**Supplemental Material: Table S1**

*Summary of Meta-Analyses Included*

| Author | Year | Mini-Theory | Topic | IV/Antecedent | DV | Reliability Corrected | Type Original Effect Size | Original Effect Size | Pearson's r | *k* | *N* | *Heterogeneity Metric* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Back et al. | 2022 | OIT | Physical Activity/Sport | Amotivation | Sport Drop-out | Corrected | Hedge's g | -0.8 | -0.37 | 5a | - | τ2: 1.10 |
| Back et al. | 2022 | OIT | Physical Activity/Sport | Controlled Motivation | Sport Drop-out | Corrected | Hedge's g | -0.23 | -0.11 | 5a | - | τ2: 0.08 |
| Back et al. | 2022 | OIT | Physical Activity/Sport | Self-Determined Motivation | Sport Drop-out | Corrected | Hedge's g | 0.27 | 0.13 | 5a | - | τ2: 0.01 |
| Back et al. | 2022 | BPNT | Physical Activity/Sport | Basic Psychological Needs | Sport Drop-out | Corrected | Hedge's g | 0.42 | 0.21 | 7a | - | τ2: 0.05 |
| Bauer et al. | 2016 | OIT | Organizations | Intrinsic Motivation | Trainee Reaction | Corrected | Spearman's ρ | 0.7 | 0.7 | 66 | 10,217 | - |
| Bauer et al. | 2016 | OIT | Organizations | Intrinsic Motivation | Declarative Knowledge | Corrected | Spearman's ρ | 0.12 | 0.12 | 96 | 15,895 | - |
| Bauer et al. | 2016 | OIT | Organizations | Intrinsic Motivation | Initial Skill Acquisition | Corrected | Spearman's ρ | 0.02 | 0.02 | 33 | 3,521 | - |
| Bradshaw et al. | 2021 | BPNT | Parenting/ Development | Parent Autonomy Support | Child well-being | Not Reported | Pearson's r | - | 0.28 | 28 | - | *I2(2)*: 14.47  *I2(3)*: 70.43 |
| Bradshaw et al. | 2021 | BPNT | Parenting/ Development | Parent Autonomy Support | Child ill-being | Not Reported | Pearson's r | - | -0.22 | 61 | - | *I2(2)*: 33.00  *I2(3)*: 54.53 |
| Bradshaw et al. | 2021 | BPNT | Parenting/ Development | Parent Control | Child well-being | Not Reported | Pearson's r | - | -0.12 | 27 | - | *I2(2)*: 21.08  *I2(3)*: 73.97 |
| Bradshaw et al. | 2021 | BPNT | Parenting/ Development | Parent Control | Child ill-being | Not Reported | Pearson's r | - | 0.19 | 173 | - | *I2(2)*: 40.76  *I2(3)*: 54.07 |
| Bradshaw et al. | 2022 | GCT | General | Intrinsic Aspirations | Well-being | Not Reported | Pearson's r | - | 0.24 | 95 | 62,359 | *I2(2):* 56.58  *I2(3):* 37.59  τ2(2): 0.02  τ2(3): 0.01 |
| Bradshaw et al. | 2022 | GCT | General | Intrinsic Aspirations | Ill-being | Not Reported | Pearson's r | - | -.11 | 44 | 35,471 | *I2(2):* 63.50  *I2(3):* 29.39  τ2(2): 0.01  τ2(3): 0.01 |
| Bradshaw et al. | 2022 | GCT | General | Extrinsic Aspirations (General) | Well-being | Not Reported | Pearson's r | - | 0.02 | 79 | 43,894 | *-* |
| Bradshaw et al. | 2022 | GCT | General | Extrinsic Aspirations (General) | Ill-being | Not Reported | Pearson's r | - | 0.10 | 37 | 23,140 | *-* |
| Bradshaw et al. | 2022 | GCT | General | Extrinsic Aspirations (Simple Scores) | Well-being | Not Reported | Pearson's r | - | 0.07 | 67 | 41,994 | *I2(2):* 50.91  *I2(3):* 43.57  τ2(2): 0.01  τ2(3): 0.01 |
| Bradshaw et al. | 2022 | GCT | General | Extrinsic Aspirations (Simple Scores) | Ill-being | Not Reported | Pearson's r | - | 0.07 | 31 | 22,372 | *I2(2):* 25.18  *I2(3):* 65.93  τ2(2): 0.00  τ2(3): 0.01 |
| Bradshaw et al. | 2022 | GCT | General | Extrinsic Aspirations (Relative Centrality Scores) | Well-being | Not Reported | Pearson's r | - | -0.22 | 14 | 2,216 | *I2(2):* 31.49  *I2(3):* 57.70  τ2(2): 0.02  τ2(3): 0.04 |
| Bradshaw et al. | 2022 | GCT | General | Extrinsic Aspirations (Relative Centrality Scores) | Ill-being | Not Reported | Pearson's r | - | 0.23 | 7 | 966 | *I2(2):* 42.01  *I2(3):* 18.25  τ2(2): 0.01  τ2(3): 0.00 |
| Bureau et al. | 2022 | BPNT | Education | Autonomy Satisfaction | Amotivation | Corrected | Spearman's ρ | - | -0.34 | 29 | 13,439 | *I2:* 97.81  τ2: 0.10 |
| Bureau et al. | 2022 | BPNT | Education | Autonomy Satisfaction | External Motivation | Corrected | Spearman's ρ | - | -0.04 | 46 | 18,842 | *I2:* 97.17  τ2: 0.09 |
| Bureau et al. | 2022 | BPNT | Education | Autonomy Satisfaction | Introjected Regulation | Corrected | Spearman's ρ | - | 0.23 | 42 | 17,920 | *I2:* 94.86  τ2: 0.04 |
| Bureau et al. | 2022 | BPNT | Education | Autonomy Satisfaction | Identified Regulation | Corrected | Spearman's ρ | - | 0.48 | 42 | 18,395 | *I2:* 94.50  τ2: 0.04 |
| Bureau et al. | 2022 | BPNT | Education | Autonomy Satisfaction | Intrinsic Motivation | Corrected | Spearman's ρ | - | 0.57 | 52 | 22,759 | *I2:* 94.88  τ2: 0.04 |
| Bureau et al. | 2022 | BPNT | Education | Competence Satisfaction | Amotivation | Corrected | Spearman's ρ | - | -0.38 | 37 | 20,579 | *I2:* 97.07  τ2: 0.06 |
| Bureau et al. | 2022 | BPNT | Education | Competence Satisfaction | External Motivation | Corrected | Spearman's ρ | - | -0.01 | 57 | 34,558 | *I2:* 97.02  τ2: 0.06 |
| Bureau et al. | 2022 | BPNT | Education | Competence Satisfaction | Introjected Regulation | Corrected | Spearman's ρ | - | 0.23 | 58 | 34,781 | *I2:* 93.49  τ2: 0.02 |
| Bureau et al. | 2022 | BPNT | Education | Competence Satisfaction | Identified Regulation | Corrected | Spearman's ρ | - | 0.53 | 57 | 34,705 | *I2:* 94.61  τ2: 0.03 |
| Bureau et al. | 2022 | BPNT | Education | Competence Satisfaction | Intrinsic Motivation | Corrected | Spearman's ρ | - | 0.58 | 69 | 40,789 | *I2:* 94.05  τ2: 0.03 |
| Bureau et al. | 2022 | BPNT | Education | Relatedness Satisfaction | Amotivation | Corrected | Spearman's ρ | - | -0.3 | 29 | 13,885 | *I2:* 95.04  τ2: 0.04 |
| Bureau et al. | 2022 | BPNT | Education | Relatedness Satisfaction | External Motivation | Corrected | Spearman's ρ | - | 0.01 | 45 | 20,175 | *I2:* 96.29  τ2: 0.06 |
| Bureau et al. | 2022 | BPNT | Education | Relatedness Satisfaction | Introjected Regulation | Corrected | Spearman's ρ | - | 0.21 | 45 | 20,175 | *I2:* 94.37  τ2: 0.04 |
| Bureau et al. | 2022 | BPNT | Education | Relatedness Satisfaction | Identified Regulation | Corrected | Spearman's ρ | - | 0.44 | 44 | 20,338 | *I2:* 91.73  τ2: 0.02 |
| Bureau et al. | 2022 | BPNT | Education | Relatedness Satisfaction | Intrinsic Motivation | Corrected | Spearman's ρ | - | 0.44 | 56 | 27,209 | *I2:* 93.15  τ2: 0.03 |
| Bureau et al. | 2022 | OIT | Education | Teacher Autonomy Support | Amotivation | Corrected | Spearman's ρ | - | -0.32 | 19 | 8,640 | *I2:* 86.90  τ2: 0.02 |
| Bureau et al. | 2022 | OIT | Education | Teacher Autonomy Support | External Motivation | Corrected | Spearman's ρ | - | -0.1 | 34 | 21,792 | *I2:* 95.15  τ2: 0.03 |
| Bureau et al. | 2022 | OIT | Education | Teacher Autonomy Support | Introjected Regulation | Corrected | Spearman's ρ | - | 0.17 | 35 | 22,103 | *I2:* 87.82  τ2: 0.01 |
| Bureau et al. | 2022 | OIT | Education | Teacher Autonomy Support | Identified Regulation | Corrected | Spearman's ρ | - | 0.44 | 44 | 28,515 | *I2:* 95.22  τ2: 0.03 |
| Bureau et al. | 2022 | OIT | Education | Teacher Autonomy Support | Intrinsic Motivation | Corrected | Spearman's ρ | - | 0.48 | 47 | 33,517 | *I2:* 96.91  τ2: 0.05 |
| Bureau et al. | 2022 | OIT | Education | Parent Autonomy Support | Amotivation | Corrected | Spearman's ρ | - | -0.23 | 6 | 4,810 | *I2:* 83.25  τ2: 0.01 |
| Bureau et al. | 2022 | OIT | Education | Parent Autonomy Support | External Motivation | Corrected | Spearman's ρ | - | 0.05 | 15 | 8,859 | *I2:* 88.81  τ2: 0.01 |
| Bureau et al. | 2022 | OIT | Education | Parent Autonomy Support | Introjected Regulation | Corrected | Spearman's ρ | - | 0.15 | 15 | 8,859 | *I2:* 92.49  τ2: 0.02 |
| Bureau et al. | 2022 | OIT | Education | Parent Autonomy Support | Identified Regulation | Corrected | Spearman's ρ | - | 0.28 | 15 | 8,859 | *I2:* 83.52  τ2: 0.01 |
| Bureau et al. | 2022 | OIT | Education | Parent Autonomy Support | Intrinsic Motivation | Corrected | Spearman's ρ | - | 0.23 | 12 | 5,549 | *I2:* 79.32  τ2: 0.01 |
| Bureau et al. | 2022 | OIT | Education | Autonomy Satisfaction | Competence Satisfaction | Corrected | Spearman's ρ | - | 0.768 | 58 | - | - |
| Bureau et al. | 2022 | OIT | Education | Autonomy Satisfaction | Relatedness Satisfaction | Corrected | Spearman's ρ | - | 0.648 | 55 | - | - |
| Bureau et al. | 2022 | OIT | Education | Competence Satisfaction | Relatedness Satisfaction | Corrected | Spearman's ρ | - | 0.638 | 56 | - | - |
| Burke et al. | 2020 | OIT | Education | Intervention effects | Autonomous motivation | Not reported | Pearson's r | - | 0.41 | 12 | - | - |
| Cameron & Pierce | 1994 | CET | General | Reward vs Control group | Intrinsic Motivation (free-time) | Corrected | Cohen's d | -0.06 | -0.03 | 57 | 3,539 | *Q*: 177.40 |
| Cameron & Pierce | 1994 | CET | General | Reward vs Control group | Intrinsic Motivation (attitude) | Corrected | Cohen's d | 0.21 | 0.1 | 47 | 3,184 | *Q*: 167.50 |
| Cerasoli et al. | 2014 | CET | Organizations | Performance (overall) | Intrinsic Motivation | Uncorrected | Pearson's r | - | 0.21 | 183 | 212,468 | - |
| Cerasoli et al. | 2014 | CET | Organizations | Incentives (directly salient) | Intrinsic Motivation | Uncorrected | Pearson's r | - | 0.21 | 27 | 3,975 | - |
| Cerasoli et al. | 2014 | CET | Organizations | Incentives (indirectly salient) | Intrinsic Motivation | Uncorrected | Pearson's r | - | 0.34 | 8 | 3,133 | - |
| Cerasoli et al. | 2014 | CET | Organizations | Performance type (quality) | Intrinsic Motivation | Uncorrected | Pearson's r | - | 0.28 | 34 | 8,926 | - |
| Cerasoli et al. | 2014 | CET | Organizations | Performance type (quantity) | Intrinsic Motivation | Uncorrected | Pearson's r | - | 0.2 | 78 | 185,323 | - |
| Cerasoli et al. | 2016 | BPNT | Organizations | Autonomy Satisfaction | Performance | Uncorrected | Pearson's r | - | 0.22 | 46 | 11,937 | - |
| Cerasoli et al. | 2016 | BPNT | Organizations | Competence Satisfaction | Performance | Uncorrected | Pearson's r | - | 0.3 | 70 | 20,924 | - |
| Cerasoli et al. | 2016 | BPNT | Organizations | Relatedness Satisfaction | Performance | Uncorrected | Pearson's r | - | 0.2 | 19 | 6,180 | - |
| Cerasoli et al. | 2016 | BPNT | Organizations | Indirectly Salient Incentive | Performance | Uncorrected | Pearson's r | - | 0.37 | 8 | 1,145 | - |
| Cerasoli et al. | 2016 | CET | Organizations | Directly Salient Incentive | Performance | Uncorrected | Pearson's r | - | 0.19 | 8 | 679 | - |
| Cerasoli et al. | 2016 | CET | Organizations | No Incentive | Performance | Uncorrected | Pearson's r | - | 0.3 | 36 | 14,483 | - |
| Chatzisarantis et al. | 2003 | OIT | Physical Activity/Sport | Amotivation | Perceived Competence | Corrected | Pearson's r | - | -0.36 | 5 | 2,161 | - |
| Chatzisarantis et al. | 2003 | OIT | Physical Activity/Sport | External Regulation | Perceived Competence | Corrected | Pearson's r | - | -0.02 | 7 | 3,784 | - |
| Chatzisarantis et al. | 2003 | OIT | Physical Activity/Sport | Introjection | Perceived Competence | Corrected | Pearson's r | - | 0.34 | 8 | 4,112 | - |
| Chatzisarantis et al. | 2003 | OIT | Physical Activity/Sport | Identification | Perceived Competence | Corrected | Pearson's r | - | 0.48 | 7 | 3,024 | - |
| Chatzisarantis et al. | 2003 | OIT | Physical Activity/Sport | Intrinsic Motivation | Perceived Competence | Corrected | Pearson's r | - | 0.62 | 7 | 3,784 | - |
| Chatzisarantis et al. | 2003 | OIT | Physical Activity/Sport | Amotivation | Intentions | Corrected | Pearson's r | - | -0.48 | 3 | 724 | - |
| Chatzisarantis et al. | 2003 | OIT | Physical Activity/Sport | External Regulation | Intentions | Corrected | Pearson's r | - | -0.2 | 6 | 2,454 | - |
| Chatzisarantis et al. | 2003 | OIT | Physical Activity/Sport | Introjection | Intentions | Corrected | Pearson's r | - | 0.3 | 7 | 2,782 | - |
| Chatzisarantis et al. | 2003 | OIT | Physical Activity/Sport | Identification | Intentions | Corrected | Pearson's r | - | 0.5 | 6 | 1,695 | - |
| Chatzisarantis et al. | 2003 | OIT | Physical Activity/Sport | Intrinsic Motivation | Intentions | Corrected | Pearson's r | - | 0.67 | 6 | 2,454 | - |
| Crandell et al. | 2018 | BPNT | Parenting/ Development | Autonomy Support | Anxiety | Not Reported | Pearson's r | - | -0.22 | 1 | 146 | - |
| Crandell et al. | 2018 | BPNT | Parenting/ Development | Autonomy Support | Depression | Not Reported | Pearson's r | - | -0.1 | 3 | 380 | - |
| Crandell et al. | 2018 | BPNT | Parenting/ Development | Autonomy Support | Quality of Life | Not Reported | Pearson's r | - | 0.24 | 2 | 191 | - |
| Crandell et al. | 2018 | BPNT | Parenting/ Development | Autonomy Support | Psychological Quality of Life | Not Reported | Pearson's r | - | 0 | 2 | 204 | - |
| Crandell et al. | 2018 | BPNT | Parenting/ Development | Autonomy Support | Physical Functioning | Not Reported | Pearson's r | - | 0.01 | 4 | 778 | - |
| Crandell et al. | 2018 | BPNT | Parenting/ Development | Autonomy Support | Internalizing | Not Reported | Pearson's r | - | -0.14 | 3 | 363 | - |
| Crandell et al. | 2018 | BPNT | Parenting/ Development | Autonomy Support | Externalizing | Not Reported | Pearson's r | - | -0.27 | 2 | 320 | - |
| Crandell et al. | 2018 | BPNT | Parenting/ Development | Coercion (controlling) | Anxiety | Not Reported | Pearson's r | - | 0.22 | 1 | 146 | - |
| Crandell et al. | 2018 | BPNT | Parenting/ Development | Coercion (controlling) | Depression | Not Reported | Pearson's r | - | 0.33 | 2 | 108 | - |
| Crandell et al. | 2018 | BPNT | Parenting/ Development | Coercion (controlling) | Quality of Life | Not Reported | Pearson's r | - | -0.21 | 5 | 609 | - |
| Crandell et al. | 2018 | BPNT | Parenting/ Development | Coercion (controlling) | Psychological Quality of Life | Not Reported | Pearson's r | - | -0.2 | 2 | 242 | - |
| Crandell et al. | 2018 | BPNT | Parenting/ Development | Coercion (controlling) | Physical Functioning | Not Reported | Pearson's r | - | -0.08 | 10 | 1,220 | - |
| Crandell et al. | 2018 | BPNT | Parenting/ Development | Coercion (controlling) | Internalizing | Not Reported | Pearson's r | - | 0.17 | 1 | 252 | - |
| Crandell et al. | 2018 | BPNT | Parenting/ Development | Coercion (controlling) | Externalizing | Not Reported | Pearson's r | - | 0.16 | 2 | 295 | - |
| Deci et al. | 1999 | CET | General | All Rewards | Intrinsic Motivation (free-choice) | Corrected | Cohen's d | -0.24 | -0.12 | 101 | - | *Qw*: 287.62 |
| Deci et al. | 1999 | CET | General | All Rewards | Interest | Corrected | Cohen's d | 0.04 | 0.02 | 84 | - | *Qw*: 205.17 |
| Deci et al. | 1999 | CET | General | Positive Feedback | Intrinsic Motivation (free-choice) | Corrected | Cohen's d | 0.33 | 0.16 | 21 | - | *Qw*: 32.71 |
| Deci et al. | 1999 | CET | General | Positive Feedback | Interest | Corrected | Cohen's d | 0.36 | 0.18 | 24 | - | *Qw*: 75.13 |
| Deci et al. | 1999 | CET | General | Tangible Reward | Intrinsic Motivation (free-choice) | Corrected | Cohen's d | -0.34 | -0.17 | 92 | - | *Qw*: 225.70 |
| Deci et al. | 1999 | CET | General | Tangible Reward | Interest | Corrected | Cohen's d | -0.07 | -0.03 | 70 | - | *Qw*: 127.43 |
| Deci et al. | 1999 | CET | General | Unexpected Tangible Reward | Intrinsic Motivation (free-choice) | Corrected | Cohen's d | 0.01 | 0 | 9 | - | *Qw*: 11.54 |
| Deci et al. | 1999 | CET | General | Unexpected Tangible Reward | Interest | Corrected | Cohen's d | 0.05 | 0.02 | 5 | - | *Qw*: 10.03 |
| Deci et al. | 1999 | CET | General | Expected Tangible Reward | Intrinsic Motivation (free-choice) | Corrected | Cohen's d | -0.36 | -0.18 | 92 | - | *Qw*: 224.85 |
| Deci et al. | 1999 | CET | General | Expected Tangible Reward | Interest | Corrected | Cohen's d | -0.07 | -0.03 | 69 | - | *Qw*: 121.60 |
| Deci et al. | 1999 | CET | General | Non-Contingent Reward | Intrinsic Motivation (free-choice) | Corrected | Cohen's d | -0.14 | -0.07 | 7 | - | *Qw*: 5.91 |
| Deci et al. | 1999 | CET | General | Non-Contingent Reward | Interest | Corrected | Cohen's d | 0.21 | 0.1 | 5 | - | *Qw*: 9.19 |
| Deci et al. | 1999 | CET | General | Engagement Contingent Reward | Intrinsic Motivation (free-choice) | Corrected | Cohen's d | -0.4 | -0.2 | 55 | - | *Qw*: 143.89 |
| Deci et al. | 1999 | CET | General | Engagement Contingent Reward | Interest | Corrected | Cohen's d | -0.15 | -0.07 | 35 | - | *Qw*: 38.28 |
| Deci et al. | 1999 | CET | General | Completion Contingent Reward | Intrinsic Motivation (free-choice) | Corrected | Cohen's d | -0.36 | -0.18 | 20 | - | *Qw*: 35.02 |
| Deci et al. | 1999 | CET | General | Completion Contingent Reward | Interest | Corrected | Cohen's d | -0.03 | -0.01 | 15 | - | *Qw*: 43.96 |
| Deci et al. | 1999 | CET | General | Performance Contingent | Intrinsic Motivation (free-choice) | Corrected | Cohen's d | -0.28 | -0.14 | 32 | - | *Qw*: 68.06 |
| Deci et al. | 1999 | CET | General | Performance Contingent | Interest | Corrected | Cohen's d | -0.01 | 0 | 29 | - | *Qw*: 36.04 |
| Dittmar et al. | 2014 | GCT | General | Materialism | Life Satisfaction | Uncorrected | Pearson's r | - | -0.13 | 75 | 74,216 | - |
| Dittmar et al. | 2014 | GCT | General | Materialism | Negative Affect | Uncorrected | Pearson's r | - | -0.15 | 24 | 4,749 | - |
| Dittmar et al. | 2014 | GCT | General | Materialism | Positive Affect | Uncorrected | Pearson's r | - | -0.23 | 9 | 9,686 | - |
| Dittmar et al. | 2014 | GCT | General | Materialism | Anxiety | Uncorrected | Pearson's r | - | -0.17 | 12 | 1,659 | - |
| Dittmar et al. | 2014 | GCT | General | Materialism | Depression | Uncorrected | Pearson's r | - | -0.19 | 22 | 8,651 | - |
| Dittmar et al. | 2014 | GCT | General | Materialism | Pos Self-Appraisal | Uncorrected | Pearson's r | - | -0.17 | 18 | 3,648 | - |
| Dittmar et al. | 2014 | GCT | General | Materialism | Neg Self-Appraisal | Uncorrected | Pearson's r | - | -0.28 | 7 | 1,426 | - |
| Dittmar et al. | 2014 | GCT | General | Materialism | Risk Behavior | Uncorrected | Pearson's r | - | -0.29 | 8 | 2,730 | - |
| Dittmar et al. | 2014 | GCT | General | Materialism | Physical Health | Uncorrected | Pearson's r | - | -0.15 | 14 | 12,549 | - |
| Dittmar et al. | 2014 | GCT | General | Materialism | Compulsive Buying | Uncorrected | Pearson's r | - | -0.44 | 26 | 9,792 | - |
| Donald et al. | 2020 | OIT | General | Mindfulness | Amotivation | Corrected | Pearson's r | - | -0.23 | 2 | - | *I2(2):* 00.00  *I2(3):* 00.00  *Q*: 0.38 |
| Donald et al. | 2020 | OIT | General | Mindfulness | External | Corrected | Pearson's r | - | -0.19 | 8 | - | *I2(2):* 88.00  *I2(3):* 00.00  *Q*: 139.64 |
| Donald et al. | 2020 | OIT | General | Mindfulness | Introjected | Corrected | Pearson's r | - | -0.23 | 12 | - | *I2(2):* 24.00  *I2(3):* 71.00  *Q*: 325.60 |
| Donald et al. | 2020 | OIT | General | Mindfulness | Identified | Corrected | Pearson's r | - | 0.26 | 42 | - | *I2(2):* 67.00  *I2(3):* 25.00  *Q*: 937.91 |
| Donald et al. | 2020 | OIT | General | Mindfulness | Intrinsic | Corrected | Pearson's r | - | 0.37 | 36 | - | *I2(2):* 18.00  *I2(3):* 77.00  *Q*: 751.88 |
| Donald et al. | 2021 | OIT | General | Autonomy | Prosociality | Not Reported | Pearson's r | - | 0.28 | 74 | - | *I2(2):* 60.06  *I2(3):* 36.29 |
| Donald et al. | 2021 | OIT | General | Autonomy | Antisocial Behavior | Not Reported | Pearson's r | - | -0.08 | 69 | - | *I2(2):* 26.88  *I2(3):* 69.88 |
| Donald et al. | 2021 | OIT | General | Controlled Motivation | Prosociality | Not Reported | Pearson's r | - | 0.05 | 40 | - | *I2(2):* 46.27  *I2(3):* 49.27 |
| Donald et al. | 2021 | OIT | General | Controlled Motivation | Antisocial Behavior | Not Reported | Pearson's r | - | 0.16 | 54 | - | *I2(2):* 49.06  *I2(3):* 46.76 |
| Duineveld et al. | 2018 | BPNT | Parenting/ Development | Autonomy Support | Psychological Control | Corrected | Pearson's r | - | -0.44 | 50 | 31,979 | *I2*: 99.00 |
| Duineveld et al. | 2018 | BPNT | Parenting/ Development | Autonomy Support (early childhood) | Psychological Control (early childhood) | Corrected | Pearson's r | - | -.62 | 4 | 412 | *I2*: 98.00 |
| Duineveld et al. | 2018 | BPNT | Parenting/ Development | Autonomy Support (school-age) | Psychological Control (school-age) | Corrected | Pearson's r | - | -.17 | 10 | 3,681 | *I2*: 98.00 |
| Duineveld et al. | 2018 | BPNT | Parenting/ Development | Autonomy Support (early adolescence) | Psychological Control (early adolescence) | Corrected | Pearson's r | - | -.29 | 17 | 7,267 | *I2*: 95.00 |
| Duineveld et al. | 2018 | BPNT | Parenting/ Development | Autonomy Support (late adolescence) | Psychological Control (late adolescence) | Corrected | Pearson's r | - | -.33 | 10 | 14,604 | *I2*: 99.00 |
| Duineveld et al. | 2018 | BPNT | Parenting/ Development | Autonomy Support (early adulthood) | Psychological Control (early adulthood) | Corrected | Pearson's r | - | -.74 | 11 | 6,015 | *I2*: 99.00 |
| Eisenberg & Cameron | 1996 | CET | General | Reward vs Control group | Intrinsic Motivation (free-time) | Not Reported | Cohen's d | -0.04 | -0.02 | 44 | - | - |
| Eisenberg & Cameron | 1996 | CET | General | Reward vs Control group | Intrinsic Motivation (attitude) | Not Reported | Cohen's d | 0.14 | 0.07 | 39 | - | - |
| Fong et al. | 2019 | CET | General | Negative vs Neutral Feedback | Intrinsic Motivation | Not Reported | Hedge's g | 0.07 | 0.03 | 45 | - | *I2*: 85.23  *Qb*: 297.86  τ2: 0.38 |
| Fong et al. | 2019 | CET | General | Negative vs Positive Feedback | Intrinsic Motivation | Not Reported | Hedge's g | -0.37 | -0.18 | 100 | - | *I2*: 79.85  *Qb*: 491.41  τ2: 0.28 |
| Fong et al. | 2019 | CET | General | Negative vs Neutral Feedback | Perc Competence | Not Reported | Hedge's g | -0.48 | -0.23 | 8 | - | *I2*: 88.60  *Qb*: 61.41  τ2:0.55 |
| Fong et al. | 2019 | CET | General | Neg vs Positive Feedback | Perc Competence | Not Reported | Hedge's g | -0.9 | -0.41 | 36 | - | *I2*: 86.80  *Qb*: 242.36  τ2: 0.42 |
| Gillison et al. | 2019 | BPNT | Healthcare | SDT-based Intervention | Perceived Autonomy Support | Uncorrected | Hedge's g | 0.84 | 0.39 | 19 | - | *I2*: 96.00  *Q*: 470.75 |
| Gillison et al. | 2019 | BPNT | Healthcare | SDT-based Intervention | Autonomy Satisfaction | Uncorrected | Hedge's g | 0.81 | 0.38 | 26 | - | *I2*: 96.00  *Q*: 608.00 |
| Gillison et al. | 2019 | BPNT | Healthcare | SDT-based Intervention | Competence Satisfaction | Uncorrected | Hedge's g | 0.63 | 0.3 | 34 | - | *I2*: 96.00  *Q*: 815.80 |
| Gillison et al. | 2019 | BPNT | Healthcare | SDT-based Intervention | Relatedness Satisfaction | Uncorrected | Hedge's g | 0.28 | 0.14 | 19 | - | *I2*: 89.00  *Q*: 161.78 |
| Gillison et al. | 2019 | BPNT | Healthcare | SDT-based Intervention | Autonomous Motivation | Uncorrected | Hedge's g | 0.41 | 0.2 | 60 | - | *I2*: 94.00  *Q*: 1020.60 |
| Gillison et al. | 2019 | BPNT | Healthcare | One-to-one delivery SDT Intervention | Competence Satisfaction | Uncorrected | Hedge's g | 0.96 | 0.43 | 17 | - | *-* |
| Gillison et al. | 2019 | BPNT | Healthcare | Group delivery SDT Intervention | Competence Satisfaction | Uncorrected | Hedge's g | 0.28 | 0.14 | 17 | - | *-* |
| Gillison et al. | 2019 | BPNT | Healthcare | Child receiving SDT Intervention | Competence Satisfaction | Uncorrected | Hedge's g | 0.11 | 0.05 | 13 | - | *-* |
| Gillison et al. | 2019 | BPNT | Healthcare | Adult receiving SDT Intervention | Competence Satisfaction | Uncorrected | Hedge's g | 0.95 | 0.43 | 21 | - | *-* |
| Good et al. | 2022 | OIT | Organizations | Overall Motivation | Sales Performance | Corrected | Pearson's r | - | 0.25 | 293 | 77,560 | *Q*: 4,931.00 |
| Good et al. | 2022 | OIT | Organizations | Extrinsic Motivation | Sales Performance | Corrected | Pearson's r | - | 0.18 | 143 | 36,264 | *Q*: 1,279.00 |
| Good et al. | 2022 | OIT | Organizations | Intrinsic Motivation | Sales Performance | Corrected | Pearson's r | - | 0.30 | 133 | 37,746 | *Q*: 2,666.00 |
| Good et al. | 2022 | OIT | Organizations | Extrinsic Motivation | Objective Performance (salesperson) | Corrected | Pearson's r | - | 0.15 | 19 | 4,438 | *Q*: 114.00 |
| Good et al. | 2022 | OIT | Organizations | Intrinsic Motivation | Objective Performance (salesperson) | Corrected | Pearson's r | - | 0.19 | 33 | 13,371 | *Q*: 463.00 |
| Good et al. | 2022 | OIT | Organizations | Extrinsic Motivation | Manager-rated Performance (salesperson) | Corrected | Pearson's r | - | 0.11 | 20 | 4,365 | *Q*: 96.00 |
| Good et al. | 2022 | OIT | Organizations | Intrinsic Motivation | Manager-rated Performance (salesperson) | Corrected | Pearson's r | - | 0.12 | 19 | 6,135 | *Q*: 164.00 |
| Good et al. | 2022 | OIT | Organizations | Extrinsic Motivation | Self-rated Performance (salesperson) | Corrected | Pearson's r | - | 0.19 | 104 | 27,461 | *Q*: 1,827.00 |
| Good et al. | 2022 | OIT | Organizations | Intrinsic Motivation | Self-rated Performance (salesperson) | Corrected | Pearson's r | - | 0.44 | 81 | 18,240 | *Q*: 1,298.00 |
| Guerin et al. | 2012 | OIT | Physical Activity/Sport | Intrinsic Motivation (men vs women) | Physical Activity | Not Reported | Hedge's g | 0 | 0 | 26 | - | *Q*: 22.78 |
| Guerin et al. | 2012 | OIT | Physical Activity/Sport | Identified Regulation (men vs women) | Physical Activity | Not Reported | Hedge's g | -0.06 | -0.03 | 26 | - | *Q*: 22.87 |
| Guerin et al. | 2012 | OIT | Physical Activity/Sport | Introjected Regulation (men vs women) | Physical Activity | Not Reported | Hedge's g | -0.05 | -0.02 | 26 | - | *Q*: 23.53 |
| Guerin et al. | 2012 | OIT | Physical Activity/Sport | External Regulation (men vs women) | Physical Activity | Not Reported | Hedge's g | 0 | 0 | 26 | - | *Q*: 23.48 |
| Guerin et al. | 2012 | OIT | Physical Activity/Sport | Amotivation (men vs women) | Physical Activity | Not Reported | Hedge's g | 0.05 | 0.02 | 14 | - | *Q*: 13.37 |
| Hagger & Chatzisarantis | 2009 | OIT | Healthcare | Autonomous Motivation | Intention | Corrected | Pearson's r | - | 0.52 | 40 | 11,212 | - |
| Hagger & Chatzisarantis | 2009 | OIT | Healthcare | Autonomous Motivation | Attitude | Corrected | Pearson's r | - | 0.54 | 28 | 7,296 | - |
| Hagger & Chatzisarantis | 2009 | OIT | Healthcare | Autonomous Motivation | Perceived Behavioral Control | Corrected | Pearson's r | - | 0.46 | 22 | 5,835 | - |
| Hagger & Chatzisarantis | 2009 | OIT | Healthcare | Autonomous Motivation | Behavior | Corrected | Pearson's r | - | 0.37 | 29 | 5,733 | - |
| Hagger & Chatzisarantis | 2009 | OIT | Healthcare | Autonomous Motivation | Perceived Autonomy Support | Corrected | Pearson's r | - | 0.38 | 18 | 4,036 | - |
| Hagger & Chatzisarantis | 2009 | OIT | Healthcare | Perceived Autonomy Support | Intention | Corrected | Pearson's r | - | 0.28 | 19 | 4,139 | - |
| Hagger & Chatzisarantis | 2009 | OIT | Healthcare | Perceived Autonomy Support | Attitude | Corrected | Pearson's r | - | 0.32 | 15 | 2,715 | - |
| Hagger & Chatzisarantis | 2009 | OIT | Healthcare | Perceived Autonomy Support | Perceived Behavioral Control | Corrected | Pearson's r | - | 0.19 | 13 | 2,397 | - |
| Hagger & Chatzisarantis | 2009 | OIT | Healthcare | Perceived Autonomy Support | Behavior | Corrected | Pearson's r | - | 0.25 | 14 | 2,636 | - |
| Hagger & Chatzisarantis | 2016 | OIT | Physical Activity | Autonomy support (teacher) | Autonomous Motivation | Corrected | Pearson's r | - | 0.42 | 22 | 6,503 | *I2*: 75.14 |
| Hagger & Chatzisarantis | 2016 | OIT | Physical Activity | Autonomy Support (teacher) | Autonomous Motivation | Corrected | Pearson's r | - | 0.29 | 21 | 5,749 | *I2*: 89.58 |
| Hagger & Chatzisarantis | 2016 | OIT | Physical Activity | Behavioral Control | Autonomous Motivation | Corrected | Pearson's r | - | 0.2 | 18 | 5,022 | *I2*: 79.09 |
| Hagger & Chatzisarantis | 2016 | OIT | Physical Activity | Behavioral Control | Autonomous Motivation | Corrected | Pearson's r | - | 0.51 | 17 | 4,369 | *I2*: 89.01 |
| Hagger & Hamilton | 2021 | COT | General | Autonomy Causality Orientation | Intrinsic Motivation | Corrected | Pearson's r | - | 0.38 | 8 | - | *I2*: 90.90  τ2: 0.24  *Q*: 88.08 |
| Hagger & Hamilton | 2021 | COT | General | Autonomy Causality Orientation | Introjected Regulation | Corrected | Pearson's r | - | 0.17 | 8 | - | *I2*: 89.12  τ2: 0.27  *Q*: 57.52 |
| Hagger & Hamilton | 2021 | COT | General | Autonomy Causality Orientation | Identified Regulation | Corrected | Pearson's r | - | 0.34 | 8 | - | *I2*: 78.23  τ2: 0.01  *Q*: 47.57 |
| Hagger & Hamilton | 2021 | COT | General | Autonomy Causality Orientation | External Regulation | Corrected | Pearson's r | - | -0.03 | 7 | - | *I2*: 75.63  τ2: 0.01  *Q*: 15.73 |
| Hagger & Hamilton | 2021 | COT | General | Control Causality Orientation | Intrinsic Motivation | Corrected | Pearson's r | - | 0.02 | 6 | - | *I2*: 72.70  τ2: 0.01  *Q*: 15.78 |
| Hagger & Hamilton | 2021 | COT | General | Control Causality Orientation | Introjected Regulation | Corrected | Pearson's r | - | 0.18 | 7 | - | *I2*: 40.27  τ2: 0.00  *Q*: 11.01 |
| Hagger & Hamilton | 2021 | COT | General | Control Causality Orientation | Identified Regulation | Corrected | Pearson's r | - | 0.08 | 7 | - | *I2*: 0.03  τ2: 0.00  *Q*: 9.66 |
| Hagger & Hamilton | 2021 | COT | General | Control Causality Orientation | External Regulation | Corrected | Pearson's r | - | 0.29 | 6 | - | *I2*: 73.39  τ2: 0.01  *Q*: 14.49 |
| Hagger & Hamilton | 2021 | COT | General | Impersonal Causality Orientation | Intrinsic Motivation | Corrected | Pearson's r | - | -0.17 | 5 | - | *I2*: 89.94  τ2: 0.05  *Q*: 34.97 |
| Hagger & Hamilton | 2021 | COT | General | Impersonal Causality Orientation | Introjected Regulation | Corrected | Pearson's r | - | 0.08 | 5 | - | *I2*: 58.09  τ2: 0.03  *Q*: 27.70 |
| Hagger & Hamilton | 2021 | COT | General | Impersonal Causality Orientation | Identified Regulation | Corrected | Pearson's r | - | 0.04 | 5 | - | *I2*: 60.63  τ2: 0.01  *Q*: 9.48 |
| Hagger & Hamilton | 2021 | COT | General | Impersonal Causality Orientation | External Regulation | Corrected | Pearson's r | - | -0.28 | 5 | - | *I2*: 0.00  τ2: 0.00  *Q*: 0.45 |
| Howard et al. | 2017 | OIT | Organizations | Amotivation | Intrinsic Motivation (MWMS) | Corrected | Pearson's r | - | -0.4 | 14 | - | *I2*: 93.53 |
| Howard et al. | 2017 | OIT | Organizations | Amotivation | Identified (MWMS) | Corrected | Pearson's r | - | -0.4 | 14 | - | *I2*: 92.92 |
| Howard et al. | 2017 | OIT | Organizations | Amotivation | Introjected (MWMS) | Corrected | Pearson's r | - | -0.17 | 14 | - | *I2*: 78.08 |
| Howard et al. | 2017 | OIT | Organizations | Amotivation | External (MWMS) | Corrected | Pearson's r | - | 0.27 | 18 | - | *I2*: 98.15 |
| Howard et al. | 2017 | OIT | Organizations | External Regulation | Intrinsic (MWMS) | Corrected | Pearson's r | - | 0.08 | 45 | - | *I2*: 74.18 |
| Howard et al. | 2017 | OIT | Organizations | External Regulation | Identified (MWMS) | Corrected | Pearson's r | - | 0.19 | 45 | - | *I2*: 82.07 |
| Howard et al. | 2017 | OIT | Organizations | External Regulation | Introjected (MWMS) | Corrected | Pearson's r | - | 0.52 | 45 | - | *I2*: 93.98 |
| Howard et al. | 2017 | OIT | Organizations | Introjection | Intrinsic (MWMS) | Corrected | Pearson's r | - | 0.36 | 40 | - | *I2*: 91.54 |
| Howard et al. | 2017 | OIT | Organizations | Introjection | Identified (MWMS) | Corrected | Pearson's r | - | 0.66 | 40 | - | *I2*: 98.28 |
| Howard et al. | 2017 | OIT | Organizations | Identification | Intrinsic (MWMS) | Corrected | Pearson's r | - | 0.76 | 40 | - | *I2*: 97.60 |
| Howard et al. | 2017 | OIT | Education | Amotivation | Intrinsic (AMS) | Corrected | Pearson's r | - | -0.46 | 3 | - | *I2*: 89.27 |
| Howard et al. | 2017 | OIT | Education | Amotivation | Identified (AMS) | Corrected | Pearson's r | - | -0.48 | 9 | - | *I2*: 83.76 |
| Howard et al. | 2017 | OIT | Education | Amotivation | Introjected (AMS) | Corrected | Pearson's r | - | -0.14 | 9 | - | *I2*: 96.99 |
| Howard et al. | 2017 | OIT | Education | Amotivation | External (AMS) | Corrected | Pearson's r | - | -0.17 | 8 | - | *I2*: 97.21 |
| Howard et al. | 2017 | OIT | Education | External Regulation | Intrinsic (AMS) | Corrected | Pearson's r | - | 0.34 | 4 | - | *I2*: 74.18 |
| Howard et al. | 2017 | OIT | Education | External Regulation | Identified (AMS) | Corrected | Pearson's r | - | 0.94 | 9 | - | *I2*: 82.07 |
| Howard et al. | 2017 | OIT | Education | External Regulation | Introjected (AMS) | Corrected | Pearson's r | - | 0.53 | 9 | - | *I2*: 93.98 |
| Howard et al. | 2017 | OIT | Education | Introjection | Intrinsic (AMS) | Corrected | Pearson's r | - | 0.64 | 5 | - | *I2*: 91.54 |
| Howard et al. | 2017 | OIT | Education | Introjection | Identification (AMS) | Corrected | Pearson's r | - | 0.58 | 9 | - | *I2*: 98.28 |
| Howard et al. | 2017 | OIT | Education | Identification | Intrinsic (AMS) | Corrected | Pearson's r | - | 0.76 | 6 | - | *I2*: 97.60 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | Amotivation | Intrinsic (BRSQ) | Corrected | Pearson's r | - | -0.54 | 23 | - | *I2*: 97.03 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | Amotivation | Integrated (BRSQ) | Corrected | Pearson's r | - | -0.19 | 22 | - | *I2*: 90.71 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | Amotivation | Identified (BRSQ) | Corrected | Pearson's r | - | -0.14 | 23 | - | *I2*: 92.87 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | Amotivation | Introjected (BRSQ) | Corrected | Pearson's r | - | 0.59 | 23 | - | *I2*: 96.00 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | Amotivation | External (BRSQ) | Corrected | Pearson's r | - | 0.83 | 22 | - | *I2*: 98.66 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | External Regulation | Intrinsic (BRSQ) | Corrected | Pearson's r | - | -0.32 | 23 | - | *I2*: 95.62 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | External Regulation | Integrated (BRSQ) | Corrected | Pearson's r | - | -0.03 | 22 | - | *I2*: 91.26 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | External Regulation | Identified (BRSQ) | Corrected | Pearson's r | - | -0.02 | 24 | - | *I2*: 98.82 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | External Regulation | Introjected (BRSQ) | Corrected | Pearson's r | - | 0.67 | 24 | - | *I2*: 97.29 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | Introjection | Intrinsic (BRSQ) | Corrected | Pearson's r | - | -0.06 | 23 | - | *I2*: 97.34 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | Introjection | Integrated (BRSQ) | Corrected | Pearson's r | - | 0.26 | 22 | - | *I2*: 96.74 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | Introjection | Identified (BRSQ) | Corrected | Pearson's r | - | 0.23 | 24 | - | *I2*: 96.36 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | Identification | Intrinsic (BRSQ) | Corrected | Pearson's r | - | 0.71 | 25 | - | *I2*: 97.85 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | Identification | Integrated (BRSQ) | Corrected | Pearson's r | - | 0.86 | 24 | - | *I2*: 99.27 |
| Howard et al. | 2017 | OIT | Physical Activity/Sport | Integrated | Intrinsic (BRSQ) | Corrected | Pearson's r | - | 0.84 | 23 | - | *I2*: 99.52 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Objective Academic Performance | Corrected | Spearman's ρ | 0.13 | 0.13 | 23 | - | *I2*: 85.46  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | integrated | Objective Academic Performance | Corrected | Spearman's ρ | 0.04 | 0.04 | 3 | - | *I2*: 81.49  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | Identified | Objective Academic Performance | Corrected | Spearman's ρ | 0.11 | 0.11 | 33 | - | *I2*: 93.80  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Introjected | Objective Academic Performance | Corrected | Spearman's ρ | -0.01 | -0.01 | 30 | - | *I2*: 84.86  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | External | Objective Academic Performance | Corrected | Spearman's ρ | -0.03 | -0.03 | 33 | - | *I2*: 80.71  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Objective Academic Performance | Corrected | Spearman's ρ | -0.21 | -0.21 | 24 | - | *I2*: 89.28  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Self-Report Academic Performance | Corrected | Spearman's ρ | 0.32 | 0.32 | 33 | - | *I2*: 90.06  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Identified | Self-Report Academic Performance | Corrected | Spearman's ρ | 0.29 | 0.29 | 27 | - | *I2*: 91.70  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Introjected | Self-Report Academic Performance | Corrected | Spearman's ρ | 0.07 | 0.07 | 28 | - | *I2*: 94.45  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | External | Self-Report Academic Performance | Corrected | Spearman's ρ | -0.02 | -0.02 | 26 | - | *I2*: 85.11  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Self-Report Academic Performance | Corrected | Spearman's ρ | -0.28 | -0.28 | 32 | - | *I2*: 82.91  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Effort | Corrected | Spearman's ρ | 0.54 | 0.54 | 16 | - | *I2*: 94.30  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | Identified | Effort | Corrected | Spearman's ρ | 0.51 | 0.51 | 15 | - | *I2*: 94.52  τ2: 0.04 |
| Howard et al. | 2021 | OIT | Education | Introjected | Effort | Corrected | Spearman's ρ | 0.25 | 0.25 | 16 | - | *I2*: 91.91  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | External | Effort | Corrected | Spearman's ρ | -0.08 | -0.08 | 17 | - | *I2*: 96.23  τ2: 0.05 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Effort | Corrected | Spearman's ρ | -0.41 | -0.41 | 13 | - | *I2*: 95.10  τ2: 0.04 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Continuance Intention | Corrected | Spearman's ρ | 0.26 | 0.26 | 7 | - | *I2*: 92.95  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Identified | Continuance Intention | Corrected | Spearman's ρ | 0.31 | 0.31 | 10 | - | *I2*: 92.97  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Introjected | Continuance Intention | Corrected | Spearman's ρ | 0.02 | 0.02 | 9 | - | *I2*: 84.45  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | External | Continuance Intention | Corrected | Spearman's ρ | -0.02 | -0.02 | 10 | - | *I2*: 91.72  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Continuance Intention | Corrected | Spearman's ρ | -0.27 | -0.27 | 6 | - | *I2*: 90.50  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Intent to Exercise | Corrected | Spearman's ρ | 0.43 | 0.43 | 12 | - | *I2*: 94.08  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Identified | Intent to Exercise | Corrected | Spearman's ρ | 0.51 | 0.51 | 11 | - | *I2*: 88.23  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Introjected | Intent to Exercise | Corrected | Spearman's ρ | 0.25 | 0.25 | 12 | - | *I2*: 93.06  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | External | Intent to Exercise | Corrected | Spearman's ρ | 0.03 | 0.03 | 12 | - | *I2*: 96.00  τ2: 0.05 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Intent to Exercise | Corrected | Spearman's ρ | -0.26 | -0.26 | 6 | - | *I2*: 93.09  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Physical Activity | Corrected | Spearman's ρ | 0.33 | 0.33 | 23 | - | *I2*: 95.10  τ2: 0.04 |
| Howard et al. | 2021 | OIT | Education | Identified | Physical Activity | Corrected | Spearman's ρ | 0.31 | 0.31 | 25 | - | *I2*: 95.93  τ2: 0.05 |
| Howard et al. | 2021 | OIT | Education | Introjected | Physical Activity | Corrected | Spearman's ρ | 0.14 | 0.14 | 25 | - | *I2*: 90.26  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | External | Physical Activity | Corrected | Spearman's ρ | -0.03 | -0.03 | 24 | - | *I2*: 88.36  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Physical Activity | Corrected | Spearman's ρ | -0.12 | -0.12 | 17 | - | *I2*: 87.61  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Engagement | Corrected | Spearman's ρ | 0.62 | 0.62 | 20 | - | *I2*: 93.83  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | Identified | Engagement | Corrected | Spearman's ρ | 0.57 | 0.57 | 23 | - | *I2*: 96.18  τ2: 0.05 |
| Howard et al. | 2021 | OIT | Education | Introjected | Engagement | Corrected | Spearman's ρ | 0.26 | 0.26 | 23 | - | *I2*: 95.03  τ2: 0.04 |
| Howard et al. | 2021 | OIT | Education | External | Engagement | Corrected | Spearman's ρ | -0.1 | -0.1 | 22 | - | *I2*: 97.29  τ2: 0.07 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Engagement | Corrected | Spearman's ρ | -0.43 | -0.43 | 13 | - | *I2*: 94.50  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Absenteeism | Corrected | Spearman's ρ | -0.08 | -0.08 | 4 | - | *I2*: 82.96  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | Identified | Absenteeism | Corrected | Spearman's ρ | -0.09 | -0.09 | 4 | - | *I2*: 0.00  τ2: < 0.01 |
| Howard et al. | 2021 | OIT | Education | Introjected | Absenteeism | Corrected | Spearman's ρ | -0.07 | -0.07 | 4 | - | *I2*: 30.08  τ2: < 0.01 |
| Howard et al. | 2021 | OIT | Education | External | Absenteeism | Corrected | Spearman's ρ | -0.01 | -0.01 | 4 | - | *I2*: 60.89  τ2: < 0.01 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Absenteeism | Corrected | Spearman's ρ | 0.17 | 0.17 | 3 | - | *I2*: 71.11  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Dropout Intention | Corrected | Spearman's ρ | -0.25 | -0.25 | 7 | - | *I2*: 94.14  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Identified | Dropout Intention | Corrected | Spearman's ρ | -0.27 | -0.27 | 7 | - | *I2*: 97.60  τ2: 0.04 |
| Howard et al. | 2021 | OIT | Education | Introjected | Dropout Intention | Corrected | Spearman's ρ | -0.03 | -0.03 | 7 | - | *I2*: 97.55  τ2: 0.04 |
| Howard et al. | 2021 | OIT | Education | External | Dropout Intention | Corrected | Spearman's ρ | -0.06 | -0.06 | 7 | - | *I2*: 89.42  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Dropout Intention | Corrected | Spearman's ρ | 0.52 | 0.52 | 5 | - | *I2*: 99.47  τ2: 0.17 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Anxiety | Corrected | Spearman's ρ | -0.15 | -0.15 | 16 | - | *I2*: 96.94  τ2: 0.04 |
| Howard et al. | 2021 | OIT | Education | Identified | Anxiety | Corrected | Spearman's ρ | -0.12 | -0.12 | 16 | - | *I2*: 87.55  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Introjected | Anxiety | Corrected | Spearman's ρ | 0.13 | 0.13 | 17 | - | *I2*: 95.40  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | External | Anxiety | Corrected | Spearman's ρ | 0.12 | 0.12 | 20 | - | *I2*: 93.03  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Anxiety | Corrected | Spearman's ρ | 0.26 | 0.26 | 18 | - | *I2*: 96.47  τ2: 0.05 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Depression | Corrected | Spearman's ρ | -0.19 | -0.19 | 4 | - | *I2*: 95.18  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | Identified | Depression | Corrected | Spearman's ρ | -0.14 | -0.14 | 5 | - | *I2*: 94.46  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | Introjected | Depression | Corrected | Spearman's ρ | 0.05 | 0.05 | 6 | - | *I2*: 93.06  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | External | Depression | Corrected | Spearman's ρ | 0.08 | 0.08 | 6 | - | *I2*: 95.47  τ2: 0.04 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Depression | Corrected | Spearman's ρ | 0.29 | 0.29 | 4 | - | *I2*: 97.86  τ2: 0.09 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Boredom | Corrected | Spearman's ρ | -0.48 | -0.48 | 3 | - | *I2*: 83.21  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | Identified | Boredom | Corrected | Spearman's ρ | -0.45 | -0.45 | 4 | - | *I2*: 87.25  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Boredom | Corrected | Spearman's ρ | 0.58 | 0.58 | 4 | - | *I2*: 96.81  τ2: 0.06 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Negative Affect | Corrected | Spearman's ρ | -0.29 | -0.29 | 15 | - | *I2*: 95.19  τ2: 0.05 |
| Howard et al. | 2021 | OIT | Education | Identified | Negative Affect | Corrected | Spearman's ρ | -0.16 | -0.16 | 13 | - | *I2*: 92.94  τ2: 0.04 |
| Howard et al. | 2021 | OIT | Education | Introjected | Negative Affect | Corrected | Spearman's ρ | 0.16 | 0.16 | 12 | - | *I2*: 91.83  τ2: 0.04 |
| Howard et al. | 2021 | OIT | Education | External | Negative Affect | Corrected | Spearman's ρ | 0.22 | 0.22 | 13 | - | *I2*: 89.98  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Negative Affect | Corrected | Spearman's ρ | 0.34 | 0.34 | 10 | - | *I2*: 84.84  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Positive Affect | Corrected | Spearman's ρ | 0.52 | 0.52 | 14 | - | *I2*: 96.48  τ2: 0.06 |
| Howard et al. | 2021 | OIT | Education | Identified | Positive Affect | Corrected | Spearman's ρ | 0.41 | 0.41 | 18 | - | *I2*: 96.04  τ2: 0.06 |
| Howard et al. | 2021 | OIT | Education | Introjected | Positive Affect | Corrected | Spearman's ρ | 0.13 | 0.13 | 18 | - | *I2*: 94.44  τ2: 0.05 |
| Howard et al. | 2021 | OIT | Education | External | Positive Affect | Corrected | Spearman's ρ | -0.04 | -0.04 | 17 | - | *I2*: 96.39  τ2: 0.07 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Positive Affect | Corrected | Spearman's ρ | -0.29 | -0.29 | 14 | - | *I2*: 94.66  τ2: 0.04 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Satisfaction (General) | Corrected | Spearman's ρ | 0.44 | 0.44 | 9 | - | *I2*: 94.47  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | Identified | Satisfaction (General) | Corrected | Spearman's ρ | 0.41 | 0.41 | 10 | - | *I2*: 96.33  τ2: 0.04 |
| Howard et al. | 2021 | OIT | Education | Introjected | Satisfaction (General) | Corrected | Spearman's ρ | -0.01 | -0.01 | 11 | - | *I2*: 98.40  τ2: 0.11 |
| Howard et al. | 2021 | OIT | Education | External | Satisfaction (General) | Corrected | Spearman's ρ | 0 | 0 | 11 | - | *I2*: 91.91  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Satisfaction (General) | Corrected | Spearman's ρ | -0.23 | -0.23 | 8 | - | *I2*: 97.32  τ2: 0.07 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Vitality | Corrected | Spearman's ρ | 0.61 | 0.61 | 10 | - | *I2*: 94.95  τ2: 0.04 |
| Howard et al. | 2021 | OIT | Education | Identified | Vitality | Corrected | Spearman's ρ | 0.51 | 0.51 | 11 | - | *I2*: 97.68  τ2: 0.08 |
| Howard et al. | 2021 | OIT | Education | Introjected | Vitality | Corrected | Spearman's ρ | 0.13 | 0.13 | 11 | - | *I2*: 95.75  τ2: 0.04 |
| Howard et al. | 2021 | OIT | Education | External | Vitality | Corrected | Spearman's ρ | -0.18 | -0.18 | 10 | - | *I2*: 94.14  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Vitality | Corrected | Spearman's ρ | -0.36 | -0.36 | 8 | - | *I2*: 93.30  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Enjoyment | Corrected | Spearman's ρ | 0.69 | 0.69 | 9 | - | *I2*: 94.07  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | Identified | Enjoyment | Corrected | Spearman's ρ | 0.56 | 0.56 | 8 | - | *I2*: 92.58  τ2: 0.03 |
| Howard et al. | 2021 | OIT | Education | Introjected | Enjoyment | Corrected | Spearman's ρ | 0.26 | 0.26 | 9 | - | *I2*: 98.17  τ2: 0.12 |
| Howard et al. | 2021 | OIT | Education | External | Enjoyment | Corrected | Spearman's ρ | -0.1 | -0.1 | 9 | - | *I2*: 96.94  τ2: 0.07 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Enjoyment | Corrected | Spearman's ρ | -0.39 | -0.39 | 7 | - | *I2*: 98.32  τ2: 0.11 |
| Howard et al. | 2021 | OIT | Education | Intrinsic | Social-Emotional Functioning | Corrected | Spearman's ρ | 0.31 | 0.31 | 3 | - | *I2*: 56.77  τ2: < 0.01 |
| Howard et al. | 2021 | OIT | Education | Identified | Social-Emotional Functioning | Corrected | Spearman's ρ | 0.23 | 0.23 | 5 | - | *I2*: 64.78  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | Introjected | Social-Emotional Functioning | Corrected | Spearman's ρ | 0.05 | 0.05 | 6 | - | *I2*: 75.50  τ2: 0.01 |
| Howard et al. | 2021 | OIT | Education | External | Social-Emotional Functioning | Corrected | Spearman's ρ | -0.07 | -0.07 | 6 | - | *I2*: 87.76  τ2: 0.02 |
| Howard et al. | 2021 | OIT | Education | Amotivation | Social-Emotional Functioning | Corrected | Spearman's ρ | -0.25 | -0.25 | 6 | - | *I2*: 82.15  τ2: 0.01 |
| Kelso et al. | 2020 | BPNT | Physical Activity/Sport | School-based Physical Activity Intervention | Autonomy | Corrected | Hedge's g | 0.152 | 0.08 | 18 | - | *I2*: 69.33  *Q*: 55.43 |
| Kelso et al. | 2020 | BPNT | Physical Activity/Sport | School-based Physical Activity Intervention | Competence | Corrected | Hedge's g | 0.08 | 0.04 | 28 | - | *I2*: 96.53  *Q*: 778.12 |
| Kelso et al. | 2020 | BPNT | Physical Activity/Sport | School-based Physical Activity Intervention | Relatedness | Corrected | Hedge's g | 0.064 | 0.03 | 19 | - | *I2*: 75.73  *Q*: 74.16 |
| Kelso et al. | 2020 | BPNT | Physical Activity/Sport | School-based Physical Activity Intervention | Amotivation | Corrected | Hedge's g | -0.208 | -0.1 | 6 | - | *I2*: 78.73  *Q*: 23.51 |
| Kelso et al. | 2020 | BPNT | Physical Activity/Sport | School-based Physical Activity Intervention | External Regulation | Corrected | Hedge's g | -0.114 | -0.06 | 5 | - | *I2*: 92.28  *Q*: 51.82 |
| Kelso et al. | 2020 | BPNT | Physical Activity/Sport | School-based Physical Activity Intervention | Introjected Regulation | Corrected | Hedge's g | 0.102 | 0.05 | 4 | - | *I2*: 28.49  *Q*: 4.20 |
| Kelso et al. | 2020 | BPNT | Physical Activity/Sport | School-based Physical Activity Intervention | Identified Regulation | Corrected | Hedge's g | 0.378 | 0.19 | 7 | - | *I2*: 89.86  *Q*: 59.18 |
| Kelso et al. | 2020 | BPNT | Physical Activity/Sport | School-based Physical Activity Intervention | Intrinsic Motivation | Corrected | Hedge's g | 0.419 | 0.21 | 11 | - | *I2*: 90.82  *Q*: 108.88 |
| Kelso et al. | 2020 | BPNT | Physical Activity/Sport | School-based Physical Activity Intervention | Task/Mastery Climate | Corrected | Hedge's g | 0.254 | 0.13 | 9 | - | *I2*: 60.51  *Q*: 20.26 |
| Kelso et al. | 2020 | BPNT | Physical Activity/Sport | School-based Physical Activity Intervention | Ego/Performance Climate | Corrected | Hedge's g | -0.438 | -0.21 | 9 | - | *I2*: 79.05  *Q*: 38.18 |
| Kelso et al. | 2020 | BPNT | Physical Activity/Sport | School-based Physical Activity Intervention | Autonomy Supportive Climate | Corrected | Hedge's g | 0.262 | 0.13 | 9 | - | *I2*: 87.20  *Q*: 62.48 |
| Koehn & Kerns | 2018 | BPNT | Parenting/ Development | Autonomy Support | Secure Attachment | Not Reported | Pearson's r | - | 0.18 | 10 | 3,185 | *Q*: 38.40 |
| Koehn & Kerns | 2018 | BPNT | Parenting/ Development | Behavioral Control | Secure Attachment | Not Reported | Pearson's r | - | 0.17 | 15 | 15,498 | *Q*: 299.74 |
| Koehn & Kerns | 2018 | BPNT | Parenting/ Development | Harsh Control | Secure Attachment | Not Reported | Pearson's r | - | -0.2 | 14 | 3,276 | *Q*: 32.45 |
| Koehn & Kerns | 2018 | BPNT | Parenting/ Development | Autonomy Support | Avoidant Attachment | Not Reported | Pearson's r | - | -0.2 | 10 | 2,584 | *Q*: 38.40 |
| Koehn & Kerns | 2018 | BPNT | Parenting/ Development | Behavioral Control | Avoidant Attachment | Not Reported | Pearson's r | - | -0.28 | 6 | 1,274 | *Q*: 19.58 |
| Koehn & Kerns | 2018 | BPNT | Parenting/ Development | Harsh Control | Avoidant Attachment | Not Reported | Pearson's r | - | 0.14 | 3 | 517 | *Q*: 45.32 |
| Koehn & Kerns | 2018 | BPNT | Parenting/ Development | Autonomy Support | Ambivalent Attachment | Not Reported | Pearson's r | - | -0.08 | 10 | 2,584 | *Q*: 250.33 |
| Koehn & Kerns | 2018 | BPNT | Parenting/ Development | Behavioral Control | Ambivalent Attachment | Not Reported | Pearson's r | - | -0.01 | 6 | 1,274 | *Q*: 20.42 |
| Koehn & Kerns | 2018 | BPNT | Parenting/ Development | Harsh Control | Ambivalent Attachment | Not Reported | Pearson's r | - | 0.03 | 3 | 517 | *Q*: 14.58 |
| Li et al. | 2013 | BPNT | Physical Activity/Sport | Autonomy Satisfaction | Global Burnout | Corrected | Pearson's r | - | -0.5 | 4 | 772 | *I2*: 0.00  *Q*: 2.75 |
| Li et al. | 2013 | BPNT | Physical Activity/Sport | Competence Satisfaction | Global Burnout | Corrected | Pearson's r | - | -0.52 | 4 | 772 | *I2*: 17.89  *Q*: 3.65 |
| Li et al. | 2013 | BPNT | Physical Activity/Sport | Relatedness Satisfaction | Global Burnout | Corrected | Pearson's r | - | -0.43 | 4 | 772 | *I2*: 71.39  *Q*: 10.49 |
| Li et al. | 2013 | OIT | Physical Activity/Sport | Intrinsic Motivation | Global Burnout | Corrected | Pearson's r | - | -0.46 | 2 | 517 | *I2*: 90.02  *Q*: 10.02 |
| Li et al. | 2013 | OIT | Physical Activity/Sport | Extrinsic Autonomous Regulation | Global Burnout | Corrected | Pearson's r | - | -0.27 | 2 | 517 | *I2*: 80.41  *Q*: 5.10 |
| Li et al. | 2013 | OIT | Physical Activity/Sport | Controlled Regulation | Global Burnout | Corrected | Pearson's r | - | 0.48 | 2 | 517 | *I2*: 0.00  *Q*: 0.02 |
| Li et al. | 2013 | OIT | Physical Activity/Sport | Amotivation | Global Burnout | Corrected | Pearson's r | - | 0.68 | 2 | 517 | *I2*: 52.32  *Q*: 2.10 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Autonomy (PE) | Not Reported | Pearson's r | - | 0.57 | 20 | 12,180 | *I2*: 96.63 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Relatedness (PE) | Not Reported | Pearson's r | - | 0.46 | 19 | 11,661 | *I2*: 91.45 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Competence (PE) | Not Reported | Pearson's r | - | 0.41 | 20 | 11,874 | *I2*: 92.92 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Intrinsic Motivation (PE) | Not Reported | Pearson's r | - | 0.54 | 14 | 6,998 | *I2*: 88.12 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Identified Regulation (PE) | Not Reported | Pearson's r | - | 0.5 | 9 | 4,319 | *I2*: 88.57 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Introjected Regulation (PE) | Not Reported | Pearson's r | - | 0.2 | 9 | 4,319 | *I2*: 94.30 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | External Regulation (PE) | Not Reported | Pearson's r | - | -0.15 | 9 | 4,319 | *I2*: 91.40 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Amotivation (PE) | Not Reported | Pearson's r | - | -0.19 | 22 | 10,939 | *I2*: 95.15 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Autonomous Regulation (PE) | Not Reported | Pearson's r | - | 0.44 | 10 | 5,184 | *I2*: 8.20 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Relative Autonomy Index (PE) | Not Reported | Pearson's r | - | 0.42 | 10 | 3,045 | *I2*: 83.37 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Autonomy (Leisure) | Not Reported | Pearson's r | - | 0.44 | 2 | 668 | *I2*: 99.33 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Relatedness (Leisure) | Not Reported | Pearson's r | - | 0.45 | 2 | 668 | *I2*: 99.51 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Competence (Leisure) | Not Reported | Pearson's r | - | 0.22 | 2 | 668 | *I2*: 96.51 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Intrinsic Motivation (Leisure) | Not Reported | Pearson's r | - | 0.3 | 3 | 1,212 | *I2*: 46.73 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Identified Regulation (Leisure) | Not Reported | Pearson's r | - | 0.32 | 3 | 1,212 | *I2*: 45.74 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Introjected Regulation (Leisure) | Not Reported | Pearson's r | - | 0.06 | 3 | 1,212 | *I2*: 74.54 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | External Regulation (Leisure) | Not Reported | Pearson's r | - | -0.08 | 3 | 1,212 | *I2*: 0.00 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Amotivation (Leisure) | Not Reported | Pearson's r | - | -0.25 | 1 | 491 | - |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Autonomous Regulation (Leisure) | Not Reported | Pearson's r | - | 0.2 | 5 | 1,099 | *I2*: 0.00 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Effort | Not Reported | Pearson's r | - | 0.33 | 7 | 3,111 | *I2*: 89.55 |
| Lochbaum & Jean-Noel | 2016 | BPNT | Physical Activity/Sport | PE Teacher Autonomy Support | Physical Activity | Not Reported | Pearson's r | - | 0.1 | 3 | 1,527 | *I2*: 92.66 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Autonomous Motivation | Uncorrected | Pearson's r | - | 0.32 | 66 | 18,968 | *I2*: 86.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Intrinsic Motivation | Uncorrected | Pearson's r | - | 0.32 | 30 | 8,875 | *I2*: 76.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Integrated Regulation | Uncorrected | Pearson's r | - | 0.37 | 3 | 687 | *I2*: 0.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Identified Regulation | Uncorrected | Pearson's r | - | 0.31 | 21 | 5,787 | *I2*: 86.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Controlled Motivation | Uncorrected | Pearson's r | - | 0.01 | 42 | 10,548 | *I2*: 80.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Introjected Regulation | Uncorrected | Pearson's r | - | 0.13 | 19 | 5,441 | *I2*: 90.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | External Regulation | Uncorrected | Pearson's r | - | 0 | 19 | 5,532 | *I2*: 87.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Amotivation | Uncorrected | Pearson's r | - | -0.16 | 22 | 6,475 | *I2*: 87.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Basic Psychological Need Satisfaction (composite) | Uncorrected | Pearson's r | - | 0.5 | 55 | 17,527 | *I2*: 89.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Autonomy Satisfaction | Uncorrected | Pearson's r | - | 0.46 | 45 | 13,887 | *I2*: 90.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Competence Satisfaction | Uncorrected | Pearson's r | - | 0.28 | 53 | 15,080 | *I2*: 81.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Relatedness Satisfaction | Uncorrected | Pearson's r | - | 0.39 | 44 | 13,305 | *I2*: 85.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Basic Psychological Need Frustration (composite) | Uncorrected | Pearson's r | - | -0.26 | 10 | 3,081 | *I2*: 95.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Autonomy Frustration | Uncorrected | Pearson's r | - | -0.26 | 6 | 2,012 | *I2*: 95.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Competence Frustration | Uncorrected | Pearson's r | - | -0.23 | 5 | 1,624 | *I2*: 95.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Relatedness Frustration | Uncorrected | Pearson's r | - | -0.31 | 4 | 1,385 | *I2*: 92.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | General Well-Being | Uncorrected | Pearson's r | - | 0.41 | 11 | 3,622 | *I2*: 73.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Positive Affect | Uncorrected | Pearson's r | - | 0.34 | 13 | 3,119 | *I2*: 77.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Life Satisfaction | Uncorrected | Pearson's r | - | 0.24 | 9 | 2,814 | *I2*: 65.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Vitality | Uncorrected | Pearson's r | - | 0.3 | 14 | 4,605 | *I2*: 76.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Self-Esteem | Uncorrected | Pearson's r | - | 0.23 | 14 | 3,397 | *I2*: 71.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | General Ill-Being | Uncorrected | Pearson's r | - | -0.15 | 4 | 1,126 | *I2*: 75.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Negative Affect | Uncorrected | Pearson's r | - | -0.26 | 9 | 2,144 | *I2*: 91.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Burnout | Uncorrected | Pearson's r | - | -0.24 | 14 | 4,308 | *I2*: 91.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Depression | Uncorrected | Pearson's r | - | -0.25 | 4 | 1,207 | *I2*: 80.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Anxiety | Uncorrected | Pearson's r | - | -0.1 | 3 | 1,012 | *I2*: 57.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Performance/Achievement | Uncorrected | Pearson's r | - | 0.18 | 15 | 2,843 | *I2*: 72.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Engagement | Uncorrected | Pearson's r | - | 0.31 | 19 | 5,209 | *I2*: 87.00 |
| Mossman et al. | 2022 | BPNT | Physical Activity/Sport | Coach Autonomy Support | Physical Activity | Uncorrected | Pearson's r | - | 0.22 | 10 | 2,133 | *I2*: 57.00 |
| Ng et al. | 2012 | BPNT | Healthcare | Practitioner Autonomy Support | Depression | Uncorrected | Pearson's r | - | -0.23 | 5 | - | - |
| Ng et al. | 2012 | BPNT | Healthcare | Practitioner Autonomy Support | Anxiety | Uncorrected | Pearson's r | - | -0.23 | 4 | - | - |
| Ng et al. | 2012 | BPNT | Healthcare | Practitioner Autonomy Support | Quality of Life | Uncorrected | Pearson's r | - | 0.22 | 2 | - | - |
| Ng et al. | 2012 | BPNT | Healthcare | Practitioner Autonomy Support | Positive Affect | Uncorrected | Pearson's r | - | 0.37 | 4 | - | - |
| Ng et al. | 2012 | BPNT | Healthcare | Practitioner Autonomy Support | Negative Affect | Uncorrected | Pearson's r | - | -0.17 | 4 | - | - |
| Ng et al. | 2012 | BPNT | Healthcare | Practitioner Autonomy Support | Vitality | Uncorrected | Pearson's r | - | 0.35 | 4 | - | - |
| Ng et al. | 2012 | BPNT | Healthcare | Practitioner Autonomy Support | Smoking Abstinence | Uncorrected | Pearson's r | - | 0.12 | 4 | - | - |
| Ng et al. | 2012 | BPNT | Healthcare | Practitioner Autonomy Support | Weight Loss | Uncorrected | Pearson's r | - | 0.28 | 2 | - | -- |
| Ng et al. | 2012 | BPNT | Healthcare | Practitioner Autonomy Support | Physical Activity | Uncorrected | Pearson's r | - | 0.23 | 30 | - | - |
| Ng et al. | 2012 | BPNT | Healthcare | Practitioner Autonomy Support | Autonomy Satisfaction | Corrected | Pearson's r | - | 0.41 | - | 8,893 | - |
| Ng et al. | 2012 | BPNT | Healthcare | Practitioner Autonomy Support | Competence Satisfaction | Corrected | Pearson's r | - | 0.33 | - | 8,893 | - |
| Ng et al. | 2012 | BPNT | Healthcare | Practitioner Autonomy Support | Relatedness Satisfaction | Corrected | Pearson's r | - | 0.47 | - | 8,893 | - |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (end of intervention) | Need Support | Not Reported | Hedge's g | 0.64 | 0.3 | 21 | - | *I2*: 89.70  *Q*: 193.84 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (end of intervention) | Competence Satisfaction | Not Reported | Hedge's g | 0.31 | 0.15 | 22 | - | *I2*: 84.40  *Q*: 134.60 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (end of intervention) | Autonomy Satisfaction | Not Reported | Hedge's g | 0.37 | 0.18 | 17 | - | *I2*: 82.40  *Q*: 90.66 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (end of intervention) | Relatedness Satisfaction | Not Reported | Hedge's g | 0.2 | 0.1 | 14 | - | *I2*: 81.80  *Q*: 71.51 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (end of intervention) | Autonomous Motivation | Not Reported | Hedge's g | 0.3 | 0.15 | 37 | - | *I2*: 75.40  *Q*: 146.39 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (end of intervention) | Controlled Motivation | Not Reported | Hedge's g | 0.07 | 0.03 | 18 | - | *I2*: 43.40  *Q*: 30.01 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (end of intervention) | Amotivation | Not Reported | Hedge's g | -0.07 | -0.03 | 14 | - | *I2*: 62.40  *Q*: 34.56 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (end of intervention) | Health Behavior | Not Reported | Hedge's g | 0.45 | 0.22 | 49 | - | *I2*: 85.60  *Q*: 334.39 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (end of intervention) | Physical Health | Not Reported | Hedge's g | 0.04 | 0.02 | 16 | - | *I2*: 71.30  *Q*: 52.30 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (end of intervention) | Psychological Health | Not Reported | Hedge's g | 0.29 | 0.14 | 22 | - | *I2*: 73.10  *Q*: 78.00 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (follow-up) | Need Support | Not Reported | Hedge's g | 1.13 | 0.49 | 6 | - | *I2*: 98.90  *Q*: 467.68 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (follow-up) | Competence Satisfaction | Not Reported | Hedge's g | 0.54 | 0.26 | 11 | - | *I2*: 97.60  *Q*: 417.85 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (follow-up) | Autonomy Satisfaction | Not Reported | Hedge's g | 0.25 | 0.12 | 6 | - | *I2*: 72.80  *Q*: 18.38 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (follow-up) | Relatedness Satisfaction | Not Reported | Hedge's g | 0.03 | 0.01 | 6 | - | *I2*: 63.80  *Q*: 13.81 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (follow-up) | Autonomous Motivation | Not Reported | Hedge's g | 0.18 | 0.09 | 14 | - | *I2*: 68.90  *Q*:41.84 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (follow-up) | Controlled Motivation | Not Reported | Hedge's g | 0.02 | 0.01 | 6 | - | *I2*: 69.00  *Q*: 16.14 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (follow-up) | Amotivation | Not Reported | Hedge's g | -0.26 | -0.13 | 5 | - | *I2*: 53.30  *Q*: 8.56 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (follow-up) | Health Behavior | Not Reported | Hedge's g | 0.28 | 0.14 | 28 | - | *I2*: 65.40  *Q*: 78.08 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (follow-up) | Physical Health | Not Reported | Hedge's g | 0.28 | 0.14 | 14 | - | *I2*: 92.50  *Q*: 174.12 |
| Ntoumanis et al. | 2021 | BPNT | Healthcare | SDT-based Intervention (follow-up) | Psychological Health | Not Reported | Hedge's g | 0.14 | 0.07 | 10 | - | *I2*: 75.50  *Q*: 36.71 |
| Okada | 2021 | BPNT | Education | Teacher's Autonomy Support | Academic Performance | Corrected | Spearman's ρ | - | 0.18 | 16 | 6,116 | *I2*: 74.32  τ2: 0.01  *Q*: 63.63 |
| Okada | 2021 | BPNT | Education | Teacher's Autonomy Support | Relative Autonomy Index | Corrected | Spearman's ρ | - | 0.32 | 8 | 2,677 | *I2*: 89.44  τ2: 0.02  *Q*: 92.26 |
| Okada | 2021 | BPNT | Education | Teacher's Autonomy Support | Autonomous Motivation | Corrected | Spearman's ρ | - | 0.37 | 12 | 3,989 | *I2*: 88.61  τ2: 0.02  *Q*: 59.38 |
| Okada | 2021 | BPNT | Education | Teacher's Autonomy Support | Controlled Motivation | Corrected | Spearman's ρ | - | 0.03 | 12 | 3,989 | *I2*: 95.23  τ2: 0.06  *Q*: 137.39 |
| Okada | 2021 | OIT | Education | Teacher's Autonomy Support | Intrinsic Motivation | Corrected | Spearman's ρ | - | 0.41 | 10 | 2,269 | *I2*: 87.72  τ2: 0.03  *Q*: 71.59 |
| Okada | 2021 | OIT | Education | Teacher's Autonomy Support | Identified Motivation | Corrected | Spearman's ρ | - | 0.51 | 5 | 640 | *I2*: 78.26  τ2: 0.03  *Q*: 21.31 |
| Okada | 2021 | OIT | Education | Teacher's Autonomy Support | Introjected Motivation | Corrected | Spearman's ρ | - | 0.12 | 4 | 619 | *I2*: 17.94  τ2: 0.00  *Q*: 5.03 |
| Okada | 2021 | OIT | Education | Teacher's Autonomy Support | External Motivation | Corrected | Spearman's ρ | - | 0.01 | 4 | 619 | *I2*: 36.33  τ2: 0.00  *Q*: 6.24 |
| Okada | 2021 | OIT | Education | Teacher's Autonomy Support | Amotivation | Corrected | Spearman's ρ | - | -0.2 | 6 | 1,129 | *I2*: 0.03  τ2: 0.00  *Q*: 7.47 |
| Okada | 2021 | BPNT | Education | Teacher's Autonomy Support | Need for Autonomy | Corrected | Spearman's ρ | - | 0.5 | 17 | 6,880 | *I2*: 95.27  τ2: 0.05  *Q*: 424.28 |
| Okada | 2021 | BPNT | Education | Teacher's Autonomy Support | Need for Competence | Corrected | Spearman's ρ | - | 0.45 | 21 | 7,424 | *I2*: 88.58  τ2: 0.02  *Q*: 195.07 |
| Okada | 2021 | BPNT | Education | Teacher's Autonomy Support | Need for Relatedness | Corrected | Spearman's ρ | - | 0.39 | 15 | 6,645 | *I2*: 96.37  τ2: 0.06  *Q*: 368.71 |
| Okada | 2021 | BPNT | Education | Teacher's Autonomy Support | Behavioral Engagement | Corrected | Spearman's ρ | - | 0.22 | 9 | 4,191 | *I2*: 95.18  τ2: 0.04  *Q*: 199.01 |
| Okada | 2021 | BPNT | Education | Teacher's Autonomy Support | Cognitive Engagement | Corrected | Spearman's ρ | - | 0.31 | 7 | 3,549 | *I2*: 93.54  τ2: 0.03  *Q*: 134.25 |
| Okada | 2021 | BPNT | Education | Teacher's Autonomy Support | Emotional Engagement | Corrected | Spearman's ρ | - | 0.4 | 7 | 3,549 | *I2*: 95.54  τ2: 0.04  *Q*: 151.20 |
| Osbaldiston | 2005 | OIT | General | External Motivation | Responsible Environmental Behaviors | Not Reported | Pearson's r | - | 0.02 | - | - | *-* |
| Osbaldiston | 2005 | OIT | General | Introjected Motivation | Responsible Environmental Behaviors | Not Reported | Pearson's r | - | -0.01 | - | - | *-* |
| Osbaldiston | 2005 | OIT | General | Identified Motivation | Responsible Environmental Behaviors | Not Reported | Pearson's r | - | 0.02 | - | - | *-* |
| Owen et al. | 2014 | OIT | Physical Activity/Sport | Autonomous Motivation | Physical Activity & PE during PE | Corrected | Spearman's ρ | 0.27 | 0.27 | 3 | 1,110 | *I2*: 84.00 |
| Owen et al. | 2014 | OIT | Physical Activity/Sport | Controlled Motivation | Physical Activity & PE during PE | Corrected | Spearman's ρ | -0.17 | -0.17 | 1 | 73 | - |
| Owen et al. | 2014 | OIT | Physical Activity/Sport | Amotivation | Physical Activity & PE during PE | Corrected | Spearman's ρ | -0.11 | -0.11 | 4 | 737 | *I2*: 50.10 |
| Owen et al. | 2014 | OIT | Physical Activity/Sport | Autonomous Motivation | Physical Activity general & during Leisure | Corrected | Spearman's ρ | 0.38 | 0.38 | 4 | 995 | *I2*: 96.20 |
| Owen et al. | 2014 | OIT | Physical Activity/Sport | Controlled Motivation | Physical Activity general & during Leisure | Corrected | Spearman's ρ | -0.03 | -0.03 | 1 | 231 | - |
| Owen et al. | 2014 | OIT | Physical Activity/Sport | Amotivation | Physical Activity general & during Leisure | Corrected | Spearman's ρ | -0.14 | -0.14 | 9 | 2,751 | *I2*: 94.60 |
| Owen et al. | 2014 | OIT | Physical Activity/Sport | Autonomous Motivation | Physical Activity & PE during Leisure | Corrected | Spearman's ρ | 0.33 | 0.33 | 4 | 1,245 | *I2*: 79.80 |
| Owen et al. | 2014 | OIT | Physical Activity/Sport | Amotivation | Physical Activity & PE during Leisure | Corrected | Spearman's ρ | -0.21 | -0.21 | 8 | 2,566 | *I2*: 71.10 |
| Patall et al. | 2008 | CET | General | Choice | Intrinsic Motivation | Not Reported | Cohen's d | 0.3 | 0.15 | 46 | - | *Q*: 146.30 |
| Patall et al. | 2008 | CET | General | Choice | Effort | Not Reported | Cohen's d | 0.22 | 0.11 | 13 | - | *Q*: 48.06 |
| Patall et al. | 2008 | CET | General | Choice | Preference Challenge | Not Reported | Cohen's d | 0.71 | 0.33 | 3 | - | *Q*: 26.35 |
| Patall et al. | 2008 | CET | General | Choice | Subsequent Learning | Not Reported | Cohen's d | 0.1 | 0.05 | 14 | - | *Q*: 13.37 |
| Patall et al. | 2008 | CET | General | Choice | Creativity | Not Reported | Cohen's d | 0.17 | 0.08 | 2 | - | *Q*: 5.58 |
| Rosenzweig | 2000 | BPNT | Parenting/ Development | Autonomy Support | Student Achievement Outcome | Not Reported | Pearson's r | - | 0.16 | 12 | - | - |
| Rosenzweig | 2000 | BPNT | Parenting/ Development | Negative Control | Student Achievement Outcome | Not Reported | Pearson's r | - | -0.28 | 4 | - | - |
| Rummel & Feinberg | 1988 | CET | General | External Reward | Intrinsic Motivation | Not Reported | Cohen's d | 0.329 | 0.16 | 45 | - | *-* |
| Serie et al. | 2021 | BPNT | General | Autonomy (excellence in agency) | Overall Well-Being | Not Reported | Pearson's r | - | 0.35 | 10 | - | - |
| Serie et al. | 2021 | BPNT | General | Competence (excellence in work) | Overall Well-Being | Not Reported | Pearson's r | - | 0.28 | 24 | - | - |
| Serie et al. | 2021 | BPNT | General | Relatedness | Overall Well-Being | Not Reported | Pearson's r | - | 0.37 | 67 | - | - |
| Sheeran et al. | 2020 | BPNT | Healthcare | SDT-based Intervention | Physical Activity | Uncorrected | Cohen's d | 0.25 | 0.12 | 50 | 8,772 | *I2*: 66.70  *Q*: 147.16 |
| Sheeran et al. | 2020 | BPNT | Healthcare | SDT-based Intervention | Sedentary Behavior | Uncorrected | Cohen's d | 0.22 | 0.11 | 10 | 886 | *I2*: 0.00  *Q*: 6.29 |
| Sheeran et al. | 2020 | BPNT | Healthcare | SDT-based Intervention | Diet | Uncorrected | Cohen's d | 0.2 | 0.1 | 8 | 1,534 | *I2*: 48.00  *Q*: 9.61 |
| Sheeran et al. | 2020 | BPNT | Healthcare | SDT-based Intervention | Alcohol Consumption | Uncorrected | Cohen's d | 0.27 | 0.13 | 2 | 337 | *I2*: 0.00  *Q*: 0.00 |
| Sheeran et al. | 2020 | BPNT | Healthcare | SDT-based Intervention | Smoking Cessation | Uncorrected | Cohen's d | 0.16 | 0.08 | 6 | 2,263 | *I2*: 20.50  *Q*: 6.29 |
| Sheeran et al. | 2020 | BPNT | Healthcare | SDT-based Intervention | Screen Time | Uncorrected | Cohen's d | 0.17 | 0.08 | 3 | 932 | *I2*: 53.20  *Q*: 4.27 |
| Sheeran et al. | 2020 | BPNT | Healthcare | SDT-based Intervention | Average intervention effect size | Corrected | Cohen's d | 0.23 | 0.11 | 65 | 13,383 | *I2*: 56.60  *Q*: 145.27 |
| Sierra-Diaz et al. | 2019 | OIT | Physical Activity/Sport | Self-Determined Motivation | Physical Activity | Not Reported | Cohen's d | 0.87 | 0.4 | 14 | - | *I2*: 98.83 |
| Slemp et al. | 2018 | OIT | Organizations | Leadership Autonomy Support | Intrinsic | Corrected | Pearson's r | - | 0.34 | 22 | 13,654 | - |
| Slemp et al. | 2018 | OIT | Organizations | Leadership Autonomy Support | Identified | Corrected | Pearson's r | - | 0.26 | 12 | 9,676 | - |
| Slemp et al. | 2018 | OIT | Organizations | Leadership Autonomy Support | Introjected | Corrected | Pearson's r | - | -0.03 | 12 | 9,672 | - |
| Slemp et al. | 2018 | OIT | Organizations | Leadership Autonomy Support | External | Corrected | Pearson's r | - | 0 | 12 | 9,678 | - |
| Slemp et al. | 2018 | OIT | Organizations | Leadership Autonomy Support | Amotivation | Corrected | Pearson's r | - | -0.28 | 7 | 2,220 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Leadership Autonomy Support | Need for Autonomy | Corrected | Pearson's r | - | 0.46 | 25 | 10,836 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Leadership Autonomy Support | Need for Competence | Corrected | Pearson's r | - | 0.34 | 27 | 11,636 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Leadership Autonomy Support | Need for Relatedness | Corrected | Pearson's r | - | 0.38 | 26 | 11,597 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Leadership Autonomy Support | General Well-Being | Corrected | Pearson's r | - | 0.39 | 26 | 12,876 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Leadership Autonomy Support | Work Performance | Corrected | Pearson's r | - | 0.22 | 14 | 3,259 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Leadership Autonomy Support | Work Engagement | Corrected | Pearson's r | - | 0.29 | 18 | 6,397 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Leadership Autonomy Support | Work Distress | Corrected | Pearson's r | - | -0.29 | 25 | 11,423 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Autonomy Need Satisfaction | Autonomous Motivation | Corrected | Pearson's r | - | 0.48 | 16 | 12,876 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Competence Need Satisfaction | Autonomous Motivation | Corrected | Pearson's r | - | 0.45 | 17 | 12,438 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Relatedness Need Satisfaction | Autonomous Motivation | Corrected | Pearson's r | - | 0.36 | 15 | 12,153 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Autonomy Need Satisfaction | General Well-Being | Corrected | Spearman's ρ | 0.52 | 0.52 | 16 | 5,602 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Competence Need Satisfaction | General Well-Being | Corrected | Spearman's ρ | 0.58 | 0.58 | 16 | 5,602 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Relatedness Need Satisfaction | General Well-Being | Corrected | Spearman's ρ | 0.44 | 0.44 | 16 | 5,602 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Autonomy Need Satisfaction | General Distress | Corrected | Spearman's ρ | -0.61 | -0.61 | 11 | 10,369 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Competence Need Satisfaction | General Distress | Corrected | Spearman's ρ | -0.64 | -0.64 | 11 | 10,431 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Relatedness Need Satisfaction | General Distress | Corrected | Spearman's ρ | -0.64 | -0.64 | 12 | 10,841 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Autonomy Need Satisfaction | Positive Work Behavior | Corrected | Spearman's ρ | 0.32 | 0.32 | 8 | 1,665 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Competence Need Satisfaction | Positive Work Behavior | Corrected | Spearman's ρ | 0.4 | 0.4 | 9 | 1,992 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Relatedness Need Satisfaction | Positive Work Behavior | Corrected | Spearman's ρ | 0.36 | 0.36 | 7 | 1,554 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Autonomy Need Satisfaction | Work Engagement | Corrected | Spearman's ρ | 0.65 | 0.65 | 50 | 25,562 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Competence Need Satisfaction | Work Engagement | Corrected | Spearman's ρ | 0.38 | 0.38 | 50 | 25,562 | - |
| Slemp et al. | 2018 | BPNT | Organizations | Relatedness Need Satisfaction | Work Engagement | Corrected | Spearman's ρ | 0.48 | 0.48 | 51 | 25,971 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Autonomy Support (from workplace) | Autonomous Motivation | Corrected | Spearman's ρ | 0.30 | 0.30 | 8 | 2,190 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Autonomy Satisfaction | Autonomous Motivation | Corrected | Spearman's ρ | 0.48 | 0.48 | 20 | 7,961 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Competence Satisfaction | Autonomous Motivation | Corrected | Spearman's ρ | 0.53 | 0.53 | 22 | 12,511 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Relatedness Satisfaction | Autonomous Motivation | Corrected | Spearman's ρ | 0.38 | 0.38 | 24 | 9,467 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Controlled Motivation | Autonomous Motivation | Corrected | Spearman's ρ | 0.14 | 0.14 | 43 | 18,554 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Amotivation | Autonomous Motivation | Corrected | Spearman's ρ | -0.39 | -0.39 | 23 | 10,988 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Well-Being | Autonomous Motivation | Corrected | Spearman's ρ | 0.46 | 0.46 | 10 | 2,591 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Job Satisfaction | Autonomous Motivation | Corrected | Spearman's ρ | 0.56 | 0.56 | 8 | 2,509 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Organizational Commitment | Autonomous Motivation | Corrected | Spearman's ρ | 0.51 | 0.51 | 6 | 2,855 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Work Engagement | Autonomous Motivation | Corrected | Spearman's ρ | 0.69 | 0.69 | 6 | 2,900 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Distress | Autonomous Motivation | Corrected | Spearman's ρ | -0.4 | -0.4 | 26 | 8,676 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Burnout | Autonomous Motivation | Corrected | Spearman's ρ | -0.45 | -0.45 | 21 | 7,286 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Stress | Autonomous Motivation | Corrected | Spearman's ρ | -0.01 | -0.01 | 4 | 1,422 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Autonomy Supportive Teaching | Autonomous Motivation | Corrected | Spearman's ρ | 0.31 | 0.31 | 10 | 3,929 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Work Performance | Autonomous Motivation | Corrected | Spearman's ρ | 0.15 | 0.15 | 7 | 2,279 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Autonomy Support (from workplace) | Controlled Motivation | Corrected | Spearman's ρ | 0.08 | 0.08 | 6 | 1,479 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Autonomy Satisfaction | Controlled Motivation | Corrected | Spearman's ρ | -0.25 | -0.25 | 7 | 4,289 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Competence Satisfaction | Controlled Motivation | Corrected | Spearman's ρ | -0.09 | -0.09 | 9 | 8,839 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Relatedness Satisfaction | Controlled Motivation | Corrected | Spearman's ρ | -0.11 | -0.11 | 10 | 5,720 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Amotivation | Controlled Motivation | Corrected | Spearman's ρ | 0.27 | 0.27 | 22 | 10,880 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Well-Being | Controlled Motivation | Corrected | Spearman's ρ | 0.02 | 0.02 | 6 | 1,945 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Job Satisfaction | Controlled Motivation | Corrected | Spearman's ρ | -0.07 | -0.07 | 4 | 1,581 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Organizational Commitment | Controlled Motivation | Corrected | Spearman's ρ | 0.03 | 0.03 | 5 | 2,535 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Work Engagement | Controlled Motivation | Corrected | Spearman's ρ | -0.25 | -0.25 | 3 | 1,659 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Distress | Controlled Motivation | Corrected | Spearman's ρ | 0.16 | 0.16 | 19 | 6,647 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Burnout | Controlled Motivation | Corrected | Spearman's ρ | 0.18 | 0.18 | 15 | 5,493 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Stress | Controlled Motivation | Corrected | Spearman's ρ | 0.19 | 0.19 | 3 | 888 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Autonomy Supportive Teaching | Controlled Motivation | Corrected | Spearman's ρ | -0.03 | -0.03 | 5 | 1,836 | - |
| Slemp et al. | 2020 | BPNT | Organizations | Work Performance | Controlled Motivation | Corrected | Spearman's ρ | -0.01 | -0.01 | 4 | 1,615 | - |
| Slemp et al. | 2020 | BPNT | Education | Autonomy Satisfaction | Teacher Autonomous Motivation | Uncorrected | Spearman's ρ | 0.42 | 0.42 | 20 | 7,961 | - |
| Slemp et al. | 2020 | BPNT | Education | Competence Satisfaction | Teacher Autonomous Motivation | Uncorrected | Spearman's ρ | 0.45 | 0.45 | 22 | 12,511 | - |
| Slemp et al. | 2020 | BPNT | Education | Relatedness Satisfaction | Teacher Autonomous Motivation | Uncorrected | Spearman's ρ | 0.33 | 0.33 | 24 | 9,467 | - |
| Slemp et al. | 2020 | BPNT | Education | Autonomy Satisfaction | Teacher Controlled Motivation | Uncorrected | Spearman's ρ | -0.21 | -0.21 | 7 | 4,289 | - |
| Slemp et al. | 2020 | BPNT | Education | Competence Satisfaction | Teacher Controlled Motivation | Uncorrected | Spearman's ρ | -0.08 | -0.08 | 9 | 8,839 | - |
| Slemp et al. | 2020 | BPNT | Education | Relatedness Satisfaction | Teacher Controlled Motivation | Uncorrected | Spearman's ρ | -0.1 | -0.1 | 10 | 5,720 | - |
| Stanley et al. | 2021 | BPNT | General | Autonomy Satisfaction | Positive Affect | Uncorrected | Pearson's r | - | 0.39 | 16 | 7,335 | *I2*: 92.00  *Q*: 195.5 |
| Stanley et al. | 2021 | BPNT | General | Competence Satisfaction | Positive Affect | Uncorrected | Pearson's r | - | 0.45 | 16 | 6,832 | *I2*: 92.00  *Q*: 182.6 |
| Stanley et al. | 2021 | BPNT | General | Relatedness Satisfaction | Positive Affect | Uncorrected | Pearson's r | - | 0.39 | 16 | 6,710 | *I2*: 82.00  *Q*: 84.9 |
| Stanley et al. | 2021 | BPNT | General | Autonomy Satisfaction | Negative Affect | Uncorrected | Pearson's r | - | -0.3 | 11 | 5,114 | *I2*: 82.00  *Q*: 95.9 |
| Stanley et al. | 2021 | BPNT | General | Competence Satisfaction | Negative Affect | Uncorrected | Pearson's r | - | -0.33 | 13 | 5,481 | *I2*: 89.00  *Q*: 112.2 |
| Stanley et al. | 2021 | BPNT | General | Relatedness Satisfaction | Negative Affect | Uncorrected | Pearson's r | - | -0.3 | 11 | 5,114 | *I2*: 71.00  *Q*: 34.7 |
| Steingut et al. | 2017 | OIT | Education | Rationale provision (vs control) | Task Value | Not Reported | Cohen's d | 0.33 | 0.16 | 18 | 1,700 | *Qw*: 28.02 |
| Steingut et al. | 2017 | OIT | Education | Rationale provision (vs control) | Autonomous Motivation | Not Reported | Cohen's d | 0.08 | 0.04 | 13 | 1,293 | *Qw*: 13.40 |
| Steingut et al. | 2017 | OIT | Education | Rationale provision (vs control) | Engagement | Not Reported | Cohen's d | 0.2 | 0.1 | 18 | 1,686 | *Qw*: 20.08 |
| Steingut et al. | 2017 | OIT | Education | Rationale provision (vs control) | Performance | Not Reported | Cohen's d | 0.16 | 0.08 | 27 | 2,005 | *Qw*: 36.52 |
| Steingut et al. | 2017 | OIT | Education | Rationale provision (vs control) | Perceived Autonomy | Not Reported | Cohen's d | 0.4 | 0.2 | 4 | 320 | *Qw*: 4.50 |
| Steingut et al. | 2017 | OIT | Education | Rationale provision (vs control) | Perceived Competence | Not Reported | Cohen's d | -0.19 | -0.09 | 7 | 502 | *Qw*: 4.06 |
| Steingut et al. | 2017 | OIT | Education | Rationale provision (vs control) | Perceived Relatedness | Not Reported | Cohen's d | 0.11 | 0.05 | 4 | 182 | *Qw*: 2.30 |
| Steingut et al. | 2017 | OIT | Education | Rationale provision (vs control) | Controlled Motivation | Not Reported | Cohen's d | 0.05 | 0.02 | 3 | 300 | *Qw*: 0.62 |
| Su & Reeve | 2011 | BPNT | Education | Autonomy Support Intervention | Autonomy Supportive Teaching | Corrected | Cohen's d | 0.63 | 0.3 | 20 | 916 | - |
| Tang & Hall | 1995 | CET | General | Positive Feedback | Interest in Task | Not Reported | Cohen's d | 0.337 | 0.17 | 31 | - | - |
| Tang & Hall | 1995 | CET | General | Negative Feedback | Interest in Task | Corrected | Cohen's d | -0.074 | -0.04 | 12 | - | - |
| Tang & Hall | 1995 | CET | General | High Interest, Task Contingent, Expected Reward | Interest in Task | Corrected | Cohen's d | 0.507 | 0.25 | 62 | - | - |
| Tang & Hall | 1995 | CET | General | High Interest, Performance Contingent, Expected Reward | Interest in Task | Corrected | Cohen's d | -0.347 | -0.17 | 37 | - | - |
| Tang & Hall | 1995 | CET | General | Low Interest, Task Contingent, Expected Reward | Interest in Task | Corrected | Cohen's d | 0.205 | 0.1 | 33 | - | - |
| Tang & Hall | 1995 | CET | General | Low Interest, Self-Comparison, Expected Reward | Interest in Task | Corrected | Cohen's d | 0.177 | 0.09 | 9 | - | - |
| Tang & Hall | 1995 | CET | General | Non-Contingent Reward | Interest in Task | Corrected | Cohen's d | 0.122 | 0.06 | 31 | - | - |
| Tang & Hall | 1995 | CET | General | Verbal Reward | Interest in Task | Corrected | Cohen's d | -0.25 | -0.12 | 5 | - | - |
| Tang et al. | 2020 | BPNT | General | Autonomy Satisfaction | Subjective Health | Corrected | Pearson's r | - | 0.21 | 2 | 125 | *I2*: 0.00 |
| Tang et al. | 2020 | BPNT | General | Autonomy Satisfaction | Depression | Corrected | Pearson's r | - | -0.27 | 4 | 350 | *I2*: 0.00 |
| Tang et al. | 2020 | BPNT | General | Competence Satisfaction | Depression | Corrected | Pearson's r | - | -0.37 | 3 | 300 | *I2*: 70.80 |
| Tang et al. | 2020 | BPNT | General | Relatedness Satisfaction | Subjective Health | Corrected | Pearson's r | - | -0.07 | 2 | 125 | *I2*: 96.00 |
| Tang et al. | 2020 | BPNT | General | Relatedness Satisfaction | Depression | Corrected | Pearson's r | - | -0.17 | 4 | 350 | *I2*: 67.00 |
| Tang et al. | 2020 | BPNT | General | Global Need Satisfaction | Life Satisfaction | Corrected | Pearson's r | - | 0.37 | 3 | 190 | *I2*: 16.50 |
| Tang et al. | 2020 | BPNT | General | Global Need Satisfaction | Depression | Corrected | Pearson's r | - | -0.48 | 3 | 212 | *I2*: 0.00 |
| Taylor et al. | 2014 | OIT | Education | Intrinsic Motivation | Achievement | Corrected | Cohen's d | 0.27 | 0.13 | 10 | 4,270 | *Qw*: 33.02 |
| Taylor et al. | 2014 | OIT | Education | Identified Regulation | Achievement | Corrected | Cohen's d | 0.35 | 0.17 | 11 | 4,705 | *Qw*: 67.49 |
| Taylor et al. | 2014 | OIT | Education | Introjected Regulation | Achievement | Corrected | Cohen's d | -0.12 | -0.06 | 10 | 4,411 | *Qw*: 57.52 |
| Taylor et al. | 2014 | OIT | Education | External Regulation | Achievement | Corrected | Cohen's d | -0.22 | -0.11 | 11 | 4,411 | *Qw*: 93.05 |
| Taylor et al. | 2014 | OIT | Education | Amotivation | Achievement | Corrected | Cohen's d | -0.61 | -0.29 | 7 | 2,195 | *Qw*: 71.46 |
| Teixeira et al. | 2018 | BPNT | Physical Activity/Sport | Autonomy Satisfaction | Positive Affect Physical Exercise | Uncorrected | Pearson's r | - | 0.25 | 6 | 1,230 | *I2*: 95.0  *Q*: 104.95 |
| Teixeira et al. | 2018 | BPNT | Physical Activity/Sport | Competence Satisfaction | Positive Affect Physical Exercise | Uncorrected | Pearson's r | - | 0.52 | 3 | 970 | *I2*: 79.0  *Q*: 9.29 |
| Teixeira et al. | 2018 | BPNT | Physical Activity/Sport | Relatedness Satisfaction | Positive Affect Physical Exercise | Uncorrected | Pearson's r | - | 0.2 | 5 | 1,230 | *I2*: 98.0  *Q*: 231 |
| Teixeira et al. | 2018 | BPNT | Physical Activity/Sport | Autonomy Satisfaction | Negative Affect Physical Exercise | Uncorrected | Pearson's r | - | 0.03 | 6 | 1,230 | *I2*: 99.0  *Q*: 1028 |
| Teixeira et al. | 2018 | BPNT | Physical Activity/Sport | Competence Satisfaction | Negative Affect Physical Exercise | Uncorrected | Pearson's r | - | -0.27 | 3 | 970 | *I2*: 15.0  *Q*: 2.36 |
| Teixeira et al. | 2018 | BPNT | Physical Activity/Sport | Relatedness Satisfaction | Negative Affect Physical Exercise | Uncorrected | Pearson's r | - | 0.41 | 5 | 1,230 | *I2*: 99.0  *Q*: 552.74 |
| Valcan et al. | 2018 | BPNT | Parenting/ Development | Autonomy Support (Cognitive Parenting) | Global Executive Functioning | Not Reported | Pearson's r | - | 0.2 | 18 | 3,913 | *I2*: 29.00  *Q*: 19.77 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Autonomy Satisfaction | General Well-Being | Uncorrected | Pearson's r | - | 0.44 | 16 | 5,602 | *Q*: 34.59 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Competence Satisfaction | General Well-Being | Uncorrected | Pearson's r | - | 0.49 | 16 | 5,602 | *Q*: 38.05 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Relatedness Satisfaction | General Well-Being | Uncorrected | Pearson's r | - | 0.37 | 16 | 5,602 | *Q*: 96.98 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Autonomy Satisfaction | Positive Affect | Uncorrected | Pearson's r | - | 0.49 | 11 | 2,811 | *Q*: 19.87 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Competence Satisfaction | Positive Affect | Uncorrected | Pearson's r | - | 0.48 | 11 | 2,811 | *Q*: 19.57 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Relatedness Satisfaction | Positive Affect | Uncorrected | Pearson's r | - | 0.41 | 11 | 2,811 | *Q*: 33.70 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Autonomy Satisfaction | Life Satisfaction | Uncorrected | Pearson's r | - | 0.23 | 7 | 3,182 | *Q*:18.43 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Competence Satisfaction | Life Satisfaction | Uncorrected | Pearson's r | - | 0.25 | 7 | 3,182 | *Q*: 28.94 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Relatedness Satisfaction | Life Satisfaction | Uncorrected | Pearson's r | - | 0.26 | 7 | 3,182 | *Q*: 11.67 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Autonomy Satisfaction | Role Stressors | Uncorrected | Pearson's r | - | -0.44 | 10 | 3,500 | *Q*: 66.49 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Competence Satisfaction | Role Stressors | Uncorrected | Pearson's r | - | -0.24 | 10 | 3,500 | *Q*: 20.79 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Relatedness Satisfaction | Role Stressors | Uncorrected | Pearson's r | - | -0.3 | 10 | 3,500 | *Q*: 10.40 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Autonomy Satisfaction | Work-Family Conflict | Uncorrected | Pearson's r | - | -0.19 | 9 | 2,830 | *Q*: 18.09 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Competence Satisfaction | Work-Family Conflict | Uncorrected | Pearson's r | - | -0.13 | 9 | 2,827 | *Q*: 13.60 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Relatedness Satisfaction | Work-Family Conflict | Uncorrected | Pearson's r | - | -0.14 | 9 | 2,830 | *Q*: 4.01 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Autonomy Satisfaction | Job Insecurity | Uncorrected | Pearson's r | - | -0.34 | 3 | 3,943 | *Q*: 1.29 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Competence Satisfaction | Job Insecurity | Uncorrected | Pearson's r | - | -0.24 | 3 | 3,943 | *Q*: 1.94 |
| van den Broeck et al. | 2016 | BPNT | Organizations | Relatedness Satisfaction | Job Insecurity | Uncorrected | Pearson's r | - | -0.23 | 3 | 3.943 | *Q*: 0.86 |
| van den Broeck et al. | 2021 | OIT | Organizations | Amotivation | Burnout | Corrected | Spearman's ρ | 0.44 | 0.44 | 16 | 8,266 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | External regulation | Burnout | Corrected | Spearman's ρ | 0.08 | 0.08 | 50 | 26,679 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Introjected regulation | Burnout | Corrected | Spearman's ρ | 0.08 | 0.08 | 57 | 30,625 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Identified regulation | Burnout | Corrected | Spearman's ρ | -0.25 | -0.25 | 56 | 26.730 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Integrated regulation | Burnout | Corrected | Spearman's ρ | -0.22 | -0.22 | 4 | 7,581 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Intrinsic regulation | Burnout | Corrected | Spearman's ρ | -0.4 | -0.4 | 62 | 33,980 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Amotivation | Engagement | Corrected | Spearman's ρ | -0.27 | -0.27 | 12 | 6,532 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | External regulation | Engagement | Corrected | Spearman's ρ | 0.01 | 0.01 | 51 | 24,809 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Introjected regulation | Engagement | Corrected | Spearman's ρ | 0.13 | 0.13 | 47 | 25,852 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Identified regulation | Engagement | Corrected | Spearman's ρ | 0.57 | 0.57 | 49 | 26,633 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Integrated regulation | Engagement | Corrected | Spearman's ρ | 0.40 | 0.40 | 2 | 3,788 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Intrinsic regulation | Engagement | Corrected | Spearman's ρ | 0.67 | 0.67 | 62 | 30,311 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Amotivation | Job Satisfaction | Corrected | Spearman's ρ | -0.32 | -0.32 | 18 | 11,202 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | External regulation | Job Satisfaction | Corrected | Spearman's ρ | 0.03 | 0.03 | 54 | 28,594 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Introjected regulation | Job Satisfaction | Corrected | Spearman's ρ | 0.19 | 0.19 | 54 | 28,216 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Identified regulation | Job Satisfaction | Corrected | Spearman's ρ | 0.47 | 0.47 | 51 | 23,451 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Integrated regulation | Job Satisfaction | Corrected | Spearman's ρ | 0.35 | 0.35 | 11 | 6,859 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Intrinsic regulation | Job Satisfaction | Corrected | Spearman's ρ | 0.57 | 0.57 | 60 | 32,734 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Amotivation | Performance | Corrected | Spearman's ρ | -0.28 | -0.28 | 10 | 9,531 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | External regulation | Performance | Corrected | Spearman's ρ | 0.04 | 0.04 | 29 | 17,335 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Introjected regulation | Performance | Corrected | Spearman's ρ | 0.28 | 0.28 | 25 | 16,628 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Identified regulation | Performance | Corrected | Spearman's ρ | 0.43 | 0.43 | 27 | 17,163 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Integrated regulation | Performance | Corrected | Spearman's ρ | 0.31 | 0.31 | 4 | 1,128 | - |
| van den Broeck et al. | 2021 | OIT | Organizations | Intrinsic regulation | Performance | Corrected | Spearman's ρ | 0.36 | 0.36 | 43 | 21,200 | - |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Autonomy Support | Autonomous Motivation | Corrected | Pearson's r | - | 0.50 | 37 | 28,697 | *I2(2):* 0.16  *I2(3):* 0.78  *Q*: 1194.22 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Autonomy Support | Introjected Regulation | Corrected | Pearson's r | - | 0.20 | 17 | 8,336 | *I2(2):* 0.15  *I2(3):* 0.77  *Q*: 192.17 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Autonomy Support | External Regulation | Corrected | Pearson's r | - | -0.11 | 18 | 9,625 | *I2(2):* 0.40  *I2(3):* 0.56  *Q*: 825.45 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Autonomy Support | Amotivation | Corrected | Pearson's r | - | -0.25 | 26 | 25,164 | *I2(2):* 0.27  *I2(3):* 0.67  *Q*: 1085.847 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Autonomy Support | Adaptive Outcomes | Corrected | Pearson's r | - | 0.37 | 56 | 87,478 | *I2(2):* 0.42  *I2(3):* 0.55  *Q*: 8205.04 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Autonomy Support | Maladaptive Outcomes | Corrected | Pearson's r | - | -0.25 | 13 | 7,470 | *I2(2):* 0.04  *I2(3):* 0.90  *Q*: 109.89 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Autonomy Support | Autonomy Satisfaction | Corrected | Pearson's r | - | 0.7 | 29 | 15,919 | *I2(2):* 0.09  *I2(3):* 0.90  *Q*: 2458.20 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Autonomy Support | Competence Satisfaction | Corrected | Pearson's r | - | 0.46 | 30 | 15,897 | *I2(2):* 0.00  *I2(3):* 0.096  *Q*: 695.84 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Autonomy Support | Relatedness Satisfaction | Corrected | Pearson's r | - | 0.53 | 27 | 15,524 | *I2(2):* 0.01  *I2(3):* 0.97  *Q*: 1011.23 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Competence Support | Autonomous Motivation | Corrected | Pearson's r | - | 0.63 | 6 | 6,310 | *I2(2):* 0.00  *I2(3):* 0.97  *Q*: 117.50 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Competence Support | Introjected Regulation | Corrected | Pearson's r | - | 0.32 | 4 | 2,166 | *I2(2):* 0.45  *I2(3):* 0.45  *Q*: 49.37 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Competence Support | External Regulation | Corrected | Pearson's r | - | -0.08 | 4 | 2,166 | *I2(2):* 0.48  *I2(3):* 0.48  *Q*: 104.85 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Competence Support | Amotivation | Corrected | Pearson's r | - | -0.35 | 7 | 6,932 | *I2(2):* 0.23  *I2(3):* 0.68  *Q*: 186.29 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Competence Support | Adaptive Outcomes | Corrected | Pearson's r | - | 0.38 | 8 | 10,282 | *I2(2):* 0.71  *I2(3):* 0.24  *Q*: 549.16 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Competence Support | Maladaptive Outcomes | Corrected | Pearson's r | - | -0.26 | 3 | 2,422 | *I2(2):* 0.46  *I2(3):* 0.46  *Q*: 41.83 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Competence Support | Autonomy Satisfaction | Corrected | Pearson's r | - | 0.6 | 7 | 4,391 | *I2(2):* 0.48  *I2(3):* 0.48  *Q*: 137.34 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Competence Support | Competence Satisfaction | Corrected | Pearson's r | - | 0.62 | 6 | 4,144 | *I2(2):* 0.48  *I2(3):* 0.48  *Q*: 135.07 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Competence Support | Relatedness Satisfaction | Corrected | Pearson's r | - | 0.61 | 6 | 4,144 | *I2(2):* 0.48  *I2(3):* 0.48  *Q*: 118.08 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Relatedness Support | Autonomous Motivation | Corrected | Pearson's r | - | 0.53 | 13 | 13,592 | *I2(2):* 0.05  *I2(3):* 0.90  *Q*: 534.41 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Relatedness Support | Introjected Regulation | Corrected | Pearson's r | - | 0.24 | 10 | 4,806 | *I2(2):* 0.90  *I2(3):* 0.00  *Q*: 141.30 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Relatedness Support | External Regulation | Corrected | Pearson's r | - | -0.15 | 9 | 4,557 | *I2(2):* 0.00  *I2(3):* 0.96  *Q*: 309.86 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Relatedness Support | Amotivation | Corrected | Pearson's r | - | -0.28 | 11 | 10,549 | *I2(2):* 0.16  *I2(3):* 0.78  *Q*: 414.13 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Relatedness Support | Adaptive Outcomes | Corrected | Pearson's r | - | 0.38 | 18 | 23,960 | *I2(2):* 0.96  *I2(3):* 0.00  *Q*: 1118.16 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Relatedness Support | Maladaptive Outcomes | Corrected | Pearson's r | - | -0.14 | 9 | 6,404 | *I2(2):* 0.43  *I2(3):* 0.51  *Q*: 209.52 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Relatedness Support | Autonomy Satisfaction | Corrected | Pearson's r | - | 0.65 | 9 | 4,994 | *I2(2):* 0.49  *I2(3):* 0.49  *Q*: 307.46 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Relatedness Support | Competence Satisfaction | Corrected | Pearson's r | - | 0.52 | 9 | 5,736 | *I2(2):* 0.49  *I2(3):* 0.49  *Q*: 320.74 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Teacher Relatedness Support | Relatedness Satisfaction | Corrected | Pearson's r | - | 0.67 | 12 | 6,767 | *I2(2):* 0.59  *I2(3):* 0.39  *Q*: 483.56 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Autonomous Motivation | Adaptive Outcomes | Corrected | Pearson's r | - | 0.54 | 105 | 207,584 | *I2(2):* 0.44  *I2(3):* 0.54  *Q*: 31860.15 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Introjected Regulation | Adaptive Outcomes | Corrected | Pearson's r | - | 0.26 | 51 | 49,964 | *I2(2):* 0.37  *I2(3):* 0.59  *Q*: 2966.77 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | External Regulation | Adaptive Outcomes | Corrected | Pearson's r | - | -0.07 | 65 | 69,410 | *I2(2):* 0.13  *I2(3):* 0.85  *Q*: 8237.72 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Amotivation | Adaptive Outcomes | Corrected | Pearson's r | - | -0.37 | 63 | 91,785 | *I2(2):* 0.62  *I2(3):* 0.36  *Q*: 7598.63 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Autonomous Motivation | Maladaptive Outcomes | Corrected | Pearson's r | - | -0.25 | 38 | 39,576 | *I2(2):* 0.46  *I2(3):* 0.52  *Q*: 5162.50 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Introjected Regulation | Maladaptive Outcomes | Corrected | Pearson's r | - | 0.13 | 22 | 11,837 | *I2(2):* 0.69  *I2(3):* 0.28  *Q*: 1033.30 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | External Regulation | Maladaptive Outcomes | Corrected | Pearson's r | - | 0.25 | 29 | 17,129 | *I2(2):* 0.62  *I2(3):* 0.34  *Q*: 1443.06 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Amotivation | Maladaptive Outcomes | Corrected | Pearson's r | - | 0.45 | 30 | 22,688 | *I2(2):* 0.27  *I2(3):* 0.71  *Q*: 2211.101 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Student Autonomy | Introjected Regulation | Corrected | Pearson's r | - | 0.35 | 28 | 12,779 | *I2(2):* 0.22  *I2(3):* 0.73  *Q*: 809.49 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Student Competence | Introjected Regulation | Corrected | Pearson's r | - | 0.27 | 39 | 18,374 | *I2(2):* 0.11  *I2(3):* 0.85  *Q*: 1279.32 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Student Relatedness | Introjected Regulation | Corrected | Pearson's r | - | 0.27 | 30 | 13,598 | *I2(2):* 0.23  *I2(3):* 0.72  *Q*: 669.45 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Student Autonomy | Autonomous Motivation | Corrected | Pearson's r | - | 0.57 | 42 | 39,530 | *I2(2):* 0.19  *I2(3):* 0.77  *Q*: 2718.28 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Student Competence | Autonomous Motivation | Corrected | Pearson's r | - | 0.6 | 66 | 61,432 | *I2(2):* 0.16  *I2(3):* 0.81  *Q*: 7119.12 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Student Relatedness | Autonomous Motivation | Corrected | Pearson's r | - | 0.51 | 45 | 41,515 | *I2(2):* 0.06  *I2(3):* 0.89  *Q*: 2223.14 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Student Autonomy | External Regulation | Corrected | Pearson's r | - | -0.13 | 29 | 14,082 | *I2(2):* 0.13  *I2(3):* 0.84  *Q*: 912.31 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Student Competence | External Regulation | Corrected | Pearson's r | - | -0.1 | 41 | 20,863 | *I2(2):* 0.21  *I2(3):* 0.76  *Q*: 1793.00 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Student Relatedness | External Regulation | Corrected | Pearson's r | - | -0.07 | 32 | 15,192 | *I2(2):* 0.00  *I2(3):* 0.94  *Q*: 592.90 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Student Autonomy | Amotivation | Corrected | Pearson's r | - | -0.29 | 26 | 20,058 | *I2(2):* 0.34  *I2(3):* 0.62  *Q*: 1317.84 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Student Competence | Amotivation | Corrected | Pearson's r | - | -0.42 | 32 | 22,444 | *I2(2):* 0.40  *I2(3):* 0.55  *Q*: 1184.763 |
| Vasconcellos et al. | 2020 | BPNT | Physical Activity/Sport | Student Relatedness | Amotivation | Corrected | Pearson's r | - | -0.3 | 28 | 20,974 | *I2(2):* 0.17  *I2(3):* 0.77  *Q*: 593.42 |
| Vasquez et al. | 2016 | BPNT | Parenting/ Development | Parental Autonomy Support | Academic Achievement | Not Reported | Pearson's r | - | 0.11 | 29 | - | *Q*: 94.00 |
| Vasquez et al. | 2016 | BPNT | Parenting/ Development | Parental Autonomy Support | Extrinsic Motivation | Not Reported | Pearson's r | - | 0.22 | 6 | - | *Q*: 29.63 |
| Vasquez et al. | 2016 | BPNT | Parenting/ Development | Parental Autonomy Support | Autonomous Motivation | Not Reported | Pearson's r | - | 0.19 | 22 | - | *Q*: 35.88 |
| Vasquez et al. | 2016 | BPNT | Parenting/ Development | Parental Autonomy Support | Perceived Competence | Not Reported | Pearson's r | - | 0.21 | 10 | - | *Q*: 15.92 |
| Vasquez et al. | 2016 | BPNT | Parenting/ Development | Parental Autonomy Support | Engagement | Not Reported | Pearson's r | - | 0.12 | 8 | - | *Q*: 30.85 |
| Vasquez et al. | 2016 | BPNT | Parenting/ Development | Parental Autonomy Support | Positive Attitude towards School | Not Reported | Pearson's r | - | 0.22 | 6 | - | *Q*: 29.63 |
| Vasquez et al. | 2016 | BPNT | Parenting/ Development | Parental Autonomy Support | Psychological Health | Not Reported | Pearson's r | - | 0.38 | 21 | - | *Q*: 98.70 |
| Wiersma | 1992 | CET | General | Contingent vs Non-Contingent Reward | Intrinsic Motivation (free-time) | Not Reported | Cohen's d | -0.64 | -0.3 | - | - | - |
| Wiersma | 1992 | CET | General | Contingent vs No Reward | Intrinsic Motivation (free-time) | Not Reported | Cohen's d | -0.45 | -0.22 | - | - | - |
| Yu et al. | 2018 | BPNT | General | Need for Autonomy | Subjective Well-Being (all) | Not Reported | Pearson's r | - | 0.46 | 36 | 12,906 | *I2*: 89.25  *Qb*: 325.68 |
| Yu et al. | 2018 | BPNT | General | Need for Autonomy | Positive Affect | Not Reported | Pearson's r | - | 0.39 | 13 | 4,109 | *I2*: 83.77  *Qb*: 73.95 |
| Yu et al. | 2018 | BPNT | General | Need for Autonomy | Negative Affect | Not Reported | Pearson's r | - | -0.38 | 16 | 4,490 | *I2*: 87.61  *Qb*: 121.04 |
| Yu et al. | 2018 | BPNT | General | Need for Autonomy | Satisfaction with Life | Not Reported | Pearson's r | - | 0.49 | 7 | 3,548 | *I2*: 91.02  *Qb*: 66.79 |
| Zang et al. | 2022 | BPNT | Physical Activity/Sport | Basic Psychological Needs | Persistent Sport Participant Intention | Not Reported | Pearson's r | - | 0.41 | 3 | - | *I2*: 92.00 |

*Note*: BPNT, Basic Psychological Needs Theory; CET, Cognitive Evaluation Theory; COT, Causality Orientation Theory; GCT, Goal Contents Theory; OIT, Organismic Integration Theory; RMT, Relationships Motivation Theory; *k*, number of studies included in the meta-analysis; *N*, number of individual participants pooled in the meta-analysis; -, indicates that the data point was not available from the article; a, number of studies assumed based on available content in publication.

**Supplemental Material: Table S2**

*Outline of SDT Mini-Theories, Propositions, and Associated Meta-Analyses*

| **Mini-theory and associated meta-analyses** | **Mini-theory proposition number** | **Proposition** | **Meta-analysis and associated effect sizes** |
| --- | --- | --- | --- |
| **Cognitive Evaluation Theory (*CET*)** | | | |
| Ceresoli et al., 2014  Deci et al., 1999  Eisenberger & Cameron, 1996  Fong et al., 2019  Howard et al., 2021  Patall et al., 2008  Rummell & Feinberg, 1988  Tang & Hall, 1995  Wiersma, 1992 | CET 1 | External events relevant to the initiation or regulation of behavior will affect a person’s intrinsic motivation to the extent that they influence the perceived locus of causality for the behavior. Events that promote a more external perceived locus of causality or have a functional significance of control will thwart autonomy and undermine intrinsic motivation, whereas those that promote a more internal perceived locus of causality will increase feelings of autonomy and enhance intrinsic motivation. | Patall et al., 2008   * Choice and intrinsic motivation (*r* = .14) |
| CET 2 | External events will also affect a person’s intrinsic motivation for an activity to the extent that the events influence the person’s perceived competence at the activity. Events that promote greater perceived competence enhance intrinsic motivation by satisfying the person’s need for competence. Events that meaningfully diminish perceived competence undermine intrinsic motivation. | Fong et al., 2019   * Competence frustration and intrinsic motivation(*r* = -.18) |
| CET 3 | External events relevant to the initiation and regulation of behavior have three aspects, each with a functional significance. The informational aspect, which conveys information about self-determined competence, facilitates an internal perceived locus of causality and perceived competence, thus supporting intrinsic motivation. The controlling aspect, which pressures people to think, feel, or behave in particular ways, facilitates an external perceived locus of causality, thereby diminishing intrinsic motivation. The amotivating aspect, which signifies incompetence to obtain outcomes and/or a lack of value for them, undermines both intrinsic and extrinsic motivation and promotes amotivation. The relative salience of these three aspects for the person, which can be influenced by factors in the interpersonal context and in the person, determines the functional significance of the event, and thus its impact on intrinsic motivation. | Deci et al., 1999   * Intrinsic motivation and:   + positive feedback (*r* = .16)   + tangible rewards (*r* = -.17);     - unexpected (*r* = .00)     - expected (*r* = -.18);       * engagement-contingent (*r* = -.20)       * completion-contingent (*r* = -.18)       * performance-contingent (*r* = -.14) |
| CET 4 | Interpersonal contexts can be characterized in terms of the degree to which the motivational climate tends to be controlling, autonomy supportive, or amotivating. This quality of the overarching interpersonal climate both directly impacts motivation and the likely interpretation or functional significance of specific events, with corresponding effects on intrinsic motivation. Environments that are most facilitating of intrinsic motivation are those that support people’s basic psychological needs for autonomy, competence and relatedness. |  |
| CET 5 | Intrapersonal events that bear on the initiation and regulation of behavior can differ in their functional significance. Accordingly, internal informational events are those that facilitate intrinsic motivation by facilitating an internal perceived locus of causality and perceived competence; internally controlling events are those experienced as pressure toward specific outcomes and facilitate an external perceived locus of causality, thereby undermining intrinsic motivation; and internally amotivating events are those that make salient someone’s incompetence and inability to attain desired outcomes, thereby diminishing both intrinsic and extrinsic motivation. | Howard et al., 2021   * Self-report academic performance and:   + intrinsic motivation (*r* = .32)   + amotivation (*r* = -.28) |
| **Organismic Integration Theory (*OIT*)** | | | |
| Bureau et al., 2022  Chatzisarantis et al., 2003  Donald et al., 2020  Guerin et al., 2012  Howard et al., 2017  Howard et al., 2021  Lochbaum & Jean-Noel, 2016  Slemp et al., 2018  Steingut et al., 2017 | OIT 1 | The process of organismic integration inclines humans naturally to internalize extrinsic motivations that are endorsed by significant others. However, the process of internalization can function more versus less effectively, resulting in different degrees of internalization that are the basis for regulations that differ in perceived locus of causality and thus the extent to which they are autonomous. |  |
| OIT 2 | Internalization of extrinsic motivation can be described in terms of a continuum that spans from relatively heteronomous or controlled regulation to relatively autonomous self-regulation. External regulation describes extrinsic motivation that remains dependent on external controls; introjected regulation describes extrinsic motivation that is based on internal controls involving affective and self-esteem contingencies; regulation through identification describes extrinsic motivation that has been accepted as personally valued and important; and integrated regulation describes extrinsic motivation that is fully self-endorsed and has been well assimilated with other identifications, values, and needs. Regulations that lie further along this continuum from external toward integrated are more fully internalized, and the resulting behaviors are more autonomous. | Bureau et al., 2022   * Parent Autonomy Support and:   + intrinsic motivation (*r* = .23)   + identified motivation (*r* = .28)   + introjection (*r* = .15)   + external regulation (*r* = -.05)   + amotivation (*r* = -.23)   Lochbaum and Jean-Noel, 2016   * Autonomy supportive teaching and:   + intrinsic motivation (*r* = .54)   + identified motivation (*r* = .50)   + introjection (*r* = .20)   + external regulation (*r* = -.15)   + amotivation (*r* = -.19) |
| OIT 3 | Supports for the basic needs for competence, relatedness, and autonomy facilitate the internalization and integration of non-intrinsically motivated behaviors. To the extent that the context is controlling, and/or relatedness or competence needs are thwarted, internalization, and particularly identification or integrated regulation, will be less likely. | Slemp et al., 2018   * Autonomy support and:   + identification (*r* = .26)   + intrinsic motivation (*r* = .34)   Lochbaum and Jean-Noel, 2016   * Autonomy supportive teaching and relative autonomy (r = .42) |
| OIT 4 | To the degree that people’s behavior is regulated through more autonomous or integrated forms of internalization, they will display greater behavioral persistence at activities, a higher quality of behavior, and more effective performance, especially for more difficult or complex actions. | Howard et al., 2021   * Effort and:   + identified regulation (*r* = .51)   + introjected regulation (*r* = .25)   + external regulation (*r* = -.08) * Dropout intention and:   + identified regulation (*r* = - .27)   + introjected regulation (*r* = - .03) |
| OIT 5 | To the degree that people’s behavior is regulated through more integrated forms of internalization, they will have more positive experiences and greater psychological health and well-being. | Slemp et al., 2020   * Autonomy and:   + job satisfaction (ρ = 0.56)   + distress (ρ = -0.40)   + burnout (ρ = -0.45) * Basic psychological need satisfaction and:   + well-being (*r* = .49)   + distress (*r* = -.42) |
| **Causality Orientation Theory (*COT*)** | | | |
| Hagger & Hamilton, 2021  Murphy & Steel, 2021 | COT 1 | People have three different motivational orientations—called causality orientations—that represent global-level individual differences. Causality orientations are propensities to focus on certain aspects of environments and inner capacities that concern motivation and the causes of their behaviors. These are labeled the autonomy orientation, the controlled orientation, and the impersonal orientation. These orientations affect people’s situation-specific motivation, as well as their general need satisfaction, behavior, and experience. |  |
| COT 2 | Causality orientations are developmental outcomes that are influenced over time by biological and social-contextual factors that impact satisfaction of the basic psychological needs for autonomy, competence, and relatedness. To the degree that individuals’ social environments are substantially and persistently autonomy-supportive, controlling, or amotivating over time, people will, respectively, tend to develop strong autonomy orientations, controlled orientations, and impersonal orientations. |  |
| COT 3 | Causality orientations affect people’s effectiveness in engaging with their surroundings, as well as their psychological well-being, as mediated by types of domain- or situation-specific motivations and need satisfactions. The autonomy orientation promotes greater integration of personality, which strengthens itself and promotes effective performance and well-being. The controlled orientation promotes introjection and rigidity, which strengthens itself and promotes less effective self- regulation and less positive experience. The impersonal orientation promotes the experience of ineffectance and amotivation, thereby strengthening itself and leading to the least effective performance and lower well-being outcomes. | Hagger & Hamilton, 2021   * Autonomy orientation and identified regulation (*r* = 0.34) * Controlled orientation and introjected regulation (*r* = 0.18) |
| COT 4 | All individuals have all three causality orientations to some degree. Subtle cues in the environment may make different orientations more salient at that time and place. Thus, it is possible to prime people’s motivational orientations such that their behavior and experience will be significantly affected by the primed motivation even if that orientation is, in general, relatively weak. |  |
| **Basic Psychological Needs Theory(*BPNT*)** | | | |
| Ceresoli et al., 2016  Serie et al., 2021  Stanley et al., 2021  Tang et al., 2020  Vasquez, 2016  Yu et al., 2018 | BPNT 1 | There are three basic psychological needs, the satisfaction of which is essential to optimal development, integrity, and well-being. These are the needs for autonomy, competence, and relatedness. Failure to satisfy any of these needs will be manifested in diminished growth, integrity, and wellness. In addition, need frustration, typically due to the thwarting of these basic needs, is associated with greater ill-being and more impoverished functioning. | Serie et al., 2021   * Well-being and:   + autonomy (*r* = .35)   + competence (*r* = .28)   + relatedness (*r* = .37)   Stanley et al., 2021   * Positive affect and:   + autonomy need satisfaction (*r* = .39)   + competence need satisfaction (*r* = .45)   + relatedness need satisfaction (*r* = .39) * Negative affect and:   + autonomy need satisfaction (*r* = -.30)   + competence need satisfaction (*r* = -.33)   + relatedness need satisfaction (*r* = -.30)   Tang et al., 2020   * Depression and:   + autonomy need satisfaction (*r* = -.27)   + competence need satisfaction (*r* = -.37)   + relatedness need satisfaction (*r* = -.17)   + global need satisfaction (*r* = -.48) |
| BPNT 2 | Psychological need satisfactions and frustrations vary within persons over time, contexts, and social interactions. Any factor or event that produces variations in need satisfaction or need frustration will also produce variations in wellness, and this principle extends from highly aggregated levels of analysis down to moment-to-moment or situation-to- situation variations in functioning. |  |
| BPNT 3 | Satisfaction of each of the three psychological needs is facilitated by autonomy support, whereas controlling contexts and events can disrupt not only autonomy satisfactions, but relatedness and competence need fulfillments as well. | Slemp et al., 2018   * Autonomy-supportive leadership and:   + autonomy (*r* = 0.46)   + competence (*r* = 0.34)   + relatedness (*r* = 0.38) |
| BPNT 4 | Because basic psychological need satisfactions are functional requirements for full functioning and wellness, the effects of satisfaction versus frustration of these needs will be evidenced regardless of whether or not people explicitly desire or value the needs, and regardless of their sociocultural context. |  |
| BPNT 5 | Basic need satisfactions of autonomy, competence, and relatedness will tend to positively relate to one another, especially at an aggregated level of analysis (i.e., across domains, situations, or time). |  |
| BPNT 6 | Deficit needs (such as needs for security and self-esteem) become salient under circumstances of threat, distress, or thwarting of growth needs such as autonomy, competence, and relatedness. Satisfaction of deficit needs can stave off aspects of ill-being but do not typically contribute to enhanced wellness or flourishing. That is, deficit needs emerge as most salient under adverse conditions (threat, deprivation, exclusion, etc.), but they are not aspects of ongoing thriving, and their satisfactions may set the stage for, but do not necessarily promote, optimal human functioning. |  |
| BPNT 7 | Subjective vitality is based on more than physical nutrients; it also reflects satisfaction versus thwarting of basic psychological needs for autonomy, competence, and relatedness. Therefore, both externally controlling and self- controlling states are expected to deplete vitality, whereas basic psychological needs satisfactions are expected to enhance it. |  |
| BPNT 8 | Other factors aside, meaningful exposure to living nature has a positive effect on subjective vitality relative to exposure to non-natural, built environments without living elements, and this relation is mediated in part by basic psychological needs. |  |
| BPNT 9 | Mindfulness, defined as the open and receptive awareness of what is occurring both within people and within their context, facilitates greater autonomy and more integrated self-regulation, as well as greater basic psychological need satisfaction, which contributes to greater well-being. | Donald et al., 2020   * Mindfulness and:   + identified regulation (*r* = .26)   + introjected regulation (*r* = -.23) |
| **Goals Content Theory (*GCT*)** | | | |
| Bradshaw et al., 2022  Dittmar et al., 2014 | GCT 1 | Intrinsic goals are defined as those most directly associated with the pursuit of what is inherently valued, such as close relationships, personal growth, and contributing to one’s community. Extrinsic goals, in contrast, are those focused on instrumental outcomes, such as money, fame, power, or outward attractiveness. These goals can therefore be understood as lying along an axis from intrinsic to extrinsic. |  |
| GCT 2 | The more an individual values or prioritizes extrinsic goals relative to intrinsic goals, the lower will be his or her well-being. The more a person puts relative priority or value on intrinsic goals, the better the person’s wellness outcomes. | Bradshaw et al., 2022   * Extrinsic aspirations (relative centrality scores) and:   + well-being (*r* = -.23)   + ill-being (*r* = .24)   Dittmar et al., 2014   * Materialism and:   + life satisfaction (*r* = -.13)   + positive affect (*r* = -.23)   + negative affect (*r* = .15)   + positive self-appraisal (*r* = -.17)   + negative self-appraisal (*r* = .28)   + anxiety (*r* = .17)   + depression (*r* = .19)   + self-reported physical health (*r* = .15) |
| GCT 3 | These relations between intrinsic and extrinsic goals and wellness will largely be a function of (i.e., mediated by) satisfaction and frustration of basic psychological needs. In general, intrinsic goal pursuits are more satisfying of basic psychological needs. In addition, effects may also be a function of the regulatory basis of goal pursuits, as extrinsic goals will, on average, tend to be less autonomously regulated than intrinsic goals. |  |
| GCT 4 | Progress and success at attaining extrinsic goals will tend to be associated with less enhanced wellness relative to progress and attainment of intrinsic goals. Progress and attainment of intrinsic goals is predicted to yield especially enhanced wellness. These effects are largely mediated by basic psychological need satisfaction. |  |
| GCT 5 | Individuals whose basic psychological needs have been neglected or frustrated in development are more prone to adopt need substitutes, such as extrinsic life goals, as being personally important. To the extent that they do so, their well-being will be compromised. |  |
| GCT 6 | Motivators can frame goals in more extrinsic versus intrinsic terms. The latter will be more likely to produce sustained engagement and, ultimately, wellness. |  |
| GCT 7 | Because all goals can be more or less linked to need satisfaction, the relation of personal goals of any type to wellness-related outcomes is a function of (or is mediated by) need satisfactions. |  |
| GCT 8 | Mindfulness, in promoting more integrated functioning, also conduces to a greater focus on intrinsic goal contents relative to extrinsic goal contents. |  |
| **Relationships Motivation Theory (*RMT*)** | | | |
|  | RMT 1 | People have a basic psychological need for relatedness, the satisfaction of which is essential to growth, integrity, and wellness, and the frustration of which can play a causal role in ill-being. |  |
| RMT 2 | High-quality relationships are facilitated not only by having close and enduring social contact with a partner but also by experiencing autonomous motivation within and for that contact. Autonomous motivation—that is, the individual’s authentic willingness to participate in the relationship—contributes to high satisfaction and greater psychological wellness in both parties within that dyad. |  |
| RMT 3 | Within relationships the satisfactions of all three basic psychological needs for relatedness, autonomy, and competence contribute to, and in fact define, higher quality relationships and facilitate greater relationship satisfaction, attachment security, and well-being. |  |
| RMT 4 | Within relationships the frustrations of psychological needs for relatedness, autonomy, and competence contribute to relationship dysfunction and defence and greater relationship dissatisfaction, insecurity, and ill-being. |  |
| RMT 5 | Individuals who experience autonomy support from their partners within a close relationship will be more willing to emotionally rely on those partners and to turn to the partners for support. |  |
| RMT 6 | Individuals who experience autonomy support within a close relationship will be more able to “be themselves”—that is, to be authentic and transparent and to function closer to their own ideals. |  |
| RMT 7 | Autonomy-supportive partners in close relationships tend to experience a sense of mutuality—that is, when one partner experiences autonomy or autonomy support, the other is more likely to experience it as well—and the greater the degree of mutuality in autonomy or autonomy support within a relationship, the greater is the relationship satisfaction, attachment security, and well-being of both partners. |  |
| 8 | Although, inherently, satisfactions of the basic psychological needs are complementary and positive, if the social environment turns any two against each other—for example, if an individual’s relational partner requires the individual to relinquish satisfaction of one need (e.g., autonomy) in order to get satisfaction of another (e.g., relatedness)—the individual will experience a poorer relationship quality with that partner and a lower level of wellness. |  |
| 9 | To the degree that an individual in a relationship relates to the partner more as an object, stereotype, or thing, rather than as a person intrinsically worthy of respect, the partner will accordingly experience thwarting of the basic psychological needs, resulting in a lower quality relationship and poorer well-being. |  |

**Supplemental Material: Table S3**

*List of Excluded Articles and Their Reasons for Exclusion at the Full-text Screening Stage*

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| **Article** | **Reason for Exclusion** |
| Albanese, M. (2000). Problem-based learning: why curricula are likely to show little effect on knowledge and clinical skills. *Medical Education, 34*(9), 729-738. | Systematic review, not meta-analysis |
| Beaudry, S. G. (2012). *On monitoring and motivation in the self-regulation of behaviour: The roles of self-awareness, self-consciousness and self-determination in the context of dieting and weight management.* (72). ProQuest Information & Learning. | Did not test Self-Determination Theory hypothesis |
| Bohplian, S., & Bronas, U. G. (2022). Motivational Strategies and Concepts to Increase Participation and Adherence in Cardiac Rehabilitation: AN INTEGRATIVE REVIEW [Review]. *Journal of Cardiopulmonary Rehabilitation and Prevention*, *42*(2), 75-83. https://doi.org/10.1097/HCR.0000000000000639 | Systematic review, not meta-analysis |
| Cetas, E. R., & Yasué, M. (2017). A systematic review of motivational values and conservation success in and around protected areas. *Conservation Biology, 31*(1), 203-212. https://doi.org/10.1111/cobi.12770 | No relevant Self-Determination Theory variables |
| Chua, L.-K., Wulf, G., & Lewthwaite, R. (2018). Onward and upward: Optimizing motor performance. *Human Movement Science, 60*, 107-114. | Study, not meta-analysis |
| Cho, H. J., Wang, C., Bonem, E. M., & Levesque-Bristol, C. (2022). How Can We Support Students’ Learning Experiences in Higher Education? Campus Wide Course Transformation Program Systematic Review and Meta-Analysis [Article]. *Innovative Higher Education*, *47*(2), 223-252. https://doi.org/10.1007/s10755-021-09571-9 | Did not test Self-Determination Theory hypothesis |
| D’arrietta, L. M., Vangaveti, V. N., Crowe, M. J., & Malau-Aduli, B. S. (2022). Rethinking Health Professionals’ Motivation to Do Research: A Systematic Review [Review]. *Journal of Multidisciplinary Healthcare*, *15*, 185-216. https://doi.org/10.2147/JMDH.S337172 | Systematic review, not meta-analysis |
| Dalgetty, R., Miller, C. B., & Dombrowski, S. U. (2019). Examining the theory-effectiveness hypothesis: A systematic review of systematic reviews. *British Journal of Health Psychology, 24*(2), 334-356. | Systematic review, not meta-analysis |
| Fernández-Espínola, C., Robles, M. T. A., Collado-Mateo, D., Almagro, B. J., Viera, E. C., & Fuentes-Guerra, F. J. G. (2020). Effects of cooperative-learning interventions on physical education students’ intrinsic motivation: A systematic review and meta-analysis. *International Journal of Environmental Research and Public Health, 17*(12), 1-10. https://doi.org/10.3390/ijerph17124451 | Did not test Self-Determination Theory hypothesis |
| Gegenfurtner, A., Könings, K. D., Kosmajac, N., & Gebhardt, M. (2016). Voluntary or mandatory training participation as a moderator in the relationship between goal orientations and transfer of training. *International Journal of Training and Development, 20*(4), 290-301. https://doi.org/10.1111/ijtd.12089 | Did not test Self-Determination Theory hypothesis |
| Gerber, J., & Wheeler, L. (2009). On being rejected: A meta-analysis of experimental research on rejection. *Perspectives on Psychological Science, 4*(5), 468-488. https://doi.org/10.1111/j.1745-6924.2009.01158.x | No relevant Self-Determination Theory variables |
| Ginis, K. A. M., Nigg, C. R., & Smith, A. L. (2013). Peer-delivered physical activity interventions: An overlooked opportunity for physical activity promotion. *Translational Behavioral Medicine, 3*(4), 434-443. https://doi.org/10.1007/s13142-013-0215-2 | Systematic review, not meta-analysis |
| Hummel, E., & Randler, C. (2012). Living Animals in the Classroom: A Meta-Analysis on Learning Outcome and a Treatment-Control Study Focusing on Knowledge and Motivation. *Journal of Science Education and Technology, 21*(1), 95-105. https://doi.org/10.1007/s10956-011-9285-4 | Did not test Self-Determination Theory hypothesis |
| Krath, J., Schürmann, L., & von Korflesch, H. F. O. (2021). Revealing the theoretical basis of gamification: A systematic review and analysis of theory in research on gamification, serious games and game-based learning. *Computers in Human Behavior*, *125.* https://doi.org/10.1016/j.chb.2021.106963 | Systematic review, not meta-analysis |
| Mamekova, A. T., Toxanbayeva, N. K., Naubaeva, K. T., Ongarbayeva, S. S., & Akhmediyeva, K. N. (2021). A Meta-Analysis on the Impact of Gamification over Students’ Motivation [Article]. *Journal of Intellectual Disability - Diagnosis and Treatment*, *9*(4), 417-422. https://doi.org/10.6000/2292-2598.2021.09.04.9 | No relevant Self-Determination Theory variables |
| Manninen, M., & Campbell, S. (2021). The effect of the Sport Education Model on basic needs, intrinsic motivation and prosocial attitudes: A systematic review and multilevel meta-analysis. *European Physical Education Review*. http://doi.org/i:10.1177/1356336X211017938 | Did not test Self-Determination Theory hypothesis |
| Mathiesen, A. S., Rothmann, M. J., Zoffmann, V., Jakobsen, J. C., Gluud, C., Lindschou, J., . . . Thomsen, T. (2021). Self-determination theory interventions versus usual care in people with diabetes: a protocol for a systematic review with meta-analysis and trial sequential analysis. *Systematic Reviews, 10*(1). https://doi.org/10.1186/s13643-020-01566-5 | Protocol of unfinished meta-analysis |
| Meyns, P., Roman de Mettelinge, T., van der Spank, J., Coussens, M., & Van Waelvelde, H. (2018). Motivation in pediatric motor rehabilitation: A systematic search of the literature using the self-determination theory as a conceptual framework. *Developmental Neurorehabilitation, 21*(6), 371-390. https://doi.org/10.1080/17518423.2017.1295286 | Systematic review, not meta-analysis |
| Miles, A., & Upenieks, L. (2021). Moral self-appraisals explain emotional rewards of prosocial behavior. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being*. https://doi.org/10.1007/s10902-021-00434-w | No relevant Self-Determination Theory variables |
| Moller, A. C., Ntoumanis, N., & Williams, G. C. (2019). Financial Incentives May Influence Health Behaviors, But Do We End Up With Less Than We Paid For? A Self-determination Theory Perspective. In (Vol. 53, pp. 939-941): Oxford University Press. | Systematic review, not meta-analysis |
| Möller, J., Pohlmann, B., Köller, O., & Marsh, H. W. (2009). A meta-analytic path analysis of the internal/external frame of reference model of academic achievement and academic self-concept. *Review of Educational Research, 79*(3), 1129–1167. https://doi.org/10.3102/0034654309337522 | No relevant Self-Determination Theory variables |
| Muriana, L. M., & Baranauskas, M. C. C. (2021). Affecting User's Self-esteem: Analysis under the Self-determination Theory Perspective and Design Recommendations. ACM International Conference Proceeding Series | Study, not meta-analysis |
| Okada, R. (2010). Structural changes in academic motivation from elementary school to university: A meta-analytic review of relations among motivational constructs. *Japanese Journal of Educational Psychology, 58*(4), 414-425. https://doi.org/10.5926/jjep.58.414 | No English language version available |
| Prinzie, P., Stams, G. J. J. M., Dekovič, M., Reijntjes, A. H. A., & Belsky, J. (2009). The Relations Between Parents' Big Five Personality Factors and Parenting: A Meta-Analytic Review. *Journal of Personality and Social Psychology, 97*(2), 351-362. https://doi.org/10.1037/a0015823 | Did not test Self-Determination Theory hypothesis |
| Raabe, J., Schmidt, K., Carl, J., & Höner, O. (2019). The Effectiveness of Autonomy Support Interventions With Physical Education Teachers and Youth Sport Coaches: A Systematic Review. *Journal of Sport & Exercise Psychology, 41*(6), 345-355. | Systematic review, not meta-analysis |
| Rhodes, R. E., Boudreau, P., Josefsson, K. W., & Ivarsson, A. (2021). Mediators of physical activity behaviour change interventions among adults: a systematic review and meta-analysis. *Health Psychology Review, 15*(2), 272-286. https://doi.org/10.1080/17437199.2019.1706614 | Did not test Self-Determination Theory hypothesis |
| Sansfaçon, J., Steiger, H., Gauvin, L., Fletcher, & Israël, M. (2017). Does level of motivation for change impact post-treatment outcomes in the eating disorders? Protocol for a systematic review with quantitative analysis. *Journal of Eating Disorders, 5*(1). https://doi.org/10.1186/s40337-017-0147-1 | Protocol of unfinished meta-analysis |
| Shahab, M. H., Ghazali, E., & Mohtar, M. (2021). The role of elaboration likelihood model in consumer behaviour research and its extension to new technologies: A review and future research agenda. *International Journal of Consumer Studies*. https://doi.org/10.1111/ijcs.12658 | Systematic review, not meta-analysis |
| Van Dam, L., Smit, D., Wildschut, B., Assink, M., Stams, G. J. J. M., Branje, S. J. T., & Rhodes, J. E. (2018). Does Natural Mentoring Matter? A Multilevel Meta‐analysis on the Association Between Natural Mentoring and Youth Outcomes. *American Journal of Community Psychology, 62*(1/2), 203-220. https://doi.org/10.1002/ajcp.12248 | Did not test Self-Determination Theory hypothesis |
| Vella, S. A., Sutcliffe, J., Schweickle, M. J., Liddle, S. K., & Swann, C. (2021). Mental health and childhood participation in organized sport. In *Physical Activity and Sport During the First Ten Years of Life: Multidisciplinary Perspectives* (pp. 101-112). | Book chapter, not meta-analysis |
| Wong, L. S., Gibson, A. M., Farooq, A., & Reilly, J. J. (2021). Interventions to Increase Moderate-to-Vigorous Physical Activity in Elementary School Physical Education Lessons: Systematic Review [Article]. *Journal of School Health*, *91*(10), 836-845. https://doi.org/10.1111/josh.13070 | Systematic review, not meta-analysis |
| Young, H. R., Glerum, D. R., Joseph, D. L., & McCord, M. A. (2021). A Meta-Analysis of Transactional Leadership and Follower Performance: Double-Edged Effects of LMX and Empowerment. *Journal of Management, 47*(5), 1255-1280. https://doi.org/10.1177/0149206320908646 | No relevant Self-Determination Theory variables |
| Zimmer, C., & Causgrove Dunn, J. (2021). An Exploratory Study of Teachers' Experiences in Physical Education With Children Thought to Have Developmental Coordination Disorder. *Adapted Physical Activity Quarterly, 38*(2), 177-194. | Study, not meta-analysis |