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Impact of Motivational Speech on Psychological Need Satisfaction and Intrinsic Motivation of Young Adults

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Abstract

This study aimed to investigate the impact of motivational speeches on psychological need satisfaction and intrinsic motivation of young adults utilizing a pretest-posttest quasi experiment method. A total of 25 students was selected via non-probability purposive sampling. The study utilized the Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS; Chen et al., 2015) and the Intrinsic Motivation Inventory (IMI; Ryan & Deci, 2000). Pretest measurements were taken from participants three weeks before and after viewing the motivational video "Formula for Success". Post-test data was collected to evaluate the impact of the video. The results indicated a significant increase in psychological need satisfaction after the speech and a positive correlation between psychological need satisfaction and intrinsic motivation. No significant differences were found across gender, educational institutions and area of living. This study highlights the importance of motivational speech in increasing intrinsic motivation and psychological wellbeing offering a basis for future educational and motivational research. This study is likely to provide ground work for future studies.

Keywords: Autonomy, Competence, Intrinsic Motivation, Motivational Speech, Psychological Need Satisfaction, Relatedness, Young Adults

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Introduction

People seek progress, well-being, and personal growth, but they also experience defensiveness, anger, and unhappiness (Emmons & Kaiser, 2014). Development occurs when individuals address their needs for competence, independence, and relatedness (Deci & Ryan, 2012). A sense of autonomy, psychological freedom, and connection with others are crucial for relatedness. Satisfying fundamental psychological needs encourages engagement in activities that promote well-being (Deci & Ryan, 2000; Ryan & Deci, 2020). Self-Determination Theory (SDT) is a framework that explains how motivation varies between being externally controlled and internally driven. When these needs are fulfilled, individuals experience greater self-determination, intrinsic motivation, and overall well-being (Deci & Ryan, 2008; Van Den Broeck et al., 2016). This research explores how motivational speeches influence young adults' psychological needs and motivation within the context of SDT.

According to recent Meta analyses, satisfying psychological needs enhances well-being, motivation and performance across the span of a life cycle (Slemp et al., 2024; Van Den Broeck et al., 2016). These needs are vital for the growth and wellbeing of an individuals, mostly, mostly fulfilled via the support and encouragement of intimate relationships. The

reviewed studies showed that such needs are more positively influenced by the teacher than by the parent. (Howard et al., 2021). Due to individual and socio demographic differences, psychological requirements are not uniformly valued by all persons, nor by the same individual at different times (Glendinning, 2018).

The satisfaction psychological needs in education improves academic performance, behavior, and engagement. Teachers play a key role in this process, especially when they have autonomy in implementing motivational practices (Goldman et al., 2017; Niemiec & Ryan, 2009). For example, in medical education, SDT has enhanced learning processes and psychological development (Patrick & Williams, 2009). While intrinsic motivation is valuable, there are cases where extrinsic motivation might be necessary (Luria, 2022). Additionally, there is often a gap between theory and practice in motivational strategies (Ryan & Deci, 2020). According to Scott et al. (2016) tailored support systems are essential for fostering motivation during this critical phase. Research also suggests that motivational interventions can improve students' well-being and performance. A study found that incorporating a professional motivational speaker in exam preparation associated with improved pass rates and increased student motivation (Haddad et al., 2015). A video-based well-being intervention featuring motivational speakers enhanced various well-being indicators among college students (Kilb et al., 2022). Another study by Strader & Katz (1990) showed that persuasive communication can change students' beliefs, attitudes, and actions about becoming nurses. In this study, 90 students were split into control and experimental groups. After persuasive communication, students in the experimental group showed significant changes in their views and actions, and many signed up to become nurses (Strader & Katz, 1990).

Motivational interviewing counseling has been demonstrated to enhance the psychological well-being of online games addicted students (Afriwilda & Mulawarman, 2021). In addition, the motivation and contentment of both students and instructors were enhanced due to a teacher training program that integrated positive psychology interventions and self-determination theory (Tessier, 2022). Hands-on experiments can be a source of motivation in science education, while school well-being has been found to affect learning motivation significantly (Rachmah et al., 2022). Moreover, research by González Olivares et al. (2020) indicated a clear link between mental well-being and intrinsic motivation in students starting their higher education journey.

Despite extensive research on motivation, there is still a gap in understanding how specific interventions, like motivational speeches, address the psychological needs of young adults within SDT (Tang et al., 2019). Previous research has mostly focused on general strategies, without addressing young adults' core psychological needs. This study fills that gap by examining how motivational speeches impact psychological needs and their relationship with intrinsic motivation, thus contributing to the literature on effective motivational strategies in the context of SDT.

Theoretical Framework

This research investigated the association between motivational speeches and the fulfilment of psychological needs in young adults, within the context of the Self-determination theory (SDT) developed by Deci and Ryan (1985). It clarifies the role of intrinsic motivation, which arises spontaneously and inherently within an individual, satisfying their psychological needs. This motivation is intrinsic, characterised by an individual's inherent

tendency to involve in activities that are genuinely interesting and fulfilling, rather than being compelled or incentivised (Deci & Ryan, 1985). Self-determination theory examines user engagement within an interactive context (Cohen-Mansfield et al., 2004). This theory proposes that behaviour depends on the individual's surroundings as well. When some specific and basic psychological needs are satisfied, individuals become able to undertake, engage in, and execute a variety of activities. It also argues that there exists a continuum of motivation behaviour as amotivation and intrinsic motivation that refers to self-motivation (Losier et al., 1993). The theory specifies following three main needs: Autonomy expresses the desire to be the one who controls the actions and behaves in a way that is consistent with his or her innermost self. Competence is the motivation to perform actions and accomplish certain ends successfully. Relatedness is the capacity to develop relationships and a feeling of attachment to other people (Ryan & Deci, 2000).

Within this theoretical framework, the following hypotheses were examined:

- Motivational speeches are expected to positively influence the psychological need satisfaction of young adults.
- A significant difference in autonomy, competence, and relatedness satisfaction is anticipated before and after the video.
- A positive correlation is expected between intrinsic motivation and the psychological need satisfaction of young adults.

Method

Research Design

The study employed a pretest post-test quasi experiment to compare the differences in participant's responses before and after motivational speech.

Participants

A total of 25 young adults were carefully selected using purposive sampling, focusing on participants who met specific criteria related to the study's goals. This group included 13 girls and 12 boys, all aged between 18 and 25. Individuals with any psychological illness or hearing and visual impairments were excluded from the selection process.

Measures

Demographic Information Sheet

To get information about the Participant's socio demographics including as their gender, age, education, family type, monthly income, area of living, family background etc. a demographic sheet was constructed.

Basic Psychological Need Satisfaction and Frustration Scale (BPNSF) (Chen et al., 2015)

Chen et al. (2015) developed this scale. This scale measures need satisfaction and frustration. It has 24, 5-point Likert scale items. The measure has 6 subscales, each subscale comprises 4 elements. Subscale scores are calculated by calculating the four elements of each subscale. Cronbach's alpha of.89 shows that each subscale measures the same concept, indicating good internal reliability Calculating satisfaction subscales yields fundamental psychological need satisfaction scores, and the same is true for 27 frustration subscales. Many studies have linked the BPNSNF to psychological aspects and outcomes, showing its construct validity (Vansteenkiste et al., 2020).

Intrinsic Motivation Inventory (IMI) (Deci et al., 1985)

The Intrinsic Motivation Inventory (IMI), developed by Deci and colleagues in 1985, is a multidimensional tool used to assess participants' subjective in different experimental studies. It consists of 45, 7-point Likert scale items, across 7 subscales: interest/enjoyment, value/usefulness, perceived competence, effort, pressure/tension, perceived choice, and relatedness. In current study three subscales—interest/enjoyment,

value/usefulness, and relatedness—comprising a total of 18 items (7, 6, and 5 respectively) to evaluate intrinsic motivation post-intervention were utilized. These items were randomly presented to minimize order effects, and they showed high reliability with Cronbach's alpha coefficients of .90, .86, and .88, effectively measuring motivational dynamics in an educational context (Deci et al., 1985).

Motivational Speech

The study utilized a motivational speech titled "Formula for Success" by Khubaib Kiyani, a motivational speaker, clinical psychologist, mentor, and life coach recognized for his engaging seminars that aim to empower young adults (Evolve Talks, 2023). The speech, lasting approximately 20 minutes, addressed overcoming educational and personal challenges. The content was tailored to resonate with the specific fears and aspirations of young adults in academic settings

Procedure

A demographic sheet was prepared to collect relevant participant information, followed by a pretest questionnaire distributed to students. Three weeks later, students were shown the motivational video and asked to complete a posttest questionnaire immediately afterward. After the posttest, participants were debriefed to explain the study's purpose and address any questions. A schedule was set to ensure data collection proceeded smoothly while maintaining participant safety and welfare.

Data Analyses

Data was entered and analysed using SPSS version 23: a reliability analysis to determine the inter-item consistency variables used in the study. Descriptive statistics were used to obtain mean and standard deviations of the variables. A repeated measures t-test was used for mean differences in the variables before and after.

Ethical Considerations

The doctoral program committee of the department granted permission for the research. The authors of the assessment instruments were contacted to obtain their permission. Permission was obtained from the motivational speaker whose videos were utilized in the experiment. The study's voluntary nature necessitated that participants should provide informed consent. Participants were guaranteed confidentiality and privacy.

Results

Table 1

Demographics Characteristics of the Sample (N=25)

Variables	***N***	***%***	***M***	***SD***
Age			21.40	1.97
Gender				
Female	13	52%		
Male	12	48%		
Education				
Intermediate	3	12%		
Bachelors	13	52%		
Masters	9	36%		
College/universities				
Government	16	64%		
Private	9	36%		

Monthly income		
Less than 50,000	8	32%
50,000-100,000 per month	7	28%
Between 100,000-150,000	7	28%
More than 150,000 per month	4	12%
Family System		
Joint	11	44%
Nuclear	14	56%
Area of Living		
Urban	7	28%
Rural	18	72%

Table 2

Reliability Analysis of Study Variables (N=25)

Scales	***K***	***M***	***SD***	***Range***		***α***
				Potential	***Actual***	
BPNSFS (pre-test)	24	80.68	8.77	24-120	64-108	.61
Autonomy Satisfaction	4	14.08	2.99	4-20	9-19	.63
Autonomy Frustration	4	12.88	2.77	4-20	8-19	.45
Relatedness satisfaction	4	15.24	3.11	4-20	9-20	.62
Relatedness Frustration	4	11.36	3.10	4-20	6-19	.46
Competence Satisfaction	4	15.24	3.04	4-20	6-20	.65
Competence Frustration	4	12.24	3.06	4-20	6-20	.71
BPNSFS (Post-test)	24	84.28	10.2	24-120	69-119	.73
Autonomy Satisfaction	4	15.80	3.02	4-20	10-20	.67
Autonomy Frustration	4	12.72	3.68	4-20	5-20	.79
Relatedness satisfaction	4	16.60	2.27	4-20	12-20	.57
Relatedness Frustration	4	11.32	4.11	4-20	4-20	.74
Competence Satisfaction	4	17.04	2.83	4-20	9-20	.74
Competence Frustration	4	10.80	4.12	4-20	4-20	.67
Intrinsic Motivation Inventory Subscales						
Interest	7	41.36	7.95	7-49	26-49	.90
Relatedness	8	40.96	10.11	8-56	21-56	.84
Value	7	29.6	3.96	7-49	22-33	.65

Note: α= reliability coefficient, k= number of items in scale and subscale, M = mean, SD= standard deviation

The Table 2 indicates that the alpha reliability of the Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS) in the pre-test is below the acceptable cut-off of .70. The pre-test subscales for autonomy satisfaction, autonomy frustration, relatedness satisfaction, and relatedness frustration show average reliabilities, while the reliabilities for competence satisfaction and competence frustration are considered good. In contrast, the alpha reliability for the BPNSFS in the post-test demonstrates a very good level of reliability. However, the alpha reliabilities for the post-test subscales of autonomy satisfaction, relatedness satisfaction, and competence frustration fall

below the cut-off of .70. The Intrinsic Motivation Inventory (IMI) subscales exhibited high reliability coefficients, with Interest scoring at .90 and Relatedness at .84. The Value subscale showed moderate reliability at .65. Overall, these results indicate varying degrees of reliability and mean scores across the different scales, suggesting significant shifts in psychological need satisfaction from pre-test to post-test assessments.

Table 3

Paired Sample t-test for Basic Psychological Need Satisfaction and Frustration Scale (N=25)

Variables	Pre-test		Post-test				95% Cl		
	M	*SD*	*M*	*SD*	*t*	*p*	*LL*	*UL*	*Cohen's d*
BPNS	45.04	6.75	49.44	6.93	-2.82	.00	-7.61	-1.18	.64
BPNF	36.88	7.82	34.84	10.34	1.20	.24	-1.46	5.54	.22

Note. CI = Confidence Interval, LL= Lower Limit, UL = Upper Limit, BPNS= Basic psychological need satisfaction, BPNF – Basic Psychological Need Frustration.

The Table 3 indicated a significant difference between pre-test and post-test scores, showing an increase in psychological need satisfaction after watching the motivational video. However, need frustration remained unchanged, with no significant difference found between pre- and post-test scores. Cohen's d reveals a large effect size for psychological need satisfaction, indicating a strong impact from the video, while the effect size for need frustration was small, suggesting little to no effect on reducing frustration.

Table 4

A Paired Sample t-test between the Subscales (N=25)

Variables	*Pre-test*		*Post-test*				*95% Cl*		
	M	*SD*	*M*	*SD*	*t*	*p*	*LL*	*UL*	*Cohen's d*
Autonomy Satisfaction	14.56	2.45	15.8	3.02	-2.04	.05	-2.49	.01	.45
Autonomy Frustration	12.92	2.83	12.72	3.68	.28	.08	-1.27	1.67	.24
Relatedness satisfaction	15.24	3.04	16.60	2.27	-2.25	.03	-2.60	-.11	.51
Relatedness Frustration	11.72	3.31	11.32	4.11	.48	.63	-1.31	2.11	.01
Competence Satisfaction	15.24	3.04	17.04	2.83	-2.50	.01	-3.28	-.32	.61
Competence Frustration	12.24	3.67	10.80	4.12	1.89	.07	-.12	3.01	.37

Note. CI = Confidence Interval, LL= Lower Limit, UL = Upper Limit

A paired sample t-test was used to assess the impact of the motivational speech on the subscales of BPNSFS among 25 participants. Autonomy satisfaction increased significantly from the pre-test to the post-test with a medium effect size similarly, relatedness satisfaction rose significantly from the pre-test to the post-test with a medium effect size. Competence satisfaction also increased significantly, from the pre-test to the post-test, showing the largest effect size among the subscales. However, there were no significant changes in frustration levels for autonomy, relatedness, or

competence, with p values of .78, .63, and .07, and small effect sizes. Overall, the speech greatly enhanced satisfaction across all subscales, with no significant impact on frustration.

Table 5

Pearson Product Moment Correlation between Variables (N=25)

Variables	*M*	*SD*	*1*	*2*	*3*	*4*
1. Post BPNSFS	49.44	6.93	-	.59**	-.44**	.53**
2. Interest	41.36	7.94	-	-	.37	.86**
3. Relatedness	40.96	10.11	-	-	-	.42
4. Value	29.60	3.50	-	-	-	-

*Note: *p < .05; **p < .01; ***p < .001*

It was hypothesized that there would be a correlation between intrinsic motivation and psychological need satisfaction among young adults. A Pearson correlation was performed to analyse the relationship between post-test basic psychological need satisfaction (BPNSFS) and the subscales of the post-test Intrinsic Motivation Inventory. The results indicated that BPNSFS was significantly correlated with interest, relatedness, and value. Interest was also significantly and positively correlated with value. However, the correlation between relatedness and value was positive but not statistically significant. These findings suggest that satisfaction of psychological needs is closely linked to intrinsic motivation, mainly through increased interest and perceived value.

Table 6

Pearson Product Moment Correlation between Subscales study Variables (N=25)

Variables	***M***	***SD***	***1***	***2***	***3***	***4***	***5***	***6***	***7***	***8***	***9***
Autonomy Satisfaction	15.80	3.02	-	-.05	.52**	-.13	.64*	-.30	.41*	.21	.28
Autonomy Frustration	12.72	3.68	-	-	-.12	.71**	-.29	.63**	-.19	-.17	-.20
Relatedness satisfaction	16.60	2.27	-	-	-	-.40**	.57**	-.09	.45*	.54**	.38
Relatedness Frustration	11.32	4.11	-	-	-	-	-.35	.55**	-.15	-.42*	-.03
Competence Satisfaction	17.04	2.83	-	-	-	-	-	-.41*	.64**	.42*	.62*
Competence Frustration	10.80	4.12	-	-	-	-	-	-	-.29	-.24	-.19
Interest	41.36	7.95	-	-	-	-	-	-	-	.37	.86**
Motivation	40.96	10.11	-	-	-	-	-	-	-	-	.41
Value	29.6	3.96	-	-	-	-	-	-	-	-	-

*Note: *p < .05; **p < .01; ***p < .001*

on correlation was used to examine the relationships between the post Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS) subscales and the Intrinsic Motivation Inventory subscales. The results indicate that autonomy satisfaction has a significant positive correlation with interest competence

satisfaction and relatedness satisfaction. Autonomy frustration is negatively correlated with interest, relatedness, value, and relatedness satisfaction; however, these correlations are not statistically significant. Relatedness satisfaction shows significant positive correlations with interest relatedness, and value. Relatedness frustration has a significant negative correlation with relatedness. Competence satisfaction is positively and significantly correlated with interest, relatedness, and value. However, it has a significant negative correlation with competence frustration. Lastly, competence frustration shows negative, non-significant correlations with interest, relatedness, and value. These results suggest that the satisfaction of basic psychological needs is generally correlated with greater intrinsic motivation, while the frustration of these needs is either not significantly related or negatively related to intrinsic motivation.

Table 7

Independent Sample t-test (N=25)

Variables	Boys (n=12)		Girls (n=13)				*95% CI*		
	M	*SD*	*M*	*SD*	*t*	*p*	LL	UL	Cohen's d
BPNS Pretest	45.83	5.78	44.30	7.70	.58	.58	-7.20	4.15	.02
BPNS Posttest	46.91	6.93	51.79	6.31	1.83	.08	-.62	10.33	.73
Interest	39.25	8.36	43.30	7.31	1.29	.20	-2.43	10.54	.51
Relatedness	42.33	8.56	39.69	11.57	-.64	.52	-11.12	5.84	.55
Value	29.12	3.31	30.14	3.89	.54	.59	-2.99	5.03	.28

*Note: *p < .05; **p < .01; ***p < .001*

An independent samples t-test was conducted to assess differences between boys and girls in terms of basic psychological need satisfaction (BPNS) at both the pre- and post-test stages, as well as for interest, relatedness, and value. The results showed no significant differences between boys and girls for all variables.

Discussion

This research aimed to explore the effect of motivational speeches on the psychological needs and intrinsic motivation of young adults, specifically how these speeches impact their ability to achieve personal goals. The study is grounded in Self-Determination Theory (SDT). This theory states that individuals must satisfy their psychological needs to maintain intrinsic motivation (Ryan & Deci, 2000). The findings of this research align with previous studies indicating that healthy environments enhance intrinsic motivation (Karimi & Sotoodeh, 2020; Walker et al., 2020).

This study enhances the existing body of literature by evaluating the potential impact of motivational lectures on the audience of children who are in a developmental stage that is not yet fully autonomous (Scott et al., 2016). It is known that such motivational methods are beneficial to students, as they enhance their productivity status and develop a variety of skills (Haddad et al., 2015; Kilb et al., 2022). In this regard, there is still a void to be filled in the field of motivational

communication that is specifically targeted at young adults, with a particular emphasis on the impact on their motivational aspects.

It was hypothesized that there is likely to be a significant difference in the psychological needs satisfaction of young adults before and after the speech. The results showed a significant increase in psychological need satisfaction, particularly in autonomy, competence, and relatedness, after the motivational speech. So, it has been proved statistically that the motivational video has an impact on the psychological need satisfaction of students. This aligns with prior research by Haddad et al. (2015) found that incorporating a professional motivational speaker into exam preparation was linked to higher pass rates and greater student motivation. Similarly, Kilb et al. (2022) reported that a video-based well-being intervention featuring motivational speakers improved various well-being measures among college students. In order to encourage the use of need-supportive communication strategies, a quick video intervention would be an appropriate and low-cost intervention. This would be beneficial for both engagement and behaviour change strategies. In an earlier study, Strader and Katz (1990) demonstrated that persuasive communication could influence students' beliefs, attitudes, and actions regarding nursing as a career.

It is also important to understand why these needs increased after the speech. This knowledge helps us interpret how effective motivational interventions can be. The speech, titled "Formula for Success," focused on overcoming challenges and achieving goals, likely resonating with participants' desires for autonomy (controlling their own actions) and competence (feeling capable of achieving their goals). This aligns with research showing the value of supporting students' independence in the classroom (Deci et al., 1999). Offering support and encouragement can fulfill students' needs and increase their interest and motivation (Niemiec & Ryan, 2009). Reeve (2009) also found that when students feel more control over their learning, their motivation increases. Our study suggests that motivational speeches can play a key role in creating this supportive environment.

On the contrary, the study found no difference in frustration levels related to autonomy, competence, or relatedness. This aligns with previous research, such as Rajendran et al. (2018), which suggests that while motivational messages can temporarily ease frustration, lasting relief often requires more continuous or varied interventions. Moreover, a one-time motivational speech might not be enough to reduce deeply ingrained frustrations or disappointments, especially those related to unmet needs. This highlights the potential limitations of motivational speeches as standalone tools for improving overall psychological well-being. Moreover, research by Miller & Mandryk (2016) differentiates between types of frustration that can either motivate or dishearten individuals, suggesting that the relationship of frustration on motivation and learning is complex. This highlights the need for tailored motivational strategies that address the specific emotional and educational needs of individuals.

The correlation between post psychological need satisfaction and intrinsic motivation was hypothesized. The analysis showed a strong relationship between the subscales of BPNS (autonomy, competence, and relatedness) and the intrinsic motivation subscale of IMI, specifically interest. This suggests that when these basic psychological needs are met, students are more likely to feel intrinsically motivated. These findings align with previous research, such as Karimi & Sotoodeh (2020), which indicated that the autonomy, competence and relatedness needs are directly and positively associated with intrinsic motivation. Moreover, according to

Walker et al. (2020) Deci and Ryan's self-determination theory supports this, linking autonomy, competence, and relatedness to higher levels of intrinsic motivation and these basic needs have indirect and positive effect on academic engagement of student through intrinsic motivation, which provided valuable insights for teachers and researchers by highlighting the effective role of need satisfaction in student motivation and academic achievement.

Some additional analyses were also conducted on the demographical information to know their impact on the study variables. This research did not find any significant demographic factors, such as gender or context, influencing basic need satisfaction or intrinsic motivation. This contrasts with the findings of Dilshad et al. (2019), who highlighted the importance of gender and context in motivation. This may be due to the relatively small sample size, which could limit the power to detect such effects. The consistent impact of motivational speeches across various demographic groups suggests that the core psychological needs addressed are universally relevant, supporting the universality of SDT (Slemp et al., 2024; Tang et al., 2019).

Conclusion

This study demonstrates that motivational speeches significantly enhance psychological need satisfaction and intrinsic motivation among young adults, supporting fundamental principles of the Self-Determination Theory. This study shows that motivational speeches enhance psychological need satisfaction and intrinsic motivation among young adults. However, their impact on reducing need frustration is limited. These findings suggest that motivational speeches can be valuable in educational settings to foster intrinsic motivation. However, a more comprehensive approach may be needed to address all aspects of psychological well-being. Future research should explore motivational speeches' long-term effects and diverse applications to understand their role in motivation and well-being better.

Limitations & Suggestions

The study had several limitations. The small sample size, chosen to ensure participant consistency for pretest and posttest measurements, limits the robustness of the findings. Expanding the sample size in future studies could enhance reliability. Additionally, the use of video for the motivational speech, rather than a live interaction, may have limited the impact of the motivational content. Further studies should explore live interventions to understand their broader effects. Moreover, this research was conducted only in Lahore, limiting the findings' generalizability to other regions or populations. Future studies should extend the geographical scope to include different cultural and socio-economic groups. Another limitation was the complexity of the questionnaires, which confused participants. Future research would benefit from more streamlined and contextually relevant tools to ensure participant comprehension and engagement.

Implications

Despite these limitations, the study has valuable implications. Motivational speeches can improve students' autonomy, competence, and engagement, suggesting they could be integrated into educational programs to enhance learning environments. They also support young adults' mental health by promoting resilience and self-efficacy. The research extends Self-Determination Theory by showing how motivational speeches meet psychological needs, offering a practical application. It also emphasizes the importance of cultural relevance in motivational interventions, suggesting that future studies explore diverse cultural contexts to optimize the impact of motivational content. Policymakers might incorporate motivational speeches into

student support programs to foster intrinsic motivation and academic success.

Contribution of Authors

Aqsa Nasarullah: Conceptualization, Investigation, Methodology, Data Curation, Formal Analysis, Writing – Original Draft

Afifa Anjum: Methodology, Writing - Reviewing & Editing, Supervision

Conflict of Interest

There is no conflict of interest declared by the authors.

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Data Availability Statement

The datasets of the current study are not available publicly due to ethical reasons but are available from the corresponding author [A.N.] upon the reasonable request.

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