Why integrate? Understanding and enhancing students’ motivations

Ema Ushioda

Warwick Integration Summit 2012
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.

## Dangers of trying to control motivation externally

<table>
<thead>
<tr>
<th>Making ‘integration’ an ‘all or nothing’ goal for everyone</th>
</tr>
</thead>
<tbody>
<tr>
<td>• removing autonomy and choice will lead to unwilling compliance or resistance rather than individual responsibility</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Using a ‘carrot-and-stick’ approach through incentives or sanctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• may provide short-term motivation but is likely to lead to superficial engagement rather than nurture genuine desire</td>
</tr>
</tbody>
</table>
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.