

For Motivation of the University Student: Role of Coping

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Abstract

Motivation is what we think we can do (Bandura, 1986). According to the socio-cognitive approach, self-efficacy is one of the six most essential constituents of motivation. This feeling encompasses all of the individual's beliefs about their abilities to implement the behaviors they deem useful to achieve the desired results. The Sense of Perceived Personal Effectiveness influences the choice of activities, performance, the expenditure of effort, persistence in the face of difficulties, positive or negative thoughts, and emotional reactions. These beliefs regulate human behavior according to four processes, primarily the affective process (primarily coping). The sense of self-efficacy is based on four factors: lived experience, vicarious experience, verbal persuasion, emotional or physiological states, and sources of information about the sense of self-efficacy. This article summarizes research that revolves around the following questions: is there a link between feelings of perceived self-efficacy and coping strategies; can we act on the student's motivation through his feeling of the proposed personal advantage modifiable by coping strategies?

Keywords: beliefs, the sense of perceived self- efficacy, socio-cognitive

1. Introduction

Motivation is what everyone thinks can do (Bandura, 1986). One of its most important constituents is a Sense of Perceived Self-Efficacy. It encompasses all of the individual's beliefs (Deci & Ryan, 2000) about their abilities to implement the behaviors (Wernersbach et al. 2014) they deem helpful to achieve the desired results (Stajkovic & Luthans, 1998) and face self-education and social challenges (Zimmerman, 1995 A). The Sense of Perceived Self-Efficacy (Bandura, 1989a) influences the choice of activities, performance (Earley, 1994), expenditure of effort, persistence in the face of difficulties, positive or negative thoughts, and emotional reactions. These beliefs regulate human behavior (Schunk & Zimmerman, 2008) according to four processes (Bandura, 1993): the cognitive process (anticipatory thoughts), the motivational process (primarily cognition or forward-looking thoughts), the affective process (primarily coping), and the selective process (notably the feeling of being out), and Self-efficacy and choice of activities. This Sense of Self-Efficacy in learning is intimately linked to cognitive and self-regulatory abilities (Zimmerman, 1995 B), such as time management and activity selection.

This feeling interacts with motivational behaviors as the formation of goals, personal standards, outcome expectations (Hsu et al., 2007), and causal attributions (Tolli & Schmidt, 2008) through the different stages of behavior: initiation, orientation, intensity, and persistence. The Sense of Self-Efficacy is based on four factors : lived experience, vicarious experience, verbal persuasion, emotional or physiological states, and information sources on the Sense of Self-Efficacy (Bandura, 1986). This article summarizes research that revolves around the following questions : is there a link between Sense of perceived self-efficacy and coping strategies ; can we act on the student's motivation through his Sense of Self-Efficacy, possibly modifiable by coping strategies ? In the socio-cognitive approach, motivation is made up of the following elements : lived experience, vicarious experience, verbal persuasion, emotional and physiological state and, sources of information on the Sense of self- Efficacy. Motivation to study, a dependent variable in this research work, involves the Sense of Self-Efficacy.

1.1. Sources of information on the Sense of perceived Self-Efficacy

The Sense of Perceived Self-Efficacy (Bandura, 2011) is nourished by personal judgments or by others. It permeates the quality of those judgments. The Sense of Perceived Self-Efficacy also arises from the student's frequent attitudes towards difficult situations: perseverance, patience, rushing forward, procrastination, great anxiety, or anger. The conscious exercise of coping strategies is the independent variable in this investigation. Methodological training Houart & Vastersavendts, 1996) aims to achieve coping strategies' conscious exercise (Skinner & Zimmer-Gembeck, 2016). According to the sociocognitive approach, coping strategies are reflected in the Sense of resourcefulness during difficult learning situations and exams. The student demonstrates coping strategies when he can deal with blockages and stress and analyze the nature and sources of his problems.

2. The coping

In the sociocognitive approach (Bandura, 1989 B), coping (Bandura, 1994; Benight et al., 1997; Folkman & Moskowitz, 2004) means solving problems and dealing with the stress that accompanies problematic situations (Benight et al., 2002). A learner who can do adequate coping controls anxiety due to anticipatory ideas and difficulties in the learning situation. He is forced to resolve the problems arising from this situation and deal with the stress that arises from it. Coping is, therefore, a process of simultaneous adaptation and regulation of cognition, emotion, and action. Much research has confirmed a causal link between perceived inefficacy (Bandura et al., 1987) and anxiety activation. Besides, coping is also a reliable source of modeling. Bandura (Bandura, 1989 B) argues that as agents try, start small, make mistakes, and progress gradually through persevering efforts at coping, these agents fulfill their role as role models. Coping modeling is more convincing because it is visible and accessible. After all, the subjects resort to comparing their skills and the model to conclude their benefit. Observers have an opportunity with a coping model to see the emergence of perseverance efforts in the face of difficulty in the face of failure or the threat of failure before arriving at the desired performance and results. The result is cognitive self-regulation based on a new representation of failure as a consequence of insufficient efforts. Bandura (Bandura 1986) states that these cognitive pro-

cesses promoted by coping modeling are a source of motivation, self-motivation, self-improvement, and practical thinking. Some researchers (Kazdin, 1974; Meichenbaum & Goodman, 1971) have confirmed the primacy of coping modeling over expertise. Kazdin (Kazdin, 1974) tried to prove that coping modeling accompanied by the similarity of personal characteristics between the model and the observers promotes change. Bandura emphasizes the usefulness of teaching coping strategies. In the case of a self-doubting student, these strategies can be reassuring about their ability to learn from the information reported by the model. We believe that coping modeling is likely to be successful when performed by students with a high sense of Self-Efficacy. Bandura (Bandura, 1986) says in this regard that coping modeling, whereby people with limited skill like them achieve progressive mastery through perseverance, can help build a stronger sense of learning efficacy than the modeling of expertise. However, he draws attention to a possible weakness in the notification of the differences between the types of modeling and that in order to make the modeling factors more tangible, it would be more judicious to focus on how the influences of the modeling are structured. This mode's function is to help subjects move from dissimilarity to perceived similarity through learning based on the observation of the model's capacities and strategies. Coping or expert modeling are ways to improve the Sense of Self-Efficacy. Therefore, Bandura (Bandura, 1986) propose to take advantage of the effects of similarity to derive motivational benefits. The transmission of self-regulatory strategies can be done historically through speech describing the ups and downs of a successful experience (example of speech therapy groups). Coping modeling using historically recounted similarity offers agents a better chance of resilient Self-Efficacy in the face of learning and performance difficulties (Bandura 1989 C).

3.Methodological support model

Inspired by their teaching practice and their research work, Tardif (Tardif, 1992), Houart, and Vastersavendts (Houart & Vastersavendts, 1996) propose a three-way methodological learning support model. We deemed this support model adequate in terms of linking SISPSE and conscious training to learning strategies. Besides, the model of Houart & Vastersavendts's 1996 currently offers us a better path towards the operationalization of SISPSE and coping strategies. In the following titles, we describe the components of this model.

3.1. The teacher's observation

The teacher's observations are the starting point for this process. The teacher is excellent at identifying gaps, difficulties, and off-putting tasks concerning the course objectives. However, these findings do not guarantee the student's development but constitute an initiation to follow by a reaction from the person accompanied. It is the moment of awareness for the learner.

3.2. Awareness

A problem exists when the learner realizes it and not only when it leaves the teacher's mouth for the umpteenth time. The effectiveness of a methodological intervention thus resides in the guide's attempt to bring out this awareness. In this case, when presenting an exam copy or a written work, a teacher will provoke a better reaction by offering his learners the example of a

Table 1 summarizes the terms of our methodological support action. This grid is inspired by an analysis model from the Guidance Service of the University of Liège.

Table1 : The modalities of the methodological support action

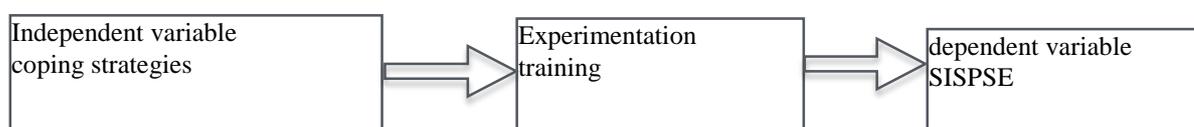
		The modalities of the methodological support action
Target population		Students of the first semester of the Law Stream in Arabic
Circumstances	institution	Faculty of Legal, Economic, and Social Sciences University Mohammed V Rabat Souissi
	period	The first semester of the academic year 2018-2019
Coach		Psychology teacher; communication teacher
Object		Development of methodological skills - university integration - development of a personal project
Function		Remediation - Training support
Means		Discipline book - Methodological manual - CD-ROM
Place		Classroom, educational environment

Source : https://www.uliege.be/cms/c_9125785/fr/guidance-etude

4. Methodology

In this work, the questionnaire is used to diagnose the students' motivation and university work methods supposed to modify it. We opted to analyze the SISPSE as an essential component of the motivation to study by using a test of six items after factorial analysis guaranteeing an acceptable threshold of homogeneity (see table 1). In its socio-cognitive conception, the SISPSE involves the following dimensions : The experience, the vicarious experience (or modeling), verbal persuasion, the student's emotional or physiological state, Sources of information on the Sense of Perceived Self-Efficacy (SISPSE). A second test with ten items permeates to analyze Coping strategies as the independent variable. Figure 1 shows the dependent variable and the independent variable, and the training experimentation :

Figure 2: the components of the dependent variable and the independent variable



4.1. Items relating to SISPSE (after factor analysis)

Factor analysis is applied to items of the SISPSE, and the results of the extraction of the factors are given in table 1 :

Table 2 : Factor analysis applied to the SISPSE, and the results of the extraction of the factors

Components	Initial eigenvalues			Extraction of sums of squares of selected factors		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1,993	15,332	15,332	1,993	15,332	15,332
2	1,674	12,874	28,206	1,674	12,874	28,206
3	1,457	11,208	39,414	1,457	11,208	39,414
4	1,321	10,161	49,576	1,321	10,161	49,576
5	1,145	8,810	58,386	1,145	8,810	58,386
6	1,083	8,329	66,715	1,083	8,329	66,715

Extraction method : Principal component analysis a. six components extracted.

Table 2 indicates that this group's items can summarize most of the information in six sub-dimensions instead of three as in the theoretical framework. The report represents 66.7%, which is a good percentage. The table of coefficients is given below. Hence, Sources of Information on the Sources of Information of Sense of Perceived Self-Efficacy (SISPSE) correspond to these six questions :

Question 1 : Overall, feelings of pride ; I owe them to my efforts

Question 2 : Overall, the feelings of pride I owe them to the encouraging words of the teachers

Question 3 : Overall, the feelings of pride I owe them to the encouragement of my parents

Question 4 : Overall, the feelings of pride I owe them to the image I have with my peers

Question 5 : Overall, when it comes to studying, I judge myself: Weak Average Excellent

Question 6 : During the lesson, I do not write anything down since I have the handout

5.Results

We correlated with seeing a linear relationship between SISPSE and coping strategies at the pre-test, that is to say, before training experimentation.

Table 3: The correlation coefficient between the SISPSE and coping strategies in the pre-test

	SISPSE (pre-test)	Coping strategies (pre-test)
SISPSE (pre-test)	Pearson correlation Sig.(unilateral) N	,123 ,169 63
Coping strategies (pre-test)	Pearson correlation Sig.(unilateral) N	1,000 , 67

We note that the correlation between SISPSE and coping strategies is not significant at pre-test. The null hypothesis is maintained (no relationship between these two variables). The linear relationship is statistically improved between these two variables. Thus, we can conclude that the linear relationship between the SISPSE and coping strategies is statistically improved at the pre-test. We also correlated with seeing a linear relationship between SISPSE and post-test coping strategies.

Table 4: The correlation coefficient between the SISPSE and coping strategies in the post-test

		SISPSE (post-test)	Coping strategies (post-test)
SISPSE (post-test)	Pearson correlation Sig.(unilateral) N	1,000 , 113	-,113 ,129 103
Coping strategies (post-test)	Pearson correlation Sig.(unilateral) N	-0,113 ,129 103	1,000 , 113

We note that the correlation between the sources of SISPSE and the coping strategies is not significant at the post-test. The null hypothesis is maintained (no relationship between these two variables). The linear relationship is statistically improved between these two variables at the post-test. Thus, we can conclude that the linear relationship between the SISPSE and coping strategies is statistically improved in the post-test.

5.1. Results relating to coping strategies

Table 5: Items relating to coping strategies

coping strategies	a-Expression of the Sense of resourcefulness	<p>Question 7. When I am faced with a demanding job, I ask someone for advice to overcome the difficulty</p> <p>Question 8. Faced with difficult questions, I manage to answer</p> <p>Question 9. In my studies, I count on the help of teachers</p>
	b-Signs of blockage	<p>Question 10. When faced with difficult questions, I sometimes get stuck</p> <p>Question 11. Faced with studies, everything is against me, time, teachers, lack of documents</p>
	c-Stress management	<p>Question 12. During the check, I:</p> <p><input type="checkbox"/> read the exam questions <input type="checkbox"/> irritates me a slight <input type="checkbox"/> shaking and sweating: <input type="checkbox"/></p> <p><input type="checkbox"/> The pain in my throat and head prevent me from reading the questions</p> <p>Question 13. Before the test, I:</p> <p><input type="checkbox"/> sleep, as usual, <input type="checkbox"/> eat as usual</p> <p><input type="checkbox"/> manages to work calmly <input type="checkbox"/> have lots of coffee and tea <input type="checkbox"/> I have a headache</p> <p>Question 14. When faced with control situations, I try to stay positive.</p>
	d-Difficulty analysis	<p>Question 15. After the tests, I try to:</p> <p><input type="checkbox"/> calm down and understand the nature of my difficulties <input type="checkbox"/> distract and skip everything <input type="checkbox"/> I have concerns that carry over to the next exam</p> <p>Question 16. When I am faced with challenging work, I try to analyze the difficulty and start the work</p>

Table 6 : The t-student on coping strategies

	Average score (pre-test)	Average score (post-test)	T	Sig
Experimental group	19,48	20,52	1,85	,003
Control Group 1	21,10	19,055	3,023	,004
Control Group 1 pre-test versus post-test	21,10	19,055	2,32	0,23
Control Group 2	-	19,65	1,944	,053

The mean post-test score of the experimental group (20.52) is higher than that of the pre-test (19.48). This change is significant ($t = -1.858$; significant at .003). We can deduce from this an effect of training in coping strategies (Expression of the Sense of resourcefulness); (Signs of blockage); (Stress management), (Analysis of difficulties) of the student. The mean post-test score of the experimental group (20.52) is higher than that of the control group 1 (post-test: 19.55). This difference is significant ($t = 3.023$; significant at .004). The mean post-test score (19.55) is different from that of the pre-test of control group 1 (21.10). This difference is not significant ($t = 3.169$; significant at, 72). No change in coping strategies is inferred from this in the students of control group 1. The mean score at the post-test of the experimental group (20.52) is different from the mean score (post-test: 19.6500) of the control group 2. This difference is not significant ($t = 1.944$; significant at, 053). We conclude that training in coping strategies (Expression of the Sense of resourcefulness; Signs of blockage; Stress management; Analysis of the difficulties) in the student had substantial effects at the experimental group level.

5.2. The statistics of the results relating to the sources of SISPSE

The mean post-test score of the experimental group (23.19) is higher than that of the pre-test (19.54). This change is significant ($t = -1.820$, signifying at, 000). We can deduce from this an effect of training on reflection around the SISPSE. The mean post-test score of the experimental group (23.19) is higher than that of the control group 1 (post-test: 21.093). This difference is not significant ($t = ,141$; significant at, 008). The mean post-test score of control group 1 is different (21.093) from that of the pre-test (19.75). This difference is not significant ($t = 0.642$, sig at 0.537). The mean score at the post-test of the experimental group (23.17) is different from the mean score (post-test: 22.78) of the control group 2. This difference is not significant ($t = .850$; means to, 398). Training to modify SISPSE the sources of intra or extra personal information contributing or developing or not the Sense of Personal Effectiveness) in the student had the expected effects at the level of the experimental group (see Table 7).

Table 7: The t-student on the sources of SISPSE

	Average score(pre-test)	Average score (post-test)	t	Signif
Experimental group	19,54	23,19	14,53	,000
Control group 1	19,75	21,093	,141	,008
Control group 1 pre-test versus post-test	17,75	21,093	0,642	0,537
Control group 2	-	22,78	,850	,398

6. Discussion

The SISPE has sources that are sometimes intrinsic and sometimes extrinsic to the person. Thus, a student would be "motivally" better off when his sources are intrinsic rather than extrinsic. The methodological support was intended, among other things, to train students to question all the "labels" that had stuck to them since primary school and to learn to self-assess by setting goals and checking whether or not they have achieved them. The objective of the activities planned for this purpose (tabula rasa, the outlet, the project or the coat of arms, the family tree, the prerequisites) is twofold: to work on Sources of information on the Sense of Self-Efficacy and the quality of the judgments towards oneself, with the prospect of evolving towards self-evaluation and performance. Coping strategies are reflected in the following indicators: expression of a sense of resourcefulness, management of blockage signs, metacognitive analysis of learning difficulties, and stress management. The methodological support program's activities require the students' involvement and a sense of resourcefulness that is not common among students in this field. On the one hand, they were encouraged to speak in public by showing management of the stage fright, shyness, and blockade they often suffered. The activities that enabled us to this training are interviewing the students with a legal professional on the course of their student life, the achievements that have helped them in the professional environment; the oral presentation on the results of this interview; the completion of the activities proposed in the program; theoretical presentation on stress; the exercise of relaxation techniques. Methodological training in the exercise of these strategies had positive effects at the experimental group level. The results of this research also show the aspects on which we have stumbled. We cite a few here:

-Analysis of all the constituents of the Sense of Personal Efficiency, the main component of motivation. We think it would be more profitable and more manageable to restrict to a few of these constituents. Consideration must be given to the resources used for the research and for the action to be taken.

-The duration of the educational sequence: it seems necessary to limit the objectives to the time allotted to this sequence. Besides, the six-month period seems insufficient to us, in particular, to repeat the exercises.

-The experience carried out on the representative sample of this population (the students of the first-year semester first legal sciences taught in Arabic at the Faculty of Legal, Economic, and Social Sciences of Mohammed V Souissi University) is a vague generalization of the results obtained. Hence the plan to take up the experience with other groups and different sectors.

Finally, we quote Rogers, who states that education is a total operation that addresses the whole personality and not a transmission of knowledge, and Bandura believes that motivation is what one believes to be able to do. The results mean that the methodological support makes it possible to train students in coping strategies. At this level, the return to the principle of reciprocal determinism is essential insofar as we realize that the relationship between motivation to study, the development of the feeling of personal efficiency through the methods of university work,

and development of coping strategies are marked by circularity and reciprocity of human obedience. We thus succeed in confirming the second hypothesis and answering the second question Q2 by subsuming that the support makes it possible to modify the motivation for studies and to attenuate the difficulties encountered by the development of the feeling of SISPSE (main factor in the concept motivation according to the sociocognitive approach) and its constituents.

7. Conclusion

This research's objective was to motivate (mainly SISPSE) to study and facilitate their entry into higher education. The sociocognitive definition of motivation was of great importance because it offers the possibility of declining motivation for learning in dimensions (including SISPSE). This research's main objective was to motivate them to study and facilitate their entry into higher education. The literature review (theories and experience) decided us to opt for the sociocognitive definition given the results it has enabled in many areas, including learning. Our interest focused on the following main research question: Can we act on motivation to study?

The choice of the sociocognitive definition of the concept of motivation was of great importance for our experiment's unfolding. This definition offers the possibility of breaking down learning motivation in dimensions and sub-dimensions and generally observable and measurable indices. Methodological support constitutes an adequate response in more than one way:

- methodological training responded to SISPSE put into context. Motivating legal science students corresponds to activities and training in university work methods. Therefore, the student can cope with learning difficulties by developing coping strategies contributing to the improvement of SISPSE (main factor in the concept of motivation).-The methodological support model chosen (Tardif 1992, Houart.M and Vastersavendt 1992) is triply focused: 1- the teacher's observation and observations constitute a starting point for the process and give it some legitimacy.
- awareness is the second equally important condition for the legitimacy of the support. This awareness (or retroactive moment, or metacognitive break (Romainville, 2007) allows the supportive action established and prepares for training
- training is putting into practice the first two stages based on a scenario, the choice of tasks and activities, and the self-analysis of his (student) strategies.

The sociocognitive approach and the methodological support are directed simultaneously towards autonomy in learning, the semantic contribution of the principle of reciprocal self-determinism, and the importance of context in analyzing and understanding the concept of motivation. This practical, theoretical connivance was reflected in the manual activities' design to be carried out during the pedagogical sequence (see Appendices).

We can only claim to generalize our research results after replicating this experience with a larger population of other levels of the same stream, other streams, and other faculties. On the other hand, these results mean obtaining an improvement in the Sense of Personal Effec-

tiveness, an essential component of human motivation, methodological, metacognitive, managerial, and self-regulatory training, and all the methods of students of the experimental group. The means of the pre-test and post-test of the experimental group generally changed. We conclude that:

-It is possible to act and reduce learning difficulties for student lawyers by changing their motivation,

- Methodological support and psycho-educational support improve the Sense of Personal Effectiveness and the learning strategies they convey.

Methodological support was an adequate response in more than one way:

- the methodological training responded to the operationalization of SISPSE in context. Motivating legal science students corresponds to activities and training in university work methods. Therefore, the student can cope with learning difficulties by developing coping strategies contributing to the improvement of the Sense of Personal Effectiveness (the main factor in the concept of motivation).-The methodological support model chosen (Tardif,1992, Houart.M and Vastersavendt 1996) is threefold: 1- the teacher's observation and observations constitute a starting point for the process and give it some legitimacy. Following the results obtained, we believe that the dependent variables (the sources of information on the feeling of personal effectiveness) and independent (the coping strategies) were able to take advantage of the theoretical and methodological framework chosen. The sociocognitive approach and methodological support are directed simultaneously towards autonomy in learning, the semantic contribution of the principle of reciprocal self-determinism, and the importance of the notion of context in the analysis and understanding of the concept of motivation. This practical, theoretical connivance is reflected in the manual activities' design to be carried out during the pedagogical sequence. We can only claim to generalize our research results after replicating this experience with a larger population of other levels of the same stream, other streams, and other faculties. We conclude that:

-It is possible to act and reduce learning difficulties for student lawyers by changing their motivation,

- Methodological support and psycho-educational support improve the Sense of Personal Effectiveness and the learning strategies they convey.

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Appendices

1-Training schedule (extract)

Exercise 1: Tabula rasa

Objective: To allow the student to express himself about his choices or his obligations, his arrival at this faculty, to talk about painful or motivating things, to wonder about the existence of a personal project

Keywords: Icebreaker, presentations, shyness, psychological comfort, positive or negative emotional ties, group, teacher, free expression

Duration: 30 min

Instructions: Go to the board, Introduce yourself, Say what you want and keep what you don't want to communicate, Answer the group's questions if you can; Answer the professor's questions: is studying law a choice or a coincidence? Do you have a dream? A project? At the end of this activity, draw optimistic conclusions: the crucial opportunities in the sector, the privilege of being at university, the chance to have passed the baccalaureate, and the need to plan

Exercise 2: The outlet

Objective: Identify the sources of suffering and self-denigration in the student about learning generally and learning French in particular

Keywords: Surroundings, school, "mistress," responsibility, age, pain, the best of oneself, belief in one's qualities, free speech

Material: Ragdoll or inflatable representing a teacher

Duration: 30 min

Instructions: This is one of your former teachers. What do you have to say to him?

Exercise 3: Personal project: the coat of arms

Objective: To encourage the student to think about his person, his choices, his qualities, and finally, his project

Keywords: self, others, studies, future, work

Material: Board, markers

Support: Indicative sheet listed in the table

Duration: 30 min

Instructions: Express yourself on:

One of your qualities	One of your faults
A role model	A person you underestimate
A dream	A nightmare
A job you like	A job you don't prefer to do
	A project

Exercise 4: Life course

Objective: Work on student motivation

Keywords: personal elements, socio-professional elements

Material: Large format paper + markers, adhesive tape

Support: Story, discussion

Duration: 45mn

Instructions: Draw a straight line on your paper (use the projected model)

Day of your birth Today

----- × ----- × ----- × -----

Facts, milestones, significant dates

-From the date of your birth, present on this line, the events appear to you to be the most significant

- Comment

Exercise 5: The genealogical tree

Objective: To encourage students to meditate on the sources of their motivation and/or demotivation

Keywords: Family, socio-cultural determinants, self, others, construction of meaning, personal project, family project, education, ignorance, outstanding people

Material: Large format papers + Markers

Support: The story, a model of a family tree

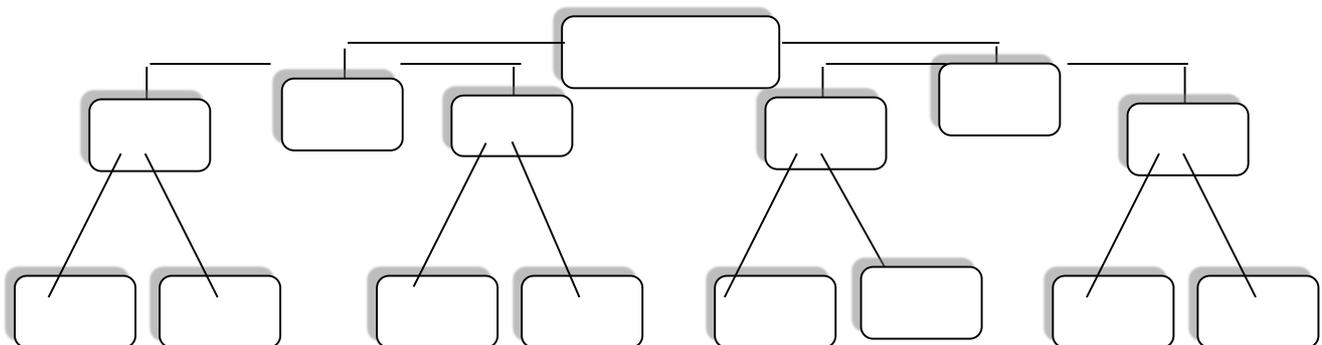
Duration: 45 mins

Instructions: Observe the projected family tree model

Produce your own tree based on the proposed model

Comment

The family tree (model):



Zahra Bouchkioua Paper