

# EPHE 575

## Motivation

### To Do

Last day to select Major Project type and topic.

8am Tuesday

Team Dynamics





# What Is Motivation?

Motivation is the *direction* and *intensity* of effort.

- *Direction of effort:* Whether an individual seeks out, approaches, or is attracted to a situation.
- *Intensity of effort:* How much effort an individual puts forth in a situation.
- What motivates and guides your life?  
What motivates you in sport/exercise?



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# Views of Motivation

## **Participant– or Trait–Centered View**

Motivated behavior is primarily a function of individual characteristics (e.g., needs, goals, personality).



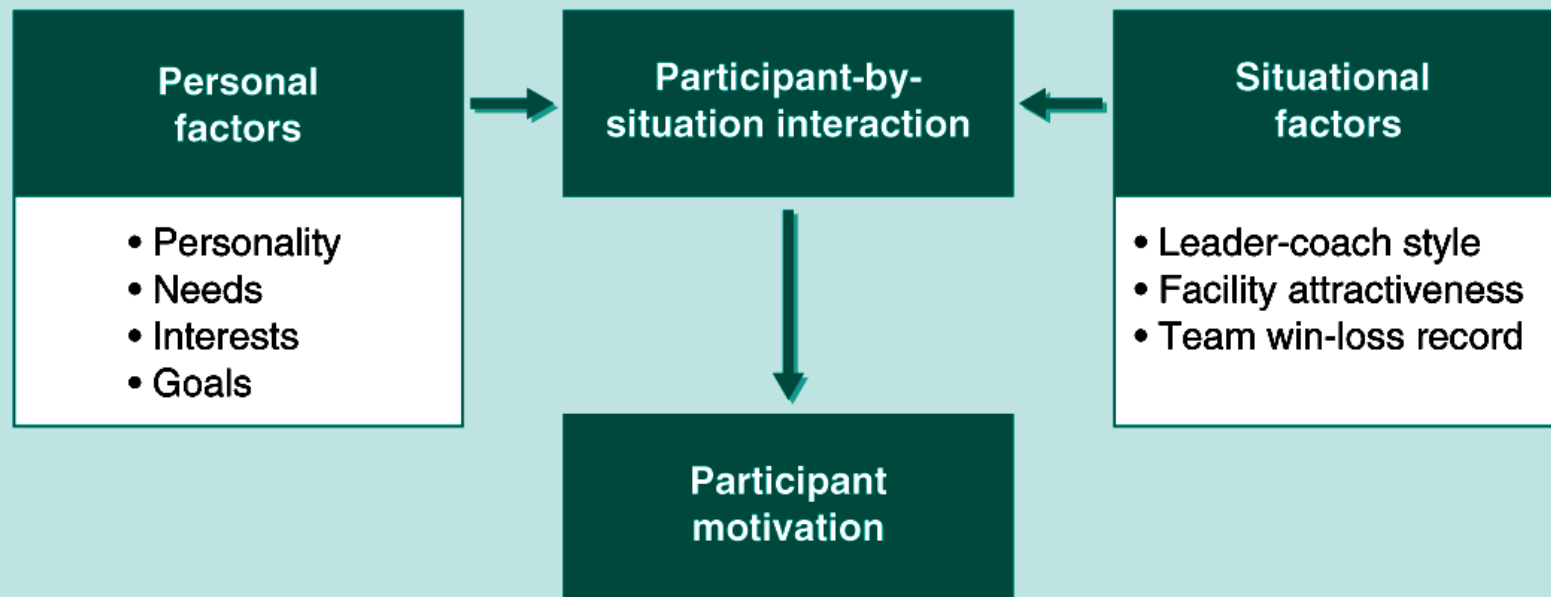
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# Views of Motivation


## **Situation-Centered View**

Motivated behavior is primarily determined by situational factors.

# Interactional View of Motivation







# Major Motives for Sport Participants

- Improving skills
- Having fun
- Being with friends
- Experiencing thrills and excitement
- Achieving success; competitive outlet
- Developing fitness





# Major Motives for Exercise Participants

## **Joining**

Health factors

Weight loss

Fitness

Self-challenge

Feeling better

## **Continuing**

Enjoyment

Like instructor

Like type of activity

Social factors






# What Are Achievement Motivation and Competitiveness?

## ***Achievement motivation***

An individual's orientation to strive for task success, persist in the face of failure, and experience pride in accomplishments.

(Gill, 1986)





# **Why Achievement Motivation Is Important**

**Achievement motivation  
influences**

**choice of activities**

**effort to pursue goals**

**intensity of effort**

**persistence (in the face of failure)**



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## ***Competitiveness***

“A disposition to strive for satisfaction when making comparisons with some standard of excellence in the presence of evaluative others.”

(Martens, 1986)





# What Are Achievement Motivation and Competitiveness?

## ***Keys:***

**Competitiveness =  
Social evaluation or comparison**

**Achievement motivation =  
Self-comparison or achievement**



# Theories of Achievement Motivation



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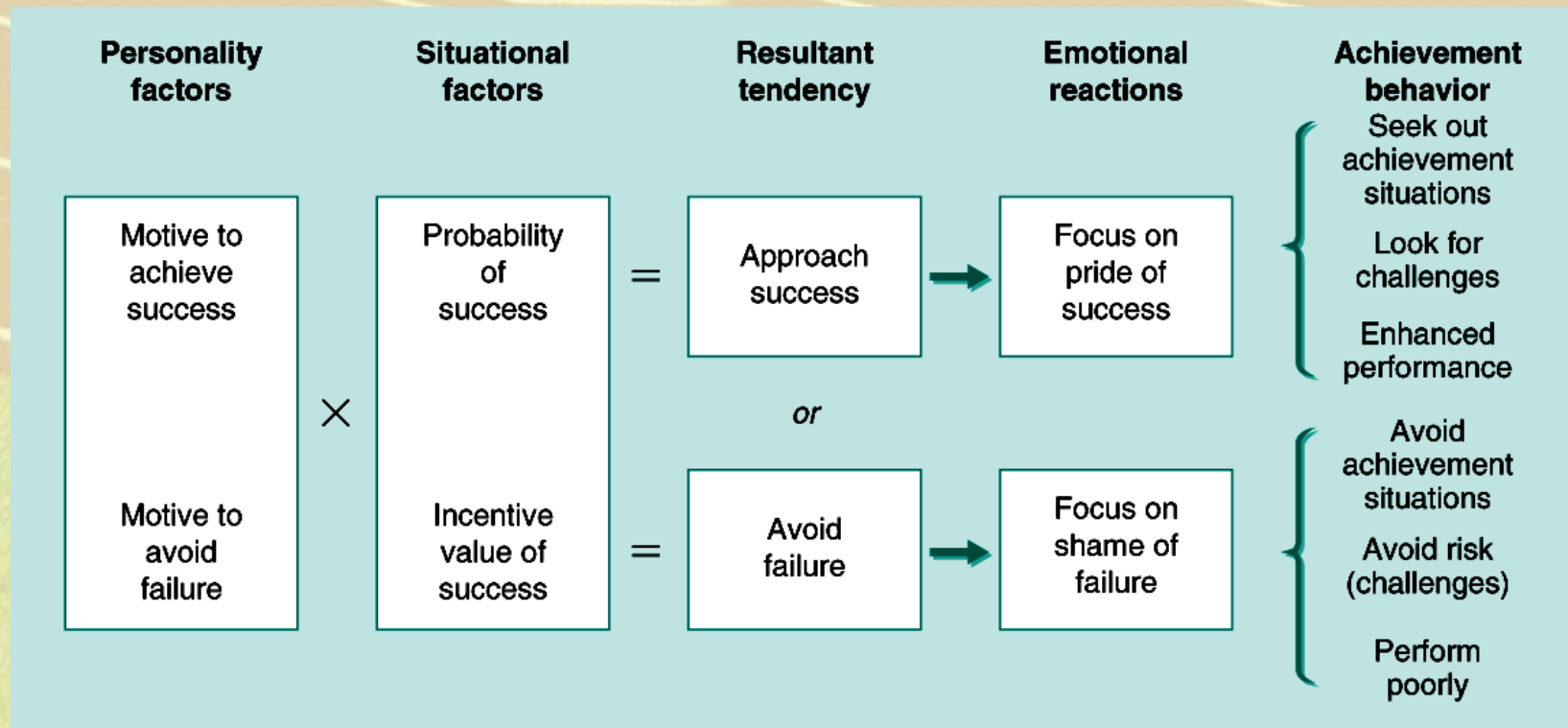
# **Early Theories of Achievement Motivation:**

**Instinct Theory**

**Drive Theory**

**Need achievement theory**

# Need Achievement Theory





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# Contemporary Theories of Achievement Motivation:

**Self-Efficacy Theory**

**Attribution theory**

**Achievement goal theory**

**Competence motivation theory**



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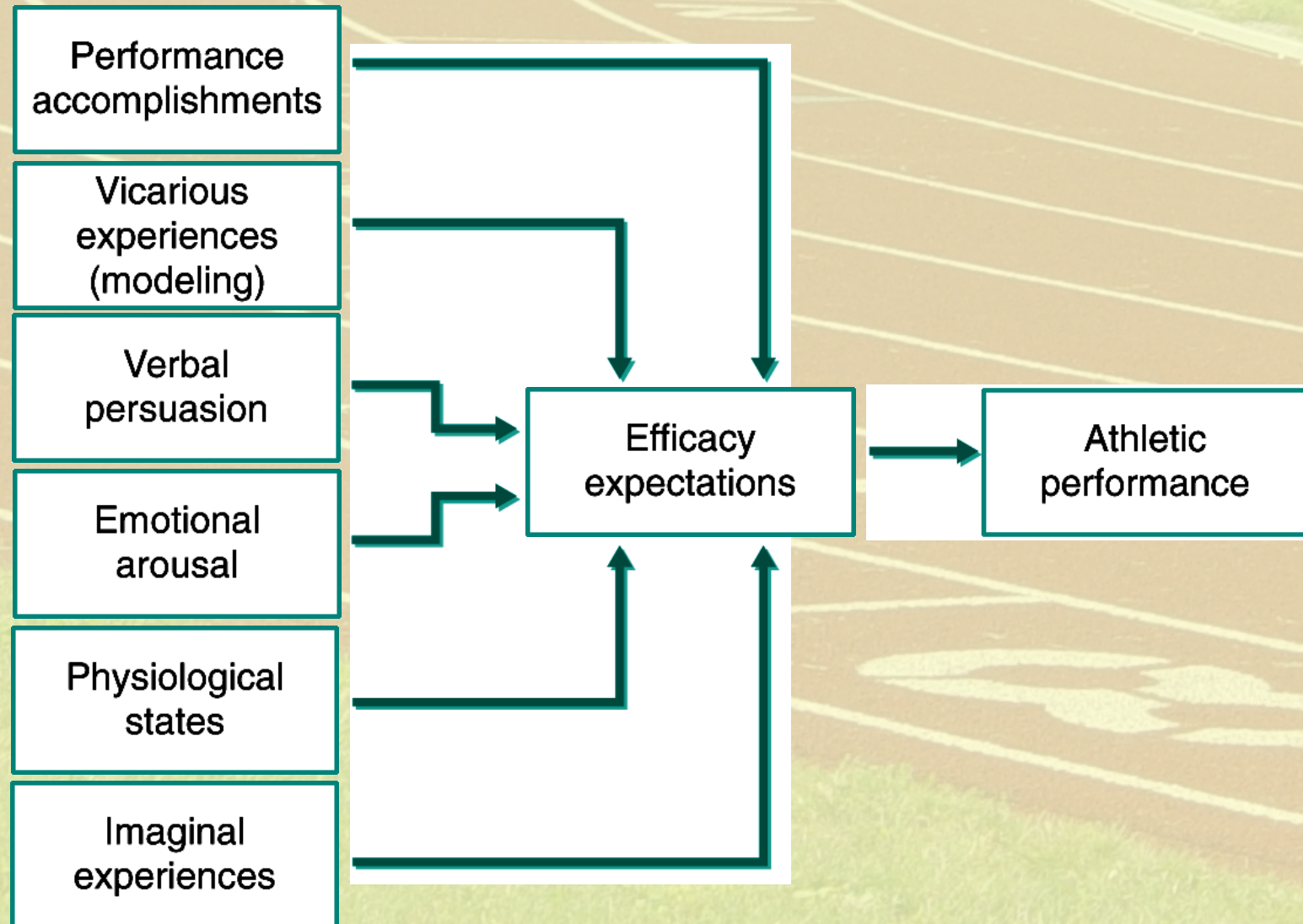
# Self-Efficacy Theory... Bandura

## **Self-Efficacy**

The perception of one's ability to perform a task successfully is really a situation-specific form of self-confidence.



# Self-Efficacy Sources





# Potential Sources of Influence & Motivation Among Elite Athletes

- *Gould et al. Study: interviews of 10 current/former Olympic champions, 1980 - 1998 games (28/32 medals won gold)*
- *used "triangulation" (S.O.s & coaches)*
- *Sources of Influence:*
  - community
  - individual dev't (genetics; maturity etc.)
  - non-sport people
  - sport people (agents, coaches, competitors, former elite players)
  - the sport process (success in competition)



# Attribution Theory

## Attributions

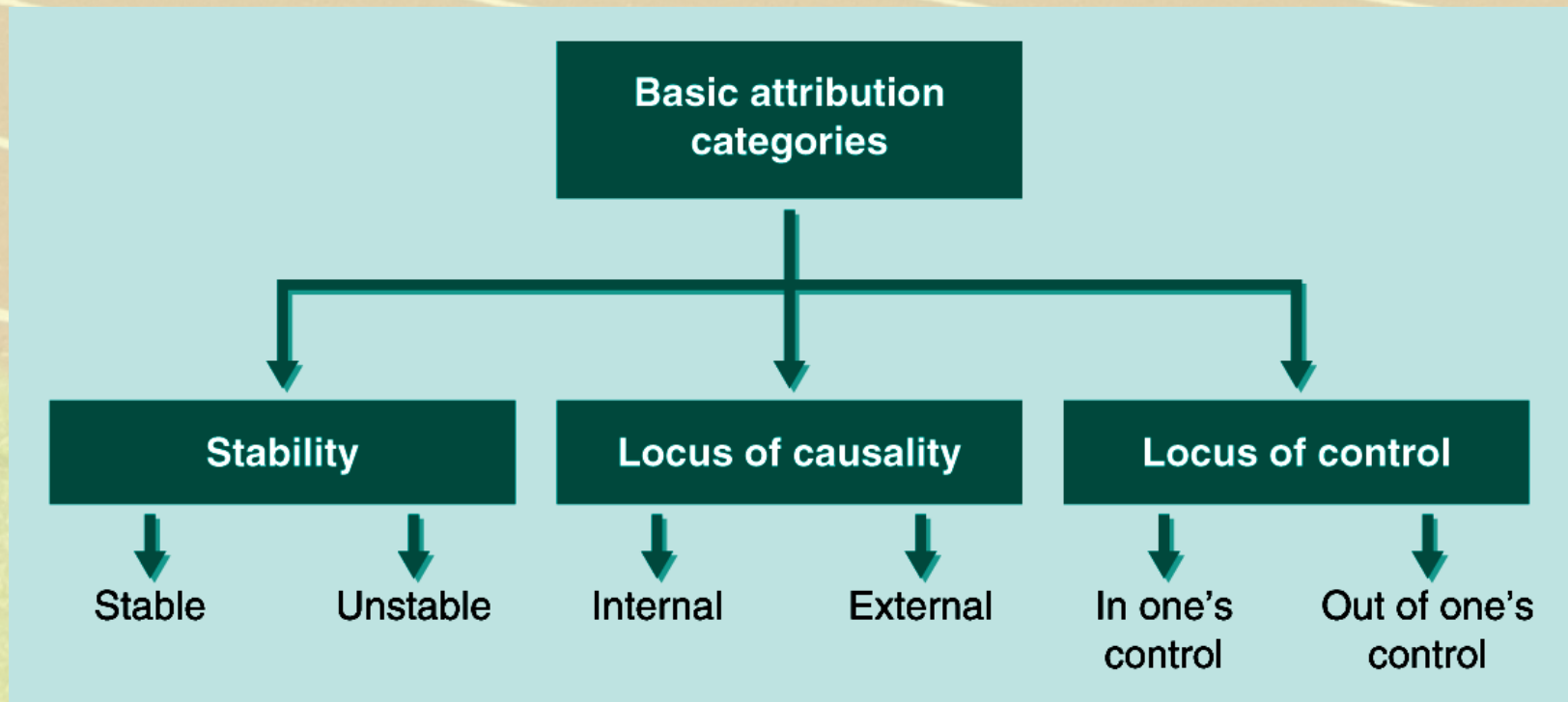
How people explain their successes and failures

## Attribution categories

- Stability
- Locus of causality
- Locus of control

# Attribution Theory

## Weiner's basic attribution categories





# Attributions and Achievement Motivation

## Attributions

## Psychological result

Stable

Increased expectation of success

Internal cause

Increased pride or shame

In one's control

Increased motivation



# Achievement Goal Theory

## Achievement goals

*Outcome goal orientation*  
(or competitive goal orientation)

*Task goal orientation*  
(or mastery goal orientation)



# Achievement Goal Theory

## Achievement goals

- Outcome-oriented goals
- Task-oriented goals

+

## Perceived ability

- High perceived ability or competence
- Low perceived ability or competence

## Achievement behavior

- Performance
- Effort
- Persistence
- Task choice
- ✓ realistic tasks or opponents
- ✓ unrealistic tasks or opponents



# Achievement Goal Theory

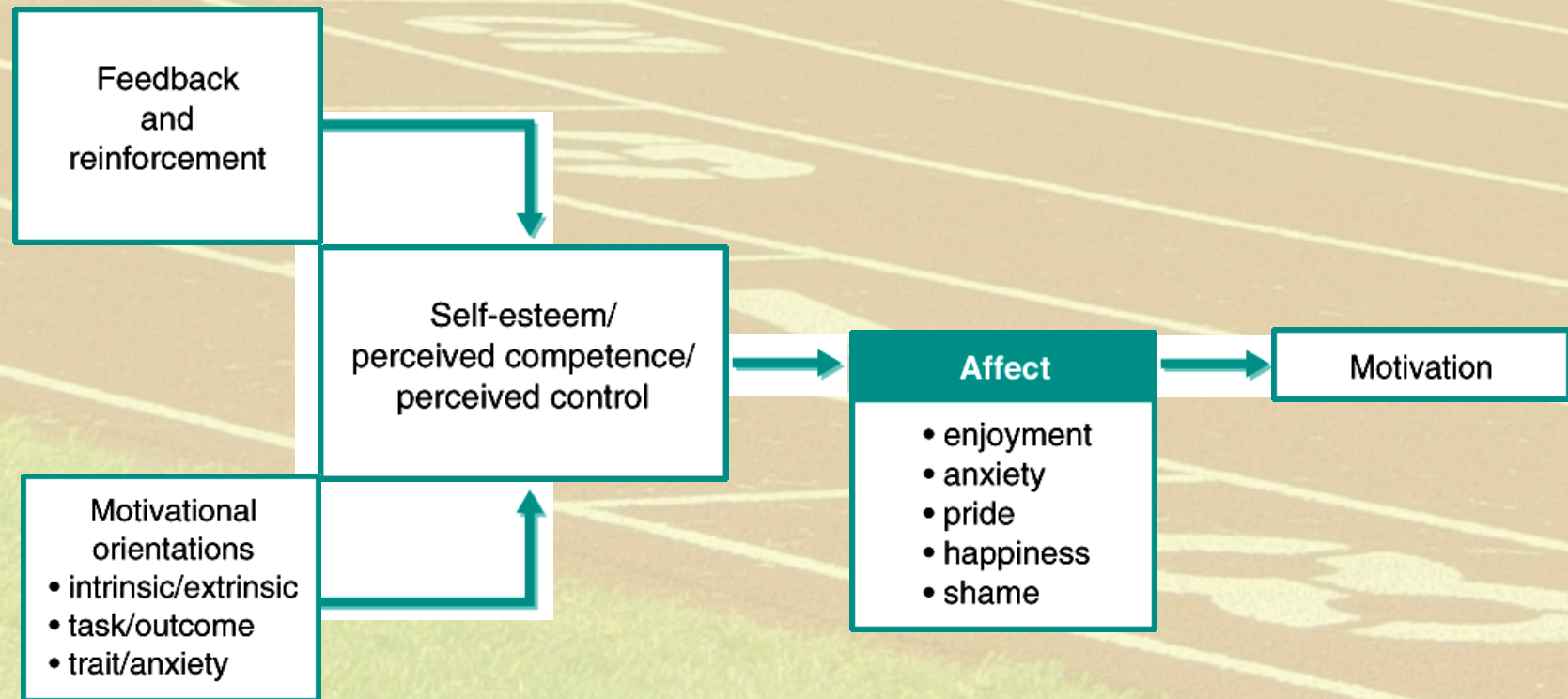
## ***Keys:***

**Focus extra attention on task-oriented goals.**

**Foster mastery or task motivational climates.**



# Competence Motivation Theory (Cognitive Evaluation Theory)







# Competence Motivation Theory

## ***Keys:***

**People are motivated to feel worthy or competent.**

**Feelings of competence and worth, as well as perceptions of control, determine motives.**



# What Theories of Achievement Motivation Tell Us About High Achievers

## Motivational orientation

- High motivation to achieve success
- Low motivation to achieve failure
- Focuses on the pride of success



# What Theories of Achievement Motivation Tell Us About High Achievers

## Attributions

- Ascribes success to stable and internal factors within one's control
- Ascribes failure to unstable and external factors outside one's control

## Goals adopted

- Usually adopts task goals



# What Theories of Achievement Motivation Tell Us About High Achievers

**Perceived  
competence  
/  
control**

- Has high perceived competence and feels that achievement is within his or her control

**Task  
choice**

- Seeks out challenges and able competitors/tasks

**Performance**

- Performs well in evaluative conditions



# Intrinsic Motivation and Extrinsic Rewards

- Intrinsic motivation: Striving inwardly to be competent and self-determining.  
(e.g., geena davis "It's just fun to see how good you can get.")
- Basic question: Do extrinsic rewards undermine intrinsic motivation?
- Some research shows that being paid for working on an intrinsically interesting activity can decrease a person's intrinsic motivation for the activity.



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# Intrinsic Motivation and Extrinsic Rewards

## Cognitive Evaluation Theory

How rewards are *perceived* is critical in determining whether intrinsic motivation increases or decreases.



# Cognitive Evaluation Theory

- *Controlling aspects:* Rewards that are perceived to control a person or suggest the person is *not competent* decrease intrinsic motivation.
- *Informational aspects:* Rewards that increase the information aspect and provide *positive* feedback about competence increase intrinsic motivation.

(continued)



# Cognitive Evaluation Theory

- *Success and failure:* Competitive success *increases* intrinsic motivation, whereas competitive failure *decreases* intrinsic motivation.
- *Function and significance:* How a reward affects intrinsic motivation depends on whether the recipient perceives it to be more controlling or more informational.



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# How Extrinsic Rewards Affect Intrinsic Motivation in Sport

- *Scholarships:* Athletic scholarships can either decrease or increase athletes' levels of intrinsic motivation, depending on which is more emphasized—the controlling or informational aspects.



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# Guidelines for Building Motivation

- Emphasize mastery (task) goals and downplay outcome goals.
- Monitor and correct inappropriate attributions.
- Praise, reinforce liberally
- Determine when competitive goals are appropriate.
- Enhance feelings of competence and control.



# Guidelines for Building Motivation

## Guideline 1

- Recognize the interaction of personal and situational factors influencing achievement behavior.
  - Goal orientation
  - Primary attributions
  - Situations approached or avoided



# Guidelines for Building Motivation

## Guideline 2

### **People have multiple motives for involvement.**

- Understand why people participate in physical activity.
- People participate for more than one reason.
- People may have competing motives for involvement.
- People have both shared and unique motives.
- Motives change over time.



# Guidelines for Building Motivation

## Guideline 3

### **Change the environment to enhance motivation.**

- Environment may be competitive or recreational.
- Provide for multiple motives and opportunities.
- Adjust to individuals within groups.





# Guidelines for Building Motivation

## Guideline 4

**Leaders influence  
motivation, directly  
and indirectly.**



# Guidelines for Building Motivation

## Guideline 5

**Use behavior modification (contingency management) to change undesirable participant motives.**

Systematic application of the basic principles of reinforcement to change behavior



# Deliberate Play

1. Free Play
2. Deliberate Play
3. Structured Practice
4. Deliberate Practice



# Classification of Sport Participation - 3 Stages

# 1. Sampling

## 2. Specializing

### 3. Investment





# Sampling

**6-12 Years Old**

Enrolled/active in a variety of sports

Purposes: FUN, Develop fundamental motor skills

Deliberate Practice: Low      Deliberate Play: High

# Specializing

**13-15 Years Old**

Focused on one or two sports.

Purpose: FUN, Develop sport specific skills

Deliberate Practice: Medium Deliberate Play: High



# Investment

**16 + Years Old**

Specialised to one sport.

Purpose: Develop sport-specific skills

Deliberate Practice: High Deliberate Play: Low

Deliberate Play =  
INTRINSIC MOTIVATION