



# Psycho-education-based intervention programme to increase the level of motivation among migrated college students

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## Abstract

The present study aimed to find out whether the psycho-education intervention programme in this study is effective in increasing the level of motivation of migrated college students. Initial data were collected from 134 participants. The sample selected for the intervention consisted of 11 participants, out of which 7 were females and 4 were males, who were emerging adults and undergraduate college students. The scale used for the present study was Situational Motivation Scale (SIMS). The scale was administered before as well as after the intervention. A CBT and SIT-based intervention programme, the content of the intervention programme addressed the enhancement of the overall motivation along with the different dimensions of it. It was found that there is a significant difference in pre- intervention and post-intervention conditions for the overall motivation of the students. It was therefore concluded that the psycho-education-based intervention programme was effective in increasing the level of motivation among migrated college students.

*Keywords:* Motivation, Psychoeducation based intervention programme, Migrated College Students, CBT, SIT.

## Introduction

Motivation is one of the driving factors underlying human conduct. It induces competition and sparks social connections. The determination to maintain striving for value, purpose, and meaningful life is referred to as motivation. It is the motivation that acts as a key factor in determining the zeal and morale with which a student aims to accomplish their set goals towards their own academic and personal achievement. It is to provide a reason, incentive, passion, or interest that motivates someone to take a specific action or behave in a certain way. Every aspect of life requires motivation.

Adults aged between 18 years to 21 years reflect such a stage of life wherein their intellectual abilities, interpersonal skills, and emotional regulation competencies are doubtful to be at a developmental level that allows them to effectively adapt to a varied, globalized, digital, and forever evolving society.

It is at the onset of this phase that one leaves the secured threshold of one's formative years in school and embarks onto the realm of higher education starting from undergrad years in a new environment called college. This further gets intensified as many choose to leave the

security of their own hometown and step into the unfamiliar world of a new city with its own unique set of culture, people, and way of life. Having had the challenge to juggle between the increasing pressure of academia, the inclination to explore the new, the inclination for home among the unfamiliar, the urge to cope with the way of life, the desire to make meaningful relationships, and in the process making oneself an accomplished individual, it becomes all too much. The migrated college students in their young adulthood seem to have a tug of war between their various demanding motives unfolding in every nook and corner of their path.

At times like this, they lose their focus and feel that they lost their ultimate motive of what they wanted to be in their mind in due process. Trapped between the demands of academia, peers, societal expectations, and financial burdens they feel at a loss, at such a crossroads which might even lead to someone feeling hopeless of their situation in total. In such situations, students lose their intrinsic motivation, which may even lead to not getting moved by extrinsic rewards if stretched to the ultimate.

Silverman and Cohen's (2014) study on *Fostering Positive Narratives: Social- Psychological Interventions to Maximize Motivation in the Classroom and Beyond* aims to study that achievement motivation is not a fixed quantity. Rather, it is contingent on one's subjective interpretation of the learning environment and one's location within it — one's narrative. The purpose of this paper is to show how quick interventions can increase student motivation by modifying their narratives. It looked at recent field studies that looked at the effectiveness of intervention programs in classrooms and narrowed its focus. Interventions that change students' views of setbacks, reframe learning environment narratives, and distribute optimistic narratives in a positive feedback loop are all investigated. However, social-psychological interventions are not thought to be miracle cures for low achievement. Rather, they must be tailored to certain groups, delivered at the right moment, and in a setting that allows pupils to act on the messages they convey.

Owing to the situation of the pandemic, the motivation of students who have especially migrated to other cities to pursue further studies has been compromised duly in the light of contemporary factors of safety, health along with other factors as discussed above.

Thus, a CBT and SIT-based psycho-education intervention programme was seen to be helpful in increasing the level of motivation among these migrated college students as some research literature is indeed supportive of such intervention procedures to enhance the overall motivation of the students in more specific terms with their academics. The aim of the present study was to see the effect of a psychoeducation-based intervention programme that had been built on the premises of CBT and SIT on improving the level of motivation of migrated college students with respect to their academics considering their current circumstances.

## Methods

### Objectives

- a) To study the level of motivation among migrated college students.
- b) To study the effect of a psychoeducation-based intervention to increase the level of motivation among migrated college students.

### Hypothesis

There is a significant effect of the psychoeducation-based intervention on improving the level of motivation among migrated college students.

### Sample

The sample included emerging adults both male and female falling in the age range of 18-21 years who are migrated as well as non-migrated undergraduate college students. The sample size was 11 for the intervention. Data was collected in the pre-intervention. The data in the pre-intervention condition was collected from 134 respondents out of which 69 were non-migrated college students and 65 were migrated college students. After scoring the responses and interpreting them, 30 respondents scoring low in motivation were then approached for the intervention. Out of this, 11 agreed to participate, and therefore, the intervention was conducted on 11 participants.

### Tools for data collection

**Socio-demographic sheet.** The socio-demographic sheet was used to collect basic information from all participants of the pre-intervention condition for screening purposes and demographic information.

**Level of motivation scale-** The pre-test variable which is motivation was collected using the Situational Motivation Scale (SIMS) used for the Assessment of Situational Intrinsic and Extrinsic Motivation. The SIMS is a tool for evaluating intrinsic motivation, identified regulation, and external regulation. It was developed by Frederic Guay, Robert J Vallerand, & Celine M Blanchard in the year 2000. It measures motivation along four dimensions which are internal motivation (IM), external motivation (EM), identified regulation (IR), and amotivation (AM) where motivation is expressed through the

self-determination index. The self-determination index is calculated by  $(2 \times IM) + IR - ER - (2 \times AM)$ . The reliability of the scale was affirmed by values which are Internal motivation =.95; identifiable regulation =.85; external regulation =.62; amotivation =.83

which are Cronbach's alpha subscale scores that were substantially satisfactory. The SIMS' construct validity was validated by the results of various analyses. One way to define high self-determination index- scores that are 1 standard deviation above the mean, whereas low self-determination index scores are 1 standard deviation below the mean. Thus, the data collected were interpreted following the above guidelines.

## Procedure for data collection

**Phase 1-** For collecting and assessing the level of motivation among migrated and non-migrated college students, the sample size involved 134 subjects, 69 were non-migrated college students and 65 were migrated college students. Their socio-demographic details were collected through a Google form sheet and offline socio-demographic details form and the level of motivation data was calculated through the administration of the Situational Motivation Scale (SIMS) through the same Google form and offline form and were scored. Following these 30 subjects with the lowest level of motivation belonging to the migrated undergraduate category were screened out for the implementation of the intervention plan. Out of these, 11 subjects gave their consent for participation and were thus participants in the intervention.

**Phase 2-Intervention module-** The 5-session psycho-education-based programme was administered to the selected participants. The programme was conducted for a period of one month with the frequency of one session per week. Each session was for a duration of 45 minutes. The number of participants for the programme was 11 and the programme was conducted through the Zoom online meeting platform PowerPoint and video presentations were used to conduct the sessions of the programme. The first introductory session was named 'warm-up.' The session was chiefly focused on rapport-building with the members and among the members. A brief introduction to motivation was presented in relation to the context of the situation of migrated college students. Following this, the various factors of student motivation were elaborated upon. Members were asked to attenuate what motivation meant to each. The focus of the session with reference to the scale used was to explore the identified regulation dimension of the group members with reference to the situational motivation scale. The second session was named 'expound and activity' was conducted where the key focus was linking and pacing the members' thoughts to facilitate relatability and explore the dimensions of intrinsic motivation and amotivation with reference to the scale used here. After the activity members were coached on the importance of self-talk and self-instruction and their relevance in motivation and were psycho-educated on how to develop positive self-talk followed by conduction of relaxation activities. The third session was named 'reflection' and was introduced by asking about their future expectations about

themselves and their career orientations and how they wish to accomplish them. This was to help in the exploration of the dimension of external regulation and identified regulation with reference to the scale. Following this, psycho-education was done on the domains of tangible expectations. Following this, the next activity involved asking members to chart out what causes them to not feel motivated thus working on the dimension of amotivation. The activity was taken by the researcher to facilitate the adoption of a balanced perspective on the same by catering to each of the group members' responses. Following this psychoeducation on taking up a balanced perspective about self was taken up. The fourth session named 'it's a choice' involves coaching the members on time management and setting up routines and self-care regimes to facilitate the enhancement of the dimension of intrinsic motivation. Further coaching on time management and the types of self-care were also provided. The fifth session was named 'and... it's a wrap' where coaching about tangible expectations and the meaning attached to them and the usefulness of motivation and self-instruction in the same to promote a balance in members' perception of the dimensions of identified regulation and external regulation was provided. Furthermore, psychoeducation was provided on goal setting and its prominence in motivation in

the light of S.M.A.R.T(specific, measurable, action-oriented, realistic, and timely) goals, the stages in the goal-setting process.

**Phase 3**-after 2 weeks from the termination of the psychoeducation-based intervention the Situational Motivation Scale (SIMS) was re-administered on the group of subjects to assess whether their level of motivation has been affected.

### Procedure for data analysis

The data was analyzed for both the pre-intervention as well as the post-intervention level. For pre-intervention analysis, descriptive, frequency distribution, and inferential statistics were computed. Descriptive statistics were used to summarize and organize the data and thus describe it. Socio-demographic variables were analyzed for the entire sample size. The socio-demographic variables analyzed for the pre-intervention level are age, gender, annual family income, educational qualification, current location, and number of family members. Analysis of the normal distribution of the data was done by computing the mean, standard deviation, skewness, and kurtosis of the entire sample. High, average, and low scorers were also grouped and their sample size, means and standard deviations were computed. Under inferential statistics, an independent sample t-test was computed for pre-intervention data. An Independent sample t-test was used to study if there were any significant differences in the motivation of migrated and non-migrated college students.

For post-intervention data analysis, descriptive analysis was computed to study the frequency distribution as well as the analysis of the normality of the distribution of the post-test data. Socio-demographic variables were analyzed for the participants of the intervention programme. The socio-demographic variables analyzed for the post-intervention level are age, gender, annual family income, educational qualification, current location, and number of family members. The normal distribution of the data was analyzed by computing the mean, standard deviation, skewness, and kurtosis of the post-intervention participants, taking both males and females together.

The nonparametric counterpart of Wilcoxon's signed rank test was used to analyze the effectiveness of psychoeducation-based intervention programmes because the sample size was small and the post-intervention data were non-normal. Observations collected in the pre-intervention and post-intervention conditions were matched in pairs and the means were compared. Wilcoxon's signed rank test was computed to find out the difference in motivation at the pre-intervention and post-intervention levels

*Wilcoxon's Signed Rank test for overall motivation*

	N	Mean Rank	Sum of rank	Z	Asymp.Sig.2tailed
Pre- and post-intervention	11	50	66	2.67	.008

Table A2 shows the Wilcoxon's Signed Rank test to analyze the difference between pre-intervention and post-

intervention scores for the overall motivation of the participants. The table shows the values for mean and standard deviations for pre-intervention and post-intervention, mean ranks, the sum of ranks, z-score, and the asymptotic difference. For overall motivation, under pre-intervention conditions, the mean is 10.36 and the standard deviation is 7.724 and under post-intervention conditions, the mean is 31.73 and the standard deviation is 19.765. This indicated that the mean score was higher in the post-intervention scores than in the pre-intervention scores. The sum of the ranks is 66. The Wilcoxon Signed Rank Test indicated that the post-intervention participants' overall motivation scores were statistically significantly higher than the pre-intervention participants' overall motivation scores,  $z=2.67$ ,  $p=.008$ ,  $p<0.01$ .

### **Conclusion**

Consistent with previous studies, it can be concluded that the proposed CBT and SIT-based psychoeducational programmes can be effective in increasing the level of motivation of participants

### **Implications**

Practitioners and counselors can adopt similar programmes to assist their clients to increase their level of motivation. Educational and training institutions, and workplaces can adopt similar psychoeducational programmes and workshops to provide guidance and support to their students and employees to ensure that they have sound mental health. The programme can be used for the purpose of skills development for effective management. Practitioners can incorporate their modifications in order to address and improve all the dimensions of motivation.

### **Limitations**

One of the major limitations of this present study is that it was conducted online, therefore, the interaction between the participants as well as active participation from the participants during the intervention was very limited. Secondly, since the intervention was conducted with the participants staying at their homes, any extraneous variables which may have interfered with the performance were not controlled. Thirdly, the post-intervention scores were collected three days after the completion of the last session due to limited time, and therefore, there was no scope to conduct follow-up with the participants.

### **Scope for further research**

Further intervention studies can be conducted with larger samples and with equal representations of males and females. Intervention studies can also be conducted for the working population, or with populations of other ages, like school children and adolescents. Other motivational theories can also be chosen as the theoretical framework in order to explore several other dimensions of motivation in other life circumstances. Further studies can also incorporate several other components to modify the quality of the intervention programme. Since there was no significant difference in the motivation among the migrated and non-migrated student populations, psychoeducation-based interventions can also cater to the non-migrated student population.

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