CHAPTER – II

REVIEW OF RELATED LITERATURE

The review of related literature for better understanding of the study has been presented in this chapter. A study of related literature is an essential step to get a full picture of what has been said and in one's own counting with regard to the problem under study. The reviews were confined to the literatures of Annamalai University, Chidambaram and S. R. K. Vidyalaya Maruthi College of Physical Education. The researcher also collected related reviews from internet.

A sincere honest and scholarly attempt was made by the investigator to study the relevant literature and research work pertaining to the present study.

Spallanzani et al (1988) outlined a demographic profile of Quebec minor hockey coaches and identified their motives of involvement and resignation. A questionnaire was completed by 333 current coaches and by 175 former coaches from the Quebec City area. Results showed that these volunteers are very similar on all counts. They are fathers of at least one boy who is a hockey player, and they come from all socio-economic strata. They highly value hockey as a means of education and perceive their own role of volunteer as being an unselfish one geared toward youth education. On the other hand, they perceive the other volunteers' involvement as being self-interested and mainly due to the child's primary participation.

Elliot et al (1994) investigated the interactive effects of achievement orientation and evaluative focus of assigned, task-specific goals on intrinsic motivation for an enjoyable pinball game. The result indicated that, individuals low in achievement orientation displayed the highest levels of intrinsic motivation when provided with mastery-focused goals. A similar pattern of effects was obtained on competence valuation and task involvement, both of

which were additionally validated as mediators of the direct effects on intrinsic motivation.

Wong et al (1995) examined a number of intra- and interpersonal variables thought to influence children's motivational orientation, few studies have tested an integrated model. Questionnaires assessing perceived competence, perceived control, competitive trait anxiety, and motivational orientation were completed by 108 boys. Additionally, 12 coaches were observed for two games in order to record coaching behaviors during competition. Lastly, the influence of coaching behavior and trait anxiety on perceived competence was mediated by perceived control. Implications and suggestions for future research are discussed.

Roberts et al (1996) examined the relationship between the goal orientations and purposes of team sport, motivational climate, and satisfaction, sources of satisfaction, achievement strategies, and perception of ability in team sport. The subjects were 148 students experienced in team sport at a Norwegian university. The scales were translated specifically for the study and factor analyses used to determine the factor structure of the scales. In conclusion, predominantly ego-oriented subjects focused on status enhancement for purpose, preferred performance-oriented climates and focused on ego-oriented criteria to determine satisfaction and other achievement beliefs.

Ommundsen et al (1998) investigated whether achievement-related cognitions and affect were related to specific motivational climates. The participants were 148 experienced students in team sport at a Norwegian university who responded to a questionnaire on their perceptions of the motivational climate in their sport, use of learning strategies, satisfaction, sources of satisfaction and perceived purposes of participating in sport. Our findings suggest that, when athletes perceive the sport climate as task-involving, it facilitates the adoption of adaptive learning strategies, the use of controllable

criteria to determine satisfaction, and enhances perception of sport as being important for developing lifetime skills.

Halvari et al (1999) determined the structural model of achievement motives, performance approach and avoidance goals, and performance was applied and tested among 136 Norwegian Olympic level athletes. Achievement motives, competitive behavior over time, performance approach goal-clarity, and performance-avoidance goals were assessed, and elite performance observed. Analysis indicated that the motive to achieve success is positively correlated with competitive behavior over time (a long-term goal), whereas the motive to avoid failure is positively associated with performance avoidance goals.

Ommundsen et al (1999) examined the relationships between young athletes' achievement goals and indices of somatic and cognitive trait sport competition anxiety. They examined 136 young athletes aged 13 to 18 years involved in organized sport within a community in northern Norway. Whereas no association was found between an ego oriented achievement goal and indices of anxiety, multiple regression analyses revealed that both a high task goal orientation and high perceived sport competence predicted a reduced tendency to report cognitive anxiety when competing in sport. The findings suggest that being task oriented in sport as well as having a sense of being competent is important in order to prevent sport competitions giving rise to elevated cognitive anxiety in young athletes.

Ryska et al (1999) examined the relationship between individual goal orientation, motivational team climate, perceived sport competence, and league structure among 216 youth soccer players. The results suggest that athletes perceptions of situational rather than dispositional aspects of achievement goals are more highly affected by the playing structure present in youth sport teams. The possible psychological benefits derived from the development of a mastery-oriented team climate in sports are discussed.

Yoo (1999) investigated how goal orientation (task and ego) and perceived motivational climate (mastery and performance) related to intrinsic motivation, self-esteem, adherence, and evaluated skill within Korean physical education contexts, 218 men attending physical education classes completed the Korean versions of the Perception of Success Questionnaire and the Perceived Motivational Climate in Sport Questionnaire, including a battery of motivational and behavioral assessments. The results of canonical correlation analyses indicated that the task goal orientation was positively associated with intrinsic motivation and self-esteem, while the climate of perceived mastery was positively related to intrinsic motivation, adherence, and evaluated skill.

Brunel (1999) examined first the relationship of perceived motivational climate and goal orientation to indices of intrinsic, extrinsic motivation and amotivation, and seconds their respective role in predicting these indices of motivation. A total of 160 students enrolled in physical activity classes volunteered to participate. Results of Pearson correlation analyses indicated that students who perceived their class climate as emphasizing mastery were more likely to feel self-determined.

Digelidis et al (1999) examined age-group differences in students' motivation, self-perceptions, task and ego orientations and perception of motivational climate in Greek physical education lessons. Six hundred and seventy-four students aged 10-17 years responded on self-reports which, in this study, had acceptable internal consistencies. The results suggest that learning orientation should be strengthened in Greek physical education.

Vlachopoulos et al (2000) examined the link between motivation profiles among adult sports participants and the consequences of enjoyment, effort, positive and negative effect, attitude toward sport participation, intention to continue sport participation, satisfaction, and frequency of attendance in sport. Two samples of participants (n = 590 and n = 555) completed the Sport Motivation Scale and a range of self-report measures to assess the outcome

variables. The results are discussed with reference to a more in-depth understanding of the motivation dynamics of sport participation based on Self-Determination Theory.

Chase (2001) examined how differences in children's self-efficacy, age, and gender impact motivational intentions, future self-efficacy, and attributions following perceptions of failure. Children, aged 8-14 years (N = 289), were assigned to either high or low self-efficacy groups, and measures of intended effort, persistence, choice, future self-efficacy, and attributions for failure were collected following a failure scenario. Results indicated that children with higher self-efficacy chose to participate and had higher future self-efficacy scores than those with lower self-efficacy. Higher efficacy children attributed failure to lack of effort, whereas, those with lower efficacy attributed failure to lack of ability

Treasure et al (2001) examined the relationship between students' perceptions of the motivational climate and beliefs about the causes of success, preference for challenging tasks, and satisfaction in physical education. Responses of 50 female and 46 male students (M age = 12.08 years; SD = .72) showed that perceptions of a mastery-oriented motivational climate were related to the belief that motivation or effort caused success and satisfaction. The results suggest that the teacher can influence the salience of a mastery-oriented climate and, in so doing, optimize a child's motivation in physical education.

Cervello et al (2001) examined the relationship between goal orientations, perceived motivational climate, enjoyment, satisfaction, perception of ability, and preference for tasks with different levels of difficulty in Spanish athletes. To measure these variables 323 recreational athletes completed the Spanish versions of the Perception of Success Questionnaire, Perception of Significant Others' Sport Success Criteria Questionnaire, Enjoyment/Boredom scale, and Satisfaction in Sport Questionnaire. Analysis showed that scores on a positive ego orientation and negative task orientation were associated with maladaptive motivational patterns in sport. Such patterns involve lower

perceptual ability, preference for easy tasks, and less enjoyment and satisfaction in sport activities.

Tanaka et al (2001) investigated the effects of approach and avoidance achievement motives on three goal orientations and the effects of goal orientations on intrinsic interest in learning and academic achievement for 157 tenth and 135 eleventh grade students of a Japanese girls' high school. The result indicated that Mastery goals positively correlated with intrinsic interest and academic achievement, and scores on both performance-approach goals and performance-avoidance goals had no significant effects on either intrinsic or academic achievement.

Kjørmo et al (2002) tested among 136 Norwegian Olympic-level athletes yielded two paths related to performance. The first path indicated that self-confidence, modeled as an antecedent of competitive anxiety, is negatively correlated with anxiety. Competitive anxiety in turn is negatively correlated with performance. The second path indicated that group cohesion is positively correlated with group goal-clarity, which in turn is positively correlated with performance. The result of the study indicated that, the interaction of self-confidence and competitive anxiety is related to performance among team sport athletes.

Standage et al (2002) examined the relationship between achievement goal orientations and multidimensional situational motivation in PE. Middle school children (182 male, 136 female; M age = 13.2 years) responded to questionnaires assessing their dispositional goal orientation (POSQ; Roberts, Treasure & Balague, 1998) and situational motivation (SIMS; Guay, Vallerand, & Blanchard, 2000) in PE. The results suggest that a high level of task orientation singularly or in combination with ego orientation fosters self-determined situational motivation in the context of PE.

Wang et al (2002) investigated goal orientation and perceived competence profiles in young adolescents and to test the nature of differences between clusters on motivational and physical activity measures. Boys (N = 427) and girls (N = 391), aged 11-14 years, from two comprehensive schools in England. Cross - sectional survey using cluster analysis. It was concluded that, High motivation towards physical activity is characterised by high task and high ego orientation, and high perceived competence. With only 38% of this group being girls, interventions are required to boost motivation for girls based on goal and self-determination approaches.

Pensgaard et al (2002) determined a deeper understanding of the importance of the climate surrounding an athlete and the role of the coach for elite athletes by conducting in-depth interviews with a group of athletes (n=7). The athletes also completed the Perception of Success Questionnaire (POSQ) and Perception of Motivational Climate Questionnaire (PMCQ) to measure motivational indices. All the athletes were very high on task orientation and moderate to high on ego orientation. Most of the athletes perceived a high mastery climate and a low performance climate. The athletes emphasized the importance of the coach as the creator of the climate, as well as their preference for a supportive and caring climate.

Ryska (2003) evaluated measures of competitiveness, motivational orientation, and perceived purposes of participation as predictors of sportsmanship in a sample of 319 young participants in sports. Hierarchical regression analyses indicated that intrinsic reasons for sports participation, such as enhanced self - esteem and task mastery, predicted higher levels on multiple dimensions of sportsmanship, above and beyond the influence of competitiveness, motivational orientation, and various demographic variables. These results are discussed with regard to developing a competitive sport setting that promotes ethical standards of interpersonal behavior for young participants in sports.

Mageau et al (2003) presented a motivational model of the coach-athlete relationship that describes how coaches may influence athletes' motivation. A motivational sequence is proposed where coaches' personal orientation towards coaching, the context within which they operate, and their perceptions of their athletes' behavior and motivation influence coaches' behaviours. Here, we first review coaches' autonomy-supportive behaviours. We then describe the psychological processes through which coaching behaviours have a positive influence on athletes' intrinsic and self-determined extrinsic motivation. Finally, we identify social and personality processes that determine coaching behaviours.

Standage et al (2003) examined the main and interactive effects of students' goal orientations, perceived competence and perceptions of the motivational climate on the motivational styles advanced by self-determination theory. The participants were 328 British secondary school students aged 13.6 +/- 0.6 years (mean +/- s). The result indicated that, in light of achievement goal and self-determination frameworks, we propose that studying the potential interplay between both individual and situational goal perspectives and the moderating effect of perceived competence may further enhance our understanding of motivation in physical education.

Crust (2004) tested the effects of exposure to self-selected motivational music both prior to and during performance of a muscular endurance task. 27 male undergraduate students in sports science completed an isometric weight-holding task on two separate occasions while listening either to self-selected motivational music or white noise. These results suggest that exposure to music during muscular endurance trials can yield significantly longer endurance times, but that exposure to music prior to task commencement may not carry over to influence performance.

Cervelló et al (2004) analyzed how dispositional goal orientations and perception of different motivational climates are related to the students' perception of sex-related egalitarian treatment and the appearance of disciplined

or undisciplined behaviors in physical education classes. On the contrary, the perception of ego-involving climate has been linked positively to the prediction of the perception of sex discrimination in physical education classes and negatively to the perception of equality and the appearance of disciplined behavior.

Xiang et al (2004) examined an elementary physical education running program called Roadrunners and assessed relationships among achievement goals, perceived motivational climate, and student achievement behavior. Roadrunners promote cardiovascular health, physical active lifestyles, and mastery behaviors such as persistence and effort. Results revealed the mastery goal related positively to student persistence/effort for Roadrunners and to their one-mile run performance. Interaction between the mastery goal and perception of a mastery-focused climate emerged as a positive predictor of student one-mile run performance.

White et al (2004) examined the relationship between perceived parental beliefs and young athletes' achievement goal orientations and personal beliefs about the causes of success in sport. Participants were 183 male and female athletes, 11-18 years old, involved in team sports. Athletes completed the Task and Ego Orientation in Sport Questionnaire, the Beliefs about the Causes of Sport Success Questionnaire, and two modified versions of the latter inventory to assess their perceptions of their parents' beliefs. The findings are discussed in terms of their implications for understanding the socialization experiences of young athletes.

Skjesol et al (2005) tested on involvement in physical activity, motivational climate, perceived sport competence, and goal orientations. Multiple regression, partial correlation, and LISREL analyses indicated that mastery goal adoption is positively correlated with a mastery climate. Performance-approach goal adoption is positively correlated with a performance

climate. Mastery climate, mastery goal, and perceived sport competence are all positively correlated with involvement in physical activity.

Smith et al (2006) determined if dispositional achievement goal orientation profiles that are reported in the literature would be observed in a sample of youth athletes, and examined potential achievement goal orientation profile differences on perceptions of the motivational climate, perceptions of peer relationships, and motivation-related responses. Male soccer players (n=223) aged 9-12 years completed a multi-section questionnaire containing assessments of dispositional goal (task, ego) orientations, the perceived task- and ego-involving features of the motivational climate, perceived peer acceptance and friendship quality (positive friendship quality, conflict), perceived ability, soccer enjoyment, and satisfaction with one's performance and the team. The findings suggest that further examination of dispositional achievement goals may afford a deeper understanding of social relationships and motivational processes in youth sport.

Carr (2006) examined multiple achievement goals in the context of children's physical education (PE). Study examined the links that multiple-goal profiles (i.e. mastery / performance-approach / performance-avoidance goals) for PE had with self-determined motivation, affective patterns and levels of extracurricular sporting activity in a sample of 193 Year 7 pupils. The results of analysis of variance suggested that children exposed to a consistent high mastery / low performance climate experienced decreased performance-avoidance goals and maintained high levels of mastery goals for PE. In contrast, children exposed to a consistent low mastery/high performance climate experienced increased performance - avoidance goals and decreased mastery goals for PE.

Curry et al (2006) examined hypotheses drawn from a proposed modification of the social-cognitive model of achievement motivation that centered on the 2 x 2 achievement goal framework. Implicit theories of ability

were shown to be direct predictors of performance attainment and intrinsic motivation, and the goals of the 2 x 2 framework were shown to account for these direct relations. The results highlight the utility of attending to the approach-avoidance distinction in conceptual models of achievement motivation and are fully in line with the hierarchical model of achievement motivation.

Standage et al (2006) examined the relationship between physical education (PE) students' motivational processes and ratings of their effort and persistence as provided by their PE teacher. Data were obtained from 394 British secondary school students who responded to a multi section inventory. The students' respective PE teachers subsequently provided ratings reflecting the effort and persistence each student exhibited in their PE classes. The result showed that students who perceived an autonomy supportive environment experienced greater levels of autonomy, competence, and relatedness and had higher scores on an index of self-determination.

Simpson et al (2006) assessed the effects of motivating and oudeterous (neither motivating nor demotivating) synchronous music on 400-m sprint performance while controlling for the potential confound of pre-performance mood. A panel of volunteer Caucasian males (n = 20; mean age = 20.5 years, s = 1.2) rated the motivational qualities of 32 musical selections using the Brunel Music Rating Inventory-2. This finding supported that synchronous music would result in better performance than a no-music control, but not the second hypothesis, that performance in the motivational synchronous music condition would be better than that in the oudeterous condition. It appears that synchronous music can be applied to anaerobic endurance performance among non-elite sports persons with a considerable positive effect.

Crust et al (2006) examined participants' responses to motivational asynchronous music by isolating rhythmical properties and exploring personality correlates. Fifty-eight physically active participants aged 22.3 +/- 6.4 years performed an isometric weight-holding task on three occasions while being

randomly exposed to no music, rhythm and motivational music. The rhythm and music conditions were edited portions of the same musical selection and had identical fast tempi, although the rhythm condition contained no melody, harmonies or lyrics. Participants each completed a copy of Cattell's 16PF following the third and final trial. These results suggest that responses to motivational music are subtle in nature and are determined by both musical factors and individual characteristics, and potentially an interaction between the two.

Viciana et al (2007) examined the effect of different types of feedback on goal orientation, perception of motivational climate, satisfaction, and boredom in physical education (PE) classes, pupils preferences for challenging versus easy tasks, pupils attitudes towards PE lessons, and perception of gymnastic ability. 95 subjects in three treatment conditions participated in 14 lessons and completed pre and post intervention measures. Results showed that subjects in the group receiving both types of feedback had lower scores on learning-oriented motivational climate, higher scores on enjoyment than the negative feedback group, and lower scores on boredom than the positive feedback group.

Crespo et al (2007) elaborated the role in tennis play, and takes an overview of the current state of motivation research applied to tennis. First, the importance of motivation in player and coach performance is explored. The body of evidence pertaining to players motives for participation and the relevance of goal achievement motivation in tennis is then examined. Finally, the efficacy of motivational climates created by significant others is discussed in light of current practice.

Chalabaev et al (2008) investigated stereotype threat effects on women's performance in sports and examined the mediation of this effect by achievement goals. Fifty-one female soccer players were randomly assigned to one of three conditions, introducing the task as diagnostic of athletic ability, technical soccer ability, or sports psychology. Next, they filled out a questionnaire measuring

achievement goals and performed a soccer dribbling task. Results showed that compared with the control condition, females' performance significantly decreased in the athletic ability condition and tended to decrease in the technical soccer ability condition.

Abrahamsen et al (2008) examined the relationship between motivation, social support and performance anxiety with team handball players (n=143) from 10 elite teams. First, it was predicted that the female athletes (n=69) would report more performance worries and more social support use than males (n=74). The findings support the hypothesis for anxiety, but not for social support use. Finally, we predicted that perceptions of a performance climate were related to the view that social support was less available especially for the male athletes. Simple correlation supports this prediction, but the regression analyses did not reach significance. The results illustrate that fostering a mastery climate helps elite athletes tackle competitive pressure.

Gilson et al (2008) investigated how collegiate athletes maintain high levels of motivation over a period of time during strength training and explored relationships among five goal orientations: task-orientation, self-enhancing ego-orientation, self-defeating ego-orientation, social-approval orientation, and work-avoidance orientation. Subjects (N = 133), comprising 90 men and 43 women, were current varsity collegiate athletes from 15 different sports at a major Midwestern university. Results showed that the strongest achievement goal orientations reported from all athletes were task-orientation and social-approval.

Cecchini Estrada et al (2008) examined the relationship between achievement and social goals, and explored how both types of goals can affect secondary school students persistence/effort in Physical Education classes, as well as their intention to participate in sport activities after finishing secondary school. A sample of 350 students (aged 15-17) from two high schools in Asturias

participated in the study. These findings help us better understand the processes involved in Physical Education.

González-Cutre Coll et al (2008) tested the new social-cognitive model of achievement motivation in a physical education setting. Research was conducted on a sample of 895 physical education students, ages 12 to 16 years. We measured perception of the motivational climate conveyed by the teacher, implicit beliefs of ability, perceived competence, 2 x 2 achievement goals and self-determined motivation. The result of the study indicated that, mastery-approach goal positively predicted self-determined motivation, whereas performance-approach goal and avoidance goals negatively predicted self-determined motivation.

Bortoli et al (2008) discussed to adapt the Italian language a questionnaire that could effectively assess perceived motivational climate in physical education. An Italian version of the Teacher-initiated Motivational Climate in Physical Education Questionnaire proposed by Papaioannou (1998) was administered to 1,681 young students, 840 girls and 841 boys, ages 11 to 14 years. A good fit was indicated between the observed data and theoretical model and supported the two-dimensional structure of the test.

Martin (2008) assessed the application of a multidimensional model of motivation and engagement and its accompanying instrumentation to the music and sport domains. Participants were 463 young classical musicians (N = 224) and sportspeople (N = 239). Multigroup tests of factor invariance showed that in terms of underlying motivational constructs and the composition of and relationships among these constructs, key sub samples are not substantially different. Moreover-and of particular relevance to issues around the generalizability of the framework-the factor structure for music and sport samples was predominantly invariant.

Mouratidis et al (2008) investigated the motivating role of positive competence feedback on participants' well-being, performance, and intention to participate. In Study 1, structural equation modeling favored the hypothesized motivational model, in which, after controlling for pretask perceived competence and competence valuation, feedback positively predicted competence satisfaction, which in turn predicted higher levels of vitality and greater intentions to participate, through the mediation of autonomous motivation. The result showed that autonomous motivation mediated the relation between competence satisfaction and well-being, whereas a motivation mediated the negative relation between competence satisfaction and ill-being and rated performance.

Jowett (2008) investigated the influence of two types of motivational forces on coach and athlete satisfaction. The focus is on intrinsic and extrinsic motives that initiate coach-related behavior. A questionnaire that measures both types of motivation and three facets of satisfaction was completed by 138 coaches. One athlete from each of the coaches who participated in the study was also asked to complete a questionnaire that measures their satisfaction with performance, instruction, and the coach-athlete relationship. Interaction effects among the two types of motivation were significant suggesting that extrinsic motivation can potentially undermine intrinsic motivation when intrinsic motivation is low.

Torregrosa et al (2008) studied the role of coaches communication style and coach-created motivational climate in young soccer players enjoyment and commitment. Four hundred and fifteen young soccer players of high competitive level in the age range from 14 to 16 completed the following questionnaires: a) coach-induced perceived motivational climate (PMCSQ-2), b) coaches' behaviour perception (CBAS-PBS), and c) sport commitment (SCQ). Results showed that coach-created motivational climate correlated highly with the perception of coaches' communication style.

Tsai et al (2009) determined the relationship between motivational climate and fear of failure in sport was examined. 176 adolescent athletes were recruited (M = 16.3 yr., SD = 1.3). Athletes completed the Chinese Perceived Motivational Climate in Sport Questionnaire and the Performance Failure Appraisal Inventory. Results indicated a performance climate was positively related to the fear of failure, while a mastery climate was not.

Gutiérrez et al (2009) examined the relations among students' perceptions of motivational climate, sportsmanship attitudes, and attitudes toward content and teachers in physical education. 910 secondary school students ages 13 to 16 years (M=14.3, SD=1.1) completed Spanish translations of L'Echelle de Perception du Climat Motivational by Biddle, et al., the Multidimensional Sportspersonship Orientations Scale by Vallerand, et al., and the Student Attitudes toward It was concluded that, perceived performance climate was not a predictor or mainly predicted negatively the students attitudes toward the physical education teacher, content, and sportsmanship attitudes.

Wang et al (2009) examined whether perceived competence moderated the relationships between implicit theories, 2 x 2 achievement goals, and intrinsic motivation for sports and physical activity. We placed 309 university students into high and moderate perceived competence groups. Our findings highlight the importance of reexamining the role of perceived competence when studying implicit beliefs and the 2 x 2 achievement goals.

Karageorghis et al (2009) examined the impact of motivational music and oudeterous (neutral in terms of motivational qualities) music on endurance and a range of psychophysical indices during a treadmill walking task. Experimental participants (N=30; mean age=20.5 years, SD=1.0 years) selected a program of either pop or rock tracks from artists identified in an earlier survey. The present results indicate that motivational synchronous music can elicit an ergogenic effect and enhance in-task affect during an exhaustive endurance task.

Alvarez et al (2009) tested a model of the assumed sequential relationships between perceived autonomy support, psychological need satisfaction, self-determined motivation, and enjoyment/boredom. In a sample of 370 young male soccer players, path analysis results offered support for the proposed model. Total mediation was supported in the case of the psychological need satisfaction in the relationship between autonomy support and self-determined motivation, and partial mediation for self-determined motivation in the links between psychological need satisfaction and enjoyment (positive) and boredom (negative).

Núñez et al (2009) analyzed the mediating role of interpersonal relations between intrinsic motivation and sportsmanship. Athletes (98 men, 97 women), ages 11 to 43 years, completed measures of intrinsic motivation toward sports, self-concept of social and family relations, and sportsmanship orientation. A structural equation model indicated that self-concept of interpersonal relations mediated the relation between intrinsic motivation and sportsmanship. The motivational interaction between the context of interpersonal relations and the sports context proposed in the hierarchical model of intrinsic and extrinsic motivation was discussed.