Motivation

C.3 · SL and HL

Paying children to draw

> A reward can turn play into work.

- Children expecting a certificate later drew about half as much.
- Children without a reward kept drawing.
- This unit: rewards $\rightarrow$ needs $\rightarrow$ goals $\rightarrow$ attributions $\rightarrow$ **self-efficacy**.

Intrinsic and extrinsic

Intrinsic

For the activity itself.

Enjoyment, challenge.

Extrinsic

For something outside it.

Medals, praise, a team place.

Cognitive evaluation theory

> Reward improvement, unexpectedly and specifically.

- Controlling rewards lower **intrinsic motivation**.
- Informational rewards can raise it.

Three basic needs

Need	Coach can
Autonomy	Offer choices, explain reasons
Competence	Achievable challenges, specific feedback
Relatedness	Team spirit, respect for all

The continuum



- Controlled, external and introjected.
- Autonomous, identified, integrated, intrinsic.

exercises.lol exercises.com.cn

Reading motivation scores

1. **Autonomous.** 5.5 to 6.2, high
2. **Controlled.** 2.0 to 3.1, low
3. **Prediction.** Likely to persist

Decision

Mainly autonomous motivation

Achievement motivation

Need to achieve	Need to avoid failure
Welcomes evaluation.	Avoids being judged.
Persists after failure.	Gives up quickly.

Task and ego orientation

Task

Success is improving.

Compare with yourself.

Ego

Success is beating others.

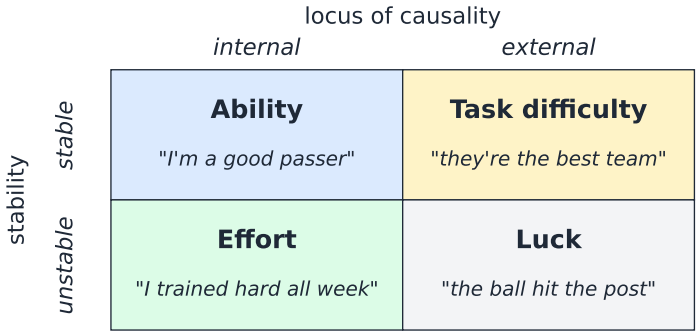
Compare with others.

A mastery climate

TARGET: tasks, authority, recognition, grouping, evaluation, timing.

- Effort and improvement rewarded; mistakes are learning.
- More enjoyment, less anxiety.

Weiner's attributions



- Locus, stability and controllability.
- Effort is the most controllable.

Helpful attributions

After success

Internal, stable.

"I am skilled."

After failure

Internal, unstable, controllable.

"I can prepare better."

Retraining an attribution

1. **Now.** Internal, stable, uncontrollable
2. **Evidence.** Second serve in only 40 % of the time
3. **New.** Practise the serve; win more points

Decision

Unstable, controllable causes prevent **learned helplessness**

Sources of self-efficacy

Source	**Example**
Performance accomplishments	Landed it in training
Vicarious experience	A similar teammate lands it
Verbal persuasion	"You're ready"
Emotional states	Nerves read as readiness

Check: which source?

Your turn

A swimmer gains confidence after watching a teammate of similar ability finish the race. Which source is this?

A. Performance accomplishments
B. Vicarious experience
C. Verbal persuasion
D. Emotional states

Stages of change

Precontemplation $\rightarrow$ contemplation $\rightarrow$ preparation $\rightarrow$ action $\rightarrow$ maintenance.

- About half of new exercisers drop out within 6 months.
- Action, the stage with the highest risk.

Dropout from a club

1. **December.** $(80 - 56) \div 80 = 30\ \%$
2. **March.** $(80 - 44) \div 80 = 45\ \%$
3. **Action.** Enjoyment, friends, visible progress

Decision

Support fits the stage of change

Exam tips

Define motivation by the direction and intensity of effort.

- Rewards, controlling or informational?
- Classify attributions on all three dimensions.
- Orientation is personal; climate is the environment.

Check yourself

Try these

Place "I'd feel ashamed if I quit" on the self-determination continuum.

Explain which attributions help after failure.

Outline four sources of self-efficacy for a back flip.