

**What motivates game officials in Finland from 2014-2015 to continue officiating in 2015-2016 season?**

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<p><b>Title of report</b> What motivates game officials in Finland from 2014-2015 to continue officiating in 2015-2016 season?</p>	<p><b>Number of pages and appendices</b> 65+16</p>
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<p>The main goal of this thesis was to evaluate the motivational level of the game officials in Finland. The subject for this research was game officials from 2014-2015 and to see how motivated they are to continue officiating in 2015-2016 season. The secondary goal of this thesis was to collect data and bring more awareness for the need of more research on this topic.</p> <p>The data was collected and distributed using the web survey software Webropol. For the survey the total amount of game officials targeted was 1564. All the participants needed to have an active e-mail address to be eligible. In total 555 replies were received. For the results all the participants were divided into two groups. The competitive (level 4-7) game officials and the recreational (1-3) game officials.</p> <p>The theoretical background of the research was divided into two main chapters. The first chapter covered a brief history of the motivation theories and concepts. Also including a small chapter on motivation in game officiating and positive psychology. The main chapter was about the self-determination theory, which assesses the basic needs for autonomy, competence and relatedness.</p> <p>Analyzing the results, the findings were both positive and negative. There were a lot of results on good motivational levels, indicated by the pure passion for the sport. On the other hand negative results were found due to the general lack of respect for the game officials. It is a very vital area to keep improving and developing. Procrastinating on this area will most likely lead to the overall sport level to plummet. We have to work towards a common goal where the game officials status and needs are valued as much as any other aspect of ice hockey.</p>	
<p><b>Keywords</b> motivation, game official, competence, autonomy, relatedness</p>	

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# 1 Introduction

Being an ice hockey game official is a very challenging and demanding task both physically and mentally. Their responsibility is tremendous to keep the competition flowing and fair during an entire match. Game officials in ice hockey are on the ice when the world's fastest team sport is being played. Without game officials, there would not be any official games played.

Regular league games will last 3x20min periods of intensive stop time action. In the lower levels, such as junior and recreational games the game time can be significantly shorter. People rarely realize how much effort is required outside of the game to keep the game officials up to par and motivated to continue to do their game assignments well.

Becoming a game official has a lot hurdles to overcome. The respect on ice and off the ice has always been questionable. Hardly ever the game official gets positive feedback or comments after a game. Most of the game officials start at the recreational level and depending on the interest and skill they can proceed to competitive level games. At the moment the recreational support network needs a lot of improvement to guide future prospects.

The main objective of this thesis is to evaluate the motivation level and status amongst the game officials in Finland. It is a very interesting topic due to the fact that it is the national sport in Finland. Spectators and media are always ready to comment and criticize the game officials' performance. Due to this fact it gave me ideas to narrow down a topic regarding officiating. The active game officials of 2014-2015 continuing to 2015-2016 season were selected for the study to establish a baseline. There is 1564 game officials whom received the questionnaire. The total amount of participant were 555 and approximately half of them were competitive game officials and the other half were recreational game officials. A lot more of the total amount of competitive game officials replied compared to the larger group of recreational game officials in Finland. In order to participate the game officials needed to have an e-mail account. It was a bit

of surprise on how few game officials wanted to participate in the survey. This raises a question on the general motivation level amongst the game officials. It seems that major research like this has not been done before amongst the Finnish ice hockey game officials or in any other sports. The secondary goal is to bring awareness to the need of more research amongst the game officials in ice hockey and other sports in general.

Finding a topic for a research was initiated by the Finnish Ice Hockey Federation Referee in Chief, whom approached the school (Haaga-Helia University of applied Sciences, Vierumäki) regarding this matter. The federation wanted to know how we could research the general status of officiating in Finland. So we decided to concentrate on the motivational aspects of the game officials, otherwise it would have become extensive for one study. I have been amongst ice hockey all my life, first as a player and later as a coach. In addition, I have been a game official for over 6 years. I have officiated the men's second pro league (Mestis) and the under 20 national league. Choosing the topic went hand in hand with my personal hobbies and interests.

Mainly the research was done by reading academic journals, electronic books and research papers from various researchers. The main theoretical framework consists of a brief history on the development of the principles of motivation (Graham & Weiner 1996). It will have areas covered briefly such as Hulls drive theory. The history chapter is to show briefly of the progress on how the motivational theories and models have evolved over the years. The history chapter is followed by a modern view of motivation brought by Positive Psychology. The main goal in Positive Psychology is to address possibilities instead of mistakes and problems (Seligman 2002). In between there is a small chapter about motivation in game officiating. Finally the main framework of the theory is from the Self-determination theory. It covers the basic needs of autonomy, competence and relatedness (Deci & Ryan 2000).

Collecting the data for the survey was conducted by creating a questionnaire using the survey software Webropol. Webropol is a web based survey software which can be used to create questionnaires and to send it to the chosen subjects. This system also

made it possible to send a couple of reminders to game officials, if they had not sent a reply yet.



## **2 Motivation development and its history**

Motivation is the inner fuel that makes us conduct tasks with certain intensity, persistency and to a particular direction (Aaltonen, Pajunen & Tuominen 2011 39.). Adding to this statement Kanfer (2002) defines, “motivation is frequently described in work settings by referring to what a person does (direction), how hard a person works(intensity), and how long a person works (persistence)”(Chelladurai 2005, 241). Also Pinder (1998) added his statement “work motivation is a set of energetic forces that originates both within as well beyond an individual’s being, to initiate work-related behaviour, and to determine its form, direction, intensity and duration” (Chelladurai 2005, 241).

### **2.1 The mechanistic era 1930-1960s**

The major areas that were studied were appetites aversions, homeostasis, chemical controls and neural structures, incentives, defence mechanisms, and degrees of motivation. At the time drive theory was the most dominant motivation theory, which had the mentioned topics associated to the theory (Graham & Weiner 1996, 65). “At the first experimental analysis of motivation (Latin root of motive means to “move”) was linked with the search for the motors of behavior and was associated with mechanical concepts of instinct, drive, arousal, need and energization.” (Graham & Weiner 1996, 65).

Graham (1996) stated that Hull (1953) was the first dominant motivational theorist in America. In Hulls theory the Law of Effect was included created by Thorndike (1911). The law states that when a stimulus-response bond is followed by a satisfying state of affairs, the strength of the bond increases. Conversely, when a stimulus-response bond is followed by annoying state of affairs, the strength of the bond is weakened. These actions were labeled as habits by Hull (Graham & Weiner 1996, 65).

## **2.2 The era of cognition arrives 1960-1970s**

In 1969 four theoretical approaches dominated motivation: associationistic theory (John Watson), drive theory (Hull and Spence), cognitive theory (Kurt Lewin and John Atkinson), and psychoanalytic theory (Sigmund Freud)” (Graham & Weiner 1999, 65). The major areas of the era were exploratory behaviour, affiliation, balance, frustration, and aggression. In addition, areas such as memory, perception and learning were related to areas of the focus. Areas that were neglected at the time were drive, energy, arousal and homeostasis (Graham & Weiner 1996, 66).

The biggest change in era was increasing the distance and shifting from the mechanistic era to cognition. In Grahams (1996) work Hull (1953) believed that a reward would increase the chance of a certain reaction. Further on it became clear that through reward, there are multiple cognitions experienced in the situation. For example, the individual might get the feeling that the idea is forced upon or the expectation of others is much lower (Graham & Weiner 1996, 66).

Eventually this approach changed the whole theoretical orientation and empirical perception. It lead to the change of the research focus group. The focus shifted to human instead of nonhuman behaviour. Hull (1953) tested for these phenomena’s were conducted in laboratories using rats to replicate humans. In addition, Lewin (1935) used another method which was used to study humans to understand rats’ behaviour. Eventually the studies from laboratory environments could be transferred to path which opened the new study are for educational environments (Graham & Weiner 1996, 66).

## **2.3 Contemporary motivation 1970-1990**

In the beginning of that era the main topics were, attribution theory, achievement motivation, anxiety, biochemical correlates of motivation, and reinforcement. A great deal of human behaviour was also a major focus at the time. In particular about individual differences in different needs, anxiety about failure and perceptions of control. After the prime time of Hull and Spence, the nonhuman motivation disappeared excluding basic mechanism such as hunger and thirst (Graham & Weiner 1996, 66).

## **2.4 1990-2000s Positive Psychology**

Carr (2007, 1) quoted from Seligman (2002), “Understanding and facilitating happiness and subjective well-being is the central objective of positive psychology”. It is a new branch of psychology primarily concerned with the scientific study of strengths concerned with identifying factors that promote an individual’s well-being (Carr, 2007, 47). Positive Psychology covers the Self-determination theory, which will be explained in separate chapter.

Extrinsic and intrinsic motivation have a distinction between them. With extrinsic motivation we do actions so that the outcomes will not be unpleasant and are avoidable. For example, an individual will want to avoid becoming poor by working to earn money for food, accommodation and entertainment (Carr, 2007, 47).

### **2.4.1 Flow**

An individual experiences flow when they are engaged in controlled and in challenging tasks with high requirement of skill, which are intrinsically motivating (Csikszentmihalyi 1997, 8-9). Flow is a crucial element for an individual to achieve through decisions made by intrinsic motivation. An individual may experience a state of flow while engaging in reading, sports, arts and music. More specifically an individual may experience flow while sailing, playing chess, dancing etc. For example, writers who experience flow, will say that they write for the enjoyment of it and not for occupational or financial achievement. Another example, would be for a sailor spending fortunes on boats for the flow experience of sailing out at sea instead of winning a competition (Carr 2007, 58-59; Csikszentmihalyi 1997, 8-9).

### **2.4.2 Motives**

“Motives to pursue particular sets of goal may be viewed as personal strengths if these motives lead to positive outcomes” (Carr 2007, 192). Motives can be divided into seven different categories; trait-like motives, affiliation motive, achievement motive, power motive, altruism, implicit and explicit motives.

Carr (2007, 192) quoted Emmons (1997) and McClelland (1985), “Of the many trait-like motives that have been identified, those for affiliation or intimacy, power and achievement have consistently emerged as three of the most important and are associated with significant personal strengths.”

The affiliation motive is known as the motive to allow an individual to closely interpersonally communicate. An individual with strong intimacy motives has the ability to make and keep up close interpersonal relationships. The end result will allow the individual to have strong social networks for social support to help buffer against stress and enhance or maintain good mental health (Carr 2007,192).

An individual has achievement motives when they pursue and conduct tasks with very high standards. This evident in fields such as arts, sciences, technology and industry (Emmons 1997). This is also considered a positive form of motivation (Carr 2007, 192).

Having the motivation to attain high status is recognized as power motive. Individuals with power motives are constantly pursuing prestige and recognition. A usual trend for power motive individuals is to select friends with lower power motives. It can also be a positive motive such as in leadership (Carr 2007, 192-193).

An individual with altruism has a main goal of increasing the well-being of another individual. More specifically actions made with altruism are not ulterior self-serving motives (Carr 2007, 193). Most of the time altruism is induced by the empathic emotion. “Schulman (2002) argues that we can help our children develop altruism by fostering empathy, moral affiliations and moral principles.”(Carr 2007, 193). A good way to expose children to altruism is by encouraging them to review their behaviour on other people. This can be done by moral affiliations offering clear rules to experience and encourage warm, supportive and sensitive relationship (Carr 2007, 193).

“Motivation to follow particular courses of action may be conceptualized as being determined not only by implicit, broadband, trait-like motives, but also by explicit nar-

rowband, state-like motives.” (Carr 2007, 194). Research conducted on state-like motives is to promote subjective well-being. State-like motives include current concerns, personal goals or projects, different kinds of life tasks and personal striving. The mentioned four different ways have been created and developed by multiple researchers Emmons (1997) and Little (1999), ( in Carr 2007, 194).

## **2.5 Motivation in game officiating**

The availability of knowledge and learning material for athletes and coaches is very vast and extensive (Hancock, Dawson, Auger, 2015, 32). In the field of sports psychology athletes are the main focus for countless studies (Philippe, Vallerand, Andrianarisoa, Brunel, 2009, 77). They provide a very extensive base creating the suitable pathway for the individuals. Unfortunately only a few studies have targeted the progression of game officials in sports. The knowledge of the motivations for an individual to begin or quit officiating is very limited. This is a surprising fact, since game officials play a very crucial and vital role of any sports (Auger, 2015, 32).

### 3 Self-determination theory

A major area for self-determination theory is the social context of the individual. There are three basic psychological needs that need to be defined in order to achieve a self-determined state. The three basic needs are autonomy, competence and relatedness (Austin, Fernet & Trépanier, 2013, 124; Ryan & Deci 2006, 1565). “Specifically, people thrive when their basic psychological needs for autonomy, competence, and relatedness are met, and they suffer and react defensively when these needs are thwarted.” (Legate, DeHaan, Ryan 2015, 472). “The highest level of self-determination is assumed to be inherent in intrinsic motivation.” (Sarrazin, Vallerand, Guillet, Pelletier, & Cury, 2002, 396). In the modern world self-determination theory is a very common model applied for the study of human motivation and personality (Deci & Ryan, 2000). Satisfying more needs of the individual will result into a more self-determined behavior. The theory states that the motivation and optimal psychological functioning depend on the degree to which social factors satisfy the individuals’ psychological needs. Autonomy refers to the desire to engage in activities of an individual’s choice and to initiate the behaviour themselves. Competence is the second need, which reflects the need of an individual to have an effect on the environment and to achieve preferred outcomes. The third need is relatedness, which refers to the desire to feel connected to valued by others (Ryan & Deci, 2000). This hypothesis quoted by Joussemet, Landry & Koestner (2008) “has received extensive empirical support in a variety of different contexts, such as, parenting. Also evidence was provided to sport by (Reinboth et al., 2004) and education evidence was stated by Taylor & Lonsdale (2010). Also this is relevant in an individual’s workplace.” (Baard, Deci, & Ryan, 2004, 2056). A sport example would be when a coach supports the players’ autonomy (Vello & Agnese 2014, 119).

Research of different leadership figures, such as parents, teacher’s coaches etc. to see how they can fulfill the psychological needs of those under their supervision. One of the major components proposed by SDT is the social context having a significant impact upon psychological need fulfilment, growth and well-being is the degree to which the context is autonomy-supportive versus controlling. When supporting an individu-

al's autonomy an extensive range of behaviours such as choice, providing a rationale for tasks and acknowledging the perspectives of others are said to satisfy autonomy, competence and relatedness (Mageau & Vallerand, 2003, 888). Conroy & Coatsworth, (2007 in Cowan & Taylor 2012, 362). Amorose & Anderson-Butcher (2007) have stated that autonomy-supportive coaching style in the field of sports has been positively associated with the psychological need satisfaction of athletes and added that it is evident in self-determined motivation. Too much control in coaching is considered to be damaging to individual's psychological health (Cowan & Taylor 2012, 362).

Autonomy support and relative intrinsic goal pursuits affects an individual's autonomous motivation positively in a significant way when engaged in learning or in performance persistence and well-being (Deci & Ryan, 2000, 241; Ryan, Chirkov, Little, Sheldon, Timishina, & Deci, 1999, 1510). "In the present study, the concept of intrinsic goal pursuits was defined as intrinsic goal progress expectancy for the chosen study activity over the coming school year." (Waeler, Halvari, Skjesol, Bagøien 2013, 327).

Countless research studies have been done in field of competitive sport, which have found evidence that needs satisfaction will enhance self-determined motivation (Sarrazin, Vallerand, Guillet, Pelletier, & Cury, 2002, 396). The end result will lead to positive psychological consequences, such as adaptive coping. (Amiot, Gaudreau, & Blanchard, 2004 398-399). In addition the psychological consequences can lead to flow experiences (Kowal & Fortier, 1999, 356-357). "In contrast, individuals whose needs are frustrated show greater amotivation and controlled motivation and these have been associated with maladaptive outcomes, including dropout from sport (Sarrazin et al., 2002)." (Lonsdale, Hodge, Rose 2009, 786).

Deci & Ryan (2002) add that self-determinate behavior is very similiar to key areas highlighted athlete-centered coaching self-determination theory. "The importance of being the origin of actions and strategies (autonomy), being able to utilize and display own capacity (competence), and being attached to other people (relatedness) are highlighted as important in order to influence intrinsic motivation in self-determination theory (Deci & Ryan, 2002)." (Moen & Federici 2014, 108).

### **3.1 Autonomy**

Quoted by Deci & Ryan (1985) the need for self-determination, or autonomy, generally refers to the individual's perception or understanding of being the main source to, or origin of the achieved behavior accomplished through an activity (Ryan & Connell 1989, 749). "The term autonomy literally refers to regulation by the self". (Ryan & Deci, 2006, 1557). "Autonomy refers to feelings of freedom and volition, the sense that one's behavior is choicefully initiated and personally endorsed rather than pressured or coerced." (Di Domenico & Fournier 2014, 1681). The term self-determination suggests that individual's actions are based on one's own interests and values and originate from personal initiative.

Friedman (2003) quotes that within in the discipline of philosophy the concept of autonomy has become increasingly accepted and refined (Ryan & Deci 2006, 1557). It has been stated that the nature and value of autonomy are amongst the common topics within the subject of philosophy. The discussions of autonomy are supported by the vast selection of literature to back it up. For example, Frey & Stutzer (2002) state that in the field of economics the new trend is supporting spreading the significant need for autonomy to increase the quality of life. In conclusion, added by Woo (1984) this shows that individuals who are autonomously functioning, will be more productive to generating human capital and wellness, which is means that they are more actively engaged (Ryan & Deci 2006, 1558).

### **3.2 Competence**

Deci, Harter, & White quote that the feeling of an individual engaging activities and functioning effectively in a social and achievement environment is called competence. It generally highlights the importance of experiences, or the lack of experiences from the engaged activities, where the individual has the opportunity to optimally utilize and display their strengths and capacity (Moen & Federici 2014, 106-107). "Competence refers to feelings of effectance, the sense of accomplishment and growing mastery in one's activities." (Di Domenico & Fournier 2014, 1681). Stated by Deci & Ryan (2002) "The term competence can also be defined as the individual's effectiveness in



their enduring interactions with the social environment and experience in which to express their capabilities.” (Deci & Ryan 2000, 252). Stated by Ryan 2011 that an individual interested, open and willing to learn will be far more effective in adapting to new challenges and context compared to its counterpart. Added by Elkind (1971 and White (1959) competence is mostly experienced through intrinsic motivation during actions requiring cognitive, and social growth. (Deci & Ryan 2000, 252).

An individual is less likely to have the ability to harness its full potential of the inherited capacity. This will result in the insufficiency to be prepared to engage in situations and demanding tasks. “They would thus be ill prepared for new situations and demands in the physical world, and moreover, they would be less adaptable to the extremely varied cultural niches into which a given individual might be born or adopted.” (Deci & Ryan 2000, 252).

### **3.3 Relatedness**

The need for relatedness is defined as highlighting the areas of which and individual feels the sense of belongingness, connectedness and attachment to other people. (Baumeister & Leary 1995, 499) “It is a dynamic view highlighting two areas that the individual is taking care of other people and that others are caring for the individual.” (Moen & Federici 2014, 106-107). “Relatedness refers to feelings of social connectedness, the sense of being accepted and sharing meaningful experiences with others.” (Di Domenico & Fournier 2014, 1681). The key area for an individual’s own learning and development is intrinsic motivation, which is an essential and desirable component of achievement pursuits.

Relatedness and competence have many common factors apparent during during an individual’s behavior. “The tendency toward relatedness reflects a deep design feature of social organisms rather than a simple gene-behavior link that was added atop other modular mechanisms.” (Deci & Ryan 2000, 253). Ryan (1993) highlights that “in the sweep of evolution the tendency toward social coherence or homonymy has representation in species ranging from slime molds to primates, so much so in fact that the line between individuals and aggregates in many species is difficult to draw.” (Moen &

Federici 2014, 106-107). The forms of experiencing the need for relatedness in humans are very specific form of expression. These specie-specific forms are changing and evolving constantly. An individual's view on itself remains relatively the same through the process and growth (Deci & Ryan 2000, 253).

### **3.4 Cognitive Evaluation Theory and Intrinsic motivation**

Intrinsically motivated activities were defined as those that individuals find interesting and would do in the absence of operationally separable consequences. White (1959) proposed that people will regularly want to engage in activities simply to experience efficacy or competence. deCharms's (1968) stated that people feel like they are able monitor their actions as casual agents, which is their primary motivational tendency (Deci & Ryan 2000, 233). "Because various studies confirmed that intrinsic motivation is associated with better learning, performance, and well-being (e.g., Benware & Deci, 1984; Deci, Schwartz, Sheinman, & Ryan, 1981; Grolnick & Ryan, 1987; Valas & Sovik, 1993), considerable attention has been given to investigations of the conditions that undermine versus enhance intrinsic motivation." (Deci & Ryan 2000, 233).

#### **3.4.1 Intrinsic Motivation and Autonomy**

Understanding of human motivation requires a consideration of motivational processes other than just reinforcement and further highlighted a potential antagonism between reinforcement and this other type of motivation (Deci & Ryan 2000, 235).

Deci (1975) stated that intrinsically motivated people are the prototype of self-determined activities (Deci & Ryan 2000, 234). They are activities that people do naturally and spontaneously when they feel free to follow their inner interests. A concept created by De Charms (1968) & Heider (1958) for spontaneous activities have in internal perceived locus of causality, also known as I-PLOC. Additional studies of I-PLOC have shown that the introduction of extrinsic rewards in an intrinsically interesting activities complemented with external rewards the will cause a shift in the internal behaviour to become external (e.g Lepper 1973). Eventually the individual will lose the touch of the original intrinsic motivation feeling (Deci & Ryan 2000, 234).

Many studies on intrinsic motivation have been conducted to show the mediating role of perceived autonomy. For example, in one of the tests a competition setup was used to examine and research the differences and effects of a controlling versus non-controlling in a puzzle solving game (Reeve & Deci 1996, 25). “Results indicated not only that pressuring people to win by establishing a competition within a controlling context led to less intrinsic motivation than competition within a non-controlling context, but also that participants’ perceptions of their own autonomy mediated this effect.” (Deci & Ryan 2000, 234)

### **3.4.2 Intrinsic Motivation and Competence**

Positive feedback was related to enhance intrinsic motivation compared to no feedback (Boggiano & Ruble, 1979; Deci 1971). In addition, negative feedback decreases intrinsic motivation also stated by Deci & Cascio, (1972, in Deci & Ryan 2000, 234 ). White (1959) showed that this result has been linked to Competence. The results suggest that events such as positive feedback to enhance the effectance to provide satisfaction of the need for competence, resulting in the increase of intrinsic motivation. Thus negative feedback hinders the need for competence and neglects an individual’s intrinsic motivation (Deci & Ryan, 2000, 234). Studies have shown and confirmed that the experience of competence arbitrate effects of positive and negative feedback on intrinsic motivation (Vallerand & Reid, 1984). Studies have also shown that positive feedback has a maximal effect when individuals feel in charge of the competent performance (Fisher, 1978). Also it is important that the individual’s action does not obscure their feelings of autonomy (Ryan, 1982). Competence is the key element to make any type of motivation. In addition, autonomy is required to for the motivation to be intrinsic (Deci & Ryan 2000, 235).

### **3.4.3 Intrinsic Motivation and Relatedness**

“Although autonomy and competence have been found to be the most powerful influences on intrinsic motivation, theory and research suggest that relatedness also plays a

role, albeit a more distal one, in the maintenance of intrinsic motivation.” (Deci & Ryan, 2000, 235). There are evidence produced from research, for example, when a child is engaged in an interesting activity with an adult present who ignores the child’s attempt to interact, this resulted in a very low intrinsic motivation displayed by the child (Anderson, Manoogian, & Reznick, 1976). Intrinsic motivation can be described as an exploratory behaviour. For example, during infancy it is important to generate the feel of relatedness with the infant, in order to achieve strong exploratory behaviour (Deci & Ryan, 2000, 235). Maternal autonomy in accumulation with security of attachment is presumed to be both associated with exploratory behaviours (Frodi, Bridges & Golnick 1985). Ryan & La Guardia (2000) argued “Indeed, across the life span, SDT hypothesizes that intrinsic motivation will be more likely to flourish in contexts characterized by a sense of secure relatedness.” (Deci & Ryan 2000, 235).

### **3.5 Orgasmic Integration Theory and Extrinsic motivation**

An individual experiencing extrinsic motivation is considered instrumental in nature and occurs when engaged in a particular action as a means to an end. “From lower to higher levels of self-determination, they are external regulation, introjected regulation, and identified regulation.” (Sarrazin, Vallerand, Guillet, Pelletier, & Cury, 2002, 396. Ryan (1985, in Deci & Ryan 2000, 235) quoted that “internalization is an active, natural process in which individuals attempt to transform socially sanctioned mores or requests into personally endorsed values and self-regulations”. Vallerand states (2006) that “research has provided evidence that values and regulations regarding uninteresting activities can be internalized in a controlled or also in an autonomous manner.” (Deci & Ryan 2000, 235). This is the way an individual adapts and reconstructs the external regulation to make the activities self-determined. Optimal internalization function will allow an individual to identify the importance of social regulations to be adapted integrated to their self to eventually to fully accept as their own. A predicted or a foreseen internalization process may cause the regulations and values to remain external or only partially adapted as a self-determined action (Deci & Ryan 2000, 236). For example, individuals who have the passion to play basketball do more than just

play the sport. They are considered basketball players (Vallerand, Rousseau, Grouzet, Dumais, Grenier, Blanchard 2006, 456).

There are two distinctive and important differences in how the activity is internalized in an individual's identity. The result of internalization of the process is the rising of two different types of passion varies in how fully it is developed. The first one is harmonious passion, which is the result from an autonomous internalization of an individual's engaged activity. Autonomously internalized harmonious passion will become part of individual's identity (Vallerand, Rousseau, Grouzet, Dumais, Grenier, Blanchard 2006, 456). Once individuals freely have accepted the importance of the particular activity, an autonomous internalization will occur. In addition it is important for the activity to happen without contingencies attached to it. As Vellarand( 2006) stated: “ This type of internalization emanates from the intrinsic and integrative tendencies of the self (Deci & Ryan, 2000; Ryan & Deci, 2003) and produces a motivational force to engage in the activity willingly and engenders a sense of volition and personal endorsement about pursuing the activity.” (Vallerand, Rousseau, Grouzet, Dumais, Grenier, Blanchard 2006, 456)

### **3.5.1 External regulations**

External regulations are controlled by specific contingencies, which is the classic of way identifying extrinsic motivation. An individual will behave and choose its actions to avoid consequences to avoid punishments (Deci & Ryan 2000, 236).

### **3.5.2 Introjection**

Found from Ryan's & Connell's research (1989) about introjection “entails individuals' taking in external regulations and maintaining them in a form that is relatively isomorphic with the external regulations” (Deci & Ryan 2000, 236). Introjection is described by Persl (1973) as consuming regulations as a whole without absorbing them. The control of behavior for external regulation comes from contingent consequences that are managed by others. In addition, with introjected regulation the contingent conse-

quences are managed by the individuals to themselves (Deci & Ryan 2000, 236). “The prototypic examples are contingent self-worth (pride) or threats of guilt and shame.” (Deci & Ryan 2000, 236). Individual experiencing introjection is often displayed as ego involvements, public self-consciousness, or false self-ascriptions (Plant & Ryan, 1985; Ryan, 1982; Kuhl & Kazen, 1994). Introjection part the process to achieve internalization. Introjection in this means that the regulations are consumed by the individual but have not been fully adapted as integrated set of motivations, cognitions, and affects that constitute the self. This results into a behavior that is not a self-determined. Compared to external regulations that have poor maintenance and transfer, introjected regulations have been partially internalized and have a higher probability than external regulations to be maintained over time. Despite that, introjection is still an unstable form of regulation (e.g., Koestner, Losier, Vallerand, & Carducci, 1996). (Deci & Ryan 2000, 236).

### **3.5.3 Identification**

Identification is the process where individual recognizes and accepts the primary value of a behavior. An individual identifying with a behavior’s value will result into a more complete and fully internalized its regulation. This will enhance the possibility of the person to accept the behavior as their own. “For example, if people identified with the importance of exercising regularly for their own health and well-being, they would exercise more volitionally.” (Deci & Ryan 2000, 236). The result of internalization would be a more complete than with introjection. Leading from this the behavior would have become more a part of their identity. Despite it being extrinsically motivated the result would be considered more of autonomous behavior. Instead engaging in spontaneous manner the behavior based on identifications will have a higher possibility to have long term effect in benefit (Deci & Ryan 2000, 236).

### **3.5.4 Integration**

For an individual’s extrinsic motivation integration is the most complete form of internalization. To achieve it the individual must involve identifying one’s behaviors. In addition, the individual needs to integrate those identifications with other aspects of

the self. “When regulations are integrated people will have fully accepted them by bringing them into harmony or coherence with other aspects of their values and identity (Pelletier, Tuson, & Haddad, 1997; Ryan, 1995).” (Deci & Ryan 2000, 236). The end result will be transforming the initial external regulation into a self-regulation, and the result is self-determined extrinsic motivation (Deci & Ryan 2000, 236).

### **3.5.5 Autonomus and controlled motivation**

To achieving multiple successful ways of internalization the process will go through introjection, identification, or integration, the end result will be different types of extrinsic motivation. The variations depends on the extent to which the process is either controlled or autonomous (Deci & Ryan 2000, 236). Without achieving internalization, external regulation is the dominating factor in the process, which is the most controlled form of extrinsic motivation, for people’s behavior is regulated by others’ administration of contingencies (Deci & Ryan 2000, 236). Introjected regulation for an individual involves internal pushes and pressures. It can be “characterized by inner conflict between the demand of introject and the person’s lack of desire to carry it out is still relatively controlled even though the regulation is within the person.” (Deci & Ryan 2000, 236). It is important for the individual to find value in ones actions. With the recognized value internalization will be fuller for the individual. The end result will be that individuals who recognize this will feel more autonomous about their action and behavior. The most effective internalization process to achieve the best extrinsic motivation is through integration (Deci & Ryan 2000, 236).

There are multiple types of autonomous and controlled activities. The particular activities involve different types of regulatory processes that either are instances of intentional behavior. For example, when an individual is in an amotivation state, the person lacks the intention to behave accordingly. The result is that the individual lacks cognitive-motivation (Deci & Ryan 2000, 237). Based on the rules and regulations set by the Self-determination theory, “an individual is more likely to be amotivated when the individual lacks efficacy or a sense of control with respect to a desired outcome.” (Deci Ryan 2000, 237). For an individual this behavior will result to outcome with the ab-

sence of the ability to regulate themselves with respect to a certain behavior.(Pelletier, Dion, Tuson, & Green-Demers, 1999, 2484). For example, it may be that an individual who typically possesses high self-esteem may lack confidence when it comes to his or her job. This will cause the individual to set lower autonomous goals at work, instead of following the higher standard goals that by the individual's boss. (Deci & Ryan 2000, 244).

### **3.6 Causality orientation**

This approach to studying different processes for regulating goal-directed behavior complements the regulatory-styles approach by examining individual differences in the general tendencies toward autonomous, controlled, and impersonal causality in the regulation of behavior (Deci & Ryan, 2000, 241). The causality orientation can be divided into three types. The first type is autonomy oriented, which highlights provides the possibility of regulating the individuals behavior based on self-endorsed values. The second type is control oriented, which is a behavior with a set way, a less self-determined behavior. The third orientation is called impersonally orientated, which the individuals focus is on ineffectance and not behaving intentionally. The mentioned three orientations tendencies of intrinsic motivation, external and introjected regulation and amotivation (Deci & Ryan 2000, 241). "In Vallerand's (1997) hierarchical model of motivation, causality orientations are at the highest level of generality, with domain-specific regulatory styles below them." (Deci & Ryan 2000, 241).

### **3.7 Basic Psychological needs**

"However, in our view, well-being is not simply a subjective experience of affect positivity but is also an organismic function in which the person detects the presence or absence of vitality, psychological flexibility, and a deep inner sense of wellness (Ryan & Frederick, 1997; Ryan, Deci et al.,1995)." (Deci & Ryan 2000, 243). Accordingly, SDT predicts that variations in need satisfaction will directly predict variations in an individual's welfare (Deci & Ryan 2000). For an individual "there is no other fulfilment besides just experiencing the event." Also, "Most activities that people indulge in for



pleasure are challenging and stimulating and at the same time increase their individual perception of well-being (Raj & Chettiar 2012, 10).

### **3.8 Goals pursuit**

The different regulatory processes that underlie the goal pursuits in the concept of needs are differentially associated with an individual's effective functioning and well-being. In addition, for an individual different goal contents have different links to the quality of behavior and mental health. This is due to the different regulatory processes and different goal contents that are associated with differing degrees of need satisfaction (Deci & Ryan 2000, 227).

In a school environment students who were more independent in reading text material showed greater conceptual understanding of the material than those who were more controlled (Grolnick, Ryan & Deci 1991, 509). In addition, there has been found evidence that, even controlling for prior achievement scores, autonomous self-regulatory styles and perceived competence of third-grade and fourth-grade students predicted their positive school attitudes and performance (Miserandino, 1996, 206). In a college and university environment, students who were more autonomously motivated for organic chemistry enjoyed the course more and got higher grades than students who were more controlled in their motivation (Black & Deci, 2000, 743).

“Research on regulatory styles and causality orientations has shown that the processes through which goal-directed behavior is regulated affect the outcomes that accrue. In particular, behavior that was autonomously regulated led to a variety of more positive outcomes, including higher quality performance, improved maintenance of behavior change, and better mental health, relative to behavior that was controlled. These findings have been explained in terms of autonomous regulatory processes providing greater satisfaction of the fundamental psychological needs.” (Deci & Ryan 2000, 244).

“Dweck (1985) proposed that when children are oriented toward learning goals, the intrinsic motivation system is involved in initiating, sustaining, and rewarding the activity, whereas performance goals can supplant or undermine intrinsic motivation.” (Deci & Ryan 2000). There can be a link made between intrinsic motivations and learning goals. One side consists of intrinsic motivation and extrinsic motivation and performance goals on the other side. In addition, Nicholls (1984, in Deci & Ryan 2000, 260) stated that task involvement and ego involvement are connected to the learning process. Multiple studies conducted by Rawsthorne & Elliot (1999) “has shown that ego involvement, relative to task involvement, when experimentally induced, undermined intrinsic motivation, a finding that has been confirmed by recent meta-analyses using free-choice behavior.” In addition Utman (1997) found results that behaviors affecting performance and added by Ryan (1982) the behavior affects the overall outcomes (Utman 1997, 171; Deci & Ryan 2000, 260). “In summary, prior SDT research work on goal pursuit demonstrates that pursuing goals for autonomous motives facilitates happiness and self-realization, whereas pursuing goals for controlled motives tends to undermine these same forms of wellbeing.” (Miquelon & Vallerand 2008, 243).

### **3.9 Relationship motivation**

Reis and Patrick (1996) quoted “In the fields of social, personality, and developmental psychology, there has been a great deal of research on the importance of intimate relationships (Deci & Ryan, 2000, 261). There have been countless researches conducted in the attachment framework (Ainsworth et al., 1978; Shaver, Hazan, & Bradshaw, 1988), and (e.g., Blais et al., 1990; Rusbult & van Lange, 1996). A very crucial part of growing up is forming attachments early as an infant. They will have long lasting impact in the future. Most important is that the infant creates a secure bond with the caretaker. This formulation was discovered in 1950s by Bowlby (1958) where it was assumed that a fundamental need for close connections with other people. Later findings on the formulations stated the idea of a need for relatedness as an implicit aspect. It is a natural instinct for a person to find relatedness amongst other people (Deci & Ryan 2000, 261).

“The self-determination and attachment approaches use individual differences in regulatory or interactive styles to predict behavior, affect, and the developmental interaction between people’s innate needs” (Deci & Ryan 2000, 262). Also the individuals social environment allows them satisfaction and different styles in each approach can be viewed as a central predictor of the individuals’ well-being. Autonomy orientation has been discovered to have significant with psychological health. In addition, the key areas of attachment theory have been found have strong associations with strong psychological health (Deci & Ryan 2000, 262).

## **4 Research framework & Objective.**

### **4.1 Purpose of the study**

The main goal of the thesis was to gather data to determine the motivation level and status of 2014-2015 game officials in Finland to continue to officiate during 2015-2016 season.

Research problem:

1. What motivates game officials in Finland from 2014-2015 to continue officiating in 2015-2016 season?

### **4.2 Theoretical framework**

The base of the whole thesis is different motivation theories. It starts off with the history of the motivational concepts dating from 1930. It is broken down into different phases to highlight the key factors during the phases. For example, it will have information about Hulls Drive theory (Graham & Weinberg 1996). The history chapter is followed by the introduction of Positive psychology (Seligman 2002). Positive psychology shares some similarities to the most dominant one that is the Self-determination theory (Deci & Ryan 2000).

### **4.3 Planning**

The idea to conduct the thesis about officiating started when the Finnish Ice Hockey federation referee in chief approached Haaga-Helia teacher Kari Savolainen in 2013. The federation presented an interest for the possibility of conducting a research to study the status of game officiating in Finland. The ideas were very abstract, which allowed the freedom of thinking out of the box for the topic.

Kari Savolainen presented me this idea and the possibilities that it possesses. Immediately I was very interested about the topic and started brainstorming ideas for the re-

search. I was introduced to a research specialist Osmo Laitila who is working in Haaga-Helia Business School as a Research assistant. He was able to give me professional directions and comments on how to conduct this research.

The project was on a hold until July 2015 due to my work placement for my studies. Once the planning was fully underway I approached both FIHA (Finnish Ice Hockey Federation) and Liiga about it to present the planned questionnaire. Both parties approved and sanctioned the right to use the name for the research.

#### **4.4 Subjects**

The research subjects are all the ice hockey game officials whom officiated in Finland during the season of 2014-2015. The research was taken a bit further and the beginning of the 2015-2016 was added to the theoretical question. "What motivates game officials in Finland from 2014-2015 to continue officiating in 2015-2016 season?". The game officials were divided into two different groups; level 4-7 (competitive) and level 1-3 (recreational). These two defined names will be used in the upcoming chapters when presenting and analysing the answers. This is to set a base to see distinctive differences amongst competitive and recreational game officials.

#### **4.5 Procedure**

The base for the thesis is produced by a questionnaire sent to all game officials who officiated during the season of 2014-2015. With the cooperation of Finnish Ice Hockey Association the questionnaire was possible to reach out to all targeted candidates. In addition there are specific questions for the professional league called Liiga. The professional league is independent organization so only the game officials' part of Liiga were given the additional questions. The additional questions are added information that will not be analyzed in the thesis.

The data was acquired by using an online survey software Webropol. The method ensured the quick and efficient way to distribute the questionnaire to all of game officials in Finland with an e-mail address. Every participant was sent a personal link to avoid

multiple participations from individuals. The time frame of the data acquisition was from 4.9.2015-24.9.2015. The participants received reminders to participate on 10.9, 15.9 and 22.9.2015. You will find the full questionnaire in the attachment section at the end of this thesis.

#### **4.6 Data acquisition**

The questionnaire was created in Finnish and the results were translated to English for the thesis. There were multiple choice questions and different variations of data acquisition were implemented. One set had groups such as age, years of experience and amount of games to categorize them easily. The second set had a scale of 1-5 or in some cases a choice of 0 was also possible. The final set was open answers with 1-3 text boxes to categorize the answers.

The questionnaire was sent to a total of 1564 participants and 555 of them submitted their answers and comments during the given timeframe. All the participants were required to have an email address to be eligible. Out of all the participants who submitted their answers, 44.97% of them were level 4-7 (competition level) game officials. The submitted answers from level 1-3 (recreational/junior level) game officials were 55.03%. In Finland there are 539 competitive game officials and 1025 recreational game officials eligible for this survey.

Most of the open questions were implemented in for additional information for the Finnish Ice Hockey Federation and Liiga.

## 5 Results

### 5.1 Result 1

The most answers came from Southern (Etelä) area 26,68%, where there are the most registered game officials in Finland. The second highest was “Häme” area with 17,97%. The third was the central part (Keskimaa) of Finland with 12,89%. Also should be noted that North (Pohjoinen) came very close to third place.

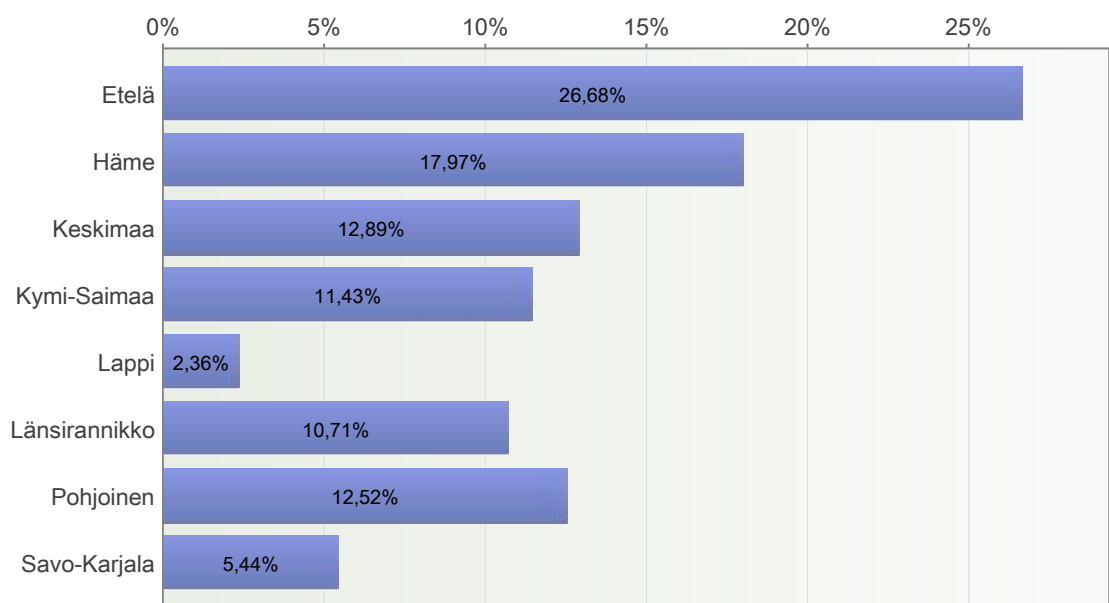


Figure 1. Displays the 8 areas defined by the Finnish Ice Hockey Federation amongst all game officials. N=551 (N= The number of participants)

Out of all the **competitive** game officials, 24,69% come from the southern area (Etelä). The second highest area is tied between “Häme” and “Länsirannikko” both with 15,64%.

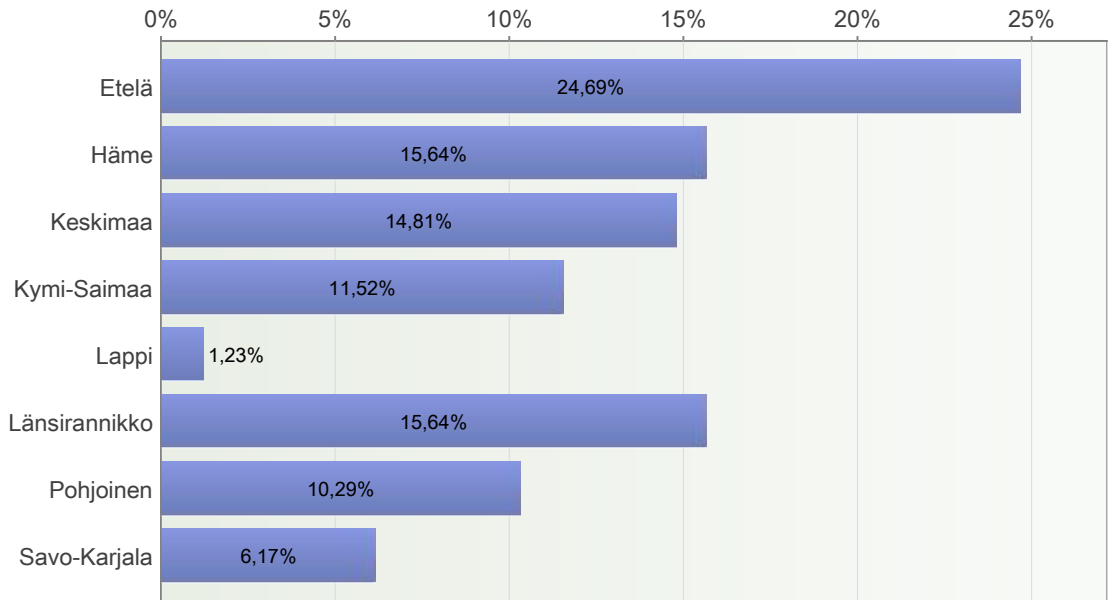


Figure 2. Displays the amount of competitive game officials spread out across all the areas/branches in Finland. N=243



For the **recreational** game officials the highest amount of participants are from Southern area (Etelä) with 28,24%. Southern area is the highest in all the mentioned categories. Second highest is “Häme” with 19,6% and the third highest is the northern area (Pohjoinen) with 14,29%.

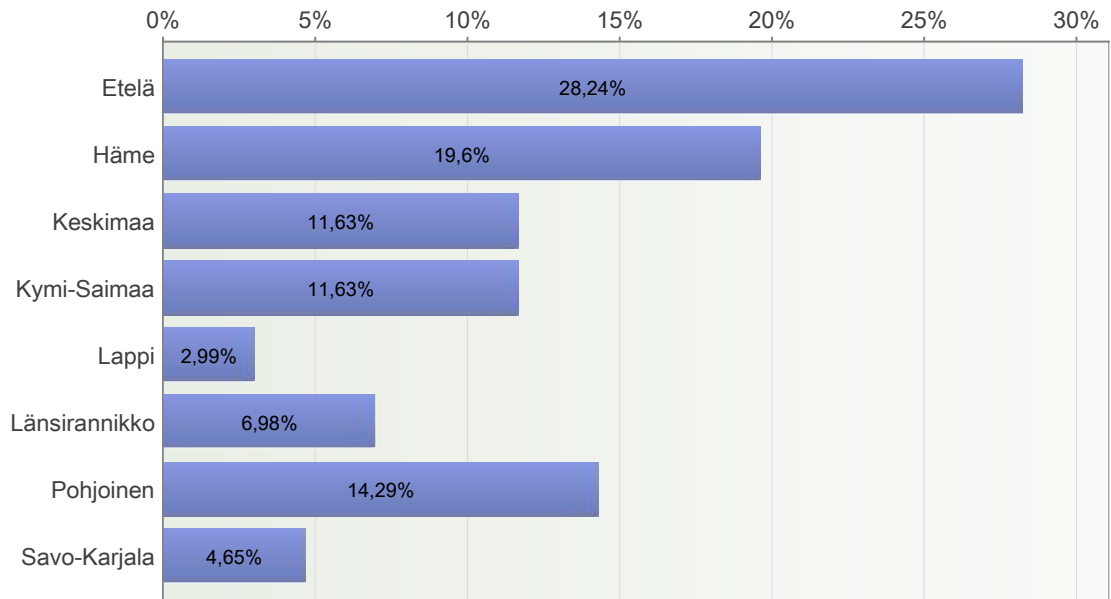


Figure 3. Displays the amount recreational game officials spread out across all the areas/branches in Finland. N=301

## 5.2 Result 2

The age categories were divided into 8 different groups. The most answers to the questionnaire was received from 19-24 years old group and followed closely by the 50+ group. The rest of the categories were quite even percentages.

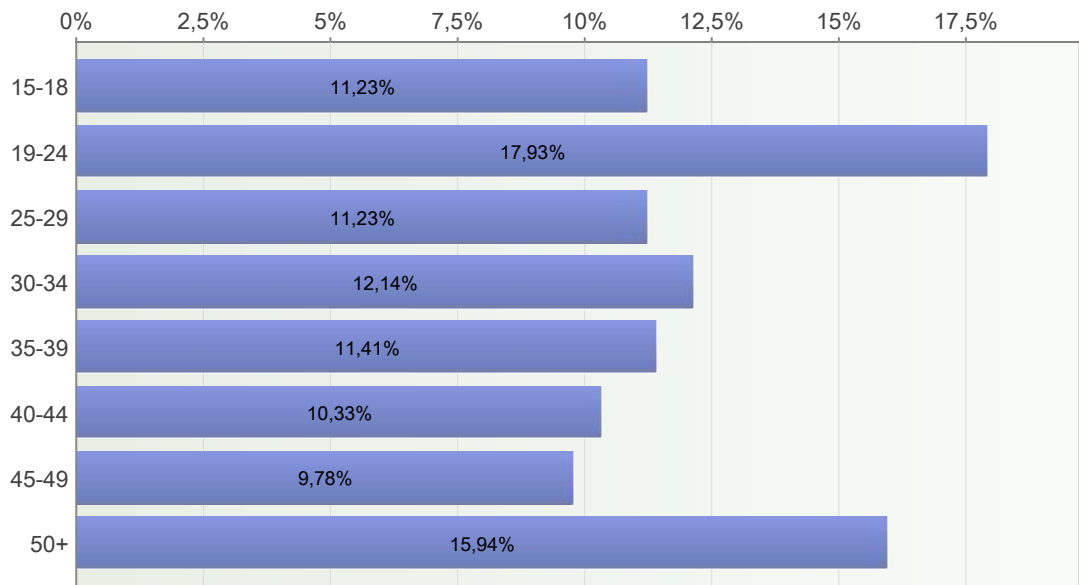


Figure 4. Graph showing the age groups of all the game officials. N=552

### 5.3 Result 3

The experience level of the game official was measured by how many years they have been officiating consecutively in years. Assessment categories were divided into 15 categories. The most common experience level amongst the participants was 1-3 years, second was 4-6 years and third was 7-9 years.

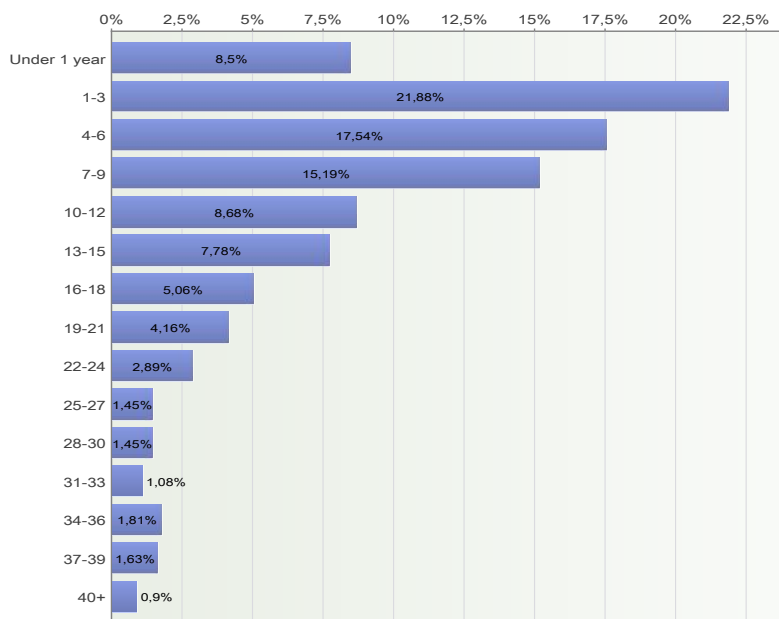


Figure 5. Graph displaying the game officials consecutive years officiating. N=553

### 5.4 Result 4

Out of **all** the participants almost all answered that they will continue officiating and only a few said that they will not continue after the season of 2014-2015.

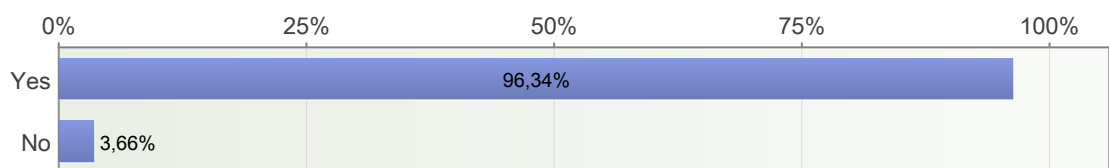


Figure 6. Displaying the amount of all game officials continuing for season 2015-2016. N=547

For the **competitive** game officials' majority said that they will continue officiating and only a few said stopping officiating after 2014-2015.

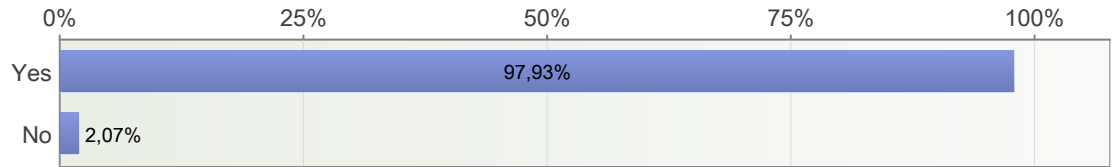


Figure 7. Displaying the amount of competitive game officials continuing for season 2015-2016. N=241

For the **recreational** game officials the result of continuing was very high and did not present any noticeable difference to the competitive game officials.

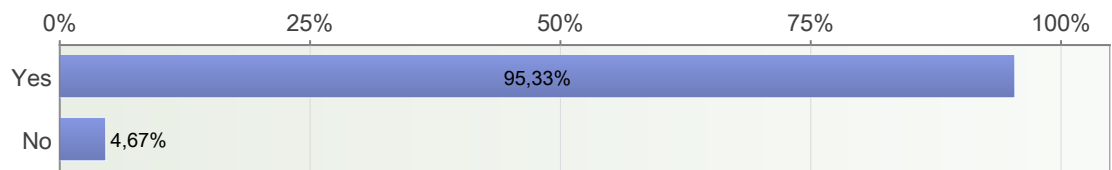


Figure 8. Displaying the amount of recreational game officials continuing for season 2015-2016. N=300

## 5.5 Result 5

In this question the baseline of the more detailed analysis is set. Out of all the participants 44,97% are competitive game officials and 55,03% are recreational game officials. A lot more of competition (Level 4-7) officials participated in the questionnaire compared to recreational (level 1-3) game officials. Almost 50% of the total all Finnish competition game officials participated and about 30% of all the recreational game officials participated.

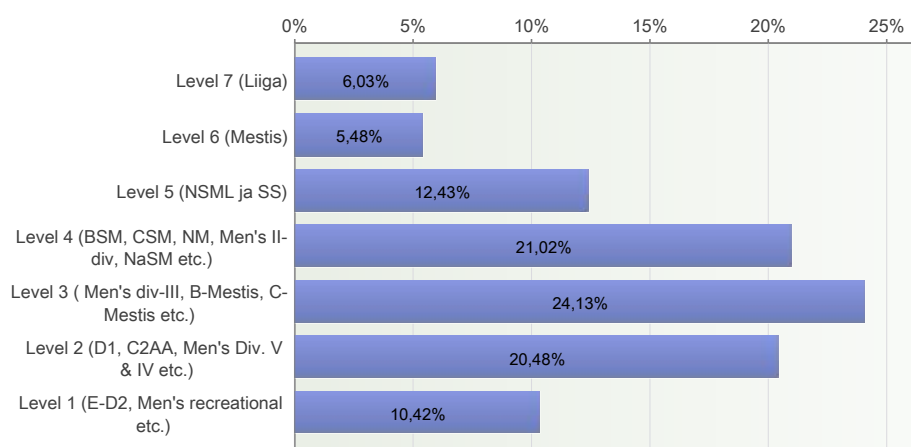


Figure 9. Displaying the highest level of games that have been officiated by all 2014-2015 game officials? N=547

## 5.6 Result 6

From **all** the game officials who continue to play ice hockey in addition to officiating were 31,68% and 68,32% said that they don't play ice hockey anymore.

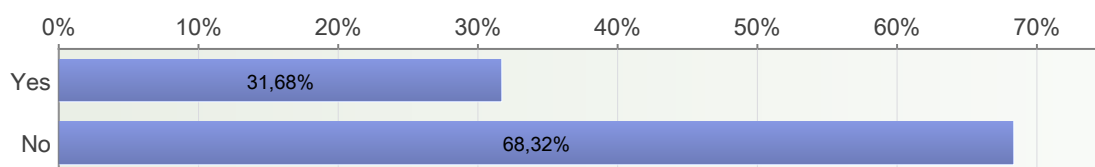


Figure 10. Displaying all the game officials who play ice hockey additionally to officiating. N=546.

Amongst the **competitive** game officials there is only a very small drop to the average of all the participants who additionally still play ice hockey.

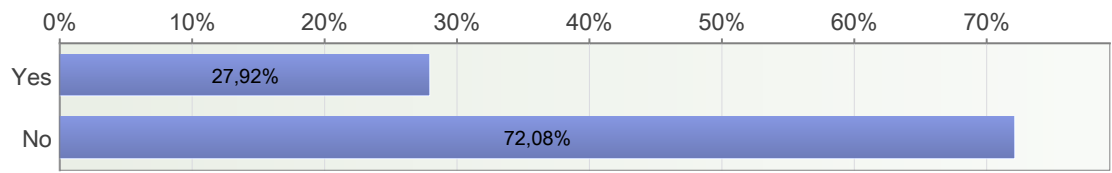


Figure 11. Displaying the competitive game officials who play ice hockey additionally to officiating. N=240

For the **recreational** game officials there is a minor increase of the individuals who still additionally play ice hockey.

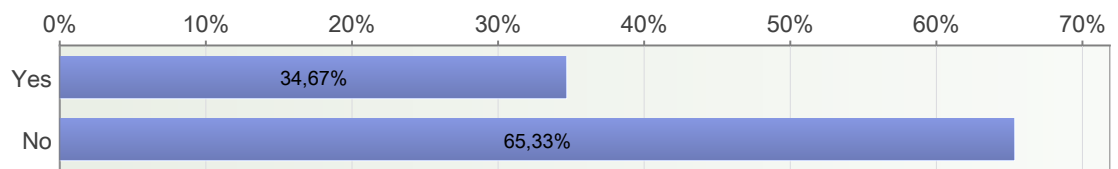


Figure 12. Displaying the recreational game officials who play ice hockey additionally to officiating. N=300

## 5.7 Result 7

Out **all** the game officials 92,15% have played ice hockey and only 7,85% have never played the sport. In addition, 81,56% of the game officials have more than 6 years of playing experience.

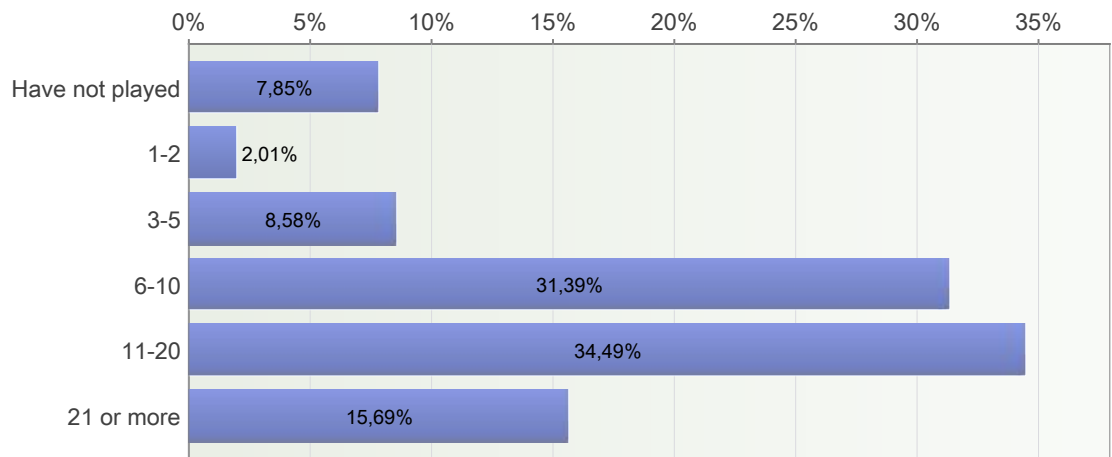


Figure 13. Displaying the amount of years that all the game officials have played ice hockey. N=548

There is a significant increase for the **competitive** game officials who have played 6 or more years of ice hockey with 88,11%. Only 3,28% have never played ice hockey before.

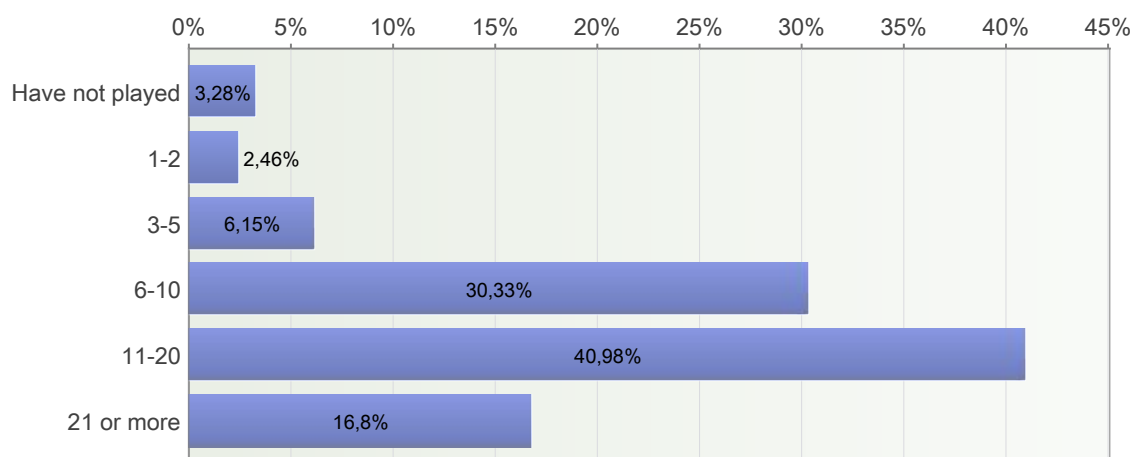


Figure 14. Displaying the amount years that competitive game officials have played ice hockey. N=244

For the **recreational** game officials 75,83% have played ice hockey 6 years or more years. There is a significant increase for game officials who have never played compared to the competitive game officials. There was 11,74% of the game officials who have never played compared to 3,28%.

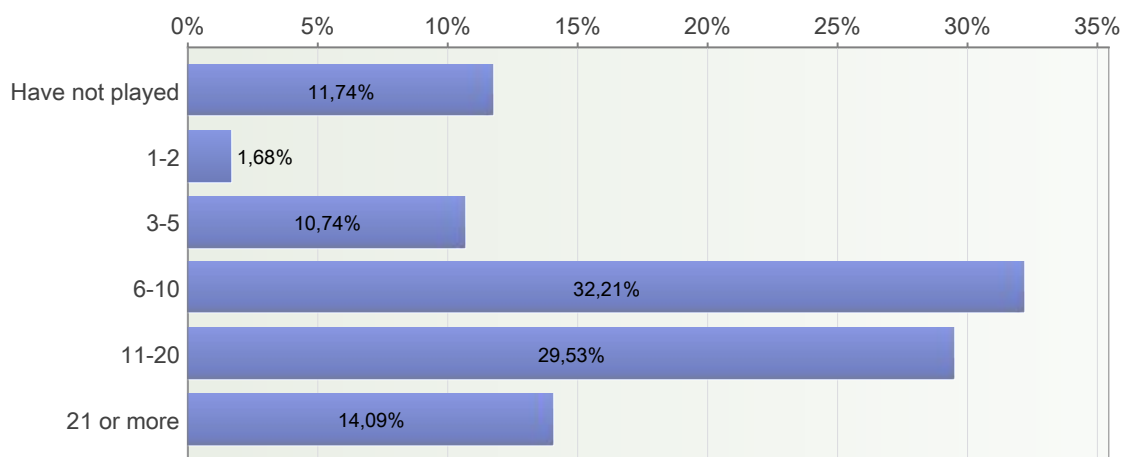


Figure 15. Displaying the amount of years that recreational game officials have played ice hockey. N=298

### 5.8 Result 8

Approximately half of **all** the game officials have a career plan for officiating. In addition, little less than half don't really have a career plan.

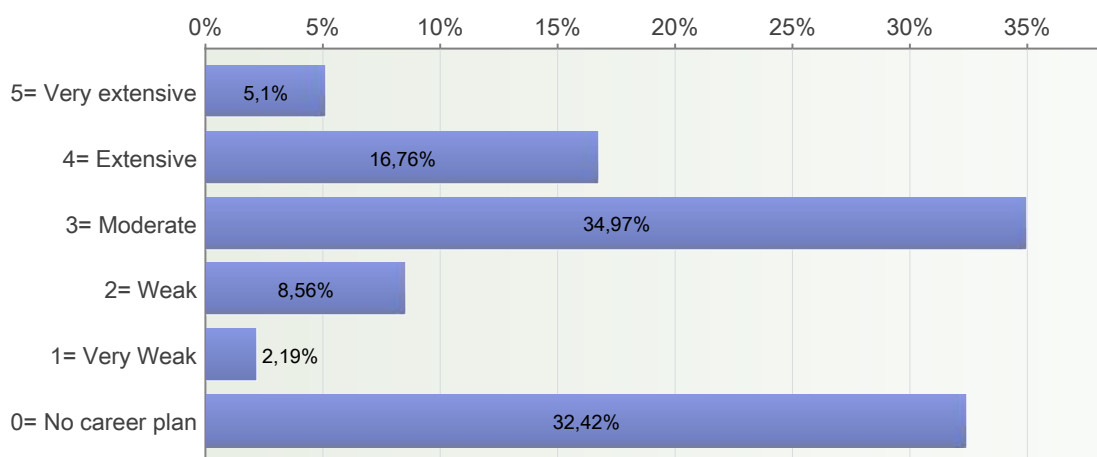


Figure 16. Displaying all game officials who have a career plan. N=549



Out of all the **competitive** game officials there is clear increase. The ones without a plan dropped noticeably.

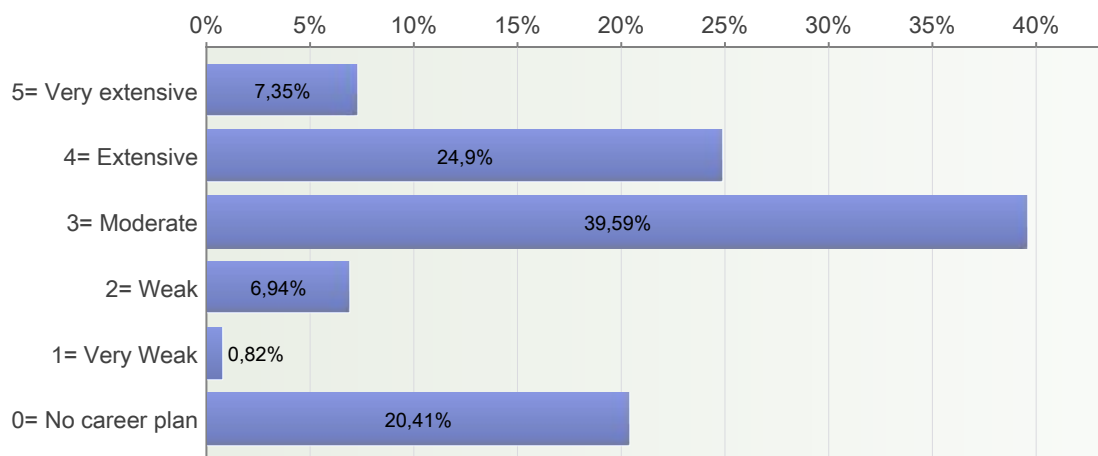


Figure 17. Displaying competitive game officials who have a career plan. N=245

For the **recreational** game officials there is a significant drop in career plans compared to the competitive game officials. Almost half of the recreational game officials don't have a career plan.

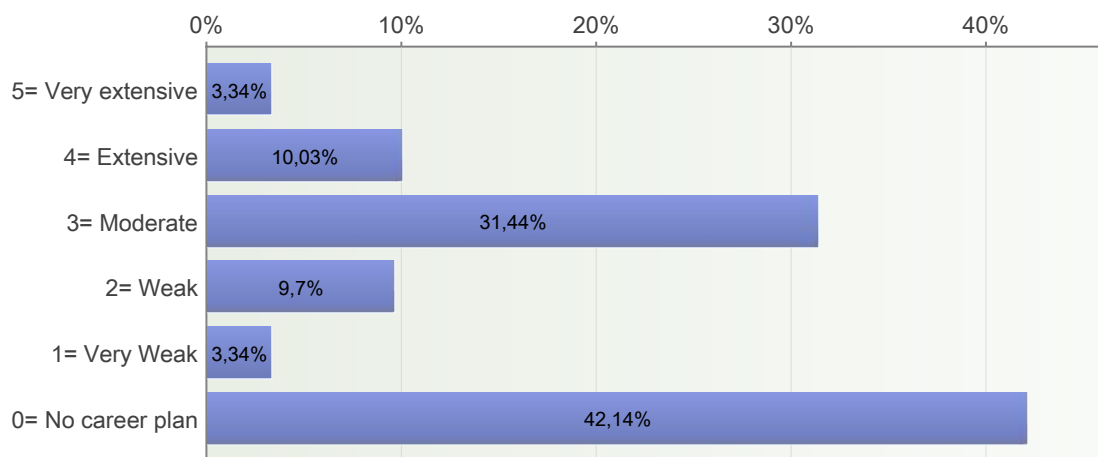


Figure 18. Displaying recreational game officials who have a career plan. N=299

## 5.9 Result 9

Out of **all** the game officials most of them are motivated to continue officiating.

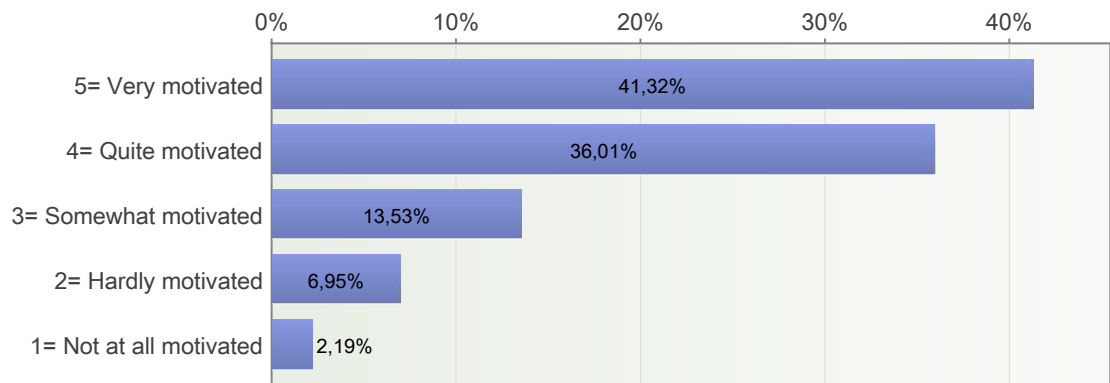


Figure 19. Displaying all the game officials' motivation level to continue to officiate. N=547

For the **competitive** game officials there is a slight increase in the motivational level.

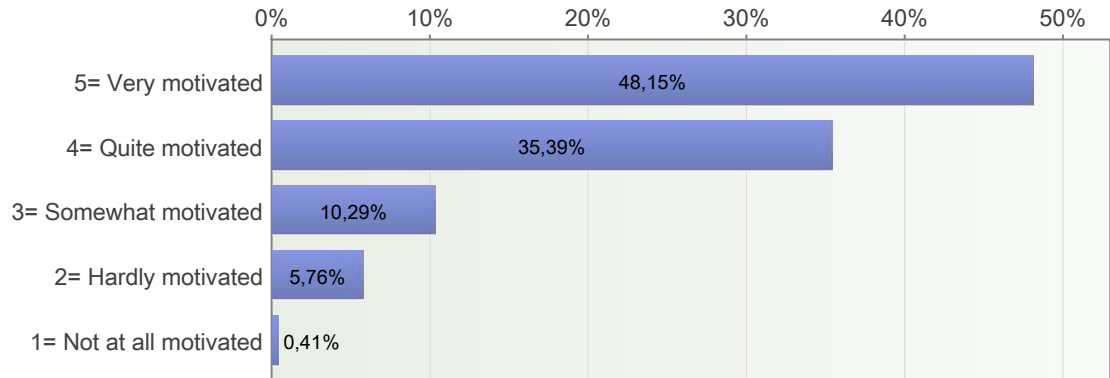


Figure 20. Displaying competitive game official's motivation level to continue to officiate. N=243

Also amongst the **recreational** game officials the motivation level is good.

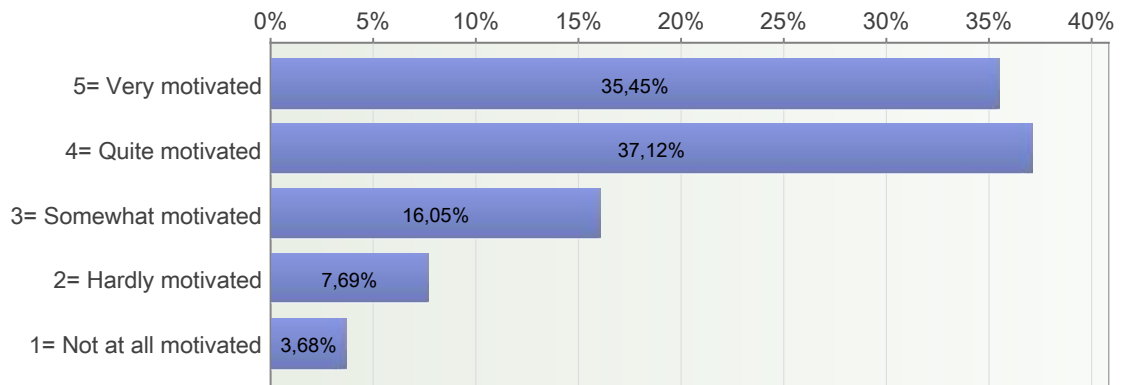


Figure 21. Displaying recreational game official's motivation level to continue to officiate. N=299

### 5.10 Result 10

Almost half of **all** the game officials are very motivated to officiate games from level 3, but it starts to decrease the closer we get to level 1. Fortunately only a small group of people are not motivated at all to officiate recreational games.

	5= Very motivated	4= Quite motivated	3= Somewhat motivated	2= Barely motivated	1= Not at all motivated
Level 3 ( Men's III-div, B-Mestis, C-Mestis etc.)	41,84%	29,27%	12,95%	6,75%	9,19%
Level 2 (D1, C2AA, Men's Div. V & IV etc.)	32,16%	34,94%	17,38%	8,32%	7,21%
Level 1 ( E-D2, Mens recreational etc.)	24,4%	29,36%	20,92%	15,23%	10,09%
<b>Total</b>	32,74%	31,19%	17,11%	10,13%	8,83%

Figure 22. Displaying how motivated all the game officials are to officiate games from levels 1-3 (Recreational). N=546

Amongst the **competitive** game officials the stats remain quite the same for level 3 games, but a clear decrease already from level 2 all the way to level 1.

	5= Very motivated	4= Quite motivated	3= Somewhat motivated	2= Barely motivated	1= Not at all motivated
Level 3 ( Men's III-div, B-Mestis, C-Mestis etc.)	40,08%	37,6%	14,88%	4,55%	2,89%
Level 2 (D1, C2AA, Men's Div. V & IV etc.)	19,83%	38,43%	21,07%	11,98%	8,68%
Level 1 (E-D2, Mens recreational etc.)	11,48%	26,64%	21,31%	23,77%	16,8%
<b>Total</b>	23,76%	34,2%	19,09%	13,46%	9,48%

Figure 23. Displaying how motivated competitive game officials are to officiate games from levels 1-3 (Recreational). N=244

For the **recreational** game officials both level 3 and level 2 have almost the same motivational level and also clear increase for level 1 games. The graph shows that majority of recreational game officials are very motivated to officiate the games at their level.

	5= Very motivated	4= Quite motivated	3= Somewhat motivated	2= Barely motivated	1= Not at all motivated
Level 3 ( Men's III-div, B-Mestis, C-Mestis etc.)	42,86%	22,65%	11,5%	8,36%	14,63%
Level 2 (D1, C2AA, Men's Div. V & IV etc.)	42,03%	32,2%	14,58%	5,42%	5,76%
Level 1 (E-D2, Mens recreational etc.)	34,34%	31,99%	20,88%	8,42%	4,38%
<b>Total</b>	39,7%	29,01%	15,7%	7,39%	8,19%

Figure 24. Displaying how motivated recreational game officials are to officiate games from levels 1-3 (Recreational).N=298

## 5.11 Result 11

Amongst **all** the game officials Level 4 games received the most answers displaying high motivation to officiate.

	5= Very motivated	4= Quite motivated	3= Somewhat motivated	2= Barely motivated	1= Not at all motivated
Level 7 (Liiga)	35,21%	9,86%	8,45%	6,04%	40,44%
Level 6 (Mestis)	35,6%	11,6%	7,8%	6,4%	38,6%
Level 5 (NSML ja SS)	38,07%	14,2%	8,28%	6,51%	32,94%
Level 4 (BSM, CSM, NM, Men's II-div, NaSM etc.)	42,69%	20,3%	12,9%	7,97%	16,13%
<b>Total</b>	<b>37,96%</b>	<b>14,08%</b>	<b>9,4%</b>	<b>6,75%</b>	<b>31,81%</b>

Figure 25. Displaying how motivated all the game officials are to officiate games from levels 4-7 (Competitive). N=529

Amongst the **competitive** game officials at all levels there are at least half of them who are very motivated and followed by quite motivated individuals.

	5= Very motivated	4= Quite motivated	3= Somewhat motivated	2= Barely motivated	1= Not at all motivated
Level 7 (Liiga)	56,62%	7,76%	7,31%	2,74%	25,57%
Level 6 (Mestis)	57,59%	10,71%	6,7%	2,23%	22,77%
Level 5 (NSML ja SS)	61,57%	13,97%	5,24%	2,18%	17,03%
Level 4 (BSM, CSM, NM, Men's II-div, NaSM etc.)	58,85%	22,63%	11,93%	2,88%	3,7%
<b>Total</b>	<b>58,69%</b>	<b>13,99%</b>	<b>7,87%</b>	<b>2,51%</b>	<b>16,94%</b>

Figure 25. Displaying how motivated the competitive game officials are to officiate games from levels 4-7 (Competitive). N=243

For the **recreational** level game officials the motivation is significantly lower. This might be due to the fact that they don't yet see their possibilities to officiate at higher levels. Also some people don't desire to compete and officiate at the higher levels. Fortunately there is small indication at the level 4 where almost half are quite or very motivated.

	5= Very motivated	4= Quite motivated	3= Somewhat motivated	2= Barely motivated	1= Not at all motivated
Level 7 (Liiga)	18,18%	11,27%	9,45%	8,73%	52,36%
Level 6 (Mestis)	17,58%	12,09%	8,79%	9,89%	51,65%
Level 5 (NSML ja SS)	18,55%	14,18%	10,91%	10,18%	46,18%
Level 4 (BSM, CSM, NM, Men's II-div, NaSM etc.)	28,57%	18,21%	13,93%	12,5%	26,79%
<b>Total</b>	20,76%	13,96%	10,79%	10,34%	44,15%

Figure 26. Displaying how motivated recreational game officials are to officiate games from levels 4-7 (Competitive). N=282

## 5.12 Result 12

Amongst **all** the game officials they feel that their skill level is good or very good. The highest ranking area is team work skills. The most improvement is needed in the fitness level of the game officials.

	5= Very good	4= good	3= Moderate	2= Weak	1= Very weak
Knowledge of the game	30,57%	57,46%	11,6%	0,18%	0,18%
Communication skills	22,1%	54,7%	20,81%	2,03%	0,37%
Team work skills	40%	52,48%	6,79%	0,55%	0,18%
Fitness level	18,32%	47,07%	31,32%	2,93%	0,37%
Skating skill	28,49%	48,53%	21,32%	1,29%	0,37%
Rule knowledge	15,57%	58,06%	23,44%	2,75%	0,18%
<b>Total</b>	25,83%	53,05%	19,22%	1,62%	0,28%

Figure 27. Displaying how capable all the game officials see themselves officiating at their highest level games. N=546

Amongst the **competitive** game officials the stats stay the same and there are no clear differences to all the game officials’.

	5= Very good	4= good	3= Moderate	2= Weak	1= Very weak
Knowledge of the game	30,33%	60,25%	9,02%	0,41%	0%
Communication skills	22,54%	53,28%	22,13%	2,05%	0%
Team work skills	42,86%	49,39%	7,76%	0%	0%
Fitness level	15,92%	53,06%	27,35%	3,67%	0%
Skating skill	29,39%	52,24%	17,14%	1,22%	0%
Rule knowledge	20,82%	57,14%	20%	2,04%	0%
<b>Total</b>	<b>26,98%</b>	<b>54,22%</b>	<b>17,23%</b>	<b>1,57%</b>	<b>0%</b>

Figure 28. Displaying how capable the competitive game officials see themselves officiating at their highest level games. N=245

For the **recreational** game officials the rule knowledge is clearly lower compared to the competitive game officials.

	5= Very good	4= good	3= Moderate	2= Weak	1= Very weak
Knowledge of the game	30,27%	55,44%	13,95%	0%	0,34%
Communication skills	21,77%	55,44%	20,07%	2,04%	0,68%
Team work skills	37,29%	55,25%	6,1%	1,02%	0,34%
Fitness level	19,93%	42,57%	34,46%	2,36%	0,68%
Skating skill	27,21%	45,92%	24,83%	1,36%	0,68%
Rule knowledge	11,15%	58,78%	26,35%	3,38%	0,34%
<b>Total</b>	<b>24,59%</b>	<b>52,23%</b>	<b>20,97%</b>	<b>1,7%</b>	<b>0,51%</b>

Figure 29. Displaying how capable the recreational game officials see themselves officiating at their highest level games. N=296

### 5.13 Result 13

Amongst **all** the game officials the levels with the highest amount of pursuit are level 3 and level 4 games.

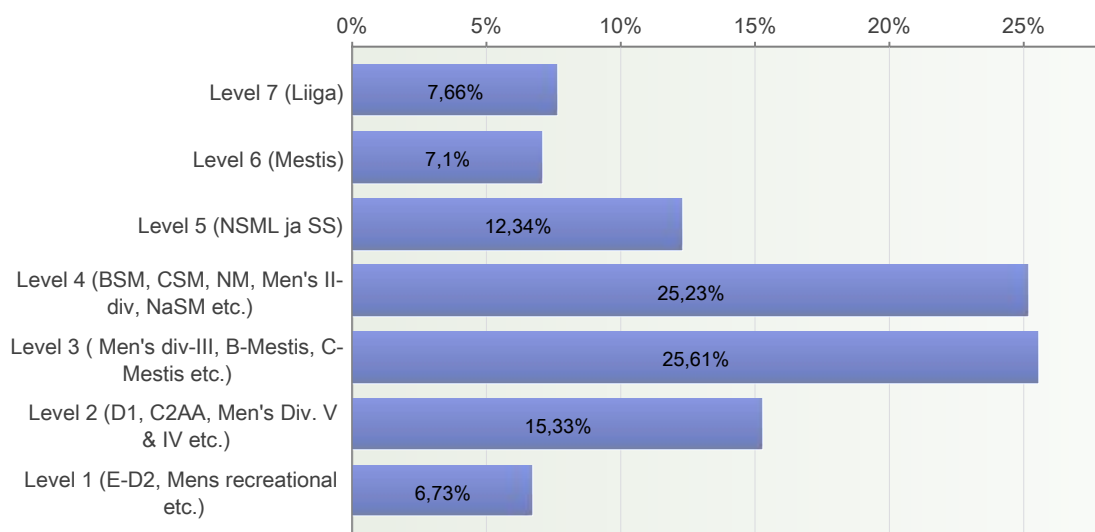


Figure 30. Displaying the level of all the games that the game officials aim for season of 2015-2016. N=535

Amongst the **competitive** game officials numbers go clearly to level 4 and above. This is expected from the competitive game officials to pursue high level games.

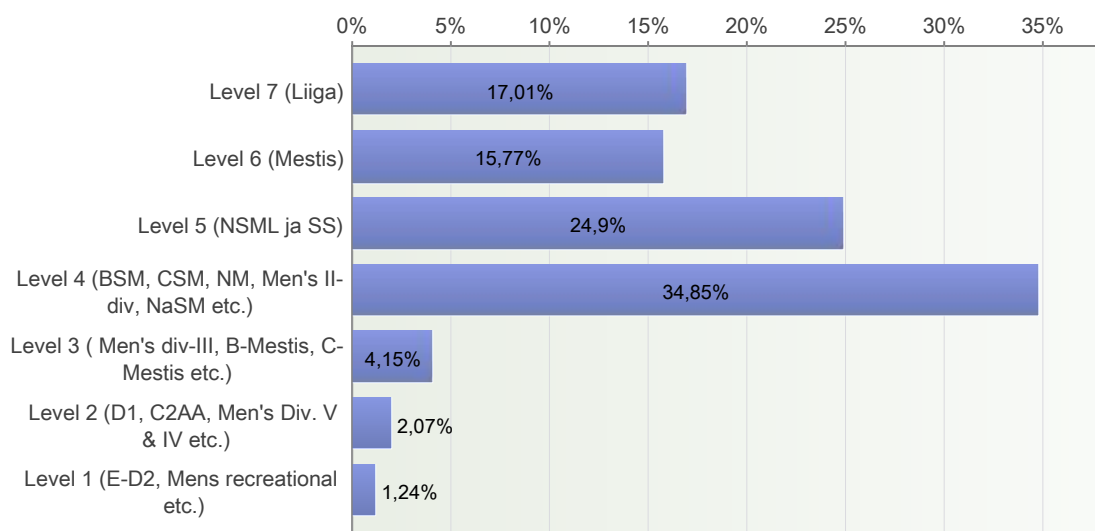


Figure 31. Displaying the level of games that the competitive game officials aim to officiate during season of 2015-2016. N=241



Amongst the **recreational** game officials highest level pursuit is for level 3 games. Fortunately there are officials who are aiming for level 5 games.

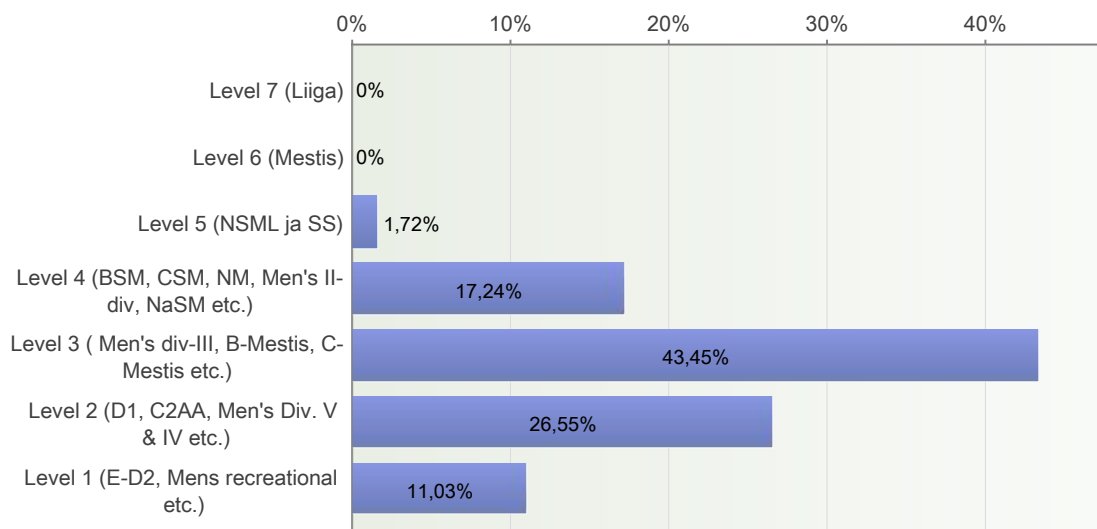


Figure 31. Displaying the level of games that the recreational game officials aim to officiate during season of 2015-2016. N=290

### 5.14 Result 14

Out of **all** the game officials the amount of games officiated is 0-20 at the recreational level.

	0	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-60	61-70	71-80	81-90	91-100	Over 100
Level 3 (Men's div-III, B-Mestis, C-Mestis etc.)	29,67%	22%	13,16%	12,18%	9,43%	4,52%	3,93%	1,38%	1,57%	0,59%	0,79%	0,39%	0,2%	0%	0%	0,2%	0%
Level 2 (D1, C2AA, Men's Div. V & IV etc.)	12,64%	18,11%	16,98%	10,94%	13,58%	7,74%	5,66%	4,53%	2,83%	1,32%	1,89%	0,94%	0,94%	0,94%	0,57%	0%	0,38%
Level 1 (E-D2, Mens recreational etc.)	8,07%	16,32%	15,01%	12,76%	11,07%	7,5%	6,75%	3,19%	4,69%	2,81%	4,32%	2,44%	1,5%	1,5%	0,38%	0,38%	1,31%
<b>Total</b>	16,6%	18,77%	15,08%	11,96%	11,39%	6,62%	5,47%	3,05%	3,05%	1,59%	2,35%	1,27%	0,89%	0,83%	0,32%	0,19%	0,57%

Figure 32. Displaying the amount of level 1-3 (recreational) games officiated by all the game officials during season of 2014-2015. N=541

Out of the **competitive** game officials the of amount games officiated is 0-20 at the recreational level as well.

	0	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-60	61-70	71-80	81-90	91-100	Over 100
Level 3 ( Men's div-III, B-Mestis, C-Mestis etc.)	5,46%	22,69%	17,65%	19,33%	13,03%	7,14%	6,72%	2,1%	2,1%	1,26%	1,26%	0,84%	0%	0%	0%	0,42%	0%
Level 2 (D1, C2AA, Men's Div. V & IV etc.)	7,63%	23,31%	19,49%	13,56%	17,37%	5,93%	3,81%	3,39%	2,54%	0,85%	0,85%	0,85%	0,42%	0%	0%	0%	0%
Level 1 (E-D2, Mens recreational etc.)	14,96%	27,35%	16,67%	14,1%	8,12%	2,99%	5,98%	1,28%	2,14%	1,71%	1,71%	2,14%	0,43%	0%	0%	0%	0,43%
<b>Total</b>	<b>9,32%</b>	<b>24,44%</b>	<b>17,94%</b>	<b>15,68%</b>	<b>12,85%</b>	<b>5,37%</b>	<b>5,51%</b>	<b>2,26%</b>	<b>2,26%</b>	<b>1,27%</b>	<b>1,27%</b>	<b>1,27%</b>	<b>0,28%</b>	<b>0%</b>	<b>0%</b>	<b>0,14%</b>	<b>0,14%</b>

Figure 33. Displaying the amount of level 1-3 (recreational) games officiated by competitive game officials during season of 2014-2015. N=239

Out of the **recreational** game officials the amount of games officiated is 0-20 at the recreational level.

	0	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-60	61-70	71-80	81-90	91-100	Over 100
Level 3 ( Men's div-III, B-Mestis, C-Mestis etc.)	50,19%	21,72%	9,36%	5,99%	6,37%	2,25%	1,5%	0,75%	1,12%	0%	0,37%	0%	0,37%	0%	0%	0%	0%
Level 2 (D1, C2AA, Men's Div. V & IV etc.)	15,52%	14,14%	15,17%	8,97%	10,69%	9,31%	7,24%	5,52%	3,1%	1,72%	2,76%	1,03%	1,38%	1,72%	1,03%	0%	0,69%
Level 1 (E-D2, Mens recreational etc.)	1,69%	7,46%	13,9%	11,86%	13,56%	11,19%	7,46%	4,75%	6,78%	3,73%	6,44%	2,71%	2,37%	2,71%	0,68%	0,68%	2,03%
<b>Total</b>	<b>21,6%</b>	<b>14,2%</b>	<b>12,91%</b>	<b>9,04%</b>	<b>10,33%</b>	<b>7,75%</b>	<b>5,52%</b>	<b>3,76%</b>	<b>3,76%</b>	<b>1,88%</b>	<b>3,29%</b>	<b>1,29%</b>	<b>1,41%</b>	<b>1,53%</b>	<b>0,59%</b>	<b>0,23%</b>	<b>0,94%</b>

Displaying the amount of level 1-3 (recreational) games officiated by recreational game officials during season of 2014-2015. N=298

## 5.15 Result 15

Out of **all** the game officials the amount of games officiated is 0-20 at the recreational level.

	0	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-60	61-70	71-80	81-90	91-100	Over 100
Level 7 (Liga)	92,6%	0,21%	0%	0,85%	0,42%	1,06%	0,42%	1,69%	0,63%	0,42%	0,85%	0,21%	0,42%	0%	0%	0%	0,21%
Level 6 (Mestis)	90,79%	2,51%	0,84%	1,05%	1,26%	0,63%	1,46%	0,63%	0,63%	0%	0%	0%	0%	0%	0%	0%	0,21%
Level 5 (NSML ja SS)	72,69%	7,39%	3,9%	7,19%	4,52%	1,85%	1,23%	0,62%	0,41%	0%	0%	0%	0%	0%	0%	0%	0,21%
Level 4 (BSM, CSM, NM, Men's II-div, NaSM etc.)	52,42%	13,93%	9,48%	9,09%	6%	3,48%	2,32%	0,58%	0,58%	0,39%	1,16%	0,19%	0%	0,19%	0%	0%	0,19%
<b>Total</b>	<b>76,57%</b>	<b>6,19%</b>	<b>3,68%</b>	<b>4,65%</b>	<b>3,12%</b>	<b>1,79%</b>	<b>1,38%</b>	<b>0,87%</b>	<b>0,56%</b>	<b>0,2%</b>	<b>0,51%</b>	<b>0,1%</b>	<b>0,1%</b>	<b>0,05%</b>	<b>0%</b>	<b>0%</b>	<b>0,2%</b>

Figure 34. Displaying the amount of level 4-7 (competitive) games officiated during season of 2014-2015 by all the game officials. N=526

For the **competitive** game officials they have commonly 0-20 games officiated. The largest amounts are in Level 4 and Level 5.

	0	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-60	61-70	71-80	81-90	91-100	Over 100
Level 7 (Liiga)	82,56%	0,51%	0%	2,05%	1,03%	2,56%	1,03%	4,1%	1,54%	1,03%	2,05%	0,51%	1,03%	0%	0%	0%	0%
Level 6 (Mestis)	78,5%	6%	2%	2,5%	3%	1,5%	3,5%	1,5%	1,5%	0%	0%	0%	0%	0%	0%	0%	0%
Level 5 (NSML ja SS)	38,68%	16,04%	8,96%	16,51%	10,38%	4,25%	2,83%	1,42%	0,94%	0%	0%	0%	0%	0%	0%	0%	0%
Level 4 (BSM, CSM, NM, Men's II-div, NaSM etc.)	4,24%	24,15%	20,34%	19,92%	12,29%	7,63%	5,08%	1,27%	1,27%	0,85%	2,54%	0,42%	0%	0%	0%	0%	0%
<b>Total</b>	<b>48,64%</b>	<b>12,34%</b>	<b>8,42%</b>	<b>10,79%</b>	<b>7%</b>	<b>4,15%</b>	<b>3,2%</b>	<b>2,02%</b>	<b>1,3%</b>	<b>0,47%</b>	<b>1,19%</b>	<b>0,24%</b>	<b>0,24%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

Figure 35. Displaying the amount of level 4-7 (competitive) games officiated by competitive game officials during season of 2014-2015. N=242

Most of the **recreational** level game officials have not reached the first step of competitive level games.

	0	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-60	61-70	71-80	81-90	91-100	Over 100
Level 7 (Liiga)	99,64%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0,36%
Level 6 (Mestis)	99,64%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0,36%
Level 5 (NSML ja SS)	98,89%	0,74%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0,37%
Level 4 (BSM, CSM, NM, Men's II-div, NaSM etc.)	92,78%	5,42%	0,36%	0%	0,72%	0%	0%	0%	0%	0%	0%	0%	0%	0,36%	0%	0%	0,36%
<b>Total</b>	<b>97,72%</b>	<b>1,55%</b>	<b>0,09%</b>	<b>0%</b>	<b>0,18%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0,09%</b>	<b>0%</b>	<b>0%</b>	<b>0,36%</b>

Figure 36. Displaying the amount of level 4-7 (competitive) games officiated by recreational game officials during season of 2014-2015. N=280

### 5.16 Result 16

Majority of **all** the game officials feel that they are able to progress in their game official career. About 20% of them don't feel that they are able to progress.

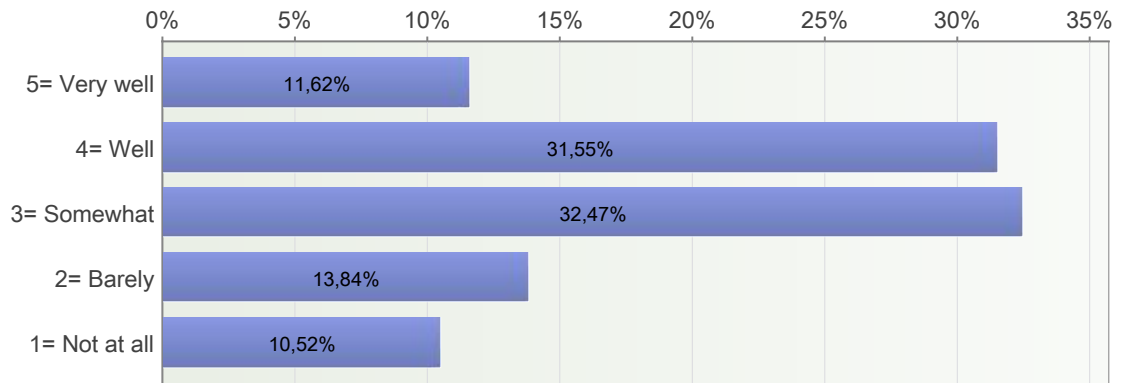


Figure 37. Displaying how all the game officials feel that they are progressing in there career. N=542

The results amongst the **competitive** game officials were very similar to all game officials.

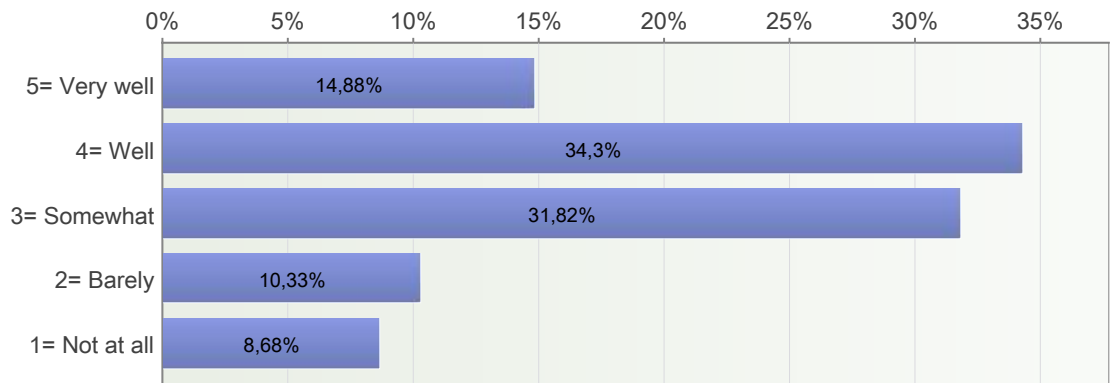


Figure 38. Displaying how the competitive game officials feel that they are progressing in there career. N=242

For the **recreational** game officials are also very similar to the other groups.

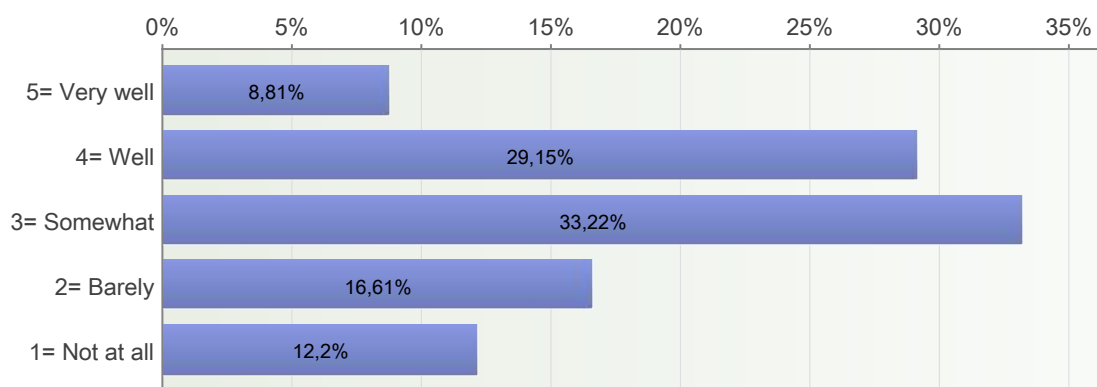


Figure 39. Displaying how the recreational game officials feel that they are progressing in there career. N=295

### 5.17 Result 17

Over half of **all** the game officials only received feedback or supervision 0-2 times a year. This is a very worrying indication about the feedback and support system.

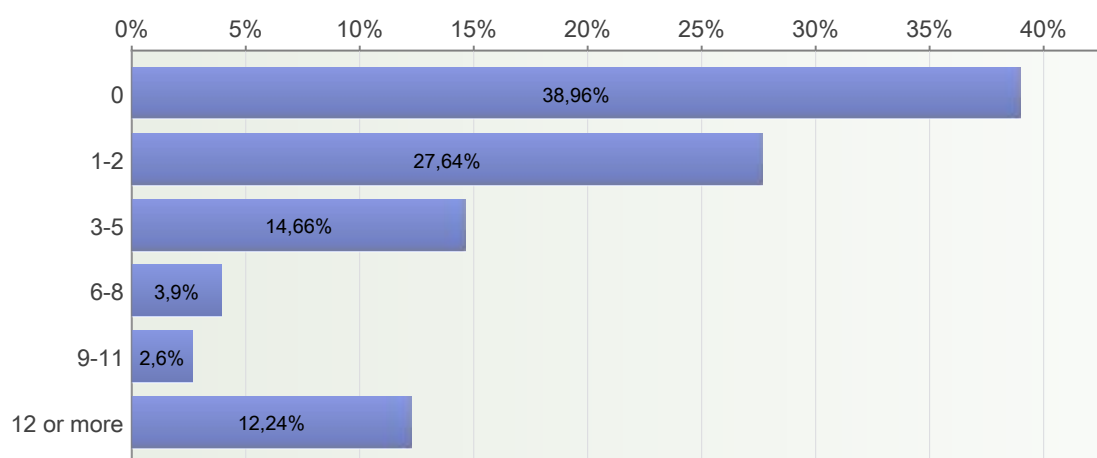


Figure 40. Displaying how many times a supervisor monitored or gave feedback to all the game officials in FIHA/Club level games. N=539

Fortunately for the **competitive** game officials there is a clear rise in the given feedback and supervision. Despite this the feedback and supervision could be higher for the competitive game officials.

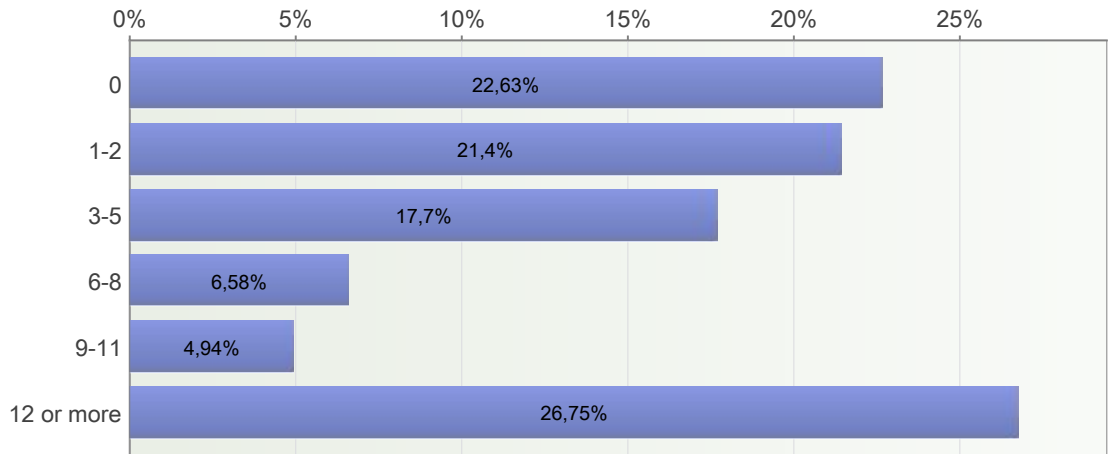


Figure 41. Displaying how many times a supervisor monitored or gave feedback to competitive game officials in FIHA/Club games. N=243

The results for the **recreational** game officials' feedback and supervision is very alarming. Over 80% of the recreational game officials only receive feedback and supervision 0-2 times. The most alarming about it is that over 50% of them have not received any feedback or supervision.

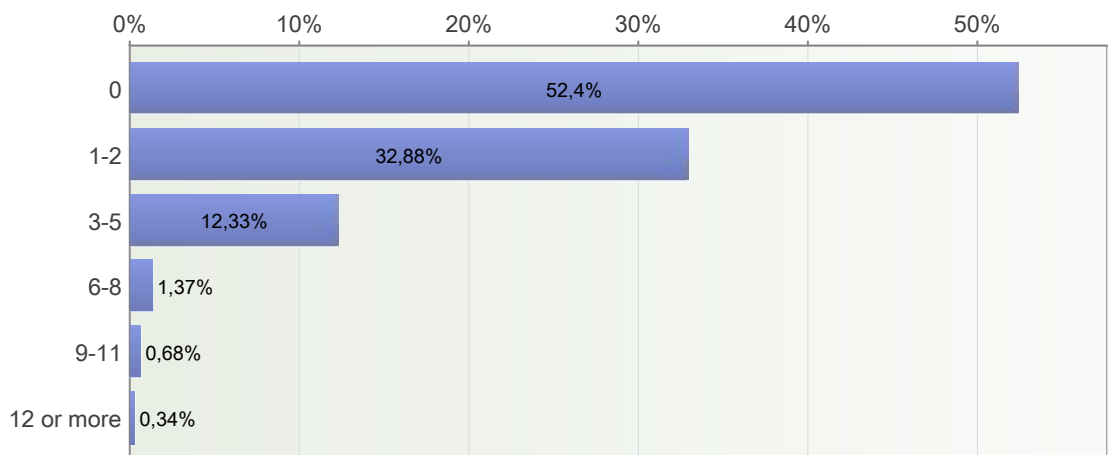


Figure 42. Displaying how many times a supervisor monitored or gave feedback to recreational game officials in FIHA/Club level games. N=292

## 5.18 Result 18

The atmosphere amongst **all** the game officials is very good. Also the atmosphere amongst game officials and supervisors are really good. The worst atmosphere is amongst the game officials and spectators.

	5= Very good	4= Good	3= Somewhat	2= Bad	1= Very bad
Amongst the game officials	29,96%	59,01%	9,93%	0,92%	0,18%
Amongst the game officials and referee supervisors	20,15%	53,6%	20,15%	4,81%	1,29%
Amongst the game officials and players	4,81%	52,31%	38,82%	3,33%	0,74%
Amongst the game officials and spectators	4,99%	30,87%	43,81%	17,19%	3,14%
Amongst the game officials and team coaches	4,41%	37,68%	44,85%	11,58%	1,47%
<b>Total</b>	12,87%	46,7%	31,5%	7,56%	1,36%

Figure 43. Displaying the atmosphere during the season of 2014-2015 described by all the game officials. N=546

Similar results are stated by the **competitive** game officials.

	5= Very good	4= Good	3= Somewhat	2= Bad	1= Very bad
Amongst the game officials	28,28%	61,07%	10,25%	0,41%	0%
Amongst the game officials and referee supervisors	15,16%	55,33%	24,18%	4,1%	1,23%
Amongst the game officials and players	2,89%	49,17%	44,21%	3,31%	0,41%
Amongst the game officials and spectators	2,48%	26,45%	45,45%	22,31%	3,31%
Amongst the game officials and team coaches	1,64%	36,07%	50,41%	9,84%	2,05%
<b>Total</b>	10,12%	45,64%	34,87%	7,98%	1,4%

Figure 44. Displaying the atmosphere described by the competitive game officials during the season of 2014-2015. N=244

Also the results are similar from the **recreational** game officials.

	5= Very good	4= Good	3= Somewhat	2= Bad	1= Very bad
Amongst the game officials	31,65%	56,9%	9,76%	1,35%	0,34%
Amongst the game officials and referee supervisors	24,15%	52,38%	16,67%	5,44%	1,36%
Amongst the game officials and players	6,42%	54,73%	34,8%	3,04%	1,01%
Amongst the game officials and spectators	7,09%	34,12%	42,91%	13,18%	2,7%
Amongst the game officials and team coaches	6,4%	39,06%	40,74%	12,79%	1,01%
<b>Total</b>	15,14%	47,43%	28,99%	7,16%	1,28%

Figure 45. Displaying the atmosphere described by recreational game officials during the season of 2014-2015. N=299



## 5.19 Result 19

Amongst **all** of the game officials the respect level is good. Same applies to the supervisors and off-ice officials. The respect is lower from players, spectators, the referee organization and team coaches.

	5= Very good	4= Good	3= Somewhat	2= Bad	1= Very bad
From game official colleagues	24,08%	65,81%	9,74%	0,37%	0%
From Referee supervisors	14,68%	57,99%	20,82%	4,28%	2,23%
From off-ice officials	13,52%	61,48%	21,85%	2,96%	0,19%
From Spectators	2,03%	32,66%	47,23%	16,61%	1,48%
From players	3,68%	45,96%	43,01%	6,62%	0,74%
From the referee organization	5,71%	39,24%	35,43%	12,19%	7,43%
From team coaches	2,6%	37,85%	46,38%	11,5%	1,67%
<b>Total</b>	<b>9,49%</b>	<b>48,75%</b>	<b>32,05%</b>	<b>7,77%</b>	<b>1,94%</b>

Figure 46. Displaying the feel of respect during the season of 2014-2015 described by all the game officials. N=545

The same results can be seen amongst the **competitive** game officials.

	5= Very good	4= Good	3= Somewhat	2= Bad	1= Very bad
From game official colleagues	27,46%	64,75%	7,79%	0%	0%
From Referee supervisors	13,99%	58,85%	20,99%	4,53%	1,65%
From off-ice officials	11,07%	59,02%	27,05%	2,46%	0,41%
Spectators	0,82%	26,75%	51,85%	19,34%	1,23%
From players	3,7%	45,27%	46,09%	4,53%	0,41%
From Referee organization	4,56%	36,51%	35,68%	15,35%	7,88%
From Team coaches	2,46%	34,84%	51,64%	10,25%	0,82%
<b>Total</b>	9,17%	46,59%	34,43%	8,05%	1,76%

Figure 47. Displaying the feel of respect described by competitive game officials during the season of 2014-2015. N=244

No major changes for the **recreational** game officials respect level either.

	5= Very good	4= Good	3= Somewhat	2= Bad	1= Very bad
From game official colleagues	21,55%	66,33%	11,45%	0,67%	0%
From Referee supervisors	15,41%	57,19%	20,55%	4,11%	2,74%
From off-ice officials	15,7%	63,48%	17,41%	3,41%	0%
Spectators	3,04%	37,16%	43,92%	14,19%	1,69%
From players	3,36%	46,64%	40,94%	8,05%	1,01%
From Referee organization	6,76%	41,64%	34,88%	9,61%	7,12%
From Team coaches	2,74%	40,07%	42,47%	12,67%	2,05%
<b>Total</b>	9,81%	50,41%	30,21%	7,52%	2,05%

Figure 48. Displaying the feel of respect described by recreational game officials during the season of 2014-2015. N=298

## 5.20 Result 20

The largest group for the net income is 100-300€ for the season. This shows that the game officials don't earn much from this.

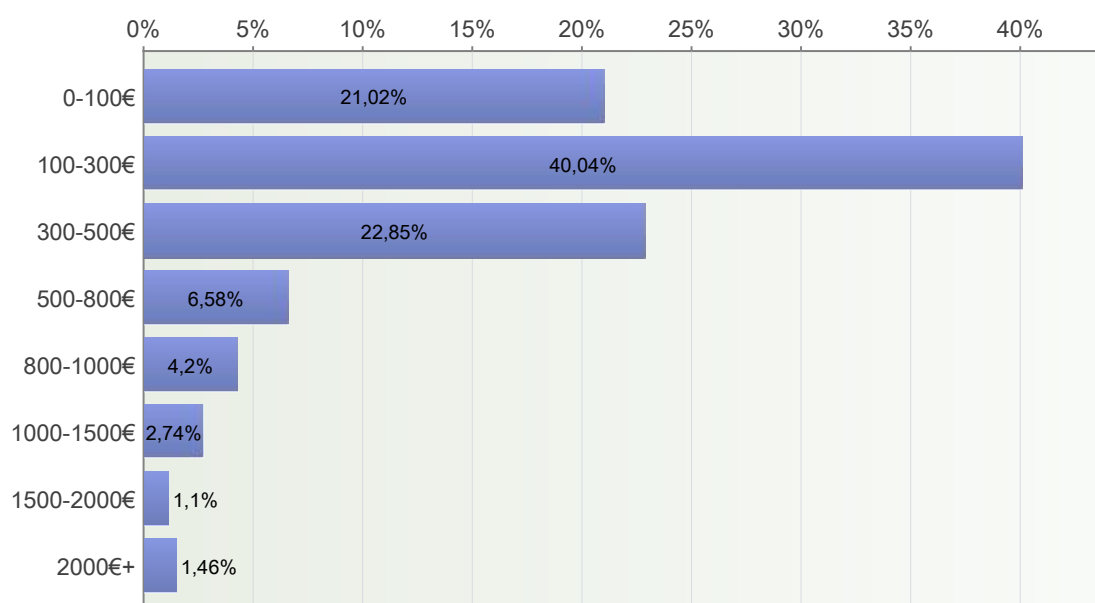


Figure 49. Displaying the net income of all the game officials. N=547

Amongst the **competitive** game officials the net income is higher. The biggest groups are 100-300€ and 300-500€.

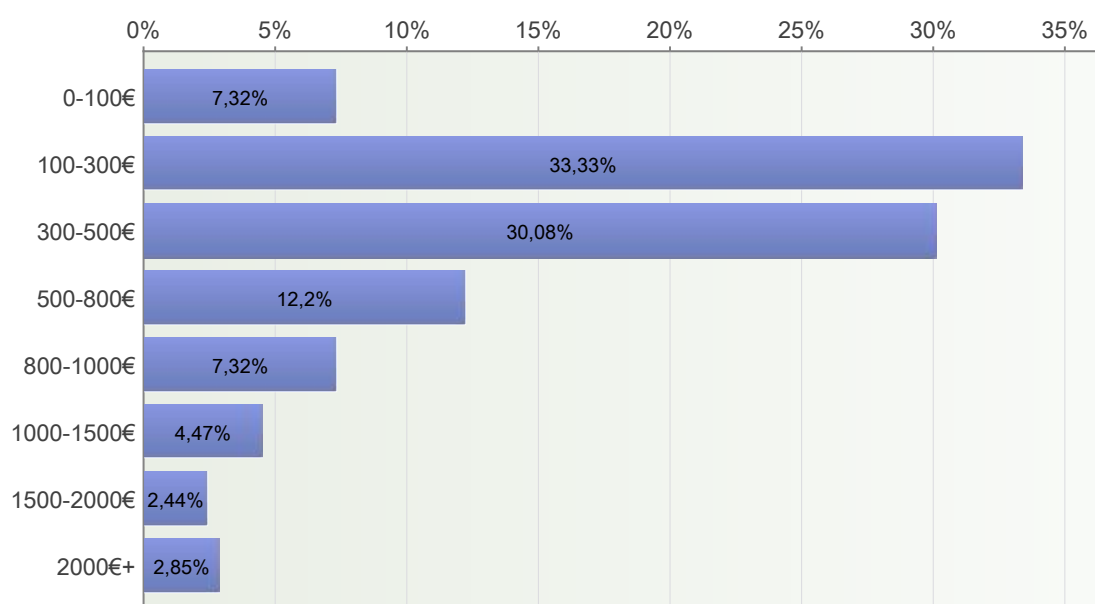


Figure 50. Displaying the net income of the competitive game officials. N=246

The **recreational** game officials' net income is very small for the entire season

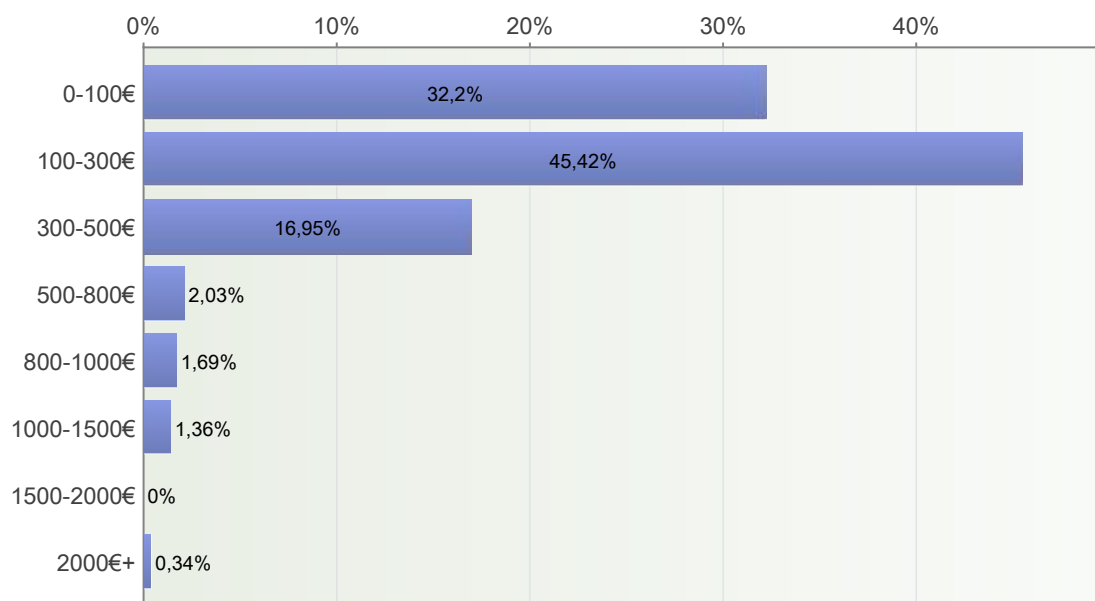


Figure 51. Displaying the net income of the recreational game officials. N=295

### 5.21 Result 21

Overall out of **all** the game officials they were satisfied with the compensation that they receive from officiating. Over three fourths of the game officials were satisfied with the compensation received. Only small group of game officials were not satisfied.

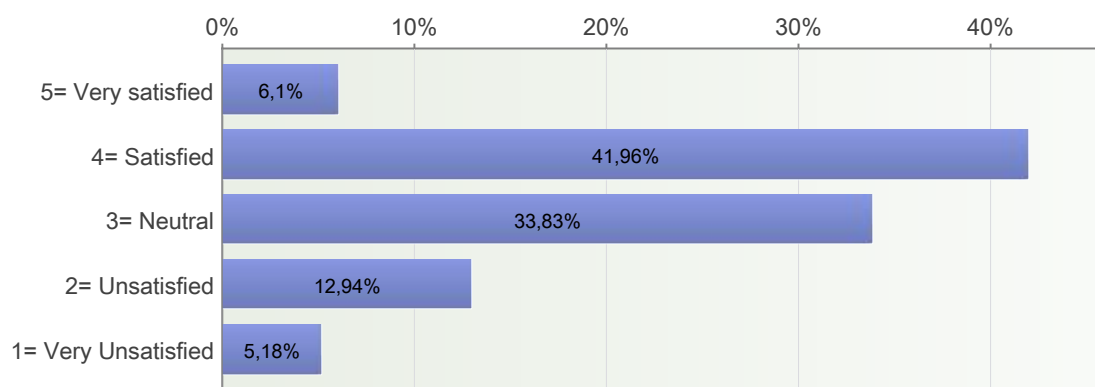


Figure 52. Displaying the satisfaction of from all the game officials regarding the compensation received from officiating. N=547

There are no major differences amongst the **competitive** game official's satisfaction on the compensation.

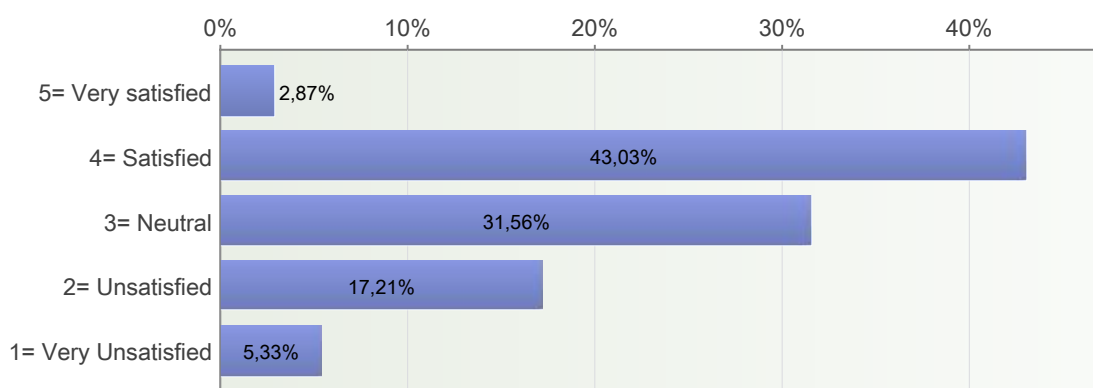


Figure 53. Displaying the satisfaction of the compensation received from officiating by the competitive game officials. N=244

Also the **recreational** game officials don't display notable differences on the satisfaction of the compensation.

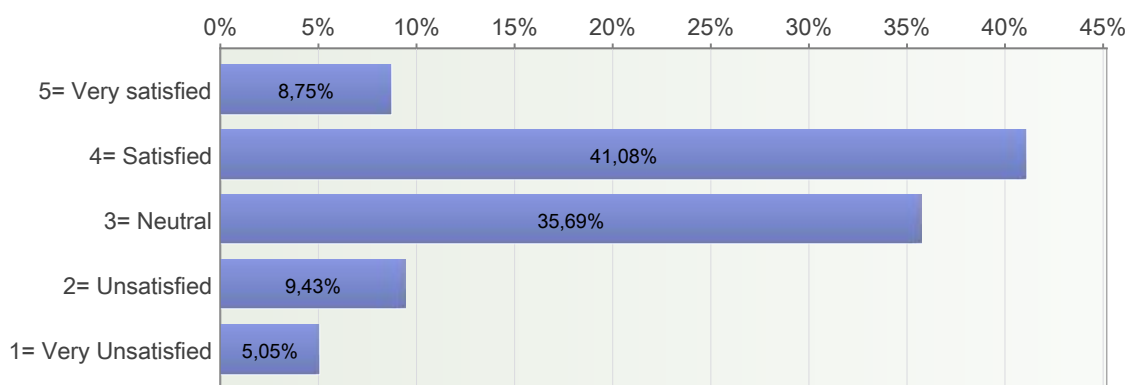


Figure 54. Displaying the satisfaction of the compensation received from officiating by the recreational game officials. N=297

## 5.22 Result 22

Out of **all** the game officials most are not dependent on the compensations received.

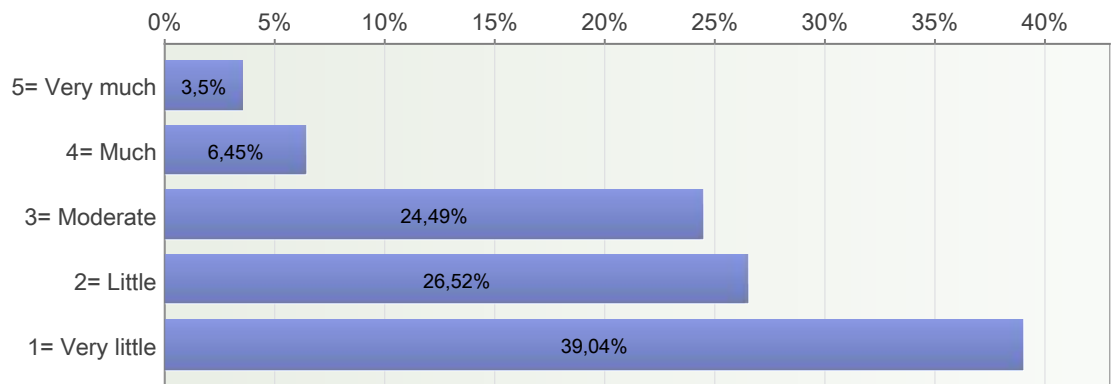


Figure 55. Displaying how dependent of the compensation the game officials are.

N=543

The **competitive** game officials are not also dependent on the compensation from officiating.

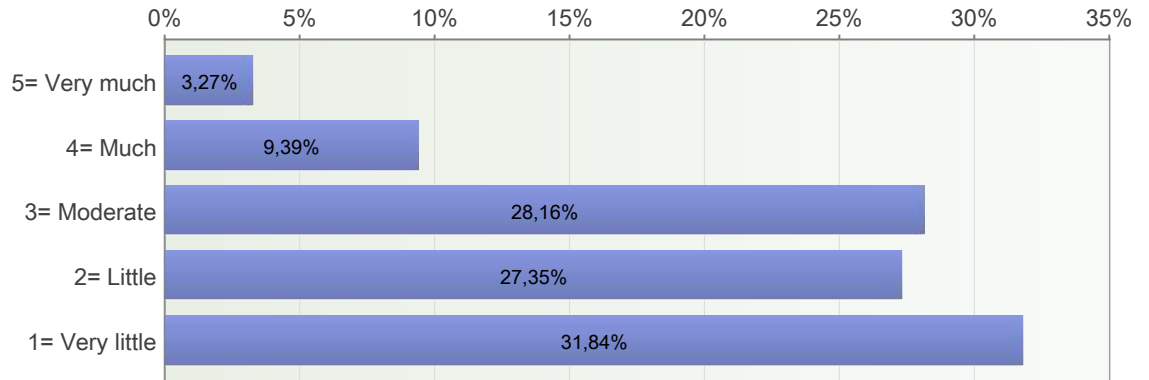


Figure 56. Displaying how dependent of the compensation the competitive game officials are. N=245

Also the **recreational** game officials' results state the same as the other groups.

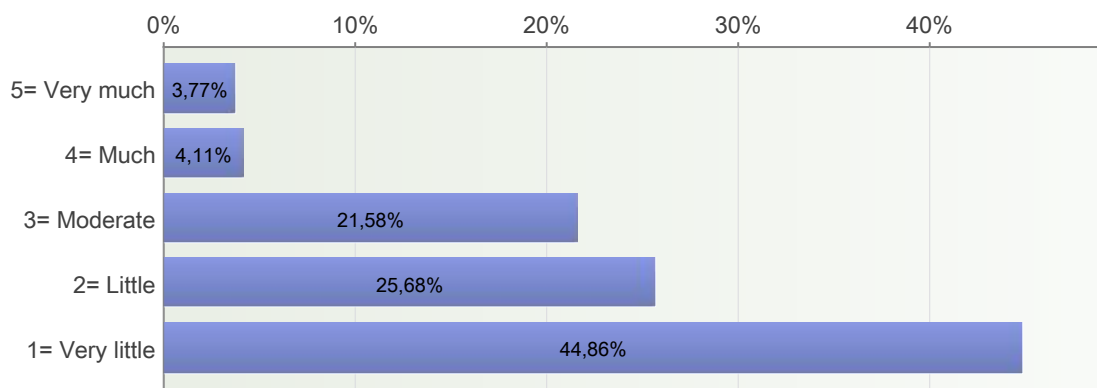


Figure 57. Displaying how dependent of the compensation the recreational game officials are. N=292

### 5.23 Result 23

The game officials were asked to openly list reasons (1-3) for starting officiating. The results were divided into six categories. The most common reason to start was clearly passion/interest in the sport. It clearly shows that the game officials do it for the love of the game. This question received 1322 answers in total.

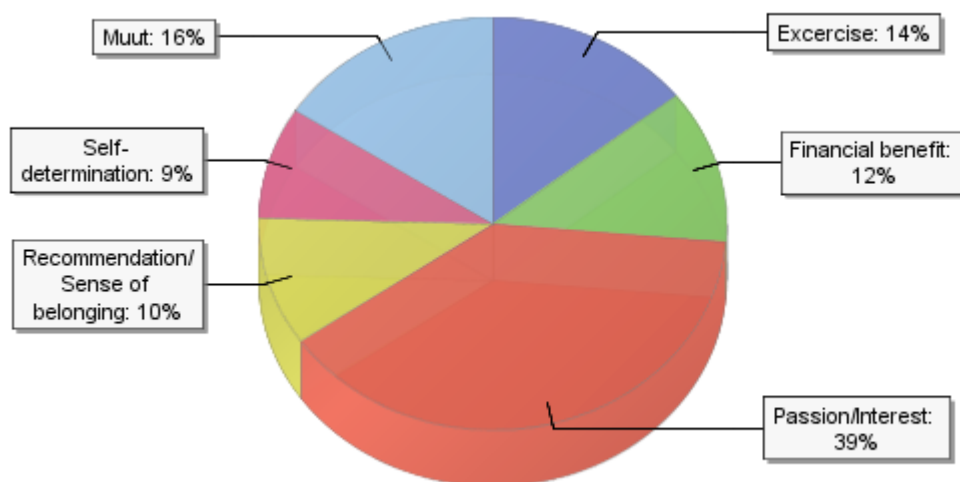


Figure 58. Displaying the open answers for what are the 1-3 reasons to start officiating. N=529

## 5.24 Result 24

The game officials were asked openly to state the reasons (1-3) that motivate them to officiate. The answers were divided into six different categories. The most common was again passion/interest in the sport followed closely by self-determination factors. This question received 1239 answers in total.

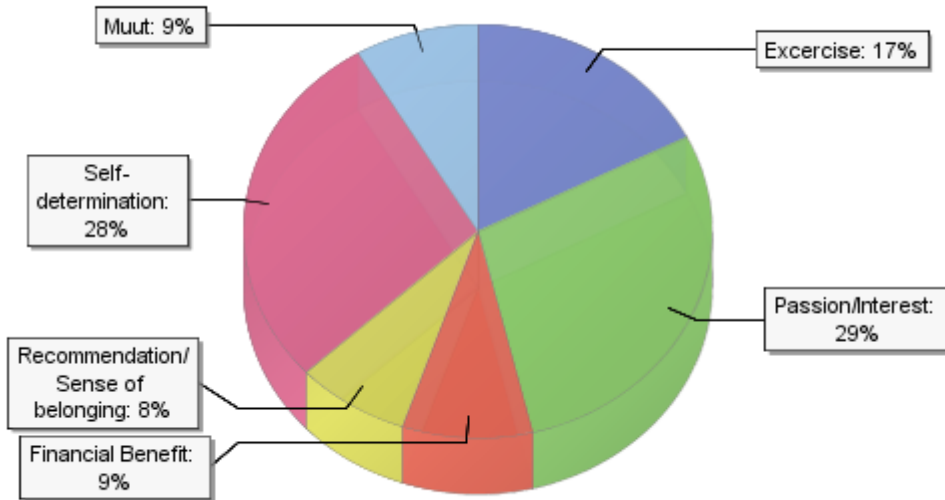


Figure 59. Displaying the open answers for what are 1-3 reasons motivate to officiate. N=486



### 5.25 Result 25

The game officials were asked openly to state the reasons (1-3) that suppress their motivation level. The answers were divided into seven different categories. The most common reason was shared with two categories. The lack of overall respect was stated as a clear reason for suppressing motivation. For the FIHA/Referee clubs suppressing motivation the reasons were stated as lack of support, education system and lack of communication. This question received 1000 answers in total.

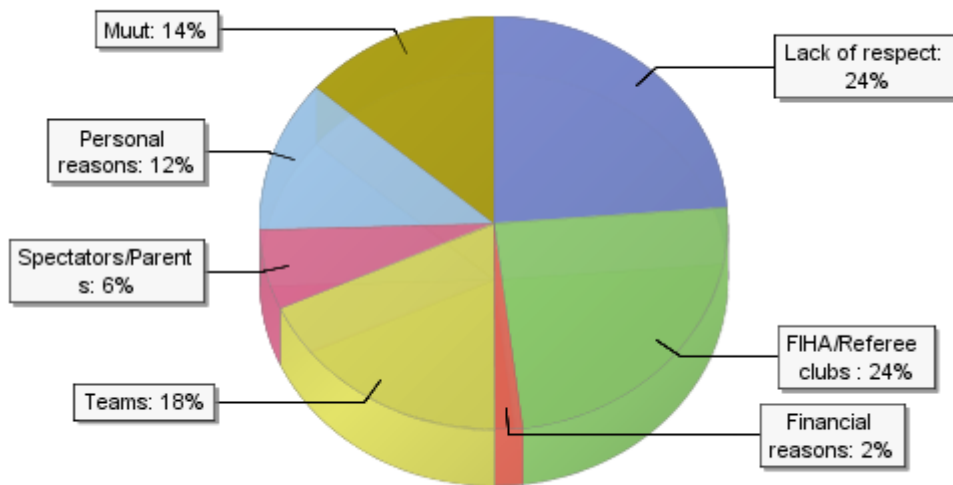


Figure 60. Displaying the open answers for what are the 1-3 reasons suppressing the motivation to officiate. N=462

## 6 Discussion

Conducting a project on game officiating has been a very interesting and an enlightening process. The challenge was to come up with the suitable structure and questions for the questionnaire. Searching the web and different databases the findings were very limited regarding this topic. Game officials are neglected and don't receive the same attention in development as players and coaches do. There are countless studies that would have the similar theory and concept but none of them have been done for game officials in any sports. You can find videos, books, blogs and many other things embracing everything else except about the necessary knowledge regarding game officiating. This can cause the game officials to lack the feeling of relatedness and the possibility experience competence (Deci & Ryan 2000). More importantly what keeps the game officials motivated to engage at such challenging tasks every season.

This research was sent out to all the game officials (2014-2015) in Finland with an e-mail address. I was hoping to receive answers from at least 60% of the game officials'. Unfortunately I only received around 35% replies out all the game officials in the target group. Due to this fact the findings can't be scientifically analysed and proven. My findings are more of a guideline to bring awareness to the motivation level of game officials. I hope to bring more exposure and discussion on how to improve the knowledge and awareness of game officiating. Eventually, I hope teams, organisations and federations would see the value of developing and motivating the game officials. Neglecting and procrastinating on this area will eventually bring down the level of the sport.

For a long time I have been interested in an individual's motivation towards sports and especially game officiating in ice hockey, due to its delegate and uncertain reputation. Game officials constantly get criticized, verbally abused and frequently receive negative media attention. Often people are unaware of the demand of skill and time that it consumes from the game officials. An average person most of the time does not understand the individuals desire to engage and commit to officiating.

None of the game officials in Finland are fulltime professionals. Based on the findings out of all the survey participants, almost half of them said the main reason to start officiating was pure passion for the sport. Only a few percent indicated money or other reasons as the main motivator. The received open answers clearly show that passion to ice hockey is the base of the motivation. Being a part of the game officials' community I can relate to these answers completely. Also I became a game official because of pure passion. This indicated that the individuals are experiencing the need for autonomy and the action is ignited from intrinsic motivation (Deci & Ryan 2000). In addition, game officials openly replied that they are motivated due to the possibility to challenge themselves in a demanding environment of the sport. In addition, majority of the participants indicated that they are not financially dependent on the income from officiating. Majority of the game officials are satisfied on the income that they receive from tasks. The main reason for the negative impact on the motivation level is from lack of respect in the environment that the game officials work in. Also suppressing the motivation is FIHA/Referee clubs due to the lack of support, poor education system and lack of communication. In my view Finland lacks the culture of respect towards game officials, even though they are a very vital part of the game. People are always willing to complain but never willing to invest the time and knowledge to promote and improve the quality of officiating. Based on the open answers the main reason for lack of motivation to eventually quitting is due to lack of leadership skills and respect amongst the federation.

The continuum of game officials to stay on has some concerns that should be looked into and addressed. The results indicate that recreational game officials to eventually proceed to higher levels shows lack of motivation. Almost half of them did not have the interest to proceed to the higher level games. This could be due to the fact that over half of the recreational game officials do not have or have a weak career plan in officiating. Based on my knowledge there is a system for it but in reality it needs a lot of improvement and focus on many areas. The difficulty to implement the career plan might be due to the lack of feedback and supervision. Over half of the game officials stated that they have received 0 feedback during the season. This is a tough challenge

to develop future game officials when they receive no real feedback. The players of the game receive frequently feedback from practices and games. No one expects a toddler to learn how to skate on their own. The same can be said on novice game officials. The first years are crucial to get the proper guidance and support for an individual to experience relatedness and competence (Deci & Ryan 2000). Fortunately the findings did indicate that majority of the recreational game officials are motivated to proceed to competitive level games.

The game officials also need to know how to skate, know the rules, communicate and work as a team/pair. All this has to be done simultaneously during the game. The game officials also need to know how to apply the rules and just memorize them. The challenge is to find the right decision instantly at any point of game. Usually game officials don't get a second chance when they make a mistake. Officiating is a unique area of expertise since one "spelling mistake" you might have 10000 people screaming at you for your fault. In comparison to a regular desk job where a spelling mistake is not punished with 10000 yelling at the individual. Most of the time that one mistake is said to have decided the game, even though there are countless opportunities and situations in the game. People forget that during a game players and coaches make more mistakes in single shift compared to game officials making the same amount in the whole game. When a superstar misses countless scoring chances, people will forget it once they score again. Unfortunately this does not apply to game officials. When a game official makes a mistake and bounces back with an awesome interpretation or a call, people still only remember the mistake. In my view a lot of the higher level game officials show a lot of competence to be able to perform like this (Deci & Ryan 2000).

The general view of officiating needs a change from looking into positive things and possibilities instead of approaching negatively and looking at problems only (Seligman 2002). We need to have more people with altruism to clearly help other individuals succeed and not only look at your own situation (Carr 2007, 193). This means that the coaches and players shouldn't always be complaining at the game officials, they should be part of the solution to make the ice hockey family a united group. In the end every-one part of the sport will benefit from this.

To get a more accurate and possibly more scientific results the target group needs to be more specific. For example, assessing the competition level game officials or even just particular league game officials.

During the process I learned a lot of new information that is applicable right away in my current job. I am working as a National Team Head Coach (men & women) and assisting in developing game officiating in Malaysia. It is a great opportunity to find new ideas possible solutions and combine the best of Finland and Malaysia together. Especially, since Malaysia is still a growing ice hockey country. It is worthy to note that the cultural differences will bring new challenges. Even though the sport is still growing in Malaysia the cultural pressure can be substantial. A lot of the new views and possibilities can be implemented to start right away. Compared to standards of a developed ice hockey country, it might take longer time.

In conclusion, amongst all the game officials who participated, it is hard to come up with an overall result of the motivation level. In many ways there are positive indications but then again also a lot of worrying factors are in play. Some indications show that majority of the game officials experience need of autonomy while engaged in officiating. To enhance the intrinsic motivation a lot of improvements can be made to ensure continuum on producing quality game officials. As mentioned before the game officials need to feel valued to experience relatedness. At the moment the indications also show that they are lacking respect amongst the hockey family and the general public. Without the support and guidance it is hard for the game officials to develop certain standards and experience competence. Here are few suggestion from my point of view:

1. The feedback and supervision system can be improved at all levels.
2. Bringing awareness of what it really means to become a game officials at different levels and educate the general public.
3. Approach game officiating more positively to find more solutions instead always pointing out problems and mistakes.

4. A better network and support system for future prospects in game officiating.

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## 8 Attachments

### Erotuomareiden motivaatiotila

Moikka arvon kolleega,

Nimeni on Nikolas Sepponen ja opiskelen Vierumäen Haaga-Heliassa, Degree Program of Sports and Leisure Management. Teen opintojani varten opinnäytetyötä erotuomarointiin liittyen. Mukana yhteistyössä ovat Suomen Jääkiekkoliitto ja Liiga. Tarkoituksena on vastata kysymykseen " The motivation level and status of ice hockey game officials of 2014-2015 in Finland to continue officiating to season of 2015-2016." Eli suomeksi " Mikä on 2014-2015 Suomessa tuominneiden jääkiekkoerotuomareiden motivaatiotila tuomita tulevalla 2015-2016 kaudella." Tähän kysymykseen kerään aineistoa kyselylomakkeella, joka on lähetetty kaikille kauden 2014-2015 aikana Suomessa viheltäneille erotuomareille. Kysely tehdään nimettömänä, joten toivoisin saavani mahdollimman monelta erotuomarilta täytetyn lomakkeen rehellisillä vastauksilla. Vastaukset toivoisin kauteen 2014-2015 peilaten.

Osa kysymyksistä kartoittavat tunteuksia tulevalle kaudelle 2015-2016. Jokaisella laaditulla kysymyksellä on tarkoitus, vaikka osa kysymyksistä kuulostaa samantapaisilta keskenään. Suurin osa kysymyksistä on monivalintakysymyksiä, joten aikaa vastamiseen menee vain 10-15min. Analyysi julkaistaan teorian tukemana oppinnäytetyön väittelytilaisuudessa. Lopullinen työ julkaistaan netissä, mutta **LUOTTAMUKSELLA** kerätty tieto on vain Haaga-Helian henkilökunnan ja minun käytettävissä.

Vaikka olisit lopettanut erotuomaroinnin, toivon todella paljon että vastaisit kyselyyn. Lopettaneet erotuomarit on huomioitu kyselyssä.

Otathan minuun yhteyttä jos sinulla on kyselyyn liittyviä kysymyksiä.

Ystävällisin terveisin,

Nikolas Sepponen  
0504946881  
nsepponen@gmail.com

## Vastaajan perustiedot

### Ikä

- 15-18
- 19-24
- 25-29
- 30-34
- 35-39
- 40-44
- 45-49
- 50+

### Valitse oma erotuomarialueesi alla olevista vaihtoehdoista.

- Etelä
- Häme
- Keskimaa
- Kymi-Saimaa
- Lappi
- Länsirannikko
- Pohjoinen
- Savo-Karjala

### Valitse alta kaikki erotuomarikoulutukset, jotka olet suorittanut.

Ole hyvä ja kirjaa suorittamiesi koulutusten perään avoimeen kenttään ajankohta, minä vuonna olet koulutuksen suorittanut (vvvv).

- Peruskurssi
- Jatkokurssi
- Pohjola-leiri
- Huippu Pohjola-leiri
- CSM
- BSM
- ASM
- Muu, mikä?

**Jatkatko kaudella 2015-2016 erotuomarina?**

- Kyllä
- En

**Kuinka monta vuotta olet toiminut yhtäjaksoisesti erotuomarina?**

- Alle 1 vuoden
- 1-3
- 4-6
- 7-9
- 10-12
- 13-15
- 16-18
- 19-21
- 22-24
- 25-27
- 28-30
- 31-33
- 34-36
- 37-39
- 40+

**Ylin erotuomaritaso, jossa olet toiminut (pää)tuomarina.**

- Taso 7 (Liiga)
- Taso 6 (Mestis)
- Taso 5 (NSML ja SS)
- Taso 4 (mm. BSM, CSM, NM, MiestenII-div, NaSM)
- Taso 3 (mm. Miesten III-div, B-Mestis, C-Mestis)
- Taso 2 (mm. D1, C2AA, Miesten V & IV divisioonat,)
- Taso 1 (mm. E-D2, Miesten alimmat harrastesarjat)

**Ylin erotuomaritaso, jossa olet toiminut linjatuomarina.**

- Taso 7 (Liiga)
- Taso 6 (Mestis)
- Taso 5 (NSML ja SS)
- Taso 4 (mm. BSM, CSM, NM, MiestenII-div, NaSM)
- En ole viheltänyt linjatuomarina

**Ylin tuomariluokitus, jonka pelejä vihelsit kaudella 2014-2015?**

- Taso 7 (Liiga)
- Taso 6 (Mestis)
- Taso 5 (NSML ja SS)
- Taso 4 (mm. BSM, CSM, NM, MiestenII-div, NaSM)
- Taso 3 (mm. Miesten III-div, B-Mestis, C-Mestis)
- Taso 2 (mm. D1, C2AA, Miesten V & IV divisioonat,)
- Taso 1 (mm. E-D2, Miesten alimmat harrastesarjat)

**Tarkennuksia vastauksiin.**

Seuraava -->

**Pelaatko jääkiekkoa erotuomaroinnin ohella?**

- Kyllä
- En

**Kuinka monta vuotta olet pelannut jääkiekkoa?**

- En ole pelannut
- 1-2
- 3-5
- 6-10
- 11-20
- 21 tai enemmän

**Korkein sarjataso jossa olet pelannut?**

- Harrastesarja
- Leijonaliiga
- E-jun
- D-jun.
- C-jun.
- B-jun.
- A-jun.
- Aikuisten sarja
- Mestis
- Naisten SM
- Liiga
- Muu, mikä?

**Mainitse 1-3 asiaa, jotka sai sinut aloittamaan erotuomaroiminnan?**

1.
2.
3.

**Onko sinulla urakehityssuunnitelma erotuomaritoiminnassasi?**

- 5= Erittäin tarkka
- 4= Tarkka
- 3= Kohtalainen
- 2= Heikko
- 1= Erittäin heikko
- 0= Ei ole urakehityssuunnitelmaa

**Kuinka motivoitunut olet jatkamaan erotuomarina?**

- 5= Erittäin motivoitunut
- 4= Melko motivoitunut
- 3= Jokseenkin motivoitunut
- 2= Vähän motivoitunut
- 1= En lainkaan motivoitunut

**Kuinka motivoitunut olet tekemään omat tarvittavat valmistautumiset ennen uuden kauden alkua?**

- 5= Erittäin motivoitunut
- 4= Melko motivoitunut
- 3= Kohtalaisesti
- 2= Erittäin vähän motivoitunut
- 1= En lainkaan motivoitunut
- 0= Olen lopettanut erotuomaritoiminnan

**Mikä on motivaatiosi viheltää erotuomarikerhon alaisia erotuomaritason pelejä?**

Vastaa kaikkiin kohtiin riippumatta siitä, tuomitsetko kyseisellä tasolla.

	5= Erittäin motivoitunut	4= Melko motivoitunut	3= Kohtalaisesti	2= Vähän motivoitunut	1= En lainkaan motivoitunut
Taso 3 (mm. Miesten III-div, B-Mestis, C-Mestis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taso 2 (mm. D1, C2AA, Miesten V & IV divisioonat,)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taso 1 (mm. E-D2, Miesten alimmat harrastesarjat)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Mikä on motivaatiosi viheltää SJL:n ja Liigan erotuomaritason pelejä?**

Vastaa kaikkiin kohtiin riippumatta siitä, tuomitsetko kyseisellä tasolla.

	5= Erittäin motivoitunut	4= Melko motivoitunut	3= Kohtalaisesti	2= Vähän motivoitunut	1= Erittäin vähän motivoitunut
Taso 7 (Liiga)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taso 6 (Mestis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taso 5 (NSML ja SS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taso 4 (mm. BSM, CSM, NM, MiestenII-div, NaSM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Miten koet osaamisesi ylimmällä sarjatasolla jossa tuomaroit?**

	5= Erittäin hyvä	4= Hyvä	3= Kohtalainen	2= Huono	1= Erittäin huono
Pelikäsitys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vuorovaikutustaidot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yhteistyökyky (mm. erotuomareiden kesken)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fyysinen kunto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luistelutaito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sääntötuntemus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Minkä erotuomaritason pelejä tavoittelet viheltäväsi kaudella 2015-2016?**

- Taso 7 (Liiga)
- Taso 6 (Mestis)
- Taso 5 (NSML ja SS)
- Taso 4 (mm. BSM, CSM, NM, MiestenII-div, NaSM)
- Taso 3 (mm. Miesten III-div, B-Mestis, C-Mestis)
- Taso 2 (mm. D1, C2AA, Miesten V & IV divisioonat,)
- Taso 1 (mm. E-D2, Miesten alimmat harrastesarjat)



**Kuinka monta ottelua tuomitsit erotuomarikerhon alaisissa tuomaritasoissa kaudella 2014-2015?**

	1-0	6-5	11-10	16-15	21-20	26-25	31-30	36-35	41-40	46-45	51-50	61-60	71-70	81-80	91-90	100-100	Yli 100
Taso 3 (mm. Miesten III-div, B-Mestis, C-Mestis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taso 2 (mm. D1, C2AA, Miesten V & IV divisioonat,)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taso 1 (mm. E-D2, Miesten alimmat harrastesarjat)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Kuinka monta ottelua tuomitsit SJL:n ja Liigan alaisissa tuomaritasoissa kaudella 2014-2015?**

	1-0	6-5	11-10	16-15	21-20	26-25	31-30	36-35	41-40	46-45	51-50	61-60	71-70	81-80	91-90	100-100	Yli 100
Taso 7 (Liiga)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taso 6 (Mestis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taso 5 (NSML ja SS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taso 4 (mm. BSM, CSM, NM, MiestenII-div, NaSM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Koetko pääseväsi eteenpäin erotuomariurallasi?**

- 5= Erittäin hyvin
- 4= Hyvin
- 3= Kohtalaisesti
- 2= Huonosti
- 1= Erittäin huonosti

**Vastaa alla oleviin väittämiin.**

	5= Erittäin hyvin	4= Hyvin	3= Kohtalaisesti	2= Vähän	1= Erittäin vähän
SJL on auttanut urapolulla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SJL voi auttaa urapolulla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Vastaa alla oleviin väittämiin.**

5= Erittäin paljon 4= Paljon 3= Kohtalaisesti 2= Vähän 1= Erittäin vähän

Liiga on auttanut urapolulla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liiga voi auttaa urapolulla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Tiesitkö mikä oli Liigan erotuomaritoiminnan ohjeistus ja teema kaudelle 2014-2015?**

- 5= Erittäin hyvin
- 4= hyvin
- 3= Jokseenkin
- 2= Erittäin huonosti
- 1= En lainkaan

**Tiesitkö mikä oli SJL:n erotuomaritoiminnan ohjeistus ja teema kaudelle 2014-2015?**

- 5= Erittäin hyvin
- 4= Hyvin
- 3= Jokseenkin
- 2= Erittäin huonosti
- 1= En lainkaan

**Tarkennuksia vastauksiin.**

**Vastaa alla oleviin väittämiin peilaten kauteen 2014-2015.**

	5= Erittäin hyvin	4= Hyvin	3= Kohtalaisesti	2= Huonosti	1= Erittäin huonosti
Liigan erotuomarijohtoporras on valmis ottamaan rakentavaa palautetta ja kritiikkiä vastaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liigan erotuomarijohtoporras on valmis antamaan rakentavaa palautta ja kritiikkiä.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liigan erotuomarijohtoporras on tarvittaessa valmis keskustelemaan asioita henkilökohtaisesti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Kuinka hyvin Liigan erotuomarijohtoporras kommunikoi kaudella 2014-2015?**

	5= Erittäin hyvin	4= Hyvin	3= Kohtalaisesti	2= Huonosti	1= Ei lainkaan
Koulutusryhmän vetäjä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kilpailupäällikkö	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Otteluvalvojat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Kuinka paljon palautetta sait onnistuessasi kaudella 2014-2015?**

	5= Erittäin paljon	4= Paljon	3= Kohtalaisesti	2= Vähän	1= Erittäin vähän
Palautetta Liigalta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Palautetta Liigan erotuomarikolleegoilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Kuinka paljon palautetta sait epäonnistuessasi kaudella 2014-2015?**

	5= Erittäin paljon	4= Paljon	3= Kohtalaisesti	2= Vähän	1= Erittäin vähän
Palautetta Liigalta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Palautetta Liigan erotuomarikolleegoilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Kuinka paljon palautetta sait onnistuessasi kaudella 2014-2015?**

	5= Erittäin paljon	4= Paljon	3= Kohtalaisesti	2= Vähän	1= Erittäin vähän
Palautetta SJL:tä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Palautetta Kerholta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Palautetta Erotuomarikolleegoilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Palautetta Ulkopuolisilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Kuinka paljon palautetta sait epäonnistuessasi kaudella 2014-2015?**

	5= Erittäin paljon	4= Paljon	3= Kohtalaisesti	2= Vähän	1= Erittäin vähän
Palautetta SJL:tä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Palautetta Kerholta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Palautetta Erotuomarikolleegoilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Palautetta Ulkopuolisilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Miten koit yleisesti ilmapiirin Liigassa kaudella 2014-2015?**

	5= Erittäin hyvä	4= Hyvä	3= Kohtalainen	2= Huono	1= Erittäin huono
Erotuomareiden välillä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erotuomareiden ja kouluttajien välillä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erotuomareiden ja pelaajien välillä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erotuomareiden ja katsojien välillä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erotuomareiden ja joukkueiden valmentajien välillä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Miten koit yleisesti ilmapiirin kaudella 2014-2015?**

	5= Erittäin hyvä	4= Hyvä	3= Kohtalainen	2= Huono	1= Erittäin huono
Erotuomareiden välillä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erotuomareiden ja kouluttajien välillä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erotuomareiden ja pelaajien välillä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erotuomareiden ja katsojien välillä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erotuomareiden ja joukkueiden valmentajien välillä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Miten koit yleisesti arvostuksen Liigassa 2014-2015?**

	5= Erittäin hyvä	4= Hyvä	3= Kohtalainen	2= Huono	1= Erittäin huono
Erotuomarikolleegoilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuomarikouluttajilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Toimihenkilöiltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yleisöltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pelaajilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erotuomarijohtoporras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joukkueiden valmentajilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Miten koit yleisesti arvostuksen 2014-2015?**

	5= Erittäin hyvä	4= Hyvä	3= Kohtalainen	2= Huono	1= Erittäin huono
Erotuomarikolleegoilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuomarikouluttajilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Toimihenkilöiltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yleisöltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pelaajilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erotuomarijohtoporras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joukkueiden valmentajilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Mainitse 1-3 asiaa, jotka sinua eniten motivoivat toimia erotuomarina?**

- 
- 
- 

**Mainitse 1-3 asiaa, jotka eniten alentaa motivaatiotasi toimia erotuomarina?**

- 
- 
- 

**Tarkennuksia vastauksiin.**


&lt;- Edellinen

Seuraava --&gt;

**Kuinka monta kertaa sait Dartfish palautetta 2014-2015 kauden aikana SJL:n peleissä?**

- 0
- 1-2
- 3-5
- 6-8
- 9-11
- 12 tai enemmän

**Kuinka monta kertaa sinua käytiin tarkkailemassa 2014-2015 kauden aikana SJL:n peleissä?**

- 0
- 1-2
- 3-5
- 6-8
- 9-11
- 12 tai enemmän

**Kuinka hyvin kesäleirit auttavat kauden valmistautumiseen?**

	5= Erittäin hyvin	4= Hyvin	3= Kohtalaisesti	2= Huonosti	1= Erittäin huonosti	0= En ole osallistunut
Mestiksen kesäleiri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kilpatuomarileiri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tulevaisuuden kilpatuomarileiri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Kuinka hyvin Liigan kesäpäivät auttavat sinua Liigatuomarina kauteen valmistautuessa?**

- 5= Erittäin hyvin
- 4= Hyvin
- 3= Kohtalaisesti
- 2= Vähän
- 1= Erittäin vähän

**Kuinka hyvin kertauskurssit auttavat kauteen valmistautumisessa.**

- 5= Erittäin hyvin
- 4= Hyvin
- 3= Kohtalaisesti
- 2= Huonosti
- 1= Ei lainkaan

**Mikä on koulutuksen ja opastuksen taso?**

	5= Erittäin hyvä	4= Hyvä	3= Kohtalainen	2= Huono	1= Erittäin huono	0= En ole ollut koulutuksessa
Päätuomarikoulutus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linjatuomarikoulutus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erotuomarikoulutus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Arviolta kuinka paljon tienaat nettona otteluista per kuukausi?**

- 0-100€
- 100-300€
- 300-500€
- 500-800€
- 800-1000€
- 1000-1500€
- 1500-2000€
- 2000€+

**Kuinka koet vaadittavien erotuomarivarusteiden hankkimis- ja ylläpitokustannukset?**

- 5= Erittäin suuret
- 4= Suuret
- 3= Kohtalaiset
- 2= Pienet
- 1= Erittäin pienet

**Oletko tyytyväinen erotuomaripalkkioihin?**

- 5= Erittäin tyytyväinen
- 4= Melko tyytyväinen
- 3= Neutraali
- 2= Melko tyytymätön
- 1= Erittäin tyytymätön

**Oletko taloudellisesti riippuvainen otteluiden palkkioista kauden aikana?**

- 5= Erittäin paljon
- 4= Paljon
- 3= Jokseenkin
- 2= Erittäin vähän
- 1= En ollenkaan

**Kuinka tyytyväinen olet Liigan erotuomaritoimintaan kaudella 2014-2015?**

- 5= Erittäin tyytyväinen
- 4= Melko tyytyväinen
- 3= Neutraali
- 2= Tyytymätön
- 1= Erittäin tyytymätön

**Kuinka tyytyväinen olet SJL:n erotuomaritoimintaan kaudella 2014-2015?**

- 5= Erittäin tyytyväinen
- 4= Melko tyytyväinen
- 3= Neutraali
- 2= Tyytymätön
- 1= Erittäin tyytymätön

**Kuinka tyytyväinen olet erotuomarikerhosi toimintaan kaudella 2014-2015?**

- 5= Erittäin tyytyväinen
- 4= Melko tyytyväinen
- 3= Neutraali
- 2= Tyytymätön
- 1= Erittäin tyytymätön

**Tarkennuksia vastauksiin.**

**Vapaa sana**