Psychological & social needs

Overview

1. Psychological needs
2. Social needs

Psychological needs

Reading: Reeve (2009) Ch 6
Psychological need

An inherent source of motivation that generates the desire to interact with the environment so as to advance personal growth, social development, and psychological well-being.

Based on Reeve (2009, pp. 142-143)

Organismic approach to motivation

Two assumptions:

People are inherently active.

Person-environment dialectic.

Based on Reeve (2009, p. 143)

Person-environment dialectic

In dialectic, the relationship between person and environment is reciprocal (two-way); the environment acts on the person and the person acts on the environment. Both the person and the environment constantly change.

Figure 6.1 Personal-environment dialectical framework in motivation study Reeve (2009)
Self-determination theory

Three psychological needs

Autonomy  Competence  Relatedness

Based on Reeve (2009, p. 145)

RSA Animate – Drive: The surprising truth about what motivates us: Dan Pink

RSA Animate (10 mins)

http://www.youtube.com/watch?v=u6XAPnuFjJc

Promoting Motivation, Health, and Excellence: Ed Deci

TEDx Talks (14 mins)

http://www.youtube.com/watch?v=YjGzeO0E0E4
The conundrum of choice

Not all choices promote autonomy.

“either-or” choice offerings
Choice among options offered by others fails to tap into and involve the need for autonomy

True choice over people’s actions
Meaningful choice that reflects people’s values & interests

- Enhances a sense of need-satisfying autonomy
- Enhances intrinsic motivation, effort, creativity, preference for challenge, and performance

Autonomy

Autonomy is the psychological need to experience self-direction and personal endorsement in the initiation and regulation of one’s behaviour.

Behaviour is autonomous (or self-determined) when our interests, preferences, and wants guide our decision-making process to engage or not to engage in a particular activity.

Perceived autonomy

Figure 6.2 Three subjective qualities within the experience of autonomy (Reeve, 2009)

<table>
<thead>
<tr>
<th>Internal perceived locus of causality</th>
<th>Volition (Feeling free)</th>
<th>Perceived choice over one’s actions</th>
</tr>
</thead>
</table>
| An individual’s understanding of the causal source of his or her motivated actions | An unpressured willingness to engage in an activity | Sense of choice in environments that provide decision-making flexibility that affords many opportunities to choose
### Supporting autonomy: Definitions

<table>
<thead>
<tr>
<th>Autonomy support</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal sentiment and behaviour to identify, nurture, and develop another’s inner motivational resources</td>
<td>Interpersonal sentiment and behaviour to pressure another toward compliance with a prescribed way of thinking, feeling, or behaving</td>
</tr>
</tbody>
</table>

*Based on Reeve (2009, Table 6.1)*

### Supporting autonomy: Enabling condition

<table>
<thead>
<tr>
<th>Autonomy support</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes the other person’s perspective</td>
<td>Pressures the other person toward a prescribed outcome</td>
</tr>
<tr>
<td>Values personal growth opportunities</td>
<td>Targets a prescribed outcome</td>
</tr>
</tbody>
</table>

*Based on Reeve (2009, Table 6.1)*

### Supporting autonomy: Instructional behaviours

<table>
<thead>
<tr>
<th>Autonomy support</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurtures inner motivational resources</td>
<td>Relies on outer sources of motivation</td>
</tr>
<tr>
<td>Relies on informational language</td>
<td>Relies on pressuring language</td>
</tr>
<tr>
<td>Promoting valuing</td>
<td>Neglects explanatory rationales</td>
</tr>
<tr>
<td>Acknowledges and accepts negative affect</td>
<td>Asserts power to silence negative affect and to resolve conflict</td>
</tr>
</tbody>
</table>

*Based on Reeve (2009, Table 6.1)*
Four essential ways of supporting autonomy

1. Nurture inner motivational resources

**Autonomy-supportive motivators**
- Encourage initiative of others by identifying their interests, preferences, and competences.
- Find ways to allow others to behave in ways that express these interests, preferences, and competences.

**Controlling motivators**
- Forgo inner motivational resources.
- Rely on extrinsic motivators (e.g., incentives, directives, consequences, and deadlines).

2. Rely on informational language

**Autonomy-supportive motivators**
- Treat listlessness, poor performance, & inappropriate behaviour as motivational problems to be solved.
- Address the motivational problem with flexible & informational language.
- Diagnose the cause of the motivational problems.
- Provide feedback to identify points of improvement & progress.

**Controlling motivators**
- Use a pressuring, rigid, and "no nonsense" communication style.
Four essential ways of supporting autonomy

3. Promote explanatory rationales

<table>
<thead>
<tr>
<th>Autonomy-supportive motivators</th>
<th>Controlling motivators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate the value, worth, meaning, utility, or importance of engaging in uninteresting tasks</td>
<td>Do not take the time to explain the use of importance in engaging in these sorts of activities</td>
</tr>
<tr>
<td>Using a “because” phrase to explain why the uninteresting activity is worth the other’s time and effort</td>
<td>Saying “Just get it done” or “Do it because I told you to do it”</td>
</tr>
</tbody>
</table>

4. Acknowledge and accept negative feedback

<table>
<thead>
<tr>
<th>Autonomy-supportive motivators</th>
<th>Controlling motivators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen carefully to the expressions of negative affect and resistance and accept them as valid reactions</td>
<td>Ignore the other’s expressions of negative affect and resistance</td>
</tr>
<tr>
<td>Work collaboratively with the other person to solve the underlying cause of the negative affect and resistance</td>
<td>Try to change the negative affect into something more acceptable</td>
</tr>
</tbody>
</table>

Moment-to-moment autonomy support

Table 6.2 What autonomy-supportive and controlling people say and do to motivate others

- Listen carefully
- Allow others time to talk
- Provide rationale
- Encourage effort
- Praise progress, mastery
- Ask others what they want to do
- Respond to questions
- Acknowledge the other’s perspective
- Hold/hog learning materials
- Show correct answers
- Tell correct answers
- Speak directives, commands
- Should, must, have to statements
- Ask controlling questions
- Seem demanding
### Benefits from Autonomy Support

#### Motivation
- Autonomy, competence, relatedness
- Intrinsic motivation
- Mastery motivation & perceived control
- Curiosity
- Internalised values

#### Engagement
- Engagement
- Positive emotion
- Less negative emotion
- Class attendance
- Persistence
- School retention vs. dropping out

#### Development
- Self-worth
- Creativity
- Preference for optimal challenge

Based on Reeve (2009), Figure 6.3

#### Benefits from Autonomy Support

#### Learning
- Conceptual understanding
- Deep processing
- Active information processing
- Self-regulation strategies

#### Performance
- School retention vs. dropping out
- Grades task performance
- Standardised test scores

#### Psychological Well-being
- Psychological well-being
- Vitality
- School/ life satisfaction

Based on Reeve (2009), Figure 6.3

### Example: Study 1

**Self-determination and persistence in a real-life setting: Toward a motivational model of high school dropout**

(Vallerand, Fortier, & Guay, 1997)

![Figure 6.4 Motivational Model of High-School Dropouts](https://example.com/motivational_model.png)

Figure 6.4 Motivational Model of High-School Dropouts, p. 154

Based on Reeve (2009, pp. 153-154)
Example: Study 2

Setting limits on children’s behaviour: Three differential effects of controlling vs. informational styles on intrinsic motivation and creativity
(Koestner et al., 1984)

Table 6.3 Children’s Motivational Benefits from Autonomy-Supportive (Rather Than Controlling) Rules

<table>
<thead>
<tr>
<th>Dependent Measure</th>
<th>Ratio Committed to Controlling vs.</th>
<th>Ratio Committed to a Controlling Supportive Way</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M (SD)</td>
<td>M (SD)</td>
</tr>
<tr>
<td>Fearful</td>
<td>4.14 (2.12)</td>
<td>3.85 (2.05)</td>
</tr>
<tr>
<td>Peer-Conflict</td>
<td>101.7 (215.1)</td>
<td>257.1 (228.0)</td>
</tr>
<tr>
<td>Creativity</td>
<td>4.80 (1.35)</td>
<td>5.34 (1.77)</td>
</tr>
<tr>
<td>Technical</td>
<td>4.88 (1.87)</td>
<td>5.69 (1.28)</td>
</tr>
<tr>
<td>Quickness</td>
<td>4.84 (1.68)</td>
<td>5.12 (1.98)</td>
</tr>
</tbody>
</table>

Competence

A psychological need to be effective in interactions with the environment.

Based on Reeve (2009, pp. 154-155)

Involving competence

Key Environmental Conditions

1. Optimal Challenge and Flow
   - Flow: a state of concentration that involves a holistic absorption in an activity

2. Interdependency between Challenge and Feedback
   - Setting the stage for challenge
   - Performance feedback

3. Structure
   - Information about the pathways to desired outcomes
   - Support and guidance for pursing these pathways

4. Failure Tolerance
   - Considerable error making is essential for optimising learning.
   - Failure produces opportunities for learning

Based on Reeve (2009, pp. 155-159)
Involving competence

Flow

Supporting competence

Positive Feedback

Four Sources
- Task itself
- Comparisons of one’s current performance with one’s own past performance
- Comparisons of one’s current performance with the performance of others
- Evaluations of others

Pleasure of Optimal Challenge and Positive Feedback
- Harter’s anagram study (1974, 1979b)
- Children experience the greatest pleasure following success in the context of moderate challenge

Relatedness

A psychological need to establish close emotional bonds and attachments with other people. The desire to be emotionally connected to and interpersonally involved in warm relationships.

Based on Reeve (2009, p. 161)
Relatedness

Involving Relatedness: Interaction with Others
- Emotionally positive interactions and interaction partners

Supporting Relatedness: Perception of a Social Bond
- Intimate and High-Quality Relationships that involve caring, liking, accepting, and valuing

Communal & Exchange Relationships
- In communal relationships, people care for the needs of the other, and both feel an obligation to support the other’s welfare

Internalisation
- Relationships that provide a rich supply of relatedness need satisfaction and clear and convincing rationale for the other’s prescriptions and prescriptions

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Putting it all together: Social contexts that support psychological needs

Table 6.4 Environmental Factors that Involve and Satisfy the Psychological Needs

<table>
<thead>
<tr>
<th>Psychological Need</th>
<th>Environmental Condition that Involves the Need</th>
<th>Environmental Condition that Satisfies the Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy</td>
<td>Opportunities for self-direction</td>
<td>Autonomy support</td>
</tr>
<tr>
<td>Competence</td>
<td>Optimal challenge</td>
<td>Positive feedback</td>
</tr>
<tr>
<td>Relatedness</td>
<td>Social interaction</td>
<td>Communal relationships</td>
</tr>
</tbody>
</table>

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Engagement

Figure 6.6 The Engagement Model Based on Psychological Need Satisfaction

- Autonomy Support
  - Nurture the Psychological Need for AUTONOMY
  - Communicate clear expectations and procedures
  - Provide self-direction
  - Provide autonomy and encourage self-direction

- Structure
  - Ensure that students know what to expect

- Involvement
  - Engage students in learning

- Extent of Engagement
  - Attention
  - Effort
  - Persistence
  - Productivity
  - Commitment
  - Flow

Based on Reeve (2009)
What makes for a good day?

Based on Reeve (2009 pp. 167-168)

Psychological Nutriments necessary for Good Days, Positive Well-Being, and Vitality

Social needs

Reading: Reeve (2009) Ch 7

Quasi-needs

Definition: Ephemeral, situationally induced wants that create tense energy to engage in behaviour capable of reducing the built-up tension.

Examples:
- needing money at the store
- a Band-Aid after a cut
- an umbrella in the rain

Based on Reeve (2009, pp. 173)
Primary need-activating incentive

**Table 7.2**
Incentive That Activates Each Social Need’s Emotional and Behaviour Potential

<table>
<thead>
<tr>
<th>Social need</th>
<th>Incentive that activates each need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Doing something well to show personal competence</td>
</tr>
<tr>
<td>Affiliation</td>
<td>Opportunity to please others and gain their approval</td>
</tr>
<tr>
<td>Intimacy</td>
<td>Warm, secure relationship</td>
</tr>
<tr>
<td>Power</td>
<td>Having impact on others</td>
</tr>
</tbody>
</table>

Based on Reeve (2009, p. 173)

Achievement

Need for achievement
- Desire to do well relative to a standard of excellence

Standard of excellence
- Any change to a person’s sense of competence that ends with an objective outcome of success vs. failure, win vs. lose, or right vs. wrong.

High- vs. Low-need Achiever
- Approach-oriented Emotions vs. Avoidance-oriented Emotions
- Differences in Choice, Latency, Effort, Persistence, and Willingness to take personal responsibility for successes and failures

Based on Reeve (2009, pp. 175-176)
Origins of the need for achievement

Socialisation influences
- Parents’ independence training, high performance aspirations, realistic standards of excellence, positive valuing of achievement-related pursuits, etc.

Cognitive influences
- Perceptions of high ability
- Mastery orientation
- High expectations for success
- Strong valuing of achievement
- Optimistic attributional style

Developmental influences
- Achievement-related beliefs, values, and emotions all show predictable developmental patterns.

Atkinson’s model

\[ Ta = (Ms \times Ps \times Is) \]  
\[ (Maf \times Pf \times If) \]

- \( Ms \): Motive to Success
- \( Ps \): Perceived Probability of Success
- \( Is \): Incentive Value of Success
- \( Maf \): Motive to Avoid Failure
- \( Pf \): Perceived Probability of Failure (1-\( Ps \))
- \( If \): Negative Incentive value for Failure (1-\( Is \))

Dynamics-of-action model

Instigation (\( Ts \))  
Approach Tendencies

Inhibition (\( Ta/f \))  
Avoidance Tendencies

Consummation  
Performing an activity brings about its own cessation.

Streams of Ongoing Behaviour

Based on Reeve (2009)

Figure 7.1 Streams of Behaviour for People High and Low in \( Ms \) and \( Maf \)
1. Latency to begin an achievement depends on motive strength (\( Ms \) vs. \( Maf \))
2. Persistence on an achievement task depends on motive strength (\( Ms \) vs. \( Maf \))
3. Switching to a nonachievement task occurs with rising consumption.
**Benefits of adopting mastery goals**

**Adoption of a Mastery Goal**  
(rather than a Performance Goal)

- Preference for a Challenging Task One can Learn From  
- Use Conceptually Based Learning Strategies  
- Experience Greater Intrinsic than Extrinsic Motivation  
- More Likely to Ask for Information & Help  
- Work Harder  
- Persist Longer  
- Perform Better

Based on Reeve (2009)
Antecedents & consequences of the three achievement goals

Based on Reeve (2009, p. 186)
Avoidance motivation & well-being

Fear of Failure → Performance-avoidance goals → LOW
*Self-esteem
*Personal control
*Vitality
*Life satisfaction
*Psychological well-being

Based on Reeve (2009, pp. 187-189)

Implicit theories

Implicit Theories

<table>
<thead>
<tr>
<th>Incremental Theorists</th>
<th>Entity Theorists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changeable Personal qualities</td>
<td>Fixed Personal qualities</td>
</tr>
</tbody>
</table>

Adoption of Achievement Goals

- Mastery Goals
- Performance Goals

Meaning of Effort

- Utility of effort: Challenging tasks require high effort.
- High effort signals LOW ability.

Based on Reeve (2009, pp. 189-191)

Affiliation and intimacy

Table 7.7 Profile of High Intimacy Motivation

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>THOUGHTS</td>
<td>Of friends, of relationships</td>
</tr>
<tr>
<td>STORY THEMES</td>
<td>Relationships produce positive affect, reciprocal dialogue, expressions of relationality, commitment, and union, and expressions of interpersonal harmony</td>
</tr>
<tr>
<td>INTERACTION STYLE</td>
<td>Self-disclosure, Intimate sharing, Many conversations</td>
</tr>
<tr>
<td>AUTOBIOGRAPHY</td>
<td>Themes of love and dialogue are mentioned as personally significant life experiences</td>
</tr>
<tr>
<td>PEER RATING</td>
<td>Individualized, caring, open, non-dominant</td>
</tr>
<tr>
<td>MEMORY</td>
<td>Enhanced recall with stories involving themes of interpersonal interactions</td>
</tr>
</tbody>
</table>

Based on Reeve (2009, p. 192)
**Conditions that involve & satisfy the affiliation and intimacy needs**

<table>
<thead>
<tr>
<th>Need-Involving Condition</th>
<th>Affiliation Need</th>
<th>Intimacy Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>‘Deficiency-oriented motive’</td>
<td>‘Growth-oriented motive’</td>
</tr>
<tr>
<td></td>
<td>Deprivation from social interaction: Social isolation and fear</td>
<td>Interpersonal caring, warmth, and love</td>
</tr>
<tr>
<td></td>
<td>Social acceptance, approval, and reassurance</td>
<td>Relatedness within a warm, close, reciprocal &amp; enduring relationships</td>
</tr>
</tbody>
</table>

- Based on Reeve (2009, pp. 193-195)

**Power**

- Conditions That Involve and Satisfy the Need for Power
  - Leadership
  - Aggressiveness
  - Influential occupations
  - Prestige possessions

- Power and Goal Pursuit
  - Power increases approach tendencies.
  - People high in the need for power more easily acquire the goals they seek.

- Leadership Motive Pattern
  - High need for power
  - Low affiliation
  - High self-control

- Based on Reeve (2009, pp. 196-198)

**Leadership motive pattern**

A special variant of the need for power is the leadership motive pattern.

- Leadership Motivation Pattern
  - High Need for Power
  - Low Need for Affiliation
  - High Self-Control

- Based on Reeve (2009, pp. 198-199)
Next lecture

- Intrinsic-extrinsic motivation and Goal-setting (Ch 5 & Ch 8)

References


Open Office Impress

- This presentation was made using Open Office Impress.
- Free and open source software.
- [http://www.openoffice.org/product/impress.html](http://www.openoffice.org/product/impress.html)