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**Exercise Motivation and Activity among Working Age Men Participating in the Fit
for Life Project in Myötätuuli**

Thesis

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<p>The purpose of the thesis was to study motivational factors working age men have for physical activity. Furthermore, the thesis had an aspiration to provide means for future development of the Fit for Life project "Liiku Myötätuulta Elämään".</p> <p>This thesis was commissioned by Myötätuuli which is a learning environment at Kajaani University of Applied Sciences. Their aim for the thesis was to assess the project based on the experiences of the participants. The author's aim was to learn about the activities of the Fit for Life program and to understand motivational factors for exercising in more detail. The social point of view of this thesis was to provide tools for creating, maintaining and enhancing motivation for physical activity.</p> <p>The theoretical foundation for the research was based on existing knowledge of exercise motivation and physical activity in working age. Important theories on exercise motivation are presented, and the significance of physical activity and physical activity programs is discussed. Basic information about the Fit for Life program and the Finnish Man's Adventures campaign is provided in the theory part.</p> <p>This thesis was accomplished as a qualitative research in which data was collected using individual thematic interviews. Three participants of the Finnish Man's Adventures campaign in Kajaani took part in the research. Inductive content analysis was used for analysing the data. The thesis process started in January 2016 and was finalized in November 2016.</p> <p>The findings showed that multiple factors influenced exercise behaviour. Participants in the Fit for Life program had mainly positive experiences and the program had succeeded in supporting the positive formation of exercise motivation. The results of this thesis can be used by Myötätuuli in order to provide services that meet customers' expectation for the project.</p>	
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PREFACE

“Understanding motivation is one of the most important things we can do in our lives, because it has such a bearing on why we do the things we do and whether we enjoy them or not”

- Clayton Christensen

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1 INTRODUCTION

People are motivated toward physical activity because they value the activity or because there is some separable outcome they receive from taking part in the activity (Ryan & Deci 2000, 69). Humans find themselves doing such activities which are intrinsically motivating for them, which they take part in freely without a need of any other incentives (Martela & Jarenko 2014, 14.)

Extrinsic motivation, in which some separable outcome is attained from the behavior, is also needed because in most occasions activity is not found being intrinsically motivating. Especially with age social requirements and growing responsibility increase the role of extrinsic motivation. (Ryan & Deci 2000, 60–61.) The basic psychological needs of autonomy, competence and relatedness are in a central role determining the type of motivation person has for the activity. Ryan and Deci (2002) state that intrinsic motivation is highly connected to the satisfied basic needs of competence, autonomy and relatedness.

Physical activity is defined as any bodily movement of skeletal muscles that causes energy expenditure (Caspersen, Powell & Christenson 1985; WHO 2016). Physical activity is one of the basic human functions and changes it does to the body are mainly positive for health. Physical inactivity, instead, increases the risk of multiple general and severe diseases. (Vuori 2003, 15–21.) Physical activity also provides a positive effect for working communities. Regular exercising decreases the amount of accidents occurring at work, and non-attendance to work is decreased with organized physical activity programs. (Smolander 1995, 61.)

Fit for Life is a national program which aims to increase the wellbeing of working age and retired citizens in Finland. How they reach toward the aim is that they offer financial support, organize events and campaigns, and publish information materials. (KKI 2016.) To target especially the male population, the Finnish Man's Adventures campaign was launched in 2007. Campaign is a part of the Fit for Life program and encourages Finnish men toward a more physically active lifestyle. (SuomiMies seikkailee 2016.)

The purpose of the thesis was to study motivational factors working age men have for physical activity. Furthermore, the thesis had an aspiration to provide means for future development

of the Fit for Life project "Liiku Myötätuulta Elämään". This thesis introduces the important theories on exercise motivation and discusses about physical activity in the working age. In the theory part is explained why physical activity is significant in the working age, and how much physical activity is recommended for the adult population in a weekly basis.

This thesis was commissioned by Myötätuuli which is a learning environment at Kajaani University of Applied Sciences. Their aim for the thesis was to assess the project based on the experiences of the customers. This assessment would help Myötätuuli to provide services that meet customers' expectation for the project. The author's aim was to learn about the operation of Fit for Life -program and to understand in more detail the motivational factors for exercising. This would help the author in the future when planning and instructing physical activity for the working age population. The social point of view for the thesis was to provide tools for creating, maintaining and enhancing motivation for physical activity.

2 EXERCISE MOTIVATION

A term motivation comes from a Latin word *movere*, “move”. Motivation is always connected to an individual taking part in a goal-directed activity where he or she gets evaluated. When defining motivation the basic assumption that the person is responsible for the result and for having challenge in the task is made. (Liukkonen & Jaakkola 2013, 145.) Motivation compounds energy, direction, persistence and equifinality—all dimensions of activation and intention. People can be motivated because they appreciate the activity or because there is a powerful external coercion. (Ryan & Deci 2000, 69.)

The perspective used in this thesis to understand motivation is a self-determination theory. “Self-determination theory is an empirically based theory of human motivation, development and wellness” (Deci & Ryan 2008). The self-determination theory explains motivation in achievement tasks and exercise (Hagger & Chatzisarantis 2005, 117). The theory includes intrinsic motivation, extrinsic motivation, amotivation and basic psychological needs affecting motivation: autonomy, competence and relatedness. (Hagger & Chatzisarantis 2007, 8.) In addition, goal orientation is used as a theory base for this thesis. A baseline of the goal orientation theory is that in every performance-based activity the main motive is to show competence (Liukkonen & Jaakkola 2013, 153). There are two concepts of goal orientation that are much noted in research literature. They are alternatively named learning and performance goals, task-involvement and ego-involvement goals, or mastery and performance goals. (Ames 1992, 261.)

2.1 Intrinsic Motivation

In intrinsically motivated behavior motivation is based on the behavior being inherently satisfying. Intrinsically motivated people take part in an activity freely and find it interesting and enjoyable. (Ryan & Deci 2002, 10–14.) According to Ryan & Deci (2000), the reward is in the activity itself, and the activity fulfills the basic psychological needs. Intrinsic motivation is highly connected to the basic needs of competence, autonomy and relatedness (Ryan & Deci 2002, 10–14).

An intrinsically motivated person acts because of the fun or challenge instead of an external push, pressure or reward. For humans there exists a tendency to learn and explore without incentives from the outside which is an important element of developing personal knowledge and skills. Intrinsic motivation exists for some activities and not for others. When talking about any particular task not everyone finds it intrinsically motivating. (Ryan & Deci 2000, 56–57.) In intrinsically motivated behavior a person is driven to do activities that excite; there is a will to do the activity regardless of the external rewards being received or not. Humans want to take part in intrinsically motivating activities; there is no need to force oneself to do the activity and the energy exists naturally for it. (Martela & Jarenko 2014, 14.)

2.2 Extrinsic Motivation & Amotivation

An externally motivated person acts in order to attain some separable outcome. External motivation is a contrast to internal motivation where an activity is performed because it is considered to be interesting and enjoyable, and no separable outcomes are needed. Extrinsic motivation is an important type of motivation as in most cases the activity is not found to be intrinsically motivating. The role of extrinsic motivation grows by age due to social demands and increased responsibility for tasks that are not intrinsically motivating. Within the self-determination theory extrinsic motivation is classified into different forms according to the level of autonomy or self-determination. (Ryan & Deci 2000, 60–61.) This classification is demonstrated in figure 1.

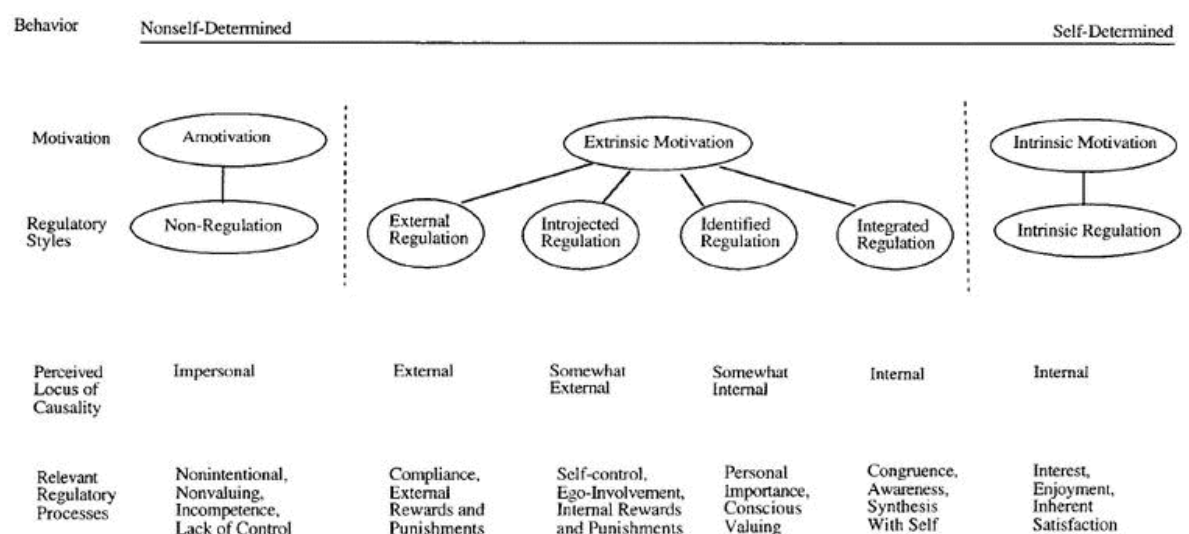


Figure 1. A taxonomy of human motivation (Ryan & Deci 2000).

In a category called external regulation behavior is performed in order to please an external demand, and it is often experienced as controlled. It is classified next to the amotivation, and it is the least autonomous form of extrinsic motivation. External regulation has often been contrasted with intrinsic motivation. Beside external regulation is a category called introjected regulation. In the case of introjected regulation there exists a feeling of pressure, and people accomplish such actions, for example, to avoid guilt or anxiety. In this category behavior is more autonomous than in external regulation but behavior is not completely experienced to be part of the self. (Ryan & Deci 2000, 61–62.)

Identification is again a more autonomous form of extrinsic motivation. In this category the importance of behavior is recognized by the individual, and its regulation is considered to be his or her own. Integrated regulation is the most autonomous form of extrinsic motivation. Integrated regulation is presented next to intrinsic motivation as they share similar qualities: it is optional and behavior is valued by the self. But unlike in intrinsically motivated behavior there is an expectation of a separate outcome from the behavior. (Ryan & Deci 2000, 61–62.)

Amotivation is located on the left side of the figure. Amotivation refers to a missing will to take action. Amotivated behavior lacks purpose and a feeling of personal impact. A reason for amotivation is that the person does not value the activity, feel competent to do it or believe that it can provide the desired outcome. (Ryan & Deci 2000, 61.) Amotivated behavior is either acted for unknown reasons or not acted at all. In amotivated behavior there is not seen a motive for the action which is why little effort is used on its implementation. (Legault, Green-Demers & Pelletier 2006, 568.)

2.3 Basic Psychological Needs Affecting Motivation

The experienced autonomy, competence and social relatedness are in a central role in a self-determination theory. They are basic psychological needs that people aim to satisfy in their daily interaction with the surrounding world. (Liukkonen & Jaakkola 2013, 147.) This theory assumes that the satisfaction of the basic psychological needs works as a nutrient for intrinsic motivation (Gagne & Deci 2005, 336). Gagne and Deci (2005) also stated, based on experiments and research, that in a working climate where the satisfaction of the basic psychological

needs is endorsed employees' intrinsic motivation and internalization of extrinsic motivation are promoted.

According to Ryan & Deci (2002), competence refers to the feeling of effective interaction with the social environment, experiencing opportunities to exercise and to express one's capacities. In order to fill this need people search challenges that are optimal to their capacity and attempt to maintain and improve those capacities through activity. They explain competence as a perceived sense of confidence and efficiency of action. A feeling of relatedness is perceived when a person feels connected to others, has a sense of belongingness with other individuals and with the community. Relatedness reflects on the drive to be connected to and accepted by others. Autonomy, in turn, stands for a feeling of being the origin or source of one's own behavior. An autonomous individual feels their actions as an expression of the self. (Ryan & Deci 2002, 7–8.)

2.4 Goal Orientation

The basis for goal orientation is a thought that in every performance-based activity, including physical activity, the main motivation is to show competence (Liukkonen & Jaakkola 2013, 153). Goal orientation suggests that individuals have either learning or performance orientation for tasks. A learning-oriented person has a drive to improve personal competence in the task whereas a person with performance orientation wants to perform well in order to receive positive evaluation from others. (Phillips & Gully 1997, 794.)

In learning orientation the experienced competence is created by personal development and effort. A feeling of competence is then created through performance and the improvement occurred in it. To receive feelings of success it is important for a learning-oriented person to acquire new skills and to improve personal performance. (Liukkonen & Jaakkola 2013, 153.) A learning-oriented individual is focused on understanding the content and eventually mastering the task (Ames 1992, 262).

In performance goals personal abilities compared to others and the sense of self-worth are in a centre of attention. Public recognition and comparison to others, doing better than others, is highlighted in performance oriented-behaviour. In this case the role of learning is to be a way to reach the desired goal. (Ames 1992, 262.) Liukkonen and Jaakkola (2013) explain that

for a performance-oriented person the experienced feeling of competence is connected to the social comparison of the performance. They continue that even performing well does not satisfy a performance-oriented person if he or she does not reach the performance level of others.

Standage, Duda & Ntoumanis (2003) conducted a study to investigate the connection between goal orientations, motivational climate and perceived competence in physical education. Finding that the perceived competence had a negative linkage with amotivation was made. The results showed that a high learning orientation, and a climate high in mastery cues, was in connection with increased intrinsic motivation. Among students with high performance orientation the experienced competence increased but the perceptions of incompetence reduced intrinsic motivation. (Standage, Duda & Ntoumanis 2003, 631.)

3 PHYSICAL ACTIVITY IN WORKING AGE

According to Caspersen, Powell and Christenson (1985) physical activity can be defined as any bodily movement generated by skeletal muscles which causes energy expenditure. Similar definition is made by WHO (2016). WHO specifies activities done while working, playing, doing household chores, travelling, and engaging in recreational pursuits to be included into physical activity (2016). From its basic essence physical activity is free-willing functioning where the nervous system is guiding the muscles to create movement. In order to create movement energy is required, and correspondingly physical activity is expending energy. These functions are central when it comes to the biological, body structural and functional effects of exercising. (Vuori 2003, 12.)

Traditionally physical activity has been an important part of working life but nowadays physical activity is performed more and more as a hobby (Vuori 2003, 13). Physical activity is done in order to reach a goal. Physical activity can be performed, for example, for fitness, health or refreshing reasons or in order to compete. There exists a large variety of forms of physical activity, and due to a changing situations in life and different seasons of a year there is recommended to be versatile when it comes to exercising. (Louhevaara & Smolander 1995, 7.)

3.1 Significance of Physical Activity in Working Age

Physical activity is a basic human function. A human body needs the stimulus provided by physical activity to support the development and regulation of body structures and functions. Many of the changes caused by physical activity are positive for health. Physical inactivity, in turn, is proven to increase the risk of multiple general and severe diseases. (Vuori 2003, 15–21.)

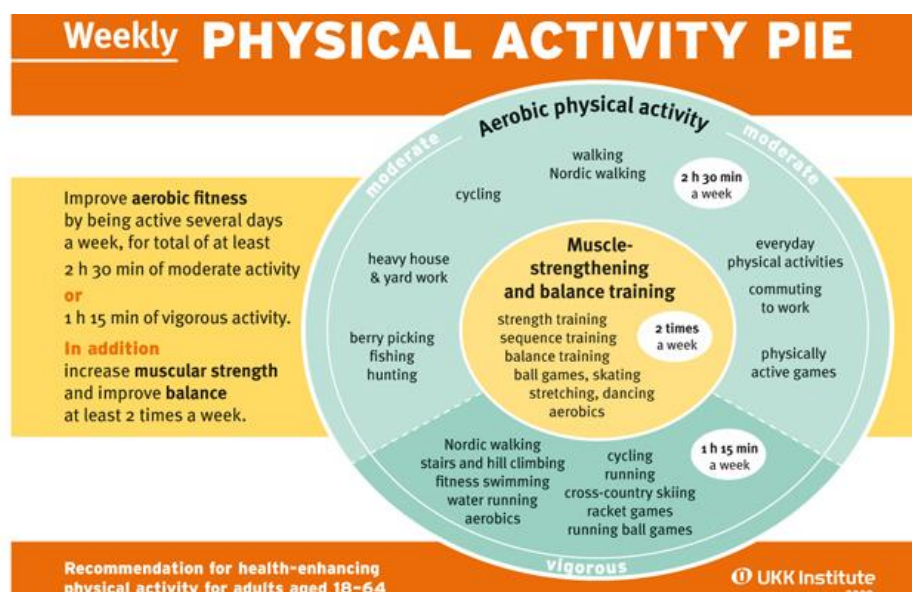
In a research made by Lee et al (2012) the findings showed that the risks for coronary heart disease (CHD), type 2 diabetes, breast and colon cancers and shortened life expectancy are increased worldwide by physical inactivity. They made an estimation that physical inactivity is responsible for 6% of CHD, 7% of type 2 diabetes and 10% of breast and colon cancer cases occurring. In addition it was estimated that in 2008 9% of premature mortality was caused by physical inactivity. They noted that physical inactivity is a significant public health problem

and its elimination would remove from 6% to 10% of the diseases in question and increase life expectancy. (Lee et al 2012.)

For the individual physical activity provides improved physical ability and health, but the benefits are not only for the individual but also for the working community. Regular exercising is proven to decrease the amount of accidents occurring at work, and non-attendance to work is decreased due to physical activity programs organized (Smolander 1995, 61). According to Smolander (1995) physical activity can also have a positive effect on the productivity of the company. By improving memory and muscle control, decreasing tiredness, improving strength, speed, creativity and energy, physical activity influences the quality of work. Smolander also notes that physical activity programs are important for the society and for the national health by decreasing the risk factors for different chronic diseases like cardiovascular diseases, blood pressure related diseases, diabetes, osteoporosis and obesity (1995).

3.2 Physical Activity Recommendations

The UKK institute has updated 2009 the guidelines for health-enhancing physical activity for Finnish adults. (See picture 1.) The recommendations include the amount of aerobic training, muscle-strengthening training and balance training. According to the recommendations health is promoted by moderate aerobic activity that is done at least 2 hours and 30 minutes a week and which is done in bouts of at least 10 minutes. (UKK Institute 2015.) Similar effects are received from vigorous aerobic activity done at least 1 hour and 15 minutes a week. These forms can be combined according to a person's physical fitness level. In addition to aerobic activity there is a need for muscle-strengthening and balance training to be done at least twice a week. It is also noted that even a small amount of physical activity is better for health than physical inactivity. (UKK Institute 2015.)



Picture 1. Physical Activity Pie (UKK Institute, updated 2009).

The U.S. Department of Health and Human Services provides physical activity guidelines (updated in 2008) for Americans. According to the guidelines made for the adult population some physical activity is better than none and inactivity should be avoided. In the final recommendations, substantial health benefits are received by doing at least 150 minutes of moderate intensity or 75 minutes of vigorous intensity aerobic activity a week. This should be performed in bouts of at least 10 minutes. Muscle-strengthening training that involves all the major muscle groups provides additional health benefits when done 2 or more days a week. For more extensive health benefits the guidelines say that moderate intensity physical activity should be increased to 300 minutes a week or vigorous intensity physical activity to 150 minutes a week. Equivalent combinations from moderate- and vigorous physical activity can be made. (U.S Department of Health and Human Services 2016.)

Finnish Current Care Guidelines, updated in 2016, state that regular exercising should be a part of the prevention, treatment and rehabilitation of long-term diseases such as obesity, diabetes, musculoskeletal diseases, cardiovascular diseases, pulmonary diseases, dementia and multiple cancers. The guidelines also note that only a little or no physical activity increases the risk of premature death. Plentiful sitting is considered to be harmful for health, and it is stated that when carried out correctly physical activity has only little disadvantages to health. (Käypä Hoito 2016.)

4 FIT FOR LIFE PROGRAM

Fit for Life is a governmental project which was first launched in 1995 to advance wellbeing, working ability and health by means of physical activity (Louhevaara & Smolander 1995). Fit for Life is a program the aim of which is to increase the wellbeing of working age and recently retired citizens by offering financial support, organizing events and campaigns, and publishing information materials. Currently there are nearly 1000 local programs supported by this project which offer physical activity for the target group. Why the Fit for Life program is targeting working age and recently retired citizen is that the average age of the Finnish population is gradually rising and the inactivity of the adult population is estimated to cause annual costs of hundreds of millions of euros. (KKI 2016.)

4.1 Background & Aims of the Program

The Fit for Life program was created based on an interest of two different ministries: the Ministry of Education and the Ministry of Health and Human Services. Both of these ministries had existing projects which were already aware of the potential physical activity has for enhancing the health and wellbeing of an individual and communities. The early aims of the program were to increase the amount of physical activity among inactive 40-60-year-old citizens and to create sustainable sports services for the adult population. (Vuori 2003, 217–218.)

The target group of the program was later expanded to involve the population of over 60 years old. The emphasis of the program was developed in the early 2000 toward the current aims; the aim was on creating a national wide network to support health enhancing physical activity. In the local level the aim was on ensuring good quality health and sports services by the means of co-operation. (Vuori 2003, 218–219.) Currently the Fit for Life program has stated their aims to be increasing the wellbeing and health of their target group by means of daily activity, physical activity, healthy eating habits and environment that supports physical activity (KKI 2016).

4.2 Operating Model of the Fit for Life Program

Characteristics for the program is creating, maintaining and developing networks in the field of health enhancing physical activity. There are three different forms of financial support the program offers in order to reach its goals. Firstly the program shares financial support for local actors who organize physical activity for working age citizens. Support is directed especially for actors who organize activities suitable for beginners and aim to attract working age people who do not do enough physical activity to reach its health benefits. (KKI 2016.)

Secondly the Fit for Life program provides funding to enable professionals from the field of sport and leisure to get education for encouraging the inactive part of the population to take part in physical activity regularly. When granting this funding there are points of focus that are highlighted: exercise counselling, exercise in working communities, models of weight control, and activation of men with poor physical condition. (KKI 2016.)

Finally the Fit for Life program funds projects that improve co-operation between different actors in the field and aim to develop long-term models of operation. Projects that get funding emphasize broad co-operation with other actors and stakeholders. Monitoring and evaluation are essential when talking about the Fit for Life development projects. The Fit for Life program can use this evaluation to summon information about functioning practices. (KKI 2016.)

4.3 Finnish Man's Adventures Campaign

Finnish Man's Adventures is a campaign launched in 2007 and is a part of the Fit for Life program. The campaign encourages Finnish men to have a physically active and healthy lifestyle. The campaign includes exercise and nutritional counselling, fitness tests, events and instructed exercise classes. The campaign aims to understand the manly lifestyle and to approach men with appreciation, straightforwardness and a sense humor. (SuomiMies seikkailee 2016.)

Finnish Man's Adventures exercise classes are running all over the country, and they are held by municipalities and sports clubs. Men are also reached by local projects supported by the Fit for life program. There is published material that is freely accessible. This material provides

information and practical examples for men how to exercise and to create a versatile diet that supports exercising. (SuomiMies seikkailee 2016.)

Since 2007 there has been running Finnish Man's Adventures truck tour in which fitness tests are organized for men around Finland. In 2007 and 2008 this tour included 18 different cities in Finland. An important part of making such a tour possible was having co-operation partners who got men to take part in the tests. These tests are free of charge for men and include muscular fitness, endurance and body composition tests. (SuomiMies seikkailee 2016.)

The campaign aims to be constantly developing. New operating models are searched, and existing models are developed based on the feedback. There is a historical and cultural background which modifies the way Finnish men live, and the campaign aims to affect these routines and habits Finnish men have adapted. (SuomiMies seikkailee 2016.)

5 RESEARCH TASKS

The purpose of the thesis was to study motivational factors working age men have for physical activity. Furthermore, the thesis had an aspiration to provide means for future development of the Fit for Life project "Liiku Myötätuulta Elämään". The commissioning party of this thesis was Myötätuuli, the aim of which was to assess the project based on the experiences of the customers. The personal aim of the author was to learn about the activities of the Fit for Life program and to understand motivational factors for exercising in more detail. The social point of view of the thesis was to provide tools for creating, maintaining and enhancing motivation for physical activity.

The research tasks of the study were to find answers to the following questions:

- 1) What motives did working age men have for physical activity?
- 2) What was the total amount of physical activity target group did and how did this match with the physical activity recommendations?
- 3) What kind of experiences the customers have from the Fit for Life program?
- 4) How the Fit for Life program influenced the customers' physical activity customs?

6 RESEARCH METHODS

This chapter describes the progression of the thesis. The target group and schedule are presented and the process of collecting and analysing data is discussed. The commissioner of the thesis is introduced in the chapter. The method used in this thesis was qualitative.

6.1 Commissioner of the Thesis

Myötätuuli is a learning environment at Kajaani University of Applied Sciences which offer wellbeing services produced by the students. Companies, associations, projects, working communities or individuals can order services from Myötätuuli. These services include group fitness lessons, wellbeing days, fitness tests, and information on health enhancing physical activity. Moreover, Myötätuuli organize events for people all ages. Students produce services as a part of their studies and are guided by their teachers and the staff of Myötätuuli. (KAMK 2016.)

For the year 2016 Myötätuuli received funding from the Fit for Life program. Funding was received for a project "Liiku Myötätuulta Elämään" which target the city of Kajaani personnel. The aims set for the project were to develop physical activity services which are a part of the Myötätuuli's service supply and to create an operating model for co-operation between working communities. (KKI 2016.) This thesis was based on a need to develop Myötätuuli's service supply. Myötätuuli also had an important role in the implementation of the thesis as they served as a link between the author and the subjects

6.2 Qualitative Research Method

Qualitative research is based on describing real life. In qualitative research reality is considered to be diverse. Qualitative research aims to be as holistic as possible when it comes to studying the subject. The aim is to find or reveal facts instead of verifying claims that already exist. (Hirsjärvi, Remes & Sajavaara 1997, 152.) In qualitative research its connection to theory has an important role and theory is much needed. (Tuomi & Sarajärvi 2006.)

In this thesis a qualitative method was suitable because there is statistical information about participation in physical activity and in Fit for Life program but the aim in this thesis was to deepen the knowledge by getting experiences from the customers (KKI 2016). Qualitative research provided tools to get the answers to why they take participate and what their expectations from physical activity were.

6.3 Target Group

The target group for thesis was the participants in the Finnish Man's Adventures exercise group in Kajaani. This exercise group is an all-male adult group (SuomiMies seikkailee 2016). The aim was to gather the target group from those who had taken part in the activity for a longer period of time, as well as from the newcomers of the group who had recently joined to the activity.

In the final target group there were three persons aged 35 to 55 who took part in the interviews. Two of them had joined the activity during the current year, and one of them had taken part in the exercise lessons since the activity started in Kajaani. This target group was chosen in order to find out what kind of experiences men had from the Fit for Life program and Finnish Man's Adventures campaign and to get an understanding of the motivational factors working age men had for taking part in physical activity.

6.4 Data Collection

The data was collected on semi-structured individual theme interviews of the target group. Using interviews as a method provides an opportunity for the researcher to be in direct contact with the one being researched. This can prove to be both beneficial and challenging for the researcher. The biggest advantage of the interview is that the gathering of material is flexible. (Hirsjärvi, Remes & Sajavaara 1997, 193.) Ruusuvuori & Tiittula (2005) explain that research interviews are basically structured to follow similar patterns of face-to-face interaction as other discussions. Questions are asked, assumptions made, and interest toward the matter is ex-

pressed. On the other hand, they distinct research interviews from ordinary discussions because research interviews have a special purpose and participants have special roles in participation.

In semi-structured theme interview there is set questions in advance that focus on a certain themes. Aim of the theme interview is to find answers based on the research purpose and tasks. Themes of the interview follow the theoretical framework of the research. There is no certain form or order to be followed when asking questions. (Tuomi & Sarajärvi 2006, 77.) In this research the subjects were encountered individually in the premises of Myötätuuli. Beforehand, the author had prepared themes for the interview. These themes were accepted by the commissioning party and the teacher supervisor of the thesis. In the interview situation the researcher's role was to ask questions and direct the discussion toward the themes set. The participants were given an opportunity to freely answer the questions asked. Interviews were tape-recorded to be later analyzed by the researcher.

According to Hirsjärvi, Remes & Sajavaara (1997) the benefits of an interview method include the possibility to regulate the gathering of material according to the situation. Firstly, there is a possibility to choose the order of presenting the topics. Secondly, there are multiple ways to interpret the answers. Finally, the persons that are wanted as study subjects often agree to take part in an interview and it is possible to reach them later if there is a need for a further collection of material.

An interview is also a challenging method to gather material. Making an interview requires careful planning and devotion to the role as an interviewer, which takes time. There is a risk for errors caused by both the interviewer and the interviewee. The interviewee may experience the situation as scary and intimidating. (Hirsjärvi, Remes & Sajavaara 1997, 195.) Hirsjärvi, Remes and Sajavaara also point out the fact that the reliability of an interview can be diminished by the tendency to provide answers that are considered socially accepted. They explain that the interviewee may provide information about the subject matter even if the interviewer has not asked about that specific subject.

The author started to implement the research in the end of March 2016. First the target group was informed about the study by email. The author also visited one Finnish Man's Adventures exercise lesson and provided information in order to increase awareness about the study. The interviews were scheduled for the beginning of May, and the evaluation of the answers was

completed in May-August. The Finnish Man's Adventures activity was familiar to the author as instructing the group was a part of the author's practical training (orientation) completed in Myötätuuli.

The subjects were mainly contacted by email. In addition phone calls were made to agree the time and the place for interviews. The subjects were informed by email what the research was about and how the research would be implemented. They were told about the confidentiality and how the data would be processed. Before interviews were recorded, the participants were given a cover letter and a letter of consent to participate. (See appendices 1 & 2.) Merriam (2014) note that the preservation of the subjects' privacy should be considered. She adds that a consent should be received from the subjects before conducting a research. Ethical issues are further presented in the discussion. (See chapter 8.3.)

6.5 Data Analysis

Inductive content analysis method was used to analyze the material. Cole (1988, as cited in Elo & Kyngäs 2008) explains content analysis as a method used when analyzing written, verbal or visual communication messages. Content analysis is a method for making replicable and valid reasoning from data in its context. Its aim is to provide information, new perspectives, a construction of facts and a practical guide to action. Inductive content analysis is used when there is no previous studies dealing the subject. (Elo & Kyngäs 2008, 107-108.)

The content data analysis process can be divided into three main phases: preparation, organizing and reporting. The preparation phase includes selecting a word or a theme for the unit of analysis. According to Graneheim and Lundman (2004, as cited in Elo & Kyngäs 2008), the most appropriate units for analysis are whole interviews and observational protocols that can be considered to be a whole. When starting the analysis the researcher can analyze only the manifest content or the latent content which includes hidden meaning such as silence, sighs, laughter and posture. A researcher should read the material several times in order to be familiar with the data before starting an inductive approach. (Elo & Kyngäs 2008, 109.)

After being familiar with the data it is organized by opening the coding, creating categories and abstracting. Coding stands for adding headings in the margins to describe the aspects of

the content. After that the categories listed are grouped to form a higher order headings. Creating a category is accomplished by classifying data to a particular groups. Abstraction means creating a general description of the research topic by generating categories (Robson 1993, as cited in Elo & Kyngäs 2008). Categories are named using content-characteristic words. Sub-categories are grouped as categories when having similar events, and categories are grouped as main categories. (Elo & Kyngäs 2008, 111.)

When analyzing the data, the author first transcript the recorded interviews into a form of text. The total amount of data written into a word software (text font Arial 11 and line spacing 1,5 lines) was approximately twelve pages. After the transcription was made the process of preparation was carried out. The author read the data several times to be familiar with it. Only the manifest content was included and no hidden meanings were noted in the analysis. After the data was familiar to the author the stage of creating and grouping the categories was performed. Abstraction was also made to formulate the categories.

7 RESULTS

Individual interviews were analysed in order to find the answers to the research tasks. These answers, and additional findings are presented in the chapter. Interview data provided the author answers to the research tasks: what motives did working age men have for physical activity; what was the total amount of physical activity target group did and how did this match with the physical activity recommendations; what kind of experiences the customers have from the Fit for Life program; and how the Fit for Life program influenced the customers' physical activity customs. To demonstrate the findings, examples from the interview answers are shown in the chapter.

7.1 Motives for Physical Activity

For the first research task, what motives did working age men have for physical activity, results showed that there is not only one clear motive for physical activity. Instead, there are multiple motives for taking part in physical activity. An importance of these factors varied individually and depended on the activity. Based on the data the most important factors supporting exercise behaviour were true interest toward exercising and recognition of the positive influence that exercising has for personal health and wellbeing. In the data most mentions of exercise motivation were connected to intrinsic motivation.

"When you get started the feeling is great and it gets better the closer you get to the end of your performance."

"I have always liked exercising and I have not needed to motivate myself for it."

"The better physical condition is the better are chances to be relatively healthy also at the older age."

Another factor that was found to be important was the feeling of relatedness and social interaction when exercising. Among interviewees sports that are done in a group or with a pair were much acted. Data shows that friends and other people who take part in the activity had a positive affect when talking about exercise motivation. Getting to know new people, discussing while exercising and encouragement received from others were mentioned as tools for building motivation.

“In Finnish Man program I have gotten to know new people to whom I wouldn’t have without this program.”

“A friend will ‘drag’ you to the gym even if you would rather come up with some excuse to skip training.”

On the other hand, the results showed that men wanted to do physical activity without social pressure and at their own phase from time to time. The data showed that exercise could be a way for men to clear their thoughts and release stress caused by a busy schedule at work. For the interviewees freedom and variety seemed to be important when performing physical activity. This feeling of autonomy was also increased by the fact that Kajaani was considered to provide all the possibilities to do physical activity. Physical activity itself provide interviewees a way to challenge themselves and to push in their limits.

“Some activities I like to do alone e.g. jogging so that I can have my own schedule.”

“Sometimes it is nice to empty your head and clear your thoughts by jogging or training at the gym by yourself.”

“There is no excuses that there wouldn’t be possible to do sports, it can be done.”

The experienced competence varied in the target group according to the activity and type of sports. From the data it can be notified that activities or drills that were new to the target group were experienced as challenging. Combining them with already familiar drills and movements, however, was seen to be a positive and developing factor. The importance of correct techniques and varied training was recognized among the interviewees, and the results showed that having the skills and knowledge required made it more enjoyable to take part in the activity.

Competing and getting rewards or other outcome has a role in building exercise motivation. The interviewees had for example higher fitness level, better appearance and prevention of weight gain as extrinsic motivators. It was disclosed from the data that the activity itself did not always got excited but it was done for a better fitness level or to achieve competitive goals set. Two of the interviewees told that they set goals to motivate themselves for physical activity. These goals were related to competing and getting a certain result or to healthy lifestyle

and having good general fitness. One of the interviewees mentioned that he had no competitive goals or any certain goals for exercising. The main goal for the interviewee was to have fun and exercise together with others.

The interviewees experienced that starting and finding energy to exercise is often difficult, but at the same time they noted that they felt good after having exercised. Injuries were pointed out as a factor decreasing exercise motivation. Following similar patterns in exercise or having strictly determined schedule and content for exercise also decreased the exercise motivation among interviewees. Busy periods at work, declined level of fitness, weight gain and overlaps in schedules were challenges that the target group had faced at some point in their lives.

7.2 Participation in Physical Activity

To answer the second research task, what was the total amount of physical activity target group did and how did this match with the physical activity recommendations, interview data showed that target group did physical activity in average 2-3 times a week. The time spend for a single exercise was on average between 1 hour and 1h and 30 minutes. The interviewees mixed moderate and vigorous aerobic activities in their exercising.

Aerobic activities that mix moderate and vigorous aerobic activities were performed on average 2 times a week. According to the data, moderate aerobic activity took from more than 1 hour up to 2 hours at a time and vigorous activity from 45 minutes up to 1 hour at a time. Muscle-strengthening and balance training was performed on average 1-2 times a week including gym training and participation in group fitness lessons.

When comparing these results with the current recommendations on health enhancing physical activity it can be noted that the requirement of aerobic exercising is fulfilled. The recommendations conclude that at least 2h and 30 minutes of moderate or 1h and 15 minutes of vigorous aerobic activity a week is health enhancing. There can be done appropriate combinations from these activities. Activity level of interviewees reach for more extensive health benefits determined in the recommendations of the U.S. Department of Health and Human Services (2016). When it comes to the amount of muscle-strengthening and balance training its benefits are received if performed at least two times a week. Interviewees reached this

expectation only partly as they did this kind of training on average from one to two times a week. (See chapter 3.2.)

According to the data, activities where intensity is high were in favour of the group. They wanted exercising to be strenuous and it was done even as a competition. On the other hand, they sought balance from the moderate activities where they were able to talk and heart rate was not high. This could be for example jogging, cycling or playing a ballgame with friends. The times of the year had an effect to the amount and type of physical activity. In spring and summertime the total amount of activity seemed to be a bit higher due to higher participation in outdoor activities. Every interviewee have had times when they have been highly active in participation to physical activity. The interviewees have also had times when the motivation has been low which have led to a decreased amount of physical activity.

“Before taking part in the (Fit for Life) program I had a two year period when exercising was irregular. Now I have new enthusiasm for exercising.”

7.3 Experiences from Participation in the Fit for Life Program

This subchapter has its focus on how the customers had experienced the Fit for Life program. Customers’ suggestions for further development are expressed in the chapter, along with the parts that were implemented successfully in the program. The answer to the third research task, what kind of experiences the customers have from the Fit for Life program, is provided in the chapter.

In addition to fitness lessons that were a part of the campaign, the interviewees had taken part in fitness tests and some other campaigns and events organized by the Fit for Life program. As an example interviewees had participated in the wellbeing events organized for their working community. For the interviewees the most important reasons for taking part in the program were information received by various channels and the fact that working colleagues already took part in the program and served as a motivator for participation. They had also heard about the activity when taking part in other group fitness lessons.

“Some working colleagues already took part and the group was short of few participants. I decided to fill the gap.”

The activity has mainly reached the expectations of the interviewees and they were satisfied with the content. The schedule had been suitable and information received about the activity clear. The actual lessons and the instructors were considered professional. What was especially liked in the lessons was that they were diverse and variation was offered in the exercises.

“Activity has reached the expectations and I feel positive about it.”

“Sport trials have succeeded and it has been nice to be there.”

“We got a chance to try different ways of doing free weight training, muscular training and circuit training etc.”

The interviewees were pleased with the activity. One of the interviewees was so satisfied that he did not come up with any suggestions to develop activity. Interviewees wished that there would be more stretching and body maintenance training in the fitness lessons. Other suggestions were connected to the schedule and information about the program. The lessons had been organized relatively late in the evening, which was often inadequate for the interviewees. In addition there was a wish that the lessons would be held regularly. Currently there are entities of five to six lessons between which there is break in the activity. Informing could be boosted as the interviewees told that there was no always certainty when the lessons were organized.

“Body maintenance and stretching could be organized more.”

“Courses could be organized in a more even phase.”

“I have not taken part before and I am not sure how often these courses are organized.”

7.4 Influence of the Fit for Life Program on Physical Activity

In general physical activity has had a positive effect on the wellbeing of the interviewees. It was experienced that physical activity had increased the energy level and given more vigour for daily activities. Physical activity gave an opportunity for the interviewees to forget the work for a moment and to release stress. Physical appearance was improved: for example, clothes fit better. Elasticity and stamina levels were mentioned having improved as well as the range of motion when exercising.

“It (physical activity) has a positive effect on your mental wellbeing and on your energy levels.”

“Regular exercising keeps you energized.”

When it comes to the fourth research task, how the Fit for Life program influenced the customers' physical activity customs, the data showed that the Fit for Life program had an influence to their physical activity. The aim of this research task was to find out if the information provided and participation to the campaign and events organized by the Fit for Life program made a difference on the amount of physical activity or daily routines of the customers. As stated earlier in this chapter the interviewees were aware of the positive effects gained from physical activity, and this awareness was also escalated into activity.

The Fit for Life program seems to have offered new dimensions to the training among interviewees. According to the results the interviewees had more enthusiasm to do physical activity and participation in physical activity has been more regular after having participated in the program. The results also showed that the knowledge and skills in physical activity was increased among interviewees and the program had offered new perspectives and variety to their training.

“New spark arose and after the course I have been training at the gym and done jogging.”

“The program has taught me things about exercising that I would not have thought of myself.”

8 DISCUSSION

The reasons for having such a results in the study are discussed in this chapter. In addition the reliability and ethicality of the research is described. Finally the professional development of the author during the thesis process is explained.

8.1 Evaluation of Research Results

The results showed the interviewees had an intention to act and they were aware of the influence physical activity has for the health. Moreover, taking part in such a program as Fit for Life already proves that there is motivation toward physical activity. The results supported the state of Ryan and Deci (2002) that the basic psychological needs of autonomy, competence and relatedness have an important role in the creation of motivation. Among interviewees these needs were highly valued and their fulfilment was in connection to intrinsic motivation for activities.

In a study by Kilpatrick et al (2005) was compared physical activity motivation between genders. According to this comparison, men had a higher level of motivation than women for challenge, competition, social recognition, and strength and endurance. (Kilpatrick et al 2005, 91.) This trend could be identified from the results. The Interviewees expressed extrinsic motivators of competition and competitive goals as an important part of exercise motivation.

The interviewees had mainly positive experiences from the Fit for Life program. The results indicated that the program has given them more knowledge about exercising and their training has become more regular. Their skill level increased in the lessons, and there was gained variety to the training. From these experiences it can be concluded that the program has succeeded in increasing the experienced competence among the interviewees. The program has worked as a booster for motivation and doing physical activity for regular basis.

Perrin (1979, as cited in Ryan et al 1997) pointed that enjoyment is the main factor for a long-term participant to continue participation in a physical activity program. Conversely Boothby, Tungatt and Towasend (1981, as cited in Ryan et al 1997) indicated that the lack of enjoyment is the main reason to back away from physical activity programs. (Ryan et al 1997, 338.) An

assumption that the participants have found the program as enjoyable can be made from the data and it is highly likely that they continue taking part in the program also in the future.

The points of development that the interviewees had mostly concerned information and schedule. In the research of Hovi (2011) marketing and communication were mentioned as a ways to advance health enhancing physical activity. On the other hand, they were also seen as a challenge or obstacle for the activity. The reason not take part in the activity was believed to be unsuccessful marketing and communication. (Hovi 2011, 36.) The interviewees were largely pleased with the content and quality of the fitness lessons. In the future the aim of the program should be on maintaining the quality of lessons and to develop the activity based on customer experiences. Paying attention to the marketing and communication is an opportunity to get new participants to the activity.

This study had a point of view of the men already active in the Fit for Life program and in the Finnish Man's Adventures campaign. Their views from participation in physical activity and in the Fit for Life program were deepened. As a further study it would be beneficial to get views from men who are physically inactive and are not currently active participants in the activity. The results indicate that participants have positive views of the program, but still, the number of participants is relatively low and more work needs to be done in order to reach the aims that the Fit for Life program has.

8.2 Reliability

Term reliability is used to evaluate quantitative research, but the idea is used in other research methods as well (Golafshani 2003, 601). Reliability in research signifies the research results being replicable. In qualitative research researchers aim to describe and explain the world in a way those in the world are experiencing it. In qualitative research reliability can't be measured in a traditional way as there are multiple interpretations of what is happening. Replication of a qualitative research does not provide the same results but this fact doesn't invalidate the results because several interpretations can be made from the same data. (Merriam 2014, 222.)

Validity and reliability are factors that should be noted when designing a qualitative study, analyzing the results and judging the quality of the study. To ensure reliability in qualitative

research, it is important to consider trustworthiness. If validity or trustworthiness can be maximized results are more credible and can be generalized, which is suggested as a signal of making and documenting a high quality research. That is why the quality of a research is connected to how generalizable the results are and how high the validity or trustworthiness is. (Golafshani 2003, 601 – 603.) As a strategies for guaranteeing reliability Merriam (2014) presents triangulation, peer examination, investigator's position and audit trail.

Merriam (2014) explains triangulation as a method where multiple methods, sources of data, investigators or theories are used to confirm existing findings. She defines investigator's position as a process where critical reflection on the self as a researcher is made. Peer examination is a process where a peer reads and comments on the findings made by the researcher. Finally the audit trail explains how the researcher got such a results.

The sample in this research was small and the results cannot be generalized. The interpretations of the author affected the results received. Nevertheless, the results followed the introduced theories and were similar to previous studies about exercise motivation and participation to physical activity. In this thesis multiple theories and sources of data was used to increase the reliability. Literature and previous studies were used to create a theory base for the research findings. However, the opportunities for further learning and information seeking are limitless as there is plenty of information concerning the topic in question. The author has aimed to provide reasonable explanations for the results and to present the progression of the research in detail.

8.3 Ethical Issues

Ethics play an essential role in making a reliable and valid research. Qualities of a credible researcher include intellectual rigor, professional integrity and methodological competence. In all research it should be possible to trust that the study is accomplished with integrity and the ethical stance of the researcher is being included. (Merriam 2014, 229 – 230.)

Credibility of the research and ethical choices made by the researcher are strongly linked to each other. Credibility is based on researchers following good scientific practices. (Tuomi & Sarajärvi 2006, 129.) When it comes to following ethical practices, it is up to the individual researcher's own values and ethics. Protecting the participants from harm, preserving their

privacy, having a consent from the participants and acting in no deceitful way should be taken into consideration. (Merriam 2014, 230.)

Before implementing the interview consent was received from every participant. The commissioner and the teacher supervisor gave their approval before having started the research. Participants were informed what the research was about and they had an opportunity to ask questions relating to the process. Any personal information of the participants was not and will not be published, and only the researcher had an access to the data which was tape-recorded. All of the interview material was deleted after the results were analyzed. The participants had an opportunity to back away from the process at any stage. In the case of backing away from the process the data would not have been used for the research.

8.4 Professional Development

In addition to connection with the working life, the thesis process has the aim of developing the expertise of the author. The whole process required a lot of time and effort from the author as much of the work was individual information seeking. Without a topic that the author found interesting and the support given by the commissioning party and the teachers, the whole process would have been much more demanding. The whole process provided knowledge to the author on conducting a research. Skills on collecting information and using theoretical background to justify the findings were learned.

The personal aims were fulfilled as the author gained a deeper understanding of motivational factors for physical activity and learned how the Fit for Life program works. Professionalism in this specific topic was developed. The author's knowledge about exercising increased as the understanding of suitable exercises for working age men was deepened. In addition the ability to apply exercises according to the needs of this particular group of people was increased. (KAMK 2016.)

Better understanding about motivational factors behind exercise behavior was gained and ways to enhance motivation learned. Instructional skills were increased as the author got a better understanding of what kind of exercises would benefit the working age population and how they would be beneficial. Ways to motivate such groups and support them toward an

active lifestyle was learned. With this knowledge can be made long-term exercise programs which are motivating for the working age customers. (KAMK 2016.)

Skills to plan and instruct activities for working age men was improved. Knowledge about exercise motives and activities preferred among them was received. In addition the author gained an ability to use instructing methods appropriate when instructing such groups in the future. The thesis also provided ideas for business operation in the future as the results provided new perspectives on exercising among working age men and activities they like to do. (KAMK 2016.)

The thesis process gave the author skills to conduct a qualitative research and to analyze the results. Studying literature and previous researches taught the author to look for reliable sources and to perform critical evaluation. The author also learned about time management when following the schedule and deadlines set for the work. The process was a constant learning experience which increased the professional competence of the author. The author sees that the development occurred during the process will be beneficial in the future when working in the field of sports.

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LIST OF APPENDICES

- consent form 1
- consent form 2

HYVÄ TUTKIMUKSEEN OSALLISTUJA,

Olen liikunnanohjaajaopiskelija Kajaanin ammattikorkeakoulusta ja teen opinnäytetyötä työikäisten miesten liikuntamotivaatioon liittyen.

Mitä ja miten tutkitaan?

Opinnäytetyöni tarkoituksena on tutkia työikäisten miesten liikuntamotivaatiota, sekä KKI - hankkeen ja siihen sisältyvään SuomiMies -kampanjan toimivuutta asiakaskokemusten kautta. Tutkimustieto kerätään yksilöhaastatteluiden avulla, joihin osallistuu Kajaanin SuomiMies liikuntaryhmläisiä. Tutkimusmenetelmänä käytetään yksilöhaastattelua. Haastattelu nauhoitetaan ja se hävitetään opinnäytetyön valmistuttua.

Tietosuoja

Kaikki tutkimukseen liittyvä tapahtuu luottamuksellisesti ja tutkimukseen osallistuminen on vapaaehtoista. Tutkimukseen osallistujien nimiä ei mainita tutkimuksessa ja tutkimusaineistoa käsitellään huolella. Opinnäytetyön tekijänä minulla on vaitiolovelvollisuus, ja antamanne vastaukset jäävät ainoastaan minun käyttööni. Tutkimus suoritetaan laadullisin menetelmin. Tulokset raportoidaan niin, että yksittäisen henkilön tiedot eivät tule niistä esille. Pyydän suostumustanne oheisella lomakkeella. Teillä on oikeus kysyä lisätietoja ja vastaan mielelläni kysymyksiinne.

Ystävällisin terveisin,

Iida Pelkonen

Kajaanin ammattikorkeakoulu

Liikunnanohjaajaopiskelija

Yhteyshenkilö myötätuulessa:

Sanna Pakkala-Juntunen

SUOSTUMUSLOMAKE HAASTATTELUUN OSALLISTUMISEKSI

Olen saanut riittävästi tietoa opinnäytetyöstä, ja sitä varten kerättävästä aineistosta, joka tutkii työikäisten miesten liikuntamotivaatiota sekä KKI -hanketta ja siihen sisältyvää SuomiMies -kampanjaa. Olen tietoinen siitä, että osallistumiseni on vapaaehtoista, ja että voin keskeyttää osallistumiseni missä vaiheessa tahansa.

Olen tietoinen, että antamani haastattelu nauhoitetaan. Ymmärrän, että antamiani vastauksia käsitellään luottamuksellisesti. Tulokset raportoidaan siten, että henkilötietoni eivät ole niistä tunnistettavissa. Osallistun vapaaehtoisesti tutkimukseen ymmärtäen, että tutkimuksen tekijä ei luovuta vastauksiani kenellekään ulkopuoliselle. Luotan siihen, että haastattelija hävittää haastattelun opinnäytetyön valmistuttua.

Osallistun haastatteluun ____

Paikka ja aika _____

Osallistujan allekirjoitus _____

Nimen selvennös _____