Motivation

C.3 · SL and HL

Paying children to draw

Interpret the actual reward arrangement, participants and later outcome.

- The 1973 study compared expected, unexpected and no-award conditions.
- Later free-play interest was lower after expected reward in that setting.
- The finding does not establish one universal sporting-reward rule.

Intrinsic and extrinsic

Intrinsic

For the activity itself.

Enjoyment, challenge.

Extrinsic

For something outside it.

Medals, praise, a team place.

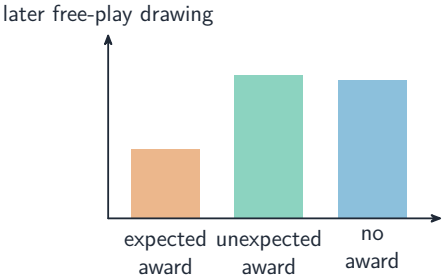
The same attendance can have different reasons

1. **Ask safely** Approved, voluntary, non-sensitive survey; explain withdrawal and protect reports.
2. **Compare fairly** Define the scale, task and time. Separate between-person from within-person variation.
3. **Link carefully** Repeated reports need a protected code; linked records are not fully anonymous.

Decision

A report measures experience; it does not diagnose or identify a motive from attendance alone.

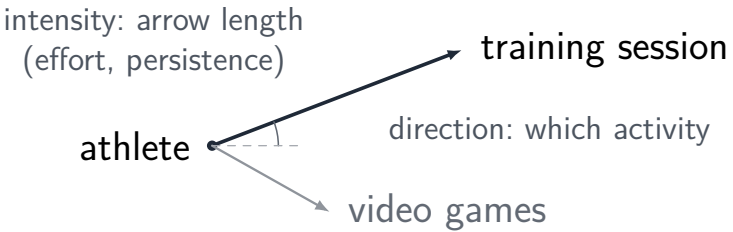
Expected rewards can lower interest



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

A controlling reward can undermine **intrinsic motivation**

Direction and intensity



Motivation has both

Three basic needs

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

Autonomy does not mean no boundaries

Need	Support and misconception
Autonomy	Meaningful choice/reasons; clear rules can remain
Competence	Achievable challenge; not always being best
Relatedness	Respectful inclusion; not compulsory agreement

Achievement motivation

Need to achieve

Approach worthwhile challenge.

Anticipated pride can support engagement.

Need to avoid failure

Avoid a threatening evaluation.

Anticipated shame can affect task choice.

Task and ego orientation

Task

Success is improving.

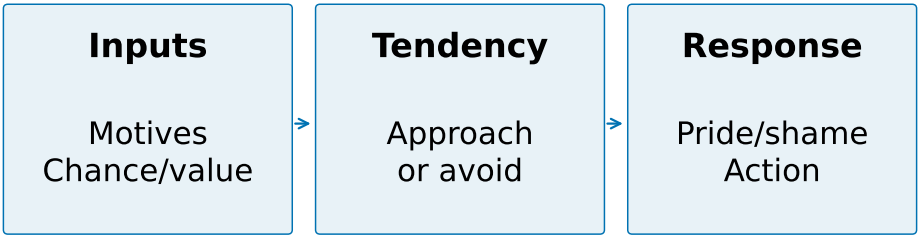
Compare with yourself.

Ego

Success is beating others.

Compare with others.

Trace the need-achievement explanation



A theoretical chain;
context and evidence still matter

> Change the situation meaningfully; do not diagnose a fixed trait from one choice.

Change a public-failure situation

> Offer an achievable development target and private constructive feedback.

- A humiliating public comparison may make evaluation threatening.
- Changing conditions can change meaning and opportunity.
- Improved engagement would still need evidence and alternative explanations.

AHL: Ego orientation and threatened competence

> Low **task orientation** and perceived low public ability can make comparison threatening.

- Defensive responses may include excuses, reduced effort or withdrawal.
- These are conditional processes, not inevitable labels for every losing athlete.
- Actual access, injury and coaching conditions also matter.

A mastery climate

> TARGET: task, authority, recognition, grouping, evaluation and time.

- Recognise effort, cooperation and improvement.
- Evaluate actual experience, participation and learning.

Put TARGET into concrete decisions

Area	**Example decision**
Task / authority	Relevant challenge; appropriate shared choices
Recognition / grouping	Specific improvement feedback; purposeful inclusion
Evaluation / time	Self-referenced progress; suitable practice opportunity

Attendance is an outcome, not a complete explanation

1. **Rates** $18/30 = 60\%$; $24/30 = 80\%$
2. **Point rise** $80 - 60 = 20$ percentage points
3. **Relative rise** $(24 - 18)/18 \times 100 = 33.333\ldots\%$

Decision

Season, access or membership changes can also influence attendance.

Mastery or performance climate

	mastery climate	performance climate
rewarded	effort, improvement, learning	winning, the best players
mistakes	part of learning	punished
comparison	with your own past	with each other

created by coaches through tasks, feedback and recognition; parents and peers add to it

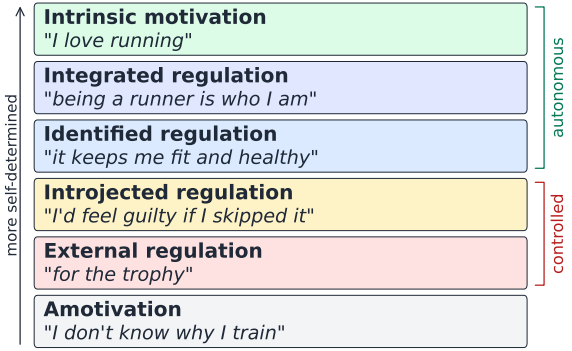
> The coach creates the climate

AHL: What does the reward communicate?

> A reward can communicate information, control or both; surprise is not a universal rule.

- CET concerns intrinsic interest and support for **autonomy** and **competence**.
- Meaning, contingency and initial interest affect interpretation.

AHL: Internalising an instrumental purpose



Integrated regulation differs from enjoyment of the activity itself.

AHL: Read an invented profile cautiously

1. **Given.** Invented 1–7 scale: intrinsic 6.2, integrated 5.8, identified 5.5; introjected 3.1, external 2.0.
2. **Listed autonomous** $(6.2 + 5.8 + 5.5)/3 = 5.8333\ldots$
3. **Listed controlled** $(3.1 + 2.0)/2 = 2.55$
4. **Limit** Simple classroom summaries, not a validated composite

Decision

A reported profile is not a guaranteed attendance prediction.

AHL: Four instrumental regulations

Regulation	**Reason for the same training**
External	Avoid losing a privilege
Introjected	Avoid guilt or shame
Identified	Personally value the fitness benefit
Integrated	Fit the purpose with wider identity and values

AHL: Causality orientations across contexts

Orientation	Typical focus in the framework
Autonomy	Interest and personal value
Control	Demands, gains and approval
Impersonal	Ineffectiveness or perceived lack of control

AHL: Need support and active thwarting

> Winning does not establish **autonomy**, **competence** or **relatedness**.

- BPNT examines support and frustration of the three needs.
- A successful drill can still involve humiliation or exclusion.
- Low support and active coercion are distinguishable conditions.

AHL: Goal content differs from regulation

What is pursued? GCT

Growth, connection, contribution.

Or image, status and financial recognition.

Why is it pursued?

A community goal may be chosen willingly.

Or pursued under external pressure.

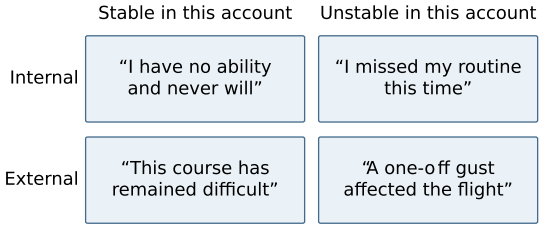
AHL: Relationships need quality

RMT examines supportive connection; mere team membership is insufficient.

- Respectful relationships can support belonging, **autonomy** and **competence**.
- Conditional acceptance and exclusion can frustrate needs.
- Evaluate participants' actual experience and opportunity to contribute.

Weiner's attributions

Locus and stability are different dimensions



Controllability is a separate question.
A stable attribution is a belief,
not proof of unchangeable ability.

> Classify the stated cause; control is a separate dimension.

Helpful attributions

After success

Recognise a practised skill when supported by evidence.

Confidence is not a guarantee.

After failure

Identify a feasible change when justified.

Do not deny injury, access or external causes.

Retraining an attribution

1. **Statement** “I have no ability and never will”: internal/stable as stated
2. **Observation** 40% of second serves went in; sole cause is not established
3. **Plan** Target an appropriate action and reassess

Decision

A specific plan does not guarantee wins or diagnose 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

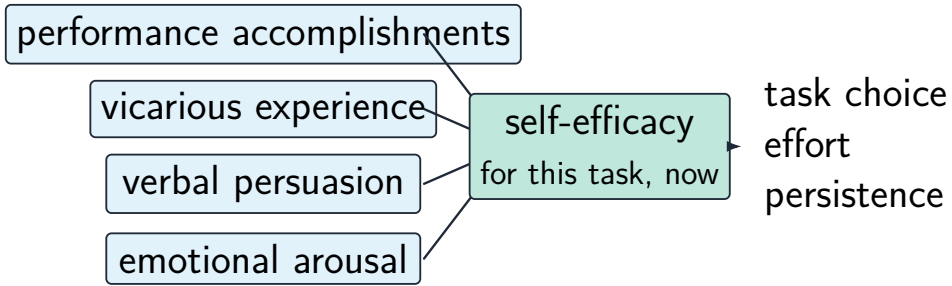
Check: which source?

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

Four sources of self-efficacy



A task-specific belief that shapes effort and persistence

Stages of change

> Stage labels organise a model; they do not diagnose a person from one attendance count.

- Define the behaviour, intention and individual duration.
- A club calendar does not establish each person's stage.

Dropout from a club

1. **December cumulative** $(80 - 56)/80 \times 100 = 30\%$
2. **March cumulative** $(80 - 44)/80 \times 100 = 45\%$
3. **December → March** $(56 - 44)/56 \times 100 = 21.4286\ldots\%$

Decision

Counts alone do not identify why people left or which support will help.

Starting and sticking with exercise

start
health, enjoyment, friends, appearance, stress relief

stop
no time, cost, access, injury, low self-efficacy

adherence helps: enjoyable activity, realistic goals, a partner or class, convenient time and place, feedback that shows progress

> Adherence: enjoyment, realistic goals, a partner, convenience

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

Trace a person–situation–emotion–behaviour account of achievement motivation.

Compare task orientation with a mastery climate.

Calculate dropout with the stated cohort denominator.