

THE RELATIONSHIP BETWEEN MOTIVATIONAL TYPE AND
ATHLETE'S PERCEPTION OF TEAM ENVIRONMENT

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ABSTRACT

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When it comes to team environment and motivation, there is no lack in research concerning different individual variables. Previous research is mainly concerned with the group functioning as a singular entity, but rarely explores the individual aspect of group dynamics. Group cohesion studies comprise most of the research being done to establish a relationship between motivation and how this affects the perception of cohesion. More research is needed from an individual perspective when dealing with group environment because of the imperative role that individual characteristics play in pursuit of optimal team and group cohesion. Thus, the purpose of this study was to describe the relationship between an individual futsal team player's motivational type, their perception of team environment, and emotional awareness as compared to other team members with similar motivational types.

The participants were six female futsal players in the highest level of the Finnish Futsal League. They all have played futsal for more than two years as teammates. Data regarding their motivational type was gathered through the Sport Motivation Scale-II (Peletier et al., 2013). The qualitative data regarding perception, emotional awareness and other aspects were gathered through a semi-structured interview. To analyze the data, Atlas.ti program was employed as to ascertain the different emergent and expected themes. Following this, the data was then re-analyzed according to how they related to motivation, environment and emotional awareness. The results of the SMS-II revealed that four of the participants were strongly intrinsically motivated and two were split-mode motivated. Combining this information with what was gathered through the interviews, those who were more intrinsically motivated seemed to be more emotionally aware of their teammates and also played a vital role in how included they feel within the team environment. Along with this, there was also emergent themes regarding culture and failure avoidance. All subjects exhibited an aversion to making mistakes during trainings and games. In addition, half of them mention that the culture of Finland made it difficult to feel as though the team was a functioning unit. This exploration solidified the need for more research concerning environmental perception and motivational types within team sports.

Keywords: team environment, emotional awareness, motivational type, culture, team sport, individual perception, female futsal

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1. Introduction: The Relationship Between Motivational Type and Athlete Perception of Team Environment

When you look at any sport related book, there is a high likelihood you will find a multitude of the pages dedicated to the concept of group environment and group dynamics. While not directly relate to sport psychology, the book, *Sociology in Sport* (Young, 2016), is a thorough case for exploring the many difference facets of group dynamics which is vital to understanding how teams work in a sport environment. The book reviews the details of how different types of groups are formed and maintained as well as acknowledging the regional and cultural implications of group sports (Young, 2016). It is an ever growing and dynamic concept with valuable ramifications when studied thoroughly. For example, Manuela and Gheorghe (2016) evaluated the concept of team cohesion and sport performance. They found that the sport performance of the individuals is largely linked to the ability of the group to act as a cohesive unit (Manuela & Gheorghe, 2016). The idea of a group of humans working together synergistically and uniformly as its own organism has fascinated scientists for years. It ebbs and flows with the fluctuation of individuals present making it a difficult concept to generalize into conclusive results. However, in the human mind, there are constants that can be clotted together for the ease of research, like motivational type and personality of the individual.

While researching current trends in group studies, I was surprised to find that most of the research in group environment and team cohesion is tailored to helping large businesses run more smoothly as a cohesive unit. I was expecting to find more sport related group research, but the majority of the research in the past 10 years has been tailored to helping business models rather than team sports. Bilas and Adeeb (2017) confirmed the importance of team organization and leadership by studying the innovation of competitive business team environments. This type of research is prominent in team environment circles because of the profitable nature of the findings. Businesses can use optimal teamwork to increase profit margins and efficiency. While extensive research has been done on group cohesion within an athletic team structure, the research is lacking in terms of determining motivational type and how it is linked to an athletes' perception of team environment and ultimately performance. Motivational type, in the context of this paper, refers to an

athlete's leaning towards being intrinsically or extrinsically motivated in congruence with the self-determination theory. According to Lawler, Thye and Yoon (2000), the interdependence of team members is related to the intrapersonal relationships of these members and how they associate with each other on multiple levels. This hints at the idea that the way an athlete associates with a goal may serve as a basis for attracting same-minded people within the same group. Thus, what I plan to explore is the relationship between an athletes' type of motivation and the athlete's perception of team dynamics.

2.1 Motivational Types

2.2.1 Intrinsic Motivation

According to the self determination theory, there are three broad heads of motivation; intrinsic, extrinsic and amotivation (Deci & Ryan, 2008). Intrinsic motivation refers to the ability of an individual to foster a desire within themselves to complete a task or goal (Vallerand, 2007). As far as research is concerned, this is the topic that drives many motivation projects as it embodies the way in which many humans desire to pursue a goal. It is hailed as the mighty distinguisher and powerful motivator for success in all realms because of its ability to transcend the obvious and take root in the process of accomplishing something. Thus, athletes who are labeled as intrinsically motivated and exist in a supportive environment usually have a better chance of being successful in sports and other life endeavors (Cotterill, 2012, p. 79).

Beneath the umbrella of intrinsic motivation are three subgroups. The first of these is the intrinsic motivation to know (Pelletier et al, 1995). Characterized by pure curiosity, this can be the most human of the motivations. It is described as the *need* to know something and thus commands the individual to become nearly obsessed with the idea of figuring the task or concept out. Some researchers say this type of intrinsic motivation is defined as a basic psychological need and should be fostered when found (Papaioannou & Hackfort, 2016). One could also say it allows us to be human and experience life to the fullest.

The second type of intrinsic motivation is aimed towards accomplishments. Also known as efficacy motivation, mastery motivation and task-orientation, and this type is defined by the pleasure an individual feels when attempting to accomplish a task (Pelletier et al,

2013). The desire to accomplish the task is present, but the path to accomplishing the task is just as pleasurable to these individuals as actually accomplishing the task. Thus, differentiating it from an external motivator, which has also been linked to prolonged persistence in the pursuit of a goal (Snyder & Shiv, 2013). Snyder & Shiv also support the idea that the act of celebrating the path to success is a more sustainable way to increase adherence and increases intrinsic motivation (2013).

The third type of intrinsic motivation towards an experience stimulation (Vallerand, 2007). Simply put, this is the internal desire to seek out experiences that stimulate the senses, usually synonymous with thrill seekers and those consumed by wanderlust. The ability to seek out an experience also gives the opportunity to create top level athletes because it allows them to revel in the act of sport without being weighed down by what may happen (Gillet, Vallerand, Amoura, & Baldes, 2010). Instead they are content to be within the experience no matter what may come. This is congruent with the sociological principles of “embracing the journey” to increase the pleasure of the experience rather than focusing exclusively on the goal (Vyas, 2017).

2.2.2 External Motivation

Extrinsic motivation also plays an important role in developing and succeeding at goals. Defined as engaging in an activity as a means to an end instead of for the joy of the activity itself, extrinsic motivation has incurred a bad reputation among laymen (Vallerand, 2007). However, it has been used successfully as a stepping stone to developing a more concrete and intrinsic motivation pattern in individuals over time (Cerasoli, Nicklin, & Ford, 2014). Vallerand and Losier (1999) describe extrinsic motivation as an important facet of creating competence in athletes who are otherwise at risk for giving up before they have realized their true potential. Consequently, they also suggest that a team banding together to defeat an opponent can subvertly undermine intrinsic motivators as it provides an external goal and immediate response (Vallerand & Losier, 1999).

The first form of extrinsic motivation is external regulation (Pelletier et al, 1995). What this means is that an external source is responsible for motivating an individual into action. This type is associated with those affectionately known as “trophy-hunters,” meaning that the individual is more concerned with what they get from the activity over anything else.

It can also be used to avoid a negative repercussion, and this can be seen when an athlete plays through a lengthy contract even though they are unhappy, because breaking the contract would be costlier than sticking it out until the end.

Introjection is the act of internalizing a previously external source of motivation so much that the external source is not needed to initiate action in the athlete (Elliot & Dweck, 2007). Most of this pressure is self-imposed and usually manifests as guilt and can result in increased risk of athlete burnout (Lonsdale & Hodge, 2011). This happens when an athlete feels bad for not training extra during the season, or indulges in an extra day off during the summer. The pressure is not directly from an external source, but it has been beaten into the athlete's head previously that there are "no days off" and thus creates an internal voice reminding them that they should be doing something.

Vallerand (2007) refers to the third stage as identified regulation. He defines it as the process of doing a task even though it is unpleasant because it will lead to something they want more. Pelletier et al (1995) refers to this as identification and it differs in definition as it also encompasses the idea of doing something semi-pleasurable to achieve a bigger goal. It can be omitting fatty more pleasurable foods from a diet during a sporting season to remain in top shape for competition. I will refer to the definitions set by Pelletier et al as they directly coincide with the Sport Motivation Scale I will be using because of the congruency of definition and scale model association.

2.2.3 Amotivation

Amotivation is the idea that no matter what the individual does, it will not affect their future in sport in a positive or negative way (Pelletier et al, 1995). This is similar to the concept of learned helplessness, where after enough confusing negative stimulation, the individual just assumes that they have no control over what happens (Abramson, Seligman & Teasdale, 1978). Amotivation is dangerous and exhausting for an athlete as they may not find a good enough reason to stay active in the sport and risk quitting all together (Lonsdale & Hodge, 2011).

2.3 Previous Research in Motivation and Team Athletes

When it comes to research on motivation in team settings, there is a plethora of material regarding motivation and competence, relationships, achievement, and success. Rottensteiner et al (2015) evaluated the combination of achievement goal theory and self determination theory to see what affect the motivation level of athletes in team sports. Specifically, they studied the interpersonal factors. They found that persistent athletes were more likely to be intrinsically motivated with a higher level of perceived competence than those who were withdrawn (Rottensteiner et al., 2015). While the study did use a mixed theory basis for their research, it still serves as a solid base for extending research into individual motivators in a team setting.

Another well researched area in this topic is achievement motivation and how it relates to performance in team sports. Pol & Kavusannu (2012) examined the consistencies of achievement motivation across all types of sports in regards to training versus competition. They found that those with a higher goal orientation versus task orientation were more likely to succeed in training and in competition (Pol & Kavusannu, 2012). This indicates that there is a possibility of higher success rates with those athletes who may be more intrinsically inclined, however, there is still room to extrapolate with further research.

Additionally, another well researched and related topic is the well-being of athletes based upon their perceived motivational climate. Reinboth & Duda (2006) looked into this topic through a blend of self determination and achievement goal theories. They were interested in finding out if just participating in sport had an affect on the athletes perception of the motivational and sport environment (Reinboth & Duda, 2006). They found that there was a link between satisfaction and their perceived motivational climate in terms of task versus ego orientation (Reinboth & Duda, 2006). They suggest encouraging more autonomous activities and fostering an environment that leans away from intra-team rivalries in an effort to encourage intrinsic motivation. While these studies provide a solid foundation for research, it still leave unanswered questions about the individual perceptions and motivational types in relation to team sports.

2.4 Group Environment

While the motivation to complete a task is imperative to success in sport, the environment in which the athlete is subjected to is also important in shaping the ideas and actions of the athlete. In Whitton and Fletcher's (2013) evaluation of the Group Environment Questionnaire, they state that groups are rarely ever unanimous in their cohesion patterns and thus require a certain level of hierarchical understanding. Group cohesion is defined as the ability of a group of individuals to work together despite individual differences towards a common goal (Whitton & Fletcher, 2013). For my exploration, however, I am more interested in how the athletes perceive their team's cohesion level and how this affects their relation to other members of the team.

Because I am interested in the individual athlete's perspective regarding their environment, I sought out articles that may help me formulate a more well-rounded viewpoint regarding environmental perspective as a whole. The study conducted by Spink, Wilson and Odnokon (2010), states that when an athlete perceives that team cohesion is high, they will have an easier time finding reasons to continue the pursuit of a goal. It has been well documented that the mere presence of others is enough to help increase adherence to physical activities (Burke et al, 2006). However, the idea of being connected to other people who share a similar goal is exponentially more effective (Burke et al, 2006). Conversely, an ultra-cohesive group can be subject to groupthink tendencies and justifying actions that could be potentially dangerous to an individual (Lafferty et al, 2016). In some instances, teams engage in degrading team bonding, such as "hazing" which not only destroys the group environment, but also poses as a source of negative external motivation to the individuals being initiated (Lafferty et al, 2016).

Because of these conflicting factors and patterns in group environments, it is no wonder group studies (mainly cohesion) are thoroughly studied. Group cohesion studies comprise most of the research within group studies for the past 40 years. However, there is very little research being done to establish a relationship between motivation and how this affects the *perception* of cohesion. By all accounts, a team may be a cohesive unit and function well together, but the athletes may feel differently. I believe this could stem from their ability to identify with each other based on their motivation types.

Daspit et al (2013) studied the phenomenon of cross-functional team effectiveness from the lens of shared perspectives. They find that internal team environment can affect the performance of a group through shared ideas, specifically cohesion. The study states that internal team factors existing in the study indirectly affect the effectiveness of a team, meaning that the ability of an indirect factor to influence the group environment is almost unavoidable. This information suggests that the ability to control obvious factors as well as fostering a nourishing and similar internal environment can increase productivity.

2.5. Perception

Along with the importance of team environment factors and motivational type, there is research to suggest that the perception of an environment can be just as important as the more concrete applications. The most severe example of this idea is the “placebo effect.” This refers to the ability of someone to have a tangible difference on a situation even if the actual intervention is not applied to them. Their thoughts carry enough influence to cause their brain to think that they are being affected in one way or another.

A recent study in Canada examined the effects of motivation on the perception of goal accomplishment. They found that the presence of intrinsic motivation factors was more effective in securing a positive perception of future goal accomplishment than extrinsic motivation factors (Leduc-Cummings, Milyavskaya & Peetz, 2016). A more intrinsically motivated individual will perceive the obstacles to reach a goal as less threatening and therefore be more willing to add extra effort to accomplish them. Also of note, they found that the obstacles that the intrinsically inclined individuals faced were less frequent and less disruptive during the course of pursuing their goal.

However, while having a common goal is effective in team environmental perceptions, the perception of social cohesion among teammates is not necessarily as important as previously thought. Donkers, Martin, Paradis, and Anderson (2015) elaborate on this detail in terms of individual perceptions of cohesion. They evaluated the individual’s perception of social acceptance and enjoyment in terms of task cohesion and social cohesion and found that a common task was more effective in facilitating positive environmental perception (Donkers, Martin, Paradis & Anderson, 2015). This study is in congruence with

the previous study by Leduc-Cummings, Milyavskaya & Peetz, and supports the idea that perception of environment and motivational type could be related in some way.

The ability of a team to band together under difficult circumstances also leads to the idea that similar viewpoints may not be needed to have a cohesive team unit. Disorganization and team motivation was studied by Herath, Costello and Homberg (2017), and they found that having some disruptions was more conducive to fostering a unified team motivation factor. This could support the idea that even with different individual ideas a team can still manage to have a functional existence and even thrive. However, the study does denote that the more complex the problem, the more likely the team was to fall apart rather than band together. Therefore, this information is to be taken as a guideline for further research on the subject.

2.6 Emotional Intelligence

The physical and mental components of team dynamics are undeniable in their critical role in an individual's perception of group environment. However, the last facet of perception I believe deserves attention is emotional regulation and intelligence. Emotional intelligence is defined as the "perception, use, understanding and management of emotions" including individual and group aspects (Duncan et al, 2014). The ability of an individual to recognize emotion in their teammates is directly correlated to their ability to persist through struggles and support during victory (Tamminen & Crocker, 2013). Thus, emotions are a vital aspect of any sport as they are always present and can make or break an athlete. However, according to Rozell and Scroggins (2010), a group consisting of all highly emotional intelligent people may actually decrease aspects of satisfaction in small groups, therefore, having a group of people differing in emotional intelligence levels, may actually increase individual satisfaction. While this study seems to be contrary to popular belief, it makes an interesting point regarding the differences in emotional intelligence levels and how they may unknowingly affect one another. It also alludes to the importance of doing more research on the diversity of emotional intelligence levels within functioning and non-functioning teams.

An individual's ability to recognize emotion in their teammates and in themselves is an interesting phenomenon. Even outside of sport, emotional intelligence is strongly

correlated to increased job performance and personal awareness (Joseph, Jin, Newman, & Oboyle, 2015). Lazarus (1991) would say emotion is relational to personality and environment as well as cognition and motivation. When emotional constructs are coupled with one of the factors presented in Lazarus' definition, the holistic picture begins to take form. According to Lewis et al (2016), the emotions of young tennis players are a result of previously denoted goals. This means that the goals and motivations of the players directly impact their emotional state, which in turn can impact their ability to regulate and recognize them during sport.

In relation to this thesis topic, emotional intelligence should be viewed and respected as a set of abilities. I believe the ability of an individual to recognize emotion in themselves and their teammates can be related to their motivational type and thus impact the way that they perceive team dynamic. The skill of remaining motivated under certain emotional pressures can make a huge difference in a team's ability to perform (Lewis et al, 2016). Therefore, to explore this aspect of individuality and motivation, I added elements of the Emotional Intelligence Scale to the questionnaire in order to discretely assess if emotion is a recognized component to motivation and perception.

2.7 Gaps in the Research

There is some research that ties together the ideas of emotion management and intrinsic motivators. Truta (2014) looked into the ability of athletes to maintain "emotional composure" under high-pressure athletic events in relation to their motivational type. She found that the more intrinsically motivated the player was, the more emotional control they were able to exhibit (Truta, 2014). However, she stated that there needed to be more research into the practicality of increasing intrinsic motivation in athletes which leaves a space for research ideas. If one can look into whether the motivational typing of athletes affects their perception of environment, it could support the theory that intrinsic motivation can be increased through controlling environmental factors.

Regarding perception, very few studies have been done looking at the athlete's individual experience. However, some studies have been executed to examine the athlete's perception of their coaches. Namely, Amorose and Horn (2000) observed the ability of athletes in division 1 programs to associate between external factors and coaching perception. They

found that athletes with a higher level of intrinsic motivation perceived their coaches to have a more inclusive coaching strategies and that the team was of a democratic nature (Amorose & Horn, 2000). Similarly, Coatsworth and Conroy (2009), looked into the perception of identity in youth swimmers as a result of autonomous coaching styles. Interestingly, they found that the athletes' perception of the how their coach felt towards them drastically affected their feelings of progress and self-worth (Coatsworth & Conroy, 2009). Even with these studies, there are still questions to be answered about how the individual athlete perceives their environment, regardless of coaching or not. And the effect of motivational type on these perceptions is not addressed in any study which leaves room for inquiry and exploration.

2.8 Conclusion

As shown by the research, there is ample evidence to support the claim that motivation type has a significant impact on how an individual perceives a task (Leduc-Cummings, Milyavskaya & Peetz, 2016). It can shape the way problems are tackled along the way and also affect the way they relate to other team members. As Despit et al (2013) concluded, the internal environment of a team is dependent on the ability of a team to come together in not just a physical way but also intangibly through thoughts and feelings. However, there are gaps in the literature concerning the viewpoint in which the research is conducted. I noticed that many of the articles were intimately concerned with the group functioning as a singular entity, but rarely explored the individual aspect of group dynamics. I believe that more research is needed from an individual perspective when dealing with group environment because of the imperative roll that individual characteristics play in the pursuit of optimal team and group cohesion.

The conversion of differing ideas and thought patterns is inevitable in the world of group dynamics. I believe that this viewpoint is consistent when applied to athlete perception of team cohesion and motivation types. I suggest that the dominant motivational type of an athlete will affect the way that the athlete views their team environment and thus affect the way that they relate with other team members emotionally. Therefore, I am setting out to observe the perception of team environment in regards to differing motivation styles and emotional intelligence levels.

THESIS PURPOSE AND AIMS

The purpose of this study was to describe the relationship between an individual futsal team player's motivational type, their perception of the team environment, and emotional awareness as compared to other team members with similar motivational types.

4. METHODS

4.1 Participants

In this exploration, the participants were six female futsal players in the first division of the Finnish Futsal League. All of these women have played futsal for more than 2 years and are currently enrolled as either undergraduate or masters students. All six of these players have known each other for two or more years and are familiar with the culture of the team on and off the court.

4.2 Procedures

For the purpose of delivering the interview and Sport Motivation Scale-II, players were asked in person to participate. They were chosen based upon their personal comfort with English and current player status within the team. Due to the interest in different motivational types, I chose individuals across a large span of varied externally observed roles on the team, to make the observed population as diverse as possible. Data was collected during November of 2017. Each interview was between 20-40 minutes and conducted in a semi-structured interview style. I chose this way of interviewing to emphasize the individuality of the athletes and also promote a more fluid conversation pathway. In my experience, the easiest way to allow these athletes, in particular, to open up is to let them control and guide the direction of the conversation, within the topic guidelines. I used an audio recorder application on my phone and set it out of sight so the interviewees felt as though it was more like a conversation between friends.

To begin the process, the participants are guided through the participation consent form to solidify their interest in participating (Appendix A). After this, they were given time to go through the SMS-II and prompted to answer as honestly and frankly as possible. The SMS-II was given first to preserve the integrity of the scale. I feel as though some of the questions I asked in the interview might lead them to feel as though they should answer a

certain way and thus administered the SMS-II before the interview. After completion, I recorded and conducted the semi-structured interview. This is comprised of 10 questions which examines their current status on the team, their awareness of team climate and moderately observes their current emotional intelligence levels (Appendix B).

4.3 Measures

In an effort to allow for a well-rounded perspective to show, a mixed methods approach is used for gathering data. The Sport Motivation Scale-II and a semi-structured interview guide were used to ascertain the individual's responses.

4.3.1 SMS-II:

The Sport Motivation Scale-II was used in this study to measure how intrinsically or extrinsically motivated the individual is towards playing futsal on this team. Based out of the Self Determination Theory (Deci & Ryan, 2008), the SMS-II scale for measuring motivation allows the participant to fall along a continuum ranging from extrinsic, to intrinsic, to amotivated. According to Pelletier et al, the SMS-II is a better measure of why an athlete practices their sport on a core level (2013). Consisting of 28 questions, the scale is split into 4 questions per subscale which are as follows: (a) Intrinsic to know, (b) intrinsic to accomplish, (c) intrinsic to experience stimulation, (d) extrinsic identified, (e) extrinsic introjected, (f) extrinsic external regulation, (g) amotivation (Pelletier et al, 2013). As described by the scale, each individual is to rate their response to the question as a number between 1 and 7; 1 being "does not correspond" and 7 being "corresponds exactly." Thus, the highest score would be a 28 per subsection and the lowest score would be 4.

According to Pelletier et al (2013), the SMS-II is the better version of the SMS scales as it tackles the problem of integrated regulation within the subscales. In resonance with this claim, the scale is observed to be more concise while still retaining its validity. Since English is not the mother tongue of the participants, I felt the shorter and clearer the questions are, the more reliable the answers would be, as it eliminates room for confusion.

In addition, I was present and available to help clarify questions as well as having a translator on call if the misunderstanding proceeded.

The participants were instructed to honestly answer each question as it pertains to their current feelings about playing on the team. All of the women in the study had played on this team for two or more years. It was clearly explained that the feelings that had at the beginning of their time on the team or in reference to other sports they may play were not relevant to this specific study. This is in congruence with the purpose of the SMS-II, I felt they needed to understand this thoroughly so they could complete the questionnaire without difficulty.

4.3.2 Interview Guide:

The interview guide was formulated from inspiration through questions from the Emotional Intelligence Scale (EIS) (Lane et al, 2009) and the Team Climate Inventory (TCI) (Anderson & West 1998). Also, the questions reflected strongly on the researchers interests in the team environment as a result of a new coaching appointment. A few questions were added to analyze the feelings of the participants in regard to this (Appendix A). In total, the questionnaire consists of 10 questions and 5 sub-questions to act as prompts for a deeper and fuller understanding of the individual participant. The questions were designed to probe into the general idea of why the participant practices and plays on the team, evaluate their understanding and implication of emotional awareness of their teammates as well as themselves, and how they evaluate the current team climate in reference to themselves and their teammates.

Since the interview was semi-structured, there was room and opportunity to elaborate on the answers to the questions in the event that a more detailed answer was needed to fuller understand the participant. An example of a question about self-awareness within the team is "How do you see yourself as a part of the team?" In order to expand upon on this point, the sub-question is "Do you feel neglected, needed, important, etc?" The point of this and questions like it is to examine the extent to which the participant is aware of how they feel within the team environment. In a similar fashion, I look at whether the individuals are emotionally tapped into the team, with questions like; "Are you aware of how your teammates are feeling during training?" With the sub-question of "How do you know how

they feel?" to round out the answer and see if there was a conscious knowledge of how they observed this. Questions and the others like it are structured based on the EIS and are posed in a way to look into the emotional intelligence and awareness of the participants. After assessing this, I believe that it will be a good indicator for how they perceive themselves within the team environment. Lastly, to examine confidence, the question asked was "When do you feel most and least confident when you are with your teammates?" This may directly look at perceived confidence levels, but also looks into the closeness of the team members and how they may or may not trust each other with certain aspects of themselves.

4.4 Data Analysis:

Using the semi-structured interview in tandem with the SMS-II, the participants were able to be classified by their motivational typing and also elaborate upon certain aspects of their sport environment through these instruments. To offer a more robust picture of the players in the study, I compared the way their perceived team environment played a part in how they identified motivationally. After transcribing the interviews into 20 pages of 10,587 words, I used Atlas.ti to analyze and code the interviews for emergent and anticipated themes.

This allows for multiple analysis of the data. First, I read through the interviews looking for direct answers to the questions asked. This was helpful and useful for delineating what is relevant to the original question from what is supported or even relevant to other questions in the interview. I observed that some individuals used one question to help identify an answer they were looking for in a previous line of questioning. Based on this acquired knowledge, the data was re-read for emergent themes and coded accordingly. Due to the researcher interest in the individual over the group, the coding is reflective of the phrases and recurring themes as presented by each individual. Interestingly, many of the participants used the same language to describe certain aspects, alluding to a similar thought pattern between the girls. Such as, their *perceived motivation to play*, *individual view of the team*, *holistic view of the team*, *negative* and *positive team environment*,

emotional awareness and expression, assumed and expected role, and culture. The list of topics are as follows:

- Team Environment: Negative and Positive
- Expected and Assumed Roles
- Emotional Awareness and Expression
- Confidence within Team Environment
- Motivation to play
- Team Bonding

Emergent Topics:

- Culture issues
- Failure Avoidance

These emergent categories make up the thematic bulk of the study and are the basis for diving deeper into the research.

Following the coding and analysis of the SMS-II, the researcher then uses the codes to make assumptions based on the ascertained knowledge. By comparing the coding of each individual to their motivational type, the data presents itself accordingly. After the individual comparison and notes, the motivational types are compared for answer synergy and relativity. In this study, there are four highly intrinsically motivated and two split theme motivated, so the data is only represented in this way. As required by researcher integrity, the limitation of this study is the small sample size and limited availability to a broader range of motivational types. There was also an expectation of trust among the researcher and participants. Since the researcher knew the participants outside of the study, they were quite comfortable opening up and speaking truthfully about their experiences. However, as with all qualitative research, there is an opportunity for dishonestly, and should be listed as a limitation to the study.

4.5 Ethical Issues

When dealing with the emotional aspects of human nature, many ethical concerns may arise. Houghton, Casey, Shaw and Murphy (2010), explain that there are concerns that emerge from the research due to researcher/participant relationship, risk and benefit ratio, and informed consent among other factors. Because qualitative research is inherently

unpredictable, there can be issues that were unforeseen and therefore unprepared for. This exploration was concerned with perception, emotional intelligence and motivational type, and used a semi-mixed methods approach. For the quantitative measure, SMS-II, there are no reported issues with ethics or malicious intent. For the qualitative measure, the interview, the questions were inspired and modeled after empirically reviewed and ethically safe questionnaires that allowed for full expression from the participant. These were hand-written and stored in a locked file cabinet drawer where the researcher is the only one with access. These will be destroyed after 5 years. The audio recordings and manuscripts of the interviews are stored on the researchers personal computer in a password protected zipdrive open only to the researcher. These will also be destroyed after 5 years. Informed consent was given before all interviews and questionnaires. It was evident that the participants could stop their participation at any point and that there was an open line of conversation between them and the researcher if they were ever uncomfortable. While the researcher did personally know the participants before the study, many measures were taken to maintain a friendly but professional atmosphere. In some ways, this could have allowed for more true and honest answers from the participants because there was already some trust built between the two parties.

4.6 Trustworthiness

In qualitative research, trustworthiness is not only strived for but expected to maintain a level of credibility and consistency within the research. According to Morrow (2005), there are four levels of trustworthiness, with three other important factors; the four levels are external reliability, internal reliability(credibility), stability and objectivity with the three other factors being social validity, reflexivity and adequacy of research. She states that Guba and Lincoln's (2007) four levels of trustworthiness are based on a classical definition of research and this is why she added the three other factors to consider (Morrow, 2005).

For this study, credibility and reliability was maintained through consistent testing and questionnaire administration. Every participant was given the SMS-II questionnaire first and the interview second. This was employed to help minimize the possibility of the participants trying to guess what the expected answers were on the SMS-II. Even though

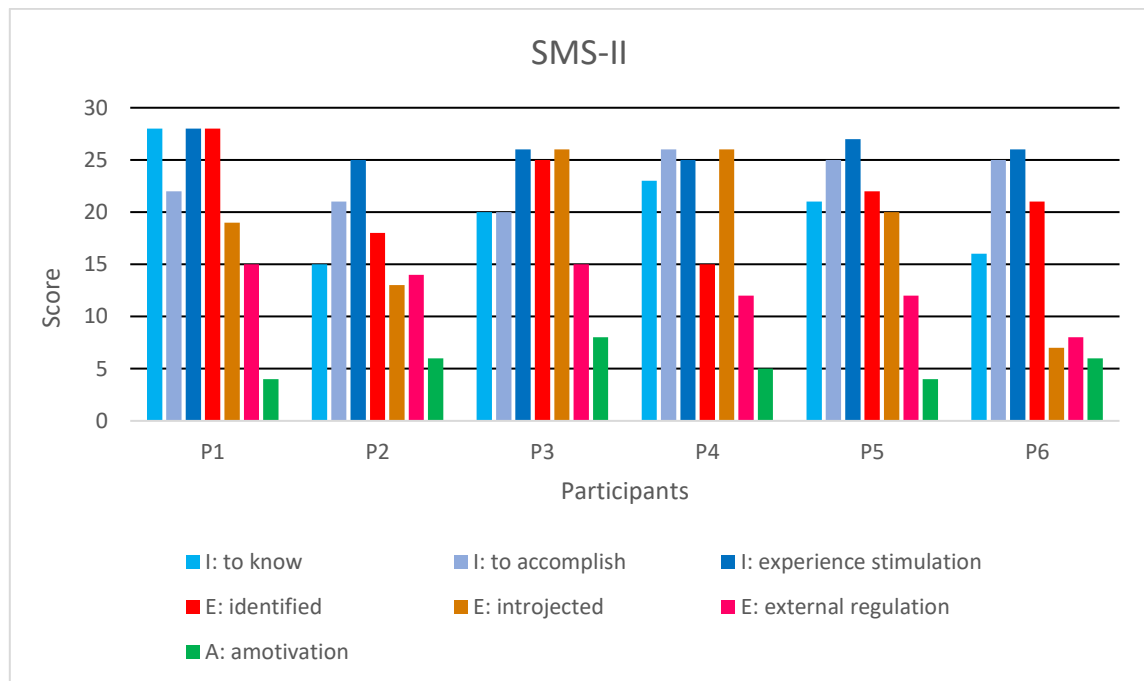
I told them that there were no correct ways to answer the questions, I did not want to offer the opportunity that they would try anyways. The testing procedure also offers external and internal reliability as it remains consistent over time. The SMS-II is the quantitative measure and the internal reliability has been confirmed by multiple reputable researchers. The interview question types have also been confirmed and tested for credibility and stability.

The objectivity was maintained through clear and open channels of communication between the researcher and the participants. Because of the small sample size and specificity to the individual's team environment, there may be changes made to this study if used in the future to ensure a broader application. This adheres to Morrow's three factors of trustworthiness because it has the capacity to be flexible and socially valid while also providing an adequate amount of data to support the research idea.

5. RESULTS

5.1 SMS-II: Motivational Type

The participant's results concerning the Sport Motivation Scale were less diverse than expected. Everyone scored high in at least two intrinsic motivation subscales and of the six, four scored almost exclusively intrinsically motivated. The other two participants had an even split of intrinsic and extrinsic factors that allows for some variety in the results of the test. In order to group the individuals into observable factions, I consider 15 and above as a high score and anything below as low scoring.



Highest possible score: 28 Lowest possible score: 4

Figure 1: Distribution of SMS-II Results

As you can see, the spread of intrinsic motivation is consistent among the participants with P1 scoring the highest for intrinsic factors with 28 in her desire to know and experience stimulation. Interestingly, she also scored a 28 on the extrinsic identified, meaning she values the activity, and of the extrinsically motivating factors, this is the closest to intrinsic motivation. For this participant and the rest, I will be giving more weight to the introjected

and externally regulated modes of motivation as denoted by Ryan & Deci in their definitions and applications of the SMS-II (2000).

The data, as presented, makes an interesting case for multiple levels of motivation in individuals. While P1, P3, P4 and P5 all have high scores in the intrinsic motivation sub-scale, they also have at least one score that is considered high in the extrinsic motivation sub-scale. This allows for some negotiation concerning the application of results. Now, based on the definitions allotted by Deci & Ryan, there is a continuum of motivational styles that have corresponding loci of causalities (2000). I believe that it conveys the idea that there are even internal and external leanings within the extrinsic motivational type. This makes dividing the subjects into strict groups difficult. However, I believe the most effective and reliable way to interpret the data is to gather the lump sums of each intrinsic and extrinsic triad and allow for a split motivational type.

Based on this, P1, P4, P5 and P6 are classified as intrinsically motivated and P2 and P3 as split motivation (intrinsic\extrinsic).

5.2 Interviews

After conducting the interviews and analyzing them in Atlas.ti, there were six expected themes and two emergent themes from the line of questioning. I will describe these subsequently.

5.2.1 Team Environment

Concerning team environment, the individuals were asked pointed questions to ascertain whether they were consciously affected by certain environmental aspects of the group. In each interview the participants gave a mild positive observation of the team environment, such as “the girls are nice” or “I enjoy training.” Compared to the negative comments, these seemed like minor affects regarding team environment. However, over the course of the interview, the environmental concerns arose and were quite numerous. They also seem to be intertwined with the culture aspect of the team as well.

Based on observations in Atlas coding, the negative comments regarding the team environment outnumbered the positive ones 5:1, especially with regard to how they thought they should act around their teammates. It is very evident the participants felt as though they are expected to put on a front to assuage the temperaments of their teammates. For example,

“...think I just have to look happy and make other people enjoy, even though you’re having a bad day. And that really sucks to take that role in

every practice. But that's what I'm trying. Not to express frustrations. And definitely not express when you're frustrated with what other people are doing. Trying not to say what you're thinking. Like saying "well it's ok" and I try to do that because people need to stay positive."P2

The implied team environment gave each girl the impression that positivity and happiness is more acceptable than expressing frustration or anger. There was never an explicit outlawing of "negative" emotional expression, but it was very evident that it was looked down upon in any setting, on or off the court.

5.2.2 Assumed and Expected Roles

The question couplet in the interview asked the participants, point-blank, what their assumed role is and what they want their role to be on the team. Surprisingly, each individual knew exactly what their assumed role was and how it impacted the group. Some vocalized their role as being a "supporter" or an "organizer." Of the six participants, half stated their assumed and expected roles assimilated congruently.

"...I think I'm a leader, more in the mental and team spirit...I want to be a leader. I actually just wrote an application for a job and I said that my strength is getting people to enjoy each other and especially in a group. And most of the time it's really icy, people don't talk a lot. So I talk a lot and I try to get people to connect and laugh."P2

This example states that it is her personal consensus to be a leader and is also viewed as a leader within the team environment. Those who are comfortable and content with their roles as well are P5 and P6. P1, P3 and P4, however, expressed discontent between their assumed and expected roles.

"Yeah I would definitely like to feel more important in a way. But I don't think being a leader is my place. I don't have a desire for that. I would like to be a better player and I also want to feel myself like now I earned this spot. Because now I feel like I'm confused how good I am. I feel like now I don't really know."P3

As shown in the example quote above, she knows what she wants in terms of role acquisition, yet feels undervalued and out of place in her current playing role. Her lack of a distinct role causes angst and uncertainty with not only her, but also is supported by the interviews of the other two participants in this category.

5.2.3 Emotional Awareness and Expression

In an effort to deduce whether the participants are aware of their own emotional states as well as aware of their teammate's states, I asked them how they were able to tell how their teammates were feeling during training. In response to this, all of the women were able to say yes, but only with those that they knew better. The more time they spent outside of training together, the more comfortable and able they were to distinguish between the emotional states of their teammates. However, a few did mention they were able to tell if their teammates were mad or frustrated, even when they did not know them as well.

“But in most cases I think that the body gesture also tells you a lot in terms of frustrations and also the tone of voice. Like when we are in practice, it's hilarious, because you can absolutely tell by their choice of words or even stuff like that.” P1

It seems, based on their answers to the questions, they are able to pick up on negative emotional cues more effectively than positive ones.

In regards to freedom of emotional expression, the participants vehemently denied feeling as though they are able to have complete emotional expression within the team environment.

“Well.. I think it's pretty easy to show... I think that sometimes you have to think about what you're saying and things like that. Maybe a little scared to say sometimes...”-P2

Some attributed this to the culture of the team and the ability to only express positive emotions and to hide the negative ones. Others accredited their discomfort with displaying negative emotions due to their own insecurities about making mistakes. In all cases, there was a distinct lack of freedom to express a continuum of emotions within the team setting, whether on or off the court.

5.2.4 Confidence

Consequently, the lack of emotional expression also feeds into a lack of personal confidence with this group of participants. There is angst when asked when they felt most and least confident with the team. Almost every participant noted that the times they felt the most confidence was when they scored or made a direct impact on the game in a positive way. Yet, the least confident they felt ranged from practice mistakes to game mistakes to even speaking to the coach after practice.

“Well I think I felt not that confident after the games because it depends on how I played. If I didn't play well and not a big role in the game I feel less self-confident.” P2

“...Yet I haven't been playing and there's not much communication on what I'm doing right or wrong or what I can do to earn playing time. So part of that is making me question myself.” P1

Based on my observation, the pressure to perform “flawlessly” impacts the ability to train effectively and decreases self confidence in these players.

5.2.5 Motivation to Play

When confronted with the question “why do you play,” each participant listed an external and internal reasoning. Of the answers, the most common external attribution is to “reduce stress” and remain “physically active.” This aligns with observed values of fitness and elite sport motivation to become and maintain physical excellence. The intrinsic reason, across the board, was “love for the game.” Several times throughout the interview process, each participant expresses a love for playing futsal and that it made it easier to play despite some of the more negative repercussions of the team environment.

Based on the results of the SMS-II, all of the participants scored high in at least one intrinsic motivational factor. This can explain the recurring “love language” surrounding the motivation question about futsal in the interview and thus corroborate the validity of the SMS-II questionnaire.

5.2.6 Team Bonding

Another emergent topic was the issue of team bonding and how to facilitate it effectively. When asked about whether they feel a closer bond with certain teammates and why, the participants answered frankly, stating they had one or two close friends on the team. They state reasons for this like, “similar interests”, “time spent outside of training” and “effort”. Interestingly, the bonding they feel with these individuals is not strengthened during training or playing in the actual sport. When asked if there was the possibility of preferential treatment based on friendship status, there was no weight given to friends or non-friends when it came to playing.

“And if I spend more time with them in my free time and in school and stuff. But in practice I don't think it's that affects how I feel about them.” P6

Yet, it was expressed that having a more open relationship with certain teammates made playing with the team more enjoyable and beneficial.

“If you're playing with three girls and they are people that you can express yourself, it's good. But with some different people, you can't say everything and it's harder.” P4

5.2.7 Culture

An interesting emergent topic was the influencing effect of the Finnish culture. As noted by several participants, the closeness they feel to their friends on the team is limited due to the inaccessibility of off-the-court exposure to other teammates. The most striking distinction was made by the non-Finnish participant. Her experience, as described through the interview, was difficult and semi-prejudicial.

“But I’ve been with the team for 2 years now so the feeling is a bit stronger now in terms of neglecting or kind of disintegration from the team, because we have a lot more players who have Finnish attitudes compared to last season because we had other teammates who made the effort to speak English and explain during practices. And those efforts make you feel like you’re a part of the team, part of the effort for the coaches and teammates makes you feel that sense of neglecting. Like if you’re just part of the team but you don’t feel like you’re part of the team because there is a missing link between us and them. There is a feeling of us versus them. Solely because we are not from the same background.” P1

However, her experience is not unique within the participant pool. P2 also expressed difficulty with integration within this Finnish team.

“And most of the time it’s really icy, people don’t talk a lot. So I talk a lot and I try to get people to connect and laugh. So I’ve found success with it. And in Finland I think it’s important because people don’t talk to each other.”

“I think there’s like some groups that are very close. Like different groups that are close together, then they are not close with others and then like clique.”P4

There was an acknowledgement by these native Finns that integration and culture values are difficult to transcend due to the exclusive nature of this team climate.

5.2.8 Failure Avoidance

The second impactful emergent topic in this interview is the fear of making mistakes in all forms. For each participant, they express a certain level of fear with making a mistake during training or a game. In most cases, though, it is both. The reasons behind the fear for making mistakes fluctuates depending on the participant. Some attribute it to “people watching you” and the fear of disappointing the teammates. In other cases it is to avoid criticism from certain teammates.

“Like if someone makes a mistake, she is a bit of a negative person who doesn’t see it herself that way... maybe gets carried away with the game and the feeling but it still shouldn’t be like you can say anything you want to your teammates” P5

In other cases, P1 and P2 attributes their fear of making mistakes to a lack of communication with the coach and team captains. It seems, based on the interview answers, the disconnect between players and coaching staff left many things unsaid for fear of repercussion, whether it be reduced playing time or gradual exclusion from the team.

“When it keeps happening you start to lose your confidence and faith in yourself like maybe I’m not that good. Or maybe my teammates are better. Or maybe the coach doesn’t value my contribution as much as others. It doesn’t make me enjoy it or get excited to come to practice and push myself because I put it up against everyone. Especially when the coach is dividing the team into two sides where he works with on half and ignores the other side.” P1

While communication is also a recurring topic with these participants, the language surrounding the topic of communication gleans more towards a team environment that is non-conducive to making mistakes.

“I think it creeps up during the game. And even though I have played a good game, like last game. It creeps up after the game because I start questioning it.” P2

In this case, even though she feels as though she played well, the culture of overthinking and under-communicating causes a vicious cycle of questioning sport-specific ability in order to make sense of certain aspects of the game.

6. DISCUSSION

The aim of the study was to explore whether motivational type is related to how athletes perceive their team environment. Even though most of my participants were classified as intrinsically motivated, some assumptions can be made based on the data in regards to the team environment as a whole.

6.1 Motivational Type and Team Environment

Regarding motivational type, the results of the SMS-II categorized four of the participants as being intrinsically motivated and two of the participants as split motivation. However, based on the interview answers and thematic analysis of the data, I was able to make some assumptions. Those who are classified as intrinsically motivated were more aware of how their teammates are feeling during training and games. Those with a split of extrinsic and intrinsic feel comfortable expressing feelings with close friends but not with the whole team. Mangubat (2017) states that motivation is a precursor to becoming emotionally intelligent and thus is a vital part of delineating how well an individual may be able to express and assess their emotion. This knowledge and the observations from my data leads me to assume that the intrinsically motivated individuals in the study are more emotionally expressive and thus more attuned to their teammates in this way as well. Of the faculties needed to observe emotional expression, facial and vocal cues are noted as being used the most in distinguishing who is mad, happy, sad, etc.

Time spent outside of training is also mentioned among the whole participant group as conducive to fostering more emotional awareness of the teammates. While the antecedents of emotional awareness are not so thoroughly studied, Miller (2003) suggested that there are some qualities (self-awareness, social skills, leadership etc.) that create a more altruistic form of leadership and thus prepare for a more emotionally conducive environment. Following this thought, four of the girls mentioned their emotional state affects the way they are able to relate to people on the team. If they were in a good mood, they are able to be more open to teammates they are not necessarily close to. However, a bad mood would make it hard to focus on anyone, even those they are close with. This leads me to assume not only were these girls emotionally aware of their teammates but also cognizant of how their own emotional state may affect the team environment as a whole. This is supported by Botterill & Brown (2002) who suggest that the perception of the emotional environment is essential to success in sport.

The intrinsically motivated participants felt a disconnect as well with their observed motivation and social team environment. Over and over again, it is mentioned that they love the sport, but feeling neglected or unheard made it difficult to rationalize dealing with the negative aspects of the team environment. Saies et al. (2014) states that those who are more experienced in the sport will have an easier time dealing with the dichotomy of the motivational types and be ore emotionally intelligent. However, an interesting

development is that all of the participants recognized both an intrinsic and extrinsic motivation to play when confronted with the question "why do you play". In each case, they state they love or enjoy the sport and also need the physical activity to deal with a multitude of daily stressors, like school, anxiety, etc. Although they didn't explicitly say they are aware of the split motivations in their reasons to play, they are aware of more than one reason to play, which indicates they are able to distinguish between the emotional and practical side of sport. From this, I can safely assume they are able to tell the difference within themselves and also their teammates as well showing a fair amount of emotional intelligence. But, I believe that if the team were more functional and of a higher caliber of athlete, the results may be different and sway more towards the idea of Saies et al. that the more experienced the player is, the more conducive the environment will seem (2014).

6.2 Culture

When looking for emergent themes, I found some relationships between the Finnish culture was perceived to have an effect on how they relate with one another in this team environment. In general, Finland has a very liberal and diverse application of sport and strives to incorporate movement in the general population (Koski, 2017). However, for one participant who is not a native Finn, she expressed severe feelings of exclusion and neglect from many of her teammates. She mentions this feeling of disconnect: "Like if you're just part of the team but you don't feel like you're part of the team because there is a missing link between us and them. There is a feeling of us versus them. Solely because we are not from the same background." Which seems to contrast the Finnish cultural expectation. Heinila (1987) credits the Finnish ability to persist beyond political boundaries to sport, even though the civil war of 1918 did somewhat polarize the sporting culture.

While there is ample evidence that Finland is an incredibly sport-conscious society and thrives despite its small population, there has been a recent shift in their sport identity that may be linked to some athlete's feelings of exclusion or discontent (Lamsa & Koski, 2015). However, I did not expect that exclusion or neglect would be felt so intensely from native Finns as well. For those who are natively Finnish, the feeling of disconnect is prominent and pervasive within the interview analysis. "If you're playing with three girls and they are people that you can express yourself, it's good. But with some different people, you can't say everything and it's harder." While it would be easy to attribute this only to the Finnish culture, I believe that there are multiple factors unique to this team that make such a blanket statement hard to make. It is obvious that the team is dysfunctional in its social environment and would warrant more research to delineate the true reason for these feelings.

6.3 Role Acquisition and Environmental Expression

One theme that was persistent through the study was the athletes' personal definition of team environment as a result of their assumed and expected roles. It was defined differently for each person, depending on how their assumed role and expected role matched up. For three people that expressed that their current role on the team matched the role they wanted, the team environment was perceived as being more inclusive and efficient. However, for those who felt as though they wanted different roles than what they had, the environment was perceived as less inclusive and almost hostile at some points. Cope et al. (2011) describes the assumption of informal roles as a way to shape the team environment in either a negative or positive fashion. These roles are correlated to the functions of team cohesion and performance, yet have not been solidified as a cause yet, and thus leaves room for further study (Cope et al., 2011). That being known, it would seem that those who feel comfortable with their role on the team are less likely to have negative things to say about the team culture. However, in this particular study, every athlete acknowledged that there were negative connotations to the roles that were given, regardless of their personal feeling on their own assumed roles. According to Benson et al. (2013), the antecedent to an athletes' acceptance of a role is their respect for the role giver (i.e. the coach). In this specific case, it could mean that this team culture is a phenomenon based on a incongruent respect relationship with the coach and thus is something that permeates the individual's perceived environment. However, Benson et al. (2013) also denotes that while role acceptance is related to athlete feelings about the coaching ability, it also has to do with emotional status of the athlete and intra-team communication.

In tandem with the differing environmental definitions, the culture of feedback and expression on this team was deficient. Giannousi et al. (2016) explains that the delivery, content and freedom of expression between the players and coaches is vital to forming a learning-rich environment. In my study, every participant mentioned that the vehicle for feedback was lacking and sparse, if given at all. They also mention their freedom of expression is starved for fear of being seen as immature and not worthy of a playing spot. Many said that they wanted to be able to express their frustration more openly and it is not accepted in the team environment to allow these feelings to be expressed. The effects of negative feedback has been thoroughly studied and the reactions to the negative feedback are stronger and more likely to cause discourse among the individual athletes (Ilies, De Pater & Judge 2007). However, the effects of varied feedback in dysfunctional teams has not been studied very thoroughly and thus my study could help open the discussion about how dysfunctional teams work in order to better prepare for functional ones. Accordingly, this team consistently gave the athletes reason to feel as though only happy and positive feelings were allowed which suffocated any possibility of having a spectrum of acceptable emotion available.

6.4 Confidence and Emotional Awareness

Concerning confidence and emotional awareness, failure seems to be a big insecurity with nearly every participant in this study. At least once per interview, making mistakes is mentioned and usually in context with playing time and confidence levels. Elison and Partridge (2012) state that those athletes who are able to acknowledge the fear of failure and practically apply coping skills are more likely to overcome the fear. In this study, however, those who feel more comfortable making mistakes and overcoming obstacles were comfortable with their role on the team and felt confident about their physical abilities, and those who were not comfortable making mistakes mention that it made it difficult to feel confident in games and practices. Along with fear of failure, coaches communication styles and pathways are also directly linked to player satisfaction and motivation (Turner, 1999). This particular team has two girls who feel as though they are worth more than what the coach is giving them, yet feel uncomfortable approaching him and discussing it openly. There is an observable undercurrent of fear and displeasure in the dissonance between the player and coach. I think this can be related to the team environment directly. Somewhere along the way, there is an unspoken disagreement between those in a higher assumed role and those in lower roles regarding the ability to make mistakes. According to Amorose and Anderson-Bucher (2009), anything that occurs within a sport activity that can impact the basic psychological needs, can affect the intrinsic motivation of the athlete. Based on these interviews and this information, I am inclined to believe that the fear culture within the intrinsic motivational group is a subconscious affect, possibly starting with verbal accusations and trickling down to less playing time and removal of detailed conversation regarding the new role that the player is given. From these assumptions, it seems like the intrinsically inclined players have a more distressed feeling within the team environment than the split motivated players, especially when their assumed roles do not match their expected roles.

The perceived negative aspects of the team environment are more numerous than the positive aspects based on the individual interviews. From each person, there is an acknowledgment that the environment itself makes it difficult to work efficiently, regardless of motivational type. Using different phrases of course, they essentially said there is an air of negativity and hierarchy that makes it difficult to make mistakes and relate with one another. DeFresse and Smith (2013) said that the perception of team support is more important than the actual amount of received support, especially when it comes to motivation in sport. Based on my observations of the research, the participants love for the sport and motivation to do well for themselves affects the way that they see the team environment by exploiting and rewarding the extrinsic motivators. Because of this stress placed on external motivation, it causes some dissonance within those who identify as mostly intrinsically motivated. There is also evidence that a team that is more task orientated is likely to believe that sports should help increase self-esteem and positive

team environment; however, an ego-oriented team is more likely to actually increase the motivation and self-esteem of the players (Duda, 1989). With this in mind, if the team environment were more tailored towards learning and equal playing opportunity, it would completely change the way that these women evaluate their feelings about the team. I believe it is so brazenly contradictory to their sport values it manifests as a problem with the team persons instead of recognizing it is in fact the environment that makes them feel this way. I also think the roles the players assume and expect to have on the team has a direct effect on how they view themselves as a part of the team. This is a developed theme, as I did not anticipate the roles they had would have such a strong pull on their view of the environment.

6.5 CONCLUSION

The conclusion of this exploratory study is that there needs to be more research in this area. The issues with this team specifically were that the motivational type did not affect their innate desire to play the sport, but it did in fact affect the way they view the team environment. The perception of the environment in which the athlete is surrounded by is essential to building a strong motivation to play (Botterill & Brown, 2002). This is very evident in this study. Based on my analysis of the team environment and the motivational spectrum of the athletes, intrinsically motivated players had the ability to be more emotionally aware of their teammates and thus remained “tapped in” to the emotional environment of the team.

Along with finding data supporting the idea that an athlete’s motivation plays a role in how they perceive their team environment, I was also able to find emergent themes to provide sustenance for future research. I believe exploring the cultural impact of values and personal expression on how an athlete assimilates within a team can provide very valuable information to forming a team climate that is effective for all types of athletes. There were a few limitations to consider with this study. Firstly, having a larger sample size of athletes along a more diverse continuum of sport could provide a more well-rounded picture of the impact of motivation on perceived team environment. This study was strictly concerned with female futsal players and could have been branched to include people from all sports and genders to help the sample become more heterogenized. Also, having a larger sample from different levels of sport could have increased the instances of external motivation and thus given a fuller picture of the whole motivational spectrum. Lastly, language was quite a barrier and should be considered a limitation. If I would have been able to give the interviews in their mother tongue, I believe it would have made for a more accurate representation of the athlete’s true feelings. However, regarding this study, there are a multitude of factors that go into shaping how an athlete perceives themselves as a member of an active team environment. Of those, I believe that the most influential

are role assimilation, available emotional support, external culture and perceived need for emotional restraint. Lastly, emotional expression and emotional awareness play into how the athlete believes they “should” act and leave the door open for further investigation into expectations based on team culture and environment.

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APPENDICES

APPENDIX A

Exploratory Study of the Relationship Between Motivational Type and Athlete Perception

INFORMATION SHEET FOR RESEARCH SUBJECTS AND CONSENT TO PARTICIPATE IN RESEARCH

Contact information

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Research background information

Research will be conducted through the University of Jyväskylä and will be considered an individual exploratory study. The Masters thesis will be based upon the thoughts and opinions of the individual participants. The data collection will be conducted from 16-28.10.2017 and will not be financed. All participants will be volunteering their time.

Purpose, target and significance of the research

The purpose of the study is to determine whether there is a link between motivational type and an athlete's perception of team unity and togetherness. The practical implications will be to establish a small foundation for studying individual athlete as a part of a group, rather than study the group as a whole. From there, it can be used as a platform for conducting more research in the area.

Purpose of use, handling and storage of research data

Data will be used to fuel a masters thesis which will be defended and used for further research in the field of academia. The manual data will be stored in a lock deposit box in the home of the researcher and the data stored in a zip file on the researcher's student network. The data will be stored for up to 5 years then permanently deleted.

Procedures targeted to the research subjects

Subjects will be recruited by visiting the team meeting and asking for participants. The only criteria for being selected is that they are a part of the same futsal team. After talking with the coach, there is a high likelihood that many of the girls will be interested in participating, therefore a larger selection is not needed. Tasks for the participants include taking the SMS-II and participating in a guided individual interview. All data will be collected via paper or computer documentation.

Benefits and potential risks to subjects

Participants are expected to gain some individual knowledge of their own motivational type and a one on one interview where they are discussing their feelings about the team. This could prove to be very cathartic and enlightening to the participants.

There are no potential risks to the individual's well-being or mental state as a result of the study.

Use of research results

The results of the study will be published in a scientific and peer-reviewed journal upon completion of the masters thesis dissertation. After the publication of the thesis, each participant will be emailed a copy where they can read about the results of the study from there.

Rights of research subjects

Your participation in this research is completely voluntary. If you choose to participate in it, you have the right to withdraw from the study at any time without any consequences.

The organization and conduct of the ways in which the research and the reporting of its findings will be done so that your identity is treated as confidential information. No personal information that is collected during the research will be disclosed to anyone else besides you and the research group. When the results of the research will be published, no information will be included that would reveal your identity. At any point, you will have the right to receive further information about the research from the members of the research group.

Consent to participate in research

I have been informed of the purpose and content of the research, the use of its research materials, and the potential risks and problems it may cause to myself as a research subject, as well as of my rights and insurance protection. I hereby agree to participate in the study in accordance with the instructions given by the researchers. In case of illness – cold, fever, for example– , while recuperating from an illness, or if I'm not feeling well, I will not participate in physical tests that involve such measurements as blood tests or other sampling, or physical strain. I can withdraw from the research or refuse to participate in a test at any time. I give my consent to the use of my test results and the data collected on me in such a way that it is impossible to identify me as a person.

Date Signature of the research subject

APPENDIX B

Interview Guide

1. How do you see yourself as a part of the team?
 - a. Do you feel needed, neglected, important, etc?
2. What motivates you to play and practice on this team?
 - a. Love for the game, social setting, physical benefits, etc?
3. What are the challenges of playing on this team?
4. Are you aware of how your teammates feel during training?
 - a. How do you know how your teammates feel?
5. Do you feel a closer bond with certain teammates versus others and why?
6. What do you believe your role is on the team?
7. What do you want your role to be on the team?
8. Are there any difficulties or struggles within the team's social climate?
9. When do you feel most and least confident when you are with your teammates?
 - a. During practice, game, in the locker room, etc?
10. Do you feel free and able to express your emotions in a team setting?
 - a. How so?