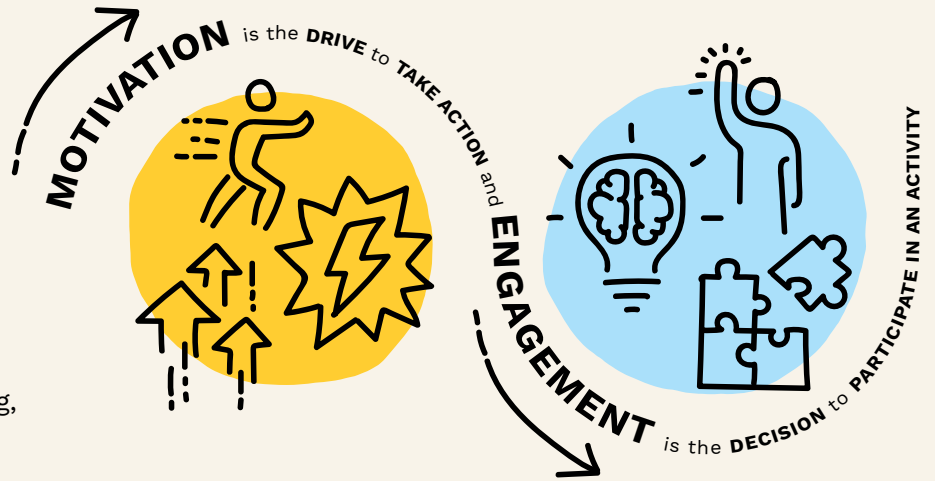





# Motivated students are more willing to engage and make an effort

This will lead to more deeply rooted learning, better grades, and increased perseverance.




To motivate and engage students at school, incorporate these **ingredients**:




**Feeling of competency**  
(also called self-efficacy)

Students feel that they have the competency to carry out what is being asked of them. They base this feeling on their previous successes and failures.




**Value**

Students feel that the activity is interesting and useful. They enjoy it, find it meaningful, grasp its importance or relevance, or understand that it will help them achieve a goal.




**Perception of control**

Students believe that they largely determine their own successes or failures. In this sense, if they believe that failure is inevitable, they will have little interest in engaging with the task.



**Sense of belonging**

Students feel appreciated and that they belong. They sense that they are part of a group, are seen, have value, and that those around them believe they are capable of learning.



**Sense of autonomy**

Students feel that they can perform the task freely, without any internal or external pressure. They can make choices and determine their own actions.



## Motivation is variable

Students will not always maintain their motivation in all circumstances and for all activities. Their motivation and engagement will fluctuate throughout their schooling, depending on the situation and under various influences.



Regardless of age, however, the ingredients that act on motivation and engagement remain the same.

## Less beneficial motivation

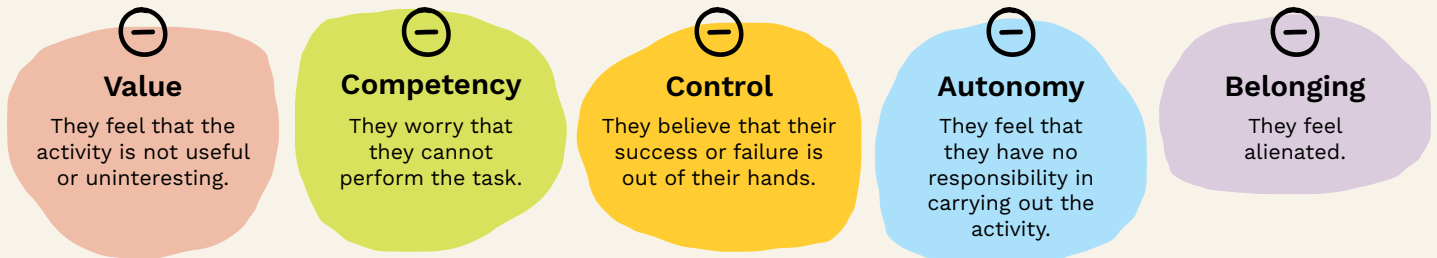
Using rewards and punishments to motivate students, or students' performing tasks in reaction to pressure (such as guilt), can lead to:

- effort focused mostly on what will be evaluated;
- a focus mostly on performance and less pleasure in learning.

# When the ingredients for motivation and engagement are **lacking**

It is normal for students to experience less motivation at certain times or in certain situations. However, chronic low motivation can reach a point at which it hinders progress and can even lead to dropping out.

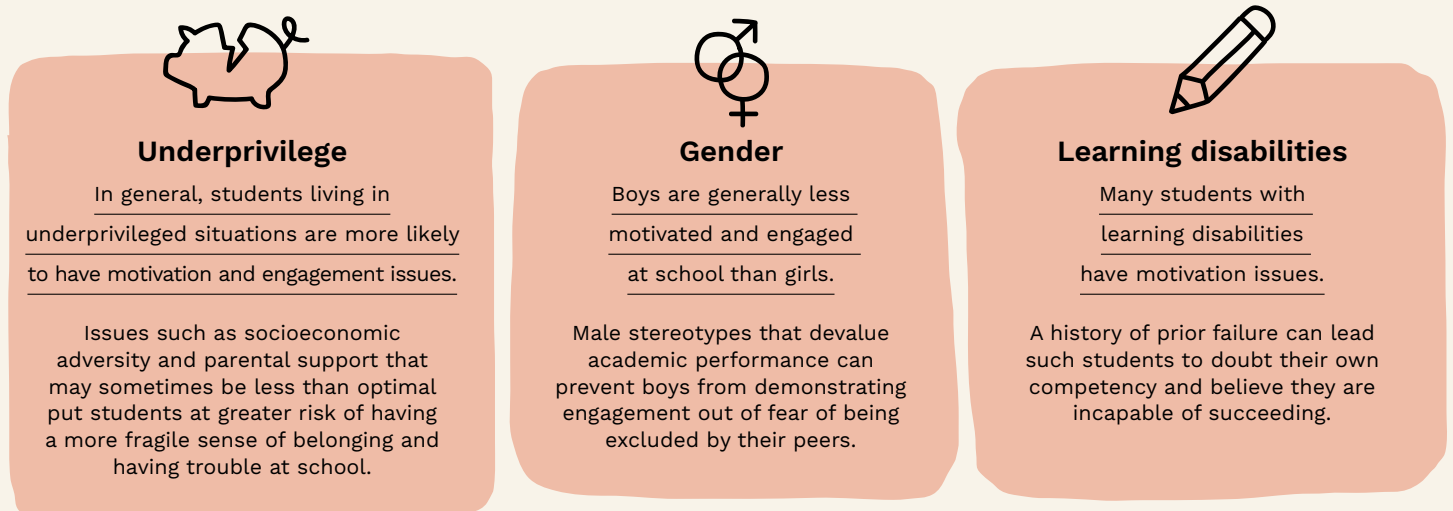
## Students are at risk of becoming unmotivated or less engaged if:



**Low engagement ≠ dropping out**  
 Students with low engagement are not necessarily destined to withdraw and drop out. Poorly engaged students can succeed in a learning activity or their schooling when they receive support that is suited to their needs.

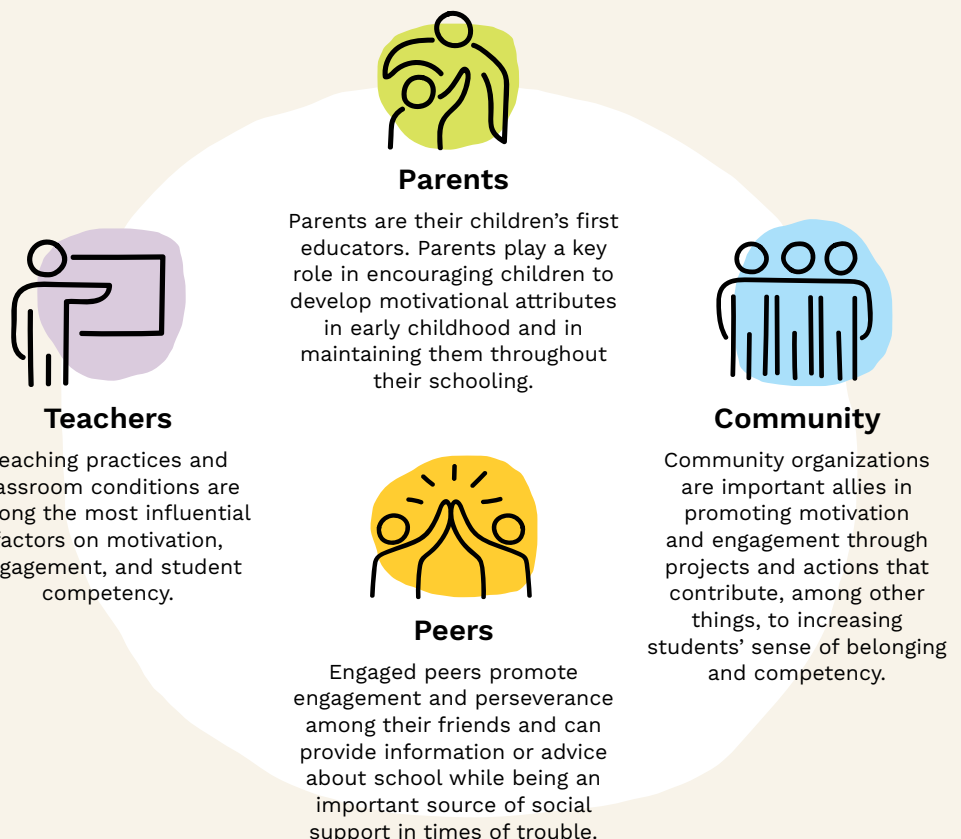
# Students do not all start with the **same** ingredients

While all young people are prone to motivation and engagement issues, some students may present characteristics that affect their motivational attributes, such that they are more at risk of lower motivation and engagement with school.



# **We are all** part of the recipe

While the students themselves are the key protagonists in their motivation and engagement, it does not depend entirely on them. Significant adults and peers contribute greatly to shaping their motivational profile, from early childhood to adulthood.



To learn more about motivation and engagement, see our key topic page (in French): [WWW.RESEAUREUSSITEMONTREAL.CA/DOSSIERS-THEMATIQUES/MOTIVATION-ENGAGEMENT](http://WWW.RESEAUREUSSITEMONTREAL.CA/DOSSIERS-THEMATIQUES/MOTIVATION-ENGAGEMENT) (The page also links to sources used to create this infographic, avenues of action, and other resources.)

An infographic by: Réseau réussite Montréal

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