

Mastery Climate and Autonomy Support

[Mastery climate](#) and [autonomy support](#) have been found to promote [intrinsically regulated motivation](#) in students during physical education (PE) classes (Ommundsen & Kvalø, 2007). Together with [perceived competence](#), such conditions led to enjoyment in PE and participation in after-school physical activities. [Performance climate](#) however was found to facilitate [amotivation](#).

Create a mastery rather than performance climate.

- Focus on learning, self-improvement and participation.
- Set optimally challenging tasks and effort.
- Emphasise effort and progress in feedback instead of interpersonal competition, public evaluation and normative feedback.
- Be satisfied when students learn new skills, improve and cooperate rather than winning others.
- Praise those who show improvement and not just those who performed the best.
- Emphasise that making mistakes is part of learning rather than punishing them.

(Ames, 1992; Nicholls, 1989; Papaioannou, 1995)

Be autonomy supportive rather than controlling.

- Support freedom instead pressurising them.
- Enable and encourage initiative and choice in pupils instead of being directive and authoritarian.
- Share in their perspectives when solving problems or offering advice.

(Black & Deci, 2000; Reeve, 1998)

Key Definitions:

Mastery climate	An environment that focuses on learning, self-improvement and participation behaviour (Ames, 1992; Papaioannous, 1995). Back to top
Performance climate	An environment that focuses on social comparison rewards, normative ability and the more able students (Ames, 1992; Nicholls, 1989). Back to top
Intrinsic regulated motivation	Most self determined motivation defined as doing an activity for its inherent satisfaction (Ryan & Deci, 2000). Back to top
Autonomy support	Minimising the salience of external incentives and threats, avoid controlling language, and acknowledge the learners' frame of reference (Black & Deci, 2000; Ryan & Connell, 1989) Autonomy-supportive teaching involves behaviours that seek to promote students' tendency to engage in learning because they value this activity or find it interesting (Roth, Assor, Kanat-Maymon, & Kaplan, 2007). Back to top
Amotivation	The least self-determined motivation which stems from feelings of incompetence, lack of activity value and the belief that one's actions have little, if any bearing on outcomes (Ryan & Deci, 2000). Back to top
Perceived competence	Extent that pupils perceive that their teachers allow them to feel capable in controlling the environment or the activity. Back to top

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