

## Academic Success and Student Well Being: A Look Through the Motivation Lens

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## Learning Objectives

By the end of the session participants will be able to:

- Explain different motivation theories and their representation of human behaviours.
- Describe major academic components that impact on students' behaviours, beliefs and well being.
- Explain the Student Well Being Framework (SWELL)
- Propose academic measurable indicators of student academic well being

## CONTEXT

## The **Stressed** Student...

Academic Impact	Personal Impact
Delaying Accommodating Alleviating Probating Suspending Failing	Socializing Self-Esteem Security Motivation Fulfilment Goal Achievement

## The **Strategic** Student...

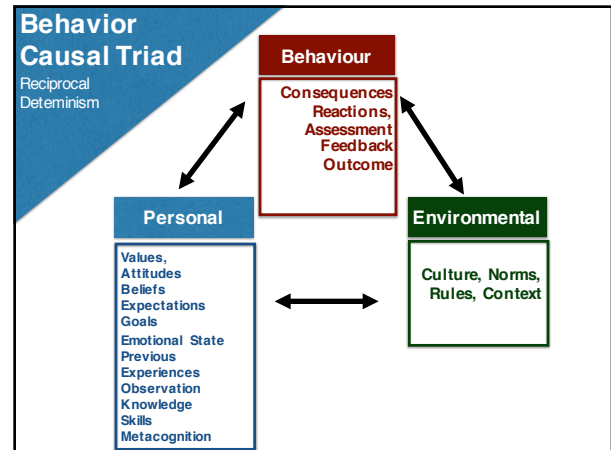
Most Frequent Adopted Strategies	Less Frequent Adopted Strategies
Prioritize Between Courses Solely Memorizing Try to: • Understand • Make links • Make sense of Computer: • Comments • Notes Read back Notes	Build a learning Plan Performed Suggested Reading Summarize Performed Additional Reading Join Class Discussions Review Course Documents Restructure and work around with knowledge
<b>Statistically Significant</b> 21-24 > (<20)      30-34 > (<20)	

## Purpose of the study

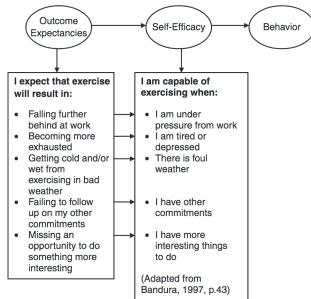
- Describe the relationship between Academic Factors and Students' Wellbeing
- Propose Student Wellbeing Indicators founded on Motivation Theories
- Propose a Framework for Academic Interventions to Improve Students' Wellbeing and Students' Academic Achievement

## Socio-Cognitive Theory

Bandura



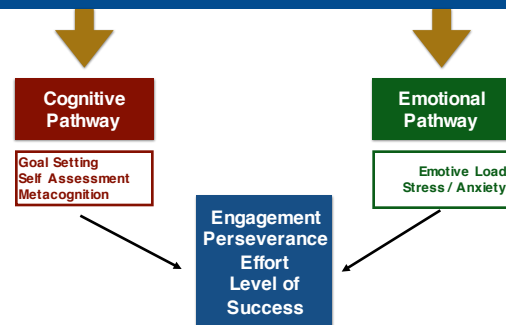
## Key Personal Determinants



Williams (2010)

## Self-Efficacy Beliefs

(I am capable of)



## Self-Efficacy Beliefs

- **Nature**
  - Creativity, Effort, Precision, Productivity, Self-Regulation
- **Generalizability**
  - Context
    - Cognitive / Emotional Domains
- **Strength**
  - Not linear with behavior / Threshold before acting
  - Linear relation with Perseverance and Success

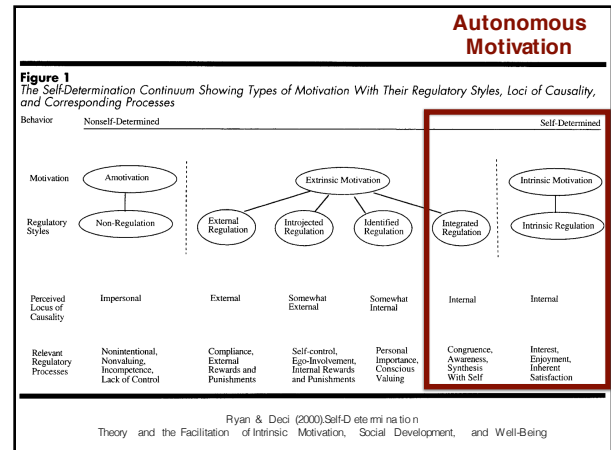
## Causality

### Influence of Social-Cognitive factors on Behaviors...

- Is Contextual
- May be delayed (Time Offset)

## Self-Determination Theory

Deci & Ryan



## Intrinsic Motivation IM

«...placing strong relative importance on **intrinsic aspirations** was **positively associated with well-being** indicators such as self-esteem, self-actualization, and the inverse of depression and anxiety,

whereas placing strong relative **importance on extrinsic aspirations** was **negatively related to these well-being indicators**. »

## IM in Academic Setting

- Behavioural, Cognitive and Affective Benefits. (Guay, Ratelle, & Chana, 2008).
- Positive Behaviours (Vallerand & Bissonnette, 1992),
- Perseverance (Blanchard, Pelletier, Ots, & Sharp, 2004; Hardre, & Reeve, 2003),
- Self-actualization, self-fulfilment (Ryan & Deci, 2000; Ratelle, Guay, Vallerand, Larose, & Senécal, 2007),
- Openness to Challenges (Benware & Deci, 1984; Vansteenkiste, Lens, & Deci, 2006)
- Learning (Benware & Deci, 1984; Vansteenkiste, Lens, & Deci, 2006),
- Creativity (Runco, 2005)
- Positive emotions, such as satisfaction, happiness, pleasure and interest (Vallerand, Blais, Brière, & Pelletier, 1989).

## Self-Determination Theory

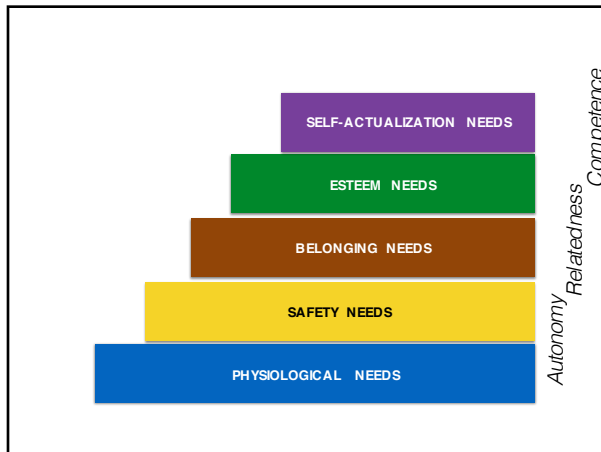
Inner natural trend to try to fulfill three (3) **human basic psychologic needs**

- ✓ **Competency** (Be effective)
- ✓ **Autonomy** (Be in control)
- ✓ **Relatedness** (Close and Meaningful Relationship)

Environment must be supportive  
Sustaining the conditions for  
**Autonomous Motivation**

## Hierarchy of Needs Theory

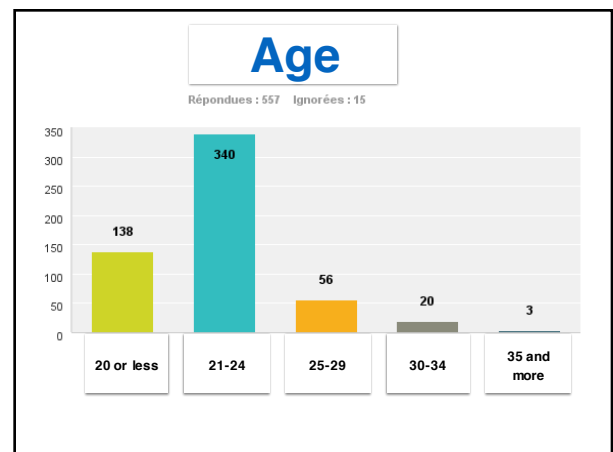
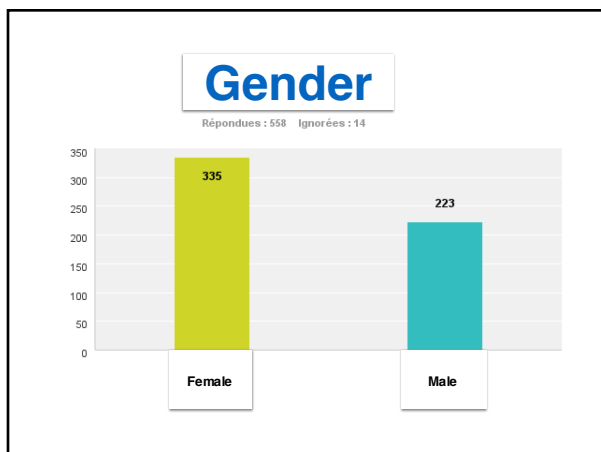
Maslow

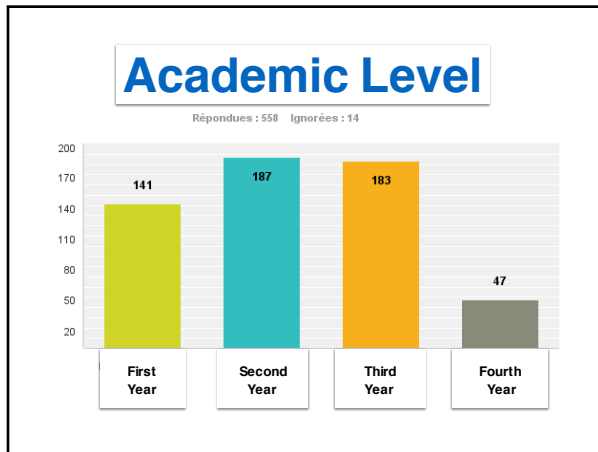


# METHODOLOGY

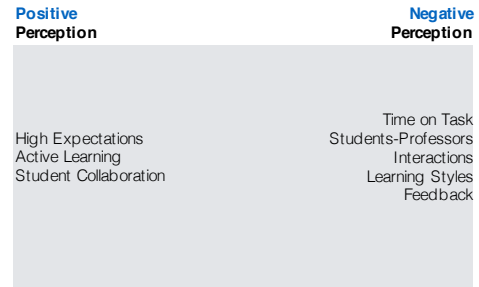
Methodology		
CONSTRUCT	DATA COLLECTION	DATA ANALYSIS
Self-Efficacy Self-Determination Personal Goals Perceived Influence (Academic Factors)	Questionnaire: Customized Measurement Scale	Descriptive Statistics IRT Modelling
Description of their Learning Experience (State)	Open-ended Item (Narrative)	Narrative Analysis Coding Frequency Coding Co-Occurrence Coding Correlations Typical Student Description

# RESULTS





## Students' **Perception** of the Learning Conditions...



## Perceived **Impact** of the Learning Experience...



**Statistically Significant:**

**Age:** (<20) >21-24, 25-29 **AcadLevel:** An1>An2,3,4

## MOTIVATION SCALES

## Self Efficacy Beliefs...



**Statistically Significant**

**Age:** 21-24>(<20) **AcadLevel:** An3>An1 **Work:**No Work

## Self Determination and Achievement Goals...



**Statistically Significant:**

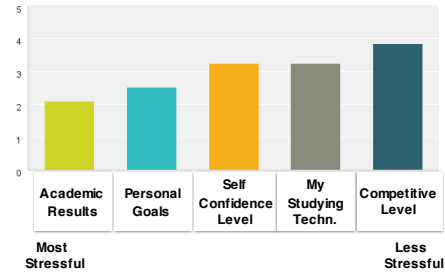
**Age:** 30-34>25-29 **AcadLevel:** An1>An2,3,4  
**Gender:** Fem>Masc

# ACADEMIC FACTORS

## Academic Factors Influence on Students' Stress Level

(Average Rank)

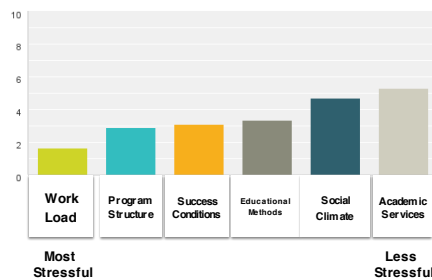
Répondus : 565 Ignorées : 7



## Academic Factors Influence on Students' Stress Level

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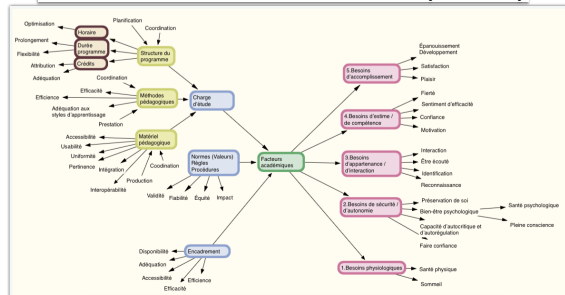
Répondus : 566 Ignorées : 6



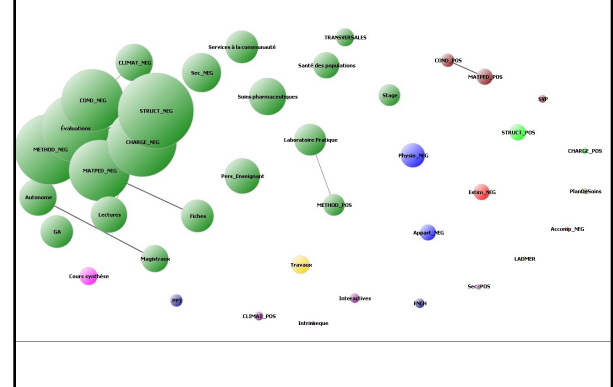
# NARRATIVE ANALYSIS

## Coding Structure

Academic Factors x Basic Needs (Maslow)



## Codes Co-occurrence



# STUDENT WELL BEING FRAMEWORK

# Well Being relies on :

- Pleasure
- Task/Context
- Performance
- Effort
- Outcome

# Well Being relies on:

- **Believing** in one's capacity to:

- Engage
- Performe
- Persevere
- Meet Expectations
- Succeed

# Well Being relies on :

## Congruence between:

- Personal Goals
- Situation-related goals

# Well Being relies on :

## Environment Supportive of:

- Autonomy
- Relatedness
- Recognition

## 7

## SWELL Framework

Measurement Scales	Self Efficacy	Self Determination	Basic Needs Fulfilment
Wellbeing Indicators	Self-Efficacy Competencies , Outcomes	Autonomous Motivation Intrinsic Regulated Intrinsic Goals	Physiologic Security Belonging Esteem Self-Actualization
Academic Focus	Role Modeling Feedback/Formative Assessment Experiential Metacognition	Students-Professors Interactions Learning Styles Collaborative Learning Tutorship / Mentorship Career Plan Culture/Environment Effective Communication	Workload Schedule Program Structure Extra Curricular

## Thank You

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