Abstract

Based on social-learning and self-determination motivational theories, the purpose of this study was to determine the sources of motivation in youth and young adults with intellectual disability (ID) who participate in Special Olympics (SO) competitions and those of typically developed (TD) age- and activity-matched athletes. A convenience sample of SO and TD athletes was retrieved through communication with local club coaches. For analysis purposes four age groups were created (< 15, 15–17, 18–20, > 20 years). Participants completed the 13-item, two factor Task and Ego Orientation in Sport Questionnaire (TEOSQ) and a 16-item four-factor abridged version of the Sport Motivation Scale (SMS). Groups with and without ID were compared by means of ANOVA with Tukey HSD post hoc comparisons across disability and age groups. These differences should be considered when developing training and competition programs.

Hutzler, Y., Oz, M., & Barak, S. (2013). Goal perspectives and sport participation motivation of Special Olympians and typically developing athletes. *Research in developmental disabilities*, *34*, 2149-2160.

SPSS dataset:

* Athlete type: either special Olympics or typically developed.
* Age group: dichotomized variable for <15, 15-17, 18-20, >20 age groups.
* Task orientation: average task orientation score from the TEOSQ (range 1-7).

Questions:

1. List the type of ANOVA used in this analysis (use the #X# type ANOVA distinction).
2. What are the independent variables?
   1. What are the levels of those variables?
   2. What are the conditions?
3. Assume you’ve screened for accuracy, missing data, and outliers. Have you met the following assumptions (indicate yes/no on each one)?
   1. Include a normality chart.
   2. Include a linearity pp plot.
   3. Include a homogeneity/homoscedasticity residual graph (answer both).
4. Run the two-way ANOVA.
   1. Include Levene’s test.
   2. Include the ANOVA test.
      1. Make sure it includes effect sizes.
   3. Include your marginal means and interaction means.
5. Answer the following using 2 decimal places. List each ANOVA test in APA style (see power points for examples), just the statistics, not a write up. Indicate which effects were significant.
   1. Main effect 1:
   2. Main effect 2:
   3. Interaction:
   4. Are these small, medium, or large effects?
6. Run a simple effect analysis.
   1. Explain how you decided to run this analysis:
      1. What type of follow up test did you use? Why?
      2. What type of correction did you use?
      3. What was the adjusted alpha/mean difference/critical value for your correction?
   2. Include output showing your tests for the simple effect analysis.
   3. Indicate which effects were significant.
7. In plain English (aka describe this to an uninformed person), what happened in the study? Essentially, you should describe the results of the simple effect analysis.