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Motivation, Need Support and Need Satisfaction in Youth Soccer Players

Erica Lippitt

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MOTIVATION, NEED SUPPORT AND NEED SATISFACTION IN YOUTH SOCCER PLAYERS

by

ERICA LIPPITT

(Under the Direction of Brandonn Harris)

ABSTRACT

Physical activity levels and obesity rates vary greatly across ethnic groups in the United States (CDC, 2011). One popular way to increase physical activity levels in youth is through youth sport participation, which may be influenced by athlete motivation. Numerous studies have determined motivation levels in youth sport participants, but very little done in comparing levels across different ethnic groups. Identifying differences in motivation levels based on ethnicity can allow coaches and sport administrators to adjust practices and program setups to increase participation and meet needs of player competence. The purpose of the study was to determine if there are differences in intrinsic, extrinsic, and amotivation subscales between different ethnic groups. With the research comparing differences in motivation in athletes from different countries, it was believed that there would be significant differences in the three subscales between the different ethnic groups (Kniesel, Opitz, Wossman & Ketelhut, 2009). After comparing the mean scores from the subscales of the modified Sport Motivation Scale, a need support scale, and a need satisfaction scale, no significant differences were found between “white non-Hispanic” and “other ethnic” groups. Further studies are needed to determine if differences exist, or if competing cultural affiliations have a stronger effect

on motivation levels in youth soccer players such as sport association or location of residence.

INDEX WORDS: Motivation, Need support, Need satisfaction, Psychology, Sport, Sport Psychology

MOTIVATION, NEED SUPPORT AND NEED SATISFACTION IN YOUTH
SOCCER PLAYERS

by

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DEDICATION

This thesis is dedicated to my wonderful parents, brother, and sister. Rents thank you for always creating an environment where I had opportunities to learn outside the classroom. Seaver I am so thankful to have you in my life and am constantly amazed by your dedication and service. Florence you have always encouraged me to pursue my dreams and have never allowed me to give in at setbacks. Thank you all for your support and for helping me to keep with the process.

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CHAPTER 1

INTRODUCTION

Research has demonstrated a decline in physical activity among youth over the last 20 years (Brettshneider, 2006). Although the number of sport leagues has increased over the last ten years, there has also been an increase in the dropout rate as well (Seefeldt & Ewing, 1996). It is estimated that 70% of youth sport participants dropout before high school (Woods, 2007). Physical activity levels in the United States have been reported lower in minority populations and have different athletic involvement rates compared to white counterparts' levels (CDC, 2011; Sabo & Veliz, 2008). Previous studies have shown a link with motivation levels to sport persistence and low levels of physical activity in youth (Pelletier et al., 1988).

Along with the high dropout rates in youth sport, the incidence of childhood obesity cases is extremely high (Tremblay, Katzmarzyle & Williams, 2002). Obesity rates have climbed in ages 12 to 19 year olds from 5% in 1980 to a staggering 18.1% in 2008 (Ogden & Carroll, 2010). When broken down by gender and ethnic groupings significant differences in obesity prevalence are seen in this same age group. Among boys, 16.7% classified as white non-Hispanic are categorized as obese compared to 19.8% of non-Hispanic black males, and 26.8% of Mexican Americans (Ogden & Carroll, 2010). The differences are just as apparent for females with 14.5% for non-Hispanic white females, 29.2% for non-Hispanic black females, and 17.4% for Mexican American females (Ogden & Carroll, 2010). In addition to the differences in obesity

rates, there is also a difference in physical activity levels for youth over the same time period.

The US Department of Health and Human Services suggest that 6 to 17 year olds participate in one hour of physical activity each day in addition to engaging in muscle strengthening activity three days a week (2010). Despite these recommendations being widely publicized through campaigns like *Healthy People 2020* (www.healthypeople.gov) and government initiatives like *Let's Move* (www.letsmove.gov), only 12.2% of high school students get the recommended amount of physical activity (CDC, 2011). Similar to the obesity rates, these percentages vary when broken down by ethnic groups. More specifically, 14.1% of white non-Hispanic, 9.7% of Black non-Hispanic, and 9.9% Hispanic high school students meet the guidelines (CDC, 2011). The difference in physical activity and obesity rates among ethnic groups leads to asking why these differences occur and if the motivational factors that influence physical activity levels are different among varying ethnic groups.

A common way youth get physical activity is through participating in youth sport leagues. One key factor in sustaining sport participation is through motivation. Deci and Ryan (1985; 2000) developed Self-Determination Theory to explain how motivation is influenced by an individual's psychological needs. More specifically, individuals are motivated by the need for feeling competent in the activity, feeling accepted and connected to the group associated with the activity, and feeling a sense of autonomy or having control over him or herself in relation to the activity (Deci & Ryan, 2002). Feelings of competence, relatedness and autonomy lead to processes of intrinsic

motivation and extrinsic motivation. Intrinsic motivation is best described as the desire to pursue an activity for personal enjoyment or satisfaction. The social acceptance and connectedness falls under extrinsic motivation. Extrinsic motivation is best described as being driven by outside stimuli like rewards and pressure. The reasons individuals participate in sport can be explained by the levels of intrinsic motivation, extrinsic motivation, and amotivation.

The individual driving needs of autonomy, competence, and relatedness determine an individual's actions and behaviors (Deci & Ryan, 2000). The need fulfillment from being on a youth sport team can be measured using a Need Support Scale, and a Need Satisfaction Scale (Standage, 2005). These scales measure the environmental factors like group involvement, choice of task, and support from the coach. The more the individual has these needs met by the environment and coach the more likely they are to continue the activity or involvement with that peer group (Ntoumanis, 2005). Meeting the psychological needs of autonomy, competence and relatedness allows an individual to move towards being self-determined on the continuum of self-determination (Appendix E). Combining the need satisfaction, and need support with levels of motivation in a youth athlete will allow for determining the level of self-determination of an athlete.

One way motivation is measured in physical activity is through the Sport Motivation Scale (Pelletier, Fortier, Vallerand, Tuson, Briere & Blais, 1995). The seven subscales that make up this scale refer to the three types of intrinsic motivation (motivation to know or gain knowledge, motivation toward accomplishments and

competence, and motivation to experience stimulation), three types of extrinsic motivation, and amotivation as a single scale. The three forms of intrinsic motivation are intrinsic motivation to know, intrinsic motivation toward accomplishments, and intrinsic motivation to experience stimulation (Vallerand & Rousseau, 2001). Examples of the three forms of intrinsic motivation would be learning a new soccer ball control move, striking a soccer ball better than previously, and feeling excitement taking a defender on. Extrinsic motivation is broken down into external regulation, introjected regulation, and identified regulation (Briere, Vallerand & Pelletier, 1995). External regulation refers to an individual being controlled by rewards or punishments (Nunez et al., 2005); a player may be motivated by getting a trophy at the end of the season or work to avoid being yelled at by a coach. Introjected regulation involves the individual taking what used to be external influence and is now taken on internally. This is where the person feels guilt or anxiety over the activity (Knisel, Opitz, Wossmann & Ketelhut, 2009); a player might feel bad for not trying hard on a sprint. Identified Regulation motivates the person extrinsically by achieving goals. The last subscale of amotivation is defined as the feeling of incompetence and lack of control the participant has concerning the activity; a player might feel like they have no choice or control in what they get to practice. All these types of motivation fall along a continuum. (Appendix E)

Deci and Ryan (1985) proposed that self-determination is associated with psychological functioning and that the different general categories of motivation fall along a spectrum. The order of the spectrum starts with amotivation on the low end of autonomous behavior and continues in the order of extrinsic motivation up to the types of

intrinsic motivation. Intrinsic motivation is associated with being more self-determined or autonomous than extrinsic motivation. Athletes that are more self-determined are more likely to continue his or her sport participation than those with lower levels and have been shown to have greater sport enjoyment (Deci & Ryan, 2000).

Although there has been research the area of motivation based on participants' ages and gender, there has been very little comparison of ethnic groups. Some research has been done in the United States comparing the motivation of inner city children to previous studies, but the research is limited (Busey et al., 2007). One study conducted in Europe that compared motivation levels of youth from Germany, Spain, and Austria suggested that the country of origin of the participant did significantly affect their motivation levels on the Sport Motivation Scale (Kniesel, Opitz, Wossmann & Ketelhut, 2009). This European study opened the door for further research on how ethnic group affiliation impacts motivation and if there would be a similar ethnic background effect in American youth.

Ethnicity, culture, and other dimensions may influence identity, values, beliefs, behaviors, and the perceptions of reality (Carter, 2005). While some "group markers" such as economic status and age are fluid and changing, markers like gender and ethnicity are stable and members of these groups often have similar experiences and beliefs (Sue & Sue, 2008). Beliefs and past experiences can have a huge effect on a person's perceptions of an activity and directly affect his or her motivation levels concerning that activity. Using ethnicity as a grouping method may help to further show how human differences impact sport participation.

The United States is a very diverse country with many different ethnic groups. Different cultural groups can be defined by many different human differences and are endless in number (Sue & Sue, 2008). In order to make the study feasible and to see significant trends, the variable groups mimic those used by the U. S. Census. According to the 2010 Census the percentage make up of Americans was: 63.7% white non-Hispanic, 8.8% white with Hispanic or Latino origins, 12.6% Black or African American, 0.9% American Indian or Alaskan Native, 4.8% Asian, 0.2% Native Hawaiian or other Pacific Islander, and 2.9% reporting two or more groups (US Census, 2010). The Census defines white being an individual with origins in Europe, Middle East or North Africa. Black or African American is a person with origins from any Black racial groups of Africa. American Indian or Alaskan Native is a person with origins from original peoples of North, Central, and South American and who maintain tribal affiliation or community attachment. Asian is described as an individual with origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. The last grouping of Native Hawaiian or other Pacific Islander is described as an individual having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands (US Census, 2010).

Although the United States is ethnically diverse, participation in the various youth sports offered is not. One sport that that traditionally has a diverse participant composition in the United States is soccer. Soccer is a truly global sport as it is played on every continent except Antarctica, and is quickly becoming one of the largest youth sports in the United States. With the low cost of equipment and large amount of youth

leagues, it is a sport that is available across the country. The inherent combination of aerobic and anaerobic demands on participants also makes it an excellent activity to increase physical activity and fitness levels in participants. With its wide availability for American youth participation, soccer is a viable option for increasing youth participation in sport across the different ethnic groups, thereby increasing physical activity levels of participants and concurrently decreasing the risk for obesity among youth.

Increasing physical activity and decreasing obesity levels is a challenging task. There are complex, multidimensional elements that influence physical activity-related behaviors, yet increasing youth soccer participation and retention can help in the campaign. Previous studies have shown a strong correlation with high levels of intrinsic motivation and continued participation in sport (Belanger et al., 2011). Being able to increase intrinsic motivation in individuals could increase sport retention rates and consequently increase physical activity levels in individuals. Deci and Ryan developed the Cognitive Evaluation Theory to help explain how an individual's level of intrinsic motivation can be modified by external influences that affect his or her feelings of competence or self-determination (2000). Intrinsic motivation can be increased or decreased depending on the influence of control or informational factors such as coach feedback (Deci & Ryan, 2000). This effect on intrinsic motivation can be brought about by the actions or communication from the individual's coach. Youth coaches can increase their players' intrinsic motivation by how they give feedback, organize training sessions, or manage the team. Enabling coaches to make changes in programs to maximize

intrinsic motivation in players will best be implemented through coaching education programs.

Determining the motivation levels of different ethnic groups would allow for finding which group or groups would benefit most from intervention strategies in line with Cognitive Evaluation Theory to increase intrinsic motivation. It would also help us to explain the differences in physical activity and obesity levels in the United States among the different ethnic groups. Using the Sport Motivation Scale along with a Need Support Scale and a Need Satisfaction Scale to find out if there is distinct differences between different ethnic groups will help give future studies target populations for Cognitive Evaluation Theory and other Self-Determination Theory studies and interventions.

The Sport Motivation Scale has been used in numerous studies and has produced mostly similar results when comparing soccer players. Although several studies have shown differences in motivation levels between males and females, they have not consistently shown the same subscales to be different when comparing studies performed in different cultural groups (Briere et al., 1995). There were significant differences in motivation levels between the studies done with English Canadians and French Canadians leading to the question of what influence ethnic background has on motivation (Pelletier et al., 1995). The present study looks to fill this gap and explain the differences in previous studies done with different participant groups.

Purpose Statement

Given that there is little research in the area of comparing ethnic differences in regards to sport motivation, it is hard to hypothesize what differences might emerge for soccer players. The previous studies that found differences in intrinsic motivation to know, intrinsic motivation to accomplish, and external regulation when comparing male and female participants (Pelletier et al., 1995) and the differences found between athletes in different European countries (Kniesel et al., 2009) may suggest that any permanent major human differences will have an effect on motivation levels. The previous studies showing differences between different country of origin groups leads to hypothesizing that there will be differences among the different ethnic groups, but that there is not enough research to utilize in formulating a hypothesis on which areas of motivation will have significant differences. Therefore, the purpose of this study was to examine the difference in motivation levels between different ethnic groups in youth soccer players. By using the Sport Motivation Scale, Need Support Scale, and Need Satisfaction Scales, researchers were able to determine if there were differences in intrinsic, extrinsic, and amotivation subscales between the two groups.

CHAPTER 2

METHODS

Participants

The participants of the study were made up of male (N = 9) and female (N = 100) youth soccer players from youth soccer clubs in Georgia. The athletes' ranged in ages 11-16 with mean age being 13.03 (SD=1.35). The sample included players of various competition levels including 11 recreational, 40 academy, 49 athena and 9 select players. Recreational players compete against other teams within the same club, and are coached by a parent or volunteer coach. Academy, Athena, and select players play teams from other clubs and are coached by paid or volunteer coaches with varying levels of coaching education. Academy is geared towards players 12 or younger that are above the recreational level and is used as a transition stage before Athena or select programs. Athena and Select programs are geared towards above average players 13 years or older and are tiered with competitive levels. The ethnic sample was 85 white non-Hispanic, 10 multi-cultural, 5 Black or African American, and 2 Asian players. Based on the distributions, a multi-group comparison was not feasible. Therefore, the groups were simplified to a white non-Hispanic group, and a non-white group. You may want to change the intro to sell this as a strictly ethnic comparison and take out race completely. You can report it here, but then it does not have to be mentioned as a limitation.

Participants were selected using convenience and purposive sampling. Convenience sampling was used to find participants that were willing to participate and

fit the criteria. Youth soccer players were purposefully chosen from soccer clubs in Georgia that participated in recreational, academy, Athena or select programs

The Directors of Coaching at various soccer clubs were contacted and permission was granted to solicit participation from members of each club. A parent or legal guardian was required to fill out consent forms, and youth athletes filled out assent forms prior to participation (Appendix C).

Instrumentation

Motivation in Sport.

The original version of the Sport Motivation Scale is made up of seven subscales that measure intrinsic motivation, extrinsic motivation, and amotivation within a sport context. The scale uses a seven point Likert-type scale that ranges from 1 (Does not correspond) to 7 (Corresponds exactly). Three subscales are devoted to the measurement of intrinsic motivation in the forms of intrinsic motivation to experience stimulation, intrinsic motivation towards accomplishments, and intrinsic motivation to know. Three subscales measure the extrinsic motivation in the areas of external regulation, introjected regulation, and identified regulation. The last subscale measures amotivation. The internal consistency for the subscales are .80 for intrinsic motivation to know, .80 for intrinsic motivation to accomplish, .74 for intrinsic motivation to experience stimulation, .77 for external regulation, .74 for introjected regulation, .63 for identified regulation, and .75 for amotivation (SMS; Pelletier et al., 1995). Construct validity has also been established with average Pearson's correlations of .47 across the three intrinsic motivation scores, and .23 comparing the extrinsic subscales (Pelletier et al., 1995).

Favorable test-retest reliability has been shown among all subscales: .62 for intrinsic motivation to know, .75 intrinsic motivation to accomplish, .66 intrinsic motivation to experience stimulation, .78 external regulation, .66 introjected regulation, .84 identified regulation, and .58 amotivation (Pelletier et al., 1995).

For the purpose of this study, a modified version of the Sport Motivation Scale will be used. Given the participants age range, Harris and Watson's (2011) modified Sport Motivation Scale was used; this version was designed for use with children ages seven to thirteen. The modified scale uses adapted language to meet the cognitive and reading level of younger participants. Instead of using a seven point Likert-type scale for the 28 item Pelletier version (Pelletier et al., 1995), the modified version uses a 5 point Likert-type scale. Exploratory factor analyses of this modified version yielded three subscales that corresponded from the original version (intrinsic motivation to know, external regulation and amotivation). Each item on the scale loaded high on its respective subscale with values ranging from 0.51 to 0.87, and all had loadings below 0.5 for other two non-corresponding subscales. The internal consistencies for the subscales are .81 for intrinsic motivation to know, .71 for external regulation, and .73 for amotivation (Harris & Watson, 2011). Sample questions from the Intrinsic Motivation to Know, external regulation and amotivation are: "I play soccer for the pleasure of learning new training techniques"; "I play soccer because others I know will think positive things about me"; and "I used to have a good reasons for playing soccer but now I am asking myself if I should keep doing it."

Need Support and Satisfaction.

A Need Support Scale and Need Satisfaction Scale first introduced by Standage and colleagues were utilized for this study. Both have been used to measure perceived need support and satisfaction in children (Standage et al., 2005). The combination of the six subscales have been previously used in a study with the same age group and been found to be reliable for measuring autonomy support, competence support, relatedness support, relatedness support, autonomy satisfaction, competence, and relatedness (Zhang et al., 2011).

The need support scale measures perceived autonomy, competence, and relatedness support through 28 items across three subscales (Standage et al., 2005). The autonomy support subscale comes from the Health Care Climate Questionnaire (HCCQ; Williams et al., 1996). The questions have been changed to reflect a soccer setting. The 15 item questionnaire is on a Likert scale anchored by 1 (strongly disagree) and 7 (strongly agree). The items measuring autonomy have been found to have an internal consistency of .85 (Adie, Duck & Ntoumanis, 2008). Competence is measured from four items Standage et al. included in their 2005 study. The items were found to have internal reliability of .84 (Standage et al., 2005). The last subscale of relatedness also comes from the study in physical education (Standage et al., 2005). The internal reliability for the items is .88 and is also anchored on a Likert scale with the same anchors as the autonomy and competence subscales (Standage et al., 2005). Sample questions from the autonomy, competence, and relatedness subscales include: “On my soccer team we feel understood by the coach”; “On my soccer team the coach handles or emotions very well”; and “On my soccer team we feel that the coach likes us to do well.”

The need satisfaction scale was used to measure perceived autonomy, competence, and relatedness satisfaction through 16 items. Autonomy satisfaction was measured using six items found to measure perceived autonomy satisfaction in British school children in a physical education setting (Standage et al., 2005). The items are on a Likert scale anchored by 1 (strongly disagree) and 7 (strongly agree) and were found to have internal consistency of .80 (Standage et al., 2005). The competence portion of the scale is made up of four items from the Intrinsic Motivation Inventory (IMI; Deci, 1982). The Intrinsic Motivation Inventory is a 27 item inventory on a Likert Scale that has been used in multiple studies and has shown to be reliable even in a shortened version (McAuley, Duncan & Tammen, 1989). The internal consistency for the competence portion was found to be .87 (Standage et al., 2005). The relatedness satisfaction portion comes from the Need for Relatedness Scale (Richer & Vallerand, 1998). The five questions use a Likert scale with the same anchors as the autonomy and competence sections. The scale measures how an athlete relates to his or her teammates in terms of basic needs and has been found to have internal consistency of .86 (Adie, Duda & Ntoumanis, 2008). Sample questions from the autonomy, competence, and relatedness subscales include: “On my soccer team I feel that I play soccer because I want to”; “I think I am pretty good at soccer”; “With other players on this team I feel valued.”

Procedures

After the approval of the University’s Institutional Review Board, the team coaches who agreed to participate were contacted and meeting times for the parents and players were set up before or after a team practice session. At these meetings the parents

and players were informed of the purpose and procedures of the study, and parents were given the consent forms and demographic surveys. A second time was arranged with the coaches to have the players fill out the assent forms and questionnaires. Players whose parents signed and returned consent forms were then given assent forms and the questionnaires to fill out. The athletes filled out a revised version of the Sport Motivation Scale adapted for youth (Harris & Watson, 2011), a Need Support Scale (citation), and a Need Satisfaction Scale (citation). Athletes were told to answer the questions honestly and reassured that the answers would only be seen by the research team.

After the completion of the questionnaires, all forms were compiled and a number was assigned to each collection packet. The forms were then stapled together, stored in a secure storage container, and transported back to Georgia Southern University. Data collected from the demographic questionnaire, Sport Motivation Scale, Need Support Scale, and Need Satisfaction Scale were analyzed using SPSS software version 19.0.

Data Analysis

SPSS version 19.0 was used to analyze data collected. Descriptive statistics including means, standard deviations, and frequencies are displayed in Table 1. The data was grouped by ethnic group, and Mann-Whitney U tests were run to compare the means across the three subscales for each of the three questionnaires (Table 2). The significance level was set at .005 after calculating a Bonferroni Correction (.05/9) to reduce the likelihood of committing a type one error.

CHAPTER 3

RESULTS

The sample broke down into 85 white non-Hispanic participants with an average age of 13.10 (SD=.14), and the 24 participants in the other ethnic group had a mean age of 12.75 (SD=.28). The mean scores and standard deviations across the subscales from each scale were calculated for the sample (Table 1). Internal reliability within each subscale was measured by finding Cronbach Alpha scores (Table 1). The alpha scores ranged between .69 to .82 for the Sport Motivation Scale, .75 to .90 for the Need Support Scale, and .58 to .91 for the Need Satisfaction Scale.

Sport Motivation Scale

The three subscales of the Sport Motivation Scale (Intrinsic Motivation to Know, Amotivation, and External Regulation) all failed to show significant differences in mean comparison across the “white-non Hispanic”, and “other ethnicity” groups (Table 1). Mann-Whitney U scores ranged from .30 to .75; the differences across the subscales were non-significant ($p > .005$).

Need Support Scale

The mean scores across the three subscales of the Need Support Scale (Autonomy, Relatedness, and Competence Support) were found to be not significant ($p > .005$) after running a Mann-Whitney U test. The scores ranged from .83 to .90 across the scales with the lowest score of .83 coming from Competence Support (Table 1).

Need Satisfaction Scale

Along with the previous two scales, the differences in mean scores of the subscales of the Need Satisfaction Scale were not significant ($p > .005$). The scores ranged from .13 to .87 (Table 1). The lowest U score of .13 came from comparisons of the groups in Autonomy Satisfaction (Table 1).

Table 2

Means, Standard Deviations, and Cronbach Alpha for Scale Items

	White non- Hispanic Mean (n=85)	Standard Deviation	Other Ethnic Group Mean (n=24)	Standard Deviation	White non- Hispanic Mean (n=85)	Mann- Whitney U Score	Cronbach Alpha
Sport Motivation Scale							
IM to Know	3.92	.76	4.10	.65	3.92	.30	.75
Amotivation	1.42	.68	1.52	.79	1.42	.63	.82
External Regulation	2.29	.90	2.22	.72	2.29	.75	.69
Need Support Scale							
Autonomy Support	2.54	1.00	2.55	1.29	2.54	.84	.89
Competence Support	1.83	.69	2.29	1.66	1.83	.83	.73
Relatedness Support	3.05	.69	3.00	.79	3.05	.90	.90
Need Satisfaction Scale							
Autonomy	3.45	.95	3.08	.99	3.45	.13	.58

Competence	2.15	.85	2.28	1.47	2.15	.52	.80
Relatedness	1.96	1.10	2.08	1.40	1.96	.87	.91

CHAPTER 4

DISCUSSION

The purpose of this study was to examine the difference in motivation levels between different ethnic groups in youth soccer players. The differences across the different subscales of a modified version of the Sport Motivation Scale, a need support scale, and a need satisfaction scale were used to see if any significant differences were present. Generally speaking, results showed no significant differences in motivational processes (including need support, need satisfaction, and motivation) between ethnic groups. Scores from the three questionnaires give an overview of the motivation of youth soccer players from Georgia. On the Sport Motivation Scale, the sample as a whole was highly motivated by learning new skills and knowledge about soccer, and somewhat by external rewards or punishments. These levels of motivation seem to match up with what the players responded to be getting in terms of support and satisfaction on their current teams.

Data from the Need Support Scale show that players felt that their coach supported autonomy, competence, and relatedness. In terms of need satisfaction, the data indicated that the players are on teams that meet the needs of feeling a level of control over the activities, being skilled at soccer, and support from other teammates. Players' perceptions of the coaches and teams meeting the needs of autonomy, competence, and relatedness has been found to be correlated with participation in physical activity, a therefore players are more likely to have increased levels of physical activity when they feel like they are in a supportive environment (Zhang et al., 2011).

There is research to support why the null hypothesis could not be rejected in the study. With their work on cultural groups, Sue and Sue (2008) explained that individuals are members of several cultural groups. In this case the soccer players were members of his or her ethnic group, but also a member of a soccer cultural group. The scores on the subscales could be reflecting members of a total youth soccer player culture. Harris and Watson's (2011) use of the SMS on youth swimmers gathered different mean scores on the three subscales compared to this study's findings on youth soccer players. The mean scores for the swimmers for Intrinsic Motivation to Know, Amotivation, and Extrinsic Motivation to Know were 2.11 (SD=.99), 1.87 (SD=.85), and 1.95 (SD=.80) respectively. The means for the total sample of soccer players were 3.95 (SD=.74), 1.44 (SD=.70), 2.27 (SD=.86) leaves the door open for future studies examining the differences of sport on motivation levels.

Another competing cultural identifier is the location of the participants. All the participants were from suburban soccer clubs in Georgia. Knisel and colleagues' (2009) work on motivational differences in athletes from different European countries demonstrated significant differences in the intrinsic motivation to know, amotivation, and external regulation subscales of the Sport Motivation Scale when comparing the means of students in Germany, Spain and Austria. The different means on the Intrinsic Motivation to Know were significant when comparing Germany, Spain and Austria. Similarly there were significant differences between the means of the countries on Amotivation, and External Regulation. These significant differences between countries demonstrate the impact location has as a cultural influence on motivation. A study comparing youth

soccer players from Russia and Serbia and Montenegro also showed that nationality had a significant effect on Intrinsic Motivation to accomplish and the three subscales of extrinsic motivation (Mladenovic & Majanovic, 2011). Finally a study done with comparing urban versus rural youth showed results that differences occur between youth participants of different home locations (Busey et. al, 2007). These studies show that the effect of the participants for this study being all from the same location might outweigh any differences that could occur from the different ethnic groups.

Along with location of participants, another sociological explanation deals with the identity development model of individuals. Work on the identity development shows that 7th grade is often the start of identification to a specific ethnic group (Sue & Sue, 2008). Given the mean age for the participants this puts the participants in the age range where identification is taking place. This means that the norms, beliefs, and values of the ethnic group might not yet be reflected in the study. Future studies using a broader age sample would allow for the assessment of if age plays a factor.

Another reason for the observed results might be a direct result of the grouping. The present sample came from suburban locations in Georgia playing for youth soccer clubs which may have limited the diversity of the participants. The limited amount of participants identifying in the Hispanic or Latino, Black or African American, American Indian or Alaskan Native, Asian, and Native Hawaiian or other Pacific Islander groups led to collapsing the groups into “white non-Hispanic” and “other ethnic” groups. Collapsing the ethnic groups might have masked the significant differences of specific

ethnic groups. Future studies involving larger samples of each of these respective minority groups could help demonstrate if differences do exist.

A final reason for the retention of the null hypothesis could regard the overemphasis of cultural influence over individual differences on motivation. While members of ethnic groups share many aspects and views in common they are not homogeneous groups that hold uniform traits. Looking at ethnic groups in their motivations instead of from an individual perspective might be leading to an oversimplification of the role individual experiences shape motivation levels in youth participants.

Along with the information that can be gathered from this study using a specific youth soccer sample, it is important to discuss the limitations. The sample size of the study is small, and not reflective proportionally to the general population. Although Georgia had a population of 55.9% white non-Hispanic, 8.8 Hispanic or Latino, 30.5% Black or African American, 0.3% American Indian or Alaskan Native, 3.2% Asian, and 0.1% Native Hawaiian or other Pacific Islander according to 2010 Census data, due to time limitations it was not possible to get a sample that reflected the percentages of the population. The statistical tests performed on the data were satisfactorily met with the sample size, but more groups and tests could have been run with a larger sample size. Along with the size of the sample the testing locations used should be discussed. Athletes filled out the questionnaires before or after practice at the soccer field. While coaches were not present and players were spread out to give privacy, players might still have felt uncomfortable about giving negative responses about coaches or his or her team.

Additionally the Need Support Scale and Need Satisfaction Scale both contain items Standage and colleagues added to other inventories that have been shown to be reliable and valid. (Standage et al., 2005). These items have been shown to be valid and reliable through previous studies (Standage et al., 2006).

Further research is needed on the effect cultural groups have on youth sport participants. Studies with larger samples that are more representative of the demographic makeup of total population would help better determine if differences exist or to support the findings that there is not a significant effect across the three scales. Additionally comparing participants from different sports would lead to a better understanding of why studies using different sport participants have had different mean scores. This could help researchers understand the differences in sport choice and retention differences across sports.

Practical Implications

Finding no significant differences between the groups does suggest that ethnicity is not a determining factor in motivation of athletes, and that knowledge should further coaches and sport directors understanding of the importance to look at individual factors of athletes instead of generalizing players in terms of ethnic differences.

Based on the aforementioned research and implications towards future studies, there will be the opportunity to take the results from this study and future studies to help improve coaching education in soccer. Coaching education has increased immensely in youth sport, with the United States Soccer Federation (USSF) and National Soccer Coaches Association of America (NSCAA) spearheading the progress for youth soccer

coaches. Both coaching education programs spend time teaching coaches how to motivate athletes based on age and developmental stages, and emphasize that children play sport for “enjoyment and socialization” (US Soccer Federation, 2008). This emphasis on remembering the motivational needs of young athletes could be improved more by not just differentiating the needs of athletes based on age, but also by other differences. Understanding that there are no significant differences between the white non-Hispanic and other ethnic group is important in terms of educating coaches on the need to pay attention to individual differences in players for creating optimal practice sessions. In the future, addressing the different practice set-ups and coaching methods based on differences that have been shown to have an effect on motivation as opposed to non-factors might lead to an increase in sport participation and decrease in dropout.

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APPENDIX A

RESEARCH QUESTIONS, ASSUMPTIONS, DELIMITATIONS, LIMITATIONS,
AND DEFINITIONS

Research Questions

1. Will there be a difference in motivation levels between different cultural groups?
2. Will minorities be more extrinsically motivated than whites?

Assumptions

1. Participants will complete scale fully and honestly.

Delimitations

1. The sample will be taken from youth soccer players ages 10-16, from Metro Atlanta soccer clubs during the spring 2012 season.
2. The sample will include competitive and noncompetitive soccer players.
3. The demographical survey will group participants into the categories of: white non-Hispanic, white with Hispanic or Latino origins, black or African American, American Indian and Alaska Native, Asian, and Native Hawaiian or other Pacific Islander.

Limitations

1. The responses of Metro Atlanta soccer players might not translate to the responses of soccer players outside the sample area.

Definitions

1. White
 - a. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa (US Census, 2010).

2. Black or African American
 - a. A person having origins in any of the Black racial groups of Africa.
3. American Indian or Alaska Native
 - a. A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
4. Asian
 - a. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
5. Native Hawaiian or other Pacific Islander
 - a. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
6. Obesity
 - a. A person is said to be obese if his or her BMI falls 95 or greater percentile on CDC growth charts (CDC, 2011).
7. Body Mass Index (BMI)
 - a. BMI is calculated using (weight [kg]/ height [m²]) (CDC, 2011).

APPENDIX B
ANOTATED BIBLIOGRAPHY

Belanger, M, Casey, M, Cormier, M, Filion, AL, Martin, G, Aubut, S, , et al. (2011).

Maintenance and decline of physical activity during adolescence: insights from a qualitative study. *International Journal of Behavioral Nutrition and Physical Activity*, 8(117).

Belanger and his colleagues' article on the experiences of adolescent sport participation dealt with differences in experiences between groups that maintained physical activity levels throughout adolescence and those whose activity levels declined. Through the use of the Physical Activity Questionnaire and focus groups, the researchers were able to find that adolescents that had a decline in activity associated it with a negative social environment and barriers to his or her access to participating. Their findings show the effect of social setting and other human elements on participants' motivation to continue participation.

This research will be helpful in my study to help show the effect of the different areas of motivation on youth participation in sport. It also helps to show the need for further evaluation of youth participation and how there is room to compare groups of youth participants.

Boiche, JCS, & Sarrazin, PG (2007). Self-determination of contextual motivation, inter-context dynamics and adolescents' patterns of sport participation over time. *Psychology of Sport and Exercise*, 8, 685-703.

Boiche and Sarrazin studied how self-determination theory plays a role in youth

sport participation. They found significant connections between SDT levels in sport to SDT levels in social and educational levels. Their data showed that motivational levels in one area have an effect on the two other areas, and can affect participation in sport.

I will use Boiche and Sarrazin's study as a basis for the importance of my study and justification for my hypothesis. Their findings that there were significant differences in SDT by comparing factors of age and gender leads to the need to explore other demographics. By showing that school and friends SDT levels affect sport also show that lots of factors create differences in SDT and that these need to be addressed in my study.

Guevremont, A, Findlay, L, & Kohen, D (2008). Organized extracurricular activities of Canadian children and youth. *Statistics Canada, Health Reports*, 19(3).

Guevremont, Findlay, and Kohen analyzed youth sport participation based on age, socio-demographic and socio-economic factors. They found that there were significant differences in relation to age, family structure, family income, and urban versus rural backgrounds.

The study shows me the need for further investigation as to what other factors influence sport participation in youth. The research will also serve as a guide for other contributing factors besides motivation effect participation.

Jago, R, Davis, L, McNeill, J, Sebire, SJ, Haase, A, Powell, J, , et al. (2011). Adolescent girls' and parents' views on recruiting and retaining girls into an after-school dance intervention: implications for extra-curricular physical activity provision. *International Journal of Behavioral Nutrition and Physical Activity*, 8(91).

Jago and his associates studied what motivated adolescent girls to join and sustain

participation in an extra-curricular dance program. They found that girls were motivated by enjoying the activity and by having an opportunity to hang out with friends.

This study will help me in my research with its connection to self-determination theory in an under researched population. The findings substantiated the theory that individuals are more likely to continue participation if social and competence needs are met.

Knisel, E, Opitz, S, Wossmann, M, & Ketelhut, K (2009). Sport Motivation and Physical Activity of Students in three European Schools. *International Journal of Physical Education*, 46(2).

Knisel, Opitz, Wossmann, and Ketelhut compared the motivation, physical fitness, and activity levels of German, Spanish, and Austrian children. By using the Sports Motivation Scale, they were able to find significant differences in motivation levels with regards to age, gender, and cultural differences.

I will use the European study to support the use of the Sport Motivation Scale and as a model for data collection.

APPENDIX C
CONSENT FORMS

COLLEGE OF HEALTH AND HUMAN SCIENCES

DEPARTMENT OF HEALTH & KINESIOLOGY

INFORMED CONSENT

My name is Erica Lippitt and I am a graduate student at Georgia Southern University researching motivation in youth sport. The purpose of this research is to examine motivation levels in youth soccer participants. Additionally, comparisons of levels will be made across demographical categories. Participation in this research will include completion of two surveys, and a demographical survey. Total participation time should be less than 30 minutes. The data collected for this study will be used in future studies and interventions with the goal of increasing youth soccer participation and retention. No identifying information will be collected, and surveys will only be identified by an individual coding system. Only the researcher and committee members will have access to the surveys and demographic information provided. All forms will be stored in a secure location and destroyed 5 years after the completion of the study.

Participants understand that completing the surveys poses the minimal risk of psychological discomfort. Participants may feel negative feelings from recalling past events. Participants also understand that they are not waiving any rights that they may have against the University for injury resulting from negligence of the University or investigators. Participants understand that participation in the study is completely voluntary and that you or your child has the right to end participation at any time. You understand there is no penalty for deciding not to participate in the study; You or your child may decide to end participation may withdraw without penalty or retribution.

Participants have the right to ask questions and have those questions answered. If you have questions about this study, please contact the researcher named above or the researcher's faculty advisor, whose contact information is located at the end of the informed consent. For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at 912-478-0843.

I am asking your permission for your child to participate in this study, and will provide him/her with a simplified "assent" letter/verbal description before enrolling them in this study. If you consent to your child's participation in the study, please sign your name and indicate the date below.

You will be given a copy of this consent form to keep for your records. This project has been reviewed and approved by the GSU Institutional Review Board under tracking number **H12416**.

Title of Project: Youth Soccer Motivation: A Cross Cultural Approach

Principal Investigator: Erica Lippitt, PO Box 8082, Statesboro, GA 30460, 770-366-2859, el00948@georgiasouthern.edu

Faculty Advisor: Dr. Brandonn Harris, PO Box 8076, Statesboro, GA 30460, 912-478-7900, bharris@georgiasouthern.edu

Participant Signature

Date

I, the undersigned, verify that the above informed consent procedure has been followed.

Investigator Signature

Date

COLLEGE OF HEALTH AND HUMAN SCIENCES

DEPARTMENT OF HEALTH & KINESIOLOGY

PARENTAL INFORMED CONSENT

Dear Parent or Guardian:

A study will be conducted at your child's soccer club. Its purpose is to determine motivation levels in youth soccer players. In particular, we will be looking at motivation levels in soccer players.

If you give permission, your child will fill out two short surveys. This study will take approximately 30 minutes for your child to participate.

Your child's participation in this study is completely voluntary. The risks from participating in this study are minimal and no more than recalling negative experiences in playing soccer; however, your child will be told that he or she may stop participating at any time without any penalty. Your child may choose to not answer any question(s) he/she does not wish to for any reason. Your child may refuse to participate even if you agree to her/his participation.

In order to protect the confidentiality of the child, a number and not the child's name will appear on all of the information recorded during the experiment. All information pertaining to the study will be kept in a locked filing cabinet in an office at Georgia Southern University. No one at your child's club will see the information recorded about your child.

If you have any questions or concerns regarding this study at any time, please feel free to contact Erica Lippitt, lead investigator, at 770-366-2859, or Dr. Brandonn Harris, advisor, at 912-478-7900.

To contact the Office of Research Services and Sponsored Programs for answers to questions about the rights of research participants please email IRB@georgiasouthern.edu or call (912) 478-0843.

If you are giving permission for your child to participate in the experiment, please sign the form below. Thank you very much for your time.

Erica Lippitt
Health & Kinesiology

Dr. Brandonn Harris
Health & Kinesiology

Investigator's Signature _____

Child's Name: _____

Parent or Guardian's Signature: _____

Date: _____

MINOR'S ASSENT

Hello,

I am Erica Lippitt a graduate student at Georgia Southern University and I am conducting a study on motivation in youth.

You are being asked to participate in a project that will be used to learn about motivation in soccer players. If you agree to be part of the project, you will fill out two surveys. The questions will ask you about your experience playing soccer and why you play and should not take more than 30 minutes. You will be asked questions that may cause you to become upset. The risk of you taking the surveys is minimal, but if you start to feel discomfort you can stop at any time.

You do not have to do this project. You can stop whenever you want. If you do not want to answer a question you can leave it blank, it is ok, and no one will be upset. You can refuse to do the surveys, even if your parent says it's ok for you to complete them. You will not be paid or given any compensation for participating in this study.

None of the coaches or other people at your club will see the answers to the questions on the surveys. All of the answers that you give me will be kept in a locked cabinet in a room at Georgia Southern University, and only I or my professor Brandonn Harris will see your answers. We are not going to put your name on the answers that you give us, so no one will be able to know which answers were yours.

If you or your parent/guardian has any questions about this form or the project, please call me at 770-366-2859 or my advisor, Dr. Harris, at 912-478-7900. Thank you!

If you understand the information above and want to do the project, please sign your name on the line below:

Yes, I will participate in this project: _____

Athlete's Name: _____

Investigator's Signature: _____

Date: _____

APPENDIX D
DEMOGRAPHIC SURVEY

1. Age of child: _____
2. Gender (circle one): Male or Female
3. Ethnicity (check box of what ethnic group your child most identifies with):

- White non-Hispanic
- Hispanic or Latino
- Black or African American
- American Indian or Alaskan Native
- Asian
- Native Hawaiian or other Pacific Islander
- Other: _____
- Multi-ethnic (please describe):

4. Numbers of years playing soccer: _____

5. Level of competition (circle one):

Recreational Academy Select Athena Classic R3PL ECNL DA Academy

6. My child plans on playing soccer next year? (circle one):

Very Unlikely Unlikely Neutral Likely Very Likely

APPENDIX E

MODIFIED SPORT MOTIVATION SCALE FOR CHILDREN

Modified Sport Motivation Scale for Children

Using the scale below, please indicate how well each of the following 28 sentences explains one of the reasons why you are presently practicing and competing in soccer. Please indicate how well each sentence describes why you play by circling a number from 1 to 5. 1 means “not at all describes me”, 2 means “describes me a little”, 3 means “somewhat describes me”, 4 means “pretty much so describes me”, and 5 means “very much so describes.” There are no right or wrong answers, so please answer each question as honestly as you can. If you have any questions, feel free to ask.

	Not at All	A Little	Somewhat	Pretty Much So	Very Much So
1. I play soccer for the pleasure I feel in doing exciting things.	1	2	3	4	5
2. I play soccer for the pleasure it gives me to know more about soccer.	1	2	3	4	5
3. I used to have good reasons for playing soccer but now I am asking myself if I should keep doing it	1	2	3	4	5
4. I play soccer for the pleasure of learning new training techniques.	1	2	3	4	5
5. I don't know anymore. I feel like I can't do well in soccer.	1	2	3	4	5
6. I play soccer because others I know will think positive things about me.	1	2	3	4	5
7. I play soccer because, in my opinion, soccer is one of the best ways to make friends.	1	2	3	4	5
8. I play soccer because I feel good when I am able to do a certain soccer skill well.	1	2	3	4	5
9. I play soccer because it is absolutely necessary to play soccer if one wants to be in shape.	1	2	3	4	5
10. I play soccer for the reputation I get from being an athlete.	1	2	3	4	5
11. I play soccer because it is one of the best ways I have chosen to develop other parts of who I am as a person.	1	2	3	4	5
12. I play soccer for the pleasure I feel while improving some of my weak points.	1	2	3	4	5

***PLEASE TURN PAPER OVER TO FINISH ANSWERING QUESTIONS**

	Not at All	A Little	Somewhat	Pretty Much So	Very Much So
13. I play soccer for the excitement I feel when I am really involved in soccer.	1	2	3	4	5
14. I play soccer because I must play soccer to feel good about myself.	1	2	3	4	5
15. I play soccer for the pleasure I experience while I am perfecting my abilities.	1	2	3	4	5
16. I play soccer because people around me think it is important to be in shape.	1	2	3	4	5
17. I play soccer 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
18. I play soccer for the intense emotions that I feel while I am doing a sport that I like.	1	2	3	4	5
19. It is not clear to me anymore. I don't really think soccer is for me.	1	2	3	4	5
20. I play soccer for the pleasure that I feel when doing certain difficult movements in soccer.	1	2	3	4	5
21. I play soccer because I would feel bad if I was not taking time to play soccer.	1	2	3	4	5
22. I play soccer to show others how good I am at soccer.	1	2	3	4	5
23. I play soccer for the pleasure that I feel while learning soccer techniques that I have never tried before.	1	2	3	4	5
24. I play soccer because it is one of the best ways to keep good relationships with my friends.	1	2	3	4	5
25. I play soccer because I like the feeling of being totally involved in soccer.	1	2	3	4	5
26. I play soccer because I must do sports regularly.	1	2	3	4	5
27. I play soccer for the pleasure of discovering new performance strategies.	1	2	3	4	5

28. I often ask myself why I play soccer. I can't seem to achieve the goals that I set for myself.

1

2

3

4

5

APPENDIX F
NEED SUPPORT SCALE

Need Support Scale

Using the scale below, please indicate how much you agree with each of the sentences while playing or practicing soccer. Please indicate how much you agree with each sentence by circling a number from 1 to 7. 1 means “strongly agree”, 2 means “agree”, 3 means “somewhat agree”, 4 means “neutral”, 5 means “somewhat disagree”, 6 means “disagree”, and 7 means “strongly disagree.” There are no right or wrong answers, so please answer each question as honestly as you can. If you have any questions, feel free to ask.

	1 Strongly Agree	2	3	4 Neutral	5	6	7 Strongly Disagree
On my soccer team we feel that the coach provides us with choices and options.	1	2	3	4	5	6	7
On my soccer team we feel understood by the coach.	1	2	3	4	5	6	7
On my soccer team we are able to be open with our coach during practice.	1	2	3	4	5	6	7
On my soccer team the coach shows confidence in our abilities to do well in soccer.	1	2	3	4	5	6	7
On my soccer team we feel that our coach accepts us.	1	2	3	4	5	6	7
On my soccer team the coach makes sure we really understand the goals of the practice and what we need to do.	1	2	3	4	5	6	7
On my soccer team the coach encourages us to ask questions.	1	2	3	4	5	6	7
On my soccer team we feel a lot of trust in our coach.	1	2	3	4	5	6	7
On my soccer team the coach answers our questions fully and carefully.	1	2	3	4	5	6	7
On my soccer team the coach handles our emotions very well.	1	2	3	4	5	6	7
On my soccer team we feel that our coach cares about us as people.	1	2	3	4	5	6	7
On my soccer team we don't feel very good about the way the coach talks to us.	1	2	3	4	5	6	7
On my soccer team he coach tries to understand how we see things before suggesting new ways to do things.	1	2	3	4	5	6	7
On my soccer team we feel able to share our feelings with the coach.	1	2	3	4	5	6	7
On my soccer team the coach listens to how we would like to do things.	1	2	3	4	5	6	7
On my soccer team the coach helps us to improve.	1	2	3	4	5	6	7
On my soccer team the coach makes us feel like we are good at soccer.	1	2	3	4	5	6	7
On my soccer team we feel that the coach likes us to do well.	1	2	3	4	5	6	7

On my soccer team the coach makes us feel like we are able to do the activities in class.	1	2	3	4	5	6	7
On my soccer team the coach supports us.	1	2	3	4	5	6	7
On my soccer team the coach encourages us to work together in practice.	1	2	3	4	5	6	7
On my soccer team the coach has respect for us.	1	2	3	4	5	6	7
On my soccer team the coach is interested in us.	1	2	3	4	5	6	7
On my soccer team we feel that the coach is friendly towards us.	1	2	3	4	5	6	7

APPENDIX G
NEED SATISFACTION SCALE

Need Satisfaction Scale

Using the scale below, please indicate how much you agree with each of the sentences while playing or practicing soccer. Please indicate how much you agree with each sentence by circling a number from 1 to 7. 1 means “strongly agree”, 2 means “agree”, 3 means “somewhat agree”, 4 means “neutral”, 5 means “somewhat disagree”, 6 means “disagree”, and 7 means “strongly disagree.” There are no right or wrong answers, so please answer each question as honestly as you can. If you have any questions, feel free to ask.

	1 Strongly Agree	2	3	4 Neutral	5	6	7 Strongly Disagree
On my soccer team I can decide which activities I want to practice.	1	2	3	4	5	6	7
On my soccer team I have a say regarding what skills I want to practice.	1	2	3	4	5	6	7
On my soccer team I feel that I play soccer because I want to.	1	2	3	4	5	6	7
On my soccer team I have to force myself to do the activities.	1	2	3	4	5	6	7
On my soccer team I feel a certain freedom of action.	1	2	3	4	5	6	7
On my soccer team I have some choice in what I want to do.	1	2	3	4	5	6	7
I think I am pretty good at soccer.	1	2	3	4	5	6	7
I am satisfied with my performance at soccer.	1	2	3	4	5	6	7
When I have participated in soccer for a while, I feel pretty competent.	1	2	3	4	5	6	7
I am pretty skilled at soccer.	1	2	3	4	5	6	7
I cannot play soccer very well.	1	2	3	4	5	6	7
With other players on this team I feel supported.	1	2	3	4	5	6	7
With the other players on this team I feel understood.	1	2	3	4	5	6	7
With other players on this team I feel listened to.	1	2	3	4	5	6	7
With other players on this team I feel valued.	1	2	3	4	5	6	7
With other players on this team I feel safe.	1	2	3	4	5	6	7

APPENDIX H
SELF-DETERMINATION CONTINUUM

