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Judith Margaret Lynch

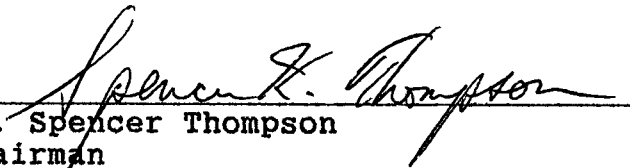
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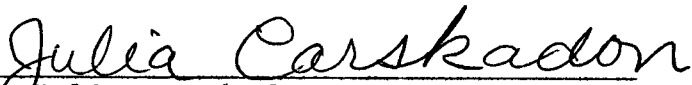
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THE EFFECTS OF TWO MODELS OF POSITIVE FEEDBACK
ON CHILDREN'S MOTIVATION

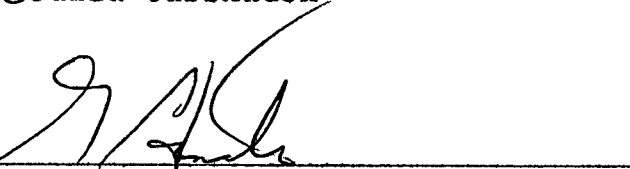
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THE EFFECTS OF TWO MODELS OF POSITIVE FEEDBACK
ON CHILDREN'S MOTIVATION

by

Judith Margaret Lynch, B.S.

RESEARCH PROJECT REPORT

Presented to the Graduate Faculty of Education

The University of Texas of the Permian Basin

in Partial Fulfillment

of Requirements

for the Degree of

MASTER OF ARTS

THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

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Abstract

The purpose of this investigation was to determine whether the type of written or verbal positive comment regarding a child's accomplishment influences subsequent interest in a task. A preliminary investigation of literature revealed that often rewards and praise negatively alter children's behavior. The writer tested the hypothesis derived from this investigation that non-evaluative descriptive comments, commonly called encouragement, positively affect children more than evaluative praise comments. 32 kindergarten and 36 third grade children received evaluative praise comments and 31 kindergarten and 42 third grade children received non-evaluative descriptive comments on drawings for three days. The fourth day, children had a choice of drawing an assigned picture or another picture with the knowledge that only the assigned picture would receive comments. The fifth day, all children had the same choice with the knowledge that no drawing would receive comments. The results showed that more third grade children in the encouragement group continued the assigned task on both days. Kindergarten children in the praise group evidenced more intense participation the fourth day, but participation was the same between groups the fifth day.