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Table of Contents
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Content

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- Khalail, Rabia-**The relationship between academic self-concept, intrinsic motivation, test anxiety, and academic achievement among nursing students: Mediating and moderating effects**

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- Rozek, C. S., Hyde, J. S., Svoboda, R. C., Hulleman, C. S., & Harackiewicz, J. M. (2015). **Gender differences in the effects of a utility-value intervention to help parents motivate adolescents in mathematics and science**. *Journal of Educational Psychology, 107*(1), 195-206. doi:10.1037/a0036981

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Personality, Interpersonal, and Person-Oriented Articles

Allport, G. W. (1937). Personality: A psychological interpretation. Henry Holt and Company, Inc. New York.

Tim's Note: the point here is that psychology recognized over eighty years ago that **the holistic idiosyncratic individual**, versus **the nomothetic variable**, was the target for investigation and explanation of personality

Allport (1937) argued that each personality is individually unique—stemming from "unique hereditary endowment, the different developmental history, and the never-repeated external influences" (p. 197)—and is irreducible to basic and common classifications of motives thought to be shared by all humans. Allport's holistic idiosyncratic view of the individual was in contrast with the mainstream scientific nomothetic view that hypothesized that traits could be reduced to basic variables and correlated with behaviors, and thus, generalized among populations.

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The general vs the particular
Nomothetic knowledge about people in general Vs. idiographic knowledge about persons in particular.
Merits of nomothetic vs idiographic knowledge
Windelband argued that all knowledge is based on its relationship to either the general or the particular subject.

… science might pursue one of two different "knowledge goals" (1894: 143): it "either seeks the general in the form of natural law or the particular in the historically determined form"

the "nomothetic sciences" which seek to arrive at universal apodictic judgments, treating the particular and unique as a mere exemplar or special case of the type or of the generic concept

the "idiographic sciences", in contrast, aim to arrive at singular assertoric judgments that represent a unique object in its individual formation

One and the same object can be approached from both points of view, and which method is appropriate depends entirely on the goal or purpose of the investigation

most sciences will involve both general and particular knowledge

the idiographic sciences in particular depend on general and causal knowledge which has been derived from the nomothetic sciences (1894: 156–157)

"In their quest for knowledge of reality, the empirical sciences either seek the general in the form of the law of nature or the particular in the form of the historically defined structure. On the one hand, they are concerned with the form which invariably remains constant. On the other hand, they are concerned with the unique, immanently defined content of the real event. The former disciplines are nomological sciences. The latter disciplines are sciences of process or sciences of the event. The nomological sciences are concerned with what is invariably the case. The sciences of process are concerned with what was once the case."

… We should also bear in mind that this methodological dichotomy classifies only modes of investigation, not the contents of knowledge itself. It is possible - and it is in fact the case - that the same subjects can be the object of both a nomothetic and an idiographic investigation.

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Basic Psychological Needs Satisfaction: Parents and Adolescents

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Tim's Notes: Aristotle on Causality
Tim's Notes: Categories
Tim's Notes: Eudaimonia and Happiness
Tim's Notes: Historical Controversies Surrounding Innateness
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Basic Psychological Needs Satisfaction: Parents and Adolescents

Becker, S., Pfost, M., Schiefer, I. M., & Artelt, C. (2019). Relations between life-goal regulation, goal orientation, and education-related parenting: A person-centered perspective. *Learning and Individual Differences, 76*, 101786. https://doi.org/10.1016/j.lindif.2019.101786

large similarities between the (life) goals of parents and adolescents
(Massey, Gebhardt, and Garnefski (2008)
adolescents whose parents supported their **autonomy** reported rather intrinsically oriented goals
less autonomy-supported parenting was found to lead to rather extrinsically oriented goals
Lekes, Gingras, Philippe, Koestner, and Fang (2010)
controlled, they tend to develop higher extrinsically oriented goals
(Kasser, 2002; Kasser, Ryan, Zax, & Sameroff, 1995)
or less self-determined behavior
(Soenens & Vansteenkiste, 2005)
goal-orientation theory: **autonomy-supporting parenting** → higher intrinsic achievement motivation
performance- and achievement-oriented parenting → extrinsic achievement motivation
(Neuenschwander & Frank, 2011)
parenting styles: **authoritative** (e.g. encouraging autonomy) parenting → mastery-orientation
authoritarian parents (e.g. high demands) tended to embody a performance-orientation
Gonzalez, Holbein, and Quilter (2002)
parents' behavior supports children's psychological needs → autonomous motivation to do homework
(Katz, Kaplan, & Buzukashvily, 2011; Madjar, Shklar, & Moshe, 2016; Pomerantz, Ng, & Wang, 2006)
PERSON ORIENTED:
… to examine whether different profiles of … could be specified in a theoretically meaningful way
… we tested whether these profiles could be used to predict …
… our results show that three different profiles of life-goal regulation could be specified by using a person-centered approach
… the patterns of profiles support the theoretical assumption that …
… the main differences between the three profiles appear according to the amount of more extrinsic (introjected and extrinsic) types of regulation

Behzadnia, B., & FatahModares, S. (2020). Basic psychological need-satisfying activities during the COVID-19 outbreak. *Applied Psychology: Health and Well-Being, 12*(4), 1115–1139. https://doi.org/10.1111/aphw.12228

whether interventions to increase BPNS work
Motivational Self-Regulations
BPNS → greater well-being and decreased ill-being → mediates motivational self-regulation
motivational self-regulation: a continuum that spans from amotivation to controlled self-regulation to autonomous self-regulation

- people learn how to satisfy their basic psychological needs: coping
- activities that facilitate the experience of need satisfaction
- two goals: (1) we hypothesized the effectiveness of a basic psychological need-satisfying activities intervention to increase the experience of need satisfaction, autonomous self-regulation, and subjective (2) we hypothesized decrease their experience of need frustration, controlled self-regulation, amotivation, and perceived stress compared with the participants in the control condition
- The results: participants in the experimental condition displayed significantly higher need satisfaction and lesser need frustration
- We found that the satisfaction of basic needs is essential for greater well-being, and reduces stress, in a stressful situation.
- (Weinstein et al., 2016), but also help them experience need satisfaction and greater well-being.
- The results: autonomous self-regulation increased from pretest to posttest in the experimental condition; reported higher autonomous self-regulation
- social agents (e.g. teachers and managers) positively affects people's autonomous regulation and positive outcomes (e.g. Behzadnia, Mohammadzadeh, & Ahmadi, 2019; Slemp, Kern, Patrick, & Ryan, 2018); choose an activity; freely make decisions about it; feel effective in doing that;

ENFORCED ISOLATION
freely choose to be alone, they can feel relaxed and reduce stress (Nguyen, Ryan, & Deci, 2018).
enforced social isolation, participants may have experienced the frustration of their basic needs, and to combat this, they may have found the activities interesting and important

Cantarero, K., van Tilburg, W. A. P., & Smoktunowicz, E. (2020). **Affirming** basic psychological needs promotes mental well-being during the COVID-19 outbreak. https://doi.org/10.31234/osf.io/pyhce

challenges to basic psychological needs (BPN) for autonomy, competence, and relatedness during the COVID-19 pandemic undermine people's mental well-being
an online intervention: affirmation of these psychological needs
higher levels of satisfaction of BPN were related to higher well-being during the COVID-19 outbreak
increased mental well-being through **bolstered relatedness**
decreased perceived stress.
mental well-being during the COVID-19 pandemic is positively related to the ability to work as usual and the number of people contacted via phone or internet but not in person.

lifestyle restrictions: lockdowns social distancing ; emerging challenges such as **loneliness** (Stephenson, 2020) and **boredom** (Wang et al., 2020). **Quarantine** can be detrimental to well-being (Brooks et al., 2020),

Deci, E. L., & Ryan, R. M. (2011). Levels of analysis, **regnant causes** of behavior and well-being: The role of psychological needs. *Psychological Inquiry, 22*(1), 17–22. https://doi.org/10.1080/1047840x.2011.545978

BPNS:
defining them as essential nutriments for healthy development and psychological well-being and asserting that they are universal
each of these needs satisfied to develop and function optimally
we have tested the importance and generality of these needs and have found that across many eastern and western cultures these needs are essential for psych health (see Chirkov et al. 2003)
BPNs have several functions: 1) they explain what people move toward; energy and direction; see need substitutes – tv for personal
2) to understand whether people will flourish or wither; 3) intervention to evaluate what aspects of a social context will enhance; predict what context; create social contexts

Regnant (dominant) causes of behavior and well-being
Importance of conciliation among various levels of explanation that interpenetrate (mutually explain/affect);
embedded contexts; the levels of systems within which individuals are embedded impact wellness through the distal or proximal facilitation of BPNs
reductionism: neural circuits in the brain; equally legit that cause is the psychological significance of an event; the meaning a person gives; multiple explanations can all be correct, though not equally satisfying or relevant for a theorists purpose

(SDT), most of the attention is at the cognitive, personality, social relations, and culture levels of analysis. Interactions represent the regnant causes (see, e.g., Ryan & Deci, 2006) both of the motivated behaviors and interpersonal phenomena we are trying to explain within the theory and of the types of behavioral outcomes we are trying to affect with SDT-based interventions (Deci & Ryan, 2000; Ryan & Deci, 2000).

people's psychological experiences, whether conscious or nonconscious, are frequently the most important proximal causes of their behaviors and that social contextual variables strongly influence those experiences and behaviors

we focus on the social contexts because they can provide the most powerful leverage for interventions on people's motivations, thoughts, and behaviors. Although clearly individual differences in biology, as well as ambient macro contexts within which individuals are embedded, influence psychological experiences and processes (Deci & Ryan, in press), interventions most often work more effectively at the proximal level rather than at these more distal levels.

FROM R&D 2006: REGNANT CAUSE
Recognizing that all behavioral events can (potentially) be described in levels of analyses ranging from molecular to molar, the important agenda is not reducing one level into another but coordinating the levels.

choose which level to focus on to derive meaningful explanations and interventions. For every question asked about causation there is one or more levels of analysis most pertinent for formulating an answer. We label these the **regnant levels of explanation** (Ryan & Deci, 2004), defined as **that level (or levels) that**

captures the variables most relevant to what is to be explained and that is most relevant for effective interventions.

SDT's principal of regent causes:
FROM Ryan & Deci, 2004:

re causation, there is a level (or multiple interactive levels) of analysis that is most pertinent to addressing the problem posed. We label this the **"regnant level" of explanation**.
captures the most **meaningful and molar (large; not reduced**) organization of events/interventions
one purpose of science (Bacon) is prediction and control, best served by attending to the regnant, rather than the lowest, level of analysis.
Sometimes neurological/physiological explanation is the regnant level of explanation for behavior.
reflexive actions, such as an eye blink are not experienced as intentional
nonreflexive behaviors appear to bypass all mediation by the reflective evaluative capacities

for many purposes of social design and intervention, behavior is explained most meaningfully by looking at molar social events and their construal
the very same proximal stimuli will engender different responses depending on their meaning or significance to the person

Social events have a functional significance (Deci & Ryan, 1985), wh1~h m ~~ sh~pes the organization of subsequent action. And where autonomy enters the picture this realm of meaning.

As existentialists have argued, we act in accord with the meaning of events, and it is in the reflective construction of meanings that we can find our possibilities.

FROM Pinker (2002),

[EJach of us feels that there is a single "I" in control. But that is an illusion; No matter that the brain itself may be stimulated into action by social events, that the supervisory "gadgets" are mediated by people's psychological interpretations and construals, or that awareness and active reflection can alter those construals. For Pinker, and others, saying that the brain did it is apparently satisfying as an explanation. But locating causes exclusively or "ultimately" in the brain is as problematic as locating them exclusivi;ly or ultimately in the environment, as Skinner had done

R&D 2004:

Both autonomous self-regulation and controlled regulatory processes operate within an organism, and there can be no doubt that they have distinct biological supports (Ryan et al., 1997). The distinct regulatory processes also typically relate with, or follow from, different types of environments and cultural backdrops. They are also linked with divergent phenomenological experiences as well as different affective and behavioral consequences. In short, the antecedents, consequences, and functional underpinnings of autonomous versus controlled action are distinct.

Engels, M.C., Colpin, H., Wouters, S., Van Leeuwen, K., Bijttebier, P., Van Den Noortgate, W., Goossens, L., Verschueren, K., (2019). **Adolescents' peer status profiles** and differences in school engagement and loneliness trajectories: A **person-centered** approach. *Learning and Individual Differences, 75*, 101759. https://doi.org/10.1016/j.lindif.2019.101759

PERSON-CENTERED
This study used a person-centered approach to identify adolescents' peer status profiles and examined how these profiles differed regarding the development of school engagement and loneliness. A sample of 794 adolescents was followed from Grades 7 to 11 (MageWave1=13.81 years). Measures included peer nominations of peer status, and student reports of school engagement and peer-related loneliness. Latent class growth analysis identified three profiles: popular-liked, unpopular-disliked, and normative.

Gagné, M., & Deci, E. L. (2014). The history of self-determination theory in psychology and management. In M. Gagné (Ed.) *The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory*, pp. 1-9. https://doi.org/10.1093/oxfordhb/9780199794911.013.006

feelings of autonomy (locus of causality) influence intrinsic motivation
COMPETENCE
intrinsic motivation flourishes only when people feel like they are mastering their environment=competence (Vallerand & Reid, 1984; White, 1959)
people need to feel both competent and autonomous in order to experience intrinsic motivation (Dysvik, Kuvaas, & Gagné, 2013

meta-analytic findings provide strong support for **cognitive evaluation theory** (Deci, Koestner, & Ryan, 1999)
COGNITIVE EVALUATION THEORY and EGO INVOLVEMENT
Ryan, Koestner, and Deci (1991) seemingly intrinsically motivated behaviors; in fact **ego-involved**
people's feelings of worth are dependent on what they do or how they do it
people feel pressured or controlled to do what would make them feel worthy
there may be more than two types (Ex vs In) of motivation; an ego-involved type of motivation
complementing **cognitive evaluation theory** with a **theory of organismic integration**
PLUS four other mini-theories: (1) causality orientations theory, (2) basic psychological needs theory, (3) goal contents theory, and (4) relationships motivation theory
OIT = the concept of internalization, defined as taking in values, behaviors, and beliefs and making them one's own (Ryan, 1995)
There are two ways in which internalization can happen
pressuring and controlling = introject
feel autonomous and agentic = integrate it into their core self-regulatory system, which in SDT is labeled the "self."
In terms of their antecedents, … how to promote internalization and intrinsic motivation
Cognitive evaluation theory proposed that when people feel competent and autonomous, they are more likely to be intrinsically motivated
RELATED
feeling related to others was also found to be important facilitator of internalization, along with competence and autonomy (e.g., Baard, Deci, & Ryan, 2004), which led to the assertion that there are three basic psychological needs that are universal necessities and that represent the essential nutriments for autonomous motivation—that is, for maintaining intrinsic motivation and promoting internalization of extrinsic motivation (e.g., Deci & Ryan, 2000; Ryan & Deci, 2000)

Deci, E. L., & Ryan, R. M. (2014). The importance of universal psychological needs for understanding motivation in the workplace. In M. Gagné (Ed.) *The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory*, pp. 13-32. https://doi.org/10.1093/oxfordhb/9780199794911.013.003

Gagné, M., Spreitzer, G. M., & Porath, C. L. (2014). Self-determination as a nutriment for **thriving**. the oxford handbook of work engagement, motivation, and self-determination theory. In M. Gagné (Ed.) *The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory*, pp. 245-258. https://doi.org/10.1093/oxfordhb/9780199794911.013.016

Thriving: the joint experience of vitality and learning
a marker of individual growth and forward progress
internal gauge to assess well-being at work
key outcomes and antecedent conditions
thriving may be nurtured from the nutriments of autonomous motivation
all three nutriments of autonomous motivation—a sense of autonomy, competence, and relatedness—facilitate more thriving at work

Hornstra, L., Bakx, A., Mathijssen, S., & Denissen, J. J. A. (2020). Motivating gifted and non-gifted students in regular primary schools: A self-determination perspective. *Learning and Individual Differences, 80*, 101871. https://doi.org/10.1016/j.lindif.2020.101871
teachers treat gifted students differently … more autonomy and self-direction

Jian Li, Mengdi Deng, Xiaohan Wang, & Yun Tang (2018). Teachers' and parents' autonomy support and psychological control perceived in junior-high school: Extending the dual-process model of self-determination theory. *Learning and Individual Differences, 68*, 20-29. https://doi.org/10.1016/j.lindif.2018.09.005
connections between autonomy support and autonomous motivation
between psychological control and controlled motivation
the predictive effect on students' academic performance and school satisfaction
junior-high school students (N=614) from China
perceived autonomy support was positively correlated with autonomous and controlled motivation
autonomous motivation further mediated the predictive effect of autonomy support on academic performance and school satisfaction
Teachers' autonomy support showed a similar or stronger association than **parents' autonomy support** to motivation and academic outcomes.

Jiang, S., Jiang, C., Ren, Q., & Wang, L. (2021). Cyber victimization and psychological well-being among Chinese adolescents: Mediating role of basic psychological needs satisfaction and moderating role of positive parenting. *Children and Youth Services Review, 130*, 106248. https://doi.org/10.1016/j.childyouth.2021.106248

Cyber victimization: underlying mediator or moderator mechanisms
This study extends prior research by examining the mediator of basic psychological needs satisfaction and the moderator of positive parenting in this relationship
728 Chinese adolescents
satisfaction of the needs for relatedness and competence partially mediates the association between cyber victimization and adolescent psychological well-being
the direct effect of cyber victimization on psychological well-being is moderated by positive parenting
cyber victimization damages adolescent psychological wellbeing

Joe, H.-K., Hiver, P., & Al-Hoorie, A. H. (2017). Classroom social climate, self-determined motivation, willingness to communicate, and achievement: A study of structural relationships in instructed second language settings. *Learning and Individual Differences, 53*, 133–144. https://doi.org/10.1016/j.lindif.2016.11.005

Kaefer, A., & Chiviacowsky, S. (2021). Relatedness support enhances motivation, positive affect, and motor learning in adolescents. *Human Movement Science, 79*, 102864. https://doi.org/10.1016/j.humov.2021.102864

Supporting the **Relatedness Need** enhances task learning in adolescents
Relatedness: the need to experience satisfaction from interpersonal acceptance and closeness

supporting the learner's **needs for autonomy** (Aiken, Fairbrother, & Post, 2012; Andrieux, Danna, & Thon, 2012; Chiviacowsky, 2014; Chiviacowsky & Wulf, 2002; Janelle, Barba, Frehlich, Tennant, & Cauraugh, 1997; Kaefer, Chiviacowsky, Meira Jr, & Tani, 2014; Laughlin et al., 2015)

and competence (Abbas & North, 2018; Chiviacowsky & Harter, 2015; Chiviacowsky & Wulf, 2007; Gonçalves, Cardozo, Valentini, & Chiviacowsky, 2018; Saemi, Porter, Ghotbi-Varzaneh, Zarghami, & Maleki, 2012),
only three studies in the existing body of literature have looked at the effects of **relatedness support** on motor learning: **swimming** task (Gonzalez & Chiviacowsky, 2018) or a **gymnastic** task (Chiviacowsky, Harter, Del Vecchio, & Abdollahipour, 2019), **riding a rehab pedalo** over a set distance (Silva & Chiviacowsky, 2020).

Katz, I., Cohen, R., Green-Cohen, M., & Morsiano-davidpur, S. (2018). Parental support for adolescents' autonomy while making a first career decision. *Learning and Individual Differences, 65*, 12-19. https://doi.org/10.1016/j.lindif.2018.05.006

First career-related decisions: choosing a high school major
the association between parental support and the type of motivation adolescents adopt while deciding
to examine whether perceived parental support of autonomy in adolescents' first career decision is associated with motivation to learn, satisfaction with choice, wellbeing, and success
to assess the mediating role of the extent to which adolescents' decision was made autonomously

Samples: Two hundred and twenty-nine 10th-grade students participated in this study.
Methods: Participants completed questionnaires at the very beginning and end of the school year.
Results: Through path analysis with bootstrapping, the findings indicated that adolescents who perceived their parents as autonomy-supportive during the process of decision making, **made an autonomous decision**. This "autonomously motivated decision" was found to be **the mediating mechanism** that explains the relations between parents' autonomy-support and the cognitive/emotional outcomes.
Conclusions: The results highlight the positive role that parents can play in adolescents' career decisions by supporting their autonomy and helping them make an autonomous decision.

Katz, I., Kaplan, A., & Buzukashvil, T. (2011). The role of parents' motivation in students' autonomous motivation for doing homework. *Learning and Individual Differences, 21*(4), 376-386. https://doi.org/10.1016/j.lindif.2011.04.001

the role of parents in the quality of the motivation that students adopt towards homework
135 dyads of 4th grade Jewish-Israeli children and **one of their parents** responded to surveys
The findings indicated that parents' behavior that supported the children's psychological needs was positively related to the children's autonomous motivation for doing homework
Parents' need-supportive behavior was associated with **parents' own autonomous motivation** for involvement in helping with homework – i.e., parents' identification with the importance of such involvement – with parents' competence beliefs, and with parents' positive attitudes towards the task of homework.

The findings highlight the role of type of parents' involvement with their children's homework in the children's motivation toward homework, and of parents' own type of motivation for this task in the quality of their involvement.

Koestner, R., & Holding, A. (2021). A generative legacy: SDT's refined understanding of the central role of autonomy in human lives. *Motivation Science, 7*(2), 111–112. https://doi.org/10.1037/mot0000221

META-ANALYSES CONFIRMING SDT:
the undermining effect of rewards on intrinsic motivation ((Deci, Koestner, & Ryan, 1999)
the benefits of autonomy support on health behavior (Ntoumanis et al., 2020)
the importance of autonomy across cultures (Yu, Levesque-Bristol & Maeda, 2018)
Benner-2018-Racial-ethnic discrimination and well-being during adolescence-A meta-analytic review.pdf
Bradshaw-2019-lntrinsic and extrinsic aspirations and psychological well-being - a meta-analysis.pdf
Chen-2019-Gender Differences in Life Satisfaction Among Children and Adolescents - A Meta-analysis.pdf
Ciocanel-2017- Effect iveness of Positive Youth Development Interventions - Meta-analysis.pdf
Deci-Ryan-Koestner-1999-Meta-Analytic Review of Experiments Examining the Effect s of Extrinsic Rewards on Intrinsic Motivation.pdf
Endendij k-2016-Gender-Differentiated Parenting Revisited - Meta-Analysis Differences in Parental Control.pdf
Gili-2019-Mental disorders as risk factors for suicidal behavior in young people - A meta-analysis and systematic review.pdf
Gray-2017-Goal conflict and psychological well-being -A meta-analysis.pdf
Hooper-2018-Dissertation-A meta-analysis of teacher autonomy support and control.pdf
Howard-2017-testing a continuum structure of self -determined motivation a meta-analysis.pdf
Huang-2017-Time Spent on Social Network Sites and Psychological Well-Being - A Meta-Analysis.pdf
Jeynes-2015-A meta-analysis - The relationship between father involvement and student academic achievement.pdf
Jeynes-2017-A Meta-Analysis-Parent Involvement Latino.pdf
Lazowski-2015-Motivation interventions in education - A meta-analytic review.pdf
Liu-2019-Digital communication media use and psychological well-being-A meta-analysis.pdf
Meta-analysis_of_the_modality_effect.pdf
Moore-2017-Consequences of bullying victimization in childhood and adolescence-A systematic review and meta-analysis.pdf
Mortier-2018-prevalence of suicidal thoughts and behaviours among college students - a meta-analysis.pdf
Ntoumanis-2020-meta-analysis of self -determination theory-informed intervention studies.pdf
Pinquart-2017-parenting dimensions and styles - children and adolescents - An updated meta-analysis.pdf
Reaves-2018-The test of time-A meta-analytic review of the relation between school climate and problem behavior.pdf
Slemp-2018-Leader autonomy support in the workplace -meta-analytic review.pdf
Vasquez-2016-Parent _6utonomy Support Psychosocial Functioning - a Meta-analysis of Research.pdf

autonomy support is useful in improving people's lives
in family (Lerner & Grolnick, 2019),
school (Cheon et al., 2019),
work (Gagné, 2018), and
leisure settings (Rocchi & Pelletier, 2018).

meaning and significance of autonomous functioning in human lives (Ryan, Deci, Vansteenkiste, Soenens, 2020)
SDT highlights the importance of three basic psychological needs in relation to human motivation, development and wellness: – autonomy, relatedness, and competence (ARC);
but what has always been unique about the theory is its emphasis on autonomy (McAdams, 2015)
Relatedness has been well explored by **attachment theorists** (Crittenden, 2017)
competence has been highlighted in the **motivational theory of lifespan development** (Heckhausen, et al., 2010)
confuse **autonomy** with the concepts of **independence**, **self-reliance**, and **individualism**
feeling volitional about one's actions (Ryan & Deci, 2017)
measured by asking people whether they are doing something because of interest and value or because of internal or external pressures
autonomous actions are those you "want to do" rather than "have to do,"
autonomous activities are those "you get to do" instead of those that "you got to do,"
autonomous goals are those you pursue whole-heartedly rather than half-heartedly.
Covid-19
the stated reason for refusal (to wear a mask) might be confused with autonomy

requiring citizens to wear a mask is a violation of "personal freedom," a synonym of autonomy
SDT: refusers are not acting freely and with volition, but rather, they are behaving in line with controlling group norms or personal introjects
ALSO, not all the people who wear masks are doing so autonomously
blindly following the guidelines of authorities

real-life psychological issues
inter-group conflict (Kachanoff et al, 2020),
coming out about one's sexuality (Legate, Ryan & Weinstein, 2012)
adherence to health guidelines during the Covid-19 pandemic (Vansteenkiste, 2020)

Krijgsman, C., Vansteenkiste, M., van Tartwijk, J., Maes, J., Borghouts, L., Cardon, G., … Haerens, L. (2017). Performance grading and motivational functioning and fear in physical education: A self-determination theory perspective. *Learning and Individual Differences, 55*, 202–211. https://doi.org/10.1016/j.lindif.2017.03.017

performance grading (versus non-grading) and students' motivation and fear
grading consisted of teacher judgments of students' performances through observations
students reported less intrinsic motivation and identified regulation, and more external regulation, amotivation and fear
less need satisfaction accounted for (i.e., mediated) the relationship between performance grading and self-determined motivational outcomes
Need frustration explained the relationship between performance grading and intrinsic motivation, as well as less self-determined motivational outcomes

Laporte, N., Soenens, B., Brenning, K., & Vansteenkiste, M. (2021). Adolescents as active managers of their own psychological needs: The role of psychological need crafting in adolescents' mental health. *Journal of Adolescence, 88*, 67–83. https://doi.org/10.1016/j.adolescence.2021.02.004

Satisfaction of adolescents' basic psychological needs for autonomy, competence, and relatedness contributes to their well-being.
Socialization figures (e.g., parents) can assist adolescents in getting these needs met
adolescents can engage in **need crafting**, thereby proactively managing their behavior towards improved need satisfaction.

Adolescents are at greater risk for psychological difficulties compared to younger children and adults (Dekovic et al., 2004; Zahn-Waxler et al., 2000), with this vulnerability increasing during the last decennium (Keyes et al., 2019)
As they grow older, adolescents also display increasing capacities for self-expression and psychosocial growth (Laursen & Collins, 2009; Steinberg, 2014)

it has been argued on the basis of Self-Determination Theory (SDT, Ryan & Deci, 2017; Vansteenkiste et al., 2020) that it is important to consider the role of the basic psychological needs for autonomy, competence, and relatedness

satisfaction of these psychological needs is conducive to adolescents' psychosocial adjustment and to a better resolution of important developmental tasks (e.g., Luyckx, et al., 2009; Skhirtladze et al., 2019; V´eronneau et al., 2005)

frustration of these needs increases the risk for both internalizing and externalizing problems (Rodríguez-Meirinhos et al., 2020; Van Petegem et al., 2015)

research has shown convincingly that socialization figures, such as parents (e.g. Soenens et al., 2017), teachers (Jang et al., 2016), and peers (Ratelle et al., 2013) play a role in the support and satisfaction of these psychological needs

how adolescents themselves can contribute actively to their own need-based experiences has received far less attention (Legault et al., 2017; Sheldon et al., 2010; Weinstein et al., 2016)

1.1. Basic psychological needs as nutrients of well-being
SDT is a broad theory on human motivation and psychosocial development, which posits the basic psychological needs for autonomy, relatedness and competence as universal and essential ingredients for healthy psychological and social development (Vansteenkiste et al., 2020)

Autonomy denotes the extent to which adolescents experience a sense of psychological freedom in their thoughts, actions, and feelings. When satisfied, adolescents fully endorse their actions and choices, which are experienced as authentic and self-expressive
relatedness involves experiences of reciprocity in interpersonal relationships. When satisfied, adolescents express care and concern towards friends, parents, and siblings, while also feeling cared for and loved by them
competence refers to a sense of mastery and personal efficacy in developing one's potential and skills. When satisfied, adolescents feel skilled to meet challenges in life and capable to attain desired goals.

Need frustration involves more than the mere absence of need satisfaction as the needs get more **actively blocked and obstructed** when frustrated (Bartholomew et al., 2011; Ryan et al., 2016; Vansteenkiste & Ryan, 2013)

When frustrated, people experience pressure to think, feel, and act (autonomy frustration), loneliness (relatedness frustration), and failure (competence frustration).

the satisfaction of these basic psychological needs is of utmost importance for individuals' psychosocial adjustment and well-being (Ryan & Deci, 2017; Vansteenkiste et al., 2020)

adolescents, report more positive affect, life satisfaction (Rodríguez-Meirinhos et al., 2020)
vitality (Cordeiro et al., 2016) when their needs are satisfied

psychological need satisfaction is growth-conducive, the frustration of these very same needs forestalls adolescents' development and increases their risk for psychopathology, including negative affect (Milyavskaya et al., 2009) and depressive symptoms (Bartholomew et al., 2011; Vandenkerckhove et al., 2020)

need satisfaction can be fostered through a complex **interplay between contextual and individual-level sources of influence** (Ryan et al., 2019)

Martela, F., Ryan, R. M., & Steger, M. F. (2017). Meaningfulness as Satisfaction of Autonomy, Competence, Relatedness, and Beneficence: Comparing the Four Satisfactions and Positive Affect as Predictors of Meaning in Life. J*ournal of Happiness Studies, 19*(5), 1261–1282. https://doi.org/10.1007/s10902-017-9869-7

Moè, A., Katz, I., Cohen, R., & Alesi, M. (2020). Reducing homework stress by increasing adoption of need-supportive practices: Effects of an intervention with parents. *Learning and Individual Differences, 82*, 101921. https://doi.org/10.1016/j.lindif.2020.101921

hypothesis: **the frustration of the basic psychological needs** for competence, autonomy and relatedness is the main source of stress
satisfying these needs should reduce stress and lead to more positive outcomes
Study 1 assessed the associations between parental and child need frustration, homework stress and parental adoption of need-thwarting practices (n = 171 parent/child dyads).
Study 2 tested the effectiveness of a four-session parental training (n = 55) program focused on helping parents increase their need-supportive practices.

Study 1 confirmed that the more parents experience homework as need-frustrating, the more their children report stress
mediated by the stress the parents themselves experience, parents' tendency to adopt need-thwarting practices, and the child's experience of homework as need-frustrating
Study 2 showed that a brief intervention aimed at supporting parental need satisfaction reduced parental and child stress and improved parental adoption of need-supportive practices. The theoretical and educational implications are discussed.

Need supportive practices: showing understanding, taking the child's perspective, fostering choice, competence and a sense of volition (such as displaying patience, providing a rationale, not being intrusive),
need thwarting practices: prevent children from taking the initiative, experiencing competence and a supportive relationships, such as yelling, inducing guilt, threatening or punishing, setting rules without allowing the child to reflect on its meaning (Reeve, 2009).

Nishimura, T., Bradshaw, E. L., Deci, E. L., & Ryan, R. M. (2020). Satisfaction of basic psychological needs in an interdependence model of fathers' own aspirations and those of their adolescent children. *Social Development, 30*(1), 293–310. https://doi.org/10.1111/sode.12473

Novak, C. J., Chang, E. C., Xu, J., Shen, J., Zheng, S., & Wang, Y. (2021). Basic psychological needs and negative affective conditions in Chinese adolescents: Does coping still matter? *Personality and Individual Differences, 179*, 110889. https://doi.org/10.1016/j.paid.2021.110889

fulfilling the BPN-C may be most beneficial for the mental health of adolescents

O'Neil, L., & Amorose, A. J. (2021). Autonomy support and control within mother-father parenting structures: A person-centered approach in youth sport. *Psychology of Sport and Exercise, 53*, 101854. https://doi.org/10.1016/j.psychsport.2020.101854

PERSON-CENTERED
(a) identify distinct **mother-father parenting profiles** of **autonomy support and control** based on perceptions of adolescent athletes,
(b) examine the unique influence of mother-father parenting profiles on adolescent athletes' motivational responses (i.e., parent-to-child effects), and
(c) understand the contribution of adolescent athletes' motivation to the emergence of these mother-father parenting profiles (i.e., child-to-parent effects)

a person-centered approach (latent profile analysis) was employed to analyze data collected from a sample of high school athletes (N = 264; Mage = 15.7 years, 64% female)

a four-profile solution:
Strong Autonomy Support Dominant: Both Parents (n = 26, 9.8%),
Weak Control Dominant: Both Parents (n = 111, 42.0%),
Moderate Autonomy Support and Control: Both Parents (n = 21, 8.0%), and
Weak Autonomy Support Dominant: Both Parents (n = 106, 40.2%).

The four mother-father parenting profiles were found to be differentially predicted by, and predictive of, adolescent athletes' adaptive and maladaptive motivational responses (i.e., basic psychological needs satisfaction, autonomous and controlled motivation).

in parent-athlete relationships.

Olafsen, A. H., Halvari, H., & Frølund, C. W. (2021). the basic psychological need satisfaction and need frustration at work scale: A Validation Study. *Frontiers in Psychology, 12*. https://doi.org/10.3389/fpsyg.2021.697306

Parviainen, M., Aunola, K., Torppa, M., Poikkeus, A.-M., & Vasalampi, K. (2020). Symptoms of psychological ill-being and school dropout intentions among upper secondary education students: A person-centered approach. *Learning and Individual Differences, 80*, 101853. https://doi.org/10.1016/j.lindif.2020.101853
person-centered approach was used to identify the profiles of symptoms of psychological ill-being
latent profile analysis
externalizing-symptoms profile
internalizing-symptoms profile
Adolescents' psychological ill-being, manifested in negative subjective experiences and symptoms
few studies have applied a person-centered approach instead of a variable-centered approach
the goal of a person-centered approach is to identify subgroups of adolescents indicating various combinations of symptoms
such identifications are required for the development of targeted prevention and support strategies

Internalizing symptoms: represent over-controlled and inner-directed emotions, such as anxiety, worry, and sorrow (Hinshaw, 1992; Zahn-Waxler, Klimes-Dougan, & Slattery, 2000)
In the present study, **depressive symptoms** represent the internalizing type of dysfunction.
More specifically, **depressive symptoms** refer to a wide range of symptoms, such as the lowering of mood, feelings of worthlessness, loss of interest, decreased energy, and sleep disturbance (World Health Organization, 1992)

Externalizing symptoms, in contrast, are typically manifested as **under-controlled and outward-directed disruptive behaviors**, such as aggression and defiance (Hinshaw, 1992
such as disobedience, temper tantrums, lying, fighting, and stealing (Goodman, 1997).

Reeve, J., & Lee, W. (2018). A neuroscientific perspective on basic psychological needs. *Journal of Personality, 87*(1), 102–114. https://doi.org/10.1111/jopy.12390

SDT most basic propositions:
all people possess an inherent set of psychological needs
autonomy, competence, and relatedness are the three critical psychological satisfactions needed to maintain and promote personal growth and well-being

we identify **the neural basis of the psychological needs** and, in doing so, seek **to advance the integration of SDT and neuroscience**.

Method: We examine the neural underpinnings of SDT-based motivational states and traits for autonomy, competence, and relatedness.
To study **motivational states**, participants are exposed to **situational conditions** known to affect their psychological needs, and neuroscience methods (e.g., **fMRI**) are used to examine changes in their brain activity.
To study **motivational traits**, participants complete **self-report trait measures** that are then correlated with their brain activity observed during need-satisfying activities.
Results: For both motivational states and traits and across all three needs, intrinsic satisfaction is associated with **striatum-based reward processing, anterior insula–based subjective feelings, and the integration of these subjective feelings with reward-based processing**.
Conclusions: Psychological need satisfaction is associated with **striatum activity**, **anterior insula activity**, and the **functional coactivation between these two brain areas**.

Ryan, R. M. (2004). Basic psychological needs across cultures: A self-determination theory perspective. *Paper for the International Workshop on Researching Well-being in Developing Countrie*s.

the relations between three different kinds of well-being - engagement, boredom, and burnout- and personality

evaluates whether basic need satisfaction has an incremental contribution over personality in explaining these types of well-being

agreeableness and neuroticism were significantly related to each well-being dimension
conscientiousness was only significantly related to engagement and to boredom
extraversion being only significantly related to burnout

need satisfaction significantly contributed to well-being, over and above personality
Results indicate that certain personality factors play a role in well-being, but that the fulfillment of the needs for autonomy, competence, and relatedness is of additional importance.

Šakan, D., Žuljević, D., & Rokvić, N. (2020). The role of basic psychological needs in well-being during the COVID-19 outbreak: A self-determination theory perspective. *Frontiers in Public Health, 8*. https://doi.org/10.3389/fpubh.2020.583181

indirect relationships between positive and negative affectivity and satisfaction with life and general distress were serially mediated by autonomy satisfaction, competence frustration, relatedness satisfaction, and relatedness frustration

how the disposition to experience more positive or negative emotions affects the change in subjective well-being

suggesting that satisfaction and frustration of basic psychological needs might have a key role in obtaining optimal well-being.

Sun, Y., Liu, R-D., Oei, T-P, Zhen, R., Ding, Y., & Jiang, R. (2020) Perceived parental warmth and adolescents' math engagement in China: The mediating roles of need satisfaction and math self-efficacy. Learning and Individual Differences, 78, 101837. https://doi.org/10.1016/j.lindif.2020.101837

through the mediation of BPNS and math self-efficacy that perceived parental warmth associated with adolescents math engagement

Van den Broeck, A., Ferris, D. L., Chang, C.-H., & Rosen, C. C. (2016). A review of self-determination theory's basic psychological needs at work. *Journal of Management, 42*(5), 1195–1229. https://doi.org/10.1177/0149206316632058

SDT conceptualizes BPNS are innate and essential for ongoing psychological growth, internalization, and well-being

we broadly review the literature on basic psychological need satisfaction at work
uniquely predict psychological growth, internalization, and well-being

a meta-analytic review of 99 studies with 119 distinct samples examining the antecedents and consequences of basic need satisfaction

Van der Kaap-Deeder, J., Brenning, K., & Neyrinck, B. (2021). Emotion regulation and borderline personality features: The mediating role of basic psychological need frustration. *Personality and Individual Differences, 168*, 110365. https://doi.org/10.1016/j.paid.2020.110365

examined the link between emotion regulation (i.e., emotional integration, dysregulation and suppression) and borderline personality features

examined the role of basic psychological need frustration as a mediator in these relations

Results showed that especially **emotional dysregulation** and to a lesser extent emotional suppression related to **higher levels of borderline personality features**, with experiences of **need frustration** acting as a mediating process underlying these relations

current findings add to the growing literature showing both emotion regulation and basic psychological needs to be important processes in psychopathology.

Van der Kaap-Deeder, J., De Houwer, J., Hughes, S., Spruyt, A., & Vansteenkiste, M. (2018). The development and validation of an implicit measure of competence need satisfaction. *Motivation and Emotion, 42*(5), 615–637. https://doi.org/10.1007/s11031-018-9685-3

Research on SDT has typically relied on explicit measures
as a result, we know relatively little about competence need satisfaction that arises under conditions of automaticity

we developed and validated implicit measures of competence need satisfaction by drawing on two tasks: a relational variant of the implicit association test (IAT; Study 1, 3, and 4) and the implicit relational assessment procedure (IRAP; Study 2–3)

Vandenkerckhove, B., Soenens, B., Flamant, N., Luyten, P., Campbell, R., & Vansteenkiste, M. (2021). Daily ups and downs in adolescents' depressive symptoms: The role of daily self-criticism, dependency and basic psychological needs. *Journal of Adolescence, 91*, 97–109. https://doi.org/10.1016/j.adolescence.2021.07.005

we studied
(a) daily fluctuations in both personality and depressive symptoms over a 7-day period and
(b) the possible interplay between daily variations in personality vulnerability, need-based experiences (as conceptualized in Self- Determination Theory), and depressive symptoms

Results & conclusions:
self-criticism and dependency fluctuated substantially on a daily basis
related to daily fluctuations in depressive symptoms
daily variation in need-based experiences mediating these associations

Virtanen, T. E., Vasalampi, K., Torppa, M., Lerkkanen, M-K., Nurmi, J-E. (2019). Changes in students' psychological well-being during transition from primary school to lower secondary school: A person-centered approach. *Learning and Individual Differences, 69*, 138-149. https://doi.org/10.1016/j.lindif.2018.12.001

person-centered study
examined the patterns and the dynamics of pattern change based on 1666 Finnish students' self-reported psychological well-being during the transition from primary school to lower secondary school

we examined **the stability in the profile memberships**

the influence of changes in perceived support from teachers, families, and peers on changes in students' psychological well-being

Six student profiles were identified using the I-states-as-objects-analysis (ISOA) procedure:
(a) High well-being profile;
(b) Average well-being but low educational aspirations profile;
(c) Low well-being profile;
(d) Low well-being but high educational aspirations profile;
(e) Low well-being but average self-esteem profile; and
(f) Average wellbeing but high educational aspirations profile

Students' psychological profiles changed more often from lower well-being to higher well-being, rather than the other way round, indicating a tendency for improved well-being. Changes in peer support was the most robust variable to explain changes in profile membership.

Wang, J., Lai, R., Yang, A., Yang, M., & Guo, Y. (2021). Helicopter parenting and depressive level among non-clinical Chinese college students: A moderated mediation model. *Journal of Affective Disorders, 295*, 522–529. https://doi.org/10.1016/j.jad.2021.08.078

Helicopter parenting has been one of major contributing factors to depression
the pathway between helicopter parenting and depressive level, especially focusing on the roles of basic psychological needs, self-control and teacher autonomy support
Results: basic psychological needs and self-control played a chain-type mediating role between helicopter parenting and depressive scores
the path between helicopter parenting and basic psychological needs was moderated by teacher autonomy support
Conclusions: This study reveals a potential pathway of how helicopter parenting influence the depressive level

Wang, Y., King, R. B., Wang, F., & Leung S. O. (2021). Need-supportive teaching is positively associated with students' well-being: A cross-cultural study. *Learning and Individual Differences, 92*, 102051. https://doi.org/10.1016/j.lindif.2021.102051

need-supportive teaching, which involves support for students' needs for autonomy, competence, and relatedness, is associated with better motivation, engagement, and achievement

how need-supportive teaching is associated with student well-being
we examined the association between need-supportive teaching and students' well-being across eight distinct cultural groups (Western Europe, East- Central Europe, East Europe, Latin America, English-speaking, Confucian, Southeast Asia, African, and the Middle East)

Results held across the eight cultural groups and were robust to the inclusion of covariates at the individual (gender, socioeconomic status, immigration status, and parent support) and school (school socioeconomic status and percentage of local students within a school) levels.

Our study provides strong support to the SDT assumption that need-supportive teaching is associated with optimal functioning across different cultural contexts.

Weinstein, N., Huo, A., & Itzchakov, G. (2021). Parental listening when adolescents self-disclose: A preregistered experimental study. *Journal of Experimental Child Psychology, 209*, 105178. https://doi.org/10.1016/j.jecp.2021.105178

Parental listening
to test effects on anticipated well-being (positive affect, self-esteem, and less negative affect) and self-disclosure intention
good listening was found to predict greater well-being and self-disclosure intention
anticipated psychological need satisfaction for autonomy (freedom to be self-congruent) and relatedness (connectedness to parents) mediated the effects of listening on downstream outcomes
Parental listening effects on adolescent outcomes generalized across both situations of disclosure, in line with preregistered hypotheses.

Won, S., Yu. S. L. (2018). Relations of perceived parental autonomy support and control with adolescents' academic time management and procrastination. *Learning and Individual Differences, 61*, 205-215. https://doi.org/10.1016/j.lindif.2017.12.001

We investigated adolescent students' academic time management and procrastination

Parental autonomy support and control … predictors of academic time management and procrastination

we tested self-efficacy for self-regulated learning as a motivational mediator

perceived parental autonomy support positively predicted planning time and monitoring time and negatively predicted procrastination
perceived parental control positively predicted procrastination only
self-efficacy for self-regulated learning served as a motivational pathway that linked perceived parental autonomy support and control to students' academic time management and procrastination

It appears that parents play a pivotal role in helping their children feel efficacious enough to manage their time effectively and avoid putting off their academic tasks.

Zhang, C., Yang, X., & Xu, W. (2021). Parenting style and aggression in Chinese undergraduates with left-behind experience: The mediating role of inferiority. *Children and Youth Services Review, 126*, 106011. https://doi.org/10.1016/j.childyouth.2021.106011

Previous studies have found that college students with left-behind experience usually present high-level aggression.
to examine the relationship between parenting style and aggression in college students
Results: feeling of inferiority meditated the contributions of paternal care and maternal control at T1 to the aggression behaviour at T2 of college students with left-behind experience, after controlling for prior aggression at T1
among college students with left-behind experience, maternal control is a risk factor of aggression, and paternal care is a protective factor of aggression
high level of maternal control and low level of paternal care may increase aggression behaviour by increasing the level of feeling of inferiority among this population

Zhen, R., Liu, R.-D., Ding, Y., Wang, J., Liu, Y., & Xu, L. (2017). The mediating roles of academic self-efficacy and academic emotions in the relation between basic psychological needs satisfaction and learning engagement among Chinese adolescent students. *Learning and Individual Differences, 54*, 210–216. https://doi.org/10.1016/j.lindif.2017.01.017

to explore the relations among competence, autonomy, and relatedness satisfaction, academic self-efficacy, positive and negative academic emotions, and learning engagement

The findings showed that under mutual control between the three kinds of needs satisfaction, the direct **prediction of competence and relatedness satisfaction on learning engagement were significant**

but autonomy satisfaction was not

academic self-efficacy and positive academic emotions could mediate the relations between both competence and relatedness satisfaction to learning engagement
negative academic emotions could only mediate the relation of relatedness satisfaction, but not of competence satisfaction to learning engagement;

both competence and relatedness satisfaction had positive prediction on learning engagement through academic self-efficacy via positive/negative academic emotions in a multiple mediating way

. Educators and relevant researchers are suggested to be aware of the cultural difference in the roles of basic psychological needs satisfaction under different learning contexts, especially autonomy satisfaction.

Zhu, J., & Chen, Y. (2021). Developmental pathways from parental rejection to adolescent internet gaming disorder: A parallel process latent growth model. *Children and Youth Services Review, 128*, 106128. https://doi.org/10.1016/j.childyouth.2021.106128

Internet Gaming Disorder (IGD)
in adolescents' social, family, school and psychological functioning
the antecedents of this disorder are not well understood
parental rejection was associated with symptoms of IGD at baseline, and anxiety mediated this link;
more importantly, the trajectory of parental rejection and the trajectory of IGD were also associated, and were mediated by trajectory in anxiety

Basic Psychological Needs Satisfaction: Parents and Adolescents

Becker, S., Pfost, M., Schiefer, I. M., & Artelt, C. (2019). Relations between life-goal regulation, goal orientation, and education-related parenting: A person-centered perspective. *Learning and Individual Differences, 76*, 101786. https://doi.org/10.1016/j.lindif.2019.101786

Behzadnia, B., & FatahModares, S. (2020). Basic psychological need-satisfying activities during the COVID-19 outbreak. *Applied Psychology: Health and Well-Being, 12*(4), 1115–1139. https://doi.org/10.1111/aphw.12228

Cantarero, K., van Tilburg, W. A. P., & Smoktunowicz, E. (2020). Affirming basic psychological needs promotes mental well-being during the COVID-19 outbreak. https://doi.org/10.31234/osf.io/pyhce

Deci, E. L., & Ryan, R. M. (2011). Levels of analysis, regnant causes of behavior and well-being: The role of psychological needs. *Psychological Inquiry, 22*(1), 17–22. https://doi.org/10.1080/1047840x.2011.545978

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Tim's Notes: Aristotle on Causality
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Tim's Notes: Historical Controversies Surrounding Innateness
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