

**ANALYSIS OF INTRINSIC AND EXTRINSIC MOTIVATIONAL FACTORS AFFECTING SPORTS PARTICIPATION OF UNIVERSITY LEVEL ATHLETES.**

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**Faryal Gul , Sumera Sattar , Irsa Batool Kazmi , Fehmida Ayub , Saba Arshad , Wajeaha Abid , Analysis Of Intrinsic And Extrinsic Motivational Factors Affecting Sports Participation Of University Level Athletes. , Palarch's Journal Of Archaeology Of Egypt/Egyptology 18(10), 1583-1592. ISSN 1567-214x.**

**Key words: Motivational factors, intrinsic motivation, extrinsic motivation, Sports Participation**

**ABSTRACT**

This research focusses on the impact of motivational factors in encouraging the athletes towards sports. To know the role of intrinsic and extrinsic motivation in encouraging university athletes, survey methodology had been adopted and 171 participants consist of males and females were selected for this purpose. In order to select the sample, simple random sampling technique has been adopted. For the survey, Sports Motivation Scale (SMS) by Pelletier et al (1995) and Ugnt Folk an Island (Youth is Island, 2010) were used. In case of the correlation, the numerical values of intrinsic and extrinsic motivation are .565 and .217 respectively which shows that intrinsic motivation is more effective as compared to extrinsic. With reference to the beta value, it can be

observed that beta values of intrinsic motivation (to accomplish and to experience stimulation) are .278 and 1.731 respectively. On the other hand beta values of extrinsic motivation (Identified, interjection and external regulation) are .670, -1.424 and -.113 respectively. From the survey results, it can be demonstrated that both intrinsic and extrinsic motivational factors are important for the athletes. Most of the participants were agreed with the statements given in the questionnaire. However, among four hypotheses, H3 was not selected because significant values and beta value relationship in regression analysis show us that intrinsic motivation is more important for the athletes as compared to extrinsic motivation.

## 1.INTRODUCTION

The term 'Motivation' defines as, "something which directs the person to act in a certain way and inclines a person for a particular behavior. Motivation is a theoretical construct which is used to explain behavior. It represents the reasons for people's actions, desires, and needs." (SELF-PRESENTATION, 2013) There are two types of motivation; intrinsic motivation and extrinsic motivation. Both types influence the university athletes in different ways. Reinboth and Dudaexplained in 2006 in his research the relationship between changes in perceptions of the motivational climate to changes in athletes' need satisfaction. For this purpose, 128 athletes from the British university were selected and they were questioned about the perceptions of motivational climate. Results of the study explained that an increase in the opinions of a task positively increase the satisfaction.

It can be said that by identifying both intrinsic and extrinsic motivational factors of the athletes the universities' managements can utilize same motivational factors for influencing regular students towards sports, increase their participation in the game and expect a wonderful achievement on national and international level. Keeping in view all these factors, this research is analyzing the effects of motivational factors of athletes on their sports participation through examining the role of motivational factors in sports participation of university athletes.

The term 'intrinsic motivation' involves engaging in a particular behavior because it is related to the personal reward or performing a specific activity for own sake. (Cherry, 2016)It is not related to get any extra reward. The most common example of intrinsic motivation includes the participation of an individual in sports because it gives pleasure. Secondly, taking part in challenging activities like solving puzzle or playing your favorite includes in intrinsic motivation. ("Sports Psychology - Motivation", 2014) Major attainable goals in case of intrinsic motivation include realistic, excitement, time management, and smartness. With reference to athletes, intrinsic motivation comes from the inner soul of athletes. According to Gould, Jones and Hardy (1993), good sportsman must have intrinsic motivation to maintain his/her confidence and efforts. (Barraclough, 2013)

The term 'extrinsic motivation' comes from a source outside of the performer. (Cherry, 2016) Extrinsic motivation is usually in the form of medals, money and recognition. There are two types of rewards given in case of extrinsic motivation; tangible rewards and intangible rewards. ("Sports Psychology - Motivation", 2014) Tangible rewards usually include money or medals for athletes. In this way, they perform better. Secondly, intangible rewards are given in the form of achievements and recognition. In case of athletes, recognition is extremely important.

As it mentioned above that there are two sources of motivation. When it comes in the form of financial rewards, scholarships or medals, it is known as external or extrinsic and when it comes from the heart of an athlete, it is known as internal or intrinsic. Both factors are different from each other and at the same time they are effective as well. However, both are beneficial in different situations. Some studies reveal that giving extra extrinsic rewards for intrinsic behavior often leads to over justification effect. (Cherry, 2016) For example, if external reward has given to the children who are already interested in game leads to loss of interest from the games. External rewards are beneficial in those cases when a person had no prior interest in the game. In this way, individuals acquire skills as well. (Karageorghis& Terry., 2012) However, unexpected extrinsic rewards are not bad and they do not decrease internal motivation. On the other hand, praise is a type of extrinsic motivation that increases intrinsic motivation. With reference to the learning settings, both intrinsic and extrinsic motivations play a key role. Athletes take more interest in the sports in this way.

For the university athletes, both types are important and help them to improve their performance. It is a fact that both factors are sometimes inter-linked in some cases. French and Smith (2009) explained that the purpose of their research is to examine the relationships of soccer players with their parents and peers. Their relationships were analyzed with reference to the element of motivation. For this purpose, players were judged with the gap of one year. Results of the study explained that greater perceived competence, more positive friendship. (Ullrich-French & Smith, 2009)

With reference to the above mentioned information, it can be said that the motivational factors that dictate the preference to engage in physical activity and sports vary from student to student but no study has been conducted till to date in Pakistan context to identify what motives the university athlete's engagement in sports and how this could be used to influence engagement of other students in physical activity and sports.

The purpose of the present research is to identify the motivational factors and sports participation of university athletes. The effect of extrinsic and intrinsic motivation of athletes on sports participation is an important concern in our country. University athletes are motivated by either their intrinsic and extrinsic factors which lead them towards their achievement. The utter and sheer importance of this research is that it will be helpful to know source of inspiration among athletes in the form of scholarships, appreciation, self-confidence, enjoyment and other motivational factors. The results would direct us to motivate the athletes in a more purposive way to enhance the participation and achievement of university athletes in sports at national and international level.

## **2. RESEARCH METHODOLOGY**

In case of this research, quantitative research style has been used. Moreover, through survey data has been collected from 171 students who fulfill the criteria (university athlete of Lahore district). The primary data has collected in the form of survey whereas the secondary data was collected from books and research journals.

The sports motivation scale (SMS) was developed by Pelletier et al (1995). It consists of 28 items assessed on a 7-point scale to measure motivation level of athletes. Three motivational levels are measured through this scale i.e. intrinsic motivation, extrinsic motivation and A motivation. For

the present research, only intrinsic and extrinsic motivation of athletes has been measured. Questionnaire of Ugnt Folk an Island (Youth is Island, 2010) has been used as an adapted questionnaire. It is used to measure the sports participation of athletes.

Null Hypothesis in this study were stated as:

- 1: Intrinsic motivational factors will not have positive impact on sports participation of university athletes.
- 2: Extrinsic motivation will not have positive impact on sports participation of university athletes.
- 3: University athletes will not have more extrinsic motivation as compared to intrinsic motivation.
- 4: University athletes have no different motivational factors on the basis of different demographic.

### 3. RESULTS

#### 3.1. Reliability Test

Table no. 3.1.1

| <b>Reliability Statistics</b> |            |
|-------------------------------|------------|
| Cronbach's Alpha              | N of Items |
| .840                          | 28         |

Table no. 3.1 describes the reliability statistics of items related to sports motivation. 28 questions has been selected. With reference to Cronbach’s alpha, values from 0.7 to 1 considered reliable. The value of Cronbach’s alpha is .840 which shows that data is reliable.

Table no. 3.1.2

| <b>Reliability Statistics</b> |            |
|-------------------------------|------------|
| Cronbach's Alpha              | N of Items |
| .677                          | 18         |

Table no. 3.2 describes the reliability statistics of items related to sports participation. 18 questions has been selected. With reference to Cronbach’s alpha, values from 0.7 to 1 considered reliable. The value of Cronbach’s alpha is .677 which shows that data is somehow reliable.

#### **Descriptive Statistics**

Table no. 3.2.1

##### **Gender**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
|-----------|---------|---------------|--------------------|

|       |        |     |       |       |       |
|-------|--------|-----|-------|-------|-------|
| Valid | male   | 76  | 44.4  | 44.4  | 44.4  |
|       | female | 95  | 55.6  | 55.6  | 100.0 |
|       | Total  | 171 | 100.0 | 100.0 |       |

Table no. 3.2.1 describes the number of males and females who took part in this survey. Results of the survey demonstrated that 44.4% males and 55.6% females participated in this research.

Table no.3.2.2.

|       |                 | <b>Education level</b> |         |               |                    |
|-------|-----------------|------------------------|---------|---------------|--------------------|
|       |                 | Frequency              | Percent | Valid Percent | Cumulative Percent |
| Valid | BS/BA           | 86                     | 50.3    | 50.3          | 50.3               |
|       | MA/MS           | 83                     | 48.5    | 48.5          | 98.8               |
|       | MPhil/phd/above | 2                      | 1.2     | 1.2           | 100.0              |
|       | Total           | 171                    | 100.0   | 100.0         |                    |

Table no. 3.2.2is related to the education level of the participants. Results of the study demonstrated that 50.3% participants were doing their bachelors, 48.5% were doing masters and only 1.2% were the students of M.Phil/Phd.

Table no. 3.2.3

|       |               | <b>Family member</b> |         |               |                    |
|-------|---------------|----------------------|---------|---------------|--------------------|
|       |               | Frequency            | Percent | Valid Percent | Cumulative Percent |
| Valid | less than 5   | 27                   | 15.8    | 15.8          | 15.8               |
|       | 5 to 10       | 136                  | 79.5    | 79.5          | 95.3               |
|       | above than 10 | 8                    | 4.7     | 4.7           | 100.0              |
|       | Total         | 171                  | 100.0   | 100.0         |                    |

Table no. 3.2.3 describes the number of family members of the participants. Results of the study demonstrated that 15.8% participants were those who have less than five family members. There were around 79.5% participants who have 5 to 10 family members and 4.7% are the ones who have more than 10 family members.

### Regression Analysis

Table no. 3.4.1

#### **Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .265 <sup>a</sup> | .070     | .042              | 1.569                      |

a. Predictors: (Constant),

b. Dependent Variable: SP1:Do you participate in sports?

Table no. 3.4.1 is related to the model summary of regression analysis. This table depicts the value of R and R square, adjusted R square and standard error of estimation. Results demonstrate that R value is .265, R square is 0.070, Adjusted R square is .042 and value of standard error is 1.569.

Table no. 3.4.2.

| ANOVA <sup>a</sup> |                |     |             |       |                   |
|--------------------|----------------|-----|-------------|-------|-------------------|
| Model              | Sum of Squares | df  | Mean Square | F     | Sig.              |
| 1 Regression       | 30.775         | 5   | 6.155       | 2.500 | .033 <sup>b</sup> |
| Residual           | 406.184        | 165 | 2.462       |       |                   |
| Total              | 436.959        | 170 |             |       |                   |

a. Dependent Variable: SP1:Do you participate in sports?

b. Predictors: (Constant)

Table no. 3.4.2 is related with Anova. In this table, we have sum of squares, value of df, mean square, F value and significant value. With reference to regression, it can be noticed that sum of square is 30.775, df is 5, and mean square is 6.155 whereas in case of residual, sum of square is 436.959, df is 165, and mean square is 2.462. F value is 2.500 in case of this regression analysis.

Table no. 3.4.3

|   | Mean   | Std. Deviation | Beta   | Sig. |
|---|--------|----------------|--------|------|
| <b>Intrinsic Motivation To Accomplish</b>             | 4.2096 | .59905         | .278   | .001 |
| <b>Intrinsic Motivation To experience Stimulation</b> | 4.2360 | .35688         | 1.731  | .021 |
| <b>Extrinsic Motivation Identified</b>                | 4.2032 | .45938         | .670   | .002 |
| <b>Extrinsic Motivation Interjected</b>               | 4.2149 | 4.2149         | -1.424 | .050 |
| <b>Extrinsic Motivation External Regulation</b>       | 4.2857 | .37312         | -.113  | .015 |

a. Dependent Variable: SP1: Do you participate in sports?

Table no. 3.4.3 is based on regression analysis. The two independent variables of the study include intrinsic motivation and extrinsic motivation which plays an important role in encouraging the athletes. Both independent variables were further divided into different categories. The regression tables give us the values of mean, standard deviation, beta and significant. With

reference to the beta value, it can be observed that beta values of intrinsic motivation (to accomplish and to experience stimulation) are .278 and 1.731 respectively. On the other hand beta values of extrinsic motivation (Identified, interjection and external regulation) are .670, -1.424 and -.113 respectively. The analysis also shows the significant value of all independent variables is positive with reference to sports participation. The relationship between accomplishment and external regulation with sports participation of athletes are greatly positively significant whereas the relationship between experience stimulation and interjection with sports participation of athletes is slightly positively significant. It shows that there is a positive relationship among the independent and dependent variables however; intensity of the relationship is different. On the basis of regression analysis, it can be said that all hypotheses of the research have been selected except H3 because in this case sum of the significant values and beta value relationship show us that intrinsic motivation is more important for the athletes as compared to extrinsic motivation.

**3.5. Correlation**

Table no. 3.5.1

|                      |                        | IntrinsicMoti<br>vation | ExtrinsicMoti<br>vation | Sports<br>participation |
|----------------------|------------------------|-------------------------|-------------------------|-------------------------|
| IntrinsicMotivation  | Pearson<br>Correlation | 1                       | .192**                  | .565**                  |
|                      | Sig. (1-tailed)        |                         | .000                    | .000                    |
|                      | N                      | 171                     | 171                     | 171                     |
| ExtrinsicMotivation  | Pearson<br>Correlation | .192**                  | 1                       | .217**                  |
|                      | Sig. (1-tailed)        | .000                    |                         | .000                    |
|                      | N                      | 171                     | 171                     | 171                     |
| Sports Participation | Pearson<br>Correlation | .565**                  | .217**                  | 1                       |
|                      | Sig. (1-tailed)        | .000                    | .000                    |                         |
|                      | N                      | 171                     | 171                     | 171                     |

\*\* . Correlation is significant at the 0.01 level (1-tailed).

\* . Correlation is significant at the 0.05 level (1-tailed).

Table no. 3.5 is related to correlation. By the help of correlation, researchers analyze that how positively or negatively significant relationship exists among the independent and dependent variables. In case of this research, independent variables of the study include intrinsic motivation and extrinsic motivation whereas dependent variable is sports participation. Correlation tells that the positively significant relationship exists between extrinsic motivation and sports participation of the athletes because values of the correlation are .217. In case of body image, highly positive significant relationship exists between intrinsic motivation and sports participation as the value of correlation is .565.

**4. DISCUSSION AND CONCLUSION**

This research was based on the motivational factors and their role in influencing the sports participation of university athletes. There are two independent variables in this research; intrinsic

motivation and extrinsic motivation. These variables were further divided into different categories. In order to know the relationship between independent variables and dependent variable, descriptive statistics, cross tabulation and regression analysis were used. From the statistics, it can be noticed that both motivation types encourage students to take part in sports. However; it can be observed from the regression analysis that intrinsic motivational factors like accomplishment and experience stimulation are more important for the university athletes as compared to extrinsic motivational factors.

In order to measure the importance of motivational factors, cross-tabulation was developed among sports participation and reasons of motivation towards sports. Referring to table no. 4.2.1, it can be noticed that a relationship among sports participation of the athletes with reference to personal satisfaction while mastering certain difficult training techniques was developed. With response to this question, it can be observed that most of the participants who take part in sports 'every day', agree with the statement that by participating in sports, they feel personally satisfied when they learn difficult training techniques. In table no. 4.2.4, it can be noticed that in case of sports participation of the athletes with reference to the pleasure in learning training techniques that a person never tried before, most of the participants who take part in sports 'every day', agree with the statement that by participating in sports, they feel pleasure in learning training techniques. The participants who take part in sports in once or twice a week also agree with the statement. Likewise in table no. 4.2.5, it can be examined that sports participation of the athletes with reference to discovering new performance strategies, most of the participants who take part in sports 'every day', agree with the statement that by participating in sports, discover new performance strategies that can help them to grow in sports.

In case of descriptive statistics, it can be noticed that participants mostly agree to the statements. Table no. 4.2.6 describes the response of the participants towards statement, "For the pleasure I feel in living exciting experiences." Results of the survey demonstrated that the dominant category in this question was "agreed" because 56.7% participants fall into this category. There were 7.6% who gave neutral response and 7.6% were strongly agreed with the statement. On the other hand, table no. 4.2.11 describes the response of the participants towards statement, "For the prestige of being an athlete." Results of the survey demonstrated that the dominant category in this question was "agreed" because 56.7% participants fall into this category. There were 7.6% who gave neutral response and 35.7% were strongly agreed with the statement.

As far as, table no. 4.2.13 is concerned, it described the response of the participants towards statement, "For the pleasure I feel while improving some of my weak points." Results of the survey demonstrated that the dominant category in this question was "agreed" because 52 % participants fall into this category. There were 10.5% who gave neutral response, 33.9% were strongly agreed, and 3.5% were disagreed with the statement. Moreover, table no. 4.2.26 describes the response of the participants towards statement, "Because I must do sports regularly." Results of the survey demonstrated that the dominant category in this question was "strongly agreed" because 44.4% participants fall into this category. There were 22.8% who gave neutral response, 44.4% were strongly agreed, and 0.6% were disagreed with the statement. According to the respondents, participating in sports is another way of meeting and interacting with people. Table no. 4.2.8 describes the response of the participants towards statement, "Because, in my opinion, it is one of the best ways to meet people." Results of the survey demonstrated that the dominant category in this question was "strongly agreed" because 50.3% participants fall into this category. There were 16.4% who gave neutral response, 32.7% were agreed, and 0.6% were disagreed with the



statement. Results of the study demonstrated that besides extrinsic motivation, participants are more likely to have intrinsic motivation. They like to participate in sports because it increases their confidence level, make them in shape, and teach different experiences and strategies.

#### 4.1. CONCLUSION

To conclude this research, it can be said that sports are necessary for the people of all age group. This research explained that if a student is studying in a school, college or university, sports are equally important for him in all levels and institutions play a significant role in motivating the students towards sports. To examine the importance of motivational factors in the lives of university athletes, different researches of the past were studied in the section of literature review. To know the role of intrinsic and extrinsic motivation in encouraging university athletes, survey methodology had been adopted and 171 participants were selected for this purpose. From the survey results, it can be demonstrated that both intrinsic and extrinsic motivational factors are important for the athletes. Most of the participants were agreed with the statements given in the questionnaire. It can be concluded from these results that universities should make efforts to motivate the students in participating sports. Trainers should encourage students so that they can actively participate in sports.

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