Motivating the Academically Unmotivated: The Why and How

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Overview of Presentation

- Define motivation
- Overview of the three theoretical frameworks
  - sport ability beliefs
  - achievement goal theory
  - self-determination theory
- Research Findings
Understanding Motivation

- Direction
- Persistence over time
- Persistence
- Intensity
- Performance

motivation

WHY DO YOU DO WHAT YOU DO?
Study of Motivation

Theory Y

Theory X

+==

Theory Z
Dweck & her colleagues (Dweck & Leggett, 1988) proposed that theories of intelligence that people hold create different goals.
Sport Ability Beliefs
Biddle et al., 2003

\[ \chi^2 = 815.49, \text{ df} = 343, \text{ NNFI} = 0.915, \text{ CFI} = 0.921, \text{ RMSR} = 0.065, \text{ RMSEA} = 0.047 \]
Entity beliefs do not allow feelings of confidence and control over future outcomes, especially when perceived competence is low, thus resulting in less adaptive responses.

Incremental beliefs, through the pursuit of task goals, allow the feeling that success is under one’s personal control (Duda & Nicholls, 1992; Nicholls, 1989), resulting in more adaptive motivational patterns.

It is apparent that looking at self-conceptions of ability or beliefs is useful in understanding students’ motivation in physical activity settings.
Nicholls’ AGT (1989) assumes individuals strive to demonstrate competence and avoid showing incompetence.
### Achievement Goal Theory

**Predictions:**

<table>
<thead>
<tr>
<th>Goal Orientation</th>
<th>Perceived Ability</th>
<th>Behaviour Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ego/Performance</td>
<td>High</td>
<td>Adaptive</td>
</tr>
<tr>
<td>Ego/Performance</td>
<td>Low</td>
<td>Maladaptive</td>
</tr>
<tr>
<td>Task/Mastery</td>
<td>High or Low</td>
<td>Adaptive</td>
</tr>
</tbody>
</table>
## A 2x2 Achievement Goal

<table>
<thead>
<tr>
<th>Valence</th>
<th>Definition</th>
<th>Mastery</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approach</td>
<td>Mastery-Approach</td>
<td>Performance-Approach</td>
<td></td>
</tr>
<tr>
<td>Avoidance</td>
<td>Mastery-Avoidance</td>
<td>Performance-Avoidance</td>
<td></td>
</tr>
</tbody>
</table>
Wang, Biddle & Elliot 2007

Clustered variables with Z-scores:
- MASTAP:
- PERFAP:
- MASTAV:
- PERFAV:
- Mastery:

Legend:
- Blue: Moderate
- Purple: Low
- Black: High
- Red: Mastery
Wang, Biddle & Elliot 2007

Outcome Variable

Z Score

ENJOY
EFFORT
BOREDOM
PA

-1
-0.5
0
0.5
1

Moderate
Low
High
Mastery
According to SDT, people are active organisms seeking to master their internal and external environment (Ryan & Deci, 2008). Three psychological needs are essential conditions for self-growth, integrity and well-being. Goals pursuit are driven by psychological needs.
Self-Determination Theory

Ext Events

Int Events

Needs Satisfied

Needs Thwarted

Intrinsic Motivation ↑

Intrinsic Motivation ↓

Task

Ego
Self-Determination Continuum:

- Amotivation
- Non-regulation
- External Regulation
- Introjected Regulation
- Identified Regulation
- Integrated Regulation
- Intrinsic Regulation
- Intrinsic Motivation

The self-determination Continuum