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STUDENTS' MOTIVATION FOR PARTICIPATING IN THE STREET GAMES ACADEMY AFTER-SCHOOL PROGRAM

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Abstract

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Aim: This study explored students' motivations during their participation in the "Street Games Academy" after-school program activities.

Theory: Deci and Ryan's self-determination theory for motivation and self-determination in human behavior builds this study's theoretical framework. It is a valuable tool for exploring students' intrinsic and extrinsic motivation during their participation in the after-school program. It aided in constructing this study's interview questions and making sense of collected interview data on the study topic.

Method: This study used qualitative semi-structured interviews as a method of data collection using the purposive sampling method with Street Games Academy after-school program's students in Gothenburg, Trollhättan, and Vänersborg. The study used a deductive thematic analysis approach for transcribing, coding, and classifying the collected data.

Results: This study's results revealed that students have both intrinsic and extrinsic motivation to participate in the Street Games Academy after-school program. Students showed more intrinsic motivation than extrinsic motivation as they showed more sense of relation toward their friends. Also, students' motivation has changed during their participation in the program as they claimed that their extrinsic reasons for joining the program have changed to intrinsic ones.

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Chapter 1: Introduction

The concept of the After-school program is related to school-age students' "Educare". Educare is a notion that emphasizes the combined availability of both education and care that should be given to early-school age children. It started in American culture, where they have had an important role in social development. After-school programs were established as small boys' clubs in the late 19th century, often as a storefront placed in a church or building (Jonsson & Lillvist, 2019; Palsdóttir, 2014; Halpern, 2002). After-school programs were associated with efforts to reduce the unsupervised time among students in America and support the industrial workforce. A factor that tremendously impacted the after-school programs was World War II. In the United States (US), too, men left their homes to fight, while women were sent into the factories to support war efforts and sustain the war economy generally. Therefore, many US schools stayed open after school hours during World War II to cover the student's unsupervised hours. This educational war effort was the beginning of after-school programs as a coherent, publicly coordinated, and widely applied concept. The increasing gender participation in labor after World War II also impacted on the necessity of after-school programs. Especially in the wake of World War II, it became far more common and accepted for women to join workforces in the labor market. Therefore, children remained increasingly either unsupervised or cared for by siblings. Childcare increased and tripled between 1977-1997 (Bodilly & Beckett, 2005).

Halpern (2002) distinguishes two main reasons for creating urban clubs, which are city-based after-school programs: first, decreasing demand for child labor in urban areas during the industrial revolution in the US, following rising attention to students in need of protection from dangerous labor and labor exploitation leading to the rise of mass education. But since parents often worked long hours, their children being kept out of the workplace caused them to remain unsupervised after school time and before their parents arrived home from work. The second reason that Halpern (2002) identified was the school growth, the large-scale construction investments for schools, and the greater accessibility of schools with compulsory education laws for children to join the school.

Unstructured supervision after school led to an increase in violence, crime, and risky behaviorist. After-school clubs offer a safe place that provides students, then and now, with fun and free time and helps them get free from household chores (Seligson, 1999; Lewis, 2000; Halpern, 2002; Hollandder & Tärnfalk, 2017).

So, the main reason behind after-school programs was providing education and safety while preventing youth violence and crime, the latter especially for the offspring of poorer or at-risk families (Seligson, 1999). Educational administration presented two ways to cover the student's after-school unsupervised three to four hours to avoid crime and violence and provide safety. First, establishing organized playgrounds; second, the "development of indoor programs for after-school play, recreation, and informal education" (Halpern, 2002, p.182).

The rising demand for after-school programs was, however, also attributable to the rising status of educational capital as such. This rising status too, is reflected in the rapid growth of compulsory education and schooling over the last century, greater investment in building schools, and more students joining schools and pursuing an education (Kleiber & Powell, 2005). The need for children from immigrant families to acquire English language proficiency triggered the need for additional learning. To this end, middle-class volunteers also often financially supported after-school programs and provided services to immigrant children, such as language lessons, health care services, and even food and clothes (Bodilly & Beckett, 2005).

More recently, the number of after-school programs has increased considerably in the wake of rising dual-parent employment, rising fear for lack of after-school child supervision, and a rise in the risks that students run while out in public after school hours. After-school programs are today funded and supported by different organizations, and each of these supporters decides their policies and priorities (James-Burdumy et al., 2008). After-school programs are also known by alternative names, such as, internationally, these activities are referred to as "whole-day school", "extended education", "all-day

school", "post-school programs", "recreational centers", "extracurricular activities", as well as "after-school activities" (Jonsson & Lillvist, 2019; Palsdóttir, 2014). In general, though, provisions of this after-school or extra-curricular type consist of more or less structured activity aimed at keeping students under guided supervision, and that may include, for example, academic enrichment, leadership, arts, sports, homework assistance, and career readiness; programs may be publicly funded, by local supporters or private investors, or any combination thereof.

1.1 After-school programs in Sweden

The concerns that gave rise to after-school programs in the US also motivated the development of after-school programs in Sweden, alongside an interest in expanding opportunities for learning for students. Education is a fundamental aspect of the development and growth of everyone's life. It is the endeavor to enable individuals to do and understand the things they could not do and understand before; possibly, education is the cause to become the individual they did not expect to become (Sockett, 1988, p.195; as cited in Alderman, 2013, p.3). Therefore, providing expanding learning opportunities for individuals to acquire educational development is essential for learning. So, Swedish after-school programs also tend to extend learning and students development through engaging students in creative, fun, interesting, and meaningful activities (e.g., homework support, arts, and sports) to expand their learning opportunities and build new interests. According to the Swedish national agency for education (2007), after-school programs offer meaningful activities and support so that the students benefit from it and their parents will have profitable employment and studies.

In Sweden, after-school centers are traditionally referred to as "leisure-time centers" (fritidshem). This is because the after-school services are part of students' leisure time, not part of their compulsory education in school (Haglund & Anderson, 2009). The leisure-time centers motivate students' educational development by providing meaningful leisure and recreational time before and after school hours. As described in the national curriculum, leisure-time centers' task is to develop students' ability to build their skills and extend their learning development through engaging in creative, fun, interesting, and meaningful activities (e.g., homework support, arts, music, and sports); to expand their learning opportunities, and to help them build new interests. Furthermore, leisure-time centers tend to offer meaningful activities and support so that students benefit from it and the students' parents will be able to have profitable employment and studies (Swedish National Agency for Education, 2016).

The history of after-school activities in Sweden shows numerous discursive turns. The roots of today's leisure time in Sweden come from the "work cottages". The main concepts of the work cottages were work, recreation, and education in the 19th century. The activities taught in work cottages were various types of handicrafts, textile crafts, and woodworks, and children received food and a meal for the works as a reward (Karlsson,1998). However, the main development of after-school activities started after World War II (Elvstrand & Närvänen, 2016). As Swedish society developed and poverty decreased in Sweden, the work cottages became more outdated over time. Therefore, a new concept emerged: children should not work except for their schoolwork.

The after-school programs settings were developed in 1970 in Sweden for children from 6-12 years old. The main aim of the developed after-school settings was to bring leisure and school activities before and after school time and during the children's vacations in an organized way through involving the collaboration between different actors (Haglund, 2004). The changes in the Swedish education system have been caused by the developing ideas about children's needs, changes in perception of childhood, and public welfare. Besides, one of the main reasons that caused leisure time activities to develop and extant was the increasing participation of women in the Swedish labor market (Elvstrand & Närvänen, 2016).

The activities in leisure time centers mainly focused on socialization, and a complement to socialization as the main aim of leisure centers was to offer activities that need to be recreational. However, in 1970 the idea that school and Leisure centers cooperate in developing children's cognitive skills and practical capabilities emerged. But during 1980 the school and leisure centers' activities separated. Thus, the

Leisure center's activities are separated from school-related tasks. However, since 1994 the cooperation between Leisure time activities and school started again, and Leisure centers are governed by the Swedish National Agency of Education, which is included in the National school curriculum. Therefore, the activities offered by Leisure centers need to be in accordance with the school curriculum and contribute to children's educational goals. Other goals that Swedish after-school programs (leisure centers) pursue are the development of social abilities, informal education, and offering children meaningful leisure time (Elvstrand & Närvänen, 2016).

The Swedish education National Agency (2014) guidelines for after-school programs stressed children's participation rights and involvement as a concrete enactment. Also, it has been emphasized that before implementing major changes to after-school programs activities, it is necessary to consider how the changes affect children (ibid).

According to the statistics, over 80% of children in Sweden aged between 6-9 attend after-school programs (Leisure time centers), and 14% of these children are aged between 10-12 (The National Agency for Education, 2017). The students who attend after-school programs are from pre-schools, compulsory schools, and compulsory schools' classes for students with learning disabilities. The students whose parents are working or studying or due to their family situation and needs should be offered a place to attend an after-school program. It is also considered necessary that the center that students participate in should be as close as possible to the school they attend (Swedish National Agency for Education, 2013).

Where some leisure-time structured activities are available within the school environment for students before and after school time, and school pedagogies work in those centers; therefore, they are supposed to work part-time in the school (Elvstrand & Närvänen, 2016). Most leisure-time centers with structured activities are available out of the traditionally established schools, organized and taught by adults who are members of private sectors and civil society organizations. The availability of the number of these organizations differs based on each municipality and local government and the supplement of financial help offered to organizations (Svedberg & Trägårdh, 2007).

Structured leisure-time activities, there are also less/un-structured centers (YRCs/Fritidsgård) in Sweden, mostly for students who are at risk/from non-privileged families aged between 13-19 years old. These centers are usually accessible during the weekends and summer holidays, aiming to keep students off the streets and provide a place where students can "hang out" under some adult's control. The Fritidsgård activities, though they may differ in the various neighborhoods, are mostly unstructured as they do not offer clear skill-building activities. Based on the working adults' demand, activities choices in these centers' activities vary between table tennis, billiards, computer games, or outdoor trips (Mahoney et al., 2005; Holmgren, 2008; as cited in Behtoui, 2019).

Recently, the attention to school-based after-school programs (leisure-time centers) has increased. Since there is an increasing perception that school-based after-school programs and extra-curricular activities tend to provide students with essential context through structured, meaningful, and supervised activities out of school that enables students to have the opportunities to develop their abilities, resources and assets associated with their positive development (Durlak & Weissberg 2007; Acar & Gündüz, 2017; Carr, 2021).

The reason behind present attention for after-school programs is not only education but also violence and crime prevention and providing safety for students with a low socio-economic status. After-school programs are seen as a vital, secure, safe, and developmental place, especially for students from low socio-economic backgrounds; hence they enable students some measure of compensation for social disadvantage or poor social or cultural family capital (Seligson 1999; Medicine et al., 2002 p.28; Mahoney et al., 2005; Frazier et al., 2007; Jones & Deutsch, 2011; Wright et al., 2014). Students with low socio-economic backgrounds are most likely at risk for acquiring inadequate learning, psychological and social development outcomes; this means that students with low socio-economic backgrounds are most likely to live in areas where the presence of neighborhood risks is higher (Halpern, 2006).

Particularly, school-based after-school programs have received increased funding and research attention due to positive developmental outcomes reported among students from low ethnic minorities, low-income, and students with working parents (Larson, 2000). Therefore, the participation of students with lower socio-economic backgrounds in structured activities tends to be linked to positive developmental outcomes, including safety, educational accomplishments, higher motivation, prosocial relations, and mental health.

The increased psychological outcome and motivation for participation in the after-school program activities is a critical and vital positive development if students experience it throughout their participation in after-school programs (Avika & Horner, 2016; Adachi & Willoughby, 2014; Dawes & Larson, 2011; Larson, 2000). Motivation is very significant in education, and it is considered highly essential not only for students' learning development but also for students' success in learning to become successful students to achieve their goals. But also, it is associated with valuable experiences and psychological outcomes such as competence, adjustment, self-esteem, and responsibility (Grolnick et al., 2007; Alderman, 2013; Acar & Gündüz, 2017; Topçu & Leana-Taşçılar, 2018).

However, research on after-school programs falls short of providing detailed or 'rich' information on students' involvement, which takes into account students' own interests and perspectives and identifies for researchers and after-school program developers and managers what students themselves—the target group of the after-school programs—think that after-school programs contribute to their lives (Kuperminc et al., 2019). In particular, limited research has to date been conducted on students' motivation for their participation in after-school program activities (Bundick, 2011).

Most previous research (Meeuwisse et al., 2010; Crosnoe et al., 2015; Stevenson, 2021; Xu, 2021) that has been conducted on after-school programs is based on quantitative approaches, and it has mostly focused on the United States and highly urbanized areas such as Hong Kong and Singapore. There is, therefore, limited knowledge collected in research studies that have addressed the qualitative aspects of individual students' participation in after-school programs, specifically in Sweden. However, consideration of students' psychology is essential for them to optimally benefit from the developmental opportunities provided by after-school programs. They not only need just to participate in after-school programs, but it is also necessary for them to be psychologically well-connected to and 'ready' to participate in program activities (Dawes & Larson, 2011). Therefore, this study will inquire into students' motivation to participate in one example of an after-school program in Sweden: the "Street Games Academy" has centers and activities spread around the Västra Götalandsregion (Western Götaland region), e.g., Gothenburg, Trollhättan, and Vänersborg. The program is generally popular and is considered a significant contribution to the educational and social development of students living in the region.

1.2 The Street Games Academy after-school program

Gothenburg city is one of the biggest cities in Sweden and has been mostly debated for the higher level of criminality, gangs, and drug delivery among young people, specifically in segregated areas. According to the Swedish National Council for Crime Prevention (2020), the level of crime in Gothenburg city increased by two per cent in the past three years. However, the city operations put efforts into preventing crimes and improving security. For example, this will be achieved through city lightning, and long-term aspects are achieved through children's schooling and providing creative leisure-time activities for children (Winter, 2020).

According to Svensson & Oberwittler (2021), as a result of changes in adolescents' participation in routine, structured activities, and parental monitoring, there was a decline in crime among Swedish adolescents between 1999-2017. This decrease has been reported both through self-studies and police records, including various crime types, such as violence, property crimes, and vandalism (e.g., Moss et al., 2019; Arnett, 2018, as cited in Svensson & Oberwittler, 2021). The "Street Games Academy" after-school program was established in 2015 by one of the Swedish sports confederations ", RF-SISU Västra Götalandsregion", to combat ill-health, drugs use, crime, and segregation in vulnerable neighborhoods

in Gothenburg city. The Swedish research results also indicate that the segregation of foreign origin students from native society is associated with a high level of criminality, delinquency, and poor school results (Forkby et al., 2011; as cited in Aronson & Gerdner, 2021; Swedish National Agency for Education, 2018).

The program developed, in several districts in Gothenburg city and other parts of the Västra Götalandsregion, such as Trollhättan, Uddevalla, Vänersborg, and Borås, with an amount of more than 17000 participants, including children and young people. This regional project aspires to sports activities for students to enhance their study motivation, develop their study outcomes and increase their nutritional abilities. In addition, the "Street Games Academy" program aims to inspire children and students to complete their studies and join higher education through collaboration with local sports associations and universities in Västra Götalandsregion.

The "Street Games Academy" program is sponsored by different stakeholders, including Gothenburg University, Chalmers University, local sports associations, and other higher education institutions and colleges in Västra Götalandsregion. Students in "Street Games Academy" are engaged in activities such as homework assistance and sports activities, including soccer, rugby, parkour, taekwondo, volleyball, basketball, and wrestling. Sports and academic support are provided to motivate learning and improve academic performance, specifically for students from low socio-economic backgrounds. The homework support is provided by volunteer university students once per week for two hours before and after students' sports activities.

1.3 Statement of the problem

The problem that this study will focus on is that there is very little known about why students participate in the Västra Götalandsregion (e.g., Gothenburg, Trollhättan, and Vänersborg) "Street Games Academy" after-school program. The literature also reports concerns regarding the availability of limited research on students' motivation to participate in after-school programs (Bundick, 2011).

Motivation is important because we can only have successful programs if there are good motivations among the students who participate in these after-school programs. Literature also indicated that one of the important factors that help students' regular participation in leisure-time structured activities is the consideration of students' motivations to participate in activities (Dawes & Larson, 2011; Lindvall, 2004). According to Pearce & Larson (2006), motivation stimulates students' maintenance and helps students achieve higher developmental outcomes for their participation in after-school programs.

Students' motivation to participate in "Street Games Academy" after-school programs is an important factor in helping students to regularly participate and get psychologically involved in structured activities. Participation in structured leisure-time activities not only provides an opportunity to avoid violence and crime but also helps students to achieve developmental academic, social, and psychological outcomes.

1.4 Significance and relevance of the study

After-school programs are structured programs that aim at students' educational, social, and psychological development besides their safety and violence prevention for students from low socio-economic status. Therefore, the significant and relevant of this study are manifold.

First, this study tends to fill the gap in the literature by conducting a qualitative study on the after-school program in Sweden (Västra Götalandsregion) concerning students' motivation.

Second, this study seeks to help the stakeholders distinguish and add specific activities that motivate students to participate in after-school programs. Particularly, the activities that students are highly interested in participating in and facilitating students enhance and develop their educational, social, and psychological needs to benefit highly from their leisure time.

Third, this study also facilitates identifying what can be enhanced to contribute to the Sustainability Development Goals (SDGs) 2030. So, it targets the SDGs' first goal (Quality education), third goal (Good health and well-being), fourth goal (No poverty), eleventh goal (Sustainable cities and community), and sustainable environmental aspects for school students to have safety, acquire quality education and use their leisure time effectively (The United Nations Sustainable Development Goals, 2022).

Finally, this study will also add value for developing students' psychological needs by studying students' experiences of intrinsic and extrinsic motivation in the "Street Games Academy" after-school program. Students' development also requires psychological connectedness to activities (Dawes& Larson, 2011). In addition, ensuring students' positive development will lead to a better future that builds a country's future sustainably.

1.5 Aim of the study

This case study's primary purpose is to explore students' motivations during their participation in the "Street Games Academy" after-school program activities. By doing so, this study seeks to understand whether students' participation in the "Street Games Academy" after-school program activities (e.g., homework and sports) relates to their motivations.

1.6 The research questions

This study attempts to answer the following main research question with its sub-questions that all focus on students' motivation for their participation in the "Street Games Academy" after-school program:

1. What motivates students to participate in the "Street Games Academy" after-school program?
 - What are the students' intrinsic motivations for participating in the "Street Games Academy" after-school program?
 - What are the students' extrinsic motivations for participating in the "Street Games Academy" after-school program?
 - How do students' intrinsic and extrinsic motivation interact?

The introduction chapter provides the background about the context of this study. It presents the reasons for the rise of after-school programs in the world and specifically in Sweden and looks into the progress of after-school programs in Sweden. It also provides information on the importance, structure, types, and activities that Swedish after-school programs pursue. Next, the problem statement is presented, which this study addresses. Finally, this chapter is closed by presenting this study's significance, main aim, and main research questions.

The second chapter sheds light on the most relevant literature relevant to this study's topic. It presents details on students' motivation for joining after-school programs by highlighting the main concepts related to this study reported by the present literature. Then the third chapter shades light on the theoretical framework chosen for this study. Following this, the methodological chapter is presented. It includes information on sampling procedure, data collection, data analysis method, ethical considerations, study relevance to sustainability goals, limitations and credibility, consistency, and generalizability. The results chapter underlines students' motivation to participate in the Street Games Academy after-school program. It defines my experiences as a researcher and presents detailed information regarding students' intrinsic and extrinsic motivation. The discussion chapter introduces this study's key findings and the connection between the current study's results and the theoretical framework. It also shows the association between the collected data and literature review and what is identified to date. Lastly, the conclusion and recommendations are presented, distinguishing the lessons learned and suggesting targets for additional research.

Chapter 2: Literature review

2.0. Introduction

This chapter first sheds light on present scholarly evidence, notions, hypotheses, and theories from previous studies on after-school programs. The focus is on students' motivation to participate in after-school programs and how participation in after-school programs affects students' developmental outcomes.

2.1. Literature review

The literature overview that follows here aims to identify what is presently known in the scholarly literature about the motivations among students for joining after-school programs. Therefore, my study of the literature is much less concerned with identifying the various possible outcomes of such programs. However, because program outcomes are likely to play a role in the motivations for joining after-school programs, I will begin very precisely with an account of after-school program outcomes.

2.1.4 Research on participation in after-school programs

A number of researchers have revealed that participation in after-school programs consists of some developmental impacts, specifically for students from low socioeconomic status (SES) groups, including providing quality social interaction behavior and safety (Butty et al., 2001; Medicine et al., 2002; Pedersen & Seidman, 2005; Eccles & Gootman, 2002; Mahoney & Stattin, 2000; Jones & Deutsch, 2011; Frazier et al., 2007; Maestas & Gaillot, 2010) and educational development (Crosnoe et al., 2015; Vandell et al., 2007; Lauer et al., 2006; Durlak et al., 2010; Behtoui, 2019; Carr, 2021; Gorski, 2021; Wright et al., 2014; Wright et al., 2010; Stevenson, 2021; Xu, 2021, Moncrief; 2021; Clanton Harpine, 2019).

The impacts of after-school programs on social interaction, behavior, and safety:

After-school extra-curricular activities (e.g., sports, art, homework) tend to present a significant context in which students may develop vital skills and competencies, and participation in such activities has been associated with many positive results. This is especially important for students from low SES groups. According to Butty et al. (2001), students from low SES groups are at higher negative neighborhood risks, disclosure to stressful events, health risks, and safety since students from low SES groups find access to resources more difficult. According to Medicine et al. (2002, p.28), students from low SES groups are more likely to risk negative developmental outcomes such as exposure to violence and crime than their peers (see also Pedersen & Seidman, 2005; Eccles & Gootman, 2002).

Therefore, participation in extra-curricular after-school programs has been distinguished as especially useful for promoting students' quality of social interaction. Researchers have identified that providing meaningful autonomous membership and quality social interactions with peers and adult tutors enables the students to develop their abilities and competencies. A quantitative survey by Mahoney & Stattin (2000) with (703) low-income students aged (14-year-olds) and their parents in Örebro, Sweden, found that students' participation in after-school programs' highly structured activities is associated with decreasing anti-social behavior. However, participation in low structured after-school programs' activities is associated with a higher level of anti-social behavior with peers, parents, and low support from activity leaders.

Also, the staff students' relationship is associated with active students' participation in program activities and positive development outcomes. For example, Jones & Deutsch (2011) examined the rational approaches that the program staff use in an urban students' organization that leads positive development environment during the students' participation in "Midtown Boys & Girls Club" activities. Researchers observed the students' and staff's relationships and interactions for one year using recording

and in-depth field notes following interviewing (17) American and African American students (aged 12–18 years). They found that decreasing relational distance, active inclusion, and consideration of proximal relationships with adolescence were the most important strategies that led to an overall supportive environment in the after-school program. Likewise, in his article, Frazier et al. (2007) claimed that after-school programs could contribute to developmental outcomes for students from low SES groups by providing mental health care, safety supervision, and academic and socially enriching activities.

Likewise, evaluating after-school programs that targeted the research examined mental-health issues and ethnocultural personality support for four years. Maestas & Gaillot (2010) indicated that after-school program that targets students' personal social and personal skills considerably enhances students' positive social behaviors, academic achievement (high test score and grades), school bonding (positive attitudes toward school), self-perceptions, besides, reduce delinquent behaviors, and drug use.

The impacts of after-school programs on educational development:

Extra-curricular after-school programs may offer students meaningful and supervised activities and enable specifically low SES group students to develop abilities (e.g., personal skills, academic performances) and resources to overcome the negative risks and strengthen positive educational development. According to Crosnoe et al. (2015), low SES groups students' participation in extra-curricular activities is associated with potential advantages. Crosnoe et al. (2015) applied a quantitative approach to explore the potential benefits of students spending time in out-of-school activities in the US. The researchers used latent class and regression techniques on gathered data from the NICHD (N = 997) participants. Their study indicated that extra-curricular participation is associated with higher grades, especially for students from the low SES groups. Particularly Crosnoe et al.'s (2015) study indicated that although extra-curricular participation was equally linked with the most positive results across low SES groups, low SES group students' participation was linked with higher educational aspiration, greater attainment, test scores, grades, self-concept, social self-concept, and greater college enrolment. The students' better grades, lower behavioral problems, and work habits are also indicated by Vandell et al. (2007) quantitative surveys in the US on a total sample of (2,914) disadvantaged students from third, fourth, sixth, or seventh grade (see also Durlak et al., 2010; Lauer et al., 2006; Vandell et al., 2005).

Similarly, students' participation in after-school programs' activities is associated with better school performance and educational achievement. Using a quantitative survey method on (2,137) students (aged 15-16 years) in (42) Swedish schools, Behtoui (2019) examined students' access to the various forms of after-school programs activity and the consequences of students' participation in the after-school programs. The study found that students' participation in after-school programs activities is associated with higher academic performance and the desire to participate in certain activities (religious, cultural, and sport). However, students' gender, social class, and immigrant background impact their participation rate negatively in these activities.

Also, examining the educational effectiveness of a culturally focused "Centro Hispano's Juventud" after-school program Carr (2021) revealed that the after-school program had a long-term influence on students' accomplishments socially, emotionally, and academically. Using the qualitative method, the researcher interviewed "Centro Hispano's Juventud" after-school employees in the US. This program provides academic support (e.g., tutoring, field trips), leadership development (e.g., workshops, guest speakers), and parent engagement to Latin and Spanish-speaking middle school-aged students and their families. Likewise, Gorski (2021) study using interviews and ethnographic observations suggested that certain after-school program activities' cognitive engagement positively influences students' school performances. The study was conducted during (2017 – 2018) for four months, and it consisted of 250 hours of observations and 14 interviews with 12 debaters from Stewart and Greenside high schools in the US, which primary assist students of color.

Students' participation in after-school programs is also associated with long-term positive academic and social development. For example, Wright et al. (2014) conducted a qualitative study in an art program, "National Arts and Students Demonstration Project", to explore the long-term outcomes of program components that enabled students from low SES groups five years after they participated in the program. To examine the students, experience and their following development, the study conducted semi-structured interviews with (32) Canadian students (aged 14-20 years). The study findings indicated that skill developments, positive peer relationships, staff students' positive relationships, team building development, sense of belonging, and program flexibility persisted in positive students' development five years after completing the program (See also Wright et al., 2010).

In addition, homework help is also provided in after-school programs to help students increase their academic performances at school and after-school programs. While according to Stevenson (2021), meta-analysis homework has a small effect on students' academic achievements. Using "a statistical procedure that integrates the results of several independent studies", the researcher examined the impacts of homework on students' academic success using current research in Ohio, US.

Also, Xu (2021) examined a homework tutoring after-school program in Hong Kong that focused on self-regulated learning for socially and economically deprived students using self-reported questionnaires, observation, and semi-structured interviews. However, the findings from multiple data indicated that the program's overall impact was small to moderate. But, after managing the time, monitoring the application of cognitive approaches in completing homework, managing distraction, preserving motivation, and ordering the demand of assignments, the study confirmed the importance of homework tutoring in students' self-regulation learning capacity. The study also suggested further research exploring after-school programs that present educational support for deprived students. This study consisted of 23 primary school students from grades (1-6) (aged 7-12 years old).

After-school program regular attendance is also regarded as an effect on students' test scores. Though Moncrief (2021) investigated the relationship between students' attendance and literacy attainment scores 21st CCLC after-school program in the US, but the researcher found a very weak connection between students' attendance and English language reading scores. However, the researchers indicated that the students' final reading grades showed a significant moderate connection, implying participants increased attendance may help students benefit from activities and literacy resources offered in the program. This study used quantitative measures on at-risk students from sixth and eighth grades (see Holstead & King's, 2011; Jenner & Jenner, 2007).

However, Clanton Harpine (2019) claims that there is a lack of suitable after-school programs in many communities, specifically after-school programs, that enable students to improve academically. Therefore, there is a need to develop after-school programs that are necessary to meet all students' demands. Besides, according to Mahoney & Stattin (2000), not all after-school programs' activity participation is positive; some assist in peer denial, class-based exclusion, and even anti-social behavior. Besides, the US Department of Education (2003) reported that the 21st-century after-school programs had not enough or had no effects on social behavior and educational development (e.g., homework completion), and one possible reason was poor attendance Moncrief (2021), Holstead & King's (2011), and Jenner & Jenner (2007) also indicated as mentioned above. Furthermore, Walker et al. (2005) mentioned that students' poor attendances are due to after-school programs mostly focusing on academics. Therefore, it is regarded as a school rather than an opportunity to be intrinsically motivated to participate. Despite the importance of students' motivation for their participation in after-school programs, few studies have considered students' motivation for their participation and subjective experiences.

2.1.5 Motivation and participation in after-school programs' activities

For students to benefit from the positive developmental outcome of their after-school programs participation, it is important to be motivated and psychologically engaged in activities. A number previous research mentioned about importance of motivation (Eccles & Gootman, 2002; Pearce &

Larson, 2006; Brewer & Burgess, 2005; Crump, 1995; Topçu & Leana-Taşçılar, 2018; Acar & Gündüz, 2017) and the association of students' motivation with psychological needs (Deci & Ryan, 2000; Adachi & Willoughby, 2014; Bundick, 2011; Zarrett et al., 2015; Hirsch, 2005; Akiva & Horner, 2016; Wentzel & Wingfield, 2007; Perkins et al., 2007; Mason & Chuang, 2001; Mahoney et al., 2005; Barkoukis et al., 2021; Dawes & Larson, 2011).

The importance of motivation: Considering the significance of after-school programs' activities participation for students' development, it is essential to understand the process that encourages meaningful participation in activities and what factors make participation a positive and meaningful experience. Motivation to involve in after-school programs' activities is one of such factors. As Eccles & Gootman (2002) insisted that because of the potential developing outcomes that after-school programs have, it is necessary to distinguish the reason for students' motivations to participate, stay, and engage in out of school program's activities. Creating motivation increases not only students' interest in learning but also enhances students' willingness to participate actively in activities. However, despite the developmental benefit of after-school program participation, students from low SES groups are less likely to participate in offered activities, mostly due to a lack of motivation. Therefore, students' participation in after-school programs tends to be motivated as it leads to producing higher quality effort, learning deeply, persisting longer, performing better, and achieving higher developmental outcomes. Pearce & Larson (2006) claims that motivation or engagement stimulates not only program maintenance but the possibility of achieving advantages that a program presents.

Motivation as a vital factor in the learning process enables students to participate in classes and excitedly receive instructions. Using the quantitative method, Brewer & Burgess (2005) found that the factors that influence students' motivation positively and negatively are mentioned as personal qualities, classroom management, and teaching methods. Their study consisted of (156) graduate and undergraduate students from "Human Resource Development" programs. Besides using quantitative questionnaires, Topçu & Leana-Taşçılar (2018) explored Turkish 184 gifted/talented students (108 boys and 76 girls) self-esteem and motivational components as their academic achievement predictor. Participants in this study consisted of students from fourth, fifth, sixth, seventh, and eighth grade, from which 84 students were participants of "The Istanbul Art and Science Centre" after-school program, and 100 of them were participants in special education school. Using regression analysis, the researchers found that general self-esteem for fourth graders, academic self-esteem for fifth graders, intrinsic motivation for sixth and seventh graders, and extrinsic motivation for eighth-graders were the predictors of these students' academic achievement.

Similarly, discussing the importance of motivation, Crump (1995) indicates that motivation stimulates and excites the students' minds by taking instruction and analyzing information. However, he insists on the importance of teacher-student interactions for creating students' motivation. Also, he adds that teachers need to be aware of students' psychological needs by getting to know students personally, assisting students to achieve success, and using different meaningful activities based on students' interests.

Also, the development of students' motivation while participating in extra-curricular activities has been researched by Acar & Gündüz (2017). Using an experimental quantitative approach, the researchers observe the positive impacts of participation in activities on participants' enthusiasm, excitement, and physical activity on students' psychological, physical, and social development. In addition, they found that students' "skill development" is considered a motivator for their participation. The study was conducted on (513) primary school students in Ankara, Turkey, for about seven months.

Satisfaction of psychological needs and motivation: The fulfillment of students' psychological needs is distinguished as the key to developing students' motivation that leads students to acquire beneficial positive developmental outcomes. According to Deci & Ryan (2000), when students' fundamental psychological needs (sense of relatedness, competence, and autonomy) are supported and encouraged in the educational environments (e.g., school, out of school activities), they are most likely to get motivated and present positive and optimal development. According to Adachi & Willoughby (2014),

psychological engagement is more important than time spent in activities as it leads to positive outcomes. However, according to Bundick (2011), limited research is available on students' motivational growth in after-school program's activities. Specifically, little consideration has been directed to the relation between students' psychological needs as a motivator with positive development, specifically in extra-curricular after-school program's activities.

Some researchers find that all three psychological needs motivate students to join physical activity in after-school programs. For example, Zarrett et al. (2015) study assessed the variation in key physical social-motivation features (e.g., relatedness, competence, and autonomy) for students participating in Physical Activities (PA) in an under-resourced after-school program in the US using quantitative measures. The researchers found that sense of relatedness correlates with female participants' PA, and all three motivational aspects correlated with male participants' PA. Likewise, Eccles & Gootman (2002) claimed that after-school program participation is linked with opportunities to develop competencies and meaningful autonomous membership besides having prosocial peers.

Correspondingly, using quantitative surveys, Bundick (2011) examined the longitudinal relations of extra-curricular activities with students' positive development and whether program components' "personal meaningfulness" moderates mentioned associations. The research was conducted using both already gathered data from (2006) consisting of racially diverse participants (White, Latino, African American, Asian American, and mixed-race) and in (2008) surveys were conducted with the same participants. The study result indicated that students with intrinsic motivation are most likely to participate more regularly in extra-curricular activities and acquire positive outcomes.

Some researchers distinguished students' "*sense of relatedness*" toward their friends and peers, developing students' motivation to participate in program-related activities. As Hirsch's (2005, p.369) study finding shows that the reason behind students' motivation for their regular participation in clubs is friendship, peers, activities, and parents. The researcher conducted a mixed-method study on six urban "Boys and Girls Clubs" for four years. The data was collected using questionnaires, ethnographic observations, and interviews with staff and students, where they described their experiences of the program and their beliefs about the club.

Similarly, Akiva & Horner (2016) further examined the staff/program leaders, peers, and program activities' contribution to urban students' motivation to attend a neighborhood-based program. The researchers applied a mix-method for gathering data from (141) students participating in activities (e.g., sports, arts, educational development, homework support, leadership, and career readiness). The participants aged (16 years-old), consisted of African Americans and Hispanics. Correspondingly, the result of Wentzel & Wingfield's (2007) study also distinguished the staffs, tutors, adults, and program activities as important facilitators for students' motivation to participate in activities (see also Wentzel & Watkins, 2002).

In addition, indicating that individual and community enhancements are significant motivators for some students, Perkins et al. (2007) have found that students overall emphasized how attending the program helps them to stay off the streets, enables them to learn new things, facilitates them avoiding boredom, and allow them to enjoy the activities and have fun. However, the reasons that prevent participation are distinguished as peer influence, personal decisions, parental restrictions, gender, and ethnicity. The researchers applied the concept system approach involving (n=77) students (aged 9-19 years) in brainstorming sessions that helped in-depth discussions about students' motivations to attend structured students' programs. In addition, the study examined the cultural and contextual reasons that affect ethnic minority urban students' (who were Arab, Latino, and Black/African American) decisions to participate in activities.

The researchers also pointed out the impacts of participation in after-school programs on students building "*competence*" for developing motivation. For example, Mason & Chuang (2001), in their experimental quantitative study, explore the preventive impacts of an art after-school program with (51) low-income African American urban students (aged 8-10 years old). The researcher compared the

differences in several aspects of competence (e.g., self-esteem, social skills, and leadership competencies) between participants and non-participants of the after-school programs through self, parental, and teacher reports. The study's result indicated that students participating in after-school programs felt more capable of succeeding in tasks than those who did not attend.

Likewise, to investigate student's development of academic performance and motivational attributes (expectation of success, competence) using a quantitative longitudinal one-year study comparing participants and non-participants of after-school programs, Mahoney et al. (2005) found that students participants display a greater sense of competence and academic improvement than students not participating after-school programs. The study consisted of (599) participants (aged 6-10 years) from low-income urban cities in the US.

Barkoukis et al. (2021) tested an autonomy-supportive intervention in Physical Education (PE) that impacts high school students' autonomous motivation, autonomous motivation in PE, intentions, and physical activity behavior in a leisure-time center education. The study participants consisted of (N=281) participants from that (120) were boys and (129) were girls who studied in two typical coeducational schools located in an urban town in Northern Greece. Using quantitative questionnaires, the study indicated that autonomy-supportive intervention influenced variations in supposed autonomy support. However, the interventions did not directly impact PA behavior and intention changes. Besides, the intervention had an indirect effect on changes in students' leisure time and autonomous PE motivation. Moreover, the changes in perceived autonomous motivation and autonomy support directly affected autonomous motivation and changes in beliefs and indirect effects on PA behavior and intentions.

Though, students' reasons for their motivation to participate and engage in after-school program activities are important. But according to Dawes & Larson (2011), it is not necessitated that students initially need to be motivated to participate in after-school programs activities while students' motivation can be encouraged and fostered throughout their participation in presented activities. So, understanding the process that enables students to develop motivation for their participation in activities is significant. Hence, Dawes & Larson (2011) have conducted a qualitative study using longitudinal interviews on urban and rural leadership and arts programs with (100) ethnically diverse students (aged 14-21 years). The study's (44) participants have informed about a positive turning point in their participation in programs and motivation. The researchers have found that for most of the students, the fulfillment of one of their three personal goals was developed their interest and motivation to participate in program activities: developing their competence abilities (being acknowledged and completing program activities); learning for their future goal (college entree or Job choices); and following their purposes (self-interest, social change, moral, civic, and religious goals).

2.1.6 Summary discussion of the literature

After-school programs were initially established to take care of unsupervised students to avoid crime and violence between unsupervised students (Seligson, 1999). Today's after-school programs present a significant context for positive students' development and are distinguished as developmental places, especially for students who live in low-income neighborhoods. Participation in after-school programs is distinguished not only to provide students with a safe and secure place to be involved and avoid risks and violence (Medicine et al., 2002). But also, it is associated with various positive developmental outcomes, including higher academic performance, lower incidence of problem behavior, and enhanced psychological and social behavior. These developments have been discussed vastly by several previous research in terms of academic performances, mostly using the quantitative measure in other countries such as the US.

Studies on this topic highlight the potentially beneficial developmental outcomes of students' participation in after-school programs. However, some studies indicate that participation in after-school programs entails no educational effect, and causes anti-social behavior and peer denial due to students' poor attendance (Moncrief, 2021; Holstead & King's, 2011; Jenner & Jenner, 2007; Mahoney & Stattin,

2000; Perkins et al., 2007; Walker et al., 2005). Therefore, important questions remain about precisely what motivates students to participate in after-school programs, why students are motivated to participate in these activities, and why they choose to stay actively engaged for longer periods. Moreover, since students' participation in program activities generally differs from one program to another and is generally less for younger students than for older students, getting students motivated and engaged from an early age and ensures that they stay involved for substantively long periods of time is an issue for all after-school programs and practitioners (Persson et al., 2007; Eccles & Gootman, 2002; Eccles, 2005).

Therefore, the key message from the literature is that students' participation in after-school programs clearly depends on the enthusiasm of some kind, if only because participation in them is never compulsory. Hence, for students to benefit optimally from after-school programs, they not only need to participate but they need moreover to feel psychologically connected to after-school program activities (Dawes and Larson 2011). Psychological needs are the vital drivers of students' motivation that correspond to inherent needs for developing a sense of autonomy, competence, and relatedness. However, few studies address students' psychological needs and motivation. Moreover, the complex relationship between students' psychological needs and motivation has not been explored in the specific context of after-school programs in Sweden. Additionally, these associations have not been well understood in a population of low-income students, specifically in after-school programs that aim at this high-risk population.

In summary, the literature indicates that for students to benefit from higher developmental outcomes of their participation in after-school programs activities, it is not only important to participate in after-school programs but also to be psychologically engaged and motivated. Further, students' motivation can be fostered through their participation in after-school program activities.

Most previous research on after-school programs is based on quantitative approaches, mostly focused on the United States. Less of that research has been focused on students' motivation growth and its relation to psychological and social aspects of students' participation in after-school programs specifically, even less in situated, context-rich, descriptive detail. Even less research has focused on the psychological aspects of students' participation in after-school programs in Sweden. Generally speaking, the number of well-designed and methodologically rigorous studies is also limited.

The current study seeks to address this empirical gap in the present literature by exploring, in qualitative, situated detail, students' motivation for their participation in the "Street Games Academy" after-school program located in the Västra Götalandsregion of Sweden.

Chapter 3: Theoretical Framework

3.0 Introduction

The theory has a vital role in research, as it supports the research by providing logic, besides refining and making it focused (Bryman, 2016). This qualitative study adopts the Self-determination theory, which gives a general theoretical standpoint from which to interpret the study's identified variables (Halperin & Heath, 2017, Creswell, 2013). This chapter presents information on the particular Self-determination theory (SDT theory for short) developed by Ryan & Deci (2000). An analytical framework is presented that operationalizes intrinsic and extrinsic motivations as two key variables of interest in this study. While they are, of course, the two pivotal and most well-known key concepts from Ryan and Deci's SDT theory, they will nevertheless be introduced and discussed below.

3.1 Self-determination theory

Self-determination theory is of particular interest because it highlights the necessity of social, contextual, and rewarding conditions to develop students' motivation. Also, the theory insists that in the absence of motivation, students' development and progress will be slowed down or even halted (Ryan & Deci, 2000). While there are also, of course, other theories exist such as "The Goal Orientation Theory" by Elliot and Church (1997) used to distinguish between intrinsic and extrinsic motivation, however, the current study particularly makes use of Deci and Ryan's Self Determination theory because it is a better fit for this study's aim as it is specifically distinct between students' intrinsic and extrinsic motivation for their participation in the Street Games Academy after-school program.

Deci and Ryan developed the self-determination theory at Rochester University. The basic conceptualization of their theory, which was about motivation and self-determination in human behavior, was published originally in 1985 (Deci et al., 1991). Deci and Ryan then further developed and extended their theory in a subsequent book (Deci & Ryan 1991; as cited in Deci et al., 1991). Two central assertions underpin the theory. Firstly, self-determination theory focuses on intentions and motivations as expressed in actual behavior—that is, behavior that can be empirically evidenced. And secondly, self-determination means being motivated to do something in the precise sense that one's actions are (a) deliberate and (b) explicitly endorsed by one's sense of self (Deci & Ryan, 1991; as cited in Deci et al., 1991).

Self-determination theory focuses on both intrinsic and extrinsic motivation; roughly speaking, extrinsic motivation concerns external control of one's behavior, while intrinsic motivation has a connection to true self-regulation (Ryan, & Deci, 2000).

According to Ryan & Deci, intrinsic motivation is defined as performing an activity for the sake of inherent pleasure and satisfaction. Students who are intrinsically motivated participate in activities that interest them rather than separable outcomes such as rewards or constraints (2000). Intrinsic motivation is related to the satisfaction of three basic psychological needs that are fundamental in human life: competence, relatedness, and autonomy need, where the satisfaction of these needs enhances students' motivation and learning performance.

In contrast, Deci & Ryan defined extrinsic motivation as students' engagement in activities while anticipating rewards instead of being inherently interested in activities (2000). According to Deci & Ryan, there are four types of extrinsic motivation: external regulation, introjected regulation, integrated regulation, and identified regulation (1985; as cited in Deci et al., 1991). The integrated regulation type of extrinsic motivation will not be included in this study as it has been assumed that the students are young to achieve a sense of integration concerning the activities. This issue is also emphasized by Deci et al. (1991).

Nonetheless, according to Covington & Müeller (2001), both types of motivation have an essential role in the learning process; as intrinsic motivation leads students' behavior to a better level of "self-motivation", extrinsic motivation can approach that initial enhancement that enables students to engage in activities and sustain students' motivation in their learning process.

3.2 Key terms

Intrinsic motivation attributes used in this study

Autonomy: It is defined as being "self-initiating" and "self-regulating" of individuals' own behaviors. Therefore, individuals need to feel in control of their own performances and targets. Autonomy enables individuals to have the feeling of self-determination as it helps them to have the ability to take any action that will result in a fundamental change. This means that sense of autonomy is necessary for individuals' optimal development and well-being (Deci et al., 1991). Therefore, the need for autonomy is related to students' sense of independence, such as giving options and choices, getting students to take risks and take responsibility for learning, or choosing the tasks.

Competence: It is the need and necessity for individuals to experience activities being as effectively enacted. It is consisted of understanding the ways to accomplish various internal and external outcomes and being successful in performing an action and activity (Deci et al., 1991). So, it is related to students' sense of effectiveness and confidence in pursuing and achieving their learning goals, such as receiving non-critical feedback.

Relatedness: It is defined as developmental and satisfying relations with others for individuals in a social environment (Deci et al., 1991). Baumeister & Leary (1995; as cited in Deci et al., 1991) states that a sense of relatedness means the individuals need to be appreciated, loved, and connected with significant others, so the need for a sense of relatedness is a fundamental, powerful, and exceptionally influential motivation. Mainly, relatedness refers to students' sense of feeling safe and connected to the learning environment and specific others (e.g., peers and teachers) where the satisfaction of these needs enhances students' motivation and learning performance (Ulstad et al., 2016).

Extrinsic motivation factors used in this study

External motivation: It is related to the expectation of external rewards and goals or avoiding a punishment. Such as fulfilling teachers' or parents' expectations or getting a good grade for achieving a reward from parents (Deci et al., 1991).

Introjected motivation: It is related to controlling motivation as the individuals with this type of motivation perform the actions with the feeling of pressure to prevent guilt, concern, and anxiety to achieve ego development. Such as, students spend time on homework because they believe that if they do not do well with their homework, others will look down on them (ibid).

Identified motivation: It is a more autonomous and self/determined form of extrinsic motivation. Identified motivation occurs when individuals personally understand, feel, and believe that they need to perform or accomplish tasks; however, they do not perform the task because they should. Such as studying very hard for exams to get into college (ibid).

3.3 Self-determination theory and after-school program

After-school programs are thought to contribute to students' positive outcomes, including educational, social, and behavioral development, and prevent adverse outcomes such as decreasing risks, behavioral problems, and crime (Kremer et al., 2015). However, a lack of interest in students causes them to avoid participating in activities. Therefore, a lack of participation in after-school activities causes students to remain unsupervised and hang out in the street. Students who remain unsupervised are most likely at

risk of crime, violence, negative behavioral problems, and poor academic outcomes (Lewis, 2000; Halpern, 2002; Weisman & Gottfredson, 2001as, cited in Durlak & Weissberg, 2007). According to Self-determination theory, negative developmental outcomes (e.g., committing crime, violence, delinquency) result from undesirable developments in a community. Therefore, according to (SDT) theory, it is necessary to realize the individuals' interests and values in a community as the communities are responsible for providing safe social activities. Therefore, these activities are formed in three different ways—the supervision of students through presenting leisure-time activities for students. Second, informal local networks act against crime—last, participation rate in formal and informal voluntary organizations. The effort is to socialize students and prevent crime and delinquent behavior. According to SDT theory, such efforts' success depends on enhancing students' motivation. Improving self-determination, which mainly focuses on motivation, has valuable influences on students' engagement in school and other areas (Larson & Rusk, 2011).

As mentioned, SDT is frequently linked with intrinsic motivation, which is innate learning satisfaction without expecting external rewards. In contrast, extrinsic motivation in learning involves students to perform activities with an expectation to obtain rewards such as high grades on exams, tests or assignments, medals, and trophies. Besides, research on students' motivation consistently indicates that students think creatively and determine more persistence when motivated by their inherent interest and joy rather than pursuing rewards (Schwartz, 2015; Ryan & Deci, 2000).

Therefore, some after-school programs have clearly stressed SDT as a motivational concept (Berry & LaVelle, 2013). Students' participation in after-school programs can be simultaneously motivated through both internal and external reasons (Shahar et al., 2003). Gopalan et al. (2013) suggested extrinsic reward as an important resource for students' motivation for participation in after-school programs. For example, the authors found that extrinsic rewards such as monetary rewards for participation in weekly sittings and improving grades are the reasons behind students' sustained participation in the program. This form of extrinsic motivation documented impressive attendance by students in the program.

While according to Berry & LaVelle (2013), activities that enhance students' intrinsic motivation, such as senses of relatedness (e.g., establishing a strong relationship with tutors and peers), autonomy (e.g., having the choice to select activities), and competence help students to acquire the self-efficacy, prosocial behavior, and self-sufficiency experiences and improves their engagement. Even those students who have initially joined after-school programs for less intrinsic reasons can be more intrinsically motivated during their participation in the after-school program activities (see also Dawes & Larson's, 2011). Akiva et al. (2014) also claim that engaging students in decision-making practices improve their motivation to join after-school programs.

Chapter 4: Research methodology

4.0 Introduction

This chapter addresses the procedures and methods applied for conducting the present study. It specifically focuses on design, sampling procedure, data collection method, data analysis method, and the present study's credibility, consistency, and generalizability. It also discusses ethical considerations relevant to this study and ends by providing information on the study's relevance to specific sustainable development goals.

4.1 Research design

I chose a qualitative case study design in view of the research question's exploratory nature. Case studies are described as empirical studies that explore a present and current phenomenon in a "real-life context", mainly when the limits between phenomenon and context are not marked. Case studies provide the opportunity to intensively analyse lots of specific details that other approaches could miss. In short, a qualitative case study is a detailed, rich, robust methodological framework, which includes the in-depth and intensive examination of the phenomena (Atkins & Wallace, 2012, pp. 2-3; see also Creswell, 2013, p. 97; Yin, 2014; Bryman, 2016, p. 60-1). Atkins & Wallace (2012, pp.2-3), Creswell (2013, p. 98), and Yin (2014) furthermore note that case study helps researchers to provide holistic and significant characteristics of current and real-life experiences that are in progress, which will be accurate and not lost by the period of time (see also Yin, 2009).

4.2 Sampling procedure

The participants in this study were recruited with considerable support by Catherine Gillo Nilsson and program leaders in the "Street Games Academy" Trollhättan, Vänersborg, and Gothenburg. Catherine is a coordinator at the University of Gothenburg. Her area of responsibility is, amongst others widening access and participation in higher education (e.g., outreach projects). In that capacity, she is one of the "Street Games Academy project coordinators". In discussion with Catherine Gillo Nilsson, an initial pool of potential participants was brought together based on the specific age range and duration of the "Street Games Academy" after-school program.

The choice of participants' selection in the study took account of the study's goals and so sought to bring together a purposive sample and data collection that would be most likely to answer the study's research question (Campbell et al., 2020, Creswell, 2013). In addition, as a non-Swedish speaker myself as a researcher, I lack the Swedish skills needed to conduct a good Swedish language interview. Therefore, it was decided to select ten students aged (14) and above who could speak with me in English; it was assumed that younger students might not have the English skills needed to answer questions in detail. The decision to collect data in English was also made to avoid various methodological and practical problems associated with using translation/interpretation.

Purposive sampling was used to select respondents who had good English language skills and fell within the limitations established for this study (Bryman, 2016, pp 413-15). Since the study aimed to gather so-called rich data, the recruitment of participants was limited to ten students aged 14 or older and presently involved in the "Street Games Academy" after-school program.

4.3 Methods of data collection

The interview is one of the most widely used methods in qualitative research. This method enables the researcher to understand the social world phenomenon complications better and produce knowledge by interviewing individuals or groups (Bryman, 2016, pp.466; see also Halperin & Heath, 2017, pp.285-6;

Brinkmann & Kvale, 2015, pp.3-5, 149). In the interviews, I explore participants' opinions and inquire into their motivations for participating in the Street Games program. The reason for employing Semi-structured interviews is that a free conversation gives study participants greater freedom to detail their own perceptions, as pointed out by Bryman (2016, pp.466-7). A Semi-structured interview tends to be a more open, flexible, and fluid method. It consists of open-ended questions, facilitating the gathering of more detailed information about students' motivations. It covers all angles of the research topic and aids to respond the research question based on the participants' own interpretations, experiences, interactions, viewpoints, beliefs, and perceptions (Lewis-Beck et al., 2004; See also Bryman, 2016; Halperin & Heath, 2017; Guest et al., 2013). As study participants are young, conducting semi-structured interviews is preferred as a more ethical method than structured interviews since the power between the interviewees and researcher is balanced to the possible level (Lewis-Beck et al., 2004).

The interview guide used in this study consisted of an introduction, and interview questions with probes and closings. As the interview participants are aged between (14-16) years, the interview protocol is made as short as possible, about one page in length, consisting of (15-20) questions. I made open-ended interview questions based on theoretical themes about students' intrinsic (sense of relatedness, competence, and autonomy) and extrinsic (external, identified, and introject) motivations to gather detailed data—the interview guide prepared before the interview and regularly used in all interviews. I tried to memorize the interview questions to avoid reading from the protocol (Creswell & Creswell, 2018, p.266).

The interviews were conducted face to face with the participants in the "Street Games Academy" center in Trollhättan, Vänersborg, and Gothenburg. The interviews lasted about (30-45) minutes. Prior to starting the interviews, the purpose of the interview was clarified to the interviewees, and informed consent had been already given to them and their parents. Informed consent would consist of information about participants' voluntary participation, recording of the interviews, and their personal information will be kept confidential.

Finally, the interviews were recorded, besides hand notes were taken to secure the data collection process if the recording equipment fails. Further, the recorded data were transcribed. Because of this study's deductive nature, the collected data is categorized and analyzed based on the theory (Creswell & Creswell, 2018, p. 266; Brinkmann & Kvale, 2015, p. 223-225). Therefore, for analyzing the collected data, deductive analysis (deductive analysis begins with theory and later develops the process of collecting data according to Marks & Yardley (2004) is used, as it enabled me to focus on the main themes that are essential for this study.

4.4 Method of data analysis

The collected data in this study were analyzed using a deductive thematic analysis approach. Thematic analysis is the technique of distinguishing themes in qualitative data such as interviews. In thematic analysis, the main aim is to understand the hidden meaning of the observable themes in the data, which needs analysis. A further distinction in applying thematic analysis in this study is the deductive characteristic of thematic analysis which enables the researcher to analyze and interpret the data by applying themes from existing theoretical ideas used in this study (Marks & Yardley, 2004. p 56-64).

As the data was recorded first for transcribing data, I listened carefully to the recordings. I tried to avoid transcribing unrelated topics. For example, as some participants used Swedish words, I avoided changing the meaning of the data while translating the quotation into English. As familiarizing with the data is essential in thematic analysis, transcribing the recording data helped me become more familiar with the data.

In the next phase, first, I tried to read the data carefully to better understand the information. Subsequently, I read and highlighted the concepts in the data using different colors and wrote the codes on the margin of the transcript. The reason behind the repetitive reading of the transcripts in my study

was to discover the repetitive concepts. It enabled me to discover the similarities and differences in participants' responses (Halperin & Heath, 2017, p.350).

To organize my findings using prior coding (based on the theory's themes), I created folders for each theme using the names of the themes. After finding the main themes, I cut up the transcripts, collected similar themes, and put them in its already labeled folder by the code name. So, I re-read them, refer to them in my findings, and produce my report (ibid).

4.5 Credibility, consistency, and generalizability

Validity is the extent to which the study findings may be treated as accurate from different standpoints such as the researcher, the participants, and the readers by applying a particular design and presenting honest responses (Creswell & Creswell, 2018, p.274; Bryman, 2016: 383). Since the notion of validity significantly derives from quantitative research methods, this study instead pursued what in qualitative research methods is called credibility, which is the connection between the theoretical framework and the researchers' observations, and in what way the study has been structured, conducted, analyzed, and create a truthful result (Bryman, 2016, p.384). Creswell & Creswell (2018, p.274) argues that presenting rich, truthful, and profound descriptions of the study results will help the researcher add to the study's trustworthiness. This study added to them by conducting semi-structured interviews, which provides rich information to add credibility to the study findings.

This study added to its validity or credibility by recording and transcription all the interviews. This issue also helped avoid the researcher's interpretation of the study findings and decreased the risk bias in the study results. Similarly, as the study participants are not from the same origin, background, and culture, this is also added to the validity and credibility of the study (Creswell & Creswell, 2018, p. 275).

The findings of this study are less generalizable to the larger population of students attending after-school programs, not in the least because after-school programs—both around Sweden and internationally—vary greatly by location, in-kind, contents, and impact. This means that this study is necessarily limited in external validity. Bryman (2016, p. 384) states that external validity is the extent that which the study findings would be generalizable to other people and settings. Based on Creswell & Creswell (2018), "the value of qualitative research lies in the particular description and themes developed in the context of a specific site rather than generalizability" (p.275). Therefore, this study aimed to understand and gain detailed, practical, and in-depth information using students' own words regarding students' intrinsic and extrinsic motivation in the "Street Games Academy" after-school program.

Lastly, trustworthiness is the extent to which the study results are consistent, coherent, and replicable (Bryman, 2016, p. 384). This means that other researchers will gain the same result using the same approach, process, ways, and steps. Therefore, to increase the reliability of this study. I used detailed information on theory, methods of data collection, and a transcript of the interview guide in the appendix to present detailed information to help other researchers to be able to conduct a parallel study and increase the chances of gaining a similar and parallel outcome.

4.6 Ethical considerations

Ethics are an indispensable part of any social research (Trimmer, 2016); generally, ethics are principles and values that guide the researchers' behavior to distinguish between right and wrong to decrease the possibility of harm and increase beneficence. Therefore, besides scientific concerns, ethical concerns are also needed to be considered by researchers while planning, designing, and conducting, a study. Particularly in social research, where things are considerably complicated. The researchers need to make some probable decisions that its outcome may harm or profit some participants. Hence, the researcher needs to consider the ethical frameworks as a vital element of the research procedure from the formation of the research dilemma to the analysis and publication of the study results (Aluwihare-Samaranayake, 2012, p.64; see also Babbie, 2008, pp. 66-67; Bryman, 2016, pp. 120-126). Therefore, as a social

researcher, I have considered the ethical principles throughout my study based on Babbie (2008), Patton (2002), and Midgely's (2013) ethical checklists.

First, as the study participants were under the age of 18 years old, the informed consent letters were provided to the study participants' parents, in which the information and aims of the study were explicitly explained to get their permission for their child to participate in the study. Next, I also clearly explained my purposes to the participants and gave them the chance to accept or decline to join the research. I also informed them about their roles as an interviewee, the probable duration of time for their participation about (30-45 minutes), and their right to withdraw during the interviews at any time, as well as they informed about the interviews' recording to decide whether to proceed with interviews or not. The participants were informed in detail that the research findings would be published. According to Babbie (2008, p.74), it is essential to inform participants accurately about their responsibilities, the aims, and the nature of the study to avoid deception and to obtain their verbal and written informed consent to take part in the study (see also Lipson, 1994 as cited in Creswell, 2013, p.174).

Second, as a researcher, I gave participants the right to participate voluntarily by informing them that they have the right to accept or reject to participate in my study. Also, I informed them before the study that they have the right to leave the study or reject answering any questions when they feel uncomfortable. According to Babbie (2008, p. 67-68), the study subjects have the right to volunteer or reject to participate in the study.

Third, I kept the participants' identities and responses confidential. Also, I make sure that the participants are informed about the confidentiality of their names and their shared information, such as responses, to encourage them to share their responses openly. The researcher should consider the participant's personal information confidentiality by avoiding publishing their private information publicly (Midgely et al., 2013, pp. 71-72; see also Babbie, 2008, pp.69-72; Patton, 2002, pp.411-412).

Lastly, I recognized and tried to prevent harming participants during and after my study by considering all the above issues. Acknowledging that any harm such as developmental, political, social, legal, physical, distress, and loss of self-esteem to participants during and after the study is considered an ethical issue (Bryman, 2016, pp.120-126; see also Babbie, 2008, p.68).

4.7 Statement on sustainable development goals

This study's results provide quality information on the importance of student's quality education in their leisure time in the school-based after-school program as the students are spending their quality time doing the activities (e.g., homework) in the "Street Games Academy" after-school program in "Gothenburg region" in Sweden. So, by providing education Street Games Academy after-school program helps students from low socio-economic backgrounds to both overcome the poverty side effects and ensure quality education Sustainable development Goals (SDGs 1 and 4) as the first goal of sustainable development is to end poverty in all its forms everywhere, so it supports access to basic human needs such as health, education, and hygiene. Providing education aids in decreasing inequity and poverty, and it is the foundation of sustainable economic development that facilitates achieving the first goal of sustainable development, which is ending poverty in all its manifestations and forms everywhere. Also, it supports the sustainable development fourth goal, which is about quality education supporting inclusive education to enable social mobility and end poverty upward. So, the fourth goal of sustainable development is ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (The United Nations Sustainable Development Goals, 2022).

Further, students spending time in sports for their participation in the "Street Games Academy" after-school program and less time for screening will help them gain good health and well-being besides contributing to the environmental aspects of sustainability (SDG 3), which is about good health and wellbeing as it supports ensuring better, healthy lives and promotes well-being for all at all ages. So, contributing to students' well-being supports the third sustainable development goal, which is about ensuring healthy lives and promoting well-being for all ages. These programs also aim to prevent crimes

and violence and provide a safe place for students from low socio-economic status. It ensures to help for having sustainable cities and communities by providing human safety and preventing poverty that supports (SDG 11) as goal eleventh of sustainable development is about having sustainable cities and communities. In making a combination between school and local communities' activities, it is also important that the provided environment is safe for students. Therefore, providing safety is one of the important areas that by providing it, the "Street Games Academy" after-school program supports the sustainable development goal eleventh, which is about making the cities and human settlements inclusive, safe, resilient, and sustainable for all (The United Nations Sustainable Development Goals, 2022).

Chapter 5: Results

5.0 Introduction

This chapter reports the results of this study. It specifically but not only focuses on the accounts given by students' who participated in this study from the "Street Games Academy" after-school program and on what the interviews revealed about their motivation for participating in the "Street Games Academy" after-school program.

5.1 Characteristics of the participants

This study's participants were "Street Games Academy" after-school program students who have participated in different centers in Västra Götalandsregion such as Gothenburg, Trollhättan, and Vänersborg. Pseudonyms are used to hide participants' true identities and ensure confidentiality. The table below gives relevant details on each of the participants.

Pseudonyms	Gender	Centers	Length of membership	Age	Activities participating	Country
Student one (St1)	Boy	Vänersborg	Three years	16	Rugby & Homework	Sweden
Student two (St2)	Boy	Vänersborg	Three years	15	Rugby & Homework	Sweden
Student three (St3)	Boy	Vänersborg	Three years	15	Rugby & Homework	Sweden
Student four (St4)	Boy	Vänersborg	Three years	15	Rugby & Homework	Sweden
Student five (St5)	Boy	Trollhättan	Three years	13	Football & Homework	Afghanistan
Student six (St6)	Boy	Trollhättan	Two years	12	Football & Homework	Kosovo
Student seven (St7)	Boy	Trollhättan	One year	15	Football & Homework	Kosovo
Student eight (St8)	Girl	Trollhättan	Two years	13	Football & Homework	Kosovo
Student eight (St9)	Boy	Trollhättan	Three years	13	Football & Homework	Kosovo
Student ten (St10)	Girl	Gothenburg	Six months	13	Frisbee & Homework	Sweden
Student eleven (St11)	Girl	Gothenburg	Six months	13	Frisbee & Homework	Somalia
Student twelve (St12)	Boy	Gothenburg	Six months	14	Frisbee & Homework	Sweden

Table 1: Participants' profile

The table1 gives information on gender, age, the centers, and activities that the students are participating in, how long they have been involved, and their family's country of origin. The participants were aged between 12 and 16 years, and their length of membership in the "Street Games Academy" after-school program ranged from one to six years. Further, the students' families hail originally from Sweden, Kosovo, Afghanistan, and Somalia, but all the students themselves were born in Sweden. It is also mentionable that Table 1 shows a rich variation in participants' characteristics (e.g., age, ethnicity, and gender) which was not aimed by the current study as it occurred due to interviews done with low-income students in different centers of the Street Games Academy Program located in various cities of Sweden.

5.2 About the data and my research journey to them

While conducting the interviews, I soon realized that interviews are not the only data that a researcher or interviewer can collect during the data collection process. There are also many more things that a researcher her/himself goes through while collecting data, as it were, ‘out in the field’. My various experiences of being out and about, making contact with people, finding my way to them, meeting up with them and getting introduced to them, and getting to see them in their roles and in the settings in which they contributed to the Street Games project, seemed indeed very important to convey alongside the interviews as such, since my own experiences—my own struggles to find my way, hesitations in finding and meeting people, but also in being warmly welcomed and introduced, brought about feelings and emotions that seemed almost just as directly to speak about motivation, even though they were my own; even so, one soon imagines that what one encounters oneself in making arrangements and traveling out to meet with in people of and in the Street Games project might perhaps give some insight into what youths themselves encounter on their way into joining the Street Games project. So, I soon decided that what I myself faced and experienced myself in setting up and undertaking my interviews and how I experienced the process of meeting the Street Games project and its different organizers, volunteers and participants are also legitimate parts of the data that are presented in this chapter.

To collect the data, I first met Catherine Gillo Nilsson, coordinator at Gothenburg University, who introduced me to Street Games Academy after-school program leaders in Gothenburg, Trollhättan, and Vänersborg. After that, I met Hanna Havstam Ghodrati. Hanna is Street Games Academy’s project leader in all Västra Götalandsregion, who helped, motivated, and supported me a lot through the process of my data collection. I received the contact information from her to contact all leaders. The way these leaders (Cathrine and Hanna) motivated me helped me become more hopeful and encouraged about my project and more gladly and confidently contact Trollhättan, Vänersborg, and Gothenburg leaders.

I started to contact leaders in Trollhättan and Vänersborg, and then Gothenburg. Getting in touch with leaders, especially Vänersborg, proved a surprising experience. The leader I contacted noted that he was on his way to his vacation, but nevertheless, he was more than ready to help me. It suggested surprising commitment and enthusiasm (even more in a Swedish cultural context in which one’s holiday privacy is considered an almost inviolable entitlement). His readiness to assist and support was confirmed even more when it became clear that he had already talked with the four students he had been asked for, given them the informed consent forms to sign, made sure to get them back from each of the students, and had them lying ready and waiting for me to collect. It gave me great hope and positive motivation for my data collection process: the fact that someone completely unknown, in effect a complete stranger, can quite so spontaneously and practically, without prompting, step in to help you meet your goals gives a wonderful boost to one’s sense that things may turn out well. He even helped me find my way to finding the Street Games Academy center in Vänersborg, checking with the responsible leader several times that I had found the place. His kindness and practical support made me realize what a considerable, and perhaps success-critical, asset such completely voluntary, enabling assistance must also be to running projects like the Street Games project: either effectively or perhaps even at all. One furthermore experiences both recognition and gratitude from such attentive kindness, which is surely an ingredient of being welcome and foundational to feeling included.

One soon also encounters variation. I could not get in touch with Trollhättan’s leader quite as easily as he, too, was on vacation. After waiting for more than two weeks, I was getting very stressed about not being able to start conducting my study in Trollhättan. However, Hanna introduced me to another person, who in turn helped me get in touch with a teacher in the Trollhättan center, and so interview students. While conducting the interviews with students, I got a further surprise that is worth reporting. While I aimed to interview students aged 14 years and above, the students that had come forward in the Trollhättan center were only 12 and 13, except one 15-year-old. To my great surprise, in spite of my guidance about age and my suppositions about English being in the way of younger students, the students I met in Trollhättan were, while younger, especially excited and keen to talk with me and join the interviews. In fact, they were so motivated to talk to me that they ignored the age information I had given out and jumped at the chance to join the conversation. After interviewing these enthusiastic

younger students, I myself got very motivated to continue data collection; so next, I interviewed further students at the Vänersborg center too.

Since all of those I had met initially were boys, I sought in particular to collect more data concerning girls' participation in the project. However, between the Trollhättan and Vänersborg centers, I found just one girl that I could interview. Therefore, I decided to contact further leaders in the Gothenburg centers. However, once again, I faced initial non-response, so again I asked Hanna to help me connect with the centers. After Hanna sent an email, one of the leaders gave me an interview time while another leader did not reply even to emails, calls, or text messages; eventually, I was forced to give up on that last contact point.

The point of sharing this experience is that some people are prepared to go to some length to help others achieve their goals, while others may prove less approachable or supportive for all sorts of reasons. While we can assume that volunteers and leaders may be more ready to offer their time and help to participating youngsters than to a one-off visiting researcher, it will still be reasonable to suppose that levels of help, support, and being made to feel welcome will present a source of variation, also within a project such as the Street Games project. This observation presumably matters because the Street Games Academy is very precisely premised on volunteering adults' help and support and their ability to motivate students to achieve their goals. If those suppositions hold, then my own experiences of the Street Games Academy may, to some extent at least, be suggestive of what students too might experience as they are introduced to and connect with the Street Games project; and also, during their participation in this program. It seems reasonable at least to suppose that they too will encounter variation in adults having time, having the inclination, being at times approachable, and being more or less motivated or forthcoming with their support for them. In short, while adult volunteer support is foundational to making a project like the Street Games project work, that support is not a dependable, singular constant but will instead reasonably vary between persons, their inclinations, and preferences, and of course, their particular circumstances and what they are able and willing to attend to at any one point.

The support and motivation that we are ready to do for one another and what sort of standards, apply, and expectations we can have from one another are the same for those students who participate in this program. The attitudes that these leaders in the Street Games Academy program have presumably brought to me are also bringing those types of behavior into the Street Games Academy program, which can affect the students who participate, and the way Street Games Academy works. Also, it depends on volunteers. Being a volunteer is not the same sort of category where everybody acts in exactly the same sort of predictable ways. However, being a volunteer opens a whole world of different possibilities and actions. So, some of these leaders might tease, oppress, and bilocate and some of them are really motivating, supportive, kind, and very helpful. So, in all these cases, how people treated me as a researcher is also part of how they participate in the Street Games Academy after-school program and then the extent to which this program will work or fail depends on these kinds of things.

After conducting interviews with students from Street Games Academy, the results revealed that students have intrinsic and extrinsic motivation to participate in the Street Games Academy after-school program. It also further indicated that the student's motivation has changed during their participation in this program. The below data presents students' motivation for their participation in the Street Games Academy after-school program. Therefore, the below part of the result is presented in the form of three main themes and subthemes. All three themes answer this study's three main research questions in subsequent ways, as will be discussed in the later Discussion. The three main themes are students' intrinsic motivation, extrinsic motivation, and the interaction between students' intrinsic and extrinsic motivation.

5.3 Intrinsic motivation

Respondents felt intrinsically motivated, as they were pleased to do the activities for their inherent satisfaction. In addition, students felt that they were having fun with their friends, feeling comfortable, feeling independent, and having the choice of choosing the activities that they were interested in. Therefore, students felt satisfied with all three basic psychological needs: the sense of relatedness, sense of autonomy, and sense of competence, as it helped them be motivated for their participation in the Street Games after-school program.

5.3.1 Sense of relatedness

Students identified their peers as an important source of motivation, support, and encouragement, and they feel comfortable and relaxed when they are with their friends in this program. So, (St1), (St8), and (St12) appreciated their friends for providing help, support, and companionship during doing the activities in the program. As (St1) believes, these connections that students make through relationships, places, and activities can build a safety net for both their physical and mental health and the beauty of the relationship with friends is distinguished from working both ways. As (St1) described it in this way:

“Yeah, my friends support me. It is all that I see my classmates as good support as I see it as classmates and class members. So, my mates, I choose them if they are in my friend group, then they will have to be supportive. Otherwise, they are not good friends.”

Similarly, another student pointed out that she has supportive friends in this program as they are helping to undertake her lessons as (St12) asserted:

“Yes, my friends help me in certain ways that I can understand my lessons well.”

Likewise, this program also provided the opportunity for students to avoid loneliness and isolation and give them a chance to offer each other needed companionship such as (St8) said:

“Yes, my friends are really good; they are always there whenever I need them.”

Also, students (St2), (St3), (St4), (St5), (St6), (St7), (St7), (St9), (St10), and (St11) asserted that not only their friends in this program are encouraging and supportive but also their teachers are nice and supportive, and they enjoy their company during the activities such as (St11) believed that his teachers and classmates are building his confidence and make him feel stronger instead of putting pressure and stressing him as he argued:

“My teachers and classmates are supportive as they push me to do the sport, but not force me to, and I get more like I learn more about the sport, and it is fun to learn it, and it is from them.”

Correspondingly, (St10) also appreciated her teachers and friends for being nice and supportive. She stated:

“My Friends and teachers both are good and nice, and I am very thankful for having them in this program. I like them. They help me properly.”

Besides, students (St5), (St6), (St7), (St9), and (St12) preferred to do their activities with both their teachers and friends. Such as (St5) loved his teachers and classmates' company while doing the activities as he believed that they were not only caring and kind but also enjoyed and adored their company. He stated:

“My classmates and teachers are kind. They help me a lot, and I have fun with them during the activities. When I am not in a good mood, they like to help me or aid me up.”

Also, (St12) stated the importance of doing the activities with his peers in the program because he felt more comfortable having fun with them as (St12) clarified:

“Mostly I choose to do my activities with my friends and of course, with the help of teachers as it is more fun, and it is to be with my friends, and I learn more from my teachers too. This is a good opportunity that we have in this program.”

Students also valued the opportunities that the program created for them to do their activities with their friends. So, Students (St1), (St2), (St3), (St8), (St10), and (St11) stressed that they would prefer to do their activities only with their friends as they are closer to them, and they can easily understand each other. As (St2) also clarified that he chooses to do his activities with his friends as he thinks that it is more fun and there are many similarities in their way of thinking that help him to understand well and feel relaxed, he clarified:

“I would prefer to do my activities with my friends as I enjoy a lot being with them. They are so nice, and we have a good understanding of each other’s ideas, so it is good that when we understand each other, we can also be so comfortable and enjoy all the way while doing the activities here.”

Similarly, (St1) thinks that doing his activities with friends helps him to be happy and enjoy the activities as he stated:

“I usually do my activities with my friends here because I have more connections to my friends than I have with my teachers. So, I will have more fun with them and enjoy their company.”

On the other hand, (St4) also asserted that he prefers to do the activities just with his teachers as he feels that teachers know him well and can help them sufficiently to feel more confident about the job he has done. As he makes clear:

“I think I like to do my activities with my teachers mostly. I just like whenever I need some help; I just want to get it from my teachers, not someone else. As they know more than us and give me the right help so I can be more assured about the work I have done.”

5.3.2 Sense of autonomy

The need for autonomy is also related to students' intrinsic motivation. Students also experienced motivation for their participation in Street Games Academy after-school program autonomously. As (St1), (St2), (St3), (St5), (St7), (St9), (St10), (St11), and (St12) stated as they feel very comfortable and relaxed with all given activities. Such as (St1) felt relaxed with the given activities as he loves and enjoys the activities that he participates in; he asserted:

“I am actually very comfortable as I like these given activities here like rugby and homework that I need for my schoolwork.”

However, students (St4), (St6), and (St8) felt that they were more comfortable with physical activities (e.g., rugby, football, and frisbee) as they called the physical activities their favorite activity, so they enjoyed them and are having fun while their participation in the program. For example, (St6) felt that he is doing his much-loved activity in this program, so he feels very comfortable. As he stated:

“I am very comfortable with given activities. The most football because I love football and as I said before I cannot live without my football.”

Another student also asserted that she is doing her favorite sport in this program, so she is excited to join her friends. (St8) said:

“As I love football, so I am very comfortable joining this activity and doing it here as I also have my friends here.”

Besides, a sense of autonomy helps students feel independent, such as having options and choices, having the opportunities to take risks and take responsibility for learning, or choosing the tasks. So, students (St2), (St3), (St4), (St5), (St6), (St7), (St9), (St11), and (St12) acknowledged that they felt that the program was helping them to become more independent. Such as (St9) appreciated his trainers for being so supportive that they aided him to feel self-sufficient in doing some activities by himself. He declared:

“Yes, this program is good enough for me. I mean, I have good trainers. You know they help me learn and now I can do some of my lessons and football workout by myself.”

(St2) also felt that he was doing good with some of his school subjects after joining this program, and he felt that he could now solve some of his problems regarding school subjects by himself as he indicated:

“Yes, I feel that I have become more independent than before joining this program. As I was always failing with my school subjects and that I was not really doing well. Now I am really doing good. It is like math. I can solve most of my problems now than before.”

However, Students (St1), (St8), and (St10) were not sure if the program was helping them to become independent as (St1) stated:

“Oh, that is a hard question. Maybe or maybe not, what can I say? It makes me take my homework to more like I actually do some homework. If I go from school to home, I will actually never do my homework because I am really bad at taking my own responsibility sometimes. So here it will help me a lot to take responsibility and do my homework.”

Students (St2), (St3), (St4), (St6), (St7), (St8), (St10), (St11), and (St12) also felt that they have choices in choosing the activities. As presenting the opportunity to have choices will help them take ownership of their participation in activities and learning. As well as, they said that they would be able to try to join the activity that they want to become better at besides enjoying and having fun through the process. As (St4) thought that he could choose the subjects that he felt that he had needed and that is a great thing he thinks as he said:

“Yeah, I choose to do my math lessons and homework here. And the great thing is that I have that choice to choose whatever subject I need help with, so I can say that I can choose to do my math lessons and homework here.”

(St7) also felt that it was great that they had the chance to choose the activities, and football was that he wanted to choose as it allowed him to be more with his friends and have fun. As he asserted:

“I want to be more with my friends and play football and enjoy it together. So, yes, we have the chance to choose the activities, but I like it the way it is.”

However, students (St1), (St5), and (St9) expressed that even if they have choices that they can choose the activities, they have a schedule in which they can only choose from the provided activities (Homework and sport) by Street Games Academy after-school program different centers. For example (St9) stated that they were able to choose from the schedule provided for them, and he is not sure about having additional choices as he said:

“I want to spend more time on football. We have a schedule, so that is to do football and homework. We may have additional choices, but I did not ask about that.”

(St5) also said that he could choose from the activities provided by the program, but his father also wanted him first to choose the homework as he thinks that doing homework is essential for him, which could help him understand his lessons and schoolwork he stated:

“I have a choice here for choosing the activities, but my dad says if I do not do the homework, he will not let me play football. We also have a schedule here; they say that first homework second football, but they also let for us to choose, but my dad says that I need to do my homework first.”

(St1) also liked that there was a schedule to do his homework more seriously even if he loved to be engaged with sports activity more than homework, but as the program provided him with a social situation, he could focus better than at home as he asserted:

“I love rugby, so I would love rugby sessions would have been longer. But homework is a very good thing. Yes, if you come here, it will become more serious. But if you go home, maybe you just leave it with the books and just go play video games or something like that. It is harder to focus on the home. It is easier here where everybody used to sit around the table and do the homework. Yeah, I think if I show up to do something additional, they will support me. They will let me do it in a way. But here, it is just more focused on homework, so I cannot just play around in this area. We need to work to make a good environment for everyone.”

Encouraging students to join a program also helps them feel autonomously motivated for their participation. Such as students (St1), (St2), (St3), (St4), (St6), and (St12) thought that it was good that their teachers from school knew that they had joined the program, and they felt good about it, though, they did not care about it as they thought that it was for their own good. Such as (St12) stated:

“Yes, my teachers and classmates know that, but I think not all of them some of them know that I am in this program. And I do not think about them, but it is like they say that it is good. No, it does not matter to me that they know, as it is like I am here, and I study, so it is for my own good.”

Some of the students (St5), (St7), (St8), (St9), (St10), and (St11) also declared that their teachers and classmates did not know that they participated in Street Games Academy and that it did not matter for them too that they did not know about it as they felt it was for their own good. As (St10) asserted:

“No, they do not know that I am in this program. And it does not matter to me.”

Respecting students' decisions is another way of helping them to feel autonomously motivated. Therefore, students (St2), (St4), (St5), (St6), (St7), (St8), (St9), (St10), (St11), and (St12) also felt that their decision regarding participating in the program respected by their parents as they think that their children are doing something good which is better than being on streets which can be harmful to themselves and others. So, students also felt good that their parents liked participating in this program. For example (St11) said:

“My father is here, so he is my trainer too. So, he likes that I am here and doing my training, so it is also encouraging for me that he like it.”

On the other hand, (St1) thought that his friends were the only ones who respected his decisions regarding his participation in Street Games Academy after-school program. As he stated:

“No, not really. It is most of my friends and my own choice.”

Also, (St3) has stated that his mom somehow forced him to join this program as she is a teacher, and she preferred that he spent his time doing something beneficial like doing his homework, and he also realized that it was a good decision as he needed it for doing his schoolwork. He said:

“Heyyy... my mom has respected my decision since she is a teacher herself, so she wanted (force) me to join this program, and I would come here since I would need to get help and meet friends, but she insists that I have to go. So, she even if would not like me to be at home one day, she says I have to come here. So, you can say that I can choose to not come to this program, but I would probably choose to come to this program anyways.”

5.3.3 Sense of competence

Competence is another intrinsic motivation attribute that students experience through having fun, better educational performances, feeling confident in achieving their goals, and even finding some new and good friends for their participation in Street Games Academy after-school program. For students (St2), (St3), (St4), (St6), (St8), and (St10), good grades, better test results, and feeling confident about their different school subjects and their favorite sport were their biggest achievements for their participation in the program. This helped them feel that they are better learners and can be responsible for their learning. Such as (St2) stated that he achieved his goals by having good grades and training in his favorite sport, rugby, as he further described:

“I have done some good work. Like I always study for tests here, and I may like I do what I do here helped me get good test results and good grades at school. I also feel like that with rugby, as it always gets better when you do training, so I think that, of course, I evolved for the better lap but did not see it for myself, but I know that I have done it.”

(St8) also felt self-confident that she had learned something effective in the program as she had never tried to do before outside of the program as she illustrated:

“Yeah, I had learned some football tricks that I had never tried before, which was very effective as we won matches. When I won the match, so I got very much happy, and I thought that I could do it. So, I leaned these things in here.”

(St9) interestingly stated that joining this program has changed his way of thinking about teamwork which helped him to build good confidence for doing his favorite sport as he further illustrated:

“Uh, it has changed my way of thinking about teamwork. You know, as you run in training, and you know I cannot give up because it is like cheating, so if one cheated like the whole team loses the game, so you know you need to focus on doing better. So, I learned just to focus and not give up.”

Also, (St7) said that his big achievement after participating in this program was his friends, as he found good friends and enjoyed doing the activities with them as he made clear:

“I have found many good friends here, and I am very happy about that. We do the activities together and have fun during the activities, so I think it is a good achievement.”

While, Students (St1), (St5), (St11), and (St12) also were not sure about their achievements. Like (St12) was not so sure about her better performance at school as she said:

“Hmm, I am not so sure about it. Not so much, but maybe my grades have improved a little bit; but before joining here, I also did not have bad grades. So, like, my social science grades are maybe getting better now a little bit.”

The way the program affects students is also more important than how students feel emotionally, which impacts their motivation. Feeling emotionally competent is an important part of students’ motivation for their participation. Therefore, students need positive emotional competence to get motivated to participate in the program. As students (St1), (St2), (St6), (St7), (St9) (St10), (St11), and (St12) stated that the program affected them positively, and they feel both mentally and emotionally competent and save which help them to have fun and enjoy their participation in activities. As (St1) Stated:

“Positive! So, I think this program affected me positively the most. It is a good environment, and it makes me happy, and I feel more comfortable when I go to school. I feel like I am one step ahead of that. I have done some schoolwork out of school. So, yeah, it is like feeling good, safe, and relaxed about everything.”

However, Students (St3), (St4), (St5), and (St8) said that joining the program affected them negatively, and they had some level of stress while doing the activities and for having less time to reach the program every day which has been caused by the short time difference between school end and the start of their activities in Street Games Academy after-school program. For example, (St3) clarified:

“I would say it is stressful for me as I need to hurry after school time to here. So, it is only a kind of bad thing that it is very early. So, I take my bicycle to school, which is 3-4 kilometers from school to my home. So, I get home basically like 14:00 or 16:00. So here it starts at 15:00, so it is a bit stressful, and that is a little bit negative, but the rest is positive, yeah, I would say.”

5.4 Extrinsic motivation

In addition to students’ experiences of intrinsic motivation, they also felt extrinsically motivated for their participation in Street Games Academy after-school program. They felt that they engaged in activities to acquire some external rewards like expecting good grades, better test results, and avoiding punishment from their parents. Students’ extrinsic motivation is related to their external regulation, introjected regulation, and identified regulation.

5.4.1 External motivation

External motivation is an extrinsic form of motivation that students had for their participation in the program. As students (St2), (St3), (St4), (St7), (St8), and (St9) felt that they joined the program in order to fulfill their parents’ expectations, acquire good grades and good test results. As (St3) stated:

“I basically did not have a choice. It came out in a group that my mom was also on that group. So, she could see that they were starting a project that, besides having a rugby team, they would offer homework help. So, she just said that you are going on and that you do not have a choice. So, I come here to do my homework in a good way.”

Another student also felt that he joined the program to get good grades as he needed help and his parents wanted him to do good with his schoolwork. So (St4) said:

“I joined this program because my parents wanted me as I needed help to do my homework and get good grades. As I had a lot of homework from school and I could not do my homework, I joined this program to get help for my school lessons, especially homework that I could not do alone.”

However, Students (St1), (St5), (St6), (St10), (St11), and (St12) mentioned that they have joined and like the program activities because of their friends and their favorite sport. As (St6) stated:

“I joined this program because I wanted to play football, do my homework, and have fun with my friends, and I like it because I can play football here. This is my life. I cannot live without football.”

5.4.2 Introjected motivation

Introjected motivation is an extrinsic form of motivation that students had for their participation in the Street Games Academy after-school program. Such as students (S1), (St4), (St5), (St7), (St10), and (St12) also had introjected motivation for their participation in the program as they felt worried and had a sense of concern about what their parent and teachers think about them when they have not done their homework or did not get good grades. As (St4) stated:

“I do not care about my classmates, but I care about what my teachers and parent think. Sometimes, it affects what teachers and my parent think about me as it makes me think a bit negatively. Because if they say to me that something is wrong with my homework, then I get a bit sad about it.”

(St5) also worried about achieving ego development to show his classmates and teachers how good he was doing the activities and had a concern about his parents. As he asserted:

“If they say that I am not good at lessons and sports, I will get concerned, but will show them how good I am. my parent I care a lot about them because, for example, if I do not do my homework, then they will take my phone.”

On the other hand, Students (St2), (St3), (St6), (St8), (St9), and (St11) were not concerned about what their teachers, classmates, and parents think of them when they do not do their homework well and on time because it belongs to their own decisions. As (St11) said:

“No, I do not care because it just belongs to me, not others, if I do my homework or not.”

5.4.3 Identified motivation

Identified motivation is also an extrinsic form of motivation that students had for their participation in the Street Games Academy after-school program. For example, students (S1), (St2), (St3), (St4), (St5), (St6), (St7), (St8), (St9), (St10), (St11), and (St12) had identified motivation for their participation in the program as they personally felt, understood and believed that they need to do their homework as the program provided them better opportunities like good environment that they can play their favorite sport (e.g., rugby, football, and frisbee) and have fun with their friends, besides they can get their friends and teachers help and ideas on their homework which help them to pass the exam, get good grades, focus better. As (St3) stated:

“I feel like this is a great asset too. I know I can work at home also, but here I get to do my homework here with my friends, so it makes it a bit more fun. And also, I get

a bit number of teachers' opinions on my homework here, so I would say that it is the reason that I prefer to do my homework here."

Also (St9) asserted that doing his homework with the help of his friends and teachers helped him to get more ideas, successfully pass the tests and achieve better grades as he asserted:

"I do it here because I have tests and exams and I need help to know it, so I do it here with my friends and teachers before my tests and learn it here. It helped me to get good grades."

Similarly, (St11) stated that he does his homework in Street Games Academy program because the program provides him good and comfortable environment so that he can focus on his lesson without being distracted as he said:

"So, I do my homework here because it is more fun to do it here, like not at home and not at school either because at home and school you can get distracted and here you can focus on one thing without getting distracted by multiple things as well".

Likewise, (St2) stated that the program is not only helping him to do good with his lessons but also, he is enjoying doing his favorite sport with his friends as he indicated:

"As my grades are progressing really well, I have gone up from grade E to grade C in some subjects, and I am thinking that it is nice just being here and talking with my friends and doing rugby. So, you know we have our friends here, and we have fun and enjoy being here."

5.5 The interaction of intrinsic and extrinsic motivation

Students also asserted that their reason for joining the program has changed since they originally joined the program, they have had some extrinsic motivation, but after joining the program, now they have intrinsic motivation. Students (St3), (St7), and (St8) described that they originally joined the program because their parents wanted them to join, and it is near to their home. As (St7) said:

"This program is near our home, so my parents wanted me to join, so I joined it."

But now, his reasons for joining the program have changed, and it is now his friends, teachers, and playing football that keeps him interested in the program. As he clarified:

Now I am coming here for my friends, to do something, and play football with them. It is football, friends, teachers, and school grades that keep me interested in this program."

Also, students(S1), (St2), (St4), (St5), (St6), (St9), (St10), (St11), and (St12) claimed that they had joined the program as they wanted to get good grades, do their homework, and play their favorite sports. However, as (St4) stated:

"First, I did not have good grades and sort of things, so I decided to join this program to get help with my school subjects."

However, now his reasons for joining the program somehow have changed, and it is now his friends that keep him interested in the program. As he clarified:

"Hmm... now it is friends and grades actually, so I can say that it has changed somehow as I have my friends here and I am having fun with them besides improving my grades. It is mostly my friends that keep me interested in continuing to come to this program."

Likewise, (St12) asserted that she was just thinking about her homework, so she joined the program; she said:

“Just like how it is normally doing my homework.”

She also said that her reasons for joining the program have changed, and it is now the environment, ways of teachers’ treatment, and having fun with her friends that keeps her interested in the program. As she simplified:

“It just keeps becoming more and more motivated as I have my friends and good teachers here. All of it is keeping me interested here, like how they do it, how they handle it, and how they help the students, so aim to have fun here with my friends.”

Overall, students’ participation in the Street Games Academy after-school program-related more to their intrinsic motivation. They showed more sense of relation, autonomy, and competence than extrinsic motivation as external, introjected, and identified motivation for their participation in the program. Besides, students also described that they had more extrinsic motivation for their participation in the program; however, as they have found good friends, helpful teachers, and good help for their homework activity, and most importantly, they were able to play their favorite sport, so their reasons for joining the program have changed. They were now more interested in keeping their participation in spending time with their friends and having fun.

Chapter 6: Discussion

6.0 Introduction

This chapter presents a discussion of the key results of this study. It connects findings with the theoretical framework used in this study and discusses how well the theory has fit with the results of this study. It also presents connections between the current study's results and the literature review and distinguishes similarities and differences between this study's findings and the literature. While various findings show agreement with earlier literature, some findings differ from previous studies conducted on after-school programs.

6.1 Answers to the research questions

In response to this study's main research question about what motivates students to participate in the Street Games Academy after-school program, this study's results indicated that students are mostly intrinsically motivated to participate in this program. Also, in response to this study's first sub-question, which is related to what are students' intrinsic motivations for their participation in the Street Games Academy after-school program? This study's findings show that the most important factor for students' intrinsic motivation was associated with their sense of relatedness toward their peers, friends, and teachers. They truly appreciated their peers, friends, and teachers for being good company, support, and encouragement, and they enjoyed their activities with them. However, they also reported being autonomously motivated for their participation in the program activities, as they felt comfortable with the combined activities (e.g., homework helps and sports), were independent in choosing activities, and their decisions were respected by their parents. However, individual students (e.g., St1, St8, and St8) also reported that they were not sure about becoming more independent after participating in the Street Games Academy after-school program. They also (St1, St5, St9) wondered about having enough choices for choosing activities, as they only have a structured schedule that they can only choose from (homework help and sport). One of the participants (St3) also supposed that his parents somehow forced him to participate in the program. Students felt intrinsically competent in finding good friends, getting better educational performance (e.g., good grades and better test results), feeling confident about their school subjects, and feeling emotionally competent. However, individual students (e.g., St3, St4, St5, and St8) also wondered if joining the program somehow affected them negatively, as they can experience stress, especially while doing their homework.

In response to the second sub-question research question of this study focused on what are students' extrinsic motivation for their participation in the Street Games Academy after-school program? The result of this study revealed that students generally showed less extrinsic motivation for their participation in the program. Individual students (e.g., St2 and St11) believed that the program provides a good environment where they can be relaxed and comfortable while doing their favorite sport and having fun with their friends. Students value receiving their teachers' help with their homework, which they feel helped them get good grades, better test results, focus better and pass their exams. Some students showed even more explicit extrinsic motivation, as their main reasons for joining the program were fulfilling their parents' expectations, acquiring good grades, good test results, and having a sense of concern about their parents' and teachers' expectations for getting good grades. Still, they mostly believe that it is because of their friends and a sense of having fun that they are participating in the program, and they are not concerned about what others (teachers, parents, and classmates) think about them when they have not done their homework: they have autonomy.

Answering this study's third sub-question, which addresses how do students' intrinsic and extrinsic motivation interact? This study's findings further indicated that intrinsic and extrinsic motivation are co-present among most students and do indeed interact. Moreover, the interaction suggests a shift from extrinsic to intrinsic motivation over time. Students originally participated in the program mostly for extrinsic motivation, such as fulfilling their parents' expectations, getting good grades, and better test results. However, after finding the after-school program a good environment not only for doing their

homework with the help of the teachers but also for finding good friends, doing their favorite activities (e.g., sports), and having fun, their participation in the program drifted from being more extrinsic to being more intrinsic motivated. The very presence of this gradual shift logically and importantly suggests that both intrinsic and extrinsic motivations are co-present in most students, to a varying degree over time.

6.2 Discussion of the results

The present study explored secondary school students' motivation for participating in the Street Games Academy after-school program activities in Västra Götalandsregion (e.g., Gothenburg, Trollhättan, and Vänersborg) in Sweden. The study's findings reveal that students' participation in the Street Games Academy after-school program involves both extrinsic and intrinsic motivations in varying combinations that drift over time, but primarily from extrinsic to intrinsic. In general, students indicated more intrinsic motivations for participating in the program. Specifically, they mostly showed a sense of relation to their friends in the program. They also revealed that they joined the program having extrinsic motivation such as getting help for their homework in order to achieve better grades; however, during their participation in the program as they have had good relationships and enjoyed their time with their friends, so they are now more intrinsically motivated to participate in the program.

This study used Self Determination theory developed by Deci and Ryan. The theory choice was a better fit for this study's aim as it allowed me to distinguish students' intrinsic and extrinsic motivation for participating in the Street Games Academy after-school program. As such, the theory has enabled a better understanding of students' motivations for joining the program. As Deci & Ryan (2000) claimed, psychological needs are the fundamental drivers of motivation; therefore, the satisfaction of basic psychological needs such as relatedness, autonomy, and competence enhance students' motivation. This claim fits very well with the result of this study. The findings confirm that what keeps students interested in the program is the satisfaction of basic psychological needs corresponding to their inherent need to develop a sense of autonomy, relatedness, and competence. For example, participants (St1), (St2), (St6), (St8), and (St9) indicated being motivated by a sense of personal autonomy, as they were allowed to do their activities out of the free will and enjoy it. Besides, participants (St1), (St10), (St11), and (St12) also insisted on the aspect of relatedness, which was associated with the fact that they prefer to do activities with their friends in the program, and it is mostly their friends that keep them interested in continuing their participate in the program and have fun during the activities. Also, participants such as (St2), (St7), and (St8) felt competent while participating in the program, and they achieved that feeling through the combination of having fun and achieving their goals.

However, at other points in the data analysis, it appeared to be more difficult to clearly categorize students' motivation, as respondents' comments did not always fit well with either intrinsic or extrinsic motivation. For example (St4) asserted that "I get stressed. And the stress that I have in here it is another level." And when I asked him why he gets stressed, he simply said, "I do not know! But while doing my homework here, I get stressed". Clearly, here is an example of an emotion that is most likely to have a de-motivating effect on participation. It does not seem easy to categorize this student's comment as either pertaining to intrinsic or to extrinsic motivation because extrinsic motivation relates to external control of one's behavior and intrinsic motivation relates to one's internal regulation. A lower level of stress can motivate students to work harder and achieve their goals so that it can relate to both intrinsic and extrinsic. So, the things that extrinsically cause stress relate to the factors peripheral to the task, and the things that intrinsically cause stress relates to the factors that are an integral part of the task (Pottier et al., 2015). So, I think that even if this comment is categorized as part of intrinsic motivation, the question remains as to which attribute of intrinsic motivation it relates to, the senses of relatedness, autonomy, or competence. And I also assume that as there is no external component that causes the action, so it cannot be categorized as an attribute of extrinsic motivation either.

This study's result indicates that students from low-income and high-risk populations in the Street Games Academy after-school program in Sweden participate in the program because of intrinsic and extrinsic motivation, in various combinations and to varying degrees. This general observation perhaps

obviously brings about various similarities and differences with previous studies, as other studies have also focused on students' motivation by studying one factor, intrinsic or extrinsic motivation. However, these previous studies focused on different programs such as sports, art, music, and cultural programs.

The results of some studies are comparable to the results of the current study. For example, Zarrett et al. (2015) and Bundick's (2011) studies on a physical activity after-school program revealed that students' intrinsic motivation distinguished as an important factor for students to participate in the program, something that also revealed by this study's results. Similarly, some previous studies Hirsch's (2005), Akivs & Horner (2016), and Perkins et al. (2007) focused on only one factor of intrinsic motivation (Sense of relatedness) distinguished peers, friends, teachers, and enjoying the activities are the main cause for students' motivation to participate in the after-school program. The same conclusion seems to hold for the current study's result as the students pointed out that the main reasons that kept them interested in the program were their friends and having fun. However, previous studies by Mason & Chuang (2001), Mahoney et al. (2005), Barkoukis et al. (2021), and Dawes & Larson (2011) recognized that student's developing sense of competence and autonomy have an influence on their motivation for their participation in after-school program art and physical activities.

Further, this study also focused on students' extrinsic motivation for their participation in Street Games after-school program. Reveals that the students engaged in activities because of achieving good grades, better test results, and avoiding their parent's punishment concerning their external regulation, introjected regulation, and identified regulation. Though previous studies did not specifically discuss students' extrinsic motivation for their participation in after-school programs, the program outcome regarding students' educational performances for their participation is discussed. As the program outcomes also play an important role in students' motivation, therefore, students' extrinsic also revealed by the current study that they achieved better grades and good test results after they participated in the Street Games after-school program. Likewise, previous literature such as Gorski (2021), Carr (2021), Behtoui (2019), and Crosnoe et al. (2015) also showed that students' cognitive engagement in after-school programs activities positively impacts their school performances, grades, and test results. Nevertheless, previous studies by Stevenson (2021) and Xu (2021) also claimed that homework help has a small effect on student achievement, which is dissimilar to the current study's result.

Still, none of the previous studies on after-school programs focused on the interaction of students' intrinsic and extrinsic motivation. The current study revealed that students felt extrinsically motivated for their participation in the Street Games after-school program, though after joining the program, their reasons for their participation have changed; the main reason for this was distinguished as expending and enjoying time with their friends.

In summary, students' motivation for their participation in the Street Games Academy after-school program helps them be in a safe place, which means that the risk of being under unstructured supervision is decreased, preventing them from crime, violence, and risky behaviors. It also provides students with a social place where they can have fun and enjoy their after-school time with their friends and peers, but it also helps students be engaged with interesting and meaningful activities (homework and sports). This means that students have the opportunities to acquire educational development, which is essential for their academic learning process, as the Street Games Academy after-school program is especially beneficial for students from low socioeconomic status and migrant backgrounds. As it is established in the areas where migrants live, those kids participating in the program were able to acquire better educational development besides having fun and social interaction. For example, one of the students even stated that her Swedish skills are getting better as she is also getting better grades in her Swedish subject at school after participating in the program. Even though these programs are established to not only provide students with essential context through structured, social, psychological, and educational activities but also aim to enable parents to have profitable employment and studies (Swedish National Agency for Education, 2016). However, the time difference between after-school time and the open hours of the Street Games Academy after-school program might create a challenge for working parents to put their children in these programs.

6.3 Discussion of strengths and weaknesses

This study conducted face-to-face semi-structured interviews, which helped get rich truthful information regarding students' motivation for their participation in the Street Games Academy after-school program. Furthermore, besides students' feeling motivated to participate in the study face to face semi-structured interviews also helped to convey the experiences of the researcher during the process of conducting the interviews with students, which in terms helped this study to have detailed information regarding students' motivation for their participation in this program.

Likewise, the Deci and Ryan's theory used in this study also helped to provide a better understanding of students' motivation for their participation in the program. Besides, the theory also helped that students are not only either intrinsically or extrinsically motivated and their motivation has shifted from extrinsic to intrinsic, but this theory also provides a ground where students can have a combination of both types of intrinsic and extrinsic motivation. So, the result of the current study using SDT indicated that not only the intrinsic and extrinsic motivation can co-occur, but also, they are dynamic and shift over time. The current study's findings indicated that this shift generally occurs in the direction from extrinsic motivation toward intrinsic motivation and sometimes it can be vis versa. However, due to being limited to Deci and Ryan's SDT, this study has not been able to determine the reasons that cause the shift from extrinsic motivation toward intrinsic motivation.

Also, the current study's findings apply to the specific set of low-income students who are recruited by the Street Games Academy after-school program and participated in this study. As this study interviewed low-income students' who participate in different centers of the Street Games Academy program, therefore, these groups were not just in Gothenburg city, but also, they were in other cities such as Trollhättan, and Vänersborg. However, the current study did not aim for a representative sample of students, but it shows a rich variation in terms of participants' characteristics (e.g., age, gender, ethnicity, and origin) as can be seen in Table 1.

Although participants in this study were not from the same origin and culture that in terms helped to add to the soundness of the study, this issue might probably affect this study's findings by the fact that the communication between the researcher and study participants was not so optimal. As a researcher, I wished that I would share the same language with the study participants. Sharing the same language between the study participants and researcher will help to more ideal and best possible communication during data collection, specifically when conducting face-to-face interviews.

Another issue is that this study's research questions did not involve any sort of comparison. Yet this study's results signal that program centers perform differently in different cities. For example, students in Vänersborg were more eager to participate in the program and showed great achievements in their school performances. However, the time and space between the school end and the program's start somehow affected them as they felt somehow stressed about reaching the program on time. On the other hand, students in the Gothenburg center I studied, even if they had no issues about time and space between their school end time and the start of the program, showed less interest in their participation in the program and seemed to feel less confident about their school achievements when compared with students in Vänersborg. These observations are necessarily impressionistic as they were not part of my data analysis; therefore, they are here merely taken up as tentative suggestions that will need careful checking in further study.

6.4 Final conclusions

A high level of intrinsic motivation is the fundamental driver of students' motivation. However, this study's findings also indicate that the world does not divide into either intrinsic or extrinsic motivation. Some combination of both intrinsic and extrinsic motivation is likely to be more typical. Moreover, combinations are likely to vary and shift over time. According to Berry & LaVelle (2013), people change their minds over time about how they were motivated in the past, so there may even be a 'backward in

time' adjustment element to motivation. Dawes & Larson (2011) also showed that motivation could be influenced during participation and change over time.

The current study's finding also indicated a shift from extrinsic toward intrinsic motivation. However, due to being limited to SDT the current study was not able to determine why a shift from extrinsic to intrinsic motivation occur. But by applying Deci and Ryan's theory this study showed to be very useful as it helped to understand this study's findings very well. Therefore, this study's result contributes to the research by accurately reflecting on Deci and Ryan's SDT theory. As it not only focused on students' intrinsic and extrinsic motivation as a factor that can have a separate function on students' motivation to participate in the Street Games Academy after-school program. But also, this study focused on the combination of both intrinsic and extrinsic motivation for students' participation in the program. This in terms shows the compatibility of Deci and Ryan's SDT theory that students can normally be presumably both intrinsically and extrinsically motivated to variant degrees. Deci & Ryan's Self-determination theory suggests that both intrinsic and extrinsic motivation are beneficial for students' ideal learning in educational settings. As some performances could be set up as introjects and the others as identification, such as a student might participate in an activity because of external regulation, this participation might allow students to experience the intrinsically motivating properties of the activity too, which in terms allows students to experience the combination of both intrinsic and extrinsic motivation (Ryan, 1995).

At the same time, Berry & LaVelle's (2013) study model is too simple as it excluded the combination of intrinsic and extrinsic motivation and only focused on both factors of motivation as a separate elements that can be influenced by time variance (see also Dawes & Larson's, 2011). These studies showed the shift from originally being internally motivated to later being more internally motivated. But not as this study's account goes as it includes both types of motivation running simultaneously, which does not fit the mentioned studies' model at all.

Likewise, this study's findings are not only important for the scholarly literature, but also it is pedagogically useful for the Street Games project's practitioners as it helps them to know not only intrinsic and extrinsic motivation as a separate factor are important for students' participation in the after-school activities, but also for students' participation in these activities it is important to consider the combination of both intrinsic and extrinsic motivation. Also this study's findings indicated that the Street Games Academy after-school program helps students in direction of motivation by offering a joyful, fun time with their peers and friends besides providing a safe, productive after school time which is pointed out by students. The encouragement of group membership is a valuable factor for students' motivation to participate in the after-school programs. So, the activities that provide collective membership and team participation such as providing sports teams might be pedagogically important and needs to be supported by the Street Games Academy project.

Similarly, the Street Games Academy after-school program not only provides an opportunity for students to enjoy spending their time but also doing their homework. Furthermore, based on students' assertions, the program helped them have better school performance as they achieved good grades and better test results after participating in the program.

6.5 Recommendations for future research

The following recommendation is made for further research to contribute to the Street Games Academy after-school program plans ensuring that students will have quality time for their participation in this program.

First, as this study had a limited time and employed semi-structured interviews, therefore, it could not cover all centers of the Street Games Academy after-school program. So, it would be good if future research covers other centers of the program as it helps more students' viewpoints about their participation in the program.

Second, it would also be good to conduct a longitudinal study. Putting more time into finding out about students' motivation will help determine whether the students' responses are the same or shifted because that helps the researcher know students' motivation more accurately.

Third, it is also good that if future research focuses on students' motivation for their participation in this kind of project, it will be more useful to conduct the project in a shared language between the participants and researcher. Using share language will help the researcher have deeper and more optimal conversations with the participants.

Fourth, as mentioned in the discussion the current study was limited to SDT, therefore, it was not able to determine why there is a shift from intrinsic motivation toward extrinsic motivation occur, thus, it worth that future research using other motivation theories more systematically look at the dynamic of interaction between intrinsic and extrinsic motivation in order to find out why the mentioned shift occurs.

Finally, as mentioned in the discussion of this study's strengths and weaknesses, this study's research question was formulated in a way that did not involve any type of comparison. Therefore, if future researchers are willing to conduct a study on the Street Games Academy program as a recommendation, this study suggests a comparative study of the Street Games Academy program's centers. So, it would be clearly worthwhile to set up a study about how this program's centers are timed, how students may come to feel, and how happy they are in different centers of the Street Games Academy after-school program.

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Appendices

Appendix A. Informed consent form in English and Swedish languages

2022-02-01 Dnr



FACULTY OF EDUCATION

Ernst Thoutenhoofd
Reader in Education

To whom it may concern

Supervisor of Shogofa Rasah
ernst.thoutenhoofd@gu.se

Parent Informed consent form for research participation

Dear Parent(s),

My name is Shogofa Rasah, and I am studying International Master's program in Educational Research (IMER) at the University of Gothenburg.

As part of my Master's degree, I would like to do an interview with your child, whom I understand participates in the "Streets Game Academy" after-school program. The purpose of my study is to learn more about students' motivation for participating in the Streets Game activities.

In my study, your child's participation is fully voluntary. I will guarantee your child's confidentiality, and I will not ask your child for any sensitive personal information. Confidentiality is this study's priority: your child's identity will not be disclosed in any part of the research and will be fully hidden in my final thesis. It is perfectly okay for your child not to answer the interview questions I will ask. Whenever a question feels uncomfortable, I will skip the question and move on to another.

I would like to ask your child about their motivation for participating in after-school program activities. The interview will approximately last 30-45 minutes and will be audio-recorded. I will transcribe the interview soon after recording it, delete all personal identification, and then delete the audio file. All that will remain is an entirely anonymized transcript.

As a parent, you decide whether your child can participate in this study. Hence, I will only ask your child if I have your prior approval for that. If you are agreed to give that consent, then please sign the consent form below. If you refuse your child's participation in my study, it will not at all affect their participation in after-school program activities. If you have any further questions, I will be most pleased to answer them.

University of Gothenburg
Universitetsplatsen 1, PO Box 100, SE 405 30 Gothenburg, Sweden
+46 31 786 10 00
www.gu.se

48 (59)

Parent Informed Consent Form

Please read the letter above carefully before giving your answer below.

- I understand that my child's participation in the Master's research carried out by Shogofa Rasah at the University of Gothenburg during Spring 2022 is completely voluntary.
- I understand that my child is free to withdraw from the study at any time without giving any reasons. I further understand that not participating in the study, or withdrawing participation, entails no consequences for my child.
- I have read the information sheet that explains the research. I have the opportunity to ask questions about the study. If I have more questions, I know whom to contact.

I agree for my child to be asked to participate in the study (please circle).

Yes No

—Please enter your name:

Additional information

The study will be carried out by Shogofa Rasah, studying International Master's Program in Educational Research (IMER) at the University of Gothenburg. If you need extra information or any questions regarding the study, please contact me via e-mail: gusrasash@student.gu.se
Tel: 076-934 59 15

Full name

—Nb: If you circled 'No' above, your name will be used only to remove it from my contact list. Please fill in the further contact information below **only** if you circled 'Yes' above:

Your child's name

Your Phone Number

Home Address

Post number.....

City

Signature

Date



Ernst Thoutenhoofd
Reader in Education
Supervisor of Shogofa Rasah
ernst.thoutenhoofd@gu.se

Till den som detta berör

Föräldrar samtycke för forskningsdeltagande till studenter som deltar i studien

Kära Föräldrar,

Jag heter Shogofa Rasah och läser Internationellt mastersprogram i utbildningsforskning (IMER) vid Göteborgs universitet.

Som en del av min masterexamen skulle jag vilja göra en intervju med ditt barn, som jag förstår deltar i "Street Games Academy" efter skolans program. Syftet med min studie är att lära mig mer om elevers motivation för att delta i Street Games-aktiviteterna.

I min studie är ditt barns deltagande helt frivilligt. Jag garanterar ditt barns konfidentialitet och jag kommer inte att be ditt barn om någon känslig personlig information. Sekretess är den här studiens prioritet: ditt barns identitet kommer inte att avslöjas i någon del av forskningen och kommer att döljas helt i min avslutande avhandling. Det är helt okej att ditt barn inte svarar på intervjufrågor jag kommer att ställa. Närhelst en fråga känns obekvämt kommer jag att hoppa över frågan och gå vidare till en annan.

Jag skulle vilja fråga ditt barn om deras motivation för att delta i fritidsaktiviteter. Intervjun tar cirka 30-45 minuter och kommer att spelas in på ljud. Jag kommer att transkribera intervjun strax efter att jag har spelat in den, radera all personidentifiering och sedan radera ljudfilen. Allt som återstår är en helt anonymiserad utskrift.

Som förälder bestämmer du om ditt barn får delta i denna studie. Därför kommer jag bara att fråga ditt barn om jag har ditt förhandsgodkännande för det. Om du samtycker till att ge detta samtycke, vänligen underteckna samtyckesformuläret nedan. Om du vägrar ditt barns deltagande i min studie kommer det inte alls att påverka deras deltagande i fritidsprogrammets aktiviteter. Om du har ytterligare frågor svarar jag gärna på dem.

Formulär för informerat samtycke från föräldrar

Läs följande text för att säkerställa att du har fått riktigt information om studien innan du svarar nedan.

- Jag förstår att mitt barns deltagande i masterforskningen som utförs av Shogofa Rasah vid Göteborgs universitet under våren 2022 är helt frivilligt.
- Jag förstår att mitt barn när som helst kan dra sig ur studien utan att ange några skäl. Jag förstår vidare att inte delta i studien, eller att dra tillbaka deltagandet, inte medför några konsekvenser för mitt barn.
- Jag har läst informationsbladet som förklarar forskningen. Jag har möjlighet att ställa frågor om studien. Om jag har fler frågor vet jag vem jag ska kontakta.

Jag samtycker till att mitt barn ombeds att delta i studien (vänligen ringa in).

Ja Nej

– Vänligen fyll i ditt namn:

Fullständiga namn

–Nb: Om du har ringat in "Nej" ovan kommer ditt namn endast att användas för att ta bort det från min kontaktlista. Vänligen fyll i ytterligare kontaktinformation nedan endast om du har ringat in "Ja" ovan:

Ditt barns namn

Ditt telefonnummer.....

Gatuadress

Postnummer.....

Stad

Signatur

Datum

Annan information

Studien kommer att utföras av Shogofa Rasah, läser Internationellt mastersprogram i utbildningsforskning (IMER) vid Göteborgs universitet. Om du behöver extra information eller några frågor angående studien, vänligen kontakta mig via e-post: gusrasash@student.gu.se
Tel: 076-934 59 15

I have been informed about this study by Shogofa Rasah. I acknowledge that the study is part of the master's program's degree project, and I agree to participate in this study. Besides, your anonymity is my priority, and your well-being is important to me. So, if you feel uncomfortable, say it, and we can move on to another question.

1.1 About you

Your name:

Your gender:

Your country of birth:

Your age:

When did you join the Street Games program (year+month)?:

What Street Games activities are you involved in just now?:

1.2 Specific Questions

1. Why do you join this program (EXT_1)?
2. Why do you like this program (EXT_2)?
3. What would you like to spend more time on if you had a choice? Do you have any additional choices (AUT_1)?
4. How comfortable are you with the given activities you do in this program (AUT_2)?
5. Do (some of) your teachers know that you are in the Street Games program? How do they feel about that, you think? Does it matter to you that they know? Why (AUT_3)?
6. Do you feel your decisions regarding your program participation are respected (by your parents; program; teachers) (AUT_4)?
7. Do you feel that the program is helping you to be more independent (less dependent on others)? Can you explain your answer (AUT_5)?
8. Whom would you select to work with more often on activities (REL_1)?
9. What do you think about your teachers and classmates? Are they helpful (REL_2)?
10. How would you prefer to do the activities in this program (REL_3)?
11. What has been your biggest achievement since joining this program (COM_1)?
12. Describe a situation where you asked to do something you have never done or attempted to do previously (COM_2)?
13. How does joining this program affect you (COM_3)?
14. Why do you do the activities (e.g., homework) here (EXT_3) (IDE_1)?
15. Do you like to do your homework in Street Games? How so here (EXT_4)?
16. Do you care about what others (your classmates, parents, or teachers) think of you when you have not done your homework? Can you please explain why it is important for you (INT_1)?
17. How does this program help you? (IDE_2)?
18. Why did you originally join this program (CON_1)?
19. Have your reasons for being in this program changed? How? Why (CON_2)?
20. What is keeping you interested in this program (CON_3)?
21. Is there anything you want to add that we did not discuss so far (CON_4)?
22. Is there anything at all that you want to ask me, in turn (CON_5)?