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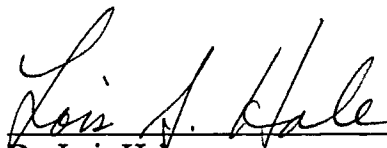
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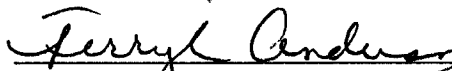
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THE EFFECTS OF PERCEIVED COACHING BEHAVIORS
ON PARTICIPATION MOTIVATION AND CONTINUANCE
OF SPORT IN HIGH SCHOOL COMPETITIVE TENNIS PLAYERS

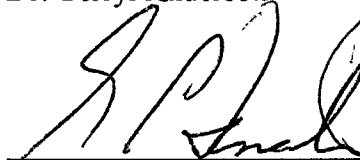
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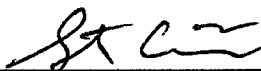
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THE EFFECTS OF PERCEIVED COACHING BEHAVIORS
ON PARTICIPATION MOTIVATION AND CONTINUANCE
OF SPORT IN HIGH SCHOOL COMPETITIVE TENNIS PLAYERS

by

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THESIS

Presented to the Graduate Faculty of Education

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ABSTRACT

The purpose of the present thesis was to examine the relationship among perceived coaching behaviors, several motivational constructs (within the framework of Harters motivation theory), and continuance to participate in tennis. More specifically, male ($N = 58$) and female ($N = 65$) high school varsity tennis players from district 4,5A (Texas) University Interscholastic League assessed their coaches behaviors in relation to perceived success and competence, effort, enjoyment, challenge in competitive tennis and participation in tennis upon graduation.

Step Wise Regression analyses indicated the relationship positive perceived coaching behaviors had on motivation variables depended upon gender. Generally, athletes who perceived praise/information following a desirable performance scored higher in four of the motivation variables tested. Males who perceived encouragement/corrective information following an undesirable performance scored higher in three of the motivation variables used. A relationship was not revealed by the results for females who perceived encouragement/corrective information following an undesirable performance and their motivation associated with tennis.