



# **Teachers' attitudes towards and actual use of five factors that motivate students in the classroom (HVS)**

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- Motivation theories promote constructs that through research have been shown to motivate and engage students.
- But do we know how teachers feel about motivational constructs?
- Research on teachers' attitudes towards motivational constructs is scarce.





# MUSIC Constructs - Theories

	Theories and Research
eMpowerment	Autonomy - Deci & Ryan, 1991 <b>Self-Determination Theory</b>
Usefulness	Utility value - Wigfield & Eccles, 2000 <b>Expectancy-Value Theory</b>
Success	Expectancy for Success - Competence Wigfield & Eccles; Deci & Ryan
Interest	Situational Interest – <b>Interest Theory</b> Hidi & Renninger, 2006
Caring	<b>Relatedness</b> – Deci & Ryan <b>Self-Determination theory</b> Noddings, 1992





# ***The MUSIC Model of Academic Motivation*** (Jones, 2009)

Students are likely to be motivated when they

**eMpowerment**

- believe that they have some control over some aspect of their learning

**Usefulness**

- understand why the content is useful, now or in the future

**Success**

- believe that they can succeed if they put forth the effort

**Interest**

- are interested in and even enjoy learning the course content

**Caring**

- believe that the instructor cares about them achieving the course objectives
- believe that the instructor cares about them as a person

[www.themusicmodel.com](http://www.themusicmodel.com)





# The Research Question

What are the attitudes of teachers (HVS) towards the MUSIC motivational constructs and are they using these constructs in the classroom?





# Survey development

## Statements representing MUSIC Model components

**“It is a part of my responsibilities as a teacher to:**

give my students choices in some aspects of their learning.” - **eMpowerment**

explain to students why the knowledge and skills they are learning could be useful to their goals.” - **Usefulness**

strengthen, by good organization and feedback, my students’ belief that they can succeed.” - **Success**

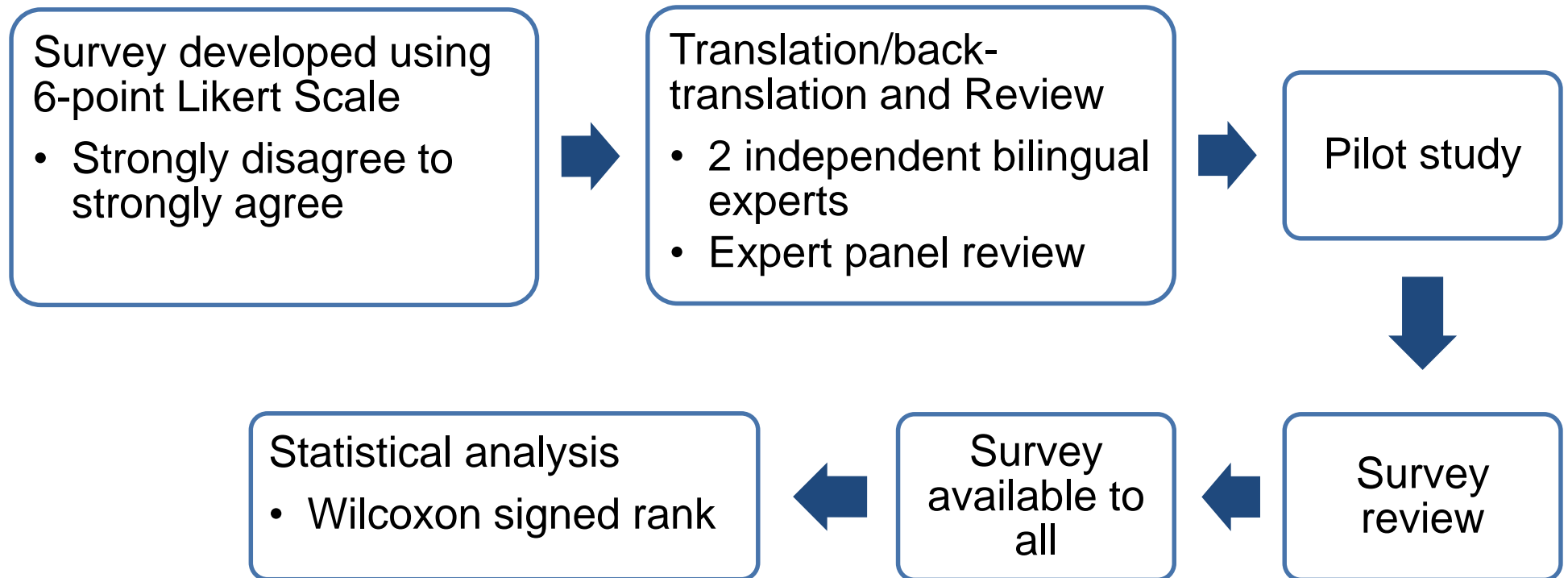
generate student interest about my subject matter.” - **Interest**

communicate respect and caring to my students”. - **Caring**





# Methods





# Participants

863 emails  
(25% tenured faculty)

298 responses  
35% response rate  
(33% tenured faculty)



65% female

Age:    20% < 40  
          39% 40-52  
          41% > 52

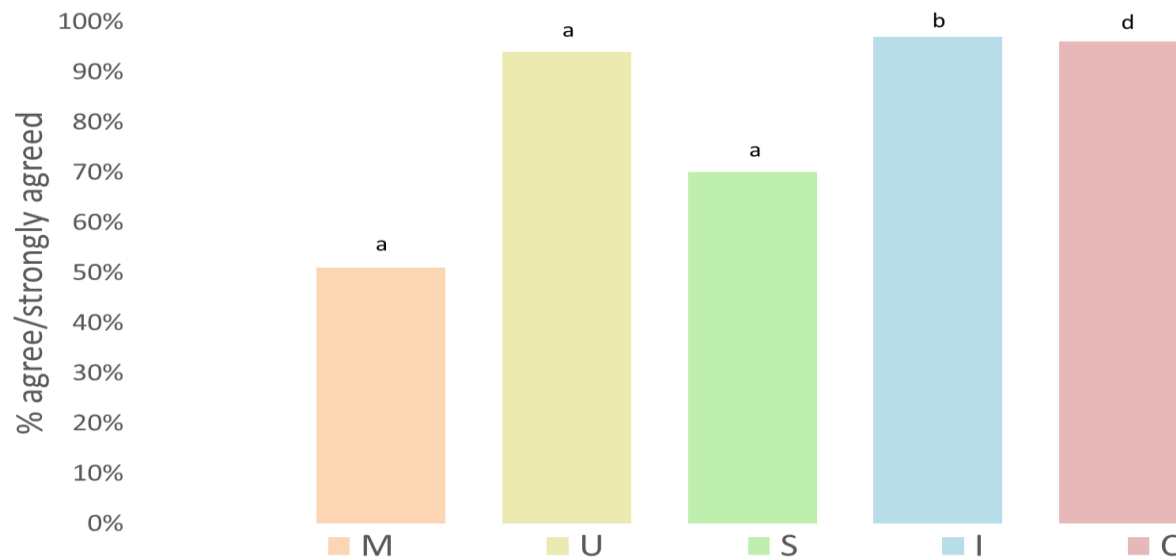






# Results

Teacher response: "It is part of my responsibilities as a teacher to..."



a - significant difference from all other components  $p < .0001$   
b - significant difference from all other components ( $p < .0001$ ) except component C  
d - significant difference from all other components ( $p < .0001$ ) except component I

give my students choices in some aspects of their learning." - **eM**powerment

explain to students why the knowledge and skills they are learning could be useful to their goals." - **U**sefulness

strengthen, by good organization and feedback, my students' belief that they can succeed." - **S**uccess

generate student interest about my subject matter." - **I**nterest

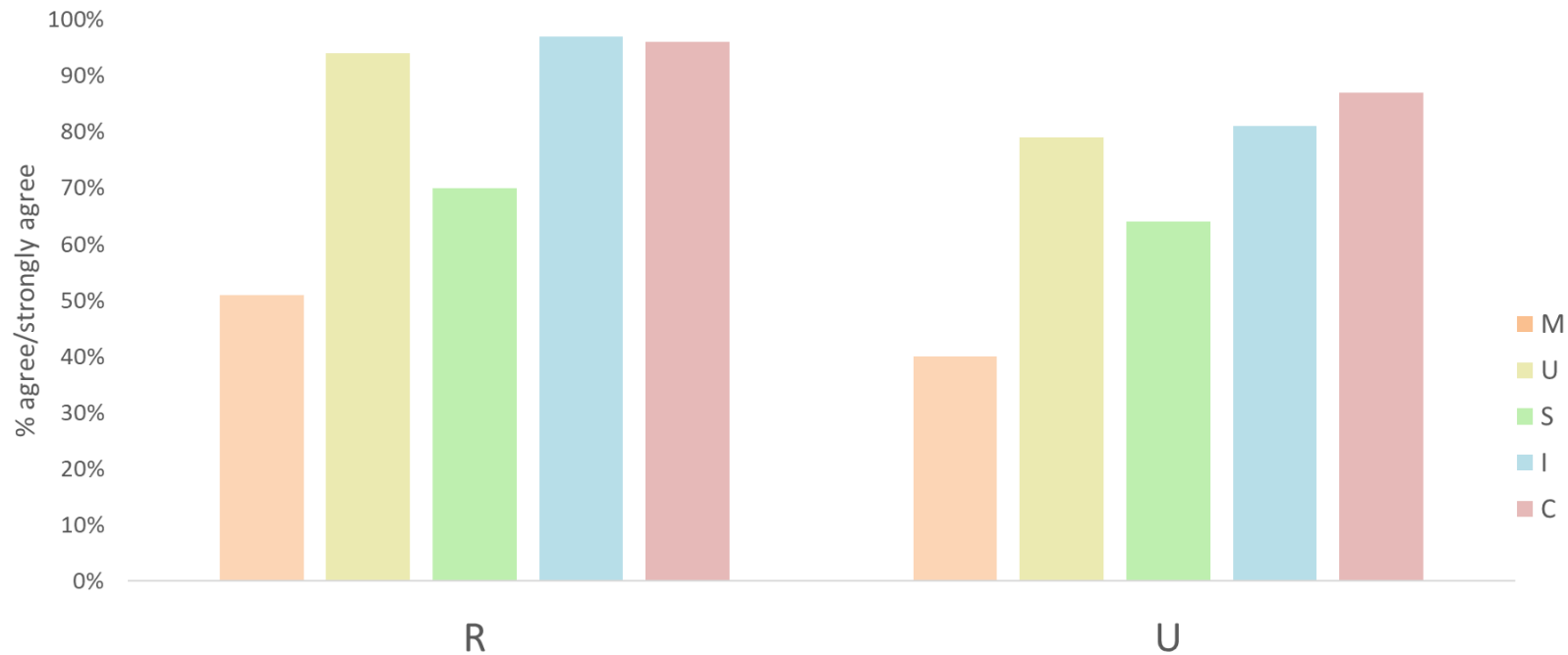
communicate respect and caring to my students". - **C**aring





# Responsibility vs used in course last year

MUSIC Components: Responsibility-usage gap



R – part of responsibility as teacher; U - used in the last course I taught



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Wilcoxon signed rank – all differences between responsibility and usage significant ( $p < .0001$ ) except 'S'



## *Results*

- Constructs of eMpowerment (through giving choices) and supporting students' beliefs in Success (by good feedback and course organization) less supported as a responsibility of teacher
- Usage pattern mimics responsibility pattern in all components but at lower levels





# Discussion

- These results suggest that health science faculty agree and support strongly some motivational components of the MUSIC Model but not other components.
- If teachers do not support motivational concepts, it is doubtful they will utilize them in their classroom.





# Giving students some choices

- Theories - **Self-determination theory** (Deci & Ryan 2008), control theories (Skinner, 1996), and **interest theories**, when students are allowed to pursue areas of personal interest (Linnenbrink-Garcia, Patall, Messersmith, 2013)
- Giving students some choices is one strategy of supporting engagement, autonomous learning (Kusurkar & Croiset, 2015) and **self-regulation**.
- It is thought that teachers may resist giving students some choices due to concerns over loss of classroom control.





# Making sure students perceive they can be successful

- Theories - **self-efficacy theory** (Bandura, 1997), **expectancy-value theory** (Eccles et al., 1983), **self-determination theory** (Deci & Ryan 2008), and **attribution theory** (Weiner, 2000).
- It is theorized that teachers may not understand the importance of **regular feedback** and **clear course expectations** as a way to **enhance students' belief** in their ability in the subject matter and thus, actual success.





# This research...

- supports the idea that teachers **may not value giving choices** in learning or **making sure students feel they can succeed** through feedback and organization as a way to motivate students.
- suggests that faculty development programs need to consider ways to educate faculty theoretically and practically on
  - the importance of giving students **some choices** in their learning to empower them.
  - ensuring that students believe they can be successful by providing regular, **timely feedback** and utilizing good course **organization** with clear expectations.





Teachers who are taught to enhance the perceived autonomy and beliefs of students in their success may enhance student motivation in the classroom, leading to **better student satisfaction and learning outcomes.**







# References

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# A Related Study

From students' perspective

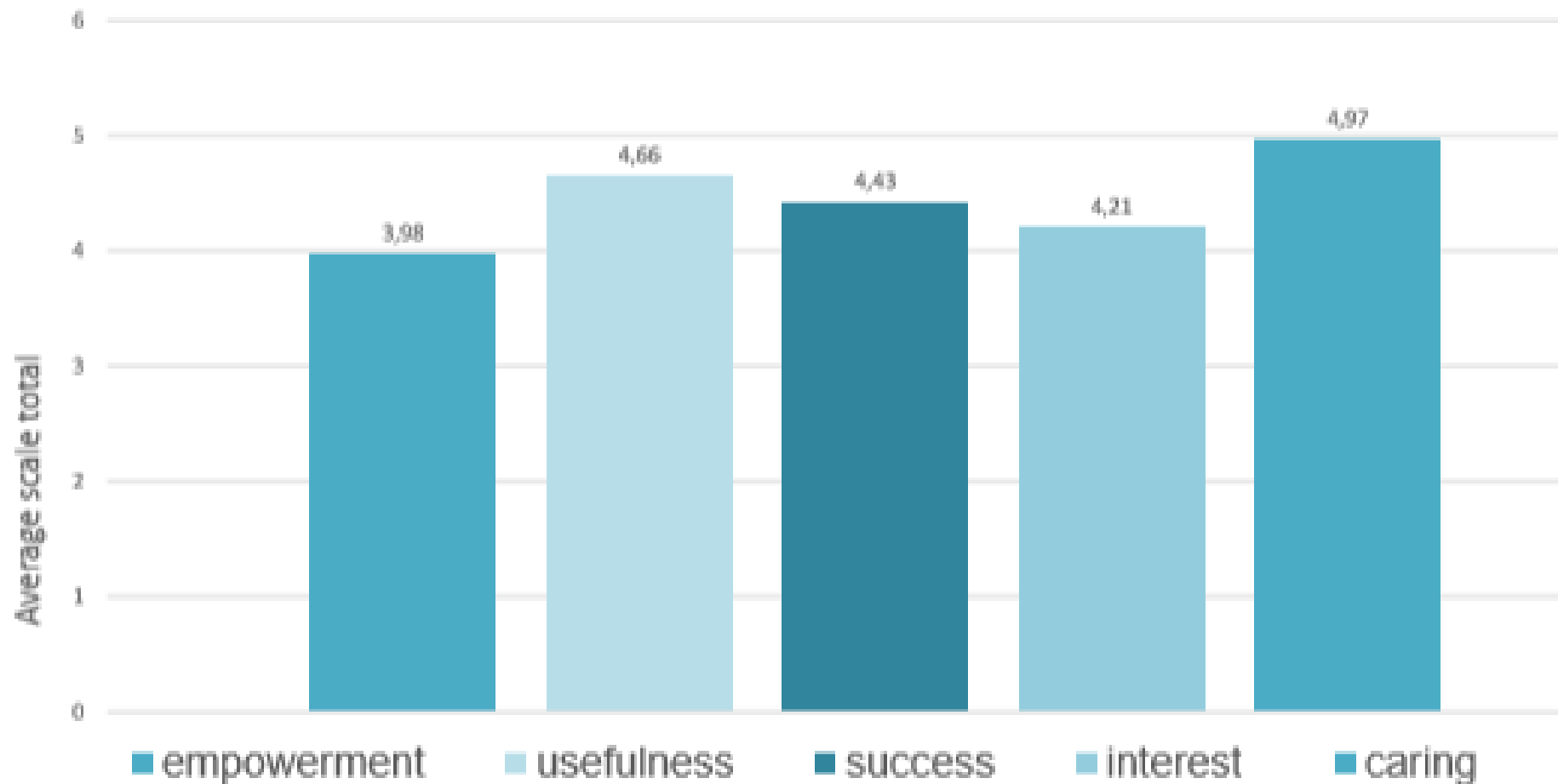
RQ:

To what extent do students perceive that the five MUSIC factors are present in their classroom context?



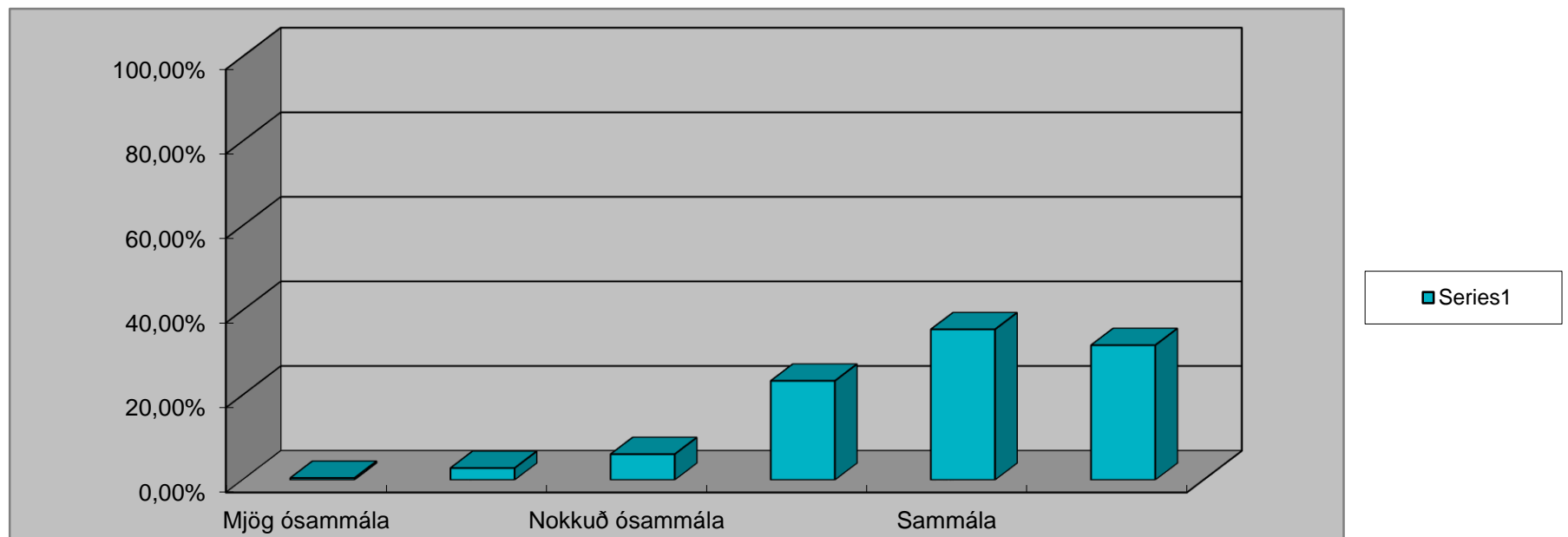


## Comparison of the five MUSIC Model factors



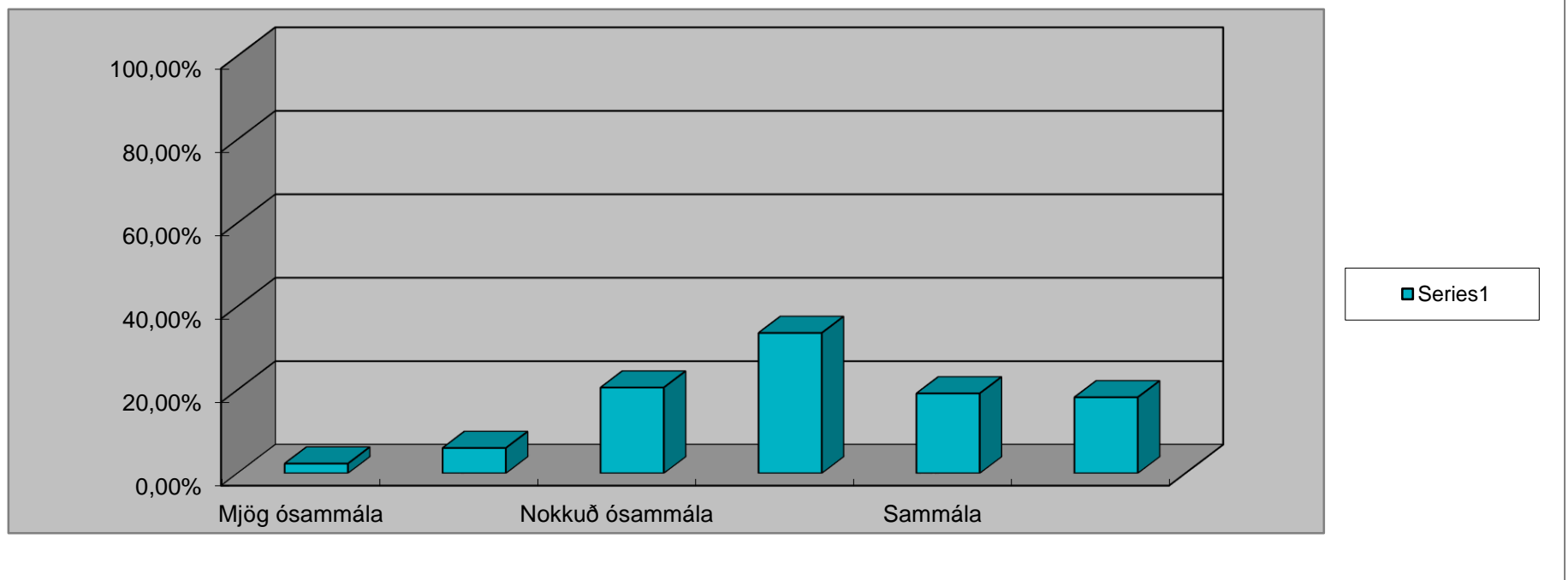


# E1 I try my hardest to do very well in this course





# A1 My stress level in this course is very high





- Thank you for coming!





# MUSIC Model of Motivation™

**eMpowerment**

**Usefulness**

**Success**

**Interest**

**Caring**

**Instructors need to ensure that students:**

- perceive that they have some control over some aspect of their learning
- understand why the content is useful
- perceive that they can succeed if they put forth the effort
- are interested in what they are supposed to be learning
- perceive that the teacher cares about whether they meet the course objectives

