



Vallerand's Continuum of
Intrinsic and Extrinsic
Motivation in *Bend It Like
Beckham*

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Overview of Model

➤ Amotivation:

- A Lack of purpose and intentionality in one's action, or relative absence of motivation
- When feeling amotivated, athletes often feel incompetent, as well as out of control of their current situation



Overview of Model--Con't

➤ Extrinsic Motivation:

- Engaging in an activity as a means to an end and not for the activity's own sake
- On Vallerand's Model, extrinsic motivation is broken up into four categories
- External regulation, Introjected regulation, Identified regulation, and Integrated regulation



Overview of Model--Con't

- The threshold of autonomy occurs at Identified regulation, when the athlete freely performs a task, even if it not pleasant or desirable



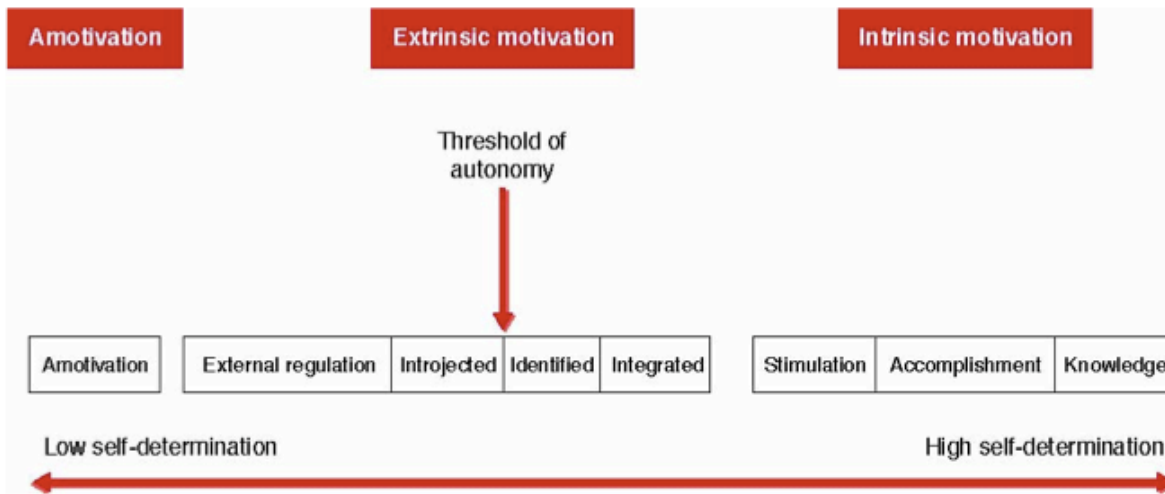
Overview of Model--Con't

➤ Intrinsic Motivation:


- Engaging in an activity for itself and for the pleasure and satisfaction derived from participation
- Intrinsic motivation is divided into three sections
- Stimulation, Accomplishment, and Knowledge

The Actual Model

Continuum of Intrinsic and Extrinsic Motivation



(See figure 6.2 on page 140 of text.)



Factors that Influence Intrinsic Motivation

- There are six factors that influence intrinsic motivation
- The first three are Social Factors: successes and failures, focus of competition, and coaches behavior
- The last three are psychological factors: need for competence, need for autonomy, need for relatedness



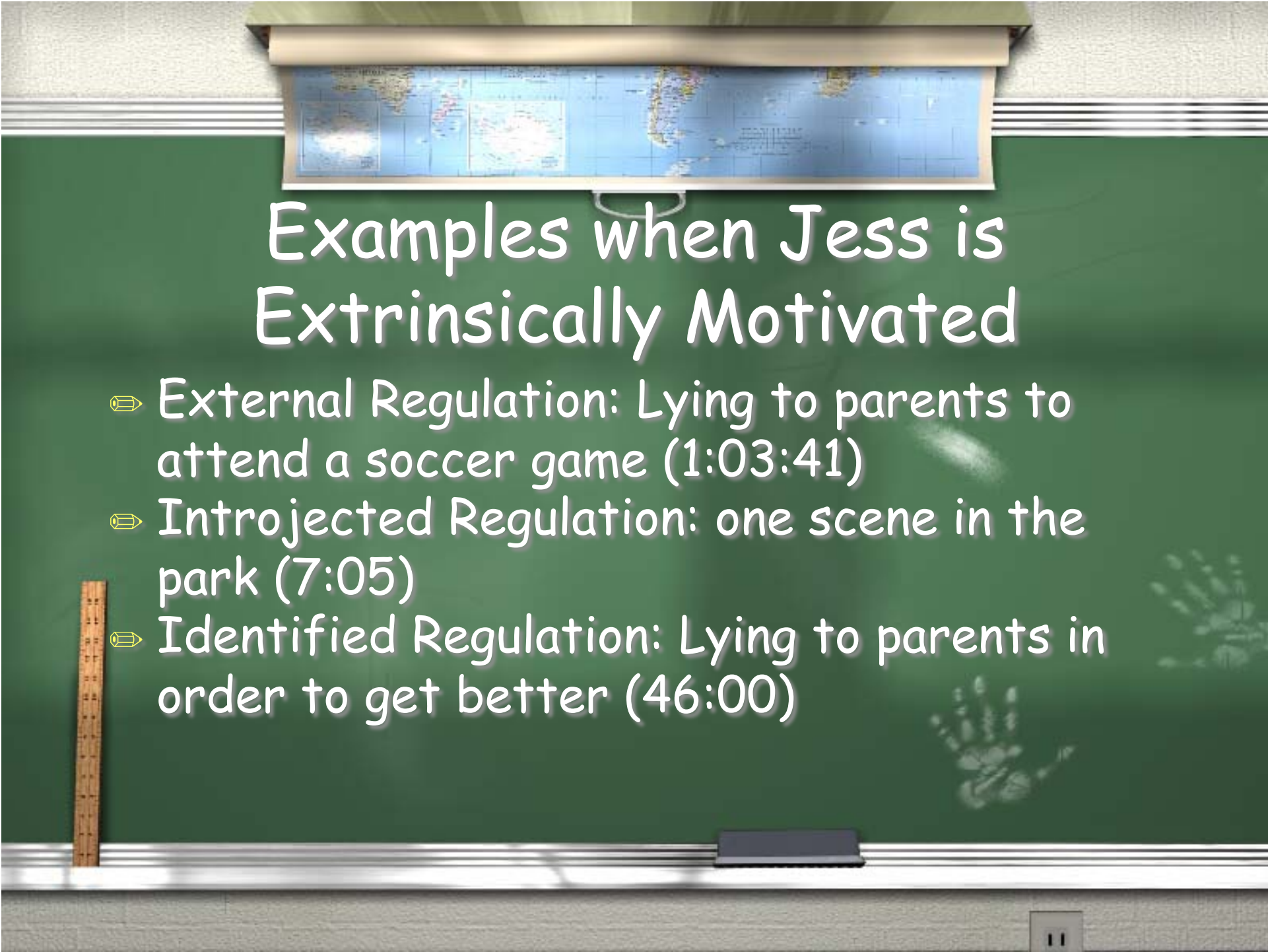
Examples when Jess is Intrinsically Motivated

- Knowledge: The try out (15:05)
- Stimulation: Scene in the park (7:25)
- Accomplishment: Winning the final game (1:30:05)
- Successes and Failures: missing the PK (47:35)
- Coaches Behavior: Wanting to Impress Joe (1:07:40)
- Need for Autonomy: Telling parents why she wants to play (1:37:10)



Examples when Juliet is Intrinsically Motivated

- Successes and Failures: Needs Jess to do well (12:05)
- Knowledge: Learning how to bend the ball (20:36)
- Accomplishment: Getting scouted (1:30:35)
- Coaches Behavior: Also wanting to impress Joe (1:10:05)
- Need for Autonomy: Tells mom it is ok for her to love sports (1:34:40)



Examples when Jess is Externally Motivated

- External Regulation: Lying to parents to attend a soccer game (1:03:41)
- Introjected Regulation: one scene in the park (7:05)
- Identified Regulation: Lying to parents in order to get better (46:00)



References

- Vallerand, R.J. (2007). Intrinsic and extrinsic motivation in sport and physical activity: A review and a look at the future. In G. Tenenbaum & E. Eklund (Eds.), *Handbook of sport psychology* (3rd ed.). New York: John Wiley, pp. 59-83.
- Vallerand, R.J. (2004). Intrinsic motivation in sport. In, C. Spielberger (Ed.), *Encyclopedia of Applied Psychology* (pp. 427-436, vol.2). San Diego: Academic Press.