

Study motivation

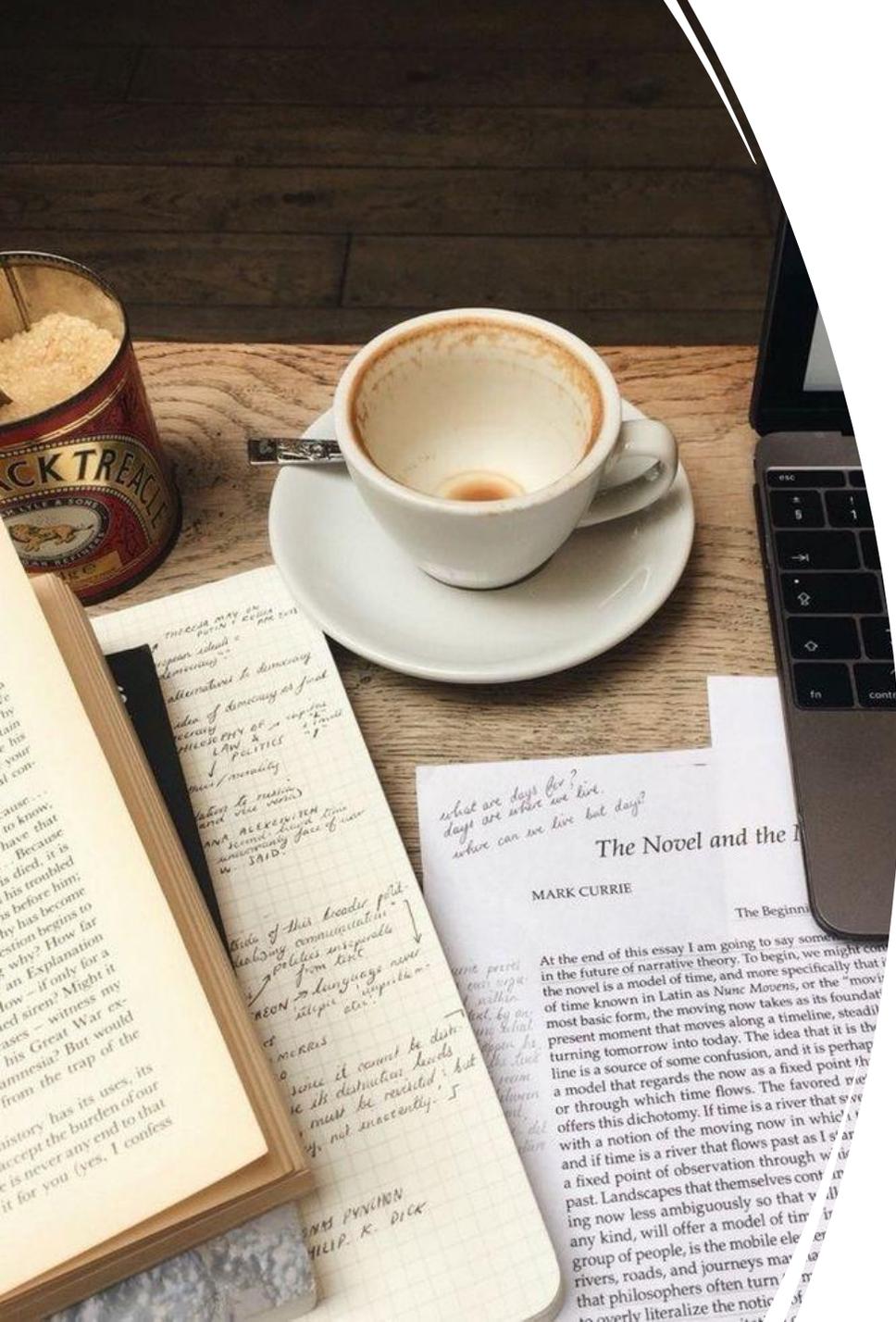
Definitions, different student profiles and the pandemic context

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

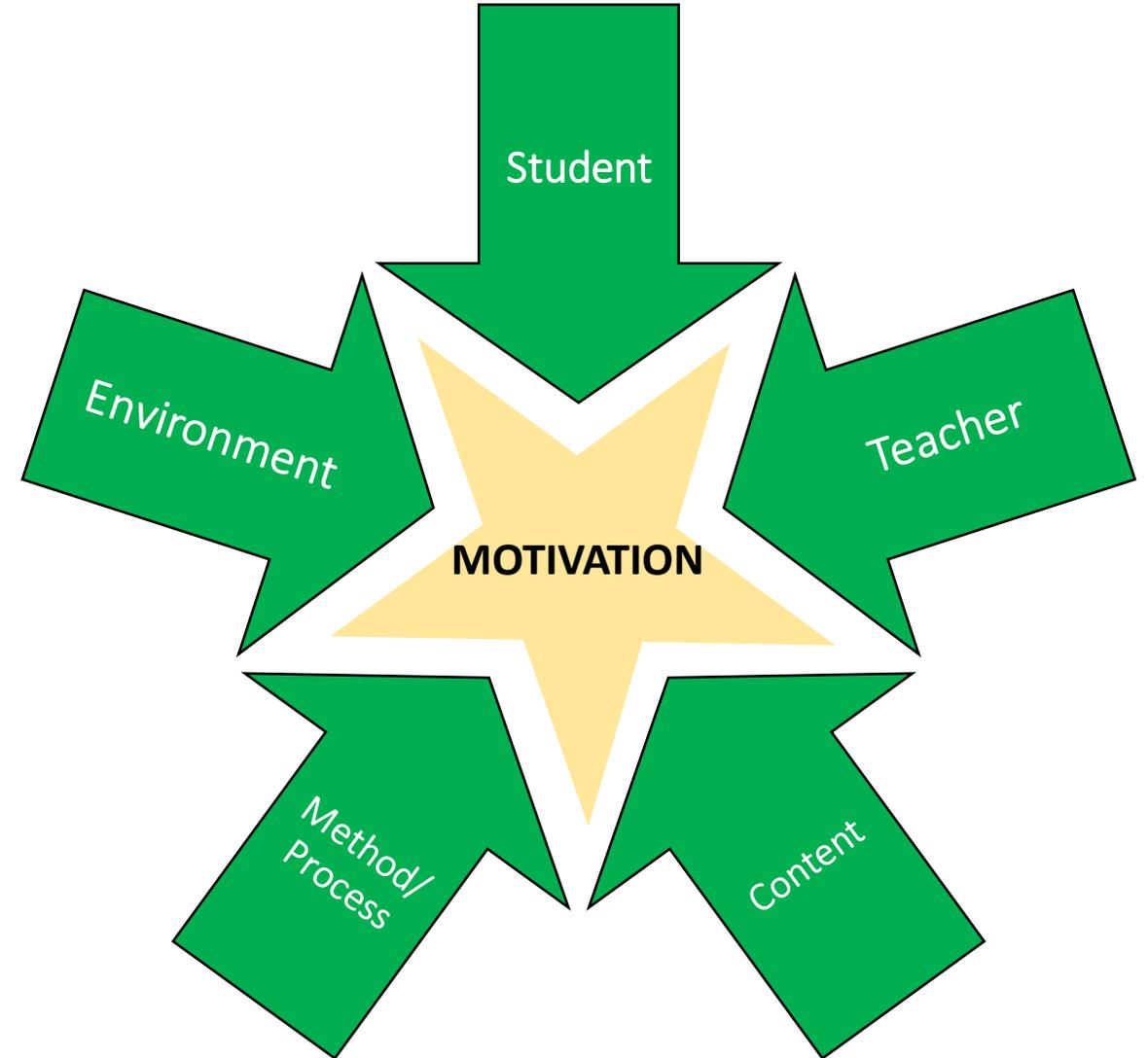
Motivation

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



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

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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

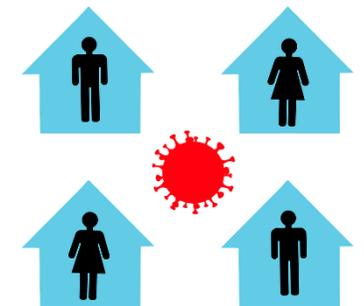
- Extrinsic motivation ()
- Achievement motivation ()
- Social motivation ()
- Intrinsic motivation ()



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