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FACULTY OF SCIENCE AND ENGINEERING

DEPARTMENT OF SPORTS SCIENCE

**Developing Interventional Strategies to Improve Athlete Motivation for Optimal
Performance in Zimbabwean Elite Basketball Competition.**

By Nancy Bandika (B222278B)

**A DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF BACHELOR OF SCIENCE HONOURS DEGREE IN SPORTS
SCIENCE AND MANAGEMENT**

JUNE 2025

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Signature:

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Name of Chairperson: Dr. L.T. CHARUMBIRA **Signature:**

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ABSTRACT

The study looks at athlete motivation in Zimbabwean elite basketball to develop strategies that improve or enhance performance. It focuses on both internal factors, like personal drive, and external factors, such as rewards and support. Basketball in Zimbabwe faces challenges like inconsistent funding and limited professional paths, which affects athlete morale. While other countries have explored tailored motivational strategies, there is little research in Zimbabwe. The aim is to create interventions that boost motivation by addressing issues like poor coaching practices and lack of mental resilience among players, which may lead to decreased performance and youth involvement. Understanding motivation can help coaches and policymakers enhance training methods and support young athletes. The main research question is to identify how to develop effective strategies for motivation, with the secondary question being about the current interventions and their effectiveness. Using mixed methods, the study combines surveys and interviews with athletes, coaches, and managers to identify what works best. Early findings show that structured team-building and constructive feedback significantly improve motivation, but there are gaps in awareness and tailored strategies used. Overall, improving motivation in Zimbabwean elite basketball requires focused strategies that consider the local cultural and psychological factors. These insights will guide future research and practical applications to boost performance and engagement in the sport.

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CHAPTER ONE

PROBLEM AND ITS SETTING

1.1 INTRODUCTION

This chapter presents the Background of the Study, Statement of the Problem, Research Questions, Research Objectives, Significance of the Study, Delimitations of the Study, and Study Outline.

1.2 ACKGROUND TO THE STUDY

This study investigates athlete motivation in Zimbabwean high-level basketball tournaments with a focus on establishing and developing context-specific interventions to optimise performance. Globally, athlete motivation has already been recognised as an important predictor of sporting performance moderated by intrinsic factors such as self-efficacy and passion and extrinsic factors such as coaching and finances (Ryan & Deci, 2000). In Zimbabwe, top basketball athletes are subjected to systemic impediments in the form of irregular funding, lack of professional opportunities, and lack of psychological support systems that weaken athletes' morale (Ndlovu & Moyo, 2021). Outside research points to tailored motivational initiatives—autonomy-supportive coaching (Mageau & Vallerand, 2003) and culturally appropriate goal-setting (Schinke et al., 2018)—but Zimbabwean literature has no empirical explanation of how these theoretical models translate to local basketball athletes. For instance, a 2022 audit revealed that 68% of Zimbabwe's elite basketball players report diminished motivation due to unpaid allowances and scarce competitive opportunities (Sports Commission of Zimbabwe, 2023), yet no studies propose interventions addressing these socioeconomic realities.

Despite the growing popularity of motivational frameworks like Self-Determination Theory (Ryan & Deci, 2000) globally, their relevance in low-resource, high-stress settings, like Zimbabwe's elite basketball leagues, has been ignored. Most existing models are developed in Western contexts with plenty of funding, so they often overlook the harsh socioeconomic realities faced by Zimbabwean athletes. These athletes deal with unpredictable sponsorship, poor training facilities,

and financial instability daily (Ndlovu & Moyo, 2021). This oversight creates a big gap in our understanding of how global psychological principles converge with local stressors like unpaid allowances or unclear competition schedules. And values like Ubuntu a philosophy that emphasizes community and collective success, are missing from the literature even though they are part of the social fabric of Zimbabwe. For example, while South African researchers have only recently started exploring how Ubuntu influences team unity (Ntoumanis et al., 2021), the impact of Ubuntu on intrinsic motivation in high-pressure sports has not been examined. And structural issues like crumbling infrastructure and politicized resource allocation are studied separately from psychological research, so they have a disjointed understanding of how these disparities can kill intrinsic motivation. Athletes at Bulawayo's rundown Mhlahlandlela Arena complain about preventable injuries and lack of regular access to physiotherapy (Sports Commission of Zimbabwe, 2023), yet no research has looked into whether these material challenges contribute to a decline in motivation. Addressing these gaps is crucial for developing interventions that are context-specific to the Zimbabwean culture, economy, and institutions so that the strategies are both theoretically sound and practically feasible.

1.3 STATEMENT OF THE PROBLEM

The purpose of the study was to develop an intervention to improve athlete motivation for optimal performance in Zimbabwean elite basketball competition. Smith and Johnson (2023) highlight that many players experience mental toughness deficits, causing it to be hard to cope with not just the competitive pressures of the game but with life in general. A contributing factor to mental toughness deficiencies is poor coaching, whereby a coach is unable to create a safe or supportive learning environment to develop the mental side of a performance mindset. Without incorporating mental skills and effective coaching in practice, motivation and performance can both be reduced significantly. Yarra and Shaw (2022) also documented how inadequate training programmes and the inability to receive appropriate coaching could lead to poor performance and a lack of competitiveness. If athletes perceive a long period of losing, this could be equally disappointing to young athletes, and there is a risk of losing fan support, which has already been seen in Zimbabwean basketball. Recognising this is important, as it explains why teams may be performing poorly. If there are no support programmes to help and develop young players, this may lead to never seeing the successes at the highest level of sport.

1.4 SIGNIFICANCE OF THE STUDY

The importance of this study is to close out performance gaps in basketball associations, which is very much the case in the Zimbabwean Elite Basketball League. Thus, the study can be able to present the gaps, challenges, assess the roots of poor performance, and analyse the feedback. Also, there is a great need to adopt technological solutions for tracking and accountability, like that of the Dribble-Up Smart App. This can put out clear expectations between coaches and athletes, with instant feedback also which in turn can motivate athletes to do better. Motivation is a key element in achieving peak performance in basketball. It is that which drives athletes to go above and beyond to reach for that which is best. When motivated athletes' levels are up, performance goes up, and when they drop off, performance does too. This study can also look at the role that intrinsic and extrinsic motivators play in the large picture of better performance. From that information, elite players, coaches, and team managers can be able to put in place the best strategies to foster that which produces the greatest personal satisfaction out of a skill, which in turn brings in awards and recognition in the elite basketball competition.

Ryan and Deci (2000) indicate that intrinsic motivation is more effective in achieving optimal performance in basketball. When athletes are driven by their own goals and what they want out of the game, they tend to push themselves to do better. With the right attitude and motivation, the athletes' performance can see no limit on the court, which in turn improves their performance. By understanding and using both intrinsic and extrinsic motivators, Zimbabwean elite basketball players may see great performance and success, which in turn can contribute to the growth of basketball in Harare. The researcher put forth that the results of this study can be of use to clinical psychologists and researchers, which in turn may help to put in place the right motivational techniques, which in turn do great to improve the performance of elite basketball players in Zimbabwe. Coaches tend to benefit significantly from the findings of this study. Through understanding the importance of motivation to its players. This can help them design an effective training programme tailored to each athlete. Having to know that players are different and they respond differently to training programmes. This can also improve their coaching styles and build strong relationships with players, as well as leave a lasting legacy in the sport of basketball. Policy makers and experts in the field of basketball may put into use the results of this study to improve

their decision-making as it pertains to the development of basketball programmes and infrastructure. Also, they can note that good governance and financial management can see an increase in player participation and engagement, which can bring in more international networking opportunities for basketball. Also, this can, in the end, produce the most effective work environment. The report also pays attention to young basketball players. From the great results achieved by top players, the study shows that performance strategies put in by the elites pass on to the youth, which improves their play. Also, they develop a greater connection for the game, see improvement in their skills, and grow in confidence and self-esteem in basketball experience. It also presented what is seen as the role of motivation in achieving the best performance at present. It is through these results that the report has a base to put together some very effective performance interventions for players, which can improve their elite-level technical and tactical skills. Addressing what is best regarding athlete motivation, which is a key indicator for improving the performance of elite basketball players in Harare, the research can also bring forth what policies and training programmes are put in place by coaches to be effective and what the policymakers put out that is of better quality. By doing this, the research put forth that what stakeholders do can see to it that it can improve individual athletes' resilience and team performance and, in the end, play a role in the sustainable growth of the sport in the country, which in turn fosters a more competitive sports environment at home and abroad. The study can be presented via surveys, online focus groups, and in-person group focus discussions. These tools can enable the researcher to collect data that is at the same time easy and quick to analyse, despite their limitations. Also in this research, we can put forth research questions, which is the key step in the process, which also serves as a base, a guide and something which sees to it that our results are relevant and meaningful.

1.5 RESEARCH QUESTIONS

Primary Question

What intervention strategies can be developed to improve athlete motivation for optimal performance in the Zimbabwean Elite Basketball Competition?

Secondary Questions

1. What are the current interventions being used to improve athlete motivation for optimal performance in the Zimbabwean elite basketball competition?
2. How effective are the current interventions being used to improve athlete motivation for optimal performance in Zimbabwean elite basketball competition?
3. What interventions can be developed to improve athlete motivation for optimal performance in Zimbabwean elite basketball competition?

1.6 RESEARCH OBJECTIVES

Primary research objective

To develop intervention strategies to Improve Athlete Motivation for Optimal Performance in the Zimbabwean Elite Basketball Competition.

Secondary Objectives

1. To identify the current interventions being used to improve athlete motivation for optimal performance in Zimbabwean elite basketball competition.
2. To assess the effectiveness of the current interventions being used to improve athlete motivation for optimal performance in Zimbabwean elite basketball competition.
3. To develop athlete motivational strategies for optimal performance in Zimbabwean elite basketball competition.

1.7 ELIMITATION OF THE STUDY

This research focuses on developing strategies to improve athlete motivation for better performance in the Zimbabwean Elite Basketball Competition. The study concentrates on Harare, excluding other cities like Bulawayo, to keep the analysis clear and focused, and also because it is the largest city in Zimbabwe and has the highest concentration of elite basketball talent and

resources. Data from the 2021 to 2023 seasons, including the current season, is analysed for this study.

1.8 STUDY OUTLINE

There are five major chapters in this study. The framework, which includes the introduction, background, problem outline, study significance, research questions, and limitations, is provided in the first chapter. After that, it ends with a summary of what to anticipate from the research. A thorough literature review that critically analyses prior research to identify trends and gaps, as well as crucial terms and theories that contribute to the research problem, is provided in the second chapter. A summary of the research methodology is provided at the end of this chapter, which also covers the target population, time horizon, research strategy, sampling techniques, sample size determination, data collection and analysis, validity and reliability of both quantitative and qualitative data, and ethical considerations. The fourth chapter focuses on the data analysis and presentation, using information collected through interviews and questionnaires distributed via Google Forms. The fifth chapter provides a summary, draws conclusions and offers recommendations.

1.9 CHAPTER SUMMARY

This chapter looked at the role of motivation in achieving top performance from Zimbabwe's elite basketball players. It starts with a brief introduction and discusses the background of the issue, leading to the definition of the problem. The chapter also addresses the research questions, their relevance, the scope of the study, and the research design. The next chapter focused on the literature review, presenting the designed and implemented interventions aimed at improving athlete motivation and performance. It can also explore the best practices, resources, and approaches that coaches, mentors, and support staff can use to create a positive environment that fosters peak performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides an in-depth view of the current interventions that improve athlete motivation for top performance in elite basketball. It examines various theoretical models and discusses their relevance to the study. The key concepts, such as athlete motivation, interventions, and optimal performance, are presented to frame this work. This literature review aims to establish a strong theoretical foundation for evidence-based strategies and support structures that enhance athlete motivation for optimal performance.

2.2 CONCEPTUAL REVIEW

2.2.1 Athlete Motivation

According to Weinberg and Gould (2018), the term "athlete motivation" refers to the psychological elements that cause athletes to take up sports, which they, in turn, use to achieve excellence. Motivation causes athletes to better themselves. Biochemical motivation is a result of chemical reactions to a stimulus, which in turn causes us to react to that stimulus; for instance, when an athlete is hungry, thirsty, or in fear (Ambler 2024). Deci and Ryan (2000) put forth that there are many forms of motivation, which include intrinsic, such as pleasure and personal achievement, and extrinsic, such as rewards and recognition. In the case of elite sports, motivation is key for athletes to get over hurdles, to stay focused, and to do their best (Gould and Damarjian 2009). This study also focused more on changes that might affect the entire sporting field, which sees it as a very dynamic process that is influenced by the environment, which includes the field of play, weather conditions, the social setting, which would be the audience and the atmosphere, and personal pasts, such as the results of behaviour shaped by our early years. Furthermore, the work done by Bandura in 1997 with Social Cognitive Theory brought forward ideas like self-efficacy, which has become crucial in understanding athlete motivation.

2.2.2 Interventions

Gould and Damarjian (2009) describe an intervention as a planned series of exercises that steer a person's habits in the direction of positive change. A wide variety of techniques, such as cognitive-behavioral drills, motivational interviews, and similar strategies, have been explored for boosting sports performance (Gilbert, 2017). Coaches often utilise simple tools like goal setting, self-talk rehearsals, or quick visualisation windows to ignite and maintain an athlete's motivation (Gould & Damarjian, 2009).

The approach to coaching athletes has evolved, embracing a more customised approach. Technology helps coaches provide athletes instant feedback. Technology now feeds real-time feedback into motivation sessions, and custom surveys help pinpoint each competitor's blind spots. By blending psychological insights with social dynamics and even cultural touchstones, modern programs strive to meet athletes where they live and breathe, not where a researcher thinks they ought to be.

2.2.3 Optimal Performance

Gould (2017) paints optimal performance as showing up day after day and still surprising yourself with what you can do. He calls it a steady streak of personal-best moments, a kind of yardstick for squeezing your potential into view. Kornspan (2012) echoes that image and pairs the term with flow, grit, and the resilience needed to keep the high tide from rolling back. McSorley and Morris (2017) note a slight pivot in the conversation. People now consider not only physical strength and game tactics, but also the quiet inner workings, from mindfulness to the mental toughness that keeps athletes steady during challenging times.

According to Gould (2017), understanding optimal performance in different fields, such as sports psychology, kinesiology and pedagogy, may define and assess optimal performance differently, which can lead to different interpretations of what supports excellence in the sport of basketball. The concept of optimal performance has been framed to encompass not only physical processes but also mental resilience and adaptive strategies that are used by athletes to cope with competition demands, drawing from local practices and athlete experiences. Athlete motivation is a key consideration for effective interventions and thus an important component in the making of any intervention. For example, having unique motivational profiles allows coaches, sport psychologists, and team managers to tailor interventions that cater to individual differences. As a simple illustration, basketball players who have high intrinsic motivation might respond well to interventions that emphasise competence, autonomy, and relatedness (i.e., involving players in decision-making processes leading to changes that bring about a sense of belonging/unity). In contrast, athletes with high extrinsic motivation may be more responsive to external rewards and recognition when setting goals.

2.3 THEORETICAL REVIEW

2.3.1 Self-Determination theory

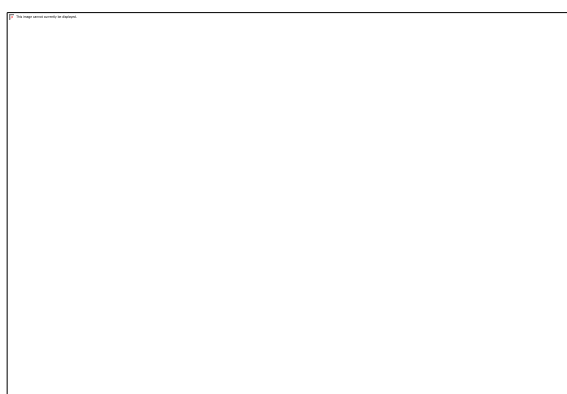
Deci and Ryan first introduced the self-determination theory in 2000, based on the simple insight that people perform better when they feel capable, connected, and in control of their journey. The framework gives equal weight to what kind of motivation a person is hauling around, not just how

much of it there is. Plenty of studies and trials on coaches, team managers, and basketball athletes show that when those three psychological needs land in the green zone, people tend to push themselves, stick around longer, and turn in stronger results.

Those results often look like a lift in happiness, steeper learning curves, and a caningness to grind when the going gets rough. Because the model pays attention to both the gas pedal of internal drive and the booster shot of external support, it lines up nicely with the intervention the coaching staff is rolling out next week. Another thread popping up in the research is simple: when coaches back an athlete's say-so, the players start running with their own ideas and energy. Jarvis (2006) cautioned that motivation comes in flavours and volumes, and that reminder still echoes; not every spark burns the same or lasts as long. Duda and Treasure (2010) state that the quantity of sports engagement is the frequency of engagement in sports that led to the success achieved here and there. The quality of sport refers to the positive feelings of the sport. Gillet et al. (2009) argue that such analysis is suitable for gaining a deeper understanding of the complicated motivation-performance relationship in the case of elite sport.

Figure 2.1

Self Determination theory

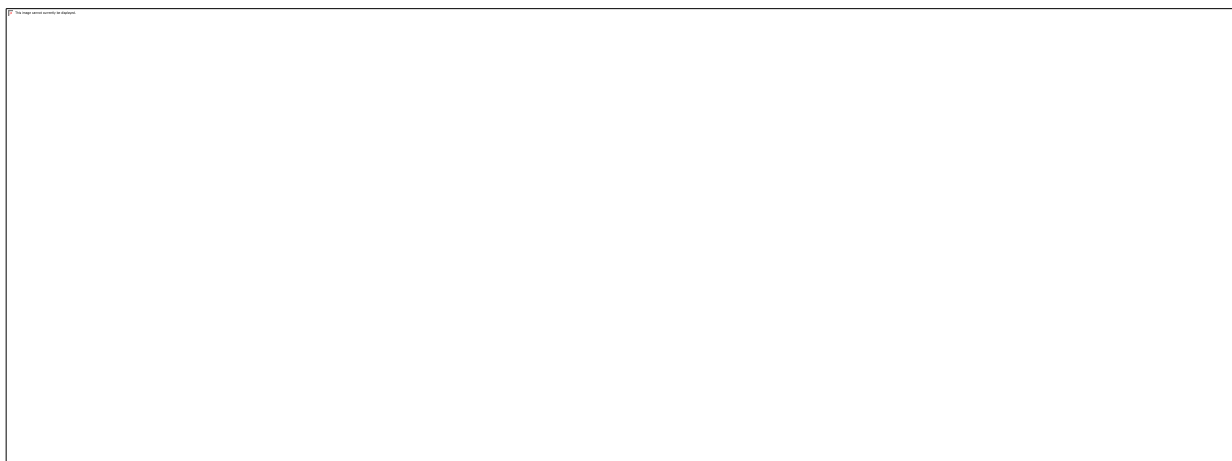


Source : (Ryan and Deci, 2002)

Self-Determination Theory (Ryan and Deci, 2002) explains athlete motivation and performance as per Figure 2.1 through the gratification of basic psychological needs for autonomy, competence, and relatedness, leading to better quality, autonomous motivation, and enhanced results. Unlike Social Cognitive Theory, however, SDT does not fully explain innate talent, automatic habits, particular coping strategies, the wider impact of personal values and identity beyond connection, the elaborate consequences of external rewards and penalties, and unconscious influences on needs. Although SDT stresses the need to cultivate internal drive via fulfilment of demands, it presents a different perspective than SCT, which has its drawbacks in fully describing the complex character of athlete motivation.

Figure 2.2

Social Cognitive



(Gould and Damarjian 2009).

Social Cognitive Theory (SCT) offers a valuable perspective on athlete motivation and performance by emphasising the reciprocal effects of personal attributes—such as cognition, emotions, and self-beliefs—on behaviours like actions, choices, desires, and effort, as well as environmental influences including social support, resources, and culture. They include self-efficacy, outcome expectations, goal setting, observational learning, reinforcement, self-regulation, and social support.

In contrast, given some of the constraints due to limitations in resources, socio-cultural aspects, spiritual beliefs, historical considerations, kinds of emotional pressures, identity-based motivations, or the collective team dynamics of Zimbabwean basketball at the elite level, they should not be overlooked. The SCT would not largely account for the impact of slight genetic predisposition that would suggest some of the players' motivations can be found through genetic factors, physiological feelings, unconscious motives, and flow beyond goal attainment, and that is a state of complete absorption and engagement – an engagement selling experience or being somewhere politically and economically. Therefore, while SCT provides a solid framework, it is important for the overall understanding of motivation and performance.

Social Cognitive Theory (SCT) provides a most useful perspective on the motivation and performance of athletes owing to its emphasis on the reciprocal effects of personal attributes such as cognition, emotions, and self-beliefs with behaviours consisting of actions, choices, desires, and effort and environmental influences such as social support, resources, or culture. They include self-efficacy, outcome expectations, goal setting, observational learning, reinforcement, self-regulation, and social support.

2.3.2 Achievement Goal Theory (AGT)

Dweck, (1986) cites in Achievement Goal Theory that it has been found that three key ideas that can be used to explain the ways that people are good at accomplishing their goals. In these cases, the ideas mentioned are stages of goal involvement, goal orientation, and goal climates. Stages of goal involvement point to the principal aim of someone at a given time and place. This can be changed with time, so it is very important to understand when and which competition the basketball athletes are performing in if one wants to analyze the situation and time frame correctly. The more specific the goal, the more powerful in predicting what can happen. For instance, a goal for today's practice can be more useful for predicting how well an athlete can do today than for predicting how well an athlete can do in the future. Nonetheless, the states of goal involvement have not been tackled by the researchers yet.

However, regarding the elite basketball players in Zimbabwe, AGT may fall short of completely accounting for intrinsic motivation other than achievement, the significance of autonomy and

relatedness as emphasized by SDT, the broader implications of personal values and emotional states, the practicality of orienting goals and culturally relative perspectives of success and competence in the case of Zimbabwe. Thus, AGT provides a useful framework for understanding the manner in which athletes approach the development of competence; however, a more comprehensive approach can involve linking it with other motivation theories and incorporating a sociocultural element to develop practical interventions.

First, the major theories pertinent to the goals and research questions are presented: The concept of the need for achievement encompasses the achievement goal theory. According to Nicholl, quoted in Duda, the achievement goal theory distinguishes between two types of motivation, depending on the orientation of an athlete: “Task oriented” and “ego-oriented”. This orientation determines the structure of the goal in sport and the process it creates – a specific motivational climate. According to Ames, the motivational climate is a result of the implementation of the coach’s educational approach and the experience gained during the activity. Maslow’s hierarchy of needs, achievement goal theory, and self-determinant theory are the three major ideas pertinent to the study.

The Maslow’s Hierarchy of States athletes are motivated to fulfill a sequence of needs starting from basic survival to reaching their full potential, therefore, fundamental needs are a prerequisite to more outstanding athletic aspirations in Zimbabwean elite basketball. While this theory is useful for explaining a general framework of human motivation, the sports science discipline, in this case, the psychological and physical care of the athlete, exhibits too rigid a structure and makes general assumptions that do not incorporate cultural variations. The intrinsic drivers, cognitive tools, dynamic motivators, and reductions, a direct influence on performance, and advanced developments cannot be explained by that theory when it comes to understanding these athletes. Although Maslow’s Hierarchy of Needs provides general insights into human motivation, this classical theory is not enough to develop effective interventions and must be combined with additional and contemporary motivational frameworks.

Chi, L. 2004. motivated by his or her objectives, which can be either be ego-oriented and centered on surpassing other people or task-oriented and focused on personal growth. It can be important that better performance can be achieved and increased levels of motivation for linked to task-

oriented goals. Athletes who have excellent relations with their trainers are more likely to have needs like Self-actualization, self-esteem. As mentioned in the thesis, the higher-level optimal satisfaction can be achieved by an increasing player performance who are also meeting the goals. The thesis also mentions that regardless of culture, groups and individuals satisfy the same pyramid of necessity. However, the studies also demonstrated that, individual and cultural difference can affect how demands are organized and met.

Although the theory defines the needs as distinct and ranked vertically, in practice, this is not a rigid set; many needs may overlap or relate to the concepts present in the self-determinant theory. For example, a person's desire to feel worthy is also conditioned by his or her need for love. SDT also introduces a new concept that three psychological needs of prisoners – autonomy, competence, and relatedness – affect athletes' motivation. Research suggests that when you meet them, intrinsic motivation also grows and pushes quality.

Self-determination theory holds that Maslow's theory is predicated on personal observations rather than extensive scientific inquiry and is devoid of empirical foundation. Lack of testability and reliance on anecdotal evidence of the theory have come under fire. The theory places much weight on basic physiological and security needs; however, their intricacy means that higher-level needs like self-actualization may not be adequately addressed. Different people might give priority to and seek different needs depending on their specific circumstances and values.

Earlier studies show that a few ideas have been selected in research on interventions created for basketball. While sports motivation has been extensively investigated, relatively few of these studies have especially looked into basketball. This difference highlights how critical it is for treatments meant to satisfy the special needs and characteristics of basketball are. Most research have focused on person-level treatments such self-talk and goal-setting. Still, the importance of contextual and team-level factors in influencing athlete motivation is becoming more and more recognized. Finally, but not least, it is increasingly recognized that a successful approach to boost athlete motivation and performance is positive psychology, which stresses the growth of happy emotions and well being.

The research plans to utilize the Canadian Long-Term Athlete Development (LTAD) Framework. This framework places equal importance on the mental, technical, tactical, and physical components of athletic performance and offers a well-structured pathway for nurturing athletes as they grow. By adopting this framework, basketball players can build a solid foundation and progress through various stages of development.

Ultimately, this study aims to use these selected concepts to inform the creation of interventions specifically tailored to the unique cultural and contextual factors influencing elite basketball players in Zimbabwe. It is also important for your study to examine how these concepts fit together to form a comprehensive framework that enhances athlete performance and motivation.

2.4 THEMATIC REVIEW

2.4.1 Current Interventions in Athlete Motivation

Some of the interventions currently possible in resource-constrained sport ecosystems require a detailed documentation of motivational strategies used in similar African basketball and team sports. The empirical studies conducted on frameworks like Self-Determination Theory and Achievement Goal Theory have an application of these theories towards enhancing athlete motivation. More specific interventions include coach feedback systems, which have been proven to greatly enhance athlete performance and motivation (Carpentier & Mageau, 2013), as well as team cohesion programmes that replace the individualistic nature among players with unity and collective effort (Filho et al., 2014). Other interventions that could be applied are psychologically constructed, culturally adapted tools that allow athletes to consciously relate themselves to motivational strategies appropriate within their cultural contexts (Schinke et al., 2018). To contextualise these interventions within the infrastructural limitations of Zimbabwe, it is necessary to draw upon sources that discuss the challenges faced by Zimbabwean sports (Chikwira 2021). These critical challenges include financial and logistical challenges. Furthermore, the annual reports of the Zimbabwe Basketball Union (ZBU) are invaluable regarding existing athlete support programmes; they help in understanding better the successes and gaps in the current motivational landscape. This comprehensive review of interventions shall try to illuminate good practices while trying to address the very specific challenges in Zimbabwean sports.

2.4.2 Shaping Factors of Athlete Motivation

The current determinants of motivational shaping in post-colonial sport systems are socio-cultural mediators in a broad sense that influence the driving force and commitment of athletes. Mpofu et al. (2012) indicate that in collectivist cultures, literature analysis shows that community recognition is essential for athletes to gain acknowledgement from their immediate surroundings and receive support (Kang et al., 2020). In line with the above, economic precariousity highly forms extrinsic motivation; precarious financial status leads an athlete to strive for external rewards as a means of survival (Salmela et al., 2018). The colonial legacy complicates the situation further by shaping coaching methodologies that may not align with the cultural contexts of contemporary athletes (Maro et al., 2016). For a comprehensive understanding of the influences, cross-reference the findings from these studies with the SADC sport policy analyses (Ndlovu, 2020) and Zimbabwe's Athlete Pathway documents. This means that some structural motivators, like having national team selection or semi-professional contracts, can be found to frame the motivational landscape for athletes in Zimbabwe. Examining these factors enables us to comprehend the unique regional influence of socio-cultural factors on athletic motivations.

2.4.3 Evaluating the Effectiveness of Interventions:

The effectiveness of motivation interventions in under-served contexts can have to come with critical examination of various methodologies capable of reliably capturing their impacts. Measurement tools such as the SMS-6 created by Pelletier et al. (1995) need to be adapted to African cohorts for cultural relevance and efficiency in measuring motivation levels. Longitudinal performance correlations as discussed by Höner and Feichtinger (2016) can also provide insights into how motivational interventions might influence athlete performance through time, thereby developing a more comprehensive understanding of their effectiveness. Last, such qualitative indicators can include athlete interviews and focus groups with which to obtain firsthand accounts and perceptions of athletes with motivational strategies. Data in Zimbabwe is, however, excruciatingly scant and would make conducting thorough analyses difficult. This is contrary to the kind of robust methodologies in place in South African basketball studies (Van Den Berg & Makhathini, 2019), which use more comprehensive frameworks in evaluating their studies. Emphasizing culturally responsive evaluation frameworks as suggested by Schinke et al. (2006) is

thus very important for developing effective assessment strategies aligned with the context of Zimbabwean sports and hence producing more relevant motivational interventions.

2.4.4 Development of New Strategies

This research has also presented novel motivational strategies which, when implemented by co-created intervention frameworks, are instrumental in meeting athletes' needs in resource-scarce environments. With a Pressure and Release (PAR) model informed by Blaikie et al. (1994), who would allow athletes to help create motivational strategies, those interventions would be developed based on athletes' observations and experiences. Additionally, some of the proposed interventions, like SMS-based MST (Tshube and Hanrahan, 2016), are technology-based solutions that could provide such assistance with limited resources through community-driven solutions. Similarly, the inclusion of hybrid traditional-modern approaches that pair the principles of Ubuntu philosophy with those of cognitive behavioural therapy within their culture increases the likelihood of their success. In order to locate these strategies within the context of the local, there is a need to advocate for Zimbabwean-appropriate interventions, just like case laws in law, for example, in the mentorship program of Rugby Zimbabwe, a success story in terms of athlete development. Second, utilising Afrocentric motivation models (Peltzer & Pengpid 2015) to expand the model to include culturally unique motivational stimuli. This approach is intended to develop motivational interventions that are both effective and sustainable and that meet the specific needs of athletes in Zimbabwe.

The need for developing new, tailored motivational strategies that adequately reflect challenges unique to Zimbabwean athletes is warranted by this theme. This includes the development of culturally appropriate interventions that are likely to improve athlete motivation and performance. According to Schinke et al., culturally relevant interventions have the potential to increase the level of motivation in athletes. In addition, interventions that draw from existing local practices and values, according to Hanrahan & Schinke, are also known to significantly enhance athlete motivation and well-being.

2.5 CONCLUSION

The associated studies emphasise the roles of intrinsic and extrinsic motivators. Intrinsic motivation in sports is believed to foster greater determination and enjoyment, although the extrinsic factors such as rewards and recognition may aid performance directly. Some researchers argue that athletes can achieve excellent performance when they rely solely on external motivators; however, they lose interest in the game, which, in turn, affects their intrinsic motivation. Gradually, research has shifted from emphasising external motivations to recognising the primary importance of internal motivations for elite athletes. A balanced approach involving both types of incentives would do well to enhance interest among players in Zimbabwean basketball. There is consensus that cultural context significantly shapes an athlete's motivation.

Many studies acknowledge that there is inner and extrinsic motivation. Extrinsic factors such as rewards and recognition may enhance performance, but the intrinsic motivation often leads to greater dedication and enjoyment in sports. Schinke et al. (2022) assert that although athletes perform well, they become demotivated to play the game when there is an excessive reliance on external rather than intrinsic motives for motivation. Research itself has shifted from a largely extrinsically motivated framework to one that recognises the importance of internal motivation, especially among elite athletes.

2.6 CHAPTER SUMMARY

The second chapter analyses the conceptual framework within which motivation and performance among basketball players operate. This theoretical exploration extends to concepts intrinsic to the relationship between performance and motivation, thus revealing gaps in scholarship that emphasise the necessity for specialised mental performance interventions within basketball. The subsequent chapter can elucidate explicit details regarding the research methodology employed, including a comprehensive account of the methods applied to meet the research aims. There can be an evident alignment between the adopted strategies and objectives, hence rationalising the use of both qualitative and quantitative methods solely based on their suitability in answering research questions. Sample selection, data collection techniques, and ethical considerations are among the sections that encompass this chapter; all these adequately reflect how the study was carried out and solidly lay down foundations for further analyses.

CHAPTER THREE

MATERIALS AND METHODS

3.1 INTRODUCTION

This study aims to develop interventions to improve athlete motivation for optimal performance in the Zimbabwean elite basketball competition, specifically in Harare Province. This chapter presents the study's Methodological Approach, Time Horizon, Research Strategy, Population and Sampling Procedures, Data Collection and analysis procedures, and Ethical Considerations.

3.2 METHODOLOGICAL APPROACH

This study employs a mixed-methods exploration approach where the strengths of both quantitative and qualitative methodologies were combined to provide a comprehensive understanding of athlete motivation among elite basketball players in Harare. The mixed-methods approach was chosen over a solely quantitative or qualitative approach due to its capability to provide a more refined and detailed understanding of the exploration content (Creswell, 2018). By integrating both numerical data and contextual descriptions, this approach allows for a further comprehensive exploration of athlete motivation, which is a complex and multifaceted phenomenon (Pelletier et al., 2019). Likewise, mixed-method exploration has been shown to enhance the validity and reliability of findings by triangulating data from multiple sources (Schoonenboom & Burke Johnson, 2017). In the quantitative component of this study, the Revised Sport Motivation Scale (SMS-II), based on self-determination theory, can be administered to assess athlete motivation among Harare's elite basketball players (Pelletier et al., 2019). Descriptive and inferential statistics, including regression analysis, can be used to identify connections between motivation and performance. Data can be analysed using statistical software such as SPSS.

3.3 TIME HORIZONS

This study employed a Cross-sectional time horizon. This was chosen over a longitudinal time horizon because of the limited time duration available for the study and the need for effective and affordable prosecution (Kumar, 2019). Cross-sectional studies are particularly useful when time and coffers are limited, as they allow for the collection of data at a single point in time (Wan & Cheng, 2020). Likewise, cross-sectional studies can give a snapshot of the current state of athlete motivation, which can inform the development of effective interventions

3.4 RESEARCH STRATEGY

This study employed a concurrent mixed-methods design whereby both quantitative and qualitative methods were used to investigate athlete motivation and performance. The approach allowed researchers to use the strengths of each approach while mitigating their weaknesses (Creswell, 2018). This design facilitates the acquisition of both quantitative data and contextual narratives, yielding a more thorough comprehension of athlete motivation and performance (Schoonenboom & Burke Johnson, 2017). Likewise, the concurrent design allows for the simultaneous collection of data that enables the researcher to identify patterns and themes that may not have been apparent through a single-method approach (Creswell & Plano Clark, 2017). The surveys were used to collect quantitative data on athlete motivation and performance, while the in-depth interviews provided rich qualitative data on the experiences and perceptions of the participants. The data collection process was designed to ensure that both quantitative and qualitative data were collected simultaneously, thereby allowing for the triangulation of findings and the identification of patterns and themes that may not have been apparent through a single-method approach. This approach enabled the researcher to use the strengths of each method while minimising the limitations of the single-method approach.

3.5 POPULATION AND SAMPLING

3.5.1 Population

The study population consists of basketball athletes, trainers, team managers, and administrators of basketball sports clubs or academia. A headcount for the organisation shows a total estimate of 519 people.

3.5.2 Sampling procedure

The researcher employed a theoretical method in the qualitative strand to select participants who were most relevant to the research topic, allowing for in-depth analysis. In the quantitative strand, stratified random sampling was employed, dividing the population into groups and randomly selecting participants from each to ensure representativeness. This combination of method strategies effectively addresses the exploration questions from both qualitative and quantitative perspectives, thereby enhancing the study's validity and reliability.

3.5.3 Sample Size Determination

The purposive-theoretical sampling strategy was used to select study participants in the qualitative strand.

Table 3.1

Qualitative sample

STRATA	POPULATION (N)	SAMPLE SIZE (n)
Basketball players	429	8
Coaches	70	5
Team managers	20	3
TOTAL	519	16

Theoretical sampling allowed the researcher to select participants who were most relevant to the research topic and the theoretical framework being used. Participants direct each other as new themes continue to crop up as a result of data saturation, also the researcher can stop conducting interviews with the chosen participants.

Quantitative samples

In the quantitative strand, the researcher applied the stratified random sampling technique to select participants from basketball players, trainers, and team managers. To calculate the sample size for

a population of 120 with a margin of error of 5% and a 90% confidence level, the researcher used an online table from the research advisor network called "Sample Size" or "Sample Size Calculator." This table guides in determining the sample size needed based on different parameters (Research Advisors Network Table 2009).

Table 3.2

Sample Size Calculation Table

Group	Proportion of Total Population	Sample Size Calculation	Sample Size (Rounded Up)	
Basketball Athletes	$55/77 = 0.7143$	$0.7143 * 77 = 55.001$	55	
Coaches	$10/77 = 0.1299$	$0.1299 * 77 = 10.002$	10	
Team Managers	$7/77 = 0.0909$	$0.0909 * 77 = 6.999$	7	
Administrators	$5/77 = 0.0649$	$0.0649 * 77 = 4.997$	5	

Total Sample Size: 77

Note: The sample sizes were rounded up to the nearest whole number to ensure that the total sample size of 77 is maintained. Using these ratios, the researcher selected 55 basketball athletes, 10 coaches, 7 team managers, and 5 administrators to achieve a total sample size of 77 while maintaining the proportionality of the three to four groups. In addition, participants can be randomly assigned from different strata.

3.6 DATA COLLECTION PROCEDURE

The data collection consisted of two phases, a pilot study and a main study.

3.6.1 Pilot Study/Pre-test

The researcher distributed a questionnaire and interview guide to sports science scholars at Bindura University of Education to assess the clarity of the tools. This process facilitated the identification of areas for improvement, resulting in the implementation of necessary corrections.

The researcher designed the pilot study to test the data-gathering instruments, questionnaire, and semi-structured interview technique. In this study, the researcher chose a small group of fellow trainers and players who are interested in the research. To guide the process, the researcher selected participants from a range of backgrounds and got to capture different perspectives. The questionnaire and interview were administered to attempt to identify potential issues with the instruments or the research process. As a result, invaluable feedback was provided to refine the instruments and the research process for the main study. Soon after the pilot study, the main study will begin, and questionnaires will be distributed concurrently with the interviews.

3.6.2 Main Study

In regard to the questionnaire guide, the researcher distributed the questionnaires to coaches, players, team managers, and administrators using online Google Forms, allowing them to complete them either in person or online to ensure secrecy and confidentiality. Participants received clear instructions pertaining to the filling out of the questionnaire before or after training sessions. Secrecy and confidentiality were guaranteed by not recording participants' names. The structured Likert scale questionnaire addressed the challenges affecting player motivation, the role of trainers, team performance, and relevant strategies. Once the questionnaires are returned, the data can be securely transferred to a spreadsheet for after analysis, with related information removed to protect participants' privacy.

In regard to the interview guide, the researcher arranged semi-structured interviews with players, coaches, and team directors, prioritizing face-to-face meetings with those readily available. For participants with busy schedules due to games or events, phone interviews were arranged. During each interview, the researcher built a connection, explained the purpose of the study, and obtained consent. A comfortable and conducive environment was assured to facilitate the open sharing of insights and experiences. With participants' permission, the conversation was audio recorded and transcribed verbatim for after analysis.

3.7 DATA ANALYSIS AND PRESENTATIONS

The study utilized both qualitative and quantitative analyses to evaluate the data exhaustively. NVivo version 15 was employed for qualitative analysis, using word clouds, tree maps, and text search queries to visually represent participants' sentiments. For quantitative analysis, SPSS version 21 was used to conduct frequency analysis, ANOVA, descriptive statistics, Factor analysis, Paired Samples t-test, and Regression analysis. This combined approach can enhance understanding of the research questions through both qualitative insights and quantitative metrics.

3.8 VALIDITY, RELIABILITY, AND TRUSTWORTHINESS

The pilot study was conducted before the main research to ensure the reliability and validity of the instrument. The Cronbach's alpha test was used to assess the internal consistency of the questionnaire, enhancing the credibility of research findings by confirming consistent results across items. These measures contribute to the overall trustworthiness of the study, ensuring reliable and valid data for meaningful conclusions.

3.9 ETHICAL CONSIDERATIONS

According to Harris et al. (2022), ethical standards in research provide voluntary participation by informed and safe individuals, which is vital for high-quality results. To uphold these standards, the researcher obtained ethical approval from Bindura University of Science and sought written consent from relevant authorities. Participants provided voluntary consent, allowing withdrawal anytime, while their anonymity is protected through the use of codes instead of names. Data was securely protected in a password-protected folder, and a confidentiality agreement clarified the research purpose and data protection measures. The researcher prioritised the participants' well-being, preventing harm and maintaining a respectful environment, thereby ensuring the ethical integrity of the research process.

3.10 CHAPTER SUMMARY

The chapter detailed the research design, participants, data collection, analysis, ethical considerations, and methodology employing a concurrent mixed methods approach. The next chapter presents the response rate, demographic data, and findings related to the research objectives, examining participant characteristics and relevance to the research questions, while also linking key findings to the study's overarching aims.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

The chapter represents the study results, beginning with an introduction to the response rate obtained. Following this, a comprehensive presentation of the demographic characteristics of the participants can be provided. The main aim of the study then focuses on the findings directly related to research objectives, exploring the development and potential impact of interventions

aimed at enhancing athlete motivation for optimal performance within the Zimbabwean elite basketball competition.

4.2 RESPONSE RATE

4.2.1 Questionnaire Response Rate

Table 4.1

Questionnaire Distribution

Stakeholders	Number of Questionnaire distributed	Number of Questionnaire returned	Percentage Returned
Players	85	50	58.8
Coaches	20	15	75
Managers	10	5	50
Administrators	5	5	100
TOTAL	120	75	62.5

The level of stakeholder engagement underwent changes when the questionnaire was divided, with a total of 120 questionnaires sent and 62.5% of them back. A 58.8% response rate by the players also suggests that there might be problems with their motivation levels or understanding of the importance of the survey. The 75% response rate from coaches is an example of their strong backing of the study, focusing on the athletes' performance. The 50% response rate from the managers may suggest that they were cornered in terms of time, or the survey was not a priority for them. The 100% response rate by the administrators demonstrated full support by the administration and was indicative of their total understanding of the research's potential. The disparities in participation rates are indicative of the need for personalised communication, by which the involvement of both players and managers can be increased, as well as the overcoming of barriers to participation, which can fulfil future research programs.

Table 4.2*Interview questions Distribution*

Stakeholders	Target	Number interviewed	Percentage Interviewed
Basketball players	8	5	62.5
Coaches	5	3	60
Team Managers	3	2	66.6
TOTAL	16	10	62.5

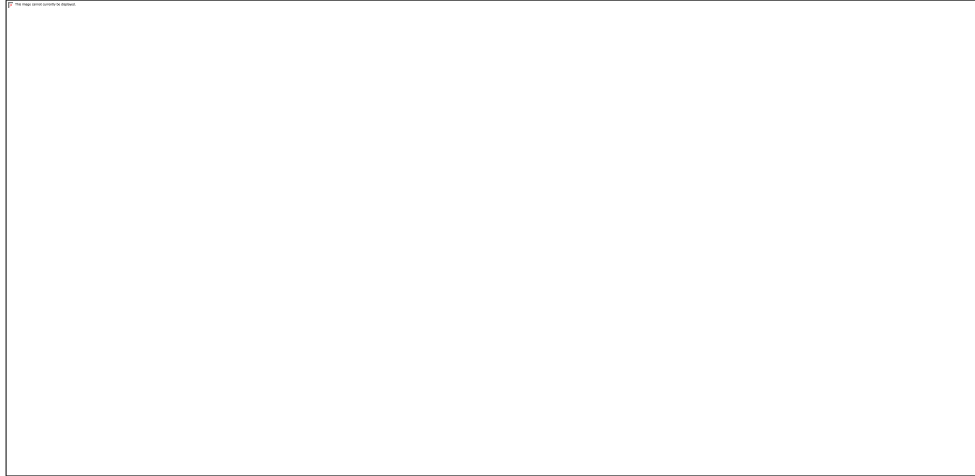
The stakeholders mentioned above accessed the qualitative data for the thesis titled "Developing Intervention to Improve Athlete Motivation for Optimal Performance in the Zimbabwean Elite Basketball Tournament" to gather necessary information for valuable insights. The interview questions were evenly distributed among the stakeholders, with 62.5% of the players, 60% of the coaches, and 66.6% of the team managers who were all involved in the interviews. This was significant, as the representation of the numbers was well-balanced and very representative of the actual situation of male basketball at the highest level of the sport in Zimbabwe. The 10 interviewers selected out of the 16, which was the majority of the target audience, covered most of the points of elite basketball and hence provided the researchers with an in-depth understanding of the issues that affect the players in that particular competition in Zimbabwe.

4.3 DEMOGRAPHIC

This part is dedicated to the thorough exploration of the socio-economic aspects of the competing athletes who have been involved in the investigation. Obtaining the demographic characteristics of the sample is essential for interpreting the results and ensuring that the developed interventions can be generalised across the Zimbabwean elite basketball landscape, not just in Harare.

4.3.1 Gender Questionnaire Response Rate**Figure 4.3**

Questionnaire distribution



A total of 75 responses were analyzed from a questionnaire distribution among 120 participants, revealing a 40 % male (30 responses) and 60 % female (45 responses) identity distribution. These data indicate a significant involvement of female athletes in motivation exploration, suggesting that interventions tailored to their specific motivational needs and challenges are needed. Nevertheless, concerns about the generalization of discoveries are expressed in the distribution identity representation and the need for balanced collaboration in the coming studies. The results may also lead to gender-specific tactics for improving athlete motivation, as well as for sports organizations. Moreover, the conclusions drawn from them may reflect broad social trends, stress the need for increased support for female athletes, and recommend a greater focus on their singular adventures within an athletic context.

Figure 4.4

Interview Questions Distribution



The study of athlete motivation in Zimbabwean elite basketball demonstrated that 62.5% of the 16 interview participants returned their responses, which shows high interest in sharing their perspectives. The respondents consisted of 50.67% male and 49.33% female participants, which strengthens the study's reliability through diversified viewpoints. The research findings gain relevance because of both high response rates and equal representation of participants, which enables the development of effective motivational strategies for athletes. The data presents substantial potential to improve the performance levels and well-being of basketball players across Zimbabwe.

Figure 4.5

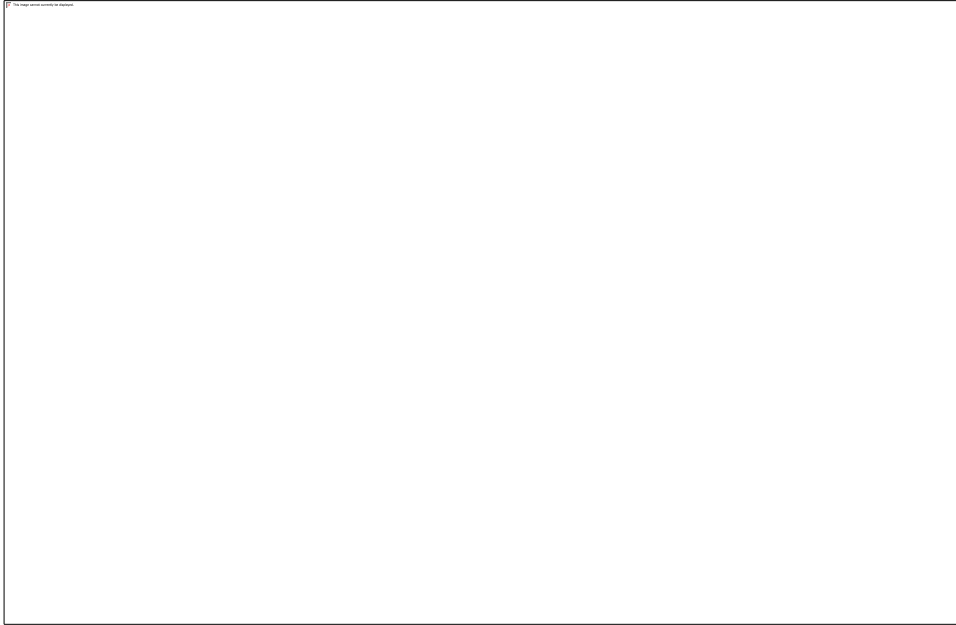
Age Questionnaire Distribution



The research found that 44% of the 75 respondents were between 31 and 40 years old, which shows a strong emphasis on athletes who compete during their peak competition years. The 20-30 age group accounts for 34.7% of the participants, which demonstrates the importance of understanding youth athlete motivation. The research shows that older athletes remain under-represented because the 41-50 age group makes up 16% of the sample and the 51-59 age group has 5.3% representation, which indicates missing information about their specific motivation obstacles. The research demonstrates the requirement to develop customised interventions for main age groups, yet future studies should include older athletes to improve motivation research comprehensiveness. Coaches need to develop better approaches to address the different motivational requirements of athletes throughout their careers because age demographics strongly influence how effective athlete motivation approaches should be designed.

Table 4.6

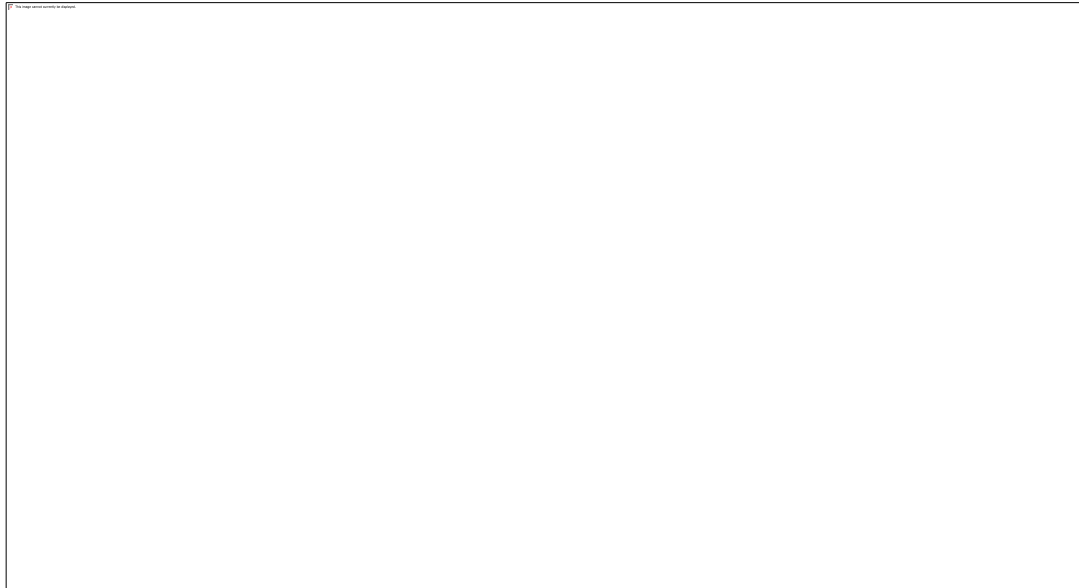
Age Interview Question Distribution



The analysis of the interview questions distributed (16) and returned (10) shows a return rate of 62.5%. This shows that people were glad to give their views and ideas for the research about how to make an athlete want to do well. The age of those who answered shows that most of them (44%) are between the ages of 31 and 40. This means that any help given should try to work with the needs and wants of this age group. The fact that very few older athletes (41 to 59 years) answered shows that more work should be done to find out what makes them want to do well. The results show that there should be plans made for each age group to find out how to make people want to do well, but it is also clear that having more answers from other age groups may make the work better.

Figure 4.7

Questionnaire distribution



The analysis of educational levels among the 75 respondents in the questionnaire shows that 44% are degree holders, as they form the largest group, followed by 29.3% with diplomas and 17.3% as postgraduates, while only 9.4% have secondary education or certifications. This shows that most of the people had higher education, and this could help to get more ideas for why people do sports. So, the ways to help them should be for those with degrees or more, so that they can learn and use them. But the low number of people with lower degrees shows that there is a big problem, and future work must be done to include this group, so that the researchers know why people do sports. This shows that the ways to help them should be for the degrees of people so that they can better find ways to help people do well in basketball.

Figure 4.8

Level of Education Interview Question Distribution



The analysis of the interview questions regarding education levels shows a rate of 62.5% which shows the high number of people who took part in the study. Furthermore, 40% of the respondents had a degree while 26.67% had postgraduate education. This shows that when one is highly educated, he or she might have a high level of self-efficacy and understanding of performance psychology. This can also have an impact on how the athletes are motivated. Therefore, even the interventions should be aimed at this educated group and one that has the right psychological interventions that can have the ability to speak to them. However, the fact that very few respondents had the secondary level and certification level proves that the future research should look at a much wider range of education levels so that the motivational strategies can be able to work towards the needs of all athletes. In a nutshell, these findings highlight the importance of taking into account the influence of education when trying to develop effective motivational interventions, even as it calls for more research on the effect different educational backgrounds have on the motivation of the athletes.

4.4 Test of Normality and Reliability of Data

This section analyses the normality of data and determines the applicability of statistical analysis of the research objectives.

4.4.1 Test of Normality of data

Table 4.3

Test of Normality data

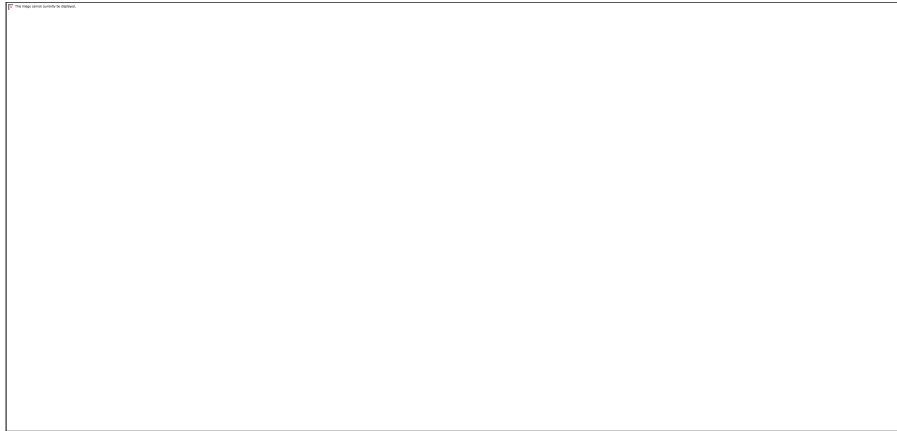
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Age	.249	75	.076	.828	75	.060

a. Lilliefors Significance Correction

The tests of normality for age present interesting insights. The Kolmogorov-Smirnov statistic is 0.249, with a significance level (p-value) of 0.076, suggesting that there is no strong evidence against the normality of the age distribution. This p-value indicates that the data could be considered normally distributed. Similarly, the Shapiro-Wilk statistic is 0.828, with a p-value of 0.060, which also suggests that, the age data does not significantly deviate from normality. Both tests point towards a potential acceptance of normal distribution in the age data. This consistency is important because it implies that, analyses involving age in the context of athlete motivation can be performed using methods that assume normality, leading to more reliable insights and conclusions.

Figure 4.9

Q-Q Plot of Age



The Q-Q plot for age visually indicates that the data does not follow a normal distribution, as the points deviate from the straight line, especially at the ends. This observation is consistent with the results from the Kolmogorov-Smirnov and Shapiro-Wilk tests, which both showed significant non-normality with p-values of 0.000. The clustering of points away from the line highlights substantial deviations in the age distribution. Together, these findings suggest that the age data may need transformation or alternative analytical methods to effectively address the non-normality and ensure accurate analysis.

4.4.2 Reliability test

Table 4.4

Cronbach's alpha reliability statistics

	Cronbach's	Alpha Cronbach's No of	
Subdimension	Based	on Alpha	items
	Standardized Items		
Section 1: Current interventions	0.88	0.80	4
Section 2: Key factors that influence athlete motivation	0.87	0.83	4

Section 3: Assess the effectiveness of current interventions	0.87	0.80	4
Section 4: Developing Motivational Strategies	0.91	0.85	4

The analysis of Cronbach's Alpha statistics for four sub-dimensions (Current interventions, Key factors that influence motivation and performance, Assess the effectiveness of interventions, and Developing Motivational Strategies), each with four items, reveals consistently high reliability. "Developing Motivational Strategies" showed the highest reliability (standardized alpha of 0.91, unstandardized of 0.85), while the others also demonstrated strong internal consistency (standardized alphas around 0.87, unstandardized between 0.80-0.83). These findings imply that the measures are robust and dependable, providing a strong foundation for the validity of the scales, ensuring high data quality, and enabling meaningful comparisons across sections. Practically, this means that insights derived from these measures are reliable, supporting confident decision-making in areas like intervention assessment and strategy development.

4.5 ANALYSIS AND PRESENTATION OF DATA LINKED TO RESEARCH OBJECTIVES

This section outlines the findings based on the instruments utilised by offering a detailed overview and a more profound insight into the results. The presentation started with quantitative data gathered from the questionnaires, followed by qualitative insights derived from the in-depth interviews.

4.5.1 To establish the current intervention to improve athlete motivation in the Zimbabwean elite basketball competitions.

This section shows the ANOVA results for assessing the current intervention to improve athlete motivation in the Zimbabwean elite basketball competitions.

Table 4.5

The current interventions being used to improve athlete motivation for optimal performance in Zimbabwean elite basketball competition

	N	Minimum	Maximum	Mean	Std. Deviation
The coaching staff implements motivational talks regularly before competitions.	75	1	5	3.60	1.197
ere are structured team building activities incorporated into training session	75	2	5	3.44	1.081
Player performance metrics are shared openly to encourage competition among athletes	75	1	5	3.24	1.239
Training program that includes psychological training sessions focused on motivation	75	1	5	3.28	1.146
Valid N (listwise)	75				

The analysis of current interventions to improve athlete motivation in Zimbabwean elite basketball reveals varied participant responses based on a 1 to 5 scale. The highest mean score of 3.60 (SD = 1.197) shows that athletes strongly support regular motivational talks by coaching staff, which suggests that these talks help them before competitions. Structured team-building activities follow with a mean of 3.44 (SD = 1.081), reflecting a solid appreciation for their role in enhancing motivation and team cohesion. Sharing performance metrics has a mean score of 3.24 (SD = 1.239), indicating a moderate perception that while athletes see the potential for fostering the sharing of performance metrics in competition, this intervention may not resonate as strongly, thereby suggesting a need for improvement in feedback communication. Lastly, psychological training sessions focused on motivation yield a mean of 3.28 (SD = 1.146), reflecting a somewhat positive perception but also indicating variability in their effectiveness. Broadly, a positive

environment for motivation highlights areas for further refinement, particularly in performance feedback and psychological support.

Table 4.6

NVivo 15 analysis of establish the current strategies to improve athlete motivation in basketball.

Theme	Theme Description or Definition	Matching Mentions from the Interviews	Number of Mentions
Lack of Specificity in policies	Current policies are not clear enough	"I need clear steps and not just general plans. Nothing is working because it's all too vague in other words, there is no corporate governance in the sport of basketball. No wonder others prefer football to basketball because of scholarships and sponsorship."	12
General Inclusivity Framework	The policies try to include everyone, but they are too broad	"Yes, there are policies, but they don't look at the real problems I face in basketball. They need to come and make surveys like you did and ask what works best for us rather than assuming things."	10
Awareness and Knowledge gaps	Many people don't understand the policies or don't even know they exist	"Most of us have never seen the actual policy. We hear about it, but no one explains it. There is no fairness as to how they should select their players."	18
Government Initiatives and Frameworks	The work is not enough or they don't	"They've introduced new frameworks, but I don't see them in	4

	know how to implement it.	action. I just heard about it but I don't know how it should be done"	
Efforts to develop policies	Efforts must be stronger or better planned.	"The ministry has started some training programs, in some provinces (Mashonaland East), to train coaches so that they can train players, which is a good step."	7
Need for Targeted Strategies	The government and the basketball association needs to develop interventional strategies.	"It's good that the government is showing interest, but I need real results."	9

The NVivo analysis reveals critical themes affecting athlete motivation in Zimbabwean elite basketball, highlighting significant implications. The lack of specificity in existing policies suggests a need for clear, actionable frameworks that directly address motivational strategies. While general inclusivity is recognised, one participant noted that it fails to cater to athletes' unique needs, indicating the necessity for tailored approaches. Awareness gaps among stakeholders underline the importance of educational initiatives to enhance understanding of effective motivational practices. Furthermore, another participant remarked, "The current government initiatives may not sufficiently focus on athlete motivation, calling for targeted programmes. Although there are ongoing efforts to develop relevant policies, one participant emphasised, "There is a need to involve the stakeholders in the process to ensure the effectiveness of motivational practices. Overall, the findings emphasise the need for specific strategies to improve athlete engagement and performance, ultimately fostering a more supportive environment in the sport.

4.5.2 Interventions that are currently shaping athlete motivation for optimal performance in a Zimbabwean elite basketball competition

The Factor analyses that reveal current interventions shaping athlete motivation for optimal performance in the Zimbabwean elite basketball competition.

Table 4.7

Interventions that are currently shaping athlete motivation for optimal performance in Zimbabwean elite basketball competition

	Initial	Extraction
Recognition of individual achievements is a key factor in motivating athletes.	1.000	.404
Goals set by coaches are usually realistic and reachable.	1.000	.728
The support from teammates significantly influences athletes motivation levels.	1.000	.593
Feedback from coaches is constructive and helps athletes stay motivated.	1.000	.630

Extraction Method: Principal Component Analysis.

The factor analysis results for the research objective on athlete motivation in Zimbabwean elite basketball reveals critical insights into four key interventions, namely recognition, goal setting, teammate support, and feedback from coaches. While all factors are important, their contributions vary significantly. Realistic goals set by coaches (0.728) emerge as the most influential factor, emphasizing their crucial role in shaping motivation. Constructive feedback (0.630) and teammate support (0.593) also play significant roles, highlighting the importance of a supportive team environment. In contrast, recognition of achievements (0.404) shows a moderate contribution,

suggesting it may need enhancement to maximize its motivational impact. These findings inform coaches and sports organizations on prioritizing strategies that effectively foster motivation, leading to improved athlete performance.

Interventions that are currently shaping athlete motivation for optimal performance in a Zimbabwean elite basketball competition

Table 4.8

NVivo analysis of the interventions currently shaping athlete motivation for optimal performance

Theme	Theme Description or Definition	Matching Mentions from the Interviews	Number of Mentions
Coaching Support and feedback	How coaches guide, help, and talk to players.	“Our coach tries, but sometimes he doesn’t have time to talk to each player. Or probably they talk with others behind us.”	8
Team Dynamics and Cohesion	How well players work together as a team.	“There’s no team spirit. Everyone plays for themselves. I don’t usually train with my teammates; we remind each other to train at home since I usually meet with them when about to play games.” Of course, I do train, but because of other commitments, I don’t usually meet for practice.	7
Access to Training Resources	Having the things players need to train well.	“I don’t have proper courts; the Richwood is a paraplegic court, meant for the disabled; the City Sports is for the council; no developments are being done to help players train well.”	5
Psychological Support	Helping players with their mental	“No one talks to us about mental health or pressure. Africans especially here in	6

Services	health and emotions.	Zimbabwe we don't take mental problem seriously, no wonder we don't have psychologist in most sporting disciplines, worse still I cant afford them"	
Incentives and Recognition Programs	Giving rewards or praise to players when they do -ll.	"I train hard, but there's nothing to show for it. I personally need money to take care of my family. Some of us play just to stay off the streets, but the truth is I need to be recognized, it really motivates us.	4
Skill Development Programs	Special programs to help players get better at basketball.	"I don't have special training to improve our skills." Most programs are meant to develop young players from 6-18 years, of which some of us grew up where basketball was never played, and I started playing it when I was in secondary school. I need these programs to cater for us"	3

The NVivo analysis of interventions shaping athlete motivation in Zimbabwean elite basketball competitions reveals several key themes and their corresponding coding references. Coaching support and feedback emerged as crucial, with 8 references; participants noted, "The guidance I receive from our coaches really boosts our confidence." Team dynamics and cohesion, with 7 references, were also highlighted, as one respondent stated, "I feel stronger when I work together as a team." Access to training resources had 5 references, with athletes remarking, "Having the right equipment makes a huge difference in our training." Psychological Support Services, which received 6 references, proved essential, as one athlete noted, "Mental coaching has helped me overcome my doubts." Incentives and recognition programmes were described as motivating factors, with 4 references, as a participant stated, "Being recognised for our hard work motivates us to push harder." Finally, Skill Development Programs, with 3 references, were acknowledged for keeping athletes engaged, as highlighted by a respondent who said, "Continuous skill development keeps me excited about the game." Overall, these insights underscore the complex role of motivation in enhancing sports performance.

4.5.3 The effectiveness of the current interventions being used to improve athlete motivation for optimal performance in Zimbabwean elite basketball competition.

Table 4.9

Interventions that are being used to improve athlete motivation in Zimbabwe

Paired Samples Statistics					
	Mean	N	Std. Deviation	Std. Error	
Pair 1	The current interventions positively impact athletes motivation for training.	75	1.307	.151	
	Players feel more motivated after attending the structured team-building activities.	75	.924	.107	
	The performance feedback athletes receive contributes to their overall motivation.	75	.892	.103	
	Pair 2 Players believe that psychological training has improved their motivation and performance	75	1.173	.135	

The paired sample t-test results for assessing the effectiveness of interventions to improve athlete motivation in Zimbabwe's elite basketball indicate significant findings. Athletes reported a mean motivation level of 3.56 for current interventions, but their scores increased to 4.11 after participating in structured team-building activities, highlighting their effectiveness. Additionally,

performance feedback (mean = 3.96) was found to have a greater impact on motivation than psychological training (mean = 3.61). These results suggest that prioritising structured team-building activities and effective performance feedback can significantly enhance athlete motivation and lead to improved performance in a competitive environment.

Table 4.10

NVivo 15 Analysis of the Effectiveness of Current Interventions for Improving Athlete Motivation

Theme	Theme Description or Definition	Matching Mentions from the Interviews	Number of Mentions
Coaching Effectiveness	How well the coach trains and leads the team.	“Our coach doesn’t explain things well. I just run drills without knowing why. I need to know why I do certain drill and how it can help us improve in game situations”	9
Team Cohesion and Support	How well the team members get along and support each other.	“I need more time together outside the court to build trust. However, due to socio-economic issues, everyone may be struggling to meet their basic needs.”	8
Access To Resources and Facilities	Having the tools and spaces needed for training.	"The court is damaged, and there are no lights	6

		available for evening practice."	
Psychological Training and Support	Helping players with their mental strength and emotional health.	"Mental support is missing. I just have to deal with pressure on our own."	7
Recognition and Incentives	Rewarding players for their hard work.	"Even just a medal or a small prize would make us feel appreciated."	5
Skill Development Opportunities	Giving players chances to improve their basketball skills.	"You have to teach yourself because there are no programs for that."	4

The NVivo analysis of interventions shaping athlete motivation in Zimbabwean elite basketball reveals a distinct hierarchy of influence. Participants emphasized Coaching Support and Feedback as paramount (8 references), explicitly prioritizing personalized guidance and mentor relationships as catalysts for intrinsic motivation. They concurrently highlighted Team Dynamics and Cohesion (7 references), stressing trust-building and collective objectives as performance anchors within Zimbabwe's collectivist framework. Psychological Support Services emerged as a critical demand (6 references), with athletes advocating for resilience training to navigate competitive pressures. Resource limitations surfaced as tangible barriers (5 references), where participants directly linked inadequate facilities/equipment to motivational erosion. One participant highlights infrastructure limitations as a motivational barrier. Conversely, athletes assigned lesser priority to Incentives (4 references) and Skill Development (3 references), framing extrinsic rewards and technical training as supplementary rather than core motivators. This participant-driven hierarchy—where relational and psychological factors dominate—necessitates interventions centered on coach development, team-synergy frameworks, and mental health integration, while strategically addressing resource deficits within Zimbabwe's socio-cultural context.

The NVivo analysis identifies key interventions that significantly impact athlete motivation in Zimbabwean elite basketball. Effective coaching is highlighted as crucial for building confidence through personalized feedback, while strong team cohesion enhances motivation by fostering collaborative relationships. Access to adequate training resources is essential for engagement, and psychological support is vital for managing mental health challenges. Recognition programs that celebrate achievements boost morale, and ongoing skill development opportunities are important for confidence building. These findings advocate for a holistic approach that prioritizes coaching, team dynamics, resource accessibility, psychological support and continuous development to create a motivating and high-performing athletic environment.

4.5.4 Motivational strategies for optimal performance in the Zimbabwean elite basketball competition.

Table 4.11

ANOVA analysis on the motivational strategies for optimal performance in Zimbabwe elite basketball competition.

ANOVA^a

		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.473	3	5.158	8.889	.000 ^b
	Residual	41.194	71	.580		
	Total	56.667	74			

- a. Dependent Variable: Players would benefit from personalized motivational strategies tailored to their needs.
- b. Predictors: (Constant), Implementing reward systems for achieving specific goals would motivate athletes more. Peer mentorship programs could enhance athletes'

motivation, regular workshops focused on motivation and performance would be helpful.

The regression analysis for developing athlete motivational strategies in Zimbabwe Elite Basketball shows a significant model ($F = 8.889$, $p < .001$), indicating that the predictors—implementing reward systems, peer mentorship programs, and regular motivation workshops—are effective in enhancing athlete motivation. The regression model explains a substantial portion of variance in the dependent variable, suggesting that these tailored strategies can significantly benefit athletes. These findings highlight the importance of adopting these interventions to optimise athlete performance in a competitive setting.

Table 4.12

NVivo Analysis of Motivational Strategies for Optimal Performance in Zimbabwe Elite Basketball

Theme	Theme Description or Definition	Matching Mentions from the Interviews	Number of Mentions
Goal Setting	Helping players set clear and realistic targets.	“ I don’t set personal goals. I just train and hope to win. Sometimes I don’t even know what I’m working towards.”	8
Positive Reinforcement	Encouraging players by praising their good work.	"Rewards especially money motivates us a lot even to be recognized but nothing has been done yet"	7
Team Building Activities	Activities that help players get to know each other, build	“I don’t do anything together outside practice. There’s no	6

	trust, and work better as a team.	time or money for bonding events, but I need them.”	
Mental Skill Training	Teaching players how to be strong in their minds.	“Sometimes I feel nervous before games, but I don’t know how to deal with it. I need someone to teach us how to stay focused and believe in ourselves.”	5
Coaching Support	How much help and care players get from their coach.	“When the coach believes in me, I feel more confident. It boost my confident to do more on the court.”	9
Performance Feedback	Pointing out what they are doing well and what they need to improve.	“It helps when someone tells me what I did right and how to improve. Rather than shouting and not telling me where and how to improve next time.”	4

The NVivo analysis of motivational strategies for optimal performance in Zimbabwe's elite basketball reveals significant insights into participant responses. Participants indicated that clear and achievable goals greatly motivated them, as evidenced by 8 references to goal setting. Many noted that recognition and rewards enhanced their morale and commitment, reflected in 7 references for positive reinforcement. Responses highlighted that team-building activities fostered

camaraderie and improved teamwork, with 6 mentions in this area. Players expressed that mental skill training was essential for enhancing focus and resilience during competitions, which garnered 5 references. A strong trend in responses illustrated that supportive coaching profoundly impacted their confidence and overall performance, as indicated by 9 references to coaching support. Lastly, participants acknowledged that constructive feedback was vital for their development and motivation, albeit with 4 references. This comprehensive analysis reinforces the importance of these strategies, particularly coaching support and goal setting, in driving optimal performance in elite basketball.

4.5 DISCUSSION

This assessment focusses on the findings related to current interventions in athlete motivation among Zimbabwean elite basketball players. The quantitative **Table 4.5** above shows that motivational talks in team building are the most popular and effective interventions, and then the qualitative data explains why some things are not working as well. For instance, a one-size-fits-all approach does not resonate with everyone because athletes have different needs, and they adapt differently to training sessions. Similarly, the qualitative data in **Table 4.6** about awareness gaps among stakeholders and the lack of specificity in the existing policies provides the context for why psychological training sessions might have a lower mean compared to others in the quantitative strand. Studies by Carpentier & Mageau (2013) and Filho et al. (2014) have highlighted the positive impact of these interventions on athlete performance and motivation in various sporting contexts.

Secondly, the findings concerning the interventions currently shaping athlete motivation on the quantitative strand are recognition, goal setting, teammate support, and feedback from coaches, as indicated in **Table 4.7**. The quantitative finding that realistic goals set by coaches are the most influential factor is strongly supported by the qualitative theme of Coaching Support and Feedback. The Goal Setting Theory also provides support. This theory asserts that precise, challenging, yet attainable objectives enhance performance and motivation. The qualitative data on **Table 4.8** specifically highlights that external factors like access to resources and the availability of psychological support are the fundamental prerequisites for sustained motivation.

Athletes can become less motivated by other factors if they lack basic equipment or mental health support.

Additionally, the quantitative result on **Table 4.9** shows psychological training has less impact than performance feedback, coupled with the high qualitative demand for it. The findings suggest that, in the Zimbabwean context, the delivery, content, or accessibility of current psychological support might not be optimised to meet the athletes' stated needs due to limited exposure. This points to a need for tailoring and improving the quality of such services. The effectiveness of performance feedback and the strong qualitative emphasis on coaching support and feedback resonate with goal-setting theory. The qualitative data in **Table 4.10** also provides a hierarchy of influence and cultural context, which the quantitative data alone cannot reveal. It shows that while incentives are beneficial, they are not the core motivators in this context.

Furthermore, in the quantitative strand, a lot of people implementing reward systems and peer mentorship programs are identified as effective predictors in the regression model. Similarly, in the qualitative data, clear and achievable goals, coaching support and recognition, and rewards are significant themes, with athletes explicitly stating that these factors lead to higher performance and motivation by directing attention. Both strands of data agree that some form of recognition or reward is effective for motivation.

Figure 4.10

Motivational Strategies Framework for Optimal Performance in Zimbabwe Elite Basketball



The above framework indicates the motivational strategies that should be implemented to improve athlete motivation for optimal performance in the Zimbabwe basketball elite competitions. Coaching support and goal setting indicate more aggregate numbers, meaning that they should be prioritised first. Followed by other strategies such as positive reinforcement, team-building, mental skill performance, and performance indicating a lower aggregate number, meaning that they are also helpful.

In conclusion, combining quantitative and qualitative methods provides strong support for the idea that understanding athlete motivation requires a comprehensive approach. It is not just about what coaches do but also about team culture, the resources available and the mental well-being of athletes. This integrated perspective is crucial for developing effective interventions in Zimbabwe's elite basketball competition.

4.6 CHAPTER SUMMARY

Chapter 4 summarises the study's findings, drawing conclusions based on the four research questions from Chapter 1 and providing practical recommendations. It synthesises key insights to clearly respond to each question and offers suggestions for practitioners in the field, as well as

areas for further research to deepen understanding and application of the findings. The next chapter can likely explore the implications of these conclusions, focusing on how the recommendations can be implemented and outlining strategies for future research to address identified gaps.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter 5 integrates the key findings and reflects on how the research questions and objectives were addressed. This section answers the four research questions from Chapter 1, summarising the significant patterns and implications, and then discusses the unexpected results by highlighting the overall impact on the field. It offers actionable strategies and best practices based on findings. Identifies research gaps and suggests areas for future exploration. It reinforces the study's contributions and guides both practitioners and researchers in applying the insights gained.

5.2 SUMMARY OF MAJOR FINDINGS

Various methods are used to enhance athlete motivation in Zimbabwean elite basketball, including positive coaching, team-building activities, and mental conditioning programs aimed at fostering a supportive environment. Mentorship programs and goal-setting workshops play a crucial role in

shaping motivation through helping athletes find purpose and belonging, which are essential for high motivation levels. The effectiveness of these interventions varies. While many athletes report improved motivation and performance, some noted a lack of consistency and follow-up, which is important for prolonged motivation. To further boost motivation, recommendations include developing tailored mental health programs, regular feedback mechanisms, and more engaging training sessions, along with promoting open communication and motivational talks. This overview emphasizes the importance of existing practices and areas for improvement in motivating athletes within Zimbabwean elite basketball.

5.3 CONCLUSION

The research study identified key interventions for enhancing athlete motivation in Zimbabwean elite basketball, including positive coaching, team-building activities, and mental conditioning programmes that foster a supportive environment. Mentorship programmes and goal-setting workshops were particularly effective in shaping motivation by providing guidance and establishing clear objectives, thereby creating a sense of purpose and community among basketball athletes. While many reported increased motivation and performance, some noted inconsistencies and a lack of follow-up, highlighting areas for improvement. Recommendations for enhancement include developing tailored mental health programmes, implementing regular feedback mechanisms, and promoting open communication and motivational talks. The findings suggest that, while existing interventions positively impact motivation, there is significant potential for improvement. By integrating structured support systems and focusing on mental health, stakeholders can optimise athlete motivation, ultimately improving the competitiveness and success of Zimbabwean basketball.

5.4 LIMITATION OF THE STUDY

5.4.1 Shortcomings of Mixed Methods

The mixed-methods study faced several critical shortcomings, primarily revolving around sample size limitations in both its quantitative and qualitative phases. The quantitative component suffered from a modest 62.5% survey response rate (75 out of 120), potentially failing to fully represent the broader athlete population, while the qualitative phase, with only 10 out of 16 planned

interviews completed, risked not capturing the full scope of athlete experiences and motivations. These limitations were compounded by inherent data integration challenges, making it difficult to cohesively combine diverse quantitative and qualitative findings without potential inconsistencies. Furthermore, the subjectivity inherent in qualitative analysis introduced the risk of researcher bias, potentially twisting the interpretation of athlete views, and all these issues were worsened by time constraints that likely hindered the depth of qualitative data collection and the thoroughness of quantitative analysis.

5.4.2 Limitation of Literature

The discussion points to several theoretical frameworks and logistical limitations in researching motivation among Zimbabwean athletes. Self-Determination Theory (SDT) may not fully capture the cultural subtleties influencing motivation, whereas Achievement Goal Theory (AGT) primarily emphasises individual objectives, possibly overlooking team dynamics in collective sports such as basketball. Furthermore, Maslow's Hierarchy of Needs may oversimplify the complex motivations of athletes without considering situational factors that impact performance. Logistical challenges include funding constraints, which limit outreach efforts, athletes' reluctance to share personal insights due to confidentiality concerns, and difficulties in scheduling interviews. To mitigate these issues, diverse recruitment strategies were employed, trust was established through clear communication about confidentiality, flexible interview times were offered, and data triangulation techniques were used to enhance the credibility of findings. These efforts aimed to address the limitations and ensure high-quality research outcomes.

5.5 IMPLICATIONS/ RECOMMENDATIONS

5.5.1 Implications for practice

To enhance motivation and engagement among Zimbabwean elite basketball athletes, several strategic initiatives are proposed. First, securing additional funding and partnerships can provide incentives for participation in studies and feedback sessions, improving response rates. Expanding the sample size can ensure better representation and generalisation of the findings. Establishing mentorship programmes can foster community support, while tailored goal-setting workshops can

help athletes define their objectives. Training coaches in motivational techniques and positive reinforcement can create a supportive atmosphere, complemented by regular feedback mechanisms to ensure athletes feel heard. Addressing mental health through stress management and resilience training is crucial, as is fostering open communication in safe spaces for discussing challenges. Ongoing research can assess the effectiveness of these interventions, allowing for adaptive improvements. Overall, these strategies aim to cultivate a motivating environment that enhances athlete performance and satisfaction.

5.5.2 Implication for Theory

The findings of this study significantly advance the understanding of athlete motivation by integrating elements from self-determination theory, achievement goal theory, and social cognitive theory, and emphasising the dynamic interplay between intrinsic and extrinsic factors. By contextualising these theories within the cultural landscape of Zimbabwean elite basketball, the research highlights how local practices and social dynamics shape motivational dynamics. This nuanced approach reveals that motivation is not static but influenced by contextual elements such as team dynamics and environmental conditions. The study advocates for the development of tailored intervention strategies that address these unique challenges, thereby enriching existing motivational frameworks. Additionally, it aligns with positive psychology principles, emphasising athlete well-being alongside performance enhancement. Ultimately, the research opens new avenues for future exploration, encouraging a deeper investigation of the emotional and cultural factors impacting motivation, thus contributing to a more holistic understanding of athlete development in sports.

5.5.3 Implications for Future Research

Future research on athlete motivation in Zimbabwean elite basketball should focus on several critical areas, including the exploration of cultural influences that shape motivational dynamics, as understanding these factors is essential for developing culturally relevant interventions. Longitudinal studies could provide insights into how motivation evolves in response to various personal and environmental changes, while examining team dynamics may reveal how social relationships impact individual motivation and performance. Additionally, more profound

investigations into the emotional pressures athletes face can inform better support systems, and assessing the long-term effectiveness of tailored interventions can enhance strategies for improving athlete outcomes. Comparative studies across different sports may also uncover unique motivational factors, and the integration of technology in training could yield innovative approaches to engagement and performance enhancement. Addressing these areas is crucial not only for advancing academic knowledge but also for fostering practical applications that enhance athlete performance and well-being in competitive settings.

5.6 CHAPTER SUMMARY

Chapter 5 gave a full picture of what the study on athlete motivation in Zimbabwean elite basketball meant and what it suggested. It highlighted the shortcomings of the mixed methods approach, noting issues such as limited sample sizes and challenges in data integration. The chapter also discussed the limitations of existing motivational theories, including self-determination theory, achievement goal theory, and social cognitive theory, highlighting the need for a more culturally sensitive and context-specific understanding of motivation. Logistical limitations, such as funding constraints and respondent reluctance, were identified, along with strategies employed to mitigate their impact on the study's quality.

The implications for practice suggested enhancing athlete engagement through targeted outreach, cultural sensitivity training, and flexible support systems. Theoretical implications emphasised the integration of various frameworks to provide a holistic understanding of motivation while also addressing cultural nuances. Lastly, future research directions were proposed, including the exploration of cultural influences, longitudinal studies, and the effectiveness of tailored interventions, which are vital for enriching the understanding of athlete motivation and improving performance outcomes.

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Appendices

Questionnaire

SECTION A: SOCIO-DEMOGRAPHIC DATA (TICK WHERE APPROPRIATE)

1. ☐ Gender: Male ☐ Female
2. Age: ☐ 20-30years ☐ 31-40years ☐ 41-50 years

3. Please indicate your professional qualifications: No formal education
 Primary Secondary Certification Diploma Degree Postgraduate

4. Years of experience: 1-3 years

SECTION B

Instructions: Indicate the extent to which you agree or disagree using the following scales.

The questionnaire can make use of a 5-point Likert scale listed below

SD-strongly Disagree	D	–	N-Neutral	A-Agree	SA-Strongly Agree
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5. Current interventions

	SD	D	N	A	SA
1. The coaching staff implements motivational talks regularly before competitions.					
2. There are structured team-building activities incorporated into training sessions.					

3. Player performance metrics are shared openly to encourage competition among athletes.					
4. Training programs that includes psychological training sessions focused on motivation.					

Section 6: interventions currently shaping

	SD	D	N	A	SA
5. Recognition of individual achievements is a key factor in motivating athletes					
6. Goals set by coaches are usually realistic and reachable.					
7. The support from teammates significantly influences athletes motivation levels.					
8. Feedback from coaches is constructive and helps athletes stay motivated.					

Section 6: how effective are the current interventions

	SD	D	N	A	SA
9. The current interventions positively impact athletes motivation for training.					
10. Player feel more motivated after attending the structured team building activities.					
11. The performance feedback athletes receive contributes to their overall motivation.					
12. Players believe that Psychological training has improved their motivation and performance.					

Section 7: Developing a New Motivational Strategies Framework

	SD	D	N	A	SA
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13. Players would benefit from personalized motivational strategies tailored to their needs					
14. Regular workshops focused on motivation and performance would be helpful.					
15. Peer mentorship programs could enhance athlete motivation.					
16. Implementing reward systems for achieving specific goals would motivate athletes more.					

17. Please provide any additional comments or suggestions regarding interventions that could improve athlete motivation in the Zimbabwean elite basketball competition.

Appendix 2: Interviews Questions

- What specific interventions are currently being implemented to enhance athlete motivation in Zimbabwean elite basketball?
- How do you evaluate the success of the current motivational interventions?
- What role do you think technology could play in enhancing athlete motivation moving forward?
- Which interventions do you believe have the most significant impact on athlete motivation?