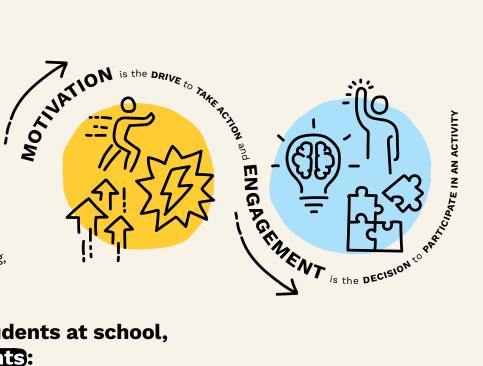


# Motivated students are more willing to engage and make an effort

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.



#### 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.



## 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.



#### 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:



They feel that the activity is not useful or uninteresting.



#### Competency

They worry that they cannot perform the task.



They believe that their success or failure is out of their hands.



#### Autonomy

They feel that they have no responsibility in carrying out the activity.

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.



### **Belonging**

They feel alienated.

#### 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



#### Underprivilege

In general, students living in

underprivileged situations are more likely

to have motivation and engagement issues.

Issues such as socioeconomic adversity and parental support that may sometimes be less than optimal put students at greater risk of having a more fragile sense of belonging and having trouble at school.



#### Gender

Boys are generally less motivated and engaged at school than girls.

Male stereotypes that devalue academic performance can prevent boys from demonstrating engagement out of fear of being excluded by their peers.



#### Learning disabilities

Many students with

learning disabilities

have motivation issues.

A history of prior failure can lead such students to doubt their own competency and believe they are incapable of succeeding.

## 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.



#### Teachers

Teaching practices and <mark>classroo</mark>m conditions are among the most influential factors on motivation, engagement, and student competency.



Parents are their children's first educators. Parents play a key role in encouraging children to develop motivational attributes in early childhood and in maintaining them throughout their schooling.



Engaged peers promote engagement and perseverance among their friends and can provide information or advice about school while being an important source of social support in times of trouble.



#### Community

Community organizations are important all<mark>ies in</mark> promoting motivation and engagement through projects and actions that contribute, among other things, to increasing students' sense of belonging and competency.

To learn more about motivation and engagement, see our key topic page (in French):

WWW.RESEAUREUSSITEMONTREAL.CA/DOSSIERS-THEMATIQUES/MOTIVATION-ENGAGEMENT

(The page also links to sources used to create this infographic, avenues of action, and other resources.)

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