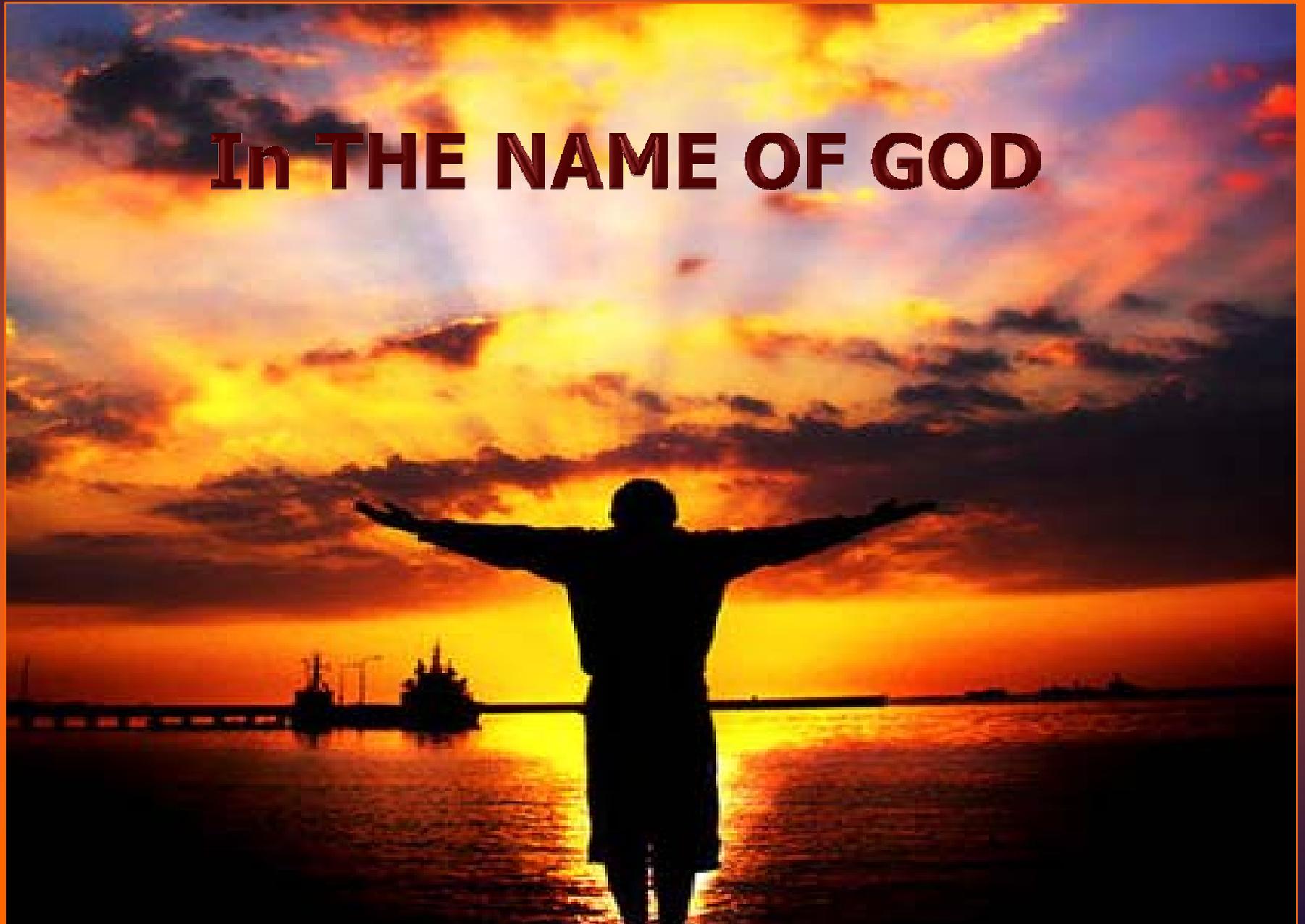


In THE NAME OF GOD

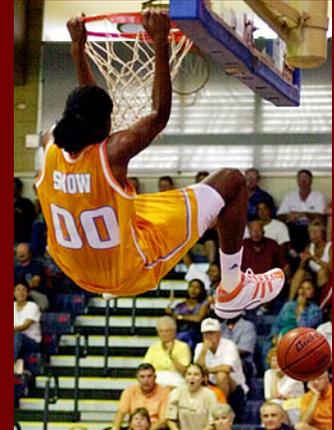


A sunset scene over the ocean with a rocky coastline. The sun is low on the horizon, casting a warm orange glow across the sky and water. The foreground shows dark, silhouetted rocks and a small beach area. The entire image is framed by a thick orange border.

**EFFECT OF FEEDBACK ON
SUCCESSFUL AND UNSUCCESSFUL
TRIALS ON INTRINSIC MOTIVATION**

DR. VAZ MOUSAVI - DR. NAMAZI ZADEH - BADAMI

Motivation



- “....is why people do what they do...”
- Research has indicated that there are two main forms of motivation.....
 - ✓ *Extrinsic motivation* – comes from rewards and outside factors/pressures.
 - ✓ *Intrinsic motivation* – comes from the activity itself – ‘for the love of the game’-

Cognitive Evaluation Theory

- This Theory suggests that IM for an activity is maximized when individuals feel competent and self-determining in that activity.
- the theory would argue that a coach's actions that affect the athlete's perceptions of competence or autonomy can ultimately impact the athlete's IM.
- Some studies examined the effects of positive and negative feedback on IM :
 - ✓ *Vallerand & Reid, 1984*
 - ✓ *Koka & Hein, 2003*
 - ✓ *Hollembeak & Amorose, 2005*

Feedback



perceptions of competence 

IM 

perceptions of competence 

IM 



therefore

The purpose of the present study was to examine

the effects of augmented feedback on successful and unsuccessful trials on students' intrinsic motivation, perceived competence, and interest-enjoyment

While efforts were made to control for additional influential variables.

PARTICIPANTS

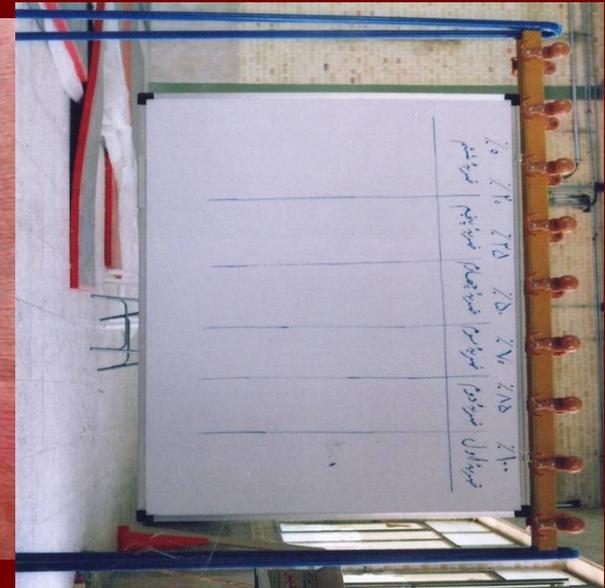
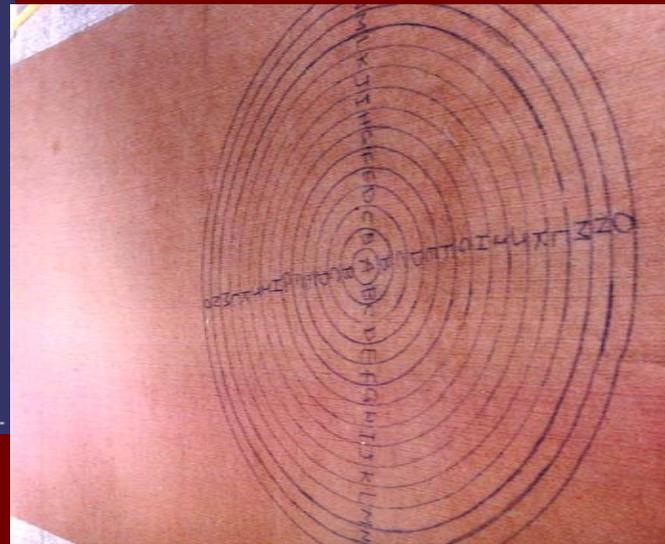
Forty seven university students with a mean age of 20.5 ± 1.7 years. They had no prior experience with the experimental task and were not aware of our specific study purpose

'KR for successful performance'
group

'KR for unsuccessful performance'
group



Method



All participants performed 60 trials. After each block of six trials, participants in the "KR for successful performance" group received knowledge of result (KR) on the three best strokes in that block, whereas those in the "KR for unsuccessful performance" group received KR on the three poorest strokes.

Result

	KR for successful performance		KR for unsuccessful performance	
	Mean	sd	Mean	sd
Motivation	41.91	7.12	38.79	5.52
Competence	12.95	3.81	10.75	3.75
Enjoyment	18.08	3.35	17.75	3

One-way ANOVA

According to the results, no meaningful difference was detected between the two groups on enjoyment, $F(1,45) = .29, p > .05$, but the differences were meaningful on intrinsic motivation, $F(1,45) = 4.18, p < .05$, and perceived competence $F(1,45) = 2.83, p < .05$.

Discussion

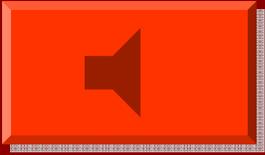
Students' perceived competence, and intrinsic motivation were higher in 'KR for successful performance' group

Many sport researchers have consistently demonstrated that positive information-based feedback given in response to students' performances resulted in increased perceptions of competence and a corresponding increase in intrinsic motivation

Discussion

Based on previous observational research we expected that "KR for successful performance" group showed interest-enjoyment advantages. This hypothesis was not supported

interest could be seen as less ego-oriented and more task-oriented construct than perceived competence (Inoue, 2007).



Implications for practioners

the results of this study suggest that teachers should provide students with successful experiences.

Students are not viewed as passive vessels waiting to be filled with knowledge but rather as active participants in their own learning. Present and past experiences are filtered through the unique lens of the learner and then translated into some action or behavior



- I try never to plant a negative seed. I try to make every comment a positive comment. There's a lot of evidence to support positive management.

Jimmy Johnson, College and Professional Football Coach

- To really win, you have to get every player to go beyond his capabilities. He must feel great about himself ... He must feel that his coaches or supervisors have total confidence in his ability, and he must feel that his weaknesses are small and his strengths are much bigger. You do that by positive reinforcement, making sure that no one thinks negatively at any time.

Rick Pitino, Basketball Coach



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