Chapter 8: Me, Myself, and Interest: Motivation Stemming from the Self

By Savvas Georgiadis, and Alonzo Bell

Delta State University, College of Arts and Sciences, Department of Psychology

**Learning Objectives**

* Provide strategies for maintaining motivation and overcoming obstacles.
* Help readers understand the link between motivation and self-esteem.
* Discuss the importance of self-care in maintaining motivation.
* Help readers understand what passion is and its role in motivation.

**Introduction**

Motivation, a crucial aspect of human nature, is what drives people toward what they want. Without it, people would struggle to reach their full potential since what motivates them to act is their inner drive. Imagine a kid that wants to get a new toy. That kid would be willing to do anything the parents ask of him or her to do just to accomplish the goal. This kid is highly motivated to do chores, and behave appropriately since he or she is aware of the dependency he or she has on the parents. How about motivation that comes from within ourselves though? The following chapter will discuss the significance of self-motivation and the various elements that make it such a distinctive attribute.

***A. Definition of motivation***

The idea of motivation is complex and includes a wide range of elements that influence how people behave. A psychological condition that exists within people inspires them to work hard toward their objectives. Extrinsic factors like rewards, approval, and social expectations can motivate people just as much as intrinsic factors like values, preferences, and wants.

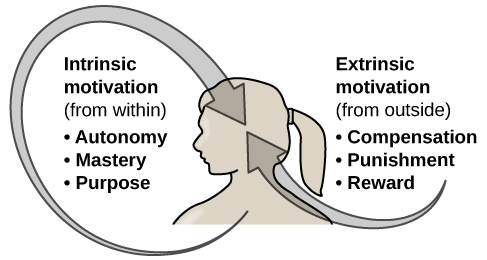
Activation, perseverance, and intensity are the three main components of motivation. **Perseverance** is the continuing of behavior toward a goal, whereas intensity is the level of effort and focus put out to accomplish a goal. Activation is the beginning of behavior toward a goal.

Success on both the personal and professional levels depends on motivation. It helps people in overcoming obstacles, establishing and accomplishing goals, and adjusting to a wide range of settings. It additionally promotes feelings of optimism and self-worth.

***B. Importance of self-motivation***

Personal and professional success require the capacity to motivate yourself. Working toward goals and overcoming problems without relying on external factors such as incentives or recognition requires inner motivation and persistence.

It has been reported in previous research studies that individuals that are successful, and report higher levels of overall well-being and productivity are self-motivated. This state of self-motivation also helps individuals build the right mindset for moments they have to deal with challenges and obstacles. In other words, if they encounter any significant obstacles that would halt their progress they are more capable of pushing through them.

Self-motivation involves self-awareness, self-efficacy, and self-regulation. Understanding one's claim values, qualities, and confinements can offer assistance people decide their interface and adjust their goals with their standards. Moreover, **self-efficacy** alludes to an individuals' conviction in their capacity to perform an assignment or accomplish an objective, and it can increment inspiration levels and their drive. At last, self-regulation is the method of controlling one's sentiments, considerations, and activities to accomplish an objective. It can offer assistance to individuals to remain centered and committed. 

***C. Explanation of the concept of "Me, Myself, and Interest"***

"Me, myself, and interests" refers to a concept in which the importance that interests play in creating that self-concept is emphasized. Kernis (2003) defines high **self-esteem** as a healthy balance between self-improvement and self-acceptance, both of which are influenced by a person's interests.

According to Schunk (2012), people are more driven to learn when they have a goal to work toward. A person's assessment of their interests, self-image, and ability to attain their goals all influence goal orientation. According to Pintrich (2000), goal orientation can be acquisition-oriented or achievement-oriented, with acquisition-oriented people focused on learning and improving and achievement-oriented people focusing on getting good results. I've arrived.

This concept's "Me" part relates to a person's self-image as influenced by their experiences and interests. Marcus and Nullius (1986) popularized the term "potential selves." It is a portrayal of what a person might become in the future. A person's present awareness of themselves and their aspirations influences these possible selves. In real-world settings, a person can focus on developing a positive self-image by engaging in activities that align with their values and interests. For example, if someone is interested in environmental conservation, they could volunteer for a local clean-up event or join an organization that promotes sustainable practices. By engaging in activities that align with their interests and values, a person can develop a sense of purpose and accomplishment, which can positively influence their self-image.

The "Myself" part of this notion alludes to a person's motivation and goal orientation. According to Ryan and Deci (2002), individuals are driven when they have autonomy, competence, and connectedness. According to the self-alignment paradigm (Sheldon & Elliot, 1999), people are most motivated and satisfied when their goals are linked with their values and interests. In real-world settings, a person can apply the concept of "myself" by setting challenging yet achievable goals that align with their values and interests. For example, if someone is interested in pursuing a career in a certain field, they could set a goal to complete a relevant certification or take a course that would enhance their skills. By setting goals that are personally meaningful and align with their values and interests, a person can stay motivated and focused on their aspirations.

Finally, the "**Interest**" part relates to the function that plays in forming a person's self-concept and motivation. According to Locke (2004), goals should be demanding but attainable, and individual interests can give motivation to strive toward those goals. In real-world settings, a person can leverage their interests to enhance their motivation and engagement in various areas of their life. For example, if someone is interested in fitness, they could incorporate physical activity into their daily routine by taking a yoga class or going for a run. By pursuing activities that align with their interests, a person can increase their sense of enjoyment and satisfaction, which can positively impact their overall well-being.



**Understanding the Self**

***A. Self-awareness***

**Definition and importance**

When it comes to self-awareness, it refers to the process of understanding who you are; the self. Comprehending the self includes understanding emotions, thoughts and their patterns, and behaviors. It is important to note that self-awareness strictly refers to recognizing all these and not necessarily acting on them. However, in order to change, what someone would call, the flaws of a personality, individuals need to be aware of their qualities, and **personal values** and also the negative aspects of their character. Being self-aware will help individuals find their passions and what they truly desire from their life (find their meaningful purpose). All these statements are supported by research findings that indicate that individuals that report high levels of self-awareness have succeeded in both their personal and professional lives. On the other hand, individuals who lack self-awareness may find it hard to cultivate an interest over anything that could be deemed as meaningful and most importantly lack the skills to form connections with other people.

**Techniques to improve self-awareness**

There are several techniques that individuals can use to improve their self-awareness, including:

* Mindfulness: Mindfulness is a technique that involves paying attention to the present moment without judgment. Research suggests that mindfulness can improve well-being, reduce stress and anxiety, and enhance cognitive functioning (Brown & Ryan, 2003; Chiesa & Serretti, 2010). One effective way to apply mindfulness is through regular meditation practice, which has been shown to increase gray matter density in brain regions associated with attention, emotion regulation, and perspective taking (Hölzel et al., 2011).
* Journaling: Journaling is a technique that involves writing about one's thoughts and emotions. Research suggests that journaling can improve well-being, reduce symptoms of depression, and enhance self-awareness (Baikie & Wilhelm, 2005; Pennebaker & Smyth, 2016). One effective way to apply journaling is to set aside time each day to write about one's experiences, thoughts, and feelings. This can help individuals gain insight into their emotions and identify patterns in their behavior and thinking.
* Seeking Feedback: Seeking feedback is a technique that involves asking others for their input and opinions. Research suggests that seeking feedback can improve performance, enhance learning, and increase self-awareness (Ashford et al., 2003; Kluger & DeNisi, 1996). One effective way to apply seeking feedback is to ask for specific, actionable feedback that is focused on improving one's performance. This can help individuals identify areas for improvement and develop strategies to address them.
* Taking Personality Assessments: Taking personality assessments is a technique that involves completing standardized tests designed to measure personality traits. Research suggests that personality assessments can provide insights into one's strengths and weaknesses, enhance self-awareness, and inform career decisions (Roberts & Robins, 2000; Tett et al., 2012). One effective way to apply personality assessments is to use them as a tool for self-discovery and personal growth. By gaining a better understanding of one's personality traits, individuals can identify areas for improvement and develop strategies to enhance their strengths (reliable assessments: The Hogan Personality Inventory (HPI) (Hogan & Hogan, 1997), and the NEO Personality Inventory (NEO-PI-3) (Costa & McCrae, 1992))

**B. Self-acceptance**

***Definition and importance***

Self-acceptance is another crucial aspect of understanding the self. It alludes to an individual's capacity to embrace themselves fully, involving their imperfections, mistakes, and flaws. It includes embracing oneself as a entirety, instead of centering on particular aspects of oneself.

Self-acceptance may be a significant component of self-esteem and can contribute to developing a mental and physical well-being. It has been scientifically proved in the past that people who have a high level of self-acceptance are more likely to have positive feelings and less likely to encounter feelings of depression or anxiety. Furthermore, they are less prone to feel "weak" when they have to deal with adversities.

***Techniques to improve self-acceptance***

There are several techniques that individuals can use to improve their self-acceptance, including:

* Practicing Self-Compassion: Practicing self-compassion involves treating oneself with kindness, understanding, and acceptance. Research suggests that self-compassion can improve well-being, reduce symptoms of depression and anxiety, and enhance resilience (Neff, 2003; MacBeth & Gumley, 2012). One effective way to apply self-compassion is to use self-compassion exercises, such as writing a letter of self-compassion or practicing loving-kindness meditation. These exercises can help individuals cultivate a sense of warmth and understanding towards themselves.
* Identifying Core Values: Identifying core values involves clarifying what is most important to oneself in life. Research suggests that identifying core values can enhance motivation, increase goal attainment, and improve well-being (Sheldon & Elliot, 1999; Peterson & Park, 2011). One effective way to apply identifying core values is to reflect on what brings meaning and purpose to one's life, and to use these values to guide decision-making and goal-setting.
* Challenging Negative Self-Talk: Challenging negative self-talk involves questioning and replacing negative self-statements with more balanced and positive ones. Research suggests that challenging negative self-talk can improve self-esteem, reduce symptoms of depression and anxiety, and enhance coping (Beck, 1976; Riso et al., 2010). One effective way to apply challenging negative self-talk is to identify common negative self-statements and to challenge them using evidence-based techniques, such as cognitive restructuring or thought-stopping.
* Celebrating Achievements: Celebrating achievements involves recognizing and appreciating one's successes and accomplishments. Research suggests that celebrating achievements can enhance well-being, increase motivation, and improve self-esteem (Pavot & Diener, 2008; Sheldon et al., 2011). One effective way to apply celebrating achievements is to take time to reflect on and savor one's accomplishments, and to share them with others in a supportive and positive way.

**C. Self-Efficacy**

Self-efficacy, the belief in one's ability to succeed in a particular task or situation, is an important concept in the field of psychology (Bandura, 1977). High levels of self-efficacy are associated with greater confidence and persistence in the face of obstacles and challenges (Bandura, 1982). On the other hand, low self-esteem is associated with self-doubt and can lead to easily giving up in the face of difficulties (Bandura, 1997).

Research has shown that self-efficacy is not a fixed trait and can be influenced by many factors, including social support, feedback, and perception of task difficulty. upcoming service (Bandura, 1994). Individuals with high levels of self-efficacy tend to perform better and be more successful in many areas of human activity, including academic achievement (Pajares, 1996), professional career (Stajkovic and Luthans, 1998) and physical health (Maddux and Rogers 1983). In addition, self-efficacy has been linked to mental health and well-being, with people with high levels of self-efficacy experiencing less stress and anxiety, having higher self-esteem. greater importance and more resilience in the face of adversity (Bandura, 1997; Schwarzer and Jerusalem, 1995).

To enhance self-efficacy, individuals can take steps such as developing skills and knowledge, seeking positive feedback and social support, and setting achievable goals. possible (Bandura, 1997).

What is more, it is important to distinguish self-efficacy from terms that are similar but also very different from it. Two of these terms are self-esteem and self-concept. Self-esteem refers to an individual's overall evaluation of themselves as a person (Brown, 1993). On the other hand, self-concept refers to an individual's beliefs about themselves, including their personality traits and values (Stipek, 1993). While these constructs share some similarities, they are distinct in important ways. Self-efficacy is specific to the task or goal at hand, while self-esteem and self-concept are more general evaluations of the self (Brown, 1993). Moreover, while self-efficacy and self-esteem have been found to positively affect motivation, self-concept has been found to have a weaker relationship with motivation. Specifically, individuals with high self-efficacy are more likely to set challenging goals and persist in the face of obstacles, while those with high self-esteem tend to have a greater sense of personal control over their lives (Bandura, 1977). In contrast, individuals with a positive self-concept tend to have greater life satisfaction, but this does not necessarily translate into higher levels of motivation.

In summary, self-efficacy is an important aspect of motivation and plays an important role in determining one's level of performance and achievement of goals. By understanding and empowering themselves, individuals can improve their chances of success and happiness in different areas of life.

**D. Self-Regulation**

Self-regulation, the ability to control one's thoughts, emotions, and behaviors to achieve goals, is an important aspect of motivation and success (Baumeister & Heatherton, 1996). Research has shown that people with a high degree of self-regulation often have better academic performance, higher career achievement, and better physical and mental health (Duckworth & Seligman, 2005; Tangney, Baumeister and Boone, 2004).

Self-regulation is a complex process that includes many cognitive and emotional processes, including attention, planning, inhibition, and self-reflection (Carver & Scheier, 1998). Central to self-regulation is the ability to delay gratification, resist impulses, and focus on long-term goals even in the face of distractions or obstacles (Mischel, Shoda, & Rodriguez , 1989).

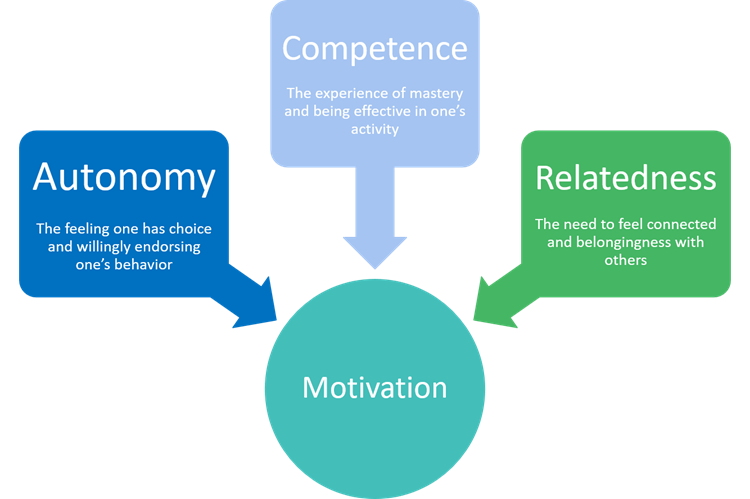
Many factors have been found to influence self-regulation, including genetics, childhood experiences, and cultural norms (Moffitt et al., 2011). However, self-regulation is not a fixed trait and can be improved through practice and deliberate practice (Duckworth & Gross, 2014).

There are a number of strategies that individuals can use to improve their self-regulation. An effective approach is to set specific, achievable goals that align with your values ​​and priorities (Locke & Latham, 2002). Another strategy is to break down larger goals into smaller, manageable tasks and regularly monitor progress (Bandura, 1997).

Mindfulness meditation, which involves paying attention to present-time experiences without judgment, has also been shown to improve self-regulation (Tang, Holzel, & Posner, 2015). In addition, exercise, adequate sleep, and a healthy diet can all help improve self-regulation (Diamond & Ling, 2016).

In summary, self-regulation is an important aspect of motivation and success, and it can be improved through deliberate practice and various strategies. By improving their self-regulation, individuals can improve their chances of achieving their goals and enjoying better physical and mental health outcomes.

**E. Self-Determination Theory**

Self-determination theory (SDT) is a psychological theory that focuses on the role of human motivation in promoting happiness and optimal functioning (Deci & Ryan, 2000). According to the SDT, individuals have three basic psychological needs: autonomy, competence and belonging. When these needs are met, individuals are more likely to feel intrinsically motivated, leading to greater commitment and persistence in the pursuit of goals (Ryan & Deci, 2017).

Autonomy refers to the need to feel in control of one's actions and decisions. Competence refers to the need to feel capable and effective in one's activities. Kinship refers to the need to feel connected to others and to belong to social groups (Ryan & Deci, 2017).

SDT distinguishes between different types of motivation, including intrinsic motivation, extrinsic motivation, and motivational motivation. Intrinsic motivation refers to engaging in an activity for one's own benefit, while extrinsic motivation refers to engaging in an activity to gain extrinsic reward or avoid punishment ( Ryan & Deci, 2017). Motivation refers to the lack of motivation or lack of control over one's actions (Deci & Ryan, 2000).

Many studies have supported the basic principles of SDT. For example, research has shown that meeting basic psychological needs for autonomy, competence, and relevance is associated with greater happiness levels (Ryan & Deci, 2017). In addition, people with high levels of intrinsic motivation tend to have better academic performance, higher creativity, and more positive psychological outcomes than those with higher levels of external motivation (Vansteenkiste et al., 2020).

In conclusion, self-determination theory is a valuable framework for understanding the role of motivation in promoting overall well-being of an individual. By satisfying basic psychological needs for autonomy, competence, and belonging, individuals are more likely to experience intrinsic motivation, which leads to greater commitment and persistence in the pursuit of a goal *(see more on goal setting in the subchapter “Set Meaningful Goals”)*

**Finding Your Passion**

***A. Importance of finding your passion***

The concept of **passion** is complex but crucial in the context of motivation and engagement. In the interest literature, passion is often defined as a strong attraction or excitement towards a particular activity or topic that one finds personally meaningful (Vallerand, 2015). Research has shown that identifying and pursuing one's passions can have significant benefits for personal and professional success, as well as overall well-being (Eccles & Gootman, 2002). Individuals who have found and pursued their passions report higher levels of happiness, fulfillment, and purpose in their lives (Seligman, 2011). Furthermore, following one's passion can foster creativity, innovation, and efficiency, as individuals are more likely to develop and employ problem-solving strategies that align with their interests (Csikszentmihalyi, 1997). This sense of identity and purpose can also help individuals navigate challenges and setbacks more effectively (Duckworth, Peterson, Matthews, & Kelly, 2007). Therefore, it is crucial to understand the importance of passion in individuals' lives as a motivating force that drives engagement and success.

***B. Techniques to identify your passion***

* Self-reflection exercises

A great tool that could be utilized in order to find one's passion is **self-reflection**. This includes taking the time to reflect on one's interests, values, qualities, and individual goals, and considering how they can be connected to multiple aspects of life. Journaling, making a vision board, and taking personality tests *(see subsections above)* can all be considered as great self-reflection exercises. By gaining awareness of oneself, people can gain knowledge on what really drives and motivates them.

* Trying new things

Attempting new things can also represent a great way to identify one's passion. This includes venturing outside of one's comfort zone and exploring new activities and experiences. For instance, people can try a new hobby or take a lesson in a subject that they have been curious about. By doing so, people can introduce themselves to new interests that they have never even considered as intriguing.

* Seeking inspiration from others

Looking for motivation from others can also be a method that supports endeavors to find one's passion. This includes seeking out mentors or coaches who have been successful in fields that align with one's interests and values. For example, people can build centers of influence, read biographies, or reach out to people who are involved in their field of interest. By learning from the life experiences of others, people can gain knowledge into what it takes to succeed and how these people maintained their interest through the years. In conclusion, finding one's passion may be a significant step towards accomplishing personal goals on multiple aspects of life, as well as for their well-being. By utilizing strategies such as self-reflection exercises, getting involved in new things, and seeking inspiration from others, people can better understand what are their interests and how they can build a satisfying and fulfilling life.

**Setting Meaningful Goals**

Goals are crucial for humans, as they offer assistance to people to center their consideration and exertion and direct them towards a wanted result. Setting important objectives, in any instance, requires a more profound understanding of what constitutes significant objectives and the strategies to set them. Throughout this subchapter, a lot of points to explain the significance of goal setting will be made. Also, there are going to be references on the Smart goals framework, visualization, and creating a plan of action, as they have all been proven to be crucial when it comes to goal setting.

***A. Definition of meaningful goals***

Comprehending what a goal is, is crucial before using goal-setting strategies. Meaningful objectives are ones that have significance for the individual, are consistent with their beliefs, and provide them a sense of fulfillment in life. They are deliberately chosen objectives that give direction and inspiration in life, not merely fleeting wishes or whims.

People who develop and pursue personally important long-term objectives frequently exhibit bravery, tenacity, and enthusiasm for long-term goals, which is a predictor of success, according to study by Duckworth et al. (2007). Higher levels of happiness, life satisfaction, and good emotions are linked to having meaningful goals. As a result, establishing meaningful objectives is essential for enhancing one's feeling of purpose and wellbeing in general.

***B. Techniques to set meaningful goals***

* SMART goals framework

The SMART goals framework is a widely recognized technique to set meaningful goals. The acronym SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound. This framework aids in crystallizing a goal and laying out a plan to attain it.

The first component, in particular, focuses on providing a concise definition of the purpose that makes it obvious and simple to grasp. The aim must be quantified in order to be monitored and assessed, which is the second component, Measurable. The third component, Attainable, calls for defining a demanding yet doable objective that is both inspiring and manageable. Making sure the aim fits with one's values and bigger life goals is the fourth component, relevance. The fifth component, deadlines, refers to establishing a deadline or schedule for completing the task so that it may be completed in a timely manner.

According to research, adopting SMART objectives boosts motivation and increases the probability that those goals will be achieved (Locke, 2004). The SMART framework aids in goal clarification, attention management, and progress monitoring.

* Visualizing success

Visualization is another method for creating meaningful objectives. Visualization entails forming an internal picture of accomplishing a desired result. According to research, visualizing can boost motivation, self-assurance, and goal attainment (Elliot & Thrash, 2010).

Individuals can visualize themselves accomplishing a goal by doing so in their minds. They are able to picture how their objectives will seem, feel, and sound. Especially at trying circumstances, visualization may keep people motivated and focused.

Elliot and Thrash (2010) claim that approach-oriented persons, or those who are motivated by the hope of a favorable outcome, can benefit most from visualization. The aim becomes more engaging and compelling when there is a stronger link between it and the expected favorable outcome.

* Creating a plan of action

According to research, developing an action plan helps boost motivation and goal attainment (Locke, 2004). People can improve their sense of progress and achievement by reducing major goals down into smaller, more manageable tasks. This can increase motivation and lead to greater success.

In conclusion, establishing meaningful objectives is a crucial component of motivation and success. Realistic and doable objectives that are also difficult enough to demand work and improvement are seen to be meaningful when they align with a person's values, interests, and passions. Setting meaningful goals and boosting motivation and goal attainment may be accomplished with the use of SMART goal frameworks, visualization, and the construction of action plans. Individuals can feel happier, more fulfilled, and more successful in their life by defining and completing important objectives.

**Overcoming Obstacles**

As human beings, we all face obstacles that can hinder our motivation and prevent us from achieving our goals. In this chapter, we will discuss some common obstacles to self-motivation, and techniques to overcome them.

***Common obstacles to self-motivation***

* Fear of failure

One of the most common obstacles to self-motivation is the fear of failure. When we are afraid of failing, we tend to avoid taking risks and trying new things. This can lead to a lack of motivation, as we may not feel confident enough to pursue our goals.

According to Bandura (1997), self-efficacy is the belief in one's ability to succeed in a particular situation or accomplish a specific task. To overcome the fear of failure, we need to build our self-efficacy by setting small achievable goals, and gradually working towards bigger goals. This will help us to build confidence in our abilities and overcome our fear of failure.

* Procrastination

**Procrastination** is another common obstacle to self-motivation. When we procrastinate, we delay taking action, and this can lead to a lack of motivation. Procrastination often happens when we are overwhelmed or don't know where to start.

To overcome procrastination, we need to practice mindfulness. Mindfulness is the practice of being present in the moment and focusing on the task at hand. When we are mindful, we are less likely to get distracted by other things, and we can focus on the task at hand. We can also break down our goals into smaller, more manageable tasks, which can make them feel less overwhelming.

* Lack of confidence

Lack of confidence is another obstacle to self-motivation. When we don't believe in ourselves, we may not feel motivated to pursue our goals. Kernis (2003) suggests that optimal self-esteem is the belief in oneself as competent, worthy, and effective.

To overcome a lack of confidence, we need to practice positive self-talk. Positive self-talk is the practice of speaking to ourselves in a positive and supportive way. We can also seek support from an accountability partner, someone who can provide us with encouragement and feedback as we work towards our goals.

***Techniques to overcome obstacles***

* Mindfulness

As mentioned earlier, mindfulness is the practice of being present in the moment and focusing on the task at hand. Mindfulness can help us to overcome procrastination, by helping us to stay focused on our goals. It can also help us to overcome the fear of failure, by helping us to stay calm and focused when we are faced with challenges.

* Positive self-talk

**Positive self-talk** is the practice of speaking to ourselves in a positive and supportive way. This can help us to build our self-efficacy and overcome our lack of confidence. Positive self-talk can also help us to overcome the fear of failure, by reminding ourselves that failure is a natural part of the learning process.

For example, instead of saying "I can't do this," try saying "I am capable of achieving my goals." By focusing on positive self-talk, you can overcome self-doubt and increase your motivation to succeed.

* Accountability partners

An accountability partner is someone who can provide us with encouragement and feedback as we work towards our goals. This can help us to stay motivated and overcome obstacles, by providing us with support and guidance when we need it.

**Maintaining Motivation**

***Importance of maintaining motivation***

Motivation is not a one-time event but rather an ongoing process that requires continual effort and attention. While it is important to establish self-motivation, it is equally important to maintain it. Without maintaining motivation, it is easy to become complacent, lose sight of goals, and slip back into old habits.

Maintaining motivation is crucial for success, whether it be in personal or professional pursuits. Research by Locke (2004) suggests that individuals who set challenging goals and maintain high levels of motivation are more likely to achieve their goals than those who do not. Furthermore, Duckworth and colleagues (2007) found that individuals with high levels of perseverance and passion for long-term goals, or "grit," were more likely to achieve success in their pursuits. Therefore, it is essential to develop techniques that can help maintain motivation over time.

***Techniques to stay motivated***

* Celebrating small wins

One technique that can help maintain motivation is celebrating small wins. Celebrating small successes can help keep individuals motivated by giving them a sense of accomplishment and progress towards their larger goals. Additionally, research by Sheldon and Elliot (1999) suggests that the pursuit of goals that are in line with an individual's values and interests can lead to greater well-being over time.

To implement this technique, individuals should break their larger goals into smaller, more manageable tasks. Once a task is completed, they should take a moment to recognize their accomplishment and reward themselves appropriately. This reward can be as simple as taking a break or treating themselves to something they enjoy.

* Reminding yourself of your why

Another technique to maintain motivation is to remind yourself of your "why." **Intrinsic motivation**, or the motivation that comes from within oneself, is a powerful driver of behavior (Deci & Ryan, 1985). To tap into intrinsic motivation, individuals should reflect on why their goal is important to them and how achieving it will impact their life.

To put this technique into practice, individuals should take time to reflect on their larger goals and identify the underlying reasons for pursuing them. They can write down their "why" and place it somewhere visible, such as on their computer or phone screen, to remind themselves of their motivation.

* Self-care practices

Lastly, self-care practices can be an effective way to maintain motivation. **Self-care** encompasses a range of activities that promote physical, emotional, and mental well-being. When individuals prioritize their own well-being, they are better equipped to handle challenges and maintain motivation. Self-care practices can include exercise, meditation, journaling, spending time with loved ones, or engaging in hobbies. Individuals should identify self-care practices that work best for them and make them a regular part of their routine.

**Conclusion**

***Recap of key points***

In conclusion, motivation is an ongoing process that requires continual effort and attention. Maintaining motivation is essential for achieving personal and professional goals. Techniques such as celebrating small wins, reminding oneself of their "why," and engaging in self-care practices can help individuals maintain motivation over time.

***Encouragement to practice self-motivation***

I encourage readers to practice self-motivation and incorporate these techniques into their daily lives. It is important to recognize that motivation is not a fixed trait but rather a skill that can be developed and strengthened over time. With practice and persistence, individuals can maintain motivation and achieve their goals.

***Final thoughts and advice***

In addition to the techniques discussed, it is important to remember that self-motivation is heavily influenced by one's mindset and beliefs. As Bandura (1997) notes, self-efficacy, or one's belief in their ability to succeed, is a crucial factor in maintaining motivation and determination. Every individual has a hidden motivation inside them, it depends on how bad you want it.

**Key Take-Aways**

* Identifying intrinsic motivators can lead to greater personal and professional success
* Strategies for maintaining motivation and overcoming obstacles are essential for achieving long-term goals
* Self-esteem and self-confidence are key factors in maintaining motivation and pursuing passions
* Self-care is critical for maintaining motivation and achieving work-life balance
* Pursuing passions and taking risks can lead to personal growth and increased motivation.

**Discussion**

1. Have you ever found yourself more motivated to pursue a goal when it aligns with your personal interests?
2. How do you maintain motivation when faced with setbacks or obstacles?
3. Do you believe that self-esteem plays a significant role in personal motivation and success? Why or why not?
4. How can individuals identify their passions, and why is this important for achieving long-term goals?
5. What strategies can individuals use to be more confident and maintain that level of confidence, and how can this impact motivation?
6. How can self-care activities such as exercise, meditation, and rest contribute to maintaining motivation and achieving work-life balance?

**Key Terms**

1. Intrinsic Motivation - Motivation that arises from within an individual due to personal interests, passions, and values, rather than external rewards or pressures.
2. Passion - A strong and intense desire or interest in a particular activity or subject.
3. Self-esteem - The subjective evaluation of one's own worth and value as a person.
4. Self-efficacy - The belief in one's own ability to accomplish a specific task or goal.
5. Goal Setting - The process of identifying specific and measurable objectives, and creating a plan to achieve them.
6. Positive self-talk - The practice of using positive affirmations and internal dialogue to boost confidence and motivation.
7. Self-reflection - The process of examining one's own thoughts, beliefs, and actions, and using this information to make improvements or changes.
8. Interest - A state of curiosity or fascination with a particular activity or subject.
9. Self-care - The practice of engaging in activities that promote physical and mental well-being, such as exercise, meditation, and rest.
10. Perseverance - The ability to persist in the face of challenges and setbacks, and maintain motivation towards a goal.
11. Procrastination - The tendency to delay or postpone tasks or goals, often due to fear, lack of motivation, or distraction.
12. Personal values - The beliefs and principles that guide an individual's actions and decisions, and reflect their priorities and interests.

**References**

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer US.

Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: perseverance and passion for long-term goals. Journal of Personality and Social Psychology, 92(6), 1087–1101.

Elliot, A. J., & Thrash, T. M. (2010). Approach-avoidance motivation in personality: Approach and avoidance temperaments and goals. Journal of Personality and Social Psychology, 98(3), 505-516.

Kernis, M. H. (2003). Toward a conceptualization of optimal self-esteem. Psychological Inquiry, 14(1), 1-26.

Schunk, D. H. (2012). Learning theories: An educational perspective. Pearson.

Locke, E. A. (2004). Goal setting theory and its applications to the world of business. Academy of Management Executive, 18(4), 124-129.

Markus, H., & Nurius, P. (1986). Possible selves. American Psychologist, 41(9), 954-969.

Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. Handbook of self-regulation, 451-502.

Ryan, R. M., & Deci, E. L. (2002). Overview of self-determination theory: An organismic dialectical perspective. Handbook of self-determination research, 3-33.

Sheldon, K. M., & Elliot, A. J. (1999). Goal striving, need satisfaction, and longitudinal well-being: The self-concordance model. Journal of Personality and Social Psychology, 76(3), 482-497.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84(2), 191–215.<https://doi.org/10.1037/0033-295x.84.2.191>

Bandura, A. (1982). Self-efficacy mechanism in human agency. American Psychologist, 37(2), 122–147.<https://doi.org/10.1037/0003-066x.37.2.122>

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior (Vol. 4, pp. 71–81). Academic Press.

Maddux, J. E., & Rogers, R. W. (1983). Protection motivation and self-efficacy: A revised theory of fear appeals and attitude change. Journal of Experimental Social Psychology, 19(5), 469–479.<https://doi.org/10.1016/0022-1031(83)90023-9>

Pajares, F. (1996). Self-efficacy beliefs in academic settings. Review of Educational Research, 66(4), 543–578.<https://doi.org/10.3102/00346543066004543>

Schwarzer, R., & Jerusalem, M. (1995). Generalized self-efficacy scale. In J. Weinman, S. Wright, & M. Johnston (Eds.), Measures in health psychology: A user’s portfolio. Causal and control beliefs (pp. 35–37). NFER-NELSON.

Baumeister, R. F., & Heatherton, T. F. (1996). Self-regulation failure: An overview. Psychological Inquiry, 7(1), 1-15.<https://doi.org/10.1207/s15327965pli0701_1>

Carver, C. S., & Scheier, M. F. (1998). On the self-regulation of behavior. Cambridge University Press.

Diamond, A., & Ling, D. S. (2016). Conclusions about interventions, programs, and approaches for improving executive functions that appear justified and those that, despite much hype, do not. Developmental Cognitive Neuroscience, 18, 34-48.<https://doi.org/10.1016/j.dcn.2015.11.005>

Duckworth, A. L., & Gross, J. J. (2014). Self-control and grit: Related but separable determinants of success. Current Directions in Psychological Science, 23(5), 319-325.<https://doi.org/10.1177/0963721414541462>

Duckworth, A. L., & Seligman, M. E. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. Psychological Science, 16(12), 939-944.<https://doi.org/10.1111/j.1467-9280.2005.01641.x>

Beck, A. T. (1976). Cognitive therapy and the emotional disorders. International Universities Press.

MacBeth, A., & Gumley, A. (2012). Exploring compassion: A meta-analysis of the association between self-compassion and psychopathology. Clinical Psychology Review, 32(6), 545-552.

Neff, K. D. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. Self and Identity, 2(2), 85-101.

Pavot, W., & Diener, E. (2008). The Satisfaction With Life Scale and the emerging construct of life satisfaction. The Journal of Positive Psychology, 3(2), 137-152.

Peterson, C., & Park, N. (2011). Character strengths and virtues: Their role in well-being. Oxford University Press.

Riso, L. P., du Toit, P. L., Stein, D. J., & Young, J. E. (2010). Cognitive schemas and core beliefs in psychological problems: A scientist-practitioner guide. American Psychological Association.

Sheldon, K. M., & Elliot, A. J. (1999). Goal striving, need satisfaction, and longitudinal well-being: The self-concordance model. Journal of personality and social psychology, 76(3), 482-497.

Sheldon, K. M., Lyubomirsky, S., & Achieving Sustainable Gain in Happiness. (2011). Positive psychology in practice. Hoboken, NJ: John Wiley & Sons.

Ashford, S. J., Blatt, R., & VandeWalle, D. (2003). Reflections on the looking glass: A review of research on feedback-seeking behavior in organizations. Journal of management, 29(6), 773-799.

Baikie, K. A., & Wilhelm, K. (2005). Emotional and physical health benefits of expressive writing. Advances in Psychiatric Treatment, 11(5), 338-346.

Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: mindfulness and its role in psychological well-being. Journal of personality and social psychology, 84(4), 822-848.

Chiesa, A., & Serretti, A. (2010). A systematic review of neurobiological and clinical features of mindfulness meditations. Psychological medicine, 40(08), 1239-1252.

Hölzel, B. K., Carmody, J., Vangel, M., Congleton, C., Yerramsetti, S. M., Gard, T., & Lazar, S. W. (2011). Mindfulness practice leads to increases in regional brain gray matter density. Psychiatry research, 191(1), 36-43.

Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. Psychological bulletin, 119(2), 254-284

Simply Psychology. (2021). Maslow's hierarchy of needs [Diagram]. Retrieved from<https://www.simplypsychology.org/maslow.html>

University of Rochester Medical Center. (n.d.). Self-determination theory. Retrieved May 3, 2023, from<https://www.urmc.rochester.edu/community-health/patient-care/self-determination-theory.aspx>

Csikszentmihalyi, M. (1997). Finding flow: The psychology of engagement with everyday life. Basic Books.

Eccles, J. S., & Gootman, J. A. (2002). Community programs to promote youth development. National Academy Press.

Seligman, M. E. P. (2011). Flourish: A visionary new understanding of happiness and well-being. Simon and Schuster.

Vallerand, R. J. (2015). The psychology of passion: A dualistic model. Oxford University Press.

Costa, P. T., Jr., & McCrae, R. R. (1992). Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) manual. Psychological Assessment Resources.

Hogan, R., & Hogan, J. (1997). Hogan Personality Inventory manual. Hogan Assessment Systems.

Brown, J. D. (1993). Self-esteem and self-evaluation: Feeling is believing. In J. Suls & A. G. Greenwald (Eds.), Psychological perspectives on the self (Vol. 4, pp. 27-58). Psychology Press.

Stipek, D. J. (1993). Motivation to learn: From theory to practice. Allyn & Bacon.

**Changes made:**

1) in-text references/citations where you are making claims throughout: added multiple throughout the paper (for example, on the part we discuss self-efficacy, there are in-text citations)

2) Identify places a table that summarizes types of theories (e.g., where you introduce motivation definition so you can elaborate on the idea many theories define motivation different ways) or a figure with a diagram would add value: added figures on page 13 (explaining SDT), page 4 (intrinsic and extrinsic motivation), and page 6 (Maslow’s hierarchy of needs as it is highly linked to understanding the self; mainly because of the last part of the pyramid)

3) Identify what places you want to bold the key vocab words you highlighted & make sure you have a clear definition of each defined in the chapter somewhere (ideally first time concept is introduced): we bold every term that is found in key terms and they all have a pretty clear definition next to them. Sometimes it is not seen the first time the term is introduced becaused we identified a repetition of some words on different parts.

4) In the places you introduce the strategies or techniques, make sure to go back and identify literature from scholar that shows studies that have proven effective ways on HOW you do the techniques (then cite them in text): on page 9 (section, techniques to find self-acceptance) we added ways on how to effectively implement all these techniques we mention and in text citations that support our claims.

5) you should have a section that mentions or briefly describes self-determination theory and how that relates - you always write in text to refer to the other chapter - but it is relevant here: on page 13-14 we added a whole section for the self-determination theory that further analyzes this concept.

6) I like the section on "Explanation of concept of "Me, Myself..."; however, you need to take it a step further and rather than just like the theories compare/contrast them and add additional literature/example studies that would show them applied in action....You should also compare the concepts: self-concept, self-esteem, and self-efficacy (they conflate easily) and then go into discussing how each affects motivation: we added more information and examples on how this concept relates to real-world scenarios and on the self-efficacy section, we contrasted and compared the terms mentioned in this comment.

7) Each of these should become their own sub section that you talk about in more depth; referring to self-awareness, self-efficacy, and self-regulation (section importance of motivation): on pages 11-12 you can identify the sections we created for these terms.

8) Be careful with this since many of these personality measures are not reliable/valid - identify some from the literature and cite them or list the items in a table!): on page 8 you can see the changes we maded and at the end of the section we added some reliable tests based on literature.

9) Tie this back to interest literature (remember well developed stage is this!); referring to FINDING YOUR PASSION: on pages 14-15 we added parts that mention how passion relates to interest and we added in-text citations that support the claims.