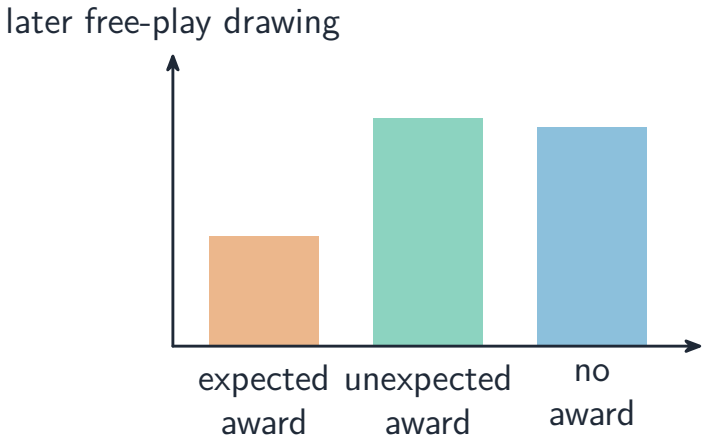
Exercise walk-through

9.1 Motivation

International Baccalaureate · IB Diploma · Sports, Exercise and Health Science · HL

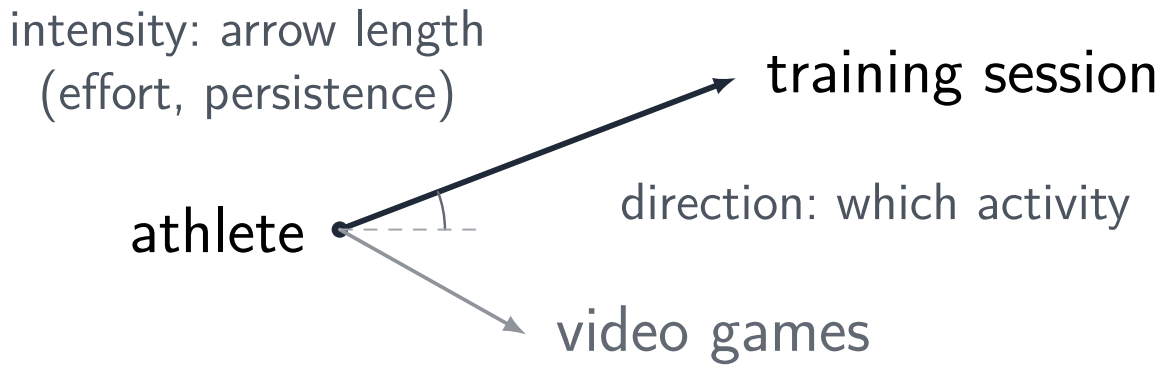
Expected rewards can lower interest



schematic heights, not data:
the expected reward group drew less later

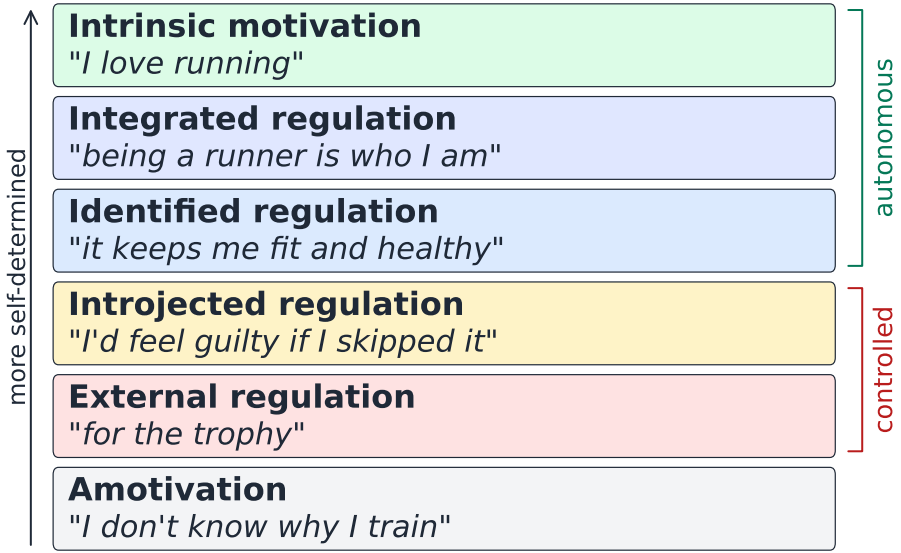
A controlling reward can undermine **intrinsic motivation**

Direction and intensity



Motivation has both

AHL: Internalising an instrumental purpose



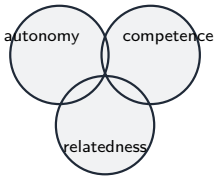
> Integrated regulation differs from enjoyment of the activity itself.

Exercises 2.1·2.2

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



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



Exercises 2.1·2.2

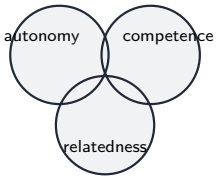
2.1 Distinguish between intrinsic and extrinsic motivation, with an example of each. [2]



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



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

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Exercise 2.3

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]



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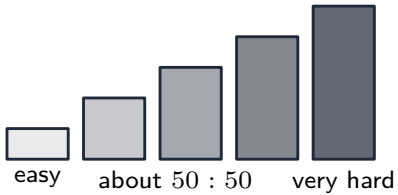


2.3

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

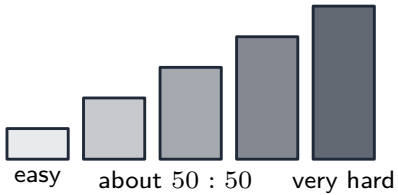
Exercise 2.4

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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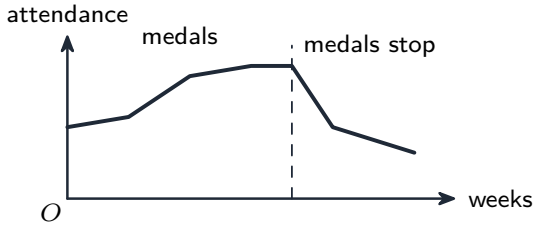
2.4

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

Exercise 3.1 (a)

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.

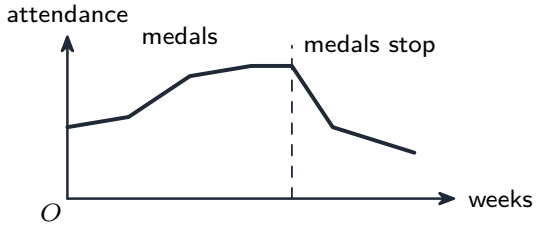
(a) Explain this using self-determination theory. [2]



Exercise 3.1 (a)

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]



(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

Exercise 3.1 (b)

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.

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

Exercise 3.1 (b)

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.

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

(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

Exercise 3.2 (a)

3.2 Two coaches run the same squad in different ways.

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

Exercise 3.2 (a)

3.2 Two coaches run the same squad in different ways.

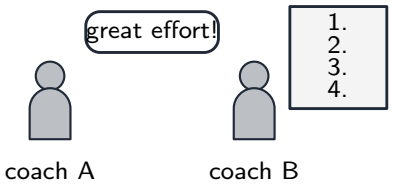
(a) Identify the motivational climate each coach creates. [2]

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

Exercise 3.2 (b)

3.2 Two coaches run the same squad in different ways.

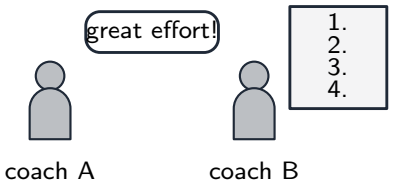
(b) Explain which climate is likely to keep more players in the sport. [3]



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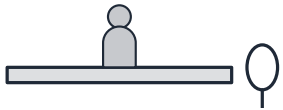


(b) the mastery climate; success is defined by personal improvement, which every player can achieve, so perceived competence stays high; mistakes are part of learning, so anxiety is lower and enjoyment higher; in a performance climate the lower-ranked players feel incompetent and may drop out

Exercise 3.3

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

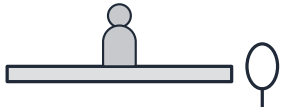
Using self-determination theory, explain how her coach and parents could increase her motivation. [6]



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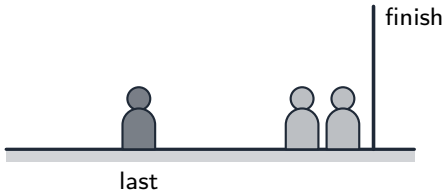
3.3

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

Exercise 3.4

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

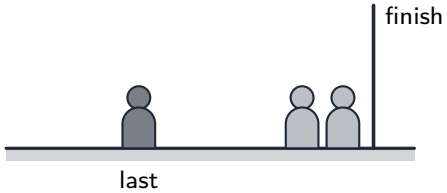
Explain how his motivation may change when he moves up to a level where he often loses. [4]



Exercise 3.4

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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