Adolescent Autonomous Motivation for Physical Activity: A Concept Analysis

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Background

• Youth Risk and Behavior Survey Data: 53.5% of U.S. adolescents in 2017-2018 were not active 5 out of 7 days before survey.
• Sharp decrease for boys and girls after 13 years old
• Healthy People 2020: federal physical activity (PA) guidelines for aerobic PA
  – Amount: 60 minutes of mostly moderate to vigorous PA daily
Objectives

• Understand the need for clarification related to adolescent motivation for physical activity (PA).

• Identify the defining attributes, antecedents, surrogate terms and consequences.
Concept Analysis

- **Rodgers Evolutionary Model**

- **Literature Review**: CINAHL, ERIC, PsychInfo, PubMed, & Sport Discus

- **Key Words**: motivation, adolescent or teenagers or young adults, physical activity or exercise or physical exercise

- **1852 total abstracts**
- **Inclusion Criteria**: peer reviewed, written in English, time frame 1980-present, formatted abstract, motivation & PA as concepts, school age children up to age 18
Steps of Rodger’s Model

• Identify and name the concept of interest
• Identify surrogate terms & relevant uses of the concept
• Identify and select an appropriate sample for data collection
• Identify attributes of the concept
• Identify the antecedents & consequences of the concept
• Identify concepts related to the concept of interest
• Identify the model case of the concept
## Results

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<td>Total</td>
<td>1852</td>
<td>1347</td>
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Significance of Adolescent PA

- **Healthy People 2020**: federal guidelines for aerobic PA
- **Recommendation**: 60 minutes of mostly moderate to vigorous PA daily
- **Youth Risk and Behavior Survey Data**: 53.5% of U.S. adolescents in 2017-2018 were not active 5 of 7 days before survey.
- **Sharp decrease for boys and girls after 13 years of age**
Defining Attributes of Autonomous Motivation

• Being on a continuum
• Being dynamic
Autonomous Motivation

- **Intrinsic**: Internally driven and self determined

- **Integrated**: refers to behavior that is done because the adolescent has unified that the PA is part of whom the adolescent is

- **Identified**: recognizes that the PA is beneficial for health and recognizes the value, purpose, and benefit of the behavior
<table>
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<th>Regulatory style:</th>
<th>Non-Regulation</th>
<th>Extrinsic Motivation</th>
<th>Intrinsic Motivation</th>
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<td>Source of motivation:</td>
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<td>External</td>
<td>Introjected</td>
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<td>Motivation regulators:</td>
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<td>External regulation</td>
<td>Regulation</td>
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<td></td>
<td>Incompetence</td>
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<td></td>
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<td>Lack of control</td>
<td>Compliance</td>
<td>Ego-involvement</td>
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<td>External rewards or punishments</td>
<td>Approval from others</td>
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The Self-Determination Continuum
Dynamic

- Positive direction, negative direction or vary back and forth depending on a variety of factors
- Motivation is viewed as an evolving propensity and certain conditions can elicit and sustain motivation while other conditions can subdue and diminish this innate propensity
Antecedents for Autonomous Motivation

- Autonomy supportive environment: competence, autonomy and relatedness

- Individual differences
Social Environment

• The social environment can be supportive or hinder motivation for PA

• Supportive environment = autonomy-supportive

• Autonomy-Supportive: Individuals feel they are in control of their life and can make choices surrounding their PA; or refers to behavior that is engaged in for the intrinsic goals developed by one self
Individual Differences

• Three different trait-like orientations around motivation
  – Autonomy orientation
  – Controlled Orientation
  – Impersonal Orientation
Adolescent Motivation for PA

- Autonomous motivation is defined as a dynamic mental force that is reflected by perceived enjoyment, satisfaction and importance of and interest in PA; with or without perceptions that PA is part of one’s identity.
Surrogate Terms

• **Intention**: an individual’s stated orientation towards a behavior and the course of action the individual plans to follow

• **Drive or impulses**: tendencies to act but they do not provide an adequate theory of action needed for motivation

• **Commitment**: is a desire and resolve to continue to participate in PA through self-directed goal setting
Consequence

• Greater PA
  – Autonomy Supportive Environments
Thank you