



AUTONOMY, COMPETENCE, RELATEDNESS - SUPPORTING STUDENT WELL-BEING THROUGH PSYCHOLOGICAL NEEDS



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Prosocial behavior increases well-being and vitality even without contact with the beneficiary: Causal and behavioral evidence

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The Benefits of Benevolence: Basic Psychological Needs, Beneficence, and the Enhancement of Well-Being

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The Journal of Positive Psychology, 2016
Vol. 11, No. 5, 531–545, <http://dx.doi.org/10.1080/17439760.2015.1030311>

Meaningfulness as Satisfaction of Autonomy, Competence, Relatedness, and Beneficence: Comparing the Four Satisfaction and Positive Affect as Predictors of Meaning in Life

Frank Martela¹ · Richard M. Ryan^{2,3} · Michael F. Steger^{4,5}

The three meanings of meaning in life: Distinguishing coherence, purpose, and

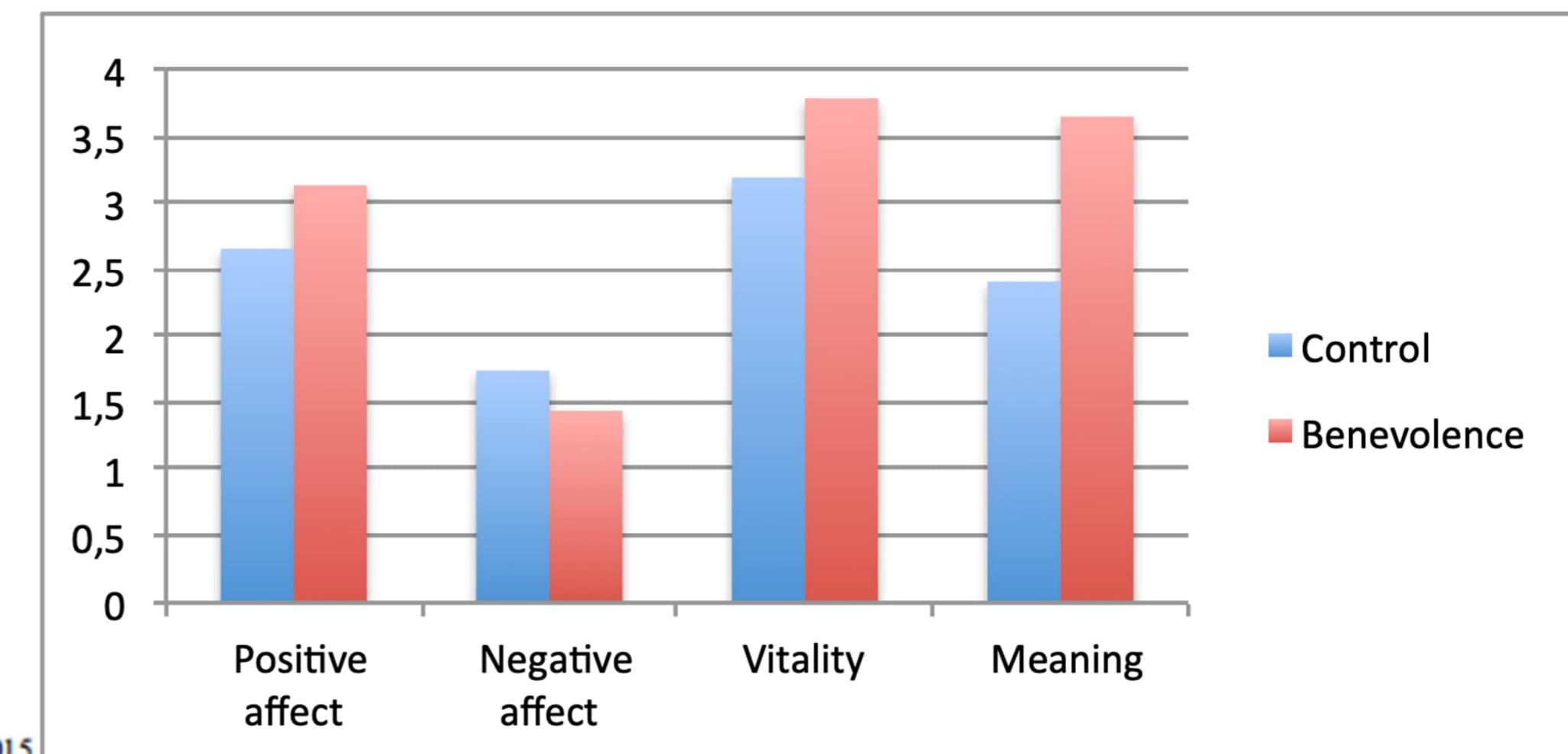
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Fallible Inquiry with Ethical Ends-in-View: A Pragmatist Philosophy of Science for Organizational Research

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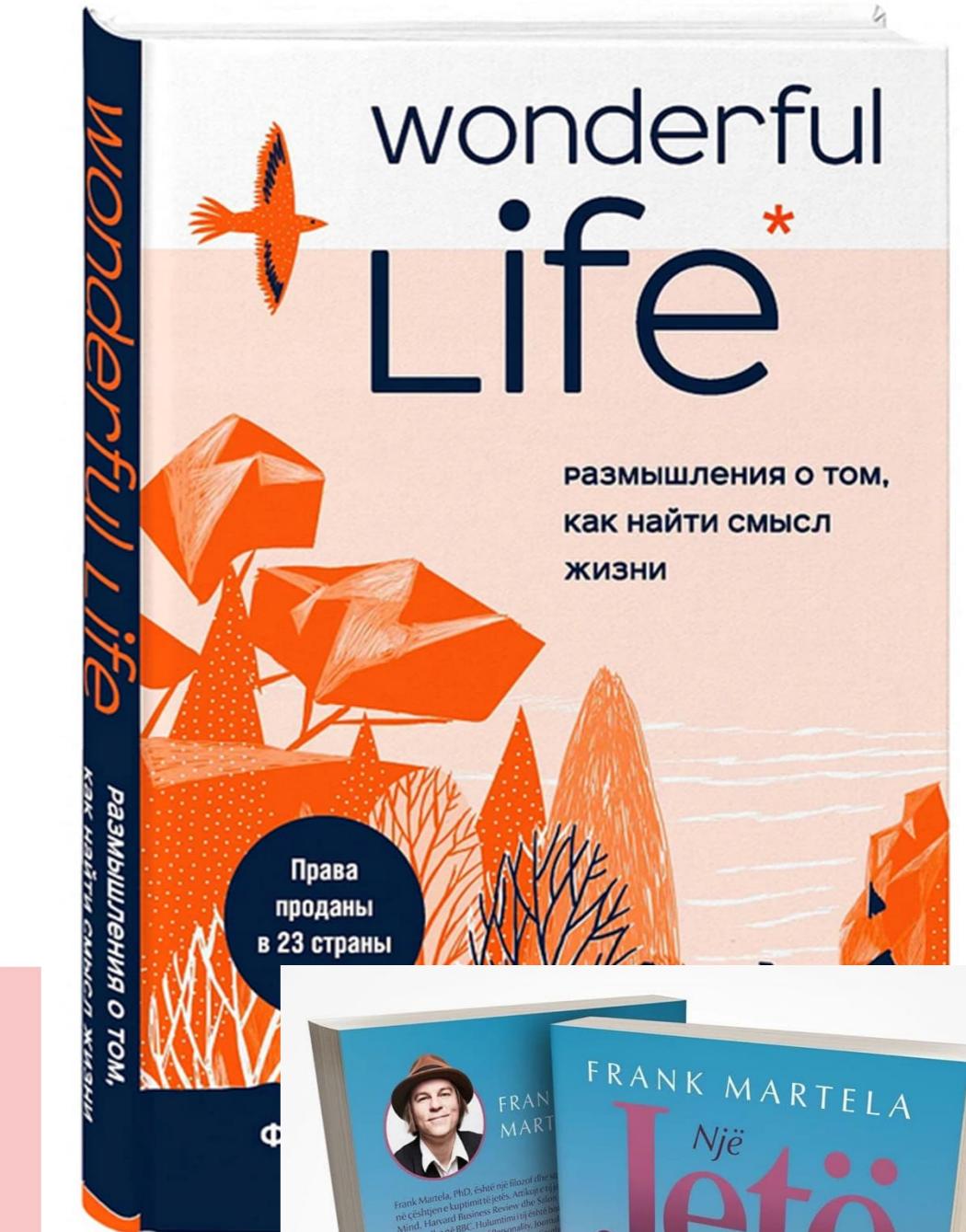
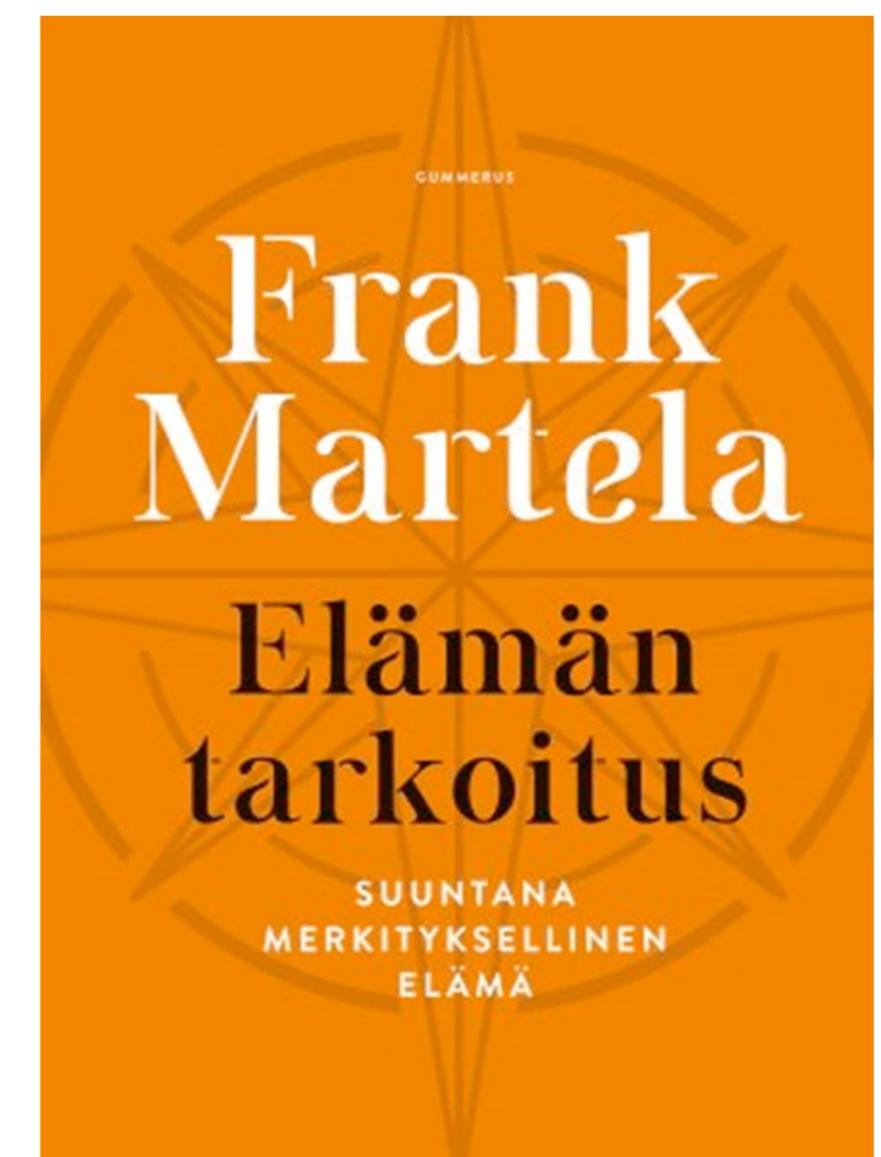
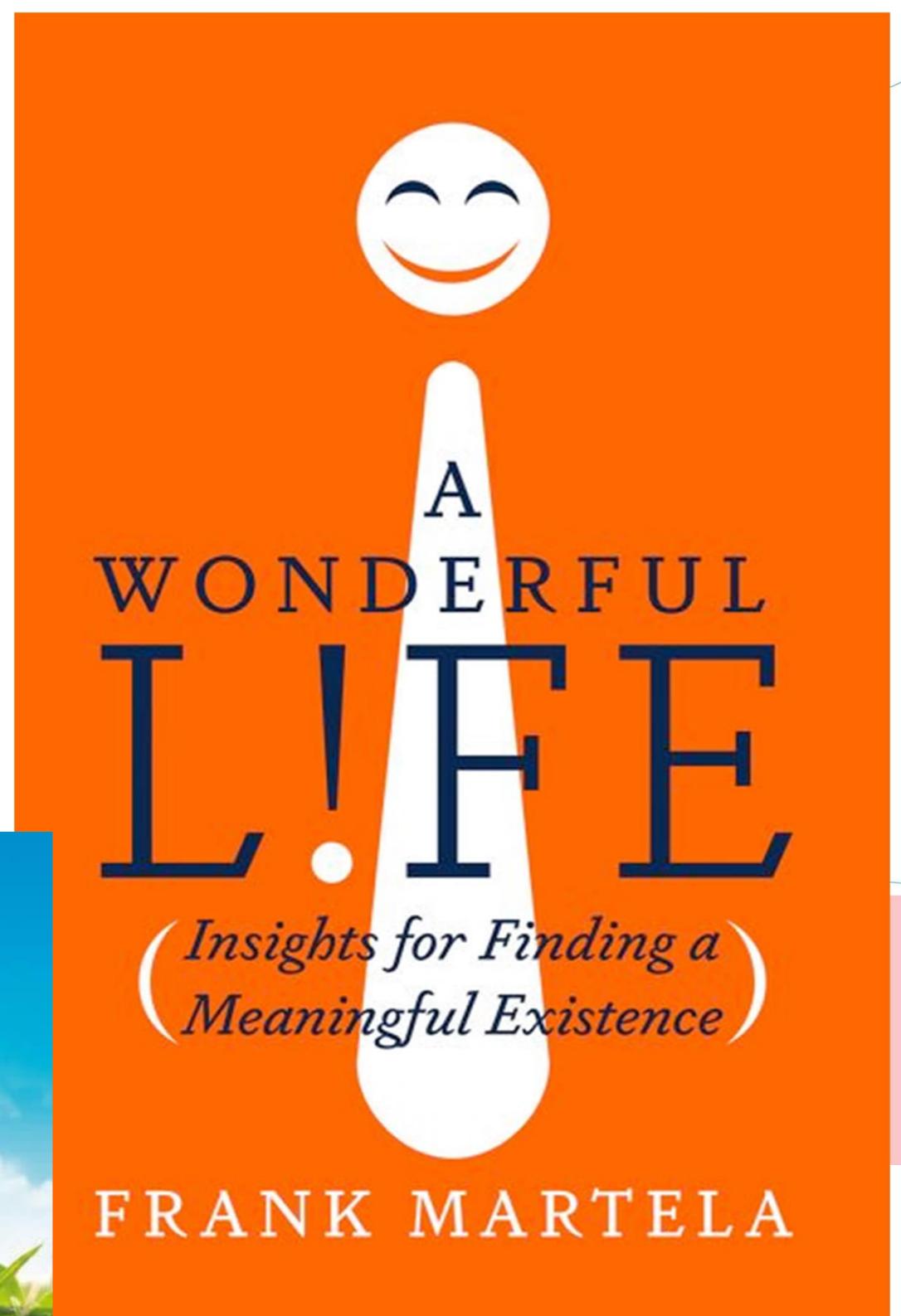
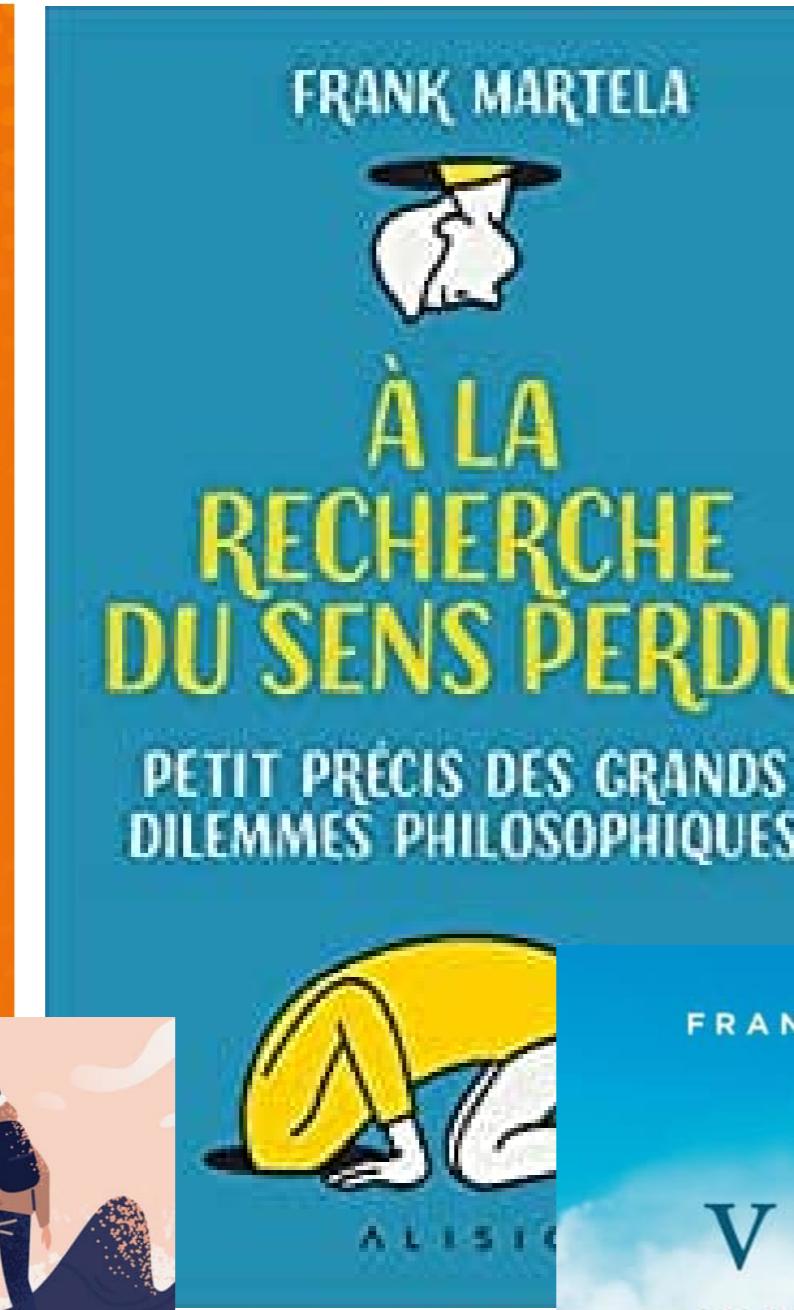
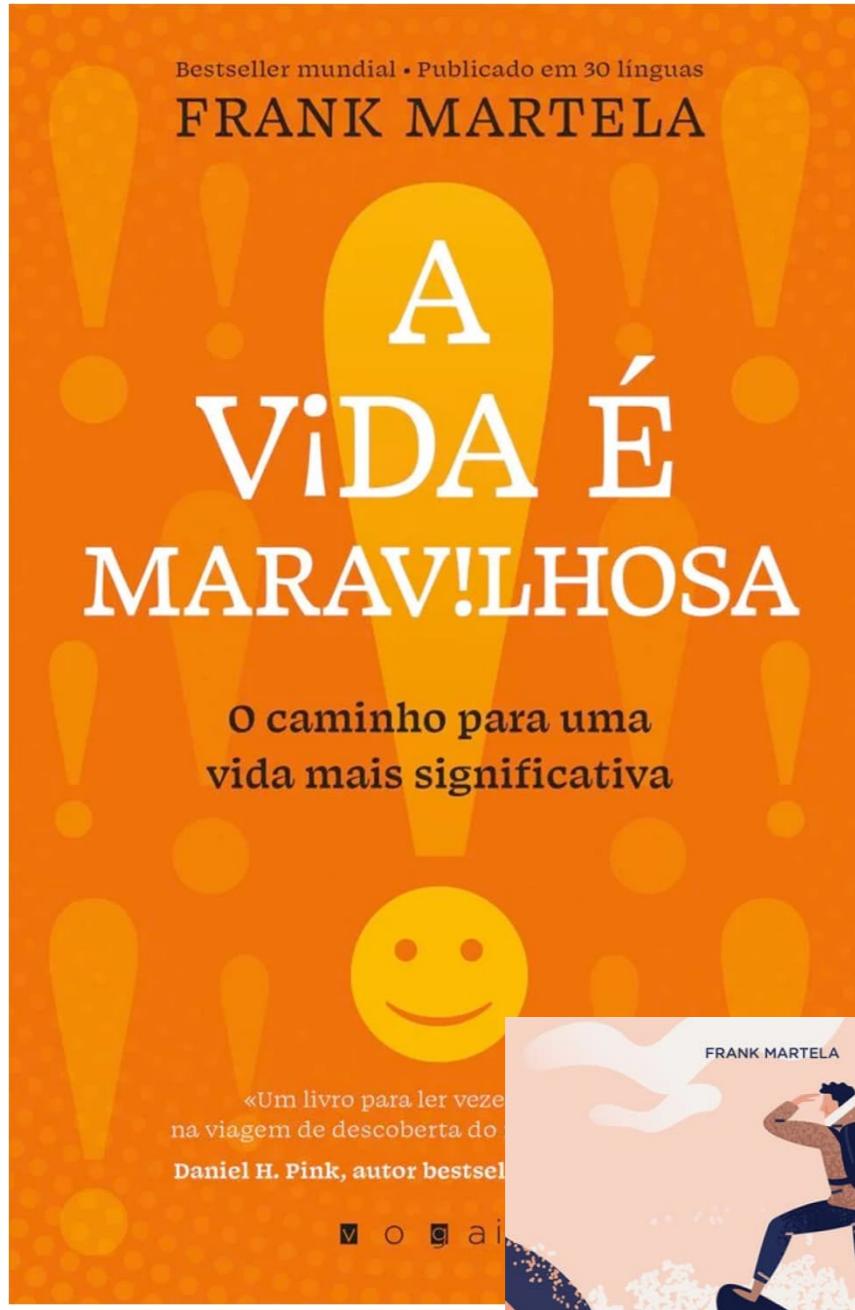
The Southern Journal of Philosophy
Volume 55, Issue 2
June 2017

MEANINGFULNESS AS CONTRIBUTION

FRANK MARTELA

Organization Studies
2015, Vol. 36(4) 537–563
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DOI: 10.1177/0170840614559257
www.egosnet.org/os





Smile? The Results From the 2020 World Happiness Report Are In

“Thus, in the current crisis, people are willing to follow instructions and trust that everyone will do their part,” Frank Martela, a Finnish philosopher who contributed to the report, said in an email. “Every time the president or the prime minister holds a public speech about the issue, the overwhelming response is one of trust and commitment.”

“People are stating and feeling that we are in this together,” he said.

NewScientist

DISCOVER

BBC

Le Monde

Berliner Zeitung

THE TIMES

The Telegraph

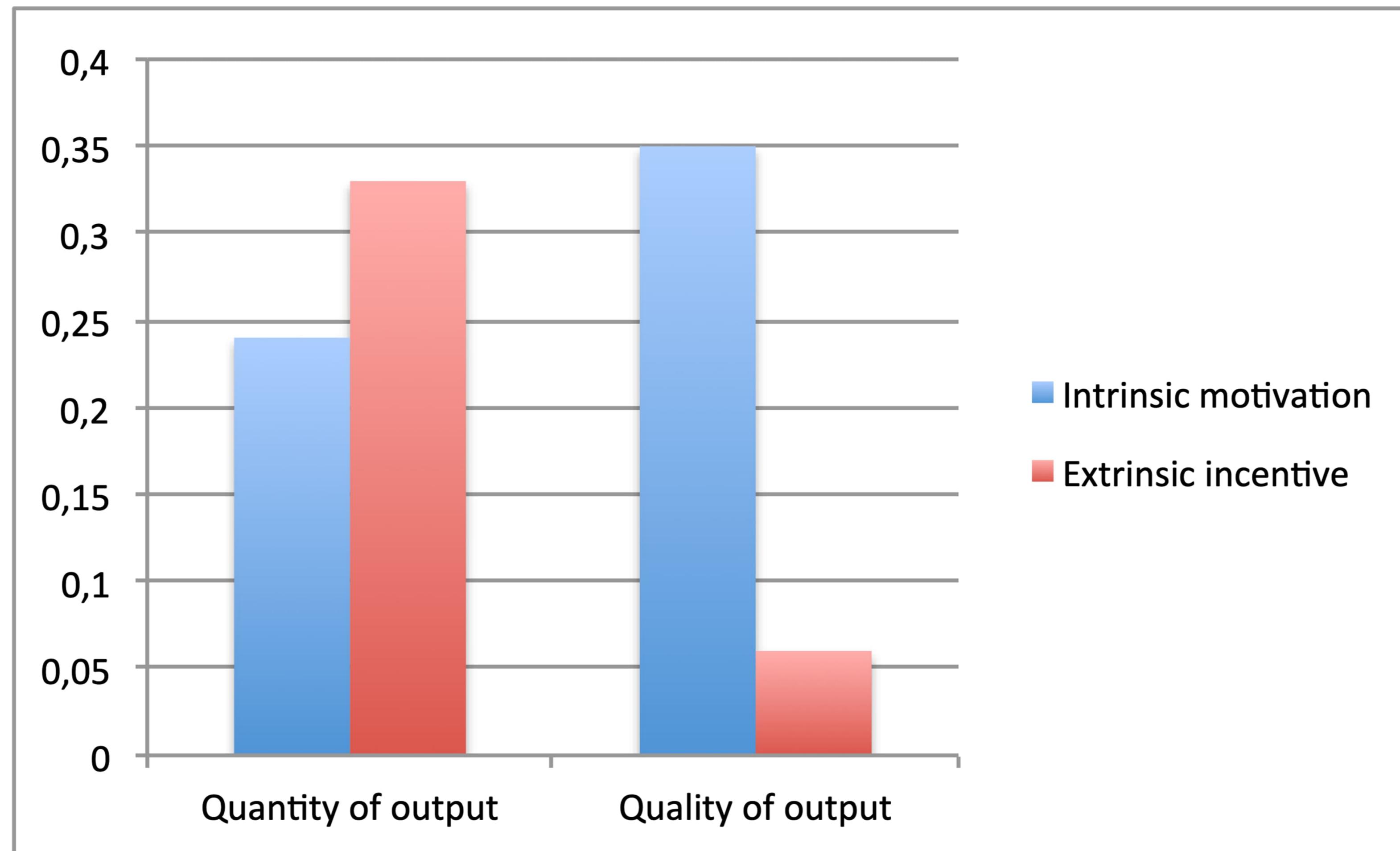
deVolkskrant

NATIONAL POST



VICE News

TYPES OF MOTIVATION AS PREDICTORS OF PERFORMANCE



Meta-analysis of 183 studies having in total 212,000 participants.

Cerasoli, C. P., & Nicklin, J. M. (2014). Intrinsic Motivation and Extrinsic Incentives Jointly Predict Performance: A 40-Year Meta-Analysis.

Psychological Bulletin

ENGAGEMENT: WHY DOES IT MATTER?



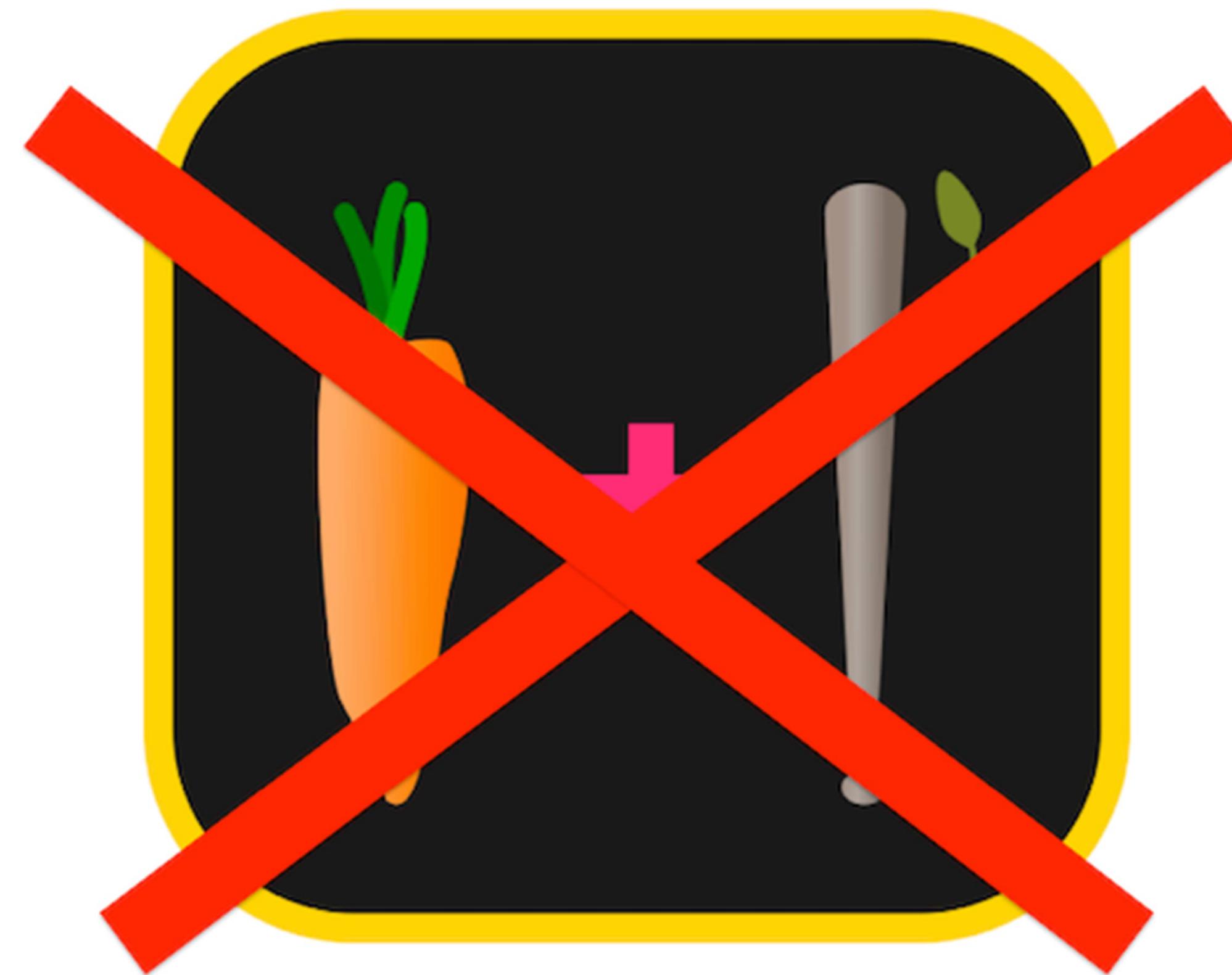
Meta-analysis of 73 interventions in health promotion:

	k	g	95% CI	p	Q	p	I²
Health Behaviour – End of intervention	49	0.450	0.329 0.571	<.01	334.39	<.01	85.6
Health Behaviour – Follow-up	28	0.278	0.172 0.384	<.01	78.08	<.01	65.4
Physical health – End of intervention	16	0.042	-0.151 0.234	.67	52.30	<.01	71.3
Physical health – Follow-up	14	0.280	0.033 0.528	.03	174.12	<.01	92.5
Psychological health – End of intervention	22	0.294	0.135 0.452	<.01	78.00	<.01	73.1
Psychological health – Follow-up	10	0.137	-0.087 0.361	.23	36.71	<.01	75.5

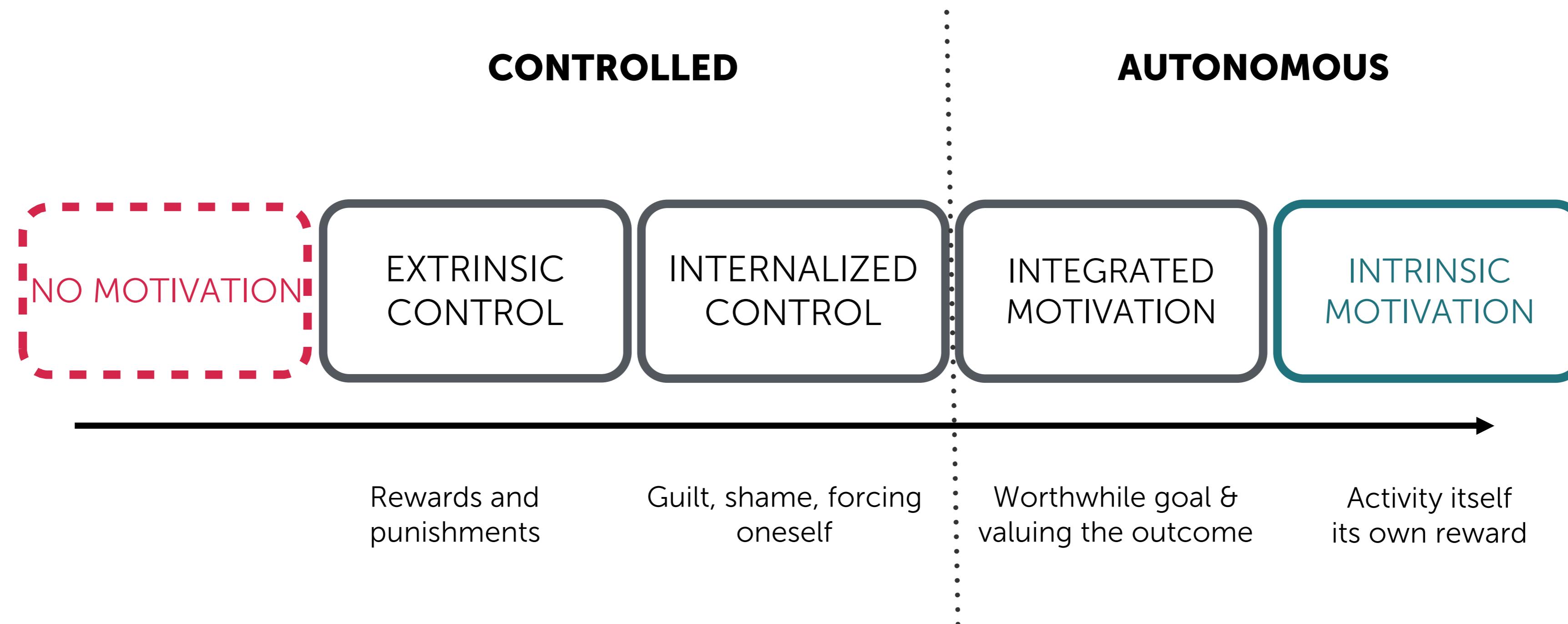
Ntoumanis, N., Ng, J. Y., Prestwich, A., Quested, E., Hancox, J. E., Thøgersen-Ntoumani, C., Deci, E. L., Ryan, R. M., Lonsdale, C., & Williams, G. C. (2021). A meta-analysis of self-determination theory-informed intervention studies in the health domain: Effects on motivation, health behavior, physical, and psychological health. *Health Psychology Review*, 15(2), 214–244.

- Productivity
(Xanthopoulou et al. 2009)
- Better customer service (Salanova et al. 2005)
- Proactivity and initiative
(Salanova & Schaufeli 2008)
- Learning
(Sonnentag 2003)
- Creativity & innovativity
(Hakanen et al. 2008)
- Less sickness absenteeism
(Schaufeli et al. 2009)
- Physical health (Seppälä et al. 2012)
- Less anxiety
(Schaufeli et al. 2008)
- More satisfaction with life
(Hakanen et al. 2012)

TWO TYPES OF MOTIVATION: AUTONOMOUS SELF-MOTIVATION VS. CONTROLLED MOTIVATION



THE MOTIVATION CONTINUUM



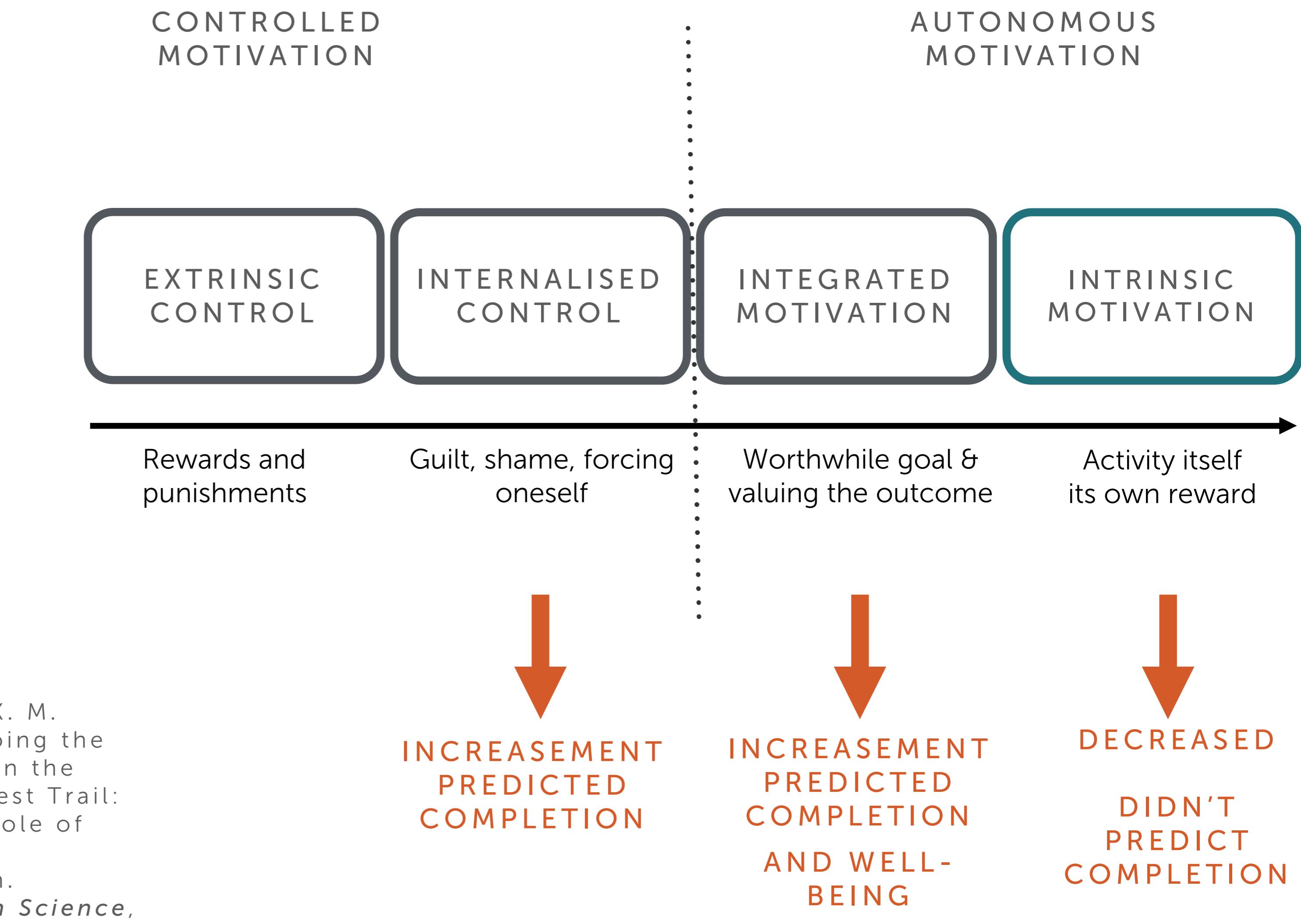
Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.

Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. Guilford Press.



PACIFIC CREST TRAIL

THE MOTIVATION CONTINUUM: PACIFIC CREST TRAIL



MOTIVATION CONTINUUM AT SCHOOL

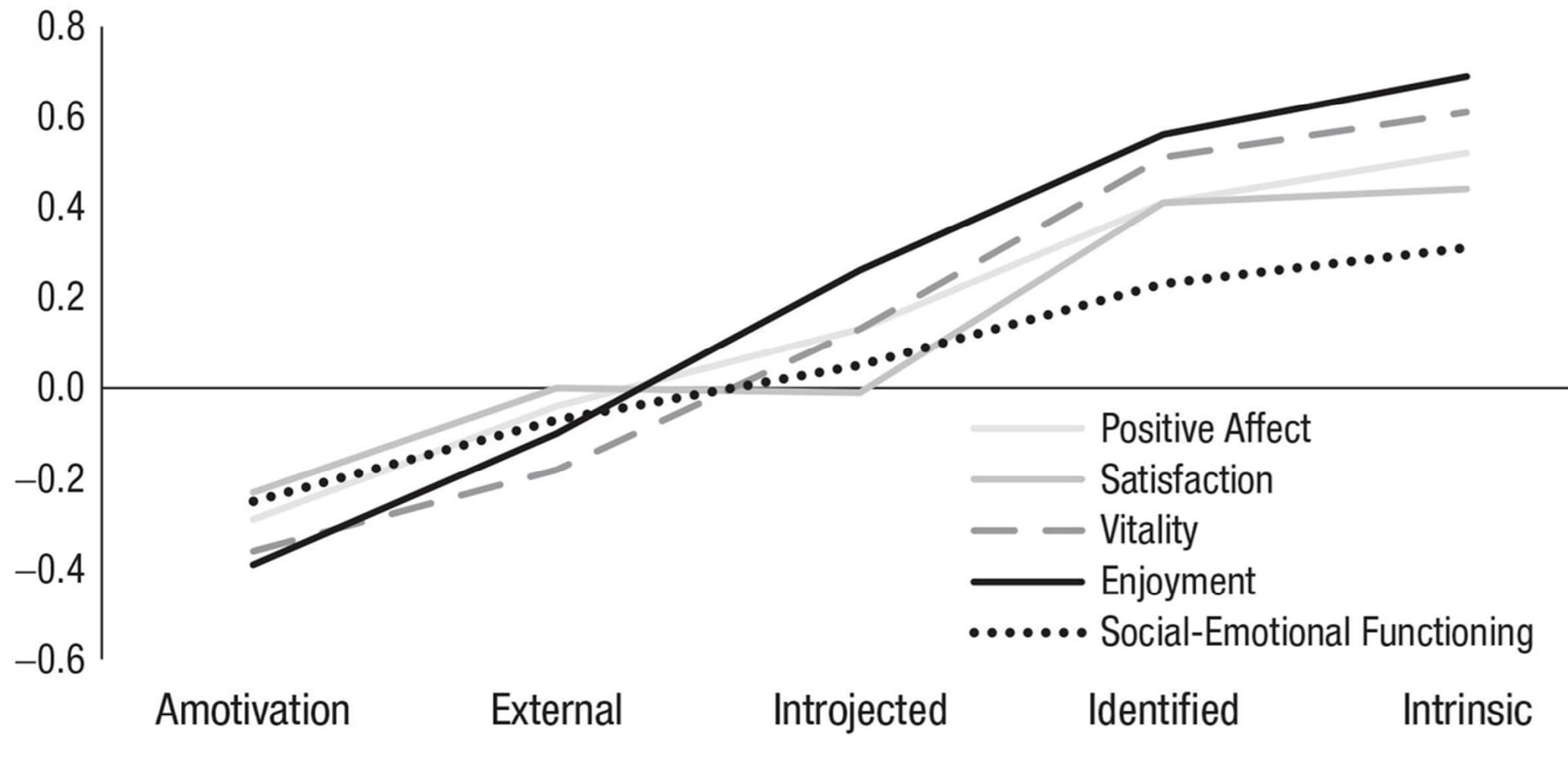


Fig. 7. Graphical representation of correlations between motivation and adaptive well-being outcomes.

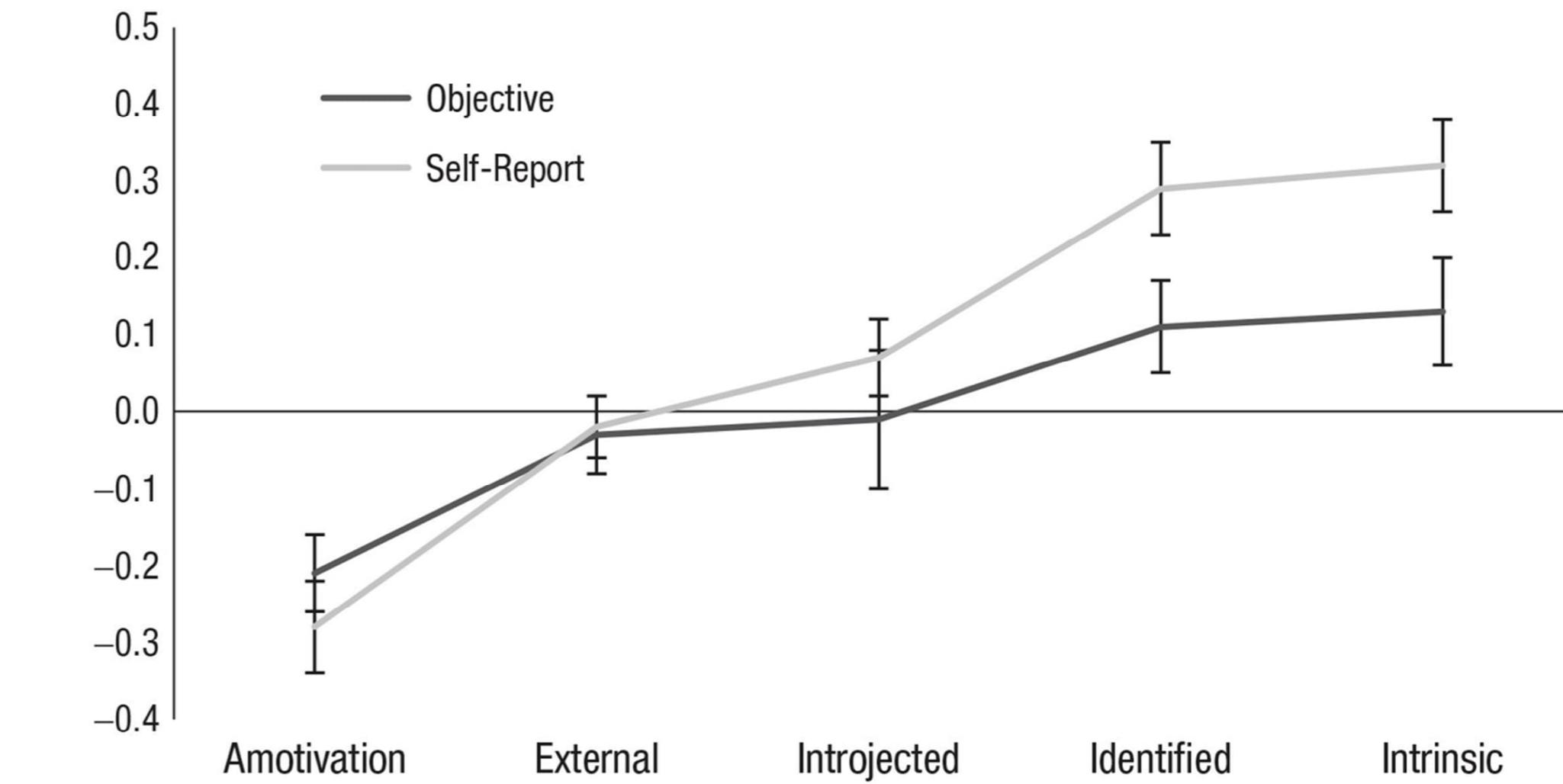


Fig. 4. Graphical representation of correlations between motivation factors and academic performance.

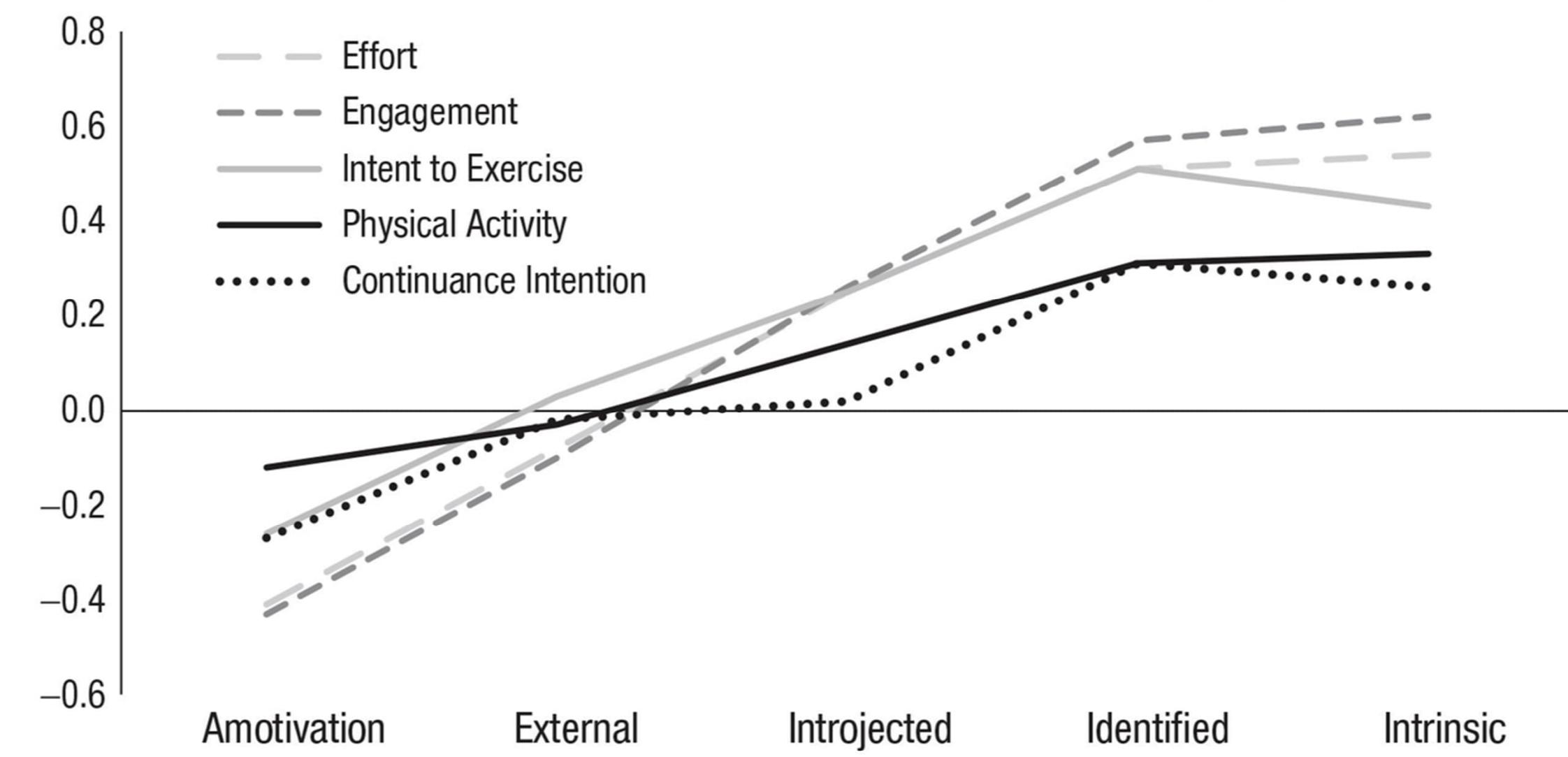


Fig. 5. Graphical representation of correlations between motivation and adaptive persistence outcomes.

Meta-analysis of 344 samples
(223,209 participants)

Howard, J. L., Bureau, J. S., Guay, F., Chong, J. X., & Ryan, R. M. (2021). Student motivation and associated outcomes: A meta-analysis from self-determination theory. *Perspectives on Psychological Science*, 16(6), 1300–1323.

DO YOU DO THINGS BECAUSE

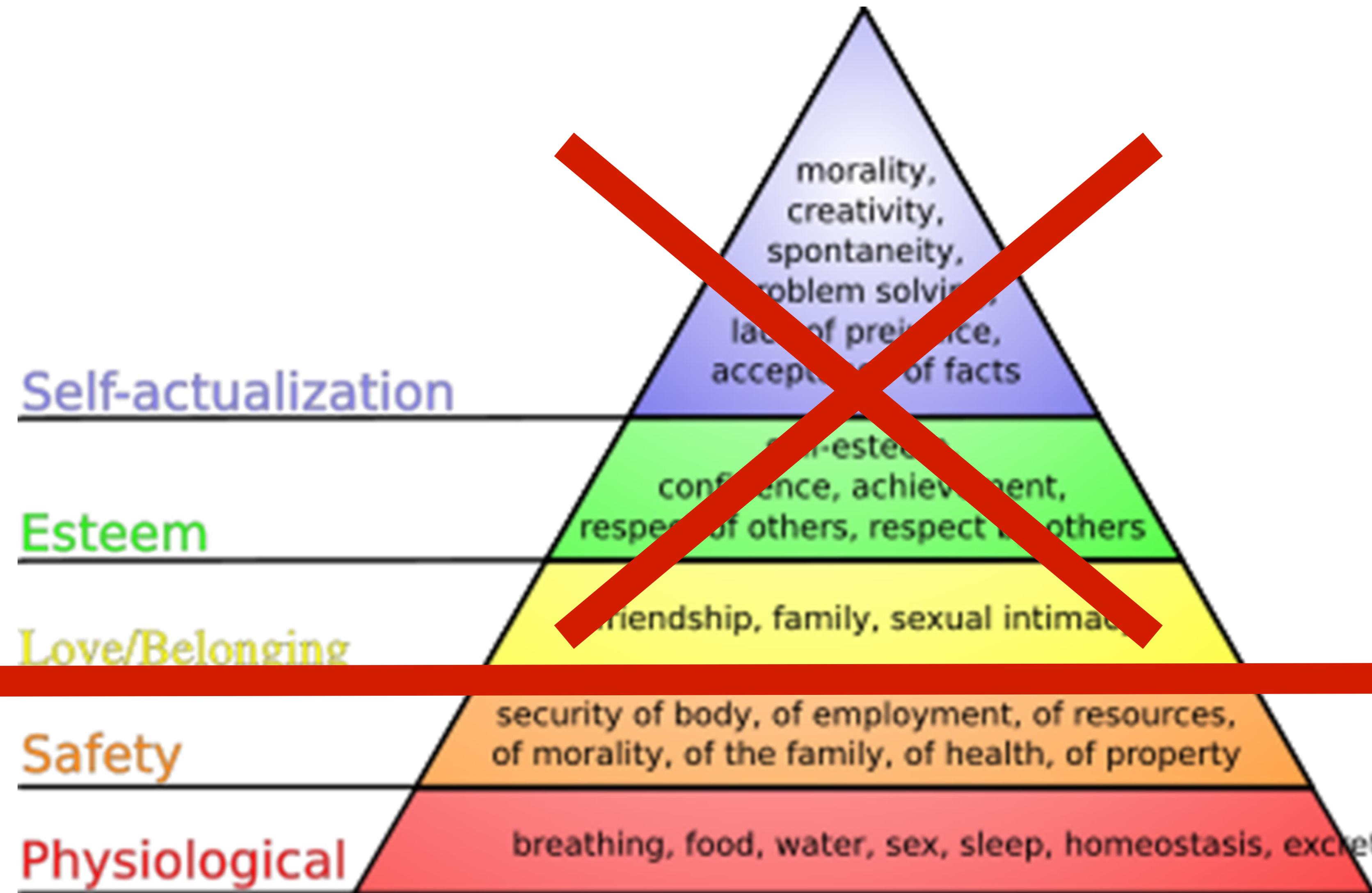
A) YOU HAVE TO

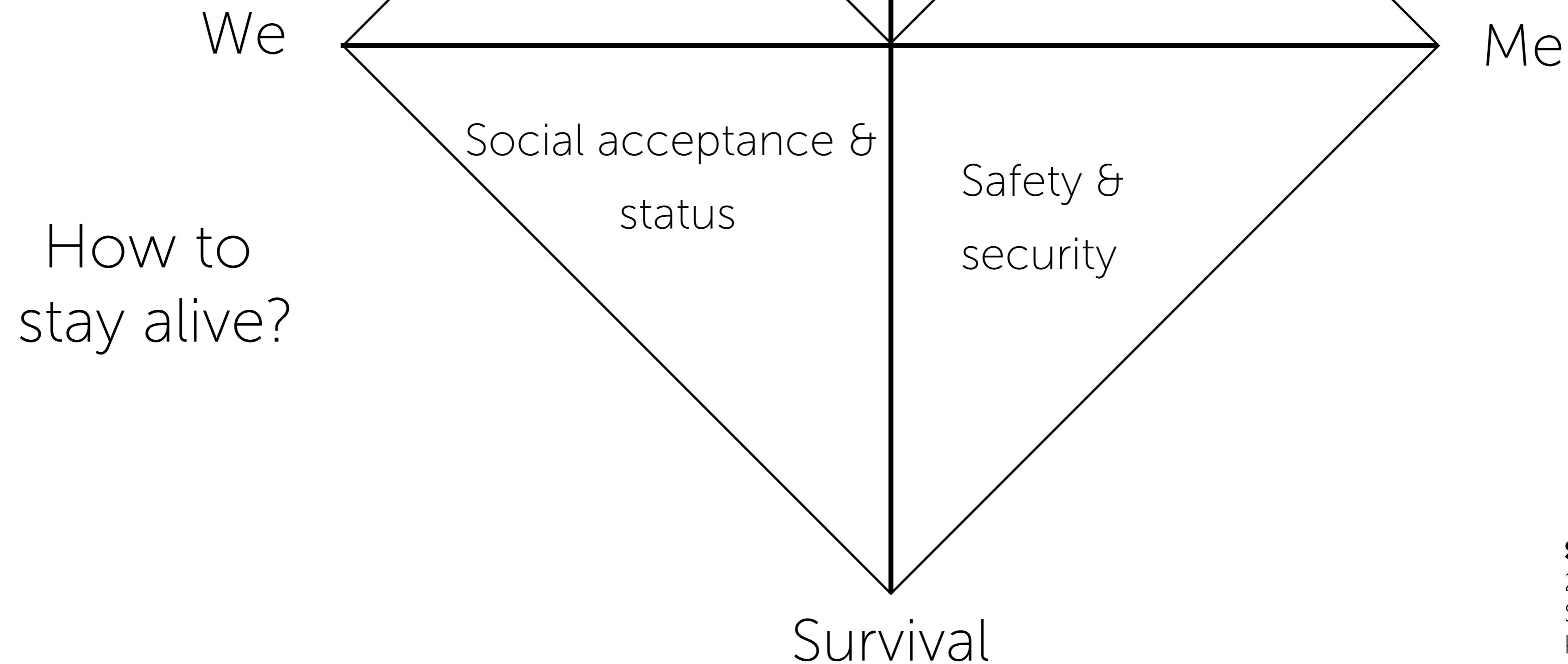
B) YOU WANT TO

WHAT DO HUMANS ULTIMATELY STRIVE FOR IN LIFE?



MASLOW'S HIERARCHY OF NEEDS





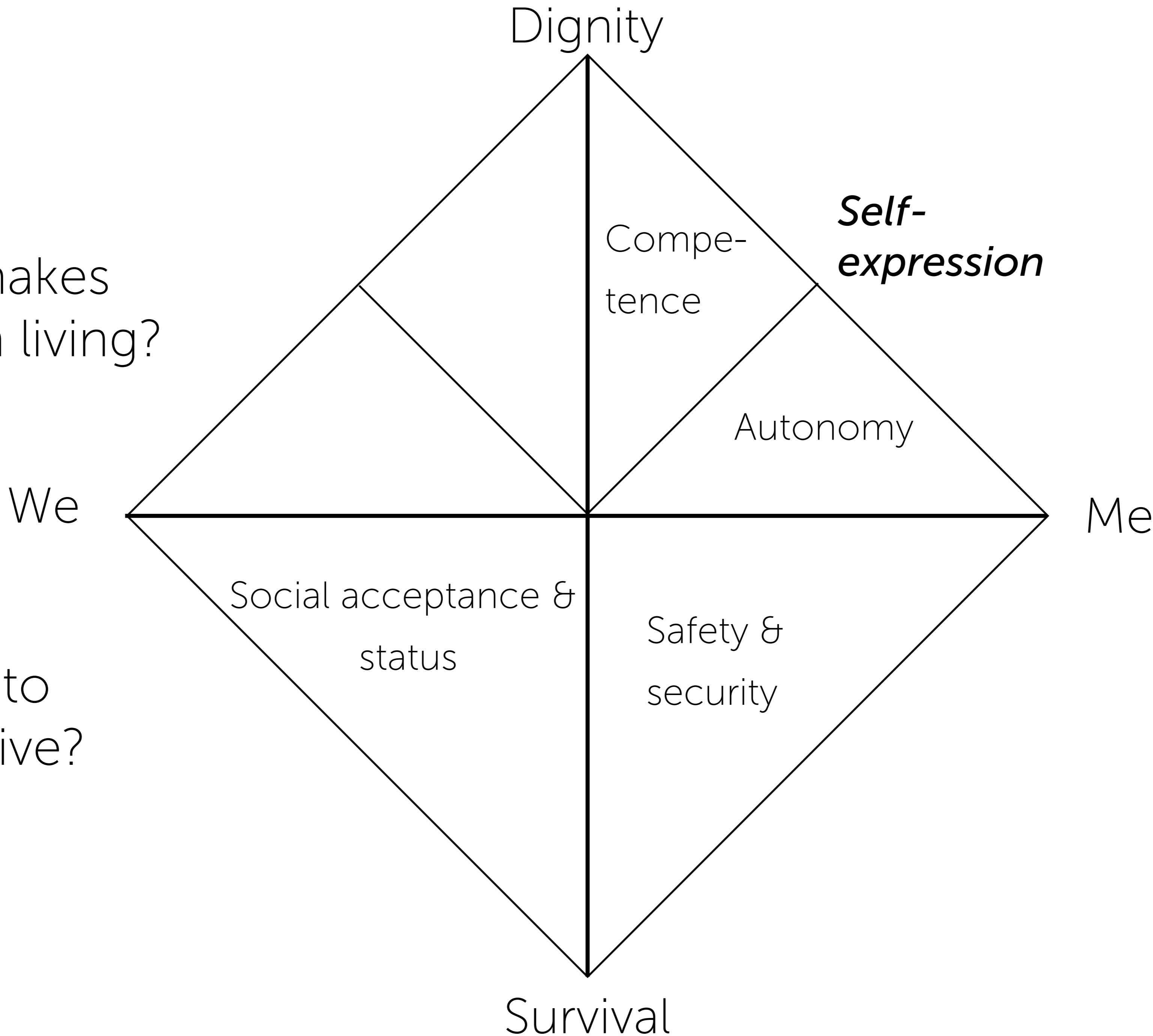
Source: Martela, F.,
2015: Valonöörin -
Sisäisen motivaation
käsikirja

Why do you want this job?



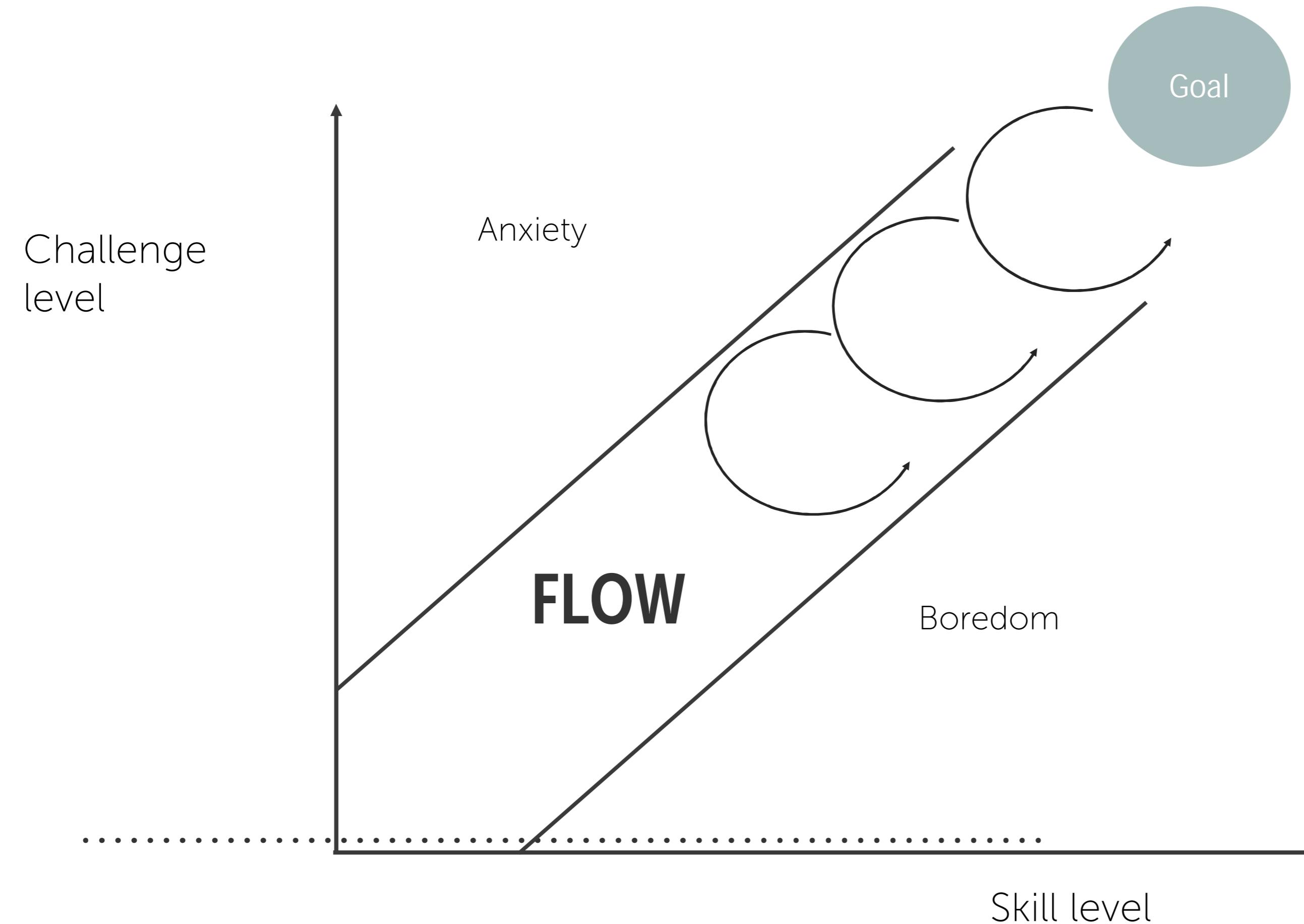
What makes
life worth living?

How to
stay alive?

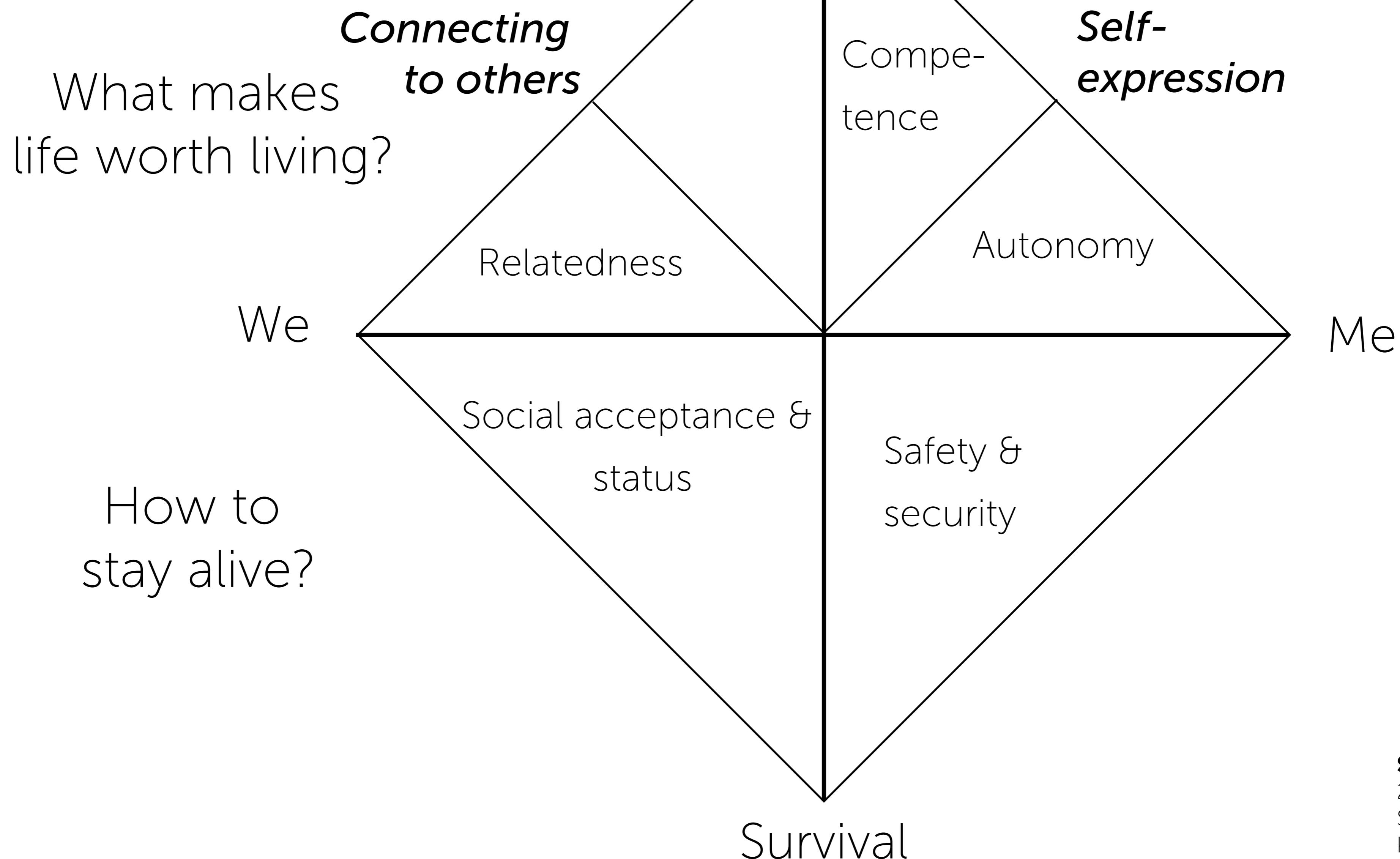


Source: Martela, F.,
2015: Valonööröt -
Sisäisen motivaation
käsikirja

FLOW CHANNEL



Mihaly Csikszentmihalyi (1990) Flow: The Psychology of Optimal Experience



Source: Martela, F.,
2015: Valonööröt -
Sisäisen motivaation
käsikirja

Close relationships

QUANTITY

QUALITY



Control group

The screenshot shows a web page with a green header bar. The header contains links for HOME, SUBJECTS, GROUPS, RICE!, SIGN UP, LOGIN, ABOUT, SPREAD THE WORD, and ENGLISH ▾. Below the header, a yellow bar features a key icon and the text 'login | sign up (track your totals, join and create groups and more)'. The main content area has a light green background. On the left, a dark green sidebar is visible. The main content area is titled 'English Vocabulary' and shows the word 'peek' with a definition: 'means: quick look'. Below the definition are four options: 'carpet', 'mom', and 'woods'. To the right of the definition is a speaker icon. At the top right of the main content area is a 'New Subjects! ▶' button. To the right of the main content area is a 'How to Play' section with two bullet points: 'Click on the right answer in the middle of this page.' and 'If you get it right, you get a harder question. If you get it wrong, you get an easier question.' At the bottom right is a 'WARNING' section with the text: 'WARNING: This game may make you smarter. It may improve your speaking, writing, thinking, grades, job performance... [\(more\)](#)'.

HOME SUBJECTS GROUPS RICE! SIGN UP LOGIN ABOUT SPREAD THE WORD ENGLISH ▾

login | sign up (track your totals, join and create groups and more)

English Vocabulary

peek means:

quick look

carpet

mom

woods

New Subjects! ▶

How to Play

- Click on the right answer in the middle of this page.
- If you get it right, you get a harder question. If you get it wrong, you get an easier question.

WARNING: This game may make you smarter. It may improve your speaking, writing, thinking, grades, job performance... [\(more\)](#)

Prosocial group

The image is a screenshot of the Free Rice website. At the top, a green banner features the text "FREE Rice 2.0" and "For each answer you get right, we donate 10 grains of rice through the World Food Programme to help end hunger". Below the banner, there are links for "login | sign up" and "New Subjects! ▶". The main content area is titled "English Vocabulary" and contains a question: "peek means:". Below the question are four options: "quick look", "carpet", "mom", and "woods". To the right of the question is a speaker icon. On the left side of the main content area, there is a sidebar with a "1 right = 10 grains" icon (a small pile of rice), a "5 right = 50 grains" icon (a larger pile of rice), and a "Play and feed hungry people" button. At the bottom of the main content area, a green bar displays the text "7103810 grains of rice donated yesterday. Over 100 billion grains donated to date (see totals.)". To the right of the main content area is a "How to Play" section with a list of instructions and a "WARNING" message.

HOME | SUBJECTS | GROUPS | RICE! | SIGN UP | LOGIN | ABOUT | SPREAD THE WORD | ENGLISH ▾

For each answer you get right, we donate 10 grains of rice through the World Food Programme to help end hunger

login | sign up (track your totals, join and create groups and more)

English Vocabulary

New Subjects! ▶

How to Play

- Click on the right answer in the middle of this page.
- If you get it right, you get a harder question. If you get it wrong, you get an easier question.
- For each answer you get right, we donate 10 grains of rice to the [United Nations World Food Program](#).

WARNING: This game may make you smarter. It may improve your speaking, writing, thinking, grades, job performance... [\(more\)](#)

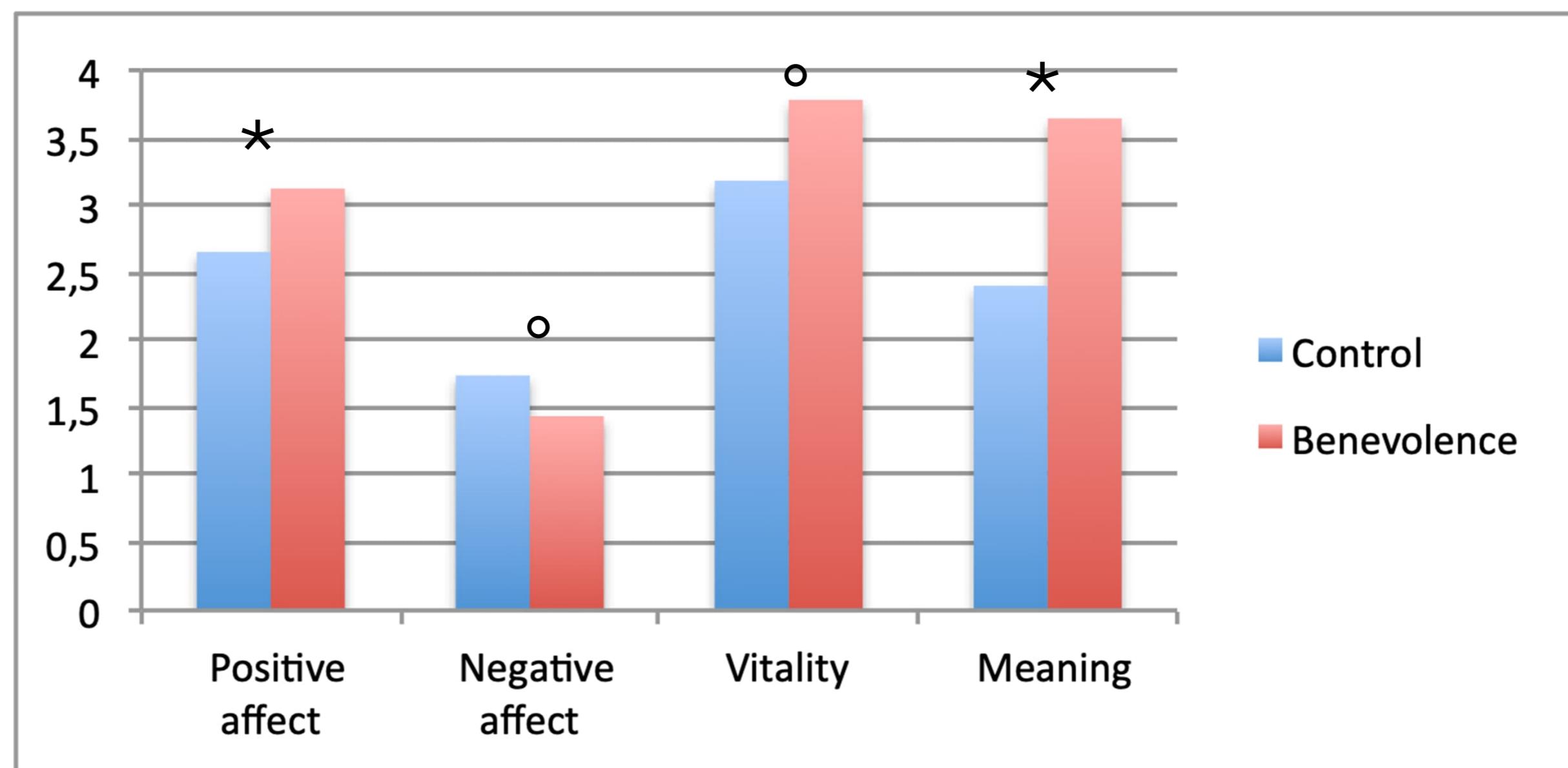
1 right = 10 grains

5 right = 50 grains

Play and feed hungry people

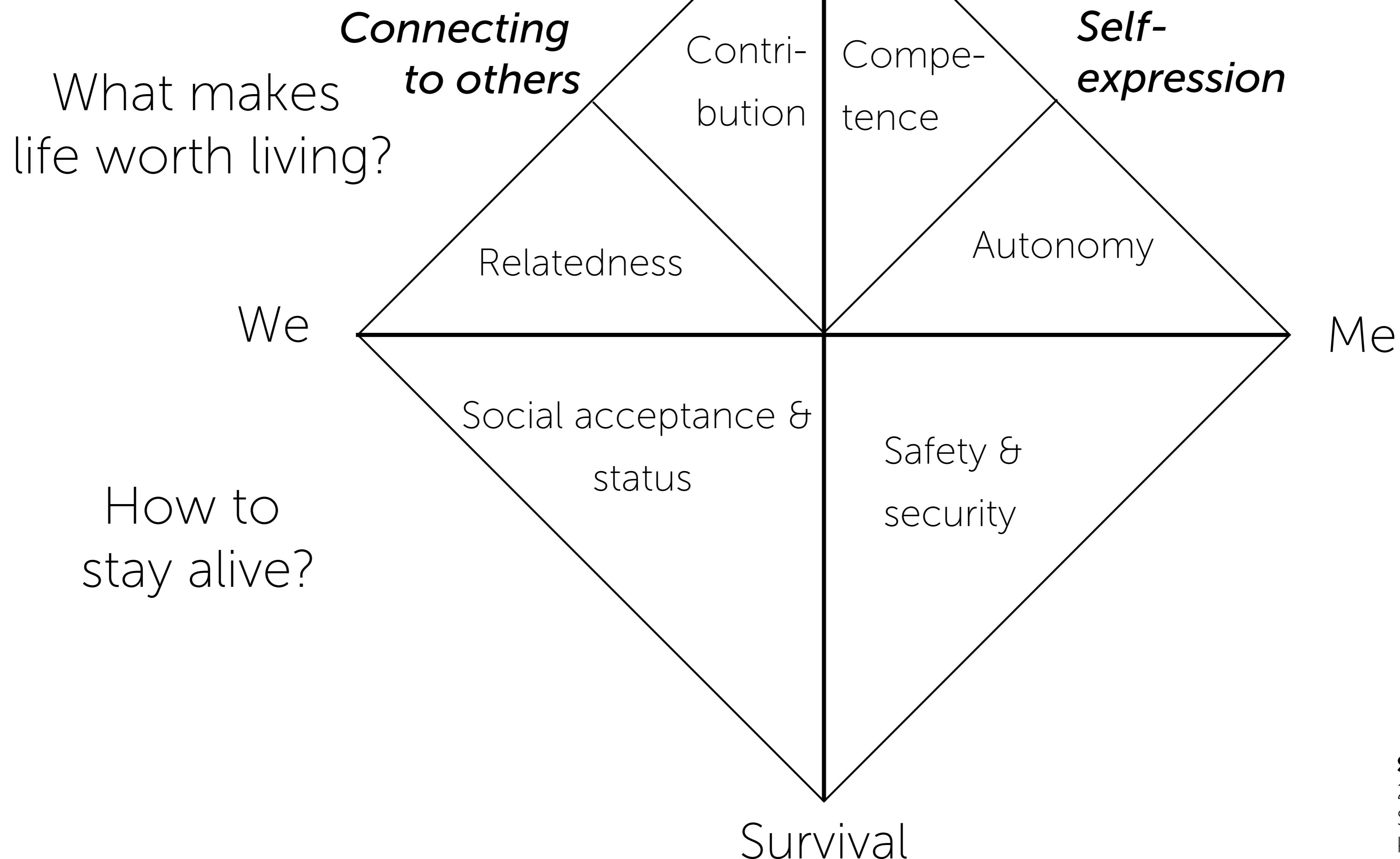
7103810 grains of rice donated yesterday.
Over 100 billion grains donated to date (see [totals](#)).

DOING GOOD TO OTHERS: MORE POSITIVE FEELINGS AND MORE MEANING



* = $p > .05$
○ = $p > .10$

Martela, F., & Ryan, R. M. (2016). Prosocial behavior increases well-being and vitality even without contact with the beneficiary: Causal and behavioral evidence. *Motivation and Emotion*, 40(3), 351–357.



Source: Martela, F.,
2015: Valonööröt -
Sisäisen motivaation
käsikirja

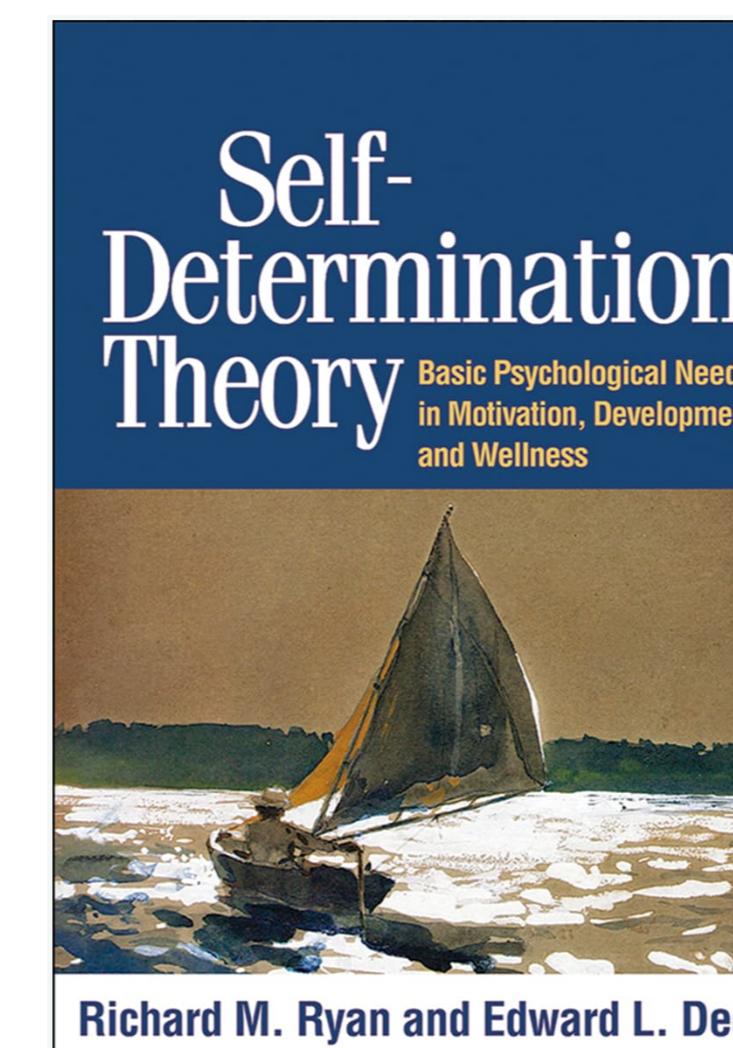
FOUR BASIC SOURCES OF INNER MOTIVATION AND MEANING

AUTONOMY
THE OPPORTUNITY TO
DO THINGS THAT
INTEREST YOU, THAT
YOU ENJOY, AND/OR
THAT YOU FIND
VALUABLE.
FREEDOM TO DECIDE
HOW TO WORK

COMPETENCE
FEELING EFFECTIVE
AND HAVING A SENSE
OF MASTERY
THE ABILITY TO
ACCOMPLISH THINGS
AND LEARN NEW
THINGS

RELATEDNESS
FEELING THAT
PEOPLE CARE
ABOUT YOU AND
RESPECT YOU
FEELING AS PART
OF THE
COMMUNITY

CONTRIBUTION
BEING ABLE TO HELP
OTHERS AND MAKE A
POSITIVE
CONTRIBUTION
THROUGH ONE'S WORK



HOW TO SUPPORT SELF-MOTIVATION?



SUPPORTING AUTONOMY

- Explain and give reasons
- Treat people as responsible actors
 - Use informative rather than commanding language
- Acknowledge the other's perspective
- Give room to make choices



Source: Martela, F., Hankonen, N., Ryan, R. M., & Vansteenkiste, M. (2021). Motivating voluntary compliance to behavioural restrictions: Self-determination theory-based checklist of principles for COVID-19 and other emergency communications. *European Review of Social Psychology.*

**AUTONOMY IS NOT INDIVIDUALISM, BUT VOLUNTARY
PARTICIPATION**



SUPPORTING AUTONOMY

**PROVIDING
JUSTIFICATION FOR
RULES**

SHARED FRAMEWORK AND RULES

**GIVING ROOM FOR
INDEPENDENT THINKING**



SUPPORTING COMPETENCE

- Offer clear expectations, rules and goals
- Give enough support in challenging situations
- Support sense of accomplishment
- Offer constructive feedback
- Deal constructively with mistakes and setbacks



Source: Martela, F., Hankonen, N., Ryan, R. M., & Vansteenkiste, M. (2021). Motivating voluntary compliance to behavioural restrictions: Self-determination theory-based checklist of principles for COVID-19 and other emergency communications. *European Review of Social Psychology.*

SUPPORTING RELATEDNESS

- Connect with people
- Show that you care
- Build spaces for moments of connecting



SUPPORTING CONTRIBUTION

- Remind about the good that people already do
- Highlight and express gratitude for good deeds



FOUR INTERACTIVE TOOLS

1. Autonomy: Give reasons
2. Competence: Give positive feedback
3. Relatedness: Give attention
4. Contribution: Give gratitude



"THE BEST TEST, AND THE MOST
DIFFICULT TO ADMINISTER, IS
THIS: DO THOSE SERVED GROW
AS PERSONS?"

- ROBERT GREENLEAF



THANK YOU!

frank.martela@aalto.fi