



Applying Wlodkowski's Motivation Framework in Nigeria's Social Studies Classroom to Enhance Motivation to Learn.

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Abstract: This paper looks at how Wlodkowski's motivational framework can be used by Social Studies teachers in Nigeria's schools to motivate their students to learn in order to achieve success. The first part of this article explores the concept of motivation and affirms the importance of motivation within a culturally diverse educational setting. This section is succeeded by some components of motivation to learn followed by an introduction to the Wlodkowski's motivational framework for culturally responsive teaching with its application to the Nigeria's Social Studies classroom. The authors concluded by emphasizing that looking at the large outlook of pedagogical concerns in learning, that this motivation framework provides a comprehensible course to teaching diverse learners in ways that are impartial, significant, and challenging. They recommended that since Social Studies education trains the students for career, higher education and civic life and a very sensitive subject, and when it is not thought well, we get people not well informed and history is redirected, Social Studies teachers therefore must endeavor to update their skills continuously on the best ways to motivate their students to learn in order to succeed.

Keywords: Wlodkowski's Motivation Framework, Social Studies Teachers, Nigeria

1. INTRODUCTION

Students in a typical Nigeria's Social Studies class came from different ethnic backgrounds, educating students with this degree of diversity is usually challenging for a Social Studies teacher. This is true because these students not only have different culture, norms and values but they bring their own set of cultural norms that come from their upbringing.

It is evident that we have more students than ever before in our schools now whose perceptions and ways of making meaning vary from one another and even from the teacher. Influenced by global forces and technology, skillful secondary teaching requires skill and humility.

Students assign various meanings and attitudes to academic activities; these personal meanings and attitudes that stimulate and direct their energies in different ways can be termed as motivation or motivation to learn. Differences in the activities that motivate students are an important source of diversity in the classrooms; this can be compared to the importance of differences in prior knowledge, ability, or developmental readiness of learners. Bearing in mind that some students are in school not to learn but because they live in a society that requires them to be in school, student's motivation should be of high priority to teachers especially Social Studies teachers. They have the responsibility of motivating students to learn since modern education especially basic education is compulsory in Nigeria.

2. CONCEPT OF MOTIVATION

Motivation is conceived as the energy that gives behavior course and focus and can be understood in different ways and each has implications for teaching. According to Coffey and Petri (2019) one perspective on motivation comes from behaviorism, and equates underlying motives with their outward, visible expression in behavior. According to them, most others, however, come from cognitive theories of learning and development. They went further to explain that motives are affected

by the kind of goals students set by themselves and they are also affected by students' interests, both personal and situational, as well as by their attributions about the causes of success and failure.

Motivation is derived from the word 'motive'. It means needs, desires, wants or drives within an individual. It is a method of arousing people to actions to accomplish goals. Motivation is a condition that activates and sustains behavior towards a goal. People are motivated to develop competence and solve problems by rewards and punishment but have intrinsic reasons for learning that may be more powerful.

According to Warren (2017) many teachers have at least three major misconceptions about motivation that prevent them from using this concept with maximum effectiveness. These misconceptions are; Students are motivated by the same things, punishments increase motivation, rewards motivate students.

This is not true according to her because students can be motivated by a large selection of contrasting factors. One reason for this according to her is because each learner comes to the classroom with different preferences, strengths, and weaknesses. But personality issues are also a key ingredient in the recipe for learning. She went further to explain that, some students are motivated by challenging activities while others are motivated by easy activities. Also, some students are motivated by competition, while others are motivated by cooperation.

For the second misconception, she is of the opinion that punishments are dangerous, because they often create anger and resentment and presents negative association to the learning process. She illustrated this using this example, that if students are refused to go for a recess because they didn't complete a math assignment, that they may link this negative emotion to the academic content and learn to hate mathematical concepts. She went further to explain that if a student is motivated to do well, but is struggling due to learning disabilities, punishments can result in anxiety, depression, and even learned helplessness.

For the misconception of rewards motivating students, she said that rewards can offer some external motivation, but that what students need is to be internally motivated. In other words, the motivation to engage in a behavior is best when it comes from within the individual because it is intrinsically rewarding. But occasional rewards, however, can be helpful, especially when it is given to celebrate success.

Commonly, motivation is conceptualized as either *intrinsic* or *extrinsic*. Simply, these categories are regarded as specific. But now, these concepts are less likely to be used as specific classifications, but instead as two ideal types that define a sequence.

1. Intrinsic motivation happens when people are inwardly motivated to do something because it either makes them happy, understood as important, or felt the significance of what they are learning.
2. Extrinsic motivation occurs when a student is compelled to do something or function in a certain way because of circumstances external to him or her (example money or good grades). (Coffer & Petri 2019)

According to them, here comes the question of the role of the teacher and the instructional plan on which a course is built and how these two critical elements affect student motivation.

Wlodkowski (2008) is of the opinion that when motivation is defined as the natural human capacity to direct energy in the pursuit of a goal, the supporting belief is that human beings are purposeful. Human beings are constantly learning, and when they do, they are usually motivated to learn. That when this happens, we are directing our energy through attention, concentration, and insight to understand our world. Since "learning" according to him is an active and willing process of formulating meaning from experience and text, there is important evidence that motivation is persistently and positively related to educational achievement (Wlodkowski 2008).

Motivation in education according to Warren (2017) can have several effects on how students learn and how they behave towards subject matter. It can do the following;

1. Direct behavior toward specific goals
2. Lead to heightened effort and energy
3. Increase initiation of activities and persistence in activities
4. Improves cognitive processing
5. Decide what consequences are reinforcing
6. Lead to enhanced achievement.

3. SOME COMPONENTS OF THE MOTIVATION TO LEARN

3.1. Curiosity

Everybody is typically curious. We look for new experiences; we enjoy learning new things; we love perfecting skills and developing competence. A bigger assignment in teaching is to feed student curiosity and to use curiosity as a motive for learning. Providing students with a stimulant that are new but not too far from what they already know triggers curiosity. But when students are presented with astimulus that are totallyalien to them it may set up anxiety rather than curiosity. There should be a balance between intricacy and certainty.

When problem situations are created rather than presenting statements of fact students' interest and curiosity are increased and they will want to learn more about the topic.

3.2. Self-Efficacy

Some psychologist defined self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. (Bandura 1982)

Students that are uncertain about their ability to succeed are not usually motivated to learn. The concept of self-efficacy can be applied to student learning, this can be achieved by breaking down tasks into portions. This provides students with early success and helps develop confidence in the student, this Driscoll (2007) defined as performance accomplishments, one of four likely sources of self-efficacy. The remaining three she defined include vicarious experience, verbal persuasion and physiological states. According to her, vicarious experience is when the learner observes a role model succeed at a task; verbal persuasion is commonly used as others convincing a learner that he or she can succeed at a task. The last source of self-efficacy she defined is physiological states.

This is an instinct that assures a student of apparent success or failure

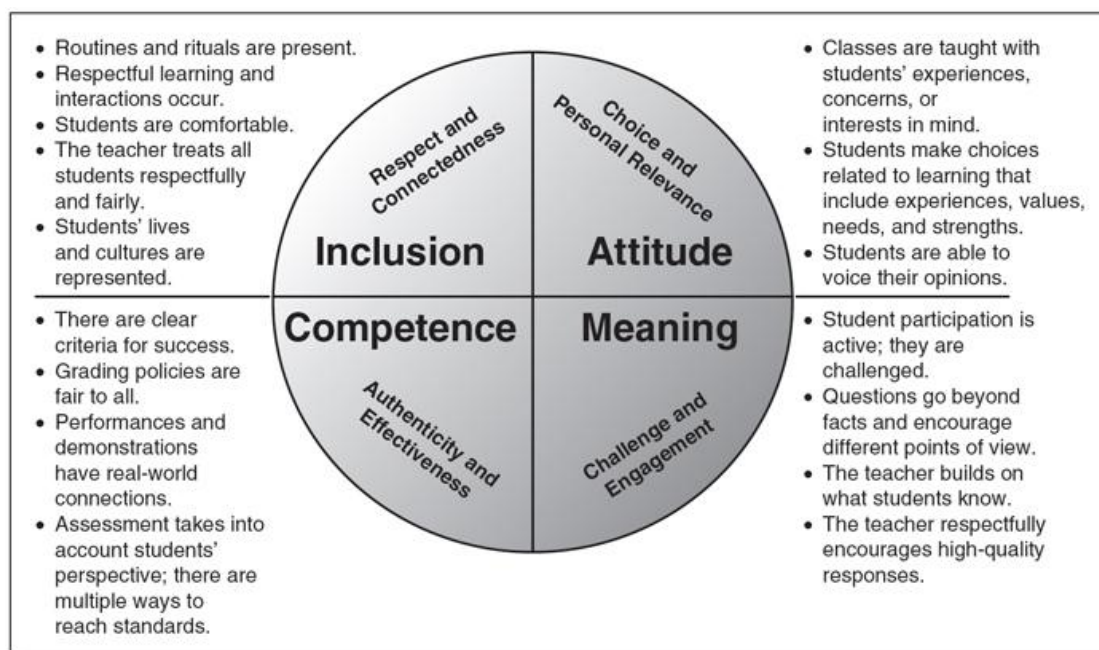
3.3. Attitude

Fleming and Levie (1993) outlined the approaches to attitude change as; presenting a persuasive message, displaying and strengthening appropriate behavior and inducing disparity between the cognitive, affective and behavioral elements of the attitude. They suggested that if a person is induced to perform an act that is contrary to that person's own attitude, attitude change will occur.

3.4. Need

Individual students' needs are wide apart. The classification of human need by Maslow's hierarchy of needs is widely accepted. He has five levels of need in his hierarchy of needs; physiological, safety, love and belongings, esteem, and self-actualization. Some of these are classified as low level needs while some are high level needs. It can be observed that the low-level needs must be met before the high-level needs. The implication of this to motivation is that the lower-level needs must be fulfilled at one level before the next higher order of needs become very important in affecting behavior. Education belongs to the field of achieving higher level need, so students' will not be ready to learn if their lower level needs are not yet met. Children who did not take their breakfast for example before going to school will not be able to learn.

4. WLODKOWSKI'S MOTIVATION FRAMEWORK



Source: Adapted from Ginsberg & Wlodkowski (2009, p. 34).

The importance of the above motivational framework is the following; respects for diversity; engagement of the motivation of a broad range of students; creation of a safe, inclusive, and respectful learning environment; development of teaching practices from across disciplines and cultures; and it encourages equitable learning. While appreciative of different cultures, the framework facilitates the development of a common culture within the learning environment that all learners can accept. The framework depicts the four motivational conditions (inclusion, attitude, meaning, and competence) and these conditions acts independently and in agreement to give a pedagogical conversation that constantly reinforces intrinsic motivation to learn.

Let us look at the conditions and how he described them.

1. **Inclusion:** This means building a learning environment in which both learners and instructors feel respected and connected to each another.
2. **Attitude:** Establishing a positive disposition toward learning through personal pertinence and learner free will.
3. **Meaning:** Providing engaging and challenging learning experiences that include learners' views and values.
4. **Competence:** Creating an understanding that learners have adequately learned something they value and see as credible to their real world.

Each of these conditions is research-based from applied studies within several disciplines (Ginsberg and Wlodkowski 2009). This framework believes that people, by nature, possess the motivation to learn and that learning is multi-dimensional resulting from neural activity, cognitions, emotions, and actions that are indivisible from memory, social activity, instructional process, and the constituents of the setting where the learning takes place (Lave 1988; Zull 2002).

The framework also acts as a means for designing instruction of a learning unit. The instructor can select strategies from a wide range of theories and literature to enhance motivation in the learning setting by frequently attending to the four motivational conditions. The framework also enables the construction of a familiar culture within the learning environment that all learners can accept.

This motivational Framework is also about how the learning experience contributes to developing a community of learners who feel appreciated and connected to one another and how this learning experience offer essential choices and promote personal pertinence to contribute to a decisive attitude.

5. WLODKOWSKI'S FRAMEWORK IN A NIGERIA'S SOCIAL STUDIES CLASSROOM

This motivational framework offers a combination of four motivational conditions to build an instructional lesson plan. These four conditions are used as guidelines for selecting instructional strategies and learning activities. We believe that this framework is of great potential in our Social Studies Classroom. The best way for a Social Studies teacher to use this motivational framework is to take the four motivational conditions from the framework and swap each into questions to use as guidelines for selecting motivational strategies and learning activities for a lesson plan.

Social Studies teachers experience student motivational problems as are teachers in other subject areas both in Nigeria and other countries like the USA. Dee and Jacob (2010) gave a few reasons they believe teachers in the United States of America face more challenges now than before when it comes to motivating students to learn. These challenges are also applicable to Nigeria's teachers. They are of the opinion that, one source of motivational problems is from the problems in American society that are found in many American families. These problems are; poverty, divorce, one-parent families, and dysfunctional families, these sometimes create situations that distracts young people and make them to focus their time and attention on dealing with personal problems rather than classroom subjects.

Another source of motivational problems they mentioned is the effort to keep as many students as possible in school. This according to them has resulted in many students remaining in school whether they are interested to stay or not. Some of these students ordinarily at one time would have either dropped out or have been removed. The danger in this is that it can lead to having more students in the classroom who lack a sense of direction and purpose, and hence a low level of motivation for learning.

This is also the case in Nigeria's school system where we have a lot of students who are not interested in anything that is being done in the school. Many of them are forced to be in school because primary and junior secondary education in Nigeria is free and compulsory, they come to school very late, they do not do their Assignments or Home Works and always absent minded when classes are going on.

Understanding that the challenge of motivating students may be more difficult than it once was is very important to teachers especially Social Studies teachers so that they know they must do more in other to motivate their students to learn. We believe that Wlodowski's motivational framework when applied by Social Studies teachers in their classrooms will go a long way in helping them motivate their students to learn.

This motivational framework can be integrated into instructional planning in a Social Studies classroom by converting the four motivational conditions into questions as suggested by Wlodkowski, the questions and the answers are below.

Inclusion: How do we create or affirm a learning atmosphere in which we feel respected and connected to one another?

Attitude: How do we make use of personal relevance and learner volition to create or affirm a favorable disposition toward learning?

Meaning: How do we create engaging and challenging learning experiences that include learner perspectives and values?

Competence: How do we create or affirm an understanding that learners have effectively learned something they value and perceive as authentic to their real world?

By answering these four questions and selecting motivational strategies provided with the framework, a teacher will be able to develop an instructional plan that enhances students' motivation to learn. The more coordinated the elements of the instructional design are, the more chances are for learners to maintain intrinsic motivation. These are discussed one after the other below.

How do we create or affirm a learning atmosphere in which we feel respected and connected to one another?

At the beginning of the lesson create an environment in which your students feel capable, respected, accepted and connected to each other. Remember the five pillars of a motivating teacher by Wlodkowski; expertise, enthusiasm, empathy, clarity and cultural responsiveness. Develop specific or unambiguous norms for group discussions in your classroom to ensure impartial opportunities for public discussions. Peer collaboration as a teaching strategy should be employed.

How do we make use of personal relevance and learner volition to create or affirm a favorable disposition toward learning?

The teachers should first sort and understand their student's prior knowledge of the topic they are about to teach them. Understand their educational abilities, their general learning preferences, and most importantly their cultural background. Throughout your lesson create and maintain a positive attitude towards the subject, teacher-student relationship, learning goals and self-efficacy. Make the learning goals attainable by providing a broad picture of what the topic will achieve. Convince the students that they can learn what they want to learn and can also learn from their mistakes. Provide choices to your students such as generating forms of actions, skills and knowledge through their personal experiences in the community and then determine what to share in the classroom discussions. The best motivation strategy here is collaborative learning strategy. The teachers can randomly form groups in his or class and ask the students to exchange experiences and expectations.

How do we create engaging and challenging learning experiences that include learner perspectives and values?

Throughout the lesson create challenging learning experiences that include learners' values and perspectives, past experiences, emotions, and goals. Make use of different teaching methods and strategies. Multiple modes of instruction and learning opportunities are available for use. Storytelling, discussion, community engagement in authentic setting etc. The teacher can ask his or her students to choose what they want to research on among themselves and give them the opportunity to start immediately.

How do we create or affirm an understanding that learners have effectively learned something they value and perceive as authentic to their real world?

At the end of the lesson create an understanding that the students are effective learners of what they value. Have a learning experience that will create an understanding that learners have effectively learn something they value and perceive as important to their real life. If they are competent in what they value, there will be a transfer of knowledge from the learning environment to the performance environment. Provide constant opportunities for making sense through discussions and group reflections. Create ongoing peer and instruction feedback. Wlodkowski also emphasized the notion of fun. He is of the opinion that students are most motivated when they are willing to learn things they value, they are eager to succeed at their learning, and enjoys the learning process.

This Motivational Framework respects different cultures and can create a common culture within a learning situation that all students are comfortable with. It creates awareness to both the teachers and learners, they are more informed and responsible about themselves, others, and their learning. This positively affects learners' motivation and makes the teachers work easier.

The purpose of this framework is to guide Social Studies teachers to use the four motivational conditions in ways that are relevant for constructing learning experiences that will help them motivate their students to learn and also enjoy the learning process.

6. CONCLUSION AND RECOMMENDATIONS

Given the large outlook of pedagogical concerns in learning, the motivational framework for culturally responsive teaching provides a coherent path to teaching diverse learners in ways that are impartial, significant, and challenging. The framework is an instructional model that has been innovative for decades to develop new ideas and directions for lessons. If applied in a Social Studies

classroom we are optimistic it will direct instructional interactions with greater devotion in supporting the integrity of learners as they achieve relevant educational success and flexibility.

Social Studies education trains the students for career, higher education and civic life. It emphasizes skills and practices as preparation for democratic decision making among other things. Social Studies being a very sensitive subject, when it is not thought well, we get people not well informed and history is redirected. Social Studies teachers therefore are encouraged to update their skills continuously on the best ways to motivate their students to learn in order to succeed academically as well as become responsible citizens in a culturally diverse, democratic society within an interdependent world.

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