



Motivation

A VERY BRIEF INTRODUCTION



What is Motivation?



Motivation is the process that initiates, guides, and maintains goal-oriented behaviours



It is the desire and action to engage in goal-oriented behaviour



Motivation is the “why” of behaviour



Motivation

- Motivation can come from:
 - Within **(INTRINSIC)**
 - External forces **(EXTRINSIC)**



Intrinsic Motivation



SELF-ESTEEM



FUN



INTERESTING



PLEASURE



SATISFACTION



ENJOYMENT



Intrinsic Motivation

- Task completion (rather than meeting of tangible goals) is often enough to feel satisfied
- Intrinsic motivation is valuable in the workplace because it is found within oneself



Extrinsic Motivation



PAY



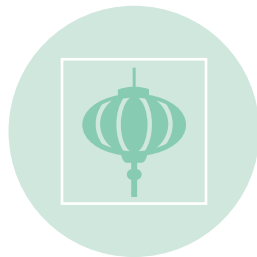
BONUSES



COMPANY CAR



PRAISE



HOLIDAYS



CAREER
ADVANCEMENT



Extrinsic Motivation

- External rewards can induce interest and participation in something which the individual had no initial interest
- Extrinsic rewards can be used to motivate people to acquire new skills or knowledge
 - Once these have been learned, people may then become more intrinsically motivated to pursue the activity
- External rewards can also be a source of feedback, allowing people to know when their performance has achieved a standard deserving of praise / reinforcement



Extrinsic Motivation

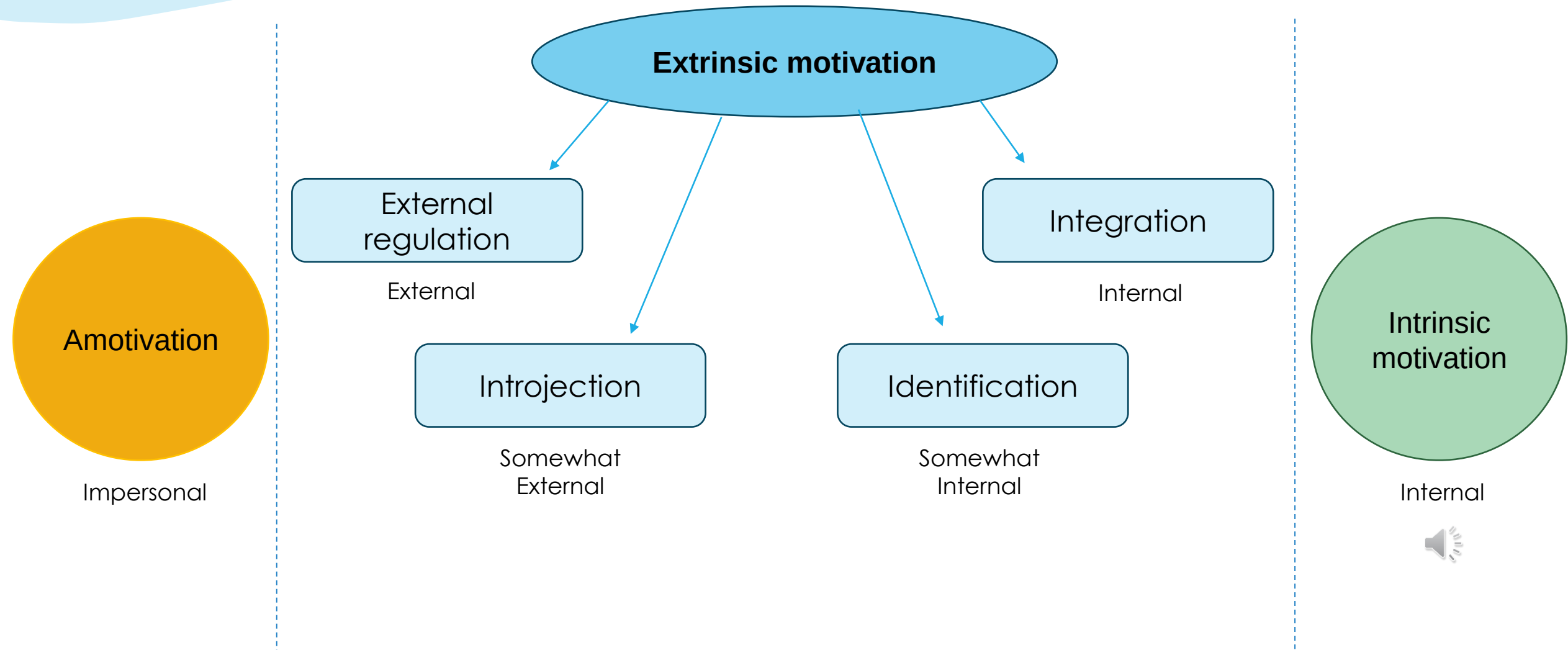
- Rewards from extrinsically-motivated tasks **do not typically satisfy personal needs**
 - Likely to involve some form of sacrifice on your behalf to achieve
- Extrinsic rewards often involve money or acknowledgement
 - Consequences, therefore, involve monetary loss or wasted opportunities



Types of Motivation



Forms of Motivation



Ryan and Deci's Self- Determination Theory



Self-Determination Theory (SDT)

- SDT offers a more modern take on psychological needs related to motivation
 - ‘Experiential nutrients’
- Began by attempting to explain ‘intrinsic motivation (IM) undermining effect’
 - IM = we do things because they are pleasurable, fun, challenging, etc
- Theory suggests that when a behaviour is reinforced by extrinsic factors, people stop wanting to do it spontaneously



Self-Determination Theory (SDT)

- Still a motivation theory based on needs, but proposes that we **need** three things to thrive
 - All equally important, for all humans, across all cultures





AUTONOMY

Feeling in
control



COMPETENCE

Doing
something well



RELATEDNESS

Connecting
with others



Satisfaction of needs = thriving and happiness (well-being)



Factors that influence motivation

Extrinsic motivators

- Undermine autonomy. Increasing control from extrinsic factors lead to loss of control in own behaviour
- e.g., [Wehe, Rhodes and Seger \(2015\)](#)

Positive encouragement

- Increases intrinsic motivation, leads to higher competence
- e.g., [O'Connor and McCartney \(2007\)](#)

Social support

- Strong support from lecturers and peers leads to greater motivation to learn – higher sense of belonging
- e.g., [Tezci et al. \(2015\)](#)

Receiving feedback

- Students receiving information on how to improve can increase competence and relatedness, raising motivation to learn

Sense of belonging

- Strong relationships between students increases sense of belonging. Relationship with educators is also important – students are more motivated in classes where they can 'relate' to the person teaching them





Relevant and recent article related to SDT and education:

Guay (2021) – Applying self-determination theory to education: Regulations types, psychological needs, and autonomy supporting behaviours

