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## INTRINSIC MOTIVATION AND AUTOTELIC ACTIVITY IN STUDENTS

## NOTRANJA MOTIVACIJA IN SAMOSMOTRNA AKTIVNOST PRI ŠTUDENTIH

### ABSTRACT

Autotelic and instrumental activities are essential for understanding motivation. Purpose of this study was to find out if physical education (PE) experimental program (EP) has positive effects on development of autotelic and decrease of instrumental activity. Accordingly, we hypothesize that experimental group, treated with EP, is expected to increase intrinsic motivation and identified regulation, and decrease external and introjective regulation which are predictors of autotelic activity.

Students (12-14 years old), participated in 10 days PE EP during a regular semester time schedule. EP was designed in a holistic and multi disciplinary framework that encourages students to volitional activity and critical thinking. Motivation was measured with Sport Motivation Scale and the t-test analysis was applied to test hypothesis.

Results of this study showed that EP has positive effects on intrinsic motivation and autotelic activity as its characteristic. Students who participated in the EP manifested autotelic activity which was shown in an increased identified regulation and decreased external and introjective regulation. Control group had an increase in intrinsic motivation and increase in introjective and external regulation which are characteristics of an instrumental activity.

This study suggests that further intrinsic motivation studies demand a qualitative approach in order to understand clearer autotelic activity. EP can be used as an efficient tool for attaining intrinsic motivation. Therefore, teacher as a role model and as an interpreter of formal sport activity is mandatory in order to develop autotelic activity.

*Key words:* instrumental, physical education, soul needs, intrinsic, autotelic

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### IZVLEČEK

Za razumevanje motivacije so bistvene samosmotrne (avtotelične) in instrumentalne dejavnosti. Namen te raziskave je bil ugotoviti, ali eksperimentalni program (EP) v okviru športne vzgoje vpliva na razvoj samosmotrne ter na zmanjšanje instrumentalne aktivnosti. V skladu s tem smo postavili hipotezo, da se bosta pri eksperimentalni skupini, vključeni v EP, povečali notranja motivacija in identificirana regulacija, medtem ko se bosta zunanja in introjektivna regulacija, ki napovedujeta samosmotrno aktivnost, zmanjšali. Učenci (stari 12–14 let) so sodelovali v desetdnevnem EP v okviru športne vzgoje med rednim šolskim letom. EP je bil oblikovan v celostnem in večdisciplinarnem okviru, ki učence spodbuja k hotenim aktivnostim in kritičnemu razmišljanju. Motivacijo smo merili z lestvico športne motivacije, hipotezo pa smo preverili s t-test analizo. Rezultati raziskave so pokazali, da ima EP pozitivne učinke na notranjo motivacijo in samosmotrno aktivnost ter njene značilnosti. Pri učencih, ki so sodelovali v EP, se je samosmotrna aktivnost pokazala v povečanju identificirane regulacije ter zmanjšanju zunanje in introjektivne regulacije. Pri kontrolni skupini se je povečala tako notranja motivacija kot tudi introjektivna in zunanja regulacija, ki sta značilni za instrumentalno aktivnost. Raziskava je pokazala, da bi bilo pri nadaljnjih študijah motivacije nujno uporabiti kvalitativni pristop, da bi lahko bolje razumeli samosmotrno aktivnost. EP je mogoče uporabiti kot učinkovito orodje za pridobivanje notranje motivacije. Učitelj, ki je vzornik in interpret formalne športne dejavnosti, mora zato nujno sodelovati pri uspešnem razvoju samosmotrne aktivnosti.

*Gljučne besede:* instrumentalen, športna vzgoja, potrebe duše, notranji, samosmotrni

## INTRODUCTION

### **Sport Motivation Scale and autotelic activity**

Recent decades have witnessed a growing body of studies that tend to understand and describe motives. The present measure of motivation toward sports was developed in 1995. It was entitled l'Echelle de motivation vis-à-vis les Sport (Sport motivation scale - EMS) Pelletier, Tuson, Vallerand and Briere (1995) and it is based on the Self Determination Theory (SDT). EMS can be basically divided in three parts that describe motivation. The first one is intrinsic motivation (includes partly identified regulation), the second one is extrinsic motivation (includes identified, integrative, introjective regulation) and the third one amotivation. Recent studies in motivation show that intrinsic motives can be noted in skills and knowledge as EMS suggest but those that are more abstract and intellectual, are actually the intrinsic ones (Dweck 2002; 1999; Dweck & Elliot, 1983) and more difficult to recognize in measures. These findings are one of the crucial findings to understand "nature" of intrinsic motivation. Also they confirm White (1959) findings – which were the basis for establishing SDT - from few decades ago that showed that motivation is not based on drives, and that it manifests differently at different ages. It starts from effectance motivation (to see physically outcomes of the actions) and then grows to motivation that is more abstract and that is related to the states of understanding purpose, self presentation, self worth etc.

Accordingly, the main purpose of our study was to examine causes and circumstances that lead to this, theoretically, true intrinsic motivation (Dweck 2002) in order to find a tools (school program design such as Experimental Program (EP)) that can foster intrinsic motivation that will not be externally regulated (external, introjective) but that will be regulated only in a positive way such as through identified regulation (Pelletier et al., 1995). We find that this type of motivation that is described as state of enhancing intellectual skills (incremental theorists attitude (Dweck (2002))) can be associated with autotelic activity. Motivation that lacks incremental theorists attitude - according to Dweck (2002) is entity theorists attitude - can be associated with instrumental activity.

In this study we made an intervention with EP that we applied on students in experimental group during physical education (PE) lessons. EP in PE had a task to increase incremental theorists attitude or autotelic activity where challenge is undertaken because of will and seek to master new, difficult material in order to witness self (lat. *autos*) or as White (1959) states to witness effectance. At the same time, we assumed that control group would show entity theorists attitude, or instrumental activity behavior that is not intrinsic or in other words, that is externally regulated through introjection or external regulation. If we manage to show that EP in PE has a positive effect on intrinsic motivation and identified regulation, that we in this case connect with autotelic activity, then we could use EP methodology to achieve intrinsic motivation regularly in an education process. Also, we would be in a situation to test EP effects on soul needs, flow experience and sparks (Benson & Scales, 2009; Plant & Ryan, 1985) to understand better means that affect those intrinsic motivation states. If that would be the case, then we would be in a situation to define clearer self-regulatory processes needed to maintain flow regularly.

### **Autotelic and instrumental activity in theory**

Autotelic activity is the essence of intrinsic motivation (originally competence motivation (White, 1959)) which is, according to Deci and Ryan (2000), equal to the feeling of flow in the

Flow theory (Csikszentmihalyi, Abduhamedh & Nakamura, 2005) which is therefore prototype of intrinsic motivation in SDT (Deci & Ryan, 2000). Despite this theoretical relation between the flow and SDT, finding practical quantitative and qualitative connection is more difficult than we theoretically know about it.

In the last decade the term autotelic activity or autotelic willingness has been frequently used. Originally, the term autotelic activity was used in the Flow Theory but it was also mentioned in researches SDT through the needs of the soul in an integration of different theories related to better understanding of motivation (Hassandra, Goudas & Chroni, 2003). Speaking of intrinsic motivation, autotelic activity is a marker of intrinsic motivation (Hein & Hagger, 2007). In the very beginning of understanding autotelic activity it is good to emphasize that still “remains much to be learned about the nature of the autotelic personality and what qualities, meta skills, and dispositions characterize individuals who are able to find flow in daily life” (Nakamura & Csikszentmihalyi, 2002, p. 100).

If we try to comprehend intrinsic or competence motivation in motivation studies especially in the EMS than we must acknowledge that autotelic activity (auto Self, telos goal) brings participants in the state of witnessing purpose of activity (White, 1959) which further affects student to be in the mindful state. Mindfulness techniques such as relaxing in a quiet environment and focus on breathing with other structurally planned activities can also foster identified regulation such as subjective well-being, optimism, happiness and self-determination (Schonert-Reichl & Lawlor, 2010) which in turn may lead participants towards intrinsic motivation. At the same, time those activities decrease external and introjective regulation such that manifests on students through psychological and emotional disturbance (negative affect, depression, anxiety, rumination) (Schonert-Reichl & Lawlor, 2010) and amotivation.

Therefore, we can note that autotelic activity is not only a passion as satisfaction - ego goal (Spray, Wang, Biddle & Chatzisarantis 2006). It is rather activity that brings participant towards new understandings which are described as finding purposes and seeing effects of actions (White, 1959). If we look back in the past and beginnings of modern psychology, then this activity is in Jungian terms “cognitive”, “substantial coincidence”, “substantial correlation in practical life” (Jung, 1971). Ryan et al. (2013) connect this state to perennial value of eudemonia - described as integrity, volition, and vitality that accompanies self - regulated action. Respectively, Dweck (1999) described that the most important source of motivation (autotelic) is individuals’ need to enhance their intellectual skills (incremental theorists attitude) while lack of this source of motivation reflects in belief that to be smart is to show oneself to be smart, and that means not making mistakes or otherwise showing intellectual weakness (entity theorists).

Instrumental activity is related to regulation where manifested behaviors appear as autonomous but not in a reality because those behaviors are still externally motivated and they are instrumental (e.g. being fit as final goal). These behaviors are instrumental, and yet not autotelic because activity is not done as source of spontaneous enjoyment, pleasure (Deci & Ryan, 2000), effectance (White, 1959) or intellectual grow (Dweck, 2000). In this aspect of explaining instrumental activity, it is important to emphasize the role of so called manifested autonomy in instrumental activity. Autonomous activity in instrumental activity is more connected to ego consciousness (activity imposed externally, internally or through identification), and less connected to self knowledge - intellectual grow (Dweck, 2000), “higher I” (Jung, 1971) or effectance (White, 1959) which are autotelic. Instrumental behaviors can be changed with motivated identified regulation.

This means that teacher can lead students to realize that certain behaviors are instrumental (externally motivated) and he can teach students how to overcome those behaviors and motives (Yeager & Dweck, 2012; Adler, 1988).

In order to understand better typical instrumental motives such as “fitness” and “health”, it is important to explain term ‘instrument’ in-depth. Ryan and Deci (2000) mention that exercise is instrumental, on one hand, as long as exercising is motivated by will, intention for good body shape only, being fit without any other “integrative” reason. On the other hand, exercise is autotelic in the context of health where one is willing to use well being condition for the general good in the society which is characteristic of autonomy (Deci & Moller, 2005; deCharms, 1968; White, 1959). For example, Achievement Goal Theory strive to demonstrate high normative ability, even if such achievements may be ego goals (Spray et al., 2006) and sign of instrumental activity. They are opposite to task goal that foster autonomous, self-determined and positive behaviors in the sense of integration, social and emotional competences (Schonert-Reichl & Lawlor, 2010). Taking into consideration those interpretations, we can observe that lesson atmosphere and environment are crucial to go in autotelic or instrumental activity direction. Therefore those findings put an obligation on teacher or coach to lead students towards qualities connected to task goal instead of ego goal (Ames, 1992; Morgan & Bourke, 2008) and towards to autotelic instead of instrumental activity. However there is always a potential challenge of inefficacy of well designed program if teacher lacks teaching experience and if he lacks previously described intrinsic motives (Ames, 1992; Morgan & Bourke, 2008) which are mandatory for a successful education (Adler, 1988).

Overall, on EMS plan autotelic activity can be reached and recognized through an increase in identified regulation and intrinsic motivation parameters while instrumental activity can be recognized through an increase of introjection, identified, external regulation and lack of motivation (amotivation). We believe that with this study, if EP shows efficient in a case of EMS and in an increase of autotelic activity, we could, potentially, better understand means to reach autotelic activity (intrinsic, competence motivation) which could further enable us to apply phenomenological approach to suggest answers why certain models, such as EP, could have a positive effects on autotelic activity.

## METHOD

### Participants

The sample consisted of 8th grade primary school students aged from 13 to 15 years, attending a public primary school. The sample consisted of 74 students from three classes (male: 40; female: 34), divided in two groups. The first group was an experimental one and it consisted of 53 (male:25, female:28) students from two classes, while the second group was a control group consisting of 21 students (male:15, female:6).

### Measures

Sport Motivation Scale (EMS) developed by Pelletier et al. (1995) - adjusted by Suzić (2006) - consists of 18 questions and it was used in an initial and final measures. The 18 answers of the questionnaire are scaled from strongly disagree to strongly agree (Likert - type). The scaled answers are grouped into five categories. Those five categories represent scale of motivation

and regulatory types intrinsic motivation, identified regulation, introjective regulation, external regulation, lack of motivation / amotivation.

In this study we used t-test two tailed distribution, two-sample equal variance (homoscedastic) to test effects of the EP on the students motivation (EMS). We chose higher  $\alpha$  (0.10) to be more certain that we do not miss detecting a difference that might exist in differences between initial and final measure in intrinsic motivation, amotivation, identified, introjective and external regulation.

## PROCEDURE AND INTERVENTION - EXPERIMENTAL PROGRAM

The experimental program of PE consisted of ten lessons, two per week, each lasting for 45 minutes. At the same time, the control group followed and participated in the activities of the regular curriculum. The EP included a holistic and multidisciplinary approach to student according to theoretical framework of Adler (1982; 1988) and way of giving feedback according to Yeager and Dweck (2012). EP included mindfulness technique (Schonert-Reichl & Lawlor, 2010) such as focus on breathing during stretching that is positively associated with optimism, positive affect, self actualization and self regulation. This type of EP showed significant effects on the perceived competence (Brankovic & Hadzikadunic, 2017) which is closest soul need in self determination that describes intrinsic motivation (Deci & Moller, 2005). Holistic and multidisciplinary approach program included rational, emotional and spiritual development aspects according to three Intelligences: rational, emotional (Goleman, 1998a) and spiritual (Zohar, 2000) which as mindfulness (Kabat-Zinn, 1982) has its roots in aspects of religious experience (Smith, 1976; Hillman, 1975).

EP curricula included regular sport skills education, mindfulness techniques, and time for dialogue with students about importance of understanding asking “Why?” questions in PE, school and in a life. Students were asked to think about life lessons that can be learned through sport and game. They were also asked to reflect on meanings of hard work, punishment and reward, success and setback. EP also included teaching the sport related skills, exercising with music, songs and games that ignite cognitive reflection about activity. Volitional activities such as karate - expressed during communication time with students - were adjusted to EP. PE lessons were followed with homework task that included reading and analyzing short stories that speak about ethical and moral behavior. Short stories were taken from Rumi “Mathnawi for kids” (Uysal, 2012), and they were given to students after the lesson and they were afterwards interpreted together with students 5 to 10 minutes before or after the next PE lesson. Ethical and moral behavior aspects of education were included in all elements of PE classes because decent and kind behavior, proper reasoning and the formation of correct ideals are characteristics of mindfulness, holistic, spiritual learning - religious experience (Fahlberg & Fahlberg, 1991; Adler, 1982; Smith, 1976). This type of holistic and multidisciplinary approach in the EP was implemented because a modern human being is faced with the fact that he becomes more and more being that knows and less a being that does something (Adler, 1988). EP was focused to educate students towards critical and creative thinking which is mindfulness characteristic and higher stage of learning process (Bloom, Engelhart, Furst, Hill & Krathwohl, 1956) than sole game or sole acquiring of formal sport skills on PE lesson.

## RESULTS

Review of Table 2. with t-test shows that EP with multidisciplinary and holistic approach had positive effects in experimental group on intrinsic motivation (sig. 0.07) and identified regulation (sig. 0.10) while introjective regulation (0.44), external regulation (0.67) and lack of motivation (0.83) remained unchanged. This result shows that EP had a positive effect on students' intrinsic motivation to recognize and accept the underlying value of sport activity such as a purpose of doing it (Deci & Moller, 2005).

Table 2. Comparison of T-test Between Both Group Initial and Final Measures and Between Control and Experimental Group in Initial and Final Measures

	IEG FEG	ICG FCG	FEG FCG
Intrinsic Motivation	0.07*	0.01*	0.08*
Identified Regulation	0.10*	0.06*	0.98
Introjective Regulation	0.44	0.05*	0.13
External Regulation	0.67	0.20	0.41
Lack of motivation	0.83	0.09*	0.83

Note. \* $P < 0.10$ ; IEG: Initial Measure Experimental Group; ICG: Initial Measure Control Group; FEG: Final Measure Experimental Group; FCG: Final Measure Control Group.

Furthermore, review of the Table 2. shows that students that participated in a regular curriculum had significant increase of Intrinsic Motivation (sig. 0.01) but its characteristics (Stimulation and knowledge – Skills learning (Table 1.)) were externally regulated through introjection (0.05) and signs of lack of motivation (0.09).

When compared FEG and FCG, control group showed higher introjective regulation than experimental group that participated in EP. This result confirms previous two results that intrinsic motivation results on EMS may not be completely intrinsic (Deci & Moller, 2005) or autotelic (Csikszentmihalyi, Abduhamedh & Nakamura, 2005; Pelletier et al., 1995) because signs of intrinsically motivated person on EMS can be result of introjective regulation as our results showed too (0.13).

In Table 1. analysis it is important to notice that the lowest M of FEG was 2.68 on the external regulation indicator 13. "Because I don't want to disappoint people who are important to me (father, mother, the teacher...)" which support t-test results previously discussed – Students seemed to understand the reasons of their behaviors and activity they participated in. In the FEG Intrinsic Motivation and Identified regulation increased too. Therefore, the highest level of agreement (M 4.52) is noted on indicator 9. "Because sports activities are important for my personal development".

## DISCUSSION AND CONCLUSIONS

In general, the results of this study provide some encouraging evidence of means how intrinsic, autotelic motivation can be reached in a regular education process. As hypothesized, students exposed to the EP program, in contrast to control group, evidenced significant improvements in autotelic characteristics – intrinsic motivation and identified regulation on EMS.

Table 1. Comparison of Sport motivation scale (EMS) summarized indicators between experimental and control group in initial and final measurement

	IEG (N=40)		ICG (n=19)		FEG (N=50)		FCG (N=20)	
	M	SD	M	SD	M	SD	M	SD
1. Stimulation: Because I feel excited when I am really involved in sports' activities	4.00	1.36	3.84	1.30	4.04	1.12	4.35	0.88
2. Stimulation: Because I find sport interesting	4.23	1.27	3.74	1.59	4.28	1.36	4.70	0.47
3. Stimulation: Because of the emotions that I experience when I do sports	3.83	1.24	3.47	1.17	3.86	1.25	4.00	1.02
4. Knowledge-skills: Because I experience satisfaction when improving some of my weaknesses	3.90	1.21	3.89	1.37	4.04	1.16	4.30	0.80
5. Knowledge-skills: Because I experience satisfaction when learning new sports disciplines	3.78	1.22	3.95	1.22	4.28	0.88	4.25	1.02
6. Knowledge-skills: Because I experience satisfaction when realizing that I have mastered so- me sport activity	4.13	1.18	4.11	1.14	4.42	0.67	4.35	0.59
Intrinsic motivation Average	3.97	1.24	3.83	1.29	4.15	1.07	4.32	0.79
7. Because everything that I do in classes will help me later	3.60	1.23	3.95	1.22	4.12	1.1	4.45	0.51
8. Because PE classes are important and can help me in other things	3.83	1.25	3.68	1.24	4.20	0.95	4.25	1.02
9. Because sports activities are important for my personal development	4.40	0.95	3.95	1.22	4.52	0.81	4.15	1.18
Identified regulation Average	3.94	1.14	3.86	1.22	4.28	0.95	4.28	0.9
10. Because I absolutely need to succeed in sports activities	3.63	1.29	3.42	1.21	3.64	1.26	4.15	0.99
11. Because I would feel bad if I didn't participate in PE classes	3.40	1.35	3.26	0.93	3.40	1.44	3.6	1.19
12. Because I would feel guilty if I didn't succeed in physical education	3.35	1.44	3.74	1.09	3.12	1.45	4.15	1.18
Introjective regulation Average	3.46	1.36	3.47	1.07	3.38	1.38	3.96	1.12
13. Because I don't want to disappoint people who are important to me (father, mother, the teacher...)	3.2	1.50	3.74	1.19	2.68	1.53	3.85	1.14
14. Because I would have problems if I didn't participate in PE classes and if I didn't answer to teacher's questions	3.23	1.44	3.21	1.13	2.98	1.42	3.25	1.37
15. Because it is something that I have to do	3.48	1.24	3.32	1.15	3.86	1.31	3.65	1.5
External regulation Average	3.73	1.39	3.68	1.15	3.83	1.42	4.10	1.33
16. I can't find real reasons for participating in PE classes, but I can avoid them if I like	1.98	1.18	2.42	1.12	1.98	1.15	2.15	1.35
17. I don't appreciate the PE classes because I feel that it is a waste of time	1.7	1.04	2.21	1.31	1.68	1.11	1.95	1.15
18. I don't see the purpose of PE classes	1.73	1.15	2.11	1.32	1.76	1.19	1.45	0.69
Lack of motivation-amotivation Average	1.80	1.12	2.25	1.25	1.80	1.15	1.85	1.06

Note: M: Mean; SD: Standard deviation; N: Number of students; IEG: Initial Measure Experimental Group; ICG: Initial Measure Control Group; FEG: Final Measure Experimental Group; FCG: Final Measure Control Group.

Particularly notable were the findings for two dimensions of EMS—intrinsic motivation and identified regulation - that we have specifically targeted in the EP intervention. Moreover, we have learned that so called intrinsic motives in knowledge and skills can be significantly externally regulated through identification, introjection, external regulation as it was case in the control group that participated in a regular program. Such regulation showed notable changes of intrinsic motivation and amotivation attitudes at the same time in a control group (see Table 2.). We could clearly note that intrinsic motivation can be autotelic, in the case of experimental group, and instrumental, in the case of control group.

The phenomenon that control group showed in our study, Deci & Ryan explain in “The What and Why of Goal Pursuit” (2000): types of extrinsic regulation represent example of undermining intrinsic motivation and “intrinsic aspirations (i.e., goals such as affiliation, personal growth, and community contribution)” (p. 244). We can note and agree with Deci and Ryan (2000) that in control group “behavior is still extrinsically motivated because behaviors are still instrumental, rather than being done solely as a source of spontaneous enjoyment and satisfaction.” (p. 236). Our study showed that control group grew in an education process which may have distracting effects for their future with dominant extrinsic aspirations and goals such as attaining wealth, fame, and image, which are more related to obtaining contingent approval or external signs of worth. Such extrinsic aspirations (Kasser & Ryan, 1996) are mostly signs of introjective and external regulation or instrumental activity.

Overall, this study may offer an integrative means (EP) to lesson design in intrinsic motivating atmosphere which may help us further to continue our better understanding of motivation as Elliot and Dweck (2005) had begun in their comprehensive study *Handbook of Motivation and Competence*. With EP we could potentially test other aspects of motivation such as soul need, flow experience, growth mind-set and sparks. If we could use EP as regular means for intrinsic motivation we could use more qualitative and phenomenological approach to find underlying connections of a different perspectives on motivation. Also, qualitative and phenomenological approach could enable us to integrate motivation theories (Hein & Hagger, 2007; Chatzisarantis & Hagger, 2007) too because concept of autotelic activity is primarily used in flow theory. In this study we managed to apply autotelic and instrumental concept in EMS results interpretation and we offered explanation why increase in intrinsic motivation questionnaire items doesn't necessarily mean that they are true intrinsic motivation (autotelic activity), incremental theorists attitude (Dweck, 2002). Accordingly, such interpretation of EMS results with future qualitative studies could offer us clearer directions in a better conceiving autotelic activity and how it can be reached on a regular basis. Not only how it can be reached but why it can be reached only with certain means and teaching/learning attitudes.

At the same time, t-test confirmed (Table 2) that self determinative motives (intrinsic motivation and identified regulation) are not clearly differentiated in youth (Standage, Treasure, Duda, & Prusak, 2003) and future qualitative studies are encouraged (Hassandra, et al. 2003). However, our study confirmed importance of teacher (Morgan & Bourke, 2008) in PE because his self knowledge and understanding a meaning of the PE activity are the main characteristics that can lead students to identify themselves with the role models, goals, tasks in the right manner that further enhance identified and decrease introjective regulation. If teacher is focused and “enlightened” through self actualized knowledge in education process, then students' identified regulation is oriented towards the Self (intrinsic motivation, flow experience) and not towards ego.

Practical value of this study corresponds to urgency of qualitative analysis of intrinsic motivation such as studies of Nakamura and Csikszentmihalyi (2002), Hassandra, et al. (2003) and Benson (2008) suggested in order to find out more how autotelic activity can be more present in PE. Applying a qualitative method Benson (2008) study recognized “sparks - spirit” (Benson, 2008), other word description for autotelic activity, as a main characteristics of motivation that is rooted in spirituality and religion (Hillman, 1975).

In the very end, it is suitable to mention that researching our hypothesis we learned that according to the Merriam-Webster dictionary ‘autotelic’ means “having a purpose in and not apart from itself”. The origin of this word is from Greek word *autotelēs*, from *aut-* + *telos*, which means ‘self’ + ‘goal’. We mustn’t make mistake and equal Self with ego (Ryan, Koestner & Deci, 1991), because ego and ego involvement are totally opposite to Self which is experience of autotelic activity. On the one side, examples of ego and ego involvement are: “contingent self-worth (pride) or threats of guilt, shame and introjection which is often manifested as ego involvements, public self-consciousness, or false self-ascriptions.” (Ryan & Deci, 2000, p. 236). On the other side, autotelic activity is an intrinsic value that in ethics of Kant is named “end in itself”. That means that an object is the activity and task that student performs but in order to be autotelic and intrinsic motivation student needs to go beyond activity and seek purpose of it. Such experience is described as a learning or a state in which one needs to feel enhancement of an intellectual skill and it may be connected to Dwecks (2000) description of incremental theorists’ attitude and Whites (1959) effectance in competence motivation that we used in a introductory description of an autotelic activity in EMS framework through intrinsic motivation and identified regulation. Opposite term to autotelic is, in Kant terminology, “instrumental value” or “extrinsic value” (Singer & Peter, 1991) or “instrumental activity” in terms of modern psychology.

Therefore, in order to understand clearer intrinsic motivation and autotelic activity in future, we suggest psychology and philosophy synthesis (Ryan, et al., 2013) which could be obtained with support of phenomenology, new positive psychology (Schonert-Reichl & Lawlor, 2010) and with a language and deeper understanding a of traditional/religious teachings (Adler, 1988; Smith, 1976) and concepts rooted in them such as mindfulness (Kabat-Zinn, 1982) because there is “everlasting bond between philosophy and psychology; the bond guaranteed by connection of their subjects – in short, the object of psychology is soul and the object of philosophy is world” (Jung, 1971, p.34).

The present study represents an early step in the development of a study base on the effectiveness of EP and adds to a big empirical literature on motivation accent on autotelic activity and its connection to intrinsic motivation in EMS. This study also proposed efficient EP, but further quantitative studies on self determination, flow theory and sparks phenomena (Benson & Scales, 2009) are encouraged. At the same time, we assume that current growing interest in qualitative and phenomenological methods can result with a new insights on how autotelic activity, intrinsic motivation, flow experience, growth mindset, sparks, mindfulness can be nurtured because in the end, all of those terms agree in one: grasping the purpose and sense of the activity. However, it is important to note that direction of motivation (intrinsic, extrinsic or amotivation) does not depend only on EP design. It depend on teachers knowledge/skills and students current motivation level too. Therefore, it is important not to put a program in a first plan as a final recipe for success, in this case EP, because its implementation and variation according to occasion, learning atmosphere and environment depends quite a lot from teacher himself and his self-knowledge/skills and ability to engage with students. In this case EP could be viewed, not as an ultimate

solution, rather as a check point for teachers to find if they miss some of the components in their programs that this study noted as important to reach intrinsic motivation and autotelic activity on a lessons. In this case EP could be sufficient basis for phenomenological understanding why EP with its structure and design has had a positive effect on intrinsic motivation and autotelic activity.

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