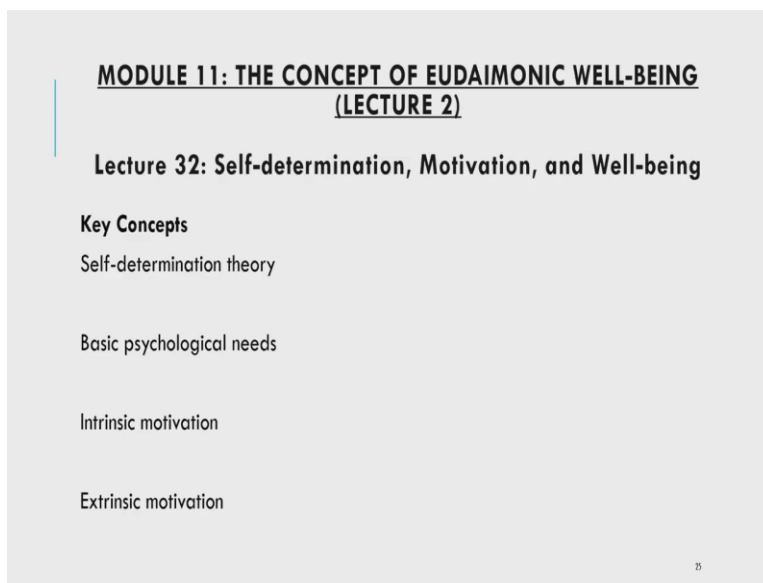


**Psychology of Stress, Health, and Well-Being**  
**Professor Doctor Dilwar Hussain**  
**Department of Social Science**  
**Indian Institute of Technology Guwahati**  
**Lecture 32**  
**Self-determination, Motivation, and Well-being**

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**MODULE 11: THE CONCEPT OF EUDAIMONIC WELL-BEING**  
**(LECTURE 2)**

**Lecture 32: Self-determination, Motivation, and Well-being**

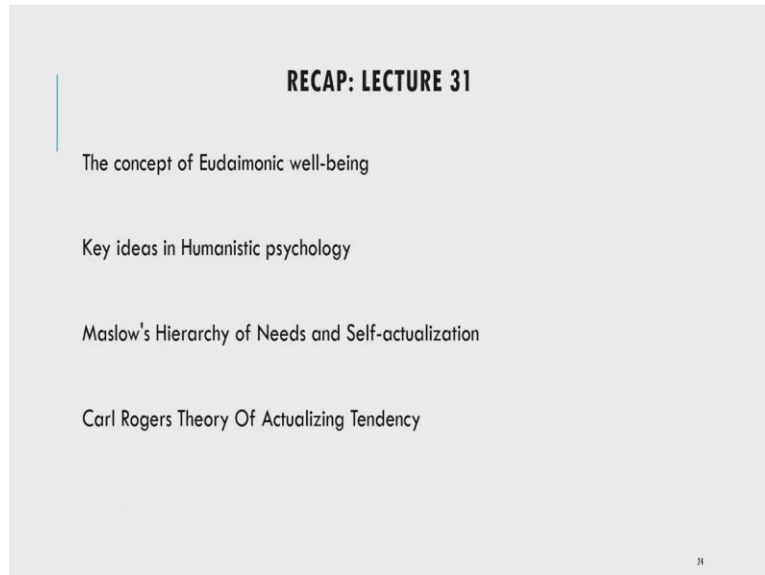
**Key Concepts**

- Self-determination theory
- Basic psychological needs
- Intrinsic motivation
- Extrinsic motivation

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Hello friends I welcome you to the lecture number 32 of the course title Psychology of Stress, Health, and Well-Being. So this is lecture number 2 of the module 11 and overall it is lecture number 32. So today we will talk about the concept of self-determination theory. We will try to understand motivation human motivation from the perspective of self-determination theory. So before we talk about today's lecture very briefly I will just give you an recap of the last lecture that is lecture number 31.

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In module 11, we began discussing the concept of Eudaimonic well-being, with the idea that there are concepts related to human well-being that go beyond emotional experiences or happiness, and that these concepts are grouped together as Eudaimonic well-being. They encompass concepts such as life's meaning and purpose, as well as self-actualization.

So, starting with the 31st lesson, we've been discussing specific notions of your Eudaimonic well-being. So, in the previous lesson, we discussed the concept of self-actualization. And we specifically looked at the concept of self-actualization from a humanistic psychology point of view. And, more precisely, from two humanistic psychology theories: Abraham Maslow's theory and Carl Rogers' theory. So Maslow mostly discussed or is recognized for developing the model or theory of human need hierarchy. As a result, he offered the theory that humans have multiple needs, but that these needs can be organized in a hierarchical order, with some needs being more fundamental than others. As a result, they can be grouped in a hierarchical order. At the most basic level, he added, most human needs can be classified as basic physiological needs. Then there's the need for safety, then there's the need for love and belonging, then there's the need for esteem, and finally there's the need for self-actualization. So we've gone through all of these concepts, but the concept of self-actualization is really a being need, a need that develops from inside us. And it is attained when a person works on his or her own self-development, progress, and actualization of all latent potentials. We are essentially striving towards the need

for self-actualization whenever we engage in all of these activities. Rogers also discussed the concept of self-actualization, albeit in a somewhat different light. He saw self-actualization as a more fundamental need, almost like a meta need which manifests itself in all other needs. So it is a built-in motivation that is present in every life form. So it's not just humans who are striving to make the most of their lives or existence; plants and animals are as well. This is known as the need for self-actualization. As a result, he claims that all other needs, such as physiological needs, safety needs, esteem needs, and so on, are primarily fulfilled in order for people to make the best use of their existence. As a result, these are fundamentally expressions of the drive for self-actualization. And Rogers largely discussed whether or not people are aware of their need for self-actualization. They will realize their true selves, whoever they are at their heart, and they will be at peace with themselves. Human beings, on the other hand, have developed civilizations and culture in the process of self-actualization, which then created its own life, with its own set of laws and regulations and a plethora of expectations from the outside world. This created what is called as conditions of worth. As a result, you will only receive love and affection if you meet certain criteria set by the outside society. Therefore, they occasionally present obstacles, causing people to depart from their self-actualization needs. And, as a result, people tend to become their ideal self, the one that is presented from the outside. According to Rogers, the greater the gap between your true self and your ideal self, the greater your neurosis, emotional instability, or emotional issues would be. So these are some of the concepts that we discussed in the previous class. We explored the concept of self-actualization in depth from these two theoretical perspectives in order to better grasp it.

Today, we'll discuss another idea related to the eudaimonic well-being. Eudaimonic well-being is essentially the concept of human motivation as seen through the lens of self-determination theory. As a result, today we shall discuss self-determination theory and its different concepts. So, let's have a look at the key principles in it.

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**What Is Motivation?**

Motivation refers to any force that energizes and directs behavior (Reeve, 2009). Energy gives behavior its strength, intensity, and persistence. Direction gives behavior its purpose and goal-directedness.

To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated.

While motivation arises from many different sources (e.g., needs, cognitions, emotions, environmental events), it is viewed in the present context from a needs-based perspective within the self-determination theory framework.

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As a result, self-determination theory is a motivation theory. So, let's start with a definition of motivation. So, when we talk about motivation, we're talking about any factor that energizes and directs behavior. So motivation is a force within us that provides us with energy and a sense of direction in order to achieve our goals. So, being highly motivated means that you are very energetic and that you have a purpose that you are working towards. So there are two components to motivation: energy and direction. As a result, energy determines the strength, intensity, and persistence of behavior. The purpose and goal-directedness of activity is determined by its direction. So there are two fundamental components to motivation: intensity and direction. So there must be a goal, and the effort to achieve that goal must be strong. As a result, to be motivated is to be moved to do something; a person who lacks impulse or inspiration to act is thus classified as unmotivated. So, if you don't feel motivated or compelled to go in any way, you don't have motivation. Someone who is severely unmotivated is regarded unmotivated, but someone who is stimulated or activated towards the end is considered motivated. So, if someone is energetically active and going toward a direction or objective, they will be highly motivated, depending on the intensity. As a result, motivation can come from a variety of sources. It occasionally occurs as a result of our needs. So, if there is a need, we are motivated to act in order to meet that need. Sometimes our cognitive processes or cognitions lead us to believe

that something should be done, and we are then motivated to carry out those actions. Emotions can sometimes push us to do a lot of things, and this might come from our emotional experiences. It can also be caused by environmental events. As a result, motivation can come from a variety of places, depending on the situation and the activities at hand. When we talk about self-determination theory in this context, we're talking about a fundamental theory, a theory of motivation, and motivation is essentially defined here in terms of need fulfillment. As a result, it is a need-based motivation theory. As a result, motivation comes from a variety of places. Human need is one of the sources. And this idea, known as self-determination theory, is a need-based motivation theory.

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**Self-determination Theory (SDT)**

Self-determination theory is a motivational theory (Deci and Ryan, 2000; Ryan and Deci, 2000, 2002, 2017), which posits that people have basic psychological needs for autonomy, relatedness, and competence. Fulfillment of psychological needs is essential for people's psychological health and growth, autonomous motivation, optimal functioning, and self-actualization (Deci and Ryan, 2008).

<https://www.frontiersin.org/articles/10.3389/feduc.2017.00042/full#R19>

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As a result, because self-determination theory is such a broad concept, we won't be able to discuss every facet of it. However, we shall concentrate on the core concepts. As a result, self-determination theory is largely a motivational theory that asserts that persons have basic psychological needs, such as the need for autonomy, relatedness, and competence. One of the key concepts of self-determination theory is that all humans have basic psychological needs.

In addition, there are three basic psychological needs. These are the need for autonomy, relatedness, and competence. So we'll see what these are. So this is a significant concept, and they discuss human well-being and motivation based on these needs. As a result, psychological need fulfillment is critical for people's psychological health and wellbeing, as well as autonomous motivation, optimal functioning, and self-actualization. And meeting these basic psychological needs is critical for our overall well-being, motivation, and optimal performance. So, let's look at the specifics of this theory.

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**Basic Psychological Needs**

SDT proposes that understanding motivation requires taking into account three basic human needs:

- ✓ autonomy—the need to feel free of external constraints on behavior
- ✓ competence—the need to feel capable or skilled
- ✓ relatedness—the need to feel connected or involved with others

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So, one of the core ideas is that humans have basic psychological needs, just as we have physical needs such as the need for food and water. Similarly, human beings have basic psychological needs. When we say basic psychological needs, we are referring to their universal needs, which everyone is aware of and wants to satisfy. and these are necessary for our wellbeing. As a result, they are referred to as basic psychological needs. According to SDT, there are three basic psychological needs that are universally present in all humans, one of which is the need for autonomy. Autonomy is defined as the desire to be free of external restraints on one's actions. So, whenever you feel autonomous, it basically indicates that you are doing something of your own desire and choice. And it's not due of any outside force. So we all have a basic need to be free in the sense that we have a predisposition or a basic need to chose and do things that we

enjoy rather than when something is imposed on us. So that is the fundamental need for autonomy: to feel independent, self-determined, and choice. As a result of this demand for autonomy, which exists in all humans, we strive to strengthen our sense of autonomy in our daily lives. Then there's the need for competence, which is defined as the want to feel capable or skilled. Another fundamental requirement is that all human beings desire to feel competent or skilled in whatever they are doing. Nobody can be competent in everything, but we all want to feel competent and capable in whatever we do in life. We all wish to experience a sense of competence, or a sense of skill and ability. Then there's the need for relatedness, which is similarly the desire to feel connected or involved with people. So far, we've covered a lot of ideas in terms of human connection and social support. So, because we are social animals, we have a basic desire to feel connected with other people in order to form strong relationships and receive support from others. As a result, that is also highly important. As a result, there is an important issue. According to these ideas, the need for autonomy, competence, and relatedness are three basic psychological needs that are universal. A universal need that we all strive to meet, and which is a critical component of our well-being. It is critical for us to improve our well-being if they are there or if we can satisfy them to a considerable extent.

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Autonomy satisfaction is experienced when the individual feels a sense of choice and volition when carrying out an activity. In contrast, autonomy frustration occurs when the individual feels controlled through internal or external pressures.

Competence satisfaction occurs when the individual feels effective and capable of achieving desired outcomes. When competence is frustrated, the individual feels a sense of failure and has doubt about one's ability.

Relatedness is satisfied when the individual feels a sense of connectedness with others. When relatedness is frustrated, the individual feels a sense of isolation and loneliness.

As a result, autonomy satisfaction is felt when a person has a sense of control. So, let us delve a little more into these needs. As a result, a person's demand for autonomy will be met. When he has a sense of choice and volition while carrying out an action, whenever he feels that I have a choice or that I can pick something, or when I have a choice and volition while carrying out any activity, I can determine things around it. Then you have a strong sense of autonomy or a strong desire for autonomy. Individuals, on the other hand, experience autonomy dissatisfaction when they are under threat from internal or external pressures. When you feel completely controlled from the outside, your urge for autonomy is severely reduced. Everything is influenced by forces or persons from the outside. Everyone is constantly telling you to do this or that. As a result, you have no choice or volition. As a result, your need for autonomy is severely limited in such a setting.

When an individual feels efficient and capable of accomplishing desired goals, their demand for competence is fulfilled or competence fulfillment happens. This need is answered whenever you feel effective, competent, and capable of completing the task you are working on. When a person feels like he or she has failed and doubts about one's ability, this need is frustrated. When you believe you are incapable of performing anything difficult or when you fail at a task, your demand for competence is stifled or frustrated.

When an individual feels a sense of connection or connectivity with others, the need for relatedness is satisfied; when relatedness is disturbed, the individual feels isolated and lonely. So, whenever you feel connected with other people in a particular context in your life and there is a good relationship or a supporting relationship, this need is met. This urge is frustrated if you feel alienated and alone, or if you don't feel like anyone cares about you. As a result, these three critical requirements are critical. And these are basic psychological requirements that every human being strives to meet throughout their lives.



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Autonomy, competence and relatedness are universal psychological needs of human beings and when satisfied will conduce toward well-being; and when frustrated will lead to ill-being.

Basic psychological needs can be described as the psychological nutriment that facilitate psychological growth, integrity, and well-being

These needs are also about personal growth or development, not about deficits that a person tries to reduce or eliminate. People will seek to enhance these continually throughout life.

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This need for autonomy competence and relatedness are universal psychological needs of human beings and when satisfied will conduce towards well-being. And when frustrated will lead to ill-beings. This is one of the fundamental idea of self-determination theory. So, these basic psychological needs can be described as the psychological nutrients or nutriment that facilitate psychological growth, integrity, and well-being. So these are similar to the nutrients that we ingest for our bodies' wellbeing. Similarly, if these basic psychological demands are met, our mental health will improve. So, rather of focusing on deficits that a person strives to lessen or eliminate, these needs are about personal growth and development, which people will strive to improve throughout their lives. People strive to meet these requirements throughout their lives since they are linked to growth and development.

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### Types of Motivation

Self-Determination Theory (SDT; Deci & Ryan, 1985) distinguishes between different types of motivation based on the different reasons or goals that give rise to an action.

The most basic distinction is between **intrinsic motivation**, which refers to doing something because it is inherently interesting or enjoyable, and **extrinsic motivation**, which refers to doing something because it leads to a separable outcome.

Over three decades of research has shown that the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons.

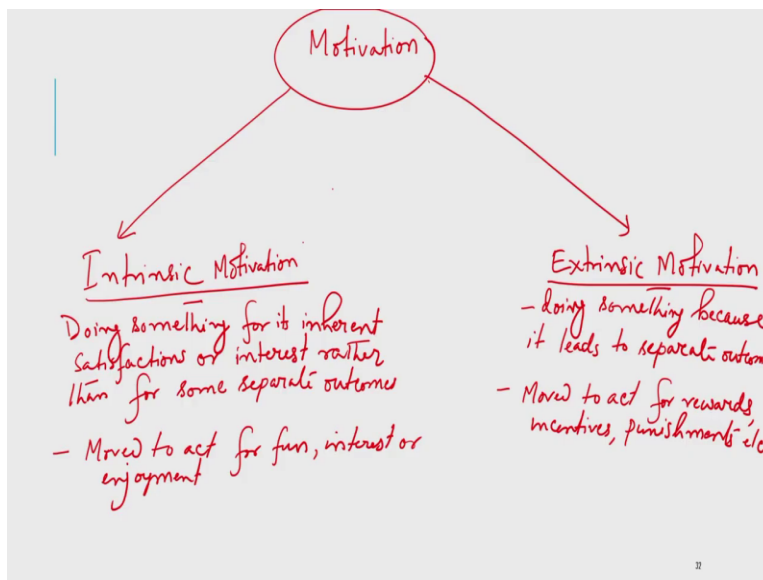
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Let us now consider the concept of motivation in relation to this essential psychological need. As previously stated, motivation can emerge from the satisfaction of a need or the desire to satisfy a need. As a result, motivation can stem from the satisfaction of a need. So, let's look at how motivation is defined and how it relates to our basic psychological requirements in this situation. So, self-determination theory, also known as SDT theory, or as most of this work in this theory is known, was primarily done by Deci and Ryan, as well as some of their colleagues. They divided between many sorts of motivation based on various causes and goals that develop, all of which lead to a specific action. So they basically discussed two sorts of motivation. So, depending on the strength of motivation, you can categorize it as high motivation or low motivation. Sometimes we are highly motivated, and other times we are not. So, one way to think about motivation is whether it is high or low in intensity. Another significant aspect of motivation is that it can come in different types. Motivation isn't simply about one type of motivation. Different types of motivation can be experienced by humans. So, in SDT, or self-determination theory, two sorts of motivation are discussed. Intrinsic motivation and extrinsic motivation are two types of motivation. Intrinsic motivation, refers to motivation that originates from within you. So it refers to doing anything because it is fundamentally interesting or enjoyable. Many times, we engage in a variety of activities because we find them interesting or interesting, or simply because we love doing them. So you don't do it only to get something out of it; you do it

because the task is interesting or because you enjoy doing it. Intrinsic motivation is what drives you to accomplish things like that.

Extrinsic motivation, on the other hand, is defined as doing something because it results in a separable outcome. So you do something for a reward such as to earn money. Because you are working, not because you enjoy working, but because you will be rewarded for your efforts. Extrinsic motivation is exemplified by this example. So, during the last decade, research has revealed that the quality of experiences and performance can differ dramatically depending on whether one is doing for intrinsic or extrinsic motivations. As a result, the quality of your performance might vary greatly depending on whether you are motivated by intrinsic or extrinsic factors, as we will show. So, when we are intrinsically motivated, our engagement is strong, and our output quality is high. And, as we'll see in greater detail later, motivation leads to improved outcomes and performances.

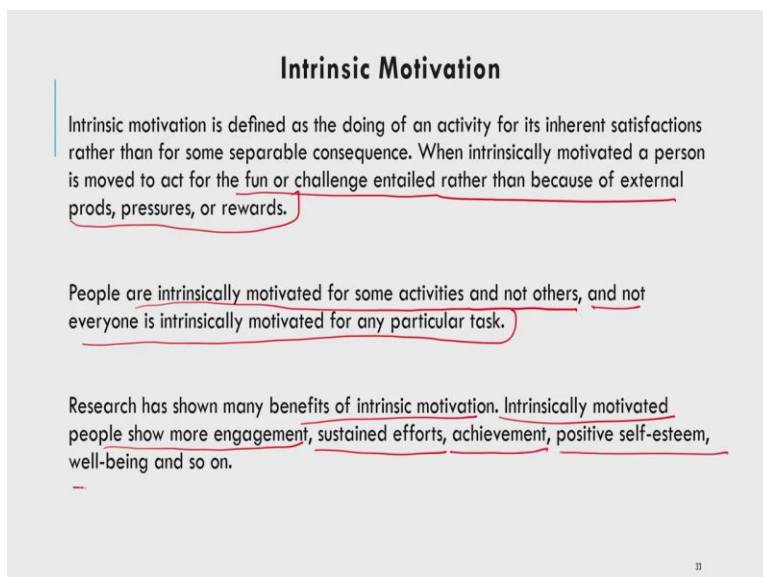
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So, if I just draw here, in the SDT, motivations are divided into two categories. Intrinsic motivation and extrinsic motivation are the two types of motivation. Intrinsic motivation is defined as doing something for its own sake, rather than for the sake of achieving a specific goal.

As a result, one is compelled to act for the sake of enjoyment or joy. Extrinsic motivation is doing something because it leads to a separable outcome or reward. People are motivated to perform for a variety of reasons, including rewards, incentives, penalties, and so on. So these are two different types of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation is when you do something because you enjoy it. There is no particular reason for doing it; you simply love doing it, so you do it. So it is intrinsic motivation because it stems entirely from your internal desire. Extrinsic motivation is a type of motivation that comes from outside of yourself. You're doing something for a monetary reward or for some other reason, or you're doing it out of fear of punishment. So, in extrinsic motivation, the cause is external, whereas in intrinsic motivation, the reason is within. So that's the main distinction.

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**Intrinsic Motivation**

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.

People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task.

Research has shown many benefits of intrinsic motivation. Intrinsically motivated people show more engagement, sustained efforts, achievement, positive self-esteem, well-being and so on.

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Let's take a closer look at intrinsic motivation. So intrinsic motivation is described as doing something for the sake of its inherent satisfaction. As previously stated, an intrinsic motivator is motivated to act for the sake of fun or challenges rather than because of external prods, pressure, or rewards. Some tasks are intrinsically motivating for people, while others are not, and not everyone is naturally driven for every work.

As a result, intrinsic motivation is a very personal thing; someone may be intrinsically driven for one work but not for another. Others, on the other hand, may be innately driven for certain types of jobs. So it's a really individualistic, subjective issue, and you can't say, "OK, this is a work

that everyone will be intrinsically interested in." It all depends on his psychological makeup, beliefs, interests, and motivation, among other factors.

So, according to research, when people pursue things or activities for intrinsic motivation, they reap a slew of benefits. For example, intrinsically driven people are more engaged. As a result, no external pressure is required. You're simply having fun doing it, therefore your engagement will be considerably higher. You'll put in more effort, and you'll be more likely to accomplish good results. Positive self-esteem and well-being will be present, among other things. As a result, intrinsically motivated people should do things that are intrinsically motivated. Because the person will do it on their own, without any outside pressure, and there will be more involvement, effort, and achievement, among other things.

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**Rewards and Intrinsic Motivation**

Until the 1970s, most psychologists agreed with B. F. Skinner that rewards increase the probability of behavior. But then research began to show otherwise.

Traditional incentives don't always work. And the fact is, they never work when the task requires any amount of creative problem solving. Why? Rewards narrow our focus—which, when a creative solution is wanted, is exactly the wrong thing to do.

In one of the first experiments on intrinsic motivation, children were given a period of time during which they could draw. Some of them were given a certificate as a reward for having drawn. When given a subsequent chance to draw, students who had been rewarded for drawing spent less time at it than did students who had not been rewarded (Leeper, Green, & Nisbett, 1973). Therefore, extrinsic reward may not work in all situations.

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What is the relationship between intrinsic motivation and rewards? By definition, in the case of intrinsic motivation, no reward is required because the person is performing the job because he is simply interested in it. As a result, there is no need for a separate incentive. So, what is the connection between reward and intrinsic motivation? Is it that rewarding intrinsic motivation has no effect?

Most psychologists agreed with BF Skinner, a well-known radical behaviorist, until the 1970s. And his core idea is that you can increase the probability of behavior by reward by giving reward. If you give reward that chances of that behavior increases in future. So reward increases the behavior basically it also motivates people. So that was the idea that reward always increases human behavior and motivation. Later study, on the other hand, began to reveal some new findings. In the sense that standard reward and incentive schemes may not always work, particularly in the case of intrinsically driven tasks, or that their reward may not truly improve motivation, and in many circumstances, may instead lower intrinsic motivation. As a result, standard incentives aren't always effective. And the truth is that they never work when the task necessitates some level of creative problem solving, particularly when the task necessitates intrinsic motivation and creative problem solving. In those instances, rewards may or may not be effective all of the time. The reason behind this is that rewards narrow our focus, which is exactly the wrong thing to do when a creative solution is required. When you need a creative solution, you often need to be open up. In those circumstances, the reward can narrow your attention, which can be a disadvantage to creative problem solving and intrinsic motivation. Other research suggests that some of the first experiments on intrinsic motivation were conducted in the 1970s. Children, for example, were allowed a set amount of time during which they might draw. As a result, children were the subjects of an experiment. They were instructed to draw whatever tasks they were assigned. Some of them received a certificate as a prize for drawing. Other children were not given any certificates. When these two groups of children were given another chance chance to draw at a later date, perhaps after a period of time. Kids who have been rewarded for sketching earlier spend less time in drawing than students who have not been rewarded with a certificate. The rewarded group who are given reward earlier spend less time as compared to the student to the children who are not at all rewarded. As a result, sketching is usually a very intrinsically driven or engaging endeavor in childhood. As a result, young children were rewarded for completing such tasks on one occasion. When they were given another chance to draw after that, they took less time. As a result, their intrinsic motivation has decreased when compared to other group who were not rewarded. As a result, their intrinsic drive was preserved, and they were able to spend more time. What could be the underlying causes of this?

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**Possible Reasons**

Over justification theory: It assumes that an extrinsic reward decreases intrinsic motivation when a person attributes his/her performance to the extrinsic reward. It may occur in case of high intrinsic interest and the reward is perceived as more than adequate justification for performing the act.

Cognitive evaluation theory: Rewards perceived as providing information about a persons competence in an activity will increase his/her intrinsic motivation. But, reward perceived as an attempt to control a person's behavior will decrease his/her intrinsic motivation to perform that activity. (E. Deci).

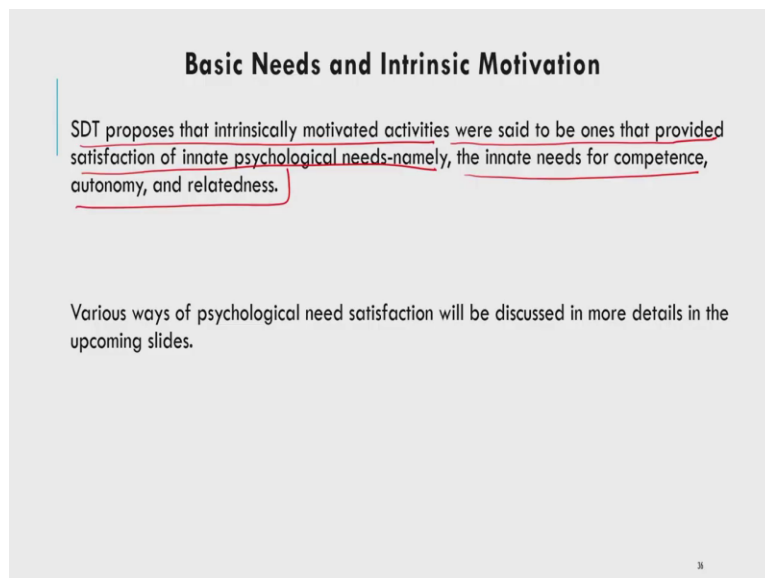
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One such reason is what's known as the over justification theory. When a person attributes his or her performance to extrinsic reward, it is assumed that extrinsic reward reduces intrinsic motivation. When you are intrinsically motivated to a task, one thing that happens is that you become really engaged in that task. When you earn a big reward for it, you don't link it to your intrinsic motivation; instead, you link it to the reward. Then you add, "I'm doing it because I'll get paid for it." As a result, your extrinsic motivation is increasing while your intrinsic motivation is decreasing, owing to the fact that you are linking your task to the external reward. As a result, it is becoming increasingly extrinsic. As a result, your intrinsic motivation will decrease while your extrinsic motivation will rise. Because you're associating it with a possible external reward. As a result, it's possible that this is one of the reasons it happens most often when there's a lot of intrinsic interest and the reward is seen as more than adequate justification. So, when you get a reward that is sufficient or that you can justify okay for this activity, I am getting this especially the high amount of reward. In some circumstances, your task is automatically linked to the prize. As a result, it becomes more extrinsic, and intrinsic drive decreases.

Another argument given is that a reward that is viewed as providing information about a person's competence in a certain activity would improve his or her intrinsic drive. So, when people believe that the incentive they are receiving is a sign of their competence, rewards may not

reduce intrinsic drive. If a reward is viewed as an attempt to manipulate a person's behavior, his intrinsic motivation will decrease. It will lower his or her innate motivation to do something. So, if someone thinks this reward is being given to influence my behavior. The inner motivation then decreases. So, in any case, if a person thinks, "OK, this reward is given to me to control my behavior," intrinsic motivation will decrease. However, if you believe that this reward is provided to you as a sign that you are capable of doing something, the reward may not distract from your intrinsic motivation. So there are a variety of possible explanations offered. But one thing is certain: according to certain research, when a person is extremely intrinsically driven in a task, a reward may not function or may not improve motivation in those situations. This is fine for extrinsic motivation. However, it may not always work for intrinsic motivation, especially when people are doing creative or intrinsically motivated tasks.

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**Basic Needs and Intrinsic Motivation**

SDT proposes that intrinsically motivated activities were said to be ones that provided satisfaction of innate psychological needs-namely, the innate needs for competence, autonomy, and relatedness.

Various ways of psychological need satisfaction will be discussed in more details in the upcoming slides.

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So, what is the link between the basic needs that we covered earlier and intrinsic motivation? According to SDT theory, intrinsically motivated activities are those that enable satisfaction of innate psychological needs such as competence, autonomy, and relatedness. So, according to this theory, intrinsic motivation occurs when a person is naturally motivated to perform particular



tasks or situations that meet their basic psychological needs. What this means is that if you feel competent in the context of a task, for example. As a result, competence is a psychological need. So, if you feel competent while performing a task, it will boost your intrinsic drive, and you will want to do something for which you feel competent. When compared to a task where you do not feel capable, you are far more interested in accomplishing jobs where you do feel competent. So, if you are doing a task that gives you a sense of competence, it will raise intrinsic motivation, or if you feel autonomous in the sense that you have the option to choose the activity or that you have the choice to decide what to do and how to go about it. You have a choice; it will boost your intrinsic motivation. And if, in the context of that activity, there is a high level of relatedness among the persons executing the task, perhaps it is a group task or whatever. If you have a good relationship and connection with those people, especially in the workplace, we usually do things in a team setting. People who are supportive understand your problem and are willing to assist you when you fail at a task.

So, if a supportive environment exists, you will be personally motivated to do those tasks. Because there is a support system in place that fulfills the need for relatedness. So, if these three fundamental psychological needs are met while performing a work or in the context of those tasks and jobs, You'll be more motivated to do such tasks intrinsically. It doesn't matter if you obtain an extrinsic reward or not. However, because those basic psychological needs are met, it will increase your intrinsic motivation, and you will feel happier or no sense of well-being will result. As a result, you'll become more intrinsically motivated to complete those activities. As a result, it is linked to the satisfaction of basic needs. So, in the last slide, we'll go through this need fulfillment a little bit further.

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**Is intrinsic motivation rare?**

Yes, intrinsic motivation is rare.

"Pure" self-determination (intrinsic motivation) may be the ideal for human behavior, productivity and efficient, but in reality such motivations are rare.

Most of the human behavior is extrinsically motivated. Therefore, it is essential to understand various dimensions of the extrinsic motivation.

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Is it true that intrinsic motivation is rare? Intrinsic motivation is quite rare. We do a very small number of things that are purely intrinsically motivated. We do a very small number of hobbies, and we do a very small number of activities that can be counted on fingers. Otherwise, most of our behaviors are extrinsically motivated in some way. And there's nothing wrong with it; after all, this is how the world works. So pure self-determination or intrinsic motivation may or may not be an optimal behavior that we search for in humans to inspire them to improve their productivity and efficiency. However, in reality, such motivations are uncommon; people go to work and study for a variety of reasons, and the majority of people engage in these activities for external reasons. As a result, the majority of human behavior is motivated by external factors. As a result, it is critical to gain a deeper understanding of extrinsic motivation. Because most things are motivated by extrinsic motivation, we need to understand this motivation much better so that we may use or promote it to get greater results.

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## Extrinsic Motivation

Although intrinsic motivation is a very significant type of motivation, most of the activities people do are not strictly intrinsically motivated (Ryan & Deci, 2000). This is especially the case after early childhood, as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility for non-intrinsically interesting tasks. In schools, for example, it appears that intrinsic motivation becomes weaker with each advancing grade.

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome or instrumental values.

SDT proposes that extrinsic motivation can vary greatly in the degree to which it is autonomous.

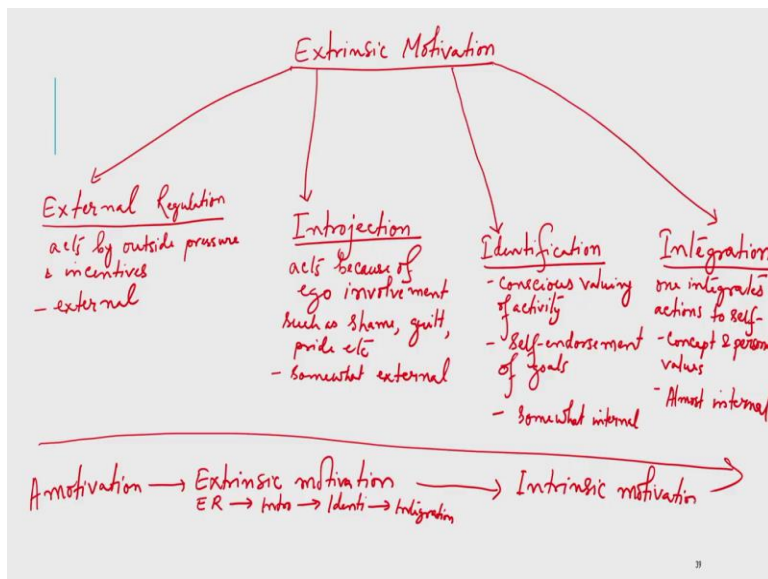
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So, let's take a look at extrinsic motivation. People are not strictly intrinsically motivated in most tasks, despite the fact that intrinsic motivation is a very important sort of motivation. This is especially true after early infancy, when the ability to be intrinsically motivated is increasingly hampered by social obligations and duties that require individuals to take on non-intrinsically attractive responsibilities. Slowly, slowly, since children typically do things because they are intrinsically motivated. They are interested in whatever they are interested in, so they will do it. Because there isn't much external pressure. As a result, everything appears to be so interesting to a child. As a result, they will try to explore their surroundings, and as a parent, you will promote those actions. So, most activities begin with intrinsic motivation in childhood, but as a child grows older, social demands increase, and everything becomes more predetermined: you should do this, you should not do that, and there are a plethora of laws and regulations. And there are so many expectations and roles that we must fulfill in order to fulfill our roles. And I have to do a lot of things that aren't particularly exciting to me. But I have no choice but to do it since it is my role and I have to meet the demands of my role. So, gradually, the majority of activities become extrinsically motivated. For example, research suggests that intrinsic drive appears to be weakening in schools as students progress through the grades. Intrinsic motivation in schools also declines as students progress through the grades. The roles that we must play are mostly

dictated by extrinsic motivation. So, as previously stated, extrinsic motivation is a notion that applies to separable outcomes. We do it because we expect some sort of result from it, whether it's a reward incentive or something else.

As SDT proposed, the degree to which extrinsic motivation is autonomous can vary substantially. Now, this theory tells us that extrinsic motivation is a multifaceted concept. Extrinsic motivation is divided into several types, each of which varies in extrinsicness. So, let's have a look at the many types of extrinsic motivation.

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Extrinsic motivation can be divided into several subcategories, one of which is called external regulation. As a result, this is essentially according to SDT theory. External regulation simply means that a person's actions are influenced by external pressures and incentives. So, external regulation is one of the types of extrinsic motivation, which is a typical extrinsic motivation because it is completely extrinsic. In the sense that a person will only do something if you put pressure on him or if you give him a really good reward. The person will respond only as a result of complete external reward, punishment, or pressure. As a result of the lack of intrinsic motivation, the person will be fully influenced by external rewards and pressure. Let's imagine a

kid only performs his homework when he or she is under a lot of pressure from his or her parents or when there is a good incentive that if he or she does the job, he or she will get a good reward. In terms of something that parents will provide or something that makes sense. There is little sense of internalization of the tasks being performed.

The next category is referred to as introjection. Introjection occurs when a person's ego is involved, such as humiliation, guilt, pride, and so on. So the person in this category motivation is a little bit internalized. It is no longer entirely external pressure or reward that is driving behavior. It's a little internalized here. Because he believes that if he does not complete the assignment, he will experience ego involvement, which implies that if he does not complete the task, he will experience shame or guilt, or if he completes the task, he will experience pride. As a result, the task has an ego component.

For example, a kid at a school does his work because he believes that if he does not, he will feel ashamed and guilty because the teacher would scold him in front of the class or whatever. So he'll be embarrassed, or if he does the work, he'll be proud for being able to do it so well. So the person is doing it partly for external reasons, but there is a sense that a small amount of internalization has occurred. As a result, it's a little more internalized. As a result, there is a sense of ego involvement. Then there's identification, and what happens in that? There is a sense of conscious appreciation of action and self-endorsement of goals in this category. So, in terms of identification, the person is still motivated by an external goal that is extrinsic to them, but they have internalized it a little more. Because in this case, the person does a task because he values it. Still, it's external; he's not doing it because he enjoys it; he's doing it because he recognizes the worth of it, so there's a sense of self-endorsement. So a student studies because he believes it is a worthwhile activity that will enable him to pursue a career in the future. As a result, he recognizes the worth of performing that particular action, or studying, or reading, or whatever it is. Despite the fact that he is not intrinsically motivated to study, he is compelled to do so because he recognizes the benefits of doing so in terms of advancing his profession and life. That is an illustration of identification. So, in terms of identification, it's become a lot more internalized. It's still extrinsic drive, but it's a lot more internalized. Integration is the final of the categories. What occurs in this case of integration? Actions are linked to one's self-concept and personal value. As a result, this is almost entirely internal, and identification is largely internal.

As a result, what happens in integration is a little more internalized than what happens in identification. What happens is that a person takes action because this activity, or whatever task he is performing, nearly completely integrates his self-concept or personal value system. It's almost merged with his persona. So he's doing it, because it is now an important element of his self-concept or personal value system. For example, a student may read, study, or receive education primarily because he believes it is an important aspect of his self-concept to do so. It is a component of his self-concept for him to become educated. So I don't want to stay an uneducated person; instead, I want to educate myself. So I'm engaged in education because it's a part of my vision for myself. This is a part of my value system; it is a part of my self-concept, or identity, that I want to be educated. This is an example integration. So it's almost like intrinsic motivation, but there's still a sort of external aspect there, so it's not entirely driven by his intrinsic interest.

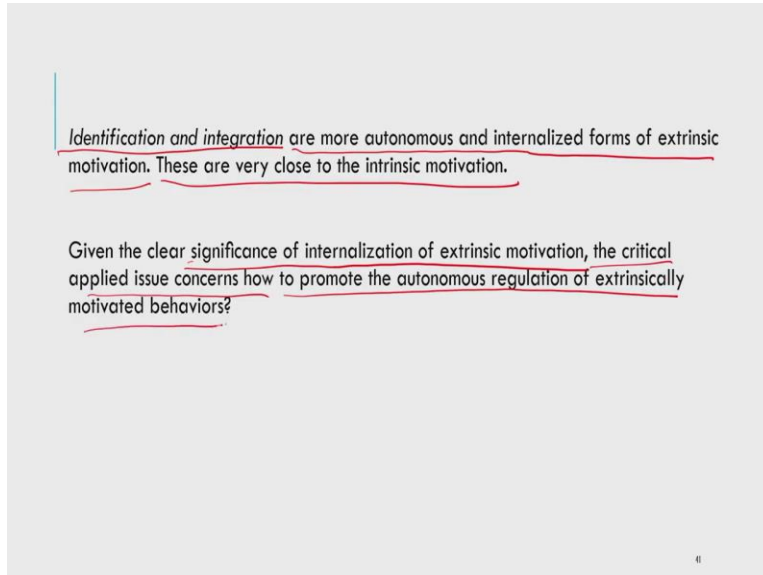
So, as you move from left to right (in the figure), internalization increases, becoming more and more internal, until it reaches the level of integration, which is almost like intrinsic motivation. Intrinsic motivation is the next stage. So, if you look at the taxonomy of human motivation, we can conclude that one extreme is no motivation at all, followed by extrinsic motivation.

Extrinsic motivation, in which the person is motivated yet is influenced by external factors, can also go this way. So it goes like this: external regulation, introjection, identification, integration, and so on, leading to intrinsic motivation. Finally, there's intrinsic motivation. As a result, the internalization increases from left to right, and it becomes a really intrinsic drive at the right end. So this is a taxonomy of human motivation that we can display in this way.

So this is how it looks in tabular form, and this is what we've spoken about so far. So these last two components of external motivation identification and integration are more autonomous or an internalized kind of extrinsic motivation. The final two are extremely similar to intrinsic motivation. They are practically internalized, and the person will carry out the activity on their own, even if it is motivated by extrinsic factors. They do it because they perceive the worth in it, and they also make it a part of their self-concept in the case of integration. So it's almost like intrinsic motivation because you don't have to put any pressure on yourself to complete those duties in these circumstances. They'll take care of it on their own. Because these are more autonomous and internalized, they are more intrinsic in nature and are quite similar to intrinsic

motivation. People often employ extrinsic motivation because they desire to achieve a distinct result and consequences. Extrinsic motivation can be very similar to intrinsic motivation in some cases such as identification and integration.

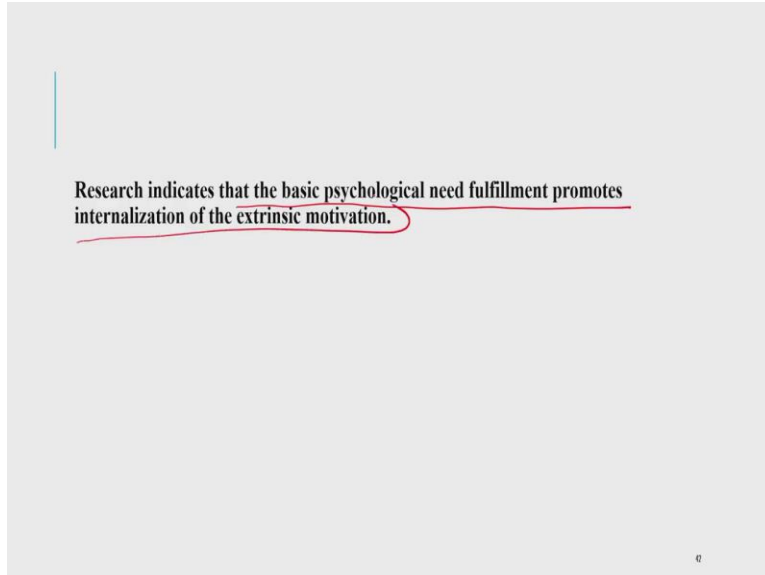
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As we know, intrinsic motivation or internalization increases our engagement, motivation, effort, productivity, and efficiency when we perform tasks that are internalized or close to intrinsic motivation. So it is always better for there is an obvious significance of internalization of extrinsic goal because most of the tasks are done under extrinsic incentive if you can promote this form of extrinsic motivation, that is, identification and integration. Then we may boost human motivation in numerous scenarios, thereby increasing the quality of output in diverse contexts, such as schools, job conditions, and so on. This has important practical implications in terms of how to improve self-regulation of extrinsically motivated tasks. As a result, they will have a wide range of applications because people perform tasks that are primarily motivated by external factors. We can't do much about intrinsic motivation, but we can do something about extrinsic motivation because people are motivated by it. So, in educational settings, if we can encourage those identification and integration types of extrinsic motivation in employment

situations, we may increase human motivation to a considerable amount while also increasing productivity and efficiency. So, how do you go about doing that?

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Extrinsic motivation is internalized when basic psychological needs are met, according to study. As we've seen, satisfying a basic psychological need enhances intrinsic motivation. Extrinsic motivation is also internalized as a result of this basic need fulfillment. So, if we can meet the core psychological needs of competence, autonomy, and relatedness, we may enhance those identification and integration types of extrinsic motivation. Even in the setting of extrinsic motivation, internalization can be improved, and motivation can be boosted, resulting in increased productivity and efficiency.



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**Supporting the Needs: General Suggestions**

- The need for relatedness can be supported by showing behaviors such as expressing affection, devoting time and resources, willingness to help, and a non-competitive environment.
- The need for competence can be supported by providing optimal challenges, immediate and non-evaluative feedback, and assistance in coping with failure (Connell, 1990).
- The need for autonomy can be supported by showing behaviors such as absence of coercion, giving opportunities to choose, clarifying the relevance of the task, enabling expression of negative emotions, encouraging personal initiatives, and recognition of the person's perspective (Assor et al., 2002; Reeve, 2006).

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So, how can you help meet those basic needs? Some general advice; I won't go into too much detail, but some general advice. For example, the need for relatedness can be supported by showing behaviors such as expressing affection, devoting time and resources, willingness to help, and then non-competitive environment. . So, if we display behaviors with that person in a specific employment circumstance or setting, we can support relatedness in a specific work contest or task context. If this type of environment can be created in the workplace, people will be more likely to work for intrinsic motivation rather than extrinsic motivation, because most people work because they are paid to. But, beyond that, if this relatedness and all of the support can be given to that person, he will internalize those goals, he will become much more motivated, and he will feel that this is the work that I need to do properly and efficiently. As a result, his motivation will grow, becoming more internalized and closer to intrinsic motivation.

Providing optimum challenges, immediate and non-evaluative feedback, and assistance in coping with failure can all help to foster the need for competence. In a specific scenario, a person's competence can be strengthened by providing him with optimal challenges that are challenging but not impossible to complete. Giving him non-evaluative feedback means telling him where he's doing wrong, where he's going right, and what he should do rather than judging the person as worthless,. As a result, appropriate supportive input should be given to assist the person in

coping with the failure. If he or she fails, assist him in coping with the failure and doing better the next time. As a result, he will feel more competent. He'll make an effort to better his performance. As a result, one's sense of competence can be improved in this way. The individual will also be more eager to learn and improve his skills. So, if he feels capable of completing it and that he will be supported if he fails, he will internalize those goals and perform lot better, and his motivation will be much higher.

Finally, the need for autonomy can be supported by demonstrating conduct such as the lack of coercion or excessive exertion of pressure. In some situations, people operate under too much compulsion because someone is constantly directing them to do these things they shouldn't be doing. Too much pressure from an external person in the workplace can impair a person's sense of autonomy. As a result, the absence of this type of coercive behavior will encourage autonomy by providing opportunity for people to make their own decisions wherever possible. It can't be done everywhere, and it might not be possible in every situation. When autonomy is given to a person, t he person feels accountable since he/she choose to do the task. Clarifying the task's relevance can also promote autonomy. Many times, people are uninterested in a task because they do not see the activity's importance. So, what is the significance of doing this task in this context? As a result, the person will be more engaged because they will understand why I am doing what I am doing. Furthermore, enabling expression of negative emotions many times also help people if they are not able to do sometimes. Consequently, negative emotions may come up; allow them to do that. So that also gives you a sense of autonomy. Encourage personnel efforts if employees are taking initiative on their own, as this provides you a sense of autonomy. And by demonstrating that I will do it that way if it is in the proper direction, they will be able to do so. Also, acknowledgement of the individual's perspective is very important. In the idea of knowing others' perspectives, strive to grasp how that individual sees things. All of this, if instilled in the workplace or in any task situation, will strengthen a person's sense of autonomy and make them feel more responsible. And he'll be more inspired to complete it since he'll absorb the task's aims to a greater level, bringing it closer to intrinsic motivation. And we all know that the more we internalize, the closer we go to intrinsic motivation. The better it is in terms of performance, engagement, sense of well-being, efficiency, and so on. So these are some of the concepts that can be used to improve human motivation, especially in the context of extrinsic motivation being internalized and brought closer to intrinsic motivation. So, from the standpoint of self-

determination theory, these are some motivational ideas. With that, I'll conclude today's lecture.  
Thank you very much.