Why integrate? Understanding and enhancing students' motivations
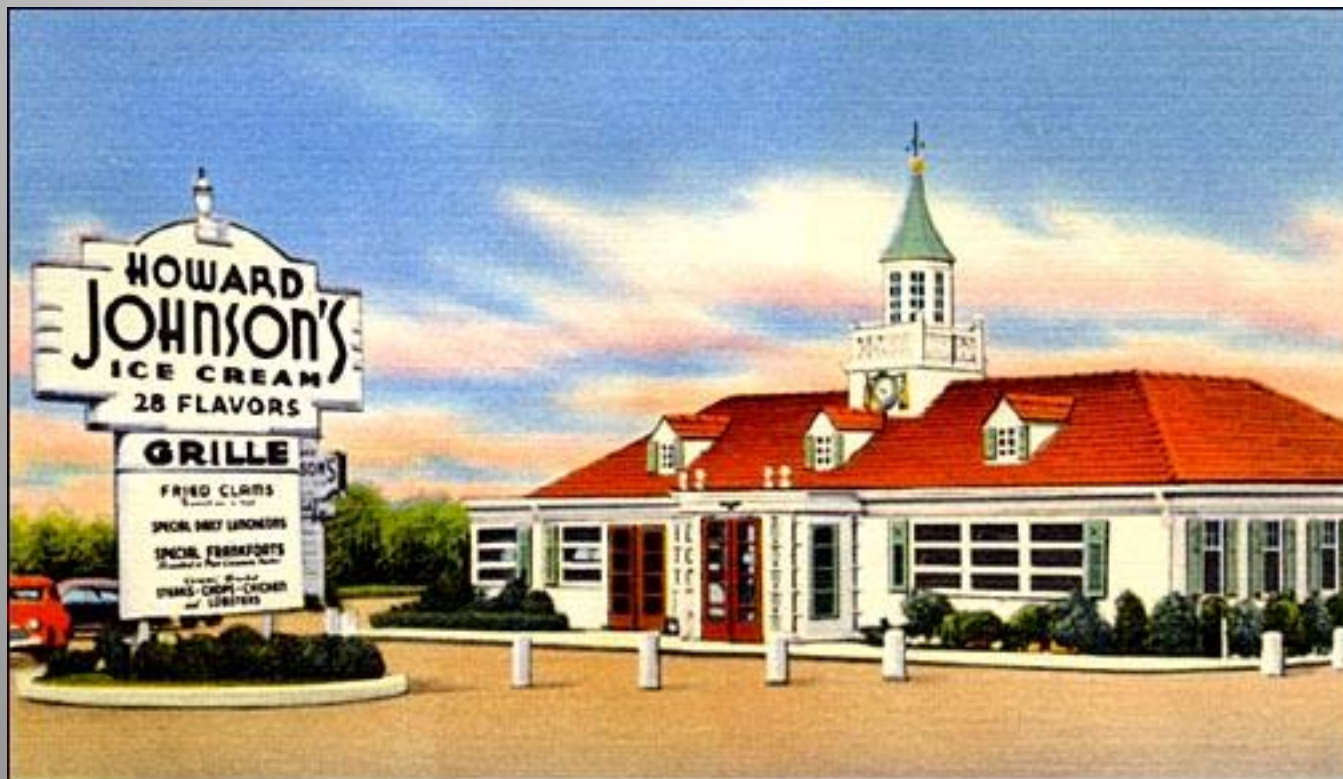
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# Understanding motivation:
A story …

Analysing the story

Motivation is internally driven (personal freedom, expression of self, choice and autonomy)

Motivation can easily be killed off or transform to resistance when individual freedom is controlled by external social forces

But motivation is also socially formed and develops through participation in particular sociocultural settings and practices

When full social participation is enabled, we are more likely to accept and internalise rules and values and take responsibility

Motivation: complex interplay

Individual internal factors

External social factors
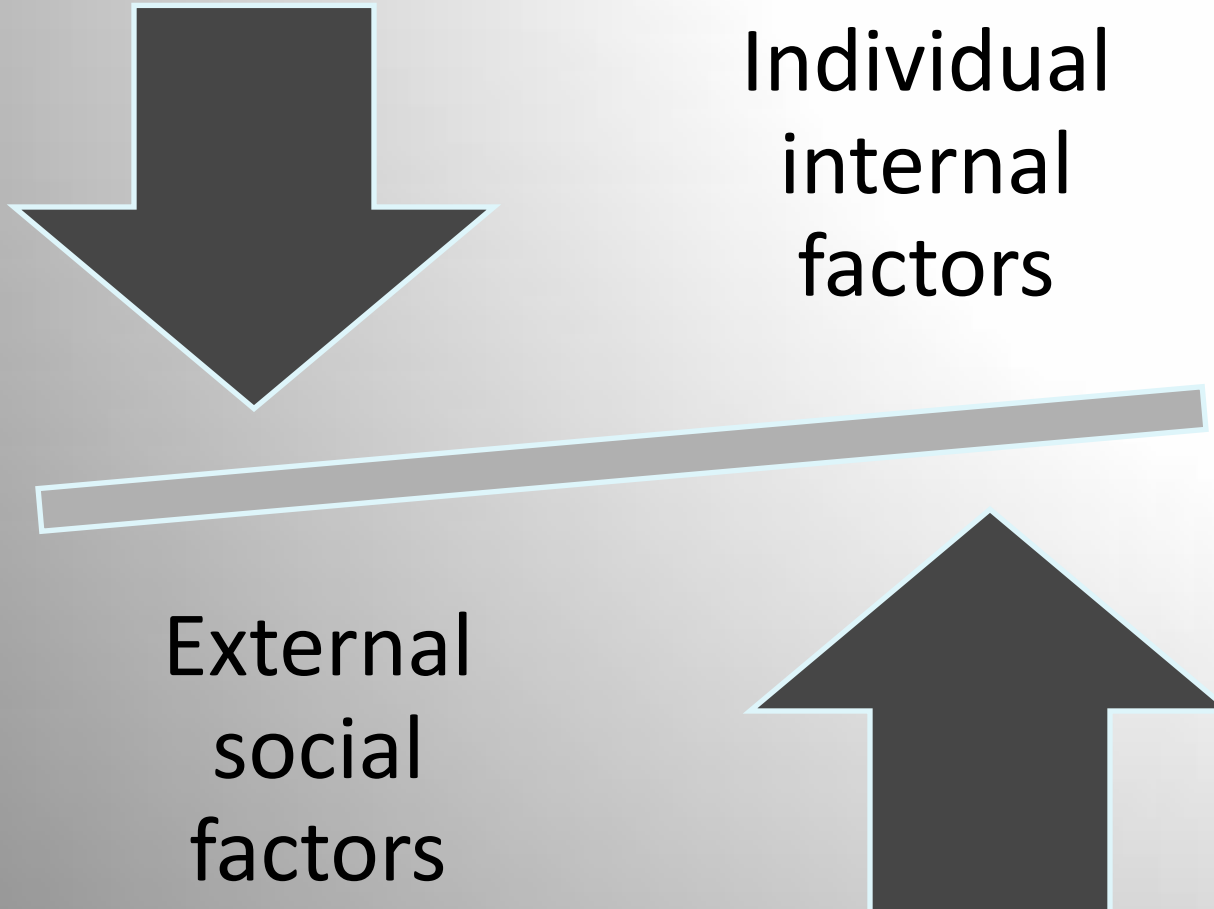
Internal factors

Intrinsic motivation	• enjoyment, interest, fun, challenge …
Instrumental goals	• gaining qualifications, enhancing one's skills and experience profile for employability …
Integrative motivation	• attraction to and desire to engage with other peoples and cultures
Personal values and priorities	• academic, professional, social, family, culture, religion, language, identity …
Personal qualities	• personality, sociability, anxiety, communication skills, empathy, openness to new experiences …
Needs and expectations	• perceptions of what environment should provide

External factors

Institutional goals, values and discourses

Academic and student community structures

Discipline-specific needs and requirements

Social living environment

Friendship and peer group relations and influences

Family and home country values and expectations

Attitudes and motivations of other people towards integration

Activities, opportunities, resources

Fundamentally, motivation needs to come from within

When it comes to issues of motivation, people always seem to want techniques for motivating [...]. The truth is that there are no techniques that will motivate people or make them autonomous. Motivation must come from within, not from techniques. It comes from their deciding they are ready to take responsibility for managing themselves.

- Deci, E.L. 1996. *Why We Do What We Do: Understanding Self-Motivation.* New York: Penguin. (p.194)

Dangers of trying to control motivation externally

Making 'integration' an 'all or nothing' goal for everyone	Using a 'carrot-and-stick' approach through incentives or sanctions
• removing autonomy and choice will lead to unwilling compliance or resistance rather than individual responsibility	• may provide short-term motivation but is likely to lead to superficial engagement rather than nurture genuine desire

The need for alignment and healthy interaction

Internal motivational factors

External motivational factors
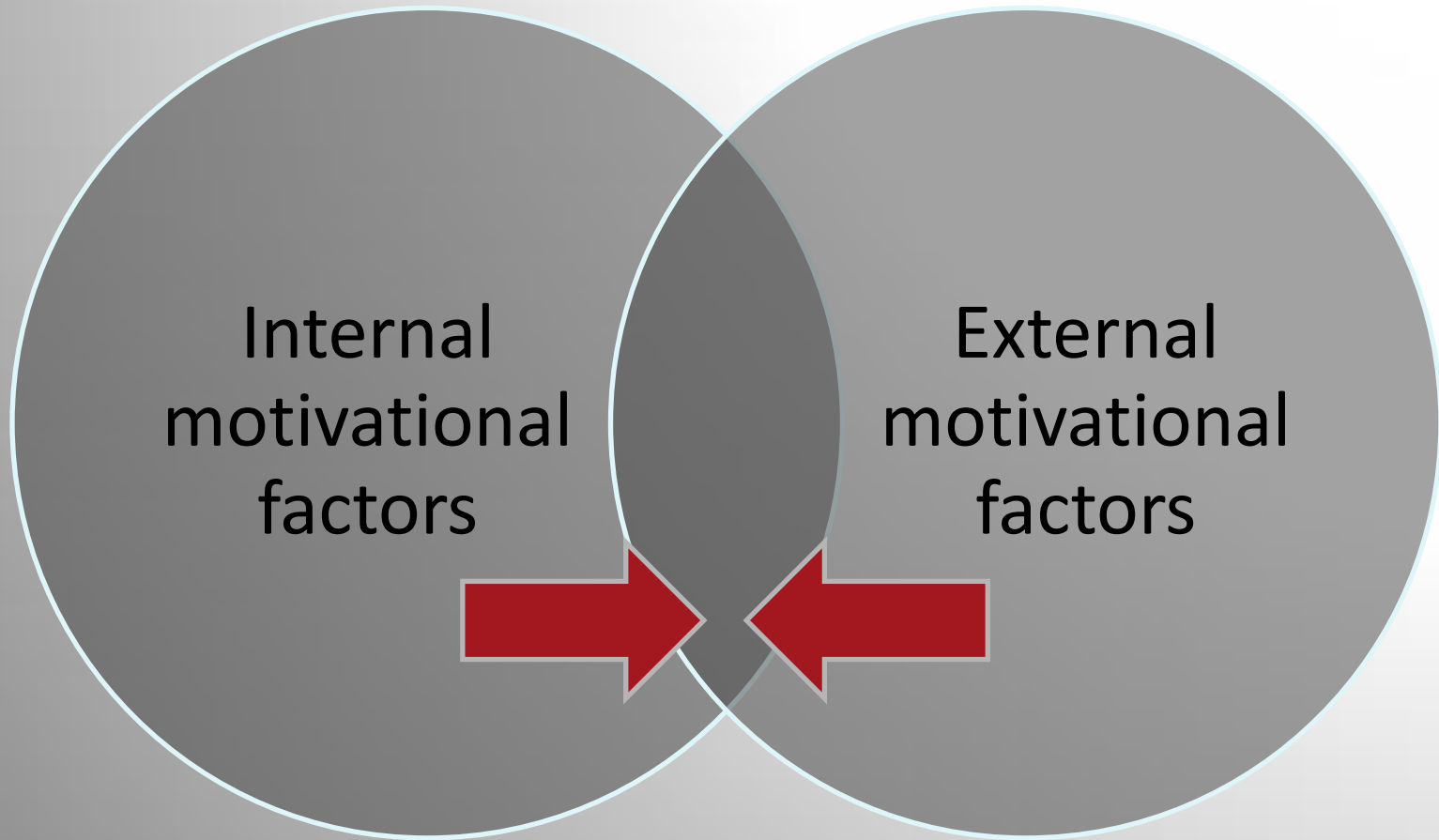
Implications …

Need to appreciate students' various motivations for choosing to engage with cultural diversity and integration, how much engagement they want, and in what areas of their personal, social and academic life (i.e. not all or nothing)

Need to provide opportunities and resources to support and enhance these motivations, enable different kinds/levels of integration, and promote individual autonomy and responsibility for engagement

Need to raise awareness of available opportunities and resources among all students so that more may find (or develop) alignment with their personal values, goals and interests and feel motivated to engage