

INTRINSIC MOTIVATION AND EXTRINSIC MOTIVATION

*Basma JARJOURA**Oranim Academic College, Israel*

Most theories view motivation as a uniform phenomenon across one end of the scale with little motivation and a lot of motivation at the other end. But even a cursory examination shows that motivation is not a uniform phenomenon. Different human beings have not only different amounts of motivation, but also different types of motivation.

Keywords: *motivation, intrinsic motivation, extrinsic motivation, self-determination theory, internalization, autonomous regulation, controlled regulation.*

MOTIVAȚIA INTRINSECĂ ȘI EXTRINSECĂ

Cele mai multe teorii cu referire la motivație descriu motivația ca un fenomen uniform, variind de la un nivel scăzut la unul crescut. Dar, în urma unei examinări minuțioase putem conchide că motivația nu este un fenomen uniform, deoarece diferite persoane pot avea nu doar diferite niveluri ale motivației (scăzută, înaltă), dar și diferite tipuri de motivație (intrinsecă, extrinsecă).

Cuvinte-cheie: *motivație, motivație intrinsecă, motivație extrinsecă, teoria autodeterminării, internalizare, reglare autonomă, reglare controlată.*

The theory of self-determination [2] distinguishes between types of motivation by reasons or goals that cause action. More precisely, this theory makes an important distinction between self-determined and controlled types of motivation. Thus, SDT focuses not only on the quantity of motivation but also on the quality [3].

The most basic distinction is between intrinsic motivation, about doing something because it is interesting or enjoyable, and extrinsic motivation, about doing something because it leads to a distinct outcome. The goal of this article is to reexamine the classic distinction between intrinsic motivation and extrinsic motivation, and summarize the functional differences between the two types of these general motivations.

Intrinsic motivation. From birth humans are curious and inquisitive, demonstrating a general willingness to learn and do not need external incentives to do so. The tendency to take an interest in innovation, and actively adapt to exercise our skills is an important characteristic of human nature at any age.

In recent decades, researchers have examined which provide the basic needs of the operations carried out intrinsic motivation. The authors approach focuses primarily psychological needs - competence, autonomy and relatedness, three innate needs. Of course a concern with interesting activities is one way to provide basic needs. Therefore it is important to continue doing interesting activities for its importance. Focusing on the features of the tasks and their potential to generate interest in their own right is very useful, because it leads to improved planning tasks or a better choice of assignments motivation [3; 4].

Promoting intrinsic motivation. Despite the clear evidence that humans possess doses of internal motivational tendencies, this tendency is expressed, it seems, only under specified conditions. Studies on intrinsic motivation emphasized the same conditions that attract, maintain and enhance this particular kind of motivation compared to the conditions that eliminate or reduce it [3].

The theory of self-determination explicitly formulated in terms of social and environmental factors that promote intrinsic motivation rather than undermine it. This language reflects the assumption that the motivation of internal, inherent tendency, induced (as opposed incurred) when the person is under the conditions that contribute to this [3].

According to cognitive evaluation theory [2] which is considered to provide theory-a theory of self-regulation, interpersonal events (eg, rewards, communication, feedback) that contribute to a sense of competence during action can enhance intrinsic motivation for action, because they provide an answer to the basic mental competence. Because the optimal challenges, feedback reinforces the sense of effectiveness and lack of assessments expected to help strengthen degrading intrinsic motivation.

Cognitive evaluation theory and adds a sense of competence states not increase the intrinsic motivation if they are not accompanied by a sense of autonomy or perceived causality focus internally. That is, not enough people will experience what they perceive to be able to; To maintain or strengthen intrinsic motivation, they should also experience themselves as directing their behavior [1, 2].

Most of the research on the effects of circumstantial events focused on intrinsic motivation autonomy compared to the control. The study showed extrinsic rewards undermine intrinsic motivation. Not only tangible rewards undermine intrinsic motivation existence, threats, and competition dictates weaken it. Therefore, cognitive evaluation theory suggests that people are experiencing the same factors that govern their behavior. In contrast to self-selection and guidance reinforce the intrinsic motivation because they provide a sense of autonomy.

Importance of autonomy versus control for the existence of intrinsic motivation was clearly observed in studies of classroom learning. Some studies have shown that teachers raise their students advocates more autonomy intrinsic motivation, curiosity and a desire to challenge. Students overly controlled not only lose initiative but learn less well, especially when learning a complicated materials which requires conceptual and creative processing [2].

Extrinsic motivation. Although intrinsic motivation is clearly an important type of motivation, the motivation for most narrow sense, the activities that people engage in is not intrinsically motivated, especially after early childhood. Extrinsic motivation relates to activities with the goal to reach any discernible effect. Extrinsic motivation is therefore contrary to internal motivation, which means an operation for pleasure from the act itself. However, in contrast to the behavior originated sees external motivation necessarily autonomous behavior, self-determination theory identifies different behavior of the large degree of autonomy external motivations [2, 7].

Since many educational activities at the school are dictated planned to arouse interest, the question arises how to motivate students to evaluate and regulate themselves and carry out such activities on their own without external pressure. This problem has been described in the framework of the theory of self-determination in terms of promoting the internalization and integration of values and behavioral regulation. Internalization is the process of absorbing a value or regulation, and integration is a process through which individuals make the regulation of some of them, so deriving their sense of self. The greater internalization (and the accompanying sense of personal commitment to her) the more persistence, a positive self-concept becomes more involved in improving quality [2].

Taxonomy of human motivation. Sub-theory of self-determination theory, called "organismic integration theory", describes the various forms of external motivation and contextual factors that promote or inhibit internalization and integration of regulation of these behaviors.

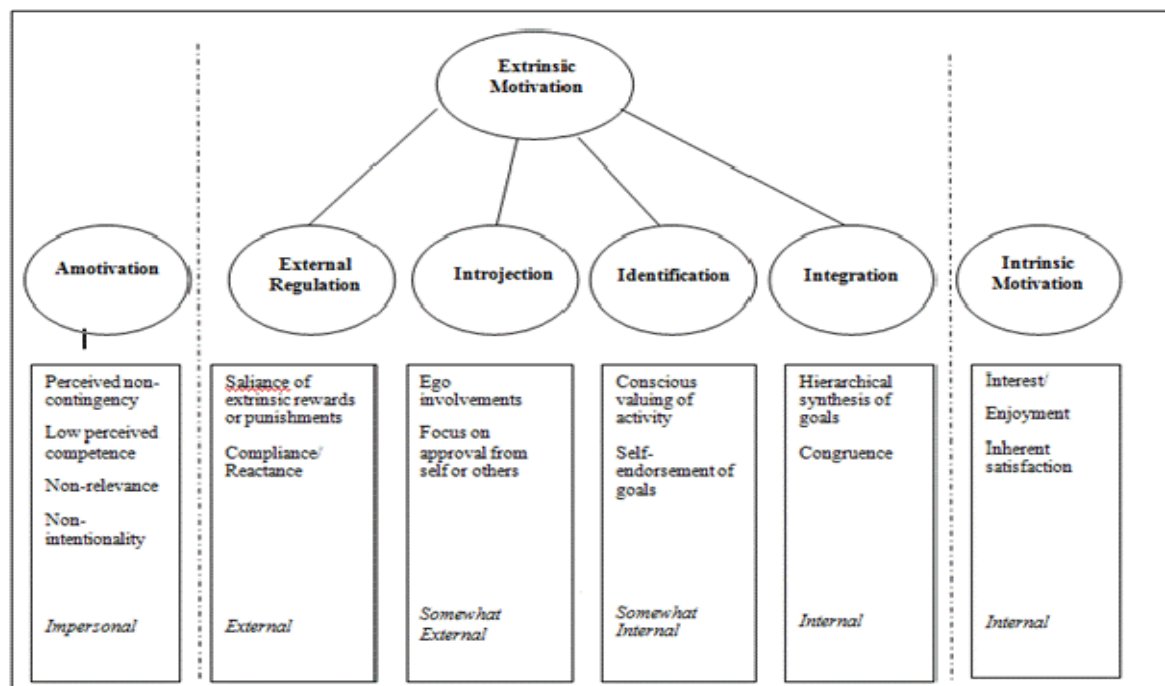


Fig.1. Taxonomy of Human Motivation [2].

Lack of motivation, lack of intent state act, appears at the right end of the table illustrating the various types of motivation according organismic integration theory. Lack of motivation stems from some activity

evaluation, a sense of lack of efficacy or failure to perform, all that will lead to the desired result [2]. Lack of motivation left standing category represents the least autonomous forms of extrinsic motivation. The authors call it external regulation, and it relates to behavior aimed at providing external demand or obtains an external reward. People usually experience outside the regulated behavior is controlled or alienated behavior, and perceive the causality of actions focus pool. A second type of extrinsic motivation is introjected regulation which is a type of internal regulation which is still quite controlled and dictated, because people do these activities with a sense of pressure, in order to avoid guilt or anxiety or to promote ego or pride. Although it comes from self-adjustment of human behaviors are experienced as fully embedded as part of the self, and therefore still perceived as an external causal focus [2, 5, 6]. A more autonomous form and more self-regulated external motivation - is the regulation of identification. Here one identifies with the importance of personal behavior and also gets its regulation as part of it [2, 5]. Finally, the most autonomous form of extrinsic motivation is integrated regulation. Integration occurs when identified regulatory fully embedded into the self. This occurs through self-examination and correlation between new regulations of other values and needs of the self. The more you turn over the reasons for a particular action, and incorporate them into the self, that its transactions are conducted outside of the motivation of increasing self-determination. Integrated forms of motivation are similar in many aspects of internal motivation, but they are still outside because even its propulsion source behavior integrative regulation becomes the perception of benefit - any result differentiated from the behavior itself [2]. The left edge of the table is intrinsic motivation. This position emphasizes that intrinsic motivation is a prototype self-directed activity. But that does not mean that when internalizing external regulation becomes intrinsic motivation [2]. Internalization process is developmentally important because social values steadily withdraw through lifetime. Nevertheless, there is no need to argue that the underlying sequence types of extrinsic motivation is itself a developmental sequence. There is no need to progress through each stage of internalization relative to specific regulation. Although there are reasons for the expected traffic trends, there is no "order" which is necessary between them [2, 5].

Developmental issues arise, however, in two ways: First, behaviors and values that can be assimilated into the self-multiplying with cognitive growth and development of the ego. Second, overall regulatory style seems people tend on average to become "internal" over time in accordance with the general organismic tendencies autonomy and self-regulation. Research findings have expanded the types of extrinsic motivation, and have shown a connection between more autonomous extrinsic motivation increases involvement, improved performance, lower dropout rates and higher quality learning. Because behaviors based on extrinsic motivation are inherently interesting, the main reason people are expected to agree to perform these behaviors on the part of the assessment is due to people important to them and to whom they feel a connection. School means students get the right values offered in the classroom depends on the teacher respect and care about them [2].

Another issue related to the capacities. A person will adopt an external cause, if he feels that he is able to achieve it. The authors therefore suggest that support students' sense of competence will contribute to internalization [2]. According to the theory of self-determination [2], internalized regulation may be embedded only regulation - regulation which could well meet the needs of competence and relatedness. However, only connections give rise to pro-autonomy and self-regulatory integration. Regulations to internalize and to become fully autonomous in relation to it, people need to grasp its meaning inwardly and value. These meanings are introverted and undergo integration environments that support the needs of competence, relatedness and autonomy [2].

Summary. Behaviors based on intrinsic motivation made out of interest and for satisfaction of capability and autonomy – are internal and psychological needs – are the prototypes of the self-oriented behavior. Behavior based on extrinsic motivation are performed as a means to some distinct purpose – vary in terms of the extent to which they represent self-regulation. Internalization and integration are processes through which self-determination reinforced behavior based on extrinsic motivation.

It is clear that social contextual conditions that support a sense of competence, autonomy and relatedness which are the basis for intrinsic motivation and self-determination in relation to strengthening external motivation. Schools that enables self-determinate learning requires more than classroom conditions to support these three basic human needs – that need to feel belonged, effective and proactive as exposure to new ideas and practice of new skills.

Bibliography:

1. DECI, E.L., & RYAN, R.M. Cognitive evaluation theory. In: *Intrinsic Motivation and Self-Determination in Human Behavior*. Springer US, 1985, p.43-85.
2. DECI, E.L., & RYAN, R.M. *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press, 1985.
3. RYAN, R.M., & DECI, E.L. Intrinsic and extrinsic motivations: Classic definitions and new directions. In: *Contemporary educational psychology*, 2000, no25(1), p.54-67.
4. RYAN, R.M., DECI, E.L. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. In: *American Psychologist*, 2000, no 55(1), p.68-78.
5. DECI, E.L., EGHRARI, H., PATRICK, B.C., & LEONE, D.R. Facilitating internalization: The self-determination theory perspective. In: *Journal of personality*, 1994, no 62(1), p.119-142.
6. DECI, E.L., & RYAN, R.M. Overview of self-determination theory: An organismic dialectical perspective. In: *Handbook of self-determination research*, 2002, p.3-33.
7. WIGFIELD, A., CAMBRIA, J., ECCLES, J.S. Motivation in education. In: R.M. Ryan (Eds.). *The Oxford handbook of human motivation*. Oxford University press, Inc., 2012, p.463-478.

Prezentat la 17.09.2014