



MOTIVATIONAL FACTORS INFLUENCING SPORTS PARTICIPATION OF UNIVERSITY MEDAL WINNING ATHLETES

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ABSTRACT

Background: To perform best, an athlete must maintain his/her efforts. Matter of the fact is that motivation leaves a position impact on the performance of an athlete. It influences technical training and general lifestyle as well. Motivation affects an athlete in three ways; ability, difficulty of competition and performance.

Objectives: The research was conducted with two different objectives including 1) to identify differences between EM and IM of winner and non-winner athletes, 2) to identify the effect of EM and IM on the components of basic psychological needs of winner and non-winner athletes.

Methodology: The cross-sectional method was used in the study. The study sample consisted of 120 university level male and female athletes. The sample was divided into two groups, medal winner athletes (n=60) and non-winner athletes (n=60). The participants were chosen according to stratified random sampling method and participated in the study voluntarily. In the study in order to collect data Sports Motivation Scales (SMS) was used. Basic Psychological Needs Questionnaire (BPNQ) was also used to innate needs for autonomy, competence and relationships to achieve the goal of winning. Intrinsic and extrinsic motivation scores were obtained by dividing the total score obtained from the items in the sub-scales that constitute that dimension by the number of items. The data obtained from the BPNQ were calculated according to the scoring instructions.

Results: Comparison of Extrinsic and Intrinsic Motivation of Male and Female Athletes indicated significantly higher scores on intrinsic motivation ($p=0.000$) as compared to extrinsic motivation ($p=0.330$). Comparison of Extrinsic and Intrinsic Motivation of Winners and Non-Winners indicated significantly higher scores on intrinsic motivation ($p=0.000$) as compared to extrinsic motivation ($p=0.200$). A significant effect of basic psychological needs was found on winning as autonomy ($p=0.032$), competence ($p=0.014$) and relatedness ($p=0.021$) showed significantly dominating among winners as compared to non-winners.

Conclusion: Based on the findings, it is concluded that intrinsic motivation appeared to be the influencing factor in cases of medal winning athletes. Moreover, internal characteristics i.e. autonomy, competence, and relatedness determine winning attitude of athletes.

Keywords: Motivation, intrinsic motivation, extrinsic motivation, medal winning, athletes

I. INTRODUCTION

It is a fact that sports are necessary for the physical and mental development of the students. (Dawkins, 2017) Sports are necessary for the people of all age group. No matter, a student is studying in a school, college or university, sports are equally important for him in all levels. Institutions play a significant role in motivating the students towards sports and it is their responsibility to make sure the participation of the students in sports and games. In US, a great importance is given to the sports as it is considered very essential for the development of children. There are around 75% parents in US, who encourage the participation of their children in school. But in the past few years a great decline has been observed in the participation of the students in sports in America. According to the survey of Sports & Fitness Industry Association (SFIA), "34.7% of children ages 6-12 were active three times a week in any sport activity, organized or unstructured; by 2014 that number had dropped to 26.9%. Among 13-17 year olds, it fell from 44.7% to 39.8%." (Gable, 2016) This is definitely an alarming situation.

Likewise in Pakistan, a huge responsibility lies on institutions that how can they motivate students towards sports. One way of attracting regular students towards sports and physical is studying university athletes, with the object to identify the motivational factors that influence university athletes' engagement in universities sports system. 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.*" (Jackson, 2017) There are two types of motivation; intrinsic motivation and extrinsic motivation. Both types influence the university athletes in different ways. It is a fact that both intrinsic and extrinsic factors are important for the development of athletes in boosting their talent. Ersöz, (2016) explained that the basic purpose of their research was to study 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. (Ersöz, 2016)

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, we can 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.

For the athletes, motivation is extremely important and it is the basic foundation of their accomplishments. Without the passion of improving yourself, an athlete can never think of better performance. Confidence, focus, emotions, all go in vain if an athlete is not passionate and has no desire to improve. Motivation is basically the ability to do a task. To perform best, an athlete must maintain his/her efforts. Matter of the fact is that motivation leaves a position impact on the performance of an athlete. (Treasure, 2017) It influences technical training and general lifestyle as well. Motivation affects an athlete in three ways; *ability, difficulty of competition and performance.* (Treasure, 2017) Ability is inborn with reference to every individual and by the help of motivation, it can be improved. Secondly, through motivation, a person gets courage to improve you and fight against difficult situations. Finally, it affects the performance and leads towards success. There are mainly two factors of motivation; intrinsic motivation (IM) and extrinsic motivation (EM).

The term '*intrinsic motivation (IM)*' involves *engaging in a particular behavior because it is related to the personal reward or performing a specific activity for own sake.* (Wann, 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. (Aycan, 2016) Major attainable goals in case of IM include realistic, excitement, time management, and smartness. With reference to athletes, IM comes from the inner soul of athletes. According to Cekin, (2015), good sportsman must have IM to maintain his/her confidence and efforts.

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. Flournoy, (2017) 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.

The purpose of the present research was to identify the motivational factors in winning medals of university athletes and to make gender comparisons. The effect of EM and IM of athletes on sports participation is an important concern in our country. University athletes are motivated by either their IM or EM 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 to develop strategies to further motivate the athletes in a more purposive way to enhance the participation and achievement of university athletes in sports at national and international level.

II. LITERATURE REVIEW

Ryan and Deci (2000) examined the classic definitions of intrinsic and extrinsic motivation and also examined the new directions. Researchers said that both these types have widely studied in educational and developmental practices. So, it is necessary to examine the definition of both types in terms of classic and contemporary research. *To be motivated means to be moved to do something.* A person who is energized is considered as motivated. In self-determination theory, we can differentiate between different types of motivation and the different reasons behind that motivation. The term *intrinsic motivation* has gain recognition as an important element for educators because it results into high quality creativity and learning. But now in the current review, extrinsic motivation is also considered important. Researchers write that, *"In humans, intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is a pervasive and important one."* (Ryan & Deci, 2000) On the other hand, extrinsic motivation is used to achieve separable output.

Amorose and Horn (2001) analyzed the role of intrinsic motivation among the relationships of athletes' gender, scholarships and perception of their coaches. Up till now, many researches were conducted in order to describe the importance of intrinsic and extrinsic motivation for the athletes. Researchers describe that an intrinsic motivation basically refers to the participation of a person in an activity because of the internal reasons. On the other hand, extrinsic motivation defines as the participation of a person in an activity due to external reasons such as social status or rewards. In this research, researchers mainly focused on the intrinsic motivation and rewards. Deci and Ryan (1985) predict in the *cognitive evaluation theory* that rewards either enhance or weaken the intrinsic motivation of individuals by depending upon its perception for the performer. If the reward is given directly to the performer then it will be a positive source of motivation and known as intrinsic motivation but if it will be given to the controller for his or her efforts then it even reduces the determination level of an athlete. In this research, researchers selected male and female athletes who participate from different institutions of US. These athletes were divided on the basis of their race as well. Two types of questionnaires were developed for this purpose. Findings of the study explain that by the help of test, researchers came to know that factors of functions of intrinsic motivation vary in different cases. Athletes with full scholarship scored greater on the competence scale. It also found out that the effects of scholarship status on athletes' intrinsic motivation also vary in case of different cases.

Hanton, (2016) examined the factors which are associated with intrinsic motivation in sports by using qualitative method. For this purpose, 16 in-depth interviews were conducted with the students of physical education and 254 students were selected on the basis of their scores. Results of the study demonstrated that both individual differences and socio-environmental are the factors that are associated with the intrinsic motivation of the participants of physical education. Individual differences like competence, physical appearance and aim of the students influence their intrinsic motivation whereas social environmental factors include physical education trainers, lesson content, facilities for the athletes and behavior of the family towards physical education. The study concluded that there are variety of factors which influence the intrinsic motivation of students in physical education. Therefore, the lesson must be designed by keeping in view those factors.

Kowal, (2016) examined the academic and athletic motivation in student athletes. According to the researcher, academic performance of the student athletes is always the center of attention in both media and literature. A report also showed that rate of graduation of athletes is increasing as compared to the past. Despite of these facilities and efforts, not all the groups of athletes are graduating. There is a difference among the graduating ratio of White and Black players. Researcher explained that if motivation is given to the students both in academics and sports, then they can perform better.

Kennedy, (2018) compared the sports consumer motivations in different sports. Researchers explain that sport managers sometimes face problems in terms of generating revenues for the athletes and arrange cost affecting programs. For this purpose, one option is to sale the tickets. By understanding the motives of consumers' interests in non-revenue sports help the marketers to develop promotional campaigns in order to increase the attendance of people in the programs. Results of study explained that sport-related motives were higher than the motives affecting to self-definition.

Reinboth and Duda (2004) studied *the motivational climate, perceived ability, and athletes' psychological and physical well-being.* For this purpose, achievement theory was used to examine the relationship. Moreover, 265 participants were selected for this research that play soccer and cricket. It was reported that self-esteem was the lowest in case of perceived ability in an environment which was supposed to be high. Physical exhaustion and self-esteem were positively predicted the ego-involving climate.

Hollebeak and Amorose (2005) examined the coaching behavior and intrinsic motivation of college athletes. For this purpose, researchers used *self-determination theory* as a framework. In this study, perceived competence, relatedness and autonomy worked as a mediator among the selected variables. Male and female athletes were selected for this purpose and questions were asked from them. Results of the study indicated that all coaching behaviors with some exceptions of social support, predicts competence and autonomy.

III. METHODOLOGY

The cross-sectional method was used in the study. The study sample consisted of 120 university level male and female athletes. The sample was divided into two groups, medal winner athletes (n=60) and non-winner athletes (n=60). The participants were chosen according to stratified random sampling method and participated in the study voluntarily. In the study in order to collect data Sports Motivation Scales (SMS) was used. Basic Psychological Needs Questionnaire (BPNQ) was also used to innate needs for autonomy, competence and relationships to achieve the goal of winning. Intrinsic and extrinsic motivation scores were obtained by dividing the total score obtained from the items in the sub-scales that constitute that dimension by the number of items. The data obtained from the BPNQ were calculated according to the scoring instructions. Based on the literature review, it was hypothesized that “there will be significant differences between EM and IM of winners and non-winners,” and “motivation will have significant effect on the components of basic psychological needs of winners and non-winners,” In the evaluation of the data in addition to descriptive statistical methods, Paired Sample t-test was used to analyses the differences between intrinsic and extrinsic motivation of athletes (winners and non-winners) and ANOVA was used to analyze the influence the basic psychological need including autonomy, competence, and relatedness.

IV. RESULTS

Table-1: Comparison of Extrinsic and Intrinsic Motivation of Male and Female Athletes

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Gender EM	15.12500	1.13436	.10355	-15.33004	-14.91996	146.062	119	.330
Pair 2 Gender IM	17.37500	1.50105	.13703	-17.64633	-17.10367	126.800	119	.000

Comparison of Extrinsic and Intrinsic Motivation of Male and Female Athletes indicated significantly higher scores on intrinsic motivation (p=0.000) as compared to extrinsic motivation (p=0,330) as shown in Table-1.

Table-2: Comparison of Extrinsic and Intrinsic Motivation of Winners and Non-Winners

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Status EM	-15.16667	1.12521	.10272	-15.37006	-14.96328	147.654	119	.200
Pair 2 Status - IM	-17.41667	1.77557	.16209	-17.73761	-17.09572	107.453	119	.000

Comparison of Extrinsic and Intrinsic Motivation of Winners and Non-Winners indicated significantly higher scores on intrinsic motivation (p=0.000) as compared to extrinsic motivation (p=0.200) as shown in Table-1.

Table-3: Effect of Basic Psychological Needs on Winning

		Sum of Squares	df	Mean Square	F	Sig.
Autonomy	Between Groups	25.612	2	12.806	3.530	.032
	Within Groups	424.388	117	3.627		
	Total	450.000	119			
Competence	Between Groups	21.680	2	10.840	4.393	.014
	Within Groups	288.686	117	2.467		
	Total	310.367	119			
Relatedness	Between Groups	18.850	2	9.425	3.986	.021
	Within Groups	276.617	117	2.364		
	Total	295.467	119			

A significant effect of basic psychological needs was found on winning as autonomy ($p=0.032$), competence ($p=0.014$) and relatedness ($p=0.021$) showed significantly dominating among winners as compared to non-winners as shown in Table-3 and Figure-1.

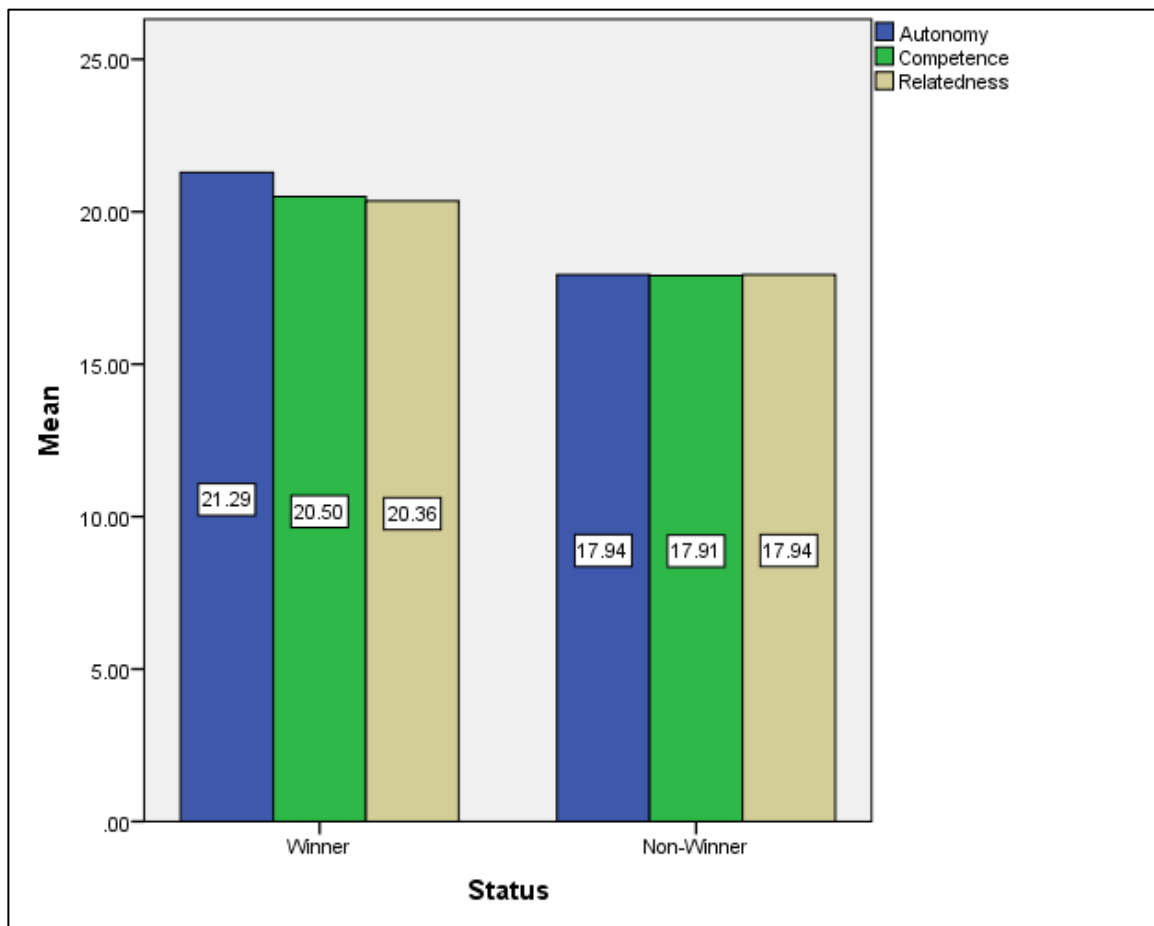


Figure-1.

V. DISCUSSION

While investigating the profile of the example of this examination, it was obvious that the youthful competitors were college understudies, didn't rehearse some other methodology, prepared at college, and were more than 19 years of age and prepared for over four hours out of every week. These qualities can be clarified in light of the fact that in auxiliary training (first. to third. year of secondary school in Brazil), competitors start to have different concerns and pressing factors like entering college, which can prompt the deserting of sports rehearses (Marques and Samulski, 2009). Furthermore, essential instruction competitors are more youthful, in the time of inception to sports rehearse and have more noteworthy insurance from their families, when contrasted with more established competitors (Ryan and Deci, 2019;

Vieira et al., 2013). At first, it is featured that the elements of characteristic inspiration are straightforwardly identified with individual components, which thusly rely upon the subject himself.

In another sense, the elements of outward inspiration are related with factors that don't rely solely upon the competitor, like ecological elements, execution in the methodology and significance of game in the existence of the competitor (Costa et al., 2011). Natural inspirations had the most noteworthy lists, which shows that the interest in the act of the game methodology is more unconstrained and doesn't depend, generally, on the outside factors related with it. An investigation with taekwondo competitors verifies this contention; in this one, the competitors showed more prominent heels identified with characteristic inspiration (Bento et al., 2018). Also, it is distinguished that the inspiration for the act of the methodology is related to joy and fun, which is associated with the invigorating encounters (natural inspiration), to the accomplishment of the destinations and to the information on the action (inherent inspirations) (Vieira et al., 2013).

Extraneous and inborn inspirations were reasonably related. Truth be told, the two inspirations are impacted by one another, as they are posts of a persuasive continuum. In an opposing manner, it's anything but a feeble connection between' extraneous inspiration for outer guideline and inborn inspiration perform. This might be related with outer ecological elements, like monetary prizes, prizes, among others, that cause joy in the methodology to be left to the side (Costa et al., 2011). It is noticed that the inborn inspiration measurement of testing gave a solid connection the extraneous inspiration measurement of recognizable proof. In this sense, competitors who look to effectively take part in sports will in general have invigorating encounters simultaneously. This can be clarified by the way that the experience of these games can support the advancement of the competitors (Costa et al., 2011).

Likewise, it very well may be checked that not every one of the components of the ideas of inspiration and essential mental requirements showed critical connection with demotivation. This reality demonstrates that, the responsibility of youthful competitors with contests and preparing stirs good sentiments towards the methodology. Also, this prompts the shortfall of demotivation among the competitors, who showed high natural inspiration, moderate extraneous inspiration and moderate sensations of having self-rule, rivalry and great connections. On the interior connections of the idea of fundamental mental requirements, it was seen that the ability measurement was tolerably associated with the relationship and self-governance measurements. In this sense, it was distinguished that, in youthful competitors, the more noteworthy the insight that the competitor has of his ability, the more agreeable and sure he will be in relating with his friends and surprisingly in settling on choices during the act of the methodology (Deci, Ryan and Guay, 2013). The components of connections and self-sufficiency were low associated, which means that this connection. Truth be told, Grolnick, (2003) states that self-ruling help is described by the responsibility of the young, and, thus, it is principal for improvement both in the family and in sports.

For this situation, the advancement of self-sufficiency doesn't occur related to great connections. Independence should be grown first and connections later, training the competitor to live respectively socially. What's more, the persuasive spotlight is focused on inherent inspiration, causing the understudy to appreciate accomplishing objectives and acquiring delight from new learning (Vieira et al., 2013). The outcomes showed that the ability measurement was firmly associated with the extraneous inspiration measurement introjection, which might be the consequence of the pressing factors competitors put on themselves or of requirements because of blunders and disappointments that might be happening in their training, which, in this way, influence the competitor's opposition. Along these lines, it is seen that competitors feel pressure, both for good aftereffects of the group, and for their own pressing factor for their advancement in the game.

Self-governance showed moderate connection with characteristic and outward inspirations. Along these lines, the more self-sufficient the competitor is, the more characteristically and extraneously roused he will be. This affirms that competitors who figure out how to settle on decisions are more inspired. In accordance with this outcome, Fiorese et al., (2017) brought up that when a competitor feels more self-governing and equipped to play out his assignments in preparing, he turns out to be more dedicated to the game he rehearses. In any case, the inverse is additionally evident, less inspired competitors may have less self-governance in picking their activities coordinated at sport; hence, it very well may be perceived that the advancement of independence relates straightforwardly to great inherent and outward inspiration. It very well may be expressed that, for more established ages, great independence is central for the competitor to be roused, since they should feel able and thusly skillful. It is featured that ability showed higher connection rates with outward inspiration measurements. This appears to show that the

ability has a relationship with the inspiration connected to the cycle of experimentation of game circumstances, just as, with the connections set up through the game practice.

Subsequently, the more noteworthy the ability, the more prominent the ability to acclimatize the goals, to identify with one another and to encounter the playing exercises. In that sense, Soares et al., (2013) showed that opposition was exceptionally pertinent for competitors who were new to ball. Herring, (2016) showed that more youthful competitors have more ability and less self-governance, while more established ones have more capability alongside self-sufficiency. While assessing the measurement connections, a moderate relationship was apparent with the extraneous inspiration of distinguishing frail connections with the introjection and outer relationship inspiration measurements. Then, at that point, the better the relationship of the youthful competitor with mentors, partners and relatives, the more extraneously roused he will be with the viewpoints related with recognizable proof, introjection and outside relations, connected to the game methodology. This outcome relates with the writing on the theme, which portrays that the activities of mentors, companions, preparing accomplices and family impact the inclusion and continuation of the game practice.

It is also inferred that the inborn inspiration measurements are more delegate inside the inspiration build and the ability measurement is more agent in the fundamental mental necessities develop for work out. As such, the individual sensation of creating and improving b-ball abilities is a marker for the gathering examined, deciding the degree of inspiration, just as the view of fulfillment with the essential mental requirements for the activity. Moreover, it was distinguished that the components of ability and self-rule were identified with inherent and outward inspirations. Nonetheless, the connections had a more noteworthy correspondence with the extraneous inspiration. Subsequently, it was discovered that concurrence with peers is related with social acknowledgment, which can be interceded by a decent presentation in the act of the methodology.

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