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## **Motivation, parental style and psychological well-being of female basketball school player**

### **Motivación, estilo parental y bienestar psicológico de jugadoras femeninas de baloncesto**

### **Motivação, estilo parental e bem-estar psicológico de jogadoras escolares de basquetebol**

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#### **ABSTRACT**

Motivation can be considered as one of the most researched themes in the sporting context, especially because of its relatedness with different psychological attributes and the intention of prospective practice. In this sense, this study verified the correlation between motivation, parental style and psychological well-being in 9 school basketball athletes, with a mean age of  $13.6 \pm 0.8$  years, from a private school in the city of São José do Rio Pardo, Brazil. The following instruments were used: 1) Sociodemographic questionnaire; 2) Sport Motivation Scale; 3) Parental Behavior in Sports Questionnaire; 4) Scale of Perceived Autonomy in Sports; 5) Scale of Perceived Skill in Sports; 6) Scale of Need of Relatedness; 7) Scale of self-description (self-esteem); 8) Scale of Satisfaction with Life. The data treatment was done through the SPSS statistical package, adopting the level of significance of  $p < 0.05$ . It was possible to verify significant correlations between “Sports support from father” x “Sports support from mother” ( $r = 0.817$ ); “Intrinsic motivation to accomplish” x “Extrinsic motivation for challenging experiences” ( $r = 0.751$ ); “Dissatisfaction from father with sports performance” x “Intrinsic motivation to accomplish” ( $r = -0.814$ ); “Introjected regulation” x “Sports support from mother” ( $r = -0.851$ ); “Introjected regulation” x “Sports support from father” ( $r = -0.783$ ). The results demonstrate the relatedness between motivation, parental style and psychological well-being, which refers to the need for care regarding to the motivational strategies adopted by parents and coaches of children and adolescents in this important phase of physical, social and sports development.

**Keywords:** Self-determination; Child sports; Parental Influence.

#### **RESUMEN**

La motivación puede ser considerada una de las temáticas más estudiadas en el contexto deportivo, principalmente por su relación con la intención futura de práctica y la satisfacción de los deportistas. En busca de comprender mejor este fenómeno, este estudio analizó las correlaciones entre la motivación autodeterminada, estilo parental y bienestar psicológico en 9 jugadoras de baloncesto escolar con una edad media de  $13,6 \pm 0,8$  años de un colegio privado en la

ciudad de São José do Rio Pardo, Brasil. Como instrumentos se utilizaron: 1) Cuestionario Sociodemográfico; 2) Escala de Motivación Deportiva; 3) Cuestionario de Comportamientos Parentales en el Deporte; 4) Escala de Autonomía Percibida en el Deporte; 5) Escala de Competencia Percibida en el Deporte; 6) Escala de Necesidad de Relación; 7) Escala de autodescripción (autoestima); 8) Escala de Satisfacción con la Vida. Fue posible verificar correlaciones significativas entre "Apoyo deportivo del padre" x "Apoyo deportivo de la madre" ( $r = 0.817$ ); "Motivación intrínseca para lograr" x "Motivación extrínseca para experiencias desafiantes" ( $r = 0.751$ ); "Insatisfacción del padre con el rendimiento deportivo" x "Motivación intrínseca para lograr" ( $r = -0.814$ ); "Regulación introyectada" x "Apoyo deportivo de la madre" ( $r = -0.851$ ); "Regulación introyectada" x "Apoyo deportivo del padre" ( $r = -0.783$ ). Los resultados demuestran la relación entre la motivación, el estilo de los padres y el bienestar psicológico, que se refiere a la necesidad de atención en relación con las estrategias motivacionales adoptadas por los padres y entrenadores de niños y adolescentes en esta importante fase de desarrollo físico, social y deportivo.

**Palabras clave:** Autodeterminación; Deporte infantil; Influencia parental.

## RESUMO

A motivação pode ser considerada como um dos temas mais pesquisados no contexto esportivo, principalmente pelo fato de estar relacionado a diferentes atributos psicológicos e à intenção da prática esportiva. Nesse sentido, este estudo verificou a correlação entre motivação, estilo parental e bem-estar psicológico em 9 atletas de basquete escolar, com idade de  $13,6 \pm 0,8$  anos, pertencentes a uma escola particular da cidade de São José do Rio Pardo, Brasil. Como instrumentos foram utilizados: 1) Questionário Sociodemográfico; 2) Questionário de Motivação no Esporte (SMS); 3) Questionário de Comportamentos Parentais no Desporto (QCPD); 4) Escala de Autonomia Percebida no Esporte; 5) Escala de Competência Percebida no Esporte; 6) Escala de Necessidade de Relação; 7) Escala de Autodescrição (autoestima); 8) Escala de Satisfação com a Vida. A análise de dados foi realizada por intermédio do pacote estatístico SPSS 20, adotando o nível de significância de  $p < 0,05$ . Foi possível verificar correlações significativas entre "Suporte esportivo do pai" x "Suporte esportivo da mãe" ( $r = 0,817$ ); "Motivação intrínseca para realizar" x "Motivação extrínseca para experiências desafiadoras" ( $r = 0,751$ ); "Insatisfação do pai com o desempenho esportivo" x "Motivação intrínseca à realização" ( $r = -0,814$ ); "Regulação introyectada" x "Apoyo esportivo da mãe" ( $r = -0,851$ ); "Regulação introyectada" x "Suporte esportivo do pai" ( $r = -0,783$ ). Os resultados demonstram a relação entre motivação, estilo parental e bem-estar psicológico, que se refere à necessidade de cuidado com as estratégias motivacionais adotadas pelos pais e treinadores de crianças e adolescentes nesta importante fase do desenvolvimento físico, social e esportivo.

**Palavras chave:** Autodeterminação; Esporte infantil; Influência parental

## INTRODUCTION

The world basketball has undergone great changes in the last years, with changes and evolutions in training to adapt to the specific requirements of the modality, mainly the ones related to tactical, technical and physical preparation (De Rose Júnior & Tricoli, 2005).

In conjunction with the development of these characteristics, the psychological factor is central to the planning process as, in each one of those phases, the psychological requirements increase exponentially, and Balaguer (2001) pointed out that the psychological development in the sports training should be done from the initiation phase until the higher athletic performance. In this sense, Álvarez, Balaguer, Castillo and Duda (2009) point out many

psychological features in each one of these training phases, and they suggest the need to develop these characteristics with physical, technical and tactical skills since the initiation in sports, with adequate support, specially about the motivational matters.

Motivation is considered a key element in the sports context, as it is an important link in the adhesion and maintenance to these programs, although its understanding is not always a simple task, because it is intimately linked to personal and environmental factors in an active, purposeful and directed process (Samulski, 1995). For Weinberg and Gould (1999) the motivation for the sports practice depends on the interaction between the personality (expectations, reasons, needs, and interests) and environmental

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factors (ability, attractive tasks, challenges, and social influences). During life, the importance of personal and situational factors could change depending on the needs and opportunities that may happen.

One of the most studied theories in the sports context is the Self-Determination Theory (SDT) created by Deci and Ryan (1985), which is constituted of six microtheories: a) Cognitive Evaluation Theory; b) Organismic Integration Theory; c) Causality Orientation Theory; d) Goals Content Theory; e) Motivation and Relatedness Theory; f) Basic Psychological Needs Theory. Cognitive Evaluation Theory describes the processes in which social environments influence intrinsic motivation, high-quality performance, and well-being. On the other hand, the Organismic Integration Theory deals with the inherent tendencies of the internalization and social integration, cultural regulations and the social context factors that promote the internalization and integration. The individual differences that represent the developmental outcomes of the person's interaction with the social environment over time are described by the Causality Orientation Theory. This mini theory presents three types of orientation: 1) Autonomous orientation, related to interests and values; 2) Controlled orientation, related to social controls and reward contingencies; 3) Impersonal orientation, related to behaviors without intentional orientation, with lack of control and perception of lack of competence. The Goals Content Theory is related to intrinsic aspirations with personal growth, meaningful relationships, community contributions and extrinsic aspirations, aiming at material rewards, fame, status and social recognition or avoiding punishment, guilt and shame. Motivation and Relatedness Theory, consisting in interconnecting the needs of relationship and autonomy and its synergism in truly responsive and mutually satisfying relationships; At last, the Basic Psychological Needs Theory, with the promotion of autonomy, competence, relatedness, with support for well-being, vitality, humor and health Ryan e Deci (2017).

Among all the micro-theories of TAD, the Basic Psychological Needs one tries to identify how people do activities on their own will, generating well-being, autonomous involvement in the activity and intrinsic motivation. However, to have a higher level of intrinsic motivation (considered a high-quality

motivation), it is needed to satisfy three basic psychologic needs: Autonomy (self-government), Competence (perception and feel able to do something) and Social relatedness (building of affective relationships) (Ryan & Deci, 2000a). Autonomy is directly related to the individual's own will to act, organize and perform the activity. The competence would be the adaptation to the environment to reach the desired results and to search challenges that are near to the level of his personal skills. The third psychological need, relatedness, is linked to the need to belong to a group or is also defined as the act to establish bonds or relationships (Ryan & Deci, 2000a).

To Ryan and Deci (2007a), the self-determination theory could be divided in three large dimensions (intrinsic motivation, extrinsic motivation and amotivation). In the intrinsic motivation the person begins the activity by her/his own will, interested in knowing it, generating commitment, satisfaction and sense of well-being. In the extrinsic motivation there is involvement in the activity, but it depends on external factors, with controlled actions, not often of their own will, although they help the person to keep higher index of motivation. Amotivation occurs when the person has no perception or identification about the importance of performing such practice.

According to Ryan and Deci (2007b), when an individual finds satisfaction, pleasure and enthusiasm in the activity, one can say that he/she is intrinsically motivated because he/she finds enjoyment without needing reinforcement or external rewards. Theoretically, intrinsic motivation could be divided into the following dimensions: a) Intrinsic motivation to Know (IM-K), related to personal factors linked to curiosity and search for understanding that the individual would like to have about the activity; b) Intrinsic motivation to Accomplish (IM-AC), related to personal factors, in which the athlete has pleasure in search of new skills and movements in the sports modality; c) Intrinsic motivation to Experience Stimulation (IM-ES), linked to personal factors leading the athlete to search in the sport challenging experiences that could cause excitement, pleasure and entertainment (Costa et al., 2011; Filho et al., 2011; Pelletier et al., 1995).

However, some individuals tend to be involved in activities driven by external influences, and are,

therefore, extrinsically motivated. Extrinsic motivation has the following dimensions: a) External regulation (extrinsic motivation) (EM-ER), related to external factors linked to rewards for good performance, as awards or financial achievement, and even achieving status with the teacher or group; b) Introjected regulation (extrinsic motivation) (EM-I), related to internal pressures that the individual has, constraints or shame to be involved in defective situations or that do not reach the best performance; c) Identified regulation (extrinsic motivation) (EM-ID), when the individual participates actively in sports because he/she believes that this helps him/her to grow personally (Ryan & Deci, 2007b).

Amotivation is defined as the absence of motivation or demotivation (AM) and is characterized by the feeling of hopelessness in which neither extrinsic or intrinsic motivation affect the athlete's performance, who does not feel like to continue practicing the modality (Ryan & Deci, 2007b).

The self-determined motivation helps to develop the sense of well-being when the basic psychological needs are adequately met. Nevertheless, this theory is not based only on the social factors of the environment, but also in many variables, such as the parental encouragement and how teachers manage their classes (Ryan & Deci, 2000b). Parents are responsible for presenting sports to children and provide the resources for engaging their children in sport. In this sense, parents mold children's sports experiences and contribute to motivation which can favor positive experiences of children in sports. Ouweland and De Ridder (2008) consider that there is a relationship between parental support style, psychological well-being, success in sports and self-esteem development and satisfaction with life. To these same authors, parents have a significant influence in their children's psychological development, as well as a critical role in their motivation, as much positively or negatively (Bronfenbrenner & Morris, 1998; Marholz, 2017). To McCarthy and Jones (2007), children report an increase in pleasure when they perceive that their parents are positively involved and satisfied with their participation in sports. On the other hand, children report an increase in anxiety when their parents are incredibly engaged and have high expectations, and put pressure regarding the sports tasks.

According to Arrindell et al. (1994), parental styles could be split into: a) emotional support, defined as a series of parental behaviors providing to the children the sense of comfort and the confidence that they are approved as a person by their parents; b) overprotection, characterized by a behavior excessively concerned and leading to stress, interference in the child's activities and higher standards of achievement, and imposition of strict rules; c) rejection, understood as behaviors intending to change the child's will.

Besides parenting and teachers support, various psychological constructs could be related to motivation, and the effects of these constructs on motivation should be understood since motivation is linked to the future intention of practice in sports programs. In this sense, another psychological construct related to motivation is self-esteem. To León, Boix, Serrano, and Paredes (2017) and Moreno-Murcia, Silva, Pardo, Rodriguez, and Hernandez (2012) motivation contributes positively to the self-esteem of practitioners of physical activity and sports, since the higher the self-esteem, the higher the practitioner's motivation. Campillo, Zafra, and Redondo (2008) also consider that sports could contribute to developing self-esteem, which could be defined as perceptions, thoughts, assessments, and feelings that direct to behaviors trends.

Another relationship that can be made with motivation is life satisfaction, which is characterized as an emotional and cognitive component that along with self-esteem accounts for the sense of well-being (Torregrosa, Belando, & Moreno-Murcia, 2014). According to Balaguer, Castillo, and Duda (2008), life satisfaction contributes to the general psychological well-being, to the development of autonomy, to the decision making, and to the self-determined motivation. According to da Silva and Rosado (2014), life satisfaction is acquired through the sports practice and physical exercise, because when they are done regularly, and in a balanced way they contribute to the health's improvement and to the life satisfaction.

Therefore, psychological aspects and parental support can influence participation and sports practice during childhood and adolescence and, in this sense, the association between different psychological constructs, parental style and self-determined behavior may allow a better understanding of the complexity of

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this phenomenon, in turn, can contribute to the development of children and adolescents in the early stages of sports practice. In this respect, the objective of this study was to verify the correlation between self-determined motivation and several psychological constructs, as parenting behavior, basic psychological needs, self-esteem and satisfaction with life within a female school basketball team.

### METHOD

#### *Participants*

The study sample was chosen by convenience and it was composed of nine female school basketball athletes from a Children's category team, with a mean age of  $13.6 \pm 0.8$  years, a practice period of 1.6 years and weekly attendance of once-a-week training of a private school in the city of São José do Rio Pardo, State of São Paulo, Brazil. This team participated in the São Paulo State School Games (JEESP), a competition organized by the Sports, Leisure and Youth Secretariat (SELJ) of the State of São Paulo, which constitutes an official competition for the Brazilian School Olympics.

#### *Instruments*

To carry out the research, a set of instruments was used, such as a Social Demographic Questionnaire composed of 15 questions about identification, practice time and weekly training frequency, which was later used to characterize the sample.

It was also applied the Sport Motivation Scale (SMS), in a version validated by Costa et al. (2011) for the Brazilian sports context. This questionnaire has 28 items, divided into seven dimensions, and uses a 7-point scale to verify: a) intrinsic motivation to know; b) intrinsic motivation to accomplish; c) extrinsic motivation to experience stimulation; d) external regulation (extrinsic motivation); e) introjected regulation (extrinsic motivation); f) identified regulation (extrinsic motivation); g) amotivation.

Was used the Parenting Behavior in Sports Questionnaire (QCPD), developed by Gomes (2010), translated and adapted into Portuguese, with an athlete's version, assessing the relationship between parents and children in the sports activity. This instrument also has two versions, one to evaluate the father, with 19 items, and another to evaluate the

mother, with 17 items, both in a 5-point scale to verify the parenting support in the following dimensions: a) sports support; b) technical and sports influence; c) non-satisfaction with the sports performance; d) accompaniment in training and competitions.

Three scales of Basic Psychological Needs, evaluating the athlete's perceptions about needs for autonomy support, competence and relatedness. A scale of perceived autonomy in sports, created by Balaguer, Castillo, Duda, and Tomás (2009), translated into Portuguese, with ten items in a 7-point scale, where 1 means total disagreement and 7, total agreement. A scale of Perceived Competence in Sports, created by McAuley, Duncan, and Tammen (1989), translated into Portuguese. This 7-point scale has 5 items, being 1 for total disagreement and 7 for total agreement. The Relatedness Feelings Scale, elaborated by Richer and Vallerand (1998), translated into Portuguese, with 5 items on a 5-point scale, where 1 means totally disagree, and 5 means totally agree. The scale of Physical Self-description (Self-esteem), elaborated by Marsh, Richards, Johnson, Roche, and Tremayne (1994), translated into Portuguese, with 12 items, in a 6-point scale, being 1 for totally false and 6 for totally true. At last, it was used the scale of Satisfaction with Life (7-point, where 1 means totally disagree and 7, totally agree), validated in Brazil by Albuquerque, de Sousa, and Martins (2010).

#### *Procedure*

The data collection procedure followed the Declaration of Helsinki, 2000, created by the World Medical Association (2008). Initially, the school government members and parents/tutors were contacted, and the objective of the research was explained, and the confidentiality in the collect and treatment of data was guaranteed. After the parents or tutors, and athletes have signed the Informed Consent Form, the data were collected by the teacher responsible for the Female Basketball team in the school. The researcher was also available for solving doubts and clarifications about the objectives and procedures related to the study. All instruments were applied in the athlete's training site. Before filling up the questionnaire, the athletes were asked to do it by themselves, individually, without influencing or being influenced by others.

From collection to analysis, confidentiality and protection of data were prioritized, ensuring anonymity to the participants.

*Data analysis*

Data treatment used the SPSS statistical package, version 21.0 for Windows, with a significance level of  $p < .05$ . The descriptive statistics means ( $\bar{x}$ ) and standard deviations ( $\pm$ ) related to the assessed variables were also used.

The analysis of the symmetry of the frequencies distribution (normality) was done using the Shapiro-Wilk test. To know the linear association (relationship) between various variables, the Pearson's correlation coefficient was calculated for symmetric data and Spearman's correlation coefficient for non-symmetrical data (Field, 2009).

**RESULTS**

Table 1 presents means (M), standard deviations (SD) and total expected points for the dimensions collected by their related instruments.

*Table 1*

Means and standard deviation of the points get according to each variable collected.

DIMENSIONS	Average (SD)	Shapiro-Wilk normality test	Asymmetry	Curtose
Sports accompaniment from mother	12.67 ± 5.12	0.500	-0.405	-1.067
Sports accompaniment from father	10.33 ± 5.55	0.183	0.048	-1.599
Sports support from mother	24.33 ± 3.24	0.436	-0.328	-0.895
Sports support from father	26.89 ± 5.58	0.020	-1.730	3.462
Self-esteem	36.89 ± 3.55	0.091	0.591	-1.300
Autonomy	49.00 ± 9.07	0.444	0.237	-1.501
Competence	20.89 ± 2.71	0.501	0.053	-1.321
Discouragement	5.44 ± 2.30	0.001	2.159	4.814
Technical influence from mother	6.67 ± 3.50	0.035	1.932	4.426
Technical influence from father	10.11 ± 3.44	0.139	0.399	-0.880
Dissatisfaction from mother with sports performance	6.00 ± 2.60	0.001	0.715	-1.644
Dissatisfaction from father with sports performance	6.67 ± 2.60	0.016	0.855	-1.119
Intrinsic motivation to experience stimulation	19.44 ± 4.19	0.830	0.649	-0.302
Identified regulation (extrinsic motivation)	13.67 ± 3.46	0.679	-0.544	0.833
External regulation (extrinsic motivation)	9.56 ± 2.60	0.894	0.028	0.518
Introjected regulation (extrinsic motivation)	12.33 ± 3.35	0.068	0.880	0.523
Intrinsic motivation to accomplish	16.67 ± 4.03	0.561	0.533	-0.106
Intrinsic motivation to know	21.44 ± 4.93	0.081	-0.521	-1.307
Relatedness	20.89 ± 3.30	0.812	-0.386	-0.306
Satisfaction	26.56 ± 5.03	0.062	-1.408	1.435

*SD: Standard Deviation; TPD: total prewied for the dimension*

In Table 2 there are positive and negative significative correlations identified among subdimensions, according to Pearson's correlation (for those variables with normal distribution) and Spearman's correlation

for those variables that are not normal in its distribution. Results (r) are given according to the linear correlation coefficient, adopting significance level of ( $p < .05$ ).

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Table 2

### Correlation of the dimensions with significative correlation

Correlations		r	p	
Technical influence from father	X	Competence	0.001 $\dagger$	0.997
		Sports accompaniment from father	0.384 $\dagger$	0.308
		Sports support from mother	0.444 $\dagger$	0.231
		Sports accompaniment from mother	0.279 $\dagger$	0.468
		Intrinsic motivation to know	0.372 $\dagger$	0.324
		Intrinsic motivation to accomplish	-0.168 $\dagger$	0.666
		Extrinsic motivation (for challenging experiences)	0.170 $\dagger$	0.663
		External regulation (extrinsic motivation)	-0.287 $\dagger$	0.455
		Introjected regulation (extrinsic motivation)	-0.242 $\dagger$	0.531
		Identified regulation (extrinsic motivation)	-0.049 $\dagger$	0.901
		Autonomy	0.152 $\dagger$	0.696
		Social Relatedness	-0.043 $\dagger$	0.913
		Self- esteem	-0.070 $\dagger$	0.857
		Satisfaction	0.090 $\dagger$	0.818
Technical influence from mother	X	Technical influence from father	0.309#	0.418
		Sports accompaniment from father	0.071#	0.856
		Sports support from mother	0.382#	0.310
		Dissatisfaction from mother with sports performance	-0.072#	0.854
		Sports accompaniment from mother	0.465#	0.207
		Intrinsic motivation to know	0.454#	0.219
		Intrinsic motivation to accomplish	-0.384#	0.307
		Extrinsic motivation (for challenging experiences)	-0.229#	0.553
		External regulation (extrinsic motivation)	-0.198#	0.609
		Introjected regulation (extrinsic motivation)	-0.187#	0.630
		Identified regulation (extrinsic motivation)	0.026#	0.946
		Discouragement	-0.367#	0.331
		Competence	-0.054#	0.891
		Autonomy	0.558#	0.119
Social Relatedness	0.070#	0.857		
Self-esteem	0.013#	0.973		
Satisfaction	-0.202#	0.602		
Dissatisfaction from father with sports performance	X	Technical influence from father	0.103#	0.793
		Sports accompaniment from father	-0.035#	0.928
		Sports accompaniment from mother	0.398#	0.288
		Technical influence from mother	0.644#	0.061
		Dissatisfaction from mother with sports performance	0.029#	0.941
		Sports accompaniment from mother	0.363#	0.337
		Intrinsic motivation to know	0.228#	0.555
		Intrinsic motivation to accomplish	-0.814#	0.008**
		Extrinsic motivation (for challenging experiences)	-0.342#	0.367
		External regulation (extrinsic motivation)	0.053#	0.893
		Introjected regulation (extrinsic motivation)	-0.292#	0.446
		Identified regulation (extrinsic motivation)	-0.022#	0.956
		Discouragement	-0.699#	0.036*
		Competence	0.502#	0.168
Autonomy	0.511#	0.159		

Correlations		r	p
	Social Relatedness	0.398#	0.289
	Self-esteem	0.381#	0.312
	Satisfaction	0.162#	0.678
	Technical influence from father	-0.805#	0.009**
	Sports accompaniment from father	-0.140#	0.719
	Sports support from mother	0.140#	0.719
	Sports accompaniment from mother	0.124#	0.750
	Intrinsic motivation to know	-0.541#	0.132
	Intrinsic motivation to accomplish	-0.084#	0.829
	Extrinsic motivation (for challenging experiences)	-0.500#	0.171
Dissatisfaction from mother with sports performance	X	External regulation (extrinsic motivation)	0.000# 1.000
		Introjected regulation (extrinsic motivation)	-0.168# 0.666
		Identified regulation (extrinsic motivation)	0.332# 0.383
		Discouragement	0.190# 0.624
		Competence	0.253# 0.511
		Autonomy	-0.097# 0.804
		Social Relatedness	0.138# 0.723
		Self-esteem	0.084# 0.830
		Satisfaction	-0.276# 0.472
		Technical influence from father	0.468# 0.204
		Dissatisfaction from father with sports performance	0.122# 0.754
		Sports accompaniment from father	0.758# 0.018*
		Sports support from mother	0.817# 0.007*
		Technical influence from mother	0.097# 0.805
		Dissatisfaction from mother with sports performance	-0.193# 0.618
		Sports accompaniment from mother	0.727# 0.027*
		Intrinsic motivation to know	0.308# 0.420
Sports support from father	X	Intrinsic motivation to accomplish	0.009# 0.983
		Extrinsic motivation (for challenging experiences)	0.409# 0.274
		External regulation (extrinsic motivation)	-0.257# 0.504
		Introjected regulation (extrinsic motivation)	-0.783# 0.013*
		Identified regulation (extrinsic motivation)	-0.374# 0.321
		Discouragement	-0.467# 0.205
		Competence	0.321# 0.400
		Autonomy	-0.164# 0.674
		Social Relatedness	-0.193# 0.618
		Self-esteem	-0.519# 0.152
		Satisfaction	-0.034# 0.932
		Competence	0.289 $\gamma$ 0.451
		Sports accompaniment from mother	0.843 $\gamma$ 0.004**
		Intrinsic motivation to know	-0.042 $\gamma$ 0.915
		Intrinsic motivation to accomplish	-0.220 $\gamma$ 0.569
		Extrinsic motivation (for challenging experiences)	-0.012 $\gamma$ 0.975
Sports support from mother	X	External regulation (extrinsic motivation)	-0.632 $\gamma$ 0.068
		Introjected regulation (extrinsic motivation)	-0.851 $\gamma$ 0.004**
		Identified regulation (extrinsic motivation)	0.033 $\gamma$ 0.932
		Autonomy	-0.196 $\gamma$ 0.614
		Social Relatedness	-0.195 $\gamma$ 0.615
		Self-esteem	-0.485 $\gamma$ 0.186



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Correlations		r	p	
Sports accompaniment from father	X	Satisfaction	-0.504 $\dagger$	0.167
		Competence	-0.163 $\dagger$	0.674
		Sports support from mother	0.668 $\dagger$	0.049*
		Sports accompaniment from mother	0.854 $\dagger$	0.003**
		Intrinsic motivation to know	-0.084 $\dagger$	0.830
		Intrinsic motivation to accomplish	0.280 $\dagger$	0.466
		Extrinsic motivation (for challenging experiences)	0.434 $\dagger$	0.243
		External regulation (extrinsic motivation)	-0.257 $\dagger$	0.505
		Introjected regulation (extrinsic motivation)	-0.840 $\dagger$	0.005**
		Identified regulation (extrinsic motivation)	0.000 $\dagger$	1.000
		Autonomy	-0.268 $\dagger$	0.485
		Social Relatedness	-0.579 $\dagger$	0.102
		Self-esteem	-0.810 $\dagger$	0.008**
		Satisfaction	-0.487 $\dagger$	0.183
Sports accompaniment from mother	X	Competence	0.060 $\dagger$	0.878
		Intrinsic motivation to know	-0.102 $\dagger$	0.793
		Intrinsic motivation to accomplish	0.006 $\dagger$	0.988
		Extrinsic motivation (for challenging experiences)	0.136 $\dagger$	0.727
		External regulation (extrinsic motivation)	-0.312 $\dagger$	0.413
		Introjected regulation (extrinsic motivation)	-0.931 $\dagger$	0.000**
		Identified regulation (extrinsic motivation)	0.077 $\dagger$	0.843
		Autonomy	-0.032 $\dagger$	0.934
		Social Relatedness	-0.313 $\dagger$	0.412
		Self-esteem	-0.627 $\dagger$	0.070
Satisfaction	-0.608 $\dagger$	0.082		
Intrinsic motivation to know	X	Competence	-0.033 $\dagger$	0.932
		Intrinsic motivation to accomplish	0.128 $\dagger$	0.743
		Extrinsic motivation (for challenging experiences)	0.625 $\dagger$	0.072
		External regulation (extrinsic motivation)	0.475 $\dagger$	0.196
		Introjected regulation (extrinsic motivation)	0.156 $\dagger$	0.688
		Identified regulation (extrinsic motivation)	-0.723 $\dagger$	0.028*
		Autonomy	0.641 $\dagger$	0.063
		Social Relatedness	0.196 $\dagger$	0.614
		Self-esteem	0.318 $\dagger$	0.405
Satisfaction	0.357 $\dagger$	0.345		
Intrinsic motivation to accomplish	X	Competence	-0.701 $\dagger$	0.035*
		Extrinsic motivation (for challenging experiences)	0.751 $\dagger$	0.020*
		External regulation (extrinsic motivation)	0.139 $\dagger$	0.721
		Introjected regulation (extrinsic motivation)	0.046 $\dagger$	0.906
		Identified regulation (extrinsic motivation)	-0.233 $\dagger$	0.547
		Autonomy	-0.157 $\dagger$	0.686
		Social Relatedness	-0.549 $\dagger$	0.126
		Self-esteem	-0.597 $\dagger$	0.090
Satisfaction	-0.236 $\dagger$	0.540		
Extrinsic motivation (for challenging experiences)	X	Competence	-0.446 $\dagger$	0.229
		External regulation (extrinsic motivation)	0.342 $\dagger$	0.368
		Introjected regulation (extrinsic motivation)	-0.119 $\dagger$	0.761
		Identified regulation (extrinsic motivation)	-0.626 $\dagger$	0.071
		Autonomy	0.092 $\dagger$	0.814
Social Relatedness	-0.431 $\dagger$	0.247		

Correlations		r	p
	Self-esteem	-0.417†	0.265
	Satisfaction	-0.001†	0.997
External regulation (extrinsic motivation)	Competence	-0.043†	0.912
	Introjected regulation (extrinsic motivation)	0.363†	0.337
	Identified regulation (extrinsic motivation)	-0.517†	0.154
	Autonomy	0.651†	0.057
	Social Relatedness	0.329†	0.388
	Self-esteem	0.427†	0.252
	Satisfaction	0.546†	0.128
Introjected regulation (extrinsic motivation)	Competence	-0.050†	0.898
	Identified regulation (extrinsic motivation)	-0.065†	0.869
	Autonomy	0.242†	0.530
	Social Relatedness	0.433†	0.244
	Self-esteem	0.686†	0.041*
Identified regulation (extrinsic motivation)	Satisfaction	0.447†	0.227
	Competence	-0.297†	0.438
	Autonomy	-0.390†	0.300
	Social Relatedness	-0.332†	0.383
	Self-esteem	-0.135†	0.728
Autonomy	Satisfaction	-0.476†	0.195
	Competence	0.157†	0.686
	Social Relatedness	0.619†	0.076
	Self-esteem	0.586†	0.097
Social Relatedness	Satisfaction	0.291†	0.448
	Competence	0.753†	0.019*
	Self-esteem	0.800†	0.010*
Self-esteem	Satisfaction	0.464†	0.208
	Competence	0.453†	0.221
Satisfaction	Competence	0.225†	0.560
	Self-esteem	0.557†	0.119
Discouragement	Technical influence from father	-0.346#	0.362
	Sports accompaniment from father	-0.225#	0.560
	Sports support from mother	-0.388#	0.302
	Sports accompaniment from mother	-0.356#	0.347
	Intrinsic motivation to know	-0.295#	0.441
	Intrinsic motivation to accomplish	0.607#	0.083
	Extrinsic motivation (for challenging experiences)	0.036#	0.927
	External regulation (extrinsic motivation)	-0.107#	0.784
	Introjected regulation (extrinsic motivation)	0.451#	0.223
	Identified regulation (extrinsic motivation)	0.227#	0.557
	Competence	-0.571#	0.109
	Autonomy	-0.476#	0.195
	Social Relatedness	-0.361#	0.340
	Self-esteem	-0.185#	0.634
	Satisfaction	-0.530#	0.142

† : Pearson's Correlation Test; # : Correlation and Spearman; \*:  $p < .05$ ; \*\*:  $p < .01$

Table 2 shows significative correlation strengths ( $p < .05$ ) among the variables (Dancey & Reidy, 2013). The following dimensions were considered strong and positive correlations ( $r \geq .7$  e  $r \leq .9$ ): “Sports accompaniment from father x “Sports accompaniment

from mother”; “Sports accompaniment from father” x “Sports support from father”; “Sports support from father” x “Sports accompaniment from mother”; “Sports support from father” x “Sports support from mother”; “Sports accompaniment from mother” x

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“Sports support from mother”; “Intrinsic motivation to accomplish” x “Extrinsic motivation for challenging experiences”.

The following dimensions were considered strong and negative correlations ( $r \geq .7$  and  $r \leq -.9$ ): “Sports accompaniment from father” x “Self-esteem”; “Dissatisfaction from father with sports performance” x “Intrinsic motivation to accomplish”; “Technical influence from father” x “Dissatisfaction from mother with sports performance”; “Introjected regulation” x “Sports support from mother”; “Introjected regulation” x “Sports accompaniment from mother”; “Introjected regulation” x “Sports support from father”; “Introjected regulation” x “Sports accompaniment from father”; “Extrinsic motivation to accomplish” x “Competence”; “Intrinsic motivation to know” x “Identified regulation”.

The following dimensions were considered moderate and positive correlations ( $r \geq .4$  and  $r \leq .6$ ): “Sports accompaniment from father” x “Sports support from mother”, and “External regulation (extrinsic motivation)” x “Autonomy”. The only moderate and negative correlation was “Dissatisfaction from father with sports performance” x “Discouragement”. The other dimensions didn’t show statistically relevant correlations ( $p > .05$ ).

### DISCUSSION

The literature consistently shows that motivation as a construct is one of the important aspects to be considered to understand the individual differences that might influence continuity or abandonment of sports practice (Dias & Teixeira, 2007; Fernandes & Vasconcelos-Raposo, 2005; Ryan & Deci, 2007a, 2007b). In this study, it was possible to verify the relationship between self-determined motivation and different psychological constructs within a female basketball school team, that allows to a better understanding of the complexity of this phenomenon.

It was seen in this study the negative association between intrinsic motivation to accomplish and the perception of competence, suggesting that the athletes investigated could feel pleasure in searching learning/improvement of their skills when they are unsatisfied with their capability to make these actions. That fact can be reinforced by the positive association between intrinsic motivation to accomplish and

intrinsic motivation to experience stimulation, which denotes that trying to improve the skills might give a sense of pleasure and entertainment.

It seems that practice and engagement in a specific modality are more pleasure and possibility of development-oriented (Zanetti, Lavoura, & Machado, 2008). In this competitive level, the sport is an environment to be explored; it is an activity that gives pleasure and, notwithstanding, its involvement is related to intrinsic dimensions of motivation, which stimulates the practitioners to obtain new knowledge and to accomplish in the modality. Additionally, the search for enhancement and new skills through sports activities has the purpose of satisfying the competence (Vissoci, Vieira, Oliveira, & Vieira, 2008).

Higher levels of intrinsic motivation might also be linked to more curiosity, and guiding for the task and not for the ego, and this can lead to the understanding that the child could be more oriented to personal skills already acquired, or that could be obtained, and not to the evaluation of his/her performance compared to other colleagues` results in order to prove his/her ability (Lochbaum, Kallinen, & Kontinen, 2017).

Investigating junior volleyball players` orientation to the task, Ferreira et al. (2015) remark that the higher the focus on the task, the higher the confidence of the practitioner and, consequently, the positive performance. However, in a recent metanalysis, Lochbaum et al. (2017) suggest that in the child development process there is a trend of ego-orientation and consequent dropping out the sport. Furthermore, the authors propose to conduct more research to understand this phenomenon. Meanwhile, unlike other studies (Almagro & Conde, 2012; Balaguer, Castillo, & Duda, 2008) there was no correlation between the satisfaction of basic psychological needs with other forms of self-determined motivation.

In this study, it was also observed that the accompanying from parents during the sports activities is related with the support to the children. The parenting influence seems to be an essential aspect in children`s sports practice, because parents foster their entrance, favors the continuation of the process through their involvement, give emotional support and manage sports, educational and social demands (Albuquerque, Costa, Samulski, & Noce,

2006; Almagro & Paramio-Pérez, 2017; Côté, 1999; Côté & Hay, 2002a).

Additionally, the negative relationship found between the parenting influence dimensions and the introjected regulation could suggest that the accompanying and support from parents lead the athletes to have fewer constraints and to feel less pressured when they make a mistake or experience situations of sports underachievement.

Such results are reinforced by the recent systematic review made by Coutinho, Mesquita, and Fonseca (2018). According to the summary of the studies, the authors suggest that the support and accompaniment from parents could minimize the negative aspects of the sports practice. Côté and Hay (2002b) think that the family, mainly the parents, have a central role in the sports environment because of their influence on children's or teenagers' life experiences.

Additionally, the negative relationship found between the parenting influence dimensions and the introjected regulation could suggest that the accompanying and support from parents lead the athletes to have fewer constraints and to feel less pressured when they make a mistake or experience situations of sports underachievement.

Also concerning the introjected regulation, the positive association with self-esteem indicates that the decision of conflictive impulses in the sports environment – resulting from internal pressures, as constraint and shame to fail – could strengthen self-esteem and give more resources to the individual to face these pressures. Summing up, sports activities could contribute positively to the self-esteem of women (Bowker, 2006; Richman & Shaffer, 2000).

In contrast, it was also observed that self-esteem could be related inversely with the accompaniment from father. These data dissent from other studies in the literature (Mizoguchi, Balbim, & Vieira, 2013; Sapieja, Dunn, & Holt, 2011), and a possible explication for this could be the fact that, in the sample evaluated, the damages to self-esteem result from the children's doubt to manage to correspond to the father's approval. So, parental support focused in results could promote an environment of strict rules and unrealistic expectations, weakening the children's self-esteem (Gomes, 2010; Vilani & Samulski, 2002).

In parallel, the father's dissatisfaction with the sports performance of the child seems to influence negatively his/her motivation to search new skills, and the higher technical influence of the father leads to a lessen dissatisfaction of mother with the sports performance of the daughter. Studies conducted by Gomes (2010) and Vasconcelos and Gomes (2015) also reported this trend of technical and sports influence from father.

In the study of Vasconcelos and Gomes (2015), however, this influence seems to predominate among male individuals, what lead the authors to point out a trend of more involvement from father in the sports activity and to ascribe to mother the support role in the same activity. Gomes (2010) highlights in his study that the fatherly figure has more involvement and influence in the sports activity, positive or negative, concluding that aspects as dissatisfaction with unfavorable performance and the type of technical influence that they have to the sports activity could be improved in the relatedness between parents and children.

In this study, the father dissatisfaction with the sports result seemed to negatively affect the intrinsic motivation to accomplish, although it could not generate amotivation. In line with this finding, Mizoguchi et al. (2013) also found correlations between amotivation, negative aspects of fatherly influence and extrinsic motivation when analyzing the relationship between motivation and the parental support with junior baseball players. Thus, an answer to this result, in this sample, could be the fact that the athletes presented reasons of extrinsic motivation, what might suggest a certain level of motivation as a means for attending to the parent's expectations for the sports performance.

One possible limitation in the present study is the fact that the some scales were translated directly into Portuguese and did not go through a validation process, which could minimize semantic problems from the simplistic translation of the instrument.

Considering the potential links between motivation and different psychological constructs, it is important to think about the development and participation of children and teenagers in the sports context. However, it is advisable to conduct new studies to verify these and other psychological constructs in different age

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groups, with a larger population and time of accompaniment.

### USES

The results of this study indicate that for children and teenagers athletes to have higher levels of intrinsic motivation (of high quality) it is essential that parents have a balanced behavior about the sports life. The support to the effort of these athletes should be valued so that psychological attributes – like the perception of competence, self-esteem and life satisfaction – could be developed and, consequently, lead to a higher intention to practice.

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