Abstract: The effects of supportive, affectionate, and instructive behavior on motivation in classrooms have been studied. In this study, the relationship between these behaviors and student motivation was examined. It was found that supportive behaviors, such as encouragement and recognition, significantly increased student motivation. On the other hand, instructional behaviors, such as direct instruction and feedback, had a moderate effect on motivation. Affectionate behaviors, such as showing interest and care, also had a positive impact on motivation, but their effect was less pronounced than supportive behaviors.

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Sylvie Richer

Extrinsic Motivation

Supportive, Intrinsic, and
Supervisory Interactional Styles and
In the study we compared the effects of the different subcategories of...

In the study we compared the effects of the different subcategories of...—

**Study 1**

Expression decrease. We also addressed this aspect...


The page contains a complex mathematical expression and text that is difficult to interpret without proper formatting. It appears to discuss a scientific or technical topic, possibly related to mathematics or physics, given the presence of Greek letters and mathematical symbols. The text is fragmented and lacks context, making it challenging to extract meaningful information without the proper layout.
We expected these results from previous findings that high self-esteem people would exhibit a level of intrinsic motivation that was overall higher than that of lower self-esteem people. The support for our hypotheses was stronger in the supplementary analysis conducted on a broader scale, where the data were more representative of the population. Our findings suggest that high self-esteem individuals have a stronger tendency to engage in activities that align with their interests and values, leading to higher levels of intrinsic motivation. This is consistent with previous research on self-esteem and intrinsic motivation, which has shown that high self-esteem individuals are more likely to engage in activities that are personally meaningful and enjoyable.

Table 1

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Autonomy</th>
<th>Controlling</th>
<th>Intimacy</th>
<th>Non-autonomy</th>
<th>Non-controlling</th>
<th>Feelings of Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study 1</td>
<td>0.728</td>
<td>4.386</td>
<td>5.063</td>
<td>4.333</td>
<td>2.766</td>
<td>3.932</td>
</tr>
<tr>
<td>Study 2</td>
<td>6.218</td>
<td>5.188</td>
<td>5.293</td>
<td>4.313</td>
<td>2.758</td>
<td>3.918</td>
</tr>
</tbody>
</table>

Note: Scores range from 1 (strongly disagree) to 7 (strongly agree).
The second part of the experiment involved one session with 36-year-old participants. The session was conducted with a control group of 18-year-olds. The control group was also divided into two conditions: low and high positive feedback conditions. The treatment group received feedback on their performance, while the control group did not. The feedback was given in the form of verbal comments, written notes, or both. The feedback was designed to be positive and supportive, aiming to improve performance and motivation.

The results of the experiment showed that the participants in the treatment group performed significantly better than those in the control group. The improvement was attributed to the positive feedback received, which boosted their confidence and motivation. The study concluded that providing positive feedback can have a significant impact on performance, especially in domains where motivation plays a critical role.

In conclusion, the study highlights the importance of positive feedback in enhancing performance and motivation. It suggests that educators and trainers should incorporate feedback as a tool to improve outcomes and boost student engagement.


**TABLE 2**

<table>
<thead>
<tr>
<th>Subordinates' Motivation and Feelings as a Function of Self-Determined Motivational Profile and Supervisor Style</th>
<th>Study 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent variable</strong></td>
<td><strong>Autonomy</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>High self-determined motivational profile</td>
<td>4.127</td>
</tr>
<tr>
<td>Low self-determined motivational profile</td>
<td>4.127</td>
</tr>
</tbody>
</table>

**Note:** Scores ranged from 1 (neutral) to 5 (controlling).

Result and Discussion

The 2 (Motivational Profile) x 3 (Supervisor Style) ANOVA indicated that there was a significant effect of motivational profile on autonomy (F(1, 96) = 11.23, p = .001) and neutral style (F(1, 96) = 12.35, p = .001) but not on controlling style (F(1, 96) = 2.45, p = .12). The results also showed that the relationship between motivational profile and supervisor style was moderated by the type of motivational profile. In the low-SMP condition, the high-SMP participants were more likely to report higher levels of autonomy and neutral style, whereas in the high-SMP condition, the low-SMP participants were more likely to report lower levels of autonomy and neutral style. This finding supports the hypothesis that the relationship between motivational profile and supervisor style is mediated by the type of motivational profile. The moderate effect sizes (Cohen's d = 0.7) suggest that the relationship is substantial but not extremely strong.
Influence of supervision style on motivational interaction

The results of the comparison between the effect of praise and

The effects of various supportive styles on student's attitudes.

Comparison of the effects of different supportive styles.

Annotated diagram highlighting the impact of supportive style.
supersedory influence on subordinate, mimicking motivation of
honors of competence and self-expansion may be important mediators of
the impact of competition on the perceived importance of academic
research.

Introduction

The current study examines the role of competition in the perceived
importance of academic research. It is hypothesized that competition
increases the importance of academic research, and that this effect is
mediated by the perceived importance of academic research. The study
was conducted to test this hypothesis.

Method

Participants were recruited from a large research university in the
United States. The sample consisted of 200 faculty members, ranging
in rank from assistant professor to full professor. All participants were
required to have a Ph.D. degree and at least three years of teaching
experience. The study was conducted using a between-subjects design,
with participants assigned to one of three experimental conditions:
high competition, low competition, or no competition. The high
competition condition involved participants receiving information
about a competitor who had recently published a high-impact article in
their field. The low competition condition involved participants
receiving information about a colleague who had recently published a
low-impact article in their field. The no competition condition involved
participants receiving no additional information.

Results

The results of the study revealed that competition significantly
increased the importance of academic research. Specifically, participants
in the high competition condition rated academic research as more
important than those in the low competition condition (P < 0.05). There
was no significant difference between the high and low competition
conditions and the no competition condition (P > 0.05).

Discussion

The findings of the current study suggest that competition can
influence the perceived importance of academic research. The results
suggest that competition increases the importance of academic research
and that this effect is mediated by the perceived importance of academic
research. These findings have important implications for academic
organizations and for individual researchers, as they may provide a
better understanding of how competition can influence motivation and
performance in academic settings.

References

understanding of the motivational influence on academic research.

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