



LEVEL 4

SEMESTER 2

MODULE CODE: SHSS4086
INTRODUCTION TO SPORT AND EXERCISE PSYCHOLOGY

ASSESSMENT TYPE: REPORT

ASSESSMENT/COMPONENT: 2

COMPONENT WEIGHTING: 50%

WORD COUNT: 1500 WORDS

MODULE TUTOR: ALISON CONNAUGHTON

SUBMISSION DETAILS:

Assignments should be submitted via Turnitin (Moodle) by 3pm on Friday 24th of April, 2020.

TASK:

Write a report on the following topic:

As a group, you will gather data using the measure provided for at least 30 team or individual sport participants from the student population at UWTSD.

Motivation - Sport

Aim: To undertake a descriptive analysis of the motivation for taking part in sport. Participants will be gathered from the School of Sport, Health and Outdoor Education.

Introduction – Review of relevant literature relating to motivation for taking part in sport (*approx. 500 words*). In particular, you will be expected to link to self-determination theory (OIT) and research relating to the student population.

Method – Briefly outline the participants, procedures and design of the study (*approx. 200 words*).

Results – Using the data provided, present the results in an appropriate format. This should include descriptive statistics, table, figure and associated narrative (*approx. 250 words*).

Discussion – Discussion of your findings in relation to previous motivation research (*approx. 550 words*).

In this section you will need to relate your findings to the research discussed in the introduction and either support or reject previous research findings. Briefly explain the practical implications of research your findings.

The format required for the different section of the report will be discussed during lectures, with further guidance placed on Moodle.

Word count – 1500 Words

Submission Date: Friday 24th of April, 2020.

School of Sport, Health & Outdoor Education

Assessment Feedback Sheet

Student No./Name: **Mohammed Amir Uddin**
Module: Introduction to Sport and Exercise Psychology
Module Code: SHSS4086

Personal Evaluation – to support your academic progress please complete the section below BEFORE submitting your work.										
What do you consider to be the best aspects of this work?	The research and the understanding of the topic itself									
Which aspects do you consider could have been improved in this piece of work?	The displaying and analysis of the results in the correct format									
What have you found most satisfying whilst undertaking this submission?	Gathering information on the topic									
ASSESSMENT CRITERIA	Learning Outcomes	GRADE								
		Poor < 20%	Weak 20-29%	Unsatisfactory 30-39%	Satisfactory 40 – 49%	Good 50 – 59%	Very Good 60 – 69%	Excellent 70 – 84%	Exceptional 85– 100%	%
1. Introduction: Review of relevant literature relating to motives for taking part in sport. (approx. 500 words)	1,2									30%
2. Method: Outline the participants, procedures and design of the study (approx. 200 words)	1,2									15%
2. Results: Descriptive statistics, use of tables, figures and associated narrative (approx. 250 words)	1,2									25%
3. Discussion: Discussion of your findings in light of previous research & Practical implications. Use of appropriate resources (approx. 550 words)	1,2									30%
It is expected that students will present work that is proof read, correctly referenced and adheres to the Assessment Checklist . Therefore a range of 0 – 10 marks will be deducted for non-completion of any of the points on the checklist below .										
TUTOR COMMENTS:										
Submission date: 24/4/20 via Turnitin		Return date: (at least within 4 weeks)			Tutor: Alison Connaughton			Mark:		

Assignment Checklist

- ☐ Please complete the **Personal Evaluation** section of the Assessment Feedback sheet, add your name and details, and paste the whole of this assignment document into the front of your assignment
- ☐ Submission is a **single word file, clearly labelled** with your name and module code
- ☐ Font style - Times New Roman, size -12 for text and 14 for headings
- ☐ Ink colour – black only
- ☐ Line spacing – 1.5 line spacing and 2cm- 2.5cm page margins
- ☐ Quotations more than three lines to be indented 1 line spacing
- ☐ One line space between paragraphs, paragraphs must be left aligned
- ☐ Pagination (your assignment should have **page numbers**)
- ☐ All tables and figures are internally referenced and have a title
- ☐ **Word count** checked and written at end of text (before references and any appendix)
- ☐ Assignment is within 10% of the word limit (excluding references and any appendices)
- ☐ **All** references in the text are included in the reference list
- ☐ **Correct referencing following the Harvard style, as described in the UWTSD referencing guide.**
- ☐ Correct spelling using **UK English**
- ☐ Correct use of punctuation
- ☐ Grammar and syntax correct- double check anything that has a green line under it
- ☐ I have read my assignment out loud to myself and it makes sense and is easy to read
- ☐ Somebody else has read my work and it makes sense to him or her!
- ☐ **I have checked and I have not plagiarised**

**Failure to follow these guidelines will
cost you marks!**

Report for motivation for sports and physical activity

This study will examine how the relationship between motivation and taking part in sport has any correlation, we will use the self-determination theory (SDT) to calculate and gather results of 30 participants from UWTSD. These 30 participants have all been given a questionnaire which calculates the score on many motivation factors to determine the relation to each category. As humans we desire motivation to help us perform tasks, activities and any given job we have to perform, motivation is the direction and intensity of one's effort (Sewell, Watkins and Griffin, n.d.). This refers to how much drive a person has to pursue a task and stay focused during the activity itself. Research shows that extrinsic regulation is displayed for sports or exercise in short term adherence and intrinsic regulation is displayed for people who have a long-term adherence to sports or exercise (Teixeira et al., 2012). This explains that people who adopt a sport or exercise into their life have more of intrinsic motivation towards it because they do it for self-growth and passion. Another research has displayed that university student who played sports were divided into two categories first one is if they wanted to continue after university and two if they didn't want to continue so they had low levels of motivation which resulted in them dropping out of the sport, but the students who wanted to play in the future had high levels of motivation so they continued with the sport (Keshtidar and Behzadnia, 2017). A study was done on how university students motivation was linked to the engagement of exercise, they concluded that students who were participating in exercise and sports were doing it because it makes them feel good and it clears their head and they felt it was important (Diehl, Fuchs, Rathmann and Hilger-Kolb, 2018).

Motivation can be put subcategorised into three types:

1. Amotivation
2. Extrinsic motivation
3. Intrinsic motivation

SDT is a theory that has been derived by observing human motivation and personality in social contexts that differs motivation through being independent and controlled (Deci and Ryan, 2012). This refers to how a person displays their motivation through instances like self-desire or outside pressure. SDT can be further categorised into:

- Amotivation: This is when a person doesn't have a purpose or desire to pursue any goals and don't approach it in a systematic fashion, they simply don't show eagerness to participate or show any effort in any give tasks or perceived tasks (Barkoukis, Tsorbatzoudis, Grouios and Sideridis, 2008).
- External regulation: This is the least autonomous type, where we take minimum action in a task to only satisfy an external demand or to receive some reward (de la Fuente-Arias, 2017).
- Introjected regulation: This is where the phrase "I feel guilty" comes in because this type of motivation is where a person takes part in a task or activity just so they don't feel guilty and can satisfy their guilt (Zhang, Zhang, Song and Gong, 2016).
- Identified regulation: This is when a person performs the activity or task based on their own desires because they feel an importance to accept it as their own (Zamarripa et al., 2018).
- Integrated regulation: This is a form of motivation that arises because of self-evaluation and from and from self-values of the person and they do will do the task or activity because it suits their behaviour and the reason that they complete the task (Zamarripa et al., 2018).
- Intrinsic motivation: This type of motivation is when a person feels passion and love for the desired task at hand and has a feeling of enjoyment when they have completed or taken part in that task and it is a part of self-growth (Patrick and Williams, 2012).

All these categories of motivation are used to calculate whether a person takes part in activities relating to the chosen topic in this instance its sports and physical activity. Below is the method of how we conducted this research and how we found our results.

Method

In this experiment we had 2 groups of people in the first group was male and female ranging from ages (19-52) all participating in sports such as (netball, rugby and running), for the first group (A) they will complete the questionnaire and the results will be recorded into a database on excel. In the second group (B) we had males and females who all went to the gym ages ranging from (19-42), this group will also complete the questionnaire and the results will be recorded in the database.

To correctly gain a successful collection of results for this research 2 groups of people took part in the behavioural regulation exercise scale (BREQ-3) questionnaire. This questionnaire consisted of 24 questions all asking about how the person feels and their thoughts on exercise and questions like (e.g. It's important to me to exercise regularly?) and (e.g. I think exercise is a waste of time?) The questionnaire consists of five options which varied between 0 (not true to me) and 4 (very true to me). For each question you would select the appropriate number correlating how you feel about the question. At the end of the questionnaire all the answer will categorise with the six motivational groups and a score will be collected for each group.

Results

Below is a table of results that was gathered from participants of group A:

Sport	Amotivation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation	M/F	Sport	Age
1	0.00	0.00	9.00	14.00	15.00	15.00	M	Running	38
2	5.00	8.00	8.00	10.00	5.00	9.00	F	Netball	19
3	4.00	4.00	2.00	7.00	6.00	10.00	M	Rugby	21
4	0.00	3.00	10.00	13.00	12.00	12.00	F	Running	24
5	0.00	0.00	7.00	14.00	11.00	12.00	F	Running	45
6	0.00	0.00	12.00	16.00	16.00	13.00	F	Running	52
7	0.00	1.00	16.00	19.00	11.00	10.00	F	Running	34
8	0.00	2.00	14.00	16.00	14.00	15.00	F	Running	36
9	0.00	0.00	9.00	14.00	12.00	8.00	M	Running	39
10	0.00	0.00	1.00	4.00	13.00	14.00	F	Running	49
11	0.00	2.00	14.00	11.00	15.00	10.00	F	Running	29
12	0.00	5.00	7.00	14.00	13.00	12.00	M	Rugby	21
13	3.00	2.00	10.00	13.00	11.00	11.00	F	Running	52
14	3.00	2.00	10.00	13.00	12.00	11.00	F	Running	49
15	0.00	0.00	7.00	14.00	11.00	7.00	F	Running	44
Mean	1.00	1.93	9.07	12.80	11.80	11.27			36.80
Standard Deviation	1.77	2.31	4.11	3.67	3.03	2.37			11.75

From this table we will look at the mean score to understand what results are displayed. The left is Amotivation and the right is Intrinsic motivation we can interpret from these results that group A's motivation is more focused on their own desires and self-worth because they scored very high on four groups:

- Identified regulation: 12.80
- Integrated regulation: 11.80
- Intrinsic regulation: 11.27
- Introjected regulation: 9.07

Group A had scored very low on two groups:

- Amotivation: 1.00
- External regulation: 1.93

From these results we can see strong correlation between self-desire and strong motivation for taking part in sports, there was still a high score for participants in the introjected motivation showing they are taking part in sport for self-guilt to some degree.

Below is a table of results that was gathered from participants of group B:

2	0.00	1.00	10.00	12.00	6.00	14.00	M	Gym	27
3	0.00	0.00	16.00	14.00	16.00	11.00	M	Gym	35
4	0.00	0.00	5.00	15.00	11.00	13.00	F	Gym	42
5	0.00	4.00	2.00	11.00	9.00	10.00	M	Gym	19
6	0.00	0.00	10.00	9.00	9.00	14.00	M	Gym	20
7	0.00	3.00	14.00	15.00	14.00	15.00	M	Gym	19
8	0.00	0.00	9.00	15.00	15.00	16.00	M	Gym	23
9	2.00	5.00	8.00	11.00	12.00	14.00	M	Gym	24
10	4.00	4.00	12.00	10.00	12.00	13.00	M	Gym	20
11	3.00	1.00	12.00	7.00	12.00	11.00	M	Gym	28
12	1.00	1.00	12.00	11.00	12.00	9.00	F	Gym	30
13	0.00	1.00	14.00	12.00	15.00	15.00	M	Gym	19
Mean	0.83	1.67	10.33	11.83	11.92	12.92			25.50
Standard Deviation	1.40	1.83	3.96	2.55	2.91	2.19			7.31

From this table we can see from the mean score has an upward trend starting very low and the highest score was with the intrinsic regulation. We can interpret from these results again that the participants were more controlled by desire and passion than going to the gym for a reward.

Again, with results ranging from:

- Identified regulation: 12.92
- Integrated regulation: 11.92
- Intrinsic regulation: 11.83
- Introjected regulation: 10.33

Group A had scored very low on two groups:

- Amotivation: 0.83
- External regulation: 1.4

Results again show a strong correlation between intrinsic motivation and exercise for this chosen group. But for individual exercise you can see a higher motivation than group A this is most likely based on the reason that group A are participating in team sports and group B are exercising on their own, and there is correlation between both for feeling guilty. The difference in the results were that participants who were taking part in sports were less on the intrinsic motivation and more on the identified motivation. The participants for gym-based exercise scored really high on Intrinsic regulation.

Discussion

The aim of this study was to determine the different types of motivational factors people had in the university to sports and to exercise. Study was conducted to see the difference between people who partake in sports and people who partake in individual exercise. The research clearly shows people who participate in exercise have a higher level of self-motivation than people who partake in sports this is based on the results showing that people who did sports were participating because they felt an importance. The research was carried out on the basis of SDT and using a well-known motivational theory (BREQ-3). Relation to the introduction where the research shows that motivation to sport and exercise in university student is entirely based on self-desire and lifestyle behaviours. The difference in the results were that participants who were taking part in sports were less on the intrinsic motivation and more on the identified motivation. The participants for gym-based exercise scored really high on Intrinsic regulation. Relating to the study by (Diehl, Fuchs, Rathmann and Hilger-Kolb, 2018) the results were very similar in that students were participating in sports because it was an importance. (Teixeira et al., 2012) also explains that students who have a long term adherence to sports were more likely to continue and display high levels of motivation this also correlates with this study that students who were partaking in sports also displayed high levels adherence to the sports thus displaying high levels of motivation. The big difference from this study and the findings in the introduction are that other studies displayed more variables when doing their research and they displays different factors comparing to this research which allowed them to perceive a higher understanding into the motivational theory based on sports and exercise. The results of this study do still show a big comparison between previous studies and support the findings of this study.

Word count - 1540

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