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Motivation Factors For Young Basketballers In Aso Modele And Elan Sportif Clubs

Adolphe AHONNON, David C. AKOUETE, Jules Marie GANDAGBE, Aaron AVOCETIEN, Alassane Boukary BIGA

Doctor of Educational Sciences, Assistant Professor of CAMES Universities, University of Abomey-Calavi (Benin), National Institute of Youth, Physical Education and Sport, Social Psychology Research Unit and Animation (UR-PSA).

Doctor of Sport management, Lecturer of CAMES Universities, University of Abomey-Calavi (Benin), National Institute for Youth, Physical Education and Sport, Laboratory of Human and Social Sciences (LASHS).

Doctor of Educational Sciences, Assistant Professor, University of Abomey-Calavi (Benin)

Doctoral student in Sciences and Techniques of Socio-Educational Activities, University of Abomey-Calavi (Benin), National Institute of Youth, Physical Education and Sport, Social Psychology Research Unit and Animation (UR-PSA)

Doctor of Educational Sciences, Lecturer of CAMES Universities, University of Abomey-Calavi (Benin), National Institute of Youth, Physical Education and Sport, Social Psychology Research Unit and Animation (UR-PSA).

Abstract: The objective of this research is to study the factors that motivate young basketball players from Aso Modèle and Elan sportif. For this purpose, a mixed survey was conducted among 31 subjects, including 27 young basketball players and 4 coaches, to study the factors that motivate young people to play basketball in both clubs and to analyze the motivation of young people in both clubs; to this end, the theory of self-determination of Déci and Ryan (2002) was used. Thus, we were able to show that the age of the respondents is between 14 and 20 years old (18.00 ± 1.76); results have been obtained that reveal that Aso Modèle players are more intrinsically motivated to achieve while Elan players are more interested in maintaining good relationships with friends (extrinsic motivation with external regulation); and that the motivation of young basketball players varies from one club to another. It was suggested that coaches should take into account the motivation of young people in order to find ways and methods to increase it; in this way, these young people will not only produce better performance but will also be loyal to the club.

Keywords: motivation, practice, basketball, youth, club

1. Introduction

The practice of sport is very often linked either to the search for a healthy lifestyle, or pleasure or further competition. By taking these points into account, sport sends a positive image and motivates a large part of the population to do it. However, the reasons that encourage young people to practice sport in clubs are ignored or even unknown to some coaches.

Indeed, basketball, a team sport opposing two teams of five players on a rectangular court, was invented in 1891 by James Naismith. It is one of the most practiced sports in the world with more than 450 million practitioners in 2013; and more than 200 FIBA affiliated federations (Archambault et al., 2007). In Benin, a good number of sports associations proliferate, justifying the social and sports dynamics in this country (Dakpo, 2003). The Benin Basketball Federation (FBBB) counted, for the 2015-2016 season, 1,211 licensees from 80 affiliated associations, including 255 licensees in the Ouémé-Plateau regional league (FBBB, 2016). In Porto-Novo, capital city of Benin, it is very common to notice among young basketball players a strong loyalty to a club despite whether the results are positive or negative. It is urgent to know the motivation of these basketball players to practice basketball at the club. Few studies have investigated this. There are three clubs in Porto-Novo who enter the young men's category each season. These are ASO Model, Elan Sportif and Flamme BBC, the first two of which are the subject of this research. We note a membership of young people each year in these different clubs (ASO Model 12 young people and Élan sportif 15 young people in 2018)

(Ouémé-Plateau league, 2018) without a known objective by the coaches or the sources of the commitment. This leads to a systematic abandonment of these practitioners followed by a change of clubs during and after the current season.

To explain the reasons for practicing a sport, several studies have relied on the concept of motivation (Vallerand and Thill, 1993; Biddle, 2001; Deci and Ryan 2000). Most of these studies were carried out in the context of Physical Education and Sports (EPS) with the aim of explaining the motivation of students during PE (Viau, 1994) either to identify the factors of motivation to practice of an activated during PE (Bouzelata, 2013). Few studies have investigated the motivation to practice an extracurricular activity, let alone the motivation to practice an extracurricular team sport such as basketball. Thus, to explain the reasons that lead basketball players to enroll in clubs for the practice of basketball, this research will also be based on the concept of motivation.

Participation in organized leisure activities is attracting increasing interest from researchers as a positive developmental context for adolescents (Mahoney, Larson and Eccles, 2005). Sports (individual or team), arts (music, dance, theater, painting) and youth clubs (scouts, student politics, volunteering) are examples of organized leisure. These activities are characterized by the presence of an adult leader, such as a facilitator or a trainer, by a regular frequency of participation and generally take place in groups. This type of activity also emphasizes the development of physical, cognitive and social skills, and includes rules of

conduct (Mahoney, 2000). They can take place at school outside of school hours or in the community. Over the past ten years, many empirical studies have been published in the field of organized leisure activities. In addition, these activities have aroused the interest of practical circles interested in promoting positive development in adolescence.

Moreover, scientific work on human motivation has been booming over the past 25 years (Ryan, 2012). Such research has highlighted the fundamental role of motivation in explaining human functioning (Shah and Gardner, 2008) in contexts such as education (Wenzel and Wigfield, 2009) or work (Kanfer, 2012). In addition, in the sports field, many studies have shown that the motivation of athletes has a significant influence on multiple attitudes and behaviors such as vitality (Reinboth and Duda, 2006), emotions (Mack et al, 2011), sportsmanship (Barkoukis, Lazuras, Tsorbatzoudis, and Rodafinos, 2011) and performance (Kavussanu and Ring, 2012). Also, understanding the motivation of athletes and analyzing the more or less favorable consequences associated with it is now a major concern for all players in the sports world (Boiché and Gernigon, 2012).

It therefore seems important to make coaches aware of the need to favor behaviors that support autonomy insofar as such actions promote the satisfaction of the needs for autonomy, competence and affiliation, reinforce the autonomous motivation of athletes, and are conducive to the development of well-being and the improvement of performance (Vallerand, 2007).

In addition to these problems, researchers such as Vallerand (2007) admit that it seems important to make coaches aware of the need to favor behaviors that support autonomy insofar as such actions promote the satisfaction of the needs for autonomy, competence and affiliation, reinforce the autonomous motivation of athletes, and are conducive to the development of well-being and the improvement of performance. The results of Gillet and Vallerand (2014) show how essential it is to ensure that the motivational profile of athletes is characterized by high levels of autonomous motivation to achieve high levels of performance. To this end, it is important to specify that coaches can have a major influence on the development of the athlete's motivation (Mageau and Vallerand, 2003).

Despite the breadth of studies that have been conducted on motivation in academics and in physical and sports activities, few have examined how young people show their motivation in basketball in clubs. These findings led us to ask the following research question: what are the factors that motivate young basketball players from the Aso Model and Elan Sportif clubs to play basketball in their club?

To answer this research question, the following hypotheses are formulated:

- young players from ASO Model and Elan Sportif clubs are more intrinsically motivated to achieve;
- the motivation to practice basketball among young players varies from one club to another.

The objective of the research is to study the motivational factors associated with the practice of young players from the ASO Model and Elan Sportive clubs of Porto Novo. Specifically, it is:

- to identify the factors that motivate young players to play basketball in the ASO Model and Elan Sportif clubs;
- to analyze the motivation of young players to practice basketball in the ASO Model and Elan Sportif clubs.

1. Methodological approach

This approach consists of presenting the type of research, sampling (research subjects), data collection and processing techniques.

1.1 Nature of the research

This research is transversal, mixed in nature. It is quantitative because it collected measurable data and qualitative because it collected non-numerical information.

1.2 Target population

The survey population consists of two groups:

- young basketball players from the ASOM and Elan sportif clubs aged 14 and 20;
- coaches from the ASOM and Elan sportif clubs.

1.3 Sampling

The sample questioned is made up of 4 coaches and 27 young basketball players, aged 14 and 20, from two clubs in the city of Porto-Novo. They practice basketball on a regular basis in their club, and answered a questionnaire measuring their motivation to practice basketball during training sessions. Young players play basketball only competitively as they are members of basketball clubs that participate in competitions.

The clubs were selected for practical reasons and on a non-random basis. The questionnaire was administered individually to young people from each of the two clubs, at the end of a competitive match, under our responsibility and in the presence of each of the coaches of the two clubs. The approximate time to answer the questionnaire was about 10 minutes. Our surveyed sample is made up only of boys because there is no youth category for girls in these clubs. The sample includes pupils, students and a merchant.

- Sample size

The sample size is 31 respondents, including 4 coaches and 27 young basketball players.

- Inclusion criteria

Were included in the sample, young basketball players:

- regularly registered with clubs: ASOM and Élan sportif;
- aged between 14 and 20;
- having agreed to take part in the research.

- Criteria for non-inclusion

Young people who did not agree to participate in the survey were not taken into account. This requirement in the choice of research subjects justifies the desire to reduce as much as possible the biases that the data collected could contain.

1.4 Sampling methods and techniques

It was used the non-random method with the technique of accidental sampling which made it possible to make the choice of the young basketball players. The coaches were selected from an exhaustive process so that all team coaches were included in the study.

1.5 Data collection tools

To collect information for our research, we chose a questionnaire addressed to players and an interview with coaches.

1.5.1 Questionnaire

The questionnaire was developed using the motivation in sport scale (EMS; Brière, Vallerand and Pelletier, 1995) which is used to measure the intrinsic motivation that students may have to perform sporting activities. This scale measures the following seven constructs: three subscales measure intrinsic motivation; three subscales measure the different types of extrinsic motivation and finally, a scale measures the amotivation of young players with regard to the practice of basketball in the club. There are 28 statements, or 4 statements for each of the 7 subscales, measured on a seven-point Likert scale ranging from 1 (does not correspond at all) to 7 (corresponds very strongly). Each of the questions relates to one of the seven dimensions of self-determination theory.

In this research, the average of the items of each subscale was calculated. The self-determined motivation index was then calculated by weighting the scores of each subscale according to their position on the self-determination continuum, according to the following formula:

$$[(2 \times (MIS + MIAC) / 2) + RID] - [((RIJ + REX) / 2) + (2 \times AM)].$$

With :

MIS = Intrinsic Motivation to Stimulation

MIAC = Intrinsic Motivation for Achievement

RID = Identified-Regulation

RIJ = Regulation-Introjected

REX = External-Regulation

AM: Motivation

The higher this index, the more the participant's motivation is self-determined. This index has been widely used in previous research and has very satisfactory psychometric characteristics (Vallerand and Grouzet, 2001).

Unlike the original tool, the knowledge and achievement intrinsic motivation subscales were merged because interviews and preliminary analyzes showed that young people did not distinguish the nuances between these two types of motivation (Chalabaev and Sarrazin, 2009).

1.5.2 Interview guide

The interview guide was also used as a data collection tool to collect the opinions of resource persons. The interview is the data collection technique. It was done with coaches working in the two clubs at a rate of 04. This technique was used to

take into account coaches with knowledge related to the research subject.

1.6 Conduct of the investigation

To administer the questionnaire to the subjects, we went freely to the meeting places of each association. Each time, we explained the purpose of our investigation to create trust. We helped players fill out the questionnaire, which we translate into local languages if necessary. This allowed us to limit the risk of incorrect filling out, loss of questionnaires and to make the information easily usable.

1.7 Data processing

The information collected was processed manually and with IBM SPSS Statistics Version 22 PC software. With regard to the questionnaire, the answers to the closed questions were evaluated by considering the total sample size and the information sought. As for the open questions, we analyzed the content of each proposal and made comparisons and differentiations.

2. Results

2.1 Results from the interviews

Some coaches claim to know the motivational factors of their young players. That is to say, they know the reasons that push their young players to play basketball as stated in these statements:

Box N°1

"(...) they can sign up to just be good to come because there is X who is there and now, he is a friend of X, here it is once they start coming, start playing they take a liking, and the club offers him to have a license and see them get ahead of them, see what it's called, I can say the desire reaches a degree where they want to prove what they can do to others obviously that's what drives them to do license » CA1

"(...) The majority join through their friends. So when they see people playing basketball on TV, they want to learn about the activity." CE2

They claim that players come to their club either by following friends, comrades... According to Crépas (2018), personal development; socializing and finding friends; to occupy their time are the main reasons that encourage young people or children to register for socio-cultural or sports activities. The results of the latter are therefore consistent with the assertion of the coaches.

Box N°2

"(...) They just want to play basketball. There are those who want to evolve in the field and others who do it just to sweat. CE1

It is clear from this box that some players join clubs just to play sports to feel good. Their goal is to prevent diseases or have a good shape...

Box N°3

"(...) motivate them to make them understand the benefits of basketball at this age the advantage of basketball uh what do you call the advantage of sport in general and the advantage of basketball in particular" CA1

Through this box, it appears that coaches find that they constitute a motivating factor for their players. They influence in other themes the motivation of their players to practice basketball. They are above all the first motivators of their players.

Box N°4

"(...) They have their share of responsibility in it, because, first of all, the little one is motivated, the motivation leads him to explain to his parents, and he

This box shows that some coaches believe that parents are responsible for playing basketball. According to these coaches, parents are responsible for the membership of these players in the club. Parents influence the motivation of young players. Parents are also a source of external motivation.

2.2 Questionnaire results

Following the collection of data, we proceeded to the statistical treatment of these. Given the size of our different samples and the heterogeneity of the results, we opted for non-parametric statistical tests. For the intergroup analysis we used the Student's T test (T). The computer tool used was the IBM SPSS Statistics Version 22 PC software. The significance threshold used is 0.05.

Table 1: Characteristics of the sample

Clubs	N	m ± s	Minimum	Uttermost
ASO Model	12	17,92 ± 1,83	16	20
Elan sportif	15	18,07 ± 1,66	14	20
Total	27	18,00 ± 1,76	14	20

It appears from the table that our survey population is made up of young players aged 14 to 20 (18.00 ± 1.76) and divided into two clubs. The first club is that of Aso Model, bringing together 12 young players aged 16 to 20 (17.92 ± 1.83). While the second club Elan sportif brings together 15 young players aged 14 to 20 (18.07 ± 1.66).

Table 2: Characteristics of intrinsic motivation to knowledge in subjects (n = 27)

Motivating factors	ASOM (m ± s) n=12	ELAN Sportif (m ± s) n=15	p
Discovery of new techniques	5,83 ± 1,33	4,6 ± 1,91	0,061
Improve our knowledge	5,41 ± 1,92	5,06 ± 1,70	0,627
Discovery of new training methods	4,91 ± 2,15	5,20 ± 1,6	0,709
Pleasure felt in learning	5,16 ± 1,85	4,40 ± 2,09	0,323

Table 2 shows that the characteristic factors of intrinsic motivation to knowledge do not show significant differences between the two clubs (p > 0.05). For this sub-category, ASOM basketball players are more motivated by the discovery of new techniques (5.83 ± 1.33) while the

discovery of new training methods (5.20 ± 1.6) is the factor that motivates more those of Elan.

Table 3: Characteristics of intrinsic motivation to accomplishment in subjects (n = 27)

Motivating factors	ASOM (m ± s) n=12	ELAN Sportif (m ± s) n=15	P
Love the fun times in sports	5,58 ± 2,42	5,20 ± 2,00	0,665
Excitement felt	4,41 ± 2,02	4,53 ± 2,13	0,886
Intense emotions felt in practice	5,25 ± 2,45	5,26 ± 1,62	0,984
Love the "feel" of feeling "dipped"	3,08 ± 2,35	2,66 ± 1,58	0,606

This table shows that personal satisfaction in mastering difficult techniques is a significant associative characteristic of intrinsic motivation to accomplishment (p = 0.005). Compared to the distribution by club, the players of ASO Model feel greater satisfaction when they manage to master new difficult techniques (18.63>10.30) compared to those of Elan sportif. For this sub-category, basketball players from ASOM are more motivated by personal satisfaction in mastering difficult techniques (6.17 ± 1.33) while those from Elan experience more pleasure in improving weak points (5.00 ± 1.88).

Table 4: Characteristics of intrinsic motivation stimulation in subjects (n = 27)

Motivating factors	ASOM (m ± s) n=12	ELAN Sportif (m ± s) n=15	p
Personal satisfaction in mastering difficult techniques	6,17 ± 1,33	4,33 ± 1,75	0,005
Pleasure felt in improving weak points	4,91 ± 1,78	5,00 ± 1,88	0,907
Satisfaction with skill development	4,41 ± 2,27	5,00 ± 1,60	0,462
Pleasure to feel after performing difficult movements	5,83 ± 1,74	4,93 ± 1,83	0,206

From the analysis of Table 4, the characteristic factors of intrinsic motivation stimulation do not show significant differences (p > 0.05). ASOM basketball players love fun moments in basketball (5.58 ± 2.42) while Elan players experience intense emotions in practice (5.26 ± 1.62).

Table 5: Characteristics of extrinsic-identified motivation in subjects (n = 27)

Motivating factors	ASOM (m ± s) n=12	ELAN Sportif (m ± s) n=15	P
Exercising to get in shape	3,83 ± 2,03	3,40 ± 2,61	0,633
Exercise for feel good about yourself	4,58 ± 2,50	4,40 ± 2,44	0,850
Feeling bad if you don't take the time to do it	4,33 ± 2,53	4,46 ± 2,06	0,884
Because you have to exercise regularly	3,75 ± 2,41	4,00 ± 1,92	0,773

Table 5 shows that the factor being well regarded by the subjects is the characteristic of extrinsic-identified motivation presenting a significant difference between the

two clubs ($p = 0.035$). For this sub-category, basketball players from ASOM practice this sport much more for the prestige of being well seen (5.83 ± 1.33) while for those from Elan because it is well seen by people in to be fit (4.73 ± 1.79).

Table 6: Characteristics of extrinsic-introjected motivation in subjects (n = 27)

Motivating factors	ASOM (m ± s) n=12	ELAN Sportif (m ± s) n=15	p
Be well seen by people	3,08 ± 2,35	2,66 ± 1,58	0,035
For the prestige of being an athlete	5,83 ± 1,33	4,60 ± 1,54	0,254
It's good seen by the people around me to be in good shape	5,25 ± 2,05	4,73 ± 1,79	0,499
Show people how good I am at my sport	5,66 ± 1,61	4,66 ± 1,83	0,145

The characteristic factors of extrinsic-introjected motivation do not show significant differences between the two clubs ($p > 0.05$). ASOM players practice basketball to feel better about themselves (4.58 ± 2.500) while those of Élan do it because they could not do without it for fear of feeling bad (4.46 ± 2.06).

Table 7: Characteristics of extrinsic motivation-external regulation in subjects (n=27)

Motivating factors	ASOM (m ± s) n=12	ELAN Sportif (m ± s) n=15	P
It is useless to continue to exercise	1,50 ± 1,24	1,33 ± 1,04	0,714
Desire to let go of the sports world	1,41 ± 0,79	1,20 ± 0,56	0,434
I don't think I really belong	1,75 ± 1,35	1,20 ± 0,77	0,228
I can't achieve the goals I set for myself	4,41 ± 2,64	5,13 ± 1,45	0,412

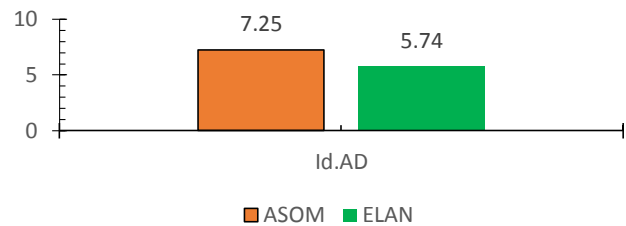
Table 7 shows that the best way to meet people is the significant associative characteristic of extrinsic motivation by external regulation ($p = 0.017$). Regarding this subcategory, ASOM players practice basketball to be able to maintain good relationships with friends (5.91 ± 1.83) while Elan players are more motivated by learning things useful in other areas of life (4.60 ± 2.02).

Table 8: Characteristics of amotivation in subjects

Motivating factors	ASOM (m ± s) n=12	ELAN Sportif (m ± s) n=15	P
Best way to meet people	4,41 ± 2,27	2,40 ± 1,59	0,017
Develop another aspect of your person	4,33 ± 2,42	4,46 ± 2,53	0,890
Learn useful things in other areas of life	4,00 ± 1,90	4,60 ± 2,02	0,440
Maintain good relationships with friends	5,91 ± 1,83	4,86 ± 1,68	0,139

The characteristic factors of amotivation do not show significant differences ($p > 0.05$). Nevertheless, for this sub-category, the young basketball players of the two clubs (ASOM and ELAN) are unable to achieve the objectives they set for themselves.

$$[(2 \times (\text{MIS} + \text{MIAC}) / 2) + \text{RID}] - [((\text{RIJ} + \text{REX}) / 2) + (2 \times \text{AM})]$$



Graph 1: Comparison of the self-determination index
Legend: id.AD: Self-determination index

The histogram above summarizes the comparison of the motivation of young people to practice basketball in the ASOM and ELAN Sportif clubs. To make this comparison, the formula below was used.

From the histogram in Figure 1, it appears that the self-determination index of young ASOM players is higher than those of Élan sportif. That of the ASOM players is at 7.25 while that of Élan is at 5.74.

Table 9: Dominant factor at the level of each sub-category of motivation

Motivation subcategory	Aso Modèle		Elan sportif	
	Factors	Effective on 12	Factors	Effective on 15
Intrinsic motivation to knowledge	Discovery of new techniques	9	Discovery of new training methods	11
Intrinsic motivation to achieve	Personal satisfaction in mastering difficult techniques	11	Pleasure felt in improving weak points	9
Motivation intrinsic to stimulation	Love the fun times in sports	9	Intense emotions felt in practice	7
Extrinsic-identified motivation	For the prestige of being an athlete	6	It's good seen by the people around me to be in good shape	8
Show people how good I am at my sport	5,66 ± 1,61		4,66 ± 1,83	0,145
Extrinsic-introjected motivation	Exercise to feel good about yourself	6	Feeling bad if you don't take the time to do it	8
Extrinsic motivation-regulation	Learn useful things in other areas of life	8	Maintain good relationships with friends	12
Demotivation	Objectives set not achieved	7	Objectives set not achieved	9

Table 9 shows that basketball players from ASOM are more intrinsically motivated to accomplishment while those from Élan are more extrinsically motivated by external regulation.

3. Discussion

In the discussion, the following points are clarified: the achievement of the objectives, the reliability and validity of the research results and the comparison of our results with those of other authors.

3.1 Achievement of research objectives

This research was based on the following assumptions: young players from ASO Model and Elan sportif clubs are more intrinsically motivated to achieve, motivation to practice basketball among young players varies from one club to another.

The objective was therefore to study the motivation to practice young players from Aso Model to that of Élan sportif. To achieve this, on the one hand, the factors that motivate young people to practice basketball in clubs have been identified and measured. On the other hand, it was analyzed the motivation of young players to practice basketball in the Aso Model and Elan Sportive clubs. Coaches' perceptions of young players' motivation were also determined. All this by the non-probabilistic method, with the technique of accidental choice. It is therefore reasonable to say that the objectives of the research have been achieved.

3.2 Validity and reliability of results

This research is transversal and mixed in nature. The fact of having observed a low rate of participation of young people in the practice of basketball in clubs unlike that of other sports disciplines and on the basis of the questionnaires sent to our subjects enabled us to understand the factors which motivate young people to the practice of basketball in the ASOM and ELAN clubs. Thus, we were able to study the motivation of young basketball players in the Aso-Model and Elan clubs. All these precautions ensured the good quality and reliability of the data collected.

The results of this research are analyzed in relation to the objectives and the hypotheses formulated, based on the theoretical framework of the model of Deci and Ryan (2000).

3.3 Analysis of players' motivation to play basketball

The aim of this research was to study, in the specific context of sport, the motivation of young basketball players from ASO Model and Elan Sportif clubs towards the practice of basketball. This research is based on the theory of self-determination (Deci and Ryan, 2000) to fully understand the motivational dynamics that drive a young person to engage or not in an activity. This model assumes that each individual is endowed with an active organism which, naturally, constantly seeks to increase its human potential to develop psychologically by discovering new perspectives, by mastering new challenges and by satisfying three psychological needs. basic, namely: a need for competence, autonomy and social belonging. He was chosen to study the motivation of young people to practice basketball in the Aso Model and Elan Sports clubs.

The results confirm the motivation continuum proposed by Deci and Ryan (2000), as announced by the theory of self-

determination and that each form of motivation is associated with a level of self-determination.

3.3.1 Intrinsic motivation

At one end of the continuum, we find the first category: intrinsic motivation which comes in three sub-categories:

In the first subcategory, young players from ASOM (n=12) and Élan sportif (n=15) are more intrinsically motivated to knowledge. Young players in this category derive satisfaction from learning several things at the club. The young players of ASOM show commitment to the practice of basketball for the discovery of new training techniques (5.83 ± 1.33) while those of Élan are more oriented towards the discovery of new training methods (5.20 ± 1.6).

In the second subcategory, young players from both clubs are more intrinsically motivated to achieve. It is therefore centered on the process of learning and not on the results of this achievement. There is a significant difference here in the personal satisfaction factor in the mastery of techniques between the two clubs ($p = 0.005$). Thus, ASOM players are more motivated by this motivation factor than Élan players. Furthermore, Elan players experience more pleasure in improving weak points (5.00 ± 1.88).

And finally, in the third sub-category, the young players of ASOM (n=12), Élan sportif (n=15), present an intrinsic motivation to stimulation. The young players in this sub-category experience pleasure and satisfaction in feeling particular sensations when playing basketball. Elan players experience more intense emotions in practice (5.26 ± 1.62) while ASOM players love fun moments in basketball.

3.3.2 Extrinsic motivation

By contrast, in the second category of motivation, we find extrinsic motivation, which is divided into three subcategories:

In the first subcategory, young ASOM (n=12) and Élan sportif (n=15) players are more extrinsically motivated by identified regulation. The young player in this sub-category considers the practice of basketball as something consistent with his values and his needs; in other words, he begins to become aware of the interest he has in this physical activity, he feels valued, he also finds it important to play basketball and he realizes that this choice is made freely. The factor "for the prestige of being an athlete" is higher among Aso Model players (5.83 ± 1.33). For this factor, the difference observed between the two clubs is significant ($p = 0.035$). When it comes to this sub-category, Elan players are more motivated by the fact that it's good for people to be in good shape.

In addition, in the second subcategory, the young players of the two clubs in our research are more extrinsically motivated by introjected regulation. The young player in this subcategory begins to internalize what influences his behaviors and actions. This form of extrinsic motivation allows the internalization of constraints that were previously external, but it implies that he feels guilt or even pressure if he does not play basketball. The difference observed between the two clubs is not significant ($p > 0.05$). Nevertheless, the dominant factors at the level of the two clubs are not identical. Among ASO Model players it is a

matter of playing sports to feel good about themselves (4.58 ± 2.50) on the other hand it is the fear of feeling bad without practicing it which dominates among those of 'Momentum'. The following statements confirm this aspect of the motivation of young players: "(...) They just want to play basketball. There are some who want to evolve in the field and others who do it just to sweat » CE1.

However, in the third sub-category, the difference observed in the factor "Best way to meet people" is very significant ($p = 0.017$). Young players are more motivated by external elements such as material rewards or punishments. The dominant factors in ASOM players are related to learning useful things in other areas of life (4.60 ± 2.02). As for Elan players, maintaining good relationships with friends is their highest motivator.

3.3.3 Demotivation

At the other end of the continuum, we find amotivation. Young players from ASO Model ($n=12$), as well as those from Élan sportif ($n=15$), present the least self-determined amotivation towards the practice of basketball. We observe in young players in this category the absence of self-determined motivation, which is caused by the inability to perceive a link or a relationship between the behavior to be adopted and the results it obtains thereafter.

In general, the results of this research reveal that the highest motivation factor for self-determination among young basketball players from Aso Model is the search for satisfaction in mastering difficult techniques, on the other hand, basketball players from the Élan club are more motivated by maintaining good relationships with friends. This confirms the assertions of the coaches: "(...) The majority adhere through their friends. So, when they see people playing basketball on TV, they want to learn about the activity." CE2

We therefore deduce that the players of Aso Model are more intrinsically motivated to accomplishment while those of Elan seek more to maintain a good relationship with friends (extrinsic motivation with external regulation). This result corroborates with the conclusions of the work of Diatta (2012) on "profile and motivations of hikers in the Dakar region" which shows that young people aged 15 to 25 are more motivated by the spirit of competition (71.4 %) and the search for new encounters (73.3%), the development of physical abilities (63.9%), the search for pleasure (62.1%) and the opportunity to be with friends (65 ,1%). The results of Choquet, Bourdessol et al. (2001) also confirm that young people are also motivated by meeting friends (38%) and seeking health (34.8%)".

Research also shows that the higher the self-determination index, the more the participant's motivation is self-determined (Vallerand and Grouzet, 2001). Thus, according to the histogram, the self-determined motivation index of young ASOM players is higher than those of Elan ($7.25 > 5.74$). We deduce that ASOM players are more self-determined than ELAN players.

CONCLUSION

The investigations on "the motivational factors for the practice of basketball, of young players" have been a rich

opportunity for us to better understand the parameters that can positively influence the motivation of young players to practice basketball in Aso Model clubs and Sports momentum.

To better carry out this research, the aim of which is to identify the factors of the motivation of young basketball players to practice basketball in the club, we have reviewed the various works relating to our research theme to show the originality of our research topic. In this context, the non-random method with the accidental choice technique was used with the questionnaire and the interview guide as tools; The data collection techniques used were the questionnaire survey and the interview. In this sense, 27 young players and 4 coaches took part. Thus, hypothesis 1 formulated at the beginning of this research, namely: "The motivation to practice basketball among young players varies from one club to another", has been confirmed in the sense that there is a significant difference at the level of certain dimensions of motivation. In addition, the dominant factors of motivation among the young basketball players of Aso Model differ from those of Élan sportif. As for hypothesis 2, which states that "Young players from the Aso Model and Elan Sportif clubs are more intrinsically motivated to accomplish" is confirmed only among Aso Model players.

Basketball coaches must consider the motivation of their players. It is a key element of player performance. The results of our research have shown that motivation varies from club to club. In addition, the factors that influence motivation to practice basketball in clubs are numerous. They can be intrinsic or extrinsic. Thus, it is appropriate for coaches to understand this motivational dynamic in players in order to be able to make it a force in the achievement of sports performance.

Far from being an end, this research constitutes the awakening of a more substantial work that could develop concrete strategies to change the situation at the level of parents who struggle to let their children play basketball in clubs.

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