9.1 Motivation

Name: _____ Class: _____ Date: _____ **Total: 30 marks**

KEY WORDS intrinsic motivation • extrinsic motivation • autonomy • relatedness • task orientation • mastery climate

Objective

Build the skills to answer exam questions on **motivation** : intrinsic and extrinsic motivation, **self-determination theory** , achievement motivation, goal orientations and motivational climate.

You must be able to:

- distinguish intrinsic and extrinsic motivation, and explain how rewards can change motivation
- explain the three basic needs and the motivation continuum of self-determination theory
- compare need to achieve and need to avoid failure, and task and ego orientation
- explain how a coach can create a mastery climate
- explain why ego orientation with low perceived competence is risky

1 Key knowledge and worked examples

Motivation

Motivation is the **direction** (what you choose to do) and **intensity** (how hard you try) of effort. **Intrinsic** motivation: doing the activity for its own sake (fun, interest, satisfaction). **Extrinsic** motivation: doing it for something outside the activity (medals, money, praise, avoiding punishment).

Self-determination theory (SDT): people are most motivated when three **basic needs** are met: **autonomy** (choice, ownership), **competence** (feeling capable) and **relatedness** (feeling connected to others). Motivation lies on a continuum:

amotivation	external	introjected	identified	integrated	intrinsic
no reason to take part	rewards or punishments	guilt, pressure, pride	values the benefits	part of who I am	enjoyment

The left side is **controlled**; the right side is **autonomous** and gives more effort, persistence and well-being. A reward that feels **controlling** lowers intrinsic motivation; one that gives **information** about competence (e.g. "most improved player") can raise it.

Achievement motivation: people high in **need to achieve** (NAch) like challenges of about 50:50 difficulty and accept feedback; people high in **need to avoid failure** (NAF) choose very easy or very hard tasks, so failure is not their fault.

Achievement goal theory: task (mastery) orientation: success = improving and learning; **ego** (performance) orientation: success = beating others. Task orientation links to effort and enjoyment.

Motivational climate: the coach creates a **mastery** climate (reward effort and improvement, mistakes are part of learning, everyone has a role) or a **performance** climate (compare players, punish mistakes, praise only the best). A mastery climate supports motivation for most athletes.

AHL – ego orientation and competence: a high ego orientation is fine while **perceived competence** is high, but if the athlete believes they are not as good as others, they may give up, avoid challenges, or drop out. A strong task orientation protects against this. Within SDT, **cognitive evaluation theory** explains reward effects, and **basic psychological needs theory** says need support (not only need satisfaction) by the coach matters.

Answer shapes: name the theory → link to the athlete's behaviour → give the effect on effort, persistence or drop-out.

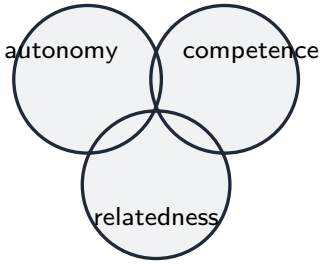
2 Practice

2.1 Distinguish between intrinsic and extrinsic motivation, with an example of each. [2]

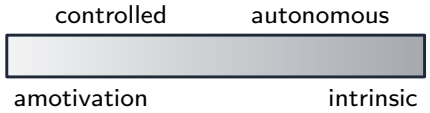


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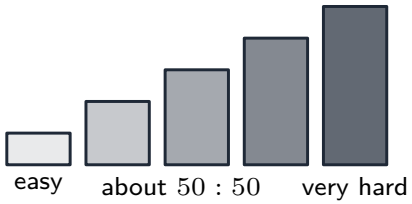
2.2 Outline the **three** basic psychological needs in self-determination theory. [3]



2.3 A swimmer says: "I train because I'd feel guilty if I missed a session." Identify the type of motivation on the SDT continuum and explain whether it is controlled or autonomous. [3]



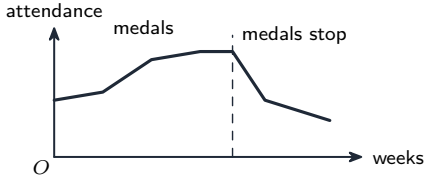
2.4 Compare the task choices of an athlete high in need to achieve with one high in need to avoid failure. [3]



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3 Exam-style questions

3.1 A youth club gives a medal to every child who attends ten sessions. Attendance rises, but after the medals stop, many children stop coming.



(a) Explain this using self-determination theory. [2]

(b) Suggest how rewards could be used to support intrinsic motivation. [2]

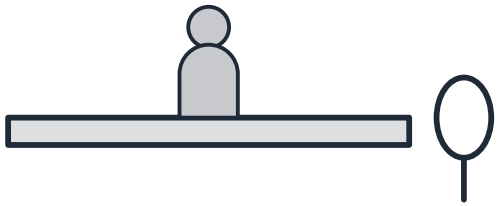
3.2 Two coaches run the same squad in different ways.



(a) Identify the motivational climate each coach creates. [2]

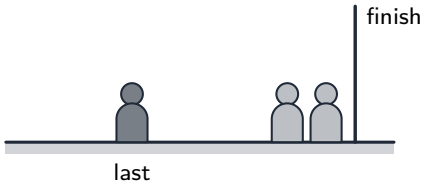
(b) Explain which climate is likely to keep more players in the sport. [3]

3.3 A talented 14-year-old tennis player is losing interest in the sport.



Using self-determination theory, explain how her coach and parents could increase her motivation. [6]

3.4 A sprinter has a high ego orientation and a low task orientation.



Explain how his motivation may change when he moves up to a level where he often loses. [4]

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Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

intrinsic: taking part for enjoyment / satisfaction of the activity itself, e.g. loves the feeling of running; extrinsic: taking part for an outside reward or to avoid punishment, e.g. prize money, a trophy, praise

2.2

autonomy: feeling of choice and control over one's actions; competence: feeling capable and effective; relatedness: feeling connected to and cared for by others

2.3

introjected regulation; it is controlled; the pressure comes from inside (guilt) rather than from choice or enjoyment, so effort may not last

2.4

NAch chooses challenging tasks of moderate (about 50%) difficulty; NAF chooses very easy tasks (sure success) or very hard tasks (failure is not their fault); NAch welcomes feedback and persists after failure; NAF avoids evaluation and gives up sooner

3.1

(a) the medal was felt as controlling, so motivation became extrinsic / controlled; when the reward stopped there was no reason left to come; intrinsic motivation had been undermined

(b) any two: rewards that give information about improvement or effort; unexpected rewards rather than promised ones; give choice and build enjoyment and friendships, so needs are met

3.2

(a) coach A: mastery (task-involving) climate; coach B: performance (ego-involving) climate

(b) the mastery climate; success is defined by personal improvement, which every player can achieve, so perceived competence stays high; mistakes are part of learning, so anxiety is lower and enjoyment higher; in a performance climate the lower-ranked players feel incompetent and may drop out

3.3

award up to [6]: autonomy: give her choices, e.g. in training content or tournaments; explain reasons for tasks; competence: set achievable, progressive goals; give positive, informational feedback; relatedness: training with friends, a caring coach, team events; reduce controlling pressure (e.g. pressure to win, rewards tied to results), as it moves motivation towards controlled; aim to move her along the continuum towards identified and intrinsic motivation

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3.4

for an ego-oriented athlete, success means beating others; at the new level he often loses, so his perceived competence falls; he may avoid challenge, make excuses or reduce effort to protect his self-esteem; risk of drop-out; a stronger task orientation (focus on personal bests) would protect his motivation