

# Need support, need satisfaction and types of motivation in Physical Education for children aged 8 to 13. Development and preliminary validation of the German SMOPE-instrument

## Self-Determination Theory



## SMoPE-instrument

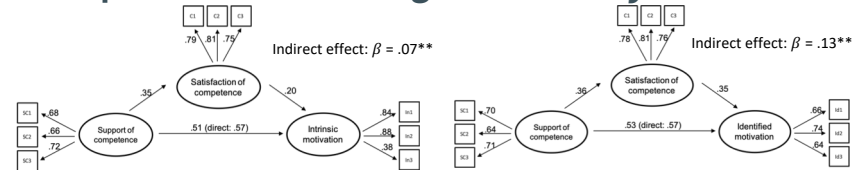
- 33-item questionnaire; response options on a 4-point Likert Scale

Scale	Example item
Need support	Support of autonomy My PE teacher often provides me with choices and options
	Support of competence My PE teacher makes me feel like I am good at PE
	Support of relatedness For my PE teacher it is very important that everyone gets along well
Need satisfaction	Satisfaction of autonomy I have a say in what I do when participating in PE
	Satisfaction of competence In PE, I am able to succeed in all of the tasks provided
	Satisfaction of relatedness In PE, I feel like my classmates like me
Types of motivation	Intrinsic because I find it interesting
	Identified because I want to exercise regularly to improve
	Introjected because I would feel bad if I did not
	External because I think my parents want me to
	Amotivation but there is no point in doing it

## Study Participants

- $N = 1011$  students (47 % girls) from Germany
- 3rd to 6th grade; 8-13 years ( $M = 10.54$ ;  $SD = 1.14$ )

## Multiple Multivariate Regression Analysis



## Confirmatory Factor Analysis

Model	$\chi^2$	df	p	RMSEA	CFI	TLI	SRMR
Need support (3-factor; 9 items)	67.05	24	<.01	.04	.98	.97	.03
Need satisfaction (3-factor; 9 items)	66.15	24	<.01	.04	.97	.96	.03
Types of motivation (5-factor; 15 items)	198.13	80	<.01	.04	.97	.96	.04

- Need support:  $.63 < \alpha < .77$
- Need satisfaction:  $.48 < \alpha < .83$
- Motivation:  $.71 < \alpha < .74$