

## Psycho-Pedagogy (Master01)

### Lecture 05: Theories of Motivation (Part 04)

#### 2.5.2 Components of Self-Determination Theory

SDT encompasses several sub-theories that have been developed over time. These theories are described in the following order: cognitive evaluation theory, organismic integration theory, causality orientation theory, and basic needs theory.

The cognitive evaluation theory has been formulated by Deci and Ryan (1985) to explain the effects of the social factors on individuals' IM. Within this theory, the concept of locus of causalities has been presented defining EM as having an external locus of causality, and IM as having an internal locus of causality. There are four basic propositions on which this theory has been propounded. First, the perceived locus of causality can change from internal to external due to rewards. It is believed that extrinsic rewards (ER) will decrease people's IM. Therefore, rewards are undermining factors to IM. In other words, when learners feel control over the activity they are performing, their IM will be increased. However, when these learners contribute in activities and feel being controlled, their IM will be decreased. Deci and Ryan (*ibid.*, 62) report that:

External events relevant to the initiation or regulation of behaviour will affect a person's intrinsic motivation to the extent that they influence the perceived locus of causality for that behaviour. Events that promote a more external perceived locus of causality will undermine intrinsic motivation, whereas those that promote a more internal perceived locus of causality will enhance intrinsic motivation.

The second proposition of this theory lies in the belief that feelings of competence and challenge underpin IM. Deci and Ryan (*ibid.*, 63) state that:

External events will affect a person's intrinsic motivation for an optimally challenging activity to the extent that they influence the person's perceived competence, within the context of some self-determination. Events that promote greater perceived competence will enhance intrinsic motivation, whereas those that diminish perceived competence will decrease intrinsic motivation.

This is so because when learners feel competent they will perform optimally challenging tasks which will increase their enjoyment and interest in the learning activity. This positive challenge will enhance their competence and consequently will lead to enhanced IM.

The third proposition is based on the belief that each reward has a controlling, an informational, and amotivational aspect. The prevailing aspect will induce a change in self-determination. Deci and Ryan (*ibid.*, 64) explains that:

Events relevant to the initiation and regulation of behaviour have three potential aspects, each with a functional significance. The informational aspect facilitates an internal perceived locus of causality and perceived competence, thus enhancing intrinsic motivation. The controlling aspect facilitates an external locus of causality, thus undermining intrinsic motivation and promoting extrinsic compliance or defiance.

On this basis, extrinsic factors which are seen as being informational promote IM, whereas extrinsic factors which are seen as being controlling represent a pressure for people and undermine IM. This implies that not all the rewards have detrimental effects on competence and self-determination.

The fourth proposition clarifies that informational and controlling inputs are related to interpersonal events as well as interpersonal dispositions. Deci and Ryan (*ibid.*, 107) state that:

Interpersonal events differ in their qualitative aspects and, like external events, can have varied functional significance. Internally informational events facilitate self-determined functioning and maintain or enhance intrinsic motivation. Internally controlling events are experienced as a pressure toward specific outcomes and undermine intrinsic motivation. Internally amotivating events make salient one's incompetence and also undermine intrinsic motivation.

External factors can induce a change in locus of causality from internal to external because of the control resulting from these factors. However, internal events are categorized into informational and controlling depending on the choice the learners opt for. If they are task-involved, they will contribute in the activity for the sake of the activity itself. On the other hand, if they are ego-involved they will seek to demonstrate their self-worth to others. Thus, the ego can be controlling as it creates pressure which induces anxiety and leads to undermine IM.

The organismic integration theory is an other sub-theory within SDT formulated on the basis that individuals have a natural inclination to integrate their continuing experiences. This lays the foundation for an individual to develop his or her IM. This theory asserts that the process of internalization follows a continuum of six levels. Amotivation is the lowest level and lies on the left end of the continuum. The main characteristic of this level is the lack of intention to act which stems from a lack of contingency, a lack of perceived competence, or a lack of value for the outcomes related to the task. IM lies on the right end of the continuum. In the center, extrinsically motivated behaviours are subdivided into four types according to the degree of self-regulation. These types are: external regulation, introjected regulation, identified regulation, and integrated regulation.

External regulation is the lowest level of self-determined behaviour. It is characterized by the highest level of external control, where environmental contingencies are the sole source for performing the assigned activity. This type of behavioural regulation is motivated by rewards or avoiding punishment.

Introjected regulation is a behavioural type of regulation where the control is internal taking the form of self-imposed pressure or emotions connected to self-esteem. The best example is avoiding guilt or anxiety or obtaining ego-enhancement such as pride. As the control stems from within, this type is an improvement in self-determination. For Deci *et. al.*, (1991: 329), the basic tenet for this type is “taking in but not accepting a regulation as one’s own.” In this case, punishment and reward are the sources of engagement and control is external to the integrated self.

In the case of identified regulation, identification regulates behaviour. So, it is a conscious valuing of behavioural goal which transforms external regulation into self-regulation. Thus, personal value is the source of this form of EM. Deci *et.al.*, (*ibid.*, 330) report that the individual would do the activity “willingly, for personal reasons, rather than external pressure.”

Finally, integrated regulation as the most self-regulated form of EM results from the correspondence between the conscious valuing of a regulated behaviour and the personally endorsed values, goals, and needs.

Ryan and Deci (2002: 21) state that:

The autonomy orientation was found to relate positively to self-actualisation, self esteem, ego-development, and other indicators of well-being. As

expected, the controlled orientation was not positively associated with well being but instead was related to public self-consciousness and the Type-A coronary prone behaviour pattern, indicating the focus tends to be outward and pressured. The impersonal orientation was related to self-derogation, low self-esteem, and depression.

The causality orientation theory highlights that people have three causality orientations. These are autonomous, controlled, and impersonal. When autonomy-oriented, person's actions are oriented towards his or her interests. When control-oriented, a person monitors his behaviours by social controls and reward contingencies, and when impersonally oriented, a person's lack of personal control or competence are highlighted.

The basic needs theory was developed to shed light on the nature of a need and to describe its connection to well-being. Ryan and Deci (2002: 22) assume that "To qualify as a need, a motivating force must have a direct relation to well-being. Needs, when satisfied, promote well-being, but when thwarted, lead to negative consequences." These needs are considered to be universal and the connection between need satisfaction and well-being includes all ages, genders, and cultures.

In general, SDT is one of the theories that shed light on human motivation, personality development, and well being. This theory highlights the social and cultural conditions that elicit self-determined behaviour. It focuses on autonomous motivation, controlled motivation, and amotivation. It postulates that self-motivation and personality integration are facilitated by autonomy, competence, and relatedness as basic psychological needs.