

Chapter 1 : Primary 1/2 – The Motivated School

The Motivated School is an important book. It addresses a number of key issues which are central to Scottish educational policy, including Better Behaviour: Better Learning, Inclusion and Raising Attainment.

The motivated school Alan McLean, a prominent Scottish psychologist, carried out extensive research into the motivation of students in Glasgow schools. Mclean identified three internal drivers that motivate all learners and that a greater understanding of these drivers by schools and teachers can help to increase levels of self-motivation. Students with a strong sense of affiliation feel that they belong to the school; they are included, accepted, respected and supported by staff and their fellow pupils. It is the belief that one has the capacity and ability to learn and achieve. Young people, who believe that they can learn and achieve their goals through effort and technique, are much more likely to succeed. By contrast, the belief that ability is fixed is a major cause of underachievement in schools. In a school context, autonomy refers to the extent to which learners are empowered to make choices and decisions about their learning and to take actions either as an individual or as part of a group. McLean believes that greater motivation for all can be achieved where schools foster affiliation, agency and autonomy, whilst reducing levels of alienation, anxiety and apathy. The Learning Stances framework can be used to explain differences within and between learners and to determine different motivational drivers affecting each individual. The differentiating characteristics of each stance, together with the pupil drivers help teachers to provide appropriate learning experiences for pupils. This means setting aside the assumption that people are primarily motivated by rewards and punishments, or getting good grades and instead assuming that, in the right atmosphere, young people will contribute and make commitments because they want to learn, to do good work for its own sake and be recognised as people. The implications go well beyond learning and teaching in the classroom to personal and professional development for teachers and how we lead and manage our schools. This means rethinking our traditional models of motivation so that schools play down the role of rewards, competition and comparing young people, emphasising instead the importance of personal goals and targets and fostering a climate that builds and sustains higher levels of intrinsic motivation. Alan Mclean identifies strategies that will help schools to develop a climate where both teachers and students can become more self-motivated. Engagement – taking a genuine interest in individuals: Structure – providing people with a secure environment in which they know where they stand and are clear what is expected of them and what needs to be done. Stimulation – providing interesting, challenging and enjoyable learning activities that arouse their curiosity and make them want to learn. Feedback – talking regularly with people about what they have achieved and making using praise and positive comments where appropriate, but also ensuring that feedback is honest, accurate, and realistic and, where appropriate, critical. McLean believes that these four drivers operate across two dimensions: Young people become empowered through stimulation and structure and find affirmation in engagement and feedback. The main messages Motivation comes from the self: Although children are all born with intrinsic motivation to learn, levels of self-motivation decline as they progress through the education system. Children begin to form beliefs about their ability at an early age and these attitudes can affect motivation and achievement. Intrinsic motivation is more effective than systems based on extrinsic rewards and sanctions. Emotions play a major role in both motivation and learning. The motivated school was last modified:

Chapter 2 : Motivating teachers to improve instruction

The motivated school Alan McLean (), a prominent Scottish psychologist, carried out extensive research into the motivation of students in Glasgow schools. This resulted in the publication of 'The Motivated School' - a body of work which has been influential at all levels in Scottish education.

That pretty much sums up motivation, do I need to write any more on the topic? Of course, I do or my audience would diminish instantly. Ever changing levels of motivation create such an omnipresent dilemma in our daily lives that most people would pay to discover the secret of permanently being at our best. Why is motivation so transient? Any adult reading this can instantly recall two examples where levels of motivation have been at the opposite ends of the spectrum. From my own experiences as an amateur sportsman, I know getting up at 5am to complete a 15 mile training run for a forthcoming marathon is far easier to do in the warm mornings of June than it is on a freezing cold, dark January day. One is obviously far easier to motivate yourself for than the other, so just why is motivation so transient, here one minute and gone the next? How to remain motivated in schools For me, there are two key aspects to remaining highly motivated. In other words, keeping it real. In my travels around the UK and beyond working with staff and students in schools , I am consistently faced with the same challenge, how do I motivate people to listen to me? Ironically teachers face the same challenge four, five and six times a day, how do I motivate students to listen to me? Even more ironically, how do headteachers motivate their staff to be better at their jobs? I want you to go back to school yourself for a minute and ask yourself what your favourite lesson was, i. Now, give yourself a score out of 10 for my two key things; 1. Try it out below! OK, now try it again with your least favourite lesson, mine was Chemistry. Therefore my combine motivation score for Chemistry was 1 and it was reflected in my effort, attitude and ultimately my Grade E. What was your score this time? These two contrasting scores should highlight my point, that motivation really is affected by how relevant the task is and how much you expect success at the given activity. Teachers need motivation too! It is exactly the same by the way for every member of staff who swap classes and groups five times a day in high schools or for Primary and Elementary schoolteachers who have to teach five or six subjects and topics in one day to the same class. This, of course, is true of every student in every class on every day. So, school which we have established, is an already precariously balanced and delicate ecosystem, becomes even more unstable when you realise and understand just how many people in a school community are constantly changing moods dependent on which experience they perceive they are having. The key is to talk about these issues, educate both staff and students about how they feel about the swings they are feeling on a daily basis. A problem shared is a problem halved and helping students in particular come to terms with why they are less motivated in some areas will inevitably lead to a variety of very useful outcomes. In a school with high values, morals and ethics, these conversations and this level of transparency would lead to improved lesson planning, teachers taking more risks, improved relationships and a much more relevant curriculum. There would be further benefits in that behaviour and discipline would become far less of a challenge as students would have individual education plans and specific pathways to improve upon. Failure would be an acceptable and admirable experience and quality which would be a normal part of lessons and the wider education journey. Both staff and students would be far happier in their respective worlds as mental health and wellbeing would be addressed at source, i. So next time you hear a colleague curse their Year 9 class for lacking motivation, smile and understand that there really could be a different culture to approach finding solutions to such problems.

Chapter 3 : The Motivated School by Alan McLean

It builds a motivation model that provides a window through which you can observe and reflect upon how classrooms shape student motivation and how schools impact upon teacher motivation. The aspects of a motivating context can be categorized into four Drivers that impact directly on students' mindsets.

He has taught in a secondary school and a special school for students with emotional and behavioural problems. These programmes have been used in schools throughout Scotland over the last ten years. He has served on government advisory groups on bullying, truancy, discipline and social competence. He had a weekly column in *The Scotsman* for several years and is a regular contributor to the *Times Educational Supplement Scotland*. He has been running training courses for the last four years on *Motivating Learning*. The team at *Learning Unlimited*, particularly Ian Smith, was helpful in developing the motivation model. Finally I am grateful to Margaret Sutherland and Chris Smith, from the Centre for Support for Learning, Glasgow University, whose constructive criticism was significant in helping to transform the early drafts into a textbook. Dedication [Page xiv] This book is dedicated to Michael and Euan McLean Preface [Page xv] This book argues that the most powerful motivation for learning comes from inside. The search for higher achievement from governments is pressing teachers to try to motivate students from the outside by threat of punishment or promise of reward. The best form of motivation is self-motivation. Students, however, need teachers and other staff to help them achieve this state. It builds a motivation model that provides a window through which you can observe and reflect upon how classrooms shape student motivation and how schools impact upon teacher motivation. These are engagement, which is about how the teacher tries to get to know and value the learner; structure, which refers to the clarity of pathways to achieving the learning goals; stimulation, comes from a curriculum that highlights the importance, usefulness and fun of activities and, feedback, which is information that allows the learner to know how he or she is progressing. These four drivers operate along two dimensions. Engagement and feedback operate along the relationship dimension. The power dimension is delivered by a combination of structure and stimulation. The relationships and power dimensions are independent dimensions, the intersection of which creates four types of learning context. These are the undemanding classroom, epitomized by an overprotective climate and undemanding curriculum. The destructive classroom is characterized by forced learning and personal blame. Key characteristics of the optimal learning context, the motivating classroom, include trust, autonomy, a climate of self-improvement, clarity of purpose and encouragement. Each of the drivers and dimensions function as a continuum containing four distinct stages that are represented in the model as gears. There are two main dilemmas at the heart of motivating students. The first is between trying to give students unconditional acceptance while at the same time providing them with accurate feedback. The most motivating teachers achieve this balance by moving through the relationship gears from conditional acceptance through recognition to affirmation that signals that they know and value the students. The second major tension for teachers is to strike a balance between controlling and protecting students while releasing their potential for self-determination. In this way power assertion can be transformed into empowerment via power-sharing. The model allows discussion about how the teacher-student relationship evolves as [Page xvi] the class changes. At each gear the teacher plays a different role and uses a different combination of drivers. Critical events may move the class backwards into the reverse gears, including disinterest and low expectations, judgemental feedback, impossible goals and oppressive rules. An effective teacher will use each of the gears flexibly to adapt to changing circumstances. The classroom drivers are overlapping, dependent upon each other and interact in an additive and multiplicative way. High-impact teachers skillfully use each of the four drivers and their four gears switching between the gears, as the context requires, selecting the right gear of each driver for the class. Teachers are never in neutral gear in that they never have a neutral effect. All teachers have some kind of effect on student motivation. Schools cannot influence student self-esteem as much as we think, but the good news is that low self-esteem is not as big a barrier to learning as we assume. Even better news is that schools and teachers can do a great deal about the mindsets that shape self-motivation. Self-esteem is more a consequence than a cause

of achievement. Self-efficacy is the belief in your own ability in particular skill areas and is different from self-esteem, which is an affective judgement of overall worth. The twin-track approach to student confidence involves, first, teaching them to think of their ability as changeable and so lead them to adopt a self-improvement attitude to achievement and, secondly, to help them make sense of progress in a way that builds their self-efficacy beliefs. Confidence-building schools instil the belief that ability is not fixed and that there are many ways to succeed. They treat mistakes as essential steps to efficacy by linking failure to factors that students can repair. They praise student effort and strategy use and so help them focus on the process of their work and make them feel responsible for success. They help students become aware of how they are smart rather than how smart they are. They emphasize the possibility of improvement. This encourages students to put progress down to effort and concentrate on learning rather than on displaying ability. Most importantly, they stress individual rather than normative progress. Bibliography [Page] Abramson, L. Harackiewicz eds , *Intrinsic and Extrinsic Motivation: The search for optimal motivation and performance*. The Puzzle of Low Self-regard. Hetherington eds , *Advances in Family Research*, vol. Jones eds , *Perspectives in personality*, vol. *From Motivation to Well-Being*.

Chapter 4 : The Motivated School - Alan McLean - Google Books

If you want to stay motivated in school, start by creating a scheduled routine for your study time to keep you on task. Then, find a quiet, well-lit place to study and keep it neat and tidy so you won't be distracted by messes.

Motivating Teachers to Improve Instruction Motivating teachers to improve instruction In the last two decades of education reform, teachers have been viewed as central to both the problems of education and their solutions. Education researchers and school leaders have faced the challenge of motivating teachers to high levels of performance. Because of this organizational structure, teachers are difficult to supervise, do not receive regular feedback from others, and often find it hard to collaborate. Perhaps as a result of these circumstances, the research also shows that many good teachers leave teaching in the first three years Frase Clearly, education leaders need to find ways to keep teachers in the profession and keep them motivated. A motivated teacher, as described here, is one who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice. This issue looks at teacher motivation and considers how it has been treated historically, how it is affected by external and internal factors, and how new directions in professional development, teacher evaluation, new teacher induction and school reform are currently creating opportunities for more effective teacher motivation. Merit pay and career ladders were intended to provide financial incentives, varied work, and advancement opportunities for seasoned teachers. These, along with across-the-board pay raises, work environment premiums for difficult assignments, and grants or sabbaticals for research and study, were expected to improve teacher performance and motivation. According to Johnson , measures developed to boost teacher motivation are based on three theories of motivation and productivity: Individuals are more likely to strive in their work if there is an anticipated reward that they value, such as a bonus or a promotion, than if there is none. Individuals are dissatisfied if they are not justly compensated for their efforts and accomplishments. Workers are more productive when their work is varied and challenging. The first two theories are justification for merit pay and career ladders, and the third suggests differentiated staffing, use of organizational incentives, and reform-oriented staff development. Merit Pay The idea of merit pay has a straightforward appeal: Some researchers have warned, however, that merit pay may change the relationships between teachers and students: Another concern is that merit pay plans may encourage teachers to adjust their teaching down to the program goals, setting their sights no higher than the standards Coltham Odden and Kelley reviewed recent research and experience and concluded that individual merit and incentive pay programs do not work and, in fact, are often detrimental A number of studies have suggested that merit pay plans often divide faculties, set teachers against their administrators, are plagued by inadequate evaluation methods, and may be inappropriate for organizations such as schools that require cooperative, collaborative work Lawler However, many of these programs have faltered for largely the same reasons that merit pay plans have failed - unanticipated costs, teacher opposition, inadequate evaluation methods, and dissension Freiberg They were meant to provide external incentives - financial rewards, advancement opportunities, workplace variety - but did not adequately resolve the problem of teacher satisfaction. Frase offers one reason why measures relying on external rewards have been insufficient. There is overwhelming research evidence, he says, that teachers enter teaching to help young people learn, that their most gratifying reward is accomplishing this goal, and that the work-related factors most important to teachers are those that allow them to practice their craft successfully see also Frase ; Lortie ; Mitchell, Ortiz, and Mitchell Work Context Factors Work context factors are those that meet baseline needs. In general, context factors clear the road of the debris that block effective teaching. In adequate supply, these factors prevent dissatisfaction. But these factors may not have an extended motivational effect or lead to improved teaching. For example, a survey conducted by the National Center for Education Statistics found that teacher compensation, including salary, benefits, and supplemental income, showed little relation to long-term satisfaction with teaching as a career NCES According to Frase , content variables are the crucial factor in motivating teachers to high levels of performance. Work Content Factors Work content factors are intrinsic to the work itself. They include opportunities for professional development, recognition, challenging and varied

work, increased responsibility, achievement, empowerment, and authority. Some researchers argue that teachers who do not feel supported in these states are less motivated to do their best work in the classroom. NCEES Data from the National Center for Education Statistics confirm that staff recognition, parental support, teacher participation in school decision making, influence over school policy, and control in the classroom are the factors most strongly associated with teacher satisfaction. Other research concurs that most teachers need to have a sense of accomplishment in these sectors if they are to persevere and excel in the difficult work of teaching. Frase and Sorenson studied work content factors in a questionnaire administered to 73 San Diego School District teachers. Feedback is the factor most strongly related to job satisfaction, yet teachers typically receive very little accurate and helpful feedback regarding their teaching. Autonomy is strongly related to job satisfaction for many, but not all, teachers. Autonomy is not necessarily defined as freedom from interference in the classroom; rather, the majority of teachers view autonomy as freedom to develop collegial relationships to accomplish tasks. Collegiality is also important for teachers. Collegiality can be expressed through experiencing challenging and stimulating work, creating school improvement plans, and leading curriculum development groups. The literature suggests that collegiality is directly linked to effective schools Johnson ; Glatthorn and Fox , where "teachers valued and participated in norms of collegiality and continuous improvement experimentation " Little , 1. Some research shows that when principals effectively used shared governance strategies and participatory management, teachers feel energized and motivated, and their sense of ownership and empowerment increases Blase and Blase Well-implemented school improvement plans can increase collegiality and give teachers the satisfaction to committing themselves to school improvement goals. Some practitioners believe that such rewards may be more effective in motivating teachers and improving teaching practices than individual, extrinsic rewards Johnson However, Frase and Sorenson caution that not every teacher will respond positively to educational reform approaches. Autonomy for one may be isolation for another; one teacher may welcome feedback, another may see it as infringement on his or her professionalism; and while one may welcome collaboration, another may see it as stressful imposition. Opportunities for participatory management must be differentiated for each teacher. Professional Development The interrelation of teacher motivation and school reform efforts has also been addressed through the issue of staff development. Traditionally, staff development has meant encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level; providing funding for conferences and workshops; and developing other training opportunities, including inservice programs. However, many leading school reformers have called for new forms of professional development. She believes that teachers must have opportunities to try out new practices by taking new roles and creating a culture of inquiry. Darling-Hammond and McLaughlin suggest that staff development also means "providing occasions for teachers to reflect critically on their practice and to fashion new knowledge and beliefs about content, pedagogy, and learners" p. Monahan describes a new concept, Comprehensive Professional Development CPD , that focuses on strategies for facilitating teacher growth through professional dialogue with colleagues, collaborative curriculum development, peer supervision, peer coaching, and action research leading to schoolwide change. Unfortunately, he reports, principals and teachers still regard CPD like activities for continuing professional development to be less important than traditional methods. Problem-based school development PBSD is an approach that takes staff development and school form to the next level by creating a professional community capable of sustaining longterm educational reform Clarke et al. Inspired by a year partnership between the University of Vermont and school districts, PBSD consists of teams that consider problems, search for new information, and organize local inquiry projects in their respective schools. Many teachers respond with great energy when they are immersed in new perspectives on their own teaching and learning abilities and provided with opportunities to express themselves honestly. The National Foundation for the Improvement of Education offers several recommendations for establishing professional development programs that result in teacher growth and motivation. Find the time to build professional development into the life of schools. Reorganize the school day to enable teachers to work together as well as individually, both daily and weekly, and throughout the year. Help teachers to assume responsibility for their own professional development, based on an analysis of the needs of students in their

own schools. Professional development goals, standards for student learning, and standards for professional practice should be decided locally by the school community of teachers, administrators, and parents. In addition, teachers and administrators should collaborate in each district to create peer assistance and review to nurture the practice of all teachers. Work with the community to provide high-quality professional development. Induction and Support of New Teachers New teachers enter the profession for intrinsic rewards, but the negative effect of extrinsic conditions may overwhelm them. They face new and difficult challenges: Key ideas for supporting new teachers include: Relocation and acclimation assistance can help the new teacher with locating housing, can share information about the community, and can introduce the recruit to other new teachers. In addition, the mentor teachers themselves gain the satisfaction of sharing their knowledge and experience and helping their new colleagues grow professionally. Teacher Evaluation Recognition and feedback have been cited as important motivators for teachers, so it would seem that evaluation is an obvious vehicle for using these incentives to direct the teachers on the path towards professional growth and improvement Frase However, the most common practices in evaluation are limited in their capacity to improve teaching, and chiefly serve as monitors of minimal competency for retention Loup et al. Peterson calls for a new direction in teacher evaluation that will bring better results more allied to the goals of comprehensive professional development and the goals of education reform: Emphasize the function of teacher evaluation to seek out, document, and acknowledge the good teaching that already exists. Place the teacher at the center of the evaluation activity. Ask the teacher to consider his or her duties, responsibilities, contributions and outcomes, and direct the evaluation from that point. Use the results of a teacher evaluation to encourage personal professional dossiers, publicize aggregated results, and support teacher promotion systems. Extrinsic rewards that have been tried in the past have generally not produced the desired results. Research and experience show that teachers are most likely to value intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. One clear finding of the research points in a hopeful direction - helping young people to learn is the central goal of both those who enter the teaching profession and those who are working to reform public education. Blase, Joseph and Jo Roberts Blase. What Successful Principals Do. Real Questions, Real Answers: Focusing Teacher Leadership on School Improvement. Association for Supervision and Curriculum Development. An English Experiment and its Outcome. Maximizing People Power in Schools: Motivating and Managing Teachers and Staff. Impact on Participatory Management. Lessons from the Past. Quality Teaching through Professional Development. A Place Called School. What Motivates, What Matters. Joyce, Bruce and Beverly Showers. Student Achievement through Staff Development: Fundamentals of School Renewal. Mills, and Mariam L. Lawler 11, and L. Workplace Conditions of School Success. University of Chicago Press.

Chapter 5 : How to Stay Motivated in School (with Pictures) - wikiHow

Some students don't achieve their full potential, while others of similar ability achieve more than predicted. This book shows how important students' motivational mindsets can be in influencing the way they learn.

Make smart progress and avoid the worst pitfalls. Download our free New Business Foundations Kit. Need Some Motivation Right Now? Desperate times call for desperate measures. You said you needed motivation. Do you want some motherfucking motivation right now? Do you want to get some seriously useful shit done today? Do you want to get off your ass and start producing instead of wallowing in despair, depression, self pity, fear, doubt or whatever is holding you back? Are you sick of not getting anything done? The point of this exercise is to give you motivation to do something right now. Follow the steps below carefully. Quit bitching about how tired you are. We all face obstacles. How you deal with those obstacles defines who you are and determines how successful you are in life. Did you catch that? It was the secret to life. Let me say it again. Read the quotes below. If you have a favorite quote or two you always refer to, read that too. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary. If the motivation you need is to work on building your own business, watch this video. Put a pot of coffee on or get some tea brewing. Try a bulletproof coffee if you need an extra kick. Eat some nuts or fruit. Do one of the following three things: Tell him or her that you need a little pep talk. Put a 10 minute limit on the conversation. If you normally sit down to work, stand up. Standing up to work is motivating. It gets the blood flowing. Now, put on your favorite music playlist. Play something that gets you jacked. You have to be healthy to stay motivated. List the top 3 positive outcomes of achieving your task. Instead, focus on the positive things that will happen once you get it done. For example, if you have homework to do, your list might look like this: Write down the three things. Make sure you focus on the 3 most important outcomes. Think about the part of doing this task that you enjoy. Most tasks have some enjoyable component to them. Focus on what you like about what you have to do, no matter how simple or how small. Lock yourself in a room with the thing you need to be doing. Put pen to paper, fingers to keyboard, or axe to the grindstone. Stop looking for external motivation. Stop letting yourself procrastinate. Start going through the motions of making progress. These are the toughest to find motivation for. For these especially difficult situations, I recommend two things. First, question whether or not this thing really needs to be done. What are the consequences of not doing it? Can you live with the consequences? Is there any way to not do this thing? Then, if you still conclude that this thing absolutely has to get done, focus on simply getting past it. Imagine the relief of not having this thing on your plate anymore. How will that make you feel? See how quickly you can possibly do this thing. Do it now and move on to stuff you really want to do. Bonus tip for creative entrepreneurs and online business builders If you need an ongoing kick in the pants to focus your energy on building a business or becoming a successful freelancer, we have a brand new podcast just for you called The Fizzle Show.

Chapter 6 : The motivated school

How to Gain the Motivation to Do Well in School. In school, it is easy to find yourself distracted. Constantly we are procrastinating, slacking off on homework to be on social networks, gaming or watching videos, even to the point where we.

Lost or Just Misplaced? These are not "secret" questions taught only to therapists in advanced training so I thought it might be helpful to share them in such a way that students could begin to explore these issues on their own before or while, or instead of coming to see me or one of my colleagues. First of all, we want to know if this motivation problem is a recent change or one that has been going on for a long time? The answer to this question begins to narrow down the list of causes. This may not have been diagnosed before now because your above average intelligence has allowed you to compensate and perform at a high level until college. Another possibility if the motivation problem is long-standing, is that there are psychological forces at work. What is an adaptive coping mechanism at one time of life can become a source of distress at another. This may work very well for a long time, keeping parents proud of you, but with your having the inner satisfaction that you have preserved your true self by not trying as hard as you could. In college things change. You may find yourself wishing you could motivate yourself more from the inside; that you had more motivation to do the extra work that would bring excellence or satisfaction. In real life, of course, nothing is quite as simple as the above example suggests. The psychological reasons for a lifetime of "low motivation" are often not obvious at first and require some investigative work. A therapist can be a worthwhile choice as co-investigator in this project. Certainly, admission to Brown University is not offered to those whose motivation is nil. Just filling out the application takes some motivation. What if the change in motivation is more recent? First, we need to rule out the obvious causes. Physical illness, depression, and alcohol, pot, and other drug use are possibilities at the top of the list. In the case of physical illness, there will be other symptoms besides decreased motivation. A visit to Health Services is in order. If the problem results from depression, the change in motivation may be accompanied by feeling down, sad, hopeless, or just empty, with no zest for life. There may be changes in appetite and sleep patterns, decreases in the ability to concentrate and remember. Life might feel meaningless and the things that used to bring pleasure no longer do. You may even think of ending your life. You may be aware of what event s brought on the depression or it may be harder to pinpoint why this has happened to you at this time. With proper treatment, you can expect improvement within a few weeks. Now, alcohol and other drugs. In the case of marijuana, experts believe there actually exists an "amotivational syndrome" which results from steady pot use. If your motivation improves, the drug use may be at least a part of the problem. Multiple Causes Here I want to emphasize that there may be more than one contributing cause to your motivation problem. Alcohol use may be A cause, but not the only one. You could have a depression worsened by the use of alcohol after the break-up of a love relationship. You could have attention deficit disorder, self-medicated by marijuana. It makes sense to take all etiological factors seriously. Perhaps when you are no longer depressed and your motivation has returned, moderate alcohol use may not be a problem any longer. Hesitations of Motivation Particular points along the path to college graduation make one susceptible to "hesitations of motivation". Some students experience a big downturn in motivation sometime in their first year. They have relentlessly pushed and pushed and pushed themselves for 12 or 13 years to gain admittance to a prestigious institution of higher learning and here they are They have to push and push and push themselves for 4 or 6 or 10 more years before they can relax. Makes me tired just to think of it. All at once, a very unpleasant awareness settles in: I can stand anything if I just make up my mind to it. An honest exploration of the choice of concentration may be in order, even if it seems at the time to stir up more trouble and threaten well-laid and expensive educational plans. The approach of graduation is another time when motivation may wane. No more asking for help from anyone. I offer them for your consideration. You may want to simply ponder the answers for yourself, write out the answers you may be surprised what comes out or talk them over with a friend who can prod you to look more deeply. What is the difference between the tasks I have no problem doing and those which I feel unmotivated for? Is it a matter of gaining

more skill in doing that kind of writing, or do I have a learning disability or is it something about that course in particular? I practice all the time and give my all, but classes I just can get myself going. Am I at the wrong school? Maybe I should be taking different classes. This calls for some free association, as we psychologists call it--letting your mind go and looking at whatever answers come up, no matter how illogical. And what might be going on in my relationship with that person? They say that perfectionism leads to procrastination and procrastination leads to paralysis. Perfectionism can have a number of negative effects on motivation. Perfectionism can cause one to put off doing what needs to be done because of fear of not reaching the goal: Where did this idea come from for you? Do your parents work constantly? This is a tough one, because some of these messages are more or less learned unconsciously, never spoken out loud. Also, some of them are conflicting. This can easily manifest in low motivation. The closer to graduation it gets, the worse it seems to get. Such parents are usually quite determined to give their children a better chance. This is a truly wonderful gift, but what is often unexpected by both parent and child is that the gift is not without pain for the child. My older brother does now in medical school, of course. It sometimes takes a bit of exploration to sort out the answers in full. The short answer is that you were raised in a different environment and different family than your parents were. They may not have had much choice about how hard they had to work when they were your age. Your role in the family may play a part as well. Are you the "star", the "standard bearer"? You may be tired of such a one dimensional definition of yourself and be struggling to find a more complex identity. One that includes slacking off, not having to always be the best, even being average. On the other hand, you may have the family role of "irresponsible screw-up" or "dunce". Believe it or not, there are many students at Brown, undoubtedly quite intelligent, who were for some reason labeled in this way earlier in their lives. We may find ourselves mysteriously unmotivated to succeed because of this. First of all, the discussion above is by no means complete. There are many stories left untold; each one as unique as the person to whom it belongs. Also, contrary to what may seem implied above, there are no simple cause-effect equations in real life. These reflections are simply meant to be a starting point, to begin the process of examining the issues, to frame the questions a bit. In each situation, however, there is something important going on and the motivation problem is the wake up call. The solution will most likely not come in a form as simple as forcing yourself somehow to be more highly motivated, but instead it may grow out of exploring and understanding the sources of the problem and respectfully attending to them.

Chapter 7 : The Motivated School

Sincerely, Fun Motivated. Dear FM, A lack of motivation to finish school work (or just work in general) is a tough nut to crack, and there are all kinds of possible reasons why you might struggle.

Chapter 8 : How to Gain the Motivation to Do Well in School: 8 Steps

Situational motivation is a phenomenon in which aspects of the immediate environment enhance motivation to learn particular things or behave in particular ways. Educators can do many things to.

Chapter 9 : Motivation In Schools | A Fresh Approach To Motivating Students

Motivation is literally the desire to do things. It's the difference between waking up before dawn to pound the pavement and lazing around the house all day. It's the crucial element in setting.