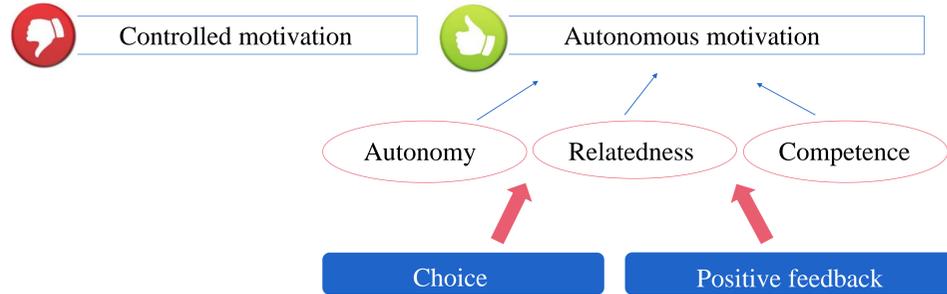




INTRODUCTION

Motivation for physical education + Motivation for physical activity

Let's motivate students for physical education (PE)



Hypotheses

- When choice is provided, students will anticipate more need satisfaction and autonomous motivation; and less need frustration and controlled motivation.
- When positive feedback (e.g. your hands are placed correctly) is provided in addition to corrective feedback (e.g. try to straighten your knees completely), students will anticipate more need satisfaction and autonomous motivation; and less need frustration and controlled motivation.

Explorative

- Does the positive impact of choice and positive feedback depend on students actual motor competence level?

METHOD

Participants

- 267 7th grade adolescents

Actual motor competence

Test of Gross Motor Development – 2nd edition (Ulrich, 2000)



Experimental design

- The students saw one of four manipulated video clips on a physical education class about handstand rolling over

Four experimental conditions

Choice		No Choice	
Corrective feedback	Sandwich feedback	Corrective feedback	Sandwich feedback
Try to straighten your knees completely. You can choose when you move on to the next level.	Your hands are placed correctly but try to straighten your knees completely. Well done! You can choose when you move on to the next level.	Try to straighten your knees completely. You can go to the next level.	Your hands are placed correctly but try to straighten your knees completely. Well done! You can go to the next level.

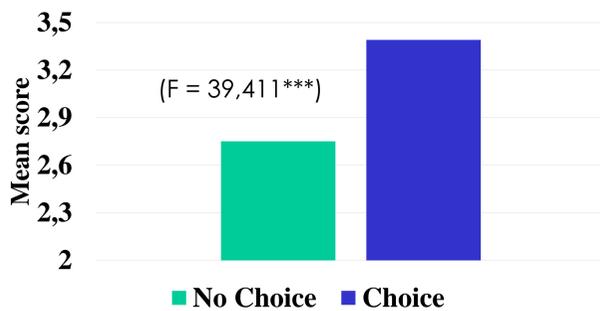
Questionnaires

- ✓ Need satisfaction and frustration (BPNSF) (Chen et al., 2012)
- ✓ Motivation for physical education & physical activity (BRPEQ) (Aelterman et al., 2012)

RESULTS

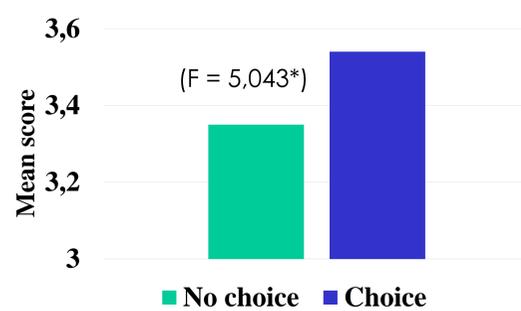
Choice

Autonomy satisfaction



The results of competence and relatedness satisfaction are in line with the results of autonomy satisfaction.

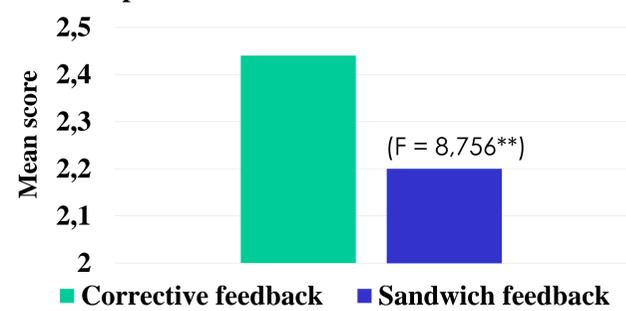
Autonomous motivation



No significant difference was found for controlled motivation.

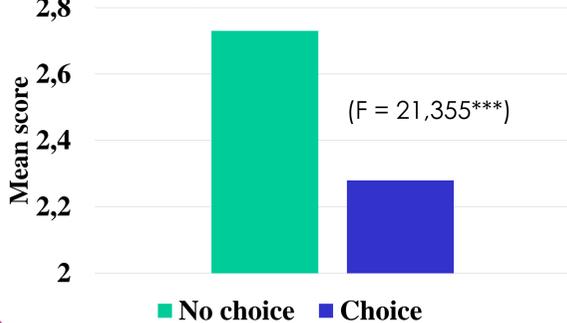
Feedback

Competence frustration



The results of autonomy and relatedness frustration are in line with the results of autonomy frustration. No significant differences for need satisfaction and motivation were found.

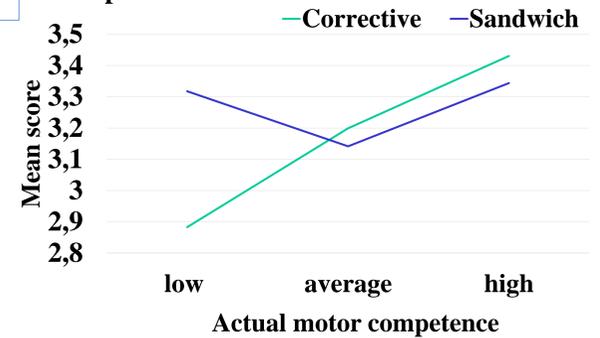
Autonomy frustration



The results of relatedness frustration are in line with the results of autonomy frustration. No significant difference for competence frustration was found.

Moderation AMC

Competence satisfaction



No other significant interaction effect was found.

CONCLUSION

- When choices are provided, students anticipate more need satisfaction and autonomous motivation and less need frustration.
- When positive feedback is given in addition to corrective feedback students anticipate less need frustration.
- Low competent students are more satisfied when sandwich feedback is used while there is no difference for type of feedback for average and highly competent students. For all other outcomes AMC seems not to have a moderating role.

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