



Motivation and Resilience

KATIE GARDNER

Aim

- Examine the concept of motivation
- Examine motivation theories
- Consider strategies for improving motivation in a classroom
- To consider resilience as a concept
- Outline how we can develop our own and students' resilience

Motivation

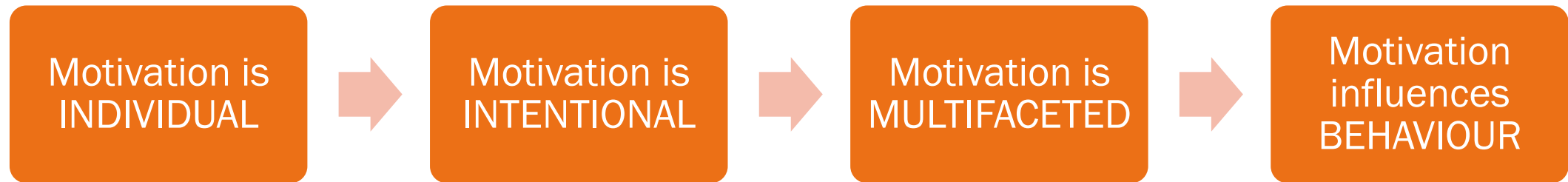
- In pairs, what is your definition of motivation?
- Feedback

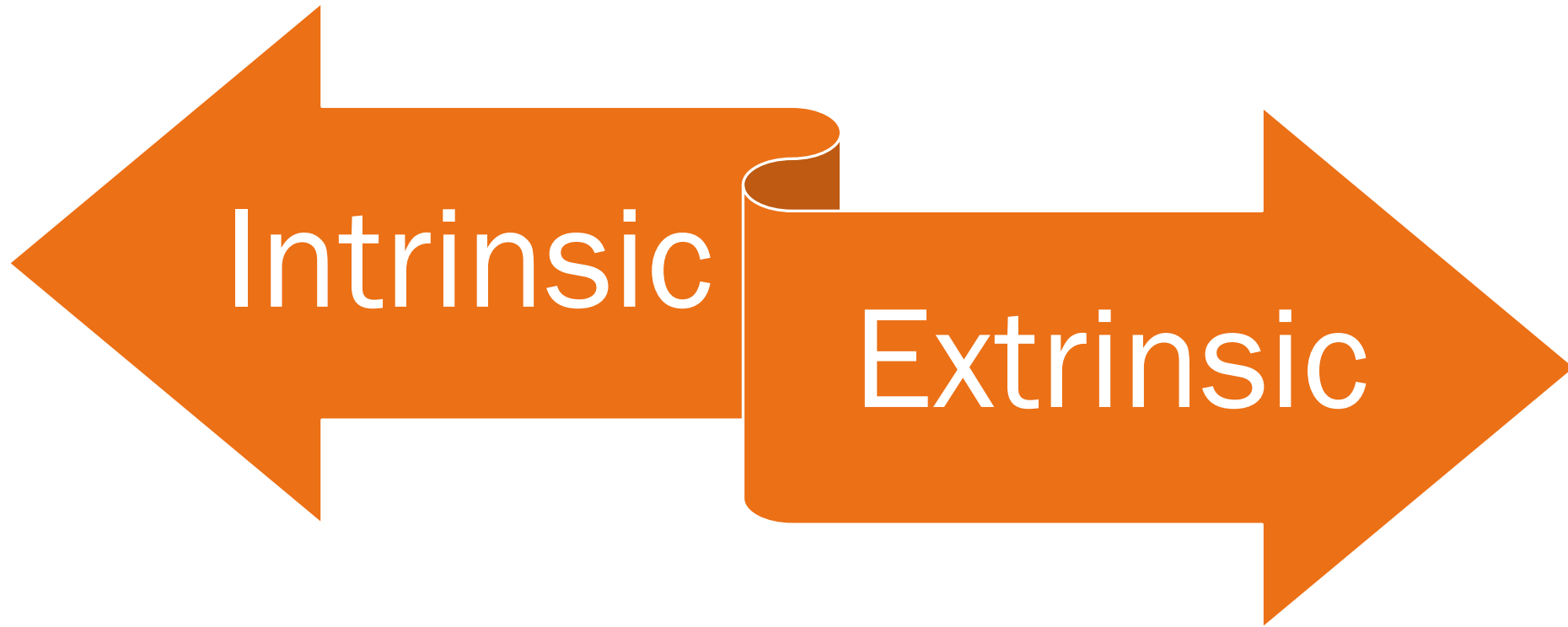
-
- ‘The underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation’. (Mullins, 1993)
 - ‘The study of motivation is the study of all those pushes and prods – biological, social and psychological – that defeat our laziness and move us, either eagerly or reluctantly, to action.’ (Miller, 1962)
 - Motivation refers to why people think and act as they do. It is what makes people ‘tick’. (Gross, 1996)

Individual Activity

- What are the specific needs and expectations which are most important to you as a learner?
- What do you think are the specific needs and expectations of those you teach?
- How might teachers assess whether learners are satisfied and motivated or not?
- Feedback

Motivation and performance





Motivation can be...

Motivation may be

EXTRINSIC related to TANGIBLE
rewards:

- Attendance
- Examinations
- Rewards and/or punishment
- Expectations
- Style of instruction

INTRINSIC related to
PSYCHOLOGICAL rewards:

- Fear of failure
- Feeling of accomplishment
- Confidence
- Happiness
- Social relationships

Reflection...

- What happens when our motivation is blocked?

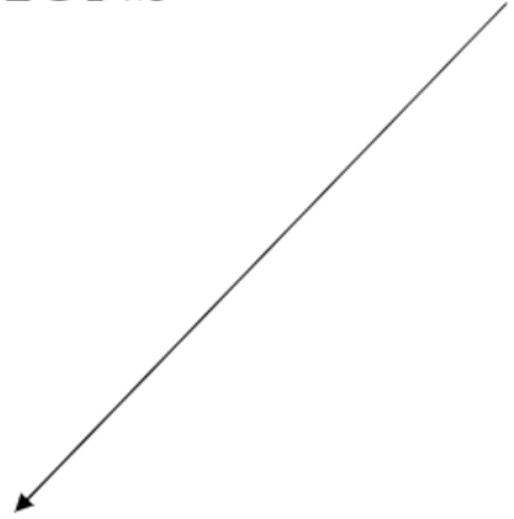
**NEEDS OR
EXPECTATIONS**



**BARRIER OR
BLOCKAGE**

**DESIRED
GOALS**

What happens
when motivation
is blocked?



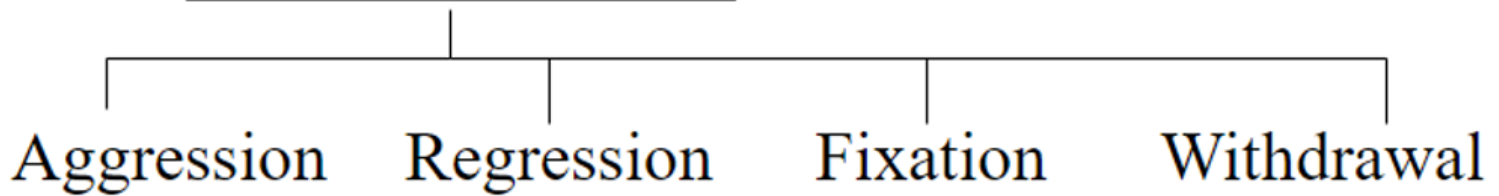
FRUSTRATION

Problem
Solving



Restructuring
(alternative
goal)

**CONSTRUCTIVE
BEHAVIOUR**



Aggression

Regression

Fixation

Withdrawal

Reflection cont...

- What options do we have to overcome a blockage in motivation
 - As a student
 - As a PCET practitioner?

Motivation theories

Hertzberg's motivation – hygiene theory

- Frederick Herzberg theorized that employee satisfaction has two dimensions: hygiene and motivation (for growth).
- Hygiene issues, such as salary and supervision, decrease employees' dissatisfaction with the work environment.
- Motivators, such as recognition and achievement, make workers more productive, creative and committed.
- So in PCET education...

Hygiene factors

- Qualification
- Conditions of the learning environment
- Level and quality of the teaching
- Assessment and submission procedures and regulations
- Relationship with the teacher

Motivators for growth

- Sense of achievement
- Recognition
- Autonomy
- Nature of work/Task
- Personal growth and advancement



Maslow's hierarchy of need

- How does this link to motivation?

V. H. Vroom Expectancy Theory (1960)

Effort

Performance

Rewards

- Relates to how a person perceived the relationship between three things:



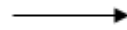
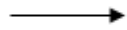
That effort will
produce a particular
outcome



That effective
performance will
lead to reward



That the desired
reward is
available



Robbins Equity Theory (1993)

- Basis of this theory is that people make comparisons between themselves and others in terms of:

INPUTS



**WHAT THEY INVEST
IN THEIR WORK**

OUTCOMES



**WHAT THEY RECIEVE
FROM THEIR WORK**

-
- When people perceive an unequal situation, they experience equity tension
 - This motivates them to behave either:
 - Positively (e.g. to improve performance) or
 - Negatively (e.g. working more slowly)
 - This suggests that people are motivated not only by rewards but also by the comparative nature of rewards.

Locke Goal Theory (1968)

- This theory suggests that motivation is driven by personal goals or objectives
- The goal itself provides the driving force
- Goals need to be specific and demanding to achieve maximum performance
- Feedback enhances achievement.

Jablonsky & DeVries Reinforcement Theory (1972)

- Specify desired behaviour in quantifiable terms
- Positively reinforce desired behaviour as soon as possible
- Ignore undesirable behaviour, so far as possible
- Avoid using punishment.

Activity

- Considering what we have looked at in relation to motivation:
- Individually make a list of all the factors that you think affect motivation
- Discuss with your neighbours – do you have different lists or the same
- Feedback to group – why is it different or the same?

Factors affecting motivation

- Resources available
- Image of learning
- Rewards associated with any learning activity
- Availability of information about learning opportunities
- Availability of appropriate learning environments
- Climate in which the learning takes place
- How an individual is feeling

Internal factors

- Intellectual capacities
- State of health
- Attitude
- Dominant needs
- Level of interest in the topic
- Emotional state
- Personal values and attitudes
- Past experience.

External factors

- Other people
- Effectiveness of communication
- The immediate learning context
- Teaching/learning methods used
- No tangible rewards
- Family expectations
- Fear of negative consequences
- Learning environment

Discussion and feedback

- Are there any specific issues that can affect motivation to learn within your own subject area or classroom?
- What practical strategies could you introduce to help students overcome these?

Activity

- Read the case studies provided on Moodle and prepare a response for each of them
- Consider what factors may be impacting on the motivation of each of the learners
- How might you create a supportive learning environment for these individuals?
- Feedback
- Tony, Kylie, Aaron and Lester

Resilience

Definition

- What is resilience?
- Where does it come from?
- The ability to be happy, successful, etc. again after something difficult or bad has happened
- The ability of a substance to return to its usual shape after being bent, stretched, or pressed
- The quality of being able to return quickly to a previous good condition after problems

Angela Duckworth – Grit 2017

- 'Grit is passion and perseverance for long-term goals'
- The grit scale
- 'Our potential is one thing. What we do with it is quite another.'

The two components of grit

- Passion
- Perseverance
- Why?

A growth mindset - Dweck

- Four interpretations of the same thought – intelligence
- 1 - Your intelligence is something very basic about you that you can't change very much
- 2 - You can learn new things, but you can't really change how intelligent you are
- 3 - No matter how much intelligence you have, you can always change it quite a bit
- 4 - You can always substantially change how intelligent you are

Grit test

- On Moodle complete the 'grit scale' questionnaire
- There are no right or wrong answers,
- Do you have as much grit as you thought you did?
- What can you do to increase your grit, or that of those around you?
- How would you support people with low grit?
- Can your 'grit scale' score change? Why?
- [MyMentor | The Four Traits of Resilient People \(mindtools.com\)](#)

Developing grit

- Interests
- Practice
- Purpose
- Hope

Self-reflection

- What are your strengths
- What things hold you back?
- What are your trigger points?
- How can you use your strengths to help you?

Academic resilience in post 16

Important?

- What is academic resilience?
- Is it important in post 16 education? Why?
- Resilience is the capacity to adapt well when faced with adversity or stress.
- It helps students stave off the potential negative psychological effects of challenging experiences.
- It involves more than continuing to persist despite difficulty: resilient students interpret academic or social challenges in a positive way.

What does this look like for students?

- **Realistic optimism**, or the ability to keep a positive outlook without denying reality
- **Self-efficacy**, or the belief in one's ability to solve problems and handle stress
- **Opportunity-seeking**, or the ability to take new opportunities and reach out to others
- **Emotional regulation**, or the ability to keep calm and express emotions in a way that helps the situation

-
- **Impulse control**, which involves the ability to make a conscious choice to act on a desire (or not), as well as to delay gratification and persevere
 - **Causal analysis**, or the ability to analyse problems and identify causes
 - **Empathy**, or the ability to understand the feelings and needs of another person

Specifically...

- In general, students with higher resilience tend to have more positive outcomes (including greater wellbeing) and exhibit fewer problem behaviours.
- This is because resilient people display the courage and motivation to face problems and difficulties accurately (rather than denying or exaggerating them) and maintain a positive mindset and the confidence to persevere.
- Resilience also leads to improved outcomes for students because it is related to students' beliefs that they have the ability to influence their environment.
- High in self efficacy

Colleges...

- When students receive grades below expectations or negative feedback on their work, some become motivated to work harder or identify areas in need of improvement whereas others become demotivated.
- Some students improve over time despite many setbacks while others plateau.
- Some students have difficulty in managing the transition from GCSE to the level of study required at A Level study, and certain skills need to be cultivated to a much higher level, same for further education to higher education.

-
- Independent learning skills have to be developed to greater degrees as students move further through education, and while at some stages the development of these skills can be gradual concomitant with the progressing demands of a course, when students move between educational stages the level of skill required suddenly increases substantially.
 - Such changes also take place between school and university, and between undergraduate and postgraduate study; so, developing some of the skills required to succeed in A Level study are vital for higher education, too.

-
- There are many reasons for these differences,
 - One important character skill for academic success is academic resilience: adaptability in the face of academic challenges.
 - Students need to be resilient to adapt their methods of learning, studying or working in the face of academic challenges or setbacks in order to improve.
 - This form of resilience is important throughout all educational levels and at the professional level

Increasing resilience

- The key to resilience is the use of positive coping strategies that promote internal wellbeing in times of stress, risk, and adversity
- Coping strategies can be problem-focused, where individuals seek to address the source of the issue and implement actions aimed at a solution – e.g. a student who has performed poorly on a test or assignment might work with their teacher to identify and address the gaps in their knowledge
- Alternatively, coping strategies can be emotion-focused, and involve processing, acknowledging, expressing and understanding the emotions the student is experiencing – e.g. a student who has performed poorly on a test or assignment might talk to a teacher or peer about their feelings of frustration, disappointment or even shame at receiving the test results

Coping strategies - Activity

- Not all coping strategies are equally effective, nor do they all promote the development of resilience. Some coping strategies undermine student resilience, while other positive strategies build resilience
- In pairs consider the following questions and feedback to the group:
- What do you think might be some coping strategies for enhancing resilience might be?
- What do you think negative coping strategies that undermine resilience could include?
- How can we use these to help develop our student's resilience?

Coping strategies - positive

- Strategies that are resilience-enhancing include:
- Positive reinterpretation: reinterpreting a stressful event in positive terms
- Humour: finding aspects to laugh at in order to minimise stress
- Active coping: initiating direct action to mitigate the stress
- Planning: selecting a series steps to best handle the problem
- Seeking help and social support: seeking advice, assistance or information, moral support, empathy or understanding

Coping strategies - negative

- Focusing on, and venting, emotions: emphasising what is distressing or upsetting and releasing those feelings
- Mental disengagement: choosing activities which distract the student from thinking about the stress
- Behavioural disengagement: reducing the effort applied to dealing with the stressful event
- Denial: denying or acting as though the stressor isn't real
- Acceptance: being resigned to the situation

Aim

- Examine the concept of motivation
- Examine motivation theories
- Consider strategies for improving motivation in a classroom
- To consider resilience as a concept
- Outline how we can develop our own and students' resilience

References

- Duckworth, A. (2017) 'Grit: The Power of Passion & Perseverance'. London: Vermilion.
- Dweck, C. (2017) 'Mindset: Changing the way you think to fulfil your potential.' London: Robinson.
- Newport, C. (2016) 'So Good They can't Ignore You'. London: Piatkus
- Parry, D. & Taubman, D. (2013). UCU whole college behaviour management : Final report. UCU, funded by LSIS.
- Rogers, A. & Horrocks, N. (2010) Teaching Adults, 4th edition. Maidenhead: Open University Press.