

Motivation In Sport





Motivation

Motivation as defined by Sage is the direction and intensity of one's effort.



Pitfalls and Dangers of Motivating?

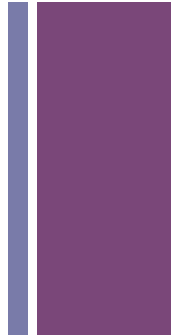
Adopting specific motivational strategies for all situations (e.g., Nebraska way)

Not recognizing how motivation strategies interact with the situation

Adopting a personal view of how to motivate the athlete based on past experiences

+ What do coaches want from the study of motivation?

- Higher task achievement from their athletes
- High task persistency from their athletes
- Higher effort from their athletes
- High level of motivation in practice & game.





Major Motives for Sport Participants

- Improving skills
- Having fun
- Being with friends
- Experiencing thrills and excitement
- Achieving success
- Developing fitness



Why Achievement Motivation Is Important

**Achievement motivation
influences**

choice of activities

effort to pursue goals

intensity of effort

persistence (in the face of failure)



Theories of Achievement Motivation

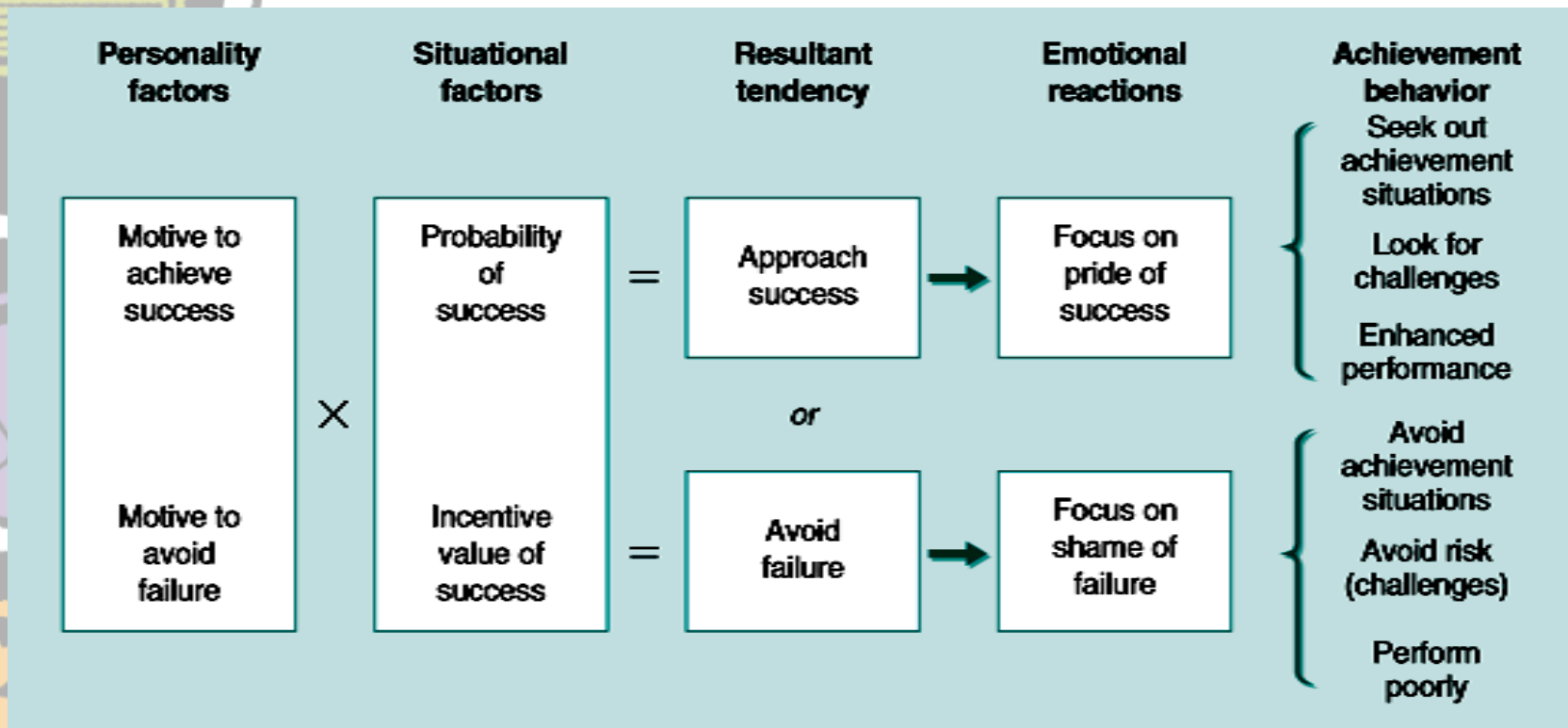
Need achievement theory

Attribution theory

Achievement goal theory

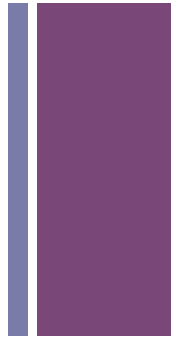
Competence motivation theory

Need Achievement Theory



+ Achievement Motives

- Motive to achieve success is the capacity to experience pride and satisfaction in performing.
- Motive to avoid failure is the capacity to experience shame or humiliation as a consequence of failure.
- High need achievers are where motive to succeed is greater than to avoid failure.
- Low need achievers are preoccupied by thoughts of failure and low need to succeed.





Attribution Theory

Attributions

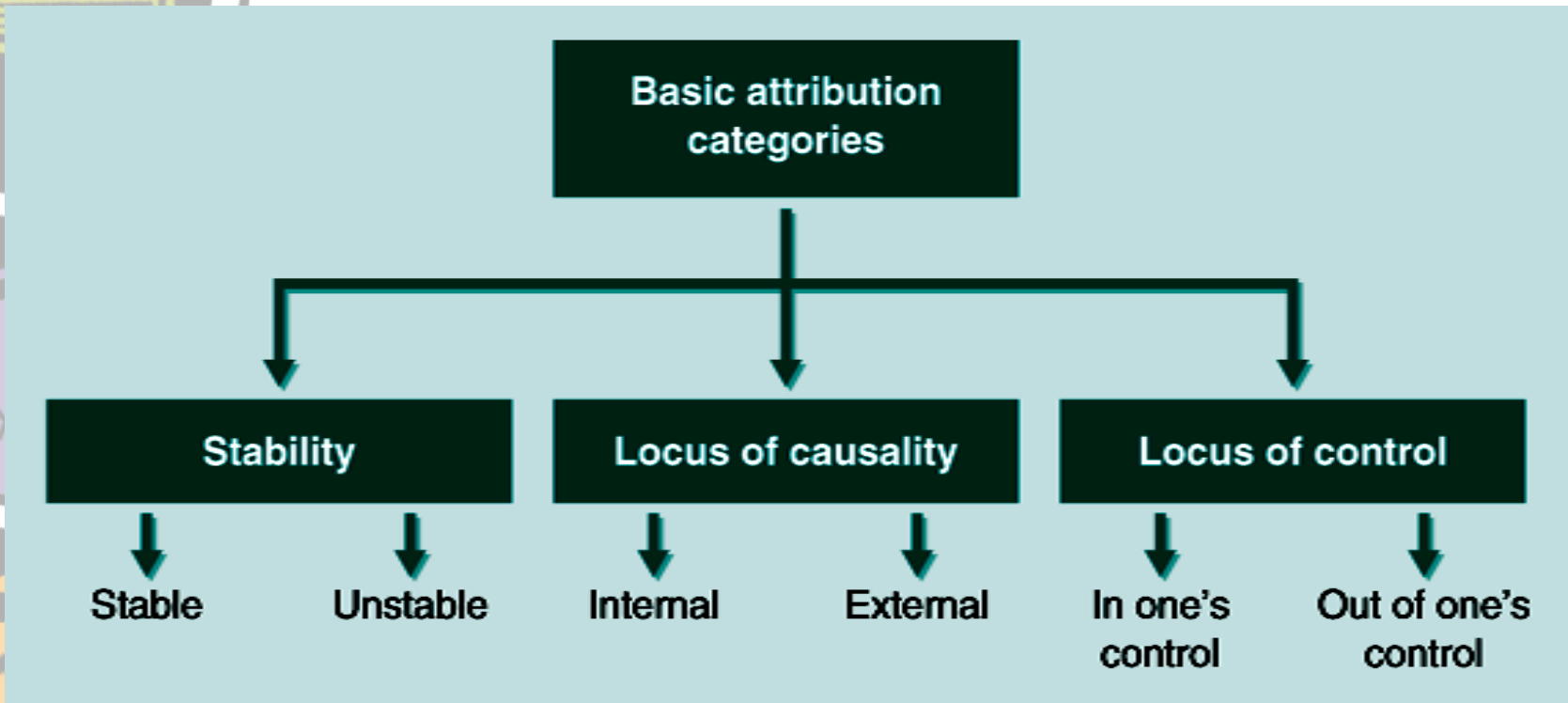
How people explain their successes and failures

Three attribution categories

- Stability
- Locus of causality
- Locus of control

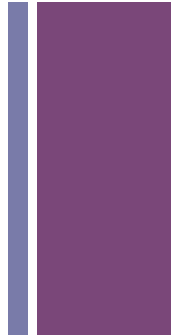
Attribution Theory

Weiner's basic attribution categories



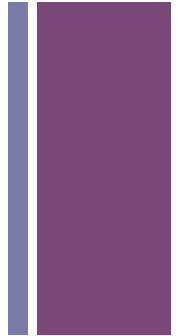
+ Causal Attribution & Athletic Performance

- Athlete's that attribute their performance outcome to stable-internal factors such as effort and ability and to factors under their control are high related to sporting success.
- Athlete's that attribute their performance outcome to unstable-external factors such as luck and difficulty and to factors out of their control is highly related to sporting failure



+ Achievement Goal Theory

- Three factors interact to determine the athlete's motivation:
 - Type of achievement goals the athlete sets
 - What success and failure to the athlete means?
 - The athlete's level of perceived ability





Achievement goals?

Outcome goal orientation
(or competitive goal orientation) focuses on comparing performance with others and defeating others.

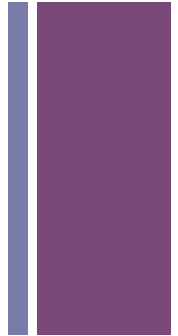
Task goal orientation
(or mastery goal orientation) focuses on improving relative to one's own past performances.

+ Athlete's level of perceived ability?

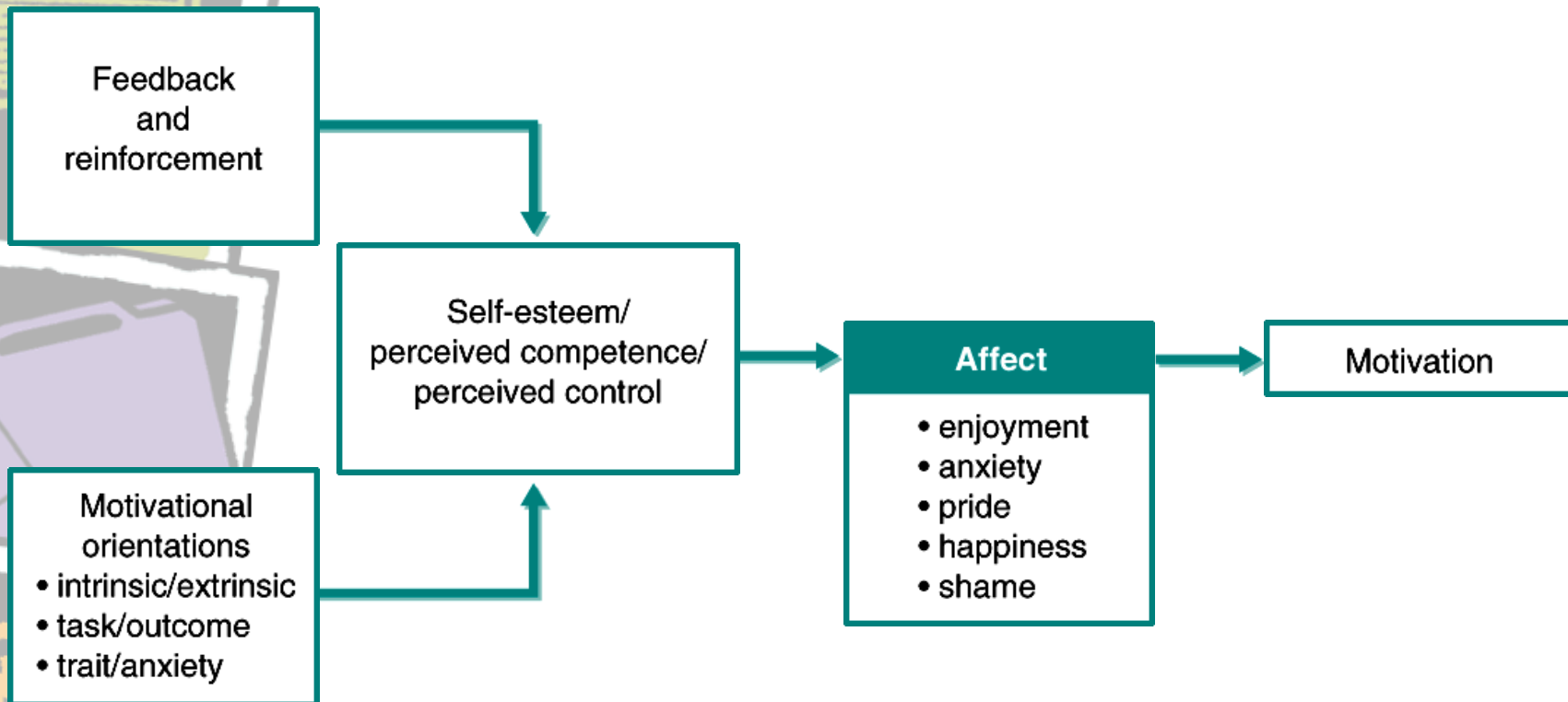
- Athlete's that are outcome oriented, focus on comparing their performance to others and when one wins they perceive their ability as high where as when they lose, they perceive their ability as low.
- Athlete's that are task oriented focus on improving relative to past performance and not based on comparing one's performance to others.

+ What success and failure means?

- Task oriented athlete's set moderately difficult tasks, does not fear failure, and perceives their ability based on their own standards.
- Outcome oriented athlete's judges success by comparing their performance to others, have reduced effort, cease trying, and make excuses after failure. These type of athlete's have a tendency to perform less well in evaluative situations.



Competence Motivation Theory





Competence Motivation Theory

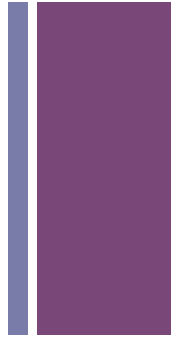
Keys:

People are motivated to feel worthy or competent.

Feelings of competence and worth, as well as perceptions of control, determine motives.

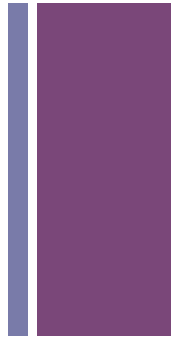
+ Challenge in motivating?

- Is not to destroy intrinsic motivation in our athletes!



+ Intrinsic & Extrinsic Motivation

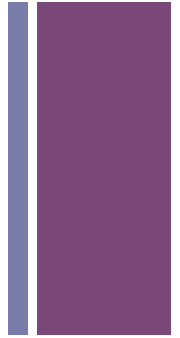
- Athlete participates in sport for its own sake is considered to have an intrinsic orientation.
- Athlete behavior in sport that is dependent on social or material rewards has an extrinsic orientation.



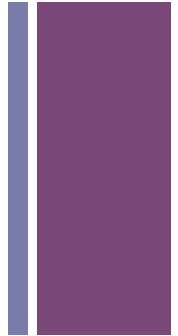
+ Other Theories of Motivation

- Self-determination

- Self-efficacy



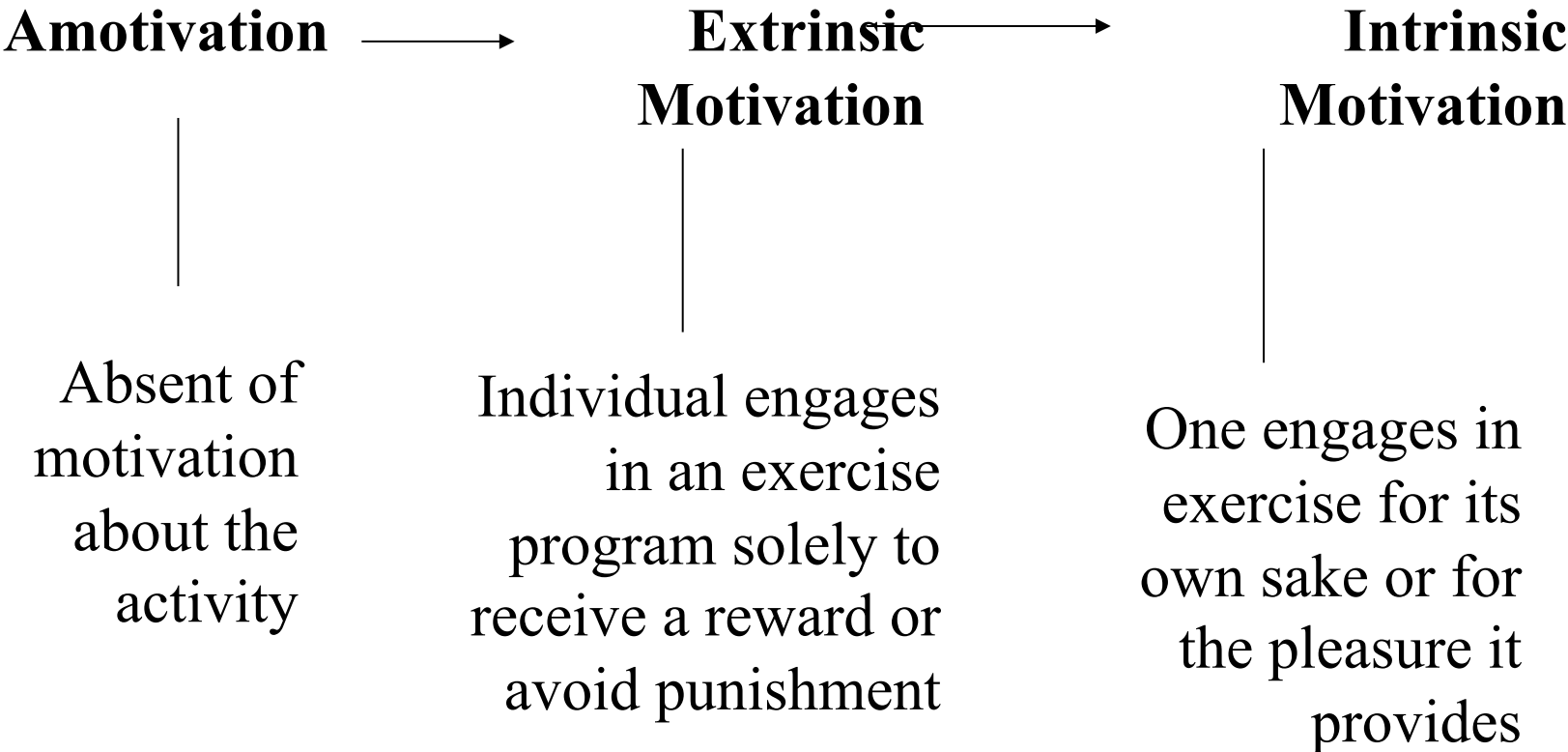
+ Self-Determination Theory



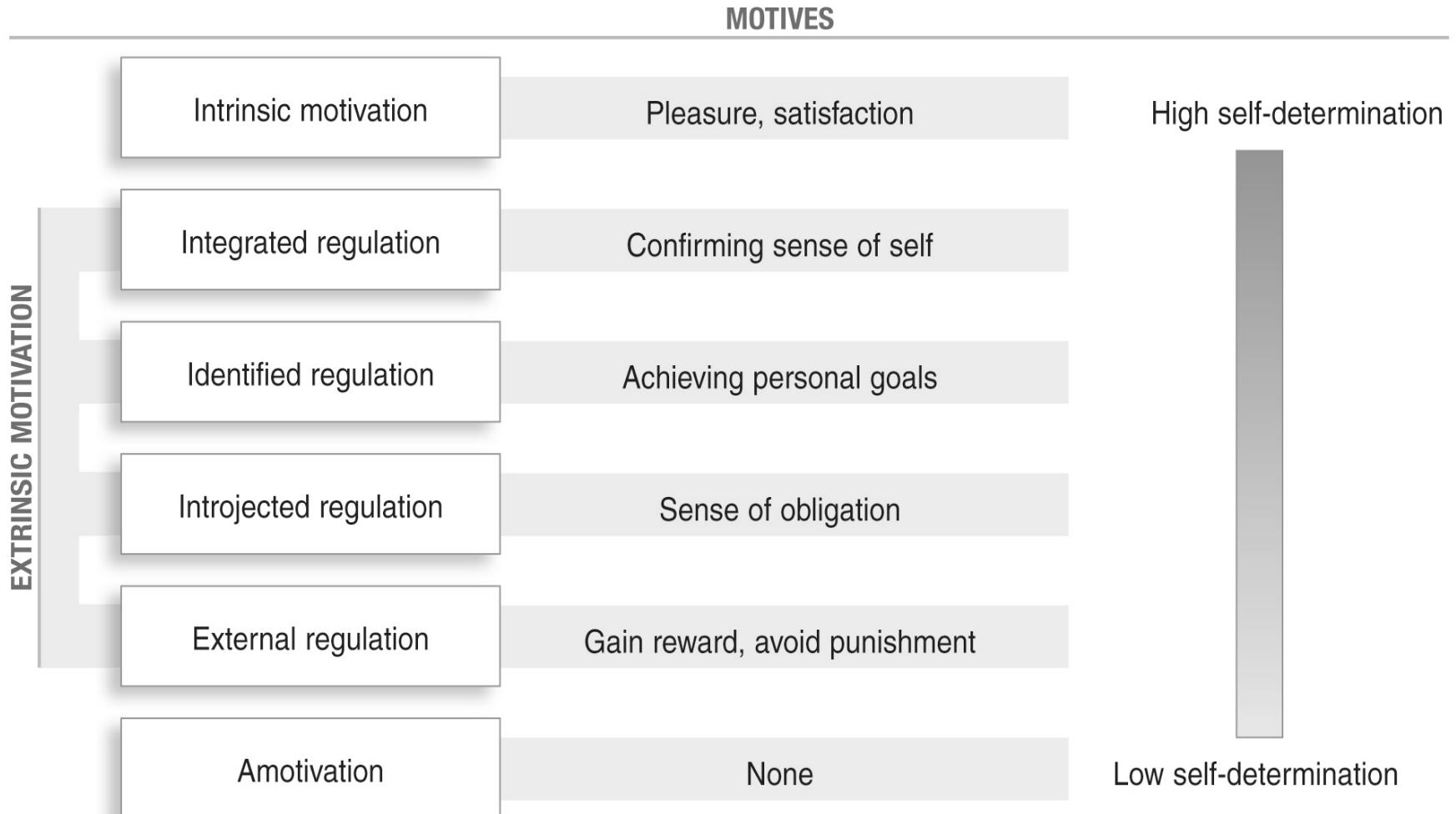
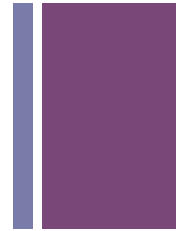
- Individuals seek challenges that will satisfy at least one of three psychological needs:
 - Determine one's own course
 - To demonstrate competence
 - For relatedness or social interactions
- Three forms of motivation are capable of driving achievement behaviors to achieve or not achieve these psychological needs:
 - Intrinsic motivation (direction and intensity come from within)
 - Amotivation (lack of motivation/intention)
 - Extrinsic motivation (direction and intensity comes from an outside source)



Continuum of Self-Determination



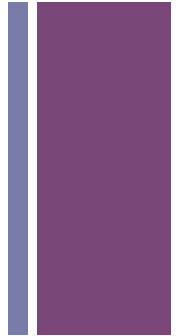
+Diagram of the Self-Determination Theory



Deci and Ryan (1985).

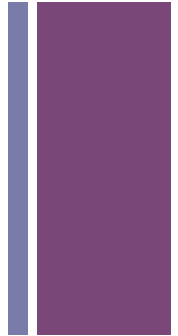
+ Misconception about stages

- Some assume we pass through these stages to become intrinsically motivated but this is not true. These stages just represent where the motivation regulation lies.
- There are 4 forms of external motivation
 - External
 - Introjection
 - Identified
 - Integration
- A motivation lies on one extreme where as intrinsic motivation lies on the other.



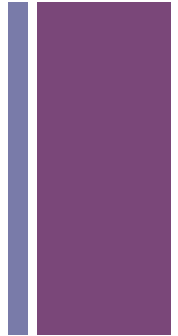
+ External motivation

- The stage where the athlete play sports because he or she feels pressured and controlled by his or her family, friends, peers, etc.
- External motivation represents the least autonomous (or most controlling) type of external motivation.
- Athletes are motivated by rewards, complying to social pressure, and/or to avoid punishment.



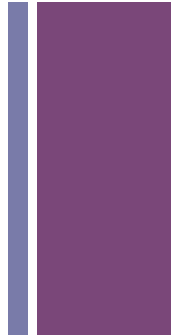
+ Introjection Regulation

- The athlete believes they should play to avoid shame, because they would feel guilt or for ego enhancement.
- The athlete will feel guilty or feel shame if they do not play.



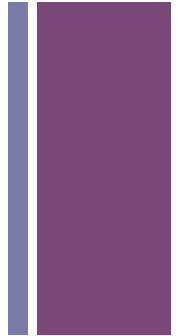
+ Identified Regulation

- The athlete who partakes in sport because they feel they are getting something out of the sport such as fitness.
- The athlete partakes in sport for identified reason. He or she is recognized by other, peers, school, or town as a member of the football team or is labeled a “runner” or “hockey player.”



+ Integration Regulation

- A athlete is in sport because it helps attains one's life goals (need for autonomy, competence, and relatedness).
- Still extrinsic motivation because playing aligns to a life goal we highly value.



+ Rewards: Good or Bad

- Behavior influenced by rewards.
 - Type and frequency in receiving rewards influences behavior
 - The effect rewards have on our behavior is determined by how we perceive the reward.
 - If the reward promotes information about our competence it increases one's intrinsic motivation.
 - If the reward convey as means to ***control one's behavior*** it reduces one's intrinsic motivation.



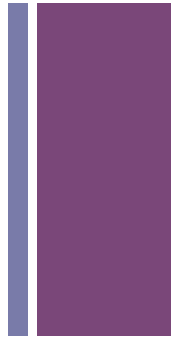
Self-Efficacy Theory

Self-Efficacy

The perception of one's ability to perform a task successfully is really a situation-specific form of self-confidence.

+ Basic Premise of Self-efficacy (Social Cognitive)theory

- Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to produce a given attainment-
Bandura, 1997
 - Level of self-efficacy arises from a number of sources.
 - One's level of self-efficacy reflect a belief in personal ability to accomplish a particular task.
 - Higher one's level of sport self-efficacy there is greater probability that they will be play sport.





Self-Efficacy Theory

- Self-efficacy provides a model to study the effects of self-confidence on sport performance, persistence, and behavior.

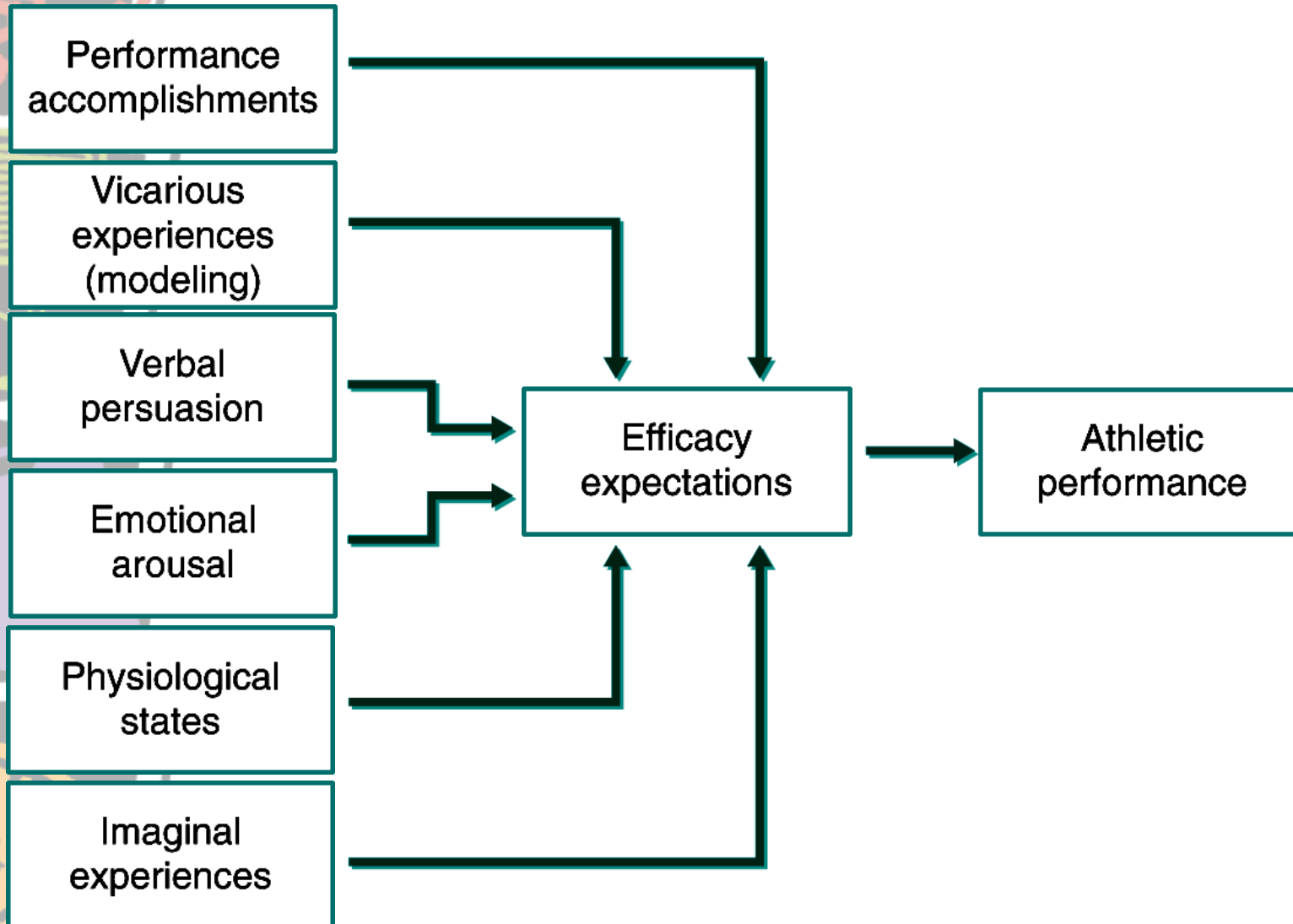
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Bandura's Self-Efficacy Theory

- Self-efficacy affects an athlete's choice of activities, level of effort, and persistence.
- High self-efficacy people set more challenging goals

Self-Efficacy Sources





Efficacy Sources

Performance accomplishments

- Most dependable source.
- Successful experiences raise the level of self-efficacy, while failure results in lowered efficacy.

Vicarious experiences (modeling)

- Seeing others or modeling influences efficacy.



Efficacy Sources

Verbal persuasion

- Use verbal persuasion to enhance confidence.
- Self-persuasion is an important type of verbal persuasion.

Imaginal experiences

- Use imagery of self or others as a source of confidence.



Efficacy Sources

Physiological states

- Physiological states influence self-efficacy when they are associated with aversive physiological arousal, poor performance, and perceived failure.

Emotional states

- Emotions or moods are a source of efficacy information.

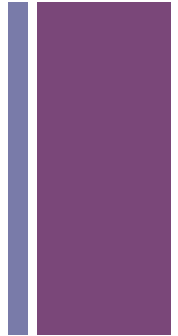
+ Self-efficacy & Athletic

■ High level

- Are confident about their abilities to overcome barriers to play sports.
- Amount of effort expended is greater.
- High belief that they are capable of mastering the skills in the sport.

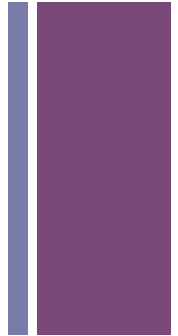
■ Low level

- Barriers are too great to overcome
- Expend little effort
- Low belief that they are capable of mastering the skills in the sport.

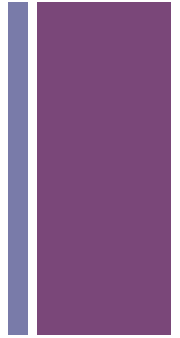


+ Motivation Theories

- Need achievement theory
- Attribution Theory
- Achievement Goal Theory
- Competency Motivation Theory
- Self-determination Theory
- Self-efficacy Theory



+ Motivation Score Card





How Expectations Influence Performance

Key:

One's expectations play a critical role in the behavior change process. Positive expectations of success produce positive effects in many fields, including sport.



How Expectations Influence Performance

Self-expectations and performance

The expectation to beat a tough opponent or successfully perform a difficult skill can produce exceptional performance as psychological barriers are overcome.



How Expectations Influence Performance

Coach expectations and performance

A coach's expectations can alter a student's and athlete's feelings and performance.

Coaching Expectations and Athlete's Performance

Coaches form expectations based on

- personal cues (e.g., gender, race) and
- performance information (e.g., skill tests, practice behaviors).

Problems occur when *inaccurate* expectations (too high or too low) are formed.

Coaching Expectations and Athlete's Performance

Coaches' expectations influence their behavior in the

- frequency and quality of coach-athlete interaction,
- quantity and quality of instruction, and
- type and frequency of feedback.



Coaching Expectations and Athlete's Performance

Coaches' behaviors affect athlete performance by causing

- low expectancy performers to perform more poorly because of less reinforcement, playing time, confidence, and attributions to low ability.



Coaching Expectations and Athlete's Performance

*Athletes' performance
confirms the expectancy.*





Implications for Professional Practice

1. Recognize there is not just one way to motivate.

- Depends on goal orientation
- Depends the personality of the athlete
- Depends on the situation(s)

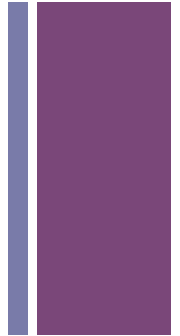


Implications for Professional Practice

2. Emphasize mastery (task) goals and downplay outcome goals.
3. Monitor and alter attributional feedback.
4. Do not heavily rely on rewards
5. Promote intrinsic motivation
6. Use present performance to form expectation about an athlete.
7. Avoid labeling an athlete.

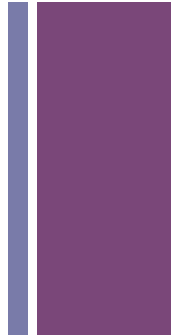
+ 3 Psychological Needs that Promotes Intrinsic Motivation

- Need for autonomy
- Need for relatedness
- Need for competence



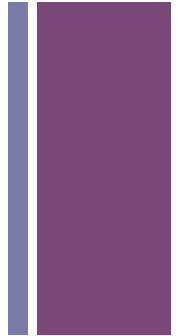
+ Increasing autonomy (motivation)

- Choice
- Acknowledge them
- Provide them with alternatives and understanding on why they are playng, what are the benefits!
- Control self-talk (negative, judgemental, ego involved, or shame)
- Be more task oriented by making the athlete aware of their progress.
- Vocalize messages that related to effort and abilty



+ Increasing Competency

- Effective practice
- Practices need to be optimally challenging
- Sport needs to match the athlete's personality and abilities.
- Systematic goal setting
- Feedback



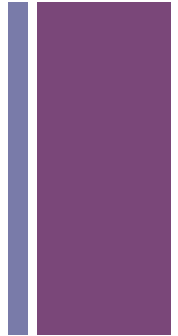
+ Increase relatedness

Sport needs to be aligned to the values and norms.

The coach is a key social agent that instills values of sport by being respectful in their interaction with the athlete.

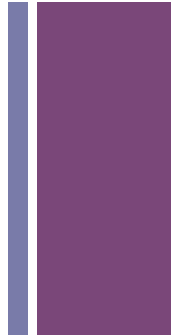
Foster relatedness by being with athletes you like, with others you respect the athlete, who are interesting, and show interest.

Find players who assist, are supportive, self-regulated, have similar abilities, aims, and abilities.



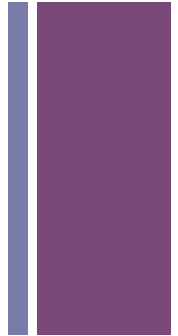
+ Why should we build self-efficacy in the athlete?

- Affects the choices, effort, and persistency when the athlete has set backs.
- Successful athletes seems to have a higher level of self-efficacy
- Athletes with a higher level of self-efficacy have a lower drop out rate.
- When faced with difficult contests, athlete rely upon their perceived self-efficacy for a solution.



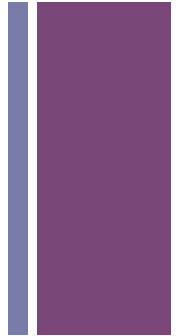
+ Mastery-based strategies

- Effective practices
- How one can break down skills (whole vs part learning).
- Set systematic, progressive goals.
- Practice variability
- Specificity of practice
- Contextual interference



+ Vicarious-based strategies

- Mastery model
- Coping model
- Observing others similar in skill, gender, and ability.

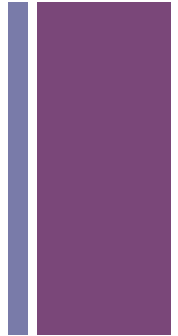


+ Persuasion-based strategies

- Coaches can provide the athlete with persuasory information that is slightly exaggerated beyond their current capabilities to help them mount extra effort to succeed (Bandura, 1997). But if the exaggerated persuasion results in failure than it will have negative affects (Felz and Payment, 2005).
- Positive and error performance feedback that enhances performance.
- Providing verbal encouragement before each practice.
- Social media outlets (newspapers, TV, etc.)

+ Psychological-based strategies

- Positive self-talk
- Block out distraction
- Use thought stopping
- Imagery
- Controlling one's arousal level
- Being in the present
- Attentional control



+ The End

