

# ISRG Journal of Arts, Humanities and Social Sciences (ISRGJAHSS)



**ISRG PUBLISHERS**

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci

**ISSN: 2583-7672 (Online)**

Journal homepage: <https://isrgpublishers.com/isrgjahss>

Volume – III Issue -II (March – April) 2025

Frequency: Bimonthly



## Intrinsic and Extrinsic Motivation Among Woodball Player in Malaysia

**Mohd Yazid Mohamed Haidir<sup>1\*</sup>, Kaswati Salleh<sup>2</sup>**

<sup>1, 2</sup> Kuala Langat Community College, Jalan Sultan Suleiman Shah, 42700 Banting, Selangor

| **Received:** 03.03.2025 | **Accepted:** 04.03.2025 | **Published:** 06.03.2025

**\*Corresponding author:** Mohd Yazid Mohamed Haidir

Kuala Langat Community College, Jalan Sultan Suleiman Shah, 42700 Banting, Selangor

### Abstract

Motivation is a pivotal force that shapes an athlete's engagement, commitment, and overall performance in sports. This study aimed to investigate the intrinsic and extrinsic motivations among woodball players in Malaysia, with a particular focus on examining potential gender-based differences. Employing a quantitative research design, this study utilized the Sport Motivation Scale (SMS) to assess the intrinsic and extrinsic motivations of a sample of 177 woodball players from various clubs and associations across Malaysia. The data were analysed using appropriate statistical techniques, including t-tests, correlation and regression. The results revealed that both male and female woodball players exhibited relatively high levels of intrinsic motivation, driven by factors such as enjoyment, personal growth, and the desire for skill mastery. Extrinsic motivation levels were moderate, with identified regulation (aligning with personal values) being the strongest form observed across genders. Notably, the findings indicated no significant differences between males and females across all subscales of intrinsic motivation, extrinsic motivation, and amotivation, suggesting similar motivational profiles, regardless of gender. These findings carry significant theoretical implications, aligning with the tenets of Self-Determination Theory (SDT) and emphasizing the importance of intrinsic motivation and identified regulation for optimal functioning and well-being in sports. From a practical perspective, the insights gained offer valuable guidance for coaches, trainers, and sports organizations in Malaysia to foster an autonomy-supportive environment that nurtures intrinsic motivation and facilitates the internalization of extrinsic motivators through their alignment with personal values. By understanding and promoting intrinsic motivation and identified regulation among woodball players, this study contributes to the development of effective strategies and interventions that can enhance sustained engagement, optimal performance, and overall enjoyment of the sport for both male and female athletes in Malaysia.

**Keywords:** woodball, intrinsic motivation, extrinsic motivation, gender differences, sports motivation

## 1. Introduction

Motivation is a fundamental psychological force that drives human behavior, shaping the initiation, intensity, and persistence of an individual's actions (Deci & Ryan, 2000). In the realm of sports, motivation plays a pivotal role in determining an athlete's engagement, commitment, and overall performance (Pelletier et al., 1995). The pursuit of excellence in sports demands a profound level of dedication, resilience, and an unwavering passion for the chosen discipline (Vallerand, 2004). Consequently, understanding the intricate dynamics of motivation has become a central focus for researchers, coaches, and sports organizations alike, as they strive to unlock the potential of athletes and foster an environment conducive to their success (Ntoumanis & Biddle, 1999).

Over the years, numerous studies have explored the complex interplay between motivation and athletic achievement, revealing that highly motivated individuals exhibit enhanced focus, increased effort, and a heightened capacity to overcome challenges (Alvarez et al., 2009; Vallerand & Losier, 1999). Conversely, a lack of motivation can lead to disengagement, underperformance, and even burnout among athletes, hindering their ability to reach their full potential (Pelletier et al., 2001). As such, cultivating and sustaining motivation has emerged as a critical aspect of athlete development and performance optimization, transcending the boundaries of any specific sport (Ryan & Deci, 2000).

One of the most influential and widely accepted theoretical frameworks for understanding motivation is Self-Determination Theory (SDT) (Deci & Ryan, 1985). SDT postulates that human beings have innate psychological needs for autonomy, competence, and relatedness and that the fulfillment of these needs is essential for optimal functioning and well-being (Ryan & Deci, 2000). Within the context of sports, SDT posits that the satisfaction of these basic needs fosters intrinsic motivation, which is characterized by a genuine interest, enjoyment, and inherent satisfaction derived from the activity itself (Vallerand, 2004).

According to SDT, intrinsic motivation represents the most self-determined form of motivation, leading to enhanced performance, persistence, and psychological well-being (Ryan & Deci, 2000). However, SDT also acknowledges the existence of extrinsic motivation, which stems from external sources such as rewards, punishments, or social pressures (Deci & Ryan, 1985). SDT proposes a continuum of extrinsic motivation, ranging from external regulation (the least self-determined form) to introjected regulation, identified regulation, and integrated regulation (the most self-determined form) (Vallerand, 2004).

Intrinsic motivation, as conceptualized within SDT, is a key driver of sustained engagement, optimal performance, and overall well-being in sports (Pelletier et al., 2001). Athletes who are intrinsically motivated exhibit a genuine passion for their sport, deriving inherent satisfaction and enjoyment from the activity itself, rather than external rewards or pressures (Ryan & Deci, 2000). This type of motivation is closely linked to feelings of autonomy, competence, and relatedness, which are fundamental psychological needs according to SDT (Vallerand & Losier, 1999).

Numerous studies have demonstrated the positive outcomes associated with intrinsic motivation in sports, such as enhanced performance, increased persistence, and greater psychological well-being (Alvarez et al., 2009; Ntoumanis & Biddle, 1999). Intrinsically motivated athletes are more likely to embrace challenges, exhibit resilience in the face of setbacks, and

experience a heightened sense of enjoyment and satisfaction from their sporting pursuits (Pelletier et al., 2001). Moreover, intrinsic motivation has been linked to improved self-regulation, effective goal-setting, and a more adaptive response to feedback and criticism (Vallerand & Losier, 1999).

In contrast to intrinsic motivation, extrinsic motivation refers to the pursuit of an activity driven by external factors, such as rewards, recognition, or social pressures (Deci & Ryan, 1985). Within the context of SDT, extrinsic motivation is conceptualized as a continuum, ranging from external regulation (the least self-determined form) to introjected regulation, identified regulation, and integrated regulation (the most self-determined form) (Vallerand, 2004).

While extrinsic motivation can be effective in initiating and sustaining behavior in the short term, its long-term consequences on performance and well-being are often less favorable compared to intrinsic motivation (Pelletier et al., 2001). Externally regulated motivation, driven by external rewards or punishments, has been associated with decreased enjoyment, reduced persistence, and increased stress and burnout among athletes (Vallerand & Losier, 1999; Ntoumanis & Biddle, 1999).

However, more self-determined forms of extrinsic motivation, such as identified regulation (aligning with personal values) and integrated regulation (fully assimilating the activity into one's sense of self), can contribute positively to athletic engagement and performance (Pelletier et al., 2001; Ryan & Deci, 2000). When athletes internalize and integrate extrinsic motivators into their own value systems, they are more likely to exhibit sustained effort, commitment, and overall well-being (Vallerand, 2004).

While intrinsic and extrinsic motivation represent distinct concepts, they are not mutually exclusive, and athletes often experience a combination of these motivational forces (Deci & Ryan, 2000). The key distinction lies in the degree of self-determination and autonomy associated with each type of motivation. Intrinsic motivation is considered the most self-determined form, driven by inherent enjoyment and personal growth, while extrinsic motivation varies in its level of self-determination based on the degree of internalization and integration (Vallerand & Losier, 1999).

Researchers have consistently found that intrinsic motivation is associated with more positive outcomes, such as enhanced performance, persistence, and psychological well-being, compared to extrinsic motivation, particularly in its less self-determined forms (Pelletier et al., 2001; Ntoumanis & Biddle, 1999). However, more self-determined forms of extrinsic motivation, such as identified and integrated regulation, can contribute positively to athletic engagement and performance when aligned with personal values and integrated into one's sense of self (Ryan & Deci, 2000).

Understanding the interplay between intrinsic and extrinsic motivation, and their respective impacts on athletic performance and well-being, is crucial for developing effective strategies to foster and sustain motivation among athletes. By creating an environment that nurtures intrinsic motivation and facilitates the internalization of extrinsic motivators, coaches and sports organizations can maximize the potential of their athletes and promote long-term success (Alvarez et al., 2009; Ntoumanis & Biddle, 1999).

## 2. Methodology

### 2.1 Research Design

This study employed a quantitative research design to investigate the intrinsic and extrinsic motivations among woodball players in Malaysia, with a particular focus on examining potential gender-based differences. The quantitative approach allowed for the collection and statistical analysis of numerical data to objectively measure and compare motivational factors between male and female participants.

### 2.2 Participants and Sampling

The study involved a sample of 177 woodball players from various clubs and associations across Malaysia. The participants consisted of 106 males and 71 females, ranging in age from 15 to 60 years. The sampling method used was random sampling. To ensure a representative sample, the following inclusion criteria were applied: year of involvement and active participation in woodball competitions.

### 2.3 Measures and Instruments

The study utilized the Sport Motivation Scale (SMS) developed by Pelletier et al. (1995) to assess the intrinsic and extrinsic motivations of woodball players. The SMS is a widely used and validated instrument that consists of 28 items measuring different subscales of intrinsic motivation (e.g., to know, to accomplish, to experience stimulation), extrinsic motivation (e.g., identified regulation, introjected regulation, external regulation), and amotivation. Participants responded to each item on a 7-point Likert scale ranging from 1 = "does not correspond at all" to 7 = "corresponds exactly".

The SMS has demonstrated excellent psychometric properties in previous studies, with reported Cronbach's alpha values ranging from .904 for the subscales, indicating good internal consistency (Pelletier et al., 1995; Fortier et al., 1995). Additionally, the SMS has been validated across various sports and cultural contexts, ensuring its relevance for the current study.

### 2.4 Data Collection Procedures

Data collection was conducted through online surveys via Google Forms. Participants were invited to participate in the study through email invitations, social media announcements, and direct contact with woodball clubs/associations. Prior to data collection, informed consent was obtained from all participants, and the study protocols were reviewed and approved by the appropriate ethical review board University of Putra Malaysia (UPM).

### 2.5 Data Analysis Techniques

The collected data were analyzed using Statistical Package for the Social Sciences (SPSS version 26). Descriptive statistics, including means, standard deviations, and frequencies, were calculated for the various subscales of intrinsic and extrinsic motivation, as well as as relevant demographic variables.

To examine potential gender differences in motivation, independent-sample t-tests were conducted for each subscale of the SMS. The assumptions of normality and homogeneity of variance were assessed, and appropriate adjustments or non-parametric techniques were employed if necessary. Additionally, other statistical analyses were performed such as correlation analysis and regression analysis.

## 3. Results

**Table 1:** Intrinsic and extrinsic motivation according to gender

Subscales		Mean	Std Dev.	t-test	Sig
IM between gender	Male	5.51	0.51	-0.20	0.84
	Female	5.53	0.55		
IM to Know	Male	6.03	0.58	-0.12	0.90
	Female	6.04	0.66		
IM to Accomplish	Male	6.06	0.54	0.03	0.79
	Female	6.06	0.63		
IM to Stimulate	Male	5.95	0.63	-0.59	0.55
	Female	6.00	0.60		
EM between gender	Male	4.39	0.48	-0.41	0.68
	Female	4.42	0.47		
EM Identified	Male	6.02	0.67	-0.30	0.76
	Female	6.05	0.62		
EM Introjected	Male	5.87	0.64	-0.10	0.91
	Female	5.85	0.70		
EM External Regulation	Male	5.47	0.93	-0.81	0.41
	Female	5.58	0.94		
Amotivation	Male	3.25	1.41	0.50	0.61
	Female	3.36	1.56		

Table 1 shows, that the study indicates a strong intrinsic motivation among players to gain knowledge about woodball, with mean scores of 6.03 for males and 6.04 for females. This slight variance is statistically insignificant ( $t = -0.12$ ,  $p = 0.90$ ), suggesting a robust and gender-neutral desire to learn and engage deeply with the sport. Similarly, the motivation toward accomplishment, characterized by mastering skills and achieving personal goals, is equally high among both genders ( $M = 6.06$ ), with a t-test yielding no significant gender difference ( $t = 0.03$ ,  $p = 0.79$ ). This data underscores a shared commitment to personal excellence and mastery in woodball, irrespective of gender.

Furthermore, the intrinsic motivation to experience stimulation—enjoying the excitement and thrill of participation—also exhibits strong scores (Males: 5.95, Females: 6.00), with a corresponding t-test showing no significant difference between genders ( $t = -0.59$ ,  $p = 0.55$ ). This finding suggests that the emotional and physical stimulation from playing woodball is a significant attractor for all players. However, the overall intrinsic motivation scores (Males: 5.51, Females: 5.53) present a moderate level, indicating that while specific aspects of intrinsic motivation are high, there may be other facets that are less engaging or rewarding for players.

The analysis of extrinsic motivation reveals that both identified regulation, involving motivation from personal values and the perceived importance of the sport, and introjected regulation, driven by internal pressures and ego involvement, show high and moderate levels respectively. Specifically, identified regulation scores are high (Males: 6.02, Females: 6.05), with no significant gender differences ( $t = -0.30$ ,  $p = 0.76$ ), reflecting a strong



alignment between player's personal values and their participation in woodball. Introjected regulation also presents moderate levels (Males: 5.87, Females: 5.85) with similar non-significant gender differences ( $t = -0.10$ ,  $p = 0.91$ ), indicating a moderate influence of internal pressures on motivation.

In contrast, external regulation, which is motivation driven by external rewards or constraints, shows relatively lower scores (Males: 5.47, Females: 5.58), suggesting that external factors such as rewards or recognition are less influential. This dimension's t-test result ( $t = -0.81$ ,  $p = 0.41$ ) further supports the notion that external motivations are not primary drivers for either gender.

Interestingly, the level of amotivation, or lack of motivation, is low among all players (Males: 3.25, Females: 3.36), with a t-test ( $t = -0.50$ ,  $p = 0.61$ ) confirming no significant difference between genders. This low level of amotivation aligns with the high levels of intrinsic and certain extrinsic motivations, suggesting that most players are actively engaged and find personal value in their participation.

Overall, the findings suggest that both male and female woodball players in Malaysia exhibit relatively high levels of intrinsic motivation, particularly related to knowledge acquisition, accomplishment, and stimulation. Extrinsic motivation levels were moderate, with identified regulation (personal values) being the strongest form of extrinsic motivation for both genders. Importantly, the t-test results revealed no significant differences between males and females across all subscales of intrinsic motivation, extrinsic motivation, and amotivation. This suggests that the motivational profiles of male and female woodball players are generally similar, with no substantial gender-based disparities in the types and levels of motivation experienced. These findings highlight the importance of fostering intrinsic motivation and identified regulation (personal values) among woodball players, regardless of gender, to promote sustained engagement and performance in the sport.

**Table 2:** Intrinsic and extrinsic motivation between genders

Item		Male		Female		Total	
Why do you practice sport?		M	SD	M	SD	M	SD
1	For the pleasure I feel in living exciting experiences	6.05	0.59	6.18	0.66	6.10	0.62
2	For the pleasure it gives me to know more about the sport that I practice	6.07	0.66	6.06	0.75	6.06	0.70
3	For the pleasure of discovering new training techniques	6.03	0.68	6.10	0.67	6.06	0.68
4	Because I feel a lot of personal satisfaction while mastering certain difficult training	6.04	0.66	6.06	0.69	6.05	0.67

	techniques						
5	For the pleasure, I feel while improving some of my weak points	6.10	0.61	6.18	0.66	6.14	0.63
6	For the excitement I feel when I am involved in this sports	6.08	0.69	6.07	0.66	6.08	0.67
7	For the satisfaction, I experience while I am perfecting my abilities	6.13	0.63	6.07	0.78	6.11	0.69
8	For the intense emotions, I feel doing a sport that I like	5.97	0.73	5.99	0.66	5.98	0.70
9	For the pleasure that I feel while executing certain difficult movements	5.99	0.65	5.94	0.71	5.97	0.67
10	For the pleasure that I feel while learning training techniques that I have never tried before	6.07	0.69	5.99	0.78	6.03	0.73
11	Because I like the feeling of being totally immersed in the activity	5.70	1.01	5.79	0.82	5.73	0.94
12	For the pleasure of discovering new performance strategies	5.99	0.68	6.06	0.67	6.02	0.67
13	Because, in my opinion, it is one of the best ways to meet people	6.08	0.73	6.07	0.70	6.08	0.71
14	Because it is one of the best ways, I have chosen to develop other aspects of myself	5.98	0.73	6.03	0.69	6.00	0.71
15	Because it is a good way to learn lots of things which could be useful to me in other areas	5.94	0.81	5.96	0.66	5.95	0.75

	of my life						
16	Because it is one of the best ways to maintain good relationships with my friends	6.09	0.75	6.17	0.73	6.12	0.74
17	Because it is absolutely necessary to do sports if one wants to be in shape	5.90	0.74	5.97	0.71	5.93	0.73
18	Because I must do sports to feel good myself	6.14	0.68	6.01	0.45	6.09	0.72
19	Because I would feel bad if I was not taking the time to do it	5.58	1.03	5.59	0.97	5.58	1.00
20	Because I must do sports regularly	5.87	0.79	5.86	0.78	5.86	0.79
21	Because it allows me to be well-regarded by people that I know	5.66	0.87	5.63	5.63	5.65	0.96
22	For the prestige of being an athlete	5.74	1.05	5.75	1.02	5.74	1.03
23	Because people around me think it is important to be in shape	5.53	1.05	5.68	0.99	5.59	1.03
24	To show others how good I am at my sport	4.96	1.59	5.30	1.37	5.10	1.51
25	I used to have good reasons for doing sport, but now I am asking myself if I should continue doing it	3.63	1.66	3.70	1.76	3.66	1.70
26	I don't know anymore; I have the impression of being incapable of succeeding in this sport	3.14	1.52	3.15	1.71	3.15	1.59
27	It is not clear to me anymore; I don't really think my place is in	3.11	1.49	3.28	1.64	3.18	1.55

	sport						
28	I often ask myself; I can't seem to achieve the goals that I set for myself	3.12	1.47	3.32	1.68	3.20	1.56

The data table 2 shows that both male and female players reported relatively high levels of intrinsic motivation, with mean scores ranging from 5.70 to 6.18 for most intrinsic motivation items (items 1-12). This suggests that woodball players, regardless of gender, are primarily motivated by factors such as enjoyment, personal satisfaction, and the desire to improve and master the sport.

For extrinsic motivation items (items 13-24), the mean scores were generally lower compared to intrinsic motivation items, indicating that external factors like social recognition, prestige, or external obligations play a less significant role in motivating woodball players of both genders.

When comparing the mean scores between males and females, there are no substantial differences observed for most items related to intrinsic and extrinsic motivation. This suggests that the types of motivation experienced by male and female woodball players are relatively similar. However, there are a few items where small differences can be noticed:

- Item 24 ("To show others how good I am at my sport"): Females scored slightly higher ( $M = 5.30$ ) compared to males ( $M = 4.96$ ), indicating that females may have a slightly higher extrinsic motivation to showcase their skills and abilities to others.
- Item 18 ("Because I must do sports to feel good myself"): Males scored higher ( $M = 6.14$ ) compared to females ( $M = 6.01$ ), suggesting that males may place slightly more emphasis on the intrinsic motivation of feeling good about themselves through participation in sports.

The last few items (25-28) assess amotivation, which is the lack of motivation or the inability to identify reasons for participating in the sport. Both males and females scored relatively low on these items, indicating that amotivation is generally not a significant issue among woodball players in the sample. Overall, the findings suggest that intrinsic motivation is the primary driving force for both male and female woodball players in Malaysia, with only minor differences observed in certain aspects of extrinsic motivation between the genders.

#### 4. Discussion

The results of this study reveal that woodball players in Malaysia exhibit relatively high levels of intrinsic motivation, characterized by a genuine interest, enjoyment, and inherent satisfaction derived from participation in the sport. Both male and female players reported strong intrinsic motivators such as the desire for personal growth, skill mastery, and the experience of stimulation and excitement. These findings align with the notion that intrinsic motivation is a potent driving force behind sustained engagement and optimal performance in sports (Pelletier et al., 2001; Vallerand & Losier, 1999).

Interestingly, the levels of extrinsic motivation among woodball players were relatively moderate, with identified regulation

emerging as the most prominent form. This suggests that woodball players, regardless of gender, tend to participate in the sport due to its alignment with their personal values and sense of self, rather than external pressures or rewards. This pattern of motivation aligns with the principles of self-determination theory (SDT), which posits that identified regulation represents a more self-determined and internalized form of extrinsic motivation, contributing positively to engagement and well-being (Ryan & Deci, 2000).

Notably, the study found no significant gender differences across the various subscales of intrinsic motivation, extrinsic motivation, and amotivation. This finding challenges some previous research that suggested variations in motivational profiles between male and female athletes (Chantal et al., 1996). However, it is consistent with other studies that reported no substantial gender disparities in motivation within specific sports or cultural contexts (Fortier et al., 1995; Pelletier et al., 2001).

The high levels of intrinsic motivation observed among woodball players in this study are consistent with previous research on motivation in sports, which has consistently highlighted the positive outcomes associated with intrinsic motivation, such as enhanced performance, persistence, and psychological well-being (Alvarez et al., 2009; Ntoumanis & Biddle, 1999).

The findings align with the broader literature on the significance of intrinsic motivation in fostering sustained engagement and optimal functioning across various domains, including sports (Ryan & Deci, 2000).

Furthermore, the prominence of identified regulation as the primary form of extrinsic motivation among woodball players resonates with previous studies that have emphasized the importance of aligning extrinsic motivators with personal values and integrating them into one's sense of self (Pelletier et al., 2001; Ryan & Deci, 2000). This pattern supports the notion that more self-determined forms of extrinsic motivation can contribute positively to athletic engagement and performance.

Regarding gender differences, the lack of significant disparities in motivational factors between male and female woodball players aligns with some previous studies that reported similar findings in specific sports or cultural contexts (Fortier et al., 1995; Pelletier et al., 2001). However, it contrasts with research that has suggested variations in motivational profiles based on gender, particularly in terms of extrinsic motivation (Chantal et al., 1996). These discrepancies highlight the need for further exploration of potential moderating factors, such as cultural influences, coaching styles, and sport-specific dynamics, that may shape gender differences in motivation.

The findings of this study lend support to the tenets of Self-Determination Theory (SDT) (Deci & Ryan, 1985), which posits that intrinsic motivation and identified regulation represent the most self-determined and adaptive forms of motivation, contributing positively to well-being and optimal functioning. The high levels of intrinsic motivation and identified regulation observed among woodball players align with SDT's proposition that the satisfaction of the basic psychological needs for autonomy, competence, and relatedness fosters intrinsic motivation and facilitates the internalization of extrinsic motivators.

Furthermore, the lack of significant gender differences in motivational factors suggests that the basic psychological needs

underpinning motivation, as proposed by SDT, may be similarly experienced by male and female woodball players in the Malaysian context. These findings challenge potential gender-based stereotypes or assumptions regarding motivational patterns and highlights the importance of creating environments that support the basic needs for autonomy, competence, and relatedness, regardless of gender.

However, it is crucial to acknowledge that SDT is a broad theoretical framework, and additional sport-specific theories, such as Achievement Goal Theory (AGT) (Nicholls, 1984), could provide further insights into the motivational dynamics within woodball. AGT proposes that individuals can adopt either mastery or performance goal orientations, which shape their perceptions of success and motivation. Exploring the goal orientations of woodball players through the lens of AGT could yield valuable insights into the cognitive processes underlying their motivational patterns.

The findings of this study have significant practical implications for coaches, trainers, and sports organizations in Malaysia, as they shed light on the motivational landscape of woodball players. Given the high levels of intrinsic motivation observed, it is crucial to foster an environment that nurtures and sustains this intrinsic drive. Coaches and trainers should prioritize creating an autonomy-supportive climate that emphasizes enjoyment, personal growth, and skill mastery. This can be achieved through strategies such as providing athletes with choice and input in training activities, emphasizing self-referenced progress and improvement, and encouraging open communication and feedback.

Improvement, and encouraging open communication and feedback. Additionally, the prominence of identified regulation among woodball players underscores the importance of aligning the sport with the athletes' personal values and sense of identity. Coaches and organizations can facilitate this by highlighting the broader benefits of woodball participation, such as physical fitness, teamwork, and personal development. Encouraging athletes to reflect on how the sport aligns with their personal goals and values can promote the internalization of extrinsic motivators and enhance sustained engagement.

Importantly, given the lack of significant gender differences in motivational factors, coaches and organizations should adopt a gender-inclusive approach to nurturing motivation. Strategies and interventions aimed at fostering intrinsic motivation and identified regulation should be tailored to the individual needs and preferences of athletes, rather than relying on gender-based assumptions or stereotypes.

Furthermore, ongoing monitoring and assessment of motivational levels among woodball players can inform timely interventions and adjustments to training and coaching approaches. Regular check-ins, feedback sessions, and the use of validated motivation scales can provide valuable insights into the evolving motivational needs of athletes, enabling proactive measures to sustain their intrinsic drive and align extrinsic motivators with their personal values.

Overall, by implementing evidence-based strategies that foster intrinsic motivation and identified regulation, coaches, trainers, and sports organizations in Malaysia can create a supportive and engaging environment for woodball players, ultimately enhancing their sustained participation, optimal performance, and overall enjoyment of the sport.

## 5. Limitation and Future Research

While the present study provides valuable insights into the motivational factors influencing woodball players in Malaysia, it is important to acknowledge certain limitations that should be addressed in future research endeavors. Firstly, the sample size of [insert sample size] may limit the generalizability of the findings to the broader population of woodball players in Malaysia. Future studies could aim to recruit larger and more diverse samples, encompassing participants from various regions, socioeconomic backgrounds, and skill levels, to enhance the representativeness of the results.

Furthermore, the geographic scope of this study was limited to woodball players in Malaysia. As motivation can be influenced by cultural and environmental factors, it would be beneficial to replicate this research in other countries or regions where woodball is played, to explore potential cross-cultural variations in motivational profiles. Such cross-cultural comparisons could yield valuable insights into the interplay between motivation, sports participation, and sociocultural contexts.

Another limitation lies in the cross-sectional nature of the study, which captures motivational factors at a single point in time. Motivation is a dynamic process that can evolve over time, influenced by various personal and contextual factors. Longitudinal studies that track changes in motivation across different stages of an athlete's career or throughout a competitive season could provide a more comprehensive understanding of the temporal dynamics of motivation in woodball and other sports.

While this study focused on examining gender differences in motivation, future research could explore additional factors that may influence motivational patterns among woodball players. These factors could include age, skill level, years of experience, coaching styles, team dynamics, and sociocultural influences. Investigating the interplay between these variables and motivation could lead to a more nuanced understanding of the complex motivational landscape in woodball and inform more targeted interventions and support strategies.

Moreover, future studies could employ a mixed-methods approach, incorporating qualitative techniques such as interviews or focus groups, to gain deeper insights into the lived experiences and personal narratives of woodball players regarding their motivations. Qualitative data could complement the quantitative findings and provide a richer understanding of the underlying reasons, beliefs, and emotions that shape intrinsic and extrinsic motivation in this sport.

Additionally, researchers could explore the potential impact of different coaching styles, organizational cultures, and environmental factors on the motivation of woodball players. By examining the role of these contextual elements, researchers could identify effective strategies for creating supportive and motivating environments that foster intrinsic motivation and facilitate the internalization of extrinsic motivators.

Overall, while the present study contributes to the understanding of motivation in woodball, further research is needed to address its limitations, explore additional factors influencing motivation, and extend the findings to broader contexts and populations. By addressing these areas, future research can continue to advance our knowledge of motivation in sports and inform evidence-based

practices for enhancing athlete engagement, performance, and overall well-being.

## 6. Summary

The present study aimed to investigate the intrinsic and extrinsic motivations among woodball players in Malaysia, with a particular focus on examining potential gender-based differences. Through a rigorous quantitative research design and the application of validated measures, this research has generated valuable insights into the motivational landscape of this unique and rapidly growing sport.

The key findings revealed that both male and female woodball players exhibited relatively high levels of intrinsic motivation, driven by factors such as enjoyment, personal growth, and the desire for skill mastery. Extrinsic motivation levels were moderate, with identified regulation (aligning with personal values) being the strongest form of extrinsic motivation observed across genders. Notably, the results indicated no significant differences between males and females across all subscales of intrinsic motivation, extrinsic motivation, and amotivation, suggesting similar motivational profiles regardless of gender.

These findings carry significant theoretical implications, aligning with the tenets of Self Determination Theory (SDT) (Deci & Ryan, 1985), which emphasizes the importance of intrinsic motivation and identified regulation for optimal functioning and well-being. The study reinforces the notion that nurturing intrinsic motivation and facilitating the internalization of extrinsic motivators through their alignment with personal values can contribute positively to sustained engagement and performance in sports.

From a practical perspective, the insights gained from this research offer valuable guidance for coaches, trainers, and sports organizations in Malaysia. By fostering an autonomy supportive environment that emphasizes enjoyment, personal growth, and skill development, these stakeholders can effectively cultivate and sustain intrinsic motivation among woodball players. Additionally, strategies that promote identified regulation, such as connecting participation in woodball to the athletes' personal goals, values, and self-identities, can enhance the internalization of extrinsic motivators, contributing to long-term engagement and performance.

The findings of this study underscore the importance of understanding and promoting intrinsic motivation and identified regulation among woodball players in Malaysia. By creating environments that nurture these motivational factors, coaches and sports organizations can enhance the sustained engagement, optimal performance, and overall enjoyment of the sport for both male and female athletes.

While this research has provided valuable insights, it is essential to acknowledge its limitations and the need for further investigation. Future studies should aim to address sample size constraints, explore cross-cultural variations, employ longitudinal designs, and incorporate mixed-methods approaches to gain a more comprehensive understanding of the complex motivational dynamics in woodball and other sports.

Ultimately, this study represents a significant contribution to the field of sports psychology and motivation research, highlighting the pivotal role that intrinsic motivation and identified regulation play in shaping athlete engagement, performance, and well-being. By actively promoting these motivational factors, the Malaysian

woodball community can unlock the full potential of its athletes, fostering a thriving and sustainable environment for this captivating sport.

## References

1. Alvarez, M. S., Balaguer, I., Castillo, I., & Duda, J. L. (2009). Coach autonomy support and quality of sport engagement in young soccer players. *The Spanish Journal of Psychology*, 12(1), 138-148.
2. Chantal, Y., Guay, F., Dobрева-Martinova, T., & Vallerand, R. J. (1996). Motivation and elite performance: An exploratory investigation with Bulgarian athletes. *International Journal of Sport Psychology*, 27(2), 173-182.
3. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum Press.
4. 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(4), 227-268.
5. Fortier, M. S., Vallerand, R. J., Brière, N. M., & Provencher, P. J. (1995). Competitive and recreational sport structures and gender: A test of their relationship with sport motivation. *International Journal of Sport Psychology*, 26(1), 24-39.
6. Ntoumanis, N., & Biddle, S. J. (1999). A review of motivational climate in physical activity. *Journal of Sports Sciences*, 17(8), 643-665.
7. Pelletier, L. G., Fortier, M. S., Vallerand, R. J., & Briere, N. M. (2001). Associations among perceived autonomy support, forms of self-regulation, and persistence: A prospective study. *Motivation and Emotion*, 25(4), 279-306.
8. Pelletier, L. G., Tuson, K. M., Fortier, M. S., Vallerand, R. J.
9. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
10. Tan, T. W., & Mulholland, R. (2012). Woodball: A new game for the world? *International Journal of Sport Management and Marketing*, 12(1-2), 54-68.
11. Vallerand, R. J. (2004). Intrinsic and extrinsic motivation in sport. *Encyclopedia of Applied Psychology*, 2, 427-435.
12. Vallerand, R. J., & Losier, G. F. (1999). An integrative analysis of intrinsic and extrinsic motivation in sport. *Journal of Applied Sport Psychology*, 11(1), 142-169.