

## An Analysis of the Lived Experience of Motivation among Female Students with Depressive Symptoms: (Phenomenological Study)

### Abstract

Motivation is a psychological construct that affects human performance, and its absence causes stagnation and lethargy. Motivation affects mood. Lack of motivation will cause one to fall into the abyss of nothingness. Therefore, motivation has a colorful role in each individual's mental health and well-being. Motivation is effective in the personal, professional, and social life of each human being. The purpose of this study was to examine the lived experience of female students in Yazd with depressive symptoms to uncover and characterize the phenomena of motivation. This research was qualitative by the phenomenological method. The study population consisted of eleven female students in Yazd, and a method of purposive sampling was employed until data saturation, and no more data were available. Semi-structured qualitative research was employed in the interview. Using Colaizzi's technique, all interviews were recorded, transcribed verbatim, and evaluated.

A total of 20 main themes and 50 sub-themes were evaluated and retrieved in this study. "Competence," "Individual Development," "Dynamics," "Vitality," "Self-confidence," "Self-control," "Adaptation," "Empowerment," "Welfare," "Motivation," "Tendency," "Encouragement," "Failure," "Teleology," "Courage," "Independence," "Autonomy," "Support," "Self-efficacy," and "Decision-making" were among the topics discussed. The findings provide a clear picture of the study of Lived experience, a crucial psychological construct of motivation in individuals with depressive symptoms, and these results influence brain function and behavior.

**Keywords:** Motivation, Female students, Depression, Phenomenology

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### Introduction

Motivational control refers to behavior coordination that is successful in achieving goals. Due to the activation of distinct brain regions, there are distinctions between control and motivational processes (Pezzul, quoted in Albert Kok, 2022). The regulation of motivation processes is based on a deep, productive model that provides a new perspective and is associated with the priority of objectives, which are processed and inferred according to the emotional hierarchy (Pezzul, 2018). According to Allport, motivation is the organism's internal condition that results from a person's actions and thoughts. According to the above definitions, motivation and motivation may be defined as follows: Motivation is the propensity to exhibit generally continuous behavior throughout time, independent of the circumstances, such as motivation for advancement and motivation for seeking. Motivation is a bundle of complicated organismic and environmental factors that influence general activity aimed at emotion and conduct (Beswick, David 2018).

Motivation encompasses a wide range of activities, from why a person chooses psychology as a major to why some individuals enjoy bungee jumping. The study of motivation is

an effort to explain the "argument" behind the behavior. When we ask ourselves why a human or animal acts (or ceases doing) something, we are inquiring about their motivation. When a director requests an actor to execute a particular action, the actor may inquire, "What inspires me to do this?" The actor desires to comprehend the rationale for that action so that he may execute it appropriately. It is hard to conceive of a life without motivation. Without motivation, one can spend the day on the sofa, eating chips, and watching television instead of producing a book (not everyone will want to rescue the world or cure cancer!). Whatever we decide, psychologists insist on the understanding that all of our actions are the result of a psychological process. Motivation relates to goal-directed behavior (Rio, John Marshall, 2018, motivation and excitement, seventh edition, translation: Ganji, Mehdi). Patients with depression who visit psychiatric clinics seek a way to alleviate their grief, but many have little motivation to continue therapy. To avoid therapy, depressed individuals utilize phrases such as "loss of motivation," "reaching happiness," and "why did he do these things at all?" As a result, they divert their therapy to an unexpected path, allowing their condition to progress. According to Engle, D. E., and Arkowitz (2006), the motivation for treating clients varies, and clients'

ambivalence toward change is not exclusive to a particular demographic or place.

The neurological processes of the brain must be addressed while analyzing motivation. The motivation of neuroscience investigates how the human brain functions, including how structures and neural pathways connect with psychological processes, motivational processes, and emotional processes. Cognitive neuroscience studies the relationship between organs (structures) and circuits (neural passages) and psychological processes, motivational neuroscience studies their relationship with motivational processes, and emotional neuroscience studies their relationship with emotional processes. Neuroscience enables us to gather vital information on the significance of the brain and its involvement in motivation and enthusiasm (Neurology of Motivation, Lee, Rio, translation: Ganji, Mehdi 2018). Therefore, psychology influences behavior and behavior influences the psyche. Depression is one of the neurological diseases that affect women the most. Depression is characterized by lethargy, unhappiness, mental slowness, and inactivity, all of which negatively impact the mental health of girls and women. Girls and women also contribute to societal issues by assuming diverse responsibilities and failing to receive enough care for their mental health.

Depression is a persistent feeling of sadness and loss of interest in things that can affect a person's thoughts, behavior, feelings, and feelings of mental health; it can occur temporarily throughout a person's entire life; and cognitive variables play a crucial role in predicting suicidal thoughts and behaviors (Wetherall, Rob, and O'Connor, 2019). According to the most recent figures from 2017, more than 300 million individuals worldwide suffer from depression, with around two-thirds female (World Health Organization, 2018). The research in Iran similarly reveals a prevalence of depression among women at 16.8% (Ministry of Health News and Information Database, 2019). According to the same survey, the prevalence of depression in Iran has doubled over the past 26 years and is currently rated fourth in terms of illness burden; it is anticipated that depression will be placed second over the next decade ( Bayati, Amirfakhræi, 2020). Most studies indicate that depression is substantially connected with suicide and is the most prevalent diagnosis in successful suicides (Morrison and Hopkins, 2019).

As a result, it is essential to pay attention to the position of women in society and to prioritize them in any education, assistance, or planning with a preventative approach in order to prevent mental health impairments (Hir, 2008, quoted by Abedi, Shoushtari, Bahrami, Samooei, 2017). Considering the significant influence of these preventative measures on the community's mental health, they must be implemented

(Herman, 2016, quoted by Abedi, Shoushtari, Bahrami, and Samooei, 2017).

Because the most powerful driving force in progress is motivation, motivation is one of the interior characteristics of humans that drives, leads, and sustains the individual's attempts to do acts. Motivation is both a means and an end (White, 2011). According to several papers and studies on motivation and depression, little study has been conducted on the structure of motivation in depressed individuals. Setting aside and suspending biases and judgments regarding the idea of motivation (which is best done through phenomenology) can also explain its meaning and meaning in female students with depressive symptoms. Therefore, mental health is crucial in this demographic, and this study intends to target female students from this portion of the population as future leaders who may assume various tasks (social, occupational, marital, and maternal). In light of past research and the influence of motivation on behavior, the present study was done to examine the lived experience of motivation in female students with depressive symptoms to discover its meanings and associated ideas. Based on the preceding, the primary goal of this study is to uncover the various ambiguities and generalizations that have been eliminated from the idea of motivation in depressed persons. Consequently, the issue becomes, what does motivation mean to them?

### **Research Methods**

This research was done within the scope of qualitative investigations employing the phenomenological methodology. In the descriptive and interpretative disciplines of philosophy, the school of phenomenology is typically referred to by Husserl and Heidegger, the leading specialists in these two subjects. By examining lived experience or the life world, this technique attempts to examine the world and its phenomena from the perspective of research participants (Van Mann, 2015; quoted by Karimi et al., 2016). By examining and evaluating frequent and prominent events and uncovering new or overlooked meanings, researchers employ this strategy to achieve a new knowledge of the life world. They study the world and its phenomena to reach this aim, not as a distinct reality from humans but as individuals encounter them (Polkinghorne, 1983). In order to analyze the experience and mental perception of female students with depressive symptoms residing in Yazd about the phenomena of motivation, the phenomenology approach was chosen from the numerous qualitative research methodologies. This study's participants were picked using purposeful sampling and homogeneity. Individuals chosen based on this criterion should supply the data necessary to answer research questions (Maxwell, 1996). On the other hand, the chosen people are homogenous and share one trait in this study (participants scored average based on the Beck Depression Inventory). According to Holloway &

Galvin (2016), although there is no specific criterion for estimating sample size or the number of participants in qualitative research, this amount is between 4 and 40 persons. In other words, open sampling is utilized in this study, and the sample size is raised until the researcher determines that theoretical saturation has been achieved. As the number of participants continues to grow, no discoveries are made, and no new insights are obtained. In light of these settings, eleven individuals were questioned regarding theoretical saturation.

According to Moustakas's (1994) book, data analysis in phenomenology is based on precise and organized procedures, and Creswell's (2017) reworking of the Stevick-Colaizziv-Keen method is the most practical and helpful methodology in phenomenological research.

The research data were analyzed according to the seven steps of this method by referring to the texts and consulting the participants, including familiarity with the content of the participants' words and understanding a general idea through reading interviews, discovering and extracting meaningful sentences, discovering the meaning of critical sentences, clustering similar themes and themes and validating them, presenting a comprehensive descriptive topic by combining the results and presenting a comprehensive descriptive topic by combining the results.

Within the scope of this methodology, the phenomenon of motivation was examined to obtain insight into the lived experience of female students in Yazd with depressive symptoms. In this study, eleven female students were interviewed in Yazd in 2021. Female students who scored moderate to severe on the Beck Depression Inventory were included in the research. In addition, they accepted to be interviewed by the researcher and provided "very" responses to the exclusion criteria. The duration of the interviews ranged from 45 to 60 minutes. All interviews were recorded on an audio file and then attentively listened to and transcribed onto paper for concurrent or subsequent analysis. The interviews were individual, semi-structured, and in-depth. The questions were focused on the topics covered in an interview guide. The order of interviews differed for each participant since the questioning relied on the interview procedure and each individual's responses. To simulate similar conditions for the study participants, the questions posed in these interviews have been organized into four primary categories. Three academicians and psychologists evaluated the questions' validity. The researcher initially proposed it and then sent it to specialists for validation and assessment. According to the points they raised, the questions were revised and completed after receiving their comments. The following were the research questions: 1. What role does motivation play in your life? 2. How do you feel about the motivational phenomenon? 3: How do you interpret the phenomena of motivation? 4. What

makes motivation persist? The researcher assisted the interviewees in describing their lived experiences without guiding the conversation. Through in-depth talks, the researcher attempted to observe, participate in, and reflect on the phenomena similarly. This sort of interview, while centered on the role, is flexible enough to allow candidates to discuss aspects of the issue that are significant to them. Additionally, participants were permitted to utilize the tape recorder. Researchers feel that the most effective way to record interviews is with a tape recorder, as the recordings of the interviewees' voices retain the precise words uttered and the questions answered. In addition, the researcher never makes errors and never forgets the crucial points mentioned throughout the talk. It allows the interviewer to make eye contact and pay close attention to what the interviewees say. Attempts were made to preserve the tone of the interviews as a discourse. However, at the same time, empathy should be avoided as much as possible. Each interview concluded with the inquiry, "Is there a question that was not asked, or do you wish to provide further information?"

#### **Analysis Method**

Findings were examined by Colaizzi's technique and in line with the explanatory process (Moro, Rodriguez, and king, 2015). (Moro, Roudriguez and king, 2015). The first step in this strategy is conducting the interviews and analyzing them numerous times to understand their content thoroughly. In the second step, the essential and recognized sentences that have a fundamental link with the study goal were selected, documented on checklists, and categorized based on the number of interview pages, paragraphs, and lines. The final step in assessing the data is to conceive each of the words that reflect the primary feature of the individual's thought process. At this step, the conceptualization of the interviews and identified phrases was conducted in this manner. The step of the previously discovered concepts is the fourth and most crucial step in this research. This part organized the meanings of the interviews and phrases into categories, sub-themes, and primary themes. In the sixth step of the requirements analysis procedure, the researcher attempted to make this description as clear and distinct as possible by describing the central and fundamental structure of the critical phenomena. The analysis concluded with the requirement to validate the key ideas by referring to the participants' explanations and determining whether the researcher's formulation of the key concepts and themes generated from the interviews objectively represents the participants' experience. The main themes were supplied to several research participants to check that the interpretation of the data was compatible with their perspectives and verify the findings' validity. Then, to further analyze the situations deemed illogical or unintelligible by the participants, the validity of these findings was strengthened by asking the

interviewees additional questions. External observers were also asked to look at the transcripts of the interviews to see whether the themes were similar. In addition, they performed new coding based on their impressions of the interviews and coordinated among the coder, researcher, and observer.

**Findings**

The 11 persons who took part in this study ranged in age from 19 to 29 years old and had completed at least two semesters of university education. Based on the interviews performed and

Table :Themes, sub-themes, supporting semantic units resulting from coding interviews

Basic codes	Sub-theme	Main theme
Boredom / procrastination / feeling inadequate	Lethargy / Procrastination	Competence
Hope / make a change / do not despair/ask what I need to change	Internal change / Discipline / Changeability	Individual development
Taking steps towards my goals / not complicating things / makes me live	Activity / Progress	Dynamics
It makes me excited / I feel good / I increase my passion in life/everything is not black anymore	Vivacity / Optimism / Optimism to change	Vitality
I can do my job / If I do not succeed in something, I believe I can try another way / Being able to do things	Self-confidence / Being strong	Self Confidence

1. Competence

Competence comprises teachable components (knowledge and skills) as well as more complicated components (attitudes and beliefs) (Tilya, F., & Mafumiko, 2018) but is typically restricted to particular knowledge and skills. This concept is widely accepted in German-speaking countries: (Competences, cognitive abilities, and problem-solving skills, along with motivational, voluntary, and social stimuli to use these skills and abilities in changing situations). There is now an agreement that competencies are more than information, substance, and abilities; therefore, they must also contain the knowledge and a desire to utilize them in new contexts. The earlier definitions frequently stopped at the first comma (Delbury, 2019). Attitudes, the human mental representation of the world and its surroundings, are affected by competence. Man's mental picture is a framework that explains and determines his thinking and action field. The mental image informs man's comprehension of the surrounding occurrences and his choice of action. Participants responded to this question, Code 5: "I am unmotivated, and I always feel bored, how dull and boring life has become, I keep asking myself, am I valuable at all?" Code 10: "When I lack drive, I abandon all my life goals and become completely carefree." They refuse to

the coding, categorization, and interpretation of participant responses, 75 sub-themes, and 20 main themes were identified. Main themes include "Competence," "Personal Development," "Dynamics," "Vitality," "Self-confidence," "Self-control," "Adaptability," "Empowerment," "Happiness," "Motivation," "Desire," "Encouragement," "Failure," "Courage," "Independence," "Autonomy," "Support," and "Decision Making."

accept life's duties and endure emotions of inadequacy due to their lethargy and procrastination.

2. Individual Development

Individual human resource development may be separated into two branches: individual development and the development of capabilities and capacities as a human resource value (Garavan, McGuire, 2004). Individual development is a person's psychological and non-psychological growth (job and education). Individual development has a role in self-esteem and is a framework that enables people to take a step toward self-actualization. Individual development contributes to a person's prosperity and self-awareness, allowing them to attain success in all aspects of life. Example of a participant answer, code 1: "Helps people to have a clear strategy and go forward, allowing them to commit to and complete tasks." Code 3: "This makes me question what I need to alter to win." In response to this question, interviewees paid particular attention to the significance of discipline and planning, as it allows them to organize their time, and each action, no matter how minor, may influence the meaning they assign to motivation. In addition, creating internal modifications is seen as an activating element for regularity and a driver of continued goal-directed behavior.

3. Dynamics

Everyone who is dynamic in life accepts that nothing is permanent and everything is only transitory. Because a stagnant mind produces life's frustrations. A dynamic mind is a talent that assists individuals in navigating life's turbulence. Respondents think a dynamic mind is effective at being adaptable, is a factor in advancement in all aspects of life, and helps them maintain the enthusiasm essential to continue in life and endure negative emotions. There is, in reality, a power that keeps them alive. Participants responded to this question, code 8: "Knowing that nothing is permanent helps me to be active and eliminates feelings of exhaustion." Code 6: "It draws my attention to the reality that no one's life is fixed and in constant flux." As the seasons change, so do the circumstances of my existence." Therefore, based on this response, it is clear that being active, making progress, and engaging in action follow the path of a dynamic mind and life.

#### 4. Vitality

Participants responded to this question, Code 9: "It makes me feel more energized and rejuvenated throughout the day." Code 7: "Allows me to live and encourages me to live." Frederik (1997) defined subjective vitality as being brimming with energy, excitement, and a sense of well-being and being free of tiredness and exhaustion. He demonstrated that when subjective vitality is low, impatience and fatigue emerge, and it becomes challenging to do daily tasks. The opposite is true when vitality is substantial; there is sufficient energy for activities, a good mood, and successful completion of

schoolwork. Therefore, having vitality entails having a positive, energetic self, and a lively person has much life. They see vitality as a sensation of energy that comes from within and has no external sources, such as particular environmental risks. They view subjective vitality as distinct from mania because vitality is the experience of being naturally energized rather than being pushed or directed. Thus, vitality indicates mental health and well-being, whereas mania is linked to suffering and mental disintegration (Deci and Ryan, 2008). According to interviewees, cheerfulness, optimism, and optimism impact their mood swings and provide the enthusiasm required to continue living, but their absence creates feelings of weakness, sleepiness, and inability to perform even the most basic activities.

#### 5. Self-confidence

Participants responded to this question, code 5: "I believe I possess a unique power that I can utilize to control my conduct." Code 2: "I believe it helps me feel assured and ceases my daydreaming." Self-confidence is recognizing one's strengths and shortcomings so that suitable duties may be assumed in a given circumstance, and a thorough evaluation of one's talents can be conducted. Self-confidence means seeing one's limits and skills in a realistic light and refraining from placing blame on oneself and comparing oneself to others. The respondents' comments emphasize their ability to measure themselves realistically, their willingness to accept or reject responsibility, and their self-confidence to attain their goals.

Basic codes	Sub-theme	Main theme
I think if I do something, I will fail / I do not see a clear vision / Everything inside me is chaos	Reviewing goals / Insisting on the wrong path	Adaptation
It helps me overcome my anxiety about being weak / It helps in eliminating weakness / Internally, I am OK, and I believe I can manage it	Overcoming the fear of failure/Believing in winning	Empowerment
To be happy / to have excitement / to be satisfied / to get rid of boredom	Satisfaction and happiness / Elimination of numbness / Increased satisfaction and vitality	Welfare
Giving up my responsibilities / not having a specific goal / ignoring responsibilities	Controlling emotions / responsible behaviors / tolerating internal insecurity	Self-control

#### 6. Self-control

Self-control is the psychological term for the capacity to select a greater, delayed benefit over a smaller, delayed reward. Instead of focusing on immediate motives when choosing your behaviors and activities, pay attention to their outcomes and behave accordingly (Rutherford & Dowshern, 2001). Participants responded to this question, code 11: "I usually

believe I have a lower chance of success; therefore, I avoid pursuing particular goals to avoid being disappointed." It is best not to be ambitious." Code 7: "Motivation is beneficial at first, but it may become problematic and challenging." These assertions are associated with a lack of self-control and the inability to wait for immediate pleasures, as respondents respond to concepts such as the fear of not reaching goals, the need to obtain results fast, and intolerance. Consider delaying

short-term pleasures in favor of long-term ones, and remember that mastering self-control involves patience, emotion control, and tolerance.

#### 7. Adaptation

Adaptation refers to an organism's capacity to adjust to its environment (Punia, Sangwan, 2011). In other words, social adjustment is a collection of actions and behaviors that a person exhibits in new contexts and conditions to respond appropriately to current stimuli. Adaptation is considered in several contexts and encompasses social, familial, emotional, and professional components. According to the opinions of certain specialists, social adaptation is the most crucial aspect (Din, Shah, Jamal, Bilal, 2015). The participants' replies to the coding procedure revealed that they frequently pondered their aims and the appropriateness of the chosen course. Participants responded to this question, code 5: "At first, I believe I can accomplish my objectives, but then I entirely alter my mind." Code 6: "I frequently question if I am performing my work correctly, which makes me apprehensive." Code 7: "When I am reprimanded in college or do not receive the grade I desire, I feel terrible and question if I am on the right road." Therefore, individuals must determine how to respond to the changes that have occurred and whether the route they are on is beneficial or detrimental. The replies to whether they should alter their objectives and how to fulfill themselves in light of these changes emphasize how vital adaptation is.

#### 8. Empowerment

Empowerment is a multidimensional term in management, psychology, social anthropology, political science, and

Basic codes	Sub-theme	Main theme
I help pay attention to myself / things I like to pursue/try new topics	Feeling pleasant / creating passion / feeling enthusiastic	Tendency
Define purpose / create meaning in life / Search to discover life	Achieving aspirations / having a goal / motivating to set goals / effective in setting goals and planning	Teleology
Approved / Motivated in my work / Energetic	Admiration / being seen / positive feedback	Encouragement
Suffering because I could not reach my goals / give up my whole life/nothing is worth it anymore	Indifference / Aggression / Despair	Failure
Motivating in the desired direction / starting the driving force	Stimulus / Activation Behavior	Motivator

#### 10. Motivator

When an organism receives an external or internal stimulus and responds accordingly, these stimuli serve as motivational factors for the organism. Participants responded to this question, Code 1: "It moves you, and with the inspiration, you

medicine. It refers to the circumstances under which power is available and may be employed with the required exploitation, empowerment, and leadership power (Narayan, 2005). A study of the participants' experiences revealed that conquering the conviction they can achieve, that they would also have the ability to do things, and that they can control their living situations are all tied to empowerment. Code 10: "Considering that I possess abilities that I can use and develop." Code 9: "I am not as brilliant as I believe I am, but I am capable of learning and have a possibility of success."

#### 9. Welfare

Welfare is a significant notion regarding psychological health, social health, and personal fulfillment. According to Winhoon, welfare refers to individuals' life goals and criteria. According to these definitions, welfare is an abstract and subjective term, and each individual has a unique path to happiness (quoted by Heizomi, Allahverdipour, Jafarabadi, and Safaeian, 2015). Being happy and experiencing happiness help lessen several psychiatric issues (Lyubomirsky, Sheldon & Schkade, 2005). Code 1: "It generates a sense of contentment and joy in my life, and this disposition is precious to me." Code 2: "I feel more energized and active, and the sense of numbness is eliminated." Code 10: "When I have motivation, and its absence creates numbness in me, I feel excellent." Because these factors impact their psychological well-being and underline the value of happiness, the participants in this example mentioned life satisfaction, the disappearance of numbness, and a sensation of welfare.

may realize your aspirations." Code 4: "Inspires effort and a sense of enthusiasm in me." Code 8: "It moves in the direction of my wishes as if a fire were kindled within me." Participants view motivation itself to be a driving factor.

#### 11. Tendency

Identifying the organism's interests and the tendency is crucial in establishing the educational, career, and social route. Lack of knowledge of this results in considerable confusion in all facets of life, producing lethargy and stagnation in the organism. Participants responded to this question, code 11: "I learn more about myself so that I may better understand myself and aid myself to escape the current circumstance." Code 10: "Seek out new experiences, but do not believe that learning is the key and the only way to achieve success." Therefore, following the coding, we can refer to the passion, energy, and pleasant sensation that they may create a fresh viewpoint for themselves by understanding their interests and desires.

#### 12. Teleology

The term teleology, which refers to the forward-looking observer, is one of the critical notions of the Adler school. Adler places the person and his future concerns at the core of dynamic psychology. In this context, the notion of the future is subjective and not objective, in the sense that the individual has a hand in shaping his destiny. The presence of a set of guiding concepts plays a role in the interaction between our emphasis on the actual future and the fact that much of it may not exist in the individual's mind.

Although objective, genetic, and environmental elements also play a role in its construction, the majority is impacted by the individual's mental structures and results from his initiative and inventiveness. Therefore, Adler highlights the significance of the individual's subconscious intentions in determining his or her destiny. These aims are primarily geared toward molding the stability and cohesion of the individual's personality structure; they form the foundation of his worldview and are only reviewed when explicitly evaluated (Mosak and Maniaci, 1999). Respondents value the impact of setting goals on their planning. Participants responded to this question, code 4: "In general, when I observe the success of others, I become more self-aware and motivated to improve my lifestyle." Code 3: "Having social prestige and authority and being financially independent makes me feel wonderful, whereas lacking these makes me feel frustrated and hopeless." Consequently, their notion of having a goal provides the impetus for achieving goals. Consequently, teleology impacts the style of living and dictates the course of a person's life; paying attention to it also affects their life.

#### 13. Encouragement

The term incentive denotes the motivational features of the enhancer. The incentive value determines preference and robust motivation. Terms such as more, larger, and better often

suggest a positive incentive increase, whereas expressions such as less, smaller, and worse typically indicate a negative incentive reduction. Incentive value is based on objective criteria such as amount or number. Mental motivational value, on the other hand, refers to an individual's perception of objective worth. Here, the objective and subjective worth of economic commodities may be distinguished. According to economics, subjective value is equivalent to utility, which refers to a product's satisfaction or utility. The objective worth of an automaton is determined, for instance, by its production costs, but the same automaton also offers several advantages. A pen is a handy instrument (if you disagree, attempt to attend class without one), yet, writing with a pen is also enjoyable. Utility, as opposed to objective worth, helps us comprehend why economic products such as automobiles, clothing, and computers are pleasurable. Incentives aid in goal attainment by increasing motivation to achieve the objective. The focus stays on the incentive, but incentives give reinforcement (Lambert Deckers, 2019). Participants responded to this question, code 6: "When I am reprimanded or chastised for what I do, I lose the patience to complete tasks." Code 11: "When my professors see my efforts, I feel more empowered to advance." Code 7: "When my labor is recognized, I am proud and more driven to continue." Their answer indicates that encouragement is effective in sustaining behavior.

#### 14. Failure

The capacity to resist tolerance failure without compromising psychological adjustment or engaging in improper behavior. Inability to bear failure leads to psychological distress, incompatibility, and difficulties in interpersonal relationships. A person with a greater capacity to endure failure is less aggressive than one with a lesser capacity. People with a high tolerance threshold are reasonable, content, and adaptable and desire to discover behavioral answers immediately. These individuals deal with challenges readily and effectively (Rosenbaum & Lasly, 1990). When obstacles arise, respondents to this question get disappointed and lose motivation to achieve their goals. Additionally, it leads individuals to lose all vital motivation. Participants responded to this question, code 10: "I obsessively consider what will occur if I do not reach my goals, and this makes me feel terrible." Code 8: "My desire to control everything to avoid failure makes me furious and depressed." It may be deduced from the responses that failure tolerance is essential for mental wellness.

Basic codes	Sub-theme	Main theme
Makes me less dependent on others / endure problems / not lose a life	Power / Independence / Stubbornness	Independence
If I do not act according to the wishes of those around me, they	Personal initiative	Autonomy

will cause me trouble / a calmer environment / non-interference of those around me		
Emotional attention of others / I think I am valuable to them / Being taken seriously by professors and important people in my life	Giving importance/feeling safe/social support	Support
Achieving success in every part of life / doing something for myself and others / not being a burden to others	Being able / to create a valuable belief	Self-efficacy
Good things others do / Good lives others	Successes of others / Modeling	Decision making
I also have desires / I like to shout	Expressing needs / following up on demands	Courage

### 15. Courage

Courage does not always entail roaring like a lion; instead, it is the courage to be agreeable, demanding, and responsive as a doctor who comforts his patient and is always present or as a father who comforts his sobbing, saddened daughter with an embrace (Michelle Izmailov, 2021). Courage inspires daring activities and motivates individuals to communicate their needs and emotions to take the required measures to reach their objectives. Participants responded to this question, code 1: "I wish I could express what I want to others around me, but I am afraid since I believe no one is listening; therefore, I choose to keep my thoughts to myself." Code 4: "If I am criticized for stating what I want to say, I wonder why I trampled my pride and concluded that it would have been better to keep silent." Therefore, courage plays a crucial part in choosing conduct to attain one's desires.

### 16. Independence

Independence is not the same as self-sufficiency since individuals require good social contact to satisfy their psychological requirements. Individuals must also have defined boundaries, which are neither so linked that they dissolve in others nor so discrete that they fail to fulfill their psychological demands. Participants responded to this question, code 2: "Gives me strength and reduces my reliance on others." Code 8: "To endure in the face of misfortune and continue in life so as not to lose." As a result, they reference independence, tenacity, and power, all of which highlight how vital independence is.

### 17. Autonomy

The control of behavior on one's initiative beyond personal aims without being influenced by the pressure of societal norms is known as autonomy (Shoarinejad, 1996). Deci & Ryan (1985), the three psychological demands of human beings are autonomy, competence, and communication. Thus,

the notion of advocating for autonomy was derived from their concepts. When individuals are autonomous, they feel in charge of their ideas, emotions, and actions, and their behavior originates from a knowledge of the source of inner cause, will, and choice (Reeve, 2015). Participants responded to this question, code 2: "No matter what I want to achieve, others around me impede my efforts." Code 5: "The people around me remark on everything, I wish they would simply comment, but they insist on pushing their viewpoint." Code 6: "Whatever I do, they undermine my efforts. They would not permit it even if I wished to pursue my passion." Code 3: "If those around me accompany me and do not want to control me, it will positively impact my life, since my parents have always said that children do not mature for their parents." Therefore, initiative and taking charge might contribute to the maintenance of motivation.

### 18. Support

The individual's perception of social support provides them with a sense of self-worth, and their membership in a social network allows them to interact with others and develop meaningful connections. Social support is the amount of affection, camaraderie, and care provided by family, friends, and others (Charyton & Elliott & Moore, 2009). Participants responded to this question, code 11: "I constantly tell myself, "If you want anything done, do it yourself." It appears that everyone in the family and society is self-centered and inconsiderate of others, and in certain locations, this causes discomfort and animosity." Code 1: "I do not expect anything from my family because they are uneducated, but the demeaning behavior of the university professors has made my condition much worse, and I am dissatisfied with everything." Social support significantly impacts individuals' self-esteem since the environment, and other people supply a portion of psychological requirements.

### 19. Self-efficacy

Self-efficacy refers to the subjective view of an individual's capacity to function in a particular setting or accomplish desired objectives; it is regarded as the most influential factor in determining emotional states, motivation, and behavioral change (VandenBos, 2015). On the other side, self-efficacy is a collection of beliefs about a person's ability to affect life events based on motivation, functional accomplishment, and emotional well-being. Bandura established the concept of self-efficacy as a cognitive construct that modifies environment-behavior interactions. Although the therapeutic component of this concept has received less attention, its educational component has received more attention via the facilitation of self-efficacy resources, such that different sources impact the creation, growth, and development of self-efficacy and that training and facilitation of these resources can have beneficial psychological effects (Bandura, 2000, 2004). Self-efficacy is the organism's confidence in its powers. Participants responded to this question, code 9: "When people around me notice what I am doing, I believe I have the essential skill to complete tasks." Code 7: "When I learn and use something, I feel a sense of significance." It influences their feeling of worth that interviewees esteem what they were able to achieve and even the notion that they could do anything. On the other side, sentiments such as inferiority rob individuals of a sense of value, and as a result, self-efficacy significantly impacts how individuals feel about themselves.

#### 20. Decision-making

Everyone believes that the more information they gather about a decision-making situation, the more precise and acceptable the conclusion will be. While looking for and tracking information makes it more pertinent to a choice, even if it is useless and superfluous. It may result in a wrong choice, but if the individual has access to this knowledge from the start, the decision will not be made (Bastardi and Shafir, 1998, 2000; Abdollahi, 2004). Respondents think it vital to observe the accomplishments of others and to emulate the actions of influential individuals in their lives in order to keep their motivation. Numerous cognitive changes are required to reach this stage and finally see these behavioral modifications.

#### Conclusion and Discussion

The present qualitative research used a content analysis methodology to identify females with depressive symptoms' lived experience of motivation. Motivation, Tendency, purposefulness, Encouragement, Failure, Competence, Individual development, Dynamics, Vitality, Welfare, Self-control, Adaptation, Courage, Self-confidence, Empowerment, Autonomy, Support, Self-efficacy, Independence, Decision-making, and Teleology were deemed effective in motivating individuals. In addition, the analysis of the interviews revealed that the primary themes are beneficial in boosting motivation.

The following studies examine the influence of motivation on behavior modification.

The research was done on the effects of motivation on overweight individuals. Participants comprised seventy-one obese individuals (59 females and 12 males), with treatment consisting of five weeks of group therapy and three individual therapy sessions. Significant decreases in body mass index (excluding waist circumference) and improvements in motivation to prepare for treatment were seen in patients. It appears that motivational enhancement in the present investigation improved patients' motivation (Fioravanti, Rotal, Karsi, Pala, Vita, Manuchi, 2015). Therefore, the acquired results are compatible with the performed research. According to another survey, the number of Hispanics requiring substance misuse treatment is rising globally. There is no systematic assessment of the therapy of this population that can empirically support therapies for Spanish-speaking clients with acceptable verification.

Treatment regimens for outpatients in the United States were allocated to 23 Spanish-speaking therapists from five locations, and three sessions of motivation-enhancing therapy were provided. Sessions in Spanish for the standard number of medication counseling sessions for the 405 Hispanic clients randomly assigned to these conditions. Independent meeting evaluations revealed that the ranking system is reliable and consistent, and there is solid evidence to support its use in forecasting how well motivation skill aspects would function. There was a considerable variation in the rank of motivation-boosting talents. In motivational enhancement therapy and motivation-based comparison, MET motivation may be utilized in the community by observing the requirements of motivational enhancement treatment (Santa, Carl, Paris, Ball, Nietzsche, Frankfurter, Suarez, Sapochnik, Martino, 2009). Another research examined couples' motivation and cognitive-behavioral therapy efficacy in drug-using pregnant women. A randomized controlled experiment was conducted on outpatient (non-hospital) participants during prenatal treatment. One hundred sixty-eight women registered who used drugs and were not yet 28 weeks pregnant. Obstetricians and gynecologists provided short advice, and nurses documented the study. The days before week 28 in which alcohol or other drugs were taken before or three months after birth was associated with the first findings' percentage. In terms of percentage, there were no statistically significant variations in alcohol and drug use between the groups in the days preceding and three months following delivery, as measured by biological measurements. Those who underwent reinforcement treatment and spatial-behavioral therapy had a lower risk of premature birth,  $p = 0.08$ .

#### Conclusion

The investigated therapies exhibited comparable therapeutic results. Consequently, both therapies may be appropriate for female customers, depending on the available demographic. Intensified postpartum therapies may minimize drug addiction relapse (Kimberly, Urgent, Holm, Guttman, 2012). The acquired results, therefore, agree with the study's findings. In order to create a model for enhancing the motivation of university instructors, a sequential mixed-methods study was conducted. The results of exploratory factor analysis revealed that the dimensions of nature of work, desire for success, professional growth, and social prestige account for approximately 84.85 percent of the variance in professors' motivation, while economic, cultural, environmental, managerial, and legal factors account for 48.69 percent. (Khodayari, Mohammad Khani, Ghorchian, Mohammad Davoodi, 2020). The acquired results are consistent with the findings of the current investigation. The current study also revealed that participants valued various feelings, such as welfare and encouragement, as critical factors in enhancing motivation. Because this study was done in Yazd with a sample of female students exhibiting depressive symptoms, the findings cannot be applied to other areas.

### Ethical Considerations

All participants verbally consented to participate in the study, and the confidentiality of their information was guaranteed.

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