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A Comparison of the Satisfaction of Motives Among Different Sports Disciplines

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Abstract

People have different motives to engage in different sports disciplines. Therefore, similar sports discipline may also satisfy different motives to a different degree. The current study examines similarities and differences in the satisfaction of motives among four different sports disciplines (leisure running, endurance running, mountaineering, and triathlon) in a Dutch sample ($N = 42$) with an average age of 44.81, and consisting of 76.2% males. A repeated measures ANCOVA was performed to compare motives within and between the sports disciplines. It was found that across all sports disciplines, there was a main effect of motives which revealed that across disciplines, particularly the health motive was satisfied significantly more than the other motives. Furthermore, exploratory analyses revealed only one specific difference between the sports disciplines: relative to leisure runners, mountaineers were higher on the satisfaction of the relatedness motive. Given this lack of differences between the current disciplines, future studies may compare motive satisfaction among more distinct sports disciplines and could also include more motives. Overall, the health motive appeared to be the most satisfied within and between these four specific sports disciplines which suggests that the satisfaction of physical and mental well-being through sports may also be an enjoyable aspect of engaging in sports, which may be taken into account when motivating individuals to engage in PA through sports.

Keywords: basic psychological needs; motives; leisure OR endurance running; mountaineering; triathlon

A Comparison of the Satisfaction Motives Among Different Sports Disciplines

According to research, physical activity (PA) has a variety of positive effects on an individuals' health and quality of life, including reduced blood pressure, better sleep, and improved executive functioning (Marquez et al., 2020; Piercy et al., 2018; Wiese et al., 2017). Nonetheless, only about half of Dutch people spend enough time engaging in PA (CBS, 2020). As the corona pandemic began in 2020, sports participation hit its lowest point in six years (de Klein et al., 2021), but the *Sportdeelname Index* indicates that the trend is rising again (NOC*NSF, 2022). Participating in sports is a great way to motivate and instruct people to engage in PA (e.g., Motl et al., 2001). Accordingly, organizations like the NOC*NSF (*Nederlands Olympisch Comité en de Nederlandse Sport Federatie*) work to promote PA among individuals through sports participation. On their website, NOC*NSF (2022) states that "Sport is for everyone and does not exclude anyone" and that "The binding force of sports is unique". Lack of PA or participation in sports may be due to a variety of factors, including a dislike of PA in general (Deforche et al., 2006), a lack of time, competing demands, fatigue (Caglar et al., 2009), but it is also entirely possible that these individuals have not yet discovered the specific sports discipline that best suits their individual needs. Therefore, it is worthwhile to study the motivation, and more specifically the motives, why Dutch people engage in certain sports, and whether there are differences between sports in that regard. This knowledge could be used to specifically motivate more people to engage in PA through a sports discipline that is tailored to their needs so that sport really becomes "For everyone and does not exclude anyone".

Consequently, the current study will examine how four distinct sports disciplines satisfy five different motives to a differing degree. Specifically, the five motives studied are the three basic psychological needs as postulated by Self-Determination theory (Deci & Ryan, 2000; Ryan & Deci, 2000), as well as the health motive and the meaning motive, originating from a taxonomy of humans motives constituted by Talevich et al. (2017). Such a detailed comparison of motive satisfaction between sports disciplines has not been performed before and could

provide useful insights on how to encourage people to participate in sports disciplines that meet their individual needs. As a result, the current study will investigate the following primary issue:

What are the similarities and differences in satisfaction of motives between athletes engaging in leisure running, endurance running, triathlon, and mountaineering?

To understand why people engage in a particular sport, and not in another one, it is important to understand motivation. Self-determination theory (SDT) is a macro-theory regarding the motivation of human behavior (Deci & Ryan, 2000; Ryan & Deci, 2000, 2019) and is concerned with the question of how human behavior is self-motivated and self-determined. SDT consists of several mini-theories, of which basic psychological needs theory (BPNT) is one. BPNT lays out three basic psychological needs (BPNs) that should be satisfied within an individual. A BPN may be understood as "an essential psychological nutrient for an individuals' adjustment, integrity, and growth" (Vansteenkiste et al., 2020, p. 1). When all three BPNs are satisfied, a performed behaviour, or sport for that matter, will be perceived as enjoyable (Ryan, 1995; Vansteenkiste et al., 2020). The three BPNs that have been identified are autonomy, competence, and relatedness (Ryan, 1995; Ryan & Deci, 2019; Ryan & Moller, 2017; Vansteenkiste et al., 2020).

Autonomy is generally experienced when behaviors, ideas, and feelings are self-endorsed or authentic and contain a sense of volition for the individual. Contrary, autonomy frustration happens when someone feels under pressure, in conflict, or is forced in an unwanted direction. Competence is the experience of mastery and effectiveness. Competent participation in activities and the opportunity to use and develop skills, satisfies the need for competence. Experiences of ineffectiveness, or even worse, failure or powerlessness, frustrate the need for competence. Relatedness, the last of the three BPNs, refers to the sense of belonging, warmth, connecting, and care for, or with others. Interaction with and feeling meaningful to others, satisfies the need for relatedness. The need for relatedness is frustrated by experiencing social exclusion, loneliness or alienation (Ryan, 1995; Vansteenkiste et al., 2020). The satisfaction of

all BPNs is necessary for an individual to experience wellbeing, the internalization of behavior, and to perceive an activity as more enjoyable (Tang et al., 2020; Vansteenkiste et al., 2020). Satisfaction of a singular BPN is also proven to lead to more enjoyment in various specific sports disciplines, like autonomy satisfaction in soccer (Quested et al., 2013), competence satisfaction in tennis (de Muyck et al., 2021), and relatedness satisfaction in physical education (Wallhead et al., 2013). Consequently, perceiving a sport as more enjoyable predicts greater individual deliberate practice; in turn, more individual deliberate practice results in greater enjoyment (Vink et al., 2014). Therefore, when an individual enjoys the sport he or she engages in by satisfying BPNs, he or she will spend more time engaging in PA by engaging in their respective sport. This is illustrated by a study performed by Kang et al. (2020), in which all three BPNs were a significant predictor of 6-month exercise adherence, as compared to exercise adherence intention and sport commitment which only were significant predictors of 3-month exercise adherence .

Beyond the three Basic Psychological Needs

As was already mentioned, there is ample evidence that people have at least three BPNs that should be satisfied in order to perceive a sports discipline as enjoyable, however, this does not imply that people do not strive to satiate other needs or motives through sports. For example, researchers continue to propose new needs candidates, for example morality (Prentice et al., 2020) and novelty-variety (Bagheri & Miljavskaya, 2020).

One motive that may act as a significant motivator for individuals to engage in sports may be health, since PA has tremendous health benefits (Marquez et al., 2020; Piercy et al., 2018; Wiese et al., 2017). In the sports domain, there are some studies indicating that this may indeed be the case. For example, Ley (2020) found that fitness/health were the most highly valued motives in individuals that pertain in a sport, up and above enjoyment and aesthetics. Additionally, Caglar et al. (2009) found that the health motive was considered the most

important among Turks engaging in recreational sporting activities, especially among females and young adults. Moreover, among older adults, sports participation contributes to successful aging by contributing to physical health, as well as mental health (Muth, 2010). On the contrary, however, health problems may also be a reason for individuals to not engage in sports, because physical problems may prevent them from participating in sports, something that may especially be the case for the elderly, or people living in poverty (Vandermeerschen, 2017). However, individuals with health problems may benefit the most from the positive effects PA through sports has to offer, making health motives particularly important for these individuals to satisfy.

In regard to human motives, an exhaustive taxonomy of motives was constituted by Talevich and colleagues' (2017), in which they discovered that health motives are indeed important for individuals to satisfy. Motives could be distinguished among five levels, from which the Z-level was the broadest and most abstract level, which contained three motive clusters. Moving to the left, the Y-, X-, V- and W-level progressively get more concrete. One of the three Z-levels (Z2) that Talevich and colleagues (2017) discovered was the communion cluster, which contained the clusters avoidance motives, social relating, family, and health on the Y-level respectively. The first three levels of the communion cluster almost perfectly reflect the BPN for relatedness conceptually. However, the health cluster seems to be more distinct from the other three motives on the Y-level when contrasting it to the BPN for relatedness.

The health cluster, or the health motive, maintains its independence through four levels of the hierarchy, and contains motives like being physically active, being physically and mentally healthy, being physically able to do my daily/routine activities, and having athletic ability (Talevich et al., 2017). While the health motive does not have a clear overlap with one of the BPNs as postulated by SDT, it does have a connection with Murrays' conceptualization of human needs, specifically the need for physical Ability (Murray, 1938; Talevich et al., 2017). Another clear link exists between the health motive and the physiological needs as proposed by Maslow (1970) in his hierarchy of needs. A third link exists between the health motive and a

study performed by Reisz et al. (2013), in which they analyzed the goal contents of students. In the study, one dimension of goal contents was discovered, which consisted of motives like maintaining/improving health, appearance and/or hygiene, losing weight, getting in shape, better diet, and improved sleep schedules (Reisz et al., 2013). Clearly, the health motive relates to the aforementioned positive effects that PA and sports have (Marquez et al., 2020; Piercy et al., 2018; Wiese et al., 2017).

Additionally, next to the communion motive on the Z-level and the health motive on the Y-level, Talevich and colleagues' discovered two more clusters of motives on the Z-level, being (Z1) meaning, and (Z3) agency. Meaning clusters together out of three distinct motives from the Y-level which all represent a general need for meaning or purpose in life (Talevich et al., 2017). The motives on the Y-level are morality & virtue, religion & spirituality, and self-actualization respectively. The meaning cluster seems to have some overlap with the BPN for autonomy, but conceptually there seems to be a better fit between autonomy and the agency (Z3) cluster (Talevicht et al., 2017). The agency cluster consists of two distinct motives from the Y-level, which are mastery & competence, and financial & occupational success (Talevich et al., 2017). Furthermore, at the W-level, a motive for confidence and autonomy was identified. Thus taken together, the meaning cluster seems to be distinct from the BPNs for autonomy and competence, whereas the agency cluster shows overlap with the BPNs for autonomy and competence.

Thus, next to the three BPNs, health motives and meaning motives seem particularly interesting, precisely because they seem distinct from the three BPNs proposed by SDT, and because they are important motives for individuals to engage in sports (e.g., Ley, 2020; Muth, 2010; Vandermeerschen et al., 2017). Fittingly, sports can be a means of satisfying an individual his various BPNs (Gunnell et al., 2014) while also serving the motive people hold for health (Caglar et al., 2009; Ley, 2020), especially among older adults (Ley, 2020). Additionally, participating in sports can help people find meaning in their lives, which may be provided by a

sense of accomplishment, skill improvement, stress release, enjoyment, and social connectedness (Vandermeerschen et al., 2017).

Satisfaction of different motives in different sports

The primary assumption of the current study is that various sports disciplines will satisfy different motives to a varying degree. The current study focuses on the five aforementioned motives (autonomy, competence, relatedness, health, and meaning) and the degree to which they are satisfied in four specific sports disciplines. Specifically, the included sports disciplines are (1) leisure running, (2) endurance running (for example, (ultra) marathon), (3) mountaineering, and (4) triathlon.

First and foremost, it is expected that the health motive is satisfied the most within and between *all* four sports disciplines. In particular since ample evidence suggests that the health motive may be especially important for individuals engaging in PA through sports (e.g., Caglar et al al., 2009 Ley, 2020), and also because the health benefits of PA and sports have (e.g., Wiese et al., 2017; Pierce et al., 2018). Thus, it is expected that participants engaging in all of the four sports disciplines satisfy the health motive the most (H1).

Leisure running has been chosen since it is a sports discipline that is relatively easy to enter and therefore seems suitable for a myriad of people (Johnson et al., 2022). Additionally, leisure running saw an increase in popularity during the COVID-19 pandemic in the Netherlands (NOC*NSF, 2022), probably because it can be performed alone in either an unorganized or organized manner. In non-competitive and organized PA, perceptions of autonomy may be considered critically important to engagement (Johnson et al., 2022). It is crucial to have a leader who supports autonomy when running in an organized manner since this favorably impacts BPN satisfaction, which in turn leads to the development of a more enjoyable experience, resulting in higher overall attendance and mental well-being (Johnson et al., 2022). Another related finding is that young pupils between 6 and 10 years old indicated autonomy and

personal ownership to be a key aspect in liking a school-based running program (Chalkley et al., 2020). Thus, next to the satisfaction of the health motive as postulated in the first hypothesis (H1), it is expected that leisure runners primarily satisfy the autonomy motive (H2).

Second, because it is a step up from leisurely running, endurance running has been included as a sports discipline. Older individuals were shown to be more motivated by a general health orientation, life meaning, and affiliation with fellow runners as compared to younger adult male marathon runners (Ogles & Masters, 2000). When comparing ultra-marathon runners to those who run shorter distances, Waśkiewicz et al. (2019) found that they have differing motivations: the endurance runners scored higher on affiliation and life meaning, while scoring lower on weight concern, achieving personal goals, and self-esteem. Therefore, it is anticipated that endurance runners will exhibit particularly high satisfaction of the relatedness motive and the meaning motive (H3), while simultaneously satisfying the health motive (H1).

Third, mountaineers may be driven by a variety of factors, including achieving goals, taking risks, and connecting with others or the natural environment (Kerr & Mackenzie, 2012). Barlow et al. (2013) discovered, in their search for alternatives to the usual sensation seeking rationale, that through their high-risk behaviors, mountaineers may seek agentic emotion regulation. This may serve a compensatory function by experiencing emotion regulation and agency that is not necessarily experienced in everyday life (Barlow et al., 2013). Furthermore, mountaineers seem to have a lower interest in social interactions and have a lower perceived need for relatedness, which might be something they also strive to compensate for through mountaineering (Barlow et al., 2013). These motives are supported by a recent study performed by Crocket et al. (2020), which identified three primary motivations for mountaineers, including perceptions of relatedness (e.g., connecting with others/nature), the completion of an authentic goal (e.g., embodying the goal), and mastering challenges (e.g., overcoming internal/external barriers). One salient finding is that mountaineers may be able to satisfy the relatedness motive not just through interpersonal connections, but also through a nonhuman connection with nature

(Crocket et al., 2020). According to these results, it follows that mountaineers will have particularly high satisfaction of the relatedness motive and the meaning motive (H4), next to satisfaction of the health motive (H1).

Fourth, triathlon was included because of its diversity and because it is a sport that is underresearched (Lamont & Kennelly, 2012). According to Lamont & Kennelly (2012), triathletes are driven mostly by intrinsic motives, which includes competence (e.g., a sense of achievement) and enjoyment (e.g., sensory pleasure). Additionally, a common extrinsic motive was well-being because many interviewees felt that training and exercise would help them preserve their health (Lamont & Kennelly, 2012). Accordingly, Grand'maison (2004) identified three primary objectives among ironman triathletes: to live an active lifestyle, to achieve fitness and physical and mental well-being, and to push their limitations and consistently develop both their physical and mental conditions. Due to these earlier findings, triathletes are expected to have particularly high satisfaction of the competence motive (H5), as well as the satisfaction of the health motive (H1).

Method

Participants

A power-analysis was conducted using G*Power to determine the minimum sample size needed to find a medium effect ($f^2 = 0.15$) with a statistical power of .80 (Cohen, 2013). The calculation showed that a total sample size of $N = 48$ was necessary to yield a statistical power of .83.

The survey was completed by 82 people in total. One of the 82 participants did not grant consent, which accounted for one of the missing cases. Furthermore, eight cases lacked data for the question regarding sports discipline, preventing these individuals from being included. Following that, various people had to be excluded since they did not engage in one of the sports

disciplines investigated in this research¹, since only participants who participate in the sports disciplines of leisure running, endurance running, mountaineering, and triathlon were included. Moreover, some of these participants did not finish the entire survey, which meant they did not answer all of the required questions, such as the questions at the end that certify whether the questionnaire was completed thoroughly and honestly. Furthermore, one participant responded negatively to a concluding honesty check item, indicating that the data of this individual cannot be used. As a consequence, 18 more subjects have been removed from the dataset. The final sample size consisted of 42 participants, meaning that the current study is underpowered. Furthermore, the sample was distributed quite homogeneously since more than three quarters (76.19%) were male, with an average age of 44.81 ($SD = 12.93$) and a range of 22.85 to 68.47. The complete sample characteristics per sports discipline are listed in Table 1.

Procedure

Participants were selected using a combination of convenience and snowball sampling methods. Convenience sampling was achieved by sharing the survey link on social media (e.g., WhatsApp, Facebook, and LinkedIn) with individuals from within the personal network of the author. Snowball sampling was achieved by requesting participants to share the link to the survey with additional eligible people from within their own networks. As a result, the only requirement for participation was that participants participate in one of the aforementioned (see *Participants*) sports as their primary sport. Ethical approval was obtained for its use from the Faculty of Behavioral and Social Sciences' Ethics Committee. A survey battery (Appendix A) was administered in Dutch using Qualtrics. The survey battery could be completed on a computer (i.e., desktop or laptop), tablet, or smartphone, and took an average of 25 minutes to complete. Various variables had to be altered or added to provide an usable dataset, from which

¹ Two track and field athletes (2), two fitness athletes (2), one handball player (1), one inline skater (1), one equestrian (1), one surfer (1), one soccer player (1), two volleyball players (2), and two swimmers (2).

the full process can be seen in the syntax (Appendix B). The entire survey battery consisted of various questionnaires, however, for the purpose of the current study only the following measures were used:

Measures

Primary sports discipline. The measure utilized to determine the independent variable, the participants' sport discipline, was a list of 88 distinct sports disciplines. The independent variables in this study were four unique sports disciplines: (1) leisure running (short distances), (2) endurance running (long distances), (3) mountaineering, and (4) triathlon. Participants were informed before selecting their primary sports discipline that if they practice in more than one sports discipline, they should select the sports discipline that is most important to them, as only one sports discipline could be chosen. Therefore, this measure was interested in the primary sports discipline of the participant². To ensure that the participants selected the correct sports discipline, the question was followed by a check to see if this was the participant's primary sports discipline³. The chosen sports discipline was then inserted in every subsequent question (as can be seen in the example item under footnote 2), so that the questions' phrasing included the participant's primary sports discipline, making the questions clearer and the entirety more personal. If participants engage in one or more secondary sports disciplines, they could specify which by answering a series of questions at the end of the questionnaire.

Motive satisfaction. The specific motives that were measured were: Autonomy (4 items; e.g., '*In mijn sport voel ik mij vrij om mijn eigen keuzes te maken.*'), with a Cronbach's alpha of .55. After deleting item 1⁴ from the autonomy subscale, Cronbach's alpha was .85.

² Sports discipline item: 'Wat is jouw sport? Als je aan meerdere sporten doet, kies dan je belangrijkste sport (je "hoofdsport"). NB: Je kunt slechts één sport aanvinken. Als je een tweede sport aanvinkt, vervalt de eerste! Als jouw specifieke sport er niet bij staat (bijvoorbeeld hoogspringen, para-roeien of BMX freestyle), kies dan een bredere categorie (in dit voorbeeld respectievelijk "atletiek", "roeien" en "BMX".)

³ Sport discipline check item: 'Je hoofdsport is dus 'gekozen sport'

⁴ Autonomy item 1: 'In 'gekozen sport' heb ik het gevoel dat ik moet doen wat anderen zeggen.'

Relatedness (4 items; e.g., '*In mijn sport kan ik bij anderen terecht als ik ergens mee zit.*'), with a Cronbach's alpha of .83. Competence (4 items; e.g., '*Ik voel me vaardig en bekwaam in mijn sport.*'), with a Cronbach's alpha of .88. Meaning (4 items; e.g., '*Door mijn sport heeft het leven zin mij.*'), with a Cronbach's alpha of .86. Finally, health (4 items; e.g., '*Mijn sport draagt bij aan mijn fysieke en mentale gesteldheid.*'), with a Cronbach's alpha of .88. The commonly accepted range for Cronbach's alpha is between .70 and .95 (Tavakol & Dennick, 2011). All need satisfaction items could be answered on a 7-point Likert scale, ranging from '*Helemaal niet*' to '*In extreem sterke mate*'. Moreover, the order of the items was randomized. Finally, the needs were transformed into a composite score by adding the total items of one need dimension together and then dividing them by the total number of items per dimension.

Results

Descriptive data

Table 2 shows the means, standard deviations, and correlations of relevant demographic variables and the dependent variables. The demographic variable educational level had a significant relationship with the competence motive. Therefore, educational level was added as a covariate in subsequent analyses where the competence motive was used as a dependent variable. Furthermore, significant relationships were observed between the dependent variables of the autonomy and the relatedness motive, the competence and the health motive, and the health and the meaning motive.

Assumptions testing

Since the main analysis in the current study relied on the use of analyses of (co)variance (AN(C)OVA), their assumptions were checked. First, the dependent variables should be continuous. This was indeed the case for the five dependent variables used in this study.

Second, the independent variables have to be categorical, which was the case (see *Measures*). Third, it is necessary to have independence of observations. Because of the cross-sectional design of the study, this assumption has not been violated. Fourth, one should have an adequate sample size. Generally, one needs to have more cases in each independent variable group than the number of dependent variables that are analyzed. In the current study however, this was not the case for one independent variable group, namely the sports discipline triathlon ($n = 5$). Fifth, the dataset was verified for outliers. This was accomplished by determining the Mahalanobis distance of each participant. A maximum Mahalanobis distance of 20.52 is permitted with five dependent variables. The greatest Mahalanobis distance in the used dataset was 13.92, indicating that the outlier assumption was not violated. Sixth, the assumption of linearity between dependent variable pairs and independent variable levels needed to be confirmed. This was accomplished by presenting the dependent variables (i.e. motives) as matrix variables and the independent variables (i.e. sports disciplines) as rows in a matrix scatter plot (Appendix C). A clear linear relationship for all the dependent variables could be observed in the groups mountaineering and triathlon. Leisure running also showed a linear relationship between the dependent variables, albeit less clear. However, there did not exist a linear relationship between the dependent variables in the endurance runner group. Seventh, the assumption of multivariate normality was tested using the Shapiro-Wilk test of normality, where a cut-off value of $p > .05$ was used (Knief & Forstmeier, 2021). The relatedness motive, $W(42) = .96$, $p = .17$, the competence motive, $W(42) = .96$, $p = .20$, and the health motive, $W(42) = .95$, $p = .06$, were normally distributed. The autonomy motive, $W(42) = .91$, $p = .004$, and the meaning motive, $W(42) = .95$, $p = .04$, violated the assumption of normality. Eighth, the multicollinearity assumption was tested by examining the tolerance and VIF value of the five dependent variables, where the tolerance should not be lower than .2 and the VIF value should not exceed 10 (O'Brien, 2007). These values have not been exceeded (Appendix D). Ninth and final, the assumption of homogeneity of variance-covariance was tested using the Box's M

equality of covariance test. Box's M test revealed that there was homogeneity of variance-covariance, $F(30, 829.731) = 1.36, p = .10$, meaning the assumption was not violated. In conclusion, the results below should be interpreted carefully, since three of the nine assumptions were not met entirely.

Hypothesis testing

The first hypothesis was that all groups would score particularly high on the satisfaction of the health motive. A repeated measures ANCOVA with sports disciplines as the independent variable, motive as the within-subjects variable, and educational level as covariate, indeed showed there was an overall within-subjects effect of motive, $F(4, 148) = 5.57, p < .001$, with an observed power of .98 and a partial eta squared of .13. Follow-up pairwise comparisons, as indicated in Table 2, showed that the satisfaction of the health motive was indeed the strongest across all four sports disciplines ($p < .001$). Second to satisfaction of the health motive was satisfaction of the autonomy motive, however, satisfaction of the autonomy motive did not differ significantly from the health motive the autonomy motive ($p = .39$). The meaning motive was satisfied the least, but not significantly lower than the satisfaction of the relatedness motive ($p = .19$) and the competence motive ($p = .06$). Consequently, since the health motive was satisfied significantly higher, the first hypothesis (H1) has been accepted.

Regarding the second, third, fourth, and fifth hypotheses an interaction effect was expected between the motives and sports disciplines. However, the same ANCOVA used to answer the first hypothesis revealed no significant interaction of within-subjects effects existed, $F(12, 148) = 1.62, p = .09$, with an observed power of .82, rejecting the second to fifth

hypotheses⁵. However, since the current study had a low sample size (N=42), the overall non-significant differences were explored further to develop feasible ideas for follow-up research.

Exploratory analyses

The second hypothesis stated that participants engaging in leisure running would be particularly high in the satisfaction of the autonomy motive. As Table 3 shows, within the leisure running group, follow-up pairwise comparisons indicated that satisfaction of the autonomy motive did not differ significantly from satisfaction of the health and the competence motive, but it did differ significantly from the satisfaction of the relatedness and meaning motive. Furthermore, an additional ANOVA with sports discipline as the independent variable and the autonomy motive as the dependent variable indicated that satisfaction of the autonomy motive in leisure runners did not differ significantly from the other three sports disciplines, $F(3, 38) = 1.39, p = .26$.

The third hypothesis stated that participants engaging in endurance running would be particularly high in the satisfaction of the relatedness and the meaning motives. Table 3 shows that within endurance runners, as indicated by follow-up pairwise comparisons, the satisfaction of the relatedness, the meaning, and the competence motive were satisfied significantly lower than the health and the autonomy motive. Furthermore, a follow-up ANOVA with sports discipline as the independent variable and the meaning motive and the relatedness motive, respectively, as the dependent variables, revealed that satisfaction of the meaning motive in endurance runners did not differ significantly from the other three sports disciplines, $F(3, 38) = 2.38, p = .09$. In contrast, a significant difference on the relatedness motive did exist between the sports disciplines, $F(3, 38) = 3.01, p = .04$. However, closer inspection of the pairwise comparisons revealed that this difference in satisfaction of the relatedness motive was not between endurance running and one of the other three sports disciplines, but between

⁵ The main effect of sport discipline was $F(3, 37) = 2.30, p = .09$, with an observed power of .53 and a partial eta squared of .16.

mountaineers and leisure runners.

Related is the fourth hypothesis, in which it was expected that participants engaging in mountaineering would be particularly high in the satisfaction of the relatedness and the meaning motive. As Table 3 indicates, among mountaineers, the relatedness motive was the third most satisfied motive, while the meaning motive was satisfied the least. Pairwise comparisons indicated that the meaning motive was satisfied the least and differed significantly from the other motives, except for the competence motive, which did not differ significantly from all four other motives. Additionally, the same follow-up ANOVA used for the third hypothesis regarding endurance runners, revealed that mountaineers did not differ significantly from the other three sports disciplines in the satisfaction of the meaning motive, $F(3, 38) = 2.38, p = .09$. However, as just mentioned, mountaineers differed significantly in satisfaction of the relatedness motive, $F(3, 38) = 3.01, p = .04$. Specifically, the pairwise comparisons revealed that mountaineers satisfied relatedness motives significantly more, but only in comparison to leisure runners ($p = .03$).

Finally, the fifth hypothesis stated that triathletes would be particularly high in the satisfaction of the competence motive. As seen in Table 3, the competence motive was the third most satisfied motive among triathletes, while the health motive was satisfied the most. Pairwise comparisons indicated that within the triathlete group only the health motive differed significantly from the other four motives. One final additional ANCOVA (with educational level as covariate) revealed that triathletes did not differ significantly from the other three sports disciplines in terms of satisfaction of the competence motive, $F(3, 37) = .74, p = .54$.

These exploratory analyses reconfirm the overall test that there is no empirical support for H2-H5. That is, in line with hypothesis 1, across groups, but also within each group, the health motive is satisfied the most. Furthermore, across groups, the autonomy motive is satisfied the second most, next to the health motive. The only found expected difference

however, was that in line with hypothesis 4, mountaineers reported higher levels of the satisfaction of the relatedness motive, but only relative to leisure runners.

Discussion

The current study provides a unique comparison across four sports disciplines by concerning itself with similarities and differences in the satisfaction of motives. As expected, across all four sports disciplines, the health motive was satisfied the most. This indicates that first and foremost, individuals in the four sports disciplines mainly satisfy the health motive. Consequently, engaging volitionally in their respective sports disciplines mainly leads to satisfaction of health motives like physical and mental well-being.

This relates to the earlier taxonomy of human motives constituted by Talevich et al. (2017), in which the health motive, originating from the communion cluster, differed from the other three motives in the communion cluster, which reflect the BPN for relatedness. Thus, satisfying the health motive seems to be especially important for individuals engaging in sports, since it may lead to the factual benefits PA has on an individual (Marquez et al., 2020; Piercy et al., 2018; Wiese et al., 2017). Additionally, as indicated by various other studies, the health motive is particularly important for individuals to satisfy in sports, regardless of the sports discipline they engage in (Caglar 2009; Muth, 2010; Vandermeerschen, 2017). Furthermore, these findings also relate to sport specific studies which indicate that the health motive is a highly satisfied motive for individuals engaging in the included four sports disciplines in the current study (Crocket et al., 2020; Johnson et al., 2022; Lamont & Kennelly, 2012; Ogles & Masters, 2000). Despite the fact that across all four sports disciplines the health motive was satisfied the most, within groups there were still significant differences. Triathletes satisfied the health motive significantly more than the four other motives. Endurance- and leisure runners also satisfied the health motive significantly more than the other motives, except when compared with the autonomy motive (Table 3).

In particular, triathletes and endurance runners had the highest means regarding satisfaction of the health motive, which may be due to the fact that triathletes and endurance runners dedicated the most hours per week to training (Table 1). As a result, triathletes and endurance runners are more active in their sports when compared to leisure runners and mountaineers, which may lead to greater satisfaction of the health motive. The satisfaction of health motives in triathletes was also found in a recent study carried out by Poctza et al. (2021), in which it was found that health motives were satisfied significantly for men as well as women. Regarding the endurance runners, the findings in the current study relate to a study by Popov et al. (2019), in which improving mental health was the strongest motivation for Serbian endurance runners, followed by coping with stress, physical health, and condition. This suggests that physical health may be a secondary health motive for endurance runners, next to mental health, which may be deemed more important.

Differences between and within sports disciplines

Overall, no differences between sports disciplines was found in the satisfaction of the five different motives. However, to develop feasible ideas for follow-up research, some exploratory analyses were performed. These exploratory analyses revealed only one specific and anticipated difference regarding the sports discipline of mountaineering. Mountaineers had the highest satisfaction of the relatedness motive when compared to the other three sports disciplines; specifically, mountaineers were significantly higher on the satisfaction of the relatedness motive relative to leisure runners.

The anticipated observation that mountaineers satisfied the relatedness motive more than leisure runners may be because of various reasons. Firstly, mountaineers regularly require a belayer. This means that most often, mountaineers climb in pairs. Additionally, this confirms earlier published research regarding the satisfaction of the relatedness motive among mountaineers (Crocket et al., 2020; Kerr & Mackenzie, 2012). Furthermore, there is some

evidence that mountaineers display difficulties with sharing emotions, describing feelings, and seem to lack interest in engaging in social interactions in everyday life (Barlow et al., 2013), which they might seek to compensate for by engaging in mountaineering. This may be reached by either connecting with fellow mountaineers or the natural environment (Crocket et al., 2020; Kerr & Mackenzie, 2012).

However, no support was found for the other expected differences in the satisfaction of motives within and between the sports disciplines. Starting with the leisure runners, contrary to expected, satisfaction of the autonomy motive was not significantly higher than the other motives. There might be several reasons for autonomy not being the most satisfied motive in leisure runners. For instance, it could be that some of the leisure runners in the current study may be part of an online- or offline running community, resulting in more relatedness satisfaction and less autonomy satisfaction, especially when the leaders of the groups are not that autonomy supportive (Johnson et al., 2020). Relating to this is a recent study performed by Hughes & Moorhead (in press), in which they noticed online running communities (e.g., Facebook groups) are becoming more and more prevalent. Benefits of online running communities include a sense of optimism, interest in other people, and feeling good about themselves, motives that do not necessarily relate to the autonomy motive (Hughes & Moorhead, in press). In another recent study performed in the UK, it was found that community-based running events can help to motivate individuals to increase their level of PA and consequently perceive benefits to their health and well-being (Dunne et al., 2021). These community-based running events were especially beneficial for participants living in the most socioeconomically deprived areas (Dunne et al., 2021). Consequently, while autonomy is an important motive for runners to satisfy, satisfaction of the relatedness motive could also be especially high because of leisure runners in the sample being part of an online- or offline running community. However, satisfaction of the relatedness motive within the leisure runner group is the lowest among all the four sports disciplines in the sample. Thus, while it may seem

plausible that there is a tradeoff between autonomy satisfaction and relatedness satisfaction when running in a social context without an autonomy supportive leader (Johnson et al., 2020), no such inference can be made based on the current study.

Second, contrary to expected, the relatedness motive was among the lower satisfied motives within the endurance runner group. Additionally, for endurance runners, the meaning motive was even less satisfied than the relatedness motive. On the contrary, endurance runners mainly satisfied the health motive, as expected, followed by the autonomy motive, which was not anticipated. These unexpected findings may be explained by Schüler et al. (2014), who found that endurance athletes who considered achievement to be important, satisfied the competence motive more, whereas endurance athletes that valued affiliation more, satisfied the relatedness motive more. This may indicate that in the current sample, endurance runners considered achievement to be more important than the relatedness motive. Furthermore, a recent study performed by Diotaiuti et al. (2021) found that the autonomy and competence motive were important factors contributing to the psychological recovery of endurance runners. Psychological recovery includes homeostatic reintegration, in which the development of resilient characteristics is not expected, and resilience reintegration, in which the development of resilient characteristics is expected. Since resilience is an important aspect for endurance runners to be able to perform in their respective sports discipline (Brace et al., 2020), the autonomy and competence motive may be especially satisfied among endurance runners. As can be seen in Table 3, this is the case in the current sample for the autonomy motive, but not for the competence motive.

Third, contrary to expected, mountaineers did not display a particularly high satisfaction of the meaning motive. Specifically, the meaning motive was the third most satisfied in mountaineers, and when compared to the other three sports disciplines, the meaning motive was satisfied the least, albeit not significantly different. On the contrary, the autonomy motive was satisfied the most among mountaineers. This may be explained by a discourse analysis

performed by West & Allin (2010), in which they discovered that UK climbers perceive the risks that climbing entails are attempts by the climbers to control and manage risks. Additionally, climbers recognized climbing in general as risky, but they did not define their individual climbing practices as risky. Framed in such a way, mountaineers may satisfy the autonomy motive by controlling and managing these risks, providing them with a sense of autonomy, since they contrasted uncontrolled risks in everyday life (e.g., illness, financial worries) with the controllable risks in climbing (West & Allin, 2010). Another possibility is that it may satisfy the competence motive, since controlling and managing risks also relates to a sense of competence. This finding relates to the alternative to the common sensation-seeking rationale proposed by Barlow et al. (2013), in which it was stated that mountaineers may engage in their respective sports discipline to seek agentic emotion regulation. Controlling and managing these risks may satisfy the autonomy motive (e.g., being in control), as well as the competence motive (e.g., mastering the challenge), meaning that engaging in mountaineering could serve as a form of coping through agentic emotion regulation. Relating this line of thought to the taxonomy of motives proposed by Talevich et al. (2017), there seems to be a better fit with the agency cluster (Z3) instead of the meaning cluster (Z1).

A fourth unanticipated observation was that triathletes had the highest mean score in satisfaction of the meaning motive instead of high satisfaction of the competence motive. Lamont & Kennelly (2012) found that intrinsic motives were an important motivator for triathletes, which branched into a competence dimension and an enjoyment dimension. Purpose and meaning in life, as well as fulfilling aspirations, were topics that emerged in the enjoyment dimension. Accordingly, a recent study by Poczta et al. (2021) found that motives relating to experience orientation were among the most significant for triathletes. Motives in the experience orientation dimension concerned themselves with the desire to experience strong emotions and to feel the unique mood during triathlon events, which might contribute to the satisfaction of the meaning motive in triathletes contrary to the anticipated satisfaction of the competence motive.

Furthermore, one interesting finding concerning low BPN satisfaction and excessive compensatory exercise behavior was made by Schüler et al. (2018), in which they found that low autonomy and relatedness satisfaction outside of the sport activity were related to exercise addiction. Low satisfaction of the competence motive *outside* of the sport activity was linked to exercise addiction, but only when anxious-self motivation was added as a mediator to the model. It might be that the triathletes in the current study experienced frustration of their BPNs outside of their respective sports discipline, and compensate for this frustration by engaging in triathlon. This is backed by the observation that triathletes train the most hours per week (Table 1).

Strengths, limitations, and future research

A first strength of the current study is that it is one of the only comparisons between sports disciplines on the satisfaction of motive (see Selzler et al., 2016 for the only other comparison to date). While Selzler et al. (2016) compared more distinct sports disciplines (e.g., yoga and running) which also contained greater sample sizes, they only compared the three BPN motives autonomy, competence and relatedness, while the current study also included the meaning and health motive. Furthermore, while the current study compared more similar sports disciplines with a significantly lower sample size, statistical differences were still found between motives within and between the sports disciplines. Therefore, when more distinct sports disciplines are compared, all containing an adequate sample size, there is an increased chance that more salient and statistically viable differences will be found.

Next to some strengths, it must also be taken into account that next to the overall low sample size, the current study had other limitations that might affect the generalizability. First, across all sports disciplines, there was a significant difference in the number of male and female participants. In all sports disciplines, except for leisure running, there were only or significantly more male participants than female participants (see Table 1). Another point that should be

made regarding sample size is the limited power (Krzywinski & Altman, 2013). It was calculated that for a statistical power of 0.83 with a medium effect, a total sample size of $N = 48$ was needed, meaning a total of 12 participants per sports discipline was necessary. Unfortunately, this was not the case in the current study, since some sports disciplines were underrepresented (Table 1). Due to the low number of participants in some sports disciplines, there is a possibility that the power is too low to detect any significant difference. The statistical power of the within-subjects effects of motives was on the high side with .98, as well as the statistical power of the interaction effect between motives and sports disciplines with .82. However, the main effect of sports disciplines had a statistical power of .53. Furthermore, low statistical power was observed among all of the dependent variables, which ranged from .19 for the competence motive to .74 for the health motive.

Another limitation is that only two of the motives originating from the taxonomy of Talevich et al. (2017) were included in the current study, while other studies suggest other motives may also play an important role in motivating individuals to engage in their respective sports disciplines (e.g., Poczta et al., 2021). Therefore, future research could include more of the motives proposed by Talevich et al. (2017). Additionally, to keep the scope of the current study manageable, only four sports disciplines were compared, which are somewhat similar in their core aspects since they all contain running, except for mountaineering. Consequently, it is recommended for future research to compare more distinct sports disciplines with adequate sample sizes per sports discipline, to provide a more exhaustive comparison, which may yield statistical stronger and more specific results, and therefore more practical knowledge, to guide individuals to a sports discipline that suits their needs. One last limitation of the current study was the cross-sectional design. With the gathered cross-sectional data, it is difficult to make causal inferences and the current study could have yielded different results if another time frame was chosen (Levin, 2006). Future research could be performed according to a

longitudinal design to account for fluctuations in the satisfaction of motives, which may be caused by individual contextual differences.

Conclusions

As previously mentioned, PA and thus sports, has a variety of positive effects on an individuals' health and quality of life (Marquez et al., 2020; Piercy et al., 2018; Wiese et al., 2017). The main finding of the current study suggests that, within and between the four included sports disciplines, individuals are primarily satisfying the health motive, which is primarily concerned with physical and mental well-being. Additionally spending more time engaging in a sport may lead to a higher satisfaction of the health motive. Thus, up and above satisfying the basic psychological needs through participation in sports, individuals are mostly reaping the positive effects sport has on their health. Next to the fact that enjoyment is satisfied when individuals engage in a particular sports discipline, the satisfaction of the health motive resulting in positive health effects seems to be satisfied even more. Therefore, satisfying the health motive may also lead to a more enjoyable and pleasurable sport experience. This may be taken into account when designing interventions to motivate individuals to engage in a particular sports discipline, like educating individuals about the exact positive health effects that may be satisfied through sport participation. All taken together, it seems that the old Latin credo of *mens sana in corpore sano* still holds true.

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Tables

Table 1

Demographic Characteristics of the Final Sample (N = 42)

Characteristics	Sport discipline			
	Endurance running	Leisure running	Mountaineering	Triathlon
n, (%)	20 (47.6%)	11 (26.2%)	6 (14.3%)	5 (11.9%)
Age, M (SD)	51.01 (7.39)	46.1 (12.79)	30.53 (12.18)	34.16 (14.65)
Sex, n, (%)				
Male	16 (80%)	5 (45.45%)	6 (100%)	5 (100%)
Female	4 (20%)	6 (54.55%)		
Highest education, n (%)				
<i>Lager of Voorbereidend middelbaar onderwijs (LBO of VMBO)</i>		1 (9.09%)		
<i>Middelbaar algemeen Voortgezet onderwijs (MAVO)</i>		1 (9.09%)		
<i>Middelbaar Beroepsonderwijs (MBO)</i>	6 (30%)	2 (18.18%)		
<i>Hoger Algemeen Voortgezet Onderwijs (HAVO)</i>		1 (9.09%)	4 (66.67%)	1 (20%)
<i>Voorbereidend Wetenschappelijk Onderwijs (VWO)</i>			1 (16.67%)	1 (20%)
<i>Hoger Beroepsonderwijs (HBO)</i>	8 (40%)	4 (36.36%)	1 (16.67%)	1 (20%)
<i>Wetenschappelijk onderwijs (WO)</i>	6 (30%)	2 (18.18%)		2 (40%)
Time spent training, M (SD)				
<i>Training(s) per week</i>	5.6 (2.37)	3.0 (1.26)	2.3 (0.82)	5.0 (1.00)
<i>Hours trained per week</i>	9.27 (4.05)	3.73 (1.57)	6.5 (3.15)	9.8 (3.63)

Table 2*Means, Standard Deviation and Pearson Correlation Matrix*

Variables	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8
1. Sex	1.24	.43								
2. Age	44.81	12.93	.29							
3. Educational level	7.17	.41	-.06	-.11						
4. Health	5.89 ^a	.67	.01	.02	-.07					
5. Autonomy	5.59 ^a	1.05	-.03	-.06	-.03	.25				
6. Competence	4.60 ^b	1.05	-.27	-.10	.31*	.33*	.20			
7. Relatedness	4.23 ^b	1.25	-.25	.03	-.05	.16	.31*	.27		
8. Meaning	3.71 ^b	1.38	.03	.09	.31	.37*	.22	.16	.15	

*. Correlation was significant at the .05 level (2-tailed)

Note. Significant differences in the means of the motives are indicated by superscripts: Different letters indicate significant differences ($p < .05$)**Table 3***Means and SDs for the Different Investigated Motives within the sports disciplines*

Motives, M (SD)	Sport discipline			
	Leisure running	Endurance running	Mountaineering	Triathlon
Health	5.57 ^a (0.65)	6.09 ^a (0.63)	5.50 ^a (0.55)	6.25 ^a (0.71)
Autonomy	5.33 ^{ab} (0.80)	5.87 ^a (1.20)	5.67 ^a (1.10)	4.93 ^b (0.43)
Competence	4.16 ^{bc} (0.81)	4.84 ^b (1.14)	4.33 ^{ab} (0.97)	4.90 ^b (1.13)
Relatedness	3.55 ^c (1.47)	4.21 ^b (1.06)	5.29 ^a (1.07)	4.50 ^b (0.83)
Meaning	3.16 ^c (0.90)	3.99 ^b (1.44)	3.00 ^b (0.97)	4.65 ^b (1.84)

Note. Significant differences in the means of the motives in one specific sports discipline are indicated by superscripts: Different letters indicate significant differences ($p < .05$)

Appendix A

Survey battery

Vragenlijst Sportmotivatie 2022 - Jochem

Start of Block: consent

Consent

Welkom!

Doel van het onderzoek: Het doel van dit onderzoek is om inzicht te krijgen in de motivatie van sporters. Waarom vind je het leuk om te sporten? Of heb de de laatste tijd wat minder plezier in je sport? Waarom steek je energie in je sport?

Door de vragenlijst in te vullen krijg je **inzicht in je eigen motivatie** om te sporten. Op basis van je antwoorden krijg je aan het eind **feedback** over je motivatie, mentale weerbaarheid, mentale gezondheid en mindset. ... help je ons (Rijksuniversiteit Groningen) om **kennis te vergaren over de drijfveren van sporters van alle leeftijden en alle niveaus** (van recreatiesporter tot topsporter). Deze kennis gebruiken we vervolgens om mensen met meer plezier te laten sporten, dropout te voorkomen, en sporttalenten een grotere kans te geven door te stromen naar het allerhoogste niveau.

Voor je begint: Je kunt de vragenlijst invullen via smartphone, tablet, of desktop computer. Je deelname aan dit onderzoek is geheel **vrijwillig**. Je hebt het recht om op ieder moment, zonder opgave van reden, en zonder negatieve gevolgen, te stoppen met het onderzoek. Vanzelfsprekend hopen we dat je meedoet aan het onderzoek tot aan het eind.

Je gegevens worden **anoniem** verzameld en **vertrouwelijk** behandeld. Dat wil zeggen, je gegevens worden anoniem opgeslagen en zijn **niet** herleidbaar tot jou als persoon. Onze rapportages bevatten uitsluitend groepsgemiddelden. **Er zijn geen risico's** verbonden aan deelname aan dit onderzoek. Het invullen van de vragenlijst zal **ongeveer 25 minuten** duren. Op de balk bovenin je scherm zie je hoe ver je bent in de vragenlijst. Als het onverhooppt niet lukt om **de vragenlijst in één sessie af te ronden**, dan kun je op **een later tijdstip** (maar binnen een week) het invullen hervatten. **Via dezelfde link** kom je automatisch op de plek waar je was gebleven.

Als je hieronder je keuze hebt gemaakt, ga je naar **het volgende scherm** door op het pijltje ---> rechts onderin klikken.

- Ik heb de bovenstaande informatie gelezen en begrepen en heb besloten **WEL** deel te nemen aan het onderzoek. (1)
- Ik heb de bovenstaande informatie gelezen en begrepen en heb besloten **NIET** deel te nemen aan het onderzoek. (2)

Skip To: End of Survey If Welkom! Doel van het onderzoek: Het doel van dit onderzoek is om inzicht te krijgen in de motiv... = Ik heb de bovenstaande informatie gelezen en begrepen en heb besloten NIET deel te nemen aan het onderzoek.

End of Block: consent

Start of Block: welkom

Welkom

Fijn dat je meedoet aan het onderzoek!

Goed om te weten: Bij het beantwoorden van de vragen gaat het om **jouw persoonlijke mening**. Er zijn dus geen goede of foute antwoorden! Geef **eerlijke** antwoorden! Als je dat niet doet, heb je **helemaal niets** aan de feedback! Het is belangrijk dat je **alle vragen** beantwoordt. Denk niet te lang na bij iedere vraag. Je **eerste ingeving** is vaak de beste. Wanneer je geen enkele antwoordmogelijkheid helemaal goed vindt, kies dan het antwoord dat **het dichtst in de buurt** komt. **Sommige vragen lijken op elkaar**. Dat is nodig om wetenschappelijk verantwoord en betrouwbaar te meten. Als je **vragen en/of opmerkingen** hebt naar aanleiding van de vragenlijst, dan kun je die helemaal **aan het eind** kwijt (na de feedback). **Bij voorbaat dank voor je medewerking!**

End of Block: welkom

Start of Block: List of sports

JouwSport

Wat is **jouw sport**? Als je aan meerdere sporten doet, kies dan je **belangrijkste** sport (je "hoofdsport"). \${JouwSport/ChoiceGroup/SelectedChoices}

NB

Je kunt slechts **één sport** aanvinken. Als je een tweede sport aanvinkt, vervalt de eerste!

Als jouw specifieke sport er niet bij staat (bijvoorbeeld **hoogspringen, para-roeien of BMX**

freestyle), kies dan een bredere categorie (in dit voorbeeld respectievelijk "atletiek", "roeien" en "BMX".

- American football (1)
- atletiek (2)
- baanwielrennen (3)
- badminton (4)
- basketbal (5)
- beach handball (6)
- beach volleyball (7)
- biljarten (8)
- BMX (9)
- bobsleeën (10)
- boccia (82)
- boksen (11)
- boogschieten (12)
- Brazilian jiu jitsu (85)
- bridge (13)
- cricket (14)
- cross-country skiing (15)
- curling (16)
- dammen (17)
- darten (18)
- e-sport (19)
- fitness (20)
- gewichtheffen (21)

- goalbal (83)
- golf (22)
- handbal (23)
- handbiken (80)
- hardlopen (kortere afstanden, bijv. recreatief) (24)
- hardlopen (langere afstanden, bijv. (ultra)marathon) (87)
- hockey (25)
- honkbal (26)
- ijshockey (27)
- inline-skaten (28)
- judo (29)
- kanoën (30)
- karate (31)
- kitesurfen (32)
- klimsport (33)
- korfbal (34)
- kunstschaatsen (35)
- lacrosse (36)
- Martial arts (86)
- motorsport (37)
- mountainbiken (38)
- paardensport (39)
- padel tennis (40)
- ritmische gymnastiek (41)

- rodelen (42)
- roeien (43)
- rolstoelbasketbal (75)
- rolstoelrugby (76)
- rolstoelschermen (77)
- rolstoeltennis (78)
- rugby (44)
- schaatsen (45)
- schaken (46)
- schansspringen (47)
- schermen (48)
- schietsport (49)
- schoonspringen (50)
- shorttrack (51)
- skateboarden (52)
- skeleton (53)
- skiën (54)
- sledgehockey (84)
- snowboarden (55)
- softbal (56)
- squash (57)
- surfen (58)
- synchroonzwemmen (59)
- taekwondo (60)

- tafeltennis (61)
- tennis (62)
- trailrunning (88)
- trailrunning (ultra, langere afstanden) (89)
- trampolinespringen (63)
- triatlon (64)
- turnen (65)
- veldrijden (66)
- voetbal (67)
- volleybal (68)
- waterpolo (69)
- waterskiën (70)
- wielrennen (71)
- worstelen (72)
- zeilen (73)
- zitvolleybal (79)
- zwemmen (74)

End of Block: List of sports

Start of Block: CheckSport

SportCorrect Je hoofdsport is dus \${JouwSport/ChoiceGroup/SelectedChoices}?

- Juist (1)
- Onjuist (2)

Skip To: End of Survey If Je hoofdsport is dus \${q://QID38/ChoiceGroup/SelectedChoices}? = Onjuist

End of Block: CheckSport

Start of Block: Handicap

G-Sport Ben je een paralympisch/gehandicapte sporter?

- Ja (1)
 - Neen (2)
-

Display This Question:

If Ben je een paralympisch/gehandicapte sporter? = Ja

BeschrHcp Wil je kort aangeven wat je handicap is?

End of Block: Handicap

Start of Block: LftStart



LftStart Hoe oud was je toen je begon met \${JouwSport/ChoiceGroup/SelectedChoices}?

End of Block: LftStart

Start of Block: Niveau



HoeVaak In de afgelopen 12 maanden, **hoe vaak** trainde je **gemiddeld per week** (bij je club, selectie en/of voor jezelf)?



Uren In de afgelopen 12 maanden, **hoeveel uur** trainde je **gemiddeld per week** (bij je club, selectie en/of voor jezelf)?

Injury Ben je in de afgelopen 12 maanden zodanig **geblesseerd of ziek** geweest dat je niet kon trainen?

- Neen, of niet noemenswaardig (1)
 - Ja (2)
-

Display This Question:

If Ben je in de afgelopen 12 maanden zodanig geblesseerd of ziek geweest dat je niet kon trainen? = Ja

*

Injury_dagen **Hoeveel dagen** heb je in de afgelopen 12 maanden **door blessures of ziekte** niet getraind?

Page Break

Niveau In de afgelopen 12 maanden, op **welk niveau** deed je aan \${JouwSport/ChoiceGroup/SelectedChoices}?

- Olympische spelen / Wereldtop (1)
- Europese top (2)
- Nederlandse top, namelijk (vul divisie of klasse in): (6)

- Nederlandse subtop, namelijk (vul divisie of klasse in): (7)

- Regionaal, namelijk (vul divisie of klasse in): (3) _____
 - Recreatief_1 = Ik doe (af en toe) mee aan wedstrijden, maar niet in een officiële competitie. (4)
 - Recreatief_2 = Ik doe nooit mee aan wedstrijden. (8)
 - Anders, namelijk: (5) _____
-

Selectie Zat je de afgelopen 12 maanden in **een selectie** met sporters van verschillende clubs?

- Neen (1)
 - Regionale selectie (bijvoorbeeld RTC, gewest Friesland) (2)
 - Nationale selectie (bijvoorbeeld Jong Oranje, TeamNL) (3)
 - Anders, namelijk: (4) _____
-

SteedsBeter Word je (nog) steeds beter in \${JouwSport/ChoiceGroup/SelectedChoices}?

- Ja (1)
 - Neen (2)
-

Display This Question:

If Word je (nog) steeds beter in \${q://QID38/ChoiceGroup/SelectedChoices}? = Ja

Ambitie Realistische gezien, **welk niveau** in \${JouwSport/ChoiceGroup/SelectedChoices} verwacht je uiteindelijk te gaan halen?

- Olympische spelen / Wereldtop (1)
 - Europese top (2)
 - Nederlandse top, namelijk (vul divisie of klasse in): (3)

 - Nederlandse subtop, namelijk (vul divisie of klasse in): (9)

 - Regionaal, namelijk (vul divisie of klasse in): (5) _____
 - Recreatief (= geen officiële wedstrijden) (6)
 - Anders, namelijk: (8) _____
-

Display This Question:

If Word je (nog) steeds beter in \${q://QID38/ChoiceGroup/SelectedChoices}? = Neen

HoogsteNiveau Wat is **het hoogste niveau** dat je hebt gehaald in \${JouwSport/ChoiceGroup/SelectedChoices}?

- Olympische spelen / Wereldtop (1)
 - Europese top (2)
 - Nederlandse top, namelijk (vul divisie of klasse in): (3)

 - Nederlandse subtop, namelijk (vul divisie of klasse in): (4)

 - Regionaal, namelijk (vul divisie of klasse in): (5) _____
 - Recreatief (= geen officiële wedstrijden) (6)
 - Anders, namelijk: (8) _____
-

SubjPrest Hoe beoordeel je **jouw prestaties van de afgelopen 12 maanden** in
{\$JouwSport/ChoiceGroup/SelectedChoices}?

- Dramatische slecht (1)
- Zeer slecht (2)
- Slecht (3)
- Onvoldoende (4)
- Zwak (5)
- Voldoende (6)
- Ruim voldoende (7)
- Goed (8)
- Zeer goed (9)
- Uitmuntend (10)

End of Block: Niveau

Start of Block: InlNeedSat

InlNeedSat Er volgt nu een serie vragen over hoe je
{\$JouwSport/ChoiceGroup/SelectedChoices} ervaart.

End of Block: InlNeedSat

Start of Block: AutSat

AutSat01 In \${JouwSport/ChoiceGroup/SelectedChoices} **heb ik het gevoel dat ik moet doen wat anderen zeggen.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

AutSat02 In \${JouwSport/ChoiceGroup/SelectedChoices} **beslis ik mee over dingen die belangrijk voor mij zijn.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

AutSat03 In \${JouwSport/ChoiceGroup/SelectedChoices} **kan ik zelf bepalen wat goed voor me is als sporter.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

AutSat04 In \${JouwSport/ChoiceGroup/SelectedChoices} **voel ik me vrij om mijn eigen keuzes te maken.**

- helemaal niet (1)
- in zeer geringe mate (2)
- in enige mate (3)
- in redelijke mate (4)
- in sterke mate (5)
- in zeer sterke mate (6)
- in extreem sterke mate (7)

End of Block: AutSat

Start of Block: RelSat

RelSat01 In \${JouwSport/ChoiceGroup/SelectedChoices} **heb ik vertrouwen in de mensen om me heen.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

RelSat02 In \${JouwSport/ChoiceGroup/SelectedChoices} **kan ik bij anderen terecht als ik ergens mee zit.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

RelSat03 In \${JouwSport/ChoiceGroup/SelectedChoices} **heb ik échte vrienden.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

RelSat04 In \${JouwSport/ChoiceGroup/SelectedChoices} **voel ik me deel van een team of groep.**

- helemaal niet (1)
- in zeer geringe mate (2)
- in enige mate (3)
- in redelijke mate (4)
- in sterke mate (5)
- in zeer sterke mate (6)
- in extreem sterke mate (7)

End of Block: RelSat

Start of Block: CompSat

CompSat01 In \${JouwSport/ChoiceGroup/SelectedChoices} **heb ik het gevoel dat ik de kennis en vaardigheden heb om taken uit te voeren.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

CompSat02 **Ik voel me vaardig en bekwaam** in \${JouwSport/ChoiceGroup/SelectedChoices}.

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

CompSat03 In \${JouwSport/ChoiceGroup/SelectedChoices} **heb ik het vertrouwen dat ik ook moeilijke taken tot een goed einde kan brengen.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

CompSat04 **Over het geheel genomen (technisch, tactisch, fysiek, mentaal) heb ik het gevoel dat ik goed ben** in \${JouwSport/ChoiceGroup/SelectedChoices}.

- helemaal niet (1)
- in zeer geringe mate (2)
- in enige mate (3)
- in redelijke mate (4)
- in sterke mate (5)
- in zeer sterke mate (6)
- in extreem sterke mate (7)

End of Block: CompSat

Start of Block: StrucSat

StrucSat01 In \${JouwSport/ChoiceGroup/SelectedChoices} **vertrouw ik op vaste gewoonten en routines.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

StrucSat02 In \${JouwSport/ChoiceGroup/SelectedChoices} **ervaar ik ordening en regelmaat.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

StrucSat03 In \${JouwSport/ChoiceGroup/SelectedChoices} **weet ik precies waar ik aan toe ben.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

StrucSat04 In \${JouwSport/ChoiceGroup/SelectedChoices} **zijn er duidelijke richtlijnen en principes die ik kan volgen.**

- helemaal niet (1)
- in zeer geringe mate (2)
- in enige mate (3)
- in redelijke mate (4)
- in sterke mate (5)
- in zeer sterke mate (6)
- in extreem sterke mate (7)

End of Block: StrucSat

Start of Block: PowSat

PowSat01 In \${JouwSport/ChoiceGroup/SelectedChoices} **neem ik in een groep actief de leiding.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

PowSat02 In \${JouwSport/ChoiceGroup/SelectedChoices} **zeg ik anderen wat zij moeten doen.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

PowSat03 In \${JouwSport/ChoiceGroup/SelectedChoices} **neem ik het voortouw in een team of groep.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

PowSat04 In \${JouwSport/ChoiceGroup/SelectedChoices} **bepaal ik wat er gebeurt in een team of groep.**

- helemaal niet (1)
- in zeer geringe mate (2)
- in enige mate (3)
- in redelijke mate (4)
- in sterke mate (5)
- in zeer sterke mate (6)
- in extreem sterke mate (7)

End of Block: PowSat

Start of Block: SocGiving

SocGiving01 In \${JouwSport/ChoiceGroup/SelectedChoices} **zet ik me in voor anderen.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

SocGiving02 In \${JouwSport/ChoiceGroup/SelectedChoices} **betekent ik iets voor anderen.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

SocGiving03 In \${JouwSport/ChoiceGroup/SelectedChoices} **help ik anderen.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

SocGiving04 In \${JouwSport/ChoiceGroup/SelectedChoices} **draag ik zinvol bij aan het welzijn van anderen.**

- helemaal niet (1)
- in zeer geringe mate (2)
- in enige mate (3)
- in redelijke mate (4)
- in sterke mate (5)
- in zeer sterke mate (6)
- in extreem sterke mate (7)

End of Block: SocGiving

Start of Block: OppSat

OppSat01 In \${JouwSport/ChoiceGroup/SelectedChoices} **is in mijn geval alles goed geregeld.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

OppSat02 In \${JouwSport/ChoiceGroup/SelectedChoices} **beschik ik over alle benodigde faciliteiten.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

OppSat03 In \${JouwSport/ChoiceGroup/SelectedChoices} **kan ik gebruik maken van alles wat ik nodig heb om goed te presteren.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

OppSat04 In \${JouwSport/ChoiceGroup/SelectedChoices} **krijg ik alle mogelijkheden om mezelf verder te ontwikkelen.**

- helemaal niet (1)
- in zeer geringe mate (2)
- in enige mate (3)
- in redelijke mate (4)
- in sterke mate (5)
- in zeer sterke mate (6)
- in extreem sterke mate (7)

End of Block: OppSat

Start of Block: Status

Status01 In \${JouwSport/ChoiceGroup/SelectedChoices} **heb ik aanzien.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

Status02 In \${JouwSport/ChoiceGroup/SelectedChoices} **kijken mensen tegen me op.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

Status03 In \${JouwSport/ChoiceGroup/SelectedChoices} **krijg ik respect en bewondering.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

Status04 In \${JouwSport/ChoiceGroup/SelectedChoices} **word ik gezien als iemand met status.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

Status05 In \${JouwSport/ChoiceGroup/SelectedChoices} **willen mensen wat van mij.**

- helemaal niet (1)
- in zeer geringe mate (2)
- in enige mate (3)
- in redelijke mate (4)
- in sterke mate (5)
- in zeer sterke mate (6)
- in extreem sterke mate (7)

End of Block: Status

Start of Block: Morals & Values

M&V01 In \${JouwSport/ChoiceGroup/SelectedChoices} **wordt vals gespeeld.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

M&V02 In \${JouwSport/ChoiceGroup/SelectedChoices} worden verboden middelen gebruikt.

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

M&V03 Centrale waarden in \${JouwSport/ChoiceGroup/SelectedChoices} zijn sportiviteit, eerlijkheid en fatsoen.

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

M&V04 In \${JouwSport/ChoiceGroup/SelectedChoices} vindt grensoverschrijdend gedrag plaats.

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

M&V05 In \${JouwSport/ChoiceGroup/SelectedChoices} houden we ons aan de regels en voorschriften.

- helemaal niet (1)
- in zeer geringe mate (2)
- in enige mate (3)
- in redelijke mate (4)
- in sterke mate (5)
- in zeer sterke mate (6)
- in extreem sterke mate (7)

End of Block: Morals & Values

Start of Block: Meaning

Meaning01 \${JouwSport/ChoiceGroup/SelectedChoices} **geeft mij een doel in het leven.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

Meaning02 Door \${JouwSport/ChoiceGroup/SelectedChoices} **heeft het leven zin voor mij.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

Meaning03 \${JouwSport/ChoiceGroup/SelectedChoices} **maakt mijn leven betekenisvol.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

Meaning04 \${JouwSport/ChoiceGroup/SelectedChoices} **is één van de belangrijkste redenen waarom ik leef.**

- helemaal niet (1)
- in zeer geringe mate (2)
- in enige mate (3)
- in redelijke mate (4)
- in sterke mate (5)
- in zeer sterke mate (6)
- in extreem sterke mate (7)

End of Block: Meaning

Start of Block: Vitality

Vit01 Door \${JouwSport/ChoiceGroup/SelectedChoices} **voel ik me vitaal en sterk.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

Vit02 Door \${JouwSport/ChoiceGroup/SelectedChoices} **voel ik me fysiek en mentaal fit.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

Vit03 \${JouwSport/ChoiceGroup/SelectedChoices} **draagt bij aan mijn fysieke en mentale gezondheid.**

- helemaal niet (1)
 - in zeer geringe mate (2)
 - in enige mate (3)
 - in redelijke mate (4)
 - in sterke mate (5)
 - in zeer sterke mate (6)
 - in extreem sterke mate (7)
-

Vit04 \${JouwSport/ChoiceGroup/SelectedChoices} **is goed voor mijn conditie en algehele gezondheid.**

- helemaal niet (1)
- in zeer geringe mate (2)
- in enige mate (3)
- in redelijke mate (4)
- in sterke mate (5)
- in zeer sterke mate (6)
- in extreem sterke mate (7)

End of Block: Vitality

Start of Block: Inleiding Veerkracht

Inleiding VK Wil je bij de volgende vragen aangeven hoe je omgaat met tegenslagen en vervelende gebeurtenissen in je sport?

End of Block: Inleiding Veerkracht

Start of Block: Veerkracht

VK01

In \${JouwSport/ChoiceGroup/SelectedChoices} **herstel ik snel na een tegenslag.**

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmäßig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

VK02

In \${JouwSport/ChoiceGroup/SelectedChoices} **vind ik het moeilijk om me te herpakken na een stressvolle gebeurtenis.**

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmäßig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

VK03

In \${JouwSport/ChoiceGroup/SelectedChoices} **krabbel ik snel op na een negatieve gebeurtenis.**

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmäßig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

VK04

In \${JouwSport/ChoiceGroup/SelectedChoices} **is het voor mij moeilijk om te herstellen nadat er iets vervelends is gebeurd.**

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmäßig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

VK05

Normaal gesproken herstel ik me goed als ik in \${JouwSport/ChoiceGroup/SelectedChoices} een lastige tijd heb gehad.

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmäßig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

VK06

In \${JouwSport/ChoiceGroup/SelectedChoices} **heb ik lang nodig om over een tegenslag heen te komen.**

- Nooit (1)
- Bijna nooit (2)
- Soms (3)
- Regelmäßig (4)
- Vaak (5)
- Zeer vaak (6)
- Altijd (7)

End of Block: Veerkracht

Start of Block: InlSMS-II

InlSMS-II Hierna kun je aangeven waarom \${JouwSport/ChoiceGroup/SelectedChoices} jouw sport is.

End of Block: InlSMS-II

Start of Block: Revised Sport Motivation Scale (SMS-II)

SMS01

Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat deze sport de kern weergeeft van de persoon die ik ben.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS02 Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat **ik het leuk vind om te leren in deze sport.**

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS03

Ik had m'n redenen om aan \${JouwSport/ChoiceGroup/SelectedChoices} te doen, maar nu vraag ik me af of ik er wel mee door moet gaan.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS04 Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat mensen om wie ik geef, **het me kwalijk zouden nemen als ik deze sport niet zou doen.**

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS05

Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat **het een manier is om me verder te ontwikkelen.**

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS06 Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat **deze sport past bij alle andere dingen die ik belangrijk vind in het leven.**

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS07

Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat ik een slecht gevoel over mezelf zou hebben als ik deze sport *niet* zou doen.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS08

Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat mensen uit mijn directe omgeving het zouden afkeuren als dit *niet* mijn sport zou zijn.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS09 Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat **het een goede manier is om aspecten van mijzelf te ontwikkelen die ik waardevol vind.**

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS10

Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat **ik er plezier aan beleef om nieuwe acties en strategieën te ontdekken** in deze sport.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS11

Ik weet het niet meer; ik heb de indruk dat ik niet de kwaliteiten heb om succesvol te worden in \${JouwSport/ChoiceGroup/SelectedChoices}.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS12

Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat **ik een beter gevoel over mezelf heb als ik in deze sport actief ben.**

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS13

Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat **mensen uit mijn directe omgeving mij laten merken dat ze dat waarderen.**

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS14

Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat **het interessant is om te leren hoe ik mijzelf kan verbeteren** in deze sport.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS15 Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat **deze sport één van de beste manieren is om verschillende aspecten van mijzelf te ontwikkelen.**

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS16

Ik weet het niet meer; ik denk dat \${JouwSport/ChoiceGroup/SelectedChoices} niet echt iets voor mij is.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS17

Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat **deze sport helemaal past in het leven dat ik leid en wil leiden.**

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

SMS18 Mijn sport is \${JouwSport/ChoiceGroup/SelectedChoices} omdat **ik me waardeloos zou voelen als ik deze sport niet zou doen.**

- Helemaal mee **oneens** (1)
- Grotendeels mee **oneens** (2)
- Enigszins mee **oneens** (3)
- Niet eens, niet oneens (4)
- Enigszins mee **eens** (5)
- Grotendeels mee **eens** (6)
- Helemaal mee **eens** (7)

End of Block: Revised Sport Motivation Scale (SMS-II)

Start of Block: Inleiding 3 x 2 doelen

InDoelen De volgende serie vragen gaat over **je doelen** in \${JouwSport/ChoiceGroup/SelectedChoices} **tijdens wedstrijden.**

End of Block: Inleiding 3 x 2 doelen

Start of Block: Task-Approach

TaskApp01

Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is: "**De taakuitvoering goed verzorgen**".

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmäßig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

TaskApp02 Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is: "De juiste keuzes maken".

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmäßig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

TaskApp03 Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is: "Mijn taken optimaal uitvoeren".

- Nooit (1)
- Bijna nooit (2)
- Soms (3)
- Regelmatig (4)
- Vaak (5)
- Zeer vaak (6)
- Altijd (7)

End of Block: Task-Approach

Start of Block: Self-Approach

SelfApp01

Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is: "**Het beter doen dan voorheen**".

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmatig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

SelfApp02 Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is:
"Mezelf overtreffen".

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmatig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

SelfApp03 Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is:
"Boven mezelf uitstijgen".

- Nooit (1)
- Bijna nooit (2)
- Soms (3)
- Regelmatig (4)
- Vaak (5)
- Zeer vaak (6)
- Altijd (7)

End of Block: Self-Approach

Start of Block: Other-Approach

OtherApp01

Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is: "**Het beter doen dan anderen**".

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmäßig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

OtherApp02 Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is: "Anderen verslaan".

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmäßig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

OtherApp03 Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is: "Winnen".

- Nooit (1)
- Bijna nooit (2)
- Soms (3)
- Regelmatig (4)
- Vaak (5)
- Zeer vaak (6)
- Altijd (7)

End of Block: Other-Approach

Start of Block: Task-Avoidance

TaskAv01

Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is: "**Geen fouten maken in de taakuitvoering.**"

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmatig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

TaskAv02 Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is:
"Geen foute keuzes maken".

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmatig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

TaskAv03 Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is:
"Fouten voorkomen".

- Nooit (1)
- Bijna nooit (2)
- Soms (3)
- Regelmatig (4)
- Vaak (5)
- Zeer vaak (6)
- Altijd (7)

End of Block: Task-Avoidance

Start of Block: Self-Avoidance

SelfAv01

Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is: "**Het niet slechter doen dan voorheen**".

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmäßig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

SelfAv02 Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is:
"Voorkomen dat ik mijn niveau niet haal".

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmäßig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

SelfAv03 Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is: "Niet onder m'n niveau presteren".

- Nooit (1)
- Bijna nooit (2)
- Soms (3)
- Regelmatig (4)
- Vaak (5)
- Zeer vaak (6)
- Altijd (7)

End of Block: Self-Avoidance

Start of Block: Other-Avoidance

OtherAv01

Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is: "**Het niet slechter doen dan anderen**".

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmatig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

OtherAv02 Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is: "Niet verslagen worden".

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmatig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

OtherAv03 Mijn doel in \${JouwSport/ChoiceGroup/SelectedChoices} tijdens wedstrijden is: "Niet verliezen".

- Nooit (1)
- Bijna nooit (2)
- Soms (3)
- Regelmatig (4)
- Vaak (5)
- Zeer vaak (6)
- Altijd (7)

End of Block: Other-Avoidance

Start of Block: Dominante doel

Dominante doel Wil je hieronder aangeven wat uiteindelijk **jouw ultieme, alles overkoepelende doel is tijdens wedstrijden** in \${JouwSport/ChoiceGroup/SelectedChoices}?

- "Winnen", alle andere doelen staan vooral in dienst van dit ultieme doel. (1)
- "Niet verliezen", alle andere doelen staan vooral in dienst van dit ultieme doel. (2)
- "Mezelf overtreffen", alle andere doelen staan vooral in dienst van dit ultieme doel. (3)
- "Niet onder m'n niveau presteren", alle andere doelen staan vooral in dienst van dit ultieme doel. (4)
- "M'n taken optimaal uitvoeren", alle andere doelen staan vooral in dienst van dit ultieme doel. (5)
- "Geen fouten maken in de taakuitvoering", alle andere doelen staan vooral in dienst van dit ultieme doel. (6)

End of Block: Dominante doel

Start of Block: TevrWinst

TevrWinst01

In \${JouwSport/ChoiceGroup/SelectedChoices} ben ik na een wedstrijd tevreden als ik heb gewonnen, ook al heb mijn niveau niet gehaald.

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmatig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

TevrWinst02

In \${JouwSport/ChoiceGroup/SelectedChoices} ben ik na een wedstrijd tevreden als ik heb gewonnen, ook al heb ik mijn taken niet goed uitgevoerd.

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmäßig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

TevrWinst03

In \${JouwSport/ChoiceGroup/SelectedChoices} ben ik na een wedstrijd tevreden als ik heb gewonnen, maakt niet uit hoe.

- Nooit (1)
- Bijna nooit (2)
- Soms (3)
- Regelmäßig (4)
- Vaak (5)
- Zeer vaak (6)
- Altijd (7)

End of Block: TevrWinst

Start of Block: TevrTaak

TevrTaak01

In \${JouwSport/ChoiceGroup/SelectedChoices} ben ik tevreden na een wedstrijd als ik mijn niveau heb gehaald, ook al heb ik verloren.

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmäßig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

TevrTaak02

In \${JouwSport/ChoiceGroup/SelectedChoices} ben ik tevreden na een wedstrijd als ik mijn niveau heb gehaald, ongeacht de uitslag.

- Nooit (1)
 - Bijna nooit (2)
 - Soms (3)
 - Regelmäßig (4)
 - Vaak (5)
 - Zeer vaak (6)
 - Altijd (7)
-

TevrTaak03

In \${JouwSport/ChoiceGroup/SelectedChoices} ben ik tevreden na een wedstrijd als ik mijn taken goed heb uitgevoerd, ook al heb ik verloren.

- Nooit (1)
- Bijna nooit (2)
- Soms (3)
- Regelmäßig (4)
- Vaak (5)
- Zeer vaak (6)
- Altijd (7)

End of Block: TevrTaak

Start of Block: MeestOntevr

MeestOntevr In \${JouwSport/ChoiceGroup/SelectedChoices} ben ik na een wedstrijd het meest ontevreden als ik ...

- ... niet heb gewonnen. (1)
- ... heb verloren. (2)
- ... mezelf niet heb overtroffen. (3)
- ... onder m'n niveau heb gepresteerd. (4)
- ... m'n taken niet optimaal heb uitgevoerd. (5)
- ... fouten heb gemaakt in de taakuitvoering. (6)

End of Block: MeestOntevr

Start of Block: MeestTevr

MeestTevr In \${JouwSport/ChoiceGroup/SelectedChoices} **ben ik na een wedstrijd het meest tevreden als ik ...**

- ... heb gewonnen. (1)
- ... niet heb verloren. (2)
- ... mezelf heb overtroffen (3)
- ... m'n niveau heb gehaald. (4)
- ... m'n taken optimaal heb uitgevoerd. (5)
- ... geen fouten heb gemaakt in de taakuitvoering. (6)

End of Block: MeestTevr

Start of Block: InlAA

InlAA De vragen die hierna komen gaan over **hoe je jezelf ziet als persoon.**

Wil je aangeven in hoeverre je het eens/oneens bent met iedere stelling?

End of Block: InlAA

Start of Block: AA Temperament

AA01 **Van nature ben ik een erg nerveus persoon.**

- Helemaal mee **oneens** (1)
- Grotendeels mee **oneens** (2)
- Enigszins mee **oneens** (3)
- Niet eens, niet oneens (4)
- Enigszins mee **eens** (5)
- Grotendeels mee **eens** (6)
- Helemaal mee **eens** (7)

AA02 Nadenken over de dingen die ik echt wil, geeft me energie.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

AA03 Er is niet veel voor nodig om me aan het piekeren te zetten.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

AA04 Als ik een mogelijkheid zie voor iets wat ik leuk vind, dan ben ik meteen enthousiast.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

AA05 **Er is niet veel voor nodig om me enthousiast en gemotiveerd te krijgen.**

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

AA06 Ik ervaar angst en vrees zeer intens.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

AA07 Ik reageer erg sterk op negatieve ervaringen.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

AA08 Ik ben altijd op zoek naar positieve mogelijkheden en ervaringen.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

AA09 **Wanneer iets vervelends kan gebeuren, dan heb ik een sterke drang om dit te ontlopen.**

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

AA10 Goede dingen die me overkomen hebben een sterke invloed op mij.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

AA11 Als ik iets wil, dan heb ik een sterke drang om dat ook te realiseren.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Page Break

AA12 **Het kost me weinig moeite om me in te beelden dat mij nare dingen zouden kunnen overkomen.**

- Helemaal mee **oneens** (1)
- Grotendeels mee **oneens** (2)
- Enigszins mee **oneens** (3)
- Niet eens, niet oneens (4)
- Enigszins mee **eens** (5)
- Grotendeels mee **eens** (6)
- Helemaal mee **eens** (7)

End of Block: AA Temperament

Start of Block: Inleiding Mindset

InMindset Hierna volgt een aantal stellingen over \${JouwSport/ChoiceGroup/SelectedChoices} waar je **jouw persoonlijke mening** over kunt geven.

End of Block: Inleiding Mindset

Start of Block: Mindset

Mindset01 In \${JouwSport/ChoiceGroup/SelectedChoices} kun je je kwaliteiten **verbeteren** door training en hard werken.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Mindset03 Iedereen kan een heel hoog niveau halen
in \${JouwSport/ChoiceGroup/SelectedChoices}, als je maar veel traint en hard werkt.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Mindset04 Je kunt wel nieuwe dingen leren, maar zonder aanleg en aangeboren talent kun je niet echt worden in \${JouwSport/ChoiceGroup/SelectedChoices}.

- Helemaal mee **oneens** (1)
 - Grotendeels mee **oneens** (2)
 - Enigszins mee **oneens** (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee **eens** (5)
 - Grotendeels mee **eens** (6)
 - Helemaal mee **eens** (7)
-

Mindset05 Het hoogste niveau dat je kunt halen in \${JouwSport/ChoiceGroup/SelectedChoices}, wordt vooral bepaald door aanleg en aangeboren talent.

- Helemaal mee **oneens** (1)
- Grotendeels mee **oneens** (2)
- Enigszins mee **oneens** (3)
- Niet eens, niet oneens (4)
- Enigszins mee **eens** (5)
- Grotendeels mee **eens** (6)
- Helemaal mee **eens** (7)

End of Block: Mindset

Start of Block: Inl GHQ

InlGHQ

Wij willen graag weten of je mentale gezondheidsklachten hebt.

Denk erom dat het bij deze vragen gaat om **de afgelopen 12 maanden**, dus niet om klachten die je in het verleden **ooit** hebt gehad.

End of Block: Inl GHQ

Start of Block: GHQ

GHQ01 Ben je **de laatste 12 maanden** door zorgen veel slaap tekort geko-men?

- Helemaal niet (1)
 - Niet meer dan gewoonlijk (2)
 - Wat meer dan gewoonlijk (3)
 - Veel meer dan gewoonlijk (4)
-

GHQ02 Heb je **de laatste 12 maanden** het gevoel gehad dat je voortdurend onder druk stond?

- Helemaal niet (1)
 - Niet meer dan gewoonlijk (2)
 - Wat meer dan gewoonlijk (3)
 - Veel meer dan gewoonlijk (4)
-

GHQ03 Heb je je **de laatste 12 maanden** kunnen concentreren op je bezigheden?

- Beter dan gewoonlijk (1)
 - Net zo goed als gewoonlijk (2)
 - Slechter dan gewoonlijk (3)
 - Veel slechter dan gewoonlijk (4)
-

GHQ04 Heb je **de laatste 12 maanden** het gevoel gehad zinvol bezig te zijn?

- Zinvoller dan gewoonlijk (1)
 - Net zo zinvol als gewoonlijk (2)
 - Minder zinvol dan gewoonlijk (3)
 - Veel minder zinvol dan gewoonlijk (4)
-

GHQ05 Ben je de laatste 12 maanden in staat geweest je problemen onder ogen te zien?

- Beter dan gewoonlijk (1)
 - Net zo goed als gewoonlijk (2)
 - Minder goed dan gewoonlijk (3)
 - Veel minder goed dan gewoonlijk (4)
-

GHQ06 Voelde je je de laatste 12 maanden in staat om beslissingen (over dingen) te nemen?

- Beter dan gewoonlijk (1)
 - Net zo goed als gewoonlijk (2)
 - Minder goed dan gewoonlijk (3)
 - Veel minder goed dan gewoonlijk (4)
-

GHQ07 Heb je **de laatste 12 maanden** het gevoel gehad dat je je moeilijkheden de baas kon?

- Meer dan gewoonlijk (1)
- Niet minder dan gewoonlijk (2)
- Wat minder dan gewoonlijk (3)
- Veel minder dan gewoonlijk (4)

GHQ08 Heb je je **de laatste 12 maanden** alles bij elkaar redelijk gelukkig gevoeld?

- Gelukkiger dan gewoonlijk (1)
 - Even gelukkig als gewoonlijk (2)
 - Minder gelukkig dan gewoonlijk (3)
 - Veel minder gelukkig dan gewoonlijk (4)
-

GHQ09 Heb je **de laatste 12 maanden** plezier kunnen beleven aan je gewone, dagelijkse bezigheden?

- Meer dan gewoonlijk (1)
 - Even veel als gewoonlijk (2)
 - Wat minder dan gewoonlijk (3)
 - Veel minder dan gewoonlijk (4)
-

GHQ10 Heb je je **de laatste 12 maanden** ongelukkig en neerslachtig gevoeld?

- Helemaal niet (1)
 - Niet meer dan gewoonlijk (2)
 - Wat meer dan gewoonlijk (3)
 - Veel meer dan gewoonlijk (4)
-

GHQ11 Ben je **de laatste 12 maanden** het vertrouwen in jezelf kwijtgeraakt?

- Helemaal niet (1)
 - Niet meer dan gewoonlijk (2)
 - Wat meer dan gewoonlijk (3)
 - Veel meer dan gewoonlijk (4)
-

GHQ12 Heb je je **de laatste 12 maanden** als een waardeloos iemand beschouwd?

- Helemaal niet (1)
- Niet meer dan gewoonlijk (2)
- Wat meer dan gewoonlijk (3)
- Veel meer dan gewoonlijk (4)

End of Block: GHQ

Start of Block: Slaap, lengte,gewicht

Slaap In **de afgelopen 12 maanden**, hoeveel uur heb je gemiddeld per etmaal (24 uur, dag en/of nacht) geslapen?

- 6 uur of minder per etmaal (1)
- 6,5 uur (2)
- 7 uur (3)
- 7,5 uur (4)
- 8 uur (5)
- 8,5 uur (6)
- 9 uur (7)
- 9,5 uur (8)
- 10 uur of meer per etmaal (9)

Page Break -----



Lengte Wat is je lichaamslengte (in centimeters)? Vul alleen een getal in!

CheckLengte Is dit je juiste lengte, of is het een schatting?

- Het is mijn juiste lengte (1)
- Het is een schatting; ik weet mijn lengte niet precies (2)

Page Break



Gewicht Wat is je lichaamsgewicht (in kilo's)? Vul alleen een getal in!

CheckGewicht Is dit je juiste gewicht, of is het een schatting?

- Het is mijn juiste gewicht (1)
- Het is een schatting; ik weet mijn gewicht niet precies (2)

End of Block: Slaap, lengte,gewicht

Start of Block: Andere sporten

AndereSport

Tot slot nog een aantal algemene vragen.

Doe je nog **andere sporten** naast \${JouwSport/ChoiceGroup/SelectedChoices} en/of heb je eerder aan andere sporten gedaan?

Je kunt hieronder meerdere (of geen) sporten aanvinken.

- atletiek (1)
- badminton (5)
- basketbal (2)
- cross-country skiing (21)
- fitness (3)
- golf (4)
- handbiken (27)
- hardlopen (6)
- hockey (7)
- inline-skaten (8)
- klimsport (11)
- schaatsen (12)
- schaken (13)
- shorttrack (14)
- skieën (10)
- snowboarden (9)
- squash (15)
- surfen (16)
- tennis (17)

- turnen (18)
- voetbal (19)
- volleybal (20)
- wielrennen (22)
- zeilen (23)
- zwemmen (24)
- Anders, namelijk: (25) _____

End of Block: Andere sporten

Start of Block: Demografisch

Sex

Wat is je geslacht?

- Man (1)
- Vrouw (2)
- Anders (3)

*

Jaar In **welk jaar** ben je geboren? Vul een jaartal in met vier cijfers, bijvoorbeeld 1998 of 2002).

Maand In **welke maand** ben je geboren?

- Januari (1)
- Februari (2)
- Maart (3)
- April (4)
- Mei (5)
- Juni (6)
- Juli (7)
- Augustus (8)
- September (9)
- Oktober (10)
- November (11)
- December (12)



Dag Op **welke dag** van de maand ben je geboren? Vul een getal in tussen 1 en 31.

Page Break

NedGeb Ben je in Nederland geboren?

- Ja (4)
 - Neen (5)
-
-

Display This Question:

If Ben je in Nederland geboren? = Ja

NedGebPlaats **In welke plaats** ben je geboren?

Display This Question:

If Ben je in Nederland geboren? = Neen

LandZelfGeb **In welke land** ben je geboren?

Page Break

GebVader Is je vader in Nederland geboren?

- Ja (1)
 - Neen (2)
-
-

Display This Question:

If Is je vader in Nederland geboren? = Neen

LandVader In welk land is je vader geboren?

Page Break

GebMoeder Is je moeder in Nederland geboren?

- Ja (1)
 - Neen (2)
-
-

Display This Question:

If Is je moeder in Nederland geboren? = Neen

GebMoeder In welk land is je moeder geboren?

Page Break

taal Is Nederlands je moedertaal?

- Ja (1)
 - Neen (3)
-

VragenBegrepen Heb je (bijna) alle vragen in deze vragenlijst begrepen?

- Ja (1)
- Neen (2)

End of Block: Demografisch

Start of Block: Opl

Scholier-Student Ben je scholier/student?

- Ja (1)
 - Neen (2)
-

Display This Question:

If Ben je scholier/student? = Ja

OplNu Welke opleiding volg je nu?

- Basisonderwijs (1)
- Lager of Voorbereidend Middelbaar BeroepsOnderwijs (LBO of VMBO) (2)
- Middelbaar Algemeen Voortgezet Onderwijs (MAVO) (3)
- Middelbaar BeroepsOnderwijs (MBO) (4)
- Hoger Algemeen Voortgezet Onderwijs (HAVO) (5)
- Voorbereidend Wetenschappelijk Onderwijs (VWO) (6)
- Hoger BeroepsOnderwijs (HBO) (7)
- Wetenschappelijk Onderwijs (WO of Universiteit) (8)
- Anders, namelijk (9) _____

Display This Question:

If Ben je scholier/student? = Neen

OplHoogste Wat is je hoogst voltooide opleiding?

- Basisonderwijs (1)
- Lager of Voorbereidend Middelbaar BeroepsOnderwijs (LBO of VMBO) (2)
- Middelbaar Algemeen Voortgezet Onderwijs (MAVO) (3)
- Middelbaar BeroepsOnderwijs (MBO) (4)
- Hoger Algemeen Voortgezet Onderwijs (HAVO) (5)
- Voorbereidend Wetenschappelijk Onderwijs (VWO) (6)
- Hoger BeroepsOnderwijs (HBO) (7)
- Wetenschappelijk Onderwijs (WO of Universiteit) (8)
- Anders, namelijk (9) _____

End of Block: Opl

Start of Block: Woonsituatie

Divorce Zijn je ouders gescheiden"

- Ja (1)
 - Neen (2)
-

Woont

Met wie woon je samen?

Je kunt meerdere antwoorden aanvinken, ook omdat je "thuis" op meerdere plekken kan zijn (je woont bijvoorbeeld deels bij je vader en deels bij je moeder).

- Vader (1)
- Moeder (2)
- Broer(s). Zo ja, hoeveel broer(s) wonen nu nog thuis? (3)

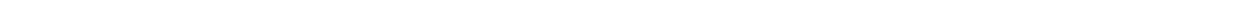
- Zus(sen). Zo ja, hoeveel zus(sen) wonen nu nog thuis? (4)

- Partner van je vader (niet je moeder) (5)
- Partner van je moeder (niet je vader) (6)
- Kinderen van de partner van je vader of moeder. Zo ja, hoeveel? (7)

- Partner (je bent getrouwde of woont samen) (8)
- Ik woon (deels) bij een gastgezin (9)
- Ik woon (deels) op of bij een Sportcomplex (zoals Papendal) (10)
- Ik deel een woning met mede-sporters, studenten, en/of vrienden (11)
- Ik woon op mezelf (12)
- Anders, namelijk: (13) _____



Broers Hoeveel **broers** heb je? Als je geen (half-)broers hebt, vul dan 0 in.



Zussen Hoeveel **zussen** heb je? Als je geen (half-)zussen hebt, vul dan 0 in.

Rankorder Ben je het oudste of jongste kind, of zit je "ergens" in het midden? Of ben je enig kind?

- Ik ben de oudste (1)
- Ik zit "ergens" middenin" (2)
- Ik ben de jongste (3)
- Ik ben enig kind (4)

End of Block: Woonsituatie

Start of Block: Careless responding checks

Zorgvuldig Heb je alle vragen **zorgvuldig** gelezen en beantwoord?

- Ja (1)
 - Neen (2)
-

Eerlijk Heb je alle vragen **eerlijk** beantwoord?

- Ja (1)
- Neen (2)

End of Block: Careless responding checks

Start of Block: Feedback

Feedback_Inl **Overzicht van jouw scores**

Vooraf is het belangrijk om te weten dat psychologische testen idealiter worden afgenoem onder gestandaardiseerde omstandigheden, en onder deskundige begeleiding. **Nog belangrijker** is dat de scores samen met een deskundige zouden moeten worden geïnterpreteerd.

Daarom moet je jouw scores die je zo meteen ziet, opvatten als **een zeer grove indicatie**. Wil je je scores + uitleg bewaren? Maak dan van de schermen die volgen een **schermafdruk** ("print screen").

Page Break

Feedback_Overzicht **Overzicht van jouw scores**

Je krijgt hierna je scores op de verschillende aspecten van **motivatie en mentale gezondheid**:

Drive: Wat zijn jouw basale **drijfveren** in jouw sport? **Richting:** Streef je naar positieve uitkomsten in je sport, en/of probeer je vooral negatieve uitkomsten te **vermijden**?

Mentale weerbaarheid: Hoe ga je om met tegenslagen en negatieve gebeurtenissen?

Mentale gezondheid: Je mentale gezondheidstoestand van de afgelopen 12 maanden.

Mindset: Geloof je in aanleg en talent en/of training en hard werken als voorwaarden voor succes in jouw sport?

Page Break

Feedback_Drijfveren De mate van waarin jouw psychologische behoeften (zoals de behoeften aan autonomie, structuur en vitaliteit) worden vervuld **in jouw geval in jouw sport**, kun je ruwweg als volgt interpreteren:

Zeer zwak: 14 of lager **Zwak:** 15-16 **Gemiddeld:** 17-19 **Sterk:** 20-22 **Zeer sterk:** 23 of hoger

Nogmaals, vat je scores op als een **zeer grove indicatie!**

Jouw scores: **Je scoort \${gr://SC_3PBGVUtQxvBd7ed/Score}** op **Autonomie:** De mate waarin je zelf kunt bepalen hoe jij dingen aanpakt en eigen keuzes kunt te maken in je sport. **Je scoort \${gr://SC_9zwszbzf1UbsIR/Score}** op **Verbondenheid:** De mate waarin jij je verbonden voelt met anderen in je sport. **Je scoort \${gr://SC_a44FknjWocXVD7v/Score}** op **Competentie:** De mate waarin jij je bekwaam en kundig voelt in je sport. **Je scoort \${gr://SC_4MCK65eMuzGq5s9/Score}** op

Structuur: De mate waarin je duidelijkheid, zekerheid en voorspelbaarheid ervaart in je sport.

Je scoort \${gr://SC_6S64biotVWT15IN/Score} op **Macht:** De mate waarin je leiding geeft en anderen aanstuurt in jouw sport. **Je scoort \${gr://SC_5gT1WqR7m60NvzD/Score}**

op Sociaal: De mate waarin jij je inzet voor anderen in je sport. **Je scoort \${gr://SC_elp6Qifwslz2rbv/Score}** op **Faciliteiten:** De mate waarin jij beschikt over de benodigde middelen en faciliteiten in je sport. **Je scoort \${gr://SC_egS6o9y86NTwuTX/Score}** op **Zingeving:** De mate waarin jouw sport jou een doel geeft in het leven. **Je scoort \${gr://SC_2sNfgIvvjNR3GAt/Score}** op **Vitaliteit:** De mate waarin jouw sport bijdraagt aan jouw vitaliteit en algehele gezondheid.

Display This Question:

If In de afgelopen 12 maanden, op welk niveau deed je aan \${q://QID38/ChoiceGroup/SelectedChoices}? != Recreatief_2 = Ik doe nooit mee aan wedstrijden.

Feedback_Needs Je scores op **motivatie** kun je ruwweg als volgt interpreteren:

Zeer zwak: 27 of lager **Zwak:** 28-37 **Gemiddeld:** 38-51 **Sterk:** 52-60 **Zeer sterk:** 61 of hoger

Jouw scores: **Je scoort** \${gr://SC_87jmjo7uZW6IMS1/Score} op streeforiëntatie: De motivatie om positieve uitkomsten te bereiken in jouw sport. **Je scoort** \${gr://SC_3rS4yety1pJpnSZ/Score} op vermindoriëntatie: De motivatie om negatieve uitkomsten te vermijden of te voorkomen in jouw sport.

Page Break

Feedback_MW Je score op **mentale weerbaarheid** kun je ruwweg als volgt interpreteren:

(iets) lager dan gemiddeld: 29 of lager **Gemiddeld:** 30-33 **Sterk:** 34-39 **Zeer sterk:** 40 of hoger

Je scoort \${gr://SC_7QfJb2zYgtTv2oB/Score} op mentale weerbaarheid: Het vermogen om (snel) te herstellen na tegenslagen, teleurstellingen en negatieve gebeurtenissen.

Page Break

FeedbackGHQ Je score op **mentale gezondheid** kun je ruwweg als volgt interpreteren:

Stabiel of beter dan gewoonlijk: 2 of lager **Minder goed dan gewoonlijk:** 3 of hoger

Je scoort \${gr://SC_42UMxv6O5TY5QW1/Score} op mentale gezondheid: Je mentale gezondheidstoestand van de afgelopen 12 maanden.

Page Break

Feedback_Mindset **Mindset** betreft je opvattingen over de oorzaken van succes in de sport. Een **groei-mindset** houdt in dat je gelooft in **training en hard werken** als oorzaken van succes in jouw sport. Iemand met een **statische mindset** gelooft daarentegen dat **aanleg en aangeboren talent** het belangrijkst zijn.

Je score op mindset kun je ruwweg als volgt interpreteren:

Sterke statische mindset: 12 of lager Statische mindset: 13-15 Neutraal: 16-20 Groei-mindset: 21-24 Sterke groei-mindset: 25 of hoger
Je scoort \${gr://SC_6Viu51hjcuOYsGV/Score} op je sport-specifieke mindset.

End of Block: Feedback

Start of Block: Vragen/Opm

Opmerkingen

Tot slot:

Bedenk dat jouw scores, en dus de feedback die je zonet hebt gekregen, gebaseerd zijn op een momentopname. Zoals eerder aangegeven, vat je scores mede daarom op als een **zeer grove indicatie**. Idealiter worden scores op psychologische tests samen met een deskundige geïnterpreteerd. In zo'n setting worden scores op tests "slechts" opgevat als **uitgangspunt voor gesprek** (dus **niet** als "waarheid").

Als je **vragen en/of opmerkingen** hebt naar aanleiding van de vragenlijst, dan kun je die hieronder kwijt.

Klik op het pijltje ---> **rechts onderin** om de vragenlijst af te sluiten.

End of Block: Vragen/Opm

Appendix B

Syntax

* Encoding: UTF-8.

*SYNTAX MASTER THESIS JAM KOOPMAN (S4871391)

*SELECTING THE RIGHT CASES, GOING FROM N= 82 TO N = 42

* Select cases Jouwsport 24 (leisure running), 33 (Mountaineering), 64 (Triathlon) and 87 (endurance running)

FILTER OFF.

USE ALL.

SELECT IF (JouwSport = 24 | JouwSport = 33 | JouwSport = 64 | JouwSport = 87).

EXECUTE.

*Select cases zorgvuldig en eerlijk

FILTER OFF.

USE ALL.

SELECT IF (Zorgvuldig = 1 & Eerlijk = 1).

EXECUTE.

*CASES SELECTED

v moving on to v

*TRANSFORMING AND CREATING VARIABLES

Transforming

*Sport string variable omgevormd --> Categorisch

STRING SportDiscipline (A8).

RECODE JouwSport (24='Leisure') (87='Endurance') (64='Triathlon') (33='Mountaineering')

INTO

SportDiscipline.

VARIABLE LABELS SportDiscipline 'Discipline'.

EXECUTE.

*Sport scale variable omgevormd naar meer overzichtelijke optie

RECODE JouwSport (24=1) (87=2) (33=3) (64=4) INTO Sport_Group.

VARIABLE LABELS Sport_Group 'Group'.

EXECUTE.

Creating

COMPUTE geboorte=DATE.DMY(Dag,Maand,Jaar).

EXECUTE.

COMPUTE formdate=DATE.DMY(02,06,2022).

EXECUTE.

COMPUTE age = CTIME.DAYS(formdate-geboorte)/365.25.

EXECUTE.

*Intermezzo: reliability analysis

*autonomy - Delete item 1

RELIABILITY

```
/VARIABLES=AutSat01 AutSat02 AutSat03 AutSat04
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL.
```

*Relatedness

RELIABILITY

```
/VARIABLES=RelSat01 RelSat02 RelSat03 RelSat04
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL.
```

*Competence

RELIABILITY

```
/VARIABLES=CompSat01 CompSat02 CompSat03 CompSat04  
/SCALE('ALL VARIABLES') ALL  
/MODEL=ALPHA  
/STATISTICS=DESCRIPTIVE SCALE  
/SUMMARY=TOTAL.
```

*Meaning

RELIABILITY

```
/VARIABLES=Meaning01 Meaning02 Meaning03 Meaning04  
/SCALE('ALL VARIABLES') ALL  
/MODEL=ALPHA  
/STATISTICS=DESCRIPTIVE SCALE  
/SUMMARY=TOTAL.
```

*Health

RELIABILITY

```
/VARIABLES=Vit01 Vit02 Vit03 Vit04  
/SCALE('ALL VARIABLES') ALL  
/MODEL=ALPHA  
/STATISTICS=DESCRIPTIVE SCALE  
/SUMMARY=TOTAL.
```

*Back to creating variables

*NEED COMPOSITES

*Autonomy divided composite (3 items)

DATASET ACTIVATE DataSet1.

COMPUTE Aut_div_composite=(AutSat02 + AutSat03 + AutSat04)/3.

EXECUTE.

*Relatedness divided composite (4 items)

COMPUTE Rel_div_composite=(RelSat01 + RelSat02 + RelSat03 + RelSat04)/4.

EXECUTE.

*Competence divided composite (4 items)

COMPUTE Comp_div_composite=(CompSat01+CompSat02+CompSat03+CompSat04)/4.

EXECUTE.

*Meaning divided composite (4 items)

COMPUTE Mean_div_composite=(Meaning01+Meaning02+Meaning03+Meaning04)/4.

EXECUTE.

*Health divided composite (4 items)

```
COMPUTE Health_div_composite=(Vit01+Vit02+Vit03+Vit04)/4.  
EXECUTE.
```

*DONE WITH CREATING

METHODS

*DEMOGRAPHICS

```
MEANS TABLES=Sex age OplHoogste HoeVaak Uren BY SportDiscipline  
/CELLS=MEAN COUNT STDDEV SPCT NPCT.
```

CROSSTABS

```
/TABLES=OplHoogste BY SportDiscipline  
/SHOWDIM=2  
/FORMAT=AVALUE TABLES  
/CELLS=COUNT  
/COUNT ROUND CELL.
```

CROSSTABS

```
/TABLES=Sex BY SportDiscipline  
/SHOWDIM=2  
/FORMAT=AVALUE TABLES  
/CELLS=COUNT  
/COUNT ROUND CELL.
```

*RESULTS

*DESCRIPTIVES

CORRELATIONS

```
/VARIABLES=Sex age OplHoogste Aut_div_composite Rel_div_composite
Comp_div_composite
Mean_div_composite Health_div_composite
/PRINT=TWOTAIL NOSIG FULL
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.
```

*ASSUMPTIONS MANOVA (AND AN(C)OVA)

*Mahalanobi's distance (Outlier detection)

REGRESSION

```
/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT JouwSport
/METHOD=ENTER Aut_div_composite Rel_div_composite Comp_div_composite
Mean_div_composite
Health_div_composite
```

/SAVE MAHAL.

*Scatterplot - assumption of linearity (violated?)

GRAPH

/SCATTERPLOT(MATRIX)=Aut_div_composite Rel_div_composite Comp_div_composite
Mean_div_composite
Health_div_composite
/PANEL ROWVAR=SportDiscipline ROWOP=CROSS
/MISSING=VARIABLEWISE.

*Multivariate normality (Violated for autonomy)

EXAMINE VARIABLES=SC4 SC5 SC6 SC11

SC12

/PLOT BOXPLOT HISTOGRAM NPLOT
/COMPARE GROUPS
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.

EXAMINE VARIABLES=Aut_div_composite Rel_div_composite Comp_div_composite

Mean_div_composite

Health_div_composite

/PLOT BOXPLOT HISTOGRAM NPLOT

```
/COMPARE GROUPS  
/STATISTICS DESCRIPTIVES  
/CINTERVAL 95  
/MISSING LISTWISE  
/NOTOTAL.
```

*Multicollinearity

```
DATASET ACTIVATE DataSet1.  
  
REGRESSION  
/MISSING LISTWISE  
/STATISTICS COLLIN TOL  
/CRITERIA=PIN(.05) POUT(.10)  
/NOORIGIN  
/DEPENDENT Sport_Group  
/METHOD=ENTER Aut_div_composite Rel_div_composite Comp_div_composite  
Mean_div_composite  
Health_div_composite.
```

*Homogeneity of variance - See Box's M manova

*Levenes test

```
DATASET ACTIVATE DataSet1.  
  
ONEWAY Aut_div_composite Rel_div_composite Comp_div_composite Mean_div_composite
```

```
Health_div_composite BY JouwSport  
/ES=OVERALL  
/STATISTICS DESCRIPTIVES HOMOGENEITY  
/MISSING ANALYSIS  
/CRITERIA=CILEVEL(0.95).
```

*ANCOVA ASSUMPTIONS

```
EXAMINE VARIABLES=Aut_div_composite Rel_div_composite Comp_div_composite  
Mean_div_composite  
Health_div_composite  
/PLOT BOXPLOT STEMLEAF NPLOT  
/COMPARE GROUPS  
/STATISTICS NONE  
/CINTERVAL 95  
/MISSING PAIRWISE  
/NOTOTAL.
```

*HYPOTHESIS TESTING - *ANOVA AND ANCOVA

*HYPOTHESIS 1 - Satisfaction of the Health need is particularly high in participants originating in all sports disciplines.

*simple contrast first reference

```
DATASET ACTIVATE DataSet1.
```

```

UNIANOVA Health_div_composite BY SportDiscipline
/CONTRAST(SportDiscipline)=Simple(1)
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/SAVE=PRED ZRESID COOK
/POSTHOC=SportDiscipline(BONFERRONI)
/PLOT=PROFILE(SportDiscipline) TYPE=BAR ERRORBAR=SE(2) MEANREFERENCE=YES
/EMMEANS=TABLES(SportDiscipline) COMPARE ADJ(BONFERRONI)
/PRINT ETASQ TEST(LMATRIX) DESCRIPTIVE HOMOGENEITY OPOWER
/CRITERIA=ALPHA(.05)
/DESIGN=SportDiscipline.

```

*simple contrast last reference

```

UNIANOVA Health_div_composite BY SportDiscipline
/CONTRAST(SportDiscipline)=Simple
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/POSTHOC=SportDiscipline(BONFERRONI)
/PLOT=PROFILE(SportDiscipline) TYPE=BAR ERRORBAR=SE(2) MEANREFERENCE=YES
/EMMEANS=TABLES(SportDiscipline) COMPARE ADJ(BONFERRONI)
/PRINT ETASQ TEST(LMATRIX) DESCRIPTIVE HOMOGENEITY OPOWER
/CRITERIA=ALPHA(.05)
/DESIGN=SportDiscipline.

```

*Hypothesis 2 - Leisure runners will be particularly high in autonomy satisfaction

*WITH BOOTHSTRAP, since normality violated

*Contrast simple first reference

BOOTSTRAP

```
/SAMPLING METHOD=SIMPLE
/VARIABLES TARGET=Aut_div_composite INPUT=SportDiscipline
/CRITERIA CILEVEL=95 CITYPE=PERCENTILE NSAMPLES=1000
/MISSING USERMISSING=EXCLUDE.
```

UNIANOVA Aut_div_composite BY SportDiscipline

```
/CONTRAST(SportDiscipline)=Simple(1)
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/SAVE=PRED RESID COOK
/POSTHOC=SportDiscipline(BONFERRONI)
/PLOT=PROFILE(SportDiscipline) TYPE=BAR ERRORBAR=SE(2) MEANREFERENCE=YES
/EMMEANS=TABLES(SportDiscipline) COMPARE ADJ(BONFERRONI)
/PRINT ETASQ TEST(LMATRIX) DESCRIPTIVE HOMOGENEITY OPOWER
/CRITERIA=ALPHA(.05)
/DESIGN=SportDiscipline.
```

*Hypothesis 3 - Participants engaging in Endurance Running will be particularly high in relatedness and meaning satisfaction

*Hypothesis 4 - Participants engaging in mountaineering will be particularly high in relatedness and meaning satisfaction

*Relatedness

*Contrast simple first reference

```
UNIANOVA Rel_div_composite BY SportDiscipline
/CONTRAST(SportDiscipline)=Simple(1)
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/SAVE=PRED RESID COOK
/POSTHOC=SportDiscipline(BONFERRONI)
/PLOT=PROFILE(SportDiscipline) TYPE=BAR ERRORBAR=SE(2) MEANREFERENCE=YES
/EMMEANS=TABLES(SportDiscipline) COMPARE ADJ(BONFERRONI)
/PRINT ETASQ TEST(LMATRIX) DESCRIPTIVE HOMOGENEITY OPOWER
/CRITERIA=ALPHA(.05)
/DESIGN=SportDiscipline.
```

*Contrast simple last reference

```
UNIANOVA Rel_div_composite BY SportDiscipline
/CONTRAST(SportDiscipline)=Simple(4)
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/SAVE=PRED RESID COOK
/POSTHOC=SportDiscipline(BONFERRONI)
/PLOT=PROFILE(SportDiscipline) TYPE=BAR ERRORBAR=SE(2) MEANREFERENCE=YES
```

```
/EMMEANS=TABLES(SportDiscipline) COMPARE ADJ(BONFERRONI)
/PRINT ETASQ TEST(LMATRIX) DESCRIPTIVE HOMOGENEITY OPOWER
/CRITERIA=ALPHA(.05)
/DESIGN=SportDiscipline.
```

*Meaning

*Contrast simple first reference

UNIANOVA Mean_div_composite BY SportDiscipline

```
/CONTRAST(SportDiscipline)=Simple(1)
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/SAVE=PRED RESID COOK
/POSTHOC=SportDiscipline(BONFERRONI)
/PLOT=PROFILE(SportDiscipline) TYPE=BAR ERRORBAR=SE(2) MEANREFERENCE=YES
/EMMEANS=TABLES(SportDiscipline) COMPARE ADJ(BONFERRONI)
/PRINT ETASQ TEST(LMATRIX) DESCRIPTIVE HOMOGENEITY OPOWER
/CRITERIA=ALPHA(.05)
/DESIGN=SportDiscipline.
```

*Contrast simple last reference

UNIANOVA Mean_div_composite BY SportDiscipline

```
/CONTRAST(SportDiscipline)=Simple(4)
/METHOD=SSTYPE(3)
```

```

/INTERCEPT=INCLUDE
/SAVE=PRED RESID COOK
/POSTHOC=SportDiscipline(BONFERRONI)
/PLOT=PROFILE(SportDiscipline) TYPE=BAR ERRORBAR=SE(2) MEANREFERENCE=YES
/EMMEANS=TABLES(SportDiscipline) COMPARE ADJ(BONFERRONI)
/PRINT ETASQ TEST(LMATRIX) DESCRIPTIVE HOMOGENEITY OPOWER
/CRITERIA=ALPHA(.05)
/DESIGN=SportDiscipline.

```

*Hypothesis 5 - Participants engaging in Triathlon will be particularly high in competence need satisfaction - ANCOVA

```

UNIANOVA Comp_div_composite BY SportDiscipline WITH OplHoogste
/CONTRAST(SportDiscipline)=Simple(1)
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/SAVE=PRED RESID COOK
/PLOT=PROFILE(SportDiscipline) TYPE=BAR ERRORBAR=SE(2) MEANREFERENCE=YES
/EMMEANS=TABLES(SportDiscipline) WITH(OplHoogste=MEAN) COMPARE
ADJ(BONFERRONI)
/PRINT ETASQ TEST(LMATRIX) DESCRIPTIVE HOMOGENEITY OPOWER
/CRITERIA=ALPHA(.05)
/DESIGN=OplHoogste SportDiscipline.

```

*MANOVA

*Hypothesis 1t/m5

*MET opleiding als covariaat & Bootstrap stratified voor autonomy & Meaning

Contrast First reference

BOOTSTRAP

```
/SAMPLING METHOD=STRATIFIED(STRATA=Aut_div_composite Mean_div_composite )
/VARIABLES TARGET=Aut_div_composite Rel_div_composite Comp_div_composite
Mean_div_composite
Health_div_composite INPUT=SportDiscipline OplHoogste
/CRITERIA CILEVEL=95 CITYPE=PERCENTILE NSAMPLES=1000
/MISSING USERMISSING=EXCLUDE.

GLM Aut_div_composite Rel_div_composite Comp_div_composite Mean_div_composite
Health_div_composite
BY SportDiscipline WITH OplHoogste
/CONTRAST(SportDiscipline)=Simple(1)
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/SAVE=PRED ZRESID COOK
/PLOT=PROFILE(SportDiscipline) TYPE=BAR ERRORBAR=CI MEANREFERENCE=YES
/EMMEANS=TABLES(OVERALL) WITH(OplHoogste=MEAN)
/EMMEANS=TABLES(SportDiscipline) WITH(OplHoogste=MEAN) COMPARE
ADJ(BONFERRONI)
/PRINT=DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
/CRITERIA=ALPHA(.05)
/DESIGN=OplHoogste SportDiscipline.
```

*Contrast last reference

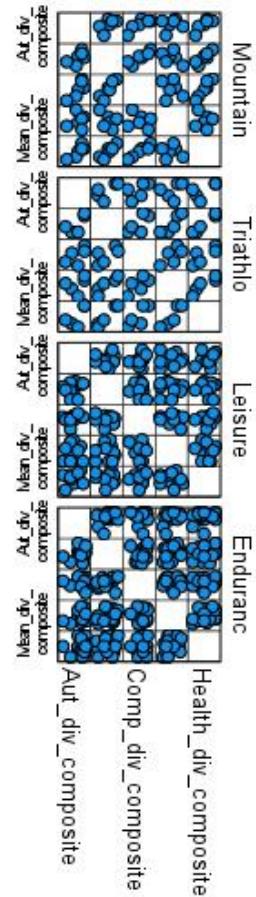
BOOTSTRAP

```
/SAMPLING METHOD=STRATIFIED(STRATA=Aut_div_composite Mean_div_composite )
/VARIABLES TARGET=Aut_div_composite Rel_div_composite Comp_div_composite
Mean_div_composite
Health_div_composite INPUT=SportDiscipline OplHoogste
/CRITERIA CILEVEL=95 CITYPE=PERCENTILE NSAMPLES=1000
/MISSING USERMISSING=EXCLUDE.

GLM Aut_div_composite Rel_div_composite Comp_div_composite Mean_div_composite
Health_div_composite
BY SportDiscipline WITH OplHoogste
/CONTRAST(SportDiscipline)=Simple
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/SAVE=PRED ZRESID COOK
/PLOT=PROFILE(SportDiscipline) TYPE=BAR ERRORBAR=CI MEANREFERENCE=YES
/PRINT=DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
/CRITERIA=ALPHA(.05)
/DESIGN=OplHoogste SportDiscipline.
```

Appendix C

Assumption 6 - Scatter plot



Appendix D
Assumption 8 – Tolerance and VIF

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	Aut_div_composite	.849	1.178
	Rel_div_composite	.858	1.166
	Comp_div_composite	.839	1.191
	Mean_div_composite	.842	1.187
	Health_div_composite	.775	1.291

a. Dependent Variable: Group