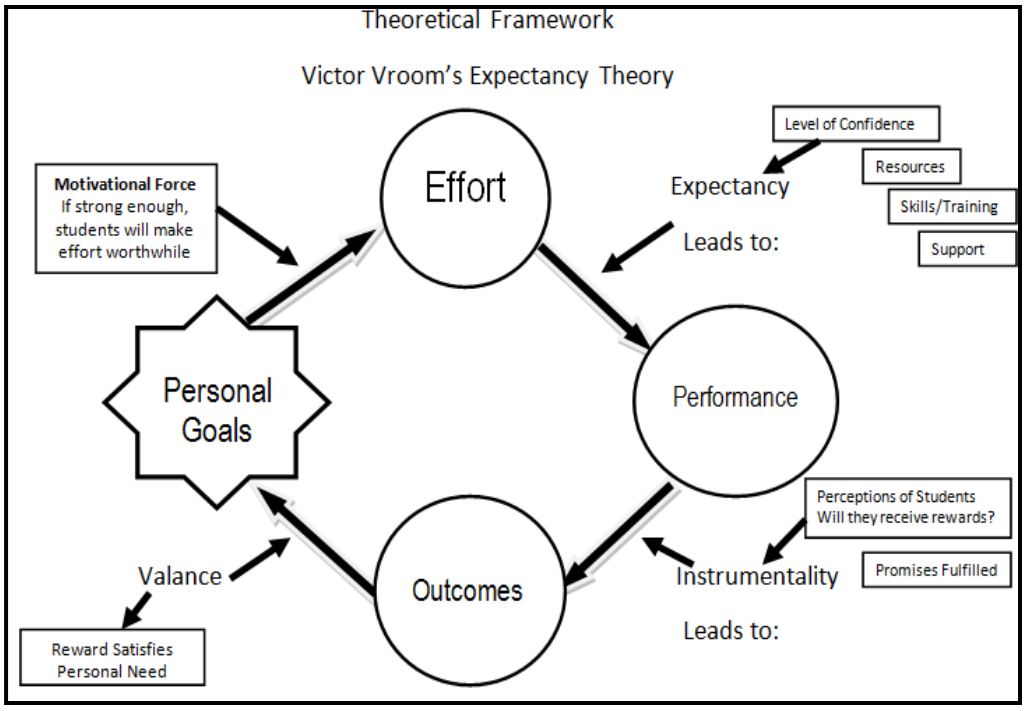


Figure 2 Theoretical Framework: Victor Vroom's Expectancy Theory

Expectancy is the individual's conviction concerning the probability that a specific act will result in a specific and desired outcome (Vroom, 1964/1995). The argument is that no matter the tasks from which an individual can choose, he or she will not only select tasks for which the outcome is favorable, but also tasks for which they believe the outcome is possible.

Valence, or motive, is the idea that the individual has a preference to the outcome of a task. Here, one outcome is desired over the other, such as he prefers x to y, or y to z. Valence is thus the desire for or the "affective orientations toward outcomes" (Vroom, 1964/1995 p. 17). Vroom (1964/1995) describes a task as being positively valent, when a person desires to attain such a result. A task is negatively valent, when that person desires to avoid that result, and is considered as not having a valence at all if the person is indifferent to the outcome.

Force is the element, which causes the individual to act on their belief about the probability of achieving an outcome for a task that they consider positively valent, or to avoid a task that they consider negatively valent. The greater the expectancy that an act will lead to the desired outcome, the degree of how valent that outcome is, will affect the force to perform the act whether negatively or positively (Vroom, 1964/1995). The force called motivation will cease to exist without the individual expectation that he or she can be successful at the task, or if the individual considers the task to be too insignificant in value to expend the effort to achieve the task.

These elements, Expectancy, Valence, and Force will be explained further in chapter two.

Summary

An introduction to the importance of teacher-student interactions is presented in this chapter. It seeks to shed light on the urgent and far-reaching crisis of student apathy and the resulting academic failure. The magnitude and direction of force (influences), both external and internal, will and does affect students' lives. If the teacher is able to determine the summed forces on the student, each being different for each student, and applies the necessary teacher force (influences), the student will reach his/her educational goals/objectives and succeed. This chapter presented the statement of the problem, significance, and purpose of the study, research questions, hypotheses, methodology, limitations, and theoretical framework. Next, Chapter Two will report the review of literature.

CHAPTER TWO: REVIEW OF LITERATURE

Introduction

Three prominent theories are prevalent when discussing expectancy theories of motivation: Lewin's Level of Aspiration Theory (1935), Atkinson's Achievement Motivation (1957) and Vroom's Expectancy Theory (1964/1995). They each center on the individual's expectancy for and value of success. Vroom's Expectancy Theory will be the core theoretical framework for this study, as it was the most recent of the three theories, as well as being inclusive of all the variables investigated by the two earlier theorists (Schunk, Pintrich & Meece, 2008).

Expectancy Theories of Motivation

Lewin's Level of Aspiration Theory

Lewin's Level of Aspiration Theory (1935) argued that if an individual used their skills at the level at which they are, then they could succeed. He defined level of aspiration as "the goal or standard that an individual set for them self in a task, based on past experience and familiarity with the task" (Schunk, et al, 2008, p45). Cross (2001) suggests that expectancy and value are two of these key variables. In this theory, an individual's level of aspiration is based on two elements: Expectancy in regards to the possibility of achieving the task and the person's value components. In other words, one who is generally successful will select goals that are within their potential to achieve and will raise the bar as they progress. Prior research by Schunk and colleagues found that

successes at a task generally led to increased aspirations while failure led to decreased aspirations; as well as the fact that persons who are considered by either themselves or others to be of higher abilities, tended to set higher goals than those considered as having lower abilities (Schunk et al, 2008).

Atkinson's Achievement Motivation Theory

A second theory was Atkinson's Achievement Motivation Theory (1957). Atkinson goes beyond value and expectancy to add individual needs as a motivational factor. He labeled needs as motives, expectancies as the probability for success and values or valence as the incentive value. When these three were combined, they resulted in the individual's behavior or action. He categorized achievement motives as being either *motive to approach success*, which should propel an individual to seek success, and *motive to avoid failure*, which should deter an individual from failure. The theory therefore argues that individuals whose motives for success were high would approach tasks with an attitude that they can and will be successful and therefore engage in achievement tasks. On the other hand if individuals had a high motive to avoid failure, and the embarrassment and shame that were associated with that failure, then they too would be motivated to participate and succeed in tasks in order to be spared the embarrassment (Schunk et al, 2008). For both categories, the individual is motivated by the expected outcome.

Cross (2001) agrees that expectancies are tied to self-perceptions. With expectancy, the individual has to believe that he or she has the ability to achieve a particular task. She adds that if the individual doubts their abilities to be successful at a task, then there will be no motivation for that specific task. Further, she adds, the fear of

failure is so intense for some that it causes the individuals to engage in behaviors that result in the feared failure (Cross, 2001). The motivation in this situation is not to be successful, but to avoid failure. Expectancy then hinges on two types of motivation: *achievement motivation*, which is the motivation to succeed; and *fear motivation*, which is the motivation to avoid failure. The analogy Cross (2001) presented to paint a vivid picture of both types of individuals was that of a strong versus a weak swimmer falling down a waterfall. The stronger swimmer focuses his efforts on getting to safety, while the weaker swimmer fearfully tries to avoid being consumed by the water. The first is achievement-directed while the second is fear-threatened (Cross, 2001).

Additionally, self worth and attribution also influence expectations. Self worth refers to the how the individual feels about his or herself and his or her abilities. The person with high self worth will see himself or herself as being worthwhile and capable. Ironically, Cross (2001) highlighted that based on the competitive nature of the American school system, a child generally prefers to be thought of as being lazy rather than being viewed as stupid. Covington and Omelich (1979) argue that effort is a "doubled-edge sword", meaning effort can lead to success, but in the event of a task attempted and failed, it causes one to question abilities. Attribution, on the other hand, is a factor to which individuals attribute success or failure. The four factors include ability, effort, task difficulty, and luck. Students who feel they have more power or control over their academic performance tend to be more highly motivated and are generally more successful than those who attribute their results to external variables such as luck (Cross, 2001).

Vroom's Expectancy Theory

Vroom's Expectancy Theory (1964/1995) states that an individual's choices are linked to the psychosomatic events occurring at the same time as the behavior (Vroom, 1964/1995). He establishes the relationship between one's expectations that they have the ability to do what is required, that the outcome is desirable and that the promised outcome will be delivered if they do their part. There has been expansive debate as to whether or not teachers can in fact motivate their students. This study investigates applying Vroom's (1964/1995) theory to their students.

As previously stated, expectancy is the individual's belief as to whether or not the outcome is possible. Many seemingly "unmotivated" students display "learned helplessness" where they simply stop trying or pretend to lack abilities (Bruns, 1992). Teachers need to help their students to believe in the idea that they can be successful and create continuous opportunities for small successes upon which their students can build. To reiterate, educators have the distinct ability to influence the climate for their students. They can either make or break a child's attitude to education, by the culture of achievement or the lack of such that they nurture. If the teacher believes in them, then tendency is generally that they will be more motivated to learn. Payne (2003) argues that in order to *level the playing field* for their students, educators will have to help their students to set higher standards for themselves, as well as teach the students to self-advocate and recognize the costs of the choices they make (Payne, 2003).

If all the conditions of Vroom's (1964/1995) theory are met, which means the student has the expectancy that hard work and application can lead to academic success (e.g. passing exit exams). The student's academic success becomes positively valent, as well as that student's belief in the idea that this academic success can lead to a more

rewarding future as his teacher has suggested then the force to act should result. This force is called motivation. According to Cross, (2001) motivation comes from within, yet she urges educators to expend the effort necessary to enhance students self worth, teaching them how to set and surpass positive expectations based on their own abilities and teach them to value that success. The combination and repetition of these actions should help to mobilize students toward being achievement motivated.

Research by Hersey, Blanchard, and Johnson (1996) supports the argument that needs cause behavior or **force** action, and motivated behavior will increase if one perceives that they have both the ability (**expectancy**) to achieve a valued task (**valence**) and are confident that they will be rewarded. To implement Vroom's (1964/1995) theory, a student in a classroom needs to be taught the depth of his abilities and how they correlate to his needs. He then needs to be provided with the tools to fulfill those expectancies and see the value in the reward. Much of this Force could be lost in a classroom where the teacher sees no value in interacting with and diagnosing his or her students' potential. In his book Vroom interchanged the variables of Instrumentality and Force, as the third element (p. 22).

Important Distinctions

In the exploration of theories and application of motivation, it is crucial that clear distinctions be made between some common terms and phrases. These distinctions are explained in the following sections.

Reward and Reinforcement

Nye (1996) emphasizes that reinforcement strengthens a behavior, while reward may or may not strengthen a behavior. Reinforcers always strengthen the behavior to which they are directed. Different types of rewards such as cash, awards, or other prizes may strengthen the behaviors that follow the action, these will then become reinforcers and not just rewards. Rewards are usually not instantly based on behavior, whereas effective reinforcers are. For example, when a child who generally does not complete a task, does so, the commendation of that child, which leads to an increase in task completion would be considered a reinforcer. The reinforcer is an immediate response to a specific behavior. On the other hand a child who is attending a day camp during the summer receives a certificate for camper of the day at the close of business, would be considered a reward, as it does not address any specific behavior. B.F. Skinner categorized these as operant behavior "behavior [which] operates on the environment to produce consequences" (Nye, 1996, p. 48). Nye goes on to add that this kind behavior is produced instead of provoked or initiated by external stimuli and is indicative of the fact that the individual is an active being.

Reinforcement can be further categorized as positive or negative. Alberto and Troutman (2003) define positive reinforcement as "the contingent presentation of a stimulus, immediately following a response that increases the future rate and/or probability of the response" (p. 284). The student then would be positively reinforced if he or she was given an incentive such as praise, which led to an increase in the behavior being praised; if the praise was given based on the occurrence of the specific desired or requested behavior; and if it was given immediately upon completing of the desired behavior. Negative reinforcement on the other hand is defined as "the contingent removal

of an adverse stimulus, immediately following a response that increases the future rate and/or probability of the response" (p.329). The student would then be negatively reinforced if he or she were faced with an unpleasant stimulus such as punishment. When he or she demonstrates the desired behavior the teacher would them remove the stimulus or punishment. The student is in this example negatively reinforced for the behavior. The goal is to make the behavior dissipate.

Intrinsic and Extrinsic Motivation

Motivation can be prompted by either external or internal stimuli. The former is called Extrinsic Motivation, which is the motivation inspired by external rewards or a tangible result (Walker Tileston, 2004); while the latter is Intrinsic Motivation, which is the motivation that comes from within, where the enjoyment or success in the task is the actual reward, without the promise of a tangible reward (Walker Tileston, 2004).

Lavoie (2007) cautioned educators about the over-dependence on rewards or extrinsic motivation, arguing that although it may produce modification in the child's behavior, it will have very little impact on their actual motivation. In one illustration, the student worked hard, not to progress in school, but to earn the reward (Lavoie, 2007). The issue with this technique, if over used is that it creates dependence, an almost Pavlovic operant conditioned response, where the students work for the reward. In the absence of a reward, apathy may return. Instead, the goal in education should be to move the child towards a love of learning or personal satisfaction.

Perceptions of Motivation

In a study by Eschenmann in 1991, health occupation students assessed 8 teachers based on their personality or personal manners: clarity in instruction, instructional methods and problem solving skills. The result strengthens the argument that there is indeed a positive relationship between teaching style and student performance. Student achievement is prompted based on the student's perception of their teachers. It is argued that students whose teachers are interested in their development and growth have high performance levels (Eschenmann, 1991). The first and most important tool to assisting an individual to succeed is the attitude we have to their success. "Teacher quality is the single most accurate indicator of a student's performance in school" (Carter, 2000, p.18). Educators need to educate, yet expectations tend to have a greater impact than what is actually taught. In fact, efficacy and perhaps even empathy may have a greater impact on a child's success than a teacher's mastery of the content.

In a relatively recent study by Pearson (2003), the performance of poor urban schools was compared to that of middle class suburban schools. The teachers interviewed were divided into three ethnic categories: white teachers, trans-racial teachers, and teachers of color. It was noteworthy that it was not necessarily the teachers who shared the students' ethnicities or cultures that believe in their possibilities, nor believed in their inherent failure. The results indicated that it was the teacher's perception, not their ethnicity or culture that made the biggest difference in children's lives. The teachers surveyed who were the most successful were the ones who believed that teaching was a calling for them. Once again, as Carter (2000) noted, Master Teachers believe in the culture of achievement and consequently they hold high expectations for their children.

This is unlike a teacher who looks at her class and sees students whom she believes will fail, instead of seeing students with whom she will have to work harder to assist in being successful. The educator, who makes excuses for failure, often relieves himself or herself of the responsibility to ensure the success of these children. The Master Teacher sees the children's diversity as a pro and not a con and views a multi-lingual child as having the advantage of experiencing and enjoying both cultures.

Equity theory addressed the idea that student performance is greatly impacted by their perceptions of the fairness of their teachers. According to Wren (1995), the prominent researchers for this theory include Weick (1966), Adams (1975), and Mowday (1979). Wren states that this theory emphasizes the importance placed on individuals feeling that they are receiving fair and equitable treatment, such as motivation, which is based on fairness. This theory states that a student will exert more effort for a task if he or she believes their effort will result in a reward that is appropriate for the effort they exerted as well as, that the rewards will be comparable to their peers under similar circumstances (Wren, 1995). Figure 2 displays the Equity Theory, according to Wren, (p.331)

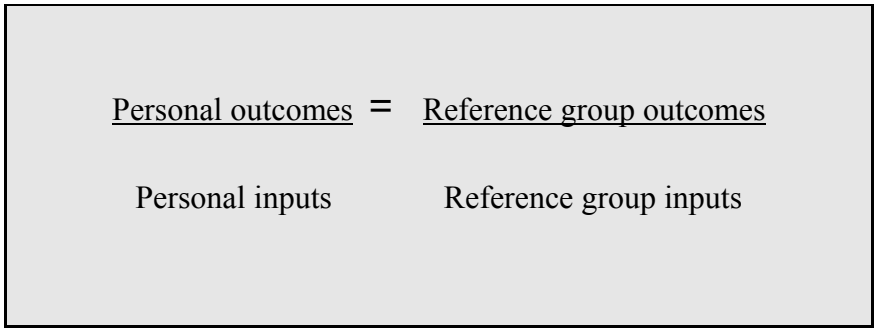


Figure 3 Equity Theory Ratios (Wren, 1995, p.331).

Again, the main concern projected under this theory, is with fairness. Students need to feel as though they have a fair chance at being successful, as any other student in their classroom. Many educators are unaware of the depth and scope of their influence (Eschenmann, 1991). The behavior and attitude of students are often affected by their view of their teacher's styles or behaviors (1991). Students, especially younger children, often model or reflect what is projected to them. Many times behavioral issues or disruptions can be prevented when the teacher has thoroughly planned the lesson, taking into consideration the different learning styles present in the class. Once the students are actively engaged, take personal ownership of the material, because the teacher has found a way to speak their language, then one of the benefits will be reduced time off task.

In addition to modeling their teacher's behavior, a child's behavior is influenced by how the teacher responds to his or her actions. Often teachers are more verbal when a student does something that needs to be corrected, instead of when a child a does something worthy of being recognized. According to Boss and Vaughn (2002), it is imperative that educators look for positive or desirable behaviors and let students know they have observed such. Here positive feedback may act as an antecedent for positive behavior. In this situation, it would desirable to manipulate this antecedent to continue the desired behavior. This can be done by varying the instructional content and delivery method to cater to individual learning styles or interest (Choate, 2004). It is important to provide accommodations and a well-planned instructional cycle that will reduce the amount of idle time for students (2004). Students should also be involved in the creation of classroom expectations and room arrangement to provide a sense of ownership.

Having a child complete a task without enjoyment because of fear of punishment is different from having the same child complete the same task because he was to taught to appreciate and be excited about the material. Lavoie reinforces the argument that every individual is motivated, adding, "all human behavior is motivated…every behavior that we manifest on any given day is motivated" (Lavoie, 2007 p.8). Unfortunately, the motivation may not be to achieve the given task. It may be to avoid it or to avoid the embarrassment that engaging in a task, such as a struggling reader is being made to read aloud in front of a class of his peers, may produce. The role of the educator, according to both Lavoie (2007) and McGinnis (1985) would be to build high morale before even teaching a skill. Because a student can often feed off his or her teacher's enthusiasm, it is important then that the teacher is also enthusiastic about the task.

Teachers, who are effective in motivating their students to learn, generally have fewer discipline problems than less effective teachers face (Wiseman &Hunt, 2001). Wiseman and Hunt (2001), further note that there is in fact a relationship between best practices in teaching and best practices in motivation and management. The effective teacher is often better able to deter the misbehavior not simply to respond to it. Here the teacher will be managing the classroom, not acting as disciplinarian. In other words, the teacher would be proactive rather than reactive.

In order to motivate students few principles are necessary. First, establish high expectations, or create expectancy and work toward getting the students to that level or above (McGinnis, 1985). In his book "Bringing out the best in people", McGinnis (1985) references an experiment where a group of teachers was given the names of "supposedly advanced" students at the beginning of the year. These names were in fact randomly

selected. At the end of the school year, these students outperformed their classmates with respect to GPA. The conclusion was that this was because the teachers already believed they were high achievers and treated them as such. According to Carter (2000), it is necessary to create an environment where children feel they should and will succeed. Second, focus on the student's strengths and help him to use these to overcome or overshadow weaknesses. Third, know your students, different students have different needs and hence will be motivated by different things. For some students it will be the recognition, others the validation, some the extrinsic material reward. It has to be of value to be a motivator. Fourth, provide tough love; refuse to accept failure due to lack of effort or to see them fall. There will be times when a student wants to quit, let them know that you refuse to accept that. He or she should eventually learn that this is because you care about and have high (realistic) expectations for them (Carter, 2000).

It is important however, that both the educator and student know that there are times when failure will occur, but not to allow this to cripple the entire journey. Use failures as teachable moments and redirect. Finally, often the best thing an educator can do beyond equipping is to believe that the student at some point or another will be able to experience success and to communicate this to that child. Each step along the way, celebrate small victories. Lavoie (2007) emphasizes that not every educator will make learning fun, but educators should instead make it achievable and meaningful, and reiterates that learning cannot take place without motivation.

Walker Tileston (2004) reinforced the idea that teachers' expectations are often the catalysts for students' development. She argues that by setting a mastery level for 75%, there is the expectation that 25% will fail. This begs the idea of collateral damage

or casualties, and as she added, this may seem ok until your child is one of the 25%. No child is disposable (Walker Tileston, 2004). Expectations are therefore significant as they can cause a teacher to act in ways that can either help or hurt student performance.

Relationships, Cultures, and Student Achievement

There are many who seem to have the ability to bring out the best in people. "Motivators are not born- they are made" (McGinnis, 1985, p16). "There is no such thing as an unmotivated person" (McGinnis, 1985, p18). Instead, different things and different environments motivate different people. He adds that the task then is to channel the existing passion and energies into the correct paths. McGinnis (1985) emphasized the strong difference between motivation and manipulation. It is imperative that a teacher does not confuse the two. According to McGinnis (1985), an effective leader, (teacher) needs two main ingredients; first, that individual should have "an astute knowledge of what makes people tick" (McGinnis, 1985p.161) and second a contagious spirit. Glasser (1998) describes an effective teacher as one who is "able to convince not half or three quarters but essentially all his or her students to do quality work in school" (p.16). In this teacher's classroom, no child will be left behind. He proposes the idea of Choice Theory, where he argues that human beings are born with five basic needs: love, power, survival, fun, and freedom.

In order to satisfy these basic needs most individuals seek to relate or connect to other people on a social basis. Theoretically, this is identified, as Affiliation Motivation. Anderman and Kaplan (2008) identified affiliation as a social motive and have reviewed research that suggests that social goals lead to initiation, management, and intensity of a

behavior as it related to things such as academic achievement. The research also focused on how social perceptions affected academic achievement.

In a 2008 study, adolescents who believed they were valued or respect by their peers were more likely to report adapted achievement motivation as measured by Maehr's (1984) Theory of Personal Investment. These research results indicated that teens are generally influenced both positively and negatively. The results demonstrated adaptive achievement if the teen had a good quality friendship and a best friend who valued academics. Maladaptive achievement was reported among students who had poor quality friendships and classmates (friends) who did not value academics (Nelson & DeBacker, 2008). It is therefore important to create positive relationships or cultures where success is celebrated and expected.

Educators need to help their students to establish high standards for themselves. This needs to be done by supporting them and helping them to nurture the desire for greater accomplishments, as well as teaching them to set the bar a little higher each step of their journey. According to McGinnis (1985), few individuals can be coerced into higher performance that can last any significant amount of time, and will not generate any lasting far-reaching effects. Educational institutions need to create specific systematic programs to equip each child with the tools they need to learn at high levels (Dufour, Dufour, Eaker & Karhanek, 2004).

Carter (2000) argues against the idea that we need to "dumb down" material for struggling students. Instead, he argues that we need to teach students the tools they need, as well as help them to establish the attitude for that success (Carter, 2000). Apart from setting high standards, schools need to create the climate that will nurture that attitude

(Dufour, Dufour & Eaker, 2002). Schools need to convince the students that they can be successful. Hold both the staff and students accountable for commonly determined standards; raise the bar higher after each success and as Pawlas (2005) noted, celebrate each small victory to motivate them to keep working (p. 41).

According to Ruby Payne (2003), "we can neither excuse students nor scold them for not knowing; as educators we must teach them and provide support, insistence, and expectations" (p.11). Educators have the distinct role of being guiding lights for their students. Teachers and administrators alike need to recognize that often students come to them without the skills they need to succeed. In fact, that is the primary purpose of the educational system, to provide them with the tools for success. As educators create the culture of achievement and geminate the idea in each child that they can be successful (expectancy) that should in turn precipitate the desire to experience success. For example, if the student desires success of passing an exam, then a passing grade becomes positively valent, while failure is negatively valent because the student does not desire that result. Aside from instilling the idea in students that they have unlimited potential and can be successful (expectancy), the educational system needs to teach students to desire this success, or add valence to success. As oversimplified as that statement sounds, it would perhaps be surprising to know how many students are not being directly socialized to desire academic success. In other words, there are students whose social conditions do not place emphasis on being successful in a classroom nor on the doors this success can open.

Payne argues that it is essential to teach a child the rules of each class so that he or she can have mobility (Payne, 2003). It is important to master Math or English, but

neither will be of value if that child is unaware of how to behave and subsist in the environment in which those abilities may project them. Educational institutions need to teach students the value of success, and make it a point to celebrate success and small victories. If we create a culture where students are expected to succeed, many often conform to the norms. The key is to ensure that they are aware of those norms.

A healthy and challenging academic culture should prompt both achievement and competence motivation in the students who are socialized in that environment. Perhaps one of the most widely researched types of motivation is Achievement Motivation. It is defined as "the desire to accomplish something of value or importance through one's own efforts and to meet standards of excellence in what one does" (Hyde & Kling, 2001 p. 364). With this type of motivation, the force to seek out and attain specific goals or objectives that will result in personal advancement mobilizes individuals. Here the success at the goal is the reward. Murray's Taxonomy of 20 needs lists achievement as the second highest need (Schunk et al, 2008, p.171). In *Cultural Attributes and Adaptations Linked to Achievement Motivation among Latino Adolescents*, research indicated a significant positive correlation among academic competence, school belonging, parent involvement, and achievement motivation. Data indicated that the correlation was stronger between English speaking and U.S born Latino adolescents and suggested that stronger support and integration services should be provided for these students to nurture the desires for achievement (Ibañez, Kuperminc, Jurkovic & Perilla, 2004).

In addition to providing support to the individual, removing stereotypes is crucial in facilitating achievement motivation. Hyde and Kling (2001) in *Women, Motivation,*

and Achievement, concluded that stereotype threats could have three possible effects on achievement motivation: First, individuals can still be influenced by a negative stereotype even if they do not believe in or accept it. The example they gave was of a female being afraid to take on a mathematics course for fear that failure will prove the stereotype true. Second, stereotypes set up a system that reinforces itself, meaning, the fear of confirming a negative stereotype leads to behavior that ends up doing just that which was the fear in the first instance, confirming the stereotype. Third stereotype threat may be induced by current situations in academic situations. Individuals, in this study, females, may be less likely to take on a challenge if it is widely accepted that they are expected to fail and pressure is brought to bear on them because of those expectations. The research therefore suggests that these barriers need to be removed so that both males and females have equal access and challenges in academia and are able to experience achievement motivation.

The second type of motivation that may be prompted by this culture of success and achievement is Competence Motivation, which is the desire to master a task or skill. This force propels the individual to work at producing quality work that demonstrates skill, pride, and mastery. Wilson and Trainin (2007) suggest that teachers need to be aware of students' self-efficacy and perceptions of competence, especially within the primary grade students. The authors emphasize the significance of helping children to comprehend their capacity to manage performance on a task (Wilson &Trainin, 2007). In a similar study, students who had low competence reported less teacher support than did those with high motivational beliefs (Patrick, Mantzicopoulos, Samarapungavan & French, 2008).

In 2007, Crow made the distinction between "competence" and "perceived competence" in "Information Literacy: What's Motivation Got to Do with It?" She referenced a Miserandino study from 1996, whose results indicated a positive correlation between students who believed they were competent and their intrinsic motivation. Despite having a study sample of competent students, results indicated that only those who "perceived" themselves as competent, wanted to do well and learn, while their peers who did not believe they were competent (despite achievement) acted in a manner that would be academically detrimental, such as faking school work (Crow, 2007).

Walker Tileston adds that students must believe in the significance (valence) of the task, believe that they have what it takes to be successful (expectancy) and feel positive about the environment (Walker Tileston, 2004). As such, if a task does not meet one or more of those elements, or the student does not care for the teacher that is asking them to do the task, then they may do it poorly or simply refuse to do the task. Again, here a teacher needs to build a nurturing relationship with his or her student and provide tasks that will meet one or more of the basic needs. According to the Expectancy Theory, these tasks are seen as being achievable and having value. Inform the child of how the task can affect the need and can be of value.

Lavoie (2007) argued that the child who is fearful of being embarrassed would instead go to great lengths to demonstrate motivation to avoid that task. Teaching a struggling reader how to read, by forcing him to tackle uninteresting material will further make the task unbearable. Instead, using content that the child finds appealing will appeal to his desire for fun or enjoyment. Emphasizing the critical need for literacy may appeal to the desire for survival. According to these arguments, students need teachers who will

lead them and not boss them around. Using non-coercive lead management, the teacher finds ways and things to motivate the student. She offers rewards and incentives such as praising the child, versus using punishment or embarrassment. Based on Choice Theory, Glasser (1998) promotes the use of cooperative groups, which he argues satisfies the need for power and belonging.

Regarding setting the atmosphere for motivation, prior research by Walker Tileston (2004) has reiterated the need to create a nurturing environment. Walker Tileston goes further to speak to the significance of both the physical and emotional climate in which a child is expected to learn. "Students need to feel comfortable in the classroom- both physically and emotionally" (p28). The physical set up and atmosphere can influence learning. The smells and the sounds also play a role. Emotionally the child should feel safe. He or she should know that they are accepted, and know what is expected of them. Students should feel comfortable to try. He or she should not be afraid to try and sometimes fail. Wiseman and Hunt (2001) examined the idea of the instructional climate or atmosphere, adding that students should be provided personal interactive lessons. Students should be told beforehand why and how the lesson would be important and real life applications should be included often. Feedback should be timely and appropriate (2001).

As previously stated, by Jerome Bruns (1991), there are children everywhere that face "learned helplessness", pretending not to have ability, or refusing to complete tasks. Some are able to do the minimum that is expected of them and others fall behind and face the consequences. The work-inhibited child becomes the underachiever because he or she "over an extended period of time, routinely does not complete assigned work that they

are able to understand and are able to complete intellectually" (Bruns, 1992). He emphasizes that this definition excludes the child who has a weak subject, or has had a bad quarter, or bad test. Instead, this is specific to the child who has this problem across the board without any specific external stimuli.

To assist these students and inspire a love for learning, Bruns revisits the teacher-student relationship: create nurturing relationships with these students. This child needs a teacher who will make the extra effort to show that they care about the student as an individual. He suggests that teachers should be attentive, show you care and noticed their absence, be sincerely supportive. He also emphasizes that the work inhibited child needs to be taught how to work, rather than to be taught the academic skills. According to Walker Tileston, what (educators) can do is to teach them skills that will help them to begin a task with energy and to complete it even when it becomes difficult (Walker Tileston, 2004). This is the child who needs to be taught how to manage his or her time, how to deal with a difficult task and how to stay with the task to completion. It is important that a teacher understand the difference that instead of seeing the child as lazy, see him or her as needing to find new individualized ways to get the job done. Some of her suggestions were to work slowly with the child through different tasks, recruit volunteers or allow students to help each other, as well as use positive reinforcement or rewards and feedback to encourage growth. Most importantly, avoid placing blame. A child who is trying, even a little bit may stop doing so if they fear it is not enough.

Walker Tileston (2004) repeats the caution to teachers on the use of extrinsic or external motivation such as reward of money or other prizes. She argues that constantly using such to motivate a student may result is a decreased sense of internal or intrinsic

motivation where the child is motivated by the actual joy or success of completing the task (2004). Hence the focus for any educator should be to teach the child the joy of learning, whether it is to read or to complete a math problem. As such, when the external reward can no longer be offered to the child, he or she will still be motivated to be successful. One external reward that may enhance or lead to intrinsic motivation is perhaps praising or positively reinforcing the child. When he or she is successful at a task and is praised verbally by the teacher, they then feel better about themselves and may associate the success with that feeling. To later revisit that feeling he or she may attempt another such task with the aim of completing it successfully. On the other hand, threats and coercion will do very little to create positive long-term results.

"Create a culture of achievement", is what Samuel C. Carter (2000) proposes. To do so Wiseman and Hunt (2001) have identified the following necessary ingredients: First create safety and order. A child must feel safe emotionally as well as physically. He or she must also be able to see that there is a prescribed order to the environment. Second, the student must be given opportunities to be successful. Vary the tasks so that the child has the opportunity to experience success at different levels. A child who constantly fails will eventually give up. Small doses of success will lead to a greater desire for the same. Third, clearly define objectives. Explain what they will be learning, as well as how and why the skill will be meaningful to the child. Fourth, challenge the student. Provide tasks that while they can accomplish, will challenge and take them to a higher level of thinking or acting. Fifth, get the students' attention and involvement; find ways to draw them in at the beginning of the lesson. The task should be more than meaningful it should also be interesting. This will entice the student to want to know or

do more. The sixth key factor is providing timely and appropriate feedback (Wiseman & Hunt, 2001). This is even more important if there is a need to redirect the child's skill or behavior. If this is done at the time the error or misbehavior occurs, it may be easier to correct versus doing so after the fact when the child no longer recalls the event. Correct a skill before the child has mastered the wrong thing. Correct a behavior before it becomes habit. This is even easier to do if expectations were clearly defined and have been consistently followed.

Students often model the instructor's attitude to a task. It is therefore important that the instructor approach the task with enthusiasm. "Enthusiasm cannot be forced, but it can be developed" (Miller & Rose, 1975, p.36). It is also important to communicate the desire for each child's success. Wiseman and Hunt (2001) allude to the idea of the "self-fulfilling prophecy or the phenomenon that a student's performance is greatly influenced when a teacher holds certain beliefs about their student's abilities to perform" (p48). In addition, the teacher's expectations show in their attitudes, as well as they treat students differently, no matter how subtly, based on their perceptions of them.

Ruby Payne (2003) says that support, insistence, and high expectations are the foundations for success in any classroom. She suggests that support is provided by directly teaching and scaffolding a child through a task. Insistence she adds is not giving up being persistent in believing that a child can succeed and prodding him or her to the task, or even helping that child to find the motivation within to do so. The "high expectations" is simply believing that each child can and will be successful, and translating these expectations to the student by visible or audible actions.

Based on the theory of Observational Learning, Theobald argues that a teacher's actions tend to have significant impact on the students learning. "Motivation is influenced through observation" (Theobald, 2006, p.34). Hence, it is important for a teacher to reflect a positive motivated attitude. Because of the nature of the relationships that often form between teachers and students, the students may be apt to adopt a similar attitude (2006). As a result, she suggests that educators insist up reflecting both intensity and enthusiasm for learning, as well as model self-confidence. Theobald offered the following ideas to demonstrate intensity and enthusiasm: First, leave your problems at home. Do not direct negative energies towards students because of personal problems. Second, wear a smile and laugh whenever possible. As simple as it sounds, wearing a smile helps to create a more friendly and comfortable environment. Ensure that your voice also projects the same warmth and variety. Third, interact with the students. Be personal, be yourself and share your personality, greet students at the door and be courteous. Teachers should operate as facilitators and cause student directed activities to occur. Maintain eye contact and move around the class, while trying to include all the students in a lesson. Also if possible role-play, allow the students to see the material come alive. Fourth, dress appropriately and be prepared. Professionalism is important. Set positive examples for students to mirror. Proper planning will be evident in how smoothly the lesson runs as well as your ability to deal with circumstances as they arise during a lesson (Theobald, 2006).

In order to model self-confidence, Theobald (2006) urged educators to share their success stories with their students. Be proud of your students and what you are doing. Ways to do this include inviting visitors to the classroom as well as simply speaking

about your students to a colleague or friend and telling your students that you are proud to do so. Demonstrate respect for order and regulations. Allow your students to see you following school or district rules. Ensure that they do not hear you being derogatory about a colleague or superior. However, she insists that teachers must be strong and respectfully stand their ground when necessary. When issues present themselves both with the students as well as other staff members, deal with them in a professional manner, bearing in mind the message that your response may send. Model the attitude that you would want your students to have, to their peers as well as to those to whom they are subordinates.

Summary

In order for something to be considered a reward, it has a have value. As Vroom's Expectancy Theory (1964/1995) illustrates, the individuals have to believe in their own abilities or possibilities to achieve the outcome in question. The result has to be a reinforcer, it is positive if the outcome increases the reoccurrence of the act; it is negative if its absence prompts action (Alberto & Troutman, 2003). The key is that the desire for an outcome must move them to some sort of action. Finally, this theory rationally states that the outcome will not prompt action if the promised reward is not likely to be awarded once earned. In other words, the outcome needs to have some measure of certainty once required variables are met. Imagine how much more a student could be motivated if a he is taught to believe in his possibilities, if his values are positively conditioned and the system stands up to its end of the bargain.

Educators have the distinct role of being architects in the blueprint of their students' lives and minds. Teachers should apply Vroom's (1964/1995) theory and germinate the expectancies, help them to identify valence, be the catalyst in creating the force they need to move, and be instrumental in them experiencing reward. If these are done with fidelity, they may in fact prompt the stimulation or growth of intrinsic motivation. Buckingham and Coffman (1999) believe in inspiring a person to work harder. The argument is not for educators to create talent or abilities where none exists. Instead, it is for them to help the child to believe in and capitalize on talents or skills that have not been unearthed. Step outside of the box or book and find alternate routes to help each child find and grasp different skills. Imagine, if you believe, and help them to believe that they really can learn, Vroom's Theory (1964/1995) says that they very likely will. Wiseman and Hunt define an effective teacher as one who is able to "motivate students or establish environments in which motivated students are the end result" (Wiseman & Hunt, 2001, p.10). The teacher is the key factor, one that has to believe they can make a difference. "Student motivation increases when teachers establish classrooms that are focused on their students" (2001, p.11).

CHAPTER THREE: METHODOLOGY

Introduction

This study investigated the correlation between and among teacher-student interactions and achievement motivation. The research design was a cross sectional, involving the collection of data from the sample group on a single occasion. Quantitative research was conducted utilizing the MSLQ instrument, to measure student motivation and the QTI instruments, to measure teacher behaviors. This involved collecting the data and identifying the variables (e.g. motivation, achievement, and interaction) and evaluating these with quantitative techniques. Two of these variables were from the instrument scores, representing motivation and interaction. The academic scores (G.P.A) will represent the achievement variable. This research will allow us to delve into the phenomena of human motivation as supported by the research literature addressed in Chapters One and Two; and add to the body of knowledge of student motivation.

Research Questions

The following research questions and Hypotheses are tested:

1. To what extent, if any is a difference in the perception of teacher-student interactions between teachers and students?

$H1_A$: There is a difference in the perception of teacher-student interactions between teachers and students.

2. To what extent is there a relationship between teacher-student interactions and motivation (Expectancy and Force)?

$H2_A$: There is a relationship between teacher-student relationships and motivation.

3. To what extent is there a relationship between teacher-student relationships and achievement?

$H3_A$: There is a relationship between teacher-student relationships and achievement.

4 To what extent is there a relationship between achievement (G.P.A) and motivation?

$H4_A$: There is a relationship between achievement (G.P.A) and motivation.

Population and Sample

The population for the research was the Orange County Public Schools (OCPS), which is the public school district for Orange County, Florida. In 2007, National Center for Educational Statistics (NCES) listed this district as the 11th largest district in the United States, with 175,609 students. More recent demographics on the racial and gender composition are available through the Florida Department of Education (2008). According to the 2008 Florida Department of Education statistics, Orange County Public Schools demographics were as follows: total population of students 174,142, White Non-Hispanic 59,378 (34.09%), Black Non-Hispanic 47,642 (27.35%), Hispanic 54,345

(31.20%), Asian/Pacific Islander 7,522 (4.32%), American Indian/Alaskan Native 743 (0.42%), and Multiracial 4,512(2.59%).There were 84,918 (48.76%) females and 89,224 males (51.24%) (2008).

The participants in this study were drawn from two high schools grades nine through twelve within this district. The sampling procedure was Stratified Random Sampling because the schools were selected to represent a sub group. The schools were selected using the Florida Department of Education school grades from the 2007-2008 FCAT results. The researcher included students and staff from one high performing school (A-B), School Number One, and one low to average school (C-D), School Number Two. The students were then selected using Cluster Sampling, where they were selected by virtue of membership in a cluster such as a World History or English class, regardless of the ability group. Teachers of participating classes also completed the self-assessment questionnaire.

There were 217 students and 20 teachers who participated from both schools. School Number One had 11 teachers and 130 students who participated. School Number Two had 9 teachers and 87 students (n=217 students and n=20 teachers). Within the combined group of students, there were 7 American Indians, 63 Blacks, 48 Hispanics, 1 Multi-Racial and 98 Whites. From these 217 students, 138 were females and 79 were males. Among the teachers, there were 2 Blacks, 1 Hispanic, and 17 Whites. There were 20 females and 0 male teachers in this study.

Instrumentation

Student Motivation was measured using the quick version of the Motivated Strategies for Learning Survey (MSLQ). Teacher and student feedback were measured

and analyzed using the Questionnaire on Teacher Interaction (QTI) Surveys. Student achievement was measured using student grade point averages. Student academic data were gathered from Filemaker Pro, the district's data management software.

Motivated Strategies for Learning Questionnaire

The Motivated Strategies for Learning Questionnaire (MSLQ) was the 12-question web version adapted and available on the University of Arizona's website. The MSLQ was created to measure students' perceptions of their motivational attitudes and their personal use of learning strategies. There are 62 questions in the full MSLQ divided into two core sections: the Motivation Section and the Learning Strategies section. The motivational scales are strongly associated with Vroom's Expectancy Theory (1964/1995) as it assesses the value the student places on the task or goal, and the probability or expectancy of achieving it (Pintrich, Smith, Garcia & McKeachie, 1991). The modified 12-question MSLQ measures three processes: planning, monitoring, and regulating (Pintrich, et al, 1991). Permission to use this instrument was requested and granted (Appendices A and B).

Questionnaire on Teacher-Student Interaction

The Questionnaire on Teacher-Student Interaction (QTI) is a self-reporting questionnaire designed to assess teacher behavior inside the classroom, their interaction with their students and the varied perceptions or responses to these interactions. In 1993 Wubbels, Creton, Levy, and Hooymayers developed the Model for Interpersonal Teacher Behavior, which later evolved into the Questionnaire on Teacher Interaction (QTI) (Lourdusamy & Swe Khine, 2001). Research indicates that a number of versions exist for

the QTI. The version that will use for the purpose of this study is the 48-question, Australian version, which uses a five Point Likert Scale. The three versions of the QTI provide different perspectives of Teacher-Student interaction. This study will only analyze teacher and student response. Permission to modify and use this instrument was requested and granted (Appendices C and D).

Teacher behavior is grouped in two dimensions: first the Proximity dimension, which measures cooperation versus opposition and the second, the Influence dimension, which measures dominance versus submission. The four domains addressed by the QTI are Dominance, Submission, Opposition, and Cooperation. These are further divided into eight scales: Leadership, Helping/Friendly, Understanding, Student Responsibility or Freedom, Uncertain, Dissatisfied, Admonishing and Strict (Lourdusamy & Swe Khine, 2001). The QTI questionnaires collected additional data on gender and ethnicity, as well as information on grade retention.

All instruments can be found in Appendices E, F, and G.

Instrument Reliability and Validity

Since 1986, the MSLQ has undergone numerous revisions. Statistical and psychometric analyses have been conducted on the various versions as they have evolved. Other tests included computing the internal reliability coefficient. The MSLQ scales correlations with final grades are considered moderate, as well as significant, and demonstrate the instrument's predictive validity. The Cronbach's alphas are strong and range from .52 to .93. Additionally, factor analyses provided in the instrument's manual,

specifies that the MSLQ demonstrates reasonable factor validity (Pintrich, Smith, Garcia, & McKeachie, 1991).

Numerous studies have been conducted on the reliability and validity of the QTI, the latest of which was the 2003 study conducted by den Brok, Fisher, Brekelmans, Rickards, Wubbles, Levy and Waldrip, The reliability and validity of the instrument in all of these studies were considered agreeable. The homogeneity of each of the eight sub scales was generally above .80 as expressed in internal consistencies at the class level (Wubbels, Brekelmans, den Brok, & Tartwijk, 2006).

Data Collection

Once the research framework was established, district permission and approval was granted (Appendices H and I) and University IRB approval (Appendix J) was completed. Next schools in the targeted district were solicited via email (Appendix K). Further correspondence, beyond this email, was limited to administrators responding with interest in the study (Appendix L). Three high schools responded and principals requested volunteers from their respective English Department teachers. As previously stated, this department was selected due to mixed-ability groups of students. Due to conflicts in schedules, one school withdrew. All further contact was made between participating teachers and researcher.

Teachers were provided with IRB required information, Informed Adult Consent for Teachers (Appendix M) and a Prepared Teacher Statement (Appendix N), to be read to students in their classes, on the research process and purpose of the study. Each participating teacher received student copies of the Informed Parent Consent Form

(Appendix O) to secure parental permission for students to be included in the study. Only students returning the signed permission forms participated.

The researcher administered the survey to each of the participating English classes, in both schools, on an agreed upon date, during school hours. The eligible participating students, signed a Child Assent Form (Appendix P), and then completed the surveys in the absence of their classroom teachers. At the same time, corresponding English class teachers completed their surveys outside of the classroom and returned them directly to the researcher. All teacher surveys were coded to correspond to their participating English class.

On the same day the survey was administered student academic data (GPA scores) were extracted from the school database. Excel spreadsheets were created from Filemaker Pro program. After the data were merged, codes were assigned to each participant to protect personal information. All data collections were conducted during the 2008 to 2009 academic school year. The estimated time for data collections were three months. The information was then entered into SPSS program for analyses and interpretation.

Data Analysis

Data were entered into the SPSS program. First, statistical analysis was conducted on the demographic data. Descriptive statistics included frequency and percentages for nominal (categorical/dichotomous) data and means/standard deviations for continuous (interval/ratio) data. Standard deviation measures statistical dispersion, or the spread of values in a data set. If the data points are all close to the mean, then the standard deviation is close to zero. The variables in this study were analyzed in connection with

the elements of Expectancy, Valence, and Force as presented in Vroom's Expectancy Theory.

To examine Hypothesis 1, that there is a difference in the perception of teacher-student interaction between teachers and students; an independent samples *t*-test was conducted on the perception of teacher-student interactions by group (teachers vs. students).

To examine Hypothesis 2, that there is a relationship between teacher-student relationships and motivation, a Pearson product moment *r* correlation was conducted on the variables measuring teacher-student relationships and motivation.

To examine Hypothesis 3, that there is a relationship between teacher-student relationships and achievement, a Pearson product moment *r* correlation was conducted on the variables measuring teacher-student relationships and achievement.

To examine Hypothesis 4, that there is a relationship between motivation and achievement, a Pearson product moment *r* correlation was conducted on the variables measuring motivation and achievement.

Summary

The research design and methodology used in this study have been presented in this chapter. A questionnaire technique was utilized to determine the strength and impact of interactions with motivation. This chapter presented the population, instrumentation, data collection, and data analysis procedures in detail. Next, Chapter Four will report the collected data results.

CHAPTER FOUR: ANALYSIS OF DATA

Introduction

The purpose of this study was to examine the correlation between and among teacher-student interactions and achievement motivation. Specifically to utilize Victor Vroom's Expectancy Theory (1964/1995) as a theoretical framework to determine whether students who perceived they had positive teacher-student relationship demonstrated higher levels of motivation as measured by the MSLQ; as well as whether or not these same students outperformed students (GPA scores) who did not consider themselves motivated or having positive teacher-student relationships.

The data for this study were drawn from four sources: First, the MSLQ questionnaire administered to the eligible student participants and second the student version of the QTI questionnaire, both administered by the researcher in the absence of their classroom teacher. The third source was the teacher version of the QTI, completed by each respective participating English teacher, completed outside the classroom, at the same time participating students were completing their questionnaires. The fourth source was student academic and performance data (GPA scores) collected, by the researcher, from the school's database. Copies of each instrument are provided in the appendices (Appendices E to G). The survey administration and data collection took place at each local school site, during the school day.

Data review began by creating a code for each school, School One (S1) and School Two (S2). The teacher participants were then assigned an alphanumeric code (e.g.

S1T1, or S2T1). The students from each of the classrooms, after the academic and performance data (GPA score) was matched, were coded related to their respective teachers (e.g. S1T1_S#1, S1T1_S#2, and so on). The data were then entered according to these codes.

Sample size was less than anticipated, due to one school withdrawing; however, it was sufficient to meet the necessary statistical significance required. According to Cohen, *d* effect sizes are small if they are 0.20, medium if they are 0.50 and large if they are 0.80 (Cohen, 1992). A medium effect size was determined as appropriate for this study and was used in the determination of the sample size. This was considered an average effect and was appropriate for the analysis.

Considering this medium effect size of 0.50, a generally accepted power of 0.80, and a 0.05 level of significance, the necessary sample size to achieve empirical validity for this study was 110 participants per group (school) or 220 total participants. The study included 217 students and their 20 classroom teachers.

For evaluation purposes, both schools were examined as one group. However, distinctions were made between teachers and their respective students for research question one. For research questions two to four, we examined only the students' responses.

Instruments

QTI – Questionnaire on Teacher Interaction

Both teachers and students completed the 48-question QTI. Both instruments were identical apart from the identification for the participant as "This teacher" used on

the student version to refer to the teacher, “I”, or “My” used on the teacher version. They were both considered identical analytical purposes.

There were five possible responses to each question (5-point Likert scale) to indicate agreement ranging from responses of “Never” (1), “Almost Never” (2), “Neutral” (3), “Almost Always” (4), and “Always” (5). An assessment was also done on the meaning of each question due in part to the fact that some of the questions were designed with positive statements such as (e.g. “This teacher talks enthusiastically about his/her subject”) while others were constructed with some negatively worded statements (e.g. “This teacher lets us boss her/him around”). The negatively worded responses were also reverse-coded so that each contributing item on this single scale or for the total score was equally weighted in the same direction. In the previous example, we would want to see a student respond with a “5” (“Always”) to the positively worded question and a “1” to the negatively worded question (“Never”). Negatively worded questions were reverse-coded, so that our most desirable response for these questions (“Never”) would receive the highest possible score instead of the lowest possible score.

There were questions that could be considered somewhat neutral. Student Responsibility/Freedom for example, is not automatically a negative notion, but there are statements such as “We can influence this teacher” which may be viewed as being positive from the student perspective and negative from the teacher perspective. All questions were viewed from the student perspective to provide a cohesive strategy.

Table 1 shows each question domain, and scale with their appropriate questions, indicating whether the question was reverse-coded. This means that some questions were negatively worded, but given the same scale. In order to make the questions align, it is

necessary to employ reverse coding, so that an answer of 1 still refers to the most negative and 5 the most positive. Scales with reversed-coded questions are indicated by a "Yes" in the "Recoded" column.

Table 1 QTI Variable Mapping

Domain	Sub Scale	Question Numbers	Coding Scheme	Recoded
Dominance	Leadership	1, 5, 9, 13, 17, 21	1 = Never, 5 = Always	No
	Strict	28, 32, 36, 40, 44, 48	1 = Always, 5 = Never	Yes
Submission	Uncertain	3, 7, 11, 15, 19, 23	1 = Always, 5 = Never	Yes
	Std. Resp./ Free	26, 30, 34, 38, 42, 46	1 = Never, 5 = Always	No
Cooperation	Helping/Friendly	25, 29, 33, 37, 41, 45	1 = Never, 5 = Always	No
	Understanding	2, 6, 10, 14, 18, 22	1 = Never, 5 = Always	No
Opposition	Dissatisfied	27, 31, 35, 39, 43, 47	1 = Always, 5 = Never	Yes
	Admonishing	4, 8, 12, 16, 20, 24	1 = Always, 5 = Never	Yes

For analytical purposes, a total score was created (minimum score of 48, maximum score of 240) by summing the responses to all 48 questions. Additionally, eight subscale variables were formed by summing each of the six-question scales (each with a minimum score of 6, maximum score of 30).

MSLQ – Motivated Strategies for Learning Questionnaire

The short version or 12-question version of the MSLQ was also administered to each student. The responses were on a 7- point Likert scale. The responses ranged from

"Not True at All" (1) to "Neutral" (4) to "Always True (7). As with the QTI, as deemed necessary, relevant questions were reverse-coded so that an answer of "Not True at All," the most positive answer in this case, was represented with a 7 and "Always True" was represented with a 1.

Achievement

A student's unweighted GPA score represented the variable achievement. Each student's current GPA was calculated based on scores for the first three marking periods of the 2008-2009 school year. GPA was chosen as the variable to represent achievement for the reason that it has been used repeatedly as an indication of student achievement. Other measures such as state standardized test scores were rejected as the representative variable, because states vary in their assessment of student proficiency.

Characteristics of Respondents

Respondents were high school students in mixed-ability English classes and their respective teachers. There were 217 students, along with 20 teachers that were drawn from two Central Florida high schools. They were surveyed during the 2008- 2009 school year. Of the 217 students and 20 teachers who participated from both schools, School One had 11 teachers and 130 students and School Two 9 teachers and 87 students. Within the combined group of students, there were 7 American Indians, 63 Blacks, 48 Hispanics, 1 Multi-Racial and 98 Whites. From these 217 students, 138 were females and 79 were males. Among the teachers (n=20), there were 2 Blacks, 1 Hispanic and 17 Whites. There were 20 females and 0 male teachers in this study. This data is presented in Table 2.

Table 2 Respondent Demographics

		Teachers		Students	
		Freq.	%	Freq.	%
School	School One	11	55.0%	130	59.9%
	School Two	9	45.0%	87	40.10%
Ethnicity	American Indian	0	0.0%	7	3.2%
	Black	2	10.%	63	29.0%
	Hispanic	1	5.0%	48	22.1%
	Multi-Racial	0	0.0%	1	0.5%
	White	17	85.0%	98	45.2%
Gender	Female	20	100.0%	138	63.6%
	Male	0	0.0%	79	36.4%

Note: Teachers (n = 20), Students (n = 217)

Table 2 indicates a blatant under representation of male teachers in this study. There were zero male teachers to 20 female teachers. More than 60% of the students in this study were females. The racial representation is unbalanced. Almost 50% of the student participants were White, while more than 85% of the teacher participants were White. It is important to remember that participants were drawn from English classes, which were not relegated to a particular ability level, but instead consisted of mixed abilities. The only qualifier for each class was that the students were place based on grade level, such as a 10^{th} grade or 11^{th} grade class.

Data Analysis

Research Question One

Question: To what extent if any, is there a difference in the perception of teacher-student interaction between teachers and students?

A series of matched-pairs t-test were used to measure the difference in perception of teacher-student interaction between teachers and their students. This analysis was conducted for QTI in total, as well as for the eight sub-scales of QTI. Students were matched to their specific classroom teacher. The mean score for the entire class of students was matched to the classrooms teachers' scores. These pairs of observations were then used to conduct a matched-pairs t-test. Table 3 shows the teacher and student means, with the standard deviations located in parentheses below the means.

Table 3 Matched-Pairs Comparison of Teacher-Student Perception

	Group			
	Teachers	Students	*t*	*df*
Total QTI	183.37 (9.42)	181.98 (16.26)	0.36	18
Leadership	24.45 (2.19)	22.62 (3.42)	2.26*	19
Strict	19.05 (2.70)	20.99 (2.26)	-4.49**	18
Uncertain	26.00 (2.36)	24.32 (3.45)	2.42*	19
Student Fr./Resp.	15.85 (3.13)	17.22 (3.25)	-2.37*	19
Helping/Friendly	26.25 (3.08)	23.50 (4.13)	3.97**	19
Understanding	24.35 (2.46)	23.02 (3.67)	1.60	19
Dissatisfied	24.30 (3.39)	24.72 (3.30)	-0.44	19
Admonishing	21.85 (3.44)	21.63 (3.42)	0.19	19

Note: * $p \leq 0.05$; ** $p \leq 0.01$. Standard deviations in parentheses below the means.

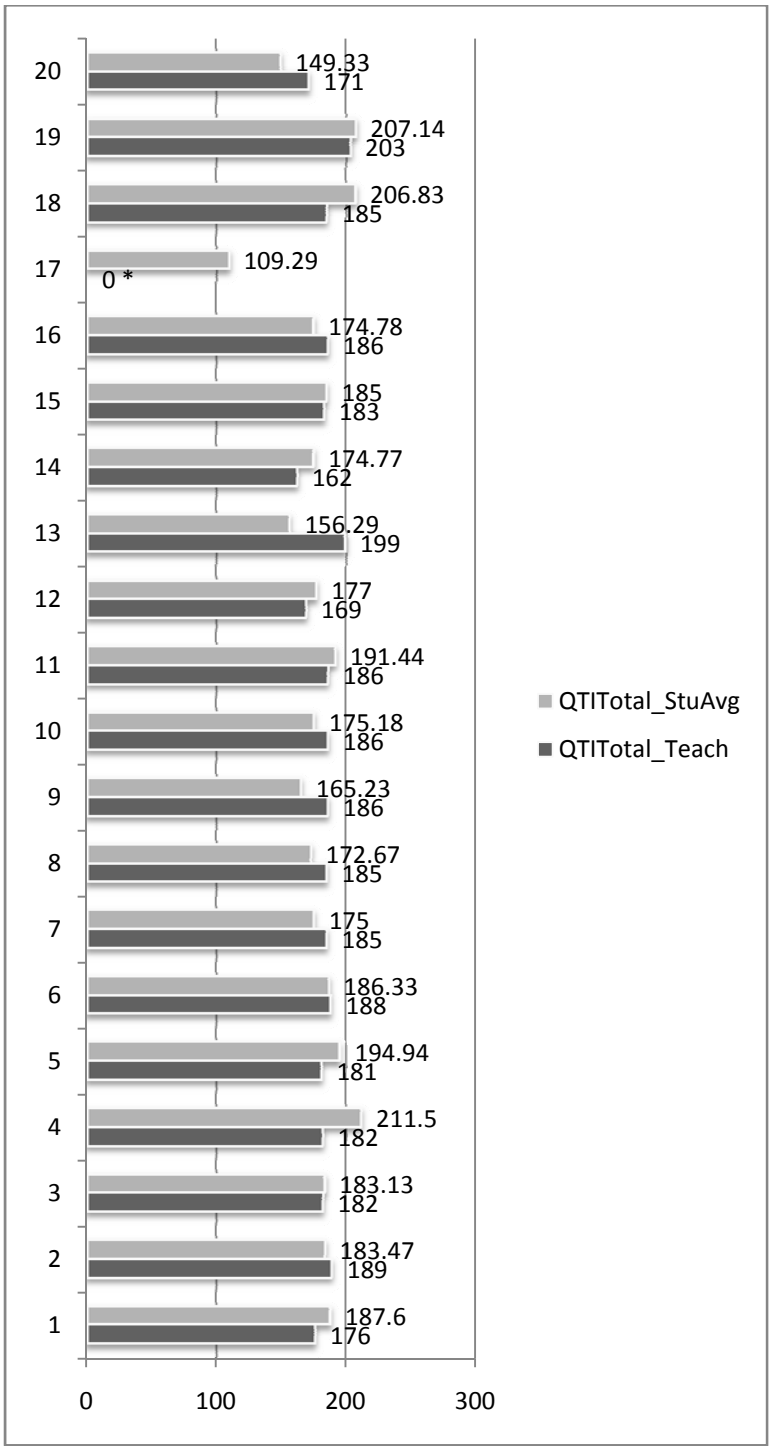
The results indicate that the teacher mean (183.37) was not significantly greater than the student mean (181.98), $t(18)=0.36$. Although not significant, teachers as a group rated themselves as demonstrating more positive interactions than as perceived by their

students. This is indicated by the higher teacher means as compared to student means. There are however, three subscales of Strict, Student Freedom/Responsibility, and Dissatisfied, where students rated themselves as higher than what the teachers reported. Only two of those subscales, Strict ($p < 0.01$) and Student Freedom/Responsibility ($p < 0.05$) were statistically significant.

According to the total QTI score, there was no statistically significant difference in how teachers and their students perceived their interactions. There were however, significant differences at 0.05 level ($p < 0.05$) in the following subscales: Leadership, Uncertain, and Student Freedom/Responsibility. Results for Strict and Helping/Friendly were considered decidedly significant ($p < 0.01$) at the 0.01 alpha level. Since the matched-pairs t-test addressed the average of the differences between each individual pair, student results were always directly associated with their own teacher before any analysis was conducted. This is important to remember when reviewing results to understand that the perceptions were based on personal interactions between students and their own teachers.

Overall, in most cases there were no statistical significance between teachers and their students' respective QTI scores. Table 4 provides a graphical representation of this information.

Table 4 Classroom QTI Comparison: Teacher-Student



* The survey for teacher number 17 was incomplete and could not be included.

There are five teachers outside of the sigma (16.26-point difference): Teachers number 4, 9, 13, 18, and 20. The following tables represent the student-teacher comparison for their QTI scores by school. Table 5 displays student-teacher comparisons for School One (S1) and Table 6, School Two (S2).

Table 5 S1_QTI Student-Teacher Comparison

Teacher	Student Avg.	Teacher Avg.	Difference
S1 T1	187.6	176	11.6
S1 T2	183.47	189	-5.53
S1 T3	183.13	182	1.13
S1 T4	211.5	182	29.5
S1 T5	194.94	181	13.94
S1 T6	186.33	188	-1.67
S1 T7	175	185	-10
S1 T8	172.67	185	-12.33
S1 T9	165.23	186	-20.77
S1 T10	175.18	186	-10.82
S1 T11	191.44	186	5.44

Table 6 S2_QTI Student-Teacher Comparison

Teacher	Student Avg.	Teacher Avg.	Difference
S2 T1	177	169	8
S2 T2	156.29	199	-42.71
S2 T3	174.77	162	12.77
S2 T4	185	183	2
S2 T5	174.78	186	-11.22
S2 T6 (T17)*	109.29	#NULL!	#VALUE!
S2 T7	206.83	185	21.83
S2 T8	207.14	203	4.14
S2 T9	149.33	171	-21.67

* The survey for teacher S2T6 (t17) was incomplete and could not be included.

Of these five teachers outside of the sigma (16.26 point difference), only teachers S1T4 and S2T7 rated themselves significantly less than their students. Teachers S1T9, S2T2, and S2T9 perceived that they were doing a better job, than their students' believed.

Research Question Two

Question: To what extent is there a relationship between teacher-student interactions and motivation?

Research Question Two was answered using a Pearson correlation. The total QTI score represented teacher-student interactions whereas the total MSLQ score represented motivation. The total QTI score is the same variable as described in Research Question One.

The total MSLQ score was created by summing the responses to all 12 questions. The MSLQ had 214 respondents, with a mean of 52.70 and a standard deviation of 12.60. The MSLQ had a possible minimum score of 12, if respondent answered with all 1's and a maximum score of 84, if respondent answered with all 7's. The higher the score, the more study skills the student used. Student responses were evaluated based on the following range: Low Motivation was 1(or a score of 12) to 2.625(or a score of 31.5); Average Motivation was 2.625 (or a score of 31.5) to 4.375 (or a score of 52.5); High Motivation was 4.375 (or a score of 52.5) to 7 (or a score of 84).

Box plots were used to test outliers on both the total MSLQ and total student QTI before running the correlation. Outliers were identified and removed. This was crucial because the Pearson correlation is highly sensitive to these extreme values. Table 7 displays the summary of the QTI distribution before the outliers were removed.

Table 7 Total Student QTI Distribution Summary

Value Type	Value
25th Percentile (Q1)	163
Median	184
75th Percentile (Q3)	197
IQR	34
1.5 * IQR	51
Lower Bound (Q1 – 1.5* IQR)	112
Upper Bound (Q3 + 1.5* IQR)	148

Five observations were removed, to prevent skewing the results. These observations all had values below the lower bound cut point of 112. This is was done because there was an otherwise healthy sample size, as well as the fact that any student who entered a score on the QTI that was so low recorded answers of almost entirely "1" or "2" to rate the same teachers for which the majority of their classmates recorded much higher scores. Such as, the decision to remove these scores was considered rational.

Because Pearson correlations are calculated in terms of bivariate pairs (in other words, one particular student's QTI score in relation to his or her MSLQ score), only students who had a total score for both variables were considered for analysis. There were 187 students with a QTI scores and 214 students with a MSLQ score. The combined QTI/MSLQ completed equals 185 students. From these another five students were removed as being outliers, resulting in a sample of 180 (n=180). The descriptive statistics

of the total student QTI and total student MSLQ are presented in Table 8, as well as the results from the Pearson correlation.

Table 8 Total Student QTI & MSLQ - Adjusted Descriptive Statistics and Correlation

Variable	*M*	*SD*	*n*	*R*
Total Student QTI (Corrected)	181.13	22.18	180	.22**
MSLQ	52.44	12.61		

* p < .05. ** p < .01.

The correlation of r = .22 was considered highly significant (p < .01), which is in the range of low to moderately related in a positive direction – as QTI score increases, indicating interactions with teachers that students rate as positive, MSLQ scores also move in a positive direction, indicating motivation toward learning. Results of the analysis therefore indicated that there is a statistically significant (p < .01) relationship between teacher-student interactions and motivation.

Research Question Three

Question: To what extent is there a relationship between teacher-student interactions and achievement?

This research question was answered using a Pearson correlation. As was described in Research Question One, the total QTI score represented teacher-student interactions and the student GPA scores were used to represent achievement. Because Pearson correlations are calculated in terms of bivariate pairs (in other words, one

particular student's QTI score in relation to his or her overall GPA), analysis was restricted to only students who had a total score for both variables. The sample size for this particular analysis was182 (n = 182). This included all students with a QTI score (after outlier removal). This number is however, a minor reduction from the 217 students who had GPA data. Student QTI responses were evaluated based on the following range: Low/Negative Interaction was 48 to 96; Average Interaction was 96 to 192; High/Positive Interaction was 192 to 240.

Tables 9 and 10 display the comparison between the students' QTI mean and GPA mean for each school (S1 and S2). Twenty percent of all classes rated the interaction as being high, while 80% rated the interaction between their teachers and themselves as being average.

Table 9 S1_QTI & GPA

Teacher	QTI Std. Avg.	GPA Avg
S1T1	187.6	2.5
S1T2	183.47	3.4
S1T3	183.13	3.3
S1T4	211.5	2.4
S1T5	194.94	3.8
S1T6	186.33	3.7
S1T7	175	3.9
S1T8	172.67	3.9
S1T9	165.23	3.9
S1T10	175.18	4.1
S1T11	191.44	3.8

Table 10 S2_QTI & GPA

Teacher	QTI Std. Avg.	GPA Avg.
S2T1	177	2.9
S2T2	156.29	1.9
S2T3	174.77	2.4
S2T4	185	2.2
S2T5	174.78	2.2
S2T6	109.29	2.4
S2T7	206.83	2.5
S2T8	207.14	2.4
S2T9	149.33	2.2

Of the 20% or 4 classrooms that rated their interactions as high, only one had an above average GPA (S1T5) of 3.8. Of the 11 classrooms in School One (S1), only two had below a 3.0 GPA, whereas none of the 9 classrooms in School Two (S2) had above a 3.0 GPA.

The analysis in this question was conducted using the adjusted QTI scores. The total QTI scores and their achievement distribution are presented in Table 11.

Table 11 Total Student QTI & GPA- Adjusted Descriptive Statistics and Correlation

Variable	*M*	*SD*	*n*	*r*
Total Student QTI (Corrected)	181.24	22.17	182	0.08
Achievement (GPA)	3.22	0.90		

* p < .05. ** p < .01.

Table 11 illustrates the results from the Pearson correlation which was conducted to measure the relationship between teacher-student interaction and overall GPA. The

correlation of r = .08 shows a weak positive correlation. As QTI scores increase representing what students perceive as positive interactions with their teachers, their overall GPA also moves in a positive direction, indicating higher levels of achievement. A correlation this low illustrates practically no relationship, and is not statistically significant at $\alpha = .05$. Results of the analysis therefore indicate that there is no statically significant relationship between teacher-student interactions and achievement.

Research Question Four

Question: To what extent is there a relationship between Grade Point Average (G.P.A) and motivation?

To determine if there was a relationship between Grade Point Average (G.P.A) and motivation, a Pearson correlation was conducted. The total MSLQ score was used to represent student motivation; the student's GPA was used to represent achievement. The sample size for this analysis was 214 (n=214). This count encompasses all 214 students with an MSLQ score but represents a slight reduction from the 217 students for whom an overall GPA was collected.

The MSLQ scores ranges are as follows: Low Motivation 12 to 31.5; Neutral (Average) Motivation was 31.5 to 52.5; High Motivation was 52.5 to 84.

The following Tables provide side-by-side comparisons of the mean of each class's MSLQ scores and their GPA scores, within their respective schools. Table 12 represents School One (S1) and Table 13 represents School Two (S2).

Table 12 S1-MSLQ _GPA Comparison

Teacher	MSLQ Avg.	GPA Avg.
S1T1	36.4	2.5
S1T2	50.2	3.4
S1T3	52.3	3.3
S1T4	62.0	2.4
S1T5	52.6	3.8
S1T6	45.6	3.7
S1T7	50.6	3.9
S1T8	48.9	3.9
S1T9	48.0	3.9
S1T10	48.7	4.1
S1T11	51.3	3.8

Table 13 S2-MSLQ _GPA Comparison

Teacher	MSLQ Avg.	GPA Avg.
S2T1	48.9	2.9
S2T2	55.6	1.9
S2T3	62.5	2.4
S2T4	62.2	2.2
S2T5	56.9	2.2
S2T6	58.1	2.4
S2T7	54.7	2.5
S2T8	60.4	2.4
S2T9	51.6	2.2

All students perceived themselves as having an average to high motivation level. Of the 20 classrooms, 55% rated themsleves at the high end of average to highly motivated with scores ranging from 52.3 to 62.5. Of the 11 classrooms in School One (S1) only 3 or 27% rated themseles as being high-average to highly motivated, while 7 or 78% of the 9 classes in School Two (S2) rated themselves as being high-average to highly motivated.

Table 14 displays descriptive statistics of the relevant MSLQ and achievement distribution, and the results from the Pearson correlation. A Pearson corelation was conducted to measure the relationship between student motivation and overall GPA.

Table 14 MSLQ & GPA-- Adjusted Descriptive Statistics and Correlation

Variable	*M*	*SD*	*n*	*r*
MSLQ	52.70	12.60	214	-0.16*
Achievement (GPA)	3.11	0.95		

* p < .05. ** p < .01.

There was a low correlation of r = -.16 indicating a correlation in a negative direction. According to the results, as MSLQ score increases, indicating positive student learning motivation, students' overall GPA move in a negative direction, indicating lower levels of achievement. This correlation is statistically significant at $\alpha = .05$ ($p = < .05$). Results of the analysis therefore indicate that there is a statistically significant relationship between Grade Point Average and motivation; however, this correlation is in a negative direction.

Summary

The purpose of this study was to determine whether or not positive teacher-student interactions had a significant impact on student motivation and in extension an impact on student performance. The data indicate that there is indeed a statistically significant relationship between teacher-student interaction and student motivation,

which in essence provides a confirmation of the initial research question on the impact of student teacher interactions. Results of the analysis however also demonstrated a low correlation in a negative direction, indicating lower levels of achievement among the students who considered themselves to be motivated. Though this correlation cannot be confirmed as casual, its existence is troubling. This conundrum suggests that further research is needed to establish ways to utilize the positive impact that teacher-student interactions have on motivation, to enhance student achievement.

This chapter presented the data analysis in detail. Next, Chapter Five will present a summary of the research, conclusions based on the results of the analysis and relevant literature reviewed as well as recommendations, which arose from the process.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECCOMMENDATIONS

The primary purpose of this study was to investigate if there was a statistically significant relationship between teacher-student interactions and student motivation. The secondary purpose was to utilize Victor Vroom's Expectancy Theory (1964/1995) as a theoretical framework to determine whether the magnitude and direction of this relationship related to motivation, influenced student achievement. The study analyzed student and teacher responses to determine if there was a statistically significant relationship in how each of the two groups viewed their personal interactions.

Vroom's Expectancy Theory (1964/1995) argues that once an individual has the expectancy or belief that they can achieve a task, which he or she considers valent or having value, and then he or she will seek the force needed to achieve that task. Students must feel confident that under the tutelage of their teachers they will be prepared for and experience success. This current study however, has uncovered the presence of underlying yet powerful forces that may overwhelm the presence of the teacher in the classroom.

Because of the limited population sample, the data collected in this research is specifically valid to these high schools; however, the results provide limited validity to other high schools with similar demographics and variables. By studying these schools and matching them up with other similar schools, the results could possibly be used to design workshops to identify these forces. It can also be used to help educators to create

strategies to nurture expectancy and valence that should in turn positively influence the force and magnitude of their students' motivational direction and attitude.

Discussion of Findings

Research Question One

To what extent, if any, is there a difference in the perception of teacher-student interactions between teachers and students?

While the test for the overall QTI did not show a statistically significant difference between teacher and student perceptions. There were five subscale scores, which did show statistically significant differences. Leadership, Uncertain, Student Freedom/Responsibility were statistically significant at a $p < 0.05$, which implies that teacher perceived (rated themselves higher than what students reported):

- Their leadership-related interactions were more apparent than what the students reported.
- Their uncertainty-related interactions were more apparent than what the students reported.
- Their interactions where they provided students with more freedom of choice or responsibilities were more apparent than what the students reported.

The subscales of Strict, and Helping/Friendly were highly significant at ($p < 0.01$), which implies that teachers perceived:

- Their strict nature or practices were more apparent than what the students reported.

- Their helping or friendly interactions were more apparent than what the students reported.

With the Strict, and Helping/Friendly subscales, teachers perceived themselves as being less strict and friendlier than what their students reported. These two subscales show the widest margin of difference. These differences could be understandable due to the possibility that students and teachers may have defined these concepts differently. The background knowledge and exposure may be different within each group or even between schools.

The rest of the subscale interactions were not statistically significant. However, it is important to note that in the areas where the differences were significant ($p < .05.$, $p < .01.$), those teachers perceived that they were more supportive or available than what their students reported. This is a critical difference, considering that the research indicates that students' perceptions of their teachers, directly impact their performance (Eschenmann, 1991).When examining class by class QTI student scores versus teacher scores, five teachers rated themselves outside the sigma (+/-16.26 point difference). Of these five, only two teachers rated themselves significantly lower than their students did. These differences within, may actually have more impact than is immediately obvious and merit further attention and research.

An interesting observation is that the teacher with lowest QTI ratings by her students did not complete her own survey. One should ask why the students evaluated this teacher so poorly, could this be a reason why she did not complete the survey. Regardless of the facts behind this incompletion, it raises questions as to the value of and

practices of interaction inside that classroom. Occurrences or perceptions such as these should not be overlooked because of the far-reaching consequences. At the end of the day, children cannot be collateral damage and no perception of being irrelevant, regardless of how small, should be acceptable (Walker Tileston, 2004).

Research Question Two

To what extent is there a relationship between teacher-student interactions and motivation?

This question was the essence of the research. It investigated whether or not a statistically significant relationship existed between teacher-student interaction and motivation. The results of the analysis indicated that, in general, the strength or perception of positive teacher- student interaction ran parallel with student motivation. For instance, in School One, an overwhelming majority of the students responded as having neutral interactions with their teachers, as well as having average motivation. The assumption that can be drawn from these results is that the magnitude and direction of the forces within their lives run concurrent with the forces being provided by their teachers. In other words, these students, as a whole, seemingly had minimal forces that opposed the goals or directions of their teachers in regards to their academic success. They appeared to expend minimal effort or force to achieve tasks. There is less reliance on the teacher-student interaction for motivation. Could it be that many of these students may be more conditioned to success? Their attitude towards achievement may be instinctive based on the conditioning of their environments. Perhaps there is no question about their success; it is simply expected as the norm and not the exception.

In School Two, an overwhelming majority of the students responded as having neutral interactions with 25% having positive interactions with their teachers. Interestingly, the majority of students also rated themselves as being highly motivated. Several assumptions can be made based on the demographics of the school and its students. Could it be, as Ruby Payne stated, that these students need more insistence, motivation, and the support provided by positive relationships in order to be more successful? Teachers in this setting, based on the overt and overwhelming forces of poverty and inaccessibility to resources, have to make their presence and impact more pronounced.

According to Carter (2000) based on social and economic disparities that present themselves, teachers in under performing schools have to act increasingly in the capacity as support systems. These roles could include, but may not be limited to, parent, counselor, mentor and provider, which sometimes detracts from or adds to their instructional role.

The results of this study support the initial hypothesis; that if teachers take the time to build positive relationships then students should or will be able to develop the desire for success. It also points out how critical it is for schools to identify the forces at play within a child's life and provide a support system to counter or positively interact with these forces for his or her success. According to the Theory of Magnitude and Direction of Force (W. S. McGee, personal communication, January 6, 2009), for overall negative summed life forces, the child's external influential forces resist the child's educational growth. The teacher's force or influence has to be greater than the sum total of the other influential forces (e.g. home environment and peer pressure). This study adds

to the knowledgebase of the research reviewed in Chapter Two that reports it is indeed the teacher, who plays the greatest role in setting the atmosphere (Whitaker, 2004).

Research Question Three

To what extent is there a relationship between teacher-student interaction and achievement?

This question investigated whether or not a quantifiable relationship existed between teacher-student interaction and achievement. Although not statistically significant, the results of the analysis indicated that there was indeed a slightly positive relationship between teacher-student interaction and achievement. It could be that the significance of this relationship may have been evaluated with better granularity if the specific classroom GPA, vice overall GPA, was utilized in the determination. These results, while not conclusive, do assist in bringing to light other variables that could be influencing students' achievement levels.

In School One, there was no discernable relationship between teacher-student interaction and student achievement. The students, who rated themselves as having high positive interactions, did not distinguish themselves as having the higher GPAs of the group. One of the classes that rated themselves as being highly motivated actually had the lowest GPA of the entire group. On the other hand, in School Two, despite the fact that all of the classes rated themselves as having average to high interactions, none of the classes met or surpassed the mean GPA of 3.22. The highest GPA among that group was 2.9.

This disconnect appears to reinforce the theory behind the magnitude and direction of forces within each students' life. The students in School One perhaps need

less, relied less, or simply gave less weight to the interactions with their teachers. There is no evidence in this study that supports the notion those teachers in that school valued their students less. There appears to be less of a need for teachers in that school to provide emotional reinforcement or support, since the teacher-student interactions were viewed as normal. The students within School Two, based on the demographics, may be more deficient in various areas and are therefore influenced by additional negative external forces (e.g. crime and poverty). These students could therefore be more reliant on the teacher for positive support, motivation and influence (Payne, 2003). Despite the disparity in GPA, these School Two students may see themselves as experiencing an acceptable measure of success, for example, passing.

Research Question Four

To what extent is there a relationship between achievement (G.P.A) and motivation?

Perhaps the most striking or puzzling of all the results from this study was research question four. The data indicated a negative relationship between motivation and achievement. These results proved perplexing and were the least expected. The theories of motivation overwhelming concur that the more motivated an individual, the greater he or she should be performing (Schunk et al, 2008).

Interestingly, of the classes that rated themselves as being highly motivated, in School One only 1 class had a GPA of less than a 3.0; while the majority of classes, in School Two rated themselves as highly motivated, the highest mean GPA was a 2.5. This lends additional support to the possibility that the students in School Two see themselves as experiencing relative success. It also supports Pawlas' (2005) declaration of providing

and celebrating small successes in an effort to move students to larger more evident victories.

A difficult and complex issue arises with the results of this question in that there appears to be a discontinuity between motivating these students and their lack of measurable standard academic achievement. Despite the average to low grade point averages, none of the students in School Two rated themselves as lacking motivation. These results defy the logic predicted and supported by research (Schunk et al, 2008). Could this be that the sum total of the forces that the teacher provides in the student's life are overshadowed by the external forces and variables they are experiencing? These forces may included such things as having after school jobs, taking care of younger siblings, lack of a positive parental or adult support and supervision. Could it be that these negative external forces are greater than the positive interactions and the feelings of self-motivation? This emphasizes arguments by researchers such as Ruby Payne (2003), that educators and their students have the mammoth task of trying to level the playing fields. This often means competing against powerful forces. With this in mind, is it that these two groups of students have never been on the same playing field ? Would it be more reliable and valid to be compared against themselves?

In a 'perfect' educational world, the students would be evaluated against what they themselves are capable of achieving. Who has the right to tell a child that it is okay for them to only achieve a low income knowledge/skill level job (e.g. ditchdigger)? These children are owed the opporuntiy to be as successful as they can be and to be assisted in removing or countering as much of the negative forces in their lives as possible. The results in this question may not be a clear enough indication of relationship

between motivation and GPA, as it may have been skewed as a result of using the students' overall GPA instead of using their class specific GPA.

Application to Vroom's Expectancy Theory

Vroom's Expectancy Theory argues that individuals are motivated by the desire to experience positive, instead of negative outcomes (Vroom, 1964/1995). This theory emphasized three elements: Expectancy, Valence, and Force. Whitaker (2004) supports the theory that positive teacher-student relationships are important to the motivation process. This study however, had mixed results as it relates to the elements of Vroom's Expectancy Theory. The first and perhaps most striking divergence was the data, which indicated that as student motivation increased, their academic achievement levels decreased. School Two was a more concrete display of this conundrum. Despite the observation that the majority of classes in this school considered themselves highly motivated and having significant positive interactions with their teachers, none of these same classes had a mean GPA above a 2.5.

Vroom's expectancy element is the individual's belief regarding the probability that a specific act will result in a specific and desired outcome (Vroom, 1964/1995). One concern that has been raised with the results of this research is the credibility of the promised outcome. This issue arose due to the racial and gender disparities presented in this study. All teachers participating in this study were females with 80% of them White. The demographics support statistics from NCES (2004), that report over 80% of all teachers nationwide were White and over 75% were female. This disparity, especially in

the racial breakdown, may add to the debate on the lack of role models students can identify with, that parallel their lives and struggles. Researchers such as Whitaker (2004) argue that if there is an emotional disconnect between the student and their teachers, influencing their minds will be impossible.

The second element Valence refers to an individual's desire to attain a particular outcome or goal. The more value the task has, the stronger the valence to the individual. In both schools, students had the desire to do well. They all rated themselves as being average to highly motivated. A second component of this element includes the direction of the valence. Perhaps students in School Two are motivated to work to avoid failure. According to this theory, a task is negatively valent, when the goal is to avoid that result and having no valence at all if the person is indifferent to the outcome. Evidently, valence is present in both schools, but the direction and strength of the valence in both schools are unclear.

The third element is Force. This is the catalyst, regardless of the source, that causes or accelerates action in an individual towards a particular outcome. The majority of theories on achievement motivation argue that individuals are motivated to either achieve success or avoid failure (Schunk et al, 2008). The current study showed how one school acted instinctively, whereas the other worked to avoid failure. According to Schunk (2008), Lewin's Level of Aspiration Theory argues that individuals will raise the bar of expectation or their identified goals as they progress in success. According to this theory, students should raise the bar or increase their goals if they continue to achieve success (2008). Interestingly, Vroom's theory noted that the force to act would cease to exist, when individuals consider the task too insignificant to exert the energy to achieve

the task. None of the classes in either school rated themselves as lacking in motivation.

Based on the results of the data analyzed, there is an obvious relevance to the application of Vroom's Expectancy Theory. The issue raised by the lack of a positive correlation between motivation and achievement, is the direction and influence of these combined elements: expectancy, valence and force. The perplexity of a negative relationship between motivation and achievement could be explained by the presence and strength of forces in the lives of the various students. The Magnitude and Direction of Force Theory (W. S. McGee, personal communication, January 6, 2009) argues that the teachers force has to augment positive external forces or overcome negative external forces that are the sum total of the pivotal or dominant forces in the student's life. Due to the variances in the complexity of forces, teachers in both schools are up against different challenges.

Delimitations and Limitations

The interpretations of this study's findings have revealed several limitations and delimitations, which should be considered. This study found a number of differences between teacher and student perceptions and demographic variables. Several of these observed differences warrant further investigation.

Adequate Yearly Progress (AYP) – AYP information for students in both schools could have been collected as a variable for this study. Students may not have had an average or 'higher' GPA because their starting point was behind. AYP would have indicated whether the students made yearly improvement and quantify this progress.

Data Collection- The data should have been collected at the end of the first semester of the school year. This may have reduced the pressure on classroom teachers that comes with the end of year rush to complete annual requirements.

Sample - This study was limited to participants from two high schools within Central Florida. Having a third school or a larger population may have allowed a more balanced generalization.

The Achievement Variable (GPA) - A class specific grade should have been used to get a more accurate measure of the student's performance as it related to that specific classroom teacher instead of using the overall grade point average of the first three grading periods.

Terms in the Survey Needed to be Defined - Defining the terms used in the survey would have ensured that perceptions of the teachers and students were coming from the same perspective.

Implications of the Study

Data collected from the study, presented information that suggests future workshops for educators and administrators, that may have a positive effect on the proven significance of the teacher-student relationship problem. Several issues should be addressed. First, teachers should be provided with the appropriate resources and assistance to meet the needs of their students beyond academic instruction. Although there is no "one size fits all" solution, teachers should have the opportunity to develop a myriad of strategies that will help them understand the diversity and the complexity of their issues. Diversity and awareness training can be provided (e.g. "Framework for

Poverty" by Ruby Payne), while creating opportunities within the school for teachers and students to have non-academic interactions such as mentoring or family-type activities.

Second, students and teachers need to be provided with measurable and attainable goals to create experiences with and exposure to success. Accountability is crucial for both staff and students. Instructional and remediation strategies need to be implemented to prevent students from falling through the cracks. The development of effective professional learning communities would help teachers plan strategies to differentiate instruction and provide resources to create gender and culturally relevant lessons.

Third, there is a need for immediate action, highlighted by the slightly negative relationship between motivation and achievement. Research states that positive relationships positively influence motivation; the issue at hand is how to capitalize on these relationships and the student's motivation, to act as catalysts for achievement. If the students in School Two are working to avoid failure, what strategies could be implemented to redirect them to work to achieve success? Educators need to assist and challenge students to define their personal success, which can influence their performance.

Fourth, there is a tendency for schools to focus on the lowest 25% of the student population. The need to meet state and national progress standards may be resulting in some schools focusing so intently on the lowest performing students that their high performing students could begin to decline. High performance students could be experiencing lack of academic challenges and/or lack of recognition, as teachers are taking the time to build relationships with the lowest performing students. There needs to

be a balance where all students are challenged and where the students who need additional assistance are provided with the appropriate scaffolds.

Lastly, the results of this study indicate there is indeed a statistically significant relationship between teacher-student interactions and motivation. This supports the need for more research to bridge the gap between motivating students and identifying the influential variables that influence their achievement.

Recommendations for Further Studies

Research supports the importance of building positive relationships, which should in turn influence student achievement. The results of this study indicate that these relationships are being nurtured in these schools investigated; however, a critical gap still exists. This dilemma has led to the following recommendations for future research:

Utilize students' grade in a specific class as the achievement variable, to determine the relationship between motivation and achievement with a specific classroom teacher. Unknown forces may not make motivation evident in the overall grade point average. The class specific grade will provide a better representation of the student's achievement motivation.

Conduct field study among teachers and students to create a common definition of domains for participants. This may yield responses that are more varied. In addition, case studies may be conducted to help identify the specific elements (expectancy, valence, and force) of the teacher- student interaction, which might mobilize students to act towards achievement motivation or to avoid failure.

Another area for future research could include specific sub-groups, such as, race, gender, and socio-economic status to attempt to minimize variety in variables. Lastly, this study could be expanded to include administrators. The administrator's version of the QTI could be utilized and the data added to the accountability and responsibility of both administrators and teachers.

APPENDIX A: PERMISSON REQUEST FOR MSLQ INSTRUMENT

Permission Request for MSLQ Instrument

Department of Educational Leadership
University of Central Florida
4000 Central Florida Boulevard.
Orlando, Florida 32816

Dear Ms. Marie Bien,
My name is Tisome Nugent and I am a doctoral candidate in the department of Educational Leadership at the University of Central Florida. The University of Central Florida is an internationally recognized educational institution based in Orlando Florida. The Educational Leadership Faculty at the University of Central Florida has a well-established reputation for research excellence.
I am writing for permission to review and if applicable, use (the short or web form of) The Motivated Strategies for Learning Questionnaire.
I am currently researching the correlation between teacher-student interactions and student motivation, with the goal of increasing the student's scholastic experience. I am completing an Ed.D in Educational Leadership. If appropriate the use will be non-commercial as it will only be used my research and study. I would be making four print copies of the dissertation, which are retained in the University. It will be used in conjunction with the Australian version of the QTI, for which I have already secured permission.
You will be fully acknowledged as the author or publisher or copyright owner of the work and that the work is used with your permission. If you require a specific style of citation, I can comply with your preference.
If you do not own copyright in this material, do you have any information about who the correct copyright owner is?
If you require any further information about this query, or if there are any other conditions that would facilitate the permissions process, please contact me. I can also be reached by email at tnugent4@cfl.rr.com or tisome.nugent@ocps.net.

Thank you for considering my request. I appreciate your facilitation of the development of research in this area.
Yours Sincerely,

Tisome Nugent, Ed.S

APPENDIX B: PERMISSION GRANTED FOR MSLQ

Permission to use MSLQ Instrument

From: Marie Bien [mailto:mabien@umich.edu]
Sent: Monday, March 17, 2008 9:09 AM
To: Nugent, Tisome T.
Subject: Re: Permission to review and perhaps use Motivated Strategies for Learning Questionnaire (MSLQ) instrument
Importance: High

I mail out the MSLQ for a fee of $20. Make your check payable to the University of Michigan. With this payment, you are allowed to use the MSLQ for your needs but making sure you give the authors credit. You can copy the MSLQ for your needs and also put it on a password protected website for your people but do not distribute it outside of your group.
...Marie

Marie-Anne Bien, Secretary
The University of Michigan
Combined Program in Education & Psychology (CPEP)
610 East University, 1413 School of Education
Ann Arbor, MI 48109-1259
PH (734) 647-0626; FAX (734) 615-2164
mabien@umich.edu
http://www.soe.umich.edu

APPENDIX C: PERMISSION REQUEST FOR QTI

Permission Request for QTI Instrument

Department of Educational Leadership
University of Central Florida
4000 Central Florida Boulevard.
Orlando, Florida 32816

Dear Dr. Theo Wubbels,
My name is Tisome Nugent and I am a doctoral candidate in the department of Educational Leadership at the University of Central Florida. The University of Central Florida is an internationally recognized educational institution based in Orlando Florida. The Educational Leadership Faculty at the University of Central Florida has a well-established reputation for research excellence.
I am writing for permission to use The Questionnaire on Teacher Interaction, which according to my research was adapted from the Leary Model by yourself (Wubbels), Creton, Levy, and Hooymayers and published in 1993.
I am currently researching the correlation between teacher-student interactions and student motivation, with the goal of increasing the student's scholastic experience. I am completing an Ed.D in Educational Leadership. I would like to use your instrument because it concisely assesses the interpersonal behavior of the teachers and their interaction with the students in their classroom. The survey has also been extensively used and is widely accepted as a reliable research instrument. The use is non-commercial as it will only be used my research and study. I would be making four print copies of the dissertation, which are retained in the University. I will be using the Australian version of the QTI, which contains 48 questions that are answered using a five-point response scale. I will be adding demographic questions as well as questions about grade promotion, retention and average to use as variables for analysis. These questions will not change the meaning of the survey.
You will be fully acknowledged as the author/publisher/copyright owner of the work and that the work is used with your permission. If you require a specific style of citation, I can comply with your preference.
If you do not own copyright in this material, do you have any information about who the correct copyright owner is?
If you require any further information about this query, or if there are any other conditions that would facilitate the permissions process, please contact me. I can also be reached by email at tnugent4@cfl.rr.com or tisome.nugent@ocps.net.

Thank you for considering my request. I appreciate your facilitation of the development of research in this area.
Yours Sincerely,

Tisome Nugent, Ed.S

APPENDIX D: PERMISSION GRANTED FOR QTI

Permission to use QTI Instrument

From: 'Wubbels, T (Theo) " < t.wubbels@uu.nl.>
Subj: RE: Permission to use instrument
Date: Tue Feb 19, 2008, 10:56 am
Size: 3K
To: "Tisome Nugent" tnugent4@cfl.rr.com
CC: "Brekelmans, M. (Mieke)" m.brekelmans@uu.nl, "Brok, dr. P.J. den" p.j.d.brok@tue.nl

Dear Tisome,
I'm happy to grant you permission to use the QTI in the way you describe and under the conditions you mention. In addition I would be happy to receive any publication based on your study.
I hope your project will be successful.
Best Wishes,
Theo

Theo Wubbels
Associate Dean
Faculty of Social and Behavioural Sciences
Utrecht University
PO Box 80.140 3508 TC Utrecht
The Netherlands

APPENDIX E: MSLQ QUESTIONNARE

Motivated Strategies for Learning Questionnaire

Directions.

1. Read the following questions.
2. Score yourself. Circle the bubble that best ranks your behavior for the given question. A rank value of 1 means "Not at all true for me" while a rank of 7 means "very true for me". Be as precise as possible.

Remember: 1 = not true at all ... 7 = always true

1. During class time, I often miss important points because I'm thinking of other things.

   1 2 3 4 5 6 7

2. When reading for a course, I make up questions to help focus my reading.

   1 2 3 4 5 6 7

3. When I become confused about something I'm reading, I go back and try to figure it out.

   1 2 3 4 5 6 7

4. If course materials are difficult to understand, I change the way I read the material.

   1 2 3 4 5 6 7

5. Before I study new material thoroughly, I often skim it to see how it is organized.

   1 2 3 4 5 6 7

6. I ask myself questions to make sure I understand the material I have been studying.

   1 2 3 4 5 6 7

7. I try to change the way I study in order to fit the course requirements and the instructor's teaching style.

1 2 3 4 5 6 7

8. I often find that I have been reading for a class but don't know what it was all about.

   1 2 3 4 5 6 7

9. I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying.

   1 2 3 4 5 6 7

10. When studying, I try to determine which concepts I do not understand well.

    1 2 3 4 5 6 7

11. When I study, I set goals for myself in order to direct my activities in each study period.

    1 2 3 4 5 6 7

12. If I get confused taking notes, I make sure I sort it out afterwards.

    1 2 3 4 5 6 7

APPENDIX F: QTI - STUDENT QUESTIONNAIRE

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SCH	TCH	CLS	STU	QTI

Questionnaire on Teacher Interaction

Student Questionnaire

This questionnaire asks you to describe your teacher's behavior (**The teacher whose class you are currently in**).
This is NOT a test. Your HONEST opinion is what is wanted.
The questionnaire has 48 sentences about the teacher. For each sentence, circle the number corresponding to your response. For example:

	Never				Always
This teacher expresses herself/himself clearly.	1	2	3	4	5

If you think that your teacher always express herself/himself clearly, circle the 5. If you think that your teacher never express herself/himself clearly, circle the 1. You also can choose the numbers 2, 3 and 4, which are in-between. If you wan to change your answer, erase it completely. Thank you for your cooperation.

Please fill out completely.
My last Report Card grade for this subject [ ] **was**
(Please put your mark or grade in the box,
if you cant remember, estimate)
2008/QTI 3: Modified by Tisome Nugent

Name _____ Class _____ School _____
Please circle the appropriate response:

Gender: Male/Female **Repeated a Grade**: **Level** 0 1 2+

Race: American Indian / Asian/ Black / Hispanic or Latino/ Pacific Islander/ White or Caucasian.

	Never Always
1. This teacher talks enthusiastically about her/his subject.	1 2 3 4 5
2. This teacher trusts us.	1 2 3 4 5
3. This teacher seems uncertain	1 2 3 4 5
4. This teacher gets angry unexpectedly.	1 2 3 4 5
5. This teacher explains things clearly.	1 2 3 4 5
6. If we don't agree with this teacher, we can talk about it.	1 2 3 4 5
7. This teacher is hesitant.	1 2 3 4 5
8. This teacher gets angry quickly.	1 2 3 4 5
9. This teacher holds our attention.	1 2 3 4 5
10. This teacher is willing to explain things again.	1 2 3 4 5
11. This teacher acts as if she/he doesn't know what to do.	1 2 3 4 5
12. This teacher is too quick to correct us when we break a rule.	1 2 3 4 5
13. This teacher knows everything that goes on in the classroom.	1 2 3 4 5
14. If we have something to say, this teacher will listen.	1 2 3 4 5
15. This teacher lets us boss her/him around.	1 2 3 4 5

16. This teacher is impatient.	1 2 3 4 5
17. This teacher is a good leader.	1 2 3 4 5
18. This teacher realizes when we don't understand.	1 2 3 4 5
19. This teacher is not sure what to do when we fool around.	1 2 3 4 5
20. It is easy to pick a fight with this teacher.	1 2 3 4 5
21. This teacher acts confidently.	1 2 3 4 5
22. This teacher is patient.	1 2 3 4 5
23. It is easy to make a fool out of this teacher.	1 2 3 4 5
24. This teacher is sarcastic.	1 2 3 4 5
25. This teacher helps us with our work.	1 2 3 4 5
26. We can decide some things in this teacher's class.	1 2 3 4 5
27. This teacher thinks that we cheat.	1 2 3 4 5
28. This teacher is strict.	1 2 3 4 5
29. This teacher is friendly.	1 2 3 4 5
30. We can influence this teacher.	1 2 3 4 5
31. This teacher thinks that we don't know anything.	1 2 3 4 5
32. We have to be silent in this teacher's class.	1 2 3 4 5
33. This teacher is someone we can depend on.	1 2 3 4 5
34. This teacher lets us fool around in class.	1 2 3 4 5
35. This teacher puts us down.	1 2 3 4 5
36. This teacher's tests are hard.	1 2 3 4 5
37. This teacher has a sense of humor.	1 2 3 4 5
38. This teacher lets us get away with a lot in class.	1 2 3 4 5
39. This teacher thinks that we can't do things well.	1 2 3 4 5
40. This teacher's standards are very high.	1 2 3 4 5
41. This teacher can take a joke.	1 2 3 4 5
42. This teacher gives us a lot of free time in class.	1 2 3 4 5
43. This teacher seems dissatisfied.	1 2 3 4 5
44. This teacher is severe when marking papers.	1 2 3 4 5
45. This teacher's class is pleasant.	1 2 3 4 5
46. This teacher is lenient.	1 2 3 4 5
47. This teacher is suspicious.	1 2 3 4 5
48. We are afraid of this teacher.	1 2 3 4 5

2008/QTI 3: Modified by Tisome Nugent

APPENDIX G: QTI – TEACHER SELF QUESTIONNAIRE

---	-	--	00	1
SCH	TCH	CLS	STU	QTI

Questionnaire on Teacher Interaction

Teacher Self Questionnaire

This questionnaire has 48 sentences about your behavior in the classroom.
For each sentence, circle the number corresponding to your response. For example:

	Never				Always
I express myself clearly.	1	2	3	4	5

If you think that you always express yourself clearly, circle the 5. If you think you never express yourself clearly, circle the 1. You also can choose the numbers 2, 3 and 4, which are in-between. If you wan to change your answer, cross it out and circle a new number. Thank you for your cooperation.

Please fill out completely.
2008/QTI 2: Modified by Tisome Nugent

Name _____ Class _____ School _____

Please circle the appropriate response:

Years of teaching: 1-5 6-10 10+ **Gender**: Male/Female

Certification: Alternate certification/Traditional certification/Temporary certification.

Race: American Indian / Asian/ Black / Hispanic or Latino/ Pacific Islander/ White or Caucasian.

	Never Always
1. I talk enthusiastically about my subject.	1 2 3 4 5
2. I trust the students.	1 2 3 4 5
3. I seem uncertain	1 2 3 4 5
4. I get angry unexpectedly.	1 2 3 4 5
5. I explain things clearly.	1 2 3 4 5
6. If students don't agree with me, they could talk about it.	1 2 3 4 5
7. I am hesitant.	1 2 3 4 5
8. I get angry quickly.	1 2 3 4 5
9. I hold the students' attention.	1 2 3 4 5
10. I am willing to explain things again.	1 2 3 4 5
11. I act as if I don't know what to do.	1 2 3 4 5
12. I am too quick to correct students when they break a rule.	1 2 3 4 5
13. I know everything that goes on in the classroom.	1 2 3 4 5
14. If students have something to say, I will listen.	1 2 3 4 5
15. I let students boss me around.	1 2 3 4 5

16. I am impatient.	1 2 3 4 5
17. I am a good leader.	1 2 3 4 5
18. I realize when students don't understand.	1 2 3 4 5
19. I am not sure what to do when students fooled around.	1 2 3 4 5
20. It is easy for students to pick a fight with the teacher.	1 2 3 4 5
21. I act confidently.	1 2 3 4 5
22. I am patient.	1 2 3 4 5
23. It's easy to make a fool out of me.	1 2 3 4 5
24. I am sarcastic.	1 2 3 4 5
25. I help students with their work.	1 2 3 4 5
26. Students can decide some things in my class.	1 2 3 4 5
27. I think that students cheat.	1 2 3 4 5
28. I am strict.	1 2 3 4 5
29. I am friendly.	1 2 3 4 5
30. Students can influence me.	1 2 3 4 5
31. I think that students don't know anything.	1 2 3 4 5
32. Students have to be silent in my class.	1 2 3 4 5
33. I am someone students can depend on.	1 2 3 4 5
34. I let students fool around in class.	1 2 3 4 5
35. I put students down.	1 2 3 4 5
36. My tests are hard.	1 2 3 4 5
37. I have a sense on humor.	1 2 3 4 5
38. I let students get away with a lot in class.	1 2 3 4 5
39. I think that students can't do things well.	1 2 3 4 5
40. My standards are very high.	1 2 3 4 5
41. I can take a joke.	1 2 3 4 5
42. I give students a lot of free time in class.	1 2 3 4 5
43. I seem dissatisfied.	1 2 3 4 5
44. I am severe when marking papers.	1 2 3 4 5
45. My class is pleasant.	1 2 3 4 5
46. I am lenient.	1 2 3 4 5
47. I am suspicious.	1 2 3 4 5
48. Students are afraid of me.	1 2 3 4 5

2008/QTI 2: Modified by Tisome Nugent

APPENDIX H: DISTRICT ADMINISTRATOR LETTER

District Administrator Letter

Department of Educational Leadership

University of Central Florida

4000 Central Florida Boulevard.

Orlando, Florida 32816

August 1st, 2008

Dear Dr. Baldwin,

I am a doctoral student at the University of Central Florida under the supervision of Faculty member Dr. Barbara Murray. I am conducting research on the correlation between teacher-student interactions and student motivation, with the goal of increasing the student's scholastic experience. The results of this study may help local schools address the current crisis of seemingly unmotivated students. These results may not directly help your students today, but may benefit future students.

The students and their teachers will complete a questionnaire providing feedback on their perspective of teacher-student interaction. The students will also complete another questionnaire, which asks questions to determine their level of motivation and the strategies they apply along the learning process. Both questionnaires will be administered to the entire class and neither the teachers nor the student will have to answer any question they do not wish to answer. The questionnaires will be administered and collected by myself. The results will be accessible only to the researcher. The student will be asked to write their student identification numbers and the teachers their names on the questionnaires for matching purposes, however their identification will be kept confidential to the extent provided by law. I will replace the numbers and names with code numbers. Results will only be reported in the form of group data.

You have the right to withdraw consent for participation at any time without consequence. There are no known risks or immediate benefits to participation. No compensation is offered for participation. Group results of this study will be available in December upon request. If you have any questions about this research project, please contact me at 407-748-4200 or my faculty advisor, Dr. Barbara Murray at 407-823-1473. Questions or concerns about research participants' rights may be directed to the UCFIRB office, University of Central Florida, 12201 Research Parkway, Suite 501, Orlando, Florida 32826-3246. The hours of operation are 8:00 am until 5:00 pm, Monday through Friday except on University of Central Florida official holidays. The phone number is 407 823-2901.

Sincerely,

Tisome Nugent

APPENDIX I: DISTRICT AMINISTRATOR APPROVAL

District Administrator Approval

...it this form and a copy
...our proposal to:
Accountability, Research, and Assessment
P.O. Box 271
Orlando, FL 32802-0271

Orange County Public Schools

RESEARCH REQUEST FORM

Your research proposal should include:
- Project Title
- Purpose and Research Problem
- Instruments
- Procedures and Proposed Data Analysis

Requester's Name Tisome Nugent Date 9/12/2008

Address 1922 Sunset Palm Drive (Street) Apopka, FL (City, State) 32712 (Zip) Phone 407-748-4200

Institutional Affiliation University of Central Florida

Project Director or Advisor Dr. B. Murray Phone 407-823-1473

Address C/O Department of Research, Technology and Leadership. University of Central Florida. Orlando

Degree Sought: (check one) ☐ Associate ☒ Doctorate ☐ Bachelor's ☐ Not Applicable ☐ Master's ☐ Specialist

Project Title: Application of Vroom's Expectancy Theory: The Impact of the Classroom Teacher on student Motivation.

ESTIMATED INVOLVEMENT

PERSONNEL/CENTERS	NUMBER	AMOUNT OF TIME (DAYS, HOURS, ETC.)	SPECIFY/DESCRIBE GRADES, SCHOOLS, SPECIAL NEEDS, ETC.
Students	360	1 period	Each child will complete questionaire in 1 period.
Teachers	12	1 period	Teachers will complete questionaire 1 in period.
Administrators	3	1 period	To be present in classroom during administration
Schools/Centers	3	4 periods each	Survey administered in 4 classrooms- one time.
Others (specify)	NA	NA	NA

Specify possible benefits to students/school system: Determine if Student-Teacher interaction has a statistically significant impact on student performance. The idea is to capitalize on the force of these relationships to reduce the current crisis of the lack of student motivation. In other words fill the current voids and reduce the achievement gap using our exisiting resources.

ASSURANCE

Using the proposed procedures and instrument, I hereby agree to conduct research in accordance with the policies of the Orange County Public Schools. Deviations from the approved procedures shall be cleared through the Senior Director of Accountability, Research, and Assessment. Reports and materials shall be supplied as specified.

Requester's Signature

Approval Granted: ☒ Yes ☐ No Date: 9-19-08

Signature of the Senior Director for Accountability, Research, and Assessment Lee Baker

NOTE TO REQUESTER: When seeking approval at the school level, a copy of this form, signed by the Senior Director, Accountability, Research, and Assessment, should be shown to the school principal who has the option to refuse participation depending upon any school circumstance or condition. The original Research Request Form is preferable to a faxed document.

APPENDIX J: IRB APPROVAL

IRB Approval

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901, 407-882-2012 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Notice of Expedited Initial Review and Approval

From : **UCF Institutional Review Board**
FWA00000351, Exp. 10/8/11, IRB00001138

To : **Tisome Nugent**

Date : **May 05, 2009**

IRB Number: **SBE-09-06239**

Study Title: **IMPACT OF THE CLASSROOM TEACHER ON STUDENT MOTIVATION.**

Dear Researcher:

Your research protocol noted above was approved by **expedited** review by the UCF IRB Vice-chair on 5/4/2009. **The expiration date is 5/3/2010.** Your study was determined to be minimal risk for human subjects and expeditable per federal regulations, 45 CFR 46.110. The category for which this study qualifies as expeditable research is as follows:

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

The IRB has approved a **consent procedure which requires participants to sign consent forms.** Use of the approved, stamped consent document(s) is required. Only approved investigators (or other approved key study personnel) may solicit consent for research participation. Subjects or their representatives must receive a copy of the consent form(s).

All data, which may include signed consent form documents, must be retained in a locked file cabinet for a minimum of three years (six if HIPAA applies) past the completion of this research. Any links to the identification of participants should be maintained on a password-protected computer if electronic information is used. Additional requirements may be imposed by your funding agency, your department, or other entities. Access to data is limited to authorized individuals listed as key study personnel.

To continue this research beyond the expiration date, a Continuing Review Form must be submitted 2 – 4 weeks prior to the expiration date. Advise the IRB if you receive a subpoena for the release of this information, or if a breach of confidentiality occurs. Also report any unanticipated problems or serious adverse events (within 5 working days). Do not make changes to the protocol methodology or consent form before obtaining IRB approval. Changes can be submitted for IRB review using the Addendum/Modification Request Form. An Addendum/Modification Request Form **cannot** be used to extend the approval period of a study. All forms may be completed and submitted online at http://iris.research.ucf.edu .

Failure to provide a continuing review report could lead to study suspension, a loss of funding and/or publication possibilities, or reporting of noncompliance to sponsors or funding agencies. The IRB maintains the authority under 45 CFR 46.110(e) to observe or have a third party observe the consent process and the research.

On behalf of Tracy Dietz, Ph.D., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 05/05/2009 09:21:50 AM EDT

Joanne Muratori

IRB Coordinator

APPENDIX K: SCHOOL ADMINISTRATOR LETTERS

School Administrator Letters

Department of Educational Leadership

University of Central Florida

4000 Central Florida Boulevard.

Orlando, Florida 32816

March 11, 2009

Dear Administrator,

I am a doctoral student at the University of Central Florida under the supervision of Faculty members Dr. Barbara Murray and Dr. Janet McGee. I am conducting research on the correlation between teacher-student interaction and student motivation, with the goal of increasing the student's scholastic experience. The results of this study may help local schools address the current crisis of seemingly unmotivated students. These results may not directly help your students today, but may benefit future students.

The students and their teachers will complete a questionnaire providing feedback on their perspective of teacher-student interaction. The students will also complete another questionnaire, which asks questions to determine their level of motivation and the strategies they apply along the learning process. Both questionnaires will be administered to the entire class and neither the teachers nor the student will have to answer any question they do not wish to answer. The questionnaires will be picked up and returned directly to me. The results will be accessible only to the researcher for verification purposes. The children will be asked to write their student identification numbers and the teachers their names on the questionnaires for matching purposes, however their identification will be kept confidential to the extent provided by law. I will replace the numbers and names with code numbers. Results will only be reported in the form of group data.

You have the right to withdraw consent for participation at any time without consequence. There are no known risks or immediate benefits to participation. No compensation is offered for participation. Group results of this study will be available in December upon request. If you have any questions about this research project, please contact me at 407-748-4200 or my faculty advisor, Dr. Janet McGee at 407-823-1080. Questions or concerns about research participants' rights may be directed to the UCFIRB office, University of Central Florida, 12201 Research Parkway, Suite 501, Orlando, Florida 32826-3246. The hours of operation are 8:00 am until 5:00 pm, Monday through Friday except on University of Central Florida official holidays. The phone number is 407 823-2901.

Tisome Nugent

From: Nugent, Tisome T.
Sent: Friday, May 01, 2009 6:13 AM
To: Baldwin, Gordon L.; Armbruster, Michael D.; McMillen, Margaret; Williams, Bridget; Prewitt, Arlene
Cc: jmcgee@mail.ucf.edu; Nugent, Tisome T.
Subject: Modified permission requested

Good morning Administrators and school contacts,
My application is currently in the review process at the University and I have been directed by the University's IRB to clearly outline the process for this research and to resubmit this email, along with a "modified permissions from each represented institution stating that you are aware of the process and of the information that will be gathered with Parental permission only".

I have been granted permission to use 3 OCPS schools to collect my data and represent the student population. As such I am humbly requesting permission to investigate the impact of teacher-student interaction on student motivation and achievement on your campus and to get insight on some of the techniques you have used that could mobilize other students in similar situations.

To provide further detail on my plans:

In order to achieve empirical validity, I will need to have about 128- 200 students per group (per school). Also to be consistent, and to get a balanced sample, I would like to administer the surveys in a mixed abilities class such as an English class, one to two for each grade level. That would give me a maximum of eight classes. After sending home and receiving parental permission, the approved students will be asked to complete a questionnaire providing feedback on their perspective of teacher-student interaction. They will also complete another questionnaire, which asks 12 questions to determine their level of motivation and the strategies they apply along the learning process as well as to record information on grade retention and current class average. Both questionnaires will be administered to the entire class and the students do not have to answer any question they do not wish to answer. I myself will administer the survey (the classroom teacher will not be in the room during administration), in hopes that my presence and my collecting the instruments will prompt the students to be open and honest. The students will put their student IDs on the survey; however once the data is coded, personal identifiers will be removed. They are needed to identify and match data. I would at the end of the administration, have feedback across the board. This will take one class period or about 35 minutes. I would then extract file maker data (information on GPA and FCAT scores) on those students only and match their response on teacher-student interaction and their motivation to their academic performance. The teachers will also be asked to complete a teacher version of the interaction survey, but will not be allowed to view the student survey.

I am not evaluating the school; your schools will not be identified. I am looking at the student and trying to get a picture or statistic to support or deny my idea that the relationship is a significant variable.

I again thank you for your kind consideration, for your accommodations of the repeated communication and look forward to hearing from you and answering any questions you may have.

Tisome Nugent
407 748 4200

APPENDIX L: SCHOOL ADMINISTRATOR APPROVALS

School Administrator Approval

From: McMillen, Margaret
Sent: Monday, May 04, 2009 5:35 PM
To: Nugent, Tisome T.
Subject: RE: Modified permission requested

I am aware of the process and of the information that will be gathered with parental permission only. I agree to have Tisome Nugent conduct her research on this campus.

Margaret McMillen, Principal
William R. Boone High School
2000 South Mills Avenue
Orlando, Florida 32806
407.893.7201

To: Nugent, Tisome T.
Subject: RE: Modified permission requested

Sounds good.

Michael D. Armbruster
Principal
Ocoee High School
Home of the Knights
407-905-3010
michael.armbruster@ocps.net

Our mission is to build a "Healthy Community" for all students where the fundamental purpose is learning.

"omnis discipulus gradibus suscipiet"
Every Student Will Graduate

APPENDIX M: INFORMED ADULT CONSENT

Informed Adult Consent

Researchers at the University of Central Florida (UCF) study many topics. To do this we need the help of people who agree to take part in a research study. You are being invited to take part in a research study, which will include about 600 students and 25 teachers. You have been asked to take part in this research study because you are a grade level high school English teacher.

I am an Orange County Teacher and a doctoral student at the University of Central Florida under the supervision of Faculty members Dr. Barbara Murray and Dr. Janet McGee. I am conducting research on the correlation between teacher-student interaction and student motivation, with the goal of increasing the student's scholastic experience. The results of this study may help local schools address the current crisis of seemingly unmotivated students. These results may not directly help you today, but may benefit your future students.

I am asking you to complete a questionnaire providing feedback on your perspective of teacher-student interaction. You do not have to answer any question you do not wish to answer. No one at your school will see the results of the questionnaires as they will be administered and collected by myself. The results will be accessible only to the researcher. Although you will be asked to write your name on the questionnaires for matching purposes, your identification will be kept confidential to the extent provided by law. I will replace the names with code numbers. Results will only be reported in the form of group data.

You should take part in this study only because you want to. There is no penalty for not taking part, and you will not lose any benefits. Participation or non- participation in this study will not affect your job in any way. You must be 18 years of age or older to be included in the research study and sign this form. This research will be conducted at your school site and will be done in one class period. You will be asked to leave the room and complete your survey while I administered the surveys to your students under the supervision of a school personnel.

There are no known risks or immediate benefits to participation. No compensation is offered for participation. Group results of this study will be available in December

upon request. If you have any questions about this research project, please contact me at 407-748-4200 or my faculty advisor, Dr. Janet McGee at 407-823-1080. Questions or concerns about research participants' rights may be directed to the UCFIRB office, University of Central Florida, 12201 Research Parkway, Suite 501, Orlando, Florida 32826-3246. The hours of operation are 8:00 am until 5:00 pm, Monday through Friday except on University of Central Florida official holidays. The phone number is 407 823-2901.

Sincerely,

Tisome Nugent

Please sign and return this **entire** consent form to me in person by **Monday May 11th 2009**. A copy will be provided upon your request. By signing this letter, you give me permission to report your responses anonymously in the final manuscript to be submitted to my faculty supervisor as part of my course work.

□ I have read the procedure described above

□ I voluntarily agree to take part in the procedure

□ I am at least 18 years of age or older

_____	_____	_____
Signature of participant	Printed name of participant	Date

_____	_____
Principal Investigator	Date

APPENDIX N: PREPARED TEACHER STATEMENT

Prepared Teacher Statement

Read the following to the class before distributing Informed Parent Consent form:

A doctoral student at the University of Central Florida is doing research on teacher-student interaction and student motivation, with the goal of increasing the student's scholastic experience. She would like to ask you to complete two questionnaires about on the interaction between you and your teacher; As well as your motivation to learn. You do not have to answer any question you do not wish to answer. I (the teacher) will not see the results of the questionnaires, because the researcher will administer and collect all surveys. No one will know what you had to say directly. Participation or non- participation in this study will not affect your grade or placement in any programs. There is no direct benefit to you as participant, but the researcher hopes will you help her to understand what motivates students. Are you interested in participating?

APPENDIX O: INFORMED PARENT CONSENT

Informed Parent Consent

Researchers at the University of Central Florida (UCF) study many topics. To do this we need the help of people who agree to take part in a research study. You are being asked to allow your child to take part in a research study, which will include about 625 people. You will be told if any new information is learned which may affect your willingness to allow your child to continue taking part in this study. Your child is being invited to take part in this research study because he or is a student in a grade-level high school English class.

You must be an emancipated minor according to the laws of the State of Florida or an adult 18 years of age or older to be able to give this permission and sign this form for your child (or yourself) to take part in this research study. I am a doctoral student at the University of Central Florida under the supervision of Faculty members Dr. Barbara Murray and Dr. Janet McGee. I am doing a research project on relationships between student and teachers. I am interested in how that relationship affects their motivation to be successful academically. The results of this study may help local schools address the current crisis of seemingly unmotivated students. These results may not directly help your child today, but may benefit future students.

The students will simply complete a questionnaire giving their opinions on teacher-student interaction. They will also complete another questionnaire, sharing their levels of motivation and the strategies they use to help them learn. They will also record information on grade retention and current class average. Both questionnaires will be given to the entire class of students who have received permission and the students do not have to answer any question they do not wish to answer. The students who are not given permission will be given a class assignment at the same time. Your student has no need to worry about the feedback they provide on their teacher, as he or she will not see the results of the questionnaires. The questionnaires will be administered and collected by myself. I will also be reviewing academic data, such as G.P.A and FCAT scores, to examine the relationship between motivation and academic performance. The results will be accessible only to me. Although the students will be asked to write their student identification numbers on the questionnaires for matching purposes, their identification will be kept confidential to the extent provided by law. I will replace the student numbers with code numbers. Results will only be reported in the form of group data.

Participation or non- participation in this study will not affect the child's grade or placement in any programs. You have the right to withdraw consent for your child's participation at any time without consequence. There are no known risks or immediate benefits to participation. No compensation is offered for participation. Group results of this study will be

available in December upon request. This research will be conducted at your student's school site and will be done in one class period.

If you have any questions about this research project, please contact me at 407-748-4200 or my faculty advisor, Dr. Janet McGee at 407-823-1080. Questions or concerns about research participants' rights may be directed to the UCFIRB office, University of Central Florida, 12201 Research Parkway, Suite 501, Orlando, Florida 32826-3246. The hours of operation are 8:00 am until 5:00 pm, Monday through Friday except on University of Central Florida official holidays. The phone number is 407 823-2901.

Sincerely,

Tisome Nugent

Please sign and return this consent by **Monday May 11th 2009**. A copy will be provided upon your request. By signing this letter, you give me permission to report the student's responses anonymously in the final manuscript to be submitted to my faculty supervisor as part of my course work.

_____	_____
Signature of parent /guardian/adult child	Printed name of parent
_____	_____
Printed name of child	Date
_____	_____
Principal Investigator	Date

APPENDIX P: STUDENT ASSENT

Student Assent

My name is Tisome Nugent. I am doing a research project on relationships between student and teachers. I am interested in how that relationship affects your motivation to be successful academically. This research is part of my doctoral studies at the University of Central Florida.

As a way to study this, I would like to ask you to complete two questionnaires: The first one to give me feedback on the interaction between you and your teacher. The second questionnaire asks questions to determine the level of motivation and the strategies you apply as you learn. You do not have to answer any question you do not wish to answer.

All student numbers will be changed and replaced with code numbers so that nobody will know it was you in my study. I need your student numbers only to match with your academic data, such as G.P.A and FCAT scores, so I can explore the relationship between motivation and academic performance, after which the code numbers only will be referenced for my research. There will be no feedback provided to your teachers and they will not see your responses. I will destroy the research notes at the end of the study.

This will not affect your grade in this class or placement in other programs if you decide you do not want to do this. You can stop at any time and you do not have to answer a question if you do not want to. If you do not want to take part in this study, your teacher will give you another activity to do. You will not be paid for doing this. You will not get extra credit for doing this. Would you like to take part in this research project?

_____ I want to take part in Ms. Nugent's research project.

_____ _____

Student's Signature Date

_____

Student's Printed Name

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