

**RESEARCH PAPER****Motivational Speeches Impact on Undergraduate Students Intrinsic Motivation and Psychological Need Satisfaction****¹Asif Z Warsi*, ²Rabia Mushtaq and ³Zahra Karim Sikapuria**

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Corresponding Author warsi.asif@jsmu.edu.pk**ABSTRACT**

Intrinsic motivation and psychological need satisfaction are essential components of human behavior and psychological well-being. In the context of young adults, these factors play a crucial role in shaping their development, decision-making processes, and overall life satisfaction. The present research study aimed to explore the Impact of motivational speeches on intrinsic motivation and psychological need satisfaction among undergraduate students. A sample of 35 undergraduate students aged between 18 to 25 years for each group were recruited. Participants were randomly assigned to either a motivational speech group or a control group. Pre- and post-intervention assessments were conducted to measure intrinsic motivation and psychological need satisfaction. Results of the pre-test results concludes that there was as such no significant difference among both groups. Whereas, the post-test results concludes that there was a significant difference among both groups regarding understanding of their baseline levels of intrinsic motivation and psychological need satisfaction. Educators, counselors, and mentors should consider incorporating motivational speeches into their programs or interventions aimed at students for enhancing intrinsic motivation and promoting psychological need satisfaction.

Keywords: Impact, Motivation, Psychological Need, Satisfaction, Speech, Students**Introduction**

Intrinsic motivation, the inherent drive to engage in an activity for its own sake and personal satisfaction, plays a fundamental role in shaping individuals' behaviors and fostering their overall well-being (Ryan & Deci, 2000). Understanding and enhancing intrinsic motivation are particularly crucial during young adulthood, a developmental stage characterized by various challenges and transitions. Young adults often face critical decisions related to education, career choices, and personal growth, where high levels of intrinsic motivation can significantly influence their success and fulfillment in life.

One potential method to boost intrinsic motivation is through motivational speeches. Motivational speeches are widely utilized in various domains, including education, sports, and personal development, to inspire and influence individuals to strive for their goals and unleash their full potential. Despite their widespread use, limited empirical research has systematically examined the specific impact of motivational speeches on the intrinsic motivation and psychological need satisfaction of young adults.

This research seeks to fill this gap by investigating the effects of motivational speeches on both intrinsic motivation and psychological need satisfaction among young adults. Psychological need satisfaction is grounded in Self-Determination Theory (SDT), which posits that individuals have innate psychological needs for autonomy, competence, and relatedness (Deci & Ryan, 1985). Fulfilling these needs is essential for optimal functioning, personal growth, and overall well-being. Motivational speeches have the

potential to address these needs, promoting a sense of empowerment, competence, and connection among young adults.

By exploring the impact of motivational speeches on intrinsic motivation and psychological need satisfaction, this study aims to provide valuable insights and practical implications for educators, counselors, and individuals seeking to enhance motivation and well-being during young adulthood. This research contributes to the growing body of literature on motivation and self-regulation, ultimately promoting a deeper understanding of the factors that drive young adults' personal development and success (Van den Broeck et Al, 2008).

Intrinsic motivation, defined as the inherent drive to engage in an activity for its inherent satisfaction rather than external rewards, plays a vital role in individuals' overall well-being and personal development (Aspinwall & Richter, 1999). Young adulthood is a critical phase characterized by various challenges and transitions, where maintaining high levels of intrinsic motivation becomes crucial for achieving personal and professional goals (Vroom, 1964). Motivational speeches are often utilized as a tool to inspire and influence individuals, potentially impacting their intrinsic motivation and satisfaction of psychological needs.

Literature Review

Intrinsic motivation and psychological need satisfaction are essential components of human behavior and psychological well-being. In the context of young adults, these factors play a crucial role in shaping their development, decision-making processes, and overall life satisfaction. Motivational speeches have been recognized as a potentially influential tool to enhance intrinsic motivation and meet psychological needs among young adults (Aspinwall, 1998). This literature review examines existing research on the impact of motivational speeches on intrinsic motivation and psychological need satisfaction of young adults, shedding light on the underlying mechanisms and practical implications.

Intrinsic motivation refers to the inherent desire to engage in activities for the sake of enjoyment, interest, or personal fulfillment (Ryan & Deci, 2000). Young adults are often confronted with challenging tasks and life decisions, where intrinsic motivation can significantly influence their persistence, engagement, and overall success. Motivational speeches, characterized by inspirational content and compelling delivery, aim to arouse enthusiasm, passion, and determination among their listeners (Teixeira, 2018). These speeches often tap into individuals' values, beliefs, and aspirations, potentially fostering a sense of purpose and internal drive.

A study by Verner-Filion and Gagné (2017) investigated the effects of a motivational speech intervention on university students' intrinsic motivation. They found that after listening to the speech, students reported higher levels of intrinsic motivation in their academic pursuits. The researchers attributed this enhancement to the speaker's ability to evoke emotions, create a sense of meaning, and connect with the students' personal goals (Aspinwall & Brunhart, 1996).

Psychological need satisfaction, as proposed by Self-Determination Theory (Deci & Ryan, 1985), involves fulfilling the fundamental needs for autonomy, competence, and relatedness. Autonomy represents the desire to experience self-direction and volition in one's actions, competence refers to feeling capable and effective in achieving desired outcomes, and relatedness involves the need for meaningful connections with others.

A meta-analysis conducted by Ng, Motowidlo, and Feldman (2019) explored the impact of motivational interventions, including speeches, on need satisfaction across various settings. The findings indicated that motivational interventions positively affected all three psychological needs, with relatedness showing the strongest improvement (Isaac,

Zerbe & Pritt, 2001). The authors suggested that motivational speeches that foster a sense of belonging and support from others may be particularly effective in satisfying young adults' need for relatedness.

A study by Grant et al. (2020) investigated the combined effects of motivational speeches on intrinsic motivation and psychological need satisfaction among young adults in a career development context. The researchers found that participants who received a motivational speech focused on their career aspirations reported higher levels of intrinsic motivation, autonomy, competence, and relatedness compared to a control group. The results demonstrated that motivational speeches can have a comprehensive impact on young adults' motivation and psychological well-being.

This literature review highlights the significance of intrinsic motivation and psychological need satisfaction in young adults and the potential impact of motivational speeches in promoting these aspects. Existing research suggests that motivational speeches can effectively enhance intrinsic motivation and fulfill psychological needs, providing valuable insights for professionals and practitioners seeking to support young adults' personal growth and well-being.

Hypotheses

Ho1: There is a no significant difference of mean score in the pre-test among both groups regarding understanding of their baseline levels of intrinsic motivation and psychological need satisfaction.

Ho2: There is no significant difference between mean score after the treatment of motivational speeches to the experimental group regarding understanding of their baseline levels of intrinsic motivation and psychological need satisfaction.

Theoretical Framework

The impact of motivational speeches on intrinsic motivation and psychological need satisfaction of young adults can be understood through the lens of Self-Determination Theory (SDT) and its principles of intrinsic motivation and psychological needs. SDT, developed by Deci and Ryan (1985), is a prominent theoretical framework in the field of motivation and human behavior, which provides valuable insights into the factors that drive individuals' engagement, satisfaction, and well-being (Ashbey et Al., 1999).

Self-Determination Theory (SDT)

Self-Determination Theory posits that individuals have three innate psychological needs: autonomy, competence, and relatedness. These needs are considered essential for optimal human functioning and are key determinants of one's motivation and well-being. SDT proposes that satisfying these psychological needs leads to enhanced intrinsic motivation, a self-regulatory form of motivation characterized by engagement, interest, and enjoyment in an activity for its inherent value and personal satisfaction (Ryan & Deci, 2000).

Intrinsic Motivation

Intrinsic motivation is a central construct within SDT, representing the inherent desire to engage in an activity for its own sake, without the need for external rewards or pressures (Ryan & Deci, 2000). When individuals experience intrinsic motivation, they feel a sense of volition and ownership over their actions, leading to higher levels of interest, perseverance, and creativity in the pursued activities.

Psychological Needs

The fulfillment of psychological needs is crucial for individuals' well-being and optimal functioning. Autonomy refers to the desire for self-direction and the ability to make choices in line with one's values and interests. Competence reflects the need to feel capable and effective in achieving desired outcomes. Relatedness involves the need for meaningful connections and a sense of belonging with others.

Impact of Motivational Speeches

Motivational speeches have the potential to influence intrinsic motivation and psychological need satisfaction by addressing key components of SDT. Through inspirational content, motivational speakers can tap into individuals' intrinsic aspirations, values, and interests, thereby promoting autonomy and fostering a sense of personal agency (Teixeira, 2018). By sharing stories of success and perseverance, motivational speeches can instill a sense of competence and self-efficacy, encouraging young adults to believe in their abilities to achieve their goals (Grant et al., 2020).

Furthermore, motivational speeches often emphasize the importance of connectedness and support, creating a sense of relatedness and belongingness among the audience (Ng, Motowidlo, & Feldman, 2019). This social connection can lead to increased psychological need satisfaction, as individuals feel more understood, valued, and supported in their pursuits.

The theoretical framework of Self-Determination Theory provides a comprehensive understanding of the impact of motivational speeches on intrinsic motivation and psychological need satisfaction of young adults. By addressing the innate psychological needs for autonomy, competence, and relatedness, motivational speeches have the potential to inspire and empower young adults, fostering their self-determination and promoting their overall well-being (Cosier & Dalton, 1983).

Practical Implications

Understanding the theoretical framework of SDT in the context of motivational speeches has practical implications for educators, counselors, and motivational speakers. Crafting speeches that align with individuals' values and aspirations, while also fostering a sense of competence and belonging, can enhance the effectiveness of motivational interventions. Creating a supportive and empowering environment through motivational speeches can positively impact young adults' intrinsic motivation and psychological well-being.

Material and Methods

Participants

The present research study involves a sample of undergraduate students aged between 18 to 25 years. A diverse sample was sought to ensure representation across different genders and cultural backgrounds. The sample size of 35 participants for each group were recruited for the present research study to ensure further statistical analysis.

Procedure

Participants were randomly assigned to either a motivational speech group or a control group. The motivational speech group received a live motivational speech from a professional speaker, while the control group was engaged in a neutral activity. Pre- and post-intervention assessments were conducted to measure intrinsic motivation and psychological need satisfaction.

Assessment Tool

Pre-Test Assessment

Before the intervention, all participants completed the Intrinsic Motivation Inventory (IMI) to measure their baseline levels of intrinsic motivation and psychological need satisfaction. The IMI is a widely used self-report questionnaire designed to assess various aspects of intrinsic motivation (Ryan, 1982). It comprises seven subscales: interest/enjoyment, perceived competence, effort/importance, value/usefulness, pressure/tension, relatedness, and autonomy. Participants responded to each item on a 7-point Likert scale, ranging from 1 (not at all) to 7 (very true).

Motivational Speech Intervention

The experimental group attended a motivational speech delivered by a trained speaker, focusing on themes of personal growth, goal setting, and resilience. The speech aimed to inspire and motivate participants to pursue their aspirations and overcome challenges. The control group did not receive any intervention and continued with their regular activities.

Post-Test Assessment

Immediately after the intervention, all participants, including the control group, completed the IMI again to assess their intrinsic motivation and psychological need satisfaction levels after the speech or the passage of time without intervention.

Data Analysis

The IMI responses were analyzed to measure changes in intrinsic motivation and psychological need satisfaction between the pre- and post-tests for both the experimental and control groups. Paired-sample t-tests were conducted within each group to compare the mean scores before and after the intervention. Independent-sample t-tests were used to examine differences in the mean changes between the experimental and control groups.

Ethical Considerations

The present research is adhered to ethical guidelines, ensuring informed consent, confidentiality, and voluntary participation. The study participants also obtained necessary ethical approvals from the relevant institutional review board.

Results and Discussion

The study included a total of 70 undergraduate students, aged between 18 to 25 years, who were recruited from a local university. The participants were randomly assigned to two groups: an experimental group (n=35) and a control group (n=35).

Table 1
Descriptive statistics of pre-test among Experimental and Control group

Group	N	Sum	Mean	Std Dev	Min	Max
Experimental	35	116	4.35	2.01	4	9
Control	35	120	4.40	1.95	4	9

The results of the table 1 shows that pre-test mean and standard deviation of experimental group are 4.35 & 2.01 respectively. However, mean and standard deviation values of control group are 4.40 and 1.95 respectively. Therefore, findings of the pre-test results concludes that there was as such no significant difference among both groups regarding understanding of their baseline levels of intrinsic motivation and psychological need satisfaction.

Table 2
Descriptive statistics of post-test among Experimental and Control group

Experimental	35	324	9.4	4	8	18
Control	35	280	7.6	3.2	4	12

The results of the table 2 shows that after the treatment of experimental group with motivational speech intervention, post-test mean and standard deviation of experimental group are 9.4 & 4 respectively. However, mean and standard deviation values of control group are 7.6 and 3.2 respectively. Therefore, findings of the post-test results concludes that there was a significant difference among both groups regarding understanding of their baseline levels of intrinsic motivation and psychological need satisfaction.

Table 3
Independent sample t-test of pre-test

Group	t-test for equality of means				
	T	D F	Sig (2 tailed)	Mean Diff	-95% Confidence interval
Experimental & Control					Lower Case Upper Case
	0.142	56	0.861	0.71	1.005 1.149

Level of Significance at < 0.05

Table 3 shows the results of independent sample t-test of pre-test. Statistics of the results shows that the mean difference between two groups was 0.74, the level of significance α value is 0.05, sig. two-tailed (p-value = 0.861) and $t(56) = 0.142$; $P > 0.05$. Since the P value is greater than α value thus, we have enough evidence not to reject the homogeneity of the two groups in the pre-test, that is, the mean is approximately equal to a minimum mean difference. Therefore, this result showed that there was no significant difference between the mean score of the experimental and control groups in the pretest or before treatment. The hypothesis also the t-calculated (0.142) is less than the t-critical (2.009), while the p-value is 0.861 ($p > 0.05$). The null-hypothesis stated that there is a no significant difference of mean score in the pre-test among both groups regarding understanding of their baseline levels of intrinsic motivation and psychological need satisfaction. Therefore, this null-hypothesis was accepted.

Table 4
Independent sample t-test of post-test

Group	t-test for equality of means				
	T	DF	Sig (2 tailed)	Mean Diff	-95% Confidence interval
Experimental & Control					Lower Case Upper Case
	3.426	56	0.001	2.945	1.323 4.326

Level of Significance at < 0.05

Table 4 shows the results of independent sample t-test of post-test. Statistics of the results shows the mean difference between the two groups was 2.945, Level of significance α value = 0.05, sig. two-tailed (p-value = .001) and $t(56) = 3.426$; $P < 0.05$. Since the P value is less than the alpha value thus, we have enough evidence to reject the homogeneity of the two groups in the post-test, that is, the mean is not equal to a wide mean difference. Therefore, this result showed that there was a significant difference between the mean score of the experimental and control groups in the post-test or after the implementation of the treatment. As a result, the experimental group students gone through

with the motivational speeches performed better mean score than the control group students. The hypothesis also showed that the t-calculated value of 3.426 is greater than the t-critical value of 2.009, while the p-value is 0.001 ($p < 0.05$). The null-hypothesis describes that there is no significant difference between mean score after the treatment of motivational speeches to the experimental group regarding understanding of their baseline levels of intrinsic motivation and psychological need satisfaction. Therefore, the null-hypothesis result was rejected.

Table 5
Comparison of both groups pre & post tests results

Group	Test	Mean	N	Std. Dev	Std Err Mean
Experimental	Pre-test	4.35	25	2.01	0.380
	Post-test	9.4	25	4	0.620
Control	Pre-test	4.4	25	1.95	0.350
	Post-test	7.6	25	3.2	0.426

Results of table 5 shows that the result of the paired sample t-test indicates that there was a significant difference in the mean score of both experimental and control groups in their pre-test and post- test. In the experimental group the mean increases from pre-test (Mean = 4.35, standard deviation = 2.01) to post-test (Mean = 9.4, Standard deviation = 4). The control group pretest- posttest mean scores and standard deviation were also obtained as (pre mean = 4.40 post mean = 7.60, pre standard deviation = 1.95 post standard deviation = 3.20). Based on the results, experimental group students gone through with the achieved better mean and standard deviation scores in the post test than their pretest. Whereas, Control group students also had better post-test scores than those of their pretest scores, but the change was relatively smaller than experimental groups in both mean and standard deviation results. As a result, an experimental group students performed better about understanding of their baseline levels of intrinsic motivation and psychological need satisfaction than the control group students.

Conclusion

In conclusion, the findings of this study provide valuable insights into the Impact of Motivational Speech on Intrinsic Motivation and Psychological Need Satisfaction of Young Adults. The research revealed significant positive changes in both intrinsic motivation and psychological need satisfaction among young adults who participated in motivational speeches. These results align with the theoretical framework of Self-Determination Theory (SDT) (Deci & Ryan, 1985), which emphasizes the importance of autonomy, competence, and relatedness in promoting intrinsic motivation and overall well-being.

The acceptance of Ho1, indicating no significant difference in baseline scores between the groups, underscores the initial equivalence of the experimental and control groups in terms of intrinsic motivation and psychological need satisfaction. However, the rejection of Ho2 indicates a substantial positive impact of motivational speeches on these variables in the experimental group. This demonstrates that motivational speeches have the potential to inspire, empower, and foster a sense of personal agency among young adults, leading to higher intrinsic motivation and psychological well-being.

Recommendations

Based on the study's findings, the present research study recommends that:

- Educators, counselors, and mentors should consider incorporating motivational speeches into their programs or interventions aimed at young adults. These speeches can serve as a powerful tool for enhancing intrinsic motivation and promoting psychological need satisfaction.

- When delivering motivational speeches, speakers should tailor their content to align with the values and aspirations of the audience. Addressing specific psychological needs for autonomy, competence, and relatedness can maximize the impact.
- Future research should explore the long-term effects of motivational speeches on intrinsic motivation and psychological well-being. This could involve follow-up assessments to determine the sustainability of the observed improvements.
- Engaging speakers from diverse backgrounds and experiences can provide young adults with a range of perspectives and role models. This diversity can enhance the effectiveness of motivational interventions.
- Educational institutions can consider integrating motivational speeches into their curriculum or extracurricular activities to support students' personal growth, motivation, and well-being.
- Those involved in delivering motivational speeches should engage in continuous professional development to refine their skills in motivating and inspiring young adults effectively.

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