

Gabriel Flávio Paco

Basketball Skill Challenge as a Tool to Motivate Juniors to Participate in Training



Bachelor's Degree in Sports
and Leisure Management

Sports and Leisure Studies

Spring 2025



KAMK • University
of Applied Sciences

Abstract

Author(s): Paco Gabriel

Title of the Publication: Basketball Skills Challenge as a Tool to Motivate Juniors to Participate in Training.

Degree title: Bachelor's Degree in Sports and Leisure Management

Keywords: Motivation, Participation, Basketball, Junior, Kajaani Honka

The purpose of the thesis research was to find solutions to motivate juniors to participate actively in basketball training in Kajaanin Honka. The basketball skills challenge program was chosen as a tool to motivate juniors to participate in training due to its energy and satisfaction with psychological needs. Through its central ideology, it was possible to examine the factors connected to motivation. The theoretical framework of the thesis is based on motivation theory and self-determination, focusing on the concepts of intrinsic and extrinsic methodologies in children and early youth ages. Juniors are intrinsically motivated to participate in basketball training because of their inner arousal of excitement and enjoyment, and extrinsically because their friend is going so, they want to be with him/her, and they are making new friends. The thesis was looking for answers to the following three questions: What kind of factors motivate children to participate in basketball? Can a basketball skills challenge be used as a tool to motivate juniors to participate in training? How can Kajaani Honka's training programs be adjusted to increase juniors' motivation to participate in basketball training?

The study expected 15 to 22 juniors who are registered members of the club from the ages of 10 to 15 years old to participate in the three days a week for four weeks basketball skills challenge program. However, due to several reasons such as the moment the world was facing, not everyone was able to participate because of the health state or fear of obtaining the coronavirus, and some because they had other hobbies practicing beside basketball and came whenever they were free from the other hobbies. Furthermore, the study primarily relied on interviews and observations, allowing us to understand that juniors participate in training because they want to spend time with their friends, meet new people, have fun, and learn basketball.

Table of Contents

1. Introduction	1
2. Commissioning party – Kajaani honka	3
3. Motivation in sports	4
3.1 Motivation	4
3.2 AGT and SDT	4
3.3 Types of motivation	5
3.4 Motivation in juniors’ sports	6
4. Basketball	8
4.1 Benefits of participating in basketball training	10
4.2 Factors and strategies	10
5. Basketball skills challenge	11
6. The aim and purpose of the research	13
7. Methodology	14
7.1 Recruitment	15
7.2 Ethical considerations	16
7.3 Data collection	16
7.4 Research method	17
7.5 Analysis	17
8. Results	17
8.1 Findings	19
8.2 Suggestions and recommendation for Kajaani Honka	19
9. Discussion	20
9.1 Suggestions	21
9.2 Future research	21
10. Conclusion	22
Bibliography	23

Appendices

1. Introduction

Motivation is a foundation for athletes' participation and performance; it plays a major part in sports (Vallerand 2004). A study from the Université du Québec à Montréal in Canada defines motivation as a concept that explain the inner and outer forces that drives people to start something (Vallerand, 2004). Juniors are individuals who need to experience intrinsic motivation to participate in sports activities, such as enjoying, developing, and mastering their skills (Roy Chowdhury, 2012). In youth sports, motivation has a key role in initiating and continuing to ensure the positivity to participate in the activities (Weiss, et al., 2012). Understanding what motivates youths to take part in sports will help to provide a fun, enjoyable, and supportive training environment (Australian Sports Commission 2021).

Intrinsic motivation in the sports context refers to participating in a sport for pleasure and a satisfactory outcome from it. When an athlete participates in a sport without a reward, the tendency is classified as intrinsically motivated, which is the opposite of the athlete who participates in sports with external intention (Pelletier, et al., 1995).

This thesis mainly focuses on youth (juniors) from the ages of 10 to 15 years old and the aim is to find factors that motivate juniors to participate in basketball training. The basketball skills challenge was developed as a prior program for initiating a process of enhancing motivation towards attraction for participating in basketball training. The purpose of the thesis is to find a solution to increase motivation and attraction for juniors to participate in basketball training.

The commissioning party is Kajaani Honka ry, which is an amateur basketball club in Kajaani. This study aims to offer suggestions to Kajaani Honka on how to develop and implement activities that would not only be fun and enjoyable for the juniors, but also provide them with a fair and equal opportunity to experience enjoyment and excitement

The author of this thesis is highly interested in basketball in general and has been involved in this line of sports as a player and a coach for several years. In addition, the researcher has taken part in many basketball clinics and yet continues looking forward to growing and developing a deeper understanding of this sport, and for such a reason he has chosen and accepted the task to do this thesis research.

2 Kajaani Honka

The commissioning party is Kajaani Honka ry, classified as an amateur basketball club. It is a basketball club that has been in existence since 1981, and it is a member of the Finnish Basketball Association. Since the beginning of its roots the club has put an investment in children's training with the expectation of involving basketball in Kainuu culture. Even with all the investment that the club has been putting into preparing everything for children's basketball, it is difficult to keep them in constant training for the whole season (Kajaani Honka 2021).

Kajaanin Honka's board comprises five members, including the chairman, vice-chairman, secretary, and treasurer. Each season, the board has the option to elect a new chairman or retain the current one. The board, together with the chairman, makes decisions for the club, and as a club, has facilitated collaboration with various sports clubs, schools, institutions, immigrant services, and youth services in Kainuu. The club is structured according to the formal manners and laws that are applied to every sports club by The Finnish Basketball Association oversees it. The club has the purpose of offering basketball training and activities and introducing games of basketball to Kajaani residents. It does offer a possibility of training for every team two to three days a week depending on the specific team's goals, whether it is taking part in Finnish Basketball Association competitions or just training for fun and enjoyment (intrinsic perspective). The club has a goal to develop and attract juniors and the young children's groups in Kajaani. And it strives to enhance the mobility and healthy lifestyles of youth and children through basketball, regardless of their race, gender, or nationality, provided they are to participate in the club's training sessions. In addition, the clubs aim to develop a possibility to adapt basketball activities for people with special needs. (Kajaani Honka 2021).

3 Motivation in sports

This framework aims to summarize what we know about motivation in juniors' basketball players, focusing on three types: Intrinsic (internal), extrinsic (external), and non-motivational (lack of motivation). These types are important in self-determination theory. The theory has several definitions, depending in how, what, when and where you want it to be implied and applied. Motivation is a directive force, energy and persistence towards participatory choices involving need fulfillment (Cox, 1988).

3.1 Motivation

The main factor behind an athlete's success is motivation, it dwells deep in the heart of many sport's interesting issues, such as the outcome of social environment in trainings, competition, coaches, and athletes' behavior, and as such, development interfere on behavior variables of persistency, learning, and performance (Deci & Ryan, 2000, p.54; Vallerand 2004, p.428.)

Motivation can be classified in cognitive and behavioral contexts. Both contexts are relevant to understanding youths' reasons for participation and involvement in sports. Cognitive motivation describes intrinsic and extrinsic reasons for participating in sports, and behavioral describes the participation characteristics: persistence and determination (Weiss 2008).

Motivation is defined as a cause of internal or external behavior. It is an effect, a cover term for those factors that trigger and energize behavior. (Moran, 2004.) In sports, motivation has a relevant role; incentive is that thing which makes individuals to go in the sense of encouraging them to do certain things (e.g., playing sports or doing exercises). Motivation is a key element that leads an athlete to participate in training and engage in team or individual sports. Indeed, numerous studies have experimentally demonstrated the importance of intrinsic motivation in achieving effective results in youth sports participation (Vallerand 2001).

3.2 Achievement goal theory and Self-determination Theory

Achievement goal theory is a sport and exercise motivational theory research that focuses on two factors: TASK and EGO participation. Task-engaged individuals focus on demonstrating or mastering their abilities as a self-reference, while ego-engaged individuals focus on their competence through their outcome performance in comparison to others. (Nicholls, 1989.)

Self-determination Theory defines three psychological fundamental human needs that must be satisfied in a social context: autonomy, competence, and relatedness (Deci, 1980, 1985; Deci &

Ryan 1985, 1991, 2000). A need for autonomy is implied in self-directed activity. An individual needs to feel in control. Need for competence refers to an ability to perform and interact effectively in the activity. And finally, relatedness refers to the need to belong to a sport club, exercise group, or physical activity group (Deci & Ryan 2000).

Self-determination theory approaches and emphasizes understanding the motivational process of individual experiences and choices (Deci & Ryan 1985, 1991). The theory distinguishes between three types of social regulation each associated with varying degrees of self-determined motivation (intrinsic, extrinsic and amotivation theory). Intrinsic motivation theory focuses on internal rewards, (e.g., an individual that participates and plays basketball, because they find it enjoyable and relaxing to learn and play with friends). In other words, when an individual is intrinsically motivated, they do an activity because there is enjoyment, fun, and satisfaction from it, while extrinsic focus is on external rewards. An individual that is extrinsically motivated does something to gain a reward or a return from it (e.g., an individual that participates and plays basketball in top leagues or competitively for living, fame, and medals). A non-motivated athlete experiences incompetence, Lack of control over the feeling of learning and enjoyment, and begins to question the value of participating in sports or exercises (Vallerand 2000).

Self-determination theory analyses and defines the effects of an individual's feelings of competence, autonomy, and relatedness. As a social context, it provides individual with the opportunity to fulfill their needs while guiding intrinsically motivated and identified self-determined behavior. However, it can also lead to the opposite outcomes, such as external regulation and non-motivation (Blanchard, Guay, & Vallerand 2000).

3.3 Types of motivation

Intrinsic motivation refers to internal factors that influence individuals to behave in a certain form. For example, to be motivated to participate in sports or activity because it is enjoyable or coaching because you find it fascinating, exciting, and fun. Extrinsic motivation refers to external factors, to perform a behavior or engage in it because you want a reward or want to avoid bad consequences for example, to be motivated to participate in sports to win a reward or train six hours a day because you want to achieve higher goals ((Vallerand 2001, P.55; & Vallerand, 2004. P. 428).

Intrinsic motivation can be separated into three classifications: Intrinsic motivation knowledge is associated with the feeling of learning and performing new things. Secondly, intrinsic motivation accomplishment is related to mastering and achieving a goal. And the third category of intrinsic

motivation involves stimulation based on sensations experienced during an activity. Positiveness connects these three categories of intrinsic motivation (Noels et al. 2000), Same as in extrinsic motivation, it can be classified into different categories according to its extent: Firstly, an external regulation, in a way that the activity is performed because of the outcomes. Secondly, introjected regulation is performed through external pressure. According to Noels et al. (2000), the third type of the regulation known as identified regulation pertains to an individual's performance choices made for personal reasons.

Intrinsic motivation to knowledge related to exploration, curiosity, and learning within a need of understanding. Furthermore, included participating in sports activities for pleasure and satisfaction of experience while learning and exploring. And also, can be distinguished experience stimulation related to someone who engages in sports participation to experience aesthetic, sensory pleasure, fun, and excitement that can be obtained from the activities in sports clubs. As the Efficiency and task-orientation motivation are associated with intrinsic motivation toward accomplishment. Engage to participate in sports for pleasure and satisfaction once experienced at the beginning of interest (Deci 1975, Deci & Ryan 1991, Pelletier 1995).

3.4 Motivation in juniors' sports

There have been many studies that have taken determination to understand the reason behind juniors not being motivated to participate in sports (e.g., Weiss & Petlichkoff, 1989; Weiss & William, 2004; Weiss & Amorose, 2008; Weiss & Kipp, 2012; Weiss, 2013; and more). In 1976 (Alderman & Wood) have published research that described common reasons for youths' participation in sports, which are making friends, improving performance, having fun, and excitement (Weiss,2019). In early 1982, there was research about why the swimmers were discontinuing their involvement. The reasons or factors discovered were linked to not having fun, team atmosphere, disliking the pressure on training and interests in other sports (Gould, at al.1982). And much other research that was conducted by other authors, such as Gill, Gross & Huddleston, 1983; Klint & Weiss, 1986; Longhurst & Spink, 1987 has come to similar results (Weis, 2019).

These theories include the achievement goal theory (Nicholls, 1984), self-determination theory (Deci & Ryan, 1985), and expectancy value theory (Eccles et al., 1983). Every single one of these theories underlines social-cognitive, competence, and satisfactory or enjoyment reasons for participating in sport. The theories about youth sport motivation are helpful and useful because they explain why young people participate in sports. They also support the idea that social learning and cognitive development play a role in this motivation (Brustad, 2010; Horn & Newton, 2019;

Weiss & William, 2004; Weiss et al., 2012). This thesis research will primarily concentrate on the self-determination theory and its components.

The significance of motivation in youth sports participation focuses on social cognition, having fun, enjoyment, learning, and improving skills. In addition, being with friends, enjoying, and having fun motivates youths to participate regularly in sports activities (Biddle & Mutrie, 2008).

Research made by the Australian Sports Committee has identified positive and negative factors that influence children's sports participation and non-participation. Many factors which can be identified in the literature that influence these phenomes; however, some have been found to be more consistent than others: Negative environment at the gym, non-sport supportive parents, non-inconvenient timetables, too competitive environment, training fees, and of course there are positive factors also (Australian Sports Commission 2021).

Intrinsic and extrinsic theories are motivational orientations that stimulate youths to participate in sports. In addition, the motivational behavior to take part in sports is an act of determination and effort (Vallerand, 1991). Sport psychology has conducted extensive research on motivation theories. However, there are two theories that emphasize more research on motivation in the sport and exercise framework: achievement goal theory (Nicholls, 1989) and self-determination theory (Deci & Ryan, 1985).

4 Basketball

In basketball, motivation refers to the mental, emotional, and physical pursuit of the game and its rules. Individuals who play sports like basketball are certainly motivated by something, either fun, enjoyment, or reward. Motivation is a unique phenomenon that explains why an individual is doing the action. A player could be motivated to practice and learn new skills because he understands their utility and value; what makes him or her go is motivation (Deci & Ryan, 2000, p. 55).

As basketball is a sport known as a fast and intensive sport, it requires basic skills: Dribbling, passing, shooting, and sprinting, and those are important skills required to learn to play the game of basketball. Players usually find themselves running all over the court in very short time, offensively and defensively, and dribbling ball helps you to avoid obtaining traveling foul or the defenders to taking the ball and allows you to make the basket faster, and you sprint on a court passing a ball to your teammates also (Stewart & Tom 2018).

Basketball is a sport that experiences evolutions on and off the court, as players are becoming more flexible and improving their skills daily and younger players seem to be more and more visible in bigger leagues. However, the players' positions play a crucial role in utilizing their flexibility, whether they are playing offensively or defensively (Brett Koremenos 2015).

There are many variables in offensive play in basketball. The game involves passing and movements by players with and without the ball, which leads to gaining an advantage to shoot a basket or keeping the game and players moving around the court. As well as being offensive, there are also defensive strategies. However, there are two famous defensive strategies which are zone and man-to-man defense. Zone defense players must guard specific areas on the court that the coach will assign according to the players' skills, and in man-to-man defense the players are assigned to guard specific offensive players all around the court (Brown 2007; Bill 2009, Bonsor 2021).

Dribbling means bouncing the ball using one hand. You perform the act with widely open, smooth fingers, using your wrist to push, control, and feel the ball. To dribble a ball, a player needs to know the mechanism of pushing and controlling the ball with fingertips rather than patting to secure the ball. Dribbling requires ball-handling skills because it helps to bounce the ball to the floor and return to the position the player guides for the next step. Dribbling should be done with the player must be the furthest from the adversary to prevent the defensive player from retrieving the ball, and it's crucial that they know how to dribble with both hands.

Three methods exist for passing the ball between players: the chest pass, the bounce pass, and the baseball pass. We focus on a chest pass, which is a pass made directly to the receiver's chest by placing both hands on the side of the ball, fingers spread and thumbs behind the ball, and making an in-out push using your fingers. Another type of pass is the bounce pass; the ball is passed through the floor approximately two thirds of the way from the passer's chest to the receiver, and the ball strikes the court floor towards the receiver. In addition, elite basketball players often make overhead passes over defender's head. Anyway, with the evolution of basketball these days, it is possible to see even more different passing tactics and strategies.

Shooting is an act of attempting to score by throwing a ball into a basket. There are three basic forms of shooting a basketball. The three basic forms of basketball shooting are the jump shot, layup, and handset shot. The shooting hand releases the ball towards the basket, while the other hand only maintains the ball in good range. On the shooting mechanism, fingers are the key element in basketball; you use your fingers to release the ball to a good rotation and perfect angle

by extending the shooting arm and wrist fully bent. In basketball, players can shoot a ball straight to the basket or can use a backboard to direct the ball to the basket. It is very common to hear basketball shooting language from players and coaches talking about hand-set shots or jump shots which are connected to muscle engagement and power load needed for the shot. During the free throws, the players perfect the set shot by straightening up and throwing the ball without leaving the floor. And jump shot requires the players to release the ball at the top of their jump, which allows them to elevate and shoot in the air, which needs a provision of power and good range from the physiology of the body. Finally, a layup requires a player to be in motion toward the basket and release a ball in the basket. Layups can be done in many versions depending on the players' skills and flexibility (Finger rolls, underhand, and backboard).

4.1 Benefits of participating in basketball training

In 2023, the University of Missouri conducted a study on the numerous benefits of sports participation. The study highlighted how sports can assist children in achieving and maintaining a high level of physical fitness, as well as helping them develop and build positive self-esteem.

In 2020, the President's Council on Sports, Fitness, and Nutrition Science Board (PCSFN) advertised an article about a study on the benefits of participating in sports. Their article mentions many benefits of participating in sports: mental, emotional, social, and physical health. Children learn to interact and be with other people despite their religion, culture, ethnicity, or race; it helps kids reduce stress and improve their physical and mental well-being.

There are several factors and strategies that influences juniors' participation in basketball training, such as some that have been mentioned in the figure 1 and the table 1 below. Adapted from Bandura and Mcleod 2016; Sportlomo.com, 2023.



Figure 1.

Maximize enjoyment and Enhance competence by	Making activities fun, offer skills challenge tasks, create interesting, sustaining, improving, and realistic environments, Providing constructive and appropriate feedback.
Promote positive relationships by	Encouraging, supporting, become role-playing modelling, remind parents to support and encourage rather than pressuring.
Provide opportunity by	Giving them choice and voice, inputs and outcomes feeling, Involvement on court, teaching skills, reinforcement, monitoring, and positiveness on court.

Table 1.

5 Basketball Skills Challenge

The basketball skills challenge is an enjoyable, fun, and energetic physical activity consisting of four intensive skills: sprinting, dribbling, passing, and shooting. Additionally, to be complete it, one must master ball handling, running, zig-zag dribbling, passing, and shooting techniques (. The NBA create the basketball skills challenge based on the fundamentals of basketball and the skills players need to master to play a game (NBA 2003 and Schlemm 2018).

In 2003, the NBA implemented the skills challenge as a contest that tested a basketball player's dribbling, passing, and shooting excellence (NBA.com). Unfortunately, after reading and searching for official databased research that could have been made from the basketball skills challenge, I have not yet found a study made on this exact topic of the basketball skills challenge; nevertheless, there have been many studies made on youth sports motivation and participation (e.g., Weiss, M.R., Amorose, A.J., & Kipp, L.E. 2012; Weiss, M.R., & Amorose, A.J. 2008). whereas many coaches have used some methods to train their team in fast breaks and shooting. Basketball training programs can use it for various purposes, such as teaching players how to handle and focus while dribbling.

We designed the program to run different days to enhance the learning progress and increase the number of participants. The program proceeds three days a week to learn the skills that the basketball skills challenge requires to perform in the competition at the end of the program. The purpose of teaching the four basketball skills was to prepare them for the skills challenge competition, ensure their readiness for the final research program, and prevent them from participating in the main program without knowing what to do.

The program had two different stages just to make sure that everyone obtained a chance to participate. Team Poly Spot Shot Elimination is the first stage, while the individual Basketball Skills Challenge Race is the second. The participants needed to know at least how to dribble, pass, and shoot a ball to take part in the research program competition, so the skills learning process was specially designed and prepared to be followed and trained before the final part of the program.

A similar program is offered in Allstars competition known as Skills Challenge. We cannot directly apply the performance differences between elite and professional athletes to this thesis research target group. In the NBA, the competition event has its elite category rules. And for this program, I have created rules according to the target group to facilitate their understanding and execution. The minion skills race incorporates the team's line spot shot elimination. The team line spot shot elimination is an elimination race where every team will need to coordinate and work as a group

to make more scores into the basket inside a given time more than the opposing team to guarantee the next place against the other teams (The National Basketball Association (NBA.com)).

The mini-skills race is an elimination race; to be completed, it requires the four basic basketball skills dribbling, passing, shooting, and sprinting. The race is carried out individually to eliminate the other competitor, and you can only eliminate the other competitor by completing first all the required stages of the competition.

The stages were constructed in a way that the player needed to start from the middle of the court with a dribbling race between the cones using a weak hand and doing a layup with the opposite hand; second, asking for a pass while showing where you want to receive the ball and fast break dribbling; and the first one to shoot the ball from behind the free-throws line and make the basket wins, and if the ball does not go in, they need to run a grab another ball on the side and dribble it or shoot from wherever preferred before the opponent. The second stage involved a competition between teams, where, upon hearing a whistle, the player in the front line dribbled as quickly as possible, made a layup, grabbed their own rebound, bounced, or passed the ball to their teammates. The first team to reach ten points wins, switches the court, and if both teams win consecutively, the competition ends and a winning team is selected.

The program plan of the basketball skills challenge was to focus mainly on the existing juniors in Kajaani Honka, as the commissioning party requested; however, if someone came with a friend who was interested in joining the club or participating in the program, they were welcome. Nevertheless, since it was the moment that the world was fighting the pandemic, the researcher could not predict what would happen next if the lockdown comes as previously; we have witnessed enormous situations with gyms opening and closing continuously.

The participants started with the process of training and practicing the skills required in the basketball skills challenge. The program does not only benefit participants in taking part in the competition but also in learning the four basic skills that are required to play basketball.

Intrinsic motivation is a relevant phenomenon for instructors, teachers, learners, or educators. It is a natural source of learning (Stiller & Ryan 1991). Furthermore, intrinsic motivation has extremely high levels of learning qualities. The Oxford Dictionary classifies learning as the process of acquiring understanding, knowledge, skills, and values through study or instruction.

6. The aims and purpose of the research.

The research questions in the thesis had the purpose of collaborating in finding solutions to the juniors' lack of motivation to often participating in basketball training. The research questions aimed to conduct the process of the study and help with the interviews. This is the primary process that sets the parameters of work to determine the methods and guide the inquiries, analysis, and reporting. It is a primary acknowledgment that the club is struggling with the matter that juniors do not often participate in training, and that could only be unveiled by answering the research questions, which have been divided into two groups. The objective of finding factors to increase Juniors' commitment and motivation to participate in training was important for the author of the thesis and the commissioning party. Using the concepts of basketball skills challenges and interviews, the author examines the motivation of juniors to participate in training.

Research questions

1. What kind of factors motivate Children to participate in basketball?
2. Can basketball skills challenge be used as a tool to motivate juniors to participate in training?
3. How can Kajaani Honka training programs be adjusted to increase juniors' motivation to participate in basketball training?

7 Research methods

According to Mack, Woodsong, MacQueen, and Namey (2011), qualitative research is a study that seeks to understand the reason for the happening and the involvement. The thesis author found the study effective for answering research questions used in data analysis to obtain results, as chose to approach the study with a qualitative study to better understanding of the reasons why juniors are not actively participating in training. Using the qualitative method helps in exploring the recruitment process, addressing ethical issues while answering research questions, and ultimately leading to useful findings from interviews.

Kajaanin Honka has a junior team from 10 to 15 years old that is struggling to commit to participating in training. So that makes it a key group for us to focus on and find what motivates them to participate in training. The participants are recruited from different teams inside the club and acquaintances of Honka juniors that are interested in basketball but not yet participating due to the other sports that they are doing. It is explained to the participants in advance that

participation is voluntary, and they can withdraw anytime they want or when feeling uncomfortable (Kajaani Honka 2021).

The objective of implementing the basketball skills challenge program was to use it as a tool to obtain or collect data for the research, combining semi-structured interviews and observation methods. A hybrid interview (semi-structured interviews) will be conducted as the primary source of this research to collect the data, as this method offers an opportunity in which you can conduct instructed or structured questions (Smith 2019).

The study mainly depended on the program basketball skill challenge to obtain the participants and interview them. Additionally, whether the participants would behave like usual or not was unknown. However, the program was one way to measure and understand their motivational behavior. The participants were to take part in the first program, which is to learn the four basketball skills that will be needed to know before the second part of the program, which is going to be a competition. We conducted the learning process to teach the participants how to dribble, pass, shoot, and sprint. The learning process was divided into two parts to avoid the participant's confusion, tiredness, and loss of motivation in trying to teach all skills at once in a short period of time (Gordon & Doyle 2015).

7.1 Recruitment

The recruitment in this thesis was done within the club members, as participants are individuals who are part of the club or are interested in actively participating in the club. The guidelines of this recruitment process are social and intercultural; the recruited participants are notified about what is going on. They learned the study's purpose, the parents were informed, and the researcher briefly described the program and interview accuracy during training. (Mack et al. 2011, Wa-Mbaleka 2019)

As the participants of this research are children under eighteen years old, the research considers the ethical guidelines. As is known recruiting children and young people in any research study needs a consent information letter, and it was sent to the club board and guardians of the participants through the WhatsApp group to collect their permission. Moreover, for such a target group, research recruitment is sensitive and needs extra care (Mack et al. 2011, p. 7.).

7.2 Ethical considerations

The ethics in the thesis primarily considered the interaction of both parts for the researcher and the participants. Ethical norms and the reliability in this thesis are connected to the truthfulness, credibility, accountability, and integrity in research and the relativeness between the researchers. The norms in this research involve respecting the autonomy of participants in the research, avoiding harm to them and respecting the work of the other researchers. The interconnected norms in this thesis research give the researchers credibility to examine and save the data ethically, making it as truthful as possible. Every junior participant in the research deserves to be explained the content of the program, what he/she is going to face, and what will be happening during the research (Kuula 2011).

According to Safary Wa-Mbaleka (2019), to protect the participants, the researcher sets affiliates to organizations and participants to make sure no one is harmed in the research directly or indirectly. The research norms in this thesis have been and will be scientifically taken into consideration, including morality and ethicality, during the research and evaluation, also acknowledges the value of other researchers' and authors' research during planning and the implementation in a scientific and moral manner for that matter of the author of the study is willing to consider the integrity of the participants as well as of the organization (Kuula 2011).

7.3 Data collection

The commissioning party, Kajaani Honka approved the research topic and the data collection for the thesis. The Kajaani Honka board discussed and approved the permission and ethical considerations during the meeting. We planned the interview questions with the other coaches, aiming to comprehend the juniors' perspective. (Kajaani Honka Board, 2021)

We collected the data using qualitative research methods. The main purpose of qualitative data collection is to focus on understanding the reasons, examining them, and making an analysis. It serves as an explorer, seeking the understanding of the reasons and gaining insights into the issues (Johnson et al. 2022).

Qualitative data collection uses several methods such as interviews, surveys (paper or online), discussion, and observations. This research selected semi-structured interviews as a data collection method. As juniors, especially in the Finnish context, are not so open to answering the questions clearly, the semi-structured interviews were chosen to get more dialogue with them.

The primary task of the study was to uncover reasons why juniors do not often participate in Kajaani Honka's trainings. The study employed the ideologies of the basketball skills challenge program and conducted interviews daily, immediately following each section of the training. The respondents reported their lack of motivation to participate often in basketball training in many different forms. The three research questions were divided into small categories to help understanding and answer since the respondents were young and English is not their strong language, and in some cases the author had to translate the questions orally into Finnish. The appendices contain the possibilities for not training in basketball, the thesis's main topic, and other questions. The responses have been looked through the lens of the behaviorism theory and the environmental factors that have the primary role in influencing and understanding behavior. Understanding the junior's behavior towards the participation in training according to the interview answers is connected to social or affiliates arousal or emotional factors, and for bit older juniors, more to esteem and lifestyle factors.

The basketball skills challenge program was designed to be fun energetic and easy to learn for everyone who could take part in it within their age group. The final part of the research program focused on a competition where participants would practice the skills they had learned over the previous day. There were no big interviews since most of them had been interviewed during their training and it was expected that some might not come due to stress and anxiety and knowing they were going to compete. Some participants had already announced during the practice that they would not be present because they had other things to do, or their parents had scheduled something on the same date as the competition. However, some participants were excited to come for the final day of the program and joked, "Today I am challenging you" (meaning their friend).

7.4 Interview as Qualitative Research Method.

Children's research frequently uses interviews as data collection sources (Theobald & al., 2015). Using qualitative interviews with children is different from adults because children require clear and understandable questions, informers, and attentive listeners (Arksey & Knight 1999). Interviews are a good form to explore children's opinions, behavior, and attitudes toward certain sports or exercise, and they are helpful in understanding certain phenomena that require clarification or an answer (Flick 2014).

Semi-structured is an interview method, conducted in dialogue with one answer at a time, and the method allows conversations to continue with closed- and open-ended questions. In addition, the dialogue continues with why and how questions (Adams 2021, 493).

Every day after the program, we conducted the interview to avoid any delays or forgetting what we had done on day one. We have requested and granted permission to record the interviews on a small digital audio recorder. The records are to facilitate the interviewer's data analysis. The digital record is to avoid disturbance and to save the time of interrupting the interview to write notes (Adams 2021). In this research, we conduct interviews to gather answers, understanding, and yet-to-be determined findings. We also use observation methods as a secondary source of research.

7.5 Data analysis

In qualitative research, the analysis method consists of composing interview records, observation notes, and direct and participant observation. The analysis method associates groups' ideas, values, and behavior within the social context. (Pendamkar 2020.) This thesis uses a content analysis method to seek an understanding of the research case, analyze the program of the skills challenge, and identify solutions to the research case and questions.

Content analysis is a methodology used to identify and shape the patterns in records communication, and it is conducted systematically by collecting data from oral, visual, and written texts (Luo 2022). The content analysis in this thesis is subjective and transparent. It involves participants' opinions on the interviews, and the author's interpretation of data analysis. The research sets out to find the factors that can be explored inside and outside Kajaani Honka; it aims to motivate juniors to participate in training and improve the training program if necessary.

The study focused on factors involved in the club and defined reasons that influence children to participate and engage in sports clubs. What kind of factors motivate youths to participate in basketball or in sports in general? The study's purpose was to assess the behavioral factors that were happening and affecting the club and to understand the reasons why. Therefore, this study focused on examining and analyzing intrinsic and extrinsic theories.

8 Results

Though the basketball skills challenge program was not fully successful in meeting to the expectations and goals to motivate the juniors to participate often in trainings, some parts of the program have raised the interest in pursuing basketball and did keep them entertained and active. From the author's perspective, the program's failure to meet the high expectations stemmed from the time it took to explain and demonstrate, as well as the use of two languages (English and Finnish) to ensure everyone understood. However, for the younger juniors, it was necessary to double demonstrate and provide slow explanations. In conclusion, the responses from some participants suggests that engaging positively with children can motivate them to attend training, even when they don't feel like it. If they anticipate enjoyment, they will exert their utmost effort. Most coaches and teachers remember as children that they didn't want to miss that coach or that game they knew they'd enjoy. Juniors and children today are the same.

8.1 Summary of findings

The purpose of the thesis research was to find the solution for the existing problem (juniors not being motivated to participate in basketball training) in Kajaani Honka. The basketball skills challenge was chosen as a tool for motivating and increasing attraction for boys and girls from ages 10 – 15 years old to participate in basketball training. It is characterized as an energetic, fun activities program in basketball modality that is usually known for the great vibe when well-planned and clearly explained to the participants, and children are known to love to compete with their friends. The research is effectuated through qualitative research to find the tools for Kajaani Honka to use to increasing and attracting Kajaani juniors to participate in basketball training. The theoretical background of the study combines motivation theories, participation methods and the exploration of basketball skills challenges as a tool to increase motivation.

During the interviews and the analysis of the answers of the respondents, the author came to understand that there are many reasons behind the lack of constant participation in Kajaani Honka basketball training. Such as tiredness, weather conditions, affiliation, other sports attendance, playing time, involvement (when speaking), and language. The tables in the appendices show more responses based on expectations and hopes. Psychologically, expectation and hope are defined as related behavior of human feelings, and fulfilling the expectations mostly depends on the others. If the expectations and hope are unsatisfied it leads to disappointment, unwillingness, and lack of motivation. In this case, it is necessary to provide the best response to the expectations for the participants to attune to the club's training.

By communicating with the teams to understand their needs, we can meet the juniors' expectations and hopes for the training system. In our normal conversation with the club coaches, we assumed that Kajaani's kids are more interested in floorball due to the effort their staff put to involve children, or winter sports than basketball. However, that was not the case according to the interviews and the research findings. The juniors expressed their needs very clearly and multiple levels of motivation such as environment, autonomy, and mastery need to be considered; are the juniors feeling free to express themselves and is there any improvement in their skills? Furthermore, it is essential to understand that motivation walks alongside leadership that takes initiative and interest to understand the purpose or the reasons behind every action.

According to the study made in 2012 by Jeanine Anne Johnson and Witt and Dangi in 2018, the concept of fun includes being with friends, challenging competition, acquiring new skills, and being physically active; juniors find enjoyment as a source of motivation to participate in training. Comparing the research to the responses from the interviews with the Kajaani Honka juniors, we encounter similar answers to what the juniors are looking for in training. Furthermore, if in the training programs, fail to meet these needs, the juniors may lose motivation to participate in training frequently. For children to play sports, Weiss and Williams (2004) say they must have fun. Therefore, coaches and organizations could consider including enjoyment in their training programs.

The right way to motivate children to participate in sports is important. Based on the author's extensive experience working with children, I can attest that children will express their true emotions when they are dissatisfied with either intrinsic or extrinsic factors. The key to motivation is understanding juniors and discussing their training and what they want to see more of. Weinberg and Gound, in one of the motivation factors, have categorized the feeling of being oneself and free. Even though sometimes we might think children do not understand these factors, they acknowledge them in sports. Because of the constant advancement in technology, juniors can now access and learn from TV and social media, although some respondents in the interviews expressed a preference for staying at home and playing basketball games on their PlayStation. Hence, having small discussions with the juniors while making the training plan and finding out what kind of skills they would like to learn and do in the training would enhance the feeling of being oneself and having free expression.

One of the key findings was that youths participate in sports activities because they are looking for something to satisfy their psychological human need (Green 2011. p119). For that reason, a program called Basketball Skills Challenge which combines different skills needed in basketball,

was designed and implemented to see if it would meet and satisfy their needs. The program integrates learning and competition, taking into account the fact that juniors are known to be highly competitive, even in non-reward competitions.

The comparison was made to the research made in 2018 by the journal *Park and Recreation Administration*, which discusses children who experience stress from coaches and parents on their performance. One of the issues juniors may have been when coaches focus on correcting their mistakes rather than making training fun. In my observation during the visit to the club, I noticed that some coaches do call out loud players' names all the time while they are on the court playing because they often do something wrong or do not focus on what they should have done, and that might bring him/her pressure and stress. It would work better and nicer if the coach would call the players closer and explain what should be done or later in the break correct the mistakes of the individual people.

Nevertheless, the focus of the study was to obtain the answer for the reasons why the juniors are not motivated to participate often in training and what could be taken into consideration to raise their motivation to participate more often in training. Coaches, parents, and friends provide intrapersonal and interpersonal factors that contribute to the juniors' lack of motivation to participate in training. Comparing the answers from the interviews to the research done by Witt and Dangi in 2018, the Kajaani Honka juniors might be experiencing similar problems; coaches might not yet have found a good connection with the children, and the language terms and communication may not be familiar to some of the juniors. And that would, of course, detract from the fun that they came for. Therefore, it would be beneficial to explain and demonstrate in a patient manner, and in some cases, to directly focus on the task at hand, reducing the amount of talking and increasing the amount of play, as a lack of enjoyment has been identified as a contributing factor to children's reluctance to participate in training sessions (Kelley and Carchia 2016).

Interpersonal factors are connected to parents introducing and pressuring their children to participate in certain sports and it can end up with sports not being enjoyable (Thomas, Côté, and Deakin 2016). Many children don't like not having a choice, and maybe they would want to have fun in the sports where their friends participate. Carlman, Wagnsson, and Patriksson in 2013 reported that some children being involved in one sports activity might delay their chance of spending time and being with friends. Whereas, not having fun was one of the motives for some to not come to the training, others had different reasons, such as wanting to be where the friend goes. As for the intercultural factors, some of the juniors that come from countries where there

is summer all year long demonstrated their unwillingness to participate when the temperature drops lower.

9 Discussion

The study and the analyzes on reasons why juniors do not frequently participate in Kajaani Honka training showed issues connected to tiredness, weather conditions, affiliation, other sports attendance, playing time, involvement (when speaking), and language barriers, as some juniors were still a process of learning or looking forward to learn English while learning basketball. The author's analyzes on the reasons such as tiredness would be due to the training time when their training start when they have been running or doing energetic physical activities through whole day long or in a case of some of them attending another sport club and afterwards, they must go training basketball. The weather conditions of course in the training season is based usually throughout Fall until Spring it is very obvious that some children can be affected when is raining or very cold. This study also analyzed the intrinsic and extrinsic factor that can affect the lack of motivation to participate frequently in training, knowing that children are individuals that can be affected by not having fun or not experiencing enjoyment in training, so creating a possibility for them to smile and enjoy their time during the training is relevant for them. We cannot rule out that this study was conducted for both girls and boys and it was during the pandemic anxiety where sometimes had to be interrupted or some children not coming to the training because of the fear of contracting the covid-19, these limitations did have an effect in the study because not all the children of the club were frequently present.

9.1 Suggestions and recommendations for Kajaani Honka

Kajaani Honka as an amateur club, does not have, nor does it utilize, specific training programs; however, it does teach and instruct basic of basketball to all the members of the club. Since their main goal is to promote health and well-being to the residents of Kajaani, their training programs depend on the coaches' willingness to have a program for their training (Kajaani Honka board 2021).

Currently, there has been plenty of research and various suggestions in sports attrition. These include the redefinition of the goals and rewards intrinsically and extrinsically (Witt & Dangi 2018). According to Stuntz and Weiss (2010), athletes need the feeling of competence, autonomy, and positive connection to participate in sports activities. As for Kajaani Honka needs to adjust into their training programs to the competencies, autonomy, and positive connections that the juniors are expecting and hoping for. Nevertheless, the major key to success is acknowledging the

connections with the parents of the participants, since children are still under their parents' care. During training sessions and child training planning, parents should be considered. Connecting and creating good relationships between coaches and parents can guide trust between parents, children, and coaches. Furthermore, it is important to have a training plan that is suitable for children in all age groups and to create goals that can be fulfilled according to the coordination of the three parties: management, coaches, and the target group. The main goal, which ought to be reached by the end of the season, should be defined to make sure that the customers (target group) will be satisfied, remembering that enjoying and having fun is the main goal everybody is looking for.

9.2 Recommended to emphasize children's participation.

Limiting traveling distances and organizing home competitions, creating a training program, and motivating to practice different modalities, not focusing on more talented individuals, providing local competition and not emphasizing too much winning, allowing children to play and learn all the skills needed, understanding children's needs and no pressure coaching, designing practice, and play activities focusing on having fun. (Côté & Hancock, 2016. pp.51-65)

9.3 Suggestions for the future research

For future research, I would recommend adding clarity to the topic, considering distinguishing the difference between the girls' and boys' motivation to participate in training, and emphasizing the research on the prevention of dropouts. Even though basketball is becoming more popular in Finnish society, if the basketball sports clubs do not create a form of keeping or preventing dropouts, the clubs might end up being empty. For instance, incorporating activities from their daily lives into the training programs could potentially boost their motivation.

Some children might not be motivated to come to the training because there are no variations, or sometimes the reason might be that the training seems to be more masculine or feminine. Some are trying to switching from gymnastics to basketball, and it would be more fun to include them because basketball has many training options and room for everyone.

10 Conclusion

Motivation in children's sports is a matter to be understood well and with importance because juniors are individuals who do become bored easily and can react towards whatever makes them feel that way. Motivation is an inner element that dwells in every human being, manifesting in many forms in sports, such as in training environments, games, coaches, parents, and even officials of the game (Deci & Ryan 1985; Vallerand 1987; Duda 1989, Pelletier 1995; and Moran 2004). Participating in sports does have a positive impact on early childhood physical fitness and enjoyment and can help with social integration. In addition, becoming involved in sports at an early age does have social and physical benefits for juniors.

Therefore, this research does not only bring the understanding of the reason why juniors are not actively able to participate in training but also the benefits and forms for motivating children to participate in training. It explores the forms of how coaches, parents, and the club could think about how they can help the children to enjoy and have fun participating in sports. We explored the perceptions and dysfunctional behavior that negatively influence juniors' non-motivation to participate in training, as well as the strategies for promoting their participation. Understanding the cognitive effects of juniors' decisions to often participate in sports clubs and maintain their availability is imperative in developing new effective strategic training programs, including the juniors' expectations and hopes. Additionally, understanding and acknowledging the problem of the behavior immediately could help for the future exploration of the motivation to participate in training, as mentioned some of the factors (fun and enjoyment) that need to be taken into account when coaching children.

Bibliography

Alderman, R.B., & Wood, N.L. (1976). The study conducted an analysis of incentive motivation in young Canadian athletes. *Canadian Journal of Applied Sport Science*, 1, 169-175.

Behaviorist Approach retrieved 24th September 2021 from <https://www.simplypsychology.org/bandura.html>.

Benefits of sports for adolescents, retrieved on November 13, 2023, from <https://www.muhealth.org/conditions-treatments/pediatrics/adolescent-medicine/benefits-of-sports>.

Benefits of Youth Sports, retrieved on November 13, 2023, from https://health.gov/sites/default/files/2020-09/YSS_Report_OnePager_2020-08-31_web.pdf.

Biddle, S., Wang, C. K. J., & Kavussanu, M. (2003). Correlates of achievement goal orientations in physical activity: A systematic review of research. *European Journal of Sport Science* 3, 1–20.

Bonsor, K. (2021). How basketball works retrieved on 26th November 2022 from Rules of the Court-How Basketball Works | HowStuffWorks

Brown, Donald. H. (2007). *Basketball handbook*. Author House. ISBN 978-142-596-619-09

Carlman, P., Wagnsson, S., & Patriksson, G. (2013). The study focused on the causes and consequences of youth sports dropouts. *Swedish Journal of Sport Research*, 1, 26–54

Côté, J., & Hancock, D. J. (2016). Evidence-based policies for youth sport programs.

International Journal of Sport Policy and Politics, 8(1), 51–65

Deci, E. L., & Ryan, R. M. (1985). The work titled "Intrinsic motivation and self-determination in human behavior" was published by Plenum in New York.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227–268. doi:10.1207/S15327965PLI1104_01

Difference between Hope and Expectation | Hope vs. Expectation (differencebetweenz.com) retrieved 8th August 2022 from <https://differencebetweenz.com/>.

Farey, T. (2008). *Game one all-American race to make champions of our children*. New York, NY: ESPN Publishing

Five types of qualitative research methods, accessed on 20th September 2021 from <https://in.springboard.com/blog/qualitative-research-methods/>.

Francis, K., & James, F. (2011). Free time motivation and physical activity in middle school children. *Physical Educator*, 68(1), 18–112.

Frederick, C., & Ryan, R. (1993). The study focused on the differences in motivation for sport and exercise, and these differences relate to both participation and mental health. *Journal of Sport Behavior*, 16, 124-146.

Frederick-Recascino, C., & Morris, T. (2004). The study focused on the role of intrinsic and extrinsic motivation in sport and exercise. In Morris, T. & Summers, J. (Eds.), *Sport Psychology: Theory, applications, and issues* (pp.121-151). Australia: John Wiley & Sons.

Gill, D., Gross, J., & Huddleston, S. (1983). The study focused on the motivation for participation in youth sports. *International Journal of Sport Psychology*, 14, 1-14.

Guay, F., Vallerand, R., & Blanchard, C. (2000). On the assessment of situational intrinsic and extrinsic motivation: The Situational Motivation Scale (SIMS). *Motivation and Emotion*, 24, 175–213. doi:10.1023/A:1005614228250

Hausenblas, & C. M. Janelle (Eds.), *Handbook of sport psychology* (2ed., pp. 389–416). New York: Wiley & Sons.

Harackiewicz, J. M. (1979). The study examined the impact of reward contingency and performance feedback on intrinsic motivation. *Journal of Personality and Social Psychology*, 37(8), 1352–1363.

Harrastusmahdollisuudet ja Likkuntaseurat, retrieved 21st of September 2021 from <https://www.kajaani.fi/kulttuuri-ja-liikunta/liikunta/harrastusmahdollisuudet-ja-liikuntaseurat/>.

Harrastamisen Suomen malli, retrieved 22nd September 2021 from <https://harrastamisensuomenmalli.fi/tietoa/>.

Hey,datadata–swing!Retrieved8thOctober2022from
https://www.espn.com/espn/story/_/id/9469252/hidden-demographics-youth-sports-espn-magazine.

Johnson, J. Anne (2012). The study aimed to understand the thoughts and attitudes related to participation in youth sport. Philadelphia College of Osteopathic Medicine. Department of psychology

Kirby, R., Kolt, G. & Liu, J. (1999). Participation motives of young Australian and Chinese gymnasts. *Perceptual and Motor Skills*, 88 (2), 363-373.

Koremenos, B. (2015). College Basketball, retrieved on 25th November2022 from Pack-Line Progeny: How Tony Bennett Used His Father’s System to Turn Virginia into an Undefeated Defensive Powerhouse (grantland.com)

Kuula, Arja (2011). Tutkimuseetiikka. Aineistojen hankinta, käyttö ja säilytys. Vastapaino. Tampere

Mayo, R. J. (1977). Mayo (1977) developed and validated a measure of intrinsic motivation in his unpublished doctoral dissertation at Purdue University. *Dissertation Abstracts International*, 37, 5417b. University Microfilms No. 77–7491.

McLeod, S. A. retrieved September 12th from Bandura-social learning theory. Simply Psychology.

Nicholas L. Holt & Lisa N. Tink (2008). Do youth learn life skills through their involvement in high school? Case study: retrieved on 16th September 2021 from <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/3003/2291>.

Palmer, A. (2021). The research questions were retrieved from study.com on October 27, 2022.

Semi-structured interviews retrieved on 3rd October 2022 from Semi-Structured Interview | Definition, Guide & Examples (scribbr.com)

Simmons, B. (2009). *The Book of Basketball: The NBA According to the Sports Guy*. Balantine/ESPN Books. ISBN 978-034-551-1768. History of Basketball.

Skills and drills, retrieved on 25th November 2022 from Skills and Drills Archives-NBA.com: Jr. NBA

Stuntz, C., & Weiss, M. (2010). Motivating Children and Adolescents to Sustain a Physically Active Lifestyle. *American Journal of Lifestyle Medicine*. ID:73088167. DOI: 10.1177/1559827610368779

Sports Psychology Theories of Learning Retrieved 24th September 2021 from <https://www.teachpe.com/sports-psychology/theories-of-learning>.

The importance of sports for children Retrieved September 23, 2022, from <https://novakdjokovicfoundation.org/the-importance-of-sports-for-children/>.

Thomas, J., Côté, J., & Deakin, J. (2008). The study aimed to understand dropout and prolonged engagement in adolescent competitive sport. *Psychology of Sport and Exercise*, 9, 645–662

Vallerand, R. J., & Rousseau, F. L. (2001). Intrinsic and extrinsic motivation in sport and exercise: A review using the hierarchical model of intrinsic and extrinsic motivation. In R. N. Singer, H. A.

Wa-Mbaleka, S. (2019), Practical Guide Ethics in Qualitative Research (Vol.22, No2. Pp.116-132: International Forum. file:///C:/Users/35840/Desktop/Ethics_in_Qualitative_Research_A_Practic.pdf

Weiss, M.R., & Petlichkoff, L.M. (1989). Children's motivation for participation in and withdrawal from sport: Identifying the missing links. *Pediatric Exercise Science*, 1, 195–211. doi:10.1123/pes.1.3.195

Weiss, M.R., & Amorose, A.J. (2008). The study focuses on the relationship between motivational orientations and sports behavior. The work was published in T.S. Horn's book, *Advances in sport Psychology* (2nd ed., pp. 115–155). Champaign, IL: Human Kinetics.

Weiss, M.R., Amorose, A.J., & Kipp, L.E. (2012). The study focuses on youth motivation and participation in sport and physical activity. In R.M. Ryan (Ed.), *The Oxford Handbook of Human Motivation* (pp. 520–553). New York, NY: Oxford University Press.

Weiss, M.R., & Williams, L. (2004). The why of youth sport involvement: A developmental perspective on motivational processes. In M.R. Weiss (Ed.), *Developmental sport and exercise psychology: A lifespan perspective* (pp. 223–268). Morgantown, WV: Fitness Information Technology.

Witt, P.A. & Dangi, T. (2018) Why children/youth drop out of Sports – *Journal of Park and Recreation Administration*. Vol. 36, 13-8618. DOI: 10.18666/JPra

Appendices

1 Information to the research participants

2 Table of interview questions

Invitation

You are invited to participate in a research program of the basketball skills challenge, conducted to examine the motivation for participating in Kajaanin Honka basketball trainings.

The program is being conducted by University of Applied Science student Gabriel Paco as a part of bachelor's degree in Sports Leisure Management, under the supervision of lecturer.

The purpose of this study is to examine how to increase juniors' participation in basketball trainings. Your participation will help us to understand the various factors that motivate juniors to participate in training.

What will you be doing?

The participants in this study will commit to learning four basketball skills required, in contact or by video that the researcher will make and send to the participants. The research will also include answering the interview questions, which will take around 5-10 minutes.

Risk's awareness

The researcher is aware of the normal basketball injuries that might occur during the project; we are prepared with first aid for non-severe injuries. And if you have any health problems, please let us know beforehand.

How will the program be conducted?

Participants parents will give an oral permission and confirmation in the parents WhatsApp group that is used as a communication line between Kajaani Honka and juniors' teams parents as legal approving answers. Whoever is willing to participate in the program will need to follow the required criterion of an interview. The student researcher will then analyze the collected data.

Who was conducting the research?

Student: Gabriel Paco

Email: gabrielpaco@kamk.fi

2 Interview questions

What makes you not come often to the training sessions?

I do not feel like coming sometimes	The training schedules sometimes are crashing with my floorball trainings
I rather go see my friends	Well, I don't know why, sometimes I am tired
I rather stay and play at home	My friend doesn't want to come, I do not want to come too
My parents are tired to bring me	I don't understand what the coach says sometimes and is boring when I do know what he said
I have training in another club	It is cold to walk sometimes
I have PlayStation time	It is cold to bike here
We travel to another city	It is hard to explain the reason...

What do you think about coaches and the training programs?

I think it is okay sometimes	It is good when we have time to play
Well, I don't know what to say	Sometimes he speaks fast
I want to play more	It is good, but I think we should play more
I don't know	I don't want to answer this...

He/she is fine	Maybe playing more than talking all the time
----------------	--

What did you like about the basketball skills challenge program?

Learned new skills and do it	Well, I like it because you can dribble and shoot
To play with friends and do cool moves	I like to see people playing and maybe I can do
Was good but hard to do everything	It is very fast, and you could do nice moves
Was cool to do different things	Well, I think was a bit fast to learn
It was fun	I had fun competing
I feel good when I am playing against them	Some move I did not understand because I was not here on Monday