

RESEARCH YOUNG FOOTBALL PLAYERS' INTRINSIC AND EXTRINSIC  
MOTIVATION IN CHINESE SCHOOL, THE PERSPECTIVE FROM SELF-  
DETERMINATION

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## **DEDICATION**

This report project is dedicated to my father, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time.

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## **ABSTRACT**

In this study, young football players from minority groups in Chinese campuses are selected as the research objects, and their internal and external motivation of playing football is investigated. In this study, a total of 93 young players' questionnaires (Adapted MPAM-R) were collected. From their questionnaires, it can be known that their main internal motivations for playing football are dreams, interests and the charm of football. Through some interviews with them, we can see that the external motivation of most players is derived from the internal motivation. It is a good thing if playing football can make them live a good life or go to a good university. This gives some enlightenment to parents and educators. Young players should give attention to their studies and careers, and they bear twice as much pressure as ordinary students. At present, China's education models children, so parents and educators should be aware of it. Education is not just about giving knowledge to children, but about what children need and like.

## **ABSTRAK**

Dalam kajian ini, pemain bola sepak muda dari kumpulan minoriti di kampus Cina dipilih sebagai objek kajian, dan motivasi dalaman dan luaran mereka bermain bola sepak diselidiki. Dalam kajian ini, sebanyak 93 soal selidik pemain muda (MPAM-R Diadaptasi) dikumpulkan. Dari soal selidik mereka, dapat diketahui bahawa motivasi dalaman utama mereka untuk bermain bola sepak adalah impian, minat dan daya tarikan bola sepak. Melalui beberapa temu ramah dengan mereka, kita dapat melihat bahawa motivasi luaran kebanyakan pemain berasal dari motivasi dalaman. Adalah baik jika bermain bola sepak dapat menjadikan mereka menjalani kehidupan yang baik atau pergi ke universiti yang baik. Ini memberi sedikit pencerahan kepada ibu bapa dan pendidik. Pemain muda harus memberi perhatian kepada pelajaran dan kerjaya mereka, dan mereka menanggung tekanan dua kali lebih banyak daripada pelajar biasa. Pada masa ini, pendidikan China menjadi model kepada anak-anak, jadi ibu bapa dan pendidik harus menyedarinya. Pendidikan bukan hanya mengenai memberi pengetahuan kepada anak-anak, tetapi tentang apa yang anak-anak perlukan dan sukai.

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## **LIST OF ABBREVIATIONS**

SDT - Self-Determination

## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

In Chinese middle schools or high schools, there is a special group of people who get up two hours earlier than ordinary students for sports training. After two hours of training in the morning, they returned to class. After school in the afternoon, they have to continue training, and when they get home, they have to finish homework. Their time is tighter than that of ordinary students. They have almost no other time except for course study and physical training. But these special groups are not understood and supported by parents and teachers. They are young football players. In the school they were neglected by the teacher, they became the students who did not work hard in the teacher's eyes because of the ideology of emphasizing literature over military. At home, parents think that playing football is a waste of time. For young players, they have to bear academic pressure on the one hand, and on the other hand they have to deal with the puzzlement of parents and teachers.

Since football was born in modern times and spread to all parts of the world, it has been favored by the whole world. Different people in different regions have different feelings and value judgments on football, thereby diversifying the culture of football and diversifying values. But as a worldwide sports culture, there must be a subjective intention shared by the world. In the world, football is one of the most popular sports in the world. Due to its strong appreciation and entertainment, participants can fully express themselves and promote their emotions in football. Therefore, it is especially loved by young people. As the main body of this group, young people have unique environmental characteristics and physiological

development characteristics that make many young people love football and actively participate in this activity. Young people of different cultures, different countries, and different family backgrounds mostly suppress the intrinsic motivation to play because of their love for football and their dream of becoming a star. Deci believes that the most important difference in human motivation is whether the behavior is autonomous or controlled. The autonomy or control of behavior is largely influenced by a country's culture, and in a narrow sense, it is influenced by school sports culture such as sports culture, training environment and management system. Studies have shown that people who actively participate in physical exercise are due to strong sports motivation and internal motivation plays a decisive role.

In China, many psychologists and educators pay more attention to the intrinsic motivation of young people in learning, and put forward corresponding educational strategies on how to improve the intrinsic motivation of young people in learning. By allowing students to experience happiness in the learning process, they can stimulate lower-level internal movements. The cultivation of higher-level internal motivation must not only use corresponding strategies to stimulate students' internal motivation in the learning situation, it is also necessary to focus on the development of internal motivation in the self-personality of young people and prepare them for the development of their entire lives. As an educator, we should not only limit young people's classroom learning, but should understand the intrinsic and extrinsic motivations of young people from different aspects. This article selects the angle of football and focuses on the internal and external motivations of youth in choosing football. Humanism theory believes that individuals who focus on internal goals may have a relatively high sense of happiness. External targets give them many negative hints, but internal goals lead them to a variety of possibilities to meet their needs and help them grow and achieve happiness, Therefore, the development of internal motivation is conducive to the happiness and mental health of individuals throughout their lives. Adolescence is an important period for the formation of adolescent personality and self-identity. Motivation is the behavioral motivation in personality, providing a social environment conducive to the development of adolescents' internal motivations, promoting the development of internal motivations, and easily satisfying their ego throughout life, the stability and development needs.

As an educator, you should know that the academic achievement of students is only a part that needs to be paid attention to, and the physical and mental health of students should also be of concern to educators. As a long neglected object, young players should receive certain attention. They are also students and should not be subject to prejudice. This study takes young players, a special group of students in China, as an example, and investigates their motivation to be a football player even under great academic pressure.

## 1.2 Background of the Study

The practice of cramming education in China can be understood as indoctrination education, and duck feeding means that ducks are forced to put columnar feed with high sugar content into the ducks' mouths to make them gain weight quickly. Used in China's current education system, it means that in the process of students' education, parents or teachers use the filling education method to make them acquire knowledge quickly regardless of their children's understanding and needs. It is characterized by adopting mechanized education method to train students. Students can only learn according to textbooks published by publishing houses, and the quality of school education, teachers' work achievements and students' academic level are tested according to the rate of enrollment. The biggest drawback of Chinese education lies in the separation of education and reality.

As a result, it is not conducive to the individualized development of students. Every student will have his own strengths that are different from others, that is, talent. Every student has his own interests and hobbies. Besides the courses that every student must learn, he should develop his own talents and hobbies, but this standardized "exam-oriented education" in China cannot be realized. This exam-oriented education, which emphasizes "standardization", is very harmful to the cultivation of students' "creativity".

Under such educational standards, every student must follow the process of appropriate education. However, young football players have deviated from this path, and they have followed their expected goals while receiving traditional education. They will be prejudiced by teachers because they don't put all their energy into their studies. Parents advise their children to give up because they are not taking the mainstream route.

Some things that once seriously affected the image of Chinese football and also kept children who like football away from the football field. However, with the acceleration of exchanging external exchanges, some children have ignited their love of football.

The youth football training model has been separated from school education prematurely and engaged in professional training all the year round. It generally has the characteristics of low educational level and premature development of technical specialization. Now it is said that youth development has corrected the previous development model. Because young people who are engaged in football at this stage need a family environment to nurture, they cannot completely leave the family.

The attitude of young players and parents towards engaging in football. Parents are faced with the low professional growth rate of professional football in China and the depressed environment, it is difficult for parents to let their children go to football career with confidence. Coupled with the low rate of competitive sports, many retired or eliminated athletes find it difficult to find their foothold in the current environment. The high elimination rate of competitive sports makes parents reluctant to let sports talented children engage in football training, and it is undoubtedly a trend to study hard and go to college.

On the other hand, the attitude of players towards engaging in football is exactly the same as that of their parents. Children who almost love football want to become football stars, they are also very fond of football, and they want to receive regular football training, but the pressure given by ordinary parents is very great, that is, they are afraid that their children will delay learning and thus do not support playing football. The child gave up football.

The educational level of coaches is generally low. Most of the coaches currently engaged in youth football training are retired professional athletes. This part of the coaches have certain professional experience but backward training concepts. They lack a deep understanding and in-depth study of the new trends and trends in the development of world football. This part of the coaches have certain professional experience but backward training concepts. They lack a deep understanding and in-depth study of the new trends in the development of world football. The overall level of the coach is low, the cultural foundation is weak, the knowledge structure is single, and the ability to acquire professional training and active learning is lacking. Despite having a certain professional operation ability, the



system is comprehensive, and the ability to scientifically understand the law of football training is obviously insufficient.

Intrinsic motivation and extrinsic motivation are a kind of coexistence relationship, which changes due to different external environment and conditions. External motives may weaken internal motives, or promote internal motives, and the impact is determined by the type of external motives. The main purpose of sports culture in most countries is to obtain money, and until modern times, sports and business operations are still very closely related. In this social environment, it is a matter of course for athletes to receive monetary rewards for their excellent performances. Therefore, the extrinsic motivation for obtaining scholarships also has a strong impetus for athletes in other countries. China's sports culture has always emphasized that it is to win glory for the country and the school, and it is not shameful to mention money. Therefore, many of the reward mechanisms of schools also appear in the form of honors, and there are few monetary rewards. There are basically no high scholarships from universities in other countries. The organic integration theory of self-determination theory of motivation believes that external and introverted adjustments are controlled states, and individuals act more under external pressure. In this way, the number of scholarships becomes the pressure of external and internal adjustments. Student athletes train in order to achieve specific results, forming a traditional external motivation. Therefore, the few bonuses in Chinese universities have formed factors that weaken intrinsic motivations.

### **1.3 Statement of the Problem**

At present, China is in the stage of exam-oriented education, which focuses on learning, mainly improving the national quality. The emphasis on cultural courses is much higher than that on sports. Sports has always been used as an auxiliary means, not as a main reference. Under the social background, sports are not valued by people, so people who study sports are also not valued.

Many teachers and parents think that students take part in physical training to avoid study. There is a great academic pressure in China, and students are faced with various examinations. As PE students, they can study in different ways. Therefore, it is generally believed in the society that students who choose to participate in physical education are trying to escape academic pressure. In school, when evaluating a student's excellence, their academic achievements are the first, while others are all auxiliary aspects. Not all sports students can achieve a balance between physical training and culture courses. In the process of physical training, the study of cultural lessons will naturally fall behind, but the backward cultural achievements will lead to all sports students. Another way of saying this is to participate in sports for money. Professional football players earn a lot of money, so it is doubtful that teenagers only play football for money.

Some of the above-mentioned deep-rooted thoughts in society have led teachers and parents to believe that the motivation for children to choose sports is not simple. But they never asked their children why they chose sports among so many items and became football.

Football should be an important part of physical education and an important part of school education (Xu, 2018). Leave a football field on campus to provide more free time for children to play football and give children an opportunity to realize their dreams and release their passion. It also brings the responsibility, honor, self-confidence, creativity, social ability, health and happiness that football can bring. In the eyes of Chinese parents and teachers, interest is a thing that delays learning, and the psychology of learning parents and teachers in China always ranks first, but

interest in children is a thing that can give them a sense of happiness and pride. . Chinese parents and teachers should not ignore their children's inner thoughts and understand how their children love one thing so as to give them some support. Children can always be full of enthusiasm for a love thing is commendable (Wang, 2018).

At the same time, the rich income and bright life of football players attract many children's desire to become professional football players. Many parents let their children continue their football careers because of the bright life. Whether it is for the ideal intrinsic motivation or for a high-income and bright life, it is based on the extrinsic motivation of self-determinism.

With the increasing influence of sports, many children are deeply affected. Football is one of the most influential sports in the world. Many children have been infected by the charm of football since childhood. They regard football stars as their role models and are determined to be like role models. Prejudice against sports students exists in schools, and prejudice against sports is indeed a problem of the whole society. In China, this problem cannot be completely solved in a short time, but the direction is getting better and better.

As educators, we should let go of prejudice, start from understanding their motives, respect their choices and support their decisions.

## **1.4 Purpose of the Study**

This study examined in order to know about the young football players' intrinsic motivation(dream, interesting, funny or health and appearance ) and extrinsic motivation(career, honor or money) using self-determination as its framework.

There are few studies on the intrinsic and extrinsic motivations of young players in China. This article selects young football players as the research object, they are a small group, their hearts are often neglected by parents and teachers. The main purpose of this article is to investigate the intrinsic and extrinsic motivations of young football players to play, to let educators understand the hearts of young players, and to provide better and more useful information for educators to work. Let teachers and parents have less prejudice and more support for young players.

## **1.5 Research Objectives**

The objectives of the study are:

- i. To identify what are the intrinsic motivations for young players to choose football.
- ii. To identify what are the extrinsic motivations for young players to choose football.
- iii. To identify is there any significant difference between extrinsic motivation and young football player by age.
- iv. To identify is there any significant difference between intrinsic motivation and young football player by age.
- v. To identify is there any significant difference between middle school and high school young football player of intrinsic motivation.
- vi. To identify is there any significant difference between middle school and high school young football player of extrinsic motivation.

- vii. To identify is there any relationship between intrinsic and extrinsic motivation.

## **1.6 Research Questions**

The study aims to answer following research questions:

- i. What are the intrinsic motivation of young football players?
- ii. What are the extrinsic motivation of young football players?
- iii. Is there any significant difference between extrinsic motivation and young football players by age?
- iv. Is there any significant difference between intrinsic motivation and young football players by age?
- v. Is there any significant difference between between middle school and high school young football player of intrinsic motivation.
- vi. Is there any significant difference between between middle school and high school young football player of extrinsic motivation.
- vii. Is there any relationship between intrinsic motivation and extrinsic motivation of young football players.

## **1.7 Research Hypotheses**

The hypotheses of this study as according to the research questions are as follows:

H<sub>01</sub>: There are no significant difference between extrinsic motivation and young football players by age.

H<sub>02</sub>: There are no significant difference between intrinsic motivation and young football players by age.

H<sub>03</sub>: There are no significant difference between intrinsic motivation of middle school players and high school players.

H<sub>04</sub>: There are no significant difference between extrinsic motivation of middle school players and high school players.

H<sub>05</sub>: There is no relationship between intrinsic and extrinsic motivations of young football player.

## **1.8 Significance of the Study**

Extrinsic and intrinsic motivation give impact on Youngs especially for football players. As we know, everything in this life needs motivation.

Education is not only to impart knowledge to students, but also to focus on spiritual and psychological aspects. Every move, every word and deed of a student is of concern to educators. When a student does not follow the model, educators should investigate the student's behavior in depth to find out the reasons why the student does not follow the model. Educators should start by understanding the child's heart and slowly understand the child's behavioral motives.

When you pursue an activity for pure enjoyment, you do so because you have an intrinsic motivation. Your motivation for engaging in this kind of behavior comes entirely from within, not from the desire to receive external rewards such as rewards, money, or praise. This is not to suggest, of course, that naturally inspired action can not bring on its own incentives. Such incentives include generating optimistic feelings within the individual. When the activity gives people a sense of meaning to participate in volunteer or church activities, the activity will produce this feeling. The teenagers who play football are just enjoying the process of playing football. Playing football is a pure football game. Young football players are not other external factors, just because of dreams and love, they do not need external conditions to participate, and they are completely autonomous. When parents and teachers prevent teenagers from playing football, they should understand the children's true thoughts and understand and support their behavior in playing football. External motivation is the motivation caused by the individual incentive of the activist individual. External motives are caused by actors or objective factors outside the activity. Their motivation is not football itself, but outside football activities. In today's society, money is the supremacy, and the experience of young people is still shallow. After understanding their external motivation, parents and teachers should do a good job of guiding young people to prevent them from being lost in a tempting society.

## 1.9 Theoretical Framework

The fundamental belief in self-determination (SDT) is that there will be continuing optimistic and persistent convictions in terms of the natural existence of man. Such views will occur repeatedly, and "internal growth trends" are often recognised as attempts to attain self-commitment. For self-motivation and personality-integration, the intrinsic psychological criteria are used. The philosophy of self-determination emphasises the degree of self-determination of human actions as a new motivation theory, which views motivation as a continuum according to the extent of self-determination. Its basis is organic dialectical meta-theory, which assumes that by fostering autonomy, the social environment will foster autonomy and competence. The relationship between fulfilling the three essential psychological needs to strengthen human internal motivation, promote the internalisation of external motivation, and ensure human beings' stable development. While there are many drawbacks of self-determination philosophy, it embodies the pattern in motivation science, as many offer the foundation for the convergence of motivation theory.

The philosophy of self-determination breaks motivation into three forms: intrinsic motivation, extrinsic motivation, and motivation (figure 1). Internal inspiration is humanity's natural propensity to seek creativity and challenge, improve and train its own skills, and be bold in discovering and studying (Deci and Ryan, 1985). It is closely connected to various internal variables, such as desire, happiness, etc. It is a strongly autonomous incentive form and represents a self-determination prototype. Extrinsic motivation refers to the tendency of individuals not to partake in an exercise for the interest of the activity itself, but to attain a different goal, such as achieving a high score or escaping penalty.

Extrinsic incentive is classified into four forms according to the degree of behavioural autonomy: i external adjustment, which has the lowest degree of autonomy, and the resulting action is to satisfy external expectations and to receive rewards; ii Implemented adjustment, absorbs social norms to a certain level, and the corresponding behaviour is to escape shame or fear or to gain self-reliance. iii



Identity adjustment is a more autonomous extrinsic Motivational behavior, which reflects the conscious evaluation of behavior goals or social rules. When an individual believes that behavior is important, it will be accepted; iv Integration and regulation is the most autonomous form, and rules are self-completed Assimilation, it has many similarities with intrinsic motivation, but its corresponding behavior is for direct results rather than inner satisfaction. Unmotivated is the least motivated type of self-determination. It is defined by people who do not understand the link between their actions and behavioural consequences, who have little involvement in the practises they participate in, and who do not have external or internal regulatory behaviours to ensure that the activities are carried out normally.

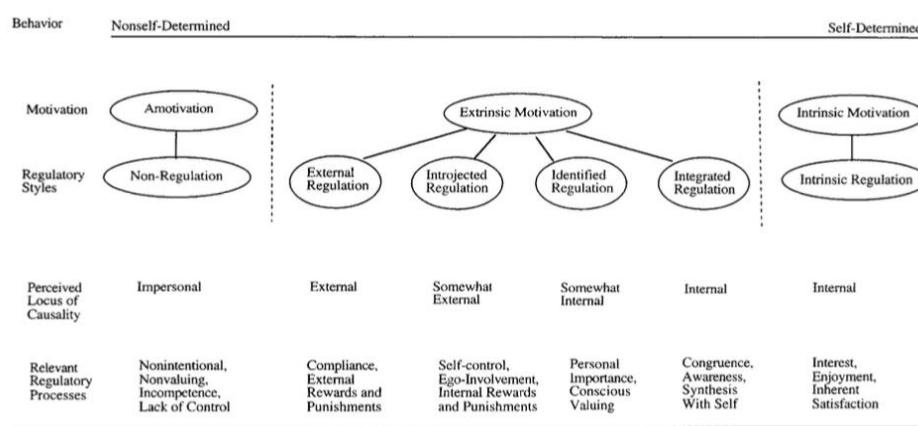


Figure: 1 Theoretical frame of Self-determination

### 1.10 Conception of theory

What is the motivation? Before expounding self-determinism, we need to understand motivation first. Motivation is actually studying the factors that promote human beings or make human beings take action. Therefore, motivation can be analogized as the food of human behavior, which is the internal process of providing energy and direction for behavior.

Self-determinism was put forward by Edward Deci and Richard Ryan. This theory is different from Maslow's demand level of human behavior, but thinks that if human behavior is driven by three core motives (autonomy, ability and demand), it is

easier to get positive results. There are three criteria for core motivation: core motivation should be stimulating, that is, core motivation triggers behavior; Core motivation should be adaptable and beneficial, that is, core motivation produces positive results; Core motivation should be universal, that is, core motivation should be universal.

Autonomy refers to the need that people have a sense of control over their own lives and can decide whether to do or not to do something by themselves. Independent demand emphasizes people's autonomy and makes people feel controlled. When people feel deprived of their freedom, they often reaffirm their autonomy by doing something completely contrary to their demands. They will have a rebellious attitude. Losing autonomy will make us feel that we have lost control of our lives.

Competency needs emphasize the effective feedback when people interact with the environment. If you lose your ability, you will defend yourself. Common self-defense strategies are as follows: attribute success to the inside and attribute failure to the outside. Think that success is due to oneself, and failure is the fault of environment and others. Man-made obstacles to hinder himself, in this way to blame failure on external reasons, rather than their own internal reasons. In fact, the division between the outside and the inside is not absolute. For example, I create obstacles to hinder myself by spending less time studying. It is also a self-imposed obstacle to blame the failure of the exam on insufficient time studying.

Attribution refers to the need that people want to connect with others, pay attention to others and be concerned by others. Attribution needs emphasize the connection with others. Without belonging, we will feel rejection, and rejection will have various effects, such as sadness, emotional numbness and cognitive impairment. Will become more aggressive, self-regulation will be impaired. People who have been excluded for a long time are prone to self-destruction.

### **1.11 Limitation of the Study**

There are too few studies on the intrinsic and extrinsic motivations of young football players. There are almost no references, which makes it impossible to start when writing an article. You can only refer to the study of intrinsic and extrinsic motivations.

Research on the motivation of youth football may not change the current situation faced by young Chinese football players. Perhaps it will not be able to attract the attention of parents and teachers in a short period of time. The problems encountered by young players cannot be solved by just one article.

This article is not comprehensive and objective enough to look at the mental health problems of young football players only from the intrinsic and extrinsic motivations. Follow-up should discuss and observe the problems faced by young football players in many ways.

### **1.12 Conclusion**

Middle and high school are an important period for teenagers' character formation. In China, parents and teachers pay too much attention to their academic achievements, ignoring their true inner thoughts, and denying anything they do that has nothing to do with their studies. This study chose a group that parents and teachers don't understand-young football players as an example. Focus on their motivation of choosing football under such heavy academic pressure. It can also help parents and teachers understand their children's behavior better, change their minds slightly and give them some support.

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