

Motivation in volleyball in rural Dutch and German spatial contexts

How cultures and rurality influence motivation in volleyball



Motivation in volleyball in rural Dutch and German spatial contexts

How cultures and rurality influence motivation in volleyball



Figure 1, source: SV Blau-weiss Dingden photo gallery

Master's thesis

Urban and cultural geography master's course, Radboud University

Jurre Nawijn, s1007164

Supervisor: prof. dr. Huib Ernste

January 2022

Preface

After writing my bachelor's thesis, which I enjoyed a lot, I knew I wanted to continue research within volleyball in some way. Aside from a passion in sports, I took interest in borders and more specifically in how people from different sides of the borders interact with each other. My role as a volleyball coach brought me to Germany, where I found multiple rural volleyball clubs playing at a high level, sometimes with a Dutch head coach. This sparked my fantasy, and so I started to think how this could be my topic of research.

Due to the coronavirus it was hard to find a research internship that was up my alley, so I had to take matters into my own hands. Having finished my bachelor's thesis only half a year ago, also in lockdown, it was hard for me to find new motivation for another thesis in lockdown. This meant seeing zero to none people as writing the thesis had to be done from home which did not help in my quest for renewed energy. Due to this I decided to write the thesis at a slower pace and find a job in which I could have social interaction. During this phase I collected all my data and worked at a bicycle manufacturer.

After the summer I returned to studying. This time around I had more energy and focus to write the thesis, also due to team sports being allowed again. So I continued researching, triangulating and writing until I finished the first four chapters. When I turned these in for feedback a new lockdown ensued. Luckily for me, I had just left for Finland to visit a friend, where there was no lockdown to be found. After this small trip my feedback was ready and I could write the final chapter which I wrote in January 2022 to, accordingly, turn my thesis in in February 2022. The thesis gave me new insights in geography and sports, taught me self discipline and broadened my network in the volleyball world.

For this thesis I would first like to thank Gerard Heerink of *Vizier op Volleybal* for letting me use his network to find all the enthusiastic volleyball players and coaches that participated in the research, whom I would like to thank secondly. Secondly I would like to thank my half-German volleyball teammate Sandor Schraudt for perfecting the translations of the German guides. Besides this I would like to thank my supervisor Huib Ernste for taking on my thesis despite being very busy. Huib his insights were always valued highly and I also enjoyed his teaching in courses during the bachelor's and master's phase a lot. Finally I would like to thank Hanna Murray-Carlsson for her continued interest in my research and for having inspired me to research that where my heart truly lies.

Table of contents

Map

| | |
|---|---------|
| Chapter 1: Introduction | |
| 1.1 Introduction | pag. 1 |
| 1.2 Scientific relevance | 2 |
| 1.3 Societal relevance | 3 |
| 1.4 Research objective | 4 |
| 1.5 Research questions | 4 |
| | |
| Chapter 2: Theoretical framework | |
| 2.1 Self-determination theory | pag. 5 |
| 2.2 Motivations for sports participation | 8 |
| 2.3 Culture and identity | 9 |
| 2.4 Rurality and community | 10 |
| 2.5 Answer on the research question based on the literature | 10 |
| | |
| Chapter 3: Methodology | |
| 3.1 Research strategy | pag. 11 |
| 3.2 Operationalization of concepts | 13 |
| 3.3 Data collection | 15 |
| 3.4 Respondents | 17 |
| 3.4.1 Characterisation of participating clubs | 18 |
| 3.4.2 Characterisation of research participants | 20 |
| 3.5 Field notes | 24 |
| 3.6 Reflection on the process | 25 |
| 3.7 Data analysis | 27 |
| | |
| Chapter 4: Motivation, diversity and place | |
| 4.1 Fanaticism and intrinsic motivation | pag. 28 |
| 4.2 Competence and autonomy | 31 |
| 4.2.1 Competence | 31 |
| 4.2.2 Autonomy | 34 |
| 4.2.3 Conclusion | 37 |
| 4.3 Relatedness | 38 |
| 4.3.1 Regional culture | 38 |
| 4.3.2 Rurality | 45 |
| 4.3.3 Parents | 47 |
| 4.3.4 Regional culture, rurality, parents and motivation | 48 |
| 4.3.5 Place | 49 |
| 4.3.6 Conclusion | 50 |
| 4.4 Twente, Niedersachsen and Nordrhein-Westfalen | 50 |

| | |
|--|---------|
| Chapter 5: Conclusion | |
| 5.1 Conclusion | pag. 52 |
| 5.2 Internal and external validity and further limitations of the research | 55 |
| 5.3 Suggestions for future research | 56 |
| 5.4 Recommendations | 57 |
| Literature | pag. 58 |
| Appendix | |
| A. Focus group interview guide Dutch | pag. 65 |
| B. Focus group interview guide German | 68 |
| C. Coach interview guide Dutch | 70 |
| D. List of clubs coached | 72 |
| E. Overview of sports clubs in the villages | 73 |
| F. Field notes | 74 |

List of figures

1. A picture of a volleyball match of German rural volleyball club Blau-Weiss Dingden.
2. A map of all clubs that participated in the research.
3. An overview of the self-determination theory of motivation by Ryan and Deci (2017).

Abstract

Rural volleyball clubs in Twente, Niedersachsen and Nordrhein-Westfalen show many similarities at first sight. Yet, they are situated in very differing spatial, social and cultural contexts. This research delved into these differences to not only see what they are but to also understand them in order to figure out what they mean for day-to-day life and to overcome cultural differences. To be able to research the spatial contexts the self-determination theory for motivation was used in order to connect daily practices to the spatial and social context. Concretely this meant that the influence of place on motivation in volleyball was researched. Several focus groups and interviews were conducted with teams within the three areas. It was concluded that within Twente, place had a positive influence on motivation due to proximity, rurality and the regional culture. In Niedersachsen and Nordrhein-Westfalen the national culture was more prevalent, which resulted in both a positive and negative influence of space on motivation. Out of these conclusions cultural differences between the areas were identified that could enhance cross border cooperation.

Map of the participating teams

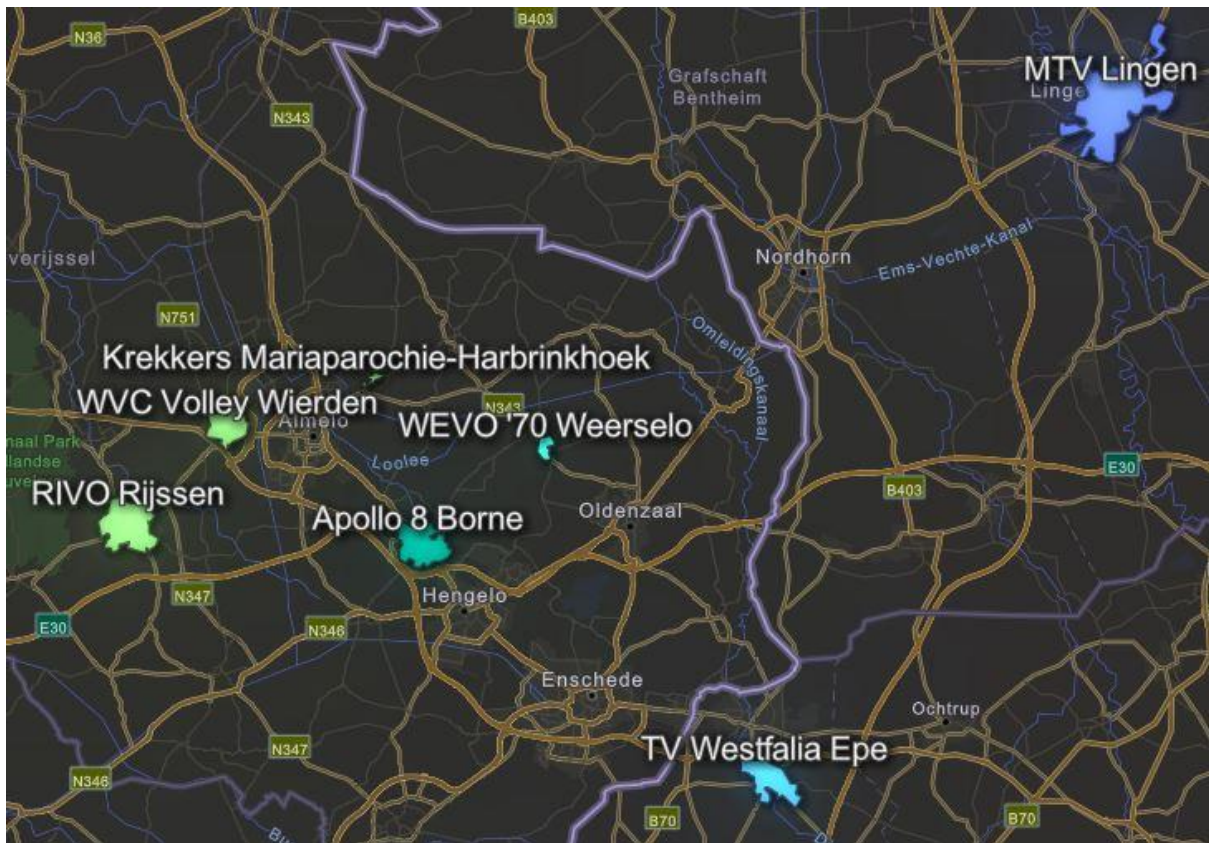


Figure 2, source: self created map through ArcGIS

Chapter 1: Introduction

1.1 Introduction

The world has never been as diverse as it is now. Many work contexts contain employees from at least two different nationalities. In some cases, this is a result of internationalisation policies, such as Dutch universities transitioning to English as the main language. Another work context in which differing nationalities is already the standard is professional sports. Teams often consist of players with different nationalities or duo-nationalities. In these contexts of cooperation, differing nationalities can be a source of work trouble. Different cultural backgrounds lay at the base of these troubles as they influence ways of thinking about how work should be done.

This research aims to overcome differences in cultural backgrounds, and by doing so improve international working relations and integration, by researching how cultural factors influence cooperation and life. In this research, cultures will be understood within the case of cooperation, and will not just be described as how they are found. This will be done by analysing intrinsic motivation in volleyball teams in the spatial rural contexts of volleyball teams in Twente, the Netherlands and Niedersachsen and Nordrhein-Westfalen, Germany. Regions that strive for cross border cooperation, as was showcased with the Sparkassen Münsterland Giro bicycle race of 3-10-2021, which started in Enschede and finished in Münster to promote the cooperation between the regions (<https://muensterland-giro.de/>).

The sport of volleyball has been chosen as it is a team sport, which means working together is a necessity. Besides this, volleyball was chosen as the researcher has experience within the sport as a player, coach and researcher, which aids in understanding research participants. The context of a sport has been chosen as participation in sports is, in many cases, on a voluntary basis. Money is rarely a motivator within sport participation, especially at the level of recreational sports. This means that other motivations for participation are in play. These motivations can tell more about ways of living within differing cultural contexts. As Bale (1988) wrote, sport plays an important role in culture and thus has the potential to serve as a means of understanding culture.

Twente, Niedersachsen and Nordrhein-Westfalen were picked as regions as they show similarities in rural practices, yet are situated within other countries. By analysing similarities and differences within the same practices, cultural differences can be identified that can be of influence within work contexts. This is of special interest due to the high and ever-growing degree of interwovenness of these border regions. Besides this, the data can also serve as a way of broadening geographical understanding of the regions that are researched.

1.2 Scientific relevance

The current main position in the debate regarding the influence of culture on the self-determination theory (SDT) is that all three basic needs need to be satisfied in one way or another in any culture. It is specifically mentioned that autonomy is important regardless of cultural context (Mason, n.d.). This importance of autonomy and other basic needs has been challenged by several scholars.

Chirkov (2008) wrote that this might be true but could also have been influenced by the culture in which the researcher himself originated and the importance autonomy has in that culture. Bao and Lam (2008) concluded that the satisfaction of the need for autonomy in the Chinese culture can be less important when the need for relatedness is well satisfied. This research will add to this discussion, that has also been highlighted in the SDT overview book of Ryan and Deci (2017), by researching the needs satisfaction in the cultural contexts of the Dutch region Twente and Germany regions Niedersachsen and Nordrhein-Westfalen, which shows this research its scientific relevance.

The method of researching adds to the scientific relevance of this research. Lynch, Salikova and Eremeeva (2020) found that most conclusions in research into the SDT were based on quantitative data. After analyzing two qualitative researches into the theory, Lynch et al. (2020) found that qualitative research has the potential to move the boundaries of the theory. Quantitative research falls short when trying to understand theory within differing cultural and group work contexts. Cultural contexts are complex notions and thus more suitable for qualitative research (Cresswell & Poth, 2018). Group work contexts can be better understood through qualitative research as inner-group relations and workings can be observed through focus groups, where quantitative research only offers the option of individual responses. Qualitative research can, in this case, serve as a way to understand the key concepts of SDT within complex cultural and group work contexts as it deepens, expands and potentially challenges this understanding (Lynch, 2020, p. 142). This research will make use of qualitative research methods and thus by doing so, explore the possibilities of using qualitative research to move these boundaries.

More specifically, online qualitative research methods will be used as the research takes place amid the covid (coronavirus) pandemic. This is a new field of research methods and thus has a potential to add to research value. Online focus groups through WhatsApp will form the basis for the data collection in this research. Collecting data in this way is new and for this reason asks for further exploration of the advantages and disadvantages of the method. The potential of WhatsApp focus groups was confirmed by Chen and Neo (2019). Furthermore, the potential of online focus groups has been described by multiple scholars (Ybarra, DuBois, Parsons, Prescott & Mustanski, 2014; Reisner et al., 2018).

Besides this, the research contributes to a further geographical understanding of the regions which are studied through its focus on the cultural aspect, of which the potential has already been confirmed (Bale, 1988). Despite this, sports geography still takes a very small part in geographical research and due to this still can fulfill an important role in broadening geographical understanding of villages, cities, regions, countries, continents and the world.

Concluding, this research contributes to debates surrounding the cultural influence on SDT in national, regional and rural contexts, methods in SDT research, online research methods and geographical research, which shows its scientific relevance.

1.3 Societal relevance

Many studies have recognized and found potential in the problems that come with cultural differences (Amaram, 2007; Kavar, 2012; Martin, 2014). Differing cultures result in differing ways of thinking about how work should be handled, which is not only the problem of cultural differences but also its potential. Kavar (2012) argues that the first important step in achieving this potential is to accept the cultural differences. After this, it should be analysed per case whether a mono- or multicultural approach is favourable. To be able to make use of said potential, it is important to understand what the differences exactly are, which this study does. Within the case of the research, this potential is a “broadened network of cooperation between advisers, partners and investors for entrepreneurs beneficial” which should result in a “buzzing ecosystem” (OECD, 2013, p. 122, 212). The Association of European border regions (AEBR Association of European Border Regions, 2008, p. 99) identifies the Twente/Westmünsterland region as an integration leader. Studying integration within this area is not only beneficial for the welfare of said region, but also for less integrated regions to serve as an example.

In this study the self-determination theory (SDT) of motivation will be used to see what these cultural differences can be in the context of sports as this context has the potential of uncovering these differences (Bale, 1988). By doing so, it should become easier to understand cultural differences and thus see whether a mono or multicultural approach is favourable and help bridge gaps between colleagues of different nationalities.

The viewpoint of this study will be the one of sport players. This differs from the viewpoint taken in the GLOBE study, where the focus was laid on leadership styles (House, Dorfman, Javidan, Hanges & Sully de Luque, 2014). By shifting viewpoint from management responsibilities to lived experiences of people that are managed, a broader societal trend of the continuing shift of focus from excentric to intrinsic motivation is followed. Two different types of motivation that play an important role in SDT.

SDT focuses on the basic psychological needs that are to be fulfilled in order to achieve intrinsic motivation for practices that an individual is involved with. This research creates a broader understanding of this mechanism. The importance of this understanding is to be found in the link Kasser and Ryan (1993, 1996) found, which was that intrinsic motivation stimulates mental wellbeing in an individual. When someone is intrinsically motivated, one is more likely to be confident, to develop oneself and less likely to develop depressive feelings (Kasser & Ryan, 1993, 1996). This should accordingly stimulate well-being and work productivity (Ryan & Deci, 2017). In a time where a growing amount of people struggle with mental wellbeing (Houtman, Kraan, Veneman & De Vroome, 2021), the societal relevance of understanding intrinsic motivation can be underlined.

1.4 Research objective

The objective of this research is to understand cultural differences within the context of motivation in sports players. A result of this is a broadening of the geographical understanding of the region at hand, which aids in reaching the potential that lies in cross border cooperation. This should lead to increased welfare and wellbeing in the region.

1.5 Research questions

Research question:

How does place influence motivation in female volleyball players in the cases of female volleyball players in the regions of Twente, Niedersachsen and Nordrhein-Westfalen?

Sub-questions:

How does volleyball fulfill the basic need of competence for the female volleyball players?

How does volleyball fulfill the basic need of autonomy for the female volleyball players?

How does volleyball fulfill the basic need of relatedness for the female volleyball players?

What do the found spatial factors that influence the motivation in female volleyball players teach us about the regions of Twente, Niedersachsen and Nordrhein-Westfalen?

Chapter 2: Theoretical framework

Overview

In this theoretical framework chapter an argument will first be given on why the self-determination theory was chosen for this research. Following this argument, the theory will be briefly elaborated. After this, possible motivators for volleyball participation will be given. Then, theories of culture, identity, rurality and community will be studied to come to an understanding of the factors that play a role within the social context of the volleyball clubs. To conclude the chapter an answer to the research question will be given based on the findings in the literature.

2.1 Self-determination theory

The self-determination theory (SDT) was chosen as a theory within this research as it can connect the social context with the activity that people involve themselves in through motivation. It does so by describing how the three basic psychological needs of experiencing competence, autonomy and relatedness need to be fulfilled and fed from the social context in which the activity takes place. By doing so it creates a practical link between two abstract matters, namely the social context and motivation. For this research, the social context is the community of the village of the volleyball club, where cultures, identities and rurality play a role. These aspects will be further elaborated on below. The activity that the people from the village are motivated for is playing volleyball. The potential of this link was tested and confirmed by previous research done by the researcher (Nawijn, 2020).

In order to define motivation, the SDT, and not other contesting theories of motivation as the likes of Graham (2020), Eccles and Wigfield (2020) and Schunk and DiBenedetto (2020) was chosen as the other theories focus more on psychological factors and individual cases, rather than social contexts and groups. Besides this, these theories make a less clear distinction between intrinsic and extrinsic motivation, which makes them less fitting for this research. The theory of Urdan and Kaplan (2020) not only focuses on psychological and individual factors but also social factors within schools and classrooms. Due to the focus on sports teams and the social/spatial context within this research, the SDT of Ryan and Deci (2017) is most fitting, as has been underlined by Ryan and Deci (2017) and Bakker and Oudejans (2019).

Previous researches that have used the SDT within cultural contexts did so as to test the universality of the theory within differing cultural contexts. In this research, SDT will be used to analyse cultural contexts, which the theory has not been used for before within a research. The theory will be applied through analysis of the fulfilment of the three basic psychological needs from within the social context of the participants. The data will give an insight in how cultural aspects influence sport practices and by doing so broaden spatial and cultural understanding.

Due to the focus on sports, a choice was made for a motivational theory that focuses on intrinsic motivation as sports participation at the level of this research does not have extrinsic motivators of earning an income through sports. It is for this reason that it was decided against the use of other theories of culture. The reason for this is that said theories mainly focus on organisations within work contexts, like for example the theory of culture of Hofstede, Hofstede, and Minkov (2010). In these contexts extrinsic motivators play a key role, changing the dynamics within the groups that are researched and making the applicability of the theory less favourable.

The self-determination theory forms the base and centre of this research and connects sports with the cultural context through its three basic needs that need fulfilment in order to find motivation for one's behaviour, which in the case of this research is playing volleyball. The motivation for the choice of this theory can be found in the methodology part. A key assumption in SDT is that the human being is "inherently curious, physically active and a deeply social being" and wants to naturally develop itself. This need to develop as a human individual is characterised by "proactive engagement, assimilating information and behavioural regulations, and finding integration within social groups" (Ryan & Deci, 2017). Activities that play a key role in being a member of a sports club.

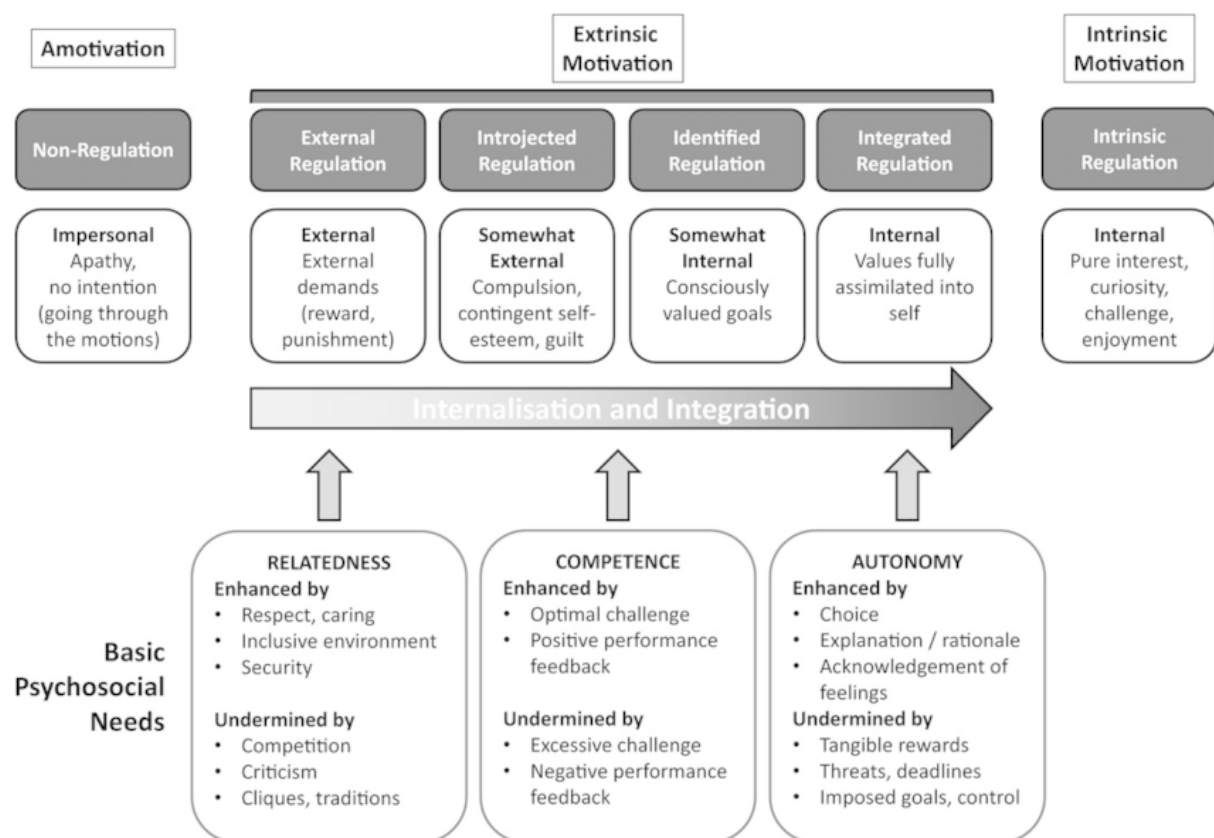


Figure 3, source: Cook & Artino (2016)

The three basic needs that form the basis of the SDT are competence, autonomy, and relatedness, as displayed above. The need to fulfill these needs is the force behind behaviour that leads to fulfilment of said needs (Deci & Ryan, 2017). For female volleyball players, that behaviour is playing volleyball and everything that comes with being a member of the volleyball club or team. The importance of the three needs can vary within different cultural contexts. SDT argues that they are equally important in any cultural context.

Bao and Lam (2008) came to a different conclusion, which was that, within what Chinese parents want the child to do (external motivations), the need for autonomy can still be fulfilled when the socio-emotional connection between the child and the parent is strong. This shows that despite a lack of autonomy through extrinsic motivation, intrinsic motivation can still occur when one feels strongly related. However, intrinsic motivation is often only found at a somewhat older age (Vallerand, 1997). For the form of intrinsic motivation involved in sports players, a sufficient degree of maturity is required. This is because understanding and finding value in relatedness is a complex process, which is important for determining the research population. Nalipay, King and Cai (2020) compared eastern and western culture within the SDT and found that autonomy and relatedness were of equal importance, with the need for experiencing competence being of higher importance for intrinsic motivation within western culture.

Chirkov (2008) concluded that autonomy is universally important, but argued that the importance of autonomy can vary within different social contexts as one social context can find autonomy to be more important than the other. Lynch (2020) conducted research on these three needs in different cultural contexts. The cultural contexts of the U.S. and China were analysed, where the researchers looked at the degree of internalisation with your environmental culture and the fulfilment of the three psychological needs. In this, Lynch, Salikhova and Eremeeva (2020) found a relationship between the two. So when someone is more internalised with their environmental culture, the three psychological needs will be easier fulfilled for that person. Chantal, Guay, Doberva-Martinova and Vallerand (1996) confirmed that motivation could be culturally dependent.

Many researches, like the ones mentioned above, focus on national cultures. This research also focuses on regional and rural cultures. Ryan and Deci (2017), in the overview of SDT within different cultural contexts in their book, do not mention these factors whilst cultures can vary within countries itself and city/village differences in ways of living can be of significance. The general consensus in the overview is that, as Chirkov (2008) also concluded, autonomy is universally important, although it might be shaped differently between cultures. Ryan and Deci (2017) mention several articles that concluded “that values for autonomy are antithetical to values for relatedness” but do not copy this conclusion. As Chen et al. (2015, p. 1) concluded: “the satisfaction of basic needs for autonomy, relatedness, and competence represent essential nutrients for optimal functioning across cultures and across individual differences in need strength.” Rural sports clubs are of interest for this discussion as the researcher has experienced cases of this phenomenon at play within these clubs.

To be able to understand how the research questions can be answered, it is important to understand that the three basic needs are to be fulfilled from within the social context of an individual for motivation to develop. fulfilment of these three basic needs are essential for the development and growth of an individual. When the needs are fulfilled in such a way that they are aligned with your own values and needs, intrinsic motivation for the sport at hand is developed. With the development of this intrinsic motivation, the value of said behaviour is found within the behaviour itself and not with what is achieved by the behaviour, as is the case with extrinsic motivation (Bakker & Oudejans, 2019).

This research focuses on this social context and how this social context fulfills the three basic needs. Different types of culture can play a role in how relatedness is fulfilled. Krawczyk (1980) distinguished two types of culture in the context of sport. Sport and direct culture and sport and symbolic culture. The latter is of importance for this research as it depicts that sport can be of added value to the community, and that this value is also recognized by said community. This recognition can be found in the results of the local sports team and being better than other teams or the value of the collective, sense of community and giving meaning to the community, which stimulates the feeling of relatedness. It is partly through these processes that regions are distinguished from each other geographically, economically, ethnically, politically and culturally, Krawczyk (1980) states.

Besides culture, a focus is laid on rurality within this research. Within the fulfilment of relatedness, rurality can play an important role. Anderson and Stone (1981) wrote that the sense of community has taken on a different kind of character due to urbanisation. The role of sports and sport associations/clubs in this sense of community became evident in Coleman's (1961) study. In modern cities, relationships have become less intimate, where people experience community through friendships and informal organisations. This differs from the more traditional ways of community through church, family, or volunteer organisations that are more found in villages (Putnam, 2002). People in villages are thus more likely to feel related to the sport in that village. What does this mean for the fulfilment of three basic needs?

The research will add to this literature as it will give insight into how motivation can arise not only within differing national cultural contexts but also regional and rural contexts. These contexts then do their part in broadening geographical understanding of the regions that are part of the research. The SDT shows us how cultural and rural factors influence everyday life and what these factors practically mean.

2.2 Motivations for sports participation

In order to pose the right questions within the focus groups and interviews, it is important to understand why individuals start to participate in sports and continue to do so. The SDT states that one wants to feel related, competent and autonomous. Within this chapter, practical examples of fulfilment of these three basic needs that result in intrinsic motivation will be given. Besides this, extrinsic motivators for sports participation will be given so the division between the two different types of motivation is clear.

Relatedness was felt by young girls living in rural Australia, Casey, Eime, Payne and Harvey (2009) found after conducting focus groups, which resulted in higher sports participation. If family or friends participated in sports, children were more likely to participate. Similar conclusions were found by Wetton, Radley, Jones and Pearce (2013). Sports and the sport club stimulate the feeling of relatedness within rural contexts as sports in these contexts play a central role for social cohesion, the feeling of belonging and identifying with your surroundings (Macdonald & Kirk, 1996).

Feeling competence also played an important role in sports participation (Casey et al., 2009; Wetton et al., 2013). Participation was mostly stimulated when results were achieved and performances were recognized by peers. When this was the case, more fun was had and participation in sports was more likely, especially within community and club sports.

Rurality limited the feeling of autonomy, as options of sport choice were limited due to this, which both limited and stimulated sports participation because it resulted in friends playing the same sport and having fun due to this (Casey et al., 2009). Mooney, Casey and Smyth (2012) came to similar conclusions, which were that within rural contexts girls had no choice but to do the only sport available in their proximity. It served as a part of the identity of girls in the region, which also stimulates the feeling of relatedness as Macdonald and Kirk (1996) found. Participation in said only available sport is seen as a social and cultural privileged activity within rural regions, being a member of the sport club is the difference between being physically active or not (Mooney et al., 2012).

Extrinsic motivators for sports participation that were found are health benefits, the role and gender of teachers, gender assumptions (Casey et al, 2009), shame, peer pressure, role models (Wetton et al., 2013) or the level of skill of coaches (Slater & Tiggemann, 2010).

2.3 Culture and identity

As Bale (1988), Casey et al. (2009), Krawczyk (1980) and Mooney et al. (2012) found, culture is of importance in sports and sport participation. It can play a role in fulfilling the need for relatedness, yet also might limit autonomy. How this might influence the experienced feeling of autonomy and what this means for motivation is however unclear. Rogers, Castree and Kitchin (2013) defined the word culture in the Dictionary of Human Geography as follows:

1. A way of life underpinned by particular values and traditions.
2. The expression of those values and traditions through writing, music, visual, and performing arts, or through rituals, festivals, and the like.

Within this research, there are multiple cultural contexts from which the particular values and traditions can come. International, national, regional and rural cultures and identities play a role in forming the way of life of the volleyball players that are studied (Barmeyer & Genkova, 2011; Broszinsky-Schwabe, 2011). Hofstede (2008) defined culture in the following way: “collective programming of the human mind that distinguishes the members of one human group from those of another. Culture in this sense is a system of collectively held values” (p. 19). To understand the influence of culture, the collectively held values of the volleyball players should be understood so they can be interpreted. This way, it becomes clear how and which cultural factors prevail in which context.

Blom (2014) identified a cultural difference in the valuation of collectivism between the Netherlands and Germany. This collectivism puts itself in a stronger loyalty towards a group one is a member of. Hofstede, Hofstede and Minkov (2010) identified this as a difference in the power distance, which is the way in which hierarchies in organisations are valued and respected. In the Netherlands the power distance is lower than in Germany. A source of this difference is to be found in the education systems, where in Germany the main focus is put on knowledge as opposed to opinions being the main focus in the Netherlands (Blom, 2014). Identities are an important part of culture as they put a name on the human groups that Hofstede (2008) described above, they represent an “individual or shared sense of self” (Rogers et al., 2013). These identities can be a European, Dutch, German, Overijssels, Nordrhein-Westfälische, Nedersaksisch, Twentse, Emsländer, Bad Bentheimer or rural identity. Besides this, an identity can be found in being a volleyball player (Mooney et al., 2012). The potential in identity lies in creating a sense of community (Ranshaw & Hinch, 2006) and of place pride (Bale, 2002).

2.4 Rurality and community

The role that rurality might fulfill became clear from the article of Casey et al. (2009), Mooney et al. (2012) and Macdonald and Kirk (1996). Crouse (2018) found that the enhanced sense of community found in villages lead to a shared responsibility over the children living in said village, which stimulated involvement within sports from the whole family and village. Besides this, children had to take on responsibilities that were necessary to make their sport possible. Putnam (2002) described this as a more traditional way of community that can be found within rural contexts. Anderson and Stone (1981) wrote that through urbanisation, the sense of community changed and that differences can be found between city and village life. Within village life, there are fewer communities one can be part of, which means that the community that one is a part of are generally more important (Putnam, 2002). In the case of this research, this community is the sports clubs, which can give a community a shared goal and by doing so an enhanced sense of community (Coleman, 1961; Lynd & Lynd, 1929).

In order to apply and test the above stated theory, it is important to define what is a city and what is a village within this research. Rogers et al. (2013) defined a city as an “agglomeration of people, business and governmental institutions whose activities service a wider region”. This definition will also be used for this research. Villages with city rights like Rijssen and Ootmarsum will be regarded as a village as they do not meet the requirements of a city set by the definition of Rogers et al. (2013).

2.5 Answer on the research question based on the literature

The research question was as follows: How does place influence motivation in female volleyball players in the cases of female volleyball players in the regions of Twente, Niedersachsen and Nordrhein-Westfalen?

Place might influence motivation in female volleyball players in the regions of Twente, Niedersachsen and Nordrhein-Westfalen by feeling related to the sport and by reducing autonomy due to rurality and cultural factors.

Chapter 3: Methodology

Overview

Within the following chapter the methodology for this research will be explained. Firstly, the research strategy will be described. Secondly, the concepts described in the second chapter will be operationalised to be able to use them in the data collection phase. Thirdly, the chapter will describe how the data will be collected and from whom. After this it will be described how field notes will be taken during the data collection phase to support and enrich the data. Then, the data collection phase will be reflected on, to accordingly conclude the chapter with a description on how the data will be analysed.

3.1 Research strategy

The self-determination theory (SDT) for motivation was chosen because of the clear distinction it makes between intrinsic and extrinsic motivation, its connection to the social context of individuals and its practicality. Intrinsic motivation means one is not motivated for a task at hand through external factors like rewards, group pressure or fear but due to the joy of working at the task or finding meaning in the task/activity. When one is extrinsically motivated, one is motivated by previously listed external factors. Intrinsic motivation and finding meaning in tasks grows when the three psychological needs are fulfilled through the social context of an individual. The theory describes what these needs are and how they can be fulfilled, which makes the theory practical and applicable for the social constructionist approach of this research. This approach is of importance as the thesis takes a place within a discussion where arguments and conclusions are also deprived from social constructionist approaches, like the articles of Bao and Lam (2008), Chirkov (2008) and Lynch et al. (2020).

A social constructionist approach entails several fundamental assumptions about reality, knowledge and learning. Reality, within social constructionism, is 'constructed through human activity' (Kim, 2001). According to Kukla (2000), this means that the characteristics of the world are invented by the members of the society living in said world. Reality is socially invented. Knowledge about said reality is, accordingly, a human product that is deprived from social and cultural processes (Ernest, 1999). These processes are interactions between individuals that give meaning to the world that they live in. This knowledge is then learned through social activities that take place within groups in society (McMahon, 1997). For the conclusions that are drawn within this research, it is important to keep the stated fundamentals in mind. This means that the conclusions might be perception of the realities through the eyes of the research participants, rather than the actual reality. It is for this reason that it is important to maintain a critical stance within the research, which means that extra attention should be paid to research participants differing from the 'standard' research population and to comments that are not in line with the dominant narrative.

A qualitative research approach is best suited for answering the previously stated research questions. Stories and experiences play an important role in understanding the complex processes that stimulate motivation. Creswell and Poth (2018) wrote that qualitative research, due to its required and intensive interaction with the people involved, results in more in-depth data. This in-depth data is of best use when investigating social and cultural problems, as these problems are complex and require in-depth data. This research investigates social and/or cultural issues, which makes this method of research most suitable for this study. It allows the researcher to go back and forth with its line of questioning in order to reach a thorough understanding of the matters at hand, which are lived experiences and feelings that come with the sport, the place of the sport and the people with whom the sport is played. Therefore, qualitative research is most appropriate.

What was stated above relates to the research question in the following way. The research question was as follows: How does place influence motivation in female volleyball players in the cases of female volleyball players in the region of Twente and western Germany? How place influences behaviour is, among other things, a cultural phenomenon, as described by Rooney (1976). Motives that play a role in the motivation for volleyball are derived from these social and cultural processes that result from the location of the club. What these motives can be followed from the literature of Casey et al. (2009), Mooney et al. (2012) and Wetton et al. (2013), as described above, and will be tested in focus groups.

For this research focus groups and interviews will be conducted. This mixed methods way of researching is encouraged when faced with pandemic constraints (Gruber, Eberl, Lind & Boomgaarden, 2021). Several teams will be interviewed in focus groups, where the aim is to get a representation of 4 to 6 players per team. In addition to this, an interview will be held with the coach of said team. The aim in the focus groups is to initiate a discussion based on various questions, in which players can share insights. The researcher will mainly observe the conversation. This discussion will take place online because of the coronavirus restrictions.

Instead of interviewing a few players, a focus group will be used because of the following advantages, indicated by Leung and Savithiri (2009). In focus groups, participants are more likely to answer candidly. In addition, participants build on each other's answers, which allows them to look beyond facts and numbers. Further benefits of focus groups are gaining different perspectives regarding the same topic, how people influence each other within the topic and by having participants evaluate the topic together themselves, participants can be made to think more thoroughly (Creswell, 2018). Besides this, focus groups were chosen because they are commonly used for discussing a specific topic where there is particular attention to complex personal experiences, beliefs, perceptions, and attitudes of the participants (Cornwall & Jewkes, 1995), which is the case in this research. Besides this, in focus groups thoughts can be exchanged and a focus group can act as a platform for sharing different insights (Guba & Lincoln, 1994).

Within the focus group, group dynamics will be researched. With this, it is assumed that people in the group act collectively. This collective acting usually only occurs in small groups but can also take place in larger groups of people. A condition of this collective acting is that within the group, people share an interest and are found in the same location. In the case of this study, the shared interest is volleyball and the locations are the geographical region of Twente, Niedersachsen and Nordrhein-Westfalen (Matelski & Hogg, 2015). The use of a focus group is suitable for the study of group dynamics (Stewart, Shamdasani & Rook, 2007).

For the interview, the means of a semi-structured interview will be used. An interview guide will be prepared, but this will only strictly serve as a guide and not as a question list. The aim of this is to make sure all matters that are of interest are talked about as much as needed during the conversation (Bernard, 2011). The interviews will be conducted one-on-one, in which the researcher will be as open as possible. This will increase the likelihood of openness on the part of the interviewee and allow for a deeper understanding of the subject matter (Gubrium & Holstein, 2002).

The coach of the team will be interviewed to get a general overview and to confirm or invalidate observed trends in the focus group, as was tested in previous research (Nawijn, 2020). This allows for more critical and well supported conclusions. Besides confirming or refuting recognized processes, the interview will focus on how the coach sees the role of the region in the success of volleyball in the region. A coach is more suitable to answer questions regarding this matter because he is more concerned with processes around the team and the structure of the sport.

In the analysis of the data that comes from the focus group, the complex personal experiences that were shared will be placed in the context of the topics of the different research questions in order to interpret them so they can provide answers to the research questions.

3.2 Operationalization of concepts

The above stated research question has been formulated to draw the link between place and sports through motivation. A focus on regions and not just nations results in a more layered understanding of cultures and practices within differing spatial contexts. The similarities that these three regions share are that they are border regions and thus are not only influenced by national cultures. Besides this, many clubs within the region are to be found in small villages, yet play at a high level, which adds a rural aspect to the research. The main focus of the research will be these villages as, by doing so, differences can be observed within rural, local, regional and national contexts.

By analysing motivation within the sport teams for the sport of volleyball, a link can be made between sports and place through the SDT. The theory writes how individuals can be intrinsically motivated when the three basic psychological needs of autonomy, competence and relatedness are fulfilled from within the social context of that individual. This research focuses on this intrinsic motivation. The importance of this social context for intrinsic motivation shows how a social constructionist approach is fitting for the research and how place plays a role in this motivation.

Place in the case of this research is defined through matters of culture, identity, rurality, regionality and nationality that differ between places. Culture as a way of life stems from particular values and traditions. These values and traditions can differ between places and spatial contexts. This way of life is an expression of these certain values and traditions through, in the case of this research, sports. They express themselves in how people play sports, participate in sports and experience sports. In the following chapter, these factors will be operationalized and connect to questions posed in the focus group and interview.

The following introductory questions will be posed to figure out what the most important motives of the research participants are for playing volleyball. They serve as a starting point to further delve into the life of a female volleyball player in Twente, Niedersachsen or Nordrhein-Westfalen.

Dutch (D): Waarom zijn jullie begonnen met volleyballen?

German (G): Warum haben Sie angefangen mit Volleyballspielen?

English (E): Why did you start playing volleyball?

D: Wat vinden jullie leuk aan het volleybal?

G: Warum macht euch Volleyball Spaß?

E: What do you like about playing volleyball?

Regionality influences place through its cultural notions that can differ from national cultures. These regional cultural notions can entail a bigger importance for neighbour care, seeking more cooperation between companies and feeling more responsibility for one's club, village or company (Hospers & Van Lochem, 2002; Hospers; 2004). Within the three regions that are researched, these cultural notions can differ. Rurality in the case of this research is defined as differences between city and village life. Within these differing contexts, senses of community and relatedness can be experienced differently (Anderson & Stone, 1981; Van Ostaijen & Peters, 2011; Putnam, 2002). This can influence motivation and involvement within sports. To find out what the role of these two factors of regionality and rurality are, the following question will be posed:

D: Wat maakt het leven in Twente uniek?

G: Was macht das Leben in eurem (Dorf oder Region) besonders?

E: What makes living in (area) special?

Identity was defined as 'an individual or shared sense of self' (Rogers et al., 2013). In the case of this research, the shared sense of self is the most important part of this research. This can be a shared sense between team members, club members or as villagers. A shared sense of villagers can also be defined as a place identity. These shared identities can play an important role in feeling related to the team and club members, villagers, team, club, sport and village (Bale, 2002; Macdonald & Kirk, 1996; Ramshaw & Hinch, 2006). The following questions will be asked to understand the role of identity:

D: Voelen jullie je ook Twentenaar, en zo ja, wat betekent dat?

G: Würden Sie sich selber ein (identity) nennen? Was bedeutet das für Sie?

E: Do you feel (identity), if so, what does it mean being an (identity)?

D: Ben je trots om lid te zijn van de volleybalvereniging, zo ja, waarom?

G: Sind Sie stolz Mitglied des Vereins zu sein, so ja, warum?

E: Are you proud to be a member of your sports club, if so, why?

To make a connection between the questions posed regarding culture and motives, the following questions will be asked:

D: Een volleybalster die nu in Twente speelt maar daarvoor er buiten zag dat er binnen Twente meer fanatisme was en dat men niet snel trainingen/wedstrijden afzegt. Herkennen jullie dit fanatisme en altijd aanwezig zijn en zo ja, zouden jullie weten waar dit vandaan komt?

G: Und dann ist hier die nächste 'offizielle' Frage: Den Volleyball in Twente beschrieb eine Spielerin als einen Ort an dem mit hohem Fanatismus gespielt wird und wo es wenig Absagen gibt. Gibt es da Parallelen zur Volleyball Kultur in eurer Region? Wenn ja, wo kommt der Parallele Fanatismus her und weshalb gibt es so wenig Absagen?

E: A volleyball player that used to play outside Twente and now plays inside Twente recognized a raised level of fanaticism in playing the sport and a lower likelihood of skipping practice. Do you recognize said processes, if so, why would this be the case?

D: Hebben jullie wel eens gedacht aan stoppen, zo ja, waarom zijn jullie toen toch door gegaan?

G: Habt euch manchmal an aufhören gedacht, und wenn ja, warum habt ihr trotzdem weitergemacht?

E: Have you thought about quitting volleyball, if so, why did you decide to continue playing?

As a final question, all remaining motives that were found in the literature will be tested in order to be able to answer the sub questions regarding the three basic psychological needs for intrinsic motivation. Answering the sub questions without these 4-5 final questions would not be possible, as without the final questions the three basic needs can not be fully tested, which was learned from research conducted for the bachelor's thesis (Nawijn, 2020). During the focus groups, the line of questioning might change if the facilitator feels a question has become obsolete or if the question is not fully understood by the research participants.

3.3 Data collection

Due to corona restrictions in the starting phase of the research, the choice was made to conduct the focus groups online. Advantages of online focus groups were that it needs no physical place to take place, that the time commitment is lower (Reid & Reid, 2005), that there is no need to transcribe as answers are given in text (Walston & Lissitz, 2000) and that thought can be given to the answers and these thoughts can be gone over as there is more time to answer the questions (Graffigna & Bosio, 2006). For this research, the online messaging service Whatsapp will be used as the platform. Advantages of this platform were familiarity with the platform for the research participants which resulted in natural conversation, a less dominant role for the facilitator and a smaller influence of dominant research participants (Chen & Neo, 2019). The online format also had potential when talking about more sensitive topics as participants felt safer due to anonymity and a sense of support of research participants (Ybarra et al., 2014).

Disadvantages in conducting focus groups online are not being able to experience and feel the atmosphere in and around the group of research participants. Due to this lack of face-to-face interaction, certain nuances in the conversation that come from non-verbal signals can go lost, which might lead to misunderstandings (Denscombe, 2003; Mann & Stewart, 2000). Online data collection could also lead to a smaller sense of relatedness to the research, due to the lack of personal contact and the lack of direct conversation (Mann & Stewart, 2000; Matthews & Cramer, 2008; O'Connor & Madge, 2003). Other disadvantages were a lack of spontaneity (Tuttas, 2014), shorter answers and less conformity between answers of the research participants (Schneider, Kerwin, Frechtling, & Vivari, 2002).

Pandemic restrictions, experiences in previous research and the findings of Woodyatt, Finneran and Stephenson (2016), who compared findings of offline and online focus groups and found that answers were mostly in accordance, made that using online focus groups as a mode of data collection was made. Abrams, Wang, Song and Galindo-Gonzalez (2014) and Turney and Pocknee (2005) found that the following four factors were crucial in the success of an online focus group: the platform, the amount of participants, the duration of the focus group and the amount of interventions of the facilitator.

Whatsapp was chosen as the platform as it offers the option for both an asynchronous and synchronous focus group at the same time, and research participants are highly likely to be familiar with the platform due to its popularity within Dutch and German society. Conducting the focus group asynchronously offers the option of giving thought to the answers, as was written above. Yet, Whatsapp also offers the option to answer synchronously, which gives way for spontaneity and conformity/disagreement to take place. Familiarity with the platform is important as it makes research participation easier and thus more likely (Abrams et al., 2014). The potential of Whatsapp as an online research platform was confirmed by Chen and Neo (2019). Research participants will be introduced into the Whatsapp group with a welcome message explaining the research topic and posing introductory questions. The importance of a clear introduction was underlined by Krueger (2002). This introductory text can be found in appendix A and B. Accordingly, the above written questions will be asked with the amount of one question per day for a week long.

At around 19:00 the question of the day will be placed in the group. This time of day was chosen as it intervenes the least with the daily activities of research participants, which makes replying easier, this was confirmed by previous experience (Nawijn, 2020). The group will consist of 4 to 6 research participants, to allow for differing opinions and a sense of relatedness to the research, which might be less when the group is too big. The amount of interventions of the facilitator will be kept to a minimum, with the main aim of posing questions. Besides this, the facilitator aims to create a safe space of communication, which means the facilitator might also take part in less formal talk to create a friendly conversation. The researcher acknowledges the influence the facilitator can have on the focus group and will try to limit this as much as possible by following the previously stated way of facilitating the focus group.

A focus group interview guide was prepared with the questions stated above in both Dutch and German. Said guides can be found in the appendix A and B. The translation of the guide was done by the researcher and controlled by a native German. For the conversation within the focus group, the level of German of the researcher should be sufficient. The online format helps with possible language problems, as it offers the option for translating questions and answers, where this is not a possibility with face-to-face conversation.

For the semi-structured interviews, an interview guide was made to guide the interview. This interview guide was not translated, as all coaches working in Germany happened to be Dutch, which gave interesting insights into the issues at hand. The guide can be found in the appendix C.

3.4 Respondents

The participants of the focus group will be players from Twente, Niedersachsen and Nordrhein-Westfalen, who have played from the youth up until the senior years. This is from some years after the drop-out point between elementary and secondary school (age between 11 and 16) to the maximum of 40. Furthermore, the focus group participants will be women because the focus group will be held with the members of female volleyball teams. Female teams were chosen due to the remarkable popularity and level of play of the female volleyball within the villages. It shows a higher level of involvement within the sport and club, as Putnam (2002) described. Volleyball plays an important role in the lives of the players and the village. Studying it will result in an understanding of ways of thinking and living of the people involved in the volleyball clubs and by doing so tell something about general life and culture within the region.

From the previous research conducted on the topic, the researcher built up a network that was of use within this research. An editor of the website www.vizieropvolleybal.net was approached. On this website, an article was posted about the previously conducted research. The editor placed a call-up and mailed all clubs in the region that he had had connections with. Said call-up that was published online can be found here: <https://www.vizieropvolleybal.nl/oproep-deelname-aan-onderzoek-twents-west-duits-volleybal/> This resulted in many clubs and teams willing to participate. In the next paragraph, an overview of these clubs will be given, with a characterisation of every club and village. Following this paragraph, a characterisation of the female volleyball players and coaches that were interviewed will be given.

3.4.1 Characterisation of participating clubs

In this paragraph a characterisation of the region and village the clubs are located within will be given in order to understand the geographical context the volleyball clubs are situated in. Information that is not relevant for the research will be left out. After that, a brief overview of the club itself will be given.

Twente

Twente is a region in the east of the Netherlands, within the province of Overijssel. It is characterised by its rurality, nature, university and culture. The region has its own flag and anthem. Examples of cultural traditions are noaberschap, typical food and parties. Hospers and van Lochem (2002) that the people living in Twente feel more related to the communities that one is part of than elsewhere.

Rivo Rijssen

Rijssen is a village in Twente with city rights. Rijssen has 28.815 (CBS, 2021) citizens, making it a bit bigger than the village of Wierden with 24.538 (CBS, 2021). It has more similarities with the other villages in Twente, rather than the cities of Almelo, Hengelo and Enschede, making it suitable for the research. On the other hand, it might also give a differing insight into which of the factors are of most importance within the research: rurality or regional culture. The village has 14 different sports clubs, of which the volleyball club is one.

The club was founded in 1951 and developed itself over the years with, at its peak, the first men's team playing in the Eredivisie, the highest national league. The women's team has also been playing at a high level, currently playing in the second highest national league, and has steadily maintained this due to a solid youth development scheme. Characteristics of the club are, besides the strong youth teams, that it is a community driven club that plays an important role within the city of Rijssen, with many social activities besides playing volleyball (www.rivorijssen.nl).

WVC Volley

Wierden is a relatively large village in Twente. As could be read above, it is not much smaller than Rijssen. Despite this, it is a typical village in Twente with many rural traditions. Citizens of the village can become a member of 15 different sports clubs.

During the period of 2015-2020 the first women's team promoted year after year from the regional league to the second highest national league. Previously, the club was mainly a socially driven club, rather than a performance club. With the success of the first team this has changed, and the club has taken a more prominent place within the village of Wierden. The question is whether this level will be maintained due to a lack of a strong youth academy.

Krekkers

Mariaparochie, or Mariaparochie-Harbrinkhoek, as the two villages are very close and share facilities, is the smallest village within the research with 1880 citizens (CBS, 2021). The village has only two sport clubs: a football and volleyball club. The first ladies team plays in the second highest national league and has over the years maintained this high level due to a strong tradition of youth development. The citizens of the village feel strongly related to the team and support the club as much as possible. This results in busy weekends at the sports hall, facilitating social contacts.

Apollo 8

Borne is comparable to Wierden in size, with 23.668 citizens (CBS, 2021). But it does not compare to Wierden when one considers the rural traditions within the village. Borne is a commuter village for people working in Almelo, Hengelo or Enschede and has, due to this, less rural traditions that are to be found in other villages in Twente. It has the most sports clubs of all the villages in Twente with 18 different ones.

This club is situated in the biggest village of Twente that was researched. With the first ladies team acting in the Eredivisie, the highest national league, the club plays on a semi-professional basis. Yet, it is still a club with teams at all levels and a strong member base. The team used to play in the second highest national league but was promoted some years ago and is now a strong title contender for the Eredivisie.

WEVO '70

With 3005 citizens (CBS, 2021) Weerselo is a relatively small village within Twente. The village is surrounded by farmlands and thus has more of a rural way of living. The citizens of the village can choose between seven different sports.

The volleyball club WEVO '70 plays in the third highest national league. It has similarities with WVC Volley as in that the current generation is maintaining the high level, but that there is no next generation to continue playing at the high level with the club. Yet, the club plays an important role in the village for social contacts.

Nordrhein-Westfalen

Nordrhein-Westfalen is one of the sixteen Bundesländer of Germany and has an industrial character due to the Ruhr area. Ways of living differ between different cultural areas. The Bundesland shares a border with the Netherlands and Belgium. In Germany volleyball clubs play in the volleyball competitions of the volleyball federations of the Bundesländer, rather than the national volleyball federation like in the Netherlands.

TV Westfalia Epe

The village Gronau-Epe, where the volleyball team of TV Westfalia Epe is located, lies in Regierungsbezirke Münster, cultural region Münsterland and Kreis Steinfurt. It is a border village with many rural and German traditions.

The first women's volleyball team of TV Westfalia Epe was interviewed. The club is situated in the German village of Epe, which is near Gronau and Enschede and within Nordrhein-Westfalen. Founded in 1907, the club started as an athletics club. It is, unlike the Dutch clubs, part of a bigger club hosting 20 different sports. For some years, the club played at a higher level but has since been relegated to the second highest regional level, comparable to the highest regional level in the Netherlands. The club is a 'sport stützpunkt' for athletics, meaning that they host potential olympians for training.

Niedersachsen

Niedersachsen is the Bundesland located to the north of Nordrhein-Westfalen and has a rural and coastal character. Like Nordrhein-Westfalen, different cultural areas can be identified within Niedersachsen. The city of Bremen is not a part of the Bundesland.

MTV Lingen

The city of Lingen is situated in the Emsland and Grafschaft Bentheim, making it a city with both industrial and rural characteristics. For the research it is interesting as it shows a different pattern to the clubs in Twente. Here, many players come from surrounding villages to the city to play volleyball. MTV Lingen hosts eight different sport disciplines. The club is located in the small city of Lingen, with rural characteristics, in Niedersachsen. Members of the club are not solely from the city itself, with many also coming from small villages around the city. The first women's team plays in the sixth highest national league, comparable to the fifth highest national league in the Netherlands.

3.4.2 Characterisation of research participants

Rivo Rijssen

Respondent #1 was born, and still lives, in a different village nearby. She started playing volleyball in said village when she was 5 years old. In 2017, she started playing for Rivo Rijssen so she could develop her volleyball skills and play at a higher level.

Respondent #2 is from Rijssen and currently lives in a small village nearby. She started playing when she was 7 and always played for Rivo Rijssen.

Respondent #3 lives, and was born, in Rijssen. At 9 she started playing at the club and has continued to do so.

Respondent #4 also lives, and was born, in Rijssen. She joined the club when she was 8 years old and still plays for the club.

Respondent #5 and respondent #6 both live, and were born, in Rijssen. They both started at the club at the age of 12 and still play for the club.

The coach is from a city nearby and coached several teams in the area.

WVC Volley

Respondent #1 was born in Wierden and started playing at WVC Volley when she was 6. Besides WVC, she played at Twente '05 in Enschede and Tornado Geesteren. During her studies she played at a club in the city of her university. When she moved back she rejoined WVC Volley. Besides this she practiced at the Heutink volleyball school and the regional talent centre.

Respondent #2 is from a city nearby and still lives there. She started playing when she was 6 at AAstad in Almelo. After her period at AAstad, she played for Medusa in Vroomshoop for two seasons. She is now starting her third season at WVC Volley. To develop herself outside of the club, she practiced at the regional talent centre and the volleyball academy Twente.

Respondent #3 is from, and still lives in, a village nearby. She started playing at Medusa in Vroomshoop when she was 12. Besides this she practiced at the volleyball academy Twente and with team Eurosped. She will start her third season for WVC Volley in 2021.

Respondent #4 was born in a village nearby and still lives there. When she was 8 she started playing for Holyoke in Enter. In 2020 she started playing for WVC Volley.

Respondent #5 was born, and lives, in Wierden. She started at 6 at WVC Volley but moved to Rivo Rijssen when she was 12. When she was 16 she returned to WVC Volley.

Respondent #6 is from Wierden. At 6 she started playing for AAstad Almelo, at 16 she moved to Vrivo Vriezenveen, but moved back after one year. In 2016/2017 she joined WVC Volley. Additionally, she practiced at the volleyball academy Twente and a volleyball school in Borne.

The coach is from Wierden and coached several teams in the area.

Krekkers

Respondent #1 is from a village nearby. She started playing when she was 7 at Salvora Raalte and moved to VVA Albergen when she was 13. A year later she moved to Krekkers. A couple of years ago she had to quit due to injury and became assistant coach.

Respondent #2 was born, and still lives, in a village in Drenthe. She has been playing for Krekkers for four years now. Before this she played in Drenthe at Emmen '95 and Captains Kangeroe.

Respondent #3 was born and raised in the village of the club, Mariaparochie. She started playing at the club when she was 7 and has continued to do so..

Respondent #4 was born and raised in Almelo. When she was 6 she started playing at the club and has also continued to do so.

Respondent #5 is also from Almelo but went to the primary school in Mariaparochie. She started playing at the club at the age of 7 because it was right behind her primary school.

The coach is from a village nearby and coached several teams in the area.

Apollo 8

Respondent #1 is from Drenthe. She moved to Borne to play for the club. She started when she was 7 in her hometown. Additionally she practiced at the regional talent centre. After another club in Drenthe, she started to play for the national development team.

Respondent #2 is from a village nearby. She started playing at WEVO '70 in Weerselo. After this she played for Devoko Denekamp and is now playing her fifth season for Apollo 8.

Respondent #3 is from Drenthe. She also moved to Borne to play for the club. Before that she also played for the national development team and Alterno in Apeldoorn.

Respondent #4 is from a village in Limburg and currently lives in Almelo. She started playing at 11 and also played for the national development team. Before Apollo 8 she played for Peelpush Meijel and Eurosped Vroomshoop.

Respondent #5 is from Tubbergen and started playing at Dynamo Tubbergen. She currently lives in Arnhem so she can play with the national development team and will move to Borne to start playing for Apollo 8.

Respondent #6 is from Haaksbergen and started playing for Set-Up '65 Ootmarsum when she was 14. Before this she played tennis. Before she started playing for Apollo 8 she played at the national development team, Eurosped Vroomshoop and Regio Zwolle volleyball.

The coach is from Borne and has always coached at Apollo 8, besides coaching at Eurosped for his coaching course.

WEVO '70

Respondent #1 is from the same village as the club, started at the club at six and still plays for the club now.

Respondent #2 is also from the club's village and has been playing at the club since she was six.

Respondent #3 is from Weerselo but now lives in a village nearby. She also joined the club when she was six and has been a member ever since.

Respondent #4 is originally from Weerselo but also moved to a village nearby. When she was six she joined the club. During her studies she also played for the club in the city she studied in, but came back during the weekends to play for WEVO '70.

Respondent #5 is from Weerselo and also started when she was six.

Respondent #6 is from Oldenzaal and started when she was seven years old. Besides WEVO '70 she has also played for Pollux Oldenzaal, Havoc Haaksbergen, Dynamo Apeldoorn, Eurosped Almelo and Set-Up '65 Ootmarsum.

The coach is from a village nearby and has coached several teams in the area in both the Netherlands and Germany.

TV Westfalia Epe

Respondent #1 is from the club's village but has moved to a village nearby. When she was 14 she started playing volleyball at the club and has continued to do so.

Respondent #2 is from Gronau and started playing when she was 15.

Respondent #3 is also from the club's village and started playing when she was 11.

Respondent #4 is also from Gronau-Epe and was nine when she started playing volleyball.

Respondent #5 moved to Gronau for her studies in Enschede and started playing for the club when she arrived. Before that she played in her hometown in München and started when she was 15.

The coach lives in Gronau-Epe and also coaches at Devoko Denekamp, besides this he has coached several teams in the area.

MTV Lingen

Respondent #1 is from Lingen and started playing when she was 13 at MTV Lingen and still does so.

Respondent #2 is from a village nearby Lingen and started when she was 10. She started playing at SV Union Lohne and played at Vorwärts Nordhorn after a 5 year break before joining MTV Lingen.

Respondent #3 is also from a village nearby and has always played at MTV Lingen ever since she started playing volleyball when she was 10.

Respondent #4 is from Nordhorn and moved to Lingen. At the age of eight she started at SV Vorwärts Nordhorn, which was followed up with a membership of VFL Oythe before joining MTV Lingen.

Respondent #5 is from Lingen and now lives in a village nearby. When she was six she joined MTV Lingen and still plays for them.

Respondent #6 is from Lingen and still lives there. She started at the club when she was 13 and still plays for the club.

The coach is from a village in Twente, the Netherlands and has coached several teams in the Netherlands and Germany.

3.5 Field notes

During the time of the research the researcher made use of field notes to enhance the research data with context and examples outside of the data that was collected. Field notes were mainly made outside of the data collection phase and extracted from experiences that the researcher got from his involvement in volleyball. This could be from visiting matches, watching practices or having small talk with players and coaches in and outside the areas that were researched. As the researcher is a player, coach and member of the technical committee of the volleyball club, he was able to get a layered view of the sport. The potential of field notes in secondary analysis was underlined by Phillippi and Lauderdale (2017), which was also the phase that the field notes were used in this research. In appendix F, the field notes that were made can be found.

3.6 Reflection on the process

After conducting six more focus groups in the same way as was done in the previous research (Nawijn, 2020), similar conclusions can be made. Respondents were elaborate and loyal in their responses, the lack of non-verbal signs was overcome through emoji's, the role of a dominant facilitator was minimized and respondents were often in accordance with each other. This accordance did not mean that it was unlikely for respondents to disagree with one another, if this was the case the respondents made this clear, which differs from the conclusion Scheider et al. (2002) drew where they found that online focus groups resulted in a lower degree of accordance between participants.

The time of posing the question, which was around 19:00, was perfect for all the teams except Apollo 8 Borne. At this time of the day they often had practice or a match as they are a (semi-)professional team, meaning they are busy with volleyball everyday. For this team, posing the question at lunch time was more suitable due to this, offering the respondents more time in the day to answer the question. Now it was often the case that they replied stating that they would reply tomorrow, or a reminder had to be sent.

Both in the Netherlands and Germany, WhatsApp ended up being a convenient platform like Chen and Neo (2019) described. This could however be different in other countries. In Germany privacy is valued more than in the Netherlands, which was also noticeable in the focus groups. Instead of creating the Whatsapp group like in the Netherlands, participants had to be invited to the group and the facilitator had to wait until all the respondents had accepted the invite to the Whatsapp group before the focus group could be started. Besides this, the players in Germany first asked the coach whether he knew the researcher, and whether it was safe to participate in the research, before sending the telephone numbers of the players that wanted to participate to the researcher. This however had nothing to do with Whatsapp as a platform, which turned out to be convenient in Germany too due to its widespread use in the country.

In the responses in the focus group it became clear how Germans are more formal in their communication than the Dutch. An example of this was how the participants in NDS/NRW addressed the researcher, as can be read below.

Respondent #1 TV Westfalia Epe:

“Eine kurze Frage vorab: habe ich das richtig verstanden, dass unsere Antworten einfach hier in diese Gruppe gegeben werden, nicht privat an Sie Herr Nawijn?”

This formality not only outed itself in the communication but also in the research participation. The German volleyball players were highly loyal in responding. It was never necessary to send a reminder, where this was sometimes the case in the Netherlands. Despite this, most respondents were loyal in answering.

At the start of the research it was decided that the focus group had to consist of four to six research participants. In the previous research having six participants in the focus group was perfect as the participants came from two different teams. For this research it became clear that having six players from a team participate was in some cases one too many as in most cases the first four to five players had already mentioned all relevant features. This resulted in a sense of negligence in participating due not being able to make a relevant contribution to answering the question. Perhaps if the focus groups had a size of four to five participants, it would not have been necessary to send reminders to the last one or two who had not replied to the question yet.

This was however the only way that respondents could feel like their contribution was irrelevant. Due to the online nature of the focus group in text form, all answers seemed to be of the same importance. Some respondents were more likely to respond earlier or more comprehensively but this did not result in other respondents not replying or replying in less detail. Chen and Neo (2019) came to a similar conclusion in which online Whatsapp focus groups could reduce the role of dominant research participants.

In the previous research it was concluded that the researcher, due to the format of an online focus group, could easily go back to the group with a remaining question (Nawijn, 2020). For this research this was different as the length of the research was longer due to conducting multiple focus groups. It took a lot of time to organise and finally start the focus group. Due to this it took several months before all focus groups were conducted and data analysis could start. By the time the final focus group was finished, participants of the first group had already left the first Whatsapp group, which made going back with a remaining question impossible. This is important to keep in mind if the researcher wishes to make use of this option. Despite this, if the Whatsapp group still had all the participants in the group, the researcher could go back with a question, which he also did. The full potential of this could however not be utilised due to participants leaving the Whatsapp groups.

During the research the question on why the volleyball players had started playing volleyball was moved from the daily questions to the introductory questions. This resulted in more space for in-depth questions during the seven days of the focus group, which enriched the data. It is thus important to analyse which question should be posed where and when before an online focus group is started. The question on what it meant to be a *Tukker* was removed after the first focus group as it delivered repetitive answers due to the question that was raised before this question, which focused on what made life special in the area the volleyball players lived in. In hindsight this question should have returned in the German focus groups as it could have delivered different answers, deepening the data, due to a lack of a dominant regional culture and identity. Removing the question about better or worse players continuing to play was the right decision as the answers did not add anything to the data and made respondents more likely to be more elaborative on more relevant questions.

Adding phone interviews with the coaches of the teams to the data of the research made the data more layered and made zooming in and out possible due to the semi-structured style of the interviews. Coaches could add their views on the matters that came to light in the focus groups and could give them meaning due to their experience both in and outside the team and club that was researched.

Online focus groups have a potential to deliver reliable data in a convenient way for both the participants and the researcher. Reliable as the data is rich because it is rooted in the experiences of the volleyball players themselves. It is however advisable to, in addition to the online focus group, have a phone interview with at least one person involved. Like this the researcher can test the meaning of the statements that players made in the focus group and by doing so make sure that nothing in the research is overlooked or interpreted wrongly.

3.7 Data analysis

For the data analysis in this study, the book *Methods and Techniques of Research* by Saunders, Lewis and Thornhill (2008) was studied. The book mentioned the following three analysis procedures that can be used in qualitative research: condensing, grouping and ordering. In condensing, meanings are summarised, in grouping, these meanings are categorised, and in ordering, all of this is turned into a narrative. All of these analysis procedures will be used in the data analysis process of this study. The responses are coded in order to group them together, which will be used to determine which matters are relevant in order to answer the research questions. In practice this means that the data from the focus groups and interviews will be separately condensed (coded). After this all the data with one of the 25 codes will be grouped together. This dataset will then be used to order the data, where a narrative will be made out of the data, which will form the base of the results chapter.

The data of focus groups will be coded with extra attention for group interaction, which will be grouped together as well due to its importance within focus group research for reasons stated above. Within the interpretation of this data the experience of the researcher as a coach of female volleyball players is of use due to being familiar with slang and patterns of connection. This is especially important because of the online research methods that will be used, where the connections and interplay between research participants might be extra subtle.

To aid in understanding research participants to the highest degree possible by the researcher, field notes will be used to keep track of trains of thought during the research and data-gathering process, as described above. These notes will be coded by means of the method of Saldaña (2009).

A concrete answer to the sub questions will be structured based on data from the focus group. It will emerge from the texts assigned to different codes as described above as ordering. Codes that were used will be given in the appendix. These codes were either predetermined based on the literature, added during the coding process following given answers or taken from previous research (Nawijn, 2020). The answers of the focus groups will then be combined with the answers from the interview with the coach, the field notes and other data that was gathered to form a complete story that can be used to answer the sub questions. The answers of the sub questions will then be used to answer the research question in the conclusion in chapter 5.

Chapter 4: Motivation, diversity and place

Overview

Within the following chapter it will first be determined whether the motivation the female volleyball players have is of an intrinsic nature. Following this confirmation, the self-determination theory (SDT) will be applied to the data that was gathered from the focus groups, interviews and field notes. The three basic needs will be discussed in the following order: competence, autonomy and relatedness, in which the first three sub questions will be answered. What followed from this analysis was that within Twente, relatedness played the biggest role in growing intrinsic motivation. In Germany this also played a role, but it was not as clear cut as in Twente. The reason for this was that within Twente, the regional culture gave meaning to the relatedness that came with playing volleyball for the volleyball club from your own village. The volleyball players were raised with the values and traditions of the regional culture in Twente by their parents. In Germany, the national culture played a larger part, in not only relatedness but also competence and autonomy. Besides regional and national cultures, rural factors played a role in the fulfilment of the three basic needs. The chapter will be concluded by answering the final subquestion. Within this, it was concluded that the regions differed not only in cultural aspects but also in how sports were organised.

4.1 Fanaticism and intrinsic motivation

Saying that the female volleyball players from Twente that participated in the research are motivated and dedicated is an understatement. In every focus group and interview it came back that the women are motivated, which not only meant being present at every practice and match but also giving your all when you are there. The coach of RIVO Rijssen described this as follows:

Coach RIVO Rijssen:

“A female volleyball player from Twente, yes look, you have volleyball players from Twente who say, you know, I love the social aspect, I'm going to train for an hour and we'll continue it in the canteen, which you have and which you must have because that's also what an association consists of, sociability. The Twente volleyball player who actually puts everything aside in order to achieve the highest of the highest and you know both have something everyone is going to find his limits and one is at their limit at another level than the person who wants to leave everything for that and reach a higher level.”

Meaning that in his opinion there are two types of female volleyball players in Twente: one that likes the sport more for the *gezelligheid* of the team and one that likes the sport more for performing. But he sees that both aspects are important in both types of players.

Coach RIVO Rijssen:

“I generally know the Twente volleyball player as someone who knows sociability, seeks out sociability, where possible to achieve the highest in volleyball and if not it just becomes a really nice sociable team that you want to fight with within that 81m2 I always say but that second half is just as important.”

Regardless of the level that is being played, everyone wants to perform and wants a team that is also nice to be with outside of the court in the *kantine* (sports canteens or club homes on the sports premises). In this, there is no difference to be found between *breedtesport* (recreational sports) and *topsport* (high-level sports) in volleyball in Twente. Within the research the focus was put on the second type, being the one who wants to perform and plays volleyball at a high-level. Within every team it was mentioned that the players were *fanatiek* (fanatical) in their volleyball, but why this was the case and whether this was unique to the region of Twente was unclear to them.

Respondent #3 RIVO Rijssen:

"I'm very fanatical myself but I think that's also something that's in your genes."

Respondent #3 WEVO '70 Weerselo:

"...I do recognize it in making each other fanatical and not wanting to miss much. But where this comes from..."

Respondent #2 WVC Volley Wierden:

"I find that Twente people do want to do a lot for each other, but I have to be honest and say that I don't know if this is typical for Twente. I have no material to compare it with. But that could have something to do with it."

Respondent #6 WVC Volley Wierden:

"I agree with this. I do agree with Respondent #2 that I don't know if this is typical for Twente."

Within the two German teams that were researched the level of fanaticism was different. Despite the difference in the context of the teams and clubs in Twente and Niedersachsen/Nordrhein-Westfalen (NDS/NRW) Germany (the level of play of TV Westfalia Epe is notably lower than the clubs in Twente and MTV Lingen is situated in a city rather than a village), as noted below by the coach of TV Westfalia Epe, it is interesting to compare the teams, clubs and contexts. The reason for this is the awareness of said differences, possibly explaining some differences, and the general overviews given by the coaches of the teams who have experience at multiple clubs and multiple levels in Germany and the Netherlands, making a comparison possible and reasonable.

Respondent #5 TV Westfalia Epe:

"Nevertheless, I think that's only possible if you get along well as a team and have fun at games. That's why I find the term "fanaticism" too extreme."

Respondent #1 TV Westfalia Epe:

"At the beginning of my time in the 1st women's team, the term fanaticism could well have applied. Training was only cancelled in absolutely exceptional situations, and you would have to really earn your place on the field. That is no longer the case today. In some cases, however, there have also been phases in recent years in which we have just managed to get enough people together for a game. That always depends on the composition of the team and the general attitude."

Respondent #2 MTV Lingen:

"I think it always depends on which team it is and how high you play, how successful the team is and of course what type of person it is and whether you enjoy volleyball. I have already coached several teams, from the U12 to the 1st ladies. In the 1st ladies I would say it is actually the same for all players. But there are also differences in the lower leagues and with the younger players. There you have players with high fanaticism but not all."

Respondent #4 MTV Lingen:

“But even there I have seen other attitudes that some do not care and are not so fanatical.”

Respondent #3 MTV Lingen:

“Of course, there are also those for whom this is not the case and for whom volleyball is not important enough.”

These answers differ from the answers that were given by the volleyball players from Twente. In Twente, each player recognized the fanaticism and saw it at every club they played at, from the youth to the senior levels. In NDS/NRW this was different, as players stated that this could differ between teams and players due to levels of play or the role of parents. For some volleyball could be of less importance. This was less likely to be the case within Twente. It is anyway clear that the players are in one way or another, and one more than the other, motivated for their volleyball.

What these differences in motivation are will be explained in the following chapter, but it is first important to confirm that the players are intrinsically for their volleyball. This is important because the SDT makes a clear distinction between these two types of motivation, as was explained above, and mainly focuses on intrinsic motivation that arises from the fulfilment of the three basic psychological needs. In order to apply the SDT the volleyball players need to be mainly intrinsically motivated for their volleyball. Internal and external motivators were tested in the first question and the last set of questions to confirm the intrinsic motivation.

The main reason why the players liked playing volleyball is because they do it for fun. This fun came from the team aspect of the sport and the versatility of volleyball. Within the team aspect it was noted by all that they liked performing together during the games, which also meant working hard together in order to be able to perform. Besides this, having fun with each other outside the court was of importance within the team aspect. For the teams in Twente, to a lesser degree for Apollo 8 too, this meant sitting together before and after games and having (many) drinks in the *kantine*, mainly after the matches, with the team and other members of the volleyball club. Apollo 8 plays in the Eredivisie and practices almost daily, making it a real *topsport* team. The other teams in Twente are closer to a *topsport* than a *breedtesport* team, but show characteristics of both more than the first team of Apollo 8. For the German teams, having fun outside of the court meant sometimes having a beer and pizza after practices/matches in the hall or at a team member's place. German sport halls don't have *kantines*, which means there is no real place for social gathering like in Twente. Besides this, or perhaps due to this, the teams organise more team activities outside the volleyball, like grilling at someone's place, visiting a different city for fun or visiting the *Weihnachtsmarkt* during Christmas.

Coach MTV Lingen:

“...Where in the Netherlands you play the games and follow the training sessions, in Germany there are a few other things, we usually have an outing to some city where we have a nice day, Christmas we go to the Weihnachtsmarkt, things that are arranged by the team itself.”

Overall, the other motivators which followed from the literature that were tested (performing, health benefits, feeling recognized and role models) all played a role in one way or another in all teams, but for all the teams except Apollo 8 Borne the above mentioned motivators were the most important. For Apollo 8 Borne the performance aspect was of equal importance or even bigger importance for the players as the above mentioned motivators.

Respondent #4 Apollo 8 Borne:

“All these elements do play a big role, this is kind of the drive that has kept me going for years, wanting the competition and the achievement.”

It is anyhow clear that internal motivators (challenge and enjoyment) are the most important motivators for playing volleyball for all the research participants, even for the *topsport* participants, as the coach of Apollo 8 also stated when asked about why players chose to play for his team:

Coach Apollo 8 Borne:

“And if you were to ask right now from girls who are on the talent team (national training centre team in Papendal, red.), where they would prefer to play our club the one where they want to be and not because you can grab the most money with us but because you have a very good staff standing with a very good club, a lot of bonding, a good hall, the preconditions are good, of hours of training, a car for home for girls who need it so.”

In order to be able to answer the research questions, the SDT will now be applied on the intrinsic motivations of the volleyball players that were researched. It is now clear that the volleyball players are intrinsically motivated, but why this is exactly the case is yet unclear. This unclearness will be cleared up by analysing the three basic psychological needs that need to be fulfilled in order to reach intrinsic motivation, which are competence, autonomy and relatedness. In the following chapter these three basic needs will be analysed in the order that was stated in the previous sentence.

4.2 Competence and autonomy

4.2.1 Competence

The need for competence is enhanced by optimal challenge and positive performance feedback, as could be read above, and undermined by their opposites. Finding optimal challenge within Twente is no problem as there are many clubs within a small proximity acting at levels ranging from the highest (Eredivisie) to the lowest recreational divisions as the coach of WVC Volley Wierden noted.

Coach WVC Volley Wierden:

“There are plenty of options to train at a level even if you think I want to play first division this year then I do at WVC, the year after that I want to play top division then I go to Krekkers and the year after that I want to play premier division and I can go to Apollo. Well that's all within cycling distance almost if you wanted to.”

Players and coaches in Twente also make use of this wide range of options of teams and clubs. In NDS/NRW, this is different as was described by the coach of WEVO '70 Weerselo who has also coached in Germany:

Coach WEVO '70 Weerselo:

"Yes... well, what is also very different in Germany is if you are a trainer of a club you are stuck with it for your whole life. The mobility between trainers between clubs is not so big there, look in the Netherlands after 3-4 years you go to another club, or even faster. And in Germany, in Emlichheim, I was a trainer for about 7-8 years. And if I hadn't moved I might still have been a trainer there, that could well be."

Meaning that in NDS/NRW the loyalty towards clubs is larger. The coach of TV Westfalia Epe confirmed that this was not only the case for coaches but also for players not moving clubs easily:

Coach TV Westfalia Epe:

"...at Dingden they also tried to get other talents to train with Dingden. That is, yes, parents are important there too, but even then it's like, yes, stay with the club you're in now. Take girls away from there to let them play in Dingden? Absolutely not. The same thing is happening in Borken, the same thing is happening in Emlichheim, they can't take the girls, it's just this year in Ahaus where they have a, I think, Regionalliga level, say, second/third division, that they took some girls who were going to study to Borken because otherwise they wouldn't have had people there."

For a volleyball player in NDS/NRW it is harder to find the optimal challenge than for a volleyball player in Twente as the volleyball players from NDS/NRW are more dependant on what the *Verein* (club) has to offer than the volleyball players from Twente. Besides loyalty, the difference in proximity of high-level volleyball teams differs between Twente (high) and NDS/NRW (lower) which also makes switching clubs harder due to physical distances that need to be overcome. In reality this means that for some players in NDS/NRW the need for feeling competence is strongly fulfilled, where for others this might not be the case at all. An example of this is a player at Dingden who was too good for the second team but not good enough for the first team, is placed in the first team due to lack of players. Consequently, her need for experiencing competence is not fulfilled and her intrinsic motivation drops. It is more likely that the need for feeling competence is fulfilled for a player from Twente than from NDS/NRW due to this.

The players from Twente add to this that it is important for them to be able to experience their competence in matches. At what level this is, is of lesser importance according to them. Being able to experience competence at your level and within your own team is the most important part.

Respondent #3 WVC Volley Wierden:

"I think it also partly has to do with whether a player gets opportunities within a team. If that's not the case, then there's a greater chance that someone will quit. I have experienced that someone quits because he or she does not play much, which also reduces the pleasure in volleyball. But that is not often the case (how I experience it)."

Respondent #3 WEVO '70 Weerselo:

"I feel that the team is very important in a village club, the sociability that it brings. It doesn't always matter at what level you play volleyball. Even players in the third class can have a great time. As long as you play on the right level and have nice players around you."

Players of RIVO Rijssen add to this that players from lower teams sometimes do feel less motivated or even quit due to not feeling recognition for their volleyball and not getting the attention that the first team gets, depending on the size of the club. This means that the larger the club is, the more likely it is the case that players from lower teams quit due to receiving less recognition for their efforts.

Respondent #1 RIVO Rijssen:

"I myself notice very much that the 'better' ones keep playing more often than the lesser ones. I think this is mainly because less time and energy is put into the lower teams. This gives the players in these teams less motivation to continue. Of course, there are exceptions to this, but I have often noticed this."

For the players of Apollo 8 Borne this was different due to a different point of view. The players from RIVO Rijssen, WVC Volley Wierden and WEVO '70 Weerselo looked at the lower teams from the clubs, where the players of Apollo 8 Borne looked at the players at their own level. There they saw that no one quit and no one felt less competence. Once this was the case they simply switched teams, confirming what was stated previously.

Most of the players that participated in the focus groups experienced the recognition, which aids in fulfilling the need of experiencing competence, that players of lower teams at larger clubs sometimes lack. They also confirmed that this motivated them. The players received this recognition from a broad range of people: coaches, teammates, parents, family, friends, clubmates, classmates, fans and inhabitants of the village or city that the club is from. For the players of WEVO '70 Weerselo this recognition was of less importance. They did not care about receiving recognition for their volleyball as much as the other teams and players and mostly just found it important that one does what he or she likes at their own level.

Respondent #3 WEVO '70 Weerselo:

"This doesn't really play a role for me. You have to do what you like and what suits you. And then a performance at the recreational level can feel just as good and honourable as at the performance level."

How important feeling recognition was varied between players and teams. For some it was a big motivator, for others none. This did not differ between Twente and NDS/NRW. The main consensus was that it helps in finding even more motivation for the sport.

4.2.2 Autonomy

When the coaches of TV Westfalia Epe, MTV Lingen and WEVO '70 Weerselo were asked about cultural differences that they recognized between coaching in Drenthe, Twente, Niedersachsen and Nordrhein-Westfalen they unanimously agreed that coaches had more authority in Germany than in the Netherlands. The coaches of TV Westfalia Epe and WEVO '70 Weerselo worded this as follows:

Coach WEVO '70 Weerselo:

"...but there the trainer is an authority, if the trainer says lie on the floor with your face on the floor and stay there for 5 minutes, so to speak, they do that. If I would say that in Holland to players they look at me and say yes, do it yourself. They don't do that. Also in the mental training in exercises, in Germany you can continue until the end. In the Netherlands you can't do that, it doesn't work."

Coach TV Westfalia Epe:

"And look, I always say that if you ask for something here in Germany, they will do it. You are put on a pedestal, I wouldn't say a pedestal, but you are listened to very carefully and they think that you have more knowledge than anyone else. And if you say I want it this way, that's what you get."

Within this pattern, the coach of WEVO '70 Weerselo recognized a difference between Drenthe, Twente and NDS/NRW. He found that in Drenthe the mentality of his players mostly resembled the 'typical' Dutch mentality of first wanting to know why something is done rather than trusting the authority. For him, this differed from the mentality that he found in his players in Twente, which he thought resembled the 'typical' German mentality more than the 'typical' Dutch mentality.

Coach WEVO '70 Weerselo:

"In Drenthe I think... Twente is more like German than Dutch. In Twente you can also train with a lot of speed and energy, but in Drenthe I found that a lot less. You had to come up with other exercises very quickly, otherwise it would be boring... or you name it."

Two possible reasons were given for this difference in respecting authority by the coaches that were interviewed, the first one being the German tradition of respecting hierarchy within organisations, as opposed to the more free approach of Dutch tradition, to which some of the coaches also added a gender perspective as can be read below.

Coach WEVO '70 Weerselo:

"Yes... and that is really German huh, Prussian, I also lived in Germany for a few years and there you can notice that the whole society is much more hierarchical than with us in the Netherlands is. The Netherlands is quite free-spirited. Nowadays you can think a bit about that too by the way. But in any case the German national character is much more into... licking upwards barking downwards. ... Look and that's what you have as a trainer of course you are that authority, if you say anything they just do it. That's just picked on, and in the Netherlands you have to explain it a lot more. Especially with ladies. Especially with ladies."

The second possible reason for this difference that was given was the more professional approach to staff who support volleyball teams and clubs in Germany, as the coach of TV Westfalia Epe described below. This differs from the Netherlands, where clubs in some instances are already happy that someone wants to coach a team, let alone whether they are actually qualified for the job or not. In Germany qualifications for team staff roles are of a higher priority, where you are not even allowed to coach a team without the proper qualifications.

Coach TV Westfalia Epe:

“And that, ageing plays a role but, I think the framework is so incredibly important if you have good people in the right place. And I think that if you compare them, if we are at that level in the German club, they are much more professional in setting up the framework, the trainers, here you can't train without papers. There are many more requirements for the framework itself.”

Due to this, the autonomy of players in Twente and NDS/NRW was lower. This was not the only cause for a lower autonomy within choices in volleyball. Respondent #1 of the MTV Lingen wrote the following about the role of parents in the fanaticism in volleyball:

Respondent #1 MTV Lingen:

“I also believe that the parental home also plays a role. For me, for example, it was so that my parents have always said “all or nothing” simply cancel, because you wanted to meet with a friend was not there. But they were also 100% behind it.”

This role of the parents was stated by multiple players from Twente in the same wording as the parents of respondent #1 of MTV Lingen: do something fully committed or don't do it at all. In the German focus groups this was only mentioned by one respondent in one focus group and was not underlined by other participants of the focus group, as opposed to the focus groups in Twente where this pattern of behaviour was underlined by most players. This difference was confirmed by the coach of TV Westfalia Epe, in which he states that parents in Germany are less likely to push their children to reach their potential in their sports:

Coach TV Westfalia Epe:

“Look I, I have said many times here in Germany, look if your parents are not behind you to reach a certain level and do not push you in that then it is almost crying in the desert to still get those girls there, to get them.”

Besides that parents in Twente found it important that their children are fully committed to the choices that they make in life, for many parents it was also important that their child picked a team sport.

Respondent #1 RIVO Rijssen:

“I started playing volleyball because I got my swimming diploma and could choose a sport. My parents wanted it to be a team sport. Because my mother also played volleyball, the choice was easily made.”

For many of the female volleyball players in Twente this meant that they were not left with many options but to join the volleyball club. One reason for this is that in most villages in Twente there used to be just two or three team sports, with football and volleyball always being the two main options as the coach of Apollo 8 Borne stated.

Coach Apollo 8 Borne:

“Traditionally it's small villages, the choice was whether you go to soccer or volleyball and that sports offerings are slowly becoming a bit larger, you see that in terms of membership numbers, I don't know if you have researched that or are going to research it but I have the idea that if I look at my school that more and more girls choose soccer. So that's the number of members at smaller clubs is getting a little bit less outside the villages so to speak. But traditionally it has been a big sport here in the east and I think it always will be. The competition is now slightly greater.”

After triangulation this indeed turned out to be the case in most villages in Twente (see appendix E). In some villages handball, korfbal or basketball could be added to the sports that a girl could choose, but not in all cases or only as of late. Another reason was that within many of the villages the tradition grew that boys joined the football club and girls the volleyball club. Besides this all, many parents used to play volleyball themselves and always brought their children to the sport hall when they were younger, sort of growing up within the volleyball club, making it only logical for them to also join the volleyball club. A final reason that was given by the female volleyball players from Twente was that all their *vriendinnen* (female friends) joined the club and started playing volleyball, which is why they also joined the club. One way or another, the female volleyball players in Twente were limited in their autonomy for participating in volleyball during their youth due to a lack of choice and imposed goals by parents or the club.

In Germany this is different because of the way sport clubs are organised in Germany. Take for instance TV Westfalia Epe in Gronau-Epe which is a so called *omni vereniging* making any sport discipline that the citizens of the village wish to play possible within the village. In the Netherlands clubs are focused around their own sport and in most cases do not branch out to other sports resulting in limited options.

Besides what was mentioned above, autonomy within volleyball in Twente might be undermined for outsiders by a lack of acknowledgement of feelings due to a strong regional culture. An example of this was given by the coach of WVC Volley Wierden who, at his previous team, had a player from outside of Twente that did not really fit into the team at the start due to having interests that were frowned upon within Twente.

Coach WVC Volley Wierden:

“So that's a bit of common sense, but also that someone from Twente would say, first show what you can do and act normal and then we'll talk about it again in a while. And that is perhaps a small disadvantage of the sobriety of Twente, if you can call it sobriety, because actually it is slightly anti-social behaviour. It just depends on how you look at it.”

As can be read above, he described this mechanism as *Twentse nuchterheid* (common sense) or slight a-social behaviour.

4.2.3 Conclusion

Within this paragraph, the first and second sub question will be answered with the aid of the results that were explained above regarding the need of competence and autonomy. The first subquestion was as follows: How does volleyball fulfill the basic need of experiencing competence for the female volleyball players?

For the volleyball players from Twente it was more likely that the need for experiencing competence was fulfilled than for the players from NDS/NRW. This was the case because it was more likely for a player from Twente to find optimal challenge in their volleyball than for a player from NDS/NRW due to a lower level of loyalty towards the *Verein/Vereniging* (club) and a higher level of proximity of high-level teams within the region. All the teams experienced recognition for their volleyball and experienced competence due to this, but this was not of real importance in their motivation for volleyball. It was more of a side-benefit that motivated them even more. It is thus concluded that volleyball fulfills the basic need of experiencing competence by creating the opportunity for optimal challenge in volleyball and by feeling recognition from a broad range of parties.

The second subquestion was as follows: How does volleyball fulfill the basic need of autonomy for the female volleyball players?

It can be concluded that volleyball did not fully fulfill the basic need of autonomy for players from Twente and NDS/NRW as for a lack of choice and some form of imposed goals and control by parents. Despite this, the players in Twente are highly motivated. Whether this is also the case in NDS/NRW is harder to say. There are teams that are highly motivated and coached by more traditional German coaches. But the Dutch coach of MTV Lingen also experienced that female volleyball players from NDS/NRW appreciated coaches from the Netherlands more because they had more variation in practices, were more approachable and were more free in their coaching as can be read below, showing the possible importance of autonomy within motivation.

Coach MTV Lingen:

“What is a big difference is that German teams often embrace Dutch trainers because they are much more open, and with open I mean easier to approach, so the hierarchy you just mentioned and discipline are things that play a role in Germany of course, but as a Dutch trainer in Germany you have a big advantage because it is experienced as very pleasant because we as the Netherlands are just very easy to deal with and that is a big difference.”

Yet in the case of Twente, this is different. There was no full autonomy in choosing volleyball, in continuing to play in volleyball and in choosing how to play volleyball and possibly no full autonomy for outsiders, as could be read above. Despite this the intrinsic motivation of the female volleyball players is high. Why this is the case will be further explored in the remainder of this chapter. What this might mean will be elaborated in chapter five.

4.3 Relatedness

4.3.1 Regional culture

One of the first questions of the focus group was: what makes life unique in <your area>? The aim of this question was to get an insight into the regional culture of the area that the volleyball players lived in. In Twente, factors that returned in the answers on this question were a sense of community and helping each other (by some described as *noaberschap*), Twente being a small world where everyone knows each other (*ons kent ons*), the rurality, a regional type of common sense (above described as *Twentse nuchterheid*), a high work ethic, the dialect, certain regional traditions (like easter bonfires), the parties (*dorpsfeesten* or getting together in a *keet* (shed)), certain regional foods and the nature and greenery around. For the volleyball players from Twente the combination of all these factors resulted in a living atmosphere within their villages in which they felt comfortable and at home. For some outsiders this feeling comfortable and at home had to grow, for others these regional cultural and rural factors resulted in an immediate experience of feeling comfortable and at home. This differed between personal types of individuals and origins (is someone from a city or a village, how was someone raised and whether someone was from a more rural or urban province). For the volleyball players from Twente, being a *Tukker* (someone from Twente), meant speaking the dialect, helping others in need (*noaberschap*), having the *Twentse nuchterheid* and participating in regional traditions.

When the female volleyball players of TV Westfalia Epe were asked the same question of what made living in their area unique the following answers were given: everyone knowing each other (above described as *ons kent ons*), the rurality, the parties (*Schützenfeste*), the nature and greenery around, the relatedness/connection (*Verbundenheit*) within and between clubs of all kind (*Vereine*) and the location of Gronau-Epe with its connections to many bigger cities around. The players of MTV Lingen found Lingen and the surrounding area unique due to a sense of community (*Gemeinschaftsgefühl*) mainly within the club, the rurality (around the city and for the players living in the villages around Lingen), the parties, the nature and greenery around, having your family nearby, the high amount of activities that can be done in spare time (Respondent #1 MTV Lingen: "*Kultur und Freizeitmöglichkeit*"), the perfect amount of public services around and the lack of anonymity between neighbours despite Lingen being a city.

The above described *noaberschap*, which meant not only having a sense of community but also helping one and another where possible, in Twente resulted in volleyball clubs being broadly supported within the community and village. This mechanism had both a cultural and rural aspect. Cultural as the community support was given a name and by doing so linked to the *Twentse* culture and identity. This is then reproduced in the upbringing of children within the area. The rural aspect comes from the history of the term, formerly known as *noaberplicht* or *burenplicht*, which meant neighbour duty. This neighbour duty was of importance due to the rural secludedness of Twente before infrastructure and mobility developed, which meant that in case of emergency people were dependent on each other rather than on emergency services like nowadays.

In practice, this *noaberschap* resulted in the citizens of the village supporting the volleyball club in any way possible. An example of this is how companies aided in financing the sports hall in the village, when renovation or a rebuild is required. This is however only the case in the smaller villages, where fewer interests are at play, as the coach of RIVO Rijssen described below.

Coach RIVO Rijssen:

"...if I go back to the village associations and look at the sports halls that have been built there, look at Devoko Denekamp, look at Bentelo Polstars, who have built sports halls there partly thanks to the community, oh man, that's just great that the business community is involved, co-finances them, volunteers all say: 'Sunday, we're going to take the shovel and we're all going to put the hall together and then it's doable, but you can't achieve that everywhere, not everywhere. ... Rijssen is a uhhh, Rijssen is a huge entrepreneurial village with a lot of entrepreneurs and they want it very badly and there are some who just say: here is your money, we are going to get something out of the ground together but the municipality is holding it back, I don't know what the reason is, land, permits I don't know what, of course there are also several associations that want something and not just rivo and you have to satisfy everyone privately, but look at the Reggehal our main hall is just an old hall, actually just written off ..."

As the coach of RIVO Rijssen described above, the volleyball club is full and can no longer offer every boy or girl in the village the possibility to play volleyball. The support and financial aid was there but the municipality is not as cooperative as within smaller villages, where the volleyball club has a larger role in the lives of the inhabitants of the village. This resembles the mechanism that Putnam (2002) described, where due to a lower amount of clubs or communities that one can be part of, people are more likely to dedicate their time to the clubs and communities that *are* there, rather than dividing their time. Another example of what the *noaberschap* resulted in in practice was given by the coach of WVC Volley.

Coach WVC Volley:

"I think that among the boards, that we do, that there is a willingness to go along with certain plans. Provided you substantiate the whole thing well. At Krekkers, they trained 2 times for me and in 2 years' time I expanded that to 3 times and 2 times strength. That third training session was also completed fairly quickly. Here at WVC we have asked for a few things and they are thought about, asked critically, there is always a willingness to get things done. We have now achieved promotion for the top

division through that, through the application. Things had to be requested and arranged for that as well, the centre court I just mentioned. Then there is a readiness for that right away as well. That is immediately dealt with, there is always a man or two who will make an effort and we will arrange that. the sponsor committee now has that centre court there will be some additional possibilities also with the advertising boards that will be put around the field of course. ... there are always people who, within their talents, are deployed there anyway. Still a relatively small club, Krekkers is a bit smaller, but WVC is certainly not super big. There are still people who see something in it and want to make it happen and still want to get those sponsors to do it every year. Ladies 1 has a number of times that they go with a coach to the away game, these are all little things well just arrange it. That is something that plays a role here. It is easy to see what we can do and let's not be difficult, let's try. Not thinking too quickly, "Oh, we have to do this and do that," but more the other way around, "We have to try to arrange this and that and we'll probably succeed, so we'll do it."

For the clubs in Twente, at first glance nothing is a bridge too far. The board and volunteers will try to arrange everything for the first team, so that they can perform as well as possible on the weekends. Examples of what the clubs make possible were given above and found at all clubs in Twente. It is part of *Tukkers* not only wanting to help each other but also wanting to work hard and wanting to do something for someone else without expecting something in return as respondent #1 of WVC Volley described below.

Respondent #1 WVC Volley:

"In addition, Twente people want to work hard and do a lot for each other without being asked for anything...."

To this, the coaches add that it may however never be one-way traffic where the players only enjoy the benefits of the club and do nothing in return. The players of the first team also have to partake in volunteering at the club. Everyone that becomes a member must add to the club and not only take from the club. This is an important factor within not just small village clubs, but also at Eredivisie club Apollo 8 Borne, which shows that it is not just a rural but also cultural aspect. In Twente it is important to give and frowned upon when one only takes and thinks of themselves.

Coach Apollo 8 Borne:

"Competing for prizes, keeping ties with the club, continuing to train and develop our own talent, keeping a regional face of the team, there are really girls who come from further afield but most girls come from Borne or Twente, we want to keep it that way."

When the coach of Apollo 8 Borne was asked what his ambitions were with the team and the club, the second thing he stated was maintaining the relatedness with the club and the other teams. The players of the team try to do so by coaching teams within the club, which 8 players of the team do. An important underlying motivator for this *noaberschap* and helping the club is the pride that inhabitants of the village feel for the achievements of the volleyball club, which grows when the first team performs well and gets results. A negative side effect of the high level of play of Apollo 8 is that the contribution for club members is high and that the men's teams are neglected due to a sole focus on the success of the first women's team. It shows how hard it is to combine topsport with recreational sports in one club and that it is hard to keep everyone content.

Coach WEVO '70 Weerselo:

"When I joined Wevo, there were one and a half horses in the stands. Then we had a bit of success because we came out on top and at a certain point the opponent just got more and more people. And in recent years we just had, well not 500, that's not possible in Weerselo, but at regional derbies we had the hall pretty full. With a lot of atmosphere and noise in the hall. So there was some development. I have to be honest, I also like it when there is that development, that experience, it makes it more interesting. ... The funny thing is, a number of players even recognize it, they used to play in the first team and then there was nobody who called them on it. And for the last two years they have been addressed on Saturday mornings in the supermarket. Well where do you have to go this afternoon, good luck. And so that lives in our village...."

Inhabitants of the villages approaching the players and showing interest in their matches motivated the female volleyball players from Twente and added another dimension to their matches. They not only played for themselves but also represented what the village could achieve. This enhanced the feeling of relatedness to the sport.

Due to the mechanism that Putnam (2002) described earlier and the sense of community, clubs in Twente were also more likely to find devoted volunteers. Even the first team has to 'do its part' in this. This can be different in clubs outside of Twente. An example of this is Trivos Wijchen where players of the first women's team were lifted of all volunteering duties. Respondent #1 of WVC Volley Wierden described the importance of these volunteering duties below, describing how these also play an important role in feeling related to the volleyball club. Yet, as described by multiple coaches, it is becoming more difficult to find devoted volunteers due to newly founded sport/culture clubs in the villages and the trend of individualisation (Kuijpers, 2019).

Respondent #1 WVC Volley Wierden:

"I am definitely proud to be a member of WVC Volley. This is also because I played there as a youth, of course. In addition, the club organises a lot in different ways. A Super Saturday with a big raffle, a mixed tournament, volleyball camp for the youth, the big club action, the Snert action and so on. This allows you to be involved with the club in different ways, which also gives you more of a bond with the club. That is why I am proud to be a member of WVC!"

A key factor in the fanaticism of the volleyball players in Twente was being present at practices and matches, which is partly a consequence of the regional culture of a high work-ethic and of giving rather than taking which the players were taught in their upbringing by their parents, which will be further elaborated on below.

Coach WVC Volley Wierden:

“And the moment you're not there, and you don't think you can be there, you have a very good reason for that and you don't just cancel.”

This was a returning factor in all the focus groups with the teams in Twente. All the players put the team first because that is how they were raised. This resulted in liking the sport because it is a team sport, as described above, and feeling strongly related to your teammates. If you do not show up you are missed and not only lower your chances of playing on the weekend but also ruin the practice of your teammates. The coach of RIVO Rijssen confirmed this and stated that he thought this was part of the regional culture in Twente and did not differ between levels of play, as can be read below.

Coach RIVO Rijssen:

“When I look at the association I have been allowed to train, which is in Hengelo, at VVH I also trained at Vrivo, then you notice that people are prepared to do a lot in order to be able to train. Look, there's always one I want to take it easy, you know that, but in general I think, especially in these villages, no matter what level you play, people are willing to put everything aside just to be there once or twice. That is, whether it is really typical of Twente, I almost think so if you look at people in the west who are on the road all day, and you see people who want to achieve something and have a certain amount of commitment to achieve something and if you have that in you, whether you are in business or in the world of sport. Then you go for it too. And whether that, maybe it's really something Twente. Let me put it this way, I don't know anything else actually. ... Now that you mention it, you start thinking about it, I think it's actually quite normal, maybe it's quite normal here in Twente. ... But you get that from your Twente culture, and I think like us, and now you've experienced it yourself, but imagine that I am going to train a team outside Twente that I would get very annoyed. I'd think, what's going on here, a birthday, come on. That also happens here, but you have to respect that, ready but that's possible, but that doesn't happen often. The associations I've had lately are girls with birthdays, they just come to train and maybe one of them says: do you mind if I stop half an hour earlier? It's my birthday, then yes, class that you're there for an hour and a half of training and then you leave for the last half hour, that's fine. That's the way it has to be, because you don't participate in a team sport for nothing, and the moment you're not there I think you're letting the team down because of it; I try to minimise that, and you want the other one to be there next time, too, so that you can hit a nice ball, and I think that culture is very high in Twente.”

In Germany this was different. The players described that practices and matches were sometimes not as important to themselves or their teammates. It could differ between clubs, levels of play and teams. In Twente, especially at the higher level, everyone would always be present. For the second team of a club, who in some cases play the same level as MTV Lingen, or the higher youth teams this was the same in Twente.

Respondent #1 TV Westfalia Epe:

"In addition, I have always been able to observe phases in which participation in training and games was sometimes taken more seriously, sometimes less so."

Respondent #6 MTV Lingen:

"In my opinion, a training session is a fixed appointment where you have to go. But some people see it differently."

The coaches of TV Westfalia Epe and MTV Lingen also saw this difference, as the earlier stated quote of the coach of TV Westfalia Epe showed regarding the mentality of the parents in Germany as opposed to the mentality of the parents in Twente. To this he adds that Germans in their sports are less performance focussed than in the Netherlands. Having fun and *gezelligheid* is also very important, possibly more important than performing.

TV Westfalia Epe:

"Yes, exactly, parents play such, and again that has to do with level and I, I know that for example, people say that Germans are very performance-oriented. But in my opinion it has to be fun, it has to be, here in Epe it's just a team with parties, that's, yes, I don't want to say that it doesn't happen in the Netherlands. That is also necessary, but there they are more focused on the goal of performing."

Coach MTV Lingen:

"The biggest difference I always find is that in, how shall I put it, the joy of playing with German teams is much more present. If you have a match or a training session in Germany, the players involved in your team are much more fanatical, much more enthusiastic, there is much more cheering, much more singing and the respect towards trainers/coaches is much higher. ... The motivation comes of course mainly from the pleasure of the training sessions, and if the training sessions are varied, then that's it, I never ask the players who will be there, I'll see, we have trained four times now and that always varies from 11-12-13-14 players."

As described above, the sport clubs in the Netherlands differ from the ones in Germany regarding the way the sporting options are being offered to the inhabitants of a place. In the Netherlands there is a club for every sport, where in Germany there is one club for all the sports. Due to this the sense of relatedness to the club is higher in the Netherlands than in Germany, which the respondents of the focus groups in NDS/NRW also confirmed.

Respondent #1 TV Westfalia Epe:

“However, I have to say that I would like to see even more interaction between the individual departments of the club. Although we are well networked, each department tends to act on its own. But the cohesion of the individual teams in the volleyball department is very great. The joint “after-work beer” after Friday training is already a tradition and the one or other party is also planned.”

In Germany, the team functions more as the centre of the social contacts where in the Netherlands there is a more even balance between social contacts from your own team and the club. According to the respondents, in Germany, this could differ between cities and villages, where the *Vereinsgefühl* was higher in villages than in cities. This difference was more or less confirmed through the difference in responses on the questions between the focus group with TV Westfalia Epe and MTV Lingen.

Respondent #3 MTV Lingen:

“Our club itself is very big and there are many different sports and offers. Volleyball players from different teams meet each other during training sessions or at the end of the season, when they play volleyball and eat together. Often we also visit the games of other teams of our club. In our team we usually have some kind of meetings and activities several times a year, which allows us to share experiences outside the sport and to integrate each individual even more into the team.”

At TV Westfalia Epe different teams have a drink together after every Friday evening training session, where this is only the case annually for MTV Lingen. In Twente different teams meet each other weekly throughout the week and during the weekends in the *kantine*. In Germany sports halls don't have this place to sit together for a drink, which made a difference in how many members of the club one gets to learn according to the coach of WEVO '70 Weerselo. There is thus a difference in relatedness within the club between Germany and the Netherlands through how sports halls were built and how sports clubs are organised.

Coach WEVO '70 Weerselo:

“I must also say, the bonding in the clubs is different. Because you have different match days of course, the bond between teams is also different. That is indeed the case, in our country you also see each other in the canteen. For example, at Wevo I know who plays in Ladies 5 and Ladies 6, to name just one. I can't mention all the names, but I've come a long way. In Germany it was mostly youth, I trained them. At Nordhorn there was also a third and a fourth team but I didn't know them, I never saw them.”

The power of the relatedness within a club was described and confirmed by respondent #4 of Apollo 8 Borne, who also found this at her old club in a different rural province in the Netherlands. It is however hard to keep everyone on that page within a big club that both hosts performance and recreational sports, as described above. What makes Twente unique in this is that there is a high proximity of such clubs in the area, where in other areas there might only be one or two of such a kind.

4.3.2 Rurality

Besides the lack of *kantines* and the organisation of clubs as described above, there is a rural aspect to the relatedness between teams, as respondent #1 of MTV Lingen wrote that the teams in villages often also are the *Cliques* (tight group of friends).

Respondent #1 MTV Lingen:

"In smaller villages, the teams often form the clique as well."

Features of *noaberschap* and sense of community as described above have both a cultural and rural aspect. This is the case for most of the features within this chapter and is not illogical as Twente has a strong rural identity. Within NDS/NRW this regional culture and identity was less prevalent. As respondent #1 of MTV Lingen described, teams in villages often also are the *Clique*. In Twente this was also the case but it differed strongly per type of person, team, type of village and the size of the village. As was already described briefly in the autonomy chapter, becoming part of the group might not be so easy within Twente. For the case above described it took quite some time, as the coach described, to feel a proper part of the team. This was within a small village where the players of the team had already been playing with each other since primary school. Outsiders who joined WVC Volley Wierden and Apollo 8 Borne had different experiences, where respondent #2 and #6 of WVC Volley Wierden described that she as an outsider was welcomed with open arms.

Respondent #6 WVC Volley Wierden:

"I myself have played at 3 different clubs. Wvc is by far the nicest. It is one big club where everyone knows each other. The club organises many activities in which the whole club is involved. A super Saturday with a big raffle, a mixed tournament, volleyball camp for the youth, big club action, Snertactie and so on. As an 'outsider' you are very well received."

Respondent #2 WVC Volley Wierden:

"Agree with what is said above! WVC is really super cosy. When <coach> asked me to join WVC, he also said that it is a very active club where it is expected that you, especially as ladies 1, have to contribute to the activities. So it is also well known. In addition, I think that the stands with us (outside corona) were often full of. And that wasn't even just family, but also other teams from the club. The club is very involved with each other and that makes the atmosphere very nice. And I agree with what Respondent #6 says: as an outsider you are welcomed very nicely. This is really because the club is involved. Very soon people come up to you in the canteen. These are factors that play a part in making it a nice club where you are proud to play."

Respondent #4 and #1 of Apollo 8 Borne came to similar conclusions. The difference here was that these respondents were from other rural provinces in the Netherlands rather than also from Twente. Despite this they felt at home at the club and in Twente.

Respondent #4 Apollo 8 Borne:

"I have to admit that I experience life in Twente and Limburg somewhat the same. I think that's why I feel at home here in Twente. The same geniality and sobriety."

Respondent #1 Apollo 8 Borne:

"I actually also have what they have already mentioned. The down-to-earthness of Twente. I also notice in volleyball that everyone here gets along well with each other and that there isn't so much 'biting' at each other that you sometimes hear in teams. Just like Eline, but I'm from Drenthe, it's just nice and easy-going. That's why I feel very much at home here."

For the relatedness this might mean that at teams that are more inclusive, a feeling of relatedness is faster developed but perhaps not as strong as the teams that are less inclusive, where the relatedness is already very strong. Players might leave the more inclusive teams sooner, where players in the less inclusive teams are more loyal, resulting in a stronger sense of relatedness. Reasons for this difference between teams in Twente are how long teammates have been playing with each other. In small villages like Harbrinkhoek-Mariaparochie and Weerselo this would sooner be the case, as players in these teams have stuck together since their first youth volleyball years, than in the bigger commuter villages like Rijssen, Wierden and Borne, which the coach of RIVO Rijssen described. Both WVC Volley Wierden and Apollo 8 Borne recently promoted, which meant making changes in their teams and welcoming more new players from outside the club.

Coach RIVO Rijssen:

"...even though you don't come to the sports hall you see the teams just as well on their bikes, yes, and then I can imagine that they say yes we are a village association, actually we are growing a bit out of our size as a village association it is really big as a village association."

The coach of MTV Linggen saw the same kind of difference between city and village clubs in Germany when playing against teams from villages nearby.

Coach MTV Linggen:

"Yes you have to see it that way. Yes, that's how you should see it. If you come to watch us, there are some people there but it's just what you say, family, friends, former players, players who are in the D2 D3 or from youth. For example, in smaller villages where we of course also come sometimes when you play there, the supporters of the opponent are often larger and that has also to do, and that's a bit in the comparison with the Netherlands if you are a village, you usually only have a few sports that are offered, if I look at Diepenheim for example, I also train with men's 1, there you have soccer, then you have the volleyball, then you have something of gymnastics and then you have the brass band. Look at a city like Linggen, where there are 35 sports that are offered. So because it is missing, it is of course a different story."

Which according to him is the case because, due to rurality, the range of sporting options in villages is slim, resulting in a higher relatedness with the sports that are offered in the village, which was also concluded above. In this the as above described rural feature of *ons kent ons* also plays an important role, which differs between small villages, larger commuter villages and cities and makes feeling included harder for an outsider.

This small world feature resulted in players not only knowing their teammates as their teammates but also as former classmates, friends, colleagues and fellow inhabitants of the village. Besides this the volleyball players are connected through a shared regional culture and identity. This enhanced relatedness. In Germany this is less the case as distances are larger and people are less likely to move. Here, in NDS/NRW, respondents were more likely to describe the team as a group of friends as well. Within some teams this was also the case in Twente, but not for all and not as widespread as in the focus groups in Germany. This showed that there is a different kind of relatedness within the teams. In Twente in the smaller villages teammates were both wide and tightly related, whereas in the larger villages this was also the case but with a slightly lower relatedness between teammates as described above. In Germany the relatedness between teammates was a bit less wide and more tight.

4.3.3 Parents

As described above, parents play an important role in the volleyball of the female volleyball players in both Twente and NDS/NRW. In the case of the respondents of the focus groups in Twente, parents strongly enhanced relatedness to volleyball. The reason for this is that in many cases the parents already used to play volleyball for the same club, as mentioned previously, which meant the players already felt at home at the club and saw how fun volleyball can be. This was described by the coach of WVC Volley Wierden, as can be read below, by stating that in some regions you can tell by surname whether someone will be devoted to volleyball.

Coach WVC Volley Wierden

“Yes. And if you look at the Krekkers region, for example, you can see based on last name, father and mother played this, mother is such and such, older sibling. It's all, that all stays together. The circle it's in is just a little bit smaller.”

Besides this, parents in Twente are likely to be devoted volunteers due to the regional culture and rural aspects described above. In practice this meant that it was no problem for the parents to wash the team shirts, drive the kids to the matches, fulfill a bar duty, coach a youth team or to help organise an event as respondent #1 of WVC Volley Wierden described above. Parents were very much involved in the volleyball of their children and were encouraged to do so by the club, which created a more inclusive environment, enhancing relatedness. In NDS/NRW, this was different. Relatedness to the club grew as moving clubs was discouraged, but it did not reach its full potential as, as the coaches who were also active in Germany described, parents in NDS/NRW were more likely to mostly see volleyball as a pastime activity that mostly had to be fun. This meant that skipping practices or matches for a birthday or party was easier done in NDS/NRW than in Twente, which meant the relatedness in the team was lower.

4.3.4 Regional culture, rurality, parents and motivation

According to the SDT, relatedness meant feeling like you belong somewhere, belong to someone and are part of a group of people. This was enhanced by respect, caring, an inclusive environment and security and undermined by competition, criticism, cliques and traditions. In Twente, this sense of relatedness was very strong within not only the team but also the club and the village. Within the upbringing of the children this sense of relatedness was already grown as children were brought to the club at a very young age and raised with the regional culture of *noaberschap* and having a high work ethic. Accordingly, they joined the club at a young age due to it being one of the few options they had, their friends joining the club too and their upbringing, which resulted in a stronger sense of relatedness towards the club. After joining the club, people were then more likely to be devoted to the volleyball club due to the regional culture and rurality, resulting in a secure and caring environment. How this environment was shaped could differ between the smaller villages and the bigger commuter villages.

In the small villages, for the people that fit into the lifestyle that came with the regional culture and rurality, an inclusive environment with respect was strongly experienced. For outsiders in the teams in the small villages it could be harder to fit into the team and club, but once this was overcome and one became part of the group, a strong relatedness could be experienced as people were loyal and caring to everyone that is part of that group. In the bigger commuter villages, overcoming differences was easier due to a more open environment in which people were more likely to switch clubs and teams were not as tight knit as in smaller villages due to not playing with each other as long as the teams in smaller villages. As described above, a less inclusive environment might mean that relatedness is harder to grow but strong once differences are overcome, whereas in a more inclusive environment relatedness is easier to grow but not as strong as in less inclusive environments.

Besides this the relatedness in Twente was strong as the female volleyball players belong to each other in many different ways. This could be as fellow volleyball lovers, classmates, townspeople, colleagues, friends, teammates, clubmates, fans of the club and *Tukkers* (people from Twente). Through the regional culture, a strong meaning was given to these connections, which meant maintaining them was important, resulting in an even stronger sense of relatedness. In the case of Twente, cultural traditions enhanced relatedness rather than undermined it.

In NDS/NRW there was also a sense of relatedness, but not as strong as within Twente, due to a different, or lack of, regional culture. This resulted in parents raising the children with the notion that playing volleyball is not as important in life and that other activities are of importance too, resulting in a lower sense of belonging. In Twente, the team and volleyball had to come before anything else (besides school and work, in some cases). Despite this, loyalty was higher which resulted in an enhanced sense of relatedness. The relatedness between teams within the club in Germany was lower, possibly due to a lack of *kantine*, which could differ between villages and cities.

On the other hand, the relatedness within the team was in some cases higher, with many team activities outside the volleyball, where in smaller villages cliques were more likely to be the case. The inclusivity of the environment was hard to judge due to a lack of outsiders, possibly due to the high loyalty towards the club. Only one outsider participated in the MTV Lingen focus group, who stated that she felt more related to the team rather than the club due to not being a member for so long. The volleyball players are thus more related as teammates than as clubmates, meaning their relatedness is not as widespread as it is in Twente.

4.3.5 Place

Place played a role in relatedness through regional cultures, rural aspects, the lower/higher proximity of volleyball clubs and a lack of *kantines* in Germany. The regional culture differed between Drenthe, Twente and NDS/NRW. In Twente this regional culture was the strongest, where most of the players identified with the *Twentse* identity. In NDS/NRW the players did not identify themselves as an Emsländer, Bentheimer, Münsterländer, Niedersächser or Nordrhein-Westfäler. This difference was notable as styles of living in Twente were linked more to the regional culture whereas in NDS/NRW these were linked more to rural differences. It could however be argued that the style of living in Twente also came from village/city differences as the regional culture originates from rural lifestyle. But as can be drawn from the results stated above, the culture makes a significant difference as it influences the upbringing of children within the area and gives meaning to certain parts of life that otherwise might be overlooked or might not be recognized to be of importance.

Besides this, place had an influence due to the difference in distances between volleyball clubs. In the Netherlands this distance was lower than in Germany, resulting in a higher loyalty to clubs in Germany as parents were not likely to drive their children to clubs further away in order for them to play a higher level of volleyball. The final factor of place that made a difference in the way the sense of relatedness to the sport was experienced was the lack of *kantines* in Germany. In the case of MTV Lingen this meant that players mainly related to their own team. At TV Westfalia Epe, this was partly accounted for through having pizzas and drinks after the Friday evening training sessions. Yet this is incomparable to the atmosphere in *kantines* in Twente, where not only teammates but also parents, townspeople, clubmates, friends and fans are able to socialise after each training session and after matches on Friday evening and Saturday afternoon.

4.3.6 Conclusion

After analysing the answers of the respondents of the focus groups and the coaches, it is possible to answer the third subquestion which was as follows: How does volleyball fulfill the basic need of relatedness for the female volleyball players?

Volleyball fulfilled the basic need of relatedness for the female volleyball players through a widespread range of options of experiencing the feeling of belonging to each other. Players could belong to each other as fellow volleyball lovers, classmates, townspeople, colleagues, friends, teammates, clubmates, fans of the club or *Tukkers* (people from Twente). How strong this belonging was and what type of belonging this was could differ between teams, clubs, village, cities and the regions that were researched. This sense of belonging was possibly undermined by a lack of a regional culture and a difference in city/village life in NDS/NRW. In Twente this sense of belonging was enhanced by a regional culture that gave meaning to these connections and a sense of pride for the village through the achievements and performances of the volleyball team from said village.

4.4 Twente, Niedersachsen and Nordrhein-Westfalen

To conclude the results chapter and to be able to attend to the matters raised in the introduction and answer the research question it is important to zoom out and place the findings in a broader context. This will be done by answering the final subquestion: What do the found spatial factors that influence the motivation in female volleyball players teach us about the regions of Twente, Niedersachsen and Nordrhein-Westfalen?

Through the research it became clear that the areas differ in many different ways. Not only did national cultures leave their traces, but also regional cultures and rural features. It became clear that in Germany there is a high degree of respect towards authority. In Twente there was a mixture between the German and Dutch culture in this. According to the coaches, players in Twente were more likely to have respect for authority than volleyball players from other parts of the Netherlands like the west and Drenthe.

A reason for this might be the strong regional culture that was found in Twente, which was historically influenced by both rural, as described above, and German traits like the dialect. Through the research it became clear that in NDS/NRW there was no dominant regional culture like in Twente. This influenced life as parents raised their children with other values, focussing more on the national culture and rurality than the regional culture and identity. An example of this was the strong loyalty towards the club that one is part of in Germany, as Blom (2014) also concluded to be a part of German national culture.

Another difference that came to light through volleyball was how sports halls play a role in the social life of places. The way they are built and the features they have have an influence on the amount and intensity of interactions between club members, which is how sports halls have an influence on the sense of relatedness of the volleyball players. If there is a *kantine*, interactions are more intense and more likely to take place. When the volleyball club has to play in many different sports halls like RIVO Rijssen, or as an extreme example AETOS in Arnhem, there are fewer interactions and the club feeling drops as was described by members of the club.

The final significant difference that was found, which also influenced the club feeling, was the way that sports clubs are organised. In the Netherlands there is one club for each sport, in Germany there is one club for many sports. The consequences of this for the sense of relatedness was described above. As Jensen described (De Raat, 2021), the Netherlands is a country of the *verenigingsleven* (club life). The volleyball clubs in Twente are an example of this. According to Jensen the membership of the club is a part of the identity of a Dutch individual, it shows what one stands for. This division of having a club for every single matter of interest is rooted in Dutch history and a consequence of the *verzuiling* (pillarisation), which in the Netherlands extended to all parts of life and thus also sport. The result of this was that there was, for example, one football club for the catholics and one for the protestants. In Germany this did not occur, resulting in having one sports club for the whole village or city. Through this research it became clear that *verzuiling* still leaves its traces in the Netherlands by how sports are organised.

Chapter 5: Conclusion

5.1 Conclusion

The research question of this research was as follows: How does place influence motivation in female volleyball players in the cases of female volleyball players in the regions of Twente, Niedersachsen (NDS) and Nordrhein-Westfalen (NRW)? To answer this question, qualitative research was done. Seven focus groups and semi-structured interviews were conducted with volleyball players and coaches. Place was defined through literature on regional and national cultures, identities, rurality and community. Motivation was defined through the self-determination theory (SDT). Through analysing the data it was concluded that the volleyball players were intrinsically motivated for their participation in volleyball. This made the SDT applicable for said analysis.

The most important findings of this research were how place and culture influenced motivation for volleyball and how this influence could differ between different spatial and cultural contexts. These different contexts were smaller and larger villages in Twente, the Netherlands, a village in Nordrhein-Westfalen, Germany and a small city in Niedersachsen, Germany. The following spatial factors that influenced motivation were found in this research: proximities, rurality, regional cultures and national cultures.

Proximity influenced motivation positively as finding optimal challenge, and by doing so experiencing competence, was easier in Twente due to a lower level of loyalty towards the club and a higher proximity of high level teams in the area. Rurality influenced motivation positively as well as it enhanced the need for relatedness in the following ways: volleyball fulfilled an important role in social cohesion in the village and it gave the community a shared goal which resulted in an enhanced sense of community. If successes were accomplished within this shared goal, a sense of place pride could then accordingly further enhance the sense of community within the villages that were researched. This was in line with the findings of Putnam (2002), Anderson & Stone (1981), Coleman (1961) and Lynd & Lynd (1929). Besides this, the rural aspect made the team more tight knit as players were related with their teammates and clubmates in many different ways. This differed not only between villages and the cities but also between smaller and larger villages in Twente, which also had an effect on inclusiveness. In the smallest villages where the relatedness was the highest, inclusiveness was lower and in the larger villages the relatedness was lower but inclusiveness higher. Becoming part of the group was harder in the smallest villages, but once achieved, resulted in a higher feeling of relatedness. This showed how a division between villages and cities might not always be sufficient enough in order to declare differences.

Regional culture in Twente influenced motivation for volleyball players as its cultural traditions enhanced the sense of relatedness. These cultural traditions and values were taught to the players by their parents, who valued *noaberschap* (a sense of community), a high work ethic and sports participation in team sports. This strong presence of the parents in the children's sports' choice and how they participated in their sport reduced autonomy, but did not influence the intrinsic motivation. In NDS/NRW a regional culture was less prevalent, which made the national culture more prevalent. The German national culture influenced motivation as within German cultural hierarchy is highly respected, which made the need for autonomy in playing volleyball lower, these findings were in line with Blom (2014) and with Hofstede, Hofstede and Minkov (2010). In Twente this need for autonomy was a bit higher but not as high as the national Dutch need for autonomy, where hierarchy is not as highly valued (Blom, 2014). Which made it clear that the regional culture in Twente is unique and showed similarities to both German and Dutch culture.

Due to a different type of national culture the players in NDS/NRW had more freedom in their choice of sports, which enhanced autonomy, as parents did not value sports participation and team sports as highly as in the Netherlands/Twente. Besides this they had more choices due to a different way of organising sports in villages, which was partly due to *verzuiling* (*pillarisation*) in the Netherlands. In villages in Twente there were often several sports clubs, whereas in Germany one big club offered a wide variety of sports. Furthermore, the German national culture stimulated the need for relatedness through its high valuation of loyalty towards the club, as Blom (2014) also found. This effect was however not as strong as the effect the regional culture in Twente had on fulfilling the need for relatedness.

The research also showed how the regional culture of Twente can function as an intermediary when people from Dutch and German national culture have to cooperate. This became clear from the experiences of the German teams that were coached by coaches from Twente. In these cases, Dutch coaches were highly appreciated by the German volleyball players due to their flexibility, openness and approachability, whereas the Dutch coaches appreciated the German volleyball players for their hard work and faith in the knowledge of the coach. It is an example of how the two cultures can enrich each other in work environments. For research on cultural differences in the workspace it is advised that an environment is chosen in which people from both cultural backgrounds are active. In addition to this, regional cultures should not be overlooked as they can explain why persons from different cultural backgrounds are more likely to feel at ease with one another.

An important spatial factor in this difference was also the lack of sports canteens or club homes on the sports premises in Germany (*kantines*). This had an effect on the way contacts between club members took place. It lowered the quality and quantity of social interactions between members and other people who were affiliated with the club and the volleyball. This was also influenced by the difference in how clubs were organised, as described above, which resulted in a higher sense of community/club within the volleyball clubs in Twente.

What motivated the players from both Twente and Germany the most, however, was how volleyball fulfilled their need for relatedness. As could be read above, this sense of relatedness was enhanced by rurality, the regional culture in Twente (people were connected in many different ways and gave meaning to this connection) and the national culture in Germany (loyalty to the club). According to the findings of Chen et al. (2015), which were underlined by Ryan and Deci (2017), the three basic psychological needs are of universal importance across different cultures. This was contested by several scholars (Bao & Lam, 2008; Chrikov, 2008; Nalipay et al., 2020 and Lynch et al., 2020) who argued that this could differ between cultures and that the internalization with one's culture could change the individual importance of the three basic needs. This research came to similar findings where relatedness, that was enhanced by an internalisation with the regional (in Twente) or national (in NDS/NRW) culture, could compensate for a lack of autonomy. Lynch et al. (2020) as well as Chantal et al. (1996) came to similar conclusions.

Research that has been conducted on applicability of the theory within differing cultures has mostly been done on a national level. This research went beyond this and added regional cultures and a rural aspect to this. By doing so it showed that solely putting a focus on eastern, western and/or national cultures is too short-sighted as within areas and cultures regional cultures can have a significant impact on day-to-day life and thus the fulfilment of the three basic psychological needs.

Besides this the research showed that the use of quantitative methodology can indeed move the boundaries of the SDT, as Lynch (2020) also confirmed. Matters of relatedness can be tested through quantitative research methodology, but this research showed that qualitative research can result in an in-depth understanding of how relatedness is formed and what lies at its root.

As stated in the section on scientific relevance, the research contributed to a further geographical understanding of the regions of Twente, NDS and NRW. This was done in the following ways. First by showing what cultures prevail in which region as exemplified in sports. In Twente, a strong regional culture is present. The research showed what this culture entailed as shown above. For NDS/NRW multiple potential prevalent regional or local cultures were identified but these did not leave their traces in the answers of the research participants. In the respective German regions there seemed to be a lack of a regional culture and identity. Second, the national culture and rural aspects had a bigger impact. Besides this, the research showed how Germany and the Netherlands differed in sports organisation and what these could mean for daily life as could be read above.

From this research it can be concluded that place could influence motivation through both the traditions and values of national and regional cultures that exist within a place and the rurality of said place. Within the spatial and social contexts that were researched, place could both have a positive and negative influence on motivation. Positive through promoting the possibility to feel autonomy, creating chances to experience competency and enhancing relatedness and negative through the opposite. In Twente, place had a positive influence on motivation as the three basic psychological needs were fulfilled in the way described above which resulted in intrinsic motivation. This was less so the case in NDS/NRW, where place could have both a positive and negative impact on motivation.

5.2 Internal and external validity and further limitations of the research

From a thorough literature review and a previously done research with a similar research methodology and topic all matters of importance came to light within the data collection. The research methodology offered enough options to ensure all aspects that were relevant to the research were spoken about during or after the data collection phase. As the focus groups were online, the dominating role of the facilitator was lower, which adds to the internal validity. Besides this, coaches were interviewed to put the remarks of the research participants in the focus groups in a broader context. It can thus be said that the internal validity of the research was good.

For the volleyball in Twente the external validity was strong. Four focus groups with teams from this region were conducted and all coaches that were interviewed had experience within the region. Both similar and different answers were given within the focus groups, which showed differences between volleyball teams and ways of living in Twente. As for the volleyball in NDS/NRW the external validity was lower due to a lower amount of focus groups that were conducted and a different level of play of the teams that participated in the research. This was partly accounted for in an interview with one coach of a team in Twente who also had a lot of experience in German volleyball. With the teams from Twente it was clear that they represented the volleyball experience in the region of Twente. For the teams from Germany this regional aspect was not as strongly present, with nation-cultural and rural aspects playing a more important role.

Whether this was due to the selection of teams or that this truly is the case is thus harder to say because of the lower number of focus groups. To improve the external validity it can be recommended for future research to enlarge the amount of focus groups in Germany and to focus on either Niedersachsen or Nordrhein-Westfalen as to not make the research unnecessarily more complex and to ensure external validity. Overcoming a lack of familiarity of the researcher with a region that is studied takes time, especially when complex phenomena are studied. This lack of familiarity was not fully overcome within this research, partly due to pandemic restraints which did not enable the researcher to visit and experience the volleyball teams, clubs and places that were researched. A participant observation before or during the data collection is advised to overcome this lack of familiarity.

As was mentioned above, the biggest limitation of the research was the low number of focus groups in Germany. The reason for this was that it was hard to reach these clubs. Through the editor of the website *Vizier op Volleybal*, the researcher was able to quickly contact a lot of clubs in Twente. These clubs replied quickly and it was easy to set up four focus groups. This was possible as the researcher had already made a connection with the editor through previous research, which shows the importance and power of having a network. In Germany, the researcher reached out to the volleyball federations of both regions but only received a response from one of the two, which was that they did not know whether research had been done on this topic previously and that they were not able to help. With more time and using contacts made from this research it would be possible to enlarge the amount of focus groups in Germany.

Another limitation of the research is that within Twente only high level players had been interviewed. Due to the high social cohesion within clubs the interviewed players and coaches know lower level players and speak with them often, so they are somewhat able to represent them but not fully. This could show a different side of the volleyball in Twente.

What also limited the research was, as also mentioned above, the fact that the researcher could not visit the places that were being researched. Although the researcher had some previous experience with visiting volleyball matches in Germany, this can differ between teams, clubs and places. An observation would have been a valuable addition to the research to gain an insight into the lived experiences of the volleyball players in Germany. For the volleyball in Twente, the researcher had sufficient previous experience with visiting and playing matches in the region.

5.3 Suggestions for future research

In order to test and broaden the results found in this thesis, the focus of future research should in the context of Twente be moved to recreational sports (*breedtesport*) as to shed a light on the other side of the volleyball clubs in Twente that was possibly left out within this research, which was shown by remarks of a male player at one of the clubs that participated. Sufficient number of focus groups have been conducted with top sport teams within this research, which is why a shift in focus on recreational teams is advised. In Germany it is first advised to enlarge the amount of focus groups with teams from either NDS or NRW as this can add new perspectives. Within this it is advised to focus on either one of the *Bundesländer* which should result in a more in-depth understanding of the cultural contexts in which the research is conducted as attention does not need to be divided in said case.

To further develop knowledge on, in specific, Dutch-German collaboration research can be conducted in sports or work contexts where people from both cultural backgrounds are active, in which regional cultures should be the main focus as a possible mediator between the two cultures to overcome cultural differences. This focus should be taken as this research found several practical examples of how said mechanism helps in achieving the potential of cultural differences that was stated in the introduction. Accordingly, the results of said research can aid in an improvement of cross border collaborations.

Furthermore it is suggested to continue qualitative research on SDT as this research confirmed its potential to come to an in-depth understanding of the mechanism that lie at the basis of the theory, as was also suggested by Lynch et al. (2020). Within this, the universality of the three basic psychological needs should be tested within regional cultures as this research showed the impact, and differing impact from national cultures, said regional cultures can have on the fulfilment of the three needs.

5.4 Recommendations

Recommendations that follow from this research will be given according to the bottom-up approach. To kick this off, a start is made at the individual level. The research showed what is important in motivation for female volleyball players. In this research the context was a sports team, but this can be applied to any group of people that work together. What makes you related to said group of people and what makes said group of people related to the community within a place? An awareness of the answer to this question can raise relatedness and give meaning to the work that you do for the group and that the group does for the community. This, accordingly, stimulates intrinsic motivation for the work. A side effect of intrinsic motivation is that it promotes mental wellbeing, as was described within the self-determination theory.

What can be taken from the research on a club level is how relatedness with the club can be shaped. Practically this means the club should be connected with the place through having connections with the community and having a place pride when playing for the club. On the other hand, research showed the potential of feeling related to a community and making part of a community. In the villages studied, being part of the volleyball club gave meaning to village life. This means that the connection benefits both the club and the village community and should be acknowledged within policy.

The regional culture of Twente was an example of how meaning was given to contributing to a community and how this meaning was recognized and valued. It shows how regional cultures can fulfil a beneficial role within daily life on a regional level. Besides this, the research showed how regional border cultures can aid in overcoming cultural cross border differences, as described above. As was described in the introduction, cross border cooperation can promote wellbeing for both sides of the border. Regional cultures can aid in this process. This shows why regional cultures should be further promoted and utilised within Europe. Practically, this means that within cross border projects like the EUregio personnel should be hired that embrace and understand both national and regional cultures in the region and can accordingly put this to use within work environments.

Literature

Abrams, K. M., Wang, Z., Song, Y. J., & Galindo-Gonzalez, S. (2014). Data richness trade-offs between face-to-face, online audiovisual, and online text-only focus groups. *Social Science Computer Review*, 33, 80–96.

AEBR (Ed., 2008). Zusammenarbeit europäischer Grenzregionen. *Bilanz und Perspektiven*, 99.

Amaram, D. I. (2007). Cultural Diversity: Implications For Workplace Management. *Journal of Diversity Management (JDM)*, 2(4), 1-6.

Anderson, D. F., & Stone, G. P. (1981). Sport: A search for community. In S.L. Greendorfer & A. Yiannakis (Eds.), *Sociology of sport: Diverse perspectives* (pp. 164-172). West Point, NY, United States: Leisure Press.

Bakker, F. C. & Oudejans, R. R. D. (2019). *Sportpsychologie*. Nieuwegein, Netherlands: Arko Sports Media.

Bale, J. (1988). The place of 'place' in cultural studies of sports. *Progress in Human Geography*, 12(4), 507–524.

Bale, J. (2002). *Sports geography*. United Kingdom: Taylor & Francis.

Bao, X.-h., & Lam, S.-f. (2008). Who makes the choice? Rethinking the role of autonomy and relatedness in Chinese children's motivation. *Child Development*, 79(2), 269–283.

Barmeyer, C. & Genkova, P. (2011). Methodische Probleme kulturvergleichender und interkultureller Forschung. In C. Barmeyer, P. Genkova, & J. Scheffler (Eds.), *Interkulturelle Kommunikation und Kulturwissenschaft: Grundbegriffe, Wissenschaftsdisziplinen, Kulturräume* (pp. 129–155). Passau, Germany: Stutz.

Bernard, H. R. (2011). *Research Methods in Anthropology*. Lanham, United Kingdom: Rowman & Littlefield Pub. Group.

Blom, H. (2014). Nederlands-Duitse culturele vergelijking als opstap naar zelfreflexie. In H. Blom & C. Zantingh (Eds.), *Rijnland in de regio : onderzoek en activiteiten van Stenden Hogeschool en het Alfa-college in de noordelijke Nederlands-Duitse grensregio* (pp. 97-115). Leeuwarden, Netherlands: Stenden Hogeschool/Alfa College.

Broszinsky-Schwabe, E. (2011). *Interkulturelle Kommunikation: Missverständnisse – Verständigung*. Wiesbaden, Germany: VS Verl. für Sozialwiss.

Casey, M. M., Eime, R. M., Payne, W. R. & Harvey, J. T. (2009). Using a Socioecological Approach to Examine Participation in Sport and Physical Activity Among Rural Adolescent Girls. *Qualitative Health Research*, 19(7), 881-893.

Retrieved from

https://journals.sagepub.com/doi/pdf/10.1177/1049732309338198?casa_token=c8NWgVUIQ3oAAAAA:g9c3QuB6rI90liWQY5nfy2wHR6_y-JIz01KtPEr0waMgZ5sR0LcpCmlSTKn1vCDPnbzJVP7pRH36XQ

CBS. (2021). Kerncijfers wijken en buurten 2021. Heerlen, Netherlands: CPB. Retrieved from <https://www.cbs.nl/nl-nl/maatwerk/2021/31/kerncijfers-wijken-en-buurten-2021>

Chantal, Y., Guay, F., Dobрева-Martinova, T. & Vallerand, R. J. (1996). Motivation and Elite performance: An Exploratory Investigation with Bulgarian Athletes. *International Journal Sport Psychology*, 27, 173-182.

Chen, B., Vansteenkiste, M., Beyers, W., Boone, L., Deci, E. L., Van der Kaap-Deeder, J., ... Verstuyf, J. (2015). Basic psychological need satisfaction, need frustration, and need strength across four cultures. *Motiv Emot*, 39, 216–236.

Chen, J., & Neo, P. (2019). Texting the waters: An assessment of focus groups conducted via the WhatsApp smartphone messaging application. *Methodological Innovations*, 12(3), 1-10. Retrieved from <https://journals.sagepub.com/doi/full/10.1177/2059799119884276>

Chirkov, V. I. (2008) Culture, personal autonomy and individualism: Their relationships and implications for personal growth and well-being. In G. Zheng, K. Leung & J. G. Adair (Eds.), *Perspectives and progress in contemporary cross-cultural psychology*. (pp. 247-263). Beijing, China: China Light Industry Press.

Coleman, J. S. (1961). Athletics in High School. *The annals of the American Academy of Political and Social Science*, 338(1), 33–43.

Cook, D. & Artino, A. (2016). Motivation to learn: an overview of contemporary theories. *Medical Education*, 50, 997-1014.

Cornwall, A., & Jewkes, R. (1995). What is participatory research? *Social Science and Medicine*, 41(12), 1667–1676.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks, CA, United States: SAGE Publications.

Crouse, K. (2018). *Norwich: One Tiny Vermont Town's Secret to Happiness and Excellence*. United States: Social Sciences.

Denscombe, R. (2003). *The good research guide (2nd ed.)*. Maidenhead, United Kingdom: Open University Press.

Eccles, J. S. & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, 61(2020), 101859.

Ernest, P. (1999). *Social Constructivism as a Philosophy of Mathematics*: Albany, NY, United States: State University of New York Press.

Graffigna, G., & Bosio, A. C. (2006). The influence of setting on findings produced in qualitative health research: A comparison between face-to-face and online discussion groups about HIV/AIDS. *International Journal of Qualitative Methods*, 5(3), 55–76.

Graham, S. (2020). An attributional theory of motivation. *Contemporary Educational Psychology*, 61(2020), 101861.

Gruber, M., Eberl, J.-M., Lind, F. & Boomgaarden, H. G. (2021). Qualitative Interviews with Irregular Migrants in Times of COVID-19: Recourse to Remote Interview Techniques as a Possible Methodological Adjustment. *Forum: Qualitative Social Research*, 22(1), 7.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (p. 105–117). Thousand Oaks, CA, United States: SAGE Publications.

Gubrium, J. F., & Holstein, J. A. (2002). *Handbook of interview research: Context & method*. Thousand Oaks, CA, United States: SAGE Publications.

Hofstede, G. (2008). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations*. Thousand Oaks, CA, United States: SAGE Publications.

Hofstede, G., Hofstede, G. J. & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind*. New York, NY, United States: McGraw-Hill Professional.

Hospers, G. J. & Lochem, M. van. (2002). Tussen draagvlak en daadkracht: De Twentse samenwerkingsparadox. KNAG. Retrieved from [http://www.geography.nl/geografie/index.php?id=640&tx_ttnews\[swords\]=landbouw&tx_ttnews\[pointer\]=35&tx_ttnews\[tt_news\]=139&tx_ttnews\[backPid\]=502&cHash=9f3aa40422](http://www.geography.nl/geografie/index.php?id=640&tx_ttnews[swords]=landbouw&tx_ttnews[pointer]=35&tx_ttnews[tt_news]=139&tx_ttnews[backPid]=502&cHash=9f3aa40422)

Hospers, G. J. (2004). *Twente een regio tussen trend en traditie*. Lelystad, Netherlands: Uitgeverij AO (Actuele Onderwerpen), 2816.

House, R. J., & Global Leadership and Organizational Behavior Effectiveness Research Program. (2014). *Strategic leadership across cultures: The GLOBE study of CEO leadership behavior and effectiveness in 24 countries*. Thousand Oaks, CA, United States: SAGE Publications.

Houtman, I. L. D., Kraan, K. O., Venema, A. & Vroome, E. de. (2021). Vooral emotioneel zwaar werk verklaart toename burn-outs. TNO, 946485.

Raat, F. de. (2021). Jensen, L.: 'Het verenigingsleven zit in ons bloed'. *Rabo & Co*, 2021(3, *Almelo*), 24-25.

Kasser, T., & Ryan, R. M. (1993). A dark side of the American dream: Correlates of financial success as a life aspiration. *Journal of Personality and Social Psychology*, 65, 410-422.

Kasser, T., & Ryan, R. M. (1996). Further examining the American dream: Differential correlates of intrinsic and extrinsic goals. *Personality and Social Psychology Bulletin*, 22, 80-87.

Kawar, T. I. (2012). Cross-cultural Differences in Management. *International Journal of Business and Social Science*, 12(10), 91-110.

Kim, B. (2001). Social Constructivism.. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. Retrieved October 22, 2021, from <http://epltt.coe.uga.edu/>

Krawczyk, Z. (1980). Sport and culture. *International Review of Sport Sociology*, 15(3-4), 7-18. Retrieved from <https://journals-sagepub-com.ru.idm.oclc.org/doi/pdf/10.1177/101269028001500302>

Krueger, R. A. (2002). *Designing and Conducting Focus Group Interviews*. University of Minnesota.

Kuijpers, S. (2019). *Het Nederlands Handbal Verbond in haar institutionele omgeving*. Universiteit Utrecht.

Kukla, A. (2000). *Social Constructivism and the Philosophy of Science*. New York, NY, United States: Routledge.

Leung, F.-H. & Savithiri, R. (2009). Spotlight on focus groups. *Can Fam Physician*, 55(2), 218–219.

Lynch, M. F. (2020) The Cultural Internalization Scale: Assessing internal and external reasons for endorsing one's cultural identity. *Education and Self-Development*, 15(156), 38-55.

Lynch M. F., Salikhova N. R. & Eremeeva A. V. (2020). Basic Needs in Other Cultures: Using Qualitative Methods to Study Key Issues in Self-Determination Theory Research. *Journal of the Higher School of Economics*, 17(1), 134-144.

Lynd, R. and Lynd, H. (1929). *Middletown*. New York, NY, United States: Harcourt, Brace and World.

Macdonald, D. & Kirk, D. (1996). Private lives, public lives: Surveillance, identity and self in the work of beginning physical education teachers. *Sport, Education & Society*, 1(1), 59–75.

Mann, C., & Stewart, F. (2000). *Internet communication and qualitative research: A handbook for researching online*. London, United Kingdom: SAGE Publications.

Martin, G. C. (2014). The Effects Of Cultural Diversity In The Workplace. *Journal of Diversity Management (JDM)*, 9(2), 89-92.

Matelski, M. H. & Hogg, M. A. (2015). *International Encyclopedia of the Social & Behavioral Sciences*. Amsterdam, Netherlands: Elsevier.

Matthews, J., & Cramer, E. P. (2008). Using technology to enhance qualitative research with hidden populations. *Qualitative Report*, 13, 301–315.

Matos, L. (n.d.). Motivation and SDT Across Cultures. Center for self-determination theory. Retrieved from <https://selfdeterminationtheory.org/application-cultural/>

Mcmahon, M. (1997). *Social Constructivism and the World Wide Web-A Paradigm for Learning*. Australia: Edith Cowan University.

Mooney, A., Casey, M. & Smyth, J. (2012). 'You're no-one if you're not a netball girl': rural and regional adolescent girls' negotiation of physically active identities. *Annals of Leisure Research*, 15(1), 19-37. Retrieved from https://www.tandfonline.com/doi/full/10.1080/11745398.2012.670961?casa_token=ptZ5nF9mbCYAAAAA%3AzFndW46RV6iJMiUrjL8EekpjlEiKw2EsPVhfiANZVp7zykrW8VexwBiw72qdYpsQZoQxNqRApDg

Nalipay, M. J. N., King, R. & Cai, Y. (2020). Autonomy is equally important across East and West: Testing the cross-cultural universality of self-determination theory. *Journal of Adolescence*, 78 ,67-72.

Nawijn, W. J. (2020). *Fanatisme in het Twentse volleybal: Hoe regionaliteit en landelijkheid Twentse volleybalsters motiveert*. (Bachelor's thesis). Nijmegen, Netherlands: Radboud Universiteit. Retrieved from <https://theses.ubn.ru.nl/handle/123456789/9990>

O'Connor, H., & Madge, C. (2003). "Focus groups in cyber-space": Using the Internet for qualitative research. *Qualitative Market Research: An International Journal*, 6, 133–143.

OECD (2013). *Regions and Innovation: Collaborating across borders*, OECD Reviews of Regional Innovation. *OECD Publishing*, 135.

Ostaijen, M. van, & Peeters, R. (2011, 3 october). Sociale cohesie: een dorps ideaal voor de grote stad. *Sociale vraagstukken*. Retrieved from <https://www.socialevraagstukken.nl/sociale-cohesie-een-dorps-ideaal-voor-de-grote-stad/>

Phillippi, J. & Lauderdale, J. (2017). *A Guide to Field Notes for Qualitative Research: Context and Conversation*. Qualitative Health Research.

Putnam, R.D. (2002). *Bowling alone: The collapse and revival of American community*. New York, NY, United States: Touchstone.

- Ramshaw, G. & Hinch, T. (2006). Place Identity and Sport Tourism: The Case of the Heritage Classic Ice Hockey Event. *Current Issues in Tourism*, 9(4-5), 399-418.
- Reid, D. J., & Reid, F. J. (2005). Online focus groups. *International Journal of Market Research*, 47, 131–162.
- Reisner, S.L., Randazzo, R.K., White Hughto, J.M., Peitzmeier, S., DuBois, L.Z., Pardee, D.J., Marrow, E., McLean, S., & Potter, J. (2018). Sensitive health topics with underserved patient populations: Methodological considerations for online focus group discussions. *Qualitative health research*, 28(10), 1658-1673.
- Rogers, A., Castree, N. & Kitchin, R. (2013). *Dictionary of Human Geography*. United Kingdom: Oxford University Press.
- Rooney, J. F. (1976). *A Geography of American Sport*. United States: Longman Higher Education.
- Ryan, R. M. & Deci, E. L. (2017). *Self-determination theory: Basic Psychological Needs in Motivation, Development and Wellness*. United States: The Guilford Press.
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks, CA, United States: SAGE Publications.
- Saunders, M., Lewis, P., & Thornhill, A. (2008). *Methods and Techniques of Research*. Amsterdam, Netherlands: Pearson Education Benelux.
- Schneider, S. J., Kerwin, J., Frechtling, J., & Vivari, B. A. (2002). Characteristics of the discussion in online and face-to-face focus groups. *Social Science Computer Review*, 20, 31–42.
- Schunk, D. H. & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 61(2020), 101832.
- Slater, A. & Tiggemann, M. (2010). “Uncool to do sport”: A focus group study of adolescent girls’ reasons for withdrawing from physical activity. *Psychology of Sport and Exercise*, 11(6), 619-626. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1469029210000956>
- Stewart, D. W., Shamdasani, P. N. & Rook, D. W. (2007). *Focus Groups: Theory and practice*. London, United Kingdom: SAGE Publications.
- Turney, L., & Pocknee, C. (2005). Virtual focus groups: New frontiers in research. *International Journal of Qualitative Methods*, 4, 32–43.
- Tuttas, C. A. (2014). Lessons learned using Web conference technology for online focus group interviews. *Qualitative Health Research*, 25, 122–133.

Urda, T. & Kaplan, A. (2020). The origins, evolution, and future directions of achievement goal theory. *Contemporary Educational Psychology*, 61(2020), Article 101862.

Walston, J. T., & Lissitz, R. W. (2000). Computer-mediated focus groups. *Evaluation Review*, 24, 457–483.

Wetton, A. R., Radley, R., Jones, A. R. & Pearce, M. S. (2013). What Are the Barriers Which Discourage 15-16 Year-Old Girls from Participating in Team Sports and How Can We Overcome Them? *BioMed Research International*, 2013(3), 738705. Retrieved from <https://www.hindawi.com/journals/bmri/2013/738705/>

Woodyatt, C. R., Finneran, C. A., & Stephenson, R. (2016). In-person versus online focus group discussions: A comparative analysis of data quality. *Qualitative Health Research*, 26, 741–749.

Ybarra, M.L., DuBois, L.Z., Parsons, J.T., Prescott, T.L. & Mustanski, B. (2014). Online focus groups as an HIV prevention program for gay, bisexual, and queer adolescent males. *AIDS Educ Prev.*, 26(6), 554-564.

Ziggo Sport. (2019). *Van Hier Tot Tokio*. Retrieved from <https://www.youtube.com/watch?v=6EeOLr4q0OY>

Appendix

A. Focus group interview guide Dutch

Introductie vragen

Bedoeling uitleggen: Welkom in de groep voor het bespreken van het Twentse volleybal! Bedankt dat jullie mee willen doen aan mijn onderzoek! Ik ben Jurre Nawijn, masterstudent geografie aan de Radboud Universiteit in Nijmegen. Zelf ben ik ook volleyballer en heb ik voordat ik naar Nijmegen ging bij Krekkers gespeeld. Daarnaast ben ik ook trainer. Het damesvolleybal in Twente is het meest succesvol van heel Nederland. Waarom is dit nou juist zo in Twente? Welke rol speelt de identiteit en cultuur van Twente hierin? Voor mijn afstudeeronderzoek wil ik jullie graag enkele vragen stellen met betrekking tot deze zaken en jullie motivaties in het volleybal, het leven in Twente en het verband tussen deze twee zaken. Met andere woorden: wat maakt het damesvolleybal in Twente tot het damesvolleybal in Twente wat het is. Ik heb jullie als team gevraagd omdat jullie een dames volleybalteam in Twente zijn, komend uit een dorp. Alle hoog spelende damesteams komen uit dorpen in Twente, en niet uit steden, vandaar het belang van de locatie. Ook zijn de verenigingen hier populairder.

In het beantwoorden van de vragen zijn geen goede of foute antwoorden, voel je vrij om je te uiten als je ergens anders tegenaan kijkt dan de ander. Ook zijn negatieve antwoorden juist heel welkom.

De antwoorden die jullie geven zullen geanalyseerd worden om aan de hand daarvan de onderzoeksvragen te beantwoorden. Deze antwoorden zullen anoniem in het onderzoeksrapport verwerkt worden en hier zal uiterst vertrouwelijk mee worden omgegaan.

We zullen beginnen met enkele vragen ter introductie zodat het beeld van de deelnemers duidelijk is voor het onderzoek. Daarna zal ik de komende week elke dag rond 19:00 's avonds een vraag plaatsen waar jullie antwoord op kunnen geven en over in gesprek kunnen gaan met elkaar. Hierin wil ik jullie vragen jullie antwoorden zo veel mogelijk met verhalen te ondersteunen.

Hieronder zijn de vragen ter introductie:

Waar komen jullie vandaan?

Waar wonen jullie nu?

Op welke leeftijd zijn jullie begonnen met volleyballen?

Waarom zijn jullie begonnen met volleyballen?

Hebben jullie ook bij andere verenigingen gespeeld?

De eerste vraag zal ik in de loop van de dag posten, daarna zal hij elke dag rond 19:00 er op komen. In totaal zal ik 7 vragen stellen, en deze ondersteunen met eventuele doorvragen. Mocht er een dag of twee later nog iets in je opkomen dat betrekking had op een andere vraag, twijfel niet en stuur het nog persoonlijk naar mij of als volgt in de groep: Later antwoord op vraag dag #X: <antwoord hier>. Ik wil jullie alvast heel erg bedanken voor jullie deelname en hopelijk vinden jullie het leuk om na te denken over de vragen en deze te beantwoorden!

Geef het aan als jullie het leuk vinden om over de resultaten te horen, dan zal ik deze sturen zodra ik ze heb!

Effectief gestelde vragen:

Vraag dag #1:

Wat vinden jullie leuk aan het volleybal?

Vraag dag #2:

Wat maakt het leven in Twente uniek?

En voor Thirza, welke verschillen zie je daarin tussen het leven en volleybal in Twente en daarbuiten?

De vraag gaat dus over het leven in het algemeen in Twente, maar voor Thirza de vraag in het algemeen én het volleybal omdat dat heel interessant is voor het onderzoek, wat maakt Twente uniek daarin, voor als je nog andere verschillen daarin ziet Thirza!

Voelen jullie je ook Twentenaar, en zo ja, wat betekent dat?

Vraag dag #3:

Een volleybalster die nu in Twente speelt maar daarvoor er buiten zag dat er binnen Twente meer fanatisme was en dat men niet snel trainingen/wedstrijden afzegt.

Herkennen jullie dit fanatisme en altijd aanwezig zijn en zo ja, zouden jullie weten waar dit vandaan komt? (Je mag elkaar ook helpen en aanvullen in het geven van de antwoorden)

Of met andere woorden: waarom zijn jullie zo fanatiek met volleybal en vinden jullie het belangrijk altijd aanwezig te zijn?

Doorvraag:

Zien jullie daarin ook een verband met jullie antwoorden op de vraag hiervoor? Met het meer voor elkaar over hebben, het letten op de medemens, nuchterheid, het samen uit samen thuis en de saamhorigheid in Twente, dat deze zo terugkomen in ook het volleybal?

Voor Apollo, vraag over de vereniging:

Hoe is het verenigingsleven binnen Apollo 8 en Borne?

En voor de meiden die ook buiten Twente spelen/gespeeld hebben: Wordt het volleybal hier net zo beleefd als bij jullie clubs buiten Twente of op een andere manier?

Vraag dag #4:

Ben je trots om lid te zijn van de volleybalvereniging, zo ja, waarom?

Doorvraag:

Hoe is dat bij 'derbies' tegen andere verenigingen van vlakbij?

Vraag dag #5:

Wat is het verschil in karaktereigenschappen tussen de wel en niet volleybalsters?

Vraag dag #6:

Hebben jullie wel eens gedacht aan stoppen, zo ja, waarom zijn jullie toen toch door gegaan?

Vraag dag #7:

Vraag 1: Uit onderzoek is gebleken dat mensen die zich 'beter' voelen in hun sport dan anderen ook eerder doorgaan met hun sport.

Hoe is dat in Twente? Blijven de 'betere' of 'mindere' spelen, of maakt het niet uit? Of gaat het anders?

Vraag 2: Welke rol speelt gezondheids voor (bewegen) en nadelen (blessuregevoeligheid) in dat jullie volleyballen?

Geeft dat jullie extra motivatie of spelen jullie desondanks pijnjes, of maakt het jullie niets uit?

Vraag 3: Welke rol speelt het beter willen worden, de prestatie, het gevoel van competitie en succesvol zijn in dat jullie volleyballen?

Vraag 4: Welke rol speelt erkenning voelen voor wat je doet in jullie volleyballen? Voelen jullie deze, en zo ja, op welke manier en van wie?

Vraag 5: Hebben rolmodellen ook een rol gespeeld in jullie motivatie voor volleybal?

Doorvraag:

Naast de coach ook vanuit je ouders of de mensen die komen kijken bij de wedstrijden?

B. Focus group interview guide German

Introductie:

Herzlich Willkommen erstmal in die Runde zum Interview über den westdeutschen Volleyball! Mein Name ist Jurre Nawijn, ich bin Geographiestudent an der Radboud Universität in Nijmegen. Selber spiele ich auch Volleyball und trainiere die dritte Damenmannschaft vom Studentenverein NSVV Heyendaal aus Nimwegen. Im Westen Deutschlands gibt es viele bekannte Volleyballdörfer. Wenn man das vergleicht mit der Regio Twente in den Niederlanden sieht das ganz ähnlich aus. Ich habe vorher zur Regio Twente die gleiche wissenschaftliche Studie gemacht und möchte jetzt gerne wissen ob es Ähnlichkeiten und Differenzen zwischen dem Volleyball im Osten der Niederlande und dem Volleyball im Westen von Deutschland gibt und was diese bedeuten. Deswegen habe ich jetzt einige Fragen für Sie vorbereitet über Ihre Motivationen um Volleyball zu spielen, das Leben in Ihrem Dorf und Ihrer Region und der Verband zwischen diesen beiden Sachen.

Beim beantworten von meinen Fragen gibt es keine gute oder falsche Antworten, fühlen Sie sich bitte frei das zu sagen was Sie denken, auch wenn Sie anders denken über die Sache als die anderen Teilnehmer. Auch quasi-'negative' Antworten sind erlaubt.

Die Antworten die Sie geben werden im Nachhinein analysiert um meine Forschungsfrage zu beantworten. Die Antworten werden im Prozess anonymisiert, und deswegen ohne Ihren Namen im Forschungsbericht erscheinen. Mit den Antwortern wird äußerst vertraulich umgegangen.

Gerne fange ich an mit ein paar einleitenden Fragen zum Thema, so dass ich weiß mit wem ich rede und was Ihre Geschichte im Volleyball ist. Danach stelle ich jeden Tag eine Frage um 19u, die ich Sie bitte zu beantworten und zu besprechen. Beim beantworten der Fragen bitte ich euch eure Antworten so viel wie möglich zu unterstützen mit Geschichten.

Hierunter sind die Frage zum Introdution:

Wo kommt Sie ursprünglich her?

Wo wohnen Sie jetzt?

In welchem Alter sind haben Sie angefangen mit Volleyball spielen?

Warum haben Sie angefangen mit Volleyballspielen?

Haben Sie auch bei anderen Vereinen gespielt?

Die erste Frage würde ich im Laufe des ersten Tages stellen, danach wird die Frage jeden Tag rund 19u gestellt, wie oben beschrieben. Insgesamt habe ich 7 Fragen für euch, die Fragen unterstütze ich mit einer eventuellen Nachfrage. Wenn Sie später noch etwas zu einer schon gestellten Frage hinzufügen wollen, höre ich das gerne in der Gruppe oder im privaten Austausch. Ich danke Ihnen im Voraus für die Teilnahme und hoffe dass Sie auch Spaß haben daran teilzunehmen.

Wenn euch die Forschungsergebnisse interessieren höre ich das gerne, dann teile ich diese Ihnen mit wenn ich meine Studie beendet habe.

Effectief gestelde vragen:

Vraag dag #1:

Warum macht euch Volleyball Spaß?

Vraag dag #2:

Specificeren per club en situatie:

Was macht das Leben in eurem Dorf besonders?

Voor MTV Lingen:

Was macht das Leben in Lingen und Emsland besonders?

Vraag dag #3:

Hoe is het verenigingsleven binnen (club en dorp)?

Vraag dag #4:

Dass Volleyball in Twente beschriebte eine Spielerin als ein Platz wo gespielt wird mit erhöhten Fanatismus und wo man wenig Absagt. Erkennt euch auch ähnliche Prozessen bei euch im Dorf und Region? Und so ja, wo kommt der beschriebene Fanatismus her und weshalb gibt es so wenig Absagen?

Vraag dag #5:

Sind Sie stolz Mitglied des Vereins zu sein, so ja, warum?

Vraag dag #6:

Hebben jullie wel eens gedacht aan stoppen, zo ja, wanneer?

Vraag dag #7:

Vraag 1: Welche Rolle spielen gesundheitliche Vor- (Bewegung) und Nachteile (Verletzungsanfälligkeit) für euch beim Volleyballspielen?

Vraag 2: Welche Rolle spielt die Leistung, sich verbessern wollen und Wettbewerbsgefühl für euch beim Volleyball?

Motiviert euch das extra, spielt ihr trotz Schmerz weiter, oder ist euch das egal?

Vraag 3: Welche Rolle spielt Anerkennung für euch beim Volleyball? Spürt ihr Anerkennung, und wenn ja, auf welche Art und von wem?

Bleibt ihr Volleyball spielen weil ihr Anerkennung spürt und merkt dass man gut ist in dem was man macht?

Vraag 4: Haben Vorbilder für euch auch eine Rolle gespielt in eurer Motivation für's Volleyballspielen?

C. Coach interview guide Dutch

Introductie vragen

Wat onderzoek ik precies: om het Twentse volleybal te karakteriseren doe ik onderzoek naar mogelijke onderliggende succesfactoren van het Twentse volleybal en welke rol Twentse al regio met een identiteit, landelijkheid en cultuur hier in speelt. Daarbij is mijn eerste vraag waarom meiden gaan volleyballen. Vervolgens waarom ze in grote getallen blijven volleyballen, vergeleken met het gemiddelde. En welke rol Twente hierin speelt. Daarnaast welke andere factoren hierbij spelen en of die te maken kunnen hebben met Twentse als eerder genoemde regio of niet. Denk hierbij aan gemeenschappen, gewoontes, normen, waarden etc. Naast dat ik een groepsdiscussie doe met de speelsters wilde ik graag een interview met u houden voor een meer algemeen beeld, vanuit de coach. Welke patronen herkent u hierin? En zij deze breder herkenbaar of enkel en alleen bij Krekkers?

Is het goed als ik het gesprek opneem? De data zal in het onderzoek anoniem gebruikt worden.

Waar komt u vandaan?

Wat is uw loopbaan als coach?

Waarom bent u coach?

Cultuur

Wat maakt het leven in Twente uniek?

Eventuele doorvragen:

Bent u een Twentenaar?

Wat betekent dit?

Is Twents zijn een manier van leven?

Uit dit zich in het volleybalster zijn?

Identiteit

Wat voor karaktereigenschappen heeft een Twentse volleybalster?

Hoe verandert dit met de leeftijd?

Welke meiden blijven volleyballen en waarom?

Eventuele doorvragen:

Is er een verschil tussen het type dat blijft volleyballen en dat stopt? Heeft u daar ook voorbeelden bij?

Gemeenschap

Wie zijn er betrokken bij het volleybal en op welke manier?

Welke rol speelt het volleybal in het dorp?

Eventuele doorvragen:

Speelt gezondheid hier ook een rol in en welke?

Speelt het sociale leven er omheen hier ook een rol in en welke?

Speelt het beter willen worden, de prestatie, het gevoel van competitie en succesvol zijn hier ook een rol in en welke?

Welke rol speelt erkenning voelen voor jouw volleybalspel hierin?

Welke rol speelt competentie hierin?

Welke rol speelt de familie hierin?

Cultuur

Hoe karakteriseert het Twentse volleybal?

Is dit specifiek in Twente terug te vinden of daarbuiten ook?

Wat zijn de succesfactoren achter het Twentse volleybal?

Eventuele doorvragen:

Welke rol speelt de vereniging hierin?

Algemeen

Hoe zou het kunnen komen dat de meeste damesteams een mannelijke coach hebben?

Heeft u ook wel eens een mannenteam gecoacht?

Wat is het verschil tussen het vrouwen en mannen volleybal in Twente?

D. List of clubs coached

| Netherlands | Level |
|------------------------------|----------------|
| Captains Kangeroe Hardenberg | Promotieklasse |
| Quinto Westerbork | 2de klasse |
| Smash Beilen | Promotieklasse |
| Wesseling Dok Dwingeloo | Tweede divisie |
| Tornado Geesteren | Tweede divisie |
| Side-Out Slagharen | 2de klasse |
| Wevo '70 Weerselo | Eerste divisie |
| RIVO Rijssen | Topdivisie |
| Holyoke Enter | Promotieklasse |
| Krekkers | Topdivisie |
| Saasveldia | 2de klasse |
| WVC Volley | Topdivisie |
| Set-Up '65 Ootmarsum | Eredivisie |
| Havoc Haaksbergen | Promotieklasse |
| Isivol Haaksbergen | 1ste klasse |
| Vosta Enschede | niet bestaand |
| Apollo 8 Borne | Eredivisie |
| Dynamo Tubbergen | Topdivisie |
| TiMaX/DeVoKo Denekamp | Eerste divisie |
| Achilles '12 Hengelo | niet bestaand |
| MTSH Hengelo | niet bestaand |
| VVA Albergen | 1ste klasse |
| Vrivo Vriezenveen | 1ste klasse |
| Dynamiek Goor | 2de klasse |
| Arcade Pollux Oldenzaal | 2de klasse |
| Eurosped Vroomshoop | Eredivisie |
| Germany | Level |
| TV Westfalia Epe | 1ste klasse |
| SC Union Emlichheim | 2. Bundesliga |
| TV Nordhorn | Promotieklasse |
| VV Rheine | 1ste klasse |
| MTV Lingen | Derde divisie |

E. Overview of sports clubs in the villages

| Village | Inhabitants | Members | Teamsports | Individual sports |
|--------------------------------|-------------|---------|------------|-------------------|
| Vroomshoop | 5735 | 0 | 5 | 3 |
| Borne | 20895 | 407 | 7 | 10 |
| Ootmarsum | 4480 | 239 | 3 | 7 |
| Weerselo | 3000 | 181 | 4 | 3 |
| Mariaparochie -Harbrinkhoek | 1870 | 252 | 2 | 2 |
| Tubbergen | 6390 | 201 | 3 | 3 |
| Rossum | 2295 | 93 | 3 | 2 |
| Wierden | 13440 | 236 | 6 | 8 |
| Geesteren | 4280 | 222 | 3 | 3 |
| Rijssen | 7625 | 226 | 4 | 9 |
| De Lutte | 3865 | 114 | 3 | 3 |
| Denekamp | 9055 | 269 | 5 | 6 |
| Vasse | 1580 | 92 | 3 | 1 |

F. Field notes

After visiting some matches of SV Blau-Weiss Dingden I saw how a player can fall between the first and second team due to loyalty towards clubs in Germany and not being able to find new players for your team from outside the club, whilst it is expected that you maintain a high level of play.

During a chat with a player from Heyendaal whilst on volunteering duties for the volleyball club, who used to play for Trivos Wijchen, I saw how clubs can be organised differently and how the Twentse culture plays a role in shaping clubs in the area by making all the teams and all the players, even from the first team, do volunteering tasks.

Before coaching a Heyendaal match away at Aetos Arnhem I had a chat with a player from the opponents who told me that the club played in 4 different sport halls, and the lack of club feeling that came with it. She really missed this. We played the match in an empty abandoned sports hall in some neighbourhood of Arnhem, with no one else there and no kantine to have a drink before or after the match.

Whilst having a chat about a possible coaching opportunity for the 22/23 season I had a chat with the head of the TC. At that club there was a coach who used to play at Apollo 8 who told him that the men's side of the club was going to waste due to a main focus on the first women's team and that the contribution is getting way too high in order to finance the Eredivisie team. He was not happy about the club's current situation.