Writing Assignment 7 – Number 41

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Some parents offer their school-age children money for each high grade (mark) get in school. Do you think this is a good idea?

Use specific reasons and examples to support your answer.

For many years, experts in education have declared motivation as an inseperable precedent of student success. Although there is unanimity across experts of the field on the role of motivation, the source of motivation is still a contentious topic. Whether or not to use monetary incentives to motivate school-age children has divided the debaters into two fierce opposing groups. Personally speaking, I prefer not to create a correlation between money and high grades inside the minds of my children. I will be exploring the rationale behind this belief in the following.

First and foremost, there are many unincentivized occasions in one’s life in which he/she faces a hard decision to act morally without receiving anything in return. Raising children with a mindset of a merchant who expects money in return for every product or service he/she provides, seems to be hampering the possiblity of the child serving the society without monetary expectations. I contend that, if we adapt this approach into our lives, sooner or later there will be no environmental, or human rights activist on Earth. Accordingly, it seems a better solution to efface the connection between our children’s positive activities and money from their minds.

Moreover, a myriad of non-monetary alternatives can be used to incentivize high grades of children. These alternatives include ones which foster the sense of responsibility or even further improve the learning process of a child. One of the best gifts I have ever received through the course of my life, was a scientific calculator. At first, such gift may seem compeletely inappropriate to celebrate a ten-year-old’s success in his math exam. But, when I received the calculator from my aunt, it suddenly became an inception of further learning of mathematics. I remember when I first looked at the buttons, all I saw were a bunch of symbols that did not make any sense. But, as the seed of curiosity was planted in my mind by seeing the symbols, it triggered a vast search in books and web to find out their meanings. As a result, by the age of twelve, I became familiar with complex topics like integrals that a child of that age rarely had even herd of. I think that this example suffices to support further investigation of the role of such incentives in the learning process of children.

To conclude, we should not initiate a habit of expecting money in return for good grades in our children. Not only this approach may deprive them of humanitarian senses, which leads them to do good without expecting money later in their lives, but also, it may not be the best gift available from the perspective of encouraging their learning efforts. Hence, I suggest looking for alternatives that generate more value to them from these regards.

**Time:** 40 Minutes

**Words:** 508