

6-2017

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### Recommended Citation

Melicharkova, Tereza (2017) "Perceptions of Coaches and Athletes on Motivation Methods," *Psychology Research Methods Journal*. Vol. 1 : Iss. 20 , Article 4.

Available at: [https://digitalcommons.lindenwood.edu/psych\\_journals/vol1/iss20/4](https://digitalcommons.lindenwood.edu/psych_journals/vol1/iss20/4)

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## Perceptions of Coaches and Athletes on Motivation Methods

Tereza Melicharkova<sup>3</sup>

*The purpose of this study is to compare the coaches' and athletes' perception on motivational techniques. The interest of this study was to see if the coaches' perception on the motivational techniques match with the perceptions of the athletes. Therefore, I used two different surveys; one for coaches and one for athletes. These surveys were really similar to each other. However, they differ in one section where coaches were asked to answer questions about motivational techniques that they apply to their athletes. Whereas the athletes were asked to give their personal opinion on the coaches' motivational techniques. My hypothesis was that coaches would apply different motivational techniques for different athletes. My data did not support my study. When I compared coaches' and athletes' open questions, I found that coaches and athletes agreed on most of them. I also found that most of the athletes were happy with the motivational techniques that their coaches used; therefore, the athletes reported that they would not like to change anything in the way their coaches use the motivational techniques. Finally, I also ran 3 Independent Samples t-tests that did not show any significant differences between coaches' and athletes' responses.*

This study was focused on perceptions of coaches and athletes on motivation methods. As we know, motivation is one of the biggest parts in today's sports and life. Every single person has different methods of how to motivate themselves to do something.

There are a lot of studies that look at the perceptions of coaches and athletes on motivation methods. All the studies are focused on communication, relationships between the coach and athlete, age of the athletes and coaches' motivational techniques and styles. For instance, Lester (2015) was looking at intrinsic motivation through the satisfaction of basic psychological needs such as relatedness, autonomy and competence. This study was also focused on different types of motivational techniques. Lester (2015) found that there is a relationship

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between coaches' motivational techniques and basic needs. His study also found that coaches' motivational techniques and behaviors affect the athletes' intrinsic motivation. This study brought a profound realization on the importance of the different athletes' personality, age, or gender among all of the athletes.

Another study which was conducted by Bozidar, Ivana, Milan, and Miran (2014) was focused on psychological skills of young tennis players and their relations with coaching feedback and leaders' behavior. This study was also focused on age, gender and the town where the young athletes practiced. They found out significant differences in psychological characteristics of athletes based on their age, gender and town where they practice, as well as a significant correlation between the feedback of coaches and their leadership style and psychological characteristics of the athletes (Bozidar, et al., 2014). Bozidar et al. (2014) found important aspects of motivation which can bring alertness and awareness of the importance of motivation in sports.

Frederick and Morrison (1999) were concerned about the motivational styles of the National Collegiate Athletic Association (NCAA) Division I and II male and female head coaches. This study was focused especially on the differences between male and female motivational styles and techniques and their intrinsic and extrinsic motives. Frederick and Morrison (1999) found that the coaching styles and techniques are based on their decision-making style and their personality characteristics.

There was also a study that was focused just on the intrinsic and extrinsic motivation of the athletes in their sport. However, Mallett, Kawabata, Newcombe, Otero-Forero, and Jackson (2007) wanted to develop a revised version of the Sport Motivational Scale (SMS), including integrated regulation. They found a positive correlation between the SMS-6, which was a

revision of a six-factor 24-item scale, and the dispositional flow scale-2 (DFS-2) factors. This correlation supported the concurrent validity of the revised scale.

Le Roux (2010) was focus on the importance of coaches' knowledge about sport psychology and motivational techniques. He wanted to see if coaches receive any practice in sport psychology. What he found was that coaches have little knowledge about the importance of sport psychology and therefore they are not able to apply nor present the motivational techniques to their athletes. Le Roux (2010) asked the participants to assess the importance of a selected number of 26 aspects about coaching of sports on a 9-point Likert scale. He found that from these 26 aspects, coaches ranked the children as a number 16. Therefore, this study found out that coaches put less importance on the children that they are coaching and more importance on goal setting.

Nicholls, Perry, and Calmeiro (2014) were focused on cognitive-motivational-relational theory of emotions along with the effect on stress appraisals, coping, emotions and goal achievement of the athletes. This study was looking at a bigger range of athletes; they were looking at contact and noncontact individual or team sports. Nicholls et al. (2014) were also looking at coping styles. In other words, this study was looking at different techniques and tasks that could help increase positive emotions and motivations of the athletes. Therefore, Nicholls et al. (2014) found that unpleasant emotions were positively correlated with treatments, motivational relevance was positively correlated with unpleasant emotions and also partly associated with a negative correlation of pleasant emotions.

Finally, all previous studies showed that there is a relationship between the coaches' motivational techniques on their athletes and the satisfaction of their athletes. Therefore, I conducted the present study to see if the perception of the coaches' motivation methods fits and match the perception of the athletes. I was interested in different coaches' motivational

techniques, their attention to the motivation, purpose of their motivation and anything that could possibly influence their motivational techniques. I was also interested to see if athletes found the motivational methods of their coaches suitable for them. I wanted to know if they like the way their coaches motivate them, if they think it is helpful to them and if there is anything they would like to change about the motivation their coaches provide to them.

I created an online survey to give out to coaches and athletes. Lester (2015) used three different questionnaires which can also be found in my study. Bozidar et al. (2014) also used three different types of measurements that I found helpful for my study. They were looking at many different aspects that could possibly influence the effectiveness of the motivational techniques. Thanks to their findings I was able to create more specific questions for the athletes and coaches. Frederick and Morrison (1999) used four different measurements from which I also drew ideas for my own questions that I included in my study. The reason why I used the study from Mallett et al. (2007) was because I really liked their revision of the SMS scale and I found it helpful for my study. Le Roux (2010) pointed out that our coaches do not have enough education in sport psychology, therefore it is difficult for these coaches to use the motivational techniques in an effective way. That is why I asked a question about the highest earned degree in my demographic questions because I was curious to see if any of the coaches had earned a degree that was somehow related to sports.

Nicholls's et al. (2014) study helped me to see how important it is to try different motivational techniques. Their questionnaire was also a good inspiration for my own survey questions. My study could be beneficial to both athletes and coaches. If coaches know how to motivate their athletes, the success of the team will increase, thus, the coaches and athletes could have better results.

## Method

### Participants

Athletes and coaches from Lindenwood University were recruited through the coaches' email addresses that I got from the Lindenwood University Athletic website. An email was sent to Lindenwood University coaches, and these coaches were asked to send this survey to their athletes. There were 4 coaches, and 32 student-athletes total that took the survey. The average age of the coaches was 33 years old ( $SD = 4.32$ ) and the average age of the athletes was 20.09 years old ( $SD = 1.47$ ). In this survey, there was 1 female coach, 3 male coaches, 9 female student-athletes, and 23 male student-athletes. I included in my demographic inquiry a question about the highest level of education they have completed or the highest degree they have received. Findings showed that 14 athletes reported that they have received some college degree, 9 athletes reported that they have received high school graduate (GED), 4 athletes reported that they have received associate degree in college (2-year), and 5 athletes reported that they have received bachelor's degree in college (4-year). Findings also showed that 3 coaches reported that they have received master's degree and only one coach reported that he or she received bachelor's degree in college (4-year).

### Materials and Procedure

To create my survey, I began by logging onto Qualtrics where I composed my informed consent statement where I acquainted coaches and athletes with my study, along with demographic questions about their sex, age, and highest earned degree. Both coaches and athletes had three sections which were the same for both of them. They also had a different section of my own questions which were focused on motivation. In an online survey platform, I uploaded 30 types of questions from Lester (2015) (see Appendix A). From Lester (2015), I used only 30 questions from her question sequences; Leadership Scale for Sports, Why Do You

Participate in Sport, and The Basic Needs Satisfaction in Sport Scale, because I did not find the rest of the questions important for my survey. I also used three questions from Mallet et al. (2007), because I found them suitable for my survey. I added these questions into my sequence questions of “I participate in my sport because....” I finished my survey with a debriefing statement where I thanked the coaches and athletes for completing my survey.

In the beginning of my survey, coaches and athletes first read the informed consent statement that acquainted them to my survey and the types of questions. I also assured them that there will be full confidentiality and that this study does not contains any risks. Then I provided them my contact information along with contact information for my faculty supervisor, Michiko Nohara-LeClair if my participants would have any questions. Each participant was asked to agree with the informed consent statement if they were at least 18 years or older. If not, they could not participate in my study.

My survey then flowed into questions from the Leadership Scale for Sports (Lester, 2015). These questions were focused on leadership skills, communication, and understanding of the coaches and athletes. From these questions I could see how coaches and athletes communicate and understand each other and how strong their leadership skills are. The next sequence of questions was about why athletes and coaches participate in their sport (Lester, 2015; Mallett et al., 2007). From these questions I could see what factors drive and motivate athletes and coaches to participate in their sport. The last sequence of questions was focused on The Basic Needs Satisfaction in Sport Scale (Lester, 2015). From these questions I could see if coaches and athletes enjoy what they are doing and if they are motivated in their sport. After participants answered these three sequences of questions, I asked them demographic questions focused on gender, age, the highest degree they have received and if they are athletes or coaches. At the end of my survey, I provided a debriefing statement along with information

about the purpose of my study to the coaches and athletes where I also thanked them for taking my survey. I also mentioned that I am not allowed to provide them any individual findings because my survey was anonymous. Nevertheless, I provided them my contact information and told them that if they would have any further questions they are more than welcome to contact me in that way I could provide them the final results upon completion of my study. After I closed my survey, I conducted data analysis on Microsoft Excel.

### **Results**

I hypothesized that coaches would apply different motivational techniques for different athletes. I clarified this idea with other articles that supported the fact that every person is different. Therefore, each athlete will respond differently to varying motivational techniques. I also took a look at how the coaches' perception on motivation match with the perception of athletes. That is why I hypothesized that there would not be a positive correlation between coaches' and athletes' perception on motivation. However, my hypotheses were not supported.

First, I took a look at the open questions from coaches and athletes. For the question: "Please give an example of how you use different motivation methods for your athletes," most of the coaches said that they are using different motivational techniques based on the personality of their athletes, and they also said that they are using positive reinforcement as a motivational technique. One coach said that he also uses positive punishment. The next question asked: "Please explain why you find it more difficult to motivate athletes of one gender over the other." However, only two coaches answered this question. One coach said that if the athletes do not listen they lose their motivation. Another coach said "Female athletes require more consistent communication and positive reinforcement. Male athletes require more structure and a strong leader both within the team and from the coaching staff. Once male athletes buy-in it is easier to keep them motivated. Female athletes typically show more instability in their mental fitness and



have to feel supported more often.” I found this answer really suitable and true. I was also wondering how many hours coaches spend motivating their athletes a week. The majority of the coaches reported that they spend between 10 to 20 hours a week motivating their athletes. Another question that I found really important to ask was: “How effective do you think your motivation methods are in helping your athletes?” Three coaches reported very effective and 1 reported moderately effective. Therefore, I asked them: “What evidence do you have that indicates the effectiveness of your motivation methods? Please provide examples.” The majority of the coaches said that they indicate the effectiveness of their motivation methods by success of the team. However, only one coach said that he indicates it by feedback from his/her athletes. I found these answers really surprising because I think that the most important way to find if the motivation methods are effective is by the feedback from the athletes. I also wanted to know if the coaches use different motivational techniques in the beginning and the end of the season. However, only 2 coaches reported “Yes.” Finally, I asked them, “Why do you use different motivation methods at different points in a season?” Those who said yes reported that they use different motivational methods because the same methods can get old or the team/athlete can get used to them. However, only one coach said that it depends on what the individual or team needs.

Second, I looked at the open answers from athletes and tried to match them with the coaches’ answers. The first question I asked was if the athletes like the way their coach motivates them, and 75% said “Yes” and 21.88% said “No”. I then wanted them to explain their answer. The majority of the athletes who reported that they like the way their coaches motivate them said that their coaches motivate them, they use real life situations, or make sure that they are being loved. On the other hand, those who reported that they do not like the way their coaches motivate them said that the coaches bully the athletes or push the athlete way too much

over their boundaries. Then I asked if the athletes think that their coaches use different motivational techniques, and 50% of athletes reported “Yes” and 46.88% reported “No.” Again, I asked them to explain their answer. However, a lot of athletes skipped this question. Nevertheless, those who answered said that the coaches used different drills, speeches, or achievable goals. On the other hand, some athletes reported that their coaches use threats, pressure, no attention, or they yell at them. Next, I wanted to know if the athletes find these motivational methods helpful to them, and 62.5% reported “Yes” and 18.75% reported “No.” I again asked them to explain their answer. Once more, a lot of athletes did not answer this question. The majority of the answers were positive, and the athletes said that their coach pushes them to become better and more successful. Other athletes said that their coaches do not know how to motivate them at all, or that they treat them really badly. Finally, I wanted to know if there is anything the athletes would like to change in the way their coaches motivate them, and 31.25% said “Yes” and 50% said “No.” I also asked them to explain their answer. Even though a lot of athletes skipped this answer, half of the athletes said that they would not change anything, and the other half that reported that they would like their coach to use more positive reinforcement, and that they would also want their coach to be more positive and supportive.

After I collected these data I ran 3 Independent Samples t-tests to see if there is any correlation between the coaches’ and athletes’ answers. First, I ran the Independent Samples t-test to compare coaches’ and athletes’ answers for the motivational techniques questionnaire. A related sample t-test was conducted and found that the athletes’ answers ( $M = 3.46$ ,  $SD = 1.01$ ) were not significantly different than coaches’ answers ( $M = 3.52$ ,  $SD = 0.18$ ),  $t(26) = -0.12$ ,  $p = 0.90$ . Therefore, there was no difference between the athletes’ and coaches’ responses.

Next, I also ran the Independent Samples t-test to compare coaches' and athletes' answers in the basic needs satisfaction questionnaire. A related sample t-test was conducted and found that the athletes ( $M = 3.63$ ,  $SD = 1.19$ ) were not significantly different than the coaches ( $M = 4.07$ ,  $SD = 0.81$ ),  $t(24) = -0.62$ ,  $p = 0.54$ . Therefore, there was no difference between the athletes' and coaches' answers.

Finally, I ran the last Independent Samples t-test to compare coaches' and athletes' answers for "I participate in my sport... questionnaire." A related sample t-test was conducted and found that the athletes ( $M = 3.91$ ,  $SD = 0.64$ ) were not significantly different than the coaches ( $M = 3.96$ ,  $SD = 0.51$ ),  $t(26) = -0.15$ ,  $p = 0.89$ . Therefore, there was no difference between the athletes' and coaches' answers.

Despite the fact that my hypotheses were not supported, these results could help coaches to improve their motivational techniques or learn new ideas about these techniques. This study can also help them to realize the importance of the different motivational methods as well as the fact that listening to what their athletes say is crucial.

### **Discussion**

It is important to realize that motivation is the most important aspect of success in today's sports. That is why it is important to make sure that coaches' perception on motivational techniques match with the perception of their athletes. This study found that coaches' and athletes' perceptions on motivational techniques match. I also found that athletes like the way their coaches use the motivational techniques; therefore, the athletes mostly reported that they would not like to change anything about the motivational techniques their coaches are using.

Previous studies found out that coaches' and athletes' perception does not match with each other. These studies also found that coaches do not pay enough attention to the athletes needs and that they do not take into consideration differences among these athletes. Based on

these findings, studies also found that it is important to use different motivational techniques for each athlete. However, my study did not support the previous studies as well as my hypotheses. There could be a lot of reasons why my study did not support any of these findings nor my hypotheses. One could be the sample size. I had a lot of athletes; however, I only had 4 coaches who finished my survey. Also, the length of my study could be the reason why my study did not show any significant differences between the coaches' and athletes' perception on motivational techniques. There were a lot of athletes and coaches who stopped answering the question as the survey continued.

There could also be one confounding variable that could affect my study and that was busy schedules of both athletes and coaches. I had only a month to post my survey and collect my data. I posted my survey in March, and a lot of athletes and coaches were in a season at that time. That could be one reason why I did not get enough participants or why a lot of participants skipped a lot of my questions. Another factor that could influence my data could be fatigue. A lot of participants gave me feedback that my survey was way too long and that they got tired of it after a while. That is why next time I would definitely make my survey shorter, with more specific and clear questions, and with only one target.

Finally, the reason my study did not support any of the other studies or my hypotheses could be because of an improvement of the coaches' knowledge about motivational techniques and individual needs and differences of their athletes. Future studies should look more specifically at motivational techniques that positively or negatively influence those athletes. Studies should also take a look at how difficult it is for coaches to apply specific types of motivations (e.g. external vs. internal motivations).

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## Appendix A

Informed Consent form/Leadership Scale for Sports/ Why Do Athletes and Coaches Participate in their Sport/ The Basic Needs Satisfaction in Sport Scale/Debrief Statement form

# Perceptions of Coaches and Athletes of Motivation Method

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### Start of Block: Informed Consent Statement

#### Q10 Informed Consent Form Introduction

My name is Tereza Melicharkova and I am conducting this project at Lindenwood University, I am also enrolled in the PSY40400: Advanced Research Methods.

#### Procedures

This survey asks you to respond to a few demographic items as well as questions asking about your Leadership Scale for Sports, Behavioural Regulation in Sport Questionnaire, and The Basic Needs Satisfaction in Sport Scale (Lester, 2015 & Mallett, Kawabata, Newcombe, Otero-Forero, & Jackson, 2007). The Leadership Scale for Sports is focuses on leadership skills, communication and understanding of coaches and athletes. The Behavioural Regulation in Sport Questionnaire is focus on what drives and motivates athletes and coaches to participate in their sport. The Basic needs satisfaction in Sport Scale is focus on if coaches and athletes enjoy or not what they are doing and if they are demotivated or motivated in their sport . This survey can be used in order to see how the perceptions of coaches and athletes match up with each other. This study will be conducted online through a Qualtrics-created survey, and should not take any more than 10-15 minutes of your time.

#### Risks/Discomforts

There are no known risks associated with this study. If you do not feel comfortable completing any part of this survey, you are free to skip any questions or withdraw without penalty.

#### Compensation and Benefits

You will gain experience taking part in a psychological survey project and potentially learn more about the field. The whole team, coaches, and individual athletes could benefit from this study. Coaches may gain more ideas into how best to motivate their athletes, which can lead to increased success of the team. Athletes can gain more awareness of their needs and the right motivational techniques for them.

### Confidentiality

No personally identifying information will be collected, including your IP Address and sport. All data obtained from participants will be kept confidential and will only be reported in an aggregate format (by reporting only combined results and never reporting individual ones). All questionnaires will be concealed, and no one other than the researcher listed below and her course professor, Dr. Michiko Nohara-LeClair. The data collected will be stored in the HIPPA-compliant, Qualtrics-secure database until it has been deleted by the primary investigator.

### Questions about the Research

If you have questions regarding this study, you may contact me, Tereza Melichárková at tm787@lindenwood.edu or (636)288-9653 or direct your inquiries to the course professor, Dr. Nohara-LeClair at mnohara-leclair@lindenwood.edu or (636)949-4371.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "Agree" button below indicates that:

You have read the above information. You voluntarily agree to participate. You are at least 18 years of age, and you are a coach or athlete at Lindenwood University.

---

Q11 I have read and understood the above consent form and desire of my own free will to participate in this study.

- Agree** (1)
- Do Not Agree** (2)

*Skip To: End of Survey If I have read and understood the above consent form and desire of my own free will to participate i... = <strong>Do Not Agree</strong>*

*Display This Question:*

*If I have read and understood the above consent form and desire of my own free will to participate i... = <strong>Agree</strong>*

Q12 How old are you?

- I am at least 18 years old (1)
- I am younger than 18 years old (2)

*Skip To: End of Survey If How old are you? = I am younger than 18 years old*

End of Block: Informed Consent Statement

---

Start of Block: Demographic questions

Q8 What is your sex?

- Male (1)
- Female (2)
- 

Q11 How old are you?

\_\_\_\_\_

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Q10 What is the highest level of schooling you have completed or the highest degree you have received?

- Less than high school degree (1)
- High school graduate (high school diploma or equivalent including GED) (2)
- Some college but no degree (3)
- Associate degree in college (2-year) (4)
- Bachelor's degree in college (4-year) (5)
- Master's degree (6)
- Doctoral degree (7)
- Professional degree (JD, MD) (8)
-



Q59 Are you a coach or an athlete?

Coach (1)

Athlete (2)

End of Block: Demographic questions

---

Start of Block: For Coaches

Q77 Do you use different motivation methods for your athletes?

Yes (1)

No (2)

---

*Display This Question:*

*If Do you use different motivation methods for your athletes? = Yes*

Q60 Please give an example of how you use different motivation methods for your athletes.

---

---

Q78 Which athletes do you coach?

men only (1)

women only (2)

both men and women (3)

---

*Display This Question:*

*If Which athletes do you coach? = both men and women*

Q76 Do you find it more difficult to motivate men or women?

- men are more difficult (1)
- women are more difficult (2)
- men and women are about the same (3)

---

*Display This Question:*

*If Do you find it more difficult to motivate men or women? != men and women are about the same*

Q61 Please explain why you find it more difficult to motivate athletes of one gender over the other.

---

Q62 How important is an athlete's level of motivation for you?

- Extremely important (1)
- Very important (2)
- Moderately important (3)
- Slightly important (4)
- Not at all important (5)

Q63 How many hours a week do you spend on motivating your athletes?

---

Q79 Do you read any books or articles on motivation?

Yes (1)

No (2)

---

*Display This Question:*

*If Do you read any books or articles on motivation? = Yes*

Q64 What are examples of some books or articles you have read on motivation?

---

Q65 How did you learn to motivate your athletes?

---

Q80 How effective do you think your motivation methods are in helping your athletes?

Extremely effective (1)

Very effective (2)

Moderately effective (3)

Slightly effective (4)

Not effective at all (5)

Q66 What evidence do you have that indicates the effectiveness of your motivation methods? Please provide examples.

---

---

Q81 Do you use different motivation methods at the beginning of a season compared to the end of the season?

Yes (1)

No (2)

---

*Display This Question:*

*If Do you use different motivation methods at the beginning of a season compared to the end of the s... = Yes*

Q67 Why do you use different motivation methods at different points in a season?

---

---

Q68 Please indicate the factors you consider when choosing the appropriate motivation methods for your athletes.

---

---

Page Break

Q88 Please read the following statement and indicate how often each statement is true.

	Never (1)	Sometimes (2)	About half of the time (3)	Most of the time (4)	Always (5)
I make sure that each athlete's part in the team is understood by all the athletes. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I instruct every athlete individually in the skills of the sport. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I explain to every athlete what he/she should and what he/she should not do. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I figure out ahead on what should be done. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I explain how each athlete's contribution fits into the total picture. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I point out each athlete's strengths. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I point out each athlete's weaknesses. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give specific instructions to each athlete as to what he/she should do in every situation. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask for the opinion of the athletes on strategies for specific competitions. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get group approval on important matters before going ahead. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I let my athletes share in decision making. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage athletes to make suggestions for ways of conducting practices. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I let the group set its own goals. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I let the athletes try their own way even if they make mistakes. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask for the opinion of the athletes on important coaching matters. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I let athletes work at their own speed. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I let the athletes decide on the plays to be used in a game. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I refuse to compromise a point. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I compliment an athlete for his/her performance in front of others. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tell an athlete when he/she does a particularly good job. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I express appreciation when an athlete performs well. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: For Coaches

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Start of Block: For Athletes

Q69 How do you assess your coach's motivation methods towards you?

- Really good (1)
- Good (2)
- Acceptable (3)
- Poor (4)
- Very poor (5)

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Q82 Do you like the way your coach motivates you?

Yes (1)

No (2)

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Q70 Please explain your answer.

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Q83 Does your coach apply different motivation techniques on you?

Yes (1)

No (2)

---

*Display This Question:*

*If Does your coach apply different motivation techniques on you? = Yes*

Q71 Please give an example of how your coach uses different motivation techniques on you.

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Q84 Is your coach's motivation methods helpful to you?

Yes (1)

No (2)

---



Q72 Please explain your answer.

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Q73 Please describe the way your coach motivates you in some detail.

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Q85 Does your coach generally listen to your needs?

Yes (1)

No (2)

Q74 Please explain your answer.

---

Q86 Is there anything you would like to change in the way your coach motivates you?

Yes (1)

No (2)

Q75 Please explain your answer.

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Page Break

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14 Please read the following statement and indicate how often each statement is true.

	Never (1)	Sometimes (2)	About half of the time (3)	Most of the time (4)	Always (5)
My coach makes sure that my part in the team is understood by all the athletes. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My coach instructs every athlete individually in the skills of the sport. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My coach explains to me what I should and what I should not do. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My coach figures out ahead on what should be done. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My coach points out each athlete's strengths and weaknesses. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>My coach gives specific instructions to me as to what I should do in every situation. (6)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>My coach explains how each athlete's contribution fits into the total picture. (7)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>My coach specifies in detail what is expected of each athlete. (8)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>My coach asks for my opinion on strategies for specific competitions. (9)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>My coach gets group approval on important matters before going ahead. (10)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>My coach lets his/her athletes share in decision making. (11)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>My coach encourages me to make suggestions for ways of conducting practices. (12)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>My coach lets the group set its own goals. (13)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My coach lets me try my own way at practices or during matches even if I make mistakes. (14)

    

My coach asks for the opinion of the athletes on important coaching matters. (15)

    

My coach lets me work at my own speed. (16)

    

My coach lets me decide on the plays to be used in a game. (17)

    

My coach does not explain his/her action. (18)

    

My coach refuses to compromise a point. (19)

    

My coach compliments me for my performance in front of others. (20)

    

My coach tells me when I do a particularly good job. (21)

    

My coach expresses appreciation when I perform well. (22)

## End of Block: For Athletes

## Start of Block: I participate in my sport...

Q115 Please read each statement and rate how well it corresponds to you.

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Q38

I participate in my sport...

	Does not correspond at all (1)	Corresponds a little (2)	Corresponds moderately (3)	Corresponds a lot (4)	Corresponds exactly (5)
...because I enjoy it. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...because of the pleasure I experience when I feel completely absorbed in my sport. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...because I enjoy the feeling of success when I achieve something important. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...because of the excitement I feel when I am really involved in the activity. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...because it is fun. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...because I find it pleasurable. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...because I like learning how to apply new techniques. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

...because of the positive feelings that I experience while playing my sport. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...because I get a sense of accomplishment when I strive to achieve my goals. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...I don't know if I want to continue to invest my time and effort as much in my sport anymore. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...Because participation in my sport is an integral part of my life. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...I don't seem to be enjoying my sport as much as I previously did. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: I participate in my sport...

Start of Block: The basic needs satisfaction

Q52

Please read each statement and indicate how true it is for you.

	Not true at all (1)	True a little (2)	Moderately true (3)	True a lot (4)	Very true (5)
In my sport, I agree with the way decisions are made. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my sport, I feel free to express my ideas. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my sport, I can take part in the decision making process. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my sport, I feel welcomed. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my sport, I get emotional support. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: The basic needs satisfaction

Start of Block: Feedback/Debriefing Statement

Q58

Thank you for taking the time to complete this survey. The primary purpose of this study was find out whether the perception of coaches' motivation match with the perception of the athletes.

I hypothesized that the perception of coach's motivation does not match perfectly with the perception of the athletes. My hope is that the results of my research would lead to further research in this field, which ultimately can lead to improved methods for both coaches and athletes.

I cannot provide you with individual findings due to the fact that this survey was conducted anonymously. However; I would be happy to answer any questions you may have about this study and provide you with the final results upon completion of my study. Please feel free to contact me using the information below.

Thank you again for contributing data to my project!

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End of Block: Feedback/Debriefing Statement

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