MOTIVATION vs. DISCIPLINE

TEACHERS MAKE STUDENTS WORK HARD YET MANIFEST CHRISTIAN CHARACTER

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The Taylor Family

- Married to Sheryl for nearly 30 years
- Three children:
  - Ian (and Elli)—21 years
  - Willem—17 years
  - Mia Soo-Jee—13 years
- 30 years in higher education
  - Calvin College
  - Michigan State University
  - University of Washington
  - Dordt College
  - Iowa State University
  - Universitas Pelita Harapan
- Travelled to 35+ countries and visited the Philippines over 20 times
Memorizing scripture...

- In school and church I memorized many Bible verses and passages... through practice and song.
- There is one verse that I should be able to recite more quickly than any other Bible passage, because I have undoubtedly written it more times than any other verse—hundreds of times, in fact!
- But, to be honest, I can only partially remember it...
- Proverbs 10:19  When words are many, transgression is not lacking, but he who restrains his lips is prudent.
Agenda for this session

• What do we mean by Discipline?
  • History/Theories/Methods of School Discipline
  • Effectiveness and Shortfalls of Models of Discipline

• What do we mean by Motivation?
  • History/Theories/Methods of Motivation
  • Effectiveness and Shortfalls of Models of Motivation

• Biblical Understanding of Discipline and Motivation
• Strategies for the Classroom
Think, Pair, Share

- Think for a moment about the student in your class who causes you difficulty in terms of disruptions and discipline.

- Without being too specific, share some of the issues you have with the student with your neighbors.
What is Discipline?

1. The practice of training people to obey rules or a code of behavior using punishment to correct disobedience.

2. The controlled behavior resulting from such training.

3. Punish or rebuke formally for an offence.

(Oxford English Dictionary)
Discipline is...

1. Punishment
2. Obedience
3. Essential to the learning environment
History of School Discipline

• Throughout history, corporal punishment was the most common form of discipline.
• When a child was in school a teacher was expected to act as a substitute parent, with all the normal forms of parental discipline open to them.
• In practice this meant that children were commonly punished with the birch or cane.
Corporal Punishment

- Corporal punishment was often problematic.
- Abuse
- Misuse
- By the late eighteenth century new forms of discipline were being considered.
- However, corporal punishment continues to be used in many countries
  - Related to the amount of deference a pupil is expected to show to their teacher

(from http://www.k12academics.com/education-environment/school-discipline)
Corporal Punishment in the Philippines

- Philippines Family Code Title IX, Chapter 5 Art. 233, and DepED Order No. 40, s. 2012 clearly prohibit corporal punishment in schools in the Philippines, yet:
  - 3 out of 10 children in Grades 1-3 and almost 5 out of 10 from high school experience physical violence committed by teachers;
  - Approximately 4 out of 10 children in Grades 1-3 and 7 out of 10 in higher grade levels have complained of verbal abuse by their teachers.

Positive Discipline in Everyday Teaching
A Primer for Filipino Teachers
An interesting comparison...

**School**
- Dress code
- Authoritarian structure
- Emphasis on silence and order
- Negative reinforcement
- Walk in lines
- Loss of individual autonomy
- Abridged freedoms
- No input in decision making
- Set times enforced for eating, exercise, etc.

**Prison**
- Dress code
- Authoritarian structure
- Emphasis on silence and order
- Negative reinforcement
- Walk in lines
- Loss of individual autonomy
- Abridged freedoms
- No input in decision making
- Set times enforced for eating, exercise, etc.
Modern Practices in School Discipline

• Most modern European and North American educators advocate positive reinforcement, with praise, merit marks, house points and the like playing a central role in maintaining behavior.

• When positive reinforcement does not work teachers adopt a variety of punishments including detentions, suspensions and ultimately expulsion of the student from the school.

• http://www.k12academics.com/education-environment
Asian views on discipline may differ...

- Rigid behavior codes = high academic standards
  - Some teachers often find students unmanageable and administer no discipline
  - Other teachers impose brutal standards, using corporal punishment
- Many students in each classroom, so teachers concentrate on motivated students who need extra assistance to pass stringent university exams
  - The rest of the students are expected to fail, or are passed at the lowest levels of achievement
- Therefore university teachers complain about the “graduates”
  - Lack of punctuality and assume that attendance is the only requirement, so they sleep or use social media
  - Do not have the self-discipline and motivation for effective study
- Students refuse to engage with the academic environment
  - Do not complete homework or even bring books or paper to class
  - Assume that they will be passed automatically if they are not disruptive
- University administrators pressure teachers to pass students due to Department of Education funding policies regarding grades and retention
Current Trends in School Discipline
Punishment

• Consequence for behavior that decreases the likelihood of reoccurrence
  1. Positive punishment (e.g. extra homework).
  2. Negative punishment (e.g. no recess time).

• Possible side effects
  1. Emotional or Aggressive reactions to punishment
  2. Escape and Avoidance
  3. Hiding Behavior to not get caught
  4. Misuse and Overuse of punishment
  5. Undesirable modeling
Behavior Monitoring

- Systematic monitoring of student behavior over time
- Types: Academic, Social, Participation
- Partner with student to set behavior goals
- Help students recognize negative behaviors and practice acceptable behaviors
- Allows for students being “caught doing good.”

Strategies:
- Behavior Contracts
- Daily Report Cards
Detention

• Staying after school or coming to school early
• Impacts parents too!
• Can be effective for good or responsible students
• Also effective for tardy students or late assignments
• Some schools use Friday night or Saturday for Detention
Restitution

- Helps students learn responsibility and repair any harm they caused
- Focuses on community building and student self-control
- Helps victims heal
- Restitution should be:
  1. Conceived by the student
  2. Approved by the teacher and the victim
  3. Logically related to the mistake
  4. In line with values of the school

RESTITUTION CONSEQUENCES:

Hit your brother? Make him a treat!
Suspension

- Student is removed from school, and not permitted to attend for a short period of time
- Research suggests suspension is ineffective at reducing problem behaviors
- Some students perceive as a reward, rather than punishment.
- Does not teach appropriate behavior and does not address the reason or cause of the inappropriate behavior.
- Can significantly impact already poor grades... downward spiral
Expulsion or Involuntary Transfer

- Permanent removal from school
- May give the student a chance for a fresh start
- New school must be prepared for the problem behavior
- The primary outcome is that the negative behaviors return at the new school
- Many expelled students eventually drop out
Think, Pair, Share

• Remembering the student you discussed earlier, think about the tactics you use with that student to maintain “discipline.”

• Discuss the effectiveness of the various tactics with your neighbors.

• Write down 1-2 new ideas you learn from your neighbors.

• Be prepared to share your groups’ best suggestions with everyone
Alternatives to Punishment

- Establish positive school climate
- Clearly define expected behavior
- Reinforce positive behavior
- Provide good role modeling
- Provide warning signals prior to discipline
- Support struggling students academically
- Teach problem solving skills
- When appropriate, allow student input in rules...and even consequences
- Avoid public confrontations with students
What is Motivation?

• A reason for acting or behaving in a particular way.

• A desire or willingness to do something

• Enthusiasm.

(Oxford English Dictionary)
Theories of Motivation

Extrinsic Motivation
• External motivation to accomplish the task to achieve outcome or reward, like money, power, recognition.
• Advantages: can be quickly manipulated and leveraged
• Disadvantages:
  • When reward is gone, so is motivation
  • Threat of punishment can lead to interest in negative behavior

Intrinsic Motivation
• Self-desire that exists within the individual and driven by an interest or enjoyment in the task itself.
• Advantages: Intrinsic motivation can be long-lasting and self-sustaining
• Disadvantages:
  • Slow to change behavior
  • Motivators vary by person
Behaviorist Theories of Motivation

• Classical Conditioning
  • Stimulus = Response

• Operant Conditioning
  • Stimulus + Reinforcer = Behavior
  • Stimulus + Punisher ≠ Behavior
Needs Theories

• Maslow’s Hierarchy of Needs
  • Needs are arranged in order of importance to human life, from the basic to the complex.
  • Unsatisfied needs influence behavior. Satisfied needs do not.
  • The person advances to the next level of needs only after the lower level need is at least minimally satisfied.
Herzberg’s Two-Factor Theory

- **Motivation factors** create positive satisfaction
- **Hygiene factors** do not motivate if present, but, if absent, will demotivate
- Some **satisfiers** are:
  - Achievement and Recognition
  - The task itself
  - Responsibility
  - Growth
- Some **dissatisfiers** are:
  - Rules and Policies
  - Supervision
  - Working conditions
  - Interpersonal relations
  - Salary and Benefits
  - Job Security
  - Personal Life

![Diagram showing the relationship between job satisfaction, hygiene factors, and motivation factors.](image-url)
Theory X and Theory Y

- Douglas McGregor
  - Proposed two opposing views of people
    - X = people are lazy and must be closely monitored and directed
    - Y = people are naturally motivated to work hard and can be self-directed
  - Managers—or Teachers—can also share this view

![McGregor's Theory X & Y Diagram]

**Theory X**
- Work avoiding
- Need to control
- Avoid responsibility
- Workers seek security

**Theory Y**
- Work is natural
- Capable of self-direction
- Seek responsibility
- Can make good decisions
Other Theories of Motivation

- ERG Theory: Clayton Alderfer
  - Similar to Maslow, but only 3 needs: Existence, Relatedness, Growth
  - Unlike Maslow, Alderfer believes different needs may need simultaneous satisfaction
Theory of Needs

- David McClelland
  - Humans need: Achievement, Power and Affiliation
  - Different people are more/less influenced by each of the needs

![Mcclelland’s Theory of Needs Diagram](image-url)
Needs Theory Comparisons

- **Alderfer**
  - Higher Order Needs: Growth
  - Lower Order Needs: Relatedness, Existence

- **Herzberg**
  - Motivators: Growth
  - Hygiene Factors: Relatedness, Existence

- **Maslow**
  - Higher Order Needs: Self-Actualization, Esteem
  - Lower Order Needs: Belonging, Safety, Physiological

- **McClelland**
  - Achievement
  - Power
  - Affiliation

Intrinsic Motivation vs. Extrinsic Motivation
Guides to Motivating Students

1. Use behavioral techniques to help work toward remote goals.
2. Make sure that students know:
   • what they need to do,
   • how to do it, and
   • how to determine when they have done it.
3. Satisfy deficient needs -- physiological, safety, belongingness, and esteem.
4. Enhance the attractions and minimize the dangers of trying to do new or challenging things.
5. Direct learning experiences toward feelings of success to encourage:
   • an orientation toward achievement,
   • a positive self-concept, and
   • a strong sense of self-efficacy.
7. Make learning interesting by emphasizing activity, investigation, adventure, social interaction, and usefulness.
Think, Pair, Share

- Think briefly about how you motivate your students
- Discuss successful motivation strategies with your neighbors
- Be prepared to share with the rest of the group
Biblical View of Motivation

- All theorists base their theories on their worldview
- Because All Truth is God’s Truth, good theories can often reflect a Biblical worldview
- As Christians we must base our theories and practice on our Biblical worldview
  - Our students are made in the Image of God
  - Our students have unmet needs and desires
  - Our students will find some way to have their needs met
  - It is our calling to focus them in a Biblical direction to meet those needs
Image of God... MY students?

- Active and Purposeful
- Rational
- Creative
- Moral
- Free and Responsible
- Faithful
- Stewards
- Social
- Loving
- Merciful
- Dependent
Active and Purposeful

- We create things and ideas
- We make sense of things
- We exercise control over the world around us
Rational

- We seek to perceive and understand
- We conceptualize
- We form and evaluate
- We relate intellectually to the world
Creative

- We form ideas and make things out of what God has created
- We place judgments on what we have created
Moral

- We understand right and wrong
- We act in relation to those standards
- Our actions bring about justice or injustice
Free and Responsible

- We make choices and judgments according to our purposes
- We act freely within the boundaries of our created nature
- We are responsible for our choices, not victims of circumstances
Faithful

- We are creatures of faith
- We act on our beliefs
- We are committed to God or a substitute
- We worship something
Stewards

• As we think, create and act in purposeful ways, we exercise control
• We create culture
• We act as stewards of God’s creation
Social

- We are created to be social
- We are meant to live in fellowship with God and others
- We are meant to share meaningful experiences
Loving

- We were created to love and be loved
- We are called to demonstrate by forgiving others, doing what is best for them, and sacrificing ourselves for them
Merciful

- We are called to extend mercy as we have received God’s mercy
Dependent

- We are created and totally dependent on the Creator for our being and continued existence
- We are dependent on fellow human beings
- We are dependent on the environment around us
How do we focus our students?

- As humans, we are dependent—but also complete
- We are fallen and we seek security
- We cannot have our needs met outside of finding rest and fullness (Shalom) in God, through Jesus Christ, by the power of the Holy Spirit
- Our unmet needs often direct or focus our motivation
- God calls us into relationship, vocation, service, worship, wholeness

As teachers this leads to two important motivating factors

1. We must help students appreciate the value of learning
2. We must enable students to achieve success if they put forth reasonable effort
Motivation Theory to Practice

1. Treat students as fallen image bearers
2. Move beyond compliance
3. Build true community
4. Understand the purpose of education
5. Understand the student’s role as learner
6. Understand your role as teacher
7. Understand the learning process
8. Understand the subject matter
9. Always remember... GRACE!
Summary strategies to motivate students

- Our students bear the Image of God
- Treat them positively in ways that acknowledge their created roles
- (Re)Focus their behavior to satisfy the unmet needs they have
- Model appropriate enthusiasm for learning
  - Let them know learning is important
  - Ask them what they already know
- Treat students as eager learners and keep them involved
  - Encourage curiosity and interest
  - Help them set learning goals
Summary strategies to motivate students

- Encourage students to succeed and learn from mistakes
  - Affirm good performance
  - Build their confidence
- Creative Tension—tension is necessary, but not too much tension
  - Unmet needs or goals
  - Dissonant perceptions
  - Problem situations
  - Curiosity concerning the unknown
Summary strategies to motivate students

- Remember that discipline is positive and negative
  - Teach them the positive aspects of discipline
  - Sparingly use the negative aspects of discipline (punishment)
  - If punishment is not changing the negative behavior it should be stopped
- Intrinsic Motivation is nearly always more effective than Extrinsic Motivation
  - Extrinsic (selfish) motivation is short-lived and incomplete
  - Intrinsic (Godly) motivation is what we are created to do
- Do Everything with Love
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