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What drives and motivates the Division III female basketball
“bench warmer” to compete every day?

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Abstract

This study was designed to collect data on motivation (intrinsic and extrinsic) and self-determination of Division III female basketball “bench warmers.” At the Division III level there is no binding contract or athletic scholarship as an incentive to stay dedicated and compete at an elite level daily. A person who continues to be a part of a team, and may not necessarily be contributing in a statistical standpoint might view him or herself as a bench warmer. The survey was sent to eight Division III University of Wisconsin schools. The ages of the participants ranged from 18 to 24. The survey was completed by 53 participants. Division III female college athletes were asked questions regarding their background, demographics, and role on the team (starter, sub, bench warmer). Additional questions from the Self-Regulation Questionnaire (SRQ-E) targeted motivation, and the Self-Determination Scale (SDS) targeted perceived choice and self-awareness. The scales were modified in reference to the study being conducted. It was predicted that the sub and bench warmer groups would score higher on intrinsic motivation whereas the starter groups would be more extrinsically motivated. It was also predicted the starters would score higher on self-determination (perceived choice and self-awareness) compared to the sub and bench warmer groups. We compared the independent variables (starter, sub, bench warmer) with motivation and self-determination (dependent variables) using MANOVA. Bench warmers scored the highest on intrinsic motivation ($M = 6.25$) whereas starters had the lowest intrinsic motivation ($M = 5.55$) although there were no significant differences between playing status and motivation. There were no significant differences between playing status groups and self-determination. Unlike the SRQ-E there were not any practical group differences either. The results of this study suggest that intrinsic motivation may be keeping the bench interested in competing without incentives of a scholarship or playing time. The project also allows coaches and those seeking motivational techniques an insight to what drives the Division III female basketball player to compete.

Chapter One

Introduction

For most of this nation's history, athletic competition appeared inconsistent with the feminine ideal. Standards of dress, beauty, and behavior discouraged female sports. Until the late nineteenth century, most women's activities were largely confined to non-competitive and relatively sedate pastimes that could be pursued without sweating, such as riding, archery, and croquet (Spears, 1974).

Participation increased in women's basketball significantly since the 1970's. The National Federation High School participation data show that in 1971, just before Title IX was enacted, there were 3,666,917 boys and 294,015 girls participating in high school athletics. Against an uproar of widespread inequalities, Congress enacted Title IX of the Education Amendments of 1972, which banned sex discrimination in "any education program or activity receiving Federal financial assistance" (Title IX of the Education Amendments of 1972, Section 901, pg 20). Since its Title IX enactment, female participation in high school sports increased from 294,000 athletes in 1971 to 2.9 million in 2006 (Carpenter, 2006). According to the NFHS, participation for the 2008-09 school year set an all-time high of total participation with 7,536,753 and girls' participation totaling 3,114,091. In 2012, forty years after the enactment of Title IX, there are 4,494,406 boys and 3,173,549 high school girls actively participating. According to the National Collegiate Athletic Association (NCAA) in the year of 2010-11 total participation of collegiate athletes was an all time high of 191,131 (Acosta/Carpenter, 2012).

Intercollegiate athletics is an area in which Universities must comply with Title IX regulations. Title IX plays a key role in collegiate athletics by influencing: financial assistance, promoting female sports, and balancing the male to female ratio of participants. Prior to Title

IX, an estimated 50,000 scholarships were available for men compared to about 50 scholarships for women, and female teams. Women's teams often had to rely on bake sales, private donations, or cast-off equipment from male teams to compete (Spears, 1974). At the same time, consensus was growing about the value of athletics for girls' development; those who played sports had higher self-esteem, less risk of depression, a lower likelihood of engaging in high-risk behaviors, and better school performance than girls who did not participate (Kane, 2001).

With the rise of the women's movement also came the reward of experiencing intercollegiate competition in mainstream athletic programs. As interest grew about women in sports the Association for Intercollegiate Athletics for Women was formed. The AIAW helped lay the foundations for gender equity in American sports (Oglesby, 2001). As women's intercollegiate sports grew the NCAA created three divisions among a financial standpoint. The NCAA formed Division I, II and III programs based on specific criteria. Division I and II state schools are allowed to give scholarships to their athletes. Division III public schools are not allowed to give athletic scholarships.

According to the NCAA (2011a) there are 442 total member schools in Division III (436 active and 6 provisional/reclassifying). Of active members 352 schools (81 %) are private. Only 84 (19 %) of Division III schools are considered public. Division III makes up the largest division in the NCAA. There are currently 43 Division III conferences. One conference that is well known for being nationally recognized for athletics and championship caliber is the Wisconsin Intercollegiate Athletic Conference (WIAC). Wisconsin Division III state schools make up the WIAC which is composed of nine UW Division III state schools: Eau Claire, Lacrosse, Oshkosh, Platteville, Stevens Point, Stout, Superior, River Falls and Whitewater. According to WIAC (2012) sports in the last five years the WIAC has won 23 national

championships out of 40 sports teams in Division III athletics. Coming from a university that is so successful in sports I wondered how players were recruited and retained without initiative of a scholarship to cover the cost of tuition. This has led me to study motivation to determine what drives the Division III female basketball players to compete every day. A big part of being able to compete at the championship level is recruiting.

Statement of the problem

With the increase of competition and level of success at the Division III level many schools are trying to find a way to convince elite players that Division III schools are a perfect fit. Universities that follow the National Association of Intercollegiate Athletics (NAIA) and private schools are allowed to give partial financial assistance or scholarships. There are 9 NCAA Division III state schools in the state of Wisconsin, these public institutions cannot offer athletic scholarships. Out of 442 Division III schools each school is competing to be the top Division III School in the country. When recruiting athletes at the Division III level it is hard for NCAA public institutions to find elite talented players because there is no athletic scholarship incentive. Elite talented players strive for athletic scholarships at the Division I and II level. Thus, it is important for coaches to focus on not only talent, but also on players' work ethic and academics.

Purpose of the study

The purpose of this project was to examine what motivates and drives Division III athletes to compete and continue to work hard every day without a scholarship incentive. A survey was used to explore motivational factors of female players in Wisconsin NCAA Division III state school Women's Basketball programs. The survey was administered during post season 2012. This is particularly important for bench warmers who stay on the team or participate with

no incentive of a scholarship or playing time. The survey included items related to intrinsic motivation, extrinsic motivation, self-efficacy, demographic information relative to what role she played on the team, and how a certain role may affect the attitude of female Division III college basketball players.

I chose to do this project because it is important to develop a better understanding of how Division III state schools can keep athletes motivated to compete at an elite level when they are unable to provide scholarships that cover 4 years of players' tuition. My study allowed coaches to develop a better understanding of where internal and external motivation comes from and what part it plays when looking at a bench warmer. This study was implemented to gain insights as to what drives the bench warmer to continue to compete even though she is not given as many opportunities as a starter. This study informs coaches about motivations of Division III female basketball players.

Evaluation of project

The study examined motivation and self determination in Division III female athletes interested in competing at the Division III level without incentives of a college tuition scholarship. The study compared three groups starters, subs and bench warmers. Two one-way Multivariate Analysis of Variance (MANOVA) tested for significant relationships between the athlete's role on the team and motivation. It also addressed the relationship between the athlete role and self determination. The dependent variables were motivation and self determination and the independent variables were the three positions on the team (starter, sub and bench warmer).

Feedback from the Division III female basketball players, can be used to help keep levels of motivation high, and coaches might also use the survey to determine which type of motivations are most common among their athletes. The literature reviewed to develop this

study is in chapter two of this project report. An explanation of the survey development, instrumentation and procedure is in chapter three. The results of the survey are included in chapter four. Chapter five includes the recommendations based on the findings and suggests revisions for further investigations.

Chapter Two

Review of Literature

The literature review for this project begins with a historical overview of women's basketball, exploring how participation has grown. The literature examined potential reasons that affect the driving force behind a bench warmer such as self-determination theory and motivation (intrinsic, extrinsic, and amotivation), how self-efficacy relates to one's belief in ability, self-efficacy, motivation, and sport. At the end of the self-determination theory and motivation section, a chart shows different types of motivation and what each motivation entails (Figure 2.1). The information in this section lays the foundation for the study of what drives a non-scholarship Division III female basketball bench warmer to compete.

Historical Perspective

The game of Basketball was first invented in 1891 by James Naismith. It was originally created for men at a Massachusetts YMCA school (Spears, 1974). One year later in 1892 the first women's basketball team was organized by Senda Berenson at Smith College, adapting Naismith's rules to emphasize cooperation, with three zones and six players on each team (Spears, 1974). Two years later Senda Berenson published an article on women's basketball and its benefits in *The Physical Education Journal*. Basketball became a way for women to not only exercise, but it allowed them to focus on teamwork and cooperation. On March 21st 1893, the first female collegiate game was played at Smith College (Molina, 2005). The freshman class played the sophomore class. The doors to the gym were locked and no men were allowed to watch, as it was not considered socially acceptable. Women's basketball would then spread very quickly across the country.

By 1896 women's basketball was established at several colleges and in April of 1896, the

first intercollegiate game was played. The game was played between Stanford and Berkley. During this time, the rules varied. The first set came out in 1901 by Spalding which was edited by Senda Berenson. There was great concern with women playing basketball, as it was general consensus that women were more “selfish” and not as team orientated compared to men (Molina, 2005). Although some progress was made, women playing basketball was not easily accepted. Many people felt that if women overly exerted themselves in such a physical manner it would lead to complications with reproduction.

In 1957 the Division for Girls’ and Women’s Sports (DGWS) was established due to the increased interest in women’s basketball and sports. The first action of the DGWS was to establish the Commission on Intercollegiate Athletics for Women (CIAW). The CIAW was to assume responsibility for designing, sponsoring, and sanctioning women’s intercollegiate sports and championships. The purpose of the CIAW was to provide a framework and organization for women’s intercollegiate athletic opportunities. The CIAW also sponsored national championships for college women under the authority of the DGWS (Spears, 1978).

The DGWS and the CIAW allowed women to look at themselves from a new perspective. By 1971, female athletic participation had increased so quickly that the CIAW was reorganized and later became the Association for Intercollegiate Athletics for Women (AIAW). As interest in women’s athletics grew so did the amount of advocates who were pushing for women to have more opportunities and more rights. This eventually led to the passage of Title IX which fought for equality in sports for women. As participation and interest grew in collegiate sports different divisions were formed to control the various levels of competition. Collegiate basketball is broken up into three divisions (NCAA, 2011a). Division I and II are able to give financial assistance based on athletics, whereas Division III is not allowed to give any.

This is not the only difference when separating the three Divisions.

NCAA Basketball

Division I.

According to the NCAA the Division I institutions have to sponsor at least seven sports for men and seven sports for women (or six for men and eight for women) with two team sports for each gender. There are contest and participant minimums for each sport, as well as scheduling criteria. Men's and women's basketball teams have to play all but two games against Division I teams; for men, they must play one-third of all their contests in the home arena. The school also must have participating male and female teams or participants in the fall, winter and spring seasons. The institutions must meet minimum financial aid awards for their athletics program, and there are maximum financial aid awards for each sport that a Division I school cannot exceed (NCAA, 2011a).

Division II.

Division II institutions have to sponsor at least five sports for men and five for women, (or four for men and six for women), with two team sports for each gender, and each playing season represented by each gender. There are contest and participant minimums for each sport, as well as scheduling criteria. There are no arena game requirements for basketball. There are maximum financial aid awards for each sport that a Division II school must not exceed. Division II teams usually feature a number of local or in-state student-athletes. Many Division II student-athletes pay for school through a combination of funding from scholarships, grants, student loans and employment earnings. The athletic programs are financed in the institution's budget like other academic departments on campus (NCAA, 2011b).

Division III.

The institution has to sponsor at least five sports for men and five for women, with a minimum of two teams for each gender, and each playing season represented by each gender. There are minimum contest and participant minimums for each sport. Division III athletics features student-athletes who receive no financial aid related to their athletic ability and athletic departments are staffed and funded like any other department in the university. The institutions athletic departments place special importance on the impact of athletics on the participants rather than on the spectators. Division III athletics encourages participation by maximizing the number and variety of athletic opportunities available to students. Division III institutions place the primary emphasis on regional in-season and conference competition (NCAA, 2011c).

There are numerous incentives when playing at the Division I and II level such as free books, tuition, room and board, meal plan, apparel, trips and much more. Whereas at the Division III state level in Wisconsin the athletes are not offered any incentives mentioned. Instead motivation and having a sense of self efficacy plays a key role in the development of the athlete. Self-determination and motivation play a significant role in the type of athletes needed to compete at the highest level in Division III sports.

Self-Determination Theory and Motivation

Self-determination theory proposes that behavioral regulation towards an activity can be extrinsically motivated, intrinsically motivated, or amotivated (Deci & Ryan, 1985). Figure 2.1 depicts the different types of motivation. The overall classifications of motivation differ in the extent to which they are self-determined (autonomous), because they represent different degrees of internalization, external values and goals.

Extrinsic Motivation.

Extrinsic motivations (EM) are those that arise from outside of the individual and often involve rewards such as trophies, money, and social recognition or praise (Bandura, 1992). Deci and Ryan (1985) proposed that a continuum is formed whereby different types of extrinsically regulated behavior can be located. Four types of extrinsic motivation are proposed: external, introjected, identified, and integrated regulations. These reflect behaviors associated with external pressures (external), internal pressures to avoid guilt (introjected), and self-determined motivation associated with personal values and goals (identified). Integrated regulation is more abstract and reflects behaviors “fully assimilated to the self, which means they have been evaluated and brought into congruence with one’s other values and needs” (Ryan & Deci, 2000, p. 229).

External regulation represents behaviors that are regulated through external means such as rewards or fear of punishment. Externally regulated behaviors reflect the least self-determined form of EM whereby behavior is perceived to be controlled by outside sources. The benefits of engaging in the activity are separate from the activity itself. An athlete who would say, “I play basketball to show others how talented I am” is displaying extrinsic motivation (Deci & Ryan, 1985, p. 234).

The next regulation is interjected regulation, which refers to behavior that is reinforced through internal pressures such as guilt or anxiety that coerce participation rather than supporting involvement (Deci & Ryan, 1985). Introjected regulation behaviors are not fully self-determined. These behaviors are performed to gain social approval and self-worth or to avoid internal pressure and negative feelings.

Identified regulation represents a relatively self-determined regulation because the

outcomes of the behavior are highly valued, and the behavior is performed with no pressure, even if it is not particularly enjoyable. Finally, integrated regulation represents the most self-determined form of the internalization process. Self-determination and autonomy increases as one moves from external to integrated regulation. Integrated regulation refers to the behaviors that are performed out of choice to harmonize and bring coherence to different parts of the self (Deci & Ryan, 1985, 1995). Identified and integrated regulation are the most self-determined forms of EM which entail participating in an activity autonomously due to the importance of the outcomes stemming from the behavior or because the activity itself is coherent with other aspects of the self and thereby reflects the person's identity (Deci & Ryan, 2002).

Intrinsic Motivation.

Intrinsic motivation (IM) arises from within the individual, such as working hard and competing every day in practice (Bandura, 1992). A person who is intrinsically motivated plays mostly because of the fun and pleasure he or she derives from participation and from personal excellence. Only when individuals are intrinsically motivated towards an activity is the behavior considered to be fully self-determined.

Three forms of intrinsic motivation have been identified by Vallerand and Rousseau (2001), each reflective of the most self-determined form of behavioral regulation.

They include:

(a) IM to know which regulates engagement in activity for the pleasure one receives from learning, (b) IM to accomplish which refers to the pleasure and satisfaction one feels while striving to accomplish particular tasks or goals; and (c) IM to experience stimulation which occurs when one engages in a behavior because of the pleasurable sensations this act confers. (p. 234)

Athletes participating for reasons such as “the pleasure I get from mastering difficult skills,” “the pleasure I get from learning new moves,” and “the pleasure I experience while doing

exciting things” display, intrinsic motivation toward accomplishment, learning, and stimulation (Deci & Ryan, 1985, p.234).

Amotivation.

The last form of motivation is called amotivation. Amotivation is considered the hallmark of depression and feelings of incompetence akin to learned helplessness (Deci & Ryan, 2002). Individuals who are amotivated are neither intrinsically nor extrinsically motivated. It is characterized by the lack of value for an activity, or the belief that the activity will not result in desired outcomes (Deci & Ryan, 2002). An athlete who would say, “I really don’t know why I play basketball anymore; I don’t see what it does for me” would be an example of amotivation (Deci & Ryan, 1985). Amotivated behaviors are the least self-determined because there is no sense of purpose, no expectation of reward, or no perceived possibility of influencing the environment. There is no contingency between one’s actions and responses from the environment (Abramson, Seligman, & Teasdale, 1978).

Self-determination theory (Deci & Ryan, 1985, 1991) also address the energization issue by postulating the existence of three psychological needs that are crucial in human life, namely, the needs for competence, relatedness, and autonomy. Competence refers to perceptions of oneself as being efficacious in attaining desired outcomes. Relatedness pertains to the development of satisfying bonds with significant others. Finally, autonomy refers to being self-initiating in regulating one’s actions. Importantly, Deci and Ryan (1985) suggest that when the needs for autonomy, competence and relatedness are satisfied, behaviors that may not have been initially intrinsically motivated are “taken in” and internalized to become more autonomously regulated. For example, an individual may initially take part in sport because of parental pressure and threat of punishment (external regulation). From a conceptual perspective, since

the needs for competence, autonomy, and relatedness are important for humans, individuals will engage in activities that provide them with satisfaction of these needs. Thus, the search for opportunities to satisfy these needs provides the fuel of motivation (Ryan, Vallerand, & Deci, 1984). These three needs, competence, relatedness, and autonomy, appear to be essential for facilitating optimal functioning of the natural propensities for growth and integration, as well as for constructive social development and well-being.

Self –Efficacy

Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Bandura, 1992). It determines how people are motivated, feel, think, and behave. In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation or task. Self-efficacy gives a foundation to organize and execute one's actions so that he or she may reach the desired performance. In the context of exercise, self-efficacy has often been operationalized as barriers self-efficacy, which has been defined as the belief individuals have about their ability to overcome commonly identified barriers to regular exercise (McAuley, 1992). It is a trait that helps people choose certain tasks and goals to pursue. It allows people to believe in their capabilities and in return stay motivated to reach their goals.

In 1977 Bandura developed a concept known as perceived self-efficacy. This affects how successful goals are accomplished by influencing the level of effort and persistence a person demonstrates in the face of obstacles. Self-efficacy beliefs contribute to motivation in several ways including: determining the goals people set for themselves, the amount of effort expended, how long to persevere in the face of difficulties and resilience to failures (Bandura 1992).

When examining the sources of self-efficacy one of the keys is how self-efficacy

develops. Self-efficacy begins to form in early childhood as children deal with a wide variety of experiences, tasks, and situations. However, the growth of self-efficacy does not end during youth, but continues to evolve throughout life as people acquire new skills, experiences, and understanding (Bandura, 1992.). Bandura believed that performing a task successfully strengthens the sense of self-efficacy. People with a strong sense of self-efficacy view challenging problems as tasks to be mastered, develop deeper interest in the activities in which they participate, form a stronger sense of commitment to their interest and recover quickly from setbacks and disappointments (Betz, 1986.). Self-efficacy involves self-improvement. In order to keep efficacy levels high the individual can research, be open to new ideas, and at the same time keep his or her eye on the goal.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. They step up to challenges and try to figure out ways in which they can obtain a certain goal or complete the task ahead of them. A strong sense of self-efficacy leads to a sense that one can exercise control. Autonomy in decision making about career choice is one example of power by self-efficacy. Self-efficacy is important in influencing one's life path through choice-related processes (Bandura, 2000). The higher the level of people's perceived self-efficacy, the wider the range of career options they seriously consider, the greater their interest in a career, and the better they prepare themselves educationally for the occupational pursuits they choose. Ultimately this leads to a greater level of success (Betz, 1986).

People with a weak sense of self-efficacy avoid challenging tasks, believe that difficult tasks and situations are beyond their capabilities, focus on personal failings and negative

outcomes and they quickly lose confidence in personal abilities (Bandura, 1994.). Doubting capabilities causes people to shy away from difficult tasks, which they view as personal threats. They have low aspirations and weak commitment to the goals they chose to pursue. When forced to take on a difficult task they dwell on what they could possibly do wrong or what they do not know. They often become very analytical about their performance, which causes them to perform poorly. If people truly believe that they are going to do badly then they will simply do badly. Those who possess low levels of self-efficacy in regards to control often experience depression as well as anxiety. Based on this information, individuals tend to avoid tasks that they believe they cannot complete successfully, but become engaged in tasks they believe they can complete successfully (Weiner, 1984). Students who believe that they can excel in their sport are willing to approach the task, and put forth effort to succeed.

Self-efficacy is one of the most important correlates of physical activity behavior in women (McAuley & Blissmer, 2000). This level of self-belief influences exercise behavior, participation in physical activity, and even enhances adherence to long-term physical activity (Brassington et al., 2002; Wilbur et al., 2003). However, self-efficacy can decrease when women fall short of the goals and expectations (often centered on industry standards for body shape and weight loss) they have set at the start of a physical activity program (White et al., 2005). Subsequently, their desire to adhere to a program over the longer-term may be reduced (Wilcox, Casto, & King, 2006). Thus, indices of success that focus on physical and psychological health (Ryan & Deci, 2000) may provide women with more opportunities to experience successful, efficacy-enhancing behaviors and greater personal levels of self-efficacy (McAuley et al., 2006). These outcomes have the potential to then enhance intrinsic motivation, autonomous behavioral regulation (Ryan & Deci, 2000) and intentions for future participation

(Ransdell, Oakland, & Taylor, 2003).

Bandura believed that people's beliefs about their efficacy can be developed by four main sources of influence. The first and most effective source is mastery experiences. He believed that performing a task successfully strengthens our sense of self-efficacy. Although success can strengthen our self-efficacy; failure does the complete opposite by weakening self-efficacy.

Mastery Experiences.

Mastery experiences form expectations that are generalized to other situations that may be similar, or substantially different from the original experience. Mastery experiences are structured in ways to build coping skills and instill beliefs that one can exercise control over potential threats. As their coping time increases, the time to perform the activity is extended (Caprara, 2005.). If the focus is solely on success, failure is always an option. This creates a significant problem in return when goals are not met. Bandura paired a behavior with a pleasant or relaxing experience such as: increase personal mastery for a behavior through participant modeling, performance exposure, self-instructed performances, and performance desensitization (Bandura, 2006.). With Mastery experiences, people learn from different past experiences. They look at different situations where success was the end result and try to apply the same concepts used to complete a new task.

Vicarious Experiences.

The second source of influence is through vicarious experiences provided by social models. According to Pajares, "Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that as a person he or she too can possess the capabilities to master comparable activities required to succeed" (1997, 4). A social model allows people to evaluate themselves and compare their capabilities to another person's. However, if people consider a

model to be very different from themselves, then their perceived self-efficacy is not influenced much by the model's behavior. People search for representative social models in order to see how they compare. Modeling provides a social standard against which to judge one's own capabilities. Vicarious experiences help others benefit from experiences through live modeling. Live modeling is seeing something done first hand and attempting to replicate. This allows people to see if it is realistic and "do-able" or something that simply cannot be done.

Social Persuasion.

The next source of influence is social persuasion. This helps strengthen individual beliefs that he or she has what it takes to succeed. Peer support promotes self-efficacy by encouraging one to put forth more effort to achieve success. An individual who is persuaded verbally that he or she may possess the capabilities to master given activities is likely to mobilize greater effort to sustain the activity than if he or she does not receive this verbal reassurance. It is much more difficult to instill high beliefs of personal efficacy by social persuasion alone than to undermine it (Bandura, 2000.). Social persuasion is not grounded in personal experience compared to Mastery and Vicarious experiences. Listening to another person try to encourage and persuade herself to complete or take on a task that may typically be challenging is social persuasion. An example of social persuasion is considering a time when someone said something positive and encouraging that helped one to achieve a goal easier. Getting verbal encouragement from others helps people overcome self-doubt and instead focus on giving his or her best effort to the task at hand. In sports, when a coach witnesses an athlete's self doubt the coach will provide some encouraging words that show belief in the athlete's capabilities. This is an example where the coach is demonstrating social persuasion.

Psychological Responses.

The final source of influence that Bandura (1992) created is psychological responses. This is one's own response and emotional reaction to situations that play an important role in self-efficacy. Moods, emotional states, physical reactions, and stress levels can all impact how a person feels about his or her personal abilities in a particular situation. In 1994, Bandura noted "it is not the sheer intensity of emotional and physical reactions that is important, but rather how he or she is perceived and interpreted" (p. 77). For example a person who becomes extremely nervous before speaking in public is thought to have a weak sense of self-efficacy in these types of situations.

Self-Efficacy, Motivation, and Sport

To this point self-efficacy and motivation have been broken down separately. Studies have been conducted to examine the interconnection between self-efficacy and motivation based on sports and scholarships. Bandura developed a concept known as perceived self-efficacy. This effects how successfully goals are accomplished by influencing the level of effort and persistence a person will demonstrate in the face of obstacles (Bandura, 1977). Self-efficacy gives people a foundation to organize and execute their actions so that he or she may reach the desired performance (Ryan, 1977).

Studies have shown that if an award is given in such a way that it is primarily perceived by the performer as a positive source of information about his or her competence, then his or her intrinsic motivation will be facilitated. However, if the award is given in such a way that the performer primarily perceives the award to be a controller of his or her behavior, then the individual's feelings of self-determination are reduced. This causes the individual to feel as if the award is dictating his or her behavior (Deci & Ryan, 1980, 1985). As far as measuring

intrinsic motivation, Ryan (1977) hypothesized that individuals on scholarship would score lower on intrinsic motivation than would non-scholarship players. The reason this was hypothesized was because essentially the athletes were being paid (i.e., getting a scholarship) for doing an activity that they once believed to be intrinsically pleasing (Ryan, 1977).

Later results showed that scholarship males reported higher scores on the subscales of external regulation and interjected regulation compared to non-scholarship recipients. This supported the idea that extrinsic factors and internal pressures can exert a considerable motivational influence on basketball participation especially in male athletes (Deci & Ryan, 2002). Ryan (1977) suggested full athletic scholarships can exert control over scholarship athletes' behavior. The lack of scholarship was also perceived as a potential controller of non-scholarship athletes' behavior. The method of providing incentives for an athlete's effort and performance proved to be a significant factor in athletes overall behavior. Lastly, the results indicated that scholarship athletes showed a lower degree of intrinsic motivation compared to non-scholarship athletes.

Another study by Ryan (1980) examined males and females in team sports such as football, wrestling and softball. The results showed that male wrestlers and female athletes who were on scholarship reported higher intrinsic motivation than did their non-scholarship teammates. This led researchers to believe that the scholarships may have increased intrinsic motivation in both wrestlers and female athletes. Therefore, the awarding of a scholarship in these sports increased the athlete's perception of competence and caused an increase in intrinsic motivation (Ryan, 1977).

Summary

After the passage of Title IX participation increased in women's sports and women were

encouraged, and allowed to actively participate in sports. Basketball allowed women to look within at what drives and motivates a woman to compete while determining one's self worth. Self-determination, at the core of understanding motivation and physical activity, is the belief that it is a function of helping people find what they love to do while getting them to exercise because it is good for them (Wankel, 1993). For example, traditional goals related to physical activity have socio-cultural influences and are associated with extrinsic motivations and behavioral regulation (Ryan & Deci, 2000).

In contrast, physical activity programs that enhance intrinsic motivation (Ryan & Deci, 2000) have emphasized enjoyment and quality of the experience rather than health outcomes (Rhodes & Courneya, 2003). Intrinsic motivation, integrated regulation and identified regulation represent self-determined (autonomous) motivational regulations, whereas Introjected and external regulation represent low self-determined or controlling motivational regulations (Deci & Ryan, 1995). There are so many ways in which self-efficacy and motivation are connected when looking at sports and why people compete. After researching the relationship of self-efficacy, motivation and sports a significant number of studies focus solely on what affect a scholarship can have on motivation and how self-efficacy relates to motivation within a sport.

Self-efficacy helps people choose certain tasks and goals to pursue. It allows people to believe in their capabilities and in return these people are more apt to stay motivated to reach their goals. Bandura outlined self-efficacy, and explained how it develops. Self-efficacy and motivation influence a person's decision to participate in activities throughout life. Everyone is driven and motivated by something different. Many people often experience both EM and IM when making decisions in regards to self-efficacy.

After examining previous research it is un-known how intrinsic, extrinsic motivation and

self-determination affects a Division III female basketball player. Another aspect still un-known is what drives a bench warmer. Every sport needs a practice team that will prepare the starters and subs for competition. A practice team is composed of athletes with little or no chance of playing in a regular season game. Practice teams are often viewed as some of the hardest workers on the team, but this team is also known as bench warmers. A person who continues to be a part of a team, and may not necessarily be contributing in a statistical standpoint might view him or herself as a bench warmer.

This study is important because it explored the motivations, and self determination in players who have different roles on the team. The participants, instrumentation, procedures and data analysis may be found in chapter 3 of this report.

Chapter Three

Methods

At the Division III level there is no binding contract or athletic scholarship as an incentive to stay dedicated and compete at an elite level daily. Why do athletes decide to dedicate their time to a sport for which there is no incentive or binding contract? This study was designed to collect data on self-determination and motivation in Division III female basketball “bench warmers.” The participants were asked questions regarding their background, demographics, and role on the team (starter, sub, bench warmer). The study also explored the role a bench warmer plays and how a bench warmer views her-self within the sport of Division III basketball. Every sport needs a practice team that will prepare the starters and subs for competition. A practice team is composed of athletes with little or no chance of playing in a regular season game. Practice teams are often viewed as some of the hardest workers on the team, but this team is also known as bench warmers. A person who continues to be a part of a team, and may not necessarily be contributing in a statistical standpoint might view him or herself as a bench warmer.

Participants

The survey was sent out to specifically target Division III female basketball players. The survey was sent to eight Division III University of Wisconsin schools excluding, Whitewater because of a possible bias. I solicited the participant’s consent by sending 8 head coaches an email with an online survey link to send directly to his or her athletes. The 8 school rosters consisted of 131 possible participants. The ages of the participants ranged from 18 to 24.

Survey Development

The survey was constructed and posted on www.freesurveyonline.com. The first section

of the survey was the informed consent portion required by the Institutional Review Board. It allowed respondents to check a box before they began the survey, stating that they agree with the terms of the informed consent statement. The athletes were given two weeks to complete the 10 minute survey online. Primary data was collected once the survey deadline had passed. Participants were allowed to skip questions, but all questions were answered on each survey taken.

The demographic segment asked respondents about their age, hometown/state, year in school regarding eligibility (see Figures 4.2, 4.3, and 4.4 in chapter 4), and minutes averaged in playing time in the past season.

The final section of the survey contained 27 questions, therefore, respondents spent the majority of their time answering questions related to their experience and the reasons they chose to compete in Division III collegiate basketball. The survey contained questions regarding the player's role on the team, which served to identify the player as a starter, sub or bench warmer (see Appendix C). Questions also sought to determine respondent's views about their positions and roles on the team and how they affected their attitude as female Division III college basketball players. The study was designed to examine females' intrinsic motivation, extrinsic motivation and the bench warmer's self-determination on a collegiate women's Division III state collegiate basketball team. Questions examined what role a bench warmer played and how a bench warmer viewed herself within the sport.

Intrinsic Motivation.

Participants were asked to rate how true a variety of statements were in regards to their motivation for working out and why they play basketball. The survey used a scale of 1 to 7 (1 meaning not true at all and 7 meaning very true). Two statements in particular that they were

asked to answer in reference to intrinsic motivation are:

-Because it is fun and a great way to make lifelong friends

-For the pleasure I feel when I practice basketball

I hypothesized the independent variables sub and bench warmers would have significantly higher scores in comparison with the starter group.

Extrinsic Motivation.

The survey is composed of three sub-categories of extrinsic motivation.

- External:
 - Because it helps my image.
 - My parents or other family members give me rewards when I excel or receive acknowledgements in basketball.
- Introjected:
 - Because I would feel bad about myself if I didn't play basketball.
 - Because I feel pressured to play.
- Identified
 - I learn valuable life lessons from playing Division III basketball.
 - I think basketball is a useful way to stay active and healthy.

I hypothesized starters would have a significantly higher score than the sub and bench warmer group.

Self-Determination

Self-determination was split into two categories. The first category was awareness of self and the second perceived choice.

- Awareness of Self

- (A) I feel that I am rarely myself.
- (B) I feel like I am always completely myself.
- (A) When I accomplish something, I often feel it wasn't really me who did it.
- (B) When I accomplish something, I always feel it's me who did it.
- Perceived Choice
 - (A) I choose to do what I have to do.
 - (B) I do what I have to, but I don't feel like it is really my choice.
 - (A) I do what I do because it interests me.
 - (B) I do what I do because I have to.

I hypothesized starters would have significantly higher scores compared to the sub and bench warmer group.

The survey followed the guidelines and policies of the Institutional Review Board (IRB) for the Protection of Human Subjects of the University of Wisconsin-Whitewater. A copy of the survey sent to the Institutional Review Board is attached in Appendix A of this report. Upon approval of the IRB, an email (see Appendix A) was then sent out to every head coach in the WIAC conference with a link they sent directly to their athletes. Survey results were handled in a confidential manner. Participants were advised not to put any information in the survey that allowed her identity to be discovered.

Data Analyses

Survey responses were analyzed using a one-way Multivariate Analysis of Variance (MANOVA) in Statistical Package for the Social Sciences (SPSS). An MANOVA is a statistical test procedure for comparing multivariate (population) means of several groups. Unlike ANOVA, it uses the variance-covariance between variables in testing the statistical significance

of the mean differences. Two separate one-way MANOVA's tested for significant relationships between the position of the athlete on the team and motivation. It also examined the relationship of self-determination and the athlete. The survey asked respondents to identify themselves as a starter, sub or bench warmer depending on their playing time minutes the present season. Data from the survey was downloaded to an excel spreadsheet.

Participants were assigned groups based on the time they reported playing in the present season. If the participant selected twenty plus minutes they were considered a starter. If the participant selected 6 to 20 minutes a sub and 0 to 5 minutes bench warmer. The independent variables in the analysis were the three positions on the team (starter, sub, bench warmer). These groups were compared to determine if differences existed between groups in measures of the dependent variables. The dependent variables were motivation and self determination.

Once data was collected each group was compared to examine what type of motivation comes from Division III female basketball players in the state of Wisconsin. The study examined comparisons and differences between the three groups (starters and subs; starters and bench warmers; subs and bench warmers). It examined the relationship between the independent and dependent variables: (Starter and motivation; sub and motivation; benchwarmer and motivation; starter and self determination; sub and self determination; benchwarmer and self determination). A summary of the results are provided in Chapter 4 of this report.

Chapter 4

Survey Results and Discussion

The results of the survey are organized based on the sub-topics of the survey. The four sub-topics of the survey were:

1. Demographic Information
2. Motivations
3. Self-Determination

There were a total of 53 respondents to the survey. The response rate was 40%. The study examined comparisons and differences between the three groups (starters and subs; starters and bench warmers; subs and bench warmers). It examined the relationship between the independent and dependent variables: (Starter and motivation; sub and motivation; benchwarmer and motivation; starter and self determination; sub and self determination; benchwarmer and self determination).

Demographic Information

The largest percentage of responses (70%) came from participants who resided in the state of Wisconsin. The second highest percentage of responses (17%), came from the state of Minnesota. Michigan and Illinois were also represented in the survey. Of 53 total responses, the largest age groups were nineteen and twenty making up fifty-two percent of the respondents. Forty-seven percent of the respondents that completed the survey had just finished their first year competing at the collegiate level (see Figures 4.1, 4.2 and 4.3). Participants were also asked to identify how many minutes they averaged during this past regular season of play. There were three options: 20+ minutes, 6 to 20 minutes or 0 to 5 minutes. Participants selected one of the three choices and these were then used to group them as a starter, sub or bench warmer. Of 53

total responses, 20 participants selected 20+ minutes followed closely by sub group with 18, and bench warmers with 15 (see Figure 4.1)

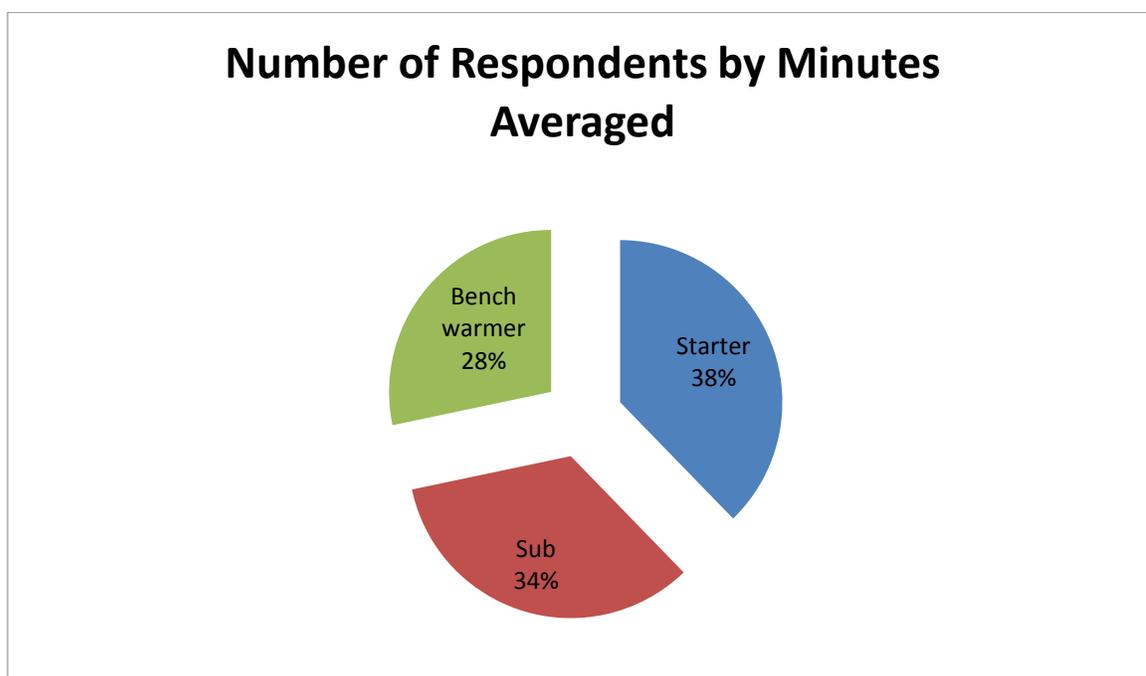


Figure 4.1. Percentage of respondents by Minutes averaged in the survey. Measured to identify as group assignment.

The survey was completed by 53 participants out of a possible 131. Those that completed the survey varied in age, location, and years of collegiate level experience. Seventy percent of the respondents were originally from Wisconsin while thirty percent were from one of three states: Minnesota, Illinois or Michigan. The largest age groups were 19 and 21 making up 52% of the respondents. Forty-seven percent of the respondents that completed the survey had just finished their first year competing at the collegiate level (see Figures 4.2, 4.3 and 4.4).

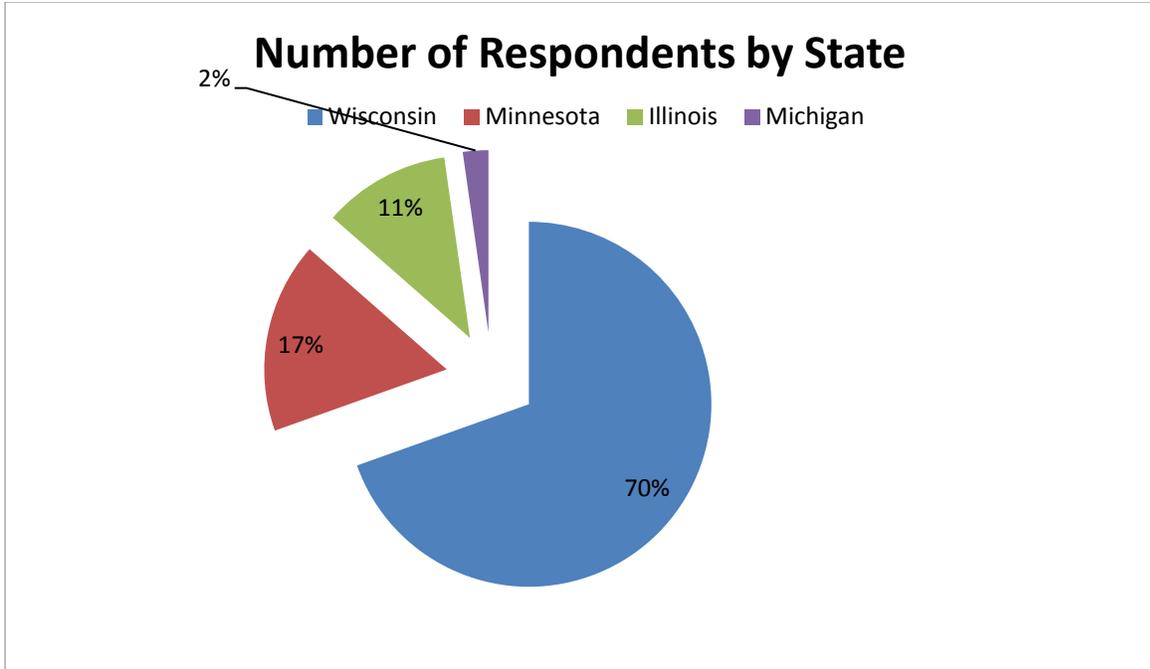


Figure 4.2. Percentage of Respondents for each state that completed the survey.

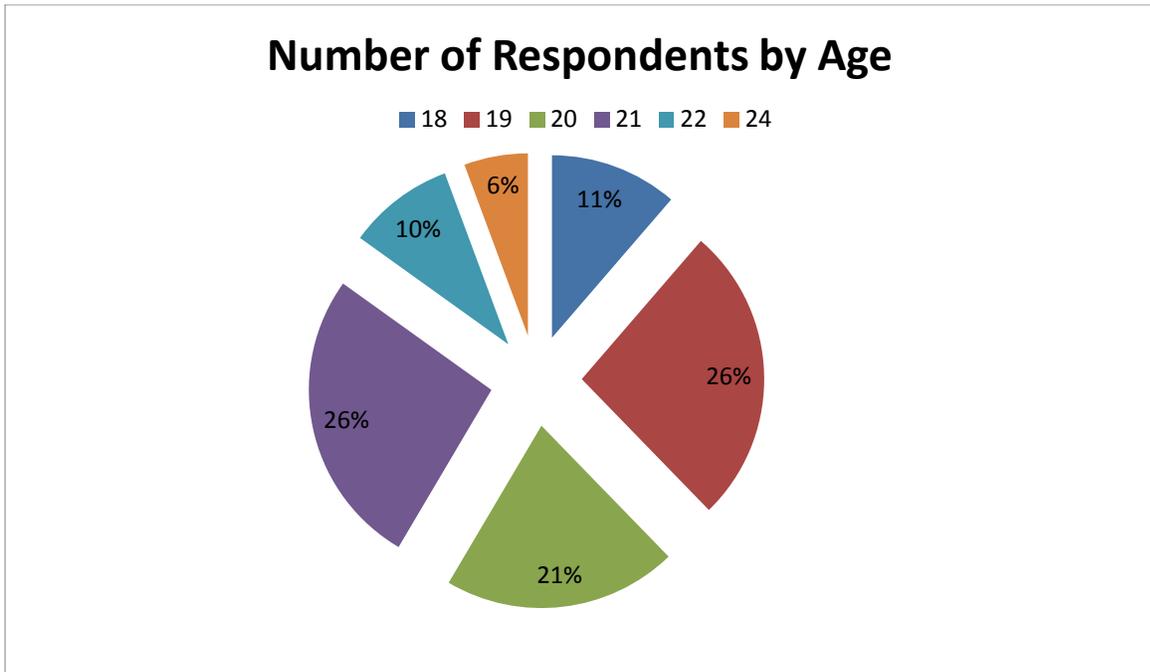


Figure 4.3. Percentage of Respondents by age completing the survey.

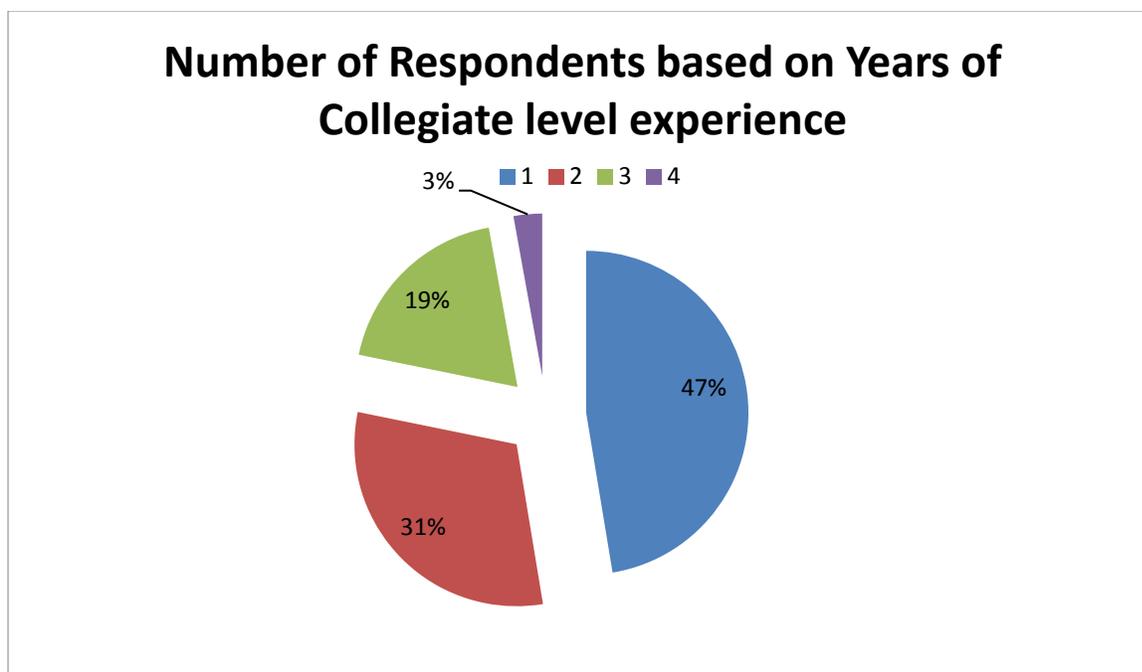


Figure 4.4. Percentage of Respondents based on Years competing at the collegiate level completing the survey.

Motivation

Participants were asked to rate how true a variety of statements were in regards to their motivation for working out and why they play basketball. The survey examined intrinsic motivation, and extrinsic motivation, which was composed of three sub categories (external, Introjected and identified). I hypothesized the independent variables sub and bench warmers would score significantly higher in intrinsic motivation compared to the starter group. I hypothesized starters would score significantly higher in extrinsic motivation than the sub and bench warmer group. Table 1(below) shows the means and standard deviation for each group on the various subscales of the Self Regulation questionnaire (SRQ-E). A one-way MANOVA showed the bench warmers scored the highest on intrinsic motivation and identified (which is the most internally based form of extrinsic motivation that was measured). Although the bench warmers scored the highest on intrinsic motivation and identified there were no significant

differences between playing status and motivation, $F(8, 94) = 1.13, p = .350$. Referring to the means in Table 4.1, the bench warmers had the highest intrinsic motivation ($M = 6.25$), whereas starters had the lowest intrinsic motivation ($M = 5.55$). However, these differences were not statistically significant.

Table 4.1 Mean Score (M) and Standard Deviation (SD) for Motivation.

DV		Motivation		
		N	Mean	SD
Intrinsic	Bench Warmer	15	6.2500	0.71339
	Sub	18	5.8611	0.76323
	Starter	20	5.5500	1.1198
External	Bench Warmer	15	2.6800	0.96155
	Sub	18	3.0667	1.07156
	Starter	20	2.4600	0.81072
Introjected	Bench Warmer	15	3.2133	1.31033
	Sub	18	3.6111	1.40163
	Starter	20	3.0500	1.00289
Identified	Bench Warmer	15	6.4667	0.53274
	Sub	18	6.2222	0.56522
	Starter	20	5.9800	1.15513

A second one-way MANOVA examined the Self-Determination scale (SDS). Self-determination was split into two categories. The first category was awareness of self and the second perceived choice. I hypothesized starters would score significantly higher in perceived

choice and self-awareness compared to the sub and bench warmer group. In Table 4.2, the means are quite similar across groups. A one-way MANOVA indicated there were no significant differences between playing status groups and self-determination, $F(4, 98) = 0.58, p = .68$. Unlike the SRQ-E there are not any real practical group differences either.

Table 4.2 Mean Score (M) and Standard Deviation (SD) for Self-Determination

DV		Self-Determination		
		N	Mean	SD
Perceived Choice	Bench Warmer	15	3.5167	0.63010
	Sub	18	3.3333	0.66972
	Starter	20	3.5250	0.55548
Self Awareness	Bench Warmer	15	2.8667	0.78982
	Sub	18	2.9444	0.59133
	Starter	20	3.1000	0.57583

While no significant differences were detected, there was an interesting trend found for bench warmers, who scored higher on measures of intrinsic motivation. These results are discussed in Chapter five.

Chapter 5

Discussion

In this study, I set out to find where Division III female basketball players get their motivation. I conducted this study in order for Division III coaches to develop a better understanding of their athletes and why they compete without scholarship incentives. I reviewed the literature to see if there were differences in motivation from athletes who are given a scholarship and those such as Division III athletes who are not given athletic scholarships. I reviewed literature about self-determination, and types of motivation that play a significant role in why athletes decide to participate in sports. A survey link was then sent out to head coaches at 8 Division III Wisconsin state schools to understand why Division III female basketball players compete without incentives or a binding contract.

Initial feedback for the study has been good. Although feedback has been good it is important that a generalization is not made in regards to all female Division III basketball players based on the findings. The sample size was small and only conducted on Wisconsin Division III state school female basketball players. The study was administered in April 2012 during post season. It is significant to examine motivation and self-determination throughout the entire season (pre-season, regular season, and post season). Motivation and self-determination play a significant role in effort and attitude depending on multiple factors like time of season, minutes averaged and role on team.

Conclusions

The survey results indicated that the bench warmers scored the highest on intrinsic motivation and identified (which is the most internally based form of extrinsic motivation that was measured). Although the bench warmers scored the highest on intrinsic motivation and

identified there were no significant differences between playing status and motivation. While bench warmers had the highest intrinsic motivation, starters had the lowest intrinsic motivation and the highest score for extrinsic motivation. However, these differences were not statistically significant.

Self-determination was split into two categories. The first category was awareness of self and the second perceived choice. I hypothesized starters would score significantly higher in perceived choice and self-awareness compared to the sub and bench warmer group. The means were similar across groups, and there were no significant differences between playing status groups and self-determination. There were not any real practical group differences either.

Recommendations

While a significant difference was not discovered, bench warmers did score higher on intrinsic motivation than did their counterparts. This is important for coaches because the bench warmers play a significant role on the team. They are the athletes who practice against the starters and subs every day. Not only do bench warmers practice against the starters and subs, but they are the support system on the bench while competing. Knowing what drives a bench warmer is imperative to having a successfully team and support system.

Subs and starters may have less intrinsic motivation and may need more encouragement to maintain a positive attitude. This is particularly important for Division III schools that do not promote extrinsic motivation through scholarships. Ryan (1977) hypothesized that individuals on scholarship would score lower on intrinsic motivation than would non-scholarship players. The reason this was hypothesized was because essentially the athletes were being paid (i.e., getting a scholarship) for doing an activity that they once believed to be intrinsically pleasing.

The scholarship males reported higher scores on the subscales of external regulation and

interjected regulation compared to non-scholarship recipients. This supported the idea that extrinsic factors and internal pressures can exert a considerable motivational influence on basketball participation especially in male athletes (Deci & Ryan, 2002). Ryan (1977) suggested full athletic scholarships can exert control over scholarship athletes' behavior. The lack of scholarship was also perceived as a potential controller of non-scholarship athletes' behavior. The method of providing incentives for an athlete's effort and performance proved to be a significant factor in athletes overall behavior. Lastly, the results indicated that scholarship athletes showed a lower degree of intrinsic motivation compared to non-scholarship athletes.

However, for female athletes, past findings were different, as those who were on scholarship reported higher intrinsic motivation than did their non-scholarship teammates. The results of the present study tend to support this finding, yet more research is needed to better understand the influence of an external factor, such as a scholarship, on the motivation of female basketball players (Ryan, 1977).

If I were to conduct this study again I would pick two to three Division III schools from as many states as possible to develop an overall generalization for Division III female basketball players. I would make sure to include NAIA schools and private schools as well. I would also like to conduct the same study with Division I athletes at the same time in order to compare Division I athletes who have athletic scholarships to Division III athletes who are not given athletic scholarships. This would give coaches a better understanding as to what drives their athletes and the differences between motivation levels and self-determination. I would deliver the survey online because it would be very expensive to mail out surveys all over the country.

One change that I would make to this study would be to administer the survey during preseason, in season and post season to see if there are any significant differences in motivation

and self-determination depending on the time of year. This would make for an interesting study given that athletes are typically very driven in the preseason because the season is about to begin. Whereas during season athletes become more aware of their role on the team and this can lead to a change in motivation and their self-perception.

Limitations

One limitation in this study is that it included Division III female basketball players at the state schools in Wisconsin. This does not allow for a generalization to be stated about Division III female basketball players because the study did not have a large number of participants. According to the NCAA the Division III level is the largest level and has the most active participants.

Another limitation from this study is that it was conducted during post season. Post season is during the end of the school year when classes are winding down and finals are approaching. During post season athletes are happy for a little time off because basketball makes for a long season. As this study was conducted during the post season I would predict that motivation levels would be very low in reference to motivation. I also predict that those who went into the season with the belief that this would be a season in which they would have a greater statistical role on the team, but were not given the opportunity would have the biggest difference in motivation and self-determination.

As more studies like this are conducted it will be beneficial for all coaches to learn why their athlete competes and where their motivation comes from. This study will also allow coaches to see if their athlete is driven intrinsically or extrinsically which can be beneficial during season when an athlete might be struggling or in need of a new form or method of motivation.

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Appendix A

Solicitation of Participants via Email

Below is the exact email that was sent to Head Coaches in the WIAC

Hello Coaches-

My name is Tiffany Morton and I am completing my last year as a graduate assistant for UW-Whitewater women's basketball. I am also in my last semester of grad school and as a part of my capstone project I am asking you to allow your athletes to take part in a survey that will take roughly 10 minutes online. I am asking that you email the URL directly to your athletes or if it is easier to send me an email with your athletes email addresses and I can send out one bulk email to everyone. The study is being conducted to examine self-determination, self-efficacy and motivation in Division III female basketball players. I wanted to look at what keeps our division III female basketball players motivated to compete every day without having the incentive of an athletic scholarship. The survey is composed of questions that look at what type of motivation your athlete may have (intrinsic or extrinsic) and where exactly their motivation may come from. This survey is completely confidential and does not ask for name of institution, name of the athlete or jersey number so I have no way of identifying which school it came from or what athlete took the survey. Below I have attached a URL to the survey in which the athlete will copy and paste the URL in the browser and be able to take the survey immediately. I understand that school is almost over so if you could email the URL to your athletes as soon as possible I would greatly appreciate it. I am hoping that once the athletes receive the URL that they will have taken the survey by Monday April 30th. This is exactly one week from today. I will be emailing each coach on Wednesday to see if she or he has received my email if I have not received a response by then. Thanks for your help and your participation is greatly appreciated!!!

URL to survey:

<http://freeonlinesurveys.com/s.asp?sid=h2jhpbcqsjkrsp45342>

Best Regards,

Tiffany Morton
Graduate Assistant
UW-Whitewater Women's Basketball
mortontm25@uww.edu

Responses to solicitation emails for participation

RE: Seeking participation of your athletes for my capstone project

Egner, Shirley [Shirley.Egner@uwsp.edu]

You replied on 4/25/2012 9:39 AM.

Sent: Tuesday, April 24, 2012 7:53 AM

To: Morton, Tiffany M

Tiffany,

I have forwarded you URL to our team and asked them to complete this survey by Monday.

Good luck compiling the data

Coach Egner

-----Original Message-----

From: Morton, Tiffany M [<mailto:MortonTM25@uww.edu>]

Sent: Monday, April 23, 2012 6:14 PM

To: Egner, Shirley; thomasm@uwstout.edu

Subject: Seeking participation of your athletes for my capstone project

Hello Coaches-

My name is Tiffany Morton and I am completing my last year as a graduate assistant for UW-Whitewater women's basketball. I am also in my last semester of grad school and as a part of my capstone project I am asking you to allow your athletes to take part in a survey that will take roughly 10 minutes online. I am asking that you email the URL directly to your athletes or if it is easier to send me an email with your athletes email addresses and I can send out one bulk email to everyone. The study is being conducted to examine self-determination, self-efficacy and motivation in Division III female basketball players. I wanted to look at what keeps our division III female basketball players motivated to compete every day without having the incentive of an athletic scholarship. The survey is composed of questions that look at what type of motivation your athlete may have (intrinsic or extrinsic) and where exactly there motivation may come from. This survey is completely confidential and does not ask for name of institution, name of the athlete or jersey number so I have no way of identifying which school it came from or what athlete took the survey. Below I have attached a URL to the survey in which the athlete will copy and paste the URL in the browser and be able to take the survey immediately. I understand that school is almost over so if you could email the URL to your athletes as soon as possible I would greatly appreciate it. I am hoping that once the athletes receive the URL that they will have taken the survey by Monday April 30th. This is exactly one week from today. I will be emailing each coach on Wednesday to see if she or he has received my email if I have not received a response by then. Thanks for your help and your participation is greatly appreciated!!!

URL to survey:

<http://freeonlinesurveys.com/s.asp?sid=h2jhpbcqsjkrsp45342>

Best Regards,

Tiffany Morton
Graduate Assistant
UW-Whitewater Women's Basketball
mortontm25@uww.edu

RE: Seeking participation of your athletes for my capstone project

Mulhern,Donald G [DMULHERN@uwsuper.edu]

You replied on 4/25/2012 11:32 AM.

Sent: Tuesday, April 24, 2012 9:25 PM

To: [Morton, Tiffany M](#)

Hello Tiffany,

I would love to help you out with this. Looking at the survey, I had a player bring up a question that I agree with. The instructions that I copied below, I had a player ask me about, and I wasn't able to answer her question, as I didn't understand the directions, including the last part which says

If only statement B feels rue and so on.?? Just a suggestion that you might want to look at this. I haven't sent this out to my whole team as I would like some clarification on this myself...

Instructions: Please read the pairs of statements, one pair at a time, and think about which statement within the pair seems more true to you at this point in your collegiate basketball career. Indicate the degree to which statement A feels true, relative to the degree that Statement B feels true, on the 5-point scale shown after each pair of statements. If statement A feels completely true and statement B feels completely untrue, the appropriate response would be 1. If the two statements are equally true, the appropriate response would be 3. If only statement B feels rue and so on.

From: Morton, Tiffany M [MortonTM25@uww.edu]

Sent: Monday, April 23, 2012 6:14 PM

To: lheeren@uwlax.edu; wilsonmeg@uwplatt.edu; Mulhern,Donald G

Subject: Seeking participation of your athletes for my capstone project

Hello Coaches-

My name is Tiffany Morton and I am completing my last year as a graduate assistant for UW-Whitewater women's basketball. I am also in my last semester of grad school and as a part of my capstone project I am asking you to allow your athletes to take part in a survey that will take roughly 10 minutes online. I am asking that you email the URL directly to your athletes or if it is easier to send me an email with your athletes email addresses and I can send out one bulk email to everyone. The study is being conducted to examine self-determination, self-efficacy and motivation in Division III female basketball players. I wanted to look at what keeps our division III female basketball players motivated to compete every day without having the incentive of an athletic scholarship. The survey is composed of questions that look at what type of motivation your athlete may have (intrinsic or extrinsic) and where exactly their motivation may come from. This survey is completely confidential and does not ask for name of institution, name of the athlete or jersey number so I have no way of identifying which school it came from or what athlete took the survey. Below I have attached a URL to the survey in which the athlete will copy and paste the URL in the browser and be able to take the survey immediately. I understand that school is almost over so if you could email the URL to your athletes as soon as possible I would greatly appreciate it. I am hoping that once the athletes receive the URL that they will have taken the survey by Monday April 30th. This is exactly one week from today. I will be emailing each coach on Wednesday to see if she or he has received my email if I have not received a response by then. Thanks for your help and your participation is greatly appreciated!!!

URL to survey:

<http://freeonlinesurveys.com/s.asp?sid=kqurfke4eqzfr7845605>

Best Regards,

Tiffany Morton
 Graduate Assistant
 UW-Whitewater Women's Basketball
mortontm25@uw.edu

Tiffany Morton.....asking for your athlete's participation in an online survey!!!
 Morton, Tiffany M

Sent: Wednesday, May 02, 2012 10:22 AM

To: engluntj@uwec.edu; arciszha@uwec.edu; molinepa@uwec.edu; lheeren@uwlax.edu; tkuhle@uwlax.edu

Hello Coaches-

My name is Tiffany Morton and I am completing my last year as a graduate assistant for UW-Whitewater women's basketball. I am also in my last semester of grad school and as a part of my capstone project I am asking you to allow your athletes to take part in a survey that will take roughly 10 minutes online. I am asking that you email the URL directly to your athletes or if it is easier to send me an email with your athletes email addresses and I can send out one bulk email to everyone. The study is being conducted to examine self-determination, self-efficacy and motivation in Division III female basketball players. I wanted to look at what keeps our division III female basketball players motivated to compete every day without having the incentive of an athletic scholarship. The survey is composed of questions that look at what type of motivation your athlete may have (intrinsic or extrinsic) and where exactly their motivation may come from. This survey is completely confidential and does not ask for name of institution, name of the athlete or jersey number so I have no way of identifying which school it came from or what athlete took the survey. Below I have attached a URL to the survey in which the athlete will copy and paste the URL in the browser and be able to take the survey immediately. I understand that school is almost over so if you could email the URL to your athletes as soon as possible I would greatly appreciate it. I am hoping that once the athletes receive the URL that they will have taken the survey by Wednesday May 9, 2012.

This is exactly one week from today. I will be emailing each coach on Monday to see if she or he has received my email if I have not received a response by then. Thanks for your help and your participation is greatly appreciated!!!

URL to survey:

<http://freeonlinesurveys.com/s.asp?sid=xdya3qgedhq249m51044>

Best Regards,

Tiffany Morton
Graduate Assistant
UW-Whitewater Women's Basketball
mortontm25@uww.edu

Tiffany Morton.....asking for your athlete's participation in an online survey!!!

Morton, Tiffany M

Sent: Wednesday, May 02, 2012 10:26 AM

To: thomasm@uwstout.edu; konselae@uwstout.edu; wilsonmeg@uwplatt.edu; wubbenli@uwplatt.edu

Hello Coaches-

My name is Tiffany Morton and I am completing my last year as a graduate assistant for UW-Whitewater women's basketball. I am also in my last semester of grad school and as a part of my capstone project I am asking you to allow your athletes to take part in a survey that will take roughly 10 minutes online. I am asking that you email the URL directly to your athletes or if it is easier to send me an email with your athletes email addresses and I can send out one bulk email to everyone. The study is being conducted to examine self-determination, self-efficacy and motivation in Division III female basketball players. I wanted to look at what keeps our division III female basketball players motivated to compete every day without having the incentive of an athletic scholarship. The survey is composed of questions that look at what type of motivation your athlete may have (intrinsic or extrinsic) and where exactly there motivation may come from. This survey is completely confidential and does not ask for name of institution, name of the athlete or jersey number so I have no way of identifying which school it came from or what athlete took the survey. Below I have attached a URL to the survey in which the athlete will copy and paste the URL in the browser and be able to take the survey immediately. I understand that school is almost over so if you could email the URL to your athletes as soon as possible I would greatly appreciate it. I am hoping that once the athletes receive the URL that they will have taken the survey by Wednesday May 9, 2012. This is exactly one week from today. I will be emailing each coach on Monday to see if she or he has received my email if I have not received a response by then. Thanks for your help and your participation is greatly appreciated!!!

URL to survey:

<http://freeonlinesurveys.com/s.asp?sid=ituvlgjel1bjv7051051>

Best Regards,

Tiffany Morton
Graduate Assistant
UW-Whitewater Women's Basketball

mortontm25@uww.edu

Tiffany Morton.....asking for your athlete's participation in an online survey!!!

Morton, Tiffany M

Sent: Wednesday, May 02, 2012 10:30 AM

To: wilcoxj@uwosh.edu; cindy.holbrook@uwrf.edu; segner@uwsp.edu; dmulhern@uwsuper.edu

Hello Coaches-

I just wanted to say thank you for passing my survey along to your athlete's. I appreciate your help and getting back to me so quickly. The last thing I will ask is that you send out one reminder to your team just in case some of the girls forgot to complete the survey. I know it is a busy time as school is winding down and finals are approaching.

Thanks again for your help and have a great summer!!!

Tiffany Morton
Graduate Assistant
UW-Whitewater Women's Basketball
mortontm25@uww.edu

Re: Tiffany Morton.....asking for your athlete's participation in an online survey!!!

Morton, Tiffany M

Sent: Friday, May 04, 2012 11:39 AM

To: [Johnson, Peggy A. \[MOLINEPA@uwec.edu\]](mailto:Johnson, Peggy A. [MOLINEPA@uwec.edu])

Thank you and you have a great summer as well

Tiffany M Morton

Sent from my iPhone

On May 4, 2012, at 11:19 AM, "Johnson, Peggy A." <MOLINEPA@uwec.edu> wrote:

> No problem, I remember how hard it was to get returned surveys when completing my paper long ago...best of luck and have a great summer!

>

> Peg

>

> Peg Johnson M.A. CSCS

> Senior Lecturer/Assistant Women's Basketball Coach

> Associate Camp Director Bugold Girls' Basketball and Leadership Camps

> Adviser Kinesiology/Human Performance Emphasis

> UW-Eau Claire

> 715-836-4026/ molinepa@uwec.edu

>

> -----Original Message-----

> From: Morton, Tiffany M [<mailto:MortonTM25@uww.edu>]

> Sent: Friday, May 04, 2012 11:19 AM

> To: Johnson, Peggy A.

> Subject: Re: Tiffany Morton.....asking for your athlete's participation in an online survey!!!

>

> Thank you!!! I greatly appreciate your help!!

>

> Tiffany Morton

>

> On May 4, 2012, at 11:14 AM, "Johnson, Peggy A." <MOLINEPA@uwec.edu> wrote:

>

>> Tiffany,

>>

>> Your survey has been emailed to all of our team members.

>>

>> Peg

>> Peg Johnson M.A. CSCS

>> Senior Lecturer/Assistant Women's Basketball Coach Associate Camp

>> Director Blugold Girls' Basketball and Leadership Camps Adviser

>> Kinesiology/Human Performance Emphasis UW-Eau Claire 715-836-4026/

>> molinepa@uwec.edu

>>

>> -----Original Message-----

>> From: Morton, Tiffany M [<mailto:MortonTM25@uwv.edu>]

>> Sent: Wednesday, May 02, 2012 11:05 AM

>> To: Johnson, Peggy A.

>> Subject: Re: Tiffany Morton.....asking for your athlete's participation in an online survey!!!

>>

>> Thank you and please feel free to call or email me if you have any questions!! I truly appreciate your help!!

>>

>> Tiffany Morton

>>

>> On May 2, 2012, at 10:56 AM, "Johnson, Peggy A." <MOLINEPA@uwec.edu> wrote:

>>

>>> Hi Tiffany,

>>>

>>> Tonja is in a meeting all morning. I will talk to her about your survey and forwarding this email to the players today.

>>>

>>> Peg

>>>

>>> Peg Johnson M.A. CSCS

>>> Senior Lecturer/Assistant Women's Basketball Coach Associate Camp

>>> Director Blugold Girls' Basketball and Leadership Camps Adviser

>>> Kinesiology/Human Performance Emphasis UW-Eau Claire 715-836-4026/

>>> molinepa@uwec.edu

>>>

>>>

>>> -----Original Message-----

>>> From: Morton, Tiffany M [<mailto:MortonTM25@uwv.edu>]

>>> Sent: Wednesday, May 02, 2012 10:23 AM

>>> To: Englund, Tonja J.; Arciszewski, Heidi April; Johnson, Peggy A.;

>>> lheeren@uwlax.edu; tkuhle@uwlax.edu

>>> Subject: Tiffany Morton.....asking for your athlete's participation in an online survey!!!

>>>

>>> Hello Coaches-

>>>

>>> My name is Tiffany Morton and I am completing my last year as a graduate assistant for UW-Whitewater women's basketball. I am also in my last semester of grad school and as a part of my capstone project I am asking you to allow your athletes to take part in a survey that will take roughly 10 minutes online. I am asking that you email the URL directly to your athletes or if it is easier to send me an email with your athletes email addresses and I can send out one bulk email to everyone. The study is being conducted to examine self-determination, self-efficacy and motivation in Division III female basketball players. I wanted to look at what keeps our division III female basketball players motivated to compete every day without having the incentive of an athletic scholarship. The survey is composed of questions that look at what type of motivation your athlete may have (intrinsic or extrinsic) and where exactly there motivation may come from. This survey is completely confidential and does not ask for name of institution, name of the athlete or jersey number so I have no way of identifying which school it came from or what athlete took the survey. Below I have attached a URL to the survey in which the athlete will copy and paste the URL in the browser and be able to take the survey immediately. I understand that school is almost over so if you could email the URL to your athletes as soon as possible I would greatly appreciate it. I am hoping that once the athletes receive the URL that they will have taken the survey by Wednesday May 9, 2012. This is exactly one week from today. I will be emailing each coach on Monday to see if she or he has received my email if I have not received a response by then. Thanks for your help and your participation is greatly appreciated!!!

>>>

>>> URL to survey:

>>> <http://freeonlinesurveys.com/s.asp?sid=xdya3qgedhq249m51044>

>>>

>>> Best Regards,

>>> Tiffany Morton

>>> Graduate Assistant

>>> UW-Whitewater Women's Basketball

>>> mortontm25@uww.edu

Appendix B

Participant Consent Form

Thank you for participating in this research study. This study is being conducted to examine self-determination, self-efficacy and motivation in Division III female basketball players.

You will be asked to complete a questionnaire about self-determination, self-efficacy and motivation in regards to your participation in collegiate sports at the Division III level. Altogether, the survey contains about twenty-eight questions. The entire survey should take approximately ten minutes. The questions asked in this survey are not considered objectionable by most people and are unlikely to cause you discomfort or distress. In addition, you may choose not to respond to any of the questions at any time. We will ask your age and hometown for demographic purposes. Every effort will be made to protect all of the information you provide from unauthorized access.

Upon completion of the questionnaires, you will not receive any information in regards to your answers or the outcome based on results.

All results of the research study will be stored and saved for at least five years to help provide insight on motivational aspects at the division III collegiate level. Only the primary faculty and the graduate research student will have access to the data. At the end of the session, you will be debriefed and thanked for your participation in this study.

, If you have any questions or concerns regarding your rights as a research subject, please contact:

Kelly Witte,
HPER Assistant Professor,
University of Wisconsin-Whitewater
W126 William Center,
Telephone: (262) 472-5650
Department Fax: (262) 472-3221
wittek@uww.edu.

Your participation is voluntary, and you may withdraw at any time. Your participation is greatly appreciated and thank you for taking the time to complete my survey. Your signature below indicates that you have read and understood this form and received a copy of this form and are willing to participate in this experiment.

Signature: _____

Date: _____

Appendix C

Survey

Age _____

Hometown _____

State _____

Year in school _____

Years participated at the collegiate level _____

Transfer (place a check next to your selection) Y or N

Minutes averaged in playing time this past season (place a check next to your selection)

20 + minutes

6 to 20 minutes

0 to 5 minutes

Why do you participate in Division III basketball?

SRQ-E

Motivation for Working Out

There are a variety of reasons why people work out. Please indicate how true each of these reason is for why your work out. The scale is:

1	2	3	4	5	6	7
not at all true			somewhat true			very true

1. Because I would feel bad about myself if I didn't play basketball.

2. Because it is fun and a great way to make lifelong friends.

3. Because it helps my image.

4. Because it is personally important for me to be involved in basketball.

5. Because I feel pressured to play.

6. For the pleasure of discovering and mastering new training techniques.

7. Because I care about what other people think about me.

8. For the love of the sport.

Why do you play Basketball?

There are a variety of reasons why people work out. Please indicate how true each of these reason is for why your work out. The scale is:

1	2	3	4	5	6	7
not at all true			somewhat true			very true

1. For the pleasure I feel when I practice basketball.

2. I used to have good reasons for play basketball, but now I am asking Myself if I should continue doing it.

3. I would feel bad about myself if I was not able to play basketball

4. It is a good way to get exercise and meet people.

5. My parents or other family members give me rewards when I excel or receive an acknowledgement in basketball.

6. For the excitement I feel when I am really involved in basketball.

7. I learn valuable life lessons from playing Division III basketball.

8. It is absolutely necessary for me to play basketball to feel good about myself.

9. It is not clear to me anymore; I don't really think basketball is my sport anymore.

10. My parents, other family members, or friends tell me to stick with it when I really want to give up

11. I'm not sure why I still participate in basketball, I don't seem to be going anywhere in it.

12. I think basketball is a useful way to stay active and healthy. _____
13. My parents, family, or friends would be mad if I didn't participate
In basketball anymore. _____
14. I would feel awful if I didn't play basketball anymore. _____

SDS

Instructions: Please read the pairs of statements, one pair at a time, and think about which statement within the pair seems more true to you at this point in your collegiate basketball career. Indicate the degree to which statement A feels true, relative to the degree that Statement B feels true, on the 5-point scale shown after each pair of statements. If statement A feels completely true and statement B feels completely untrue, the appropriate response would be 1. If the two statements are equally true, the appropriate response would be 3. If only statement B feels true and so on.

1. A. I always feel like I choose the things I do.
 B. I sometimes feel that it is not really me choosing the things I do.
- Only A feels true** 1 2 3 4 5 **Only B feels true**
-
2. A. I choose to do what I have to do.
 B. I do what I have to, but I don't feel like it is really my choice.
- Only A feels true** 1 2 3 4 5 **Only B feels true**
-
3. A. I feel that I am rarely myself.
 B. I feel like I am always completely myself.
- Only A feels true** 1 2 3 4 5 **Only B feels true**
-
4. A. I do what I do because it interests me.
 B. I do what I do because I have to.
- Only A feels true** 1 2 3 4 5 **Only B feels true**

5. A. When I accomplish something, I often feel it wasn't really me who did it.

B. When I accomplish something, I always feel like it's me who did it.

Only A feels true 1 2 3 4 5 **Only B feels true**

6. A. I feel pretty free to do whatever I choose to.

B. I often do things that I don't choose to do

Only A feels true 1 2 3 4 5 **Only B feels true**

Appendix D

Debriefing Form

You have just completed a study designed to help us understand more about the self-determination, self-efficacy and motivation in Division III female basketball players. The study looks at what aspect self-determination, self-efficacy and motivation could have on a Division III female basketball player is competing at the Division III level without incentives of a college tuition scholarship or playing time. You completed a few questions that asked background demographic information followed by a survey which is composed of questions from the Self-Regulation Questionnaire (SRQ-E) which consists of motivation for working out and motivation for basketball and the Self-Determination Scale (SDS). The SDS looks at two aspects of people's personalities: (1) Being more aware of their feelings and their sense of self, (2) Feeling a sense of choice with respect to their behavior. I am using a portion of the SRQ-E original scale that is originally used to look at motivation for gymnastics. The SRQ-E measures types of motivation or regulation. The SDS was designed to measure individual differences in the extent to which people tend to function in a self-determined way. Each participant was provided with the exact same questions and in the same order. They were also given the same instructions in order to complete the survey. Students' responses will be analyzed as a group to determine the correlations between self-determination, self-efficacy and motivation based on the role the participant perceives herself as having on the team. It is our hope that this information will tell us more about what is the motivation and driving force behind Division III female basketball players.

Thank you for taking part in our research. Volunteer participation is what makes studies like this possible. Your involvement is greatly appreciated. If you have any inquiries about this study please feel free to ask the research assistant. I will be happy to answer your questions. For additional information, or if you are interested in obtaining results on the outcome of this research, please contact me directly.

Sincerely,

Tiffany Morton
Graduate Assistant Women's Basketball
Williams Center
University of Wisconsin-Whitewater
Mortontm25@uww.edu

Kelly Witte
Professor Assistant
HPERC Department
W126 Williams Center
University of Wisconsin, Whitewater
wittek@uww.edu
262-472-5650

Appendix E
Survey Results Data

Number of Total Participants:	53	
Participant Ages	Age Groups	Totals in each group
	18	6
	19	14
	20	11
	21	14
	22	5
	24	3
Locations	State	Total in each state
	WI	37
	MI	1
	MN	9
	IL	6
YR in school	Classification	Total in each group
	Freshman	18
	Sophomore	11
	Junior	11
	Senior	10
	Super Senior	3
Yrs participated at collegiate level	Number of Years	Total in Each group
	1	20
	2	13
	3	8
	4	12
Transfer Student	Number of Transfer students	Total in each group
	Yes	5
	No	48
Transfer from what Division	Divisions	Total in each group
	I	3
	II	0
	III	4

Minutes Averaged	Level of Minutes	Total in each group
	20 +	20
	6 to 20	18
	0 to 5	15
Question # 10		Total in each group
	1	12
	2	9
	3	13
	4	6
	5	8
	6	4
	7	1
Question # 11		Total in each group
	1	0
	2	1
	3	0
	4	2
	5	4
	6	14
	7	32
Question # 12		Total in each group
	1	7
	2	10
	3	7
	4	12
	5	8
	6	5
	7	4
Question # 13		Total in each group
	1	0
	2	4
	3	0
	4	2
	5	4
	6	16
	7	27

Question #14		Total in each group
	1	11
	2	18
	3	13
	4	3
	5	2
	6	5
	7	1
Question # 15		Total in each group
	1	2
	2	4
	3	3
	4	8
	5	14
	6	11
	7	11
Question # 16		Total in each group
	1	15
	2	13
	3	10
	4	10
	5	3
	6	2
	7	0
Question # 17		Total in each group
	1	0
	2	1
	3	0
	4	0
	5	3
	6	6
	7	43
Question # 18		Total in each group
	1	0
	2	2
	3	3

	4	3
	5	13
	6	16
	7	16
Question # 19		Total in each group
	1	24
	2	7
	3	9
	4	6
	5	3
	6	3
	7	1
Question # 20		Total in each group
	1	8
	2	8
	3	8
	4	7
	5	9
	6	7
	7	6
Question # 21		Total in each group
	1	0
	2	2
	3	2
	4	3
	5	9
	6	15
	7	22
Question # 22		Total in each group
	1	26
	2	10
	3	4
	4	2
	5	4
	6	2
	7	5

Question # 23		Total in each group
	1	0
	2	1
	3	0
	4	2
	5	3
	6	13
	7	34
Question # 24		Total in each group
	1	1
	2	0
	3	1
	4	2
	5	4
	6	16
	7	29
Question # 25		Total in each group
	1	17
	2	10
	3	4
	4	13
	5	7
	6	1
	7	1
Question # 26		Total in each group
	1	35
	2	13
	3	3
	4	0
	5	0
	6	1
	7	1
Question # 27		Total in each group
	1	24
	2	10
	3	4
	4	7

	5	5
	6	1
	7	2
Question # 28		Total in each group
	1	34
	2	12
	3	5
	4	1
	5	0
	6	0
	7	1
Question # 29		Total in each group
	1	0
	2	1
	3	1
	4	2
	5	6
	6	18
	7	25
Question # 30		Total in each group
	1	18
	2	17
	3	3
	4	7
	5	2
	6	6
	7	0
Question # 31		Total in each group
	1	8
	2	8
	3	6
	4	6
	5	12
	6	9
	7	4
Question # 32		Total in each group

	1	22
	2	16
	3	8
	4	4
	5	3
Question # 33		Total in each group
	1	24
	2	12
	3	12
	4	3
	5	2
Question # 34		Total in each group
	1	3
	2	4
	3	4
	4	19
	5	23
Question # 35		Total in each group
	1	25
	2	11
	3	10
	4	3
	5	4
Question # 36		Total in each group
	1	4
	2	0
	3	11
	4	15
	5	23
Question # 37		Total in each group
	1	25
	2	12
	3	8
	4	4
	5	4