Applied Positive Psychology

Professor Dilwar Hussain

Department of Humanities and Social Sciences

Indian Institute of Technology, Guwahati

Week 10

Lecture 30: Self Determination and Motivation in Classroom Teaching

I welcome you all to module 10 of this course. So, module 10 is about positive psychology interventions in education and classroom teaching. So we are focusing on how positive psychological principles can be applied in the context of educational settings, classroom teaching, and so on. So this is the third lecture of this module, and overall, this is lecture number 27. So today's lecture is titled "Self-Determination and Motivation in Classroom Teaching." So we will be looking at the concept of classroom motivation and we'll try to understand this whole concept of motivation using a particular theory called self-determination theory. So this is what this lecture is all about.

Now, before we talk about today's lecture, let me give you a brief recap of the previous lecture. So, the last lecture was also part of the same module. And in the last lecture, we discussed a certain positive psychology-specific intervention that can be applied in the context of school setups or in positive education. We discussed some of the specific interventions that are evidence-based. We discussed concepts like how mindfulness, character strengths resilience and positive relationships can be used in schools. So we discussed what the evidence associated with all these interventions in the school context or in an educational context is. So, these were the things that we discussed in the last lecture. In today's lecture, we will be specifically focusing on the concept of self-determination theory, and we will try to understand some of the basic ideas associated with this theory. And by using that theory, we will try to understand the concept of motivation, and then we will apply those motivational concepts in the context of the classroom or educational setting. At the end, we will also talk about some autonomy-supportive teaching in practice. What are the things that we should focus on in terms of supportive teaching practices where students will be more motivated?

So, let us start today's lecture. So, when we talk about classroom motivation, this is a very important concept because if students are not motivated in a class, then obviously the outcomes are also not going to be great. For decades, researchers have established that there is a connection between student motivation and their learning outcomes. So the more motivated they are, the more they will be learning whatever lessons they are taught in the

classroom. When a student is highly motivated, they tend to stay engaged, persist longer in a task or lesson, acquire knowledge in a more coherent form, apply their knowledge more often, and achieve higher academic performance over the long term.

So this is something very commonsensical: if a student is more motivated, their outcomes are also going to be better in terms of engagement, acquiring knowledge, applying knowledge, achievement, and so on. So, in many educational institutions across the globe, the focus is on how we can increase the motivation of the students. So this is a very big and challenging issue for the education system: how to keep students motivated in whatever learning they are going through. For example, focusing on nurturing students' joy of learning or intrinsic interest. It is important to recognize by key educational policymakers as a key factor in enhancing lifelong learning in Singapore schools in recent years. For example, in Singapore schools, one of the main focuses that is given is to how to keep students' joy of learning and how they will be intrinsically motivated in what they learn. So, this is a very significant issue because without motivation, the students are not going to learn. Classroom motivation is a very significant topic. So, we will try to address this whole concept of motivation through the lens of self-determination theory.

How can self-determination help us in this direction? So self-determination theory is a kind of meta-theory, which has many sub-theories. And we will not go into all the aspects of this theory, but we will be specifically focusing on the motivational part and its core component of basic psychological need. So this self-determination theory is at the foundation. It is a motivational theory. This was proposed by Ryan and Deci. They have been doing a lot of research in this area, and this theory says that people have basic psychological needs for autonomy, relatedness, and competence. This is one of the fundamental assumptions of this theory: every human being has certain basic psychological needs, just as we all have bodily needs. For example, when we feel hungry, we need food for survival. Similarly, every human being has psychological needs, just like the body needs certain things for survival.

Similarly, we also need to fulfill certain psychological needs, which are universal according to this theory, and this need needs to be fulfilled for leading a life of flourishing. So, according to this theory, what are these basic psychological needs? They say there are three basic psychological needs. So, one is autonomy. Second is relatedness. The third is competence. So they said these are three basic psychological needs that all human beings actually want to fulfill. So let us understand these three basic needs and why they are called basic psychological needs. So these basic psychological needs, according to this theory, propose that understanding motivation and human well-being requires an understanding of these basic psychological needs because these basic psychological needs and their fulfillment are directly connected to human motivation as well as the well-being of humans.

So, because their fulfillment leads to higher well-being, it also influences our motivation. So, let us see what these three basic needs are. The first one is called "autonomy." When we talk about autonomy, it is basically the need to feel free from external constraints on behavior.

So autonomy means you feel more autonomy when there is less external pressure or constraint on you. So when you do something out of your own volition, it means that no one is pressuring you. There is no external pressure to do something. So, the more freedom you have from the external constraint, the more autonomy you have. So that is the idea of autonomy. It means a sense of freedom, and the source of action is coming from within you. So, you are doing it because you have the freedom to do something. So, that is autonomous action. When you do something because of external pressure or a constraint, you have to do it; otherwise, there will be consequences, and your autonomy is diminished.

Then comes competence. The competence needed to feel capable or skilled. So the more you feel capable or skilled in doing something, the more you feel a sense of competence. So, a sense of competence can be very domain specific. Also, you may feel very competent in something. You may not feel competent in other areas. Human beings cannot be competent in everything. So, if in a certain context of the work, situation, or social situation, you feel competent, that means that the need for competence is highly fulfilled in that context.

The third one is called "relatedness." It is about the need to feel connected to or involved with others. So, as we have already said, human beings are social animals, and there is a basic need within all of us to connect and relate with people, because that is what our social life is all about. So if you have a supportive system and supportive people, there is a sense of a positive connection with others, then your need for relatedness is fulfilled. Let us look into these three in a little bit more detailed way. The need for autonomy, which according to them is a universal need, is something everybody wants. So that is why it is called a basic psychological need.

This autonomy need is satisfied or experienced when the individual feels a sense of choice and volition while carrying out an activity. So, whenever you are doing an activity and you have a sense of choice in it, you can decide what to do and decide the course of action, and there is not much external pressure; then your sense of autonomy is fulfilled or satisfied. In contrast, autonomy frustration occurs when an individual feels controlled by internal or external pressures. This autonomy satisfaction being constrained means it is frustrated when you do something because of some pressure. You do not want to do it, or you are not doing it because you do not like it, but the situation is such that you have to do it. So, there is a pressure on you. Now, either that pressure could be external or internal. Sometimes we also feel pressure because of guilt or because of pressure, but it is coming from within you.

Then your autonomy need is frustrated.

Competence satisfaction occurs when an individual feels effective and capable of achieving the desired outcomes. So, whenever they are doing some actions or activities in a certain domain and when they feel effective i.e., they feel capable of doing, are skilled, know what they are doing, and are able to achieve outcomes in that domain of work, then their competence needs are satisfied. They feel competent; they feel happy, and so on. When competence is frustrated, the individual feels a sense of failure and doubt about his or her ability. In a certain situation, when a person experiences failure or doubts their ability, their need for competence is frustrated or not fulfilled. So, whenever we fail at something, our need for competence is frustrated.

Relatedness needs are satisfied when an individual feels a sense of connectedness with others. When relatedness is frustrated, the individual feels a sense of isolation and loneliness. Whenever you have supportive people in any context, there is a sense of a caring, understand, supporting relationship, and so on. In those contexts, your relatedness need is satisfied. On the other hand, when it is not satisfied, you feel a sense of isolation, disconnection, loneliness, and so on. So loneliness and isolation are the contexts where your need for relatedness is frustrated. So, according to this theory, these are the basic psychological needs. So, every human being wants autonomy, competence, and relatedness. That is why they are called basic psychological needs that everybody wants, and the more they are fulfilled in different contexts of life, the more we feel happy, the more we experience well-being, and so on.

So, this autonomy, competence, and relatedness, according to this theory, are universal psychological needs. That means people in every culture, every country, basically desire these things. And when satisfied, this leads to higher well-being. And when frustrated, it leads to ill-being. When these needs are frustrated, people experience psychological problems, and so on.

So, these basic psychological needs can be described as the psychological nutriments that facilitate psychological growth, integrity, and well-being. That means these are like nutrition. When they are fulfilled, you experience health, well-being, and so on. Like for the physical body, when you take nutrition, your body experiences health, well-being, and vitality; similarly, for psychological life, this is also needed. When these needs are fulfilled, your mental health and overall functioning level increase.

So these needs are also about personal growth and development, not just about deficits that a person tries to reduce or eliminate. People will seek to enhance this continuously throughout life. So people continuously try to satisfy or enhance these needs throughout their life. So this also promotes growth, and so on.

Now let us come to the concept of motivation. How are these needs connected to motivation? Because our focus is to understand motivation through this theory and then apply it in the context of education and classroom setups. Now, this theory distinguishes between two basic types of motivation. One is called intrinsic motivation. Another is called extrinsic motivation. So, in terms of motivation, there are various ways you can classify it.

Sometimes motivation is classified based on intensity: high motivation and low motivation. Motivation can also be divided or classified based on the source from which it is coming. Is it coming from inside or is it coming from outside. When the source is outside, it is called extrinsic motivation. When the source of the motivation is inside, it is called intrinsic motivation. So intrinsic motivation refers to doing something because it is inherently interesting and enjoyable.

So whenever you do something that is very interesting and you enjoy, the source is within you. You are doing it because you love to do something. You are doing it because you enjoy doing it, not because of any other reason. Not to get anything out of it. So, it is called intrinsic motivation. So whenever you do some kind of action or work simply because you love to do it or you enjoy it, then you are intrinsically motivated in that task. On the other hand, extrinsic motivation is about doing something because it leads to a separate external outcome. Whenever you do something to get a separable outcome from it, let's say you do something to earn money. So, that is an example of extrinsic motivation. So, your motivation is something external. So that is the basic difference between intrinsic motivation and extrinsic motivation. In the case of extrinsic motivation, the focus is on some external outcome that you will get from doing it. So, it could be, let's say, getting praise from somebody, getting money after doing something, etc.

So, there can be many external outcomes. So, that is called extrinsic motivation. So, when a person does something under intrinsic motivation as compared to, let's say, extrinsic motivation, the outcomes may be very different. So over the decades, research shows that the quality of experience and performance can vary and can be very different when one is behaving for intrinsic versus extrinsic reasons. So when people are doing extrinsically motivated tasks, and when they are doing intrinsically motivated tasks, the experience can be very different, and the motivation level can also be different. Outcome can also be very different simply because the source of motivation is different.

So, in general, we understand that intrinsic motivation is when you are motivated intrinsically. No one else needs to motivate you. You are automatically motivated because you enjoy doing it. So your engagement, performance, and everything will be much better. In the case of extrinsic motivation, you can also perform better. But again, the source is

outside. So experience and outcome may not be the same as intrinsic motivation. So we'll see how it can influence our outcomes and performance. So, let us look into the concept of intrinsic motivation first, and then we will talk about extrinsic motivation. So, as we have already discussed, intrinsic motivation is defined as doing an activity for its inherent satisfaction rather than for some separable outcomes. So, the focus is on inherent satisfaction rather than on some separable consequence.

You are doing it simply because there is an inner satisfaction and enjoyment in doing something. So most of the hobby-related things that we do, for example, some people just spend some time whenever they are out of work. People have hobbies like painting or, let's say, going trekking or something like that, because people engage in such activities or a lot of hobby-related activities not because they are getting anything extra out of it. They do it because they enjoy doing it. So, these are examples of intrinsically motivated actions or tasks. When intrinsically motivated, a person is moved to act for fun and challenges rather than for external pressures and rewards. So people are motivated because it's fun doing it. There is enjoyment in doing it. Sometimes the challenge also attracts us into something challenging.

Now, people are intrinsically motivated for some activities and not for others. And not everyone is intrinsically motivated for any particular tasks. Now, this is a very subjective matter. Some people may be intrinsically motivated by something. Some people may be for something different. Everybody cannot be intrinsically motivated by the same thing. Because people differ in their mindsets, their interests, and so on. So research has shown that there are many benefits of intrinsic motivation. Intrinsically motivated people show more engagement, sustained effort, achievement, positive self-esteem, and well-being. So research generally shows that the more we do intrinsically motivated tasks, the more we experience positive outcomes like increased engagement, sustained efforts, achievement, positive self-esteem, and so on.

Now, the research indicates that especially the self-determination theory proposes that intrinsic motivation is very strongly connected to the fulfillment of basic psychological needs. So, we discussed basic psychological needs at the beginning. Now, let us connect these basic psychological needs with this motivation. How is it connected to motivation? We have already connected it to the concept of well-being. Now, let us see how these basic psychological needs are connected to motivation.

Now, this theory says that self-determination theory fulfills these basic psychological needs in any context. Wherever you are doing something in that context, if these needs are fulfilled, you are more likely to be intrinsically motivated. So the more these basic psychological needs are fulfilled, the more likely you are to be intrinsically motivated. So

when these needs are met, individuals engage in activities because they find them inherently enjoyable and satisfying. So, now let us see this through an example of how this need satisfaction is connected to motivation, particularly how it leads to more intrinsic motivation.

Let us say parents just take a child to a teacher to teach him about piano lessons. So the task is to learn the piano. Now, in this situation, these three basic psychological needs may be fulfilled or they may be frustrated. So let us see both scenarios. Let's first take autonomy in the case of a child learning the piano, how it is supported or how it is unsupported. So, it will be unsupported when parents, let us say, force the child to practice daily with strict rules. Now, child has no freedom. The child has no choice in it. Let's say the parents or whoever the teacher is involved in it forces the child to practice it daily with strict rules. The child cannot change those rules, the schedule, and so on. Then in this case, what is happening? The need for autonomy that everybody wants is not supported here. So, what will the effect be? The child will feel pressured and lose interest.

So their intrinsic motivation will decrease. The child is doing it because of pressure, not because they want to do it. On the other hand, let's say how autonomy can be supported in this situation? Let's say the parents allow the child to choose songs he or she enjoys and decide when to practice. A child has a choice and a say in it. Some freedom and space are given to the child, and they are allowed to choose things in terms of how to practice, when to practice, and so on. So, what is happening here? The autonomy is more supported. The child is feeling more autonomous, with more autonomy in this case. What will the effect be? The child will play the piano because then they will have more enjoyment and a greater sense of responsibility because they are choosing what to do and when to do it. The child has more freedom. So the child will be more interested in doing it. This clearly shows that autonomy support can increase intrinsic motivation.

Now let's take the second need, competence. In the same case, competence will be frustrated for the child in this scenario or unsupported when the teacher criticize the mistakes harshly, making the child feel incapable. Let's say a child makes some mistakes and the parent or the teacher, whoever is teaching the piano, starts criticizing the child very harshly for silly or little mistakes. So what will happen? The child will feel incapable.

The child will feel, "I'm not able to do it." I'm not good enough. So, what is happening here? The sense of competence is going down. The need for competence is frustrated. What will the effect be? The child would try to avoid practicing due to fear of failure because every mistake is like saying that you are not able to do it or whatever it is. So child will get this indication that I will fail in this task and they will try to avoid it.

So this is how a lack of competence frustration can decrease intrinsic motivation. On the

other hand, let's discuss how competence is supported. Let's say that when the teacher provides constructive feedback, one can make a mistake, but the teacher is not very harsh. They give constructive feedback that says, "OK, you have made this mistake. Do it like this. Practice is like that." And then break lessons into achievable steps so the child is able to achieve those steps; the small steps are given according to the capacity of the child. Then what will happen? The child will feel capable. So what will be the effect? The child feels progress and enjoys the challenge, boosting intrinsic motivation. The child will feel that they are able to do it in small steps. When they are able to do it, they will feel a sense of competence. And the competence will increase their intrinsic motivation. They are more likely to engage in the practice.

The third is the need for relatedness, which is about connection and belonging. Now, in this case, let's discuss how this whole need for relatedness will be unsupported or frustrated. Let's say that when the child practices alone, there is no encouragement from family and peers. No one is supporting it. No one is encouraging the child. The teacher is also very, let's say, not really encouraging. So, what is happening? The child is not feeling a sense of support, love, or care from another person. What will happen? The effect will be that they will feel isolated and lose motivation. The child will lose motivation. On the other hand, how can this relatedness be supported? Let's say the family listens appreciatively. The teacher also listens and appreciates, and the child joins a peer group that shares musical interests. So they also practice with other students, and they grow together. So the child will feel supported. And this need for relatedness will increase in this case, or it will be satisfied. What will the effect be? The child will feel valued and motivated to play for joy and social connection. So they will be highly motivated to practice and grow in that direction simply because there is a support system available.

So their intrinsic motivation will increase. So this is an example of how these basic psychological needs, when fulfilled, lead to higher intrinsic motivation. So this is how we can connect motivation to the basic psychological needs. Now, is intrinsic motivation a rare thing? Yes, to some extent, because most of the things that we do in our lives are extrinsically motivated, which is fine. There is nothing wrong with that. Very few activities exist. People are actually intrinsically motivated. Most of the things that we do are extrinsically motivated. We do them because there is pressure to obtain some kind of reward or something we want to get out of it which is fine because that is how society is structured. So, although intrinsic motivation is clearly one of the better aspects of motivation in terms of engagement and performance, most of the activities that we do in our lives are, strictly speaking, not intrinsically motivated.

So, intrinsic motivation becomes rare, especially after early childhood. A child, if you look at, when born and after some time learns to move and so on, most of the things that a child does are intrinsically motivated. A child will only do whatever they like because there is

not much external pressure. Obviously, the parents will set certain boundaries, but the child loves to play and do whatever they want here and there. So if you observe a child's behavior, every action of the child is intrinsically motivated. Because there is still not much external foundation to them. As the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility for non-intrinsic tasks. As the child grows, social demands, roles, and everything else come into the picture. Now they have to do a lot of things not because they want to do them but because there is a social demand for these things. So, let's say the child grows; they need to go to school, they need to do so many things, and so many expectations and social demands come into the picture.

So, intrinsic motivation slowly decreases and extrinsic motivation increases. So, research also shows that, for example, in schools, intrinsic motivation appears to become weaker with each advancing grade. As the child goes to higher classes, his or her intrinsic motivation actually decreases. So the pure self-determined or intrinsic motivation may be an ideal thing, let's say, in the context of school and in the context of any other workplace for both teachers and students. But in reality, that may not be the case. Most people are not intrinsically motivated for many activities. So, in the classroom context, most of the students are not intrinsically motivated in their studies. So, how can we address this aspect? That's the reality. You cannot forcibly change it. Most of the students are not intrinsically motivated, but that's not wrong. There is nothing wrong with that because we also need to address extrinsic motivation. So, there is nothing wrong with getting extrinsically motivated, either. So, addressing this motivational issue of students is a complex phenomenon. Every human being has so many things that motivate them in different ways. So, the phenomenon is very complex. Self-determination theory proposes that a mix of intrinsic and extrinsic motivation is the best way to deal with motivational issues.

You cannot just expect everybody to be intrinsically motivated in every situation, as that cannot be the case. So, there is a mix of intrinsic and extrinsic motivation that can address many of these motivational issues. So, self-determination theory recognizes this reality by suggesting that the intrinsicness of motivation is a matter of degree. So, when you talk about intrinsic motivation, not every motivation, or when you talk about extrinsic motivation, there is a degree to it. So, not all extrinsic motivation is equally extrinsic.

Some extrinsic motivations are present, but a lot of it is actually intrinsic; some of it is also extrinsic. So, the intrinsicness of a motivation is a matter of degree. Not every task is equally intrinsically or extrinsically motivated. So, we look into this aspect, and by that, we can actually address a lot of these motivational issues. As most human behavior is extrinsically motivated, it is essential to understand the dimensions of extrinsic motivation. Since most of the activities are actually extrinsically motivated, it is very important to

understand this extrinsic motivation because this is where we can address issues.

So this is where we need to understand more, and this is where we can have an intervention as well. So let's look at extrinsic motivation in a little bit more detailed way. So, as we already said, extrinsic motivation is when we do something for some separable outcomes, or we are doing it because there are some external reasons for it.

You are doing it because you want to get a reward, want to get some praise, want to get money, whatever it is. So there is an external separate outcome that you want out of it. So then it becomes an extrinsic motivation. Self-determination theory proposes that extrinsic motivation actually varies greatly in the degree to which it is extrinsic. So we do hundreds of activities, and all these activities may be extrinsically motivated, but still they are not all the same.

Some may be highly extrinsic. Some may be a little bit extrinsic. Some of it may be some kind of internal motivation. Maybe there are also some external motivation combinations. So there are a lot of degrees associated with extrinsic motivation. So when we talk about extrinsic motivation, not all actions can be in the same boat or the same category.

So, let us look at these categories of extrinsic motivation. So, this is actually a diagram that shows the different categories of motivation, from the extreme end of a lack of motivation to extrinsic motivation to intrinsic motivation. There is a movement from left to right, and as we move from this side to that side, motivation is transitioning from a lack of motivation to extrinsic motivation to intrinsic motivation, meaning the intrinsicness of motivation is increasing as we move from here to here. So we will talk about each of them.

So, if you see here, extrinsic motivation is not one single thing. So, there are four categories under this. Now, what are these four categories? So, if you look here at the extreme, amotivation means a situation where a person is not at all motivated. there may be situations where the person is not at all motivated to do the task; whether you apply pressure or show greed, nothing will work. Now, then comes extrinsic motivation. Now, this extrinsic motivation, according to this theory, is not one thing. There are so many categories under them. So they specifically talked about four categories. They are called external regulation, introjection, identification, and then integration. Let us see what these four categories are.

So the first one is external regulation. Now this is a typical case of an extreme case of extrinsic motivation. So here the person will only do a task when there is very strong pressure or a strong greed for reward. Only then will the person do the task. We will also give examples later. Let us just understand these categories. External regulation is that category where it is extremely external motivation. There is no intrinsic motivation at all.

A person will only do something when you pressurize and force them to do it. So that's the case of external regulation. So the action is guided by strong external forces.

Then comes something called introjection. In this case, there is a concept called ego involvement. In introjection, the person is in a slightly better position than under external regulation. Here, a little bit of internalization has occurred. Now, it is not completely external. What is happening here? The person is taking action because there is ego involvement. What is ego involvement? Ego involvement means the person will do a task because of, let us say, shame or guilt. Sometimes we do a lot of actions to avoid shame or guilt. So somebody may do a task because if they don't do it, they will experience shame or guilt. You don't need too much pressure in this case because there is some kind of internal sense as well. I need to do it because otherwise I will experience shame or guilt. So there is a sense of ego involvement. The actions are guided by ego involvement in this case.

Then comes something called identification. Now, in this case, it has become a little bit more internalized, and more intrinsic. So in identification, actions are guided by conscious choice and the conscious valuing of the actions. So the person values and identifies the values in actions. Now, the person performs an action; although it is still extrinsic, the person wants to get something out of it. But the person will be much more motivated in the case of identification because they see the value of doing it. If a student sees there is a value in studying, why is studying important? Because studying can give you degrees and jobs and so on. So he sees the values in the action. Now the motivation will be much internalized. It is not completely extrinsic. So in this case, the motivation will be much higher because the person sees the value in doing it. So that's called identification. Still, it is extrinsic motivation, but the degrees are different. The degrees of internalization are different here.

The last one is called "integration." In this case it is a little bit more internalized. Any action that can be categorized under integration is those actions where certain actions, concepts, or ideas are integrated into your self-concept. So actions are guided here by the self-concept. That action becomes almost part of your own self. So you are doing it; obviously, there is still a sense of extrinsicness here because you want to get something out of it. But the action is so important that you kind of internalize it to the extent that it becomes part of your own sense of self. For example, a student may feel that getting educated or the concept of education is a part of their self-concept. Still, out of this education, you may be thinking of getting a job or making money, whatever it is. But integration is very close to your own sense of self. When you do something—things, actions, tasks—that are almost part of yourself, then it is called integration. So if you see, from external regulation to integration, the intrinsic-ness is much higher in this case, so integration is almost similar to intrinsic motivation, although it is still categorized under extrinsic motivation. However, the quality and performance will be almost the same as intrinsic motivation, so that is why

it is called integration, and after integration comes intrinsic motivation.

That is a separate category, not extrinsic motivation. Intrinsic motivation is purely intrinsic. There is no extrinsic interest or separate outcomes of our expectations. So, this is the different categories of motivation, which can range from zero motivation to very external, to somewhat external, to a little bit internal, to very much internal, to an extreme case of intrinsic motivation where you do not have any expectation to get anything out of it. So, these are all different categories. So, when you talk about extrinsic motivation, it is not just one thing. In some cases of extrinsic motivation, it may be due to external regulation. In some cases, it may be an introjected. In some cases, it may be identification. Some actions, it may be integration. Let us give more examples here. For example, we talked about a situation where there is no motivation, so the person lacks the intention to take any action regardless of how much pressure is applied or how many incentives are offered. In this case, a student completes no work even when pressured or when incentives are offered. The teacher, no matter what pressure or punishment they give, still finds that the student doesn't do the work. So that's a case of amotivation. There is no motivation at all.

Then comes the first category of extrinsic motivation. Here it becomes the extrinsic motivation here. These are all categories of extrinsic motivation. The first one is external regulation as we discussed. This is very external to the person. So here, actions are regulated only by outside pressures, incentives, and controls. The example student completes the assignment only if reminded explicitly of the incentive and grades. So in this case, the student does the work, but only when there is a fear of punishment or when the greed for reward is very strong. So, this is a case of external regulation. Then comes introjection again; it is a part of these extrinsic motivations. Here, specific actions are regulated internally to some extent but without reflection or connection to personal needs; for example, what is happening here is that we said there is ego involvement. The student completes the assignment independently, but only because of fear of shaming themselves or because of guilt about the consequences. So the student is not here because he is too motivated, but because he feels that if he doesn't do it, he may feel shame in front of other students or in front of the teacher. So there is a sense of ego involvement here. Then comes identification, which is much more internalized here. So here, actions are recognized by individuals as important and valuable. So you feel that actions are important and significant for my life and my career. So you did the task. For example, the student generally completes schoolwork independently, but only because of its value in gaining admission into college. So the student has some other goals because they identified that if I don't do well or get good marks, I will not be able to gain admission to other colleges or may not get a good job, and so on. So the student does the work. So that's called identification.

The last one is very internalized, almost similar to intrinsic motivation, but still it is an extrinsic motivation. So this is called integration. Here, actions adopted by individuals are integrated into their self-concept, and the person measures personal values. So it is a part of one's self-concept. For example, the student generally completes schoolwork independently because being well-educated is a part of the student's concept of himself. So the student cannot think of himself as uneducated. So education becomes a part of the concept of self.

So, these are four categories of extrinsic motivation. If you see the last two identifications and integrations, they're much more internalized, very much closer to intrinsic motivation. And the last one is pure intrinsic motivation, where there is no aspect of extrinsicness. For example, the student enjoys every topic, concept, and assignment that every teacher assigns, and completes schoolwork only because of the enjoyment. For example, some students enjoy, let's say, mathematics, so they simply enjoy it and do the work whenever given because they enjoy doing math. So that will be the case of pure intrinsic motivation. These are different categories of motivation that can influence us. So if you look at this whole categorization, extrinsic motivation is not one thing.

Some extrinsic motivations are actually very close to intrinsic motivation especially identification and integration. These are more autonomous and internalized forms of extrinsic motivation. So these are very close to intrinsic motivation. Since we do most of the actions under the category of extrinsic motivation, if you can make our actions in the category of identification and integration, the result will be almost the same as intrinsic motivation. So there is no harm in doing things for extrinsic motivation.

But if you can internalize that extrinsic motivation, then the motivation will be much higher and you may need less external pressure to do it. So, there is a clear significance to this autonomous or internalized form of extrinsic motivation because its outcomes can be very similar to intrinsic motivation. So, given the clear significance of the internalization of extrinsic motivation, the critical applied issue concerns how we can promote this. Since we do most of the things under extrinsic motivation, can we promote the internalization of existing motivation, such as the identification and integration categories? So that is a very important application. So if a student can work under identification or integration, that is also good enough, or it will be almost close to intrinsic motivation.

So, can we promote that? So this theory says yes. Again, this theory says this internalization can be done by fulfilling basic psychological needs. Just as we have given examples earlier of how this psychological need fulfillment increases intrinsic motivation, the same case applies here. So, whatever we are doing, even extrinsically motivated tasks, if these basic psychological needs are fulfilled, we will internalize them more. They will become more intrinsic. And we have already given very clear examples of a child learning

the piano. So that is the applied implication; to promote the internalization of extrinsic or intrinsic motivation, the key factor in this theory says to try to provide a situation or an environment where these basic psychological needs are fulfilled to a larger extent, and to that extent, they will be more internalized.

So what is the implication for educators and teachers of all these concepts? So it is very evident that the fulfillment of basic psychological needs like autonomy, competence, and relatedness promotes both intrinsic motivation and the internalization of extrinsic motivation. And both are equally good. So there is no harm in doing things for extrinsic motivation. But if you can internalize them more, your motivation level will be much higher, your outcomes and your engagement will be much better.

Therefore, educators and teachers can focus on promoting classroom motivation by facilitating the fulfillment of basic psychological needs in the classroom setting. So what the takeaway from this theory is that if you can facilitate this basic psychological need fulfillment in the classroom context, the student will be much more intrinsically motivated and will be closer to those internalized forms of extrinsic motivation or intrinsic motivation. So that is how we can promote intrinsic motivation or an internalized form of extrinsic motivation in the classroom context by fulfilling to a large extent these basic psychological needs. How can that be done? How can we support these basic psychological needs? Some general suggestions can be given. Obviously, things may vary from classroom to classroom, but some general suggestions apply. For example, how can we support the need for relatedness in the classroom context? These are some suggestions. One thing is to build positive teacher-student relationships. The more positive the relationship is between the student and the teacher, the more they will internalize lessons and so on. They will be more motivated to learn. So it includes teachers' behavior, such as expressing affection, devoting time, resources, willingness to help, and a non-competitive learning structure. So if these ingredients are present, and there is a positive relationship with the teacher, the students are more likely to learn because their need for relatedness will be fulfilled in this context.

Teachers can also foster a classroom climate of respect, trust, and care where every student feels valued and included. So if, in the classroom situation, every student feels they are given attention, they are valued, and they are included, then they will be more motivated to learn. Teachers can also create opportunities for collaboration, group work, and community-building activities. So the more students work in a group setup or with peer collaboration, the more they will also be motivated. If the teacher shows genuine interest in students' lives and well-being, it makes them feel connected in the school community.

Supporting relatedness can be achieved by building a positive teacher-student relationship

and enhancing the overall atmosphere of the classroom, among other things. How can we support autonomy in the classroom? Autonomy basically means choice and freedom. So obviously, autonomy cannot bluntly be given all the choices to the student. There needs to be some boundaries, but within those boundaries, a student can be given more choices to increase autonomy. So it can include encouraging students to choose and voice their interests in learning activities, allowing them to pursue their interests and expressions. So within whatever boundary there is, obviously everything cannot be given to the students' choice, but within whatever it is, let's say, giving assignments and so on, students can have some choice, let's say, out of these five topics, what they can choose and so on.

 So, wherever possible, giving them more choices or more voice in their activities will increase their autonomy, and they will be more interested in doing it. Acknowledging students' feelings, perspectives, and experiences while showing empathy and understanding. The more we understand the perspective of the students, what they want, what kind of learning they seek, and what is expected of them, the more autonomy we will increase in their experiences. Providing meaningful rationales for tasks and rules helps students understand the value and relevance of what they do. So for autonomy support, one of the important things is that a student should understand why they are learning something and why they are doing something. So the more we give rationales and reasons why this particular topic is important, what its significance is, the more interested the students will be in learning it if they understand its value, so that they will be more autonomously engaged in that task.

 We should avoid controlling language and minimize the use of extensive rewards or punishments, which can undermine intrinsic motivation, so avoid language like "you have to do it" and similar phrases that put direct pressure on them. Using that kind of language or giving too many external reasons for doing something, like saying if you do it you will get this reward or that reward, can actually decrease intrinsic motivation; then the student will only link their action with the reward they are getting. So, how you talk to students, what kind of language you use, and what kind of rewards or punishments you give can also influence their motivation. The last one is supporting competence.

 Teachers can set optimal challenges that are neither too easy nor too difficult, enabling students to experience success. So the more challenging situations or tasks given to the student, the more they will feel competent because if a task is too easy, it obviously depends on the kind of subject, and a lot of things will determine that. But within that context, wherever possible, set optimal challenges for the student.

 So when things are too easy, there is no sense of competence required. It's too easy; anybody can do it. If it is too difficult, people will not be able to do it. So challenging tasks

are those that if the students are able to complete them, they will feel competent. So giving optimal challenges also enhances competence. Offering clear structure, guidance, and expectations so that students know what is required to succeed. So if the students are very clear about what is needed and what kind of expectations there are, if it is clearly given to the students, then they will be able to know what to do and feel capable of doing it; in that context, they will have clarity in their minds.

So, give timely, specific, and constructive feedback. That is very important. If a student may fail or a student may succeed, whatever it is, constructive feedback is very important. They will understand where they went wrong.

Constructive feedback helps them recognize their progress and what more needs to be done. So that sense of competence also increases. Teach and reinforce self-regulated learning strategies, empowering students to set goals, monitor progress, and reflect on outcomes. So basically, helping students teach regulated learning strategies, step-by-step learning, empowering students to set goals, and so on. All this will make them feel a greater sense of competence in all these activities.

So this is how, in the classroom context, basic needs can be fulfilled or supported, which will increase intrinsic motivation or the internalization of extrinsic motivation. Now I will just give you one example of how autonomy supportive teaching can be done in practice.

So, regarding autonomy support, we have already discussed some general principles. Here, more specific things will be looked at. Giving one example of a basic need that is very important is called autonomy. How it can be used in a practical setup? So autonomy-supportive teaching encourages student motivation by fostering a sense of choice, relevance, and personal connection. So basically, we are talking about autonomy-supporting teaching practices where all these needs are fulfilled, more specifically autonomy, because it plays a very important role. So, key instructional behavior that is required for autonomy is supportive teaching.

One is to take students' perspective and see lessons through their eyes. Don't just teach something because you understand it in a certain way. Try to understand how students look at it. What is their perspective? Are they understanding it, or do we need to change it according to their perspective? So that is very important. Second is to vitalize inner motivation. Connect learning to students' interests. So wherever possible, obviously it may not be possible in every case, connect things with the student's interest. Then provide explanatory rationale and explain why the task matters. So that is very important. Students should understand why this lesson is important and why they should learn it. If they don't have this answer, they will not be interested. If you can make them understand why this

lesson is important and what its relevance is in their lives, then they will be more interested in that task. Acknowledge negative feelings. Sometimes students may feel frustrated. They may experience a low mood and so on. Understand that this can happen. Accept these emotions and support them. Use non-pressuring language of our choices, not commands. Too much commanding and pressurizing language actually decreases motivation. Display patience. This is very important. Allow time for self-directed learning. While this kind of practice is obvious, you need to be very patient. It cannot happen overnight in just one lecture. Things may take time, and the different students have different levels. So, patience is very important. So just to give a more specific example, when we give an instruction or teach a lesson, there are three important time periods in that lesson. One is pre-lesson. Before you teach a lesson, what should be done during pre-lesson time? during pre-lesson reflection, it is more important that teachers should focus on perspective taking. The teacher should ask, "Will the student find this interesting?" Will they be able to understand? How can I make it more relevant to them? So these are the questions that teachers should ask before starting a lesson.

So, this is an important pre-lesson reflection. Use past experiences and feedback from the student. Whatever past feedback you have received, if you have been teaching this same lesson again and again, you might also get some student feedback. Your experiences of the past, use them to modify your teaching. How do you teach this? So that's called pre-lesson reflection.

When the lesson begins, what should be done? Help students form a genuine intention to participate. So start with the background so the students have a genuine intention to actually participate in the lesson. If an activity seems uninteresting, provide a clear rationale explaining its value. For example, practicing this math skill will help you manage a budget in real life.

So relate it to their lives, real-life relevance, and why this lesson is important. So that will make them more engaged in the lessons. When you teach the lesson, you need to handle the challenges. When students face disengagement, misbehavior, and poor performance, acknowledge these negative emotions. This can happen to some students, where they may feel negative emotions. They may feel frustrated. Use non-controlling language like you can try this way or that way instead of do it now. So that will also help them try more and be patient during the lesson. Allow students to process their struggles without pressure because there will be different students and different categories of students. Some will struggle. One must be very patient. So these are things that can be focused on in the different stages of the lesson. To increase motivation or understand students' perspectives.

So, what is the conclusion? self-determination theory can work because it is based on proper research and conceptual understanding. All these things will reduce student

resistance by validating their feelings, increase engagement by making learning personally meaningful, and strengthen teacher-student relationships through empathy and respect. So, by applying these strategies, the teacher helps the student learn willingly, so their intrinsic interest actually increases.

So, this is how self-determination theory can help us understand motivation in general, and more specifically, we can apply that understanding in the classroom context. So with this, I will stop here. So these are some specific applications of positive psychology in the context of education and classroom teaching. So with this, I will stop here. Thank you.