

EDVIsion Hope Survey



The EdVisions Hope Survey Variables



Autonomy

“Autonomy” refers to the opportunity for self-management and choice. Erik Erikson believed that the need for autonomy is innate in all human beings and that a frustration of this need during childhood or adolescence would lead to maladaptive behavior and neurosis. Subsequently, Richard deCharms argued that all humans strive for “personal causation”, or in other words, to be the origin of their own behaviors. According to deCharms, when an individual is able to make decisions regarding things that effect them, that person is said to have an *internal locus of causality*. An individual acting under direction from another person has an *external locus of causality*. He hypothesized that an *internal locus of causality* would lead to stronger motivation and greater engagement. Richard Stemberg has emphasized *adolescence* as a time where the need for autonomy, particularly from parents and teachers, is particularly strong.

Belongingness

“Belongingness” (sometimes referred to as “relatedness”) is a measure of the depth and quality of the interpersonal relationships in an individual’s life. The need to belong, or the need to form strong, mutually supportive relationships and to maintain these relationships through regular contact, is a fundamental human motivation that can affect emotional patterns and cognitive processes. Supportive relationships can serve to buffer the impact of stressful life events leading to superior adjustment and well-being.

Goal Orientation

A goal orientation represents the reasons behind a student’s effort to achieve. A “learning” or “mastery” or “task” goal orientation represents a desire to achieve purely for the purpose of obtaining knowledge and increasing skills. In contrast, a “performance” goal orientation represents the desire to succeed in comparison to others, and thus the purpose of all activity in the classroom is not the enjoyment of learning or to satisfy personal interest but to demonstrate superiority or avoid the appearance of failure.

Academic Press

Academic press is a consistently high expectation on the part of the teachers that students will do their best work. The emphasis is on a press for understanding, rather than a press for performance, which can be detrimental to student achievement. In other words, it is important to maintain a task or mastery goal orientation while pressing for student understanding, which emphasizes deep understanding, rather than lapsing into a performance goal orientation, in which students are pressed simply to obtain a high grade.