

# Why are some students more motivated than others? Can the 'Hope Giving Intervention' have an impact on students' motivation? By Aramide Ogunmola

Mental Toughness Scale	What this means ... what does MTQ48 assess
<b>CONTROL</b>	<b>Life Control</b> I really believe I can do it
	<b>Emotional Control</b> I can manage my emotions and the emotions of others
<b>COMMITMENT</b>	<b>Goal Setting</b> I promise to do it – I like working to goals
	<b>Achieving</b> I'll do what it takes to keep my promises and achieve my goals
<b>CONFIDENCE</b>	<b>In Abilities</b> I believe I have the ability to do it – or can acquire the ability
	<b>Interpersonal Confidence</b> I can influence others – I can stand my ground if needed.
<b>CHALLENGE</b>	<b>Risk Taking</b> I will push myself – I am driven to succeed
	<b>Learning from Experience</b> Even setbacks are opportunities for learning

## Findings

- The 'Hope Giving Intervention' is working; the MTQ48 results show that in the following areas of mental toughness the intervention has caused a direct impact on learners' levels of commitment, confidence, interpersonal, control, emotional control, and life control, which would in turn reflect positively because they would be more likely to complete the course.

## Recommendations

- All prospective students should undergo the MTQ48 as part of their initial assessment in order to identify their mental toughness, and also to discover whether they are likely to complete the course. This will in turn have a positive impact on our retention rates and progression rates.
- In addition, in relation to the learned helplessness theory, you could identify young people who believe that their educational ability is fixed and has been fixed from birth. This would make our teaching more individualised.
- During the students' reviews, tutors should adopt the 'stepping back approach', which encourages students to dream and think outside the box. This encourages creativity in the mind and positivity.
- Reviews should be replaced with 5 to 10 minute 'Hope Giving' sessions weekly.

**Help:** the young person to identify their strengths and gifts.

**Objective:** talk about practical steps to further develop these gifts and apply the step back approach.

**Positive perception:** the young person must visualise, feel, and hear, him / her taking those key steps.

**Encourage:** Inspire the young person and help them to be more confident.



Read  
our full  
report

The  
Education  
& Training  
Foundation

