

Intrinsic Motivation in PE with Sport Education: Satisfying Students' Basic Needs

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Introduction

Students who are intrinsically motivated are more likely to enjoy being active and to continue being active throughout their lives. A substantial body of evidence demonstrates that basic need satisfaction enhances intrinsic motivation in physical education settings. Sport Education is a popular curricular model that has been shown to have numerous positive outcomes for students, and in particular it is well-suited to enhancing students' feelings of autonomy, competence, and relatedness. **The purposes of this poster are to:**

1. Outline the basic tenets of Self-Determination Theory (SDT), including intrinsic and extrinsic types of motivation.
2. Convey how student feelings of autonomy, competence, and relatedness contribute to intrinsic motivation
3. Identify key features of Sport Education and how these features contribute to basic needs satisfaction and student intrinsic motivation.

Self-Determination Theory

According to SDT, motivation can be intrinsic, extrinsic, or non-existent (amotivation).

- *Intrinsic motivation* is when an individual engages in an activity completely for its own sake. That is, participating in an activity for fun, enjoyment, curiosity, or the experience in and of itself. Intrinsic motivation is fully autonomous and self-determined – there are no outside influences impacting the individual's desire to participate in the activity.
- Extrinsic motivation can range from that which is relatively self-determined through that which is fully externally controlled (see Figure 1).

It has been suggested in the literature that intrinsic motivation and more-internalized forms of extrinsic motivation will lead to more well-adapted exercise behaviors.

- According to Ryan and Deci (2007), "if [individuals] do not enjoy the activity or discover its inherent satisfactions they are unlikely to persist at it... sustained exercise is most likely when a person has both intrinsic motivation and well-internalized extrinsic motivation" (p. 5).
- Research supports that more autonomous forms of motivation are linked to greater self-reported exercise (Gillison, Standage, & Skevington, 2006; Wilson, Rodgers, Fraser, & Murray, 2004), adaptive exercise behavior (Edmunds, Ntoumanis, & Duda, 2007), exercise adherence (Russell & Bray, 2009), and objectively assessed physical activity (Standage, Sebire, & Loney, 2008).

Figure 1. Classifications of motivation in SDT.

Intrinsic Motivation	Extrinsic Motivation				Amotivation
	Integrated regulation	Identified regulation	Introjected regulation	External regulation	
For enjoyment, pleasure, and fun; no discernible reinforcement or reward	Behaviors that are fully incorporated into the repertoire of behaviors that satisfy psychological needs	For personally held values such as learning new skills; internally referenced contingency	For avoiding external sources of disapproval, or gaining externally referenced approval	For external reinforcement such as gaining rewards or avoiding punishment	Lack of intentionality and personal causation

Basic Need Satisfaction

According to Cognitive Evaluation Theory, a sub-theory of SDT, satisfaction of an individual's basic psychological needs for competence, autonomy, and relatedness will lead to greater feelings of intrinsic motivation (Ryan & Deci, 2007).

- **Competence** refers to interacting effectively with one's environment by mastering challenging tasks.
- **Autonomy** involves feeling free to choose one's own behavior, and more importantly, that one's behavior emanates from an internal perceived locus of causality.
- **Relatedness** refers to feeling meaningfully connected to others within a given social group.

Students are more likely to be intrinsically motivated, that is, to do an activity simply for the enjoyment they derive from it, when they can freely choose to pursue an activity (autonomy/choice), when they master the activity (competence) and when they feel connected and supported by important people, such as a parent, a teacher, or classmates (relatedness).

Figure 2. Links between basic psychological needs and sport education components.

Competence

Interacting effectively with one's environment by mastering challenging tasks.

Extended Seasons

Longer season length allows students to acquire greater skill and knowledge of the sport.

Culminating Events

Allows evaluation of progress and overall competence in the sport.

Record Keeping

Documents student progress on a variety of performance and learning outcomes.

Developmentally Appropriate Competition

Small-sided games with modified rules, space, and equipment are commonly used in sport education, thereby increasing student success rates.

Participation Requirements

All team members actively participate in game play. This is facilitated by the developmentally appropriate game format and structured competition.

Diverse Roles

Students participate in the roles of athlete, coach, referee, manager, and fitness leader, allowing for a more complete understanding of the sport.

Autonomy

Feeling free to choose one's own behavior, and, that one's behavior emanates from an internal perceived locus of causality.

Formal Competition

Provides opportunity for planning and goal setting in the pursuit of outcomes that have real meaning for students.

Team Decision Making

Teams have freedom to make numerous decisions impacting their progress and success, including selection of fitness activities, structuring team practice, and competition strategies.

Diverse Roles

Students participate in the roles of athlete, coach, referee, manager, and fitness leader, allowing for greater control of and responsibility for team outcomes.

Relatedness

Feeling meaningfully connected to others within a given social group.

Team Affiliation

Students remain with the same team for the whole season, allowing for the formation of close relationships.

Festivity

Teachers and students work together to create a continual festival celebrating improvement, trying hard, and fair play.

Culminating Events

A celebration of accomplishments at the end of the season, can include individual and team awards, shared food and drink, and other fun events.

Basic Psychological Needs = ■ ■ ■ Sport Education Components = ■

Sport Education

Sport education, a highly popular and widely researched curriculum and instruction model, is designed to provide authentic, educationally rich sport experiences for all physical education students (Siedentop, Hastie, & van der Mars, 2004; T. Wallhead & O'Sullivan, 2005).

• A guiding principle of sport education is to educate students to become players in the fullest sense. This principle is revealed in the three goals of the model: to develop competent, literate, and enthusiastic sportspersons.

• In sport education, contextual authenticity is developed and sustained through infusing several key features of sport into PE. These features include: seasons, affiliation, formal competition, culminating events, record keeping, and festivity.

• In addition, a variety of curricular, instructional, and organizational modifications are required to achieve a learning-teaching environment where the goals of sport education can be realized: extending the length of the sport unit; providing authentic opportunities for skill and strategy practice, application, and assessment; immersing the student in the culture of the particular sport; and increasing student responsibility for their own learning (Siedentop, 1998).

Other Motivational Considerations

Autonomy Support.

Teachers should make a deliberate effort to support students' autonomous motivations through their personal interactions during class. Specific behaviors include taking students' perspectives; identifying and nurturing students' needs, interests, and preferences; providing optimal challenges; highlighting meaningful learning goals; and presenting interesting and relevant activities.

Providing Structure.

Providing adequate structure helps keep students on task, manages their behavior, and prevents chaos during transitions. Teachers can provide high structure by communicating clear expectations and framing students' learning activities with explicit directions and guidance.

Task-Involving Motivational Climate.

A task-involving motivational climate in PE, in which effort and improvement are emphasized, has been found to be linked to increased student intrinsic motivation, as compared to an ego-involved climate, in which demonstrating superior performance to classmates and winning are the focus. Due to the competitive structure around which sport education is based, an ego-involved climate can easily develop. To encourage a task-involved climate, teachers should emphasize individual and group goal setting and progress towards those goals as a form of evaluation, allow students adequate time for learning, and give students flexibility in the selection of learning activities.

Conclusions

Sport education is designed to allow students to develop competency, literacy, and enthusiasm for sport by providing an authentic sport experience. Many of the facets of SE also lend themselves well to facilitating the development of student intrinsic motivation via satisfaction of basic psychological needs.

Teachers should be conscious of supporting students' autonomy, providing high structure, and encouraging a task-involving motivational climate.

Key References

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