

The Role of Motivation in Health Education

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“The content of most textbooks is perishable, but the tools of self-directedness serve well over time.” Albert Bandura

Session Objectives:

- To discuss how we currently incorporate teaching motivation to our students.
 - To determine the strengths and limitations of various concepts of motivation.
 - To assess alternative approaches to teaching motivation.
 - To identify and apply practical teaching methods and assignments for motivation in health education and behavior change.
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Common Motivational Theories and Concepts Used in Health Education

- ▣ Maslow's Hierarchy
 - ▣ Self-Esteem
 - ▣ Transtheoretical Model
 - ▣ Health Belief Model
 - ▣ Self-Efficacy
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Humanistic Theory: Maslow's Hierarchy

Basic, physiological needs appear at the base of the pyramid. As you move upward, you address needs that are less urgent to satisfy, but develop greater and greater psychological health, until you realize self-actualization.



Deficiencies of Maslow's Hierarchy of Needs:

- Maslow's lists seem to be rather short to be used to explain all behavior.
- Almost any behavior can be referenced to a need as the cause of the behavior.
- Does not provide any real explanation of the behavior.
- The need construct is not used much in current research.



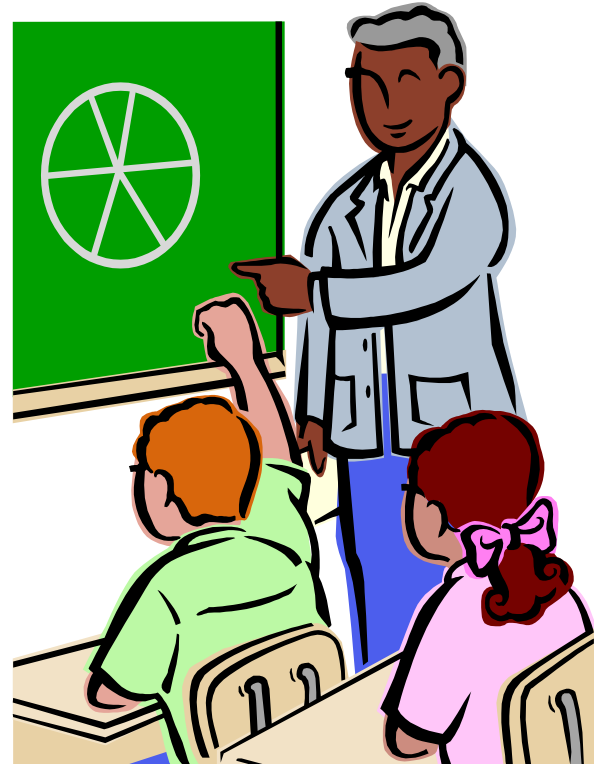
Self-Concept and Self-Esteem

- *Self-Concept*: cognitive evaluation of ability in a domain (I can do math)
- *Self-Esteem*: concerns how individuals feel about themselves (I am happy with the way I am)
- Specific vs. general self-concept
- The relation between self-concept and self-esteem



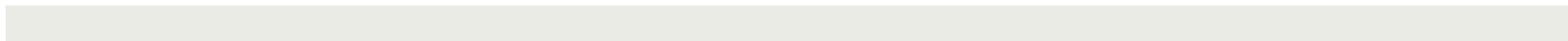
Specific vs. General Self-Concept

- A specific self-concept may be related to a more general self-concept within a given domain (i.e., academic, physical, social, etc.)
- Factors affecting self-concept:
 - Level of development
 - Individual differences
 - Cultural differences



How Self-Concept and Self-Esteem are Related

- Global self-esteem is related to both self-perceptions of competence in different domains and the importance the individual assigns to those domains.
- Students with high self-esteem had much less discrepancy between their importance and competence rating in comparison with those of low self-esteem.



Self-Concept vs. Self-Esteem

Students' perceptions of competence are domain specific and are not equivalent to global self-esteem.

It is more productive to help students develop their self-perceptions of competence rather than their global self-esteem.

Criticisms of teaching self-esteem

- Praising students non-contingently can be detrimental. It leads students to think they should be praised for just being, not for their actual accomplishments and skills.
 - If students do not get accurate feedback on the development of their actual skills and level of expertise, then they cannot regulate their behavior.
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Transtheoretical Model

- Precontemplation
 - Contemplation
 - Preparation
 - Action
 - Maintenance
 - Termination
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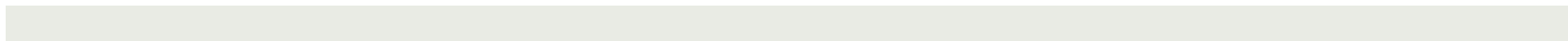
Health Belief Model

- ▣ Perceived Threat
 - ▣ Perceived Benefit
 - ▣ Perceived Barriers
 - ▣ Cues to Action
 - ▣ Self-Efficacy
 - ▣ Other Variables
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What is
motivation?

The process
whereby goal
directed activity is
instigated and
sustained.



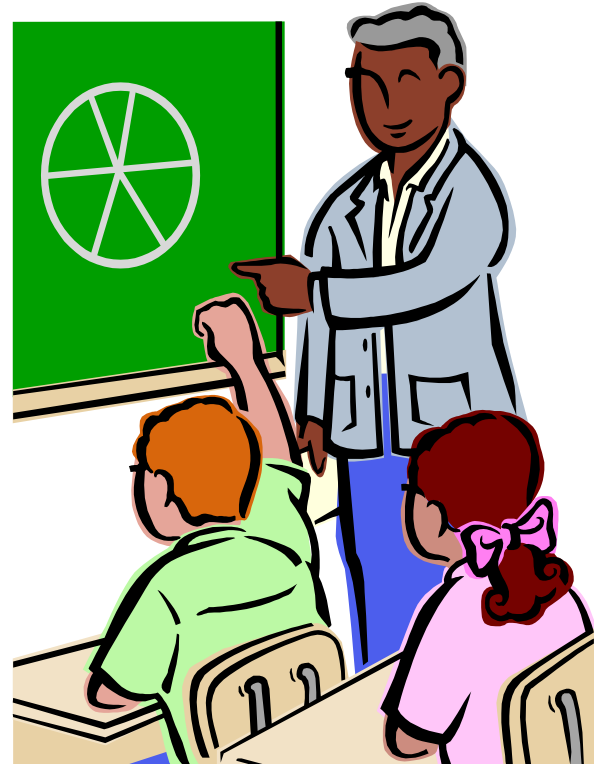
Views of Motivation based on Social Cognitive Theory (SCT)

“What people think, believe and feel affects how they behave. The natural and extrinsic effects of their actions, in turn, partly determine their thought patterns and affective reactions. People are producers as well as products of environment conditions.” Albert Bandura

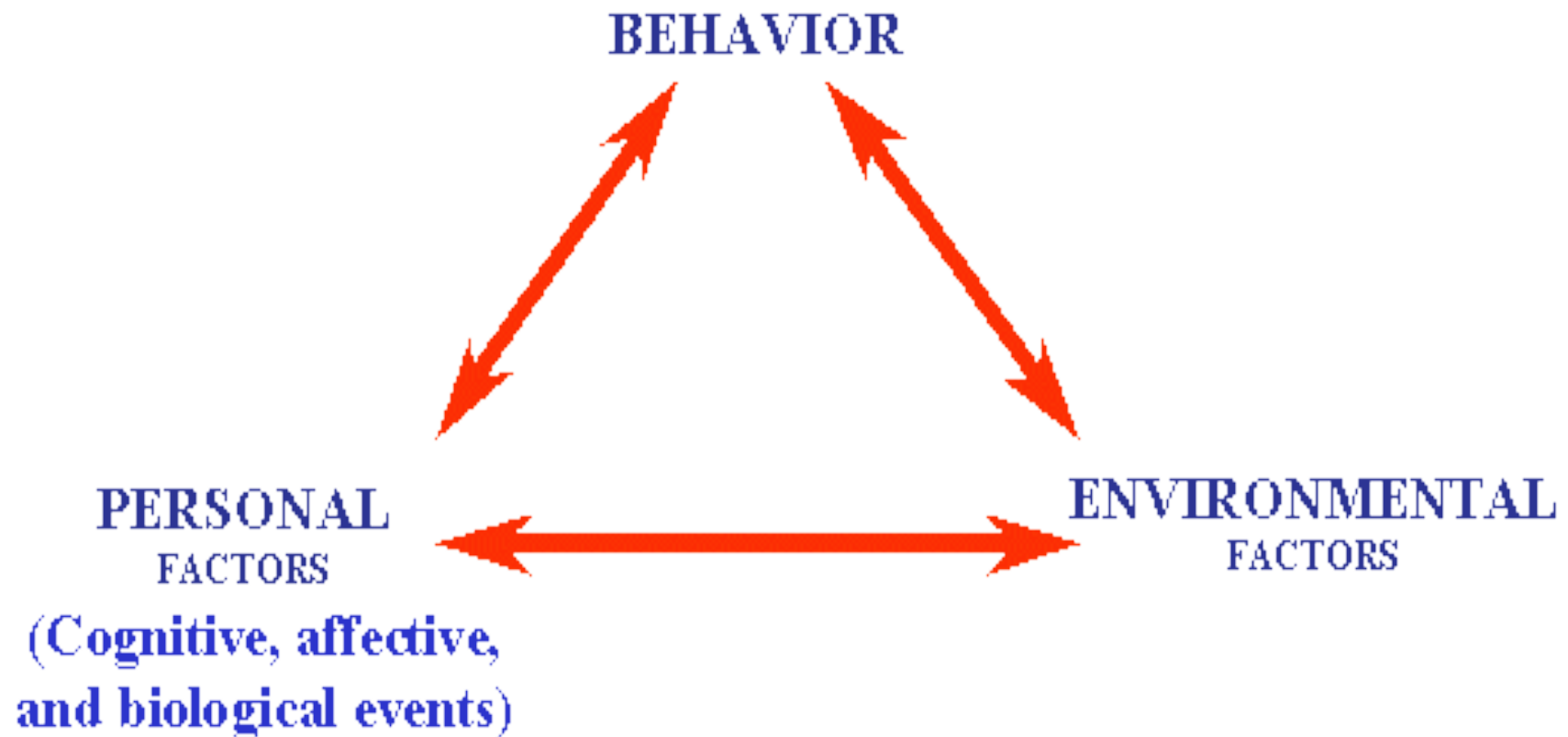


Basis for Social Cognitive Theory

A comprehensive theory of human behavior which stresses the idea that much human learning occurs in a social environment. By observing others, people acquire knowledge, rules, skills, strategies, beliefs, and attitudes (Bandura, 1986).



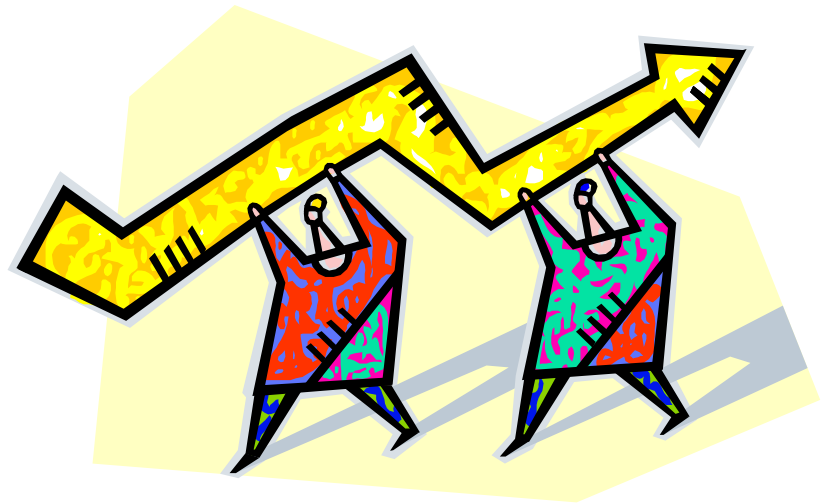
Social Cognitive Theory's Triadic Reciprocity



SCT's Self-Regulation

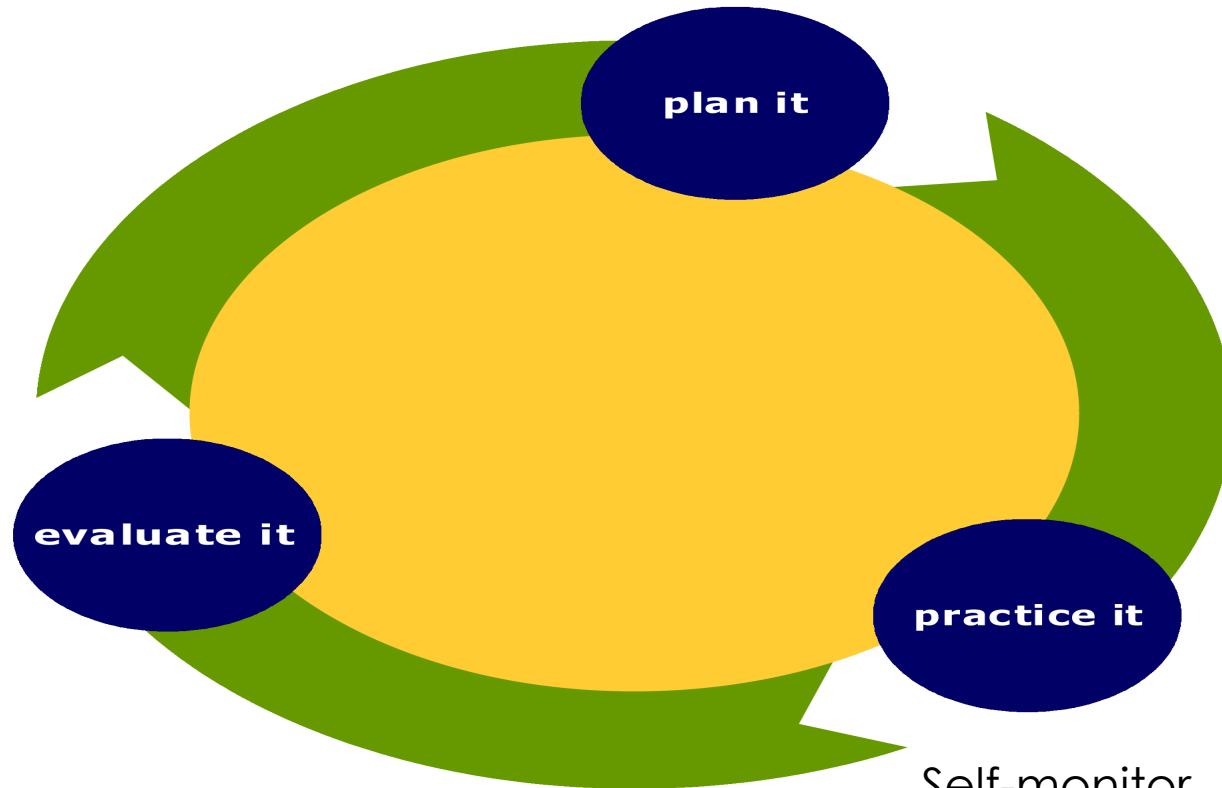
Self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals.

(Dr. B. Zimmerman)



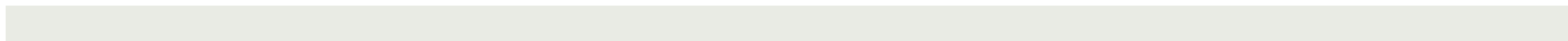
3 Cyclical Phases of Self-Regulation

Set goals
Select strategies



Self-monitor
Self-record

Self-reflection
Maintain or adapt



Goal Setting

- Challenging
- Short-term
- Specific



Self-Efficacy

Personal beliefs concerning one's capabilities to organize and implement actions necessary to learn or perform behaviors at designated levels.

