

UNPACKING THE INTERPLAY BETWEEN MOTIVATION, WELL-BEING, AND SELF-EFFICACY

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BACKGROUND

When the psychological needs of autonomy, competence and relatedness are met, both motivation and well-being are enhanced for the learner (according to self-determination theory) (Ryan & Deci, 2000). A link between motivation and self-efficacy has also been established (Wigfield & Eccles, 1999).

AIMS

The study aimed to explore the relationships between intrinsic motivation, well-being and self-efficacy, with a view to designing an intervention to assist students in cultivating intrinsic motivation.

DESIGN AND METHODS

The participants, who were a collection of second- and third-year biomedical science students, completed questionnaires to assess their motivation, self-efficacy (in response to assessment challenges) and general well-being (n=118). Statistical methods, were applied to investigate possible associations between these factors.

RESULTS

As in a previous study, a deficit in intrinsic motivation in the biomedical student cohort was again present (34% of students possessing intrinsic motivation, compared to 70% with extrinsic motivation. Some learners had both types of motivation and some neither. Looking at intrinsic motivation alone, 34% of learners had strong intrinsic motivation and 66% had weak intrinsic motivation).

Statistically significant associations were found for each pair of intrinsic motivation, high well-being and high self-efficacy, through Pearson Coefficient analysis. Furthermore, the results suggest that well-being serves as a foundation to the development of both intrinsic motivation and self-efficacy.

CONCLUSIONS

This study demonstrates the interrelated nature of intrinsic motivation, well-being and self-efficacy within the biomedical science student cohort. This research suggests that an intervention that aims to increase students' intrinsic motivation should contain elements that assist in supporting well-being and self-efficacy.

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