

MOTIVATION OF STUDENT-ATHLETES IN THE DOMAIN OF SPORT AND EDUCATION FROM THE PERSPECTIVE OF SELF-DETERMINATION THEORY

Motivation is the driving force behind every human activity. It is a multidimensional and diverse process that energizes and directs human behaviour. The theoretical foundations of this research are based on self-determination theory (Deci, Ryan, 1985) and the seven-factor concept of motivation, which subdivides motivation into amotivation, intrinsic motivation (to know, to accomplish and to experience stimulation) and extrinsic motivation (external regulation, introjected regulation, identified regulation).

The main purpose of this research was to analyse and identify the student-athletes sport and academic motivation, as well as to examine differences in motivation between groups distinguished by gender, major, and practiced sport. The aim of the study was also to analyse the relationship between sport and academic motivation.

Material and methods. The research was conducted in-person at the AWF Katowice and online among NRA students from 2018 to 2022. The method of the diagnostic survey using the questionnaire technique was applied. The study sample consisted of 595 student-athletes (with a mean age of 22 years), including 293 women and 302 men. The questionnaire entitled "Why do you play sports?" based on the Sport Motivation Scale (Pelletier et al., 1995) and the questionnaire entitled "Why do you study?" based on the Academic Motivation Scale (Vallerand et al., 1992) was used. Both scales have high degree of internal consistency (AMS = 0.95; SMS = 0.90). The results of the surveys were subjected to multidimensional statistical analyses.

Conclusions. Student-athletes show high levels in all subtypes of intrinsic sport motivation as well as in two types of intrinsic motivation to study. Women, especially those in sports-related majors, achieved significantly higher levels in all types of motivation to study, in intrinsic sport motivation toward accomplishments and to experience stimulation, in extrinsic identified regulation to engage in sport, and scored lower levels of amotivation than men (especially men in sports-related majors). Team sport athletes achieved significantly higher levels of extrinsic introjected regulation in sport than individual sport athletes. Among students in sports-related majors, team sport athletes achieved significantly higher levels in all types of extrinsic motivation to study than individual athletes, as well as higher levels in all types of intrinsic motivation to study than team sport athletes in non-sports-related majors. Additionally, the findings indicated a positive correlation between sport and academic motivation.