

Psychology of Emotion: Theory and Applications
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Module 11, Lecture 26: Skills of EI- Self-Motivation

I welcome you all to the module number 11 of this course. So module number 11 is Emotional Intelligence part 2. So we will keep discussing the different concepts of emotional intelligence. So in this module, we will be again talking about different skills. We have already discussed some skills of emotional intelligence in the earlier module.

We will keep discussing the other specific skills related to emotional intelligence in this module. So today we will be covering one particular skill of emotional intelligence that is called self-motivation. So this is the first lecture of module 11 and overall it is lecture number 26. So before that, we have already discussed self-awareness, then self-regulation.

Today we will be talking about self-motivation. So just to give you a brief recap of what we discussed in the last lecture. In the last lecture, we discussed the concept of self-regulation and self-control as an important component of emotional intelligence. So in that context, we have discussed some terms that are related to self-management. One that we discussed is delayed gratification and how it is connected to the concept of self-control and self-regulation we have discussed.

So delay of gratification is an ability to resist the temptation for immediate reward to get a better or favorable reward in the future. So resisting temptation for an immediate thing to get a better reward in the future is something called delayed gratification and it is a specific aspect of self-control itself. Self-regulation the term is a very broad term that includes diverse self-regulation abilities. So self-control is one specific aspect of it and delayed gratification is one specific instance of self-control. So we also discussed the concept of self-distancing and how it is relevant in the context of self-regulation.

Self-distancing is about creating a distance between your thoughts, emotions, and behavior and looking from a distant perspective or a detached perspective about your thoughts, emotions, and behavior. So this gives objectivity as well as a more holistic context to understand things and regulate emotions. When we become self-employed and we just identify with the emotions and thoughts then we are not able to objectively look at things and not able to regulate emotions particularly. So we discussed the diverse aspects of self-distancing and how it is relevant in the context of emotion regulation. All these things we have discussed and we also discussed specific strategies that can be used for self-distancing.

So these are the concepts that we have discussed in the last lecture. Today we will be

talking about the concept of self-motivation. We will be discussing the concepts of motivation and self-motivation. We will be also talking about dimensions of self-motivation. In that context, we will be also discussing intrinsic as well as extrinsic motivation and how it impacts our behavior and performance.

We will be also talking about the concept of self-determination theory and how it talks about intrinsic or self-motivation and how it relates to various psychological needs. We will be talking about three layers and four C's of self-motivation. So these are some of the things that we will be discussing in today's lecture. So let's start. So before we talk about self-motivation let us understand what is motivation itself.

So when we use the term motivation it refers to any force that energizes and directs behavior. So motivation is a kind of force that we experience within us that gives energy and direction to our behavior. So when we are motivated there is an energy that we want to do something and it will be in certain directions. So there is a goal I want to reach, so when I am highly motivated that means I am energetic to go there and with a specific direction to reach that goal. So the concept of motivation includes a sense of energy and direction toward whatever behavior we do to reach something.

Energy gives behavior its strength. So when we are motivated there is a strength in our behavior because there is energy involved in it. It gives strength intensity and persistence. So it is because when we are motivated there is a strength there is an intensity and there is a persistence in what we do. So that is the energy part of it and direction gives behavior its purpose and goal-directedness.

Without proper direction, just energy will not lead us anywhere. So proper direction is also important. So whenever you use the term motivation it includes these two aspects that any force that energizes and directs our behavior that is the motivation. So to be motivated means to be moved to do something. So whenever we are motivated there will be movement to do something.

So that is how the term is derived. A person who feels no impetus or motivation or inspiration to act is characterized as unmotivated. So if someone is unmotivated means there is no motivation there is no intensity there is no energy there is no direction. A person has no impetus or inspiration to act. So then it is unmotivated action.

Where someone who is energized and activated towards any goal or end is considered motivated. Now motivation arises from different sources why we are sometimes we are motivated because some needs are there and we want to fulfill those needs. So motivation arises. So if I feel thirsty I will be motivated to drink the water. So this thirst need creates

a motivation and we act in such a way to fulfill those needs. So that need creates a sense of motivation.

Motivation can also come from cognitions whatever thought processes you have. So you can kind of think that some goals are very important for you. So you will be motivated to achieve that. So thought processes can create motivation. Emotions can create motivations. Many times we are highly emotional about some aspects or some objects then we are motivated to achieve those things. Sometimes environmental events also create motivation that we like something and then we are kind of directed towards achieving those events or whatever environmental stimulus. So that can also create motivation. So motivation can arise from diverse sources and so there can be diverse sources of motivation.

Now there is a controversy related to the concept of motivation in the context of emotional intelligence stating whether motivation is a component of emotional intelligence or not. So there is a controversy in the sense that some theorists believe that motivation is an important part of emotional intelligence while other things it is not a core component. So for example, Golman's model that we have already discussed. The Golman theory posits that motivation forms a subset of EI. So in Golman's model self motivation is an important core component of emotional intelligence.

Other theories such as Meyer and Salovey reject the notion of motivation as a subset of EI. So they don't consider motivation as a core component of EI. They argue that EI and motivation are related but separate constants. They can be related but they are not exactly the core component of emotional intelligence. So there is a kind of inconsistency in the theoretical perspective of whether motivation is a part of emotional intelligence or not.

But the main idea behind discussing this whole concept of self-motivation here is whether we consider motivation as a subset of EI or a related construct. It is worth understanding the concept of motivation and how it facilitates EI. It is important to understand the concept of self-motivation and how it can facilitate emotional intelligence. So it's a related construct even if you don't consider it as a core component it is important in the context of emotional intelligence. So it's worth discussing it here even if we leave aside this whole theoretical controversy.

So we have understood what is motivation now let us understand what is self motivation. What is in what context the word self-motivation is used? So just to understand that let us take two examples, here in the first case a student laughs let's say mathematics and enjoys solving the problem mathematical problems. He is excited about mathematics and looks forward to assignments and tasks given in mathematics. So here is a person who loves mathematics and enjoys solving problems and looks forward to assignments of mathematics in the course whatever is given. So this is one scenario case of one student.

Another student does a mathematics assignment and tasks out of fear and punishment or a low grade. So the second person is not enjoying mathematics but he is kind of doing it out of fear that if he or she is not kind of practicing it then they will be punished or get low grades and so on. So there is no inherent joy in doing mathematics he is not particularly excited or passionate about the subject. So if you take these two cases case one is a typical case of self-motivation. So in the case of case one, the person is self-motivated in the context of mathematics.

So the person inherently enjoys doing it, there is a motivation that comes from inside so no one is even forcing, or even if there is no outside reward or pressure the person will still be doing it. Because he loves and enjoys doing that. So that's the case of a typical case of self-motivation the motivation that is generated from within not from the outside. In the case second case, the motivation for doing mathematics comes from outside of fear of punishment or getting low grades so there is an outside motivator. In the case of the first one, there is an inside motivation so that is self-motivation the first case is a typical case of self-motivation.

So self-motivation is the internal drive that comes from inside that helps us initiate continue and work towards a goal. So it's whenever we say we are self-motivated that means that motivation is coming from inside to initiate something to continue doing that and work towards the end reaching the goal. In trick all these cases there is an internal drive to do that so if such a drive is there then one is self-motivated. So it is the ability to motivate oneself to take action or pursue goals without relying heavily on external factors. So external factors can influence but primarily motivation is coming from inside.

External factors are rewards may not be the major factor in the context of self-motivation. So what are the dimensions of self-motivation? So self-motivation is one of the important parts of Golman's model. So according to Daniel Golman, self-motivation has many important components. One of these components is the self-drive which is the component it is the component of self-motivation. Self-drive refers to an individual's internal motivation and determination to achieve the goal.

So the drive that comes from inside self-drive is an important component of self-motivation. So it involves having a strong sense of personal agency, taking initiative, and being self-motivated rather than relying heavily on external factors for motivation. So self-drive is kind of inseparable component of self-motivation. So whatever we mean by self-motivation is self-drive. So it is about having a strong sense of personal agency that you want to do something and you are initiating the action without much relying on external factors.

So you want to do something you are doing it you are taking the initiative and doing it so that is the self-drive. So individuals with high self-drive are proactive self-starters and demonstrate a strong desire to achieve success. So if you have a self-drive you are very proactive you will do it without really waiting for something from the outside to start. You will be a self-starter and demonstrate a strong desire to achieve success. So important component of self-motivation is self-drive.

The next component of self-motivation is passion. Passion relates to intense enthusiasm or interest in a specific area. So if someone is, there is intense interest and enthusiasm for doing something in a specific area. So in our earlier example, it is let us say in the first case the person was passionate about mathematics because there was an intense enthusiasm and interest in the subject. So that is the passion whenever we are self-motivated, passion is also one of the aspects of it.

It involves being strongly connected to one's values interests and intrinsic motivation. So it is more about intrinsic motivation that we will be talking about. So passion is connected to your values, generally, we are passionate about things for which we have we give a lot of value to them. So which are in kind of concurrent with our values or interests then we are generally passionate about those things where we are interested in it. Where there is an intrinsic motivation to do something then we become passionate about those things.

So passionate individuals are driven by the love and dedication to what they do which fuels their commitment persistence and enjoyment in their pursuit. So passionate individuals are generally driven by their love and dedication to do something and that is also an aspect of self-motivation. So self-motivation will have self-drive passion third is called initiative. So generally whenever we are self-motivated we initiate actions towards achieving that goal without really waiting for external reward. So initiative refers to our ability to take proactive action and be self-starters.

You initiate the action without waiting for someone else to do it or something else to happen in the environment. So you initiate the action and maintain that so that's initiative. So individuals with a high level of initiative don't wait for external instructions and prompts but instead take the lead in initiating tasks projects and actions. So that is something also a very important aspect of self-motivation. So if you are self-motivated in something you will take initiative without really waiting for external instructions or things to happen or things to become favorable on the outside. Then you wait for someone to help or something like that. Generally, you will be motivated to initiate the actions and whatever action is required because you are motivated yourself. So that's the initiative part of it. So people who are initiative are more motivated to seize opportunities make things happen and drive progress. So this is something and another component of self-motivation.

So the next one is achievement orientation. Many times when we are self-motivated there can be also achievement orientation. So, when we say achievement orientation we are talking about individuals' orientation toward setting and accomplishing challenging goals. So, generally, when we are very motivated there will be an achievement orientation in a sense. We will be oriented towards setting goals and accomplishing challenging goals. Because you are interested in it, there is a self-drive so achievement orientation could be a natural thing in that context.

It involves having a strong drive to succeed striving for excellence and being focused on continuous improvement. So these are also other characteristics of people with achievement orientation and it could be associated with self-motivation. So individuals with high achievement orientations are motivated by the pursuit of personal growth, mastery, and the satisfaction of achieving their objectives. So people will be satisfied and motivated by their personal growth achieving more mastery because they are interested in those areas, and satisfaction of achieving their objectives. So in the case of the example of self-motivation of students with mathematics, love for mathematics. So they will be motivated by just knowing more and more about mathematics because they are interested, and the more mastery they get in the field of mathematics more happiness they will get and satisfaction by doing that. So, all internal drives will be connected to that. So, achievement orientation could be a very natural outcome for self-motivated people. The next one is result orientation. Some people also could be result-oriented refers to the focus on achieving tangible outcomes and results which could also be associated with self-motivation.

It involves setting clear goals, tracking progress, and taking action to ensure successful outcomes. So it is about setting goals and progressing in the path and ensuring successful outcomes. So individuals with high result orientation are motivated by seeing their efforts translate into results. So focus will be on achieving measurable results and doing specific actions to bring about that. So they are driven by a sense of accomplishment and derive satisfaction from achieving their desired outcomes.

So this also could be another characteristic of self-motivation or individuals with self-motivation. So these are some of the important characteristics that Goldman talked about in his model of emotional intelligence and the characteristics of self-motivation. Now the concept of self-motivation is kind of linked with another concept called intrinsic motivation. As self-motivation is always driven by intrinsic motivation. Whenever we use the term self motivation we are talking about intrinsic motivation.

We are self-motivated when there is an intrinsic motivation to do something. There is an

internal drive. So both the terms self-motivation and intrinsic motivation can be used interchangeably because you cannot separate intrinsic motivations from self-motivation.

Both are the same and connote the same idea. So let us see this term in a little bit more detail about the concept of intrinsic motivation. So when we talk about intrinsic motivation are we also talking about there are other types of motivation? So are there different types of motivation? So motivation can also be categorized in terms of intensity. So you can talk about let us say low to high motivation in terms of intensity.

We can also divide motivation in terms of different categories. So then we can talk about motivation in terms of different categories. So different categories can talk about intrinsic and extrinsic. So we can have different categories of emotion also. So we can kind of divide or categorize motivation into different ways depending on how you look at it.

So one way is to look at motivation in terms of intensity. So someone can categorize motivation as low motivation or high motivation. We can also categorize motivation in terms of different categories like intrinsic motivation, and extrinsic motivation. So when we are talking about self-motivation we are talking about one particular category of motivation. So these two types of motivation called intrinsic motivation and extrinsic motivation are elaborately discussed in self-determination theory. So this self-determination theory was proposed by Deci and Ryan and other colleagues.

In that theory, they talked about these two types of motivation based on different reasons or goals that give rise to action. So what is the source of the action or motivation determines whether it is an intrinsic motivation or extrinsic motivation. So self-determination theory talks about many other things but one of the main things that this theory talks about is the different types of motivation we can have and what factors influence them. So at the most basic level, there could be two different types of motivation.

One is intrinsic motivation and another is extrinsic motivation. So intrinsic motivation refers to the concept of self-motivation which talks about doing something because it is inherently interesting or enjoyable. So whenever we do something because it is like I love to do something or enjoy doing something, the source is internal. The motivation is coming from inside. You are doing it simply because you like to do it or there is joy in doing something. So that is intrinsic motivation.

Extrinsic motivation is when we do something because it leads to a separable outcome. So because you are doing something to get something from the outside then that is extrinsic motivation. So if you are doing something to get money for example then it is an extrinsic motivation. So the source is outside. The source of the motivation is outside then it is extrinsic. If the source of motivation is internal then it is intrinsic.

So broadly this could be the two categories of motivation and intrinsic motivation is self-motivation basically what we are talking about. So for decades, research has shown that the quality of experience and performance can be very different when one is behaving under intrinsic or extrinsic reasons. So your performance level, your involvement, engagement, everything will be different based on whether you are working under the influence of intrinsic motivation or under the influence of extrinsic motivation. So naturally when we do something under intrinsic motivation our performance, our involvement, our engagement, everything will be much better because we are doing it for the love of doing it not because of some external pressure.

So the quality and everything can be also determined by the kind of motivation that one is engaged in. So let us look into intrinsic motivation a little bit more. So intrinsic motivation as we have already defined is doing an activity for its inherent satisfaction rather than for some separate reasons on the outside. So when intrinsically motivated a person is moved to act for the fun or the challenge and deal with it rather than because of external pressure or reward. So you are doing it because there is joy, there is fun, there is a sense of challenge in doing it which you love to do rather than because of some external pressure that you should do it because somebody else is telling you or you will be getting a lot of rewards if you do it so that is also an external reason.

So when you are not directed by that external reason then you are behaving as per intrinsic motivation. So, people are generally intrinsically motivated for some activities and not others. So, we are not intrinsically motivated for everything that we do. There may be very few things that we do which are intrinsically motivated.

Maybe most of the things that we do are extensively motivated. We want something or there is some pressure from outside or there is some reward then we do something. Most of the behaviors are like this and there is no good or bad in it. This is how things are there because we have to do a lot of things because of extrinsic reasons. Some things we do for intrinsic reasons so which is fine.

The research has shown many benefits of intrinsic motivation. So obviously when you are under intrinsic motivation or your motivation level is generally high the quality of performance will be better because there is no need for external pressure to do it. You will do it automatically. So that is how in terms of output quality and another thing will differ in terms of that because when you are doing it on your own, on your motivation, self-motivation, your quality and engagement everything will be much better. So intrinsically motivated people show more engagement, sustained effort, achievement, positive self-esteem, well-being, and so on. Because you love to do something you are doing it so you will have experience more sense of well-being also, self-esteem because there is no pressure.

Sometimes we don't want to do a lot of things but we do it because there is pressure to do it. Whatever family pressure, parental pressure, or societal pressure then you don't enjoy doing those things. You have to do it because of those pressures. Then it can compromise your well-being and so on. So in that context, intrinsic motivation has a lot of benefits. So the terms intrinsic motivation and self-motivation converse the same idea as we have already discussed and can be synonymously used.

So when we are using the term intrinsic motivation it is just the same as self-motivation that we are talking about. So extrinsic motivation as per SDG theory is basically when we do an activity for some external outcomes as we have already discussed without that sense of enjoyment and self-initiative those things may not be there. External reasons are the prime drive in the case of extrinsic motivation. Although intrinsic motivation is a very important type of motivation in terms of quality, performance, mental health, and well-being all these things intrinsic motivation is much better, considered an important type of motivation.

But most of the activities that we do may not be intrinsically motivated. Research has also shown that this is special in the case after early childhood as the freedom to be intrinsically motivated becomes increasingly curtailed by the social demands and roles that require individuals to assume responsibility for non-intrinsically interesting tasks. So as a child grows if you see a child it will be mostly intrinsically motivated. Whatever child will love to do, they will do those things only. So a child generally during childhood is primarily intrinsically motivated but as the child grows lot of external expectations come into the picture, parental demands, social demands, demands from the schools, and so on. And a lot of these children may not enjoy doing it. But they have to do it because there is pressure. So slowly, our intrinsic motivation turns into extrinsic motivation and we do most of the things for extrinsic motivation. In schools for example it shows, a lot of research shows that intrinsic motivation becomes weaker with each advancing grade. As the child goes from one grade to another grade their intrinsic motivation seems to decrease.

So that is because of the structure of society and our whole society is designed like that. So most of the activities we do may be extrinsically motivated which is okay and very few may be intrinsically motivated. And now when we are talking about self-motivation kind of understanding that self-determination theory also talks about that there could be various types of extrinsic motivation as well. So not all extrinsic motivation are typical extrinsic motivation. Sometimes the focus could be external reasons but still, it could be very close to intrinsic motivation.

So lot of factors can influence there can be diverse grades of extrinsic motivation. Sometimes we may be doing it almost like intrinsic motivation but again the reason could

be external reasons. So some extrinsic motivation could be highly extrinsic in the sense that somebody has to give all the pressures and punishment to do something. Then only you will do something. Then it is a very extreme case of extrinsic motivation. Somewhere some cases could be there where you will be doing something very spontaneously because even though you are doing it for extrinsic reasons you understand the value of doing it.

Let us say even in the education system also people may not enjoy reading books and doing a lot of this schoolwork and so on. But still one can be highly motivated to perform better in schools. It is an extrinsic motivation but still, it may be one may be highly motivated and very close to intrinsic motivation because one understands the value of schooling and getting an education. So extrinsic motivation can also be of various types and some extrinsic motivation could be very close to intrinsic motivation and some could be very extreme cases of extrinsic motivation. So all these things are described in self-determination theory and how can we promote intrinsic motivation and even in the case of extrinsic motivation how can we make those towards more intrinsic motivation. Even in the case of extrinsic motivation.

So the self-determination theory talks about another concept called basic psychological needs where lies the keys to understanding intrinsic motivation or self-motivation. So this theory self-motivation theory says that human beings humans have basic psychological needs which are need for autonomy, need for relatedness, and need for competence. The fulfillment of psychological needs is essential for people's psychological health and growth, autonomous motivation or more intrinsic motivation, optimal functioning, and self-actualization. So according to this theory, there are basic psychological needs we all have which are fundamental needs. If we can fulfill those basic psychological needs then it will lead to many positive outcomes including better psychological health and growth, more intrinsic motivation, better functioning in life, and more self-actualization.

Because these are needs the fulfillment of which is very essential for health and growth. We have physical needs we have to take food and water because these are fundamental needs without them we cannot be healthy and flourish in our lives. For survival and flourishing in life we need to provide the necessities of this body. Similarly, for psychological there are psychological needs for the proper health of the psychological functioning certain basic psychological needs should be fulfilled. What are the psychological needs according to this model they are talking about three basic psychological needs.

So these are autonomy. Autonomy is the need to feel free from external constraints on behavior. So we all want to feel autonomous or without much external pressure or constraint. Nobody wants external pressure and constraints on people. We want to experience the freedom we want to do things that we want to do like to do something. So

if there are a lot of pressures and a lot of constraints in your behavior then autonomy is less.

Then competence is something that needs to feel capable. We all want to feel capable and skilled. So the more we feel capable or skilled in certain contexts more competence we have. Then the third one is relatedness, which is the need to feel connected or involved with others. This is also another basic need that we want to feel connected with other individuals. The more we feel connected with the people around us the more sense of relatedness will be there.

So these are the three basic psychological needs just to elaborate on them. The need for autonomy will be satisfied when we experience when the individual feels a sense of choice and volition when carrying out an activity. So whenever we are doing any action or activity if we feel a sense of choice and freedom then we can choose to do something then our sense of autonomy will be high. In contrast, autonomy frustration occurs when individuals feel control through internal or external pressure. So whenever you do something because someone is instructing you or just pressurizing you to do something that means you don't have any sense of autonomy you are doing it because someone else is telling you to do it. So there is no autonomy there is no sense of choice. The more sense of choice you have the more autonomy you have. And we all want to feel autonomous we all want to experience a sense of choice and freedom. So that is something a basic psychological need. So more we fulfill this the better it is for our psychological functioning and even for internal motivation or self-motivation. The sense of competence satisfaction occurs when an individual feels effective and capable of achieving the desired outcome.

So whenever we feel we are effective and skilled enough and able to bring about results in certain directions in our life then we feel competent. When competence is frustrated, when we are not feeling a sense of competence then the individual feels a sense of failure and doubts in one's ability. So whenever we experience failure and other things generally at that moment we are experiencing a lack of competence. We feel we have failed in something so that means we don't we may lack competence or something like that.

So it can depend on that task to task, context to context. One may feel competent in something and not competent in other things so it depends on various aspects of it. So the idea is, in doing something if you feel capable and skilled that means you are experiencing competence. If you are not feeling that that means we are experiencing less lack of competence.

Relatedness is satisfied when the individual feels a sense of connectedness with others. When the relatedness is frustrated the individual feels a sense of isolation and loneliness. So whenever we are doing anything or in any context if we are present and we feel

connected with other individuals there is a supportive environment then we feel a sense of relatedness is high. And our basic need for relatedness is fulfilled. On the other hand when we don't feel connected with other people or there is no supportive environment then we may feel isolated, we may feel lonely, and so on. So that can have a negative impact because this is a basic psychological need.

If it is fulfilled it is good for our psychological functioning. If it is frustrating it can lead to ill-being another kind of negative experience. So these are three major psychological basic needs which when fulfilled lead to many positive outcomes and when they are frustrated lead to various negative outcomes. This sense of autonomy, competence, and relatedness are universal psychological needs. So according to this theory, every human being wants these things. These are required for the proper functioning and psychological health of every individual irrespective of culture and geography. It's a universal thing.

The psychological needs of human beings when satisfied will induce well-being and when frustrated will lead to ill beings. So well-being is connected to their satisfaction. So basic psychological needs can be described as the psychological nutriment that facilitate psychological growth, integrity, and well-being. So these are like nutrition that are required for psychological health. For the body, we need nutrition from food for its proper health. Similarly, for psychological health, we need nutrition from this. So these psychological needs are like nutrition for psychological health. So these needs are also about personal growth and development. So they are connected to the growth and development. People will seek to enhance this continually through life. So there is a constant motivation to fulfill them. It may be fulfilled, it may not be fulfilled depending on one's life and context but people try to fulfill them to the best of their capability. Now according to self-determination theory, these basic needs are connected to self-motivation or intrinsic motivation.

How they are connected? So basically this theory talks about as did he propose that intrinsically motivated activities are said to be the ones that provide satisfaction of innate psychological needs. Mainly the need for competence, autonomy, and relatedness. So what this theory is proposing is that whenever in any context or any task or any work environment when these basic needs are fulfilled we become more and more intrinsically motivated. Or self-motivated. The more we fulfill these basic psychological needs in a particular context more will be self-motivated or intrinsically motivated in that context. For example let's say if you are doing work in a particular setup or particular corporations, particular organizations, and in your job context if these needs are fulfilled to a large extent. For example, if you feel autonomous in that job you have a lot of choices to make decisions and decide things. So your sense of autonomy will be fulfilled in that job. If you feel competent in doing whatever you are doing the skills and abilities that are required to perform the jobs. The more you feel competent the better it is. So if you are feeling fully

competent, and confident in doing what you are doing your sense of competence will be fulfilled. And the people around you with whom you are working if you feel a sense of connection with them so there is a supportive relationship with other people. Then you will be highly motivated or intrinsically motivated in that job. Why because you are feeling autonomous you are also feeling competent, and people are supportive and you have a cordial connection with them. So you will be highly fully satisfied in that job. So there will be a lot of job satisfaction in that particular context.

So let's say the job is not providing these things. There is a lack of fulfillment of these things. You are not feeling autonomous all the time. Somebody is sitting on your head and guiding telling you to what to do. Your autonomy will be not autonomy will be curtailed.

You don't feel competent. You are not able to understand every aspect of your job. Your competence will go down. And if people are not supportive and they are not behaving with you properly your relatedness will also go down. Then you will want to run away from that job. It's a natural thing. So you will not love to work in that particular job. You will try to find another job and try to run away as soon as possible.

So this is an example of how self-motivation or intrinsic motivation can be connected to these basic psychological needs. So whenever in any work context or any particular task context or any situation if these needs are fulfilled to a large extent then people will be intrinsically motivated or self motivated to that extent. So to increase intrinsic motivation or self-motivation we can kind of look at these basic psychological needs fulfillment as a particular step to increase self-motivation. So we will be self-motivated to any task or any particular context if that provides a sense of autonomy and competence and also experience relatedness and connectedness, especially in teamwork or where there are other people involved.

So self-motivation can be enhanced by promoting these basic psychological needs. So this is what this theory says and a lot of research findings clearly show that this is the case. So how can we support those needs, some of the general suggestions we can kind of enhance those fulfill those basic needs to a large extent in different contexts. For example, the need for relatedness can be supported in the case of others or the case of oneself that we can support the relatedness for other people around us or ourselves also how can we do that by showing behavior such as expressing affection whenever we show concern for other people try to understand how what they are going through, devoting time and resources, spending more time to with other people, willingness to help, and non-competitive environment. Whenever the environment is non-competitive and more understanding then obviously sense of relatedness is more fulfilled when there is a lot of competition, people will not be kind of cordial with each other. So automatically the sense of relatedness will be less.

So providing this kind of environment one can experience high satisfaction of relatedness it could be for oneself or others also. The need for competence can be supported by providing optimal challenges. So whenever we experience challenging tasks or too easy a task anybody can do and if it is too hard one cannot do it. So one will feel incompetent, but if we get challenging tasks where I can do it I have to stretch my skills then you feel a sense of competence in achieving that because it was not easy but not impossible but I tried and could achieve that.

So a sense of competence increases by working on optimum challenges, a task that requires optimum challenges. Immediate and non-evaluative feedback so giving proper feedback without really criticizing and non-evaluative means you don't judge the person but judge his performance. Non-evaluative and immediately giving feedback on how the person is doing or even in one's context you can give yourself feedback or others can give you feedback or helping people to cope with failure is also important. When somebody fails sense of competence goes down. So if one can support people to cope with that failure then obviously their need for this sense of competence also increases.

So one can feel that I have failed in this task but I can do it again if that person can cope with that failure. So sense of competence need not go down all the time when one experiences failure, if one person is he or she can cope with that failure. So helping people to cope with failure can enhance their sense of competence. The need for autonomy can be supported by showing behavior such as the absence of coercion, and not all the time suggesting what to do and what not to do. So, that decreases the sense of autonomy. So less of such behaviors increase the sense of autonomy giving opportunities to choose giving people whatever in every context one cannot give all the choices. But within whatever context possible if people get choice some sense of choice then it will enhance their sense of autonomy.

Clarifying the relevance of the task enables the expression of negative emotions encouraging personal initiative, and recognizing the person's perspective. So these are some of the things that can be done in terms of giving people more choices or a sense of initiative to do something. If we can provide an environment people will experience more autonomy.

So more autonomy means they will feel more motivated to do tasks. The more competent they feel they will be more self-motivated to do the task. The more they feel relatedness, the more self-motivated they will feel to do tasks. So many times we may not be intrinsically motivated to do something but simply because we love some people and that person says please do it for me, you will be happy to do something even though you may not like to do it. So that sense of relatedness can promote intrinsic motivation. So this is how we can enhance self-motivation or intrinsic motivation by supporting these basic psychological needs.

Now another important researcher Scoot Geller who is one of the prominent researchers in self-motivation talks about a few other things but kind of lot of these ideas are similar to this self-determination theory. He says there are three questions that we can ask ourselves and help assess whether someone is self-motivated or not. Whether you are self-motivated in doing a task or someone else is self-motivated or not, how do we understand that? So Scoot Geller says three questions one can ask and if you answer yes to these three questions that means you are self-motivated. So what are these three questions? First, can you do it? So that is a sense of competence that we talked about self-efficacy. If you can do something or if you have a sense of ability that you will be able to do something then you are more likely to be self-motivated. Do you have the time, knowledge, and training for what you are asking to do? So if you have the time necessary knowledge and training to do something you will feel capable. A sense of competence will come and you are more likely to be self-motivated in doing the task. So the first question is can you do it? If you say yes then you are more likely to be self-motivated. The second question is will it work? That is response efficacy. Having a belief that your actions will lead to the desired outcome is known as response efficacy. What is your belief that if you put actions and efforts, if you put efforts to what extent there is a likelihood that the result will happen? If you think whatever effort I make I will not be able to achieve something then obviously you will not be self-motivated, you will be dejected and you will not put in any effort.

But the moment you think if I put in effort the result is most likely to happen I will be able to achieve that. Then you will be self-motivated to work. That is called response efficacy. Having a strong belief in your ability to succeed despite challenging circumstances is very crucial. So this is something very important. What is your belief that to what extent I will be able to bring about that result? If you believe I can bring about that result then you will be highly self-motivated. The third question is is it worth it? Even though maybe you can do it, you have the belief that you can bring about the result but is it worth it? If you do not feel worth it then probably you will not be self-motivated.

You may say I can do it, no issues but I do not think it is worth it. Then you will not be motivated to do it. Self-motivation will not happen. So the third question is also very important. Is it worth it? Consequences, is it important? So if you believe it is worth it you have considered the cost against the consequences and concluded that the consequences outweigh the cost. So whatever the consequence of your actions if you think it is worth it, it is important and it is worth it in the sense of your time and effort. Then you will be self-motivated in doing that.

So these three questions are very important. One should ask these three questions and if you can answer yes to all three that means you are self-motivated or it can be used for other people also. So these are the three questions that can help you to judge whether you are self-motivated or not. Scoot Geller also talks about the four C's to feel self-motivated. To

feel self-motivated four C's are very important and are very much connected to the self-determination theory concept that we talked about basic needs also. One is consequences. To be self-motivated it is important to generally desire the outcome that you are linked to your actions rather than merely acting to avoid negative consequences. So to feel self-motivated it is important that you desire the outcome of whatever actions you are doing that you want it to happen. You want that consequence, not just because you should do it but because by doing it you will avoid some consequence. You love that consequence and you want to have that consequence.

So to feel self-motivated it is important that you desire the outcome that you are working towards. You have a sense of attachment or a sense of desire that you want to achieve something. So that is the consequence part to feel self-motivated it is important to desire the outcome. The second is competence. If you can answer affirmatively to all the three questions that we asked basically if you feel competent in doing something you will also feel self-motivated. So a sense of competence as we have already discussed is important. One will develop a sense of competence and capability to accomplish tasks. The more you feel competent more you will feel self-motivated. Whenever we feel that we will not be able to do it or we don't have the skills to do it we feel less motivated than we want to avoid that. Because you feel there is no point in putting effort because I may not be able to bring about the results because I lack skills. Then self-motivation will decrease. But if you feel competent then you will be much more intrinsically motivated or self-motivated. Third is choice as we said which is connected to the sense of autonomy. To experience a sense of autonomy and control over your actions fosters self-motivation. The moment you feel you have a choice you can determine, you can choose, you can initiate something then you will feel more self-motivated to do it. In contrast, when you don't feel any choice everything is constrained you don't feel motivated to do those tasks.

So the perception of choice is very important to feel self-motivation or experience self-motivation. Fourth is community which is connected to again relatedness from the self-determination theory. It's about a social support network and connection with others is crucial to feel motivated and cultivating beliefs in your ability and potential for achievement. Individuals who experience a sense of connection and belongingness with others tend to feel motivated. So this is something we have already discussed where in any context you feel support and connection with other people.

Especially in the group work situation then you will be highly motivated to work in that particular environment. Self-motivation is more likely to happen as compared when people are not, there is no sense of connection with other people you feel a sense of loneliness rejection, and isolation. Then self-motivation will decrease. So sense of community or support to connect with other people is also very important.

So to feel self-motivated some of these factors are very important and they can promote self-motivation. And mostly these are connected to basic psychological needs. So these are some of the things and concepts related to self-motivation and this is an important aspect of behaving or emotional intelligence. Particularly this has been given a lot of importance in Daniel Goleman's model. So with this, I stop here. In the next class, we will be talking about other skills of emotional intelligence. Thank you.