Title	Motivation in sport and physical activity: Synthesis of theories and methods
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Motivation in Sport and Physical Activity: Synthesis of Theories and Methods.

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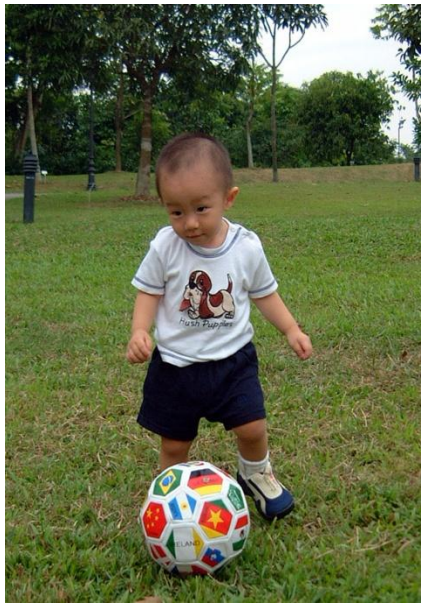
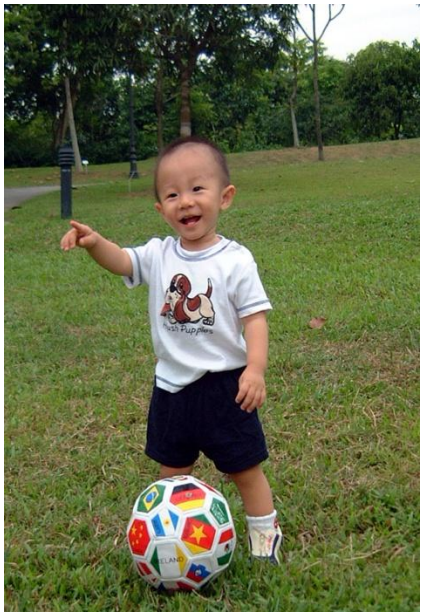
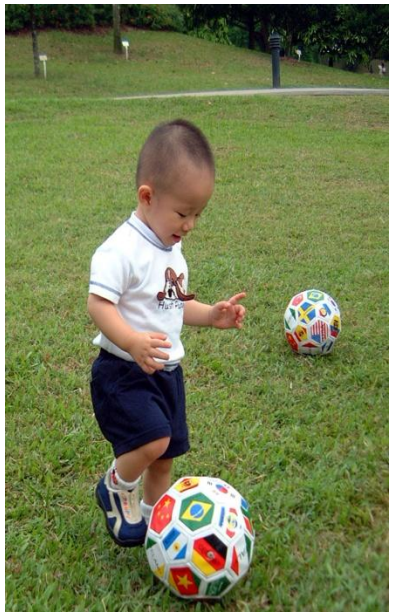


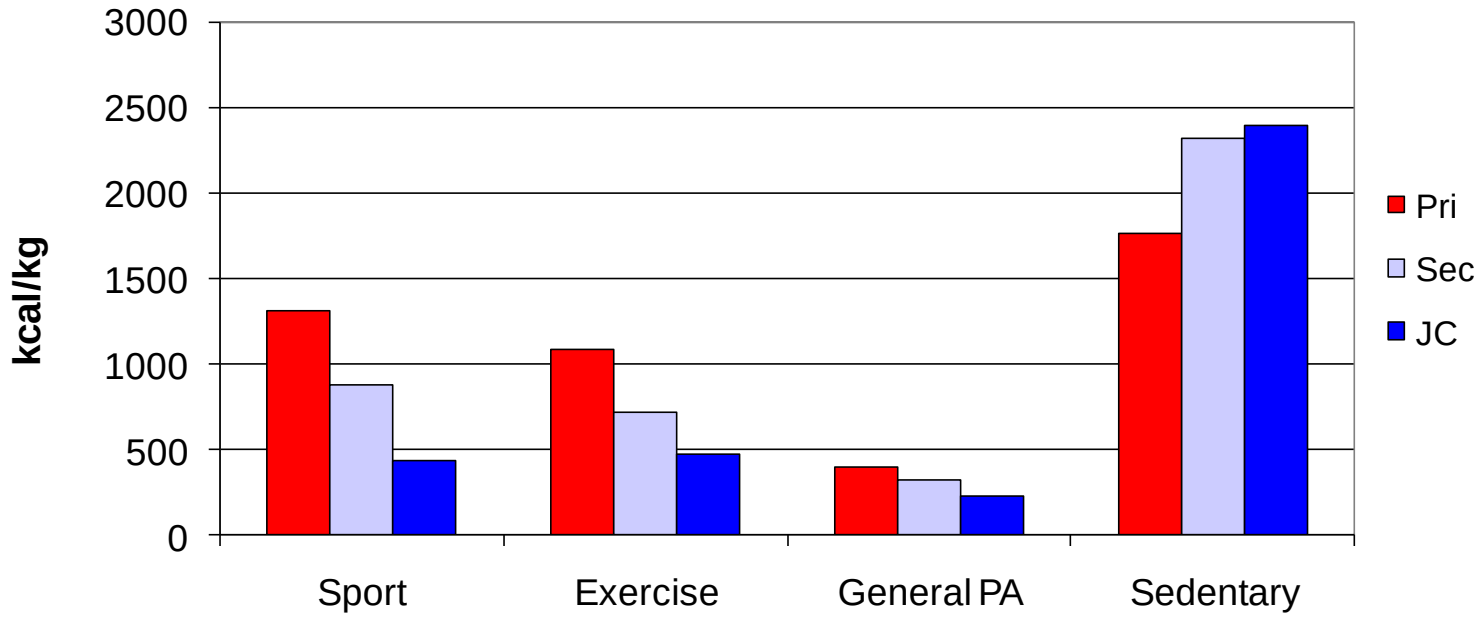




MOVE AHEAD WITH GOOD ENGLISH

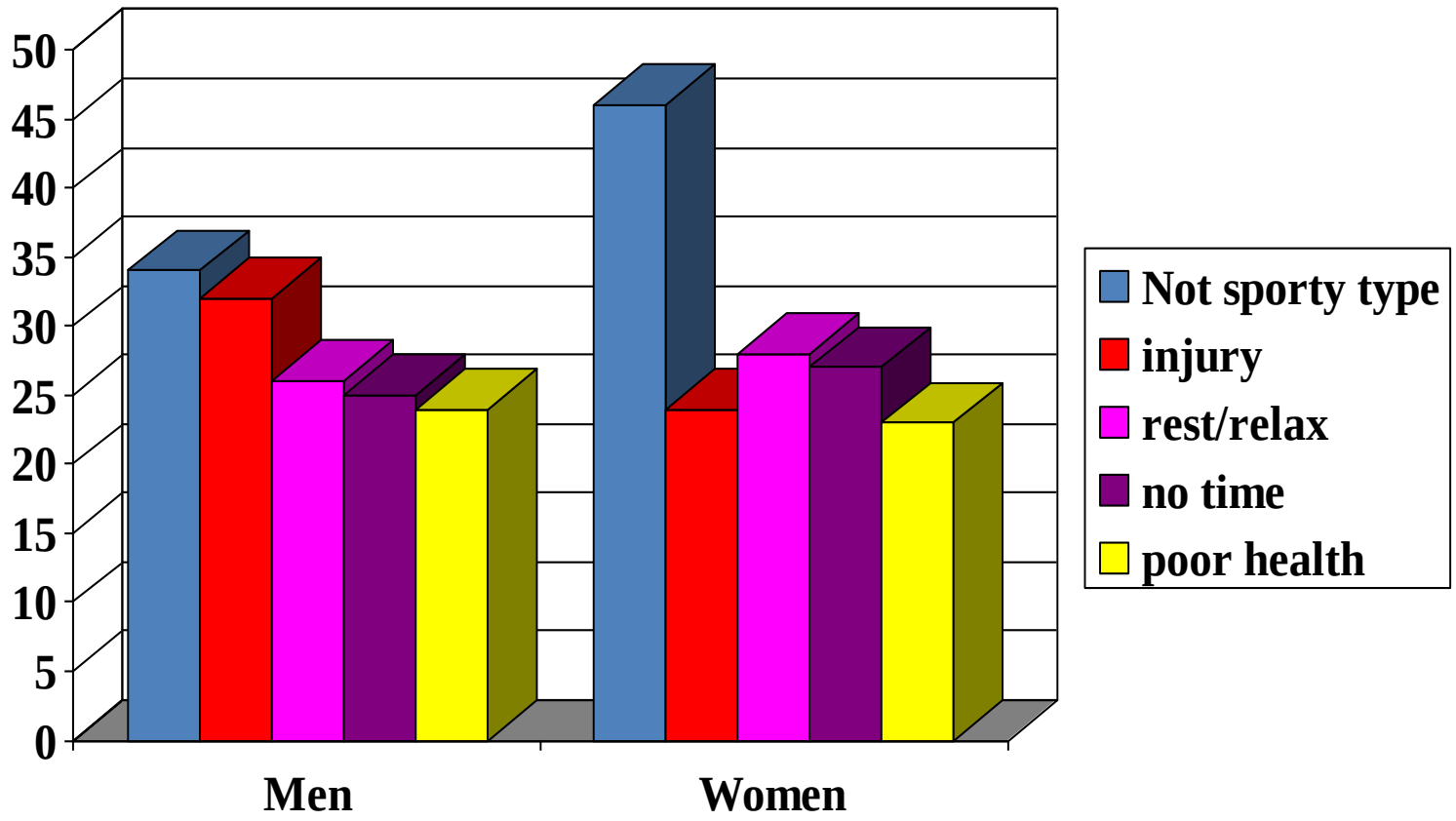
Introduction

Trend in PA & Sedentary Behaviour in Singapore



Wang et al., 2008

Barriers to PA



ADNFS (1992); Ball, Crawford, & Owen (2000)

Overview of Presentation

- Define motivation
- Overview of the three theoretical frameworks
  - sport ability beliefs
  - achievement goal theory
  - self-determination theory
- Synthesis of theories and methods- some examples
- Summary

Understanding Motivation

Persistence

Direction

Intensity

Persistence over time

Performance

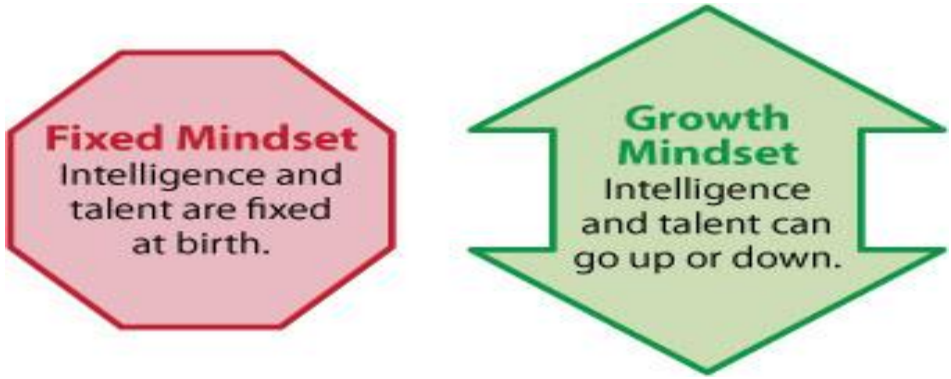
Study of Motivation

Theory Y

Theory X + = + Theory Z

Sport Ability Beliefs

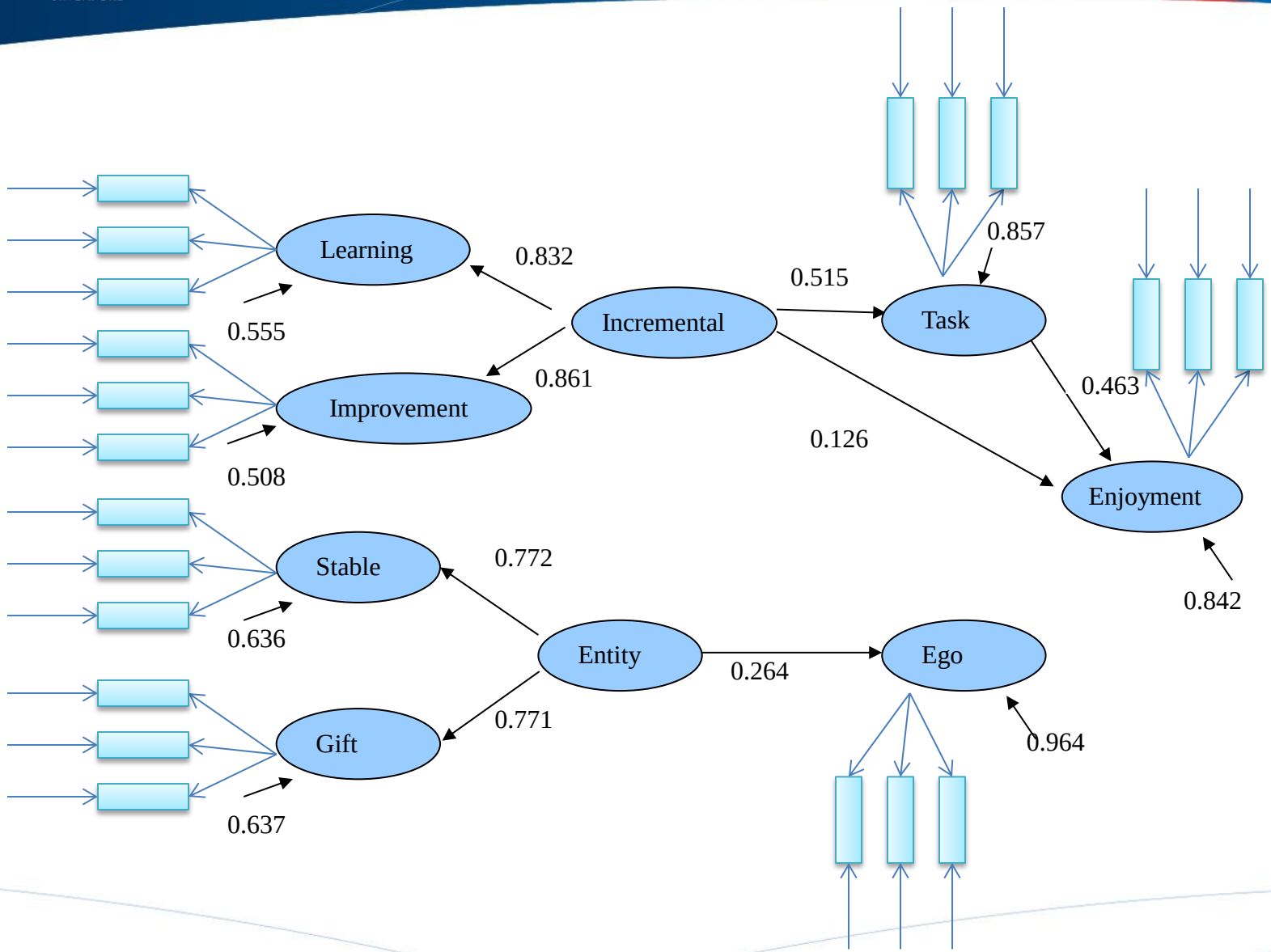
- Dweck & her colleagues (Dweck & Leggett, 1988) proposed that theories of intelligence that people hold create different goals.



Ego Goals **Mastery Goals**

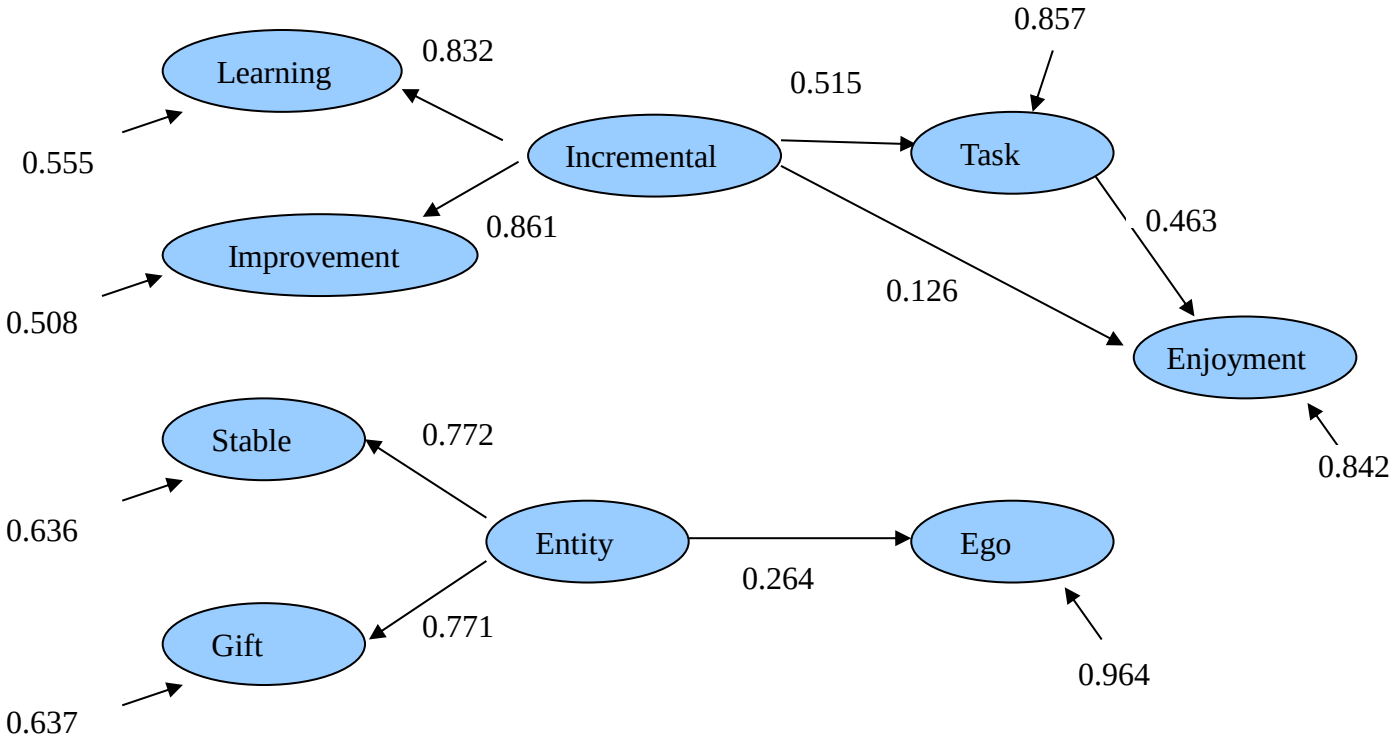
Sport Ability Beliefs

Biddle et al., 2003



$\chi 2$ = 815.49, df = 343, NNFI = 0.915, CFI = 0.921, RMSR = 0.065, RMSEA = 0.047

Biddle et al., 2003



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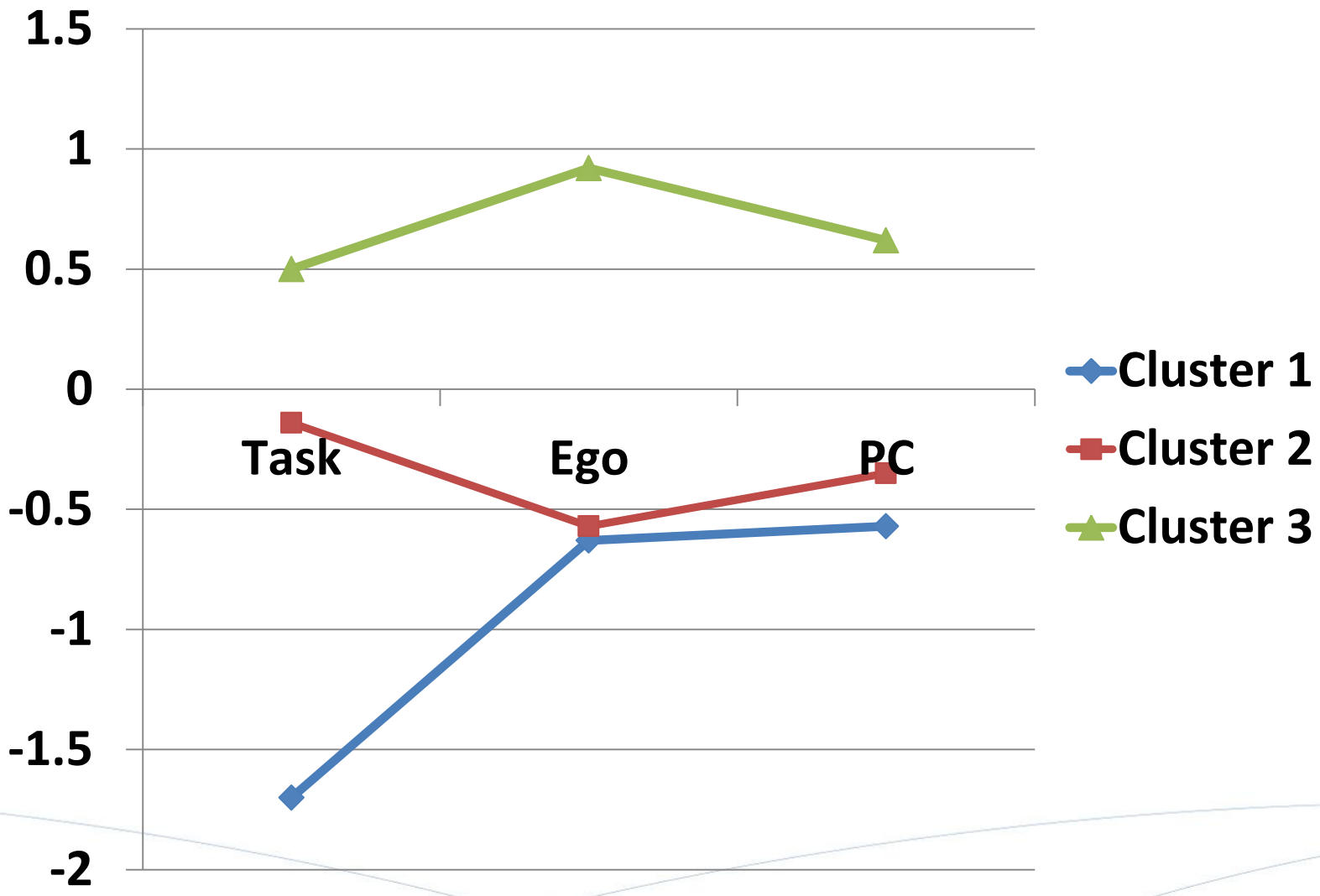
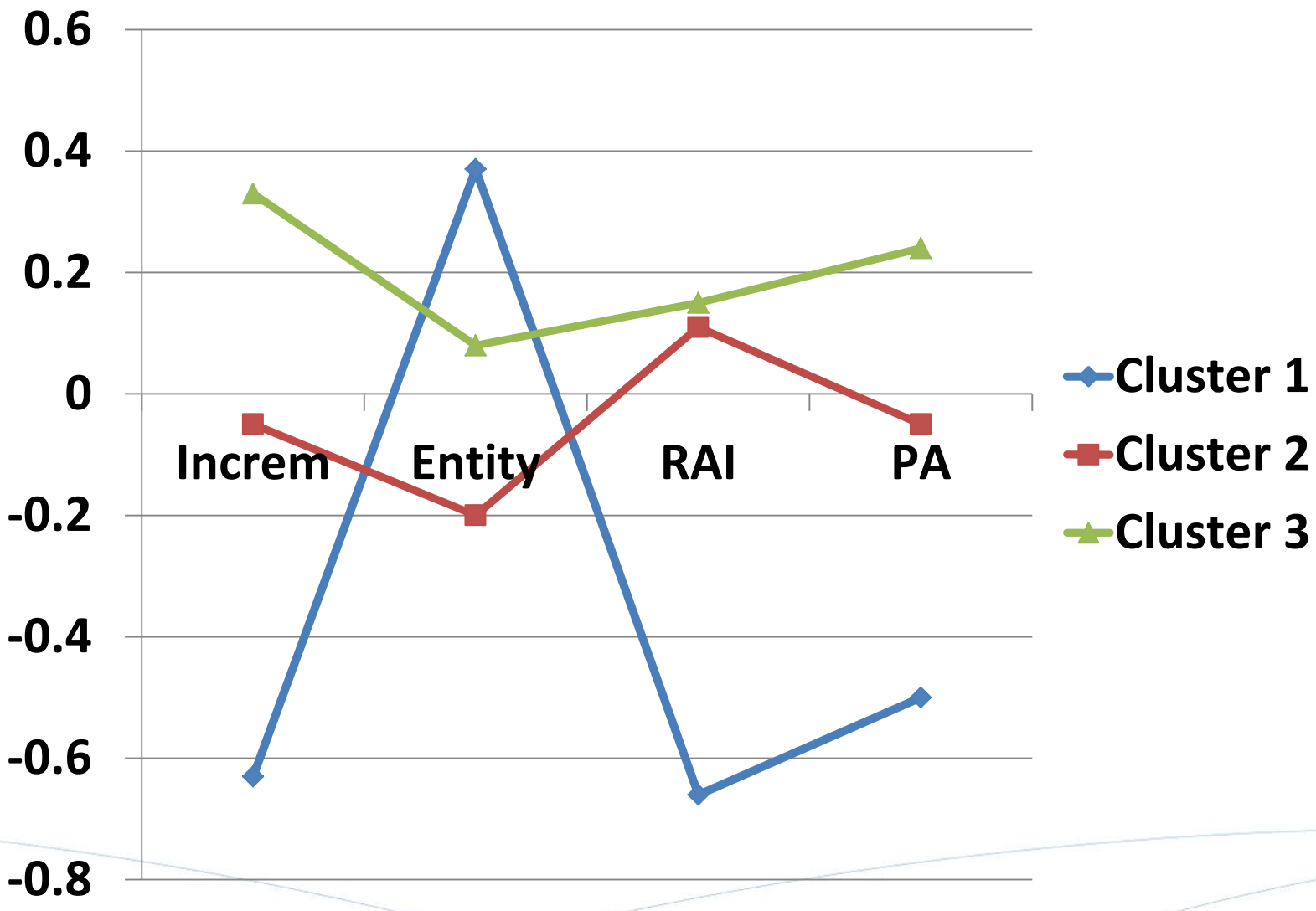


Wang et al. 2002



Sport Ability Beliefs

- Entity beliefs do not allow feelings of confidence and control over future outcomes, especially when perceived competence is low, thus resulting in less adaptive responses.
- Incremental beliefs, through the pursuit of task goals, allow the feeling that success is under one's personal control (Duda & Nicholls, 1992; Nicholls, 1989), resulting in more adaptive motivational patterns.
- It is apparent that looking at self-conceptions of ability or beliefs is useful in understanding students' motivation in physical activity settings.

Achievement Goal Theory

- Nicholls' AGT (1989) assumes individuals strive to demonstrate competence and avoid showing incompetence.

Achievement Goal Theory

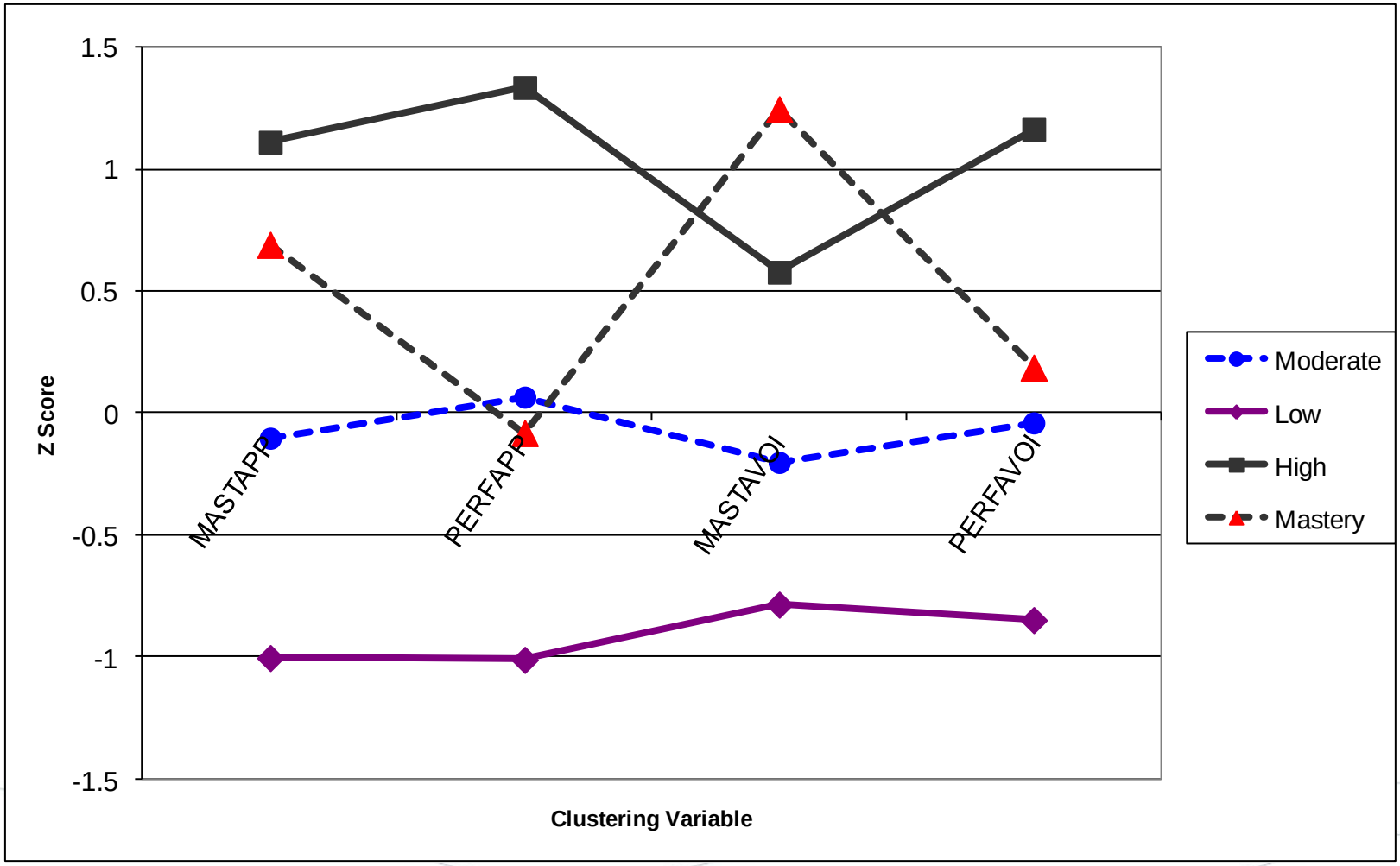
Predictions:

Goal Orientation	Perceived Ability	Behaviour Pattern
Ego/Performance	High	Adaptive
Ego/Performance	Low	Maladaptive
Task/Mastery	High or Low	Adaptive

A 2x2 Achievement Goal

		Definition	
		Mastery	Performance
Valence	Approach	Mastery-Approach	Performance-Approach
	Avoidance	Mastery-Avoidance	Performance-Avoidance

Wang, Biddle & Elliot 2007



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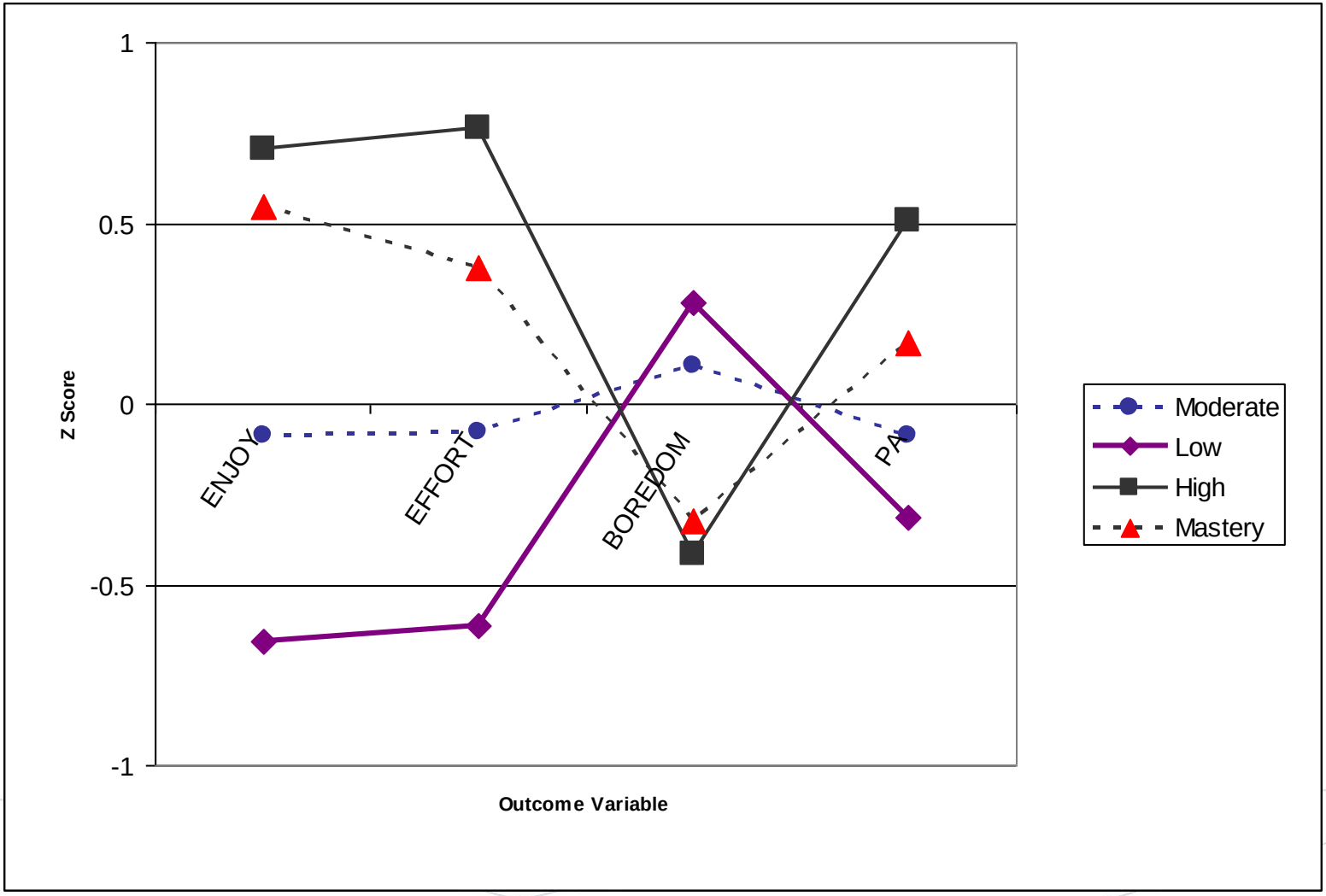

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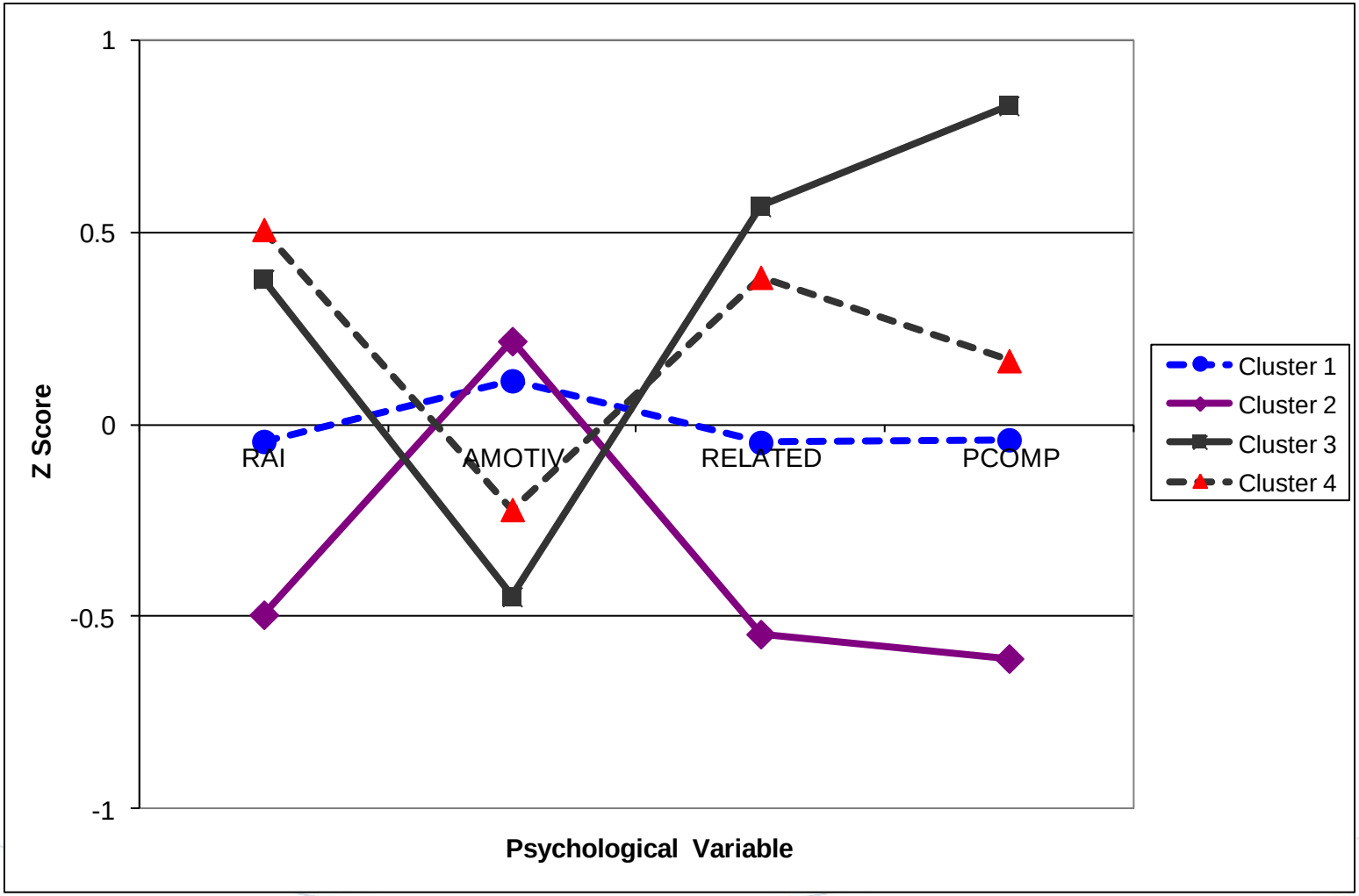
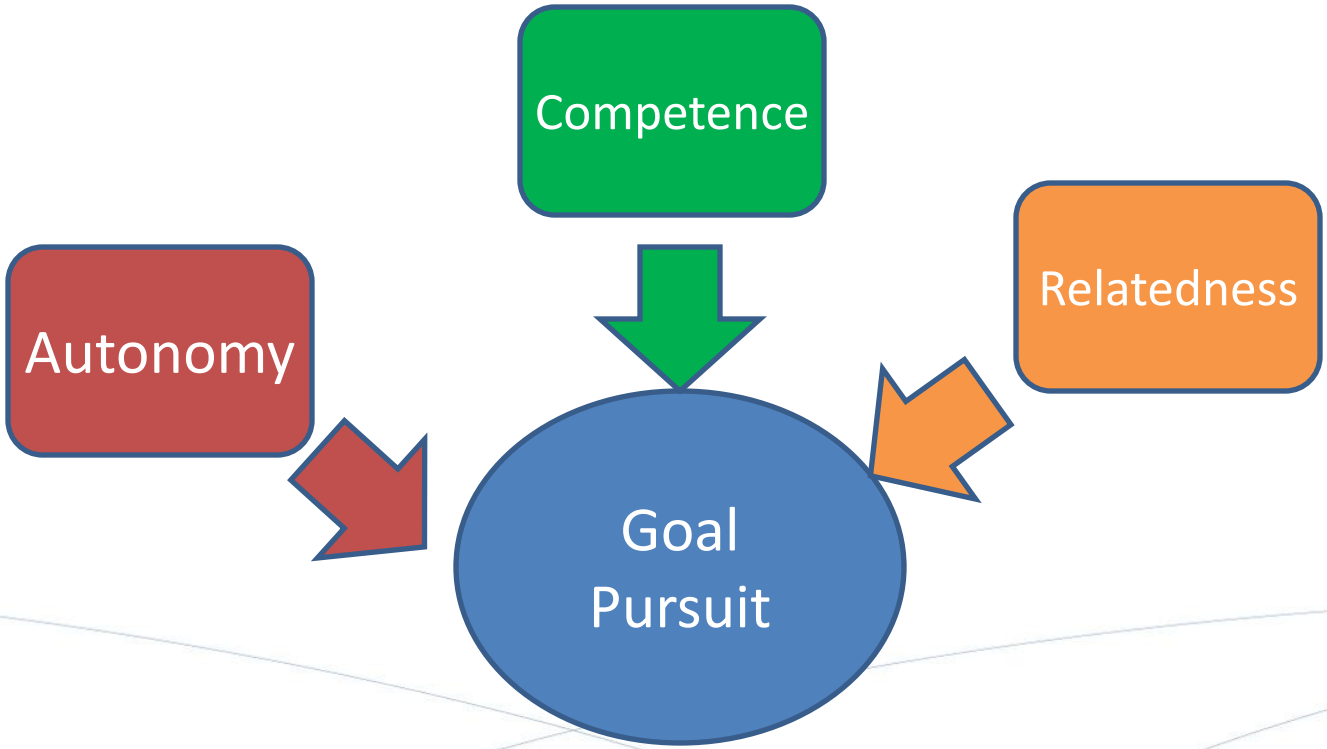
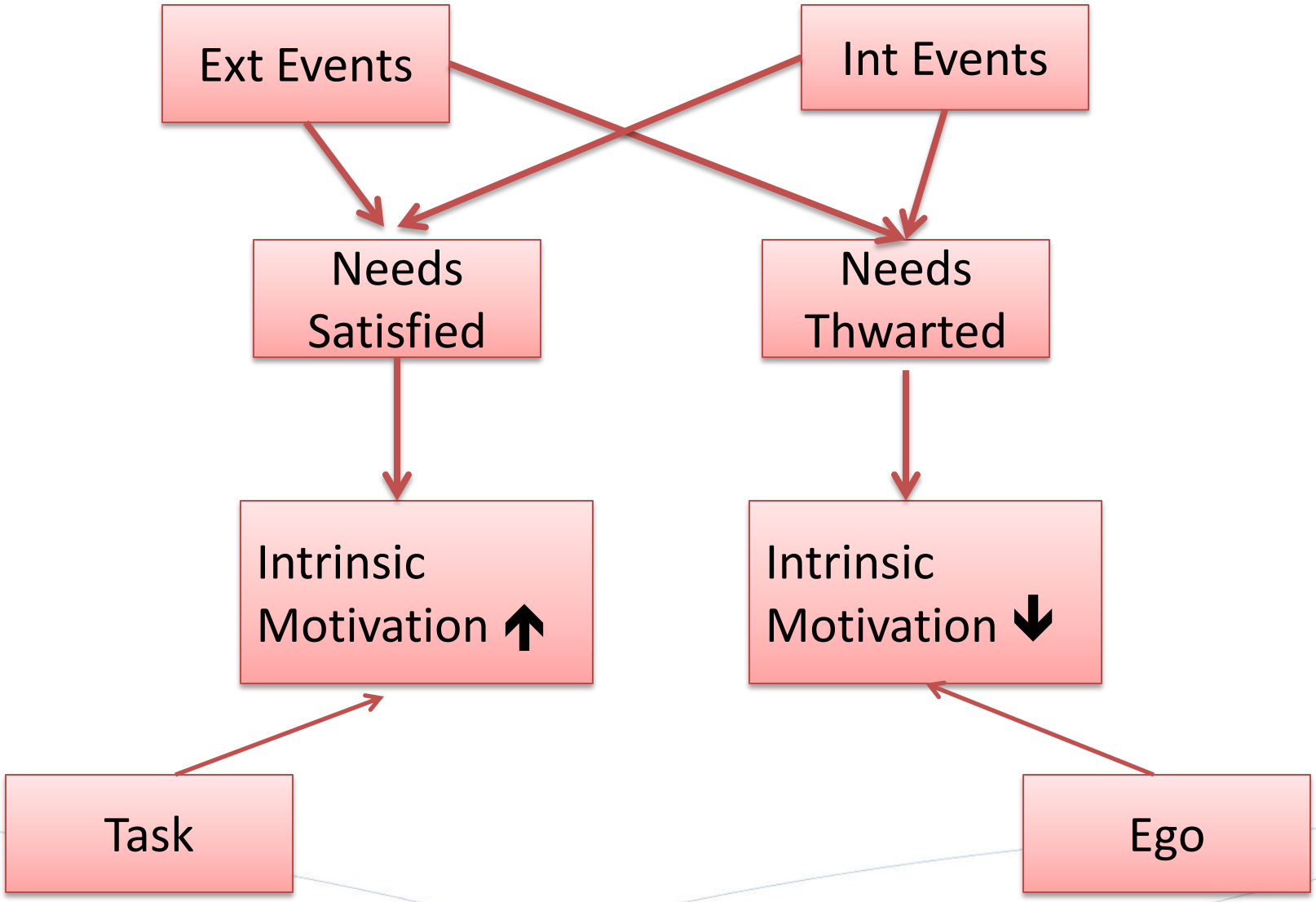


Self-Determination Theory

- *According to SDT, people are active organisms seeking to master their internal and external environment (Ryan & Deci, 2008).*
- Three psychological needs are essential conditions for self-growth, integrity and well-being.
- Goals pursuit are driven by psychological needs.



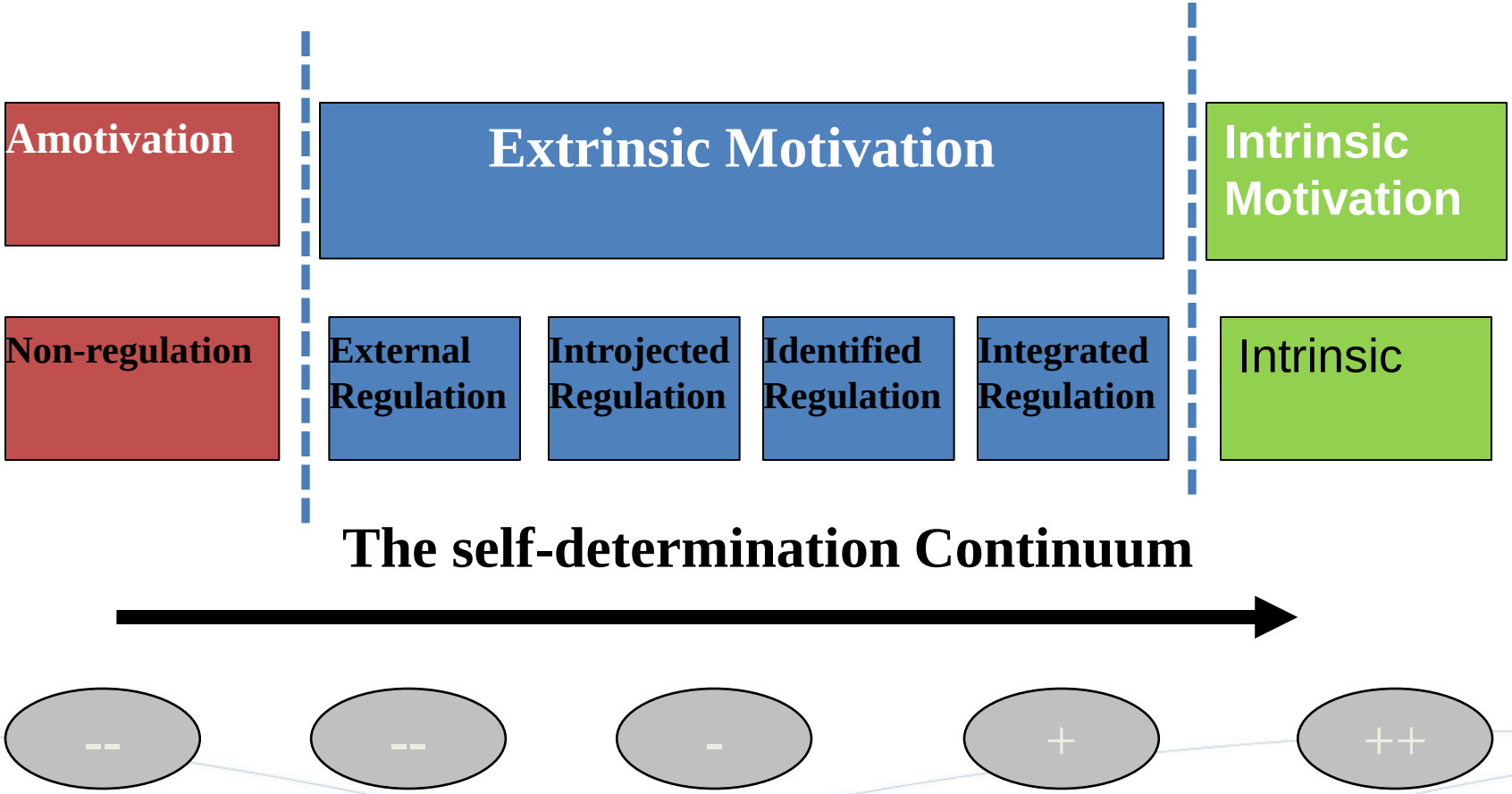
Self-Determination Theory



Nature of Motivation

Amotivation	Extrinsic Motivation	Intrinsic Motivation

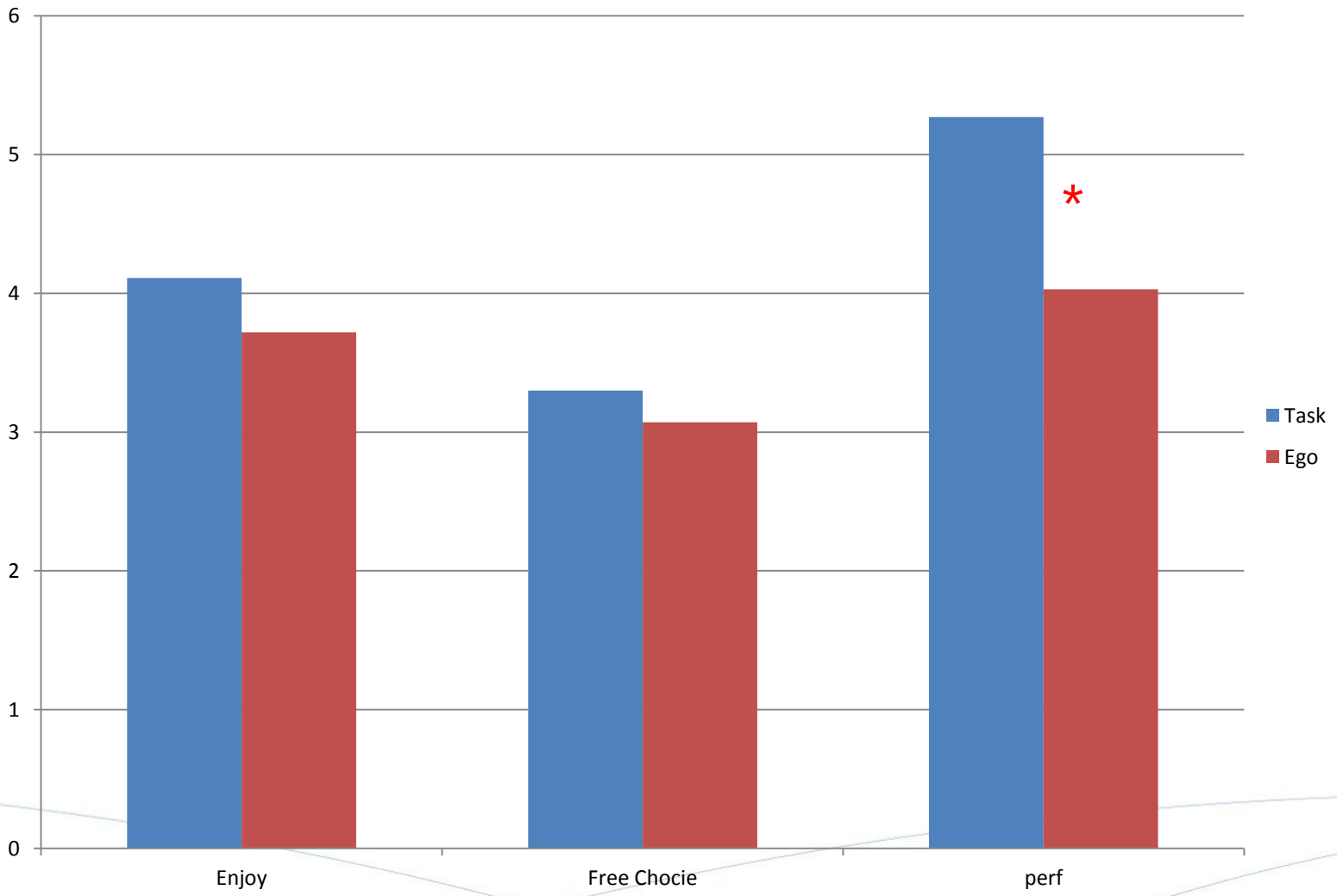
Self-Determination Continuum:



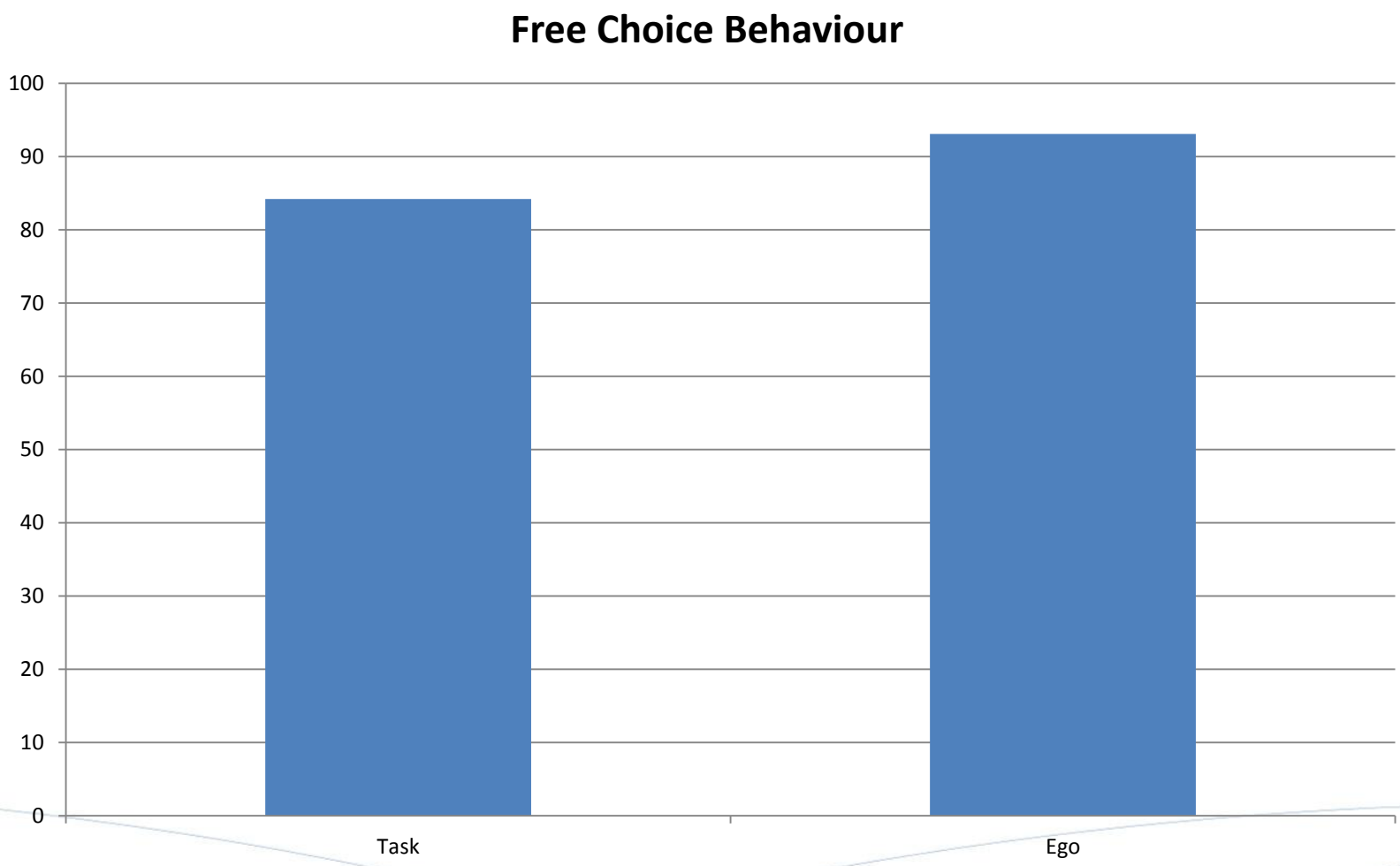
Self-Determination Theory

- Spray, Wang, Biddle, & Chatzisarantis (2006) experimentally-induced achievement goal involvement with autonomous and controlling communication styles.

Spray, Wang, Biddle, & Chatzisarantis, 2006



Spray, Wang, Biddle, & Chatzisarantis, 2006



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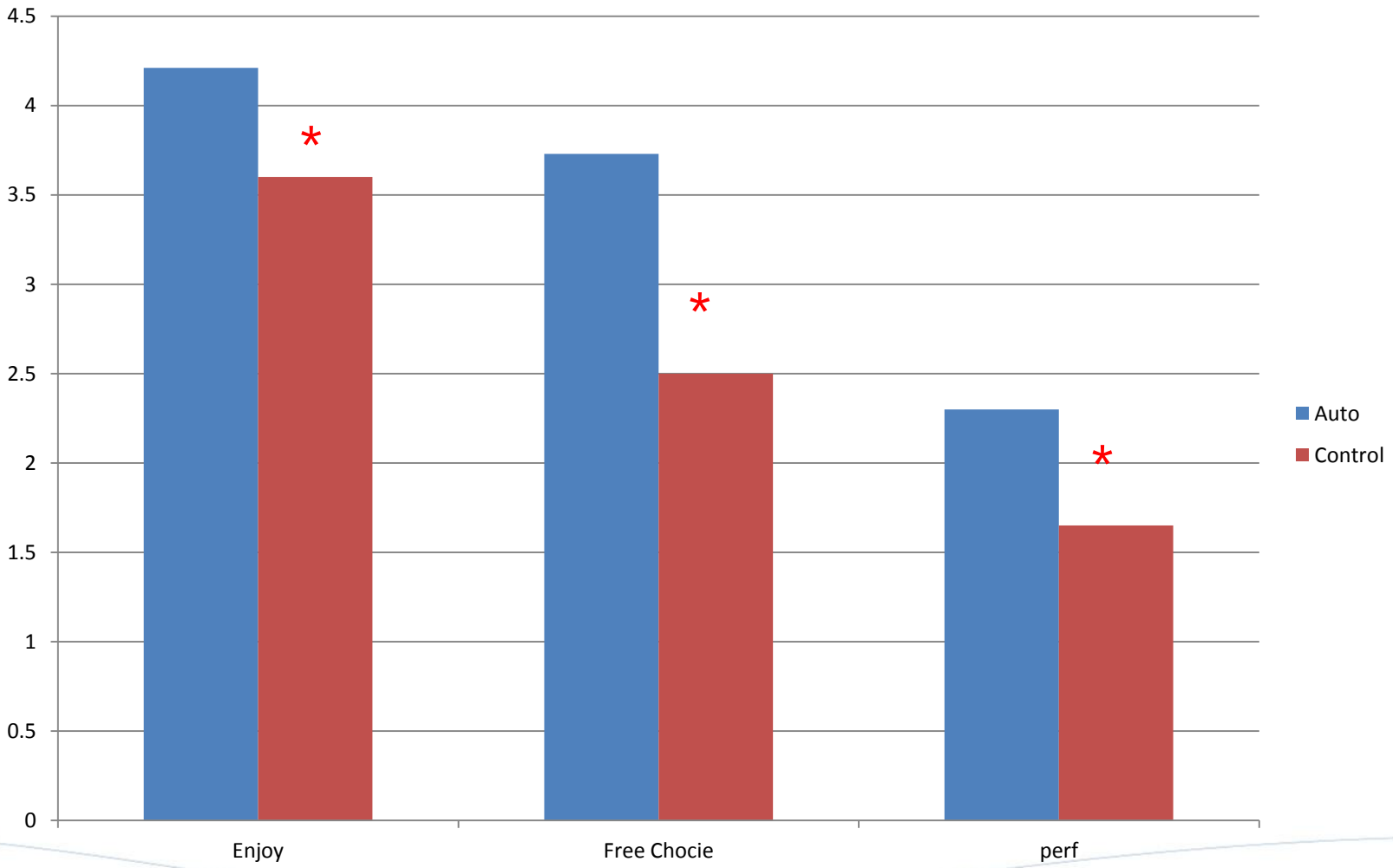
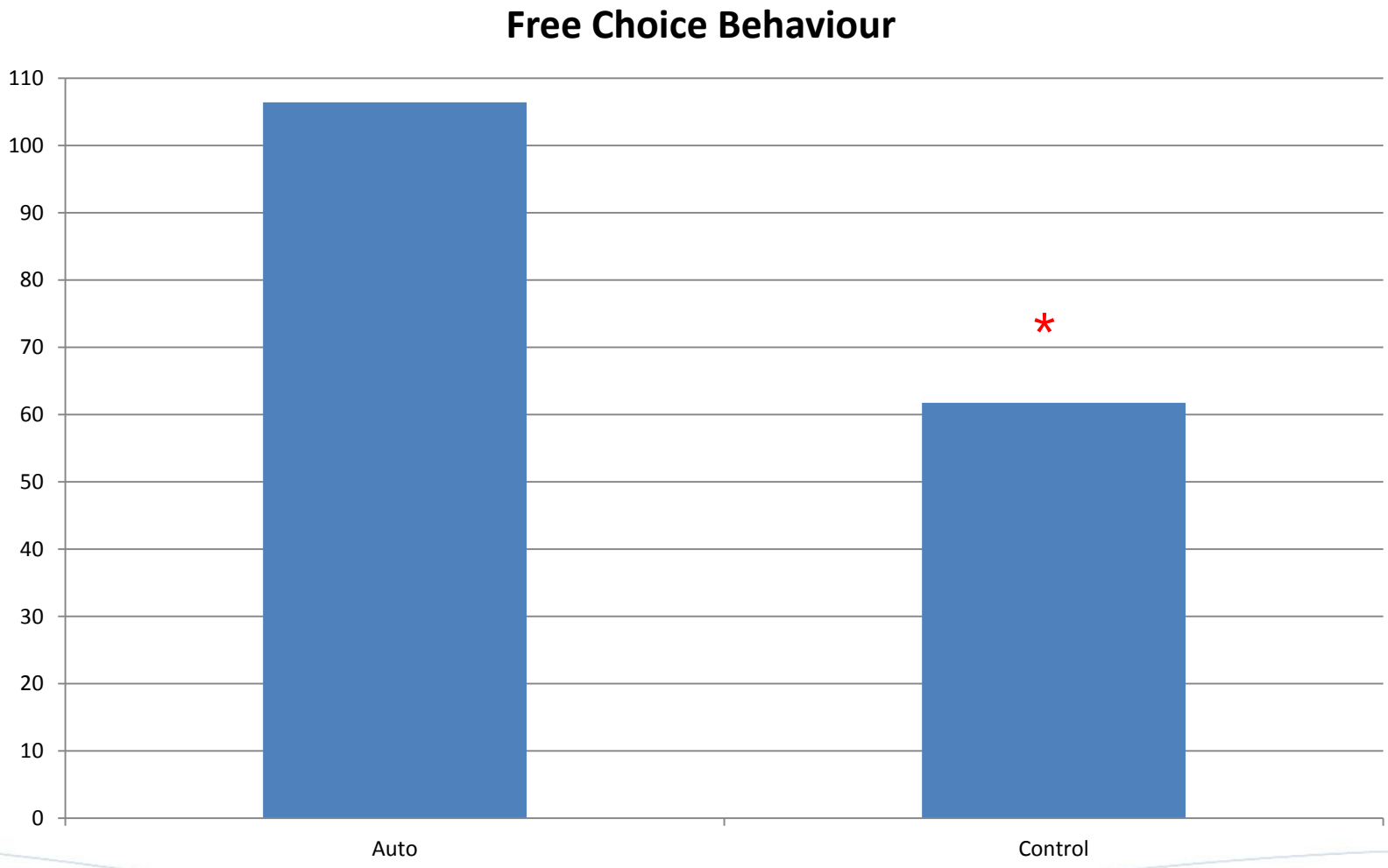


Spray, Wang, Biddle, & Chatzisarantis, 2006



Self-Determination Theory

- Teachers, as the significant others in the PE classroom, should adopt an autonomy-supportive style when communicating with their students.
- This will minimize the internally controlling effect of ego involvement and facilitate internalisation towards more autonomous behaviour (internal locus of causality).
- According to SDT, this internalisation process causes the individual to initiate and regulate his or her behaviour in more self-determined ways, thereby increasing intrinsic motivation.

Summary

- If the aim of educators is to promote intrinsic goals and interest towards physical activity among students, then they should strive to foster incremental beliefs in their students and promote mastery-approach goals.
- They should also create social contexts that will facilitate students' needs for competence, autonomy and relatedness.

Summary

- To summarise, the above review has highlighted the potential of integrating different motivational theories.
- Specifically, sport ability beliefs, achievement goals and self-determination have significant impact on students' intrinsic motivation in PE activity.
- Psychological research in PE is valuable in providing insight into students' experiences towards physical activity.

Translating Theory into Practice

Promoting Competence

Corrective feedback

Recognize effort

Praise improvement

Promoting Competence

Pitch learning at correct level

Promote mod difficult goals

Goal setting

Individualised instruction

Promoting Autonomy

Provide rationale

Allow decision making

Provide Choice

Empathy

Promoting Relatedness

Positive Tones

Genuine Concern

Know students personally

Encouragement

Respect

- Want More Practical Tips?

- Please visit:
- http://merl.nie.edu.sg

Thank You!