

Promoting Autonomous Motivation in Teacher Training and in Schools

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Motivation Concerns the Energy for Action

It is what Moves
People to Behave



The Traditional View:
Motivation is unitary

The Differentiated View:
There are types of motivation
that function differently

Central Theoretical Aspect of SDT

- SDT is a motivational theory, that differentiates autonomous and controlled types of motivation

Autonomous Motivation

- When a person fully endorse a behavior and experiences volition and choice.

Controlled Motivation

- When a person feels coerced or seduced into behaving, with the experience of pressure and obligation.

Amotivation

- Both autonomous and controlled are types of motivation. They energize people's actions
- Amotivation refers to a lack of motivation. When amotivated there is little or no intention or action.

What Autonomy Is Not, in SDT

- It is not independence
- It is not individualism
- It is not a stage of development

Additional Key Aspect of SDT: The Basic Psychological Needs

- Competence ➡ Sense of effectance and confidence in one's context
- Autonomy ➡ Behave in accord with abiding values and interests; actions would be reflectively self-endorsed
- Relatedness ➡ Feeling cared for, connected to, sense of belonging with others

The Concept of Autonomy as Motivation

Autonomous Motivation

- Intrinsically motivated behaviors
- Extrinsically motivated behaviors that have been fully internalized

Intrinsic Motivation and the Factors that Enhance versus Diminish it?

Intrinsic Motivation

Doing an activity because it is interesting and provides its own reward by satisfying people's basic needs for autonomy, competence, and relatedness.

It is the prototype of self-determination and volition.

Extrinsic Motivation

Doing an activity specifically because it leads to a separate consequence such as a reward, avoidance of a punishment, or social approval.



Are Intrinsic and Extrinsic Motivation Additive?

When a person's intrinsically motivated for an activity will adding extrinsic reward enhance the person's motivation?

The First Reward Studies

- Monetary rewards to college students decreased intrinsic motivation for a puzzle-solving activity. Prizes to pre-school children also decreased intrinsic motivation.

Why Do Tangible Rewards Undermine Intrinsic Motivation?

Because people have a fundamental human need to be autonomous rather than controlled.

Chasing the carrot is being controlled, and thwarts autonomy.

Other Extrinsic Motivators That Have Negative Effects

Threats of Punishment (Deci & Cascio)

Deadlines (Amabile et al.)

Evaluations (Smith)

Competition (Deci et al.)

Why? Because they tend to control people externally and thus undermine autonomy.

Some External Events with Positive Effects

Providing Choice (Zuckerman et al.)

Acknowledging feelings (Koestner et al.)

Why?

Because they enhance people's
experience of autonomy

Positive Feedback

Increases intrinsic motivation

Negative Feedback

Decreases intrinsic motivation

Why?

Because we also have a fundamental psychological need to be competent

Extrinsic Motivation: Internalization

**Can It Become
Autonomous?**

Some activities in our lives are not intrinsically interesting, and that's where extrinsic motivation comes in.

People tend to internalize aspects of the environment (e.g., extrinsic motivation) that are endorsed by important others.

Why?

Because they have
a need for
relatedness

Types of Extrinsic Motivation

External Regulation: No Internalization

- * Pressured by external contingencies

Introjected Regulation: Partial Internalization

- * Pressured by internal contingencies
- * Not true self-regulation

Identified/Integrated Regulation: Full Internalization

- * Feel a sense of full sense of autonomy and choice

Autonomous Motivation

Intrinsic motivation + Identified/Integrated regulation

Controlled Motivation

External regulation + Introjected regulation

Outcomes Associated With High Autonomous Motivation

- Greater persistence
- More flexibility and creativity
- Better heuristic performance
- More interest/enjoyment
- Better mental health and well-being
- Better physical health
- Higher quality of close personal relationships
- Clearly, support for autonomy has important functional effects
 - Across the Life Span
 - Across Genders
 - Across SES
 - Across Cultures

How Can We Foster Greater Internalization and Autonomy?

Basic Need Satisfaction and Internalization

- The social contextual factors that maintain intrinsic motivation are essentially the same as those that promote internalization of extrinsic motivation
- They are the conditions that facilitate satisfaction of the basics psychological needs for competence, autonomy, and relatedness

Social Contexts

- Comprised in part of specific events such as the offer of a reward, the opportunity for choice, or provision of feedback, as already discussed
- But social contexts can also be characterized as a kind of composite that conveys the general ambience or climate of a situation (e.g., home, classroom, work group)
- Contexts can be *need supportive*, *controlling*, or *amotivating*

Need- supportive Contexts

Need Supportive Contexts

- Relate from the others' perspective
- Encourage self-initiation & exploration
- Offer relevant choices
- Provide meaningful rationale
- Provide positive and constructive feedback

Need support satisfies basic psychological needs
and promotes autonomous motivation

Controlling Contexts

Pressure people to perform
as you demand:

- Threats
- Rewards
- Demanding language
- Evaluations and criticism

Undermines autonomy,
promotes control, promotes
rote memorization

Amotivating Contexts

- Convey incompetence and unlovability
- Thwart all three needs

Amotivating contexts undermine all motivation and self-regulation

Subtle Control and Education

Conditional
Regard

Conditional Regard

- Parents' attention and affection varies depending of children behaving as the parents demand
- A subtle form of control
- Requires the child to give up autonomy to keep relatedness

Conditional Regard Summary

- Children introject the behavioral regulation
- They feel internal pressure and control
- Their self-esteem is low and unstable
- They feel resentful toward parents years later

Negative Conditional Regard

- Parents withdraw love when their children do not do what the parents desire

Positive Conditional Regard

- Parents give love and attention when their children do what the parents desire

Conditional Regard In Education

- Negative CR promotes amotivation, lack of engagement, and resentment
- Positive CR promotes pressure, tension, and grade-focused engagement
- Autonomy support promotes the experience of choice and interest-focused engagement

Need Support in Higher Education

Instructors' Need Support Affects Students' Motivation and Learning in Organic Chemistry

Need Support in a Course on Biopsychosocial Medical Interviewing

- Autonomy support from instructor in second-year medical interviewing classes
 - Students more autonomously motivated
 - Better learning of course material
 - Better interviewing six months later
 - Value of biopsychosocial approach still evident two years later

(Williams & Deci, 1996)

<http://selfdeterminationtheory.org>