

Motivation motivated
to work hard at
school



**ASSIGN
BUSTER**

Motivation is to feel inspired or willing to do something.

The nature and focus of motivation differs among people owing to the unique attitudes and goals. As an example, a student can be highly motivated to work hard at school out of genuine interest or just because he or she wants praise from a teacher/ parent or simply get good grades etc. Self Determination Theory (SDT) distinguishes between different types of motivation. The most basic difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to doing something because it is inherently interesting, enjoyable, satisfying and personally uplifting and extrinsic motivation refers to doing something because of some kind of pressure, it always leads to a separable outcome. Facilitating versus negating Intrinsic Motivation- Cognitive Evaluation Theory (CET) is considered a sub theory of SDT, argues that interpersonal outcomes (e. g.

, rewards, communications, and feedback) can enhance intrinsic motivation for that action because they allow satisfaction of the basic psychological need for competence and recognition. For example, several studies have shown that autonomy-supportive (in contrast to controlling) teachers help students inculcate greater levels of intrinsic motivation (learning and curiosity).

Students that are overly controlled not only lose initiative but also learn less. Internalization is the process of taking in a regulation, and integration is the process by which individuals more fully transform the regulation into their own (intrinsic motivation). To facilitate internalization is to provide a sense of belongingness and connectedness. Another issue is perceived competence.

Students will more likely adopt and internalize a goal if they understand it and have the relevant skills to succeed at it. Within SDT a second sub theory, referred to as Organismic Integration Theory (OIT), it details different forms of extrinsic motivation and the contextual factors that either promote or hinder internalization and integration of the regulation for these behaviors. This model has amotivation, which is the state of lacking an intention or desire to act, it results from feeling that task is not important, feeling of incompetence or believing that performing the task would not lead to the desired outcome. Also, next to amotivation are various types of motivation that reflect differing degrees of autonomy or self-determination. The first type, next to amotivation is External regulation- which symbolizes higher degree of control than self-autonomy.

In this people are compelled to perform or act just because of the external demand, threats/rewards associated with the outcome. A second type of extrinsic motivation is Introjected regulation, which has an external perceived locus of causality (EPLOC) just like external regulation but is more directed to enhance self-esteem and maintain personal worth and has ego involvement/ maintaining pride (quite controlling as pressure to perform is there). The third type is through Identification, more autonomous and self-driven.

The person has accepted the regulation as its own personal regulation (willingly) and understands the relevance and importance of the behavior personally than being controlled for outcomes. The final type is intrinsic motivation - which scores highest on the autonomy. Though the regulations have been fully integrated from the inner self, but still elements

of extrinsic motivation are there, as a separable outcome is prevalent in the motivation.