Teacher support behavior, self-regulated learning strategies and EFL learner resilience: A study of Chinese vocational students in an EFL context

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Abstract

This research aimed to assess the relationships among teacher support behavior, self-regulated learning strategies, and EFL learner resilience in Chinese vocational colleges. The study surveyed 400 non-English major students from three vocational colleges in Anhui province using a descriptive correlational method to examine these relationships. The findings revealed that students strongly agreed that their teachers provided support in emotional, academic, and instrumental domains. Moreover, students reported utilizing various self-regulated learning strategies, including goal setting, environment structuring, task strategies, time management, help-seeking, and self-evaluation. Additionally, students demonstrated resilience in ego, metacognitive, and social aspects. Importantly, positive relationships were identified among teacher support behavior, self-regulated learning strategies, and EFL learner resilience.

Keywords: teacher support behavior, self-regulated learning strategies, EFL learner resilience, Chinese vocational colleges, EFL context

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1. Introduction

With the deepening of China's "Internet+Education" transformation and the advancement of education digitalization, online learning has become a pivotal component of curriculum delivery in China's vocational colleges. It serves as a viable alternative to traditional classroom learning, facilitating independent and flexible learning environments for students. In this context, self-regulated learning assumes critical significance, necessitating learners to assume a central role in their learning journeys, thereby empowering them with autonomy and control. However, current research highlights significant challenges faced by English language learners regarding self-regulated learning practices. According to Dai (2013), there are three primary dilemmas and challenges impeding learners' practice of self-regulated learning. Firstly, many students lack effective approaches to time management and learning strategies, resulting in difficulties organizing and optimizing their study schedules and resources available in online learning environments. Secondly, insufficient self-regulation skills may lead to frustration among students in the online learning setting, diminishing their satisfaction and engagement with online learning and potentially fostering negative perceptions toward it. Moreover, the limited interactions between teachers and students, as well as among peers in online settings, can engender feelings of isolation and detachment, further dampening students' motivation and enthusiasm for learning. The absence of timely teacher-student interactions and peer support deprives students of essential social and motivational scaffolding necessary for effective learning, thereby impacting their learning outcomes and sense of accomplishment.

Self-regulated learning, a key competency in addressing these challenges, has been closely integrated with second language acquisition research over the past two decades. Previous studies have not only focused on developing and validating measurement tools for self-regulated learning strategies (Bai et al., 2020), but have also explored various factors affecting the effectiveness of these strategies (Sun, 2022), as well as the impact of strategy-driven teaching methods in educational practice (Teng & Zhang, 2020). Moreover, self-regulated learning strategies are strongly linked to learners' motivational, affective, and psychological factors, which positively influence learning effectiveness and individual development (Bai & Wang, 2023). Previous research has highlighted how support behaviors and educational environments provided by teachers significantly influence students' self-regulated learning processes (Dignath & Werf, 2012). Nevertheless, significant gaps persist: most studies neglect to explore the interaction between this influence and students' psychological attributes, and there is insufficient research on the adaptability and flexibility of students' self-regulated learning strategies across diverse educational settings.

Teacher support behaviors encompass instrumental instruction, intellectual leadership, emotional help, and social interaction. Researchers argue that teachers are predictors of learner satisfaction, and the support services they provide play a central role in teaching and influencing learner satisfaction (Jiang et al., 2017). Instructors are essential in helping students develop self-regulation strategies by introducing them to more advanced study and learning techniques (Vosniadou et al., 2024). Moreover, when instructors cultivate strong and high-quality relationships with their students, addressing their social connection needs, they contribute significantly to the development of students' psychological resilience. This psychological resilience serves as a wellspring of motivational energy, propelling students toward their academic goals (You, 2016). Most existing literature on teacher support behaviors is based on traditional classroom teaching, but due to the unique nature of online learning environments, these analyses are not fully applicable.

Psychological resilience is recognized as a beneficial personal quality that significantly contributes to the process of learning a foreign language (Xu, 2020). Psychological resilience can transform beneficial factors in the learning process such as social support and assistance from others into protective resources for individual growth.

These resources can create a relaxed and enjoyable learning environment for learners, encouraging students to engage more in their studies (Li & Han, 2022).

Previous research has identified a complex interrelationship between students' perceived teacher support, self-regulated learning strategies, and learner resilience (Mohan & Verma, 2020). Firstly, teacher support can facilitate the use of self-regulated learning strategies by enhancing students' self-confidence and motivation (Dignath, 2016). Secondly, the effective implementation of self-regulated learning strategies can increase students' resilience, enabling them to better cope with challenges and difficulties in learning (Ainscough et al., 2018). Finally, resilient students were more effective in utilizing teacher support and self-regulation strategies to achieve academic success (Ragusa, 2023). However, most existing studies have focused on exploring the direct effects of teacher support on self-regulated learning strategies or the separate effects of self-regulated learning strategies on learner resilience. This gap in the research limits our understanding of the comprehensive and interconnected mechanisms that influence student learning and development. In addition, most of the existing research focuses on English learners in Chinese undergraduate universities, and there is a lack of research on English learners in Chinese vocational colleges. Therefore, this study aimed to fill this research gap by exploring the relationship between teacher support behavior, psychological resilience, and self-regulated learning strategies through an empirical study among English learners in a Chinese vocational college.

The study's findings may assist vocational college teachers in better understanding students' specific needs and challenges in online learning contexts. This understanding can inform the provision of more relevant support behaviors, thereby enhancing students' online learning effectiveness. Additionally, the study provides empirical data to improve teachers' capacity to support students' psychological resilience, fostering the development of self-regulated learning strategies in English language education.

2. Methods

*Research Design-*This study adopted a descriptive correlational method to explore the relationships among teacher support behavior, self-regulated learning strategies and EFL learner resilience by using three well-established assessment questionnaires to propose English language enhancement program for Chinese vocational college learners.

Participants - The study included 400 students from three vocational colleges in Anhui province, a central region of China. These participants were randomly selected from English learners in one private college and two public colleges, representing various majors and geographical origins.

Instrument - The data collection tool employed in this study was a survey questionnaire consisting of four sections: Demographic Data, Teacher Support Behavior Questionnaire, Self-regulated Learning Strategies, and EFL Learner Resilience Questionnaire. To ensure clear understanding by the participants, both Chinese and English versions of the questionnaire were provided. The questionnaire primarily employed a 4-point Likert scale, ranging from strongly disagree to strongly agree. To ensure its reliability, a pilot study was conducted with 90 participants.

Procedure - The questionnaires were distributed via the online platform Questionnaire Star. Five experienced English teachers from each college, each with at least five years of teaching experience, were contacted. These teachers then distributed the questionnaire to eligible students and explained its purpose and content to ensure clear understanding. Students received the QR code and accessed the survey link through WeChat. They were asked to complete the questionnaire based on their learning experiences. The data were processed using SPSS 27.0 for analysis, employing frequency counts, percentages, rankings, and weighted averages. Before conducting the extensive survey, a reliability test was conducted to ensure the overall reliability of the questionnaire.

Data Analysis - The study employed a range of analytical techniques to comprehensively assess and interpret the quantitative data, shedding light on relationships and variations within specified variables. The quantitative

data underwent several stages of analysis, summarized as follows: Descriptive statistics, including frequencies, percentages, means, and standard deviations, were calculated to summarize students' responses regarding teacher support behavior, self-regulated learning strategies, and EFL learner resilience. The evaluation of the relationships among teacher support behavior, self-regulated learning strategies, and EFL learner resilience was conducted using Spearman Correlation Analysis. Simultaneously, t-tests were employed to examine significant differences both between and within variables. After the application of these statistical methodologies, the data results were thoroughly analyzed and comprehensively interpreted.

Ethical Considerations - This study strictly adhered to ethical guidelines to ensure the confidentiality of participants' personal information. Before distributing the questionnaire, the researcher clearly informed all voluntary participants that their information and choices would remain confidential. Participants could withdraw from the survey at any time without experiencing any discomfort. Throughout the process, participants' privacy and data confidentiality were fully guaranteed. No respondents reported any privacy violations.

3. Results and Discussion

Table 1

Summary Table on Teacher Support Behavior

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Emotional Support	3.53	Strongly Agree	1.5
2.Social Support	3.49	Agree	4
3.Academic Support	3.53	Strongly Agree	1.5
4.Instrumental Support	3.52	Strongly Agree	3
Composite Mean	**3.52**	**Strongly Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The overall composite mean across all dimensions stands at 3.52, falling within the Strongly Agree range. This indicates a notably positive perception of teacher support behavior among students across the four dimensions assessed. Specifically, the weighted mean for both emotional support and academic support is 3.53, signifying a high level of agreement among students regarding these aspects of teacher support. In contrast, instrumental support garners a slightly lower weighted mean score of 3.52, indicating a moderate level of support in this dimension compared to emotional and academic support. Students tend to experience higher levels of emotional and academic support from their teachers, with instrumental support ranking slightly lower but still at a moderate level.

This result is consistent with the research conducted by Liu and Li (2023), which examined 1,401 Chinese EFL students. Their study revealed that students perceived higher levels of academic and emotional support, alongside moderate instrumental support. Jiang et al. (2018) conducted a study employing both qualitative and quantitative analyses to comprehensively examine online learners' needs for teacher support behaviors. The findings revealed that learners predominantly perceived instructor support behaviors at the levels of intellectual and emotional support, while social support was relatively low. All these studies have in common that underscore the strong perception of academic and emotional support from teachers among students. Research has consistently demonstrated that learners' perceptions of instructor academic support positively correlate with learner satisfaction levels. Higher perceived teacher academic support corresponds to greater learner satisfaction (Bhuasiri et al., 2012; Jiang et al., 2017).

The role of emotional support provided by teachers is of importance in online teaching and learning. Several studies have highlighted its significance in preventing student burnout and exhaustion. For instance, Zhao et al. (2018) found that teachers' emotional support plays a crucial role in mitigating online learners' burnout. Moreover, the positive learning atmosphere fostered by teachers, along with their attentive approach towards learners, can

have a profound impact on student engagement and academic performance. As highlighted by Kikas and Tang (2019), students' perception of emotional support, including understanding, care, and encouragement from teachers, is closely linked to their level of engagement in learning activities. Essentially, students who feel supported and valued are more likely to actively participate in class discussions, engage in extracurricular activities, and undertake self-directed learning.

Students perceived instrumental support to be relatively weak compared to the first two types of teacher support, which is inconsistent with the findings of Bao and Zeng (2020). They examined perceived teacher support in online English learning among 632 English majors during the COVID-19 pandemic. Their findings highlighted instrumental and informational support as the most significant. This variation might stem from differing study contexts. In 2020, the sudden COVID-19 outbreak disrupted regular school operations in Chinese universities, prompting a mandated transition to online learning by the Ministry of Education. To adapt, unprecedented instrumental support promptly addressed technical and operational issues encountered by learners in online learning, ensuring that learning was not disrupted due to external interference and maintaining an orderly learning process. However, since the subjects of the current study had already experienced the pandemic and become accustomed to online teaching, some instrumental support may have been integrated into regular teaching practices, potentially diminishing students' perception of instrumental support as distinct from other forms of support.

Table 2

Summary Table on Self-regulated Learning Strategies

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Goal Setting	3.39	Agree	2
2.Environment Structuring	3.41	Agree	1
3.Task Strategies and Time Management	3.38	Agree	4
4.Help Seeking	3.38	Agree	4
5.Self-Evaluation	3.38	Agree	4
Composite Mean	**3.39**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The overall composite mean of 3.39 indicates that students agree on using self-regulated learning strategies. The highest weighted mean, 3.41, is for Structure of the Environment, showing students are satisfied with how they manage their learning environment. Goal Setting follows closely with a mean of 3.39, indicating satisfaction with clear learning goals, though slightly less than with the environment. Goal setting and environment building are more important for students' adaptation of online learning than other moderating skills such as task strategies and self-evaluation.

This finding is consistent with Li et al. (2024). In their study, which utilized 1,021 valid questionnaires distributed to college students enrolled in online learning courses at a university in China, the findings suggest that students prioritize the effects of goal setting and environment construction on online learning over other self-regulated learning skills. Research has demonstrated that when students perceive their learning environment to be comfortable and conducive to online learning, they tend to have more positive attitudes toward learning. This positive perception can potentially enhance their willingness to engage with technology and their readiness to learn online (Zhao et al., 2021). Consequently, students who can select and constructing appropriate online learning environments are more likely to demonstrate higher levels of acceptance and engagement in online learning endeavors. Moreover, consistent with the findings of this study, Tabak et al. (2013) emphasized the significance of goal setting for students involved in online learning. Their research revealed that students who actively participated in goal setting and program development were more inclined to perceive new technology as user-friendly and advantageous to their learning (Lung, 2019). This underscores the significance of clear, well-defined goals in fostering acceptance and intention to engage in online learning among students.

Table 3

Summary Table on EFL Learner Resilience

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Ego Resilience	3.38	Agree	2
2.Metacognitive Resilience	3.38	Agree	2
3.Social Resilience	3.38	Agree	2
Composite Mean	**3.38**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The weighted mean for each item was 3.38, indicating that overall students performed consistently across these items of resilience. This consensus highlights the importance of fostering resilience to enhance learning outcomes. The uniformity in scores suggests that students equally value their ability to adapt and persist in the face of challenges.

The findings align with prior research (Guo & Li, 2022). Data were voluntarily collected from 313 Chinese college students learning English as a foreign language. Like participants in other contexts, resilience in Chinese EFL learning involves ego, metacognitive, and social factors. These factors significantly contribute to learner resilience. The consistency in the weighted mean scores also suggests that educational practices across the sampled population are relatively uniform. These students, from higher vocational colleges in Anhui Province, share similar educational experiences spanning from elementary school through middle school and university. This consistent exposure to standardized teaching approaches across different educational levels reinforces the notion of uniformity in their educational experiences. The phenomenon where standardized teaching methods and curricula lead to similar levels of resilience development among students can be supported by several studies. For instance, a study emphasized that structured learning environments foster uniform development of resilience attributes like perseverance, metacognitive strategies, and social connections among students (Sleeter & Owuor, 2011). The finding suggests that standardized curricula not only ensure uniform academic knowledge but also consistently build essential resilience skills, helping students to better manage challenges and maintain their well-being across different educational contexts.

Table 4

Relationship between Teacher Support Behavior and Self-regulated Learning Strategies

Emotional Support	r-value	p-value	Interpretation
Goal Setting	.684**	0.000	Highly Significant
Environment Structuring	.715**	0.000	Highly Significant
Task Strategies and Time Management	.662**	0.000	Highly Significant
Help Seeking	.658**	0.000	Highly Significant
Self-Evaluation	.666**	0.000	Highly Significant
Social Support			
Goal Setting	.757**	0.000	Highly Significant
Environment Structuring	.767**	0.000	Highly Significant
Task Strategies and Time Management	.706**	0.000	Highly Significant
Help Seeking	.716**	0.000	Highly Significant
Self-Evaluation	.730**	0.000	Highly Significant
Academic Support			
Goal Setting	.767**	0.000	Highly Significant
Environment Structuring	.791**	0.000	Highly Significant
Task Strategies and Time Management	.732**	0.000	Highly Significant
Help Seeking	.746**	0.000	Highly Significant
Self-Evaluation	.746**	0.000	Highly Significant

Instrumental Support			
Goal Setting	.799**	0.000	Highly Significant
Environment Structuring	.813**	0.000	Highly Significant
Task Strategies and Time Management	.764**	0.000	Highly Significant
Help Seeking	.758**	0.000	Highly Significant
Self-Evaluation	.772**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 explores the connection between teacher support behaviors and students' self-regulated learning strategies. The highly significant P-values highlight a positive correlation with students' use of self-regulated strategies and identify it as a predictor of their self-regulated learning (Dignath, 2016).

Specifically, emotional support from teachers significantly enhances students' self-regulated learning strategies. When students perceive emotional support from their teachers, they tend to display characteristics conducive to self-regulated learning, such as taking academic risks, seeking help as needed, and persisting through challenges (Van Laer et al., 2018). Moreover, research has shown that students who experience lower levels of stress and anxiety are better able to focus on setting goals, monitoring their progress, and adjusting their strategies as needed (Garcia & Pintrich, 2023). Therefore, the emotional support provided by teachers not only directly impacts students' emotional well-being but also indirectly enhances their ability to regulate their own learning processes effectively.

Previous studies have highlighted the link between perceived social support and self-regulated learning strategies. Perry et al. (2018) investigated the predictive effects of teacher social support on self-regulated learning in urban adolescents. Their findings showed a positive relationship between perceived social support and students' self-regulated learning strategies. Continuous teacher social support played a stabilizing role, aiding students in maintaining self-regulated learning behaviors over time.

Academic support is vital for fostering the development of self-regulated learning strategies. By offering structured and targeted academic assistance, teachers can help students build the skills needed to become self-regulated learners. Research has consistently shown that academic support from teachers positively influences students' self-regulated learning. For instance, a study by Van Alten et al. (2020) found that students who received comprehensive academic support were more likely to engage in self-regulated learning behaviors. This support fosters a proactive approach to learning, where students take ownership of their educational journey and develop the skills to manage their learning independently. Instrumental support is positively associated with students' self-regulation strategies. This association highlights the critical role that concrete instrumental assistance and resources play in enabling students to effectively manage their own learning. Lee and Turner (2017) highlighted that instrumental support not only helps students manage their immediate learning tasks but also fosters long-term self-regulation skills that contribute to academic success. Teachers who offer instrumental support enable students to navigate academic challenges more effectively.

Table 5

Relationship between Teacher Support Behavior and EFL Learner Resilience

Emotional Support	**r-value**	**p-value**	**Interpretation**
Ego Resilience	.676**	0.000	Highly Significant
Metacognitive Resilience	.664**	0.000	Highly Significant
Social Resilience	.655**	0.000	Highly Significant
Social Support			
Ego Resilience	.726**	0.000	Highly Significant
Metacognitive Resilience	.723**	0.000	Highly Significant
Social Resilience	.705**	0.000	Highly Significant

Academic Support			
Ego Resilience	.750**	0.000	Highly Significant
Metacognitive Resilience	.744**	0.000	Highly Significant
Social Resilience	.723**	0.000	Highly Significant
Instrumental Support			
Ego Resilience	.756**	0.000	Highly Significant
Metacognitive Resilience	.763**	0.000	Highly Significant
Social Resilience	.742**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 illustrates the correlation between teacher support behaviors and different dimensions of EFL learner resilience. The P-values across all dimensions show a highly significant positive correlation, indicating that teacher support behaviors are crucial for fostering resilience among EFL learners. These findings further support Nettles et al.'s (2014) conclusion that increased levels of teacher support correlate with enhanced student resilience.

Emotional support from teachers is highly significantly correlated with all dimensions of EFL learner resilience. Emotional support helps students feel secure and valued, which boosts their ego resilience. This is consistent with studies that emphasize the importance of emotional support in fostering a positive learning environment. According to Pitzer and Skinner (2017), students who perceive high levels of emotional support from their teachers are more likely to exhibit resilience. Emotional support helps students feel secure and valued, which boosts their ego resilience. This feeling of security allows students to approach challenges with a positive mindset and a belief in their capacity to overcome difficulties.

Social support from teachers also shows a highly significant relationship with EFL learner resilience. This finding aligns with Rahimi and Askari Bigdeli's (2014) argument that fostering social relationships between students, teachers, and classmates can serve as protective factors. By cultivating strong, supportive relationships, teachers play a crucial role in helping students build the resilience necessary to succeed in their language learning endeavors. positive social interactions with classmates facilitated by the teacher can create a sense of community and belonging among EFL learners.

The significant correlation between students' perceived academic support from teachers. This finding supports the conclusions of Ahmed et al. (2018), who emphasized the crucial impact of teachers' academic support on enhancing students' resilience. When students perceive academic support from their teachers, they tackle challenges with increased confidence and demonstrate greater willingness to invest time and effort in overcoming difficulties (Liu et al., 2018). This significantly boosts their resilience, enabling them to cope more effectively with the pressures and obstacles encountered in the learning process.

The correlation between instrumental support and learner resilience is also high. This is consistent with the findings of Pitzer and Skinner (2017), who showed that teacher instrumental support promotes student resilience by providing students with strategies and tools for self-regulated learning. Teachers provide a wealth of learning resources, such as supplemental materials, online tools, and library resources, to help students find solutions to difficult problems. These specific forms of assistance and resources enable students to manage their learning tasks effectively, process information more efficiently, and exhibit greater resilience when facing learning challenges. This support significantly enhances students' self-resilience.

Table 6

Relationship between Self-regulated Learning Strategies and EFL Learner Resilience

Goal Setting	r-value	p-value	Interpretation
Ego Resilience	.833**	0.000	Highly Significant
Metacognitive Resilience	.820**	0.000	Highly Significant

Social Resilience	.789**	0.000	Highly Significant
Environment Structuring			
Ego Resilience	.895**	0.000	Highly Significant
Metacognitive Resilience	.884**	0.000	Highly Significant
Social Resilience	.869**	0.000	Highly Significant
Task Strategies and Time Management			
Ego Resilience	.899**	0.000	Highly Significant
Metacognitive Resilience	.895**	0.000	Highly Significant
Social Resilience	.876**	0.000	Highly Significant
Help Seeking			
Ego Resilience	.928**	0.000	Highly Significant
Metacognitive Resilience	.910**	0.000	Highly Significant
Social Resilience	.893**	0.000	Highly Significant
Self-Evaluation			
Ego Resilience	.938**	0.000	Highly Significant
Metacognitive Resilience	.930**	0.000	Highly Significant
Social Resilience	.901**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 depicts the relationship between self-regulated learning strategies and EFL learner resilience. The P-value for this relationship is highly significant across all dimensions, indicating that the higher the utilization of self-regulated learning strategies, the stronger the learner resilience.

The consistency with previous research findings is noteworthy. Studies have established that self-regulated learning is a significant predictor of mental toughness. For instance, Mohan and Verma (2020) conducted a study that revealed a strong, positive correlation between self-regulated learning and resilience among adolescents. Further supporting this correlation, a study by Wang et al. (2022) identified a significant positive relationship between self-regulated learning, mental toughness, and social support among high school students. Additionally, Momeni and Karimi (2010) proposed that elements of self-regulated learning are instrumental in helping individuals navigate and flourish amidst adversity. Their work suggests that self-regulated learning competencies are not just academic tools but also vital life skills that promote personal development. These competencies are instrumental in facilitating recovery from traumatic experiences and cultivating robust resilience.

4. Conclusions and Recommendations

The study found that most respondents from three higher vocational colleges in Anhui Province strongly agreed that teachers offered emotional, academic, and instrumental support, effectively enriching students' learning experiences and outcomes. However, social support received lower ratings. Respondents also indicated a high use of self-regulated learning strategies, demonstrating their importance in the learning environment. Additionally, EFL learners showed moderate resilience in ego, metacognitive, and social aspects. There is a highly significant correlation between teacher support behavior, self-regulated learning strategies and EFL learner resilience. Increased support from teachers not only positively correlates with EFL learner resilience but also with the adoption of self-regulated learning strategies, which means as learners implement more efficient self-regulated learning strategies, their resilience improves.

Education authorities should develop policies to prioritize teacher support, student self-regulation strategies, and psychological resilience in colleges. This includes professional development for teachers and mental health support for students. Vocational colleges should enhance teacher-student interactions, collaborative learning environments, and adaptive training. Providing resources like training, technical assistance, and curriculum design

guidance is crucial. Support networks among teachers and strong teacher-student connections can also enhance collaboration. English teachers should build positive relationships with students, offer emotional support, and instill confidence. Understanding individual learning styles and needs allows for personalized support. Teaching self-regulation skills such as goal setting, time management, and emotion regulation helps students manage learning challenges. EFL students should set clear learning objectives, use effective strategies, and seek academic and emotional support from teachers and peers. Participating in learning communities enhances support and motivation.

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