Motivation Students in Physical Education

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These articles are related to motivating students. Specifically, many of the articles focus on Physical Education. The purpose of this annotated bibliography is to determine the best way to motivate students as a Physical Education teacher and how to teach in a way that students want to stay physically active outside of school. Articles look at Self-Determination Theory, self-efficacy, intrinsic motivation, and Achievement Goal Theory in the classroom and in the gym.

Cox, A. & Williams, L. (2008). The roles of perceived teacher support, motivational climate, and

psychological need satisfaction in students’ physical education motivation. *Journal of*

*Sport and Exercise Psychology, 30*(2), 222-239. Retrieved from:

http://journals.humankinetics.com.proxy.hil.unb.ca/AcuCustom/Sitename/Documents/

DocumentItem/15654.pdf

This study was performed to test the mediating roles of perceived competence, autonomy, and relatedness in the relationship between social contextual factors and motivation in Physical Education students. These relationships were studied in Grade 5 and 6 students. The study determined that a student does not need to be physically competent to be motivated in an achievement setting when it comes to physical education. It appears that motivation is closely tied to students’ perception that their teacher is emphasising individual standards for success and providing emotional support for each individual student. A classroom that fosters the ability for students to master skills and improve themselves is one that will have students who are motivated. Students want their Physical Education teacher to value and care about them.

Gimeno, F. & Garcâia-Mas, A. (2010). Motivation in the teaching of Physical Education

according to Achievement Goal Theory: Methodological considerations. *Quality and*

*Quantity, 44*(3), 583-593. DOI: 10.1007/s11135-008-9217-4

The purpose of this study was to determine the relationship between Achievement-Goal Theory and sport practice, level of competition, and success achieved. This article focuses on individuals’ ego and task orientation. Those with high ego and high task are more likely to have practiced their skills more often. This proves that it is not just ego or just task that has an effect on performance, but both. Those with high ego and task were more likely to move on further in sport. As a Physical Education teacher, it is important that students are given time to focus on a task or skill as well as improve the moral of the students while doing so. In turn, students will be more successful at the task and have be more motivate to continue with it outside of Physical Education class.

Koka, A. & Hagger, M. S. (2010). Perceived teaching behaviours and self-determined motivation

in physical education: A test of Self-Determination Theory. Research Quarterly for

Exercise and Sport, 81(1), 74-86. Retrieved from: http://search.proquest.com.proxy.hil.unb.ca/docview/218507335/fulltextPDF?accountid=14611

The purpose of this study was to determine the relationship between self-determination theory and specific perceived teaching behaviours. The psychological need for competence, autonomy, and relatedness are all directly related to the self-determined motivation of students. When teachers give positive feedback to students, those students gave more self-determined reasons for participating in Physical Education. It is important that Physical Education teachers focus on positive general feedback, teaching and instruction, and situation consideration. Teachers need to stop themselves from giving nonverbal negative behaviour in response to poor performance and avoid rigid decision-making styles. In turn, students will be more self-motivated.

Kusurkar, R. A., Croiset, G., & Ten Cate T. J. (2011). Twelve tips to stimulate intrinsic

motivation in students through autonomy-supportive classroom teaching derived from

self-determination theory. *Medical Teacher, 33*(12), 978-982.

DOI:10.3109/0142159X.2011.599896

This article outlines twelve ways that teachers can simulate intrinsic motivation in the classroom. The general theme is for teachers to be supportive, give students some control, and give students goals/work that can be challenging, but still done well. By doing these things students will take interest and see purpose in their education. Once this happens they will begin to care more about what they are doing. The focus is on autonomy. The article is a neat and tidy way to find ways to motivate students in the classroom. It is written in an easy to understand way that can benefit many teachers.

Linnenbrink, E. A. & Pintrich, P. R. (2003). The role of self-efficacy in student engagement and

learning in the classroom. Reading & Writing Quarterly: Overcoming Learning

Difficulties, 19(2), 119-137. DOI: 10.1080/10573560308223

This article looks at how self-efficacy can facilitate behavioural, cognitive, and motivational engagement in the classroom. As a teacher, there are a few different things that can be done to increase student engagement and learning in the classroom. It is important for teachers to give specific feedback to students. It is important that students understand exactly what they are doing well instead of just a general statement. This will help to increase self-efficacy and confidence. Teacher given tasks should be attainable by most students, but also very challenging. By putting effort into the tasks students will feel a sense of accomplishment. Teachers need to have high expectations for all students. Students need to understand that regardless of their history in school, it does not have to predict their future. Provide students will opportunities to that will foster development of self-efficacy instead of giving general, insincere praise.

Xiang, P., McBride, R., & Guan, J. (2004). Children’s motivation in elementary Physical

Education: A longitudinal study*. Research quarterly for exercise and sport, 75*(1), 71-80.

Retrieved from:

http://search.proquest.com.proxy.hil.unb.ca/docview/218551698?accountid=14611

This study gave surveys to Grade 2 and 4 students and then again to those same students when they are in Grade 3 and 5. The study found that students have a tendency to devalue Physical Education more and more as they progress through school, but offered solutions to help motive students to value what is learned in Physical Education. With younger ages (Grade 2), it is important to focus on activities that students see as being important, interesting, and useful. With older students (Grade 5) it is more important to choose lessons and activities based on skill level. It is important for students at this age group to master their activity, so positive ability perceptions can be maintained. Achievement-goal theory and expectancy-value model of achievement choice must factor in to planning for elementary Physical Education classes.