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Student-Athlete Motivation: Are Male College Athletes Intrinsically or Extrinsically Motivated?

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In Partial Fulfillment of the Masters of Science Degree – Master's Capstone

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Introduction

Coaching athletics at the collegiate level involves many skills and talents. Coaches must utilize their unique personalities, competencies, communication skills, motivational techniques and leadership behaviors in the development of their athletes. Not only do coaches aim to effectively teach their athletes the necessary technical and tactical skills required for their sport, coaches use their own methods of motivation in order to encourage athletes to achieve individual and team goals. Although success in sport depends on many different factors, an athlete's motivation is one of the most important factors. This motivation will ultimately influence the functioning of a team, the quality of its performance and achievements, and the persistence of its athletes. With the individual differences in athlete dispositions (i.e. personality, goal orientations), the issue that arises for coaches is identifying the motivational methods that have the greatest influence on an athlete's motivation.

The purpose of this study is to analyze the motivational dispositions of college male basketball players, ultimately examining whether these players are more intrinsically or extrinsically motivated. Understanding the empirical evidence and theory presented in this study which explains motivational behavior, could contribute to changes in coaching behavior in the future so as to change it to a more desirable direction.

Using questionnaires commonly used in the field of psychology, we identify the achievement goal tendencies athletes exhibit in their sport setting, as well as the specific types of motivation they have pertaining to their sport. From the motivational dispositions of the athletes we attempt to help coaches learn the motivation techniques that have the greatest influence on athlete motivation.

Due to the geography and access to subjects, one delimitation of the study is the number of subjects that will be included in the data collection process. Not all Division II male basketball players in the United States will be studied here; members of the men's basketball team at a small university in southeastern Minnesota will be included in data collection.

Following sections present an overview of the topic relating to athlete motivation and the current research literature that has already been conducted on the topic to provide a baseline knowledge to the reader regarding the content of this study. A detailed outline of the methodologies utilized in this study, including specific subjects, data collection methods, and data analysis are also presented.

Literature Review

In the pursuit of sports excellence, maximizing athletes' motivation has always been a key concern in sport psychology. Motivating athletes can be challenging, but coaches and administration must be able to accomplish this task in order for their teams to succeed and win games. Motivation can be defined as, "the internal processes that activate, guide, and maintain behavior" (Sheldrick, 2012). In other words, motivation represents the influence, either internal or external, that determines whether a person starts and commits themselves to a specific activity, as well as the effort invested in it (Moreno, 2010). Coaches must be able to understand their athletes' motivational triggers to get them motivated and keep them performing at a high level.

Motivation Types

Intrinsic motivation.

Although athletes can be motivated to compete in and practice their sport for many different reasons, these reasons fall into two main categories of motivation. Athletes may have passion for simply playing their sport, or love the satisfaction of mastering current abilities and/or learning a new skill. These reasons would be categorized as intrinsic motivation, where the participation is driven by internal motives, such as pleasure and enjoyment (Ryan, 2000). Three types of intrinsic motivation have been identified: 1) intrinsic motivation to know (doing the sport for the pleasure of knowing more about that sport), 2) intrinsic motivation to accomplish (doing the sport for the pleasure of improving one's skills) and 3) intrinsic motivation to experience stimulation (doing the sport for the pleasure of having stimulating experiences) (Moreno, 2010). Intrinsically motivated athletes generally concentrate on skill

development and personal growth and thus experience higher levels of enjoyment in their sport (McCarthy, 2011). Basketball players Kobe Bryant and LeBron James are examples of highly intrinsically motivated athletes who are always looking to develop and elevate their basketball performance, and are often the first and last players in the gym (Sheldrick, 2012). According to previous research and theories of motivation, which will be explained later, intrinsic motivation is critical in sustaining involvement in sport and physical activity (Chian, 2008).

Extrinsic motivation.

While intrinsic motivation entails participation in an activity for fun, pleasure, excitement, and the satisfaction associated with it, extrinsic motivation involves participation for external factors of reward or punishment. Athletes may participate in sport to receive monetary awards (i.e. scholarships, future professional contracts), gain social approval among their peers and community, or to avoid punishment (Sheldrick, 2012). Extrinsically motivated athletes tend to focus on the competitive or performance outcomes. Extrinsic rewards are necessary to competitive sports because, when used correctly, they can be beneficial to athletes. However, athletes in highly competitive levels of sport may experience decreases in their intrinsic motivation because of the increasing use of extrinsic rewards offered by the media, coaches, and parents. Self-determination theory is a widely used theory in motivation that explains and discusses these types of motivation (Deci, 2008). The following sections will explain two primary motivational theories that are utilized in the field of sport psychology.

Motivational Theories

Goal Orientation Theory.

Goal Orientation Theory, also known as Achievement Goal Theory, examines the behavioral tendencies of individuals in achievement settings (i.e. sport). Rather than focusing on the content of *what* people are trying to achieve, goal orientations define *why* and *how* people are trying to achieve various objectives and exhibit achievement behavior (Kaplan, 2007). Two primary goal perspectives are identified in the goal orientation theory, which are task and ego.

Task, or mastery goal orientation, refers to an individual's preference of developing competence with the primary focus on personal development and growth pertaining to a task or skill (Kaplan, 2007). In the case of sport, task-oriented athletes view success as being achieved when mastery or improvement in a task or skill is realized, and persevere when faced with adversity or defeat. Task goal orientation is regarded as more favorable than ego goal orientation because it fosters intrinsic motivation, and is associated with positive levels of accomplishment, self-esteem and well-being (Kaplan, 2007).

Ego, also called performance goal orientation, is the other perspective of Goal Orientation Theory. Ego refers to an individual's preference of demonstrating competence with the primary focus on outperforming others and creating an impression of high ability compared to the rest. Compared to task-oriented individuals, ego-oriented individuals use competition with others as their main motivator, viewing success as achieved when they perform better than their competitor (McCarthy, 2011). Ego orientation is considered less favorable than task orientation because it can decrease intrinsic motivation and effort, although some research has

shown positive correlations between both goal orientations. One study reported young Korean athletes with both high task and ego orientations was associated with greater perceived enjoyment, competence, and effort for male athletes (Kim, 1997).

From this study, as well as many others, it is important to note that task- and goal-orientations are independent of each other; that is, an individual can be high or low on each or on either orientation at the same time. In contrast to the study previously mentioned, another study (Duda, 1988) showed that athletes with high ego- and low task-orientation spent the least amount of time practicing and preparing for a game. Both studies suggest that higher levels of task-orientation in individuals results in increased participation and effort in the sport, regardless of the level of ego-orientation that is present (Duda, 1988). Knowing these relationships between task- and goal-orientations, coaches should attempt to increase task orientation in their athletes in order to promote higher levels of intrinsic motivation and effort. Various studies have shown that athletes with coaches that are more task and learning-oriented experience greater intrinsic motivation compared to those that have ego and outcome-oriented coaches (Barić, 2009).

Self-Determination Theory.

Self-Determination Theory (SDT) suggests that specific types of motivation influence the degree to which an individual attempts to satisfy basic psychological needs, and looks for the conditions that enhance or diminish these types of motivation. In other words, SDT focuses on the types of motivation people have for the engagement of particular activities (Deci, 2008). SDT distinguishes three general categories of motivation, namely intrinsic, extrinsic, and amotivation. As mentioned earlier, intrinsic motivation is characterized by participation in the

search of pleasure and enjoyment, whereas extrinsic motivation refers to participation influenced by external motives. In contrast to both intrinsic and extrinsic motivation that initiate and guide behavior, amotivation is characterized by a complete lack of intention and motivation in a particular activity. Past research has found that gradual progression from amotivation to intrinsic motivation causes increasingly positive consequences, not only for psychological functioning, but also performance in sports (Deci, 2008). This is due to an increase in enjoyment and satisfaction of the sport, as well as persistence and positive emotions. In a study by Kazmi (2014), it was found that intrinsic motivation is a strong predictor that an athlete will set and commit to goals that lead to improved performance in their sport.

Tools for Assessing Goal-Orientation and Self Determination Theories

The most reliable and valid method of assessing individual differences in goal orientations in athletic settings across multiple populations is the Task and Ego Orientation in Sport Questionnaire (TEOSQ) (Castillo, 2010). The TEOSQ is a modified version of the original questionnaire developed to assess individual goal perspectives and subsequent behavior in the educational setting. From previous literature demonstrating the positive correlations between task and ego-orientations and predicted behavior, sport psychologists advocated the value of considering differences in goal perspective in the study of behavior and experiences in the athletic context (Duda, 1989).

Within the framework of SDT, the most widely used tool for assessing individual motivation orientations in the sports setting is the Sport Motivation Scale (SMS). The SMS is a modified and translated scale from the original French version, which was adapted from the Academic Motivation Scale (AMS) (Mallett, 2007). The SMS-6 utilized in this research is a

revised version of the SMS with additional motivation items and replaced problematic items. The SMS-6 is a more reliable and valid measure for assessing an athlete's motivation toward sport participation. A detailed description of the tools and their use in this research will be presented in the next section (Mallett, 2007).

Information gathered from these instruments can serve as a valuable resource for sport coaches for keeping their athletes motivated in order to achieve continued team success. Although coaches have their own leadership styles and motivational behaviors, they may not be aware that they may need to cater their motivational approach to particular athletes based on the motivational dispositions of each individual (Sheldrick, 2012). Data from the TEOSQ can help coaches understand that not everyone is motivated to complete tasks, play harder, or give that extra bit at the end of the game. An athlete with high task-orientation score tells the coach that he/she is intrinsically motivated to overcome obstacles to achieve mastery in a skill or task. These athletes do not give up easily, usually giving maximum effort at all times, which coaches tend to look for in their players. Knowing this information about this athlete, coaches must encourage and sustain this level of motivation (Sheldrick, 2012).

Alternatively, an athlete with low task and high ego-orientation score will require different motivation tactics to achieve a high level of effort and motivation. Coaches may need to reward athletes for playing well with more playing time or positive praise. Coaches must also put these ego-oriented athletes in practice and game situations where they will feel successful in order to promote higher levels of motivation.

Motivation scores from the SMS-6 can also give coaches great insight into why or why not their athletes give effort to their sport. Data from this instrument can help coaches explain

any changes in motivation patterns from their athletes. For example, if an athlete that previously contributed great effort in their sport now does not, and has a lower mean score for intrinsic motivation or higher mean score for amotivation, there is a good chance that athlete has lost the motivation and passion to engage in that sport. In this case, the coach must find and spark the athlete's motivation, or remove that athlete from the team altogether in order prevent jeopardizing the success of the team. If another athlete has a high mean score for intrinsic motivation, the coach would be able to explain the athlete's tremendous effort on the court. In addition, as mentioned above, coaches must support this level of motivation to ensure the athlete performs to his/her potential (Sheldrick, 2012).

To gain an understanding of the motivational dispositions of collegiate male basketball athletes, the motivational types pertaining to their sport and goal-orientations of a Division II team of male basketball athletes will be assessed and analyzed in this paper. With the understanding of specific motivations, as well as the goal orientations of their athletes, coaches can effectively utilize appropriate motivational methods to increase motivation to optimize performance and improvement, ultimately resulting in team success.

Methodology

Two instruments that measure different forms of motivation were used with the sample. Below is a description of the sample.

Participants

The sample in this research is 15-20 male collegiate basketball players. All athletes participate on the varsity basketball team at a small Midwest university.

Instrumentation

Task and Ego Orientation in Sport Questionnaire (TEOSQ).

The TEOSQ is a 13-item questionnaire designed to assess task (7 items) and ego (6 items) orientations as proposed by Nicholls' (1989) model of achievement motivation (Duda, 1989). When completing the instrument, the participants were requested to think of when they felt most successful in their particular sport and then indicate their agreement with items reflecting task-oriented (e.g., "I feel successful in sport when I work really hard") or ego-oriented (e.g., "I feel successful in sport when the others can't do as well as me"). Responses are indicated on a 5-point Likert Scale with 1 = *strongly disagree* and 5 = *strongly agree*. Athletes are given a mean score for both task- and ego-orientation.

Sport Motivation Scale-6 (SMS-6).

The SMS-6 is a 24-statement survey that is intended to identify the perceived reasons for participating in sport, measuring six forms of motivation reflecting varying degrees of self-determination along a motivation continuum (Ryan, 2008). Participants are asked to respond to the question, "Why do you practice your sport?" and must rate how much the statement corresponds with their reasoning for engaging in their sport. Responses are answered using a 7-

point Likert Scale ranging from 1 = *does not correspond at all* to 7 = *corresponds exactly* (Kazmi, 2014). Athletes are given a mean score in each of the three categories of amotivation, extrinsic motivation, or intrinsic motivation. There are 4 questions each that correspond to amotivation and intrinsic motivation, and 16 questions corresponding to extrinsic motivation (Mallett, 2007).

Procedure

The head men's basketball coach was approached and the study was explained to him. Permission to use his players for the study was requested, and approval from the coach was granted (Appendix D). A request was submitted and approval from the university's Institutional Review Board (IRB) was granted.

The TEOSQ and the SMS-6 were both entered in the survey software called Qualtrics. The full questionnaires can be referenced in Appendix A and B. The researcher sent an email with a link to both instruments to the participants' university-issued email address (Appendix F). Each questionnaire began with a consent statement. The athletes were told that participation in this study was voluntary and that their responses would be anonymous. Athletes were instructed to complete both questionnaires on their own time, alone and not in close proximity to fellow teammates to avoid influencing individual responses. Athletes were also asked to respond to both questionnaires as honestly as possible in order to collect most accurate data.

Data Analysis

Data collected from the two instruments will be used to understand motivational profiles of the participants. First, using the Task and Ego Orientation in Sport Questionnaire

(TEOSQ – Appendix A), mean scores of task and ego orientations will be calculated from the participants' responses to the 13 questions. Mean scores of both orientations fall between 1 and 5, with 1 being a low orientation and 5 being a high orientation. Task and ego-orientations are independent of each other. A high score (5) for both task and ego orientations indicate a high desire to participate in sport in order to master a skill and experience pleasure, as well as to compete against others. These high scores are associated with greater levels of intrinsic motivation, effort and well-being. Conversely, a high ego-orientation (5) and low task-orientation (1-2) indicate a high desire solely to compete against and outdo others in order to experience competence and pleasure. These score are associated with low levels of intrinsic motivation and effort. Mean scores from the TEOSQ will help the researcher in identifying and understanding why particular behaviors of the athletes are exhibited in their sport.

The second instrument of data collection, the Sport Motivation Scale-6 (Appendix B), gives the researcher insight into the types of motivation the participants have for participating in their sport. Mean scores for each of the three motivation types (i.e., amotivation, extrinsic, intrinsic) will be calculated from the participants' responses to the 24 statements regarding the question "Why do you practice your sport?" Similarly to goal orientation as measured on the TEOSQ, participants in the Sport Motivation Scale-6 can have high and/or low mean scores for all three motivation types at the same time. High mean scores of extrinsic motivation indicates that participants engage in their sport (in this case, collegiate basketball) solely for extrinsic reasons (i.e. social and/or material rewards). High mean scores of both intrinsic and extrinsic types of motivation indicates participation for both extrinsic rewards and intrinsic satisfaction.

Mean score on the three types of motivation will be compared by respondent and averaged across the participants for a team mean score.

Data and conclusions collected from the TEOSQ and SMS-6 by the researcher will be shared with the men's basketball coaching staff in order to help the coaches see inside the minds of their athletes regarding their motivational tendencies and behaviors.

Data Analysis

Upon the completion of data collection, 12 male college basketball players completed two separate surveys that analyzed athletes' motivational dispositions in the context of their sport. Information gathered from both surveys gives insight to whether male college athletes are extrinsically or intrinsically motivated when participating in their respective sport.

Task and Ego Orientation in Sport Questionnaire

The first of these two surveys was the Task and Ego Orientation in Sport Questionnaire. This included 13 questions that examined the athletes' achievement behavior in the sport's arena. Mean scores for both task and ego orientation for each participant are presented in Table 1.

Task and Ego Orientation in Sport Questionnaire (TEOSQ) (n=12)

	<u>Ego Orientation</u>	<u>Task Orientation</u>
Respondent 1	3.8	4.9
Respondent 2	3.5	5.0
Respondent 3	4.7	5.0
Respondent 4	3.8	5.0
Respondent 5	4.5	4.1
Respondent 6	4.0	4.3
Respondent 7	2.0	4.0
Respondent 8	3.7	5
Respondent 9	4.0	3.7
Respondent 10	3.5	4.1
Respondent 11	2.2	5
Respondent 12	4.3	4.4
TEAM	3.7	4.5

Task orientation scores for the 12 respondents ranged from 3.7 (low) to 5.0 (high) with a mean team score of 4.5. This suggests that all of the participants were motivated by the task of playing basketball, wanting to master the necessary skills to play well and succeed at the game.

Ego Orientation scores for the 12 respondents ranged from 2.0 (low) to 4.7 (high) with a mean team score of 3.7. This suggests that, although not as strong as the task score, the respondents played basketball for the personal satisfaction it provided by performing better than their peers.

Task-orientation scores for ten (10) of the twelve (12) respondents (highlighted in green) were greater than their ego-orientation scores. This indicates that a majority of these athletes feel personal success and satisfaction in their sport through intrinsic factors. Although two athletes' ego-orientation scores were greater than their task-orientation scores, both scores were close to the same, which also indicates these athletes experience success in their sport through both intrinsic and extrinsic factors.

Sport Motivation Scale

The second survey administered was the Sport Motivation Scale, which investigated the specific types of motivation expressed by the athletes with regard to participation in their respective sport. Mean scores for each of the three motivation types (i.e., amotivation, intrinsic, extrinsic) for each participant are presented in Table 2.

Table 2:

Sport Motivation Scale (SMS-6) (n=12)

	<u>Amotivation</u>	<u>Extrinsic</u>	<u>Intrinsic</u>
Respondent 1	1	3	5
Respondent 2	1	2.75	4.75
Respondent 3	1.75	7	7
Respondent 4	1.25	3	5.5
Respondent 5	1	4.5	5.25
Respondent 6	2.25	5.5	5
Respondent 7	1.5	2.25	3.5
Respondent 8	1	2	7
Respondent 9	1.25	5.25	4.5
Respondent 10	1.5	4.5	4
Respondent 11	2.25	3.25	7
Respondent 12	1.75	4.75	4.25
TEAM	1.46	3.98	5.23

Intrinsic motivation scores for the 12 respondents ranged from 3.5 (low) to 7 (high), with a mean team score of 5.23. Extrinsic motivation scores for the 12 respondents ranged from 2 (low) to 7 (high), with a mean team score of 3.98. Amotivation scores for all 12 respondents ranged from the lowest score of 1 to 2.25 (high).

Intrinsic motivation scores (highlighted in green) for eight (8) of the twelve (12) respondents were greater than or equal to their extrinsic motivation scores. Conversely, extrinsic motivation scores (highlighted in red) for four (4) of the twelve (12) respondents were greater than their intrinsic motivations scores. This indicates that a majority of the athletes in this sample participate in basketball for intrinsic reasons, more so than extrinsic reasons. Amotivation scores (highlighted in yellow) for eight (8) of the twelve (12) respondents were above the lowest score of 1, indicating, to some level, a lack of motivation or satisfaction in

playing their sport. Respondents with higher extrinsic motivation scores generally recorded greater scores for amotivation as compared to those who recorded greater intrinsic motivation scores.

Motivational Profile

Considering the information from both surveys (See Appendix C for a summary of all data collected), coaches can get a clearer picture inside the minds of their players and better understand the behaviors that players exhibit on the floor when performing. Furthermore, from this understanding of the data collected from these surveys and the observed behavior, coaches will know if they must simply maintain the positive motivation levels of their players if they exist, or if they must utilize alternative motivational approaches to address any underlying issues regarding a lack of motivation amongst players to increase motivation and personal satisfaction.

From the TEOSQ, Respondent 8's task orientation score was 5.0, compared to his ego orientation score of 3.7, indicating that this player experiences greater personal satisfaction in basketball from *intrinsic* factors than from extrinsic factors. From the SMS-6, Respondent 8 scored a 7 for intrinsic motivation, 2 for extrinsic motivation, and 1 for amotivation. This indicates that this player is significantly more *intrinsically* motivated to play basketball than he is extrinsically motivated. As can be seen from both of these instruments, players with similar motivational profiles as Respondent 8, specifically greater intrinsic motivation and task orientation scores, participate in basketball because they desire and enjoy the satisfaction of learning and developing new skills.

These players do not require a great deal of extrinsic motivators to get them to participate in their sport. Rather their motivation is an internal drive for personal development. Coaches would then expect to see a player like Respondent 8 practicing often on his own in a gym working on a particular skill that needs improvement, or asking for another skill to acquire and develop. In order to promote this motivation and behavior, coaches should continue to provide, if not already, an atmosphere that allows players to participate and develop. Examples of this are ensuring adequate equipment is available, such as basketballs and baskets; or opening the gymnasium up early or keeping the gym open late if a player wants to work on their skills. By providing these opportunities, as well as occasional compliments and acknowledgment of these players' efforts, coaches can optimize the performance and well-being of these athletes.

In comparison to that of Respondent 8, Respondent 9's score for task orientation was 3.7, lower than his ego orientation score of 4.0. This indicates that this player experiences greater personal satisfaction in basketball from *extrinsic* factors than from intrinsic factors. From the SMS-6, Respondent 9 scored a 4.5 for intrinsic motivation, 5.25 for extrinsic motivation, and 1.25 for amotivation. This indicates that this player is more *extrinsically* motivated to play basketball than he is intrinsically motivated, and even lacks the motivation to engage in basketball activities to a certain degree. These two surveys show that players with this motivational profile engage and experience success and satisfaction in the sport of basketball when there is an external reward associated with the participation, or the opportunity to outperform their peers for social recognition is present.

Although these players are still intrinsically motivated to some degree, participation in basketball is primarily driven by external motivators; their motivation does not come completely from within, but rather from a desire to attain monetary or social reward and competitive mastery over their peers. Unless these opportunities arise, Respondent 9 will likely not work to develop his skills with the same frequency or put forth as much energy in his sport as much as Respondent 8. In practice, a coach then may observe this player give far less effort when competing against teammates that are superiorly talented in order to avoid guilt and protect his ego, but give great effort when competing against inferior talent in order to demonstrate competence and superiority. This same player may also compete harder during a game compared to practice due to the potential reward associated with winning, namely social and community recognition and stature.

In order to effectively motivate this type of player, the coach must consider alternative motivational strategies. Knowing that extrinsically motivated players respond to rewards, the coach may need to offer rewards to encourage desired behavior and high-level performance. These may include offering more playing time in games for great practice performance, or giving public praise for great effort, or even giving a threat of punishment if the team loses in practice. Coaches must also put these players in competitive situations, whether in practice or games, that allow them to feel successful to not decrease their motivation, but increase the desire to work hard and perform to their potential.

With the understanding of each athlete's motivational profile, determined from the data collected from the TEOSQ and SMS-6, along with the observed behavior of their athletes, basketball coaches will be equipped with the knowledge and methods necessary to create and

promote an atmosphere that effectively motivates and inspires players and their teams to compete and perform at their highest level.

Discussion

Summary

Through my research, I was able to grasp a clearer picture of how and why college male basketball players are motivated to play. Prior to data collection and analysis, I could only subjectively observe the team's behavior and determine my own opinion of each player's motivations. However, after collecting data from the surveys utilized in my research, I could validate what I believed about the athlete's motivational disposition from the subjective information collected from inside the minds of the players.

It is generally understood that basketball players, and athletes in general, engage in their respective sport because they love the game and the feelings they experience when they learn, develop, and succeed. If athletes did not inherently possess this intrinsic motivation, they wouldn't choose to play in the first place. Therefore, it makes sense that, as both the TEOSQ and SMS-6 illustrate, these college male basketball players have a higher mean score of intrinsic motivation than extrinsic motivation (5.23, 3.98 respectively). Especially at the college level, where participation requires long hours and years of practices and games, as well as grueling lifting and conditioning routines, all of which take a substantial toll both physically and mentally on the body. Maintaining this internal drive to continue participation is essential.

In addition to the intrinsic motivation, college male basketball players also exhibit a certain level of extrinsic motivation. A level of extrinsic motivation is appropriate because at the college level there are external motivators that understandably resonate with athletes, most notably athletic scholarships, but also peer and community recognition from winning games and individual accolades. Although the players exhibited varying levels of all three motivations

and goal orientations, the data from both surveys demonstrated that male college basketball players are more intrinsically motivated than extrinsically motivated, which supported my original belief.

One interesting finding in my research was the number of players that recorded some level of amotivation above the baseline, which is either a lack of confidence in their ability as a player, the lack of interest to play basketball altogether, or both. With a high level of both intrinsic and extrinsic motivation, a player would exhibit great effort and interest to play basketball. With this knowledge of players feeling demotivated, it makes sense when I observe particular players not giving full participation and effort at all times, or playing timid on the court. However, I did not expect this number of players to experience this level of amotivation. This made me realize that athletes may have hidden issues that motivate or demotivate that coaches are not aware of with casual observation. As leaders, we coaches must challenge ourselves to reach the hearts and minds of our players to better guide them on a path to success and healthy well-being. Although the question of motivation is complex and mysterious, the results presented here can provide coaches insight for the motivational behavior of their athletes so they may meet the motivational needs of the players to promote optimum performance.

Differences/Shortcomings

One error in my research was the efficiency to which the athletes were able to complete the surveys using the Qualtrics online survey software. As a novice user of the software, I did not fully understand the functionality of the software, which resulted in some errors in data collection, along with confusion amongst the respondents. The confusion may have caused the

respondents to question the validity of the research and the competency of myself as the researcher. They may also have felt less inclined to resubmit their responses, possibly leading to rushed and inaccurate data. By ensuring I completely understand the functionality of the Qualtrics online software I will streamline the data collection process for the respondents in the future.

Another shortcoming I feel is how I explained the purpose of my research to the athletes. In my research here, I explained my research endeavor quickly after a practice in the locker room where I did not have all the athletes' undivided attention. I feel the informal setting where I met with the athletes may have contributed to less than accurate responses due to an unclear understanding of the research and its importance. In the future, if I choose to address the team together I will select a more formal setting, such as a meeting room, in order to minimize outside distractions. I may also choose to meet each player individually in a meeting room or my office.

Future Study

Throughout the research process, numerous ideas of alternative areas of study floated into my head. My research here captured the athletes' motivational dispositions at only one point in the season, specifically the beginning. Administering the same surveys at multiple points throughout the school year would be helpful in monitoring changes in player motivation over the course of the season as changes in motivation may be influenced by a variety of factors like coach motivation style or mood, team success rate, or even school workload. Taking this further, administering the surveys over the course of the athletes' playing career would be

interesting to see how an athlete's motivation changes throughout his playing career, from freshman through senior year.

Another area of further study is examining if motivation in basketball differs between genders. In this study, only male college basketball players were examined. Assessing if college female basketball players are more intrinsically or extrinsically motivated would offer insight as to how females are motivated in comparison to male college basketball players. Coaches for these female athletes would also better understand the motivational personalities and motivational needs in order to promote optimum performance.

As a continuation to the topic of demotivation in the summary above, further investigation into demotivation levels for these male athletes would also be included in future research. Understanding why exactly their athletes are demotivated to play basketball is imperative for coaches in order to help decrease demotivation levels and increase intrinsic motivation levels, not only for greater effort and performance on the court, but also for a healthy well-being in their lives.

Final Thought

Aside from it being a meticulous and time-consuming process, this research experience has peaked an interest in me to better understand the psyche of an athlete and the impact it has on athletic performance. Coaches are always searching for new methods and practices to teach and develop the technical and tactical skills of the sport, the physical fundamentals of the game. Many coaches, however, do not reach the hearts and minds of the player. In order to maximize performance and reach true potential, I believe an athlete must be coached both physically and mentally. The question of motivation is so complex; exploring it is like being lost

in the Amazon jungle without a map. This research has at least allowed me explore and think of ways that I as a leader of young athletes can motivate my athletes more effectively to help them maximize their potential and achieve success.

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Appendix A

Task and Ego Orientation in Sport Questionnaire

Consider the statement "I feel most successful in sport when..." and read each of the following statements listed below and indicate how much you personally agree with each statement by entering an appropriate score where:

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

I feel most successful in sport when...

1. I am the only one who can do the play or skill
2. I learn a new skill and it makes me want to practice more
3. I can do better than my friends
4. The others cannot do as well as me
5. I learn something that is fun to do
6. Others mess up "and" I do not
7. I learn a new skill by trying hard
8. I work really hard
9. I score the most points/goals/hits, etc.
10. Something I learn makes me want to go practice more
11. I am the best
12. A skill I learn really feels right
13. I do my very best

Analysis

The ego-orientated questions are questions: 1, 3, 4, 6, 9 and 11

The task-orientated questions are questions: 2, 5, 7, 8, 10, 12 and 13

A mean score is calculated by adding all the scores for all the task-orientated questions and dividing by 7 and doing the same for the ego-orientated questions but dividing by 6.

This gives a mean score between 1 (low) and 5 (high) for each orientation.

Appendix B

Sport Motivation Scale-6

Using the scale below, please indicate to what extent each of the following items corresponds to one of the reasons for which you are presently practising your sport.

Does not correspond at all	Corresponds a little		Corresponds moderately	Corresponds a lot		Corresponds exactly	
1	2	3	4	5	6	7	7

Why do you practice your sport?

1. For the excitement I feel when I am really involved in the activity	1	2	3	4	5	6	7
2. Because it's part of the way in which I've chosen to live my life	1	2	3	4	5	6	7
3. Because it is a good way to learn lots of things which could be useful to me in other areas of my life	1	2	3	4	5	6	7
4. Because it allows me to be well regarded by people that I know	1	2	3	4	5	6	7
5. I don't know anymore; I have the impression of being incapable of succeeding in this sport	1	2	3	4	5	6	7
6. Because I feel a lot of personal satisfaction while mastering certain difficult training techniques	1	2	3	4	5	6	7
7. Because it is absolutely necessary to do sports if one wants to be in shape	1	2	3	4	5	6	7
8. Because it is one of the best ways I have chosen to develop other aspects of my life	1	2	3	4	5	6	7
9. Because it is an extension of me	1	2	3	4	5	6	7
10. Because I must do sports to feel good about myself	1	2	3	4	5	6	7
11. For the prestige of being an athlete	1	2	3	4	5	6	7
12. I don't know if I want to continue to invest my time and effort as much in my sport anymore	1	2	3	4	5	6	7
13. Because participation in my sport is consistent with my deepest principles	1	2	3	4	5	6	7
14. For the satisfaction I experience while I am perfecting my abilities	1	2	3	4	5	6	7
15. Because it is one of the best ways to maintain good relationships with my friends	1	2	3	4	5	6	7
16. Because I would feel bad if I was not taking time to do it	1	2	3	4	5	6	7
17. It is not clear to me anymore; I don't really think my place is in sport	1	2	3	4	5	6	7
18. For the pleasure of discovering new performance strategies	1	2	3	4	5	6	7
19. For the material and/or social benefits of being an athlete	1	2	3	4	5	6	7
20. Because training hard will improve my performance	1	2	3	4	5	6	7
21. Because participation in my sport is an integral part of my life	1	2	3	4	5	6	7
22. I don't seem to be enjoying my sport as much as I previously did	1	2	3	4	5	6	7
23. Because I must do sports regularly	1	2	3	4	5	6	7
24. To show others how good I am at my sport	1	2	3	4	5	6	7

Key

Amotivation	5, 12, 17, 22	Identified Regulation	3, 8, 15, 20
External Regulation	4, 11, 19, 24	Integrated Regulation	2, 9, 13, 21
Introjected Regulation	7, 10, 16, 23	Intrinsic Motivation	1, 6, 14, 18

Appendix C

Survey Data

Task & Ego Orientation in Sport Questionnaire

	<u>Ego Orientation</u>	<u>Task Orientation</u>
Respondent 1	3.8	4.9
Respondent 2	3.5	5.0
Respondent 3	4.7	5.0
Respondent 4	3.8	5.0
Respondent 5	4.5	4.1
Respondent 6	4.0	4.3
Respondent 7	2.0	4.0
Respondent 8	3.7	5
Respondent 9	4.0	3.7
Respondent 10	3.5	4.1
Respondent 11	2.2	5
Respondent 12	4.3	4.4
TEAM	3.7	4.5

Sport Motivation Scale

	<u>Amotivation</u>	<u>Extrinsic</u>	<u>Intrinsic</u>
Respondent 1	1	3	5
Respondent 2	1	2.75	4.75
Respondent 3	1.75	7	7
Respondent 4	1.25	3	5.5
Respondent 5	1	4.5	5.25
Respondent 6	2.25	5.5	5
Respondent 7	1.5	2.25	3.5
Respondent 8	1	2	7
Respondent 9	1.25	5.25	4.5
Respondent 10	1.5	4.5	4
Respondent 11	2.25	3.25	7
Respondent 12	1.75	4.75	4.25
TEAM	1.46	3.98	5.23

Appendix D

Coach Approval Letter

To Whom It May Concern,

One of my current assistant coaches, Dustin Boll, is currently participating in a research project as part of his master's degree program here at Winona State University. I understand that he has chosen to research the motivational dispositions of collegiate male basketball players, and intends to utilize our current basketball players for 2016-17 season as his research subjects. I fully support his research topic and I approve the involvement of our players in his research project.

Thank you.

Todd Eisner

Todd Eisner
Head Men's Basketball Coach
Winona State University

Appendix E

Team Meeting Outline

- I. Current research – I am researching athlete motivation for my master’s degree capstone project
- II. Subjects – I want to use our basketball team to learn about the motivation profile of our own current players
- III. Surveys – I will collect data via online surveys
- IV. Data – information shared is completely anonymous and will not be shared with anyone other than project advisor
- V. Email – I will send link to everyone via email to access online survey. Deadline is on or before November 11.
- VI. Thank you – your participation would be immensely appreciated

Appendix F

Qualtrics Email To Team

Good morning gentlemen,

Below you will find a link to my online Qualtrics survey regarding athlete motivation. Your responses to these questions will help me complete my final capstone project as part of my Master's program here at Winona State. *Please answer truthfully as this will ensure I collect the most accurate information.* This online survey will be available for **one week** – if you could complete the survey on or before **November 12** that would be greatly appreciated. If you have any questions, please don't hesitate to contact me.

Thank you in advance for your help.

https://winona.az1.qualtrics.com/SE/?SID=SV_86Mkat07Lc2dK9D