EMERGING PERSPECTIVE OF ENHANCING MOTIVATION OF HUMAN ACADEMIC RESOURCES

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Abstract

    Motivation, both intrinsic and extrinsic, is a key factor in the success of students at all stages of their education, and teachers can play a pivotal role in providing and encouraging that motivation in their students. But each student is motivated differently and it takes time and effort to get a classroom full of students enthusiastic about learning, working hard, and pushing themselves to excel. The main purpose of this paper is to provide an overview of the complex process involved by human academic resource management in order to enhance motivation. This process implies five main areas impacting student motivation: student, teacher, content, method/process, and environment.

Key words: *motivation, human academic resource management*

JEL classification: I250 *Education and Development*

1. Introduction

    The term *motivation* is derived from the Latin word *movere*, and defines an inner state that energizes, activates or moves an individual, channeling and directing his behavior towards a goal. The reason is described by psychologists in terms of anxiety, lack, desire,force.

    Also, motivation is one of the most important functions of Human Resources Management, a powerful force that can maximize productivity,

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boost employee enthusiasm and also foster a positive corporate culture.

However, because of the complex nature of human behavior, motivation is not easy to understand and to use. Despite many studies on that topic managers today are still facing problems to understand employees' motivation than their counterparts more than a half of century ago.

The literature on a subject of motivation shows that there are several ways to motivate employees. The most well know and often-cited theories can be divided into two categories: content theories and process theories.

The *content theories* are focused on what arouses, sustain and regulates goal directed behavior, on the particular things that motivates people.

The most known and the most contributive theories of motivation involve for example: Maslow's hierarchy of needs theory, Herzberg's two-factor theory, Alderfer's ERG theory, Vroom's theory of expectancy, Porter's and Lawler's expectancy model, theory of equitable rewards (equity theory), theory of strengthening, goal theory, McClelland's theory of psychological needs classification, theory of homeostasis, etc.

The second category - process theories, try to find out how people start, sustain and direct behavior aimed at the satisfaction of needs or the re-motivation occurs. Vroom, Adams, Locke and Latham created the most influential process theories. The points of view presented by authors of those theories in some aspects are complementary but in others are totally opposite. That possibly was the reason for other researchers' inspiration to conduct own studies on motivation. It resulted in a number of possible suggestions about motivators that could play a crucial role in increasing employees' performance.

Abraham Maslow argues that it is innate for humans to want to satisfy their needs and raises the hypothesis that people are driven by various needs which he arranged in a certain hierarchy and divided into five levels. Need is understood as a condition of keeping of physical and mental health. When dividing all the needs into different levels Maslow depicted them as pyramid, the base of which is composed of physiological needs, placing self-realization needs at the top. It means that A. Maslow arranges needs hierarchically, from the lowest to the highest needs, especially from a viewpoint of an urgency with which a man experiences needs as an internal tension to the activity. "Human emotional, cognitive, expressive, and esthetical needs provide to the science its sources and its goals. A resource of a satisfying every need is a

certain value,"(Maslow, 1970). At the same time, author perceives a man as a psychological organism that tries to satisfy his/her needs. His hierarchy starts from psychological needs and lead through security needs, social needs, self-esteem needs and self-actualization needs on the top position .

Maslow's work on the theory of needs has been followed by other authors who took an attempt to improve it. One of modifications was presented in 1973 by Alderfer, who developed and tested model with fewer needs levels (Pinder, C.,1998). The theory suggests three general categories of human needs which are partly based on Maslow's model but are not the same. Alderfer's model is named ERG and consists of existence needs, relatedness needs and growth needs.

Another important contributor to the field of content theories is McClelland whose theory focuses on three motives that are relevant in an organizational context. If Maslow differentiated between any certain transitions among the needs, McClelland indicates that some people have higher needs than others. Moreover, needs in McClelland's point of view change over a life as they are shaped by people's experience. That is why in some sources his theory is called "acquired needs theory". McClelland (1990) suggested that most of acquired needs can be classified to one of three groups: achievement needs, power needs or affiliation needs. In his opinion some people have a strong need for achievement, others for power and finally there is a group that desire affiliation. People with a strong need for affiliation perform better in tasks which are related to affiliated incentives. McClelland's findings suggested that the need for affiliation is not a factor that supports management. Managers high in affiliation try to spend more time with employees and make good relations with them, but it is not a crucial part of being a manager, who sometimes has to make hard decisions.

The last content theory that will be presented in this chapter is Herzberg's two- factor theory, which brought a lot of interest from academics and from managers who were looking for ways of motivating their employees. His theory not only describes employees' needs but also goes further and presents how to enrich jobs and make workforce more motivated. Herzberg indicates that job satisfaction and job dissatisfaction are not opposite phenomena. He suggests that satisfaction and dissatisfaction are produced by different factors. People are satisfied at their work by factors related to content of that work. Those factors are called intrinsic motivators and contain achievement, recognition, interesting work, responsibility, advancement and

growth. Factors that make people unhappy with their work are called dissatisfies or hygiene factors. Herzberg found following dissatisfies: company policy, supervision, working conditions, interpersonal relationships, salary, status, security. What makes them different from motivators is the fact that they are not related to the content of the work but to the context of the job (Herzberg, 1974)

Process theories are characterized by a dynamic character, not static as content theories, and their main concern is not what motivates people but how motivation occurs. The focus of all process theories is put on "the role of individual's cognitive processes in determining his or her level of motivation" (Fincham, R.,2005, p.202). One of the most important process theory seems to be Vroom's Expectancy Theory (1968), which compromises three factors: valence, instrumentality and expectancy. Vroom describes valence in a relation to peoples' affecting preferences toward particular outcomes. The valence of outcome is positive if a person prefers attaining it instead of not attaining. Oppositely, the negative valence of outcomes characterize situation when a person prefers not attaining it instead of attaining. The third possibility is zero valence of outcome, which means that a person is indifferent between attaining outcome or not. The instrumentality is a belief that one action lead to another. Finally, the expectancy is defined as a belief about likelihood that a particular behavior will be followed by a particular outcome (Vroom, 1964).

Another group of process theories - equity theories, are related to the distribution of resources. There are three main aspects that are common for all equity theories. Firstly, they suggest that employee perceive a fair return for his contribution at work. Secondly, they imply that employees compare the return they received to the return received by other for the same job. Finally, they assume that employees who are in inequitable position comparing to others will try to do something to reduce the difference. The most influential and often cited in the literature of motivation is the Equity Theory, which was put forward in 1963 by Adams. The theory distinguishes between employee's inputs and outputs. Inputs are understood as the number and value of contributions that person make to his or her work. Outputs are described as the nature and quantity of received rewards for doing the job (Pinder, C., 1998).

Motivation, both intrinsic and extrinsic, is a key factor in the success of students at all stages of their education, and teachers can play a pivotal role in providing and encouraging that motivation in their students. Of course that's much easier said than done, as all students are motivated differently and

it takes time and a lot of effort to learn to get a classroom full of kids enthusiastic about learning, working hard, and pushing themselves to excel.

The main purpose of this paper is to provide an overview of the complex process involved by academic human resource management in order to enhance motivation. This process implies five main areas impacting student motivation: student, teacher, content, method/process, and environment.

For example, the student must have access, ability, interest, and value education. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational. The content must be accurate, timely, stimulating, and pertinent to the student's current and future needs. The method or process must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering. Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis. That is, students ideally should have many sources of motivation in their learning experience in each class. (Palmer, 2007;Williams K.,Williams ,C.,2011)

2. Students

Student motivation is an essential element that is necessary for a quality education and is enhanced when these factors pertinent to students are present:

- *Intrinsic and extrinsic motivation*

Intrinsic motivation is activated when students are engaged in learning because the subject fascinates them, they see how the content is relevant to their lives or they desire the sense of accomplishment in mastering it. Intrinsic motivation is typically self-sustaining, but it may be hard to foster this form in students learning through reading, attending class, imitation and trial and error can be sources of pleasure. This type of motivation is conducive to memorization of knowledge, curiosity, research and creativity. It is generally associated with real and sustainable learning that is oriented towards meaning and deep understanding.

Teachers can increase a student's situational interest when they make content personally relevant, allow for student choice, incorporate various instructional activities, and allow students to work in cooperative groups. When teachers utilize these types of classroom structures, students will develop an

interest in the content, thereby affecting student's intrinsic motivation(Hidi, S., Harackiewicz, M., 2000)

Extrinsic motivation, in contrast, may arise from many different types of external motivators: societal expectations, future earning potential, or grades. At times, extrinsic motivators can more quickly bring about behavior changes, but they may not produce long-term change and can even sometimes inadvertently reduce motivation.

For instance, teachers frequently provide verbal reinforces, such as words of encouragement to struggling learners or task-specific praise. Several studies indicate, however, that external motivators can impede learning, undermine intrinsic motivation, and create situations where students withdraw from an activity. Only certain verbal rewards enhanced intrinsic motivation. Consequently, instead of using extrinsic rewards, educators should focus on incorporating other motivational techniques to enhance interest.

Nevertheless, in view of the related literature, researchers have found that external motivators should generally be avoided, and as a result, educators should carefully consider the reasons why they would utilize them. (Kohn, A., 1996)

- *Goal orientation*

First, there is a difference between goal-setting and academic expectations that should be explained. Goal setting is the level of achievement that students establish themselves to accomplish; whereas, academic expectation is defined as the level of achievement that students must reach in order to satisfy the standard established by the teacher. Unlike academic expectations, goal setting is a target to aim for rather than a standard which must be reached.

Linskie (1977) in The Learning Process: Theory and Practice says that "motivation is generally described as the desire to achieve a goal that has value for the individual." She states that motivation is a process which leads students into experiences in which they can learn, which energizes and activates them, that keeps them focused on a specific task, and which helps fulfill their needs for immediate achievement and a sense of moving toward larger goals. As a result she asserts that students are interested in the things which they plan themselves. They work much harder on self-made goals than they ever would on the expectations of someone else. She states that "successful teachers seem to have a special ability to involve students in goal-

setting, in identifying with the learning problem, and in generating a kind of sense of personal excitement for new ideas." (Madden, L., 1997)

Educators can have a profound influence on student motivation by promoting goal-oriented behaviors. They need to help students set personally important goals, both short-term and long-term, that are measurable, specific, and challenging. When teachers support goal achievement, they will positively affect student motivation and their sense of self-efficacy. Furthermore, studies indicate that goal adoption positively correlates with persistence, effort, deeper levels of processing, academic achievement, and to higher levels of self-regulated learning. (Convington, M., 2000)

When students are oriented toward mastery goals, which are created when students have an inherent desire to achieve something, they are more likely to persevere in difficult times and view errors as an opportunity to learn.

- *Social goals*

When considering goal orientation, researchers have also determined that students will regularly set social goals in hopes of gaining the respect of others and to achieve a sense of belonging (Convington, M., 2000). McInerney and McInerney (1998) suggested that the social component of school, which includes interactions with parents, teachers, and peers, could affect students' attitudes toward school and their motivation to learn. Even though there is a need for additional research on how social goals affect academic motivation, Covington asserted that social goals influence the student's ability to achieve.

Peer relationships among adolescents can also affect theirs behavior, positively or negatively. Teenagers with better peer relationships have attitudes that are more positive toward school. If they associate with other high-achieving students, their motivation will likely improve, and conversely, motivation could decline if adolescents join low-achieving peer groups. Therefore, educators need to carefully select groups when incorporating a cooperative activity. While school contexts are primarily designed to provide an academic education, it is also important for educators to consider adolescent's social needs, because they value interpersonal relationships and acceptance by their peers. In effect, when teachers meet their student's psychological needs for love and the esteem of others, they will enhance academic motivation. (Wiesman, J.,2002)

- *Self-efficacy*

Efficacy is another important motivational construct that can affect learning. Self-efficacy beliefs also positively correlate with student cognitive engagement and the use of self-regulatory skills.

Teachers are able to affect student self-efficacy positively by creating experiences where students can successfully develop skills and gain knowledge. This will occur when teachers give students challenging assignments, sequenced from easy to difficult, where the chance for success is still relatively high. But, educators should be careful not to create frustration by assigning tasks that are too difficult. Instructors can also strengthen self-efficacy by reinforcing effort and persistence, and by providing students with applicable learning strategies. In addition, many students frequently do not know how to complete academic tasks effectively and, therefore, it is important to teach students age-appropriate strategies. (Wiesman, J.,2002)

- *Hierarchy of needs*:

Regarding lower level needs, if a student is hungry or thirsty, it is more difficult to focus on learning. Also, if the environment is physically, mentally, or emotionally unsafe, then it will be hard for the student to put all of his or her attention on learning. If the teacher always is critical of the student, then the student probably will not feel accepted or that he or she belongs. Low self-esteem and ego will make the student feel unappreciated and unrecognized. As such, the educator must do what is necessary to support the student to a higher level of need satisfaction so that the student can focus his or her attention on learning. Even at the level of self- actualization, the educator may need to provide encouragement or opportunities. (Maslow, 1943)

- *The skill of self-management* is an individual's ability to show enthusiasm and pride in his or her work, and to learn from his or her own performance and achievement. Today's corporate climate calls for employees to be effective and demonstrate high levels of productivity. Employees need to achieve excellence in all areas of their job responsibilities, as well as to exceed expectations in terms of quantity and quality of work. Individuals need to learn from their prior mistakes and take all necessary pre- cautions to avoid similar errors. Although attaining excellence may be difficult at times, employees need to clearly focus on their goal: to achieve success in their chosen career through advancement in status and salary. (D'Aloisio, 2007,

p.226)

 • *Time management*. Although they are critical to success, organization and time management skills are not typically taught in the workplace. Developing time management skills is a journey that may begin in school, but needs practice and other guidance along the way. One goal is to help students become aware of how to use their time as a resource in organizing, prioritizing, and succeeding in their studies in the context of competing activities of friends, work, family, etc.

 • *Information management*, the next transferable skill, is an individual's ability to gather and interpret information and process that into valuable knowledge, as well as to critically analyze ideas and concepts. Employees may have to gather data from various sources, analyze the information, and present their findings to various publics: employees, customers, or share- holders. Additionally, data is routinely evaluated to arrive at effective decisions one course of action among many or problem solving solutions an unexpected disruption necessitating a decision. In both cases, it is necessary for employees to gather relevant information pertaining to the situation. At times, making these decisions may involve breaking away from traditional systems, and spending hours creatively brainstorming suitable alternatives.

 • Another competency in a performance management system is communication, which here refers to an individual's ability to speak effectively in a variety of formal and informal contexts. These include communicating in an articulate and effective manner in various situations, such as formal meetings, oral presentations, and preparing and disseminating information by means of letters, memos, or reports. Developing strong communication skills is essential to continuing on an upward career path, shows the outside world your level of knowledge on given topics, and is the core of leadership and management (Heller 2002). An important aspect of learning is for students to be able to communicate what they know, or think they know.

 • The final competence present in a performance management system is team-work, which involves working cooperatively in groups, sharing decision making, and listening and respecting others' point of views and ideas (Heller 2002). Corporate management experts stress that employees need to

demonstrate their eagerness and ability to work effectively in teams, as well as accept diversity in ideas and styles, offer positive contributions in discussions, and be willing to accept positive criticism (Chambers, 1999).

Living in a global society demands that we respect the viewpoints of all individuals regardless of their race, age, or gender. According to experts, the higher you ascend the organizational ladder, the more diverse the community of people who report to you. Presenting yourself as intolerant of others' differences, will not only prevent promotions, but could show signs of discrimination and may cost you your job (Chambers, 1999). Likewise, students are often challenged with the task of group projects, which provide an opportunity for students to develop the interpersonal and problem-solving skills needed in group environments. The experience helps students learn about group expectations, roles and conflict resolution techniques (Huba, Freed, 2002

3. Teacher

"...Teachers open the door. You enter by yourself.." –Chinese proverb

Assuming, according to this old Chinese proverb, that teachers open the doors to learning but students are free to choose to "enter" or not, what can teachers do to make it more likely that students will choose to enter?

Some researches pointed out that students display more motivational benefits from teachers they like over teachers they dislike (Montalvo, 1998). However, education is much more than a personality contest. The role of teachers seems to be shifting from preprogrammed knowledge dispensers to instead managers of student learning and the learning environment. Therefore, teachers must be empowered to exercise professional judgment in the classroom to attain clearly expressed goals. Professional educators should be given latitude to test individual approaches based on strategic goals and incentive systems. Also, teachers should be provided with training to support them in this expanded role including more time for peer interaction to share views on what is effective. Overall, teachers should do unto the students as they would want done unto themselves. (Williams K.C.,Williams C. C.,2011).

The following suggestions are offered regarding teachers contributions to student motivation:

- *Give students a sense of control*

While guidance from a teacher is important to keeping kids on task and motivated, allowing students to have some choice and control over what

happens in the classroom is actually one of the best ways to keep them engaged. For example, allowing students to choose the type of assignment they do or which problems to work on can give them a sense of control that may just motivate them to do more.

- *Define clearly the objectives.*

It can be very frustrating for students to complete an assignment or even to behave in class if there aren't clearly defined objectives. Students want and need to know what is expected of them in order to stay motivated to work. At the beginning of the year, lay out clear objectives, rules, and expectations of students so that there is no confusion and students have goals to work towards.

- *Create a threat - free environment.*

Students do need to understand that there are consequences to their actions, far more motivating for students than threats are positive reinforcements. When teachers create a safe, supportive environment for students, affirming their belief in a student's abilities rather than laying out the consequences of not doing things, students are much more likely to get and stay motivated to do their work. At the end of the day, students will fulfill the expectations that the adults around them communicate, so focus on can, not can't.

- *Offer varied experiences*

Not all students will respond to lessons in the same way. For some, hands-on experiences may be the best. Others may love to read books quietly or to work in groups. In order to keep all students motivated, mix up your lessons so that students with different preferences will each get time focused on the things they like best. Doing so will help students stay engaged and pay attention.

- *Use positive competition and offer rewards*. Work to foster a friendly spirit of competition in your classroom, perhaps through group games related to the material or other opportunities for students to show off their knowledge.Everyone likes getting rewards, and offering your students the chance to earn them is an excellent source of motivation. Things like pizza parties, watching movies, or even something as simple as a sticker on a paper can make students work harder and really aim to achieve. Consider the personalities and needs of your students to determine appropriate rewards for your class.

- *Give students responsibility*. Assigning students classroom jobs is a great way to build a community and to give students a sense of motivation. Most students will see classroom jobs as a privilege rather than a burden and will work hard to ensure that they, and other students, are meeting expectations. It can also be useful to allow students to take turns leading activities or helping out so that each feels important and valued.

- *Allow students to work together*. While not all students will jump at the chance to work in groups, many will find it fun to try to solve problems, do experiments, and work on projects with other students. The social interaction can get them excited about things in the classroom and students can motivate one another to reach a goal. Teachers need to ensure that groups are balanced and fair, however, so that some students aren't doing more work than others.

- *Encourage self-reflection.*One way to motivate your students is to get them to take a hard look at themselves and determine their own strengths and weaknesses. Students are often much more motivated by creating these kinds of critiques of themselves than by having a teacher do it for them, as it makes them feel in charge of creating their own objectives and goals.

- *Know your students.*Getting to know your students is about more than just memorizing their names. Students need to know that their teacher has a genuine interest in them and cares about them and their success. When students feel appreciated it creates a safe learning environment and motivates them to work harder, as they want to get praise and good feedback from someone they feel knows and respects them as individuals. 15. Help students find intrinsic motivation. It can be great to help students get motivated, but at the end of the day they need to be able to generate their own motivation. Helping students find their own personal reasons for doing class work and working hard, whether because they find material interesting, want to go to college, or just love to learn, is one of the most powerful gifts you can give them.

- *Make goals high but attainable.*If you're not pushing your students to do more than the bare minimum, most won't seek to push themselves on their own. Students like to be challenged and will work to achieve high expectations so long as they believe those goals to be within their reach, so don't be afraid to push students to get more out of them.

- *Give feedback and offer chances to improve.*Students who struggle with class work can sometimes feel frustrated and get down on themselves, draining motivation. In these situations it's critical that teachers help students to learn exactly where they went wrong and how they can improve next time. Figuring out a method to get where students want to be can also help them to stay motivated to work hard.

- *Be enthusiastic*: When the teacher is more enthusiastic about a topic, then the students will be more inclined to believe that the topic has value for them. That is, teacher enthusiasm can motivate students. Enthusiasm can be expressed by facial expressions, body language, stating preferences, describing personal experiences or amazing facts, showing collected artifacts, using humor, putting energy into their lesson preparation, and meticulously preparing materials. The teacher also should balance his or her enthusiasm appropriately for the audience(Palmer, 2007)

4. Content

At the least, content must be accurate and timely. However, content also should be relevant and useful to the student in his or her life. Olson (1997) notes that student motivation depends on the extent to which the teacher is able to satisfy the student's need for feeling in control of their learning, feeling competent, and feeling connected to others. As such, content also must be included to satisfy each of these student needs. That is, content needs to be developed and improved with awareness of the factors listed below:

- State the goal for the lesson; provide simple and clear explanations; ask the students to express their comments, questions, and ideas; question the students; provide hand-on activities as often as possible; and assessment tasks should be flexible. (Palmer, 2007)

- Whenever possible, students should be allowed to determine class rules and procedures, set learning goals, select learning activities and assignments, and decide whether to work in groups or independently. Allowing students to select learning partners has been shown to improve their motivation to learn. Also, it is important to get students to accept the reasons why some aspects of the course are not negotiable (Olson, 1997).

- Building competency: Content that builds students' competency requires assignments that challenge students' beliefs, actions, and imaginations. This can be done by having them investigate and respond to

issues relating to survival, quality of life, problem solving, and/or real products and situations. Lessons that are more interesting and more personally relevant are more motivating to the students. Internship and work study programs are useful in this regard. In any event, the instructor must draw out the relevance of the class and class work to future employment, quality of life, and/or life skills (Olson, 1997).

- Creativity and critical thinking: Competence also is learned from experiences that involve both creative and critical thinking. Creative and critical thinking requires the student to define the task, set goals, establish criteria, research and gather information, activate prior knowledge, generate additional ideas and questions, organize, analyze, and integrate all the information (Olson, 1997).

- Timely and relevant to real life: Making the content relevant to real life can increase a student's motivation. As such, teachers should emphasize the links between real life and school subjects, design assignments, and experiments that use everyday materials and situations, and use personal anecdotes (Palmer, 2007).

- Technology and information from the Internet such as Facebook, Twitter, YouTube, and phone apps: Students love the Internet, so give them examples, videos, or demonstrations of topics from Internet sites that are interesting to them. At the very least, this incorporation of technology, the Internet, and phone apps involves using more of the students' language and experience base. Also, the Internet is a great way to keep up-to-date and to show important current trends and ideas. However, students need to understand how to assess the validity and safety of Internet sites and information. Whiteboards also can be powerful, interactive technological tools for improving instruction, but instructors need to know how to use them effectively. (Manzo, 2010;Williams K.C.,Williams C. C.,2011).

5. Method/process

The method or process is the way in which content is presented, that is, the approach used for instruction. Cultivating motivation in the classroom are creating a classroom structure and institutional method that provides the environment for optimal motivation, engagement, and learning; and helping the student to develop tools that will enable him or her to be self-regulated(Alderman, 1999).

Some specific ideas or tips for improving the method/process contributions to student motivation are:

- Educators could experiment with monetary incentives but budgets usually do not allow this possibility. Small incentive gifts could be given but these may not be as effective as money. Another option is to emphasize and illustrate the financial betterment that will occur for the student once he or she has completed his or her education. Or, the educator could use the incentive of time, that is, give the student the time to do something the student feels is important to him or her. In general, rewards and punishments work at controlling the students' immediate classroom behavior, but they do not foster an intrinsic, long-term desire or commitment to learning. (Williams K.C.,Williams C. C.,2011; Campbell and Niles, 2006)

- Experiential learning or self-learning: Experiential learning is when an individual is actively involved with concrete experience, that is, a student cognitively, affectively, and behaviorally processes knowledge, skills, and/or attitudes such that knowledge is created through the transformation of experience. Smith and Kolb (1986) explained individual experiential learning differences in terms of four learning styles or ways in which the mind works:

Learning styles are combinations of heredity, education, experience, and the demands of the environment. In addition, learning styles are strongly correlated to work preferences. (Saunders, 1997) Learning styles are just different one is not better than another.

- Positive social interactions: When students have positive social interactions with their peers or teacher, they will become more engaged in learning. Social interaction can occur when students work in groups, have group discussions, group projects, and group presentations. However, the students need to be properly prepared in the skills needed to make the group operate effectively. Positive interaction with the instructor and in the classroom overall are important. (Williams K.C.,Williams C. C.,2011),

6. Environment

An environment must be available and accessible. Thereafter, that environment must be of a quality or caliber that contributes to the motivation of the students. Also, the environment can be physical as well as mental, emotional, and even spiritual in some regard. Suggestions for creating an environment conducive to student motivation are as follow:

• Engagement and considering student and teacher opinions: The learning environment should take into consideration the intrinsic and extrinsic student motivations and the opinions of students and teachers in arranging the environment. Materials, tools, and equipment that are needed in the educational process should be determined, obtained, and modernized so that active learning is promoted. This engagement results in students feeling that their teachers have a special interest in them. Students need to be encouraged to engage and to participate. (Adkins- Coleman, 2010)

• Structures: Teachers, administrators, and counselors contribute to a positive teaching and learning environment by putting in place structures that provide an optimal learning environment for learners. These educational leaders can enhance the development of an educational experience that encourages students to express their own ideas, freely participate in discussions, freely compare and contrast ideas, be involved in discussion, and be able to learn from each other. (Williams K.C.,Williams C. C.,2011),

7. Conclusion

What is the best way to motivate students? The short answer is that all of these strategies can be used, as often as possible. Understanding student motivation is much like a group of blind men discovering for the first time what an elephant is like. One man holds the tail and says that an elephant is like a broom. Another holds a leg and says that an elephant is like a tree trunk. Others say an elephant is like a big pillow, a big hose, or a spear. Each blind man has an accurate portrayal from his specific vantage point but not the whole picture. This also seems to be the case regarding student motivation. Each of the writers or theorists has another valuable aspect that contributes to the understanding of student motivation. However, no theory seems to be complete in and of itself. As such, maybe the best way to gain some new understandings about motivation is to hold all of these theories simultaneously in mind, much like a giant puzzle, and see where there is good understanding and where there are gaps. These new ideas then could be translated into the classroom, using those specific items that are effective and useful in each instructor's unique classroom situation. At the very least, it seems that motivation in the classroom is a function of five components: student, teacher, content, method/process, and environment. (Williams K.C.,Williams C. C.,2011).

Aspects of any of these five components could contribute to and/or hinder motivation. Maybe educators could start just by choosing and trying

new possibilities for enriching student motivation. Or, more importantly, educators could watch themselves and their own behavior to become self-aware of new understandings about motivation.

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