

chapter

3

Motivation

CHILDREN'S RANK ORDER OF THE MOST IMPORTANT REASONS FOR PLAYING THEIR BEST SCHOOL SPORT OR DROPPING OUT FROM YOUTH SPORTS

REASON FOR PLAYING REASON FOR DROPPING OUT

01 TO HAVE FUN	01 I LOST INTEREST
02 TO IMPROVE MY SKILLS	02 I WAS NOT HAVING FUN
03 TO STAY IN SHAPE	03 IT TOOK TOO MUCH TIME
04 TO DO SOMETHING I'M GOOD AT	04 COACH WAS A POOR TEACHER
05 FOR THE EXCITEMENT OF COMPETITION	05 TOO MUCH PRESSURE (WORRY)
06 TO GET EXERCISE	06 WANTED NON-SPORT ACTIVITY
07 TO PLAY AS PART OF A TEAM	07 I WAS TIRED OF IT
08 FOR THE CHALLENGE OF COMPETITION	08 NEEDED MORE STUDY TIME
09 TO LEARN NEW SKILLS	09 COACH PLAYED FAVORITES
10 TO WIN	10 SPORT WAS BORING
	11 OVER-EMPHASIS ON WINNING

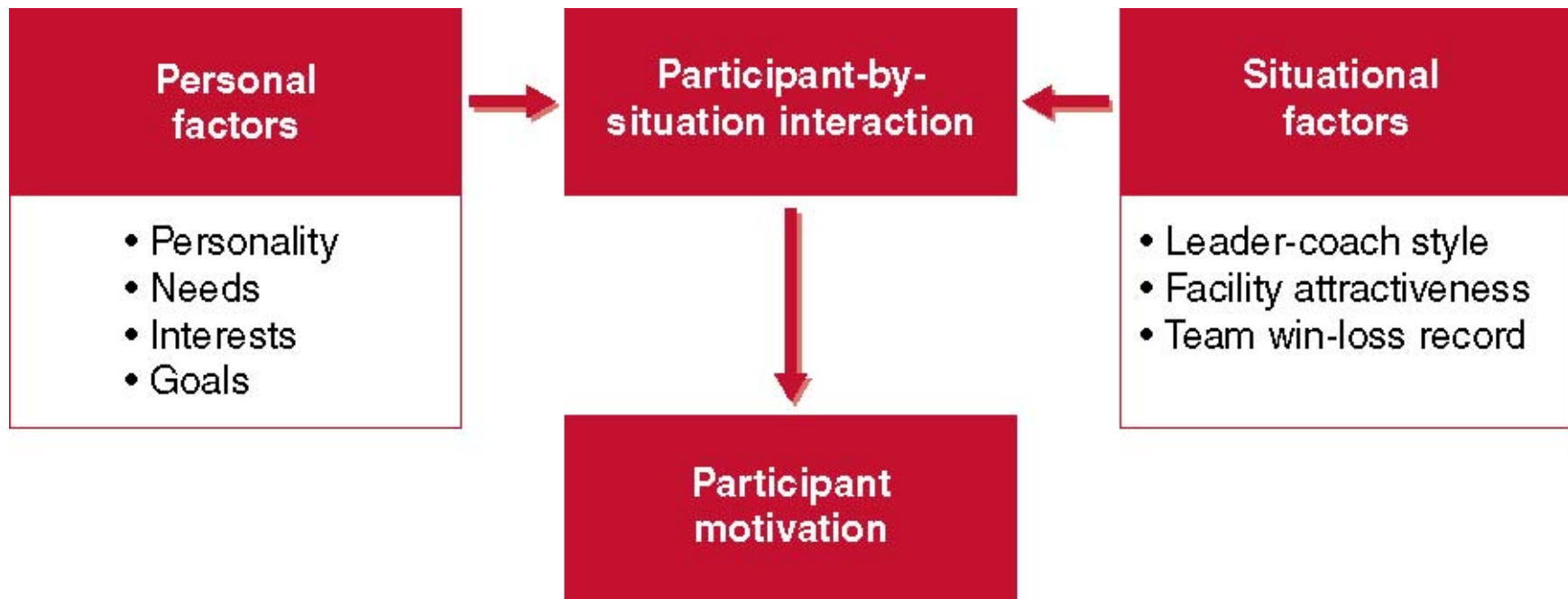
Reproduced from Ewing, M. E., & Seefeldt, V. (1990). *American youth sports participation: A study of 10,000 students and their feelings about sport*. North Palm Beach, FL: Athletic Footwear Association.

What Is Motivation?

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

- *Direction of effort* refers to whether an individual seeks out, approaches, or is attracted to situations.
- *Intensity of effort* refers to how much effort an individual puts forth in a situation.
- Direction and intensity of effort are closely related.

Interactional View of Motivation



What Are Achievement Motivation and Competitiveness?

Achievement motivation

A person's orientation to strive for task success, persist in the face of failure, and experience pride in accomplishments (Gill, 2000)

What Are Achievement Motivation and Competitiveness?

Competitiveness

“A disposition to strive for satisfaction when making comparisons with some standard of excellence in the presence of evaluative others” (Martens, 1986)

Why Achievement Motivation Is Important

Influences on achievement motivation

Choice of activities

Effort to pursue goals

Intensity of effort

Persistence in the face of failure

What Theories of Achievement Motivation Tell Us About *High Achievers*

Attributions

- **Ascribe success to stable and internal factors within their control**
- **Ascribe failure to unstable and external factors outside their control**

What Theories of Achievement Motivation Tell Us About *Low Achievers*

Attributions

- **Ascribe success to unstable and external factors outside their control**
- **Ascribe failure to stable and internal factors within their control**

***Goals adopted:* Usually adopt outcome goals**

Theories of Achievement Motivation

Need achievement theory

Attribution theory

Achievement goal theory (Ping-Pong)

Competence motivation theory (Billy Elliot)

Defining Competition

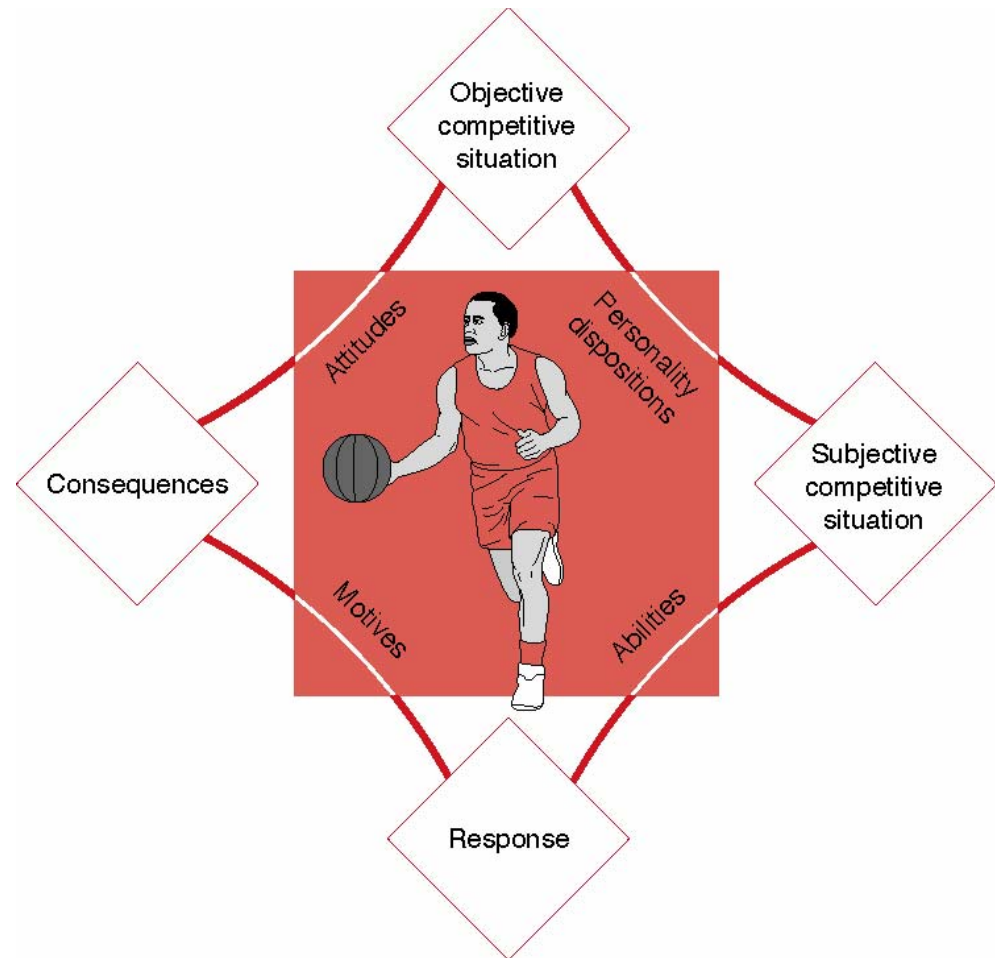
Competition

A social process that occurs when rewards are given to people for how their performance compares with the performances of others during the same task or when participating in the same event (Coakley, 1994)

Competition As a Process

Martens (1975) model

Competition is a process that involves four distinct phases.



From R. Martens, 1975, *Social psychology and physical activity*. New York: Harper & Row), 69. By permission of R. Martens.

Stages of the Competitive Process

Objective Competitive Situation

A situation in which performance is compared with some standard of excellence in the presence of at least one other person who is aware of the comparison.

Stages of the Competitive Process

Subjective competitive situation

How the person perceives, accepts, and appraises the objective competitive situation (influenced by personality factors such as competitiveness)

Stages of the Competitive Process

Response

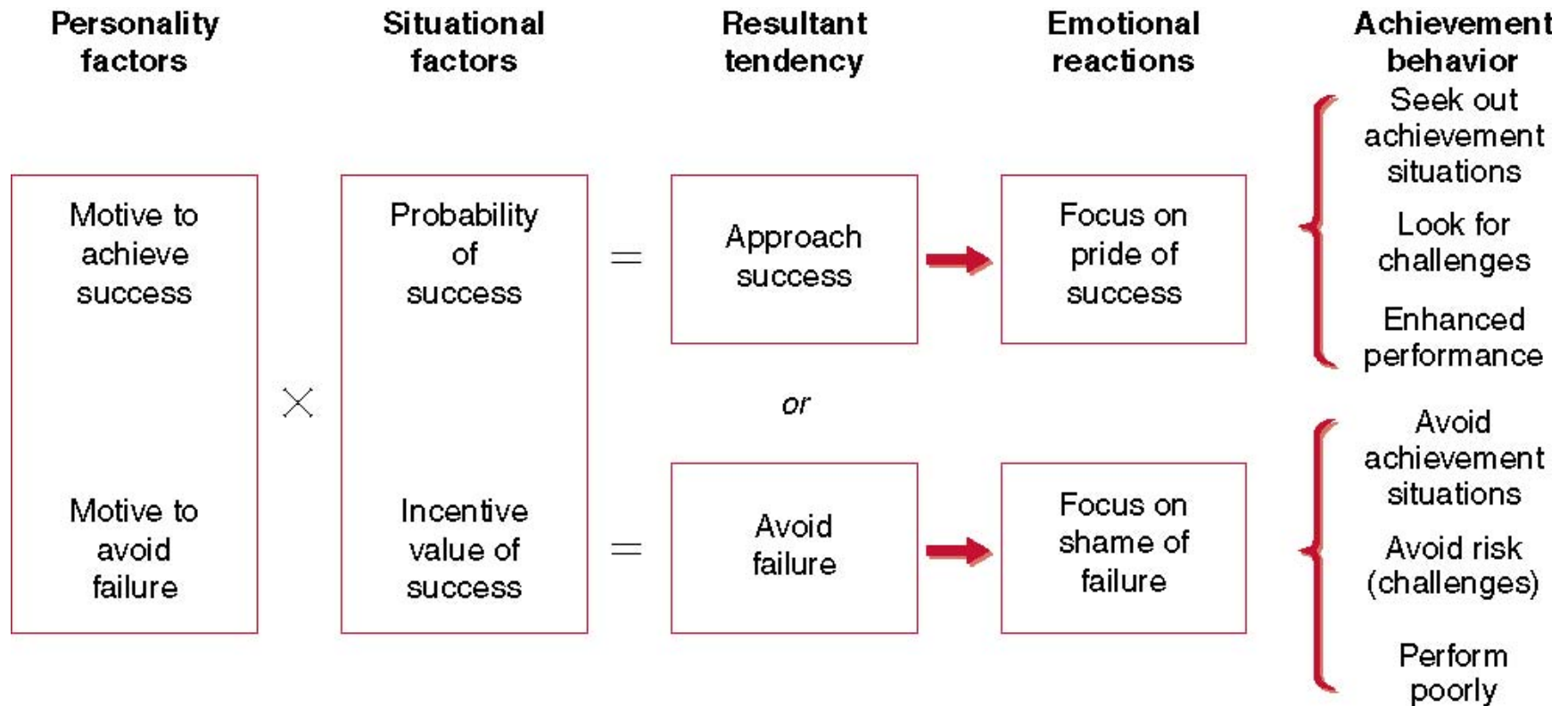
Whether a person approaches or avoids an objective competitive situation (at the behavioral, physiological, and psychological levels)

Stages of the Competitive Process

Consequences

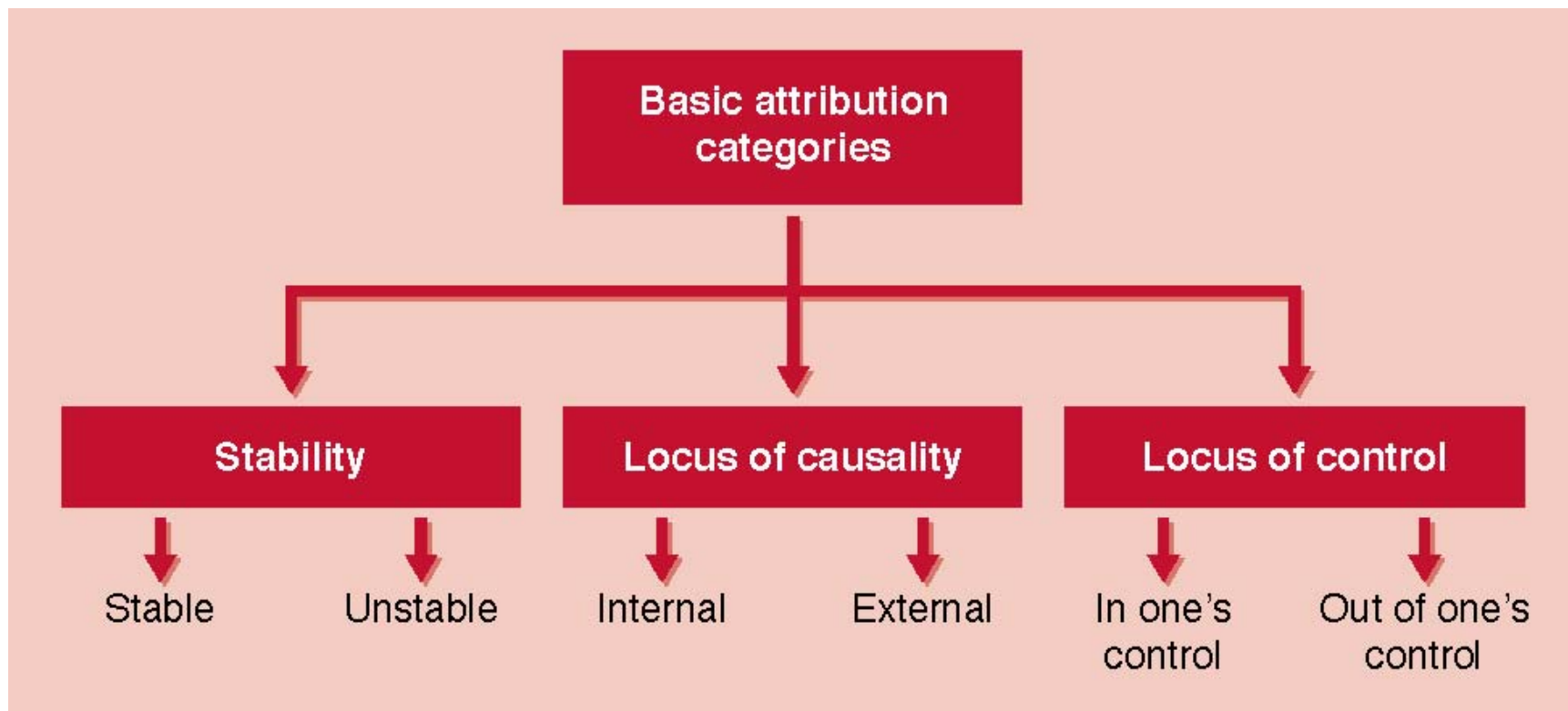
An evaluation (usually plus or minus) of one's response to the standards of the performance comparison

Need Achievement Theory



Attribution Theory

How people explain their successes and failures



Achievement Goal Theory

Achievement goals

- Outcome-oriented goals
- Task-oriented goals

+

Perceived ability

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

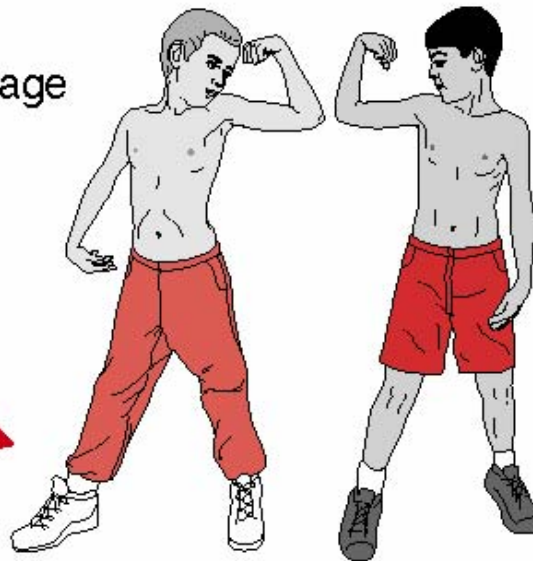
Achievement behavior

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

Developing Achievement Motivation and Competitiveness



Autonomous competence stage
(self comparison)



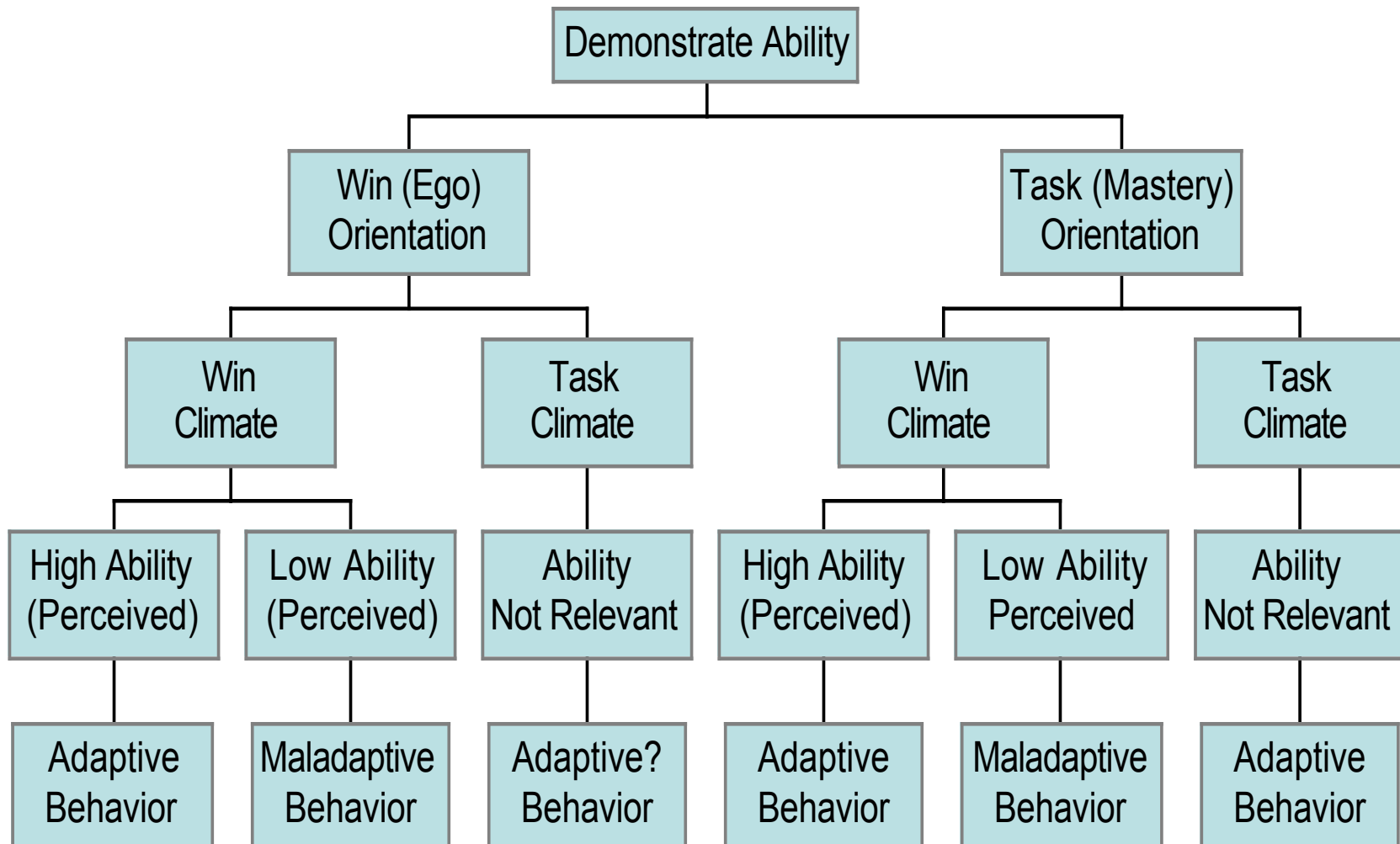
Social comparison



Integrated stage
(self and social comparison)



Achievement Goal Theory (adapted from Roberts, 2001)



Achievement Goal Theory

Three Factors Determine Motivated Behavior:

- 1. Motivational orientation (trait?): Task (Mastery) or Win (Outcome/"Competitive")**
- 2. Perceived Ability (high or low)**
- 3. Motivational Climate (Task or Win)**

Achievement Goal Theory

- **What is your dominant motivational orientation (TEOSQ)?**
- **What is the climate on in your current sport situation (PMCSQ-2)?**
- **How good are you at your sport (i.e., what is your perceived ability?)**
- **Assess your motivation for your sport (adaptive or maladaptive?)**

Achievement Goal Theory

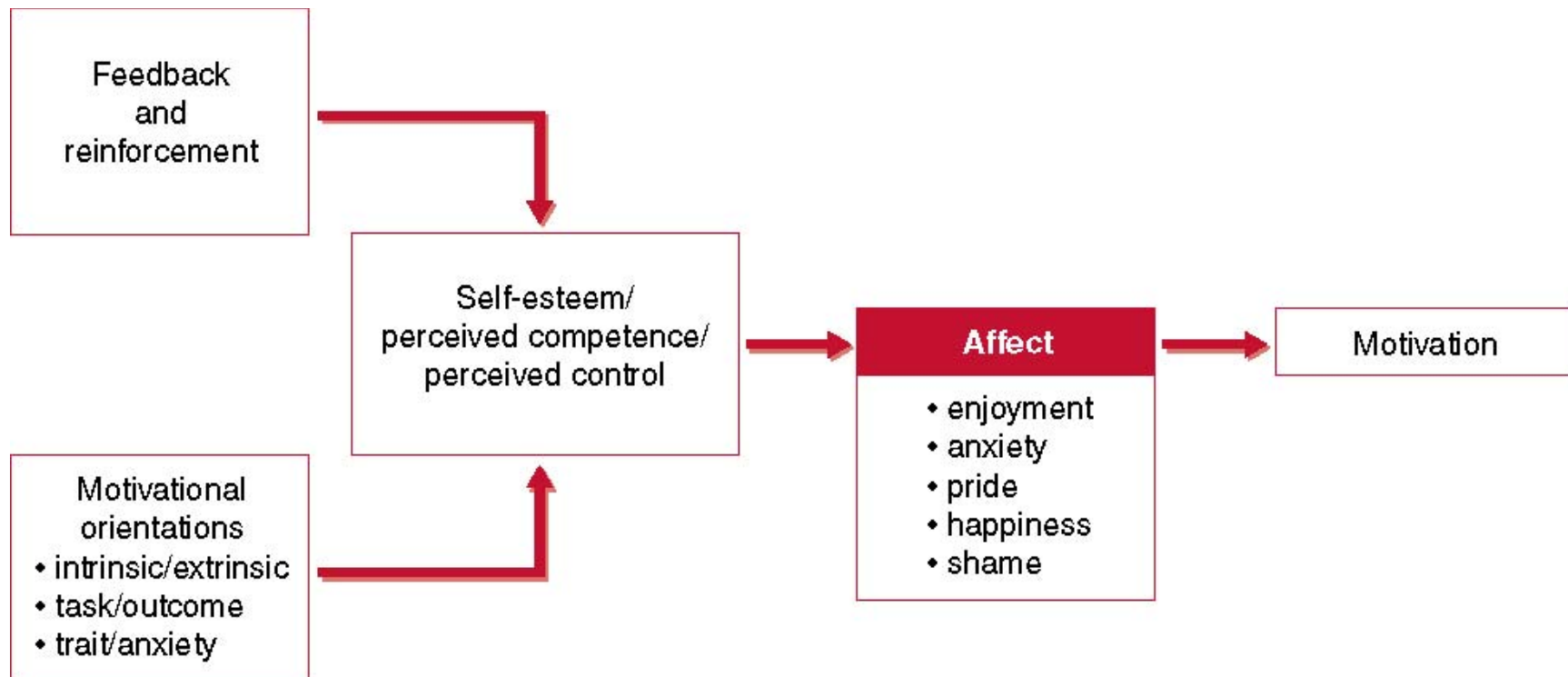
- **In pairs, work your way through the chart to explain your “adaptive” or “maladaptive” behavior (i.e., your level of motivation) in your current (or last) sport;**
- **Be prepared to present your personal case as an example of the application of AGT**

Achievement Goal Theory

- **Using the AGT model, what can we do to ensure “adaptive” behavior?**

(hint: modify the 3 antecedents somehow)

Competence Motivation Theory



Adapted, by permission, from M. Weiss and N. Chaumeton, 1992, Motivational orientations in sport. In *Advances in sport psychology*, edited by T.S. Horn (Champaign, IL: Human Kinetics), 90.

Implications for Professional Practice?

(continued)

Implications for Professional Practice

- 1. Recognize the interaction of personal and situational factors influencing achievement behavior.**
 - Stage of achievement behavior**
 - Goal orientation**
 - Attributions**
 - Situations approached or avoided**

(continued)

Implications for Professional Practice *(continued)*

- 2. Emphasize mastery (task) goals and downplay outcome goals. Create a mastery motivational climate.**
- 3. Monitor and alter attributional feedback.**
- 4. Monitor and correct inappropriate attributions.**
- 5. Determine when competitive goals are appropriate.**
- 6. Enhance feelings of competence and control.**