

Motivation and Classroom Teaching in Geography

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Abstract

*Several factors influence the teaching and learning of geography in the classroom situation. Prominent among these factors is **motivation**. Motivation may be described as a state of arousal in which an individual wishes to achieve a specific goal and exerts effort to do so. In the classroom, efficient learning would be impossible if motivation was absent. But this appears to be the situation in many geography classes. There are classroom situations in which student motivation is at a minimum and in which learning is correspondingly slow. In such unmotivated classes, there are geography teachers who leave their students with half formed and hazy concepts; teachers who make no attempt to select teaching procedures that will be interesting to students; teachers who criticize students negatively rather than constructively; such classes are also characterized by strained personal relationships between students and their teachers. To address these worrying concerns in the geography classroom, this article is devoted to the discussion of principles, practices and specific suggestions aimed at enabling the geography teacher to make more effective use of motivation in classroom situations.*

Keywords: Student motivation, motivational principle, teaching skills, teacher personality, intrinsic and extrinsic motivation

1. Introduction

Teaching according to Smith (2004) is the process of carrying out activities that experience has shown to be effective in getting students to learn. To Smith, teaching is that which results in learning. Learning is the responsibility of the teacher and that if students do not learn it is the fault of the teacher. From Smith's view on teaching, one can infer that teaching and learning are intricately linked like Siamese twins. The major goal of teaching is for the teacher to teach in such a way as to promote learning. Teaching and learning should therefore go on side by side in the teaching learning process. But for effective student learning to occur in any teaching situation, motivation is necessary (Aful, 1988).

Can one visualize a classroom situation in which there is a total absence of motivation? Certainly not, but if it did, learning would be at a standstill, because for the attainment of instructional goals, the teacher has to create the conditions that facilitate learning for students. Some geography teachers, however, fail to create such conditions thus resulting in situations where in the geography classroom, students' desires are not considered and the teacher assumes total responsibility for establishing goals; no attempt is made by such teachers to surround students with new and different teaching techniques to arouse their interests. Moreover, such teachers are not sufficiently well acquainted with individual members of their class to employ motivational techniques to best advantage.

The main purpose of this article is to educate the geography teacher on how to achieve motivation in the classroom which would bring about significant learning on the part of students. To do this, the following issues would be discussed: *motivation and its purpose in the classroom; principles of motivation; main types of motivation; factors influencing motivation in the classroom and far reaching conclusions.*

2. Motivation and its Purpose in the Classroom Situation

Kreitner (1972) defines motivation as a psychological process that gives behavior purpose and direction. Geen (1986) on the other hand, sees motivation as the initiation, direction, intensity and persistence of human behaviour. From these two definitions definitions, one can say that motivation is important in the teaching learning process for two reasons: (a) It becomes the main preoccupation of effective teachers who want their students to become interested in certain kinesthetic, intellectual and aesthetic activities and show corresponding demonstrable behaviour, after formal teaching has ended – that is, it emphasizes the development of students' cognitive, affective and psychomotor domains which constitute the core purpose of teaching; (b) It serves as a medium used by results-oriented teachers to get their students to acquire the requisite knowledge, understanding or skills in the teaching-learning process. The next section discusses the principles which the geography teacher should employ when using motivational techniques in the classroom.

3. Principles Related to Motivation

A motivational principle is a basic idea or rule that explains how motivational techniques are employed to attain instructional goals and bring about significant learning. In this section, is presented the following principles given by Callaghan (1966):

- It is possible to motivate all behavior (except those governed by autonomic nervous system);
- The mind may be stimulated by an external force, but it is the learner's reaction to the stimulus that results in learning;
- Motivation is seen as a tool to assist instruction and not an end in itself;
- If the individual pupil/student is lacking something s/he views essential to the maintenance of her/his way of life, s/he is ready to take whatever action s/he believes will supply that lack;
- Since each learner sees only what her/his experience and ability enable him/her to see, her/his level of motivation will be dependent on whether what s/he sees in a particular situation is related to her/his personal experience and ability;
- Genuine interests (not superficial) motivate students and in the absence of interests, learning does not take place;
- When a student recognizes a goal to be of personal importance to her/him, s/he is motivated. Conversely, if s/he believes that what s/he is learning will not help her/him achieve her/his desired goals, her/his responsiveness will be limited. A student who is strongly committed to a goal will exert great effort to achieve that goal. Learning that brings reward and satisfaction to the student acts as a motivator for further learning;
- The student's level of aspiration is the result of experience from which s/he develops a concept of what s/he will be able to do. Success tends to raise her/his level of aspiration, and failure tends to depress it. Motivation is thus enhanced by maintaining a proper balance between success and failure. Subject-matter that has been thoroughly learned gives a feeling of success to each student. Such success is motivational; and

- If motivation amongst students is low, students would tend to misbehave. On the other hand, if the class is highly motivated, class control and management would be excellent.

From the above-mentioned principles, one can infer that motivation is a multi-faceted concept, but that there are two main factors influencing it in the classroom. These are intrinsic and extrinsic motivation. This is the focus of the next section.

4. Motivational Factors of Learning

These are classified into two, namely, *intrinsic* and *extrinsic* motivational factors.

4.1. Intrinsic Motivational Factors

The intrinsic factors are those that bring about the arousal and maintenance of energy and directionality with apparent reinforcement. Reward in intrinsic motivation is conceptualized as inherent in the activity itself. For instance, when the motive for carrying out a learning task is found in mastering the learning task itself, the stimulus is said to be intrinsic to learning. For example, a student's feeling of satisfaction in solving a problem in geography. Intrinsic motivational techniques include

- The teacher's orderly and systematic presentation of lessons.
- The citing of relevant examples, to support semantic knowledge.
- Presenting students with surprising and novel stimulus.
- Providing details about the relevance of piece of learning task for future use (utility value).
- Creating conceptual in-contiguity (e.g. use of advance organizer or a spring board puzzle).
- Building new learning tasks on what has been learned previously – that is, applying the principle of integrative reconciliation or association.
- Capitalising on arousal value of suspense – discovery, curiosity and exploration (Koomson, 1999).

4.2. Extrinsic Motivational Factors

Extrinsic motivational factors on the other hand, are those factors responsible for the arousal and maintenance of energy towards a goal as a result of reward that is extraneous to the learning process. Such factors according to Afful (1988), have only superficial links with learning – they are neither inherent in the knowledge or skill nor in the method of acquiring it. A geography student having an extrinsic motive for studying geography does not lie in the subject 'geography' or how s/he is studying it, but rather her/his desire to obtain a reward for studying it or it may be that s/he is studying it for fear of punishment or her/his determination to pass an examination in geography.

Examples of extrinsic motivational techniques which can be used in the geography classroom include

- Use of verbal praise.
- Use of test grades or marks and remarks judiciously.
- Motivation contracts – that is, having an agreement with students that if they do well in a learning task, the teacher will give them something.
- Whetting the appetite of students by assuring them of certain privileges.
- Use of punishments such as blame, criticism, rebuke and demotion of brilliant but lazy students, which may stimulate learning and
- Display of exemplary work by others (Koomson, 1999).

Research has shown that though both intrinsic and extrinsic factors of motivation lead to some degree of learning, getting students to learn by using extraneous rewards has been described as morally dubious for the following reasons:

- Rewards tend to control the behaviour of learners as if they have no choice for autonomy of their own;
- Rewards draw attention from what is being learned to something irrelevant to the content;
- Absence of rewards results in absence of behaviour (Koomson, 1999).

In view of these criticisms against the use of extrinsic motivational factors, learning is said to be more effective and more permanent when the student is intrinsically motivated for her/his study. This is because it is accompanied by a sense of pleasantness which may impel a student to even learn outside class hours. Since motivation is the very heart of learning, it behoves the geography teacher to use different motivational techniques in the classroom situation because the intensity of the motivation of learners determines the effectiveness of their learning.

Whilst not downplaying the educational value of extrinsic motivation, the next section is devoted essentially to a discussion of intrinsic motivation techniques which when applied properly would lead to significant learning on the part of students.

5. How to Motivate Students in Geography Teaching

There are a variety of ways by which the geography teacher can present the subject to students in an interesting and captivating way. In the main, however, students are motivated by

- The orderly and systematic presentation of the lesson by the teacher.
- Use of a variety of Teaching Methods.
- Use of Practice and feedback – that is, knowledge of results.
- Conducive learning environment – classroom arrangement, availability of teaching learning resources, rapport among students, etc.
- Teacher personality – knowledge, skills, ideas, attitudes and perceptions.

5.1. Orderly and Systematic Presentation of the Lesson

For the geography teacher to be able to motivate her/his students, s/he needs to demonstrate five important skills of presentation such as *set induction*-initiating the class into the lesson or an aspect of it through an exciting and stimulating way; *closure*-focusing students' attention on what has been learned; *stimulus variation* – use of techniques such as appropriate teacher movements, changes in speech pattern, use of verbal statements, specific gestures, appropriate use of all the five sensory channels, etc. to attract student attention and stimulate mental activity; *clarity of explanation* and *use of examples* (Perrot, 1982).

Darge (1993) suggests the following ways by which student learning during the instructional process can be promoted:

- *Varying instructional resources as appropriate* – The teacher must draw properly labeled sketches on the chalkboard and make use of (i) charts, maps and tables; (ii) models; (iii) specimens;(iv) extracts from printed matter such as newspapers, magazines, textbooks, etc.; (v) tape-recorded speeches;(vii) annual reports and research findings and (vii) resource persons;

- *Use appropriate language, pace and organization* – The teacher must use simple language – i.e. simple words and sentences. From time to time, he/she should pause to see whether students are following him/her. Signals such as ‘in contrast’, ‘consequently’, ‘as a result’ and in ‘summary’ should be used often. Important terms should be written on the board with proper spacing and in an orderly way. He/she can vary his/her style of communication by changing the tone of his/her voice and making selective use of stress, gestures, humour and movement. The teacher’s pace of presentation should be such that students will be able to comprehend a limited amount of information at a given time;
- *Encouraging student participation in different ways* - To ensure active participation, the teacher can use the question-and-answer technique to help students pose questions and answer questions. Students could also be asked to inject their personal experiences into discussions and involve them in demonstrations. The teacher should not accept vague or general questions such as ‘can you go over what you said once again?’ The teacher must not accept students’ nodding or silence as their response to a question. He/she should ask questions to check whether they have understood a point;
- *Use different stimulating techniques to maintain attention and to clarify or emphasize points* – The teacher should use gestures, eye-contact, facial expressions, intonation, pertinent local proverbs, amusing anecdotes and jokes to stimulate student learning;
- *Use illustrations from students’ environment* – One way by which the teacher can motivate student learning is to employ the logical teaching technique that is, stressing what students are more familiar with before dealing with what they are not familiar with. For example, in a lesson on crop farming in Ghana, the teacher can refer to common vegetables and food/cash crops commonly cultivated in the local area.

In support of an orderly and logical presentation of the lesson, Farrant (1980) suggests that one way the teacher can motivate student learning is for him/her to carefully sequence his/her ideas and use words which are within the capacity of her/his pupils. Perrot (1982) reiterates the teacher’s need for clarity of expression by saying that the teacher can help his/her pupils to understand an explanation by the use of easily intelligible grammatical sentences which hinge on the teacher’s mastery of the subject matter, her social confidence in the class situation and above all, careful advance planning of the lesson.

5.2. Use of Variety of Teaching Methods

The geography teacher according to Colin (1969) should not limit him/herself to one type of teaching method. That he/she should from time to time experiment with new methods so as to arouse and maintain students’ interest in geography. Among the methods that the geography teacher can experiment with are

- *Dalton Plan* - This method of teaching is only feasible in situations where the relevant teaching-learning resources are available. It involves students being made to undertake independent study on a particular theme by acquiring information from sources such as the library or the resource centre and making independent judgment on the exercise. The teacher acts as a guide or facilitator by giving help and guidance where necessary. At the end of the exercise, the class discusses the report of their discovery. This work can be done individually or in groups.
- *Discovery Method* - In a geography lesson, the students are made for example, to observe the weather of the local area for a period and use weather instruments (if available) to collect data on weather elements such as temperature, wind speed, wind direction, rainfall, atmospheric pressure, intensity of the sun, etc. The students can then use the data collected as the basis for a discussion on the climate of that place. The teacher can even encourage the class to collect climate data of various places in

their home districts/regions by contacting the meteorological stations in those places. A study of these data will show what the climate is in those places.

- *Project Work* – It is a teaching method which encourages independent habits of thought and a flair for finding out things. Students are encouraged to think of a theme or may be given a theme to tackle by the teacher. For example, the project may be a visit to a manufacturing firm. The teacher can divide the class into a specified number of groups based on the various aspects of the problem identified during a lead lesson on the topic – these may include, the manufacturing plant, the administrative set up, the technical division, the production unit, the quality control unit, the marketing unit, etc. Within each group, assignment cards should be given to each student specifying his/her duty in the group. At the end of the exercise, discussions would lead to conclusions which will be an indication of the data gathering skills acquired by the students.
- *Problem-solving Method* – Another method which the geography teacher should use to motivate student learning is problem-solving. This method emphasizes the solution of a pertinent problem. For example, in recent times, the school's local area might have experienced a torrential rainfall which was characterized by the occurrence of a rainbow. This may be used as a problem-solving exercise as the students might have heard tales about the occurrence of the rainbow – caused by God lighting a fire in the sky. This shows that the individual student appreciates the problem. Since the initial interest is there, he/she would like to find out facts about the rainbow such as (a) how it is formed – i.e. when parallel rays of sunlight fall on rain droplets which first refract the rays, then reflect them internally and again refract the rays when they emerge from the droplets; (b) the 'bow' or bent nature of the rainbow – which describes the fact that the rainbow is a group of nearly circular arcs of colour all having a common centre; (c) types of rainbow - there are basically two types, namely, *reflection rainbow*, formed by rays coming from the sun and *lunar rainbow* formed by rays coming from the moon.

With the collection of these facts, the students arrive at a conclusion of the formation of a rainbow, reasons for its circular nature and types of rainbow. To test the student's knowledge whether the information gathered is authentic, the teacher should organize an experiment during which the students are made to pass streaks of light through showers of water droplets. If they are able to observe the circular pattern of the streak of light which was passed through the water droplets, they will disbelieve the original tales.

- *Discussion Method* – It is a method involving the use of questions, answers and comments on a specific theme by a group of individuals with a common interest and preparation and directed by a leader to a pre-determined conclusion. Discussion promotes the motivation of student learning in the sense that if it is properly used by the teacher, it ensures feedback and active student participation. For the teacher to use this method effectively, he/she should have developed good questioning skills and ought to have acquired a thorough knowledge of the subject/theme to be discussed. In addition, s/he should be able to demonstrate good organizational skills in terms of writing down the objectives of the discussion, planning and writing down the introduction to the discussion, planning how the discussion would be conducted, planning how he/she would conclude the discussion and debriefing the class on the success or otherwise of the discussion.
- *Lecture-explanation* – In view of the fact that this is a teacher-centred method, Perrot (1982) suggests that a lecture-explanation without student participation should not exceed 10 – 20 per cent of the lesson. To motivate student learning, the geography teacher should intersperse this method with activities such as students asking and answering questions.

- *Educational Tours or Field trips* - This is a method which motivates students greatly especially when it is premised on a lead lesson on the phenomenon or event to be toured. Apart from the joy of traveling, and seeing places, a lot of experiences are gained and lived through by the students. Old ideas are discarded as students gain new experiences. Many of the things students had imagined now come into reality and with these experiences starring the individual student in the face, his/her interest is aroused and her/his curiosity heightened which makes her/him start asking questions. Traveling opens avenue for the development of interests. New ways, new thoughts and new life flow in the student as s/he lives through the various experiences during the educational tours (Ayo, 1971).

5.3. Use of Practice and Feedback (knowledge of results)

One way that the geography teacher can encourage her/his students to practise their knowledge and skills is to create a variety of conditions (different contexts and different methods), which will help them to apply the ideas and skills to new situations (Darge, 1993). When teaching a lesson which involves a lot of verbal information, it would be prudent for the geography teacher to use extensive *elaboration*, instead of simple repetition. This would facilitate the comprehension, retention and retrieval of information by the students. Darge (1993) opines that the teacher can use elaborate techniques such as *tracing the origin of terms*, *paraphrasing*, *exemplifying*, *creating a mental picture*, *chunking* (breaking the exercise or material into manageable portions), *categorizing information by sequence and type*, *depicting information in the form of diagrams*, *identifying implications and summarizing*.

When the geography teacher is teaching a lesson on map interpretation in Practical Geography, s/he should ensure students' practice of this skill is distributed over a period of time instead of using continuous practice. This technique helps to avoid fatigue and minimize error (Darge, 1993). Darge notes that practising segments of a skill first and then practising as a whole is an efficient method if it can be broken down into relatively distinct parts. For example, a skill-learning lesson on map interpretation could be segmented as follows. Firstly, the students should be taken through the *identification of conventional symbols on topographical maps*; Secondly, the students could be taken through the *interpretation of these symbols as used on topographical maps*; Thirdly, the students could be taken through *using a set of symbols such as those on water bodies to describe the drainage of an area on a topographical map*. Lastly, the students could be made to *interpret the relationship between physical features (e.g. relief, vegetation, etc.) and cultural features (e.g. communication lines, settlements, etc.) on a topographical map* by using conventional symbols.

Closely related to students being given the opportunity to practise what they are taught is *feedback*. Arends (1998) says prompt feedback on good performance is a form of intrinsic motivation. Feedback on poor performance gives learners needed information to improve. To be effective, it must be specific and immediate. It should also be non-judgmental. Additionally, feedback should focus on and encourage internal attributions such as effort or lack of effort rather than external attributions such as luck or lack of ability. Feedback according Arends should help students see what they did not do rather than what they cannot do. Lastly, the geography teacher should avoid using feedback to belittle students!

5.4. Environmental Factors–Creating an Enabling Environment for Student Motivation

One way by which the geography teacher can motivate students' interest in geography is to decorate the geography classroom with "geography-friendly" teaching-learning materials. For example, picture rails and bulletin boards should be hung on the walls where pictures on geographic themes can hang (Ayo, 1971). Ayo adds that models made with papier mache or clay could be hung on the walls as part of the decorations and would make lessons more real to the students than other drawings and even maps.

In the geography classroom, students' seating arrangement should be such that their tables and chairs should be light enough to be easily carried by each student to be brought together to form a larger table top for group or project work. The teacher's table should be positioned in such a way that s/he could see the whole class conveniently. This could be made possible, if the table is put on a raised platform or dais (Singh, 1982).

The geography teacher's ability to use teaching aids appropriately is another motivating factor which can help create and sustain students' interest in geography. Among these teaching aids are

- *Articles, Pictures and Photographs* – The teacher can charge the class to collect these materials from magazines, books and newspapers, which could be exhibited on flannel graphs and bulletin boards. As part of their learning experiences, students should be made to look at these materials and discuss them with the teacher acting as a moderator.
- *Maps and Sketches* – Students could be introduced to both textbook maps such as atlases and wall maps on different geographic themes. The teacher can also help students develop the skill of drawing sketch maps as part of their learning tasks. This exercise should not be an event but a process so as to enable the students gain mastery of drawing maps over a period of time.
- *Collection of Specimens* – In situations where students could not be taken out due to constraints of time and logistics, the teacher can bring the environment into the geography classroom by leading students to collect samples of materials which form an integral part of their lessons. Examples of such specimens include rock samples, plant species, soil samples, manufactured items, agricultural produce, wood products, artifacts, etc. These materials should be inspected, examined and discussed in the context of the lesson for which they had been collected.
- *Models of clay, papier mache or plasticine* – Such models can be made by students based on themes in physical, human/regional or practical geography. Such a model-building exercise helps develop students' creative and artistic skills making students responsible for their own learning, which to Tamakloe (1992) turn them into self-dependent learners.
- *The Environment or Local Scenery* – In situations where time and finance would permit, the geography teacher should take his/her class to get first hand information on issues studied in textbooks or taught in lead lessons. Such out-of-class teaching aid is likely to motivate student learning as they come into contact with various objects of study in the environment. In sum, it is the proper use of these teaching aids that will make the lesson interesting and effective.

Another way that the geography teacher can use environmental factors to motivate student learning is to either cite actual examples from the students' social and physical environments or stress the utility or functional value of the subject-matter. Perrot (1982) suggests that teachers should use not only start with the use of simple examples, but also local examples out of which inferences or generalizations could be drawn (inductive reasoning). Again, she says the teacher can enrich his/her lessons by using a generalization and then apply this generalization to a number of examples which are relevant to the students' experience and

level of knowledge (deductive reasoning). For example, in geography, the teacher can use a generalization such as “cities are located at places where there is easy access to one or more major routes of transportation” (Banks, 1990:417). S/he can then ask students to come out with local examples in Ghana. The likely responses from the class may include Accra (linked by rail, international highway, air and water routes); Kumasi (linked by international highway, air and rail routes); Sekondi-Takoradi (linked by international highway, air, water and rail routes). Such practical examples would help his/her students understand better, new concepts, relationships or principles.

Students are also motivated when what they study in class is linked to their every day lives or their future career aspirations. Ayo (1971) suggests that for the teacher to be able to motivate her/his students, s/he should let the class understand or appreciate the value of geography to themselves and the various communities they come from. For example, in explaining the concept of *man-environment relationship*, the teacher should be able to let the class understand how the interplay of physical factors such as the weather, relief and drainage and man’s knowledge of science and technology has resulted in different types of cultural landscapes – cities versus villages; advanced economies versus third world economies, etc.

Again, if students were made to understand that by studying geography, it would help them make an honest living in future, they are likely to take the subject more serious than before. For example, Senior High School geography students could be told that a study of the subject at this level will lay the foundation in areas such as map-work, human and regional geography. Such students should be able to find employment in the public and private sectors of the national economy, where they can serve as assistants to other professionals as Teachers, Surveyors, Sociologists, Regional and Urban Planners, Geographers, Economists, Cartographers, Agronomists, etc. (CRDD, 2008).

5.5. Influence of Teacher Personality on Student Motivation

For the geography teacher to be able to present learning tasks in a meaningful manner in order to motivate students to learn, s/he should place his/her “personality” – knowledge, skills, ideas, attitudes and perceptions at the disposal of the student.

A teacher who motivates his/her students is the one who is liked by his/her students because s/he is able to exhibit cheerful disposition, emotional stability and other qualities which are indicative of good mental health and adjustment. Having a sound knowledge in geography is the first attribute of an effective and efficient geography teacher which in a way gives his/her students the assurance of his/her ability to give them good content knowledge (Koomson, 1999). Nacino-Brown, Oke and Brown (1982) support Koomson’s assertion by stating that no matter how kind, amiable and well-meaning a teacher is, s/he cannot possibly motivate student learning unless s/he has a thorough knowledge of the subject matter s/he is teaching and a good general knowledge.

Closely related to the teacher’s mastery of subject-matter is a sound knowledge of the methodology to apply to deliver the subject-matter to his students. The geography teacher’s ability to motivate his/her students to learn will depend upon how s/he demonstrates his/her managerial and decision-making skills in the selection, planning, presentation and evaluation of any specific learning task defined in the curriculum.

Teacher personality traits which inspire students to learn include sympathy and kindness, helpfulness, patience, a pleasing personal appearance and manner, fairness and impartiality, a sense of humour, honesty,

enthusiasm, creativeness and resourcefulness (Nacino-Brown et al., 1982). They however intimate that a very knowledgeable person completely lacking in sensitivity or human emotions is not likely to be successful in the classroom.

Darge(1993) has also outlined the following teacher personality traits which influence student learning either positively or negatively.

- *Modeling* – This is when students adopt the exemplary behaviour of the geography teacher, which is not officially taught. Sociologists call this the ‘hidden curriculum’. For example, the teacher’s circumspection, diligence, originality and orderliness are attributes which are likely to influence his/her students though these attributes are not explicitly stated in his/her lesson objectives;
- *Avoiding Distracting Mannerisms* such as constant tapping of the teacher’s table, faltering in speech with ‘ah’, ‘eh’ or ‘mm’ and frequently clearing the throat;
- *Showing Some Concern* – The motivational geography teacher should react appropriately to student concerns about matters as textbooks, examination and to unexpected questions on issues they might have heard about on the radio, read in newspapers or something they might have observed in the community and
- *Showing Interest in Lessons and Discussions* – The motivational teacher should be punctual, up-to-date in content and methods, alert and responsive to questions as well as to physical reactions such as frowning and fretting. Lastly, a motivational teacher is the one who encourages free expression of personal views.

Conclusion

From what has been discussed in this article, we can safely conclude that significant student learning is dependent upon the kind of motivation students receive during the teaching learning process. It has come to light that motivational geography teachers are those who exhibit orderly and systematic lesson presentation skills, adopt humane and business-like attitude to teaching, make appropriate use of environmental factors, experiment with a variety of teaching methods, encourage student practice and give prompt feedback. This article has challenged geography teachers to be proactive in their teaching. For students to respond appropriately to what they are taught in the geography classroom, it takes the kind of geography teachers who are abreast of different motivational strategies which can impel students to learn. Geography teachers need to recognize that their classes are made up of students with varying social, physiological, intellectual and emotional needs and failure to tailor their teaching to meet these individual differences would result in students losing interest in the subject howbeit their mastery of the subject matter.

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