

# **Study motivation**

**Definitions, different student profiles and the pandemic context**

**Valeria Gryada**

**Esko Penttinen**

**Esa Ruskeepää**

**Alexi Soini**



# Learning Outcomes

---

- Recognise the key factors affecting student motivation
- Know the difference between intrinsic and extrinsic motivation
- Learn about your own study motivation
- Understand student motivation in the context of the pandemic including ways of sustaining motivation during social isolation

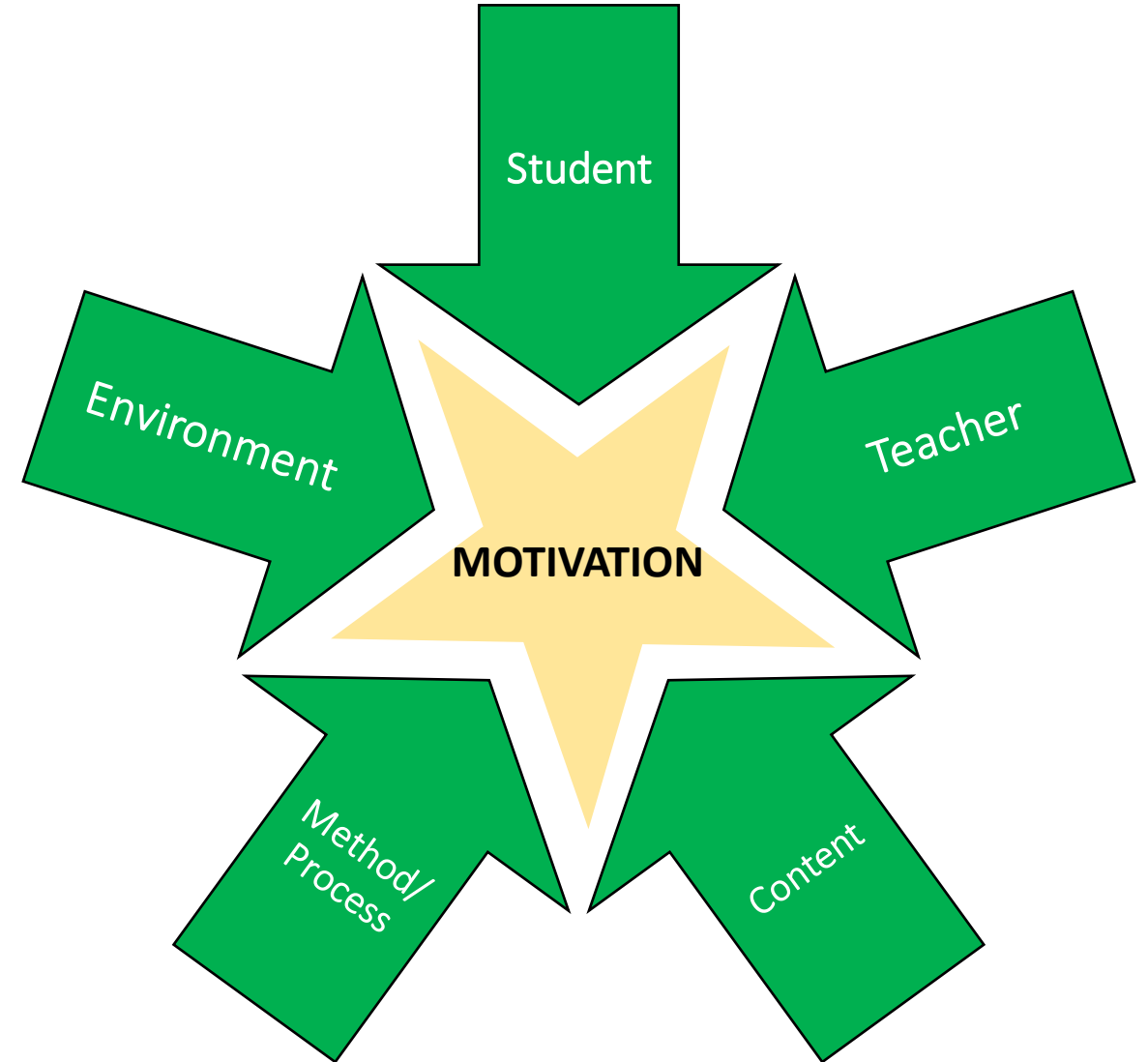
# Motivation

1. the act or an instance of motivating, or providing with a reason to act in a certain way
2. the state or condition of being motivated or having a strong reason to act or accomplish something
3. something that motivates; inducement; incentive

# Motivation


Motivation is probably the most important factor that educators can target in order to improve learning. Very little if any learning can occur unless students are motivated on a consistent basis.

The five key ingredients impacting student motivation are: student, teacher, content, method/process, and environment.



# Improving Student Motivation

| Student  | Teacher   | Content   | Method/Process  | Environment  |
|--|---|---|---|--|
| <ul style="list-style-type: none"> <li>• Intrinsic and extrinsic motivation</li> <li>• Perceived well-being</li> <li>• Efficient use of energy and focus</li> <li>• Purposeful connection with work</li> <li>• Conscientiousness and achievement</li> <li>• Study time and study habits</li> <li>• Lecture attendance</li> <li>• Comprehensive, long-range educational plan</li> </ul> | <ul style="list-style-type: none"> <li>• Subject knowledge and motivational level</li> <li>• Teacher skills</li> <li>• Teacher qualifications</li> <li>• Assessment methods</li> <li>• Scientific management and human relations</li> <li>• Know your students and build on their strengths</li> <li>• Value and build relationships</li> <li>• Enthusiasm</li> </ul> | <ul style="list-style-type: none"> <li>• Students experience success and achievement</li> <li>• Student ownership</li> <li>• Build competency</li> <li>• Creativity and critical thinking</li> <li>• Students feel connected</li> <li>• Novelty</li> <li>• Timely and relevant to real life</li> <li>• Variety</li> </ul> | <ul style="list-style-type: none"> <li>• Incentives</li> <li>• Experiential learning or self-learning</li> <li>• Mutual goals or objectives</li> <li>• Verbal conformity</li> <li>• Flexible and stimulating just-in-time training and interactivity</li> <li>• Different types of framing</li> <li>• Objective criteria</li> <li>• Encouragement and praise</li> <li>• Active learning approaches</li> </ul> | <ul style="list-style-type: none"> <li>• Effective environment</li> <li>• Individual and learning System design differences</li> <li>• Empowerment</li> <li>• Engagement and considering student and teacher opinions</li> <li>• Teamwork</li> <li>• Distance and online learning</li> <li>• Emotionally literate environment</li> </ul> |



Poll 1 in Presemo  
– What motivated  
me as a student?

---

# A myriad of types of student motivation

| Motivation type      | Description   | Example  | Reference   |
|----------------------|---|--|---|
| Intrinsic            | Refers to learning for its own sake, linked to a cognitive drive to achieve understanding.  | Student studies history because they want to know about the past.                          | Biggs & Tang 2007; Breen & Lindsay 1999;              |
| Extrinsic            | Refers to satisfying a need which is related to the learning activity, but not the learning activity itself.  | Student acquires knowledge in order to obtain high grades.                                 | Biggs & Tang 2007; Breen & Lindsay 1999;              |
| Social               | Refers to pleasing people whose opinions are important to them.   | Student puts efforts into learning because their parents have a high regard for education. | Biggs & Tang 2007; Breen & Lindsay 1999;              |
| Achievement          | Refers to enhancing the ego of the student, e.g., in terms of competing against other students and beating them.                                      | Student studies because they want to get better grades than their peer students.           | Biggs & Tang 2007; Breen & Lindsay 1999; Seifert 2004 |
| Fear of failure      | Refers to learning that takes place to avoid failure, humiliation and shame, typically, in a case where a student exhibits low academic self-concept. | A student is motivated to study because of fear of failing.                                | Breen & Lindsay 1999; Seifert 2004                    |
| Competence           | Refers to learning that is based on lecturer's competence.  | Student wants to learn more about lecturer's research.                                     | Breen & Lindsay 1999;                                 |
| Need for recognition | Refers to learning that is based on lecturer's appreciation of the student's efforts.   | Student learns because they want to be recognized by the teachers of the university.       | Breen & Lindsay 1999;                                 |
| Self-efficacy        | Refers to the positive dynamic relationship between efficaciousness and motivation.   | Student perceives themselves as capable of the subject matter is more motivated to study.  | Seifert 2004  |

OTHER

COURSE ARTICLE

CORE

# Opposing student profiles – Personal Examples



## Esko the Overachiever

- Extrinsic motivation (**extremely high**)
  - Extremely outcome-oriented maximizing the amount of study credits and grade points, minimizing study time (BSc + MSc in three yrs)
- Achievement motivation (**high**)
  - Choosing the most difficult major, Management Science, because it was difficult to get in
  - Putting a lot of effort into course work to get better grades than peer group
- Social motivation (**moderate**)
  - Peculiar relationships with parents and relatives, strong urge to please them contributed to being motivated to work hard
  - Did not participate to any extracurricular activities
- Intrinsic motivation (**low**)
  - Did like the “process” of going to school, but was not passionate about the topics

## Esa the Artist

- Extrinsic motivation ()
- Achievement motivation ()
- Social motivation ()
- Intrinsic motivation ()



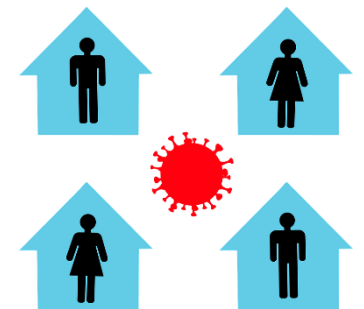


Poll 2 in Presemo  
- Motivation and  
productivity

---

# The pandemic, isolation and procrastination

- The overall pandemic situation brought external challenges study motivation, such as
  - (Social) isolation
  - Loss of connection
  - Challenges of remote teaching
  - Uncertainty
  - Financial concerns and job security
- The drop in motivation might have to do with a decline in effort (Meeter et al. 2020): students spend less time on their studies than before and attend fewer lectures and group meetings.
- Also, the *digital discomforts* were experienced as demotivating → Not having the resources for online education
- Remote study's challenges to motivation
  - Procrastination
    - 'irrational delay of behavior' (Steel 2007), failing to self-regulate without specific reason
  - Ineffective communication
    - Online communication not as motivating as face-to-face communication
  - Work-home interference
    - Interruptions, other available opportunities, work invading other aspects of life, lack of boundaries
  - Loneliness
    - Lack of social connections with peers lowers motivation, as most social connections are very task-oriented



Meeter, M., Bele, T., Den Hartogh, C., Bakker, T., De Vries, R. & Plak, S. (2020). College students' motivation and study results after COVID-19 stay-at-home orders.

Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65– 94.

Wang, B., Liu, Y., Qian, J. & Parker, S. (2020). Achieving Effective Remote Working During the Covid-19 Pandemic: A Work Design Perspective. *Applied Psychology*, 70(1), 16-59.

# 7 Ways of sustaining study motivation during the pandemic

- Aim for realistic goal setting
  - Specific, measurable, achievable and timely
- Create positive networks
  - Likeminded, positive, enthusiastic and supportive people
- Synchronize effort and impact
  - Identifying passions
  - Strengths
- Avoid procrastination
  - Taking the first step, self-accountability
- Maintain work - life balance
  - Self-regulating, creating boundaries
- Search for positive outlook
  - Realistic optimism and self-compassion
- Engage in lifelong learning
  - A sense of progression, new skills, not knowing