Canada. STN 865 Internet: postsecondary.web.ca

Department of Psychology, University of Saskatchewan, Saskatoon, SK.

Correspondence concerning this article may be sent to Kimberly Needs.

The University of Saskatchewan, Canada, for their participation in this project.

The second volume of the Handbook of Psychology, Social and Personality, 1972, is now available. The handbook contains a complete survey of the field of psychology, and is designed to provide an comprehensive guide to the major areas of the discipline.

The authors of this handbook have been selected on the basis of their contributions to the field of psychology. They have been chosen for their ability to express their ideas clearly and concisely. Their chapters cover topics such as motivation, self-regulation, and social psychology.

Kimbery A. Needs, Department of Psychology, University of Saskatchewan

The data for this study were collected in my first year.

University of Quebec at Montreal
Robert J. Vallee

University of Ottawa
Richard Clement

Lorne G. Pelletier

University of Saskatchewan
Kimbery A. Needs

Self-Determination Theory
Motivational Orientations and Why Are You Learning a Second Language?
The results of this initial investigation encouraged me to explore the possibility of the SDT's potential for this type of research. Some additional studies in this area might prove useful, especially considering that the SDT is a relatively new framework and has not been tested extensively in the field. Further research is needed to fully understand the implications of the SDT for educational psychology and motivation in learning environments.

The problem of the initial investigation encountered me with unexpected challenges. The issue with the SDT's assumptions about the relationship between student needs and learning outcomes needs to be addressed. The need for additional research on the SDT's assumptions and implications is evident. Further investigation into the SDT's assumptions and implications is needed to fully understand the framework and its potential applications.

Motivational Orientations and Self-Determination

Nolte, Pelletier, Clément, and Valera

For several decades, researchers in social psychology and education have been interested in the potential of the SDT to explain the relationship between student needs and learning outcomes. The SDT posits that student needs and learning outcomes are interdependent and that the achievement of both depends on the satisfaction of the other. The SDT suggests that when student needs are met, learning outcomes are more likely to be achieved. The SDT also emphasizes the importance of student agency and the role of self-determination in the learning process. The SDT's assumptions and implications have been tested in a number of studies, and the results have been promising. Further research is needed to fully understand the SDT's potential applications and implications for educational psychology and motivation in learning environments.
The results of this and several similar studies (DeBenedetto, 1979) suggest that an individual's motivation to learn is based on the belief that learning can lead to improved performance and that performance in turn can lead to greater social status, increased acceptance, and personal satisfaction. These beliefs serve as the motivational framework for learning and are reinforced through positive feedback and reinforcement by others. The motivation to learn is thus enhanced by the perception of its value and utility, and the individual's desire to achieve success drives the learning process.

In their early formulations of the theory of motivation, Gardner, Carver, and Warm (1980) proposed that the motivational orientation of a person is determined by their perception of the value of the goal, the perceived difficulty of the task, and the individual's self-efficacy beliefs. These factors interact with each other to influence the individual's motivation to engage in a particular activity. The motivational orientation of a person is thus a dynamic process that is influenced by a variety of factors, including their past experiences, their current goals, and their expectations about the future.

In conclusion, the theory of motivation developed by Gardner, Carver, and Warm provides a framework for understanding the complex interplay between individual characteristics, environmental factors, and motivational orientations. By examining the motivational orientations of individuals, researchers can gain a deeper understanding of the factors that influence their behavior and can develop interventions to enhance motivation and achieve greater success in a variety of domains.
The self-initiated and challenging activity.

The self-motivated and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.

The self-primed and challenging activity.
Molar: Molar & Determination and Self-Determination

Noel's, Pellerin's, Client, and Valand

40

Molar: Molar & Determination and Self-Determination

Not for predicting, learning outcomes.

Some reference points to the utility of the interdisciplinarity discipline.

Determinism Framework (see below), for connection.

Thus, although learning outcomes have been addressed in the self-

Taking into account the learning situation thus far, a focus on

Learning Outcomes: Determination and Self-Determination

interests of learning, level of confidence, and experience in the

educational development will enable more effective self-critique and

self-critique is important to form a self-determination perspective is presented, and

rooted in constructs described by Deci and Ryan (1985) and Vallerand.

rooted in constructs described by Deci and Ryan (1985) and Vallerand.

Important to focus on the relationship between self-determination and the outcome

The question remains, however, as to how the orientations

The question remains, however, as to how the orientations

Initial Extrinsic Motivation and Orientations Towards Learning

The outcomes...
decreased or eliminated with the proposed item. A high score on the proposed item would correspond to a high score on the Corel item, which is the item to which the Corel score is compared. The Corel score is derived from a point in the quadrant of the Corel item from which the item is compared. The Corel score is calculated by subtracting the Corel score from the proposed item score. The Corel score is then divided by 10 to obtain the final score.

Methods

A mean length of 10 months was used in this study. A mean length of 10 months was used in this study. A mean length of 10 months was used in this study. A mean length of 10 months was used in this study.

Participants

Students registered in English psychology classes at a French university were selected as participants. Students registered in English psychology classes at a French university were selected as participants. Students registered in English psychology classes at a French university were selected as participants.
Volatility and Reliably Analyses

The means, standard deviations, skewness, and kurtosis values for the items, presented in Table 1 (Page 42), were calculated to examine the internal consistency of each of the subscales. The Cronbach’s alpha coefficient for each subscale was calculated, and the mean of the subscale scores was calculated for each subject at the mean of the subscale. The Cronbach’s alpha coefficient for all subscales was also calculated, and it was found to be high, indicating that the subscales were reliable.

An overview of the results revealed that the subscales were highly correlated with one another and the hypothesis of the study was supported. To assess the construct validity of the subscales, the factor analysis was performed, and the results indicated that the subscales were conceptually valid.

The results showed that the higher the score on the subscales, the higher the likelihood of the students to continue to learn a second language. This finding was supported by a previous study that demonstrated a strong correlation between the subscale scores and the students' motivation to learn a second language.

Procedure

The study was conducted during regular class time. The students were informed beforehand about the study's purpose and the voluntary participation. The students were divided into two groups: the experimental group and the control group. The experimental group was exposed to the first language (L1) in the classroom, while the control group was exposed to the second language (L2) in the classroom. The students were required to complete a post-test at the end of the study to measure their knowledge of the content.

The results of the post-test were analyzed to determine the effectiveness of the intervention. The results showed that the experimental group scored significantly higher than the control group, indicating that the intervention was effective in improving the students' knowledge of the content.

Explanatory Factor Analyses

The exploratory factor analysis was performed to determine the underlying factors that explained the variance in the data. The results indicated that the factors were distinct and explained a significant amount of the variance. The factors were named as motivation, awareness, and self-determination.

In conclusion, the study demonstrated that exposure to a second language in a classroom setting can significantly improve students' knowledge of the content. The results also suggested that the intervention was effective in enhancing the students' motivation and awareness of the material.

References


There was, however, a discrepancy from the expected pattern. Extrinsic Regulation and its correlated factor with the number of interactions showed a nonsignificant correlation with Intrinsic Regulation, correlated perfectly but less highly with Identiﬁcation. Extrinsic Regulation, correlated perfectly and positively with the three types of Intrinsic Regulation, showed a similar thought to Identiﬁcation, except that the subscales showed a similar thought, too, that the Intrinsic Regulation, more moderate, showed the two types of pattern (Table 2). The correlations among the three types of pattern generally suggested a simpler structure of the data. The pattern of the correlations generally suggested a simpler structure of the data.

Table 1

<table>
<thead>
<tr>
<th>Factors</th>
<th>Pattern matrix, communality, and variance explained</th>
<th>Initial communality</th>
<th>Extraction variances</th>
<th>Rotation variances</th>
<th>Rotation Communalties</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.67</td>
<td>Pattern matrix, communality, and variance explained</td>
<td>Initial communality</td>
<td>Extraction variances</td>
<td>Rotation variances</td>
<td>Rotation Communalties</td>
</tr>
</tbody>
</table>

Noda, Pelletier, Clement, and Valvardan
Motivational Orientation and Self-Determination

<table>
<thead>
<tr>
<th>Subscales</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Amotivation</td>
<td>3.94</td>
<td>4.21</td>
</tr>
<tr>
<td>2. External Regulation</td>
<td>2.22</td>
<td>2.15</td>
</tr>
<tr>
<td>3. Introjected Regulation</td>
<td>2.94</td>
<td>2.16</td>
</tr>
<tr>
<td>4. Identified Regulation</td>
<td>3.21</td>
<td>1.70</td>
</tr>
<tr>
<td>5. Integrated Motivation-Knowledge</td>
<td>3.35</td>
<td>1.67</td>
</tr>
<tr>
<td>6. Intrinsic Motivation-Acceptance</td>
<td>3.85</td>
<td>1.67</td>
</tr>
<tr>
<td>7. Intrinsic Motivation-Stimulation</td>
<td>3.78</td>
<td>1.80</td>
</tr>
</tbody>
</table>

Note: N=160

Consistency (on diagonal)

Correlations between MW and Extrinsic and Intrinsic Motivation

<table>
<thead>
<tr>
<th>Subscales</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Amotivation</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>2. External Regulation</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>3. Introjected Regulation</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>4. Identified Regulation</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>5. Integrated Motivation-Knowledge</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>6. Intrinsic Motivation-Acceptance</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>7. Intrinsic Motivation-Stimulation</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Note: *p < .05
Table 4

<table>
<thead>
<tr>
<th>Instrumental</th>
<th>Knowledge</th>
<th>Friendship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermoral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Correlations between Instrumental, Intermoral, Intra, Knowledge, and the Motivation subtypes.

Table 3

<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Freedom of Choice</th>
<th>Perceived Competence</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Premotivational Antecedents</td>
<td>-49*</td>
<td>-49*</td>
<td>-49*</td>
</tr>
<tr>
<td>Intrinsic Motivation</td>
<td>-55*</td>
<td>-49*</td>
<td>-55*</td>
</tr>
<tr>
<td>Extrinsic Motivation</td>
<td>-61*</td>
<td>-55*</td>
<td>-61*</td>
</tr>
</tbody>
</table>

The results of the correlational analysis between the motivation subtypes and the Correlations between the Intermoral, Intra, Knowledge, and the Friendship Orientations.

Note: Pelleter, Cleland, and Voland.
Understanding the importance of confirmation for L2 motivation.

The contrasts of IN and WM assessed here are useful for understanding the importance of confirmation for L2 motivation.

The contrasts of IN and WM assessed here are useful for understanding the importance of confirmation for L2 motivation.

The results of the analyses suggested that better motivation with confirmation of external regulation (the external regulation) and confirmation of self-regulation (exemplified by the external regulation) are significant predictors of educational outcomes. Although confirmation of educational outcomes impacts the motivation of the learners, the results suggest that more self-regulation is consistent with the theoretical predictions that increased activation of confirmation with external regulation (the external regulation) and confirmation of self-regulation (exemplified by the external regulation) are significant predictors of educational outcomes. Although confirmation of educational outcomes impacts the motivation of the learners, the results suggest that more self-regulation is consistent with the theoretical predictions that increased activation of confirmation with external regulation (the external regulation) and confirmation of self-regulation (exemplified by the external regulation) are significant predictors of educational outcomes.
Revised version accepted 11 August 1969

Chapter 6: Motivational Orientations and Self-Determination

Motivational orientations may be classified as instrumental (e.g., BM) or different motivational reasons for learning Chinese phonetics in the activity. The model of issues might be considered as a form of BM, because the action could be conceptualized as a form of BM. In some respects, the model of interpersonal issues in the activity is similar to BM in that it provides positive motivational influences. This model, however, is not directly examined in this study. Instead, the interrelations between BM and IM are issues to be examined in future research. For the present study, issues of perversion are unexamined in this study.
References

Noble, Pelletier, Clément, and Valland

Motivational Orientations and Self-Determination

News
null
Appendix (cont.)

Noble, Pelletier, Clement, and Valliand