Psychological Effect of Motivation on Military Parade Performance

Bohdan Kyslenko

Department of Military Psychology and Leadership, Royal Military College of Canada

Author Note

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Abstract

Military parades play a significant role in the culture and pride of military members in the Canadian Armed Forces (Matthews, 2023). At the Royal Military College of Canada (RMC), hundreds of Naval and Officer Cadets (N/OCdts) spend weeks practicing for parades conducted each year. Despite this, some participants still fall out of parades before their full completion. The literature review conducted in this thesis found a gap in the effects of psychological states of military members on their parade performance. The purpose of this thesis is to determine whether various motivation types during parades impact participant performance. More specifically, this study examines whether various levels of Self-Determination Theory's continuum of amotivation, controlled motivation, and autonomous motivation among parade participants impacted parade performance (Deci & Ryan, 2008). To answer this research question, a survey was sent out to RMC cadets who participated in one of two parades and gathered a total sample of 380 participants. Primary findings indicated that autonomous motivation mediated by positive affect predicted greater parade performance, while amotivation and controlled motivation mediated by negative affect predicted decreased parade performance. Moreover, the study found that students at RMC are primarily motivated by extrinsic motivators (i.e., rewards and punishments) to perform during parades, with a large pool of parade participants indicating high levels of amotivation during parades. As well, this study examines the relationship between various RMC-specific factors and parade performance. To summarize, this study adds to a research gap in the field of motivation during parades and adds a new perspective to the significance of various motivators on participants during military parades.

Psychological Effect of Motivation on Military Parade Performance

At the Royal Military College of Canada, hundreds of Naval and Officer Cadets participate in parades conducted yearly. Cadets spend days preparing and practicing for these parades, repeating every foot stomp and arm swing in perfect harmony; however, despite this lengthy preparation, some individuals do not make it through the entire parade and must, in military terms, fall out.[1] Why is this so? Are these individuals simply not strong enough? Was there something that led them to fall out? This thesis aims to determine whether the underlying predictor is the participants' perceived motivation to perform during the parade.

Motivation is generally considered the reason(s) one has for initiating and persisting certain behaviours to achieve their desired goals and outcomes (Deci & Ryan, 2000). Typically, motivation is separated into two categories: extrinsic and intrinsic. Extrinsic motivation refers to the external factors influencing an individual's behaviours, such as monetary rewards, personal relationships, or environmental factors, whereas intrinsic motivation refers to an influence on an individual's behaviours that comes from within and aligns with their values (Deci & Ryan, 2000). While individuals frame their goals around both intrinsic and extrinsic motivators, people often tend to prefer goals that align more intrinsically. This leads to the objective of this paper, which is to determine the effect of motivation on parade performance. More specifically, the outlined hypothesis in this thesis is that an individual's parade performance is strongly influenced by both intrinsic sources of motivation (i.e., personal interest, pride, and ego) and extrinsic sources of motivation (i.e., parade roles, social pressure, and rewards). In the literature

[1] Falling out of a parade is a military term used to describe an individual who must leave the common ranks during a parade before the parade's full completion. For this thesis, falling out will refer to individuals who left the parade because they were unable to continue.

review, various types of motivation as defined by other researchers as well as research related to the topic of this thesis are discussed to determine how much research has gone into this important subject. Further, this research examines the impact of these different motivators on perceived parade performance through a multiple regression analysis. In the discussion, the results of our research are analyzed to shed light on the impact of the psychological state of individuals on their performance during parades.

Literature Review

Previous Research in the Military

Previous research on parades predominantly focuses on physical factors such as uniforms [2], parade quality [3], foot shape [4], and posture [5], while some other literature on parades focuses on the cultural, observational, and political aspects of parades [6]. Nevertheless, while little research can be found on motivation and performance during parades, the military has progressed in many aspects of psychological well-being and performance across various military contexts, including leadership [7], morale [8], stress [9], and motivation [10].

Various studies indicate that higher resilience levels along with resilience-specific training improve mental health and physical performance in military members [11] in various military contexts such as course training, marksmanship, land navigation, and simulated captivity, among many others [12], which indicates that resilience levels should be a positive

[2] (Krueger, 2012)
[3] (Okugawa et al., 2019)
[4] (Esterman & Pilotto, 2005)
[5] (Kubo et al., 2020)
[6] (Alkatiri & De Archellie, 2021; Lee, 2011; Liu & Zhou, 2019)
[7] (Yammarino et al., 1993)
[8] (Motowidlo & Borman, 1978)
[9] (Hourani et al., 2006; Watkins, 2014)
[10] (Kiosi & Karyotakis, 2020)
[11] (Bekesiene et al., 2023; Guest et al., 2019; Simmons & Yoder, 2013)
[12] (Jones et al., 2022)

indicator of performance for military parades. Furthermore, research on military morale and performance indicates that higher troop morale leads to greater physical and cognitive performance in various military environments such as war and training due to its tendency to increase intrinsic motivation [13] while good leadership improves morale and performance in various military contexts [14], which suggests that parade performance can improve by increasing troop morale and intrinsic motivation through proper leadership [15] and extrinsic motivation [16].

Self-Determination Theory

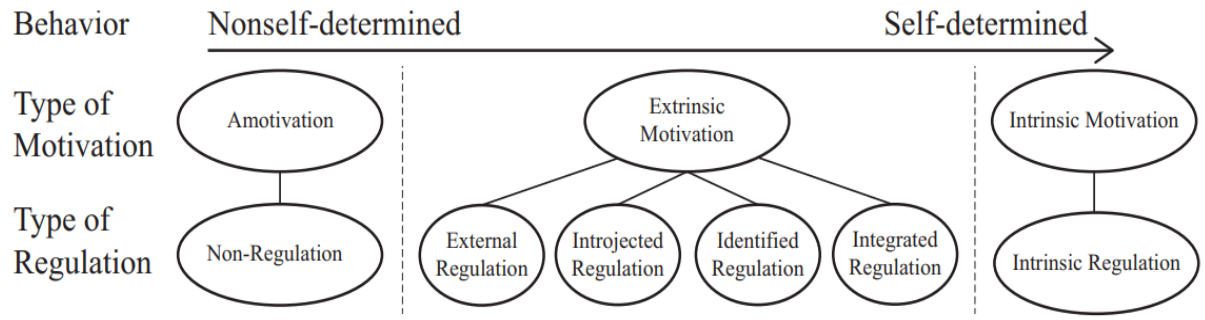
This article approaches the study through the lens of Self-Determination Theory (SDT) as this research examines the effect of various unique physical and social motivators on performance [17]. SDT emphasizes the importance of intrinsic and extrinsic sources of motivation in facilitating optimal performance, development, and well-being and proposes that individuals need to feel competent (i.e., have a sense of progression and mastery), experience relatedness (i.e., belong and relate to others) and have autonomy (i.e., have agency in their role) to experience intrinsic motivation and ultimately achieve their full potential [18]. Furthermore, SDT categorizes motivation into autonomous motivation (i.e. motivation found from within an individual), controlled motivation (i.e. motivation that comes from external sources and influences), and amotivation (i.e. the lack of any form of motivation), which create a continuum of six unique subcategories of motivation called the organismic integration theory where the subcategories range from most controlled motivation to most autonomous motivation, with more

[13] (Britt & Dickinson, 2005; Fennell, 2014; Ivey et al., 2015; Michaud et al., 2024; Miller & Medalia, 1955; Motowidlo & Borman, 1978; Reiter & Wagstaff, 2017; Wesbrook, 1980)
[14] (Jeppesen & Elrond, 2021; Michaud et al., 2024; Nazri & Rudi, 2019)
[15] (Andriani et al., 2018; Cerasoli et al., 2014; Charbonneau et al., 2001; Gang Wang et al., 2011; Masi & Cooke, 2000; Risambessy et al., 2012; Sefidan et al., 2021; Xue et al., 2022)
[16] (Clifford et al., 1988; Thomas & Jansen, 1996; Whitehill & McDonald, 1993; Zainol et al., 2017)
[17] (Adams et al., 2017; Deci & Ryan, 1985; Loverre et al., 2024; Ryan, 1995; Vansteenkiste et al., 2012)
[18] (Adams et al., 2017; Cerasoli et al., 2016; Deci & Ryan, 2008; Guay, 2021; Ryan, 2019)

autonomous sources of motivation being more effective and achieving greater performance [19]. The six subcategories are external regulation (i.e., rewards and punishments for behaviours), introjected regulation (i.e., behaviours influenced by social pressure from guilt, anxiety, ego and pride), identified regulation (i.e., behaviours influenced by extrinsic factors have some personal importance to them) integrated regulation (i.e., behaviours influenced by extrinsic factors are aligned with the self), and intrinsic regulation (i.e., the behaviours align with one's core beliefs and values) respectively [20].

Figure 1

Self-Determination Theory Continuum of Organismic Integration Theory



Note: The continuum of self-determination as described by the organismic integration theory showing the various motivation types from nonself-determined to self-determined. Reprinted from "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being" by R. M. Ryan and E. L. Deci, 2000. *American Psychologist*, *55*(1), p. 72.

[19] (Adams et al., 2017; Deci & Ryan 2000; Deci & Ryan, 2008; Guay, 2021; Loverre et al., 2024; Pelletier & Sarrazin, 2007; Ryan & Connell, 1989)
[20] (Adams et al., 2017; Deci & Ryan, 2008; Ryan & Connell, 1989; Ryan & Deci, 2000)

Indicators of Motivation at RMC

Research on SDT has evolved into various motivational indicators of human behaviour in unique environments. At RMC, certain aspects need to be taken into account to understand which indicators of motivation are best to use when trying to understand the relationship between motivation and parade performance. This includes emotional attitudes towards parades at RMC, the social climate revolving around RMC parades, and the physical attributes connected to the hardiness of individuals during parades.

Positive and Negative Affect

Affect, also known as emotion, refers to an individual's feelings and attitudes toward certain activities or behaviors (Barrett & Bliss-Moreau, 2009), which, as SDT suggests, plays a significant role in a person's ability to regulate motivations and reach autonomous motivation (Benita, 2020; Gillet et al., 2012; Ryan & Deci, 2017). Affect is separated into positive and negative (Barrett & Bliss-Moreau, 2009) and reflects a person's feelings associated with an activity, which can be a way to represent how motivated someone is to participate (Benita, 2020; Gillet et al., 2012). In the parade performance context, this would refer to the emotions one feels towards the parade as it pertains to their participation.

Research indicates that positive affect is positively correlated with general performance (e.g., cognitive and motor tasks) across diverse contexts, such as sports and education (Amabile et al., 2005; DeLuga & Mason, 2000; Gillet et al., 2012; Hill et al., 2005; Isen, 1987; Koy & Yeo, 2008; Park et al., 2005; Wright et al., 2004). Positive and negative affects also have a strong relationship with motivation. Findings from multiple studies have made a positive correlation between autonomous motivation and positive affect while controlled motivation and amotivation have a negative correlation (Edmunds et al., 2007; Gagné et al., 2003; Gillet et al.,

2012; Knollman &Wild, 2007; Koestner et al., 2002; Kowal & Fortier, 1999; Miquelon and Vallerand, 2006; Sheldon et al., 2004; Vallerand et al., 1993). In 2012, Gillet and colleagues conducted a three-study experiment and determined that autonomous motivation predicts positive affect while controlled motivation and amotivation predict negative affect. Similarly, Loverre and colleagues (2024) found multiple studies conducted in military and police environments connecting more autonomously motivated attitudes with positive affect (Gillet et al., 2017; Gillet et al., 2018; Legate et al., 2023; Otis & Pelletier, 2005). This research indicates that having positive emotions towards goals and behaviours should indicate greater performance, while negative emotions should do the opposite. When applied to the parade context, individuals who associate the parades with more positive emotions are likely to demonstrate better performance and be more autonomously motivated than those with negative emotions.

Stigma

Stigma refers to common beliefs or stereotypes about certain groups that are often negative (Link & Phelan, 2001; Major & O'Brien, 2005). These beliefs can cause social pressure on individuals to comply with the norms and behave in a way that pleases the general population, or in some cases, the environment around an individual (Link & Phelan, 2001; Major & O'Brien, 2005). Stigma has been known to affect individuals via mechanisms of discrimination, expectancy confirmation (i.e., stereotypes towards individuals can lead to their behaviours changing to align with the stereotypes), automatic stereotype activation (i.e., cultural stereotypes can impact individual's behaviours regardless of the presence of direct stereotyping), and threats to personal and social identity (i.e., stereotypes can impact individuals' self-perception and identity) (Major & O'Brien, 2005). Moreover, stigma has been linked to impacting mental health,

physical well-being, and academic achievement (Guarneri et al., 2019; Major & O'Brien, 2005; O'Donnell et al., 2015; Schwartz, 2017; Xie et al., 2023).

The military is known for having its own stigmas around performance in military environments, so it is not uncommon for military members to feel additional pressure to perform (Ben-Zeev et al., 2012). The unique culture in the military has its own attitudes, values, and goals which influence the behaviours of troops (Siegl, 2008; Simmons & Yoder, 2013). A phrase commonly used to indicate the attitude of soldiers in the military is "placing the mission before self," or in other words doing anything to achieve the goal (Siegl, 2008; Simmons & Yoder, 2013).

Some research on stigma and stereotypes in military contexts can be found, though it varies in results (Young and Wetzler, 2021). Young and Wetzler (2021) found that team-level stereotyping during a military competition had both positive and negative impacts on performance among teams, depending on the activity the team was conducting. For some competitive activities, higher levels of stereotyping decreased group performance (e.g., marksmanship and teamwork activities), indicating expectancy confirmation, while for other activities the performance was increased (e.g., repelling) (Young & Wetzler, 2021). In parade terms, the stigma around performance generally includes the capability of withstanding the entire parade without falling or taking a knee as it may be seen as weak. Though parades differ from military competitions, stereotypes and stigma can impact individuals' performance. In line with this research, there may be a correlation between performance and perceived self-stigma.

Physical Factors Related to Military Parades at RMC

Parades have an aspect of physical strain which participants must endure over several hours at a time. Due to the low levels of movement and the variation in weather, participants

may experience physical barriers to withstanding parades. For example, extreme temperature variations, such as extreme heat or extreme cold can negatively impact the performance of participants during physical activities such as parades (Castellani & Tipton, 2016; Fortney & Vroman, 1985; Kozlowski et al., 1985), while standing in one place for long periods can also be physically demanding and painful for participants (Messing et al., 2013).

Self-care before physically demanding activities can also play a significant role in participant performance in activities such as parades. Many factors must be taken into consideration when preparing to perform a difficult task such as a parade. Research indicates poor self-care prior to physical activity can decrease physical performance, such as improper nutrition (Reynolds & Venn, 2018), insufficient sleep (Chaput & Dutil, 2016; Craven et al., 2022), or dehydration (Kraft et al., 2010; Murray, 2007). Moreover, the use of certain substances before physical activity can also impact physical performance, such as prolonged marijuana use (Irons et al., 2014) or alcohol consumption (Barnes, 2014; El-Sayed et al., 2005; Gunn et al., 2018). Likely, improper self-care before physical activity such as parades will negatively impact parade performance.

Present Study

The present study aims to add more research in the field of parades, and more particularly the impact of motivation types on parade performance. While there is plenty of research that correlates motivation to performance in many other military contexts, parades are an under-researched field. This study analyzes motivation through the lens of SDT by examining whether various attitudes of motivation significantly correlate with parade performance. As such, the following hypotheses are proposed:

Hypothesis 1. Motivation types predict parade performance. *Hypothesis 1A.* Intrinsic motivation will positively predict parade performance. *Hypothesis 1B.* Identified regulation will positively predict parade performance. *Hypothesis 1C*. External regulation will positively predict parade performance. *Hypothesis 1D*. Amotivation will negatively predict parade performance. In line with the previously mentioned research, various motivation types can improve physical and cognitive performance, with more autonomous types of motivation being linked to better performance, while amotivation is linked with decreased performance during activities (Adams et al., 2017; Loverre et al., 2024). Students at RMC will likely be motivated to perform during parades with all three motivation types, while being less motivated to perform if they are unmotivated.

Hypothesis 2. Affect will predict parade performance. *Hypothesis 2A*. Positive affect will positively predict parade performance. *Hypothesis 2B*. Negative affect will negatively predict parade performance. The above research indicates that both positive and negative affects correlate with autonomous motivation, with positive affect being positively linked while negative affect being negatively linked with autonomous motivation and performance (Amabile et al. 2005; Deci & Ryan, 2008; DeLuga & Mason, 2000; Gillet et al., 2012; Hill et al., 2005; Isen, 1987; Koy and Yeo, 2008; Park et al., 2005; Wright et al., 2004). It is therefore probable that students who experience more positive emotions about the parade will have higher levels of performance, and vice versa.

Hypothesis 3. College-specific motivators will correlate with parade performance. In addition to *Hypothesis 1* and *Hypothesis 2*, it is necessary to look at RMC-specific motivators and indicators of motivation. *Hypothesis 3A.* Stigma will predict parade performance. The above research indicates an impact of stigma on long-term mental and physical health as well as

performance in activities such as sports and education (Guarneri et al., 2019; O'Donnell et al., 2015; Major & O'Brien, 2005; Schwartz, 2017; Xie et al., 2023). Despite this research, short-term stigma and stereotyping may not have the same impact, and could contrarily be a source of additional motivation for certain military activities (Young & Wetzler, 2021). It is unclear what impact stigma and stereotyping could have on parade performance. As such, we predict that perceived self-stigma will predict parade performance, either positively or negatively.

Hypothesis 3B. General parade experience will positively predict parade performance. Participants in the parades have varying levels of experience with parades at RMC and parades in general. As such, this may directly impact their motivation to perform as a more negative experience could lead to great controlled motivation and amotivation, while more positive experience could lead to great autonomous motivation (Adams et al., 2017; Cerasoli et al., 2016; Deci & Ryan, 2008; Guay, 2021; Ryan, 2019). *Hypothesis 3C*. Physical factors will positively predict parade performance. The above research indicates the importance of self-care before physical activity (Barnes, 2014; Chaput & Dutil, 2016; Craven et al., 2022; El-Sayed et al., 2005; Gunn et al., 2018; Irons et al., 2014; Kraft et al., 2010; Murray, 2007). As such, it is likely that those students who have good self-care habits before the parade will physically perform better during parades. *Hypothesis 3D*. Contextual factors will positively predict parade performance. In line with SDT, greater levels of social pressure can function as a form of identified regulation, which can motivate participants to perform (Adams et al., 2017; Loverre et al., 2024). As such, it is likely that participants who perceive greater pressure to perform in front of their peers and family members will likely perform better during parades. *Hypothesis 3E*. Extreme weather conditions will negatively impact parade performance. In line with the above-mentioned research, extreme heat or cold can physically impact parade performance (Castellani & Tipton,

2016; Fortney & Vroman, 1985; Kozlowski et al., 1985; Messing et al., 2013). As such, it is likely that extreme weather conditions will negatively impact parade performance. *Hypothesis 3F*. Having an important role during the parade will positively predict parade performance. In line with SDT, parade participants who play a more significant role during the parade will likely feel more forms of motivation to perform, but also will likely be more autonomously motivated, meaning their performance during parades should be better (Adams et al., 2017; Guay, 2021; Loverre et al., 2024; Pelletier & Sarrazin, 2007). *Hypothesis 3G*. Having a personal connection to the parade will positively predict parade performance. In line with SDT, having a personal connection to the activity conducted by the person will indicate greater autonomous motivation, which would in turn increase performance (Adams et al., 2017; Guay, 2021; Loverre et al., 2024; Pelletier & Sarrazin, 2007). Therefore, having a more personal connection to the parade should positively predict parade performance. *Hypothesis 3H*. Taking any role during the parade seriously will positively predict parade performance. Similarly to *Hypothesis 3G*, demonstrating attitudes in line with identifying with an activity would demonstrate greater autonomous motivation, which would likely indicate an increase in performance (Adams et al., 2017; Guay, 2021; Loverre et al., 2024; Pelletier & Sarrazin, 2007). Therefore, it is likely that taking any role during the parade seriously will positively predict parade performance.

Method

Participants

Participants were recruited from the RMC N/OCdts who participated in either of the two parades during May 2024 and September 2024. Participants of both parades were sent an email with the survey links, one in English and one in French. The survey conducted in May was sent only to the list of parade participants and had approximately 600 participants, 53 of which

responded (50 English, 3 Frech), and the parade in September was sent to all N/OCdts at the college and had approximately 500 participants, 424 of which responded (400 English, 24 French). A total of 477 participants opened the link.

The data cleaning procedure of both participant pools removed a total of 97 respondents (20.3%) based on not completing the survey. As a result, the sample was reduced from 477 to 380 participants. The participants answered demographic questions concerning the following: 360 English as primary language participants (94.7%) and 20 French as primary language participants (5.3%); 293 male participants (77.1%), 83 female participants (21.8%), 2 non-binary participants (0.5%) and 2 otherwise identifying participants (0.5%); 166 first-year students (43.7%), 83 second-year students (21.8%), 45 third-year students (11.8%), and 86 fourth-year students (22.6%); and 191 participants in the 17-19 years of age group (50.3%), 158 participants in the 20-22 years of age group (41.6%), 23 participants in the 23-25 years of age group (6.1%), and 8 participants in the 26 or older age group (2.1%).

Measures

Adapted Athlete Subjective Performance Scale (AASPS)

The modified AASPS scale was used to determine the participants' perceived performance scores (Nahum et al., 2016) (see Appendix A). The 6-item scale was modified to address their performance toward the parade they most recently participated in. For example, items containing words like "sport" or "team" were replaced with "parade" to match the context. This scale was scored using a 10-point Likert scale with which the participants indicated how satisfied they were (1 = *not at all satisfied*, 10 = *fully satisfied*) with their performance for each question. Higher scores indicated participants perceived their performance as satisfactory. The

mean of the scores of the 6-item scale was used as the dependent variable for the main portion of the analysis. The items indicated a high item-total correlation ($\alpha = .905$).

Adapted Self-Stigma Scale (ASSS)

The modified ASSS was used to measure the level of stigma the participants felt during the parades (Wade et al., 2006) (see Appendix A). The 10-item scale was modified to address the perceived stigma participants felt about parades. For example, items containing phrases such as "seeing a therapist" or "seeking professional help" were replaced with "exiting the parade" to match the context. This scale was scored using 5-point Likert scale with which participants indicated how much they agreed with each statement (1 = *strongly disagree*, 5 = *strongly agree*). In order to gather the mean of the scores for the items, some items were reverse-coded (2, 5, 7, 9). Higher scores indicated participants felt more pressure to perform due to stigma. The mean of the scores for the 10-item scale was used as an independent variable. The items indicated a high item-total correlation ($\alpha = .897$).

Positive and Negative Affect Schedule (PANAS)

The PANAS was used to measure the positive and negative affects of participants during the parade (Gillet et al., 2012) (see Appendix A). The 20-item scale consisted of a 10-item measure of positive emotions (1, 3, 5, 9, 10, 12, 14, 16, 17, 19) and a 10-item measure of negative emotions (2, 4, 6, 7, 8, 11, 13, 15, 18, 20). The scale was scored using a 5-point Likert scale with which participants indicated how much they felt each emotion during the parade (1 = *very slightly or not at all,* 5 = *extremely*). Higher scores in the positive emotions indicated participants felt more positively about the parade, while higher scores in the negative emotions indicated participants felt more negatively about the parade. The means of the scores for the 10-item scales for both the positive and negative effects were each used as separate independent

variables. The items indicated a high item-total correlation for both positive affect (α = .941) and negative affect (α = .823).

Situational Motivation Scale (SIMS)

The modified SIMS was used to measure four types of motivation participants perceived during the parade (Guay et al., 2000) (see Appendix A). The 16-item scale was modified to address the motivation participants felt during the most recent parade. For example, items containing words like "activity" were replaced with the word "parade" to match the context. The scale was scored using a 7-point Likert scale with which participants indicated how well each statement corresponded with the reason participants were engaged in the parade (1 = *corresponds not at all*, 7 = *corresponds exactly*). The 16-item scale consisted of four groups with four items for each of the four motivation types, including intrinsic motivation (1, 5, 9, 13), identified regulation (2, 6, 10, 14), external regulation (3, 7, 11, 15), and amotivation (4, 8, 12, 16). The means of the scores for each of the motivations were used as separate independent variables. Item 5 was unintentionally duplicated and replaced item 6. As such, the responses for item 6 were removed from the mean of external regulation. The items indicated a high item-total correlation for intrinsic motivation (α = .924), identified regulation (α = .836), external regulation (α = .825) and amotivation (α = .841).

Individual factors related to military parades

Other than the various types of motivational attitude scales listed above, this study also examined multiple exploratory factors at RMC. Thus, a 20-item scale was created to determine whether there is a correlation between the context in which the participants conducted the parade and the parade performance (see Appendix A). These items were separated into four categories, including *general parade experience* (1-5), *physical factors* (6-11), *parade roles* (12-14), and

contextual factors (15-20). The scale used a 5-point Likert scale with which participants indicated how well they agreed with each statement (1= *strongly disagree*, 5= *strongly agree*).

General parade experience items were used to measure individuals' general experiences with parades - whether they liked them. Due to parades being a critical part of the RMC experience, it was important to determine whether the experience of cadets with parades at the college impacted their performance. In order to gather the mean of the scores for the items, some items were reverse-coded (3, 4, 5). Higher scores indicated participants felt more positively about parades in general. The mean of the scores for the 5 items was used as an independent variable. The items indicated a high item-total correlation ($\alpha = .804$).

Physical factors items were used to measure how well participants took care of themselves prior to the parade. This included nutrition, hydration, rest, as well as substance consumption. Seeing as there is no strict enforcement around self-care at the college, it was important to determine whether this would impact performance as well. Higher scores indicated participants took care of themselves before parades. The mean of the scores for items 6, 7, 8, 9, and 10 was used as an independent variable. Item 11 revolved around whether weather conditions impacted individual performance and was measured as its own independent variable. The items indicated a high item-total correlation ($\alpha = .813$).

Parade roles items were used to measure whether the role of an individual in the parade impacted their need to perform. For example, an individual with an extra role may feel more pressure to perform than an individual who is in the common ranks with everyone else. All three items had a low correlation when analyzing Cronbach's alpha ($\alpha = .255$), so instead all three items were separated as each their own independent variable for the main analysis. Higher scores indicated the importance of individuals' role in performing during the parade.

Contextual factors were used to measure the social pressure caused by the presence of viewers during the parade, including colleagues, friends, and family, as well as the presence of stigma around parade performance. Higher scores indicated participants felt more pressure to perform either from spectators or from the stigma around falling out of the parade. The mean of the scores for the 6 items was used as an independent variable. The items indicated a moderate item-total correlation ($\alpha = .666$).

General Information Regarding Past Experience With Exiting Parades

In addition to the scales above used to measure motivation identifiers and perceived performance level, data was also gathered on the experience of participants with falling out during parade. This data was used in the preliminary analysis in the results section.

The first item asked the participants if they ever wanted to exit a parade in the past, and if they did then what their reason was for not falling out. The list of possible answers consisted of common cadet responses, such as avoiding scrutiny from peers or supervisors, receiving incentives for completing the parade or because falling out is seen as weak. In addition, participants were also given the opportunity to write their own answers if they wanted. Participants were also able to select multiple responses. The data was gathered and placed into a table for preliminary analysis (see Table 1).

The second item asked participants who fell out of a parade in the past what they believed was the reason they fell out. The list of possible answers consisted of common reasons cadets fall out of a parade, such as sickness, dehydration, or fatigue. In addition, participants were also given the opportunity to write their own answers if they wanted. Participants were also able to select multiple responses. The data was gathered and placed into a table for preliminary analysis (see Table 2).

The third and fifth items asked the participants what their position was during a parade when they fell out. The list of possible answers consisted of three groups: a member of the general group of parade participants; a leadership role; or any other position specified by the participant. The data was gathered and placed into a table for preliminary analysis (see Table 3).

The fourth item asked the participants about the parade's importance to the participant. This item used a 7-point Likert scale with which participants indicated how personally important the parade was to them (1 = *not important at all*, 7 = *extremely important*). The data was gathered and placed into a table for preliminary analysis (see Table 4).

Procedure

This study received approval from the Research Ethics Board at RMC (see Appendix F). An email was sent a few days after each of the parades. The first email was sent only to a list of participants of the parade in May, while the second email for the parade in October was sent to all N/OCdts at RMC because the list of participants was not available. The second email informed participants that they were not allowed to respond to the survey if they had already responded to the survey in May. The emails were written in both official languages and included general information about the research study and a link to the questionnaire on SurveyMonkey (website: www.surveymonkey.ca). The online survey indicated that participants would receive an incentive of three inspection exemptions conducted weekly at the college. The items of the survey were all in the same order for each participant, and a final debriefing page with mental health resources was provided at the end of the survey (see Appendices D and E). A reminder email was sent a week after the initial email for the second parade and the survey was closed one week later. Data was collected from both parades and combined into one data set with all the respondents. The data was cleaned for incomplete submissions and respondents who did not

complete all of the items of the survey were excluded from the data for the main multiple regression analysis.

Data Analysis

Data sets from all four surveys were collected into one data set. The data was cleaned by first removing any participants who did not complete the AASPS and then removing any participants who did not complete the survey to the end. Afterwards, the data set was examined for missing values, outliers, and violations of normality assumptions, and any cases with substantial missing date or extreme scores were removed. The variables were then examined for multicollinearity, linearity, and homoscedasticity to ensure compliance with assumptions necessary for multiple regression analysis. The data cleaning process did not find any major violations of the assumptions.

The main multiple regression analysis compared the perceived performance mean scores as the dependent variable to the mean scores of all the independent variables. An error was made for one of the items in the SIMS scale in the creation of the online survey and one of the items for identified regulation was removed from its average score but the identified regulation mean was still used excluding that item. In the preliminary analysis, items of survey questionnaires were analyzed using Cronbach's alpha to find any outliers in items. This necessitated adjustments to the questionnaires added, namely the *general parade experience*, *physical factors*, *parade role*, and *contextual factors* questionnaires, which were also used as independent variables.

A multiple regression analysis was conducted in two models. The first model included some demographic questions including language, gender, age, enrollment program, parade experience, and whether the individual has ever exited a parade, and the second model added the independent variables to the analysis.

Additional information from the *military-style parade experience* questionnaire that was not used in the main analysis was gathered to examine whether some experience-related factors had any impact on parade performance as a preliminary analysis.

Results

Preliminary Analysis

Preliminary analysis included an analysis of common reasons participants who wanted to exit the parade did not exit (Table 1), common reasons participants fell out of previous parades (Table 2), the role of participants when they fell out (Table 3), and how personally important the parade was to the participants who fell out (Table 4).

Table 1.

Reasons Participants Who Wanted to Exit a Parade Did Not Exit

Reason	Total	Total percentage
I wanted to finish it to prove something to myself	163	42.9%
Falling out is seen as weak	147	38.7%
I wanted to avoid scrutiny from my peers	79	20.8%
I wanted to avoid scrutiny from my superiors	64	16.8%
It is my duty to finish every parade I participate in	199	52.4%
I knew I would be rewarded if I stayed in	14	3.7%

Note. Percentage values are calculated based on the total of 380 participant responses.

Results from Table 1 demonstrate the reasons 380 participants felt the need to exit a parade but did not. Interestingly, the results indicated that “I wanted to finish it to prove something to myself” (42.9%), “falling out is seen as weak” (38.7%), and “it is my duty to finish

every parade I participate in" (52.4%) were the three most common reasons participants refrained from exiting the parade.

Table 2.

Reasons Participants Have Exited a Parade in the Past

Reason	Total	Total percentage
Fatigue	5	1.6%
Sickness (e.g., cold, sore throat, flu, ill stomach)	16	5.1%
Dizziness or paling	41	13.0%
Dehydration	20	6.3%
Physical injury	4	1.3%
Nervousness	1	0.3%
Loss of vision	3	1.0%
No specific cause	3	1.0%
I don't know	2	0.6%

Note. The total number of participants who indicated they exited the parade is n = 315. Percentage values are calculated based on the 315 participant responses.

Results from Table 2 demonstrate the reasons why 315 participants believe they fell out of a parade in the past. The results indicate a variety of reasons, with the most common reasons being sickness (5.1%), dizziness or paling (13.0%), and dehydration (6.3%).

Table 3.

Role of Participants During the Parade That They Exited Early

Position	Total	Total percentage
Member of the general group of individuals in the parade	103	96.3%
A leadership position	0	0.0%

Member of the band or color party	4	3.7%

Note. The total number of participants who indicated their position when they fell out of a parade in the past is n = 107. Percentage values are calculated based on the 107 participant responses.

Results from Table 3 demonstrate the positions 107 participants were in during the parade when they fell out. The results indicate that the majority of participants who fell out did not have a unique role during the parade (96.3%), with no participants indicating that they were in a leadership position and only a few participants indicating they were either in the band or the colour party when they fell out (3.7%).

Table 4.
How Personally Important Participants Perceived the Parade They Exited Early To Be

Personal importance level of the parade	Total	Total percentage
Not important at all	18	21.2%
Low importance	12	14.1%
Slightly important	11	12.9%
Neutral	12	14.1%
Moderately important	17	20.0%
Very important	11	12.9%
Extremely important	4	4.7%

Note. The total number of participants who indicated the personal importance of the parade they exited early is n = 85. Percentage values are calculated based on the 85 participant responses.

Results from Table 4 demonstrate how personally important 85 participants believed the parade was to them when they fell out. Interestingly, the results were for the most part evenly scattered among the importance levels.

Main Analysis

A multiple linear regression analysis was conducted to examine the relationship between individual parade performance and different attitude types. The sample size of 380 N/OCdts ensured a sufficient sample to detect significant predictors of parade performance, minimizing type II error. The model was significant, F (21, 322) = 7.368, $p < 0.001$, indicating at least one predictor significantly affects parade performance. The model explains 32.5% of the variance in parade performance with an adjusted R^2 of 0.325. Additionally, each variable was tested to determine its correlation with parade performance, the results of which are shown in Table 5.

Hypothesis 1: Motivation Types Predict Parade Performance.

H1 was partially supported. H1A and H1B were not supported, indicating no significant correlation between intrinsic motivation (B = -0.058, t = -0.577, p = 0.565) and identified regulation (B = 0.032, t = 0.347, p = 0.729) and perceived participant performance. H1C and H1B, however, were supported, indicating a significant positive correlation between external regulation and perceived participant performance (B = 0.190, t = 3.139, p = 0.002) and a significant negative correlation between amotivation and perceived participant performance (B = -0.157, t = -2.277, p = 0.023).

Hypothesis 2: Affect Predicts Parade Performance.

H2 was supported. Results for H2A indicated a significant positive correlation between positive affect and perceived participant performance (B = 0.575, t = 4.010, $p < 0.001$), while the results for H2B indicated a significant negative correlation between negative affect and perceived participant performance (B = -0.453, t = -2.757, p = 0.006).

Hypothesis 3: College-Specific Motivators Will Correlate With Parade Performance.

H3 was partially supported. H3A, H3B, H3D, H3E, H3F and H3G were not supported, indicating no significant correlation between self-perceived stigma (B = 0.107, t = 0.815, p =

0.416), general parade experience (*B* = 0.094, *t* = 0.558, *p* = 0.577), contextual factors (*B* = 0.039, *t* = 0.250, *p* = 0.803), extreme weather conditions (B = -0.031, t = -0.352, p = 0.725), parade role (*B* = 0.025, *t* = 0.293, *p* = 0.770), and personal connection to parade (*B* = -0.158, *t* = -1.807, *p* = 0.072) and perceived participant performance. However, H3C and H3H were supported, indicating a significant positive correlation between physical factors (*B* = 0.324, *t* = 2.989, *p* = 0.003) and taking the parade role seriously (*B* = 0.266, *t* = 2.556, *p* = 0.11) and perceived participant performance.

Table 5.

Hypotheses Results

Hypotheses	Independent Variable	B	t	p-value	Results
H_{1a}	Intrinsic motivation	-.058	-0.577	.565	Not Supported
H_{1b}	Identified regulation	.032	0.347	.729	Not Supported
H_{1c}	External regulation	.190	3.139	.002**	Supported
H_{1d}	Amotivation	-.157	-2.277	.023*	Supported
H_{2a}	Positive affect	.575	4.010	< .001***	Supported
H_{2b}	Negative affect	-.453	-2.757	.006**	Supported
H_{3a}	Stigma	.107	0.815	.416	Not Supported
H_{3b}	General parade experience	.094	0.558	.577	Not Supported
H_{3c}	Physical factors	.324	2.989	.003**	Supported
H_{3d}	Contextual factors	.039	0.250	.803	Not Supported
H_{3e}	Extreme weather conditions	-.031	-0.352	0.725	Not Supported
H_{3f}	Parade role	.025	0.293	.770	Not Supported
H_{3g}	Personal connection to parade	-.158	-1.807	.072	Not Supported
H_{3h}	Take the parade role seriously	.266	2.556	.011*	Supported

R	.570
F (21, 322)	7.368

Note. *p < 0.05. **p < 0.01. ***p < 0.001.

Discussion

The present study aimed to add more research in the field of parades, and more particularly the impact of motivation types on parade performance. While there is plenty of research that correlates motivation to performance in many other military contexts, parades are an under-researched field. This study analyzed motivation through the lens of SDT by examining whether various attitudes of motivation significantly correlated with parade performance. The methodology of this aimed to determine whether various motivation types as well as indicators of motivation would correlate with participants' perceived parade performance. The first hypothesis of this study proposed that participants who performed better during the parade would present high levels of intrinsic and extrinsic motivation types, while participants who perceived their performance as worse would present with a lack of motivation, also called amotivation. The second hypothesis of this study proposed that participants with better parade performance would present with greater levels of positive affect toward the parade they participated in, while those who perceived their performance as worse would present with greater levels of negative affect towards the parade. As for the third hypothesis, the aim was to examine whether various context-specific factors at RMC would predict parade performance. All three hypotheses and their sub-hypotheses were partially supported, with the exception of hypothesis two which was fully supported.

Hypothesis 1: Motivation Types and Parade Performance

In previous literature, it was found that various motivation types on the SDT motivation continuum can positively predict physical performance, while amotivation negatively predicts physical performance (Adams et al., 2017; Deci & Ryan, 2008; Ryan & Connell, 1989; Ryan & Deci, 2000; Teixeira et al., 2012). Research suggests that while all motivation types can support physical performance, performance is increased with more autonomous motivation types such as intrinsic motivation and identified regulation (Teixeira et al., 2012). As such, I predicted that external regulation, identified regulation, and intrinsic motivation would positively correlate with parade performance, while amotion would negatively correlate with parade performance. I also expected intrinsic motivation and identified regulation to have a greater positive correlation to parade performance than extrinsic motivation. The findings when looking at the relationship of motivation types and parade performance were partially significant. External regulation was significantly correlated with perceived parade performance, while results for intrinsic motivation and identified regulation were not significant. Amotivation was also significantly correlated with low perceived parade performance. The findings for this hypothesis suggest that students who performed during the parades perceived high levels of external regulation and amotivation, meaning that participants were mostly motivated to perform due to rewards or punishments for performing, while a large group of participants also felt a lack of motivation to perform during the parades. Examining this through the SDT motivation continuum (Deci & Ryan, 2008; Ryan & Deci, 2000), students felt greater levels of controlled motivation and amotivation than autonomous motivation during the parades.

These findings could be explained by the relationship N/OCdts at RMC have with parades. Cadets at RMC are often forced to participate in parades multiple times throughout the

year as a mandatory military event. In preparation for these parades, N/OCdts practice for multiple days or sometimes weeks to perfect their movements so that the parade looks clean and synchronized. As well, N/OCdts at RMC also have shorter weekly parades where they form up outside in the morning for announcements and occasional drill practice. Moreover, N/OCdts also participate in yearly drill competitions conducted at RMC where the N/OCdts are graded on their standardized drill movements by squadron. As such, due to the amount of drill participants conduct per year, it is possible that N/OCdts at RMC may feel unmotivated to perform during parades and their only motive for participation may be that they were ordered to do it. As mentioned previously, SDT suggests that individuals need to feel competent, experience relatedness, and have autonomy to facilitate greater performance, development, and well-being (Adams et al., 2017; Cerasoli et al., 2016; Deci & Ryan, 2008; Guay, 2021; Ryan, 2019). Since the results from this study indicate that students largely feel more amotivation and controlled motivation, it is likely that participants may not feel that some of these needs are met when they are forced to participate in all these drill events, which in turn decreases their sense of autonomous motivation the more they participate (Adams et al., 2017; Cerasoli et al., 2016; Deci & Ryan, 2008; Guay, 2021; Ryan, 2019). When conducting drill, participants may lack the feeling of autonomy because they must follow strict orders, they may lack the feeling of competence because of the difficulty of certain drill movements, and their feeling of relatedness may be hindered by them not wanting to participate in the physically and mentally demanding activity in the first place. This also aligns with previous research on SDT and physical activity (Ryan et al., 2009). Ryan and colleagues (2009) noted in their meta-analysis that intrinsic motivation for physical activities is facilitated by the feeling of autonomy, relatedness, and competence, and that greater intrinsic motivation leads to greater participation and involvement.

Additionally, many studies conducted in military environments have indicated a significant relationship between autonomy and performance, with higher job autonomy improving individual task performance (Choi & Jeon, 2024), increasing engagement and decreasing burnout (Chambel et al., 2015), and increasing self-efficacy (Delahaij et al., 2014; Lee & Jeon, 2020). These findings can also be explained by the lack of incentive participants may perceive during the parades. The findings from this study indicate high levels of amotivation and controlled motivation and low levels of autonomous motivation among the cadets, which could suggest N/OCdts at RMC may feel that the parades have little personal importance to them and that their sole purpose during the parade is to stand still and listen to commands for several hours while spectators watch and parade speakers talk. It is also possible that the lack of significant findings for intrinsic motivation and identified regulation and their relationship with parade performance could be a result of a lack of participants who perceived either of the two during parades.

Hypothesis 2: Positive and Negative Affect and Parade Performance

In previous literature, it was found that affect could be used as a predictor for physical performance, with positive affect positively predicting performance and negative affect negatively predicting performance (Amabile et al., 2005; DeLuga & Mason, 2000; Gillet et al., 2012; Hill et al., 2005; Isen, 1987; Koy &Yeo, 2008; Park et al., 2005; Wright et al., 2004). Research also suggests that affect is closely related to motivation (Edmunds et al., 2007; Gagné et al., 2003; Gillet et al., 2012; Knollman & Wild, 2007; Koestner et al., 2002; Kowal & Fortier, 1999; Miquelon & Vallerand, 2006; Sheldon et al., 2004; Vallerand et al., 1993). More specifically, positive affect and performance have been linked with autonomous motivation, while negative affect and performance have been linked with controlled motivation and amotivation (Edmunds et al., 2007; Gagné et al., 2003; Gillet et al., 2012; Knollman & Wild,

2007; Koestner et al., 2002; Kowal & Fortier, 1999; Miquelon & Vallerand, 2006; Sheldon et al., 2004; Vallerand et al., 1993). As such, I predicted that positive affect would positively correlated with parade performance, while negative affect would negatively correlated parade performance. The findings for these hypotheses were significant. The results indicated that participants who perceived positive emotions towards the parade also perceived greater parade performance, while participants who perceived negative emotions towards the parade also perceived worse parade performance. This also falls in line with SDT, as positive affect can be used as an indicator of autonomous motivation during the parades, while negative affect can be used as an indicator of controlled motivation and amotivation during the parades (Gillet et al., 2017; Gillet et al., 2018; Legate et al., 2023; Otis & Pelletier, 2005).

These findings partially align with findings from hypothesis one. N/OCdts who perceived high amotivation and negative affect also perceived lower performance levels. Moreover, the results from hypothesis one indicate that autonomous motivation as indicated by high levels of positive affect did indeed predict greater parade performance, which further backs the explanation for hypothesis one that the lack of significant findings for intrinsic motivation and identified regulation is likely due to a low number of participants who perceived either type of motivation.

Hypothesis 3: RMC-Specific Factors and Parade Performance

Hypothesis three aimed to examine the relationship between various RMC-specific variables and parade performance. The findings were partially significant, with only two of the eight sub-hypotheses indicating a relationship with parade performance.

Self-perceived stigma about parades did not significantly correlate with perceived parade performance. The purpose of this hypothesis was to determine whether stigma and stereotypes

about performing during parades and falling out of parades would have an impact on perceived parade performance. The results indicated no significant relationship between stigma and performance. Research on this subject found little knowledge on the short-term effect of stigma and stereotyping on performance in military environments, with mixed results of its effect on physical performance (Young & Wetzler, 2021). However, a few studies examining similar subjects have found that fear of failure caused by judgement could have a negative impact on physical performance (Ridgers et al., 2007; Sagar et al., 2007; Seal et al., 2021; Taylor et al., 2021). This study did not find any relationship between stereotypes and parade performance, which would suggest that perceived stigma does not impact performance.

General parade experience did not significantly correlate with perceived parade performance. The purpose of this hypothesis was to determine whether participants' previous parade experiences impacted their performance during the parade. The idea was that participants who had better parade experiences would be more autonomously motivated to perform and would therefore perform better, while participants who had worse parade experiences would be more amotivated and would therefore perform worse (Adams et al., 2017; Cerasoli et al., 2016; Deci & Ryan, 2008; Guay, 2021; Ryan, 2019). The results indicated no significant relationship between previous parade experiences and parade performance, which would suggest that previous experiences with parades did not have any impact on the participants' performance.

Physical factors significantly correlated with perceived parade performance. The purpose of this hypothesis was to determine whether participants' self-care habits before a parade impacted their performance during the parade. Research on this subject indicated that physical factors such as hydration, nutrition, rest, and alcohol and marijuana use before an activity can impact physical performance (Barnes, 2014; Chaput & Dutil, 2016; Craven et al., 2022; El-

Sayed et al., 2005; Gunn et al., 2018; Irons et al., 2014; Kraft et al., 2010; Murray, 2007). The results indicated a significant relationship between good self-care habits and parade performance, suggesting that cadets who hydrated, ate and rested well before parades and who did not consume alcohol or marijuana before parades performed better, which aligns with the previous research (Barnes, 2014; Chaput & Dutil, 2016; Craven et al., 2022; El-Sayed et al., 2005; Gunn et al., 2018; Irons et al., 2014; Kraft et al., 2010; Murray, 2007).

Contextual factors did not significantly correlate with parade performance. The purpose of this hypothesis was to determine whether the effects of social pressure from peers and spectators would impact parade performance, as social pressure can be a source of extrinsic motivation for participants to perform according to the SDT (Adams et al., 2017; Loverre et al., 2024). The results indicated no significant relationship between contextual factors and perceived parade performance, suggesting participants' performance was not impacted by social pressure caused by peers and spectators.

Extreme weather conditions did not significantly correlate with parade performance. The purpose of this hypothesis was to determine whether extreme weather conditions, such as excessively low or high temperature, would impact parade performance. Previous research indicates that extreme weather temperatures can negatively impact physical performance (Castellani & Tipton, 2016; Fortney & Vroman, 1985; Kozlowski et al., 1985; Messing et al., 2013). The results found no significant correlation between extreme weather conditions and parade performance, indicating that the weather conditions did not impact the participants' performance during the parades. It is possible that no significant relationship was found due to the weather conditions during the two parades, as neither of the two parades had significantly high or low temperature conditions, with the weather during the parade in May being around 15

to 20 degrees Celsius and partly cloudy, and the weather during the parade in September being around 20 and 24 degree Celsius and mostly clear.

Having an important role during the parade did not significantly correlate with parade performance. The purpose of this hypothesis was to determine whether having a unique and important role during the parade would additionally motivate the participants to perform during the parade. In line with SDT, having a more significant role in the parade than most other participants would give the individual greater autonomous motivation to perform as they would feel more personally connected to the parade and as such would perform better (Adams et al., 2017; Guay, 2021; Loverre et al., 2024; Pelletier & Sarrazin, 2007). The results found no significant correlation between parade role and parade performance, which suggest that participants' role during the parade did not impact their performance. These results are likely due to the low number of participants who had a more unique role than other participants in the parade as the sample of those members is small compared to the rest of the parade population (around 10 to 20 % of all participants, depending on parade size) (Lakens, 2022).

Having a personal connection to the parade did not significantly correlate with parade performance. The purpose of this hypothesis was to determine whether the parade having personal meaning for the participant would increase parade performance. In line with SDT, having a personal connection to an activity would increase the autonomous motivation of the participants, which would in turn increase performance during the parade (Adams et al., 2017; Guay, 2021; Loverre et al., 2024; Pelletier & Sarrazin, 2007). The results found no significant correlation between personal connection and parade performance, suggesting that the personal connection of participants to the parade did not impact their performance. These results could potentially be explained by the lack of participants who may have perceived the parade to be

personally important to them, as many participants of parades often do not find the parade to have any significant importance to them personally.

Taking any role during the parade seriously positively correlated with parade performance. The purpose of this hypothesis was to determine whether the participants taking any role during a parade seriously would increase parade performance. In line with SDT, taking a task seriously indicates a higher level of autonomous motivation when performing, which would likely result in greater performance (Adams et al., 2017; Guay, 2021; Loverre et al., 2024; Pelletier & Sarrazin, 2007). The results indicated a significant positive correlation between taking a role seriously and greater performance, suggesting that participants who take any position or role they receive during a parade seriously will likely perform better during the parade.

Implication of the Findings

This study aimed to determine whether the psychological state of participants had an effect on their parade performance. The study found that indeed, more autonomous sources of motivation increased parade performance, while amotivation and controlled motivation decreased parade performance. The study also found that students at RMC are mostly motivated by external regulation to perform during parades and a large body of students are amotivated to perform during parades at RMC. Seeing as scientific literature on motivation and performance indicates that individuals who are more autonomously motivated are more likely to perform at a greater level while individuals who experience more controlled motivation and amotivation are more likely to perform worse, it would be encouraged to increase the motivation of cadets to perform during parades (Adams et al., 2017; Cerasoli et al., 2016; Deci & Ryan, 2008; Guay, 2021; Ryan, 2019; Ryan et al., 2009). Some possible suggestions for implementing this change

that align with SDT would be to: limit drill and drill practice so that participants could appreciate the experience of doing drill during the limited times they are exposed to it; increase the feeling of pride and commemoration among the cadets during the parades by making the parade more centered around the cadets and their achievements and successes rather than a general address towards the college body as a whole; and incentivize the cadets to participate during the parades either via additional rewards or duty exemptions, or by promising less drill practice if the cadets perform to a satisfactory standard (Adams et al., 2017; Cerasoli et al., 2016; Deci & Ryan, 2008; Guay, 2021; Ryan, 2019; Ryan et al., 2009). Since autonomous motivation is difficult to induce upon individuals, it is encouraged that leadership at RMC does its best to limit the decrease of autonomous motivation by avoiding activities or events that would discourage cadets from participating in drill or parades while increasing the incentives for participating and performing during parades (Michaud et al., 2024; Ryan et al., 2009).

Limitations

While this research had a large pool of participants and respondents, there were several limitations to this study. Parts of this research study aimed to determine whether the role of participants would impact their performance. The sample of participants who had a role during the two parades was limited and the results are therefore unclear (Lakens, 2022). As well, the initial study aimed to examine the relationship of various factors of motivation on participants who fell out of the parade. However, this measure was not used due to the limited number of participants who fell out of parade (Ercikan, 2009; Lakens, 2022). Moreover, the study relied on participants to perceive their level of performance as it is difficult to measure individual performance for all parade participants, which adds a level of unclarity to the findings (Fulmer & Frijters, 2009). For example, participants who demonstrated positive affect towards the parade

also demonstrated greater perceived performance. However, their performance could have been worse than they had perceived after the parade (Fulmer & Frijters, 2009).

More broadly, the cross-sectional nature of this study and the self-reported data limit the understanding of this research (Creswell, 2014). All participants of the parades had various practices before the parade and their motives for participating may have been different before and after the practices (Creswell, 2014). As such, the practices themselves could have negatively impacted the motivation of participants during the parade. The parades were also not in a controlled setting, which means that other individual or group factors could have impacted the study, like events leading to the parade (i.e., parties, social events and celebrations), the time of year the parade was conducted (i.e., after school ended during the parade in May and during school for the parade in September), or the purpose of the parade (i.e., graduation of fourth-year cadets in May and the completion of the introductory phase of first-year cadets in September) (Creswell, 2014; Fulmer & Frijters, 2009; Tabachnick & Fidell, 2007). As well, the survey used multiple self-perceived scales a few days after each of the parades. As such, the subjective nature of the survey limits this research to examining the perceived attitudes of the participants about the parade (Ercikan, 2009; Fulmer & Frijters, 2009). The scale items were also changed for many of the scales to fit the context of parades, which could have impacted the reliability and effectiveness of the scales (Fulmer & Frijters, 2009). As per the items asking about participants' previous experience with parades, participants may have demonstrated recall bias.

The two parades also had different response rates (Ercikan, 2009; Tabachnick & Fidell, 2007). The parade in May had less respondents due to a large portion of participants graduating from the college and either being too busy to respond to the survey or because the incentive did not apply to them. As well, the survey for the parade in May was sent only to the participants,

whereas the survey sent in September was sent to the entire college for all participants to respond because a list of participants was not available (Ercikan, 2009; Lakens, 2022). As such, individuals who did not participate in the parade may have responded to the survey. Also, participants who completed the survey in May could have responded to the survey in September even though the email indicated they were not allowed to do the survey again.

Future Research

This study contributed to a research gap on the psychological states of participants during parades and their impact on participant parade performance. Further research should be conducted to examine the effects of motivation on parade performance. While this research found a relationship between motivation and performance, future studies should look into how to implement these findings into military parades through various sources of motivation. Moreover, many findings in this study were inconclusive, such as the impact of social pressure and stigma/stereotyping on parade performance. These fields require more extensive research to determine whether they can have an impact on participants during parades, as this study examined these variables too broadly. As well, research could be conducted on the effects of specific groups on parade performance. For example, it is possible to examine whether individual squadrons perform better or worse during parades when compared to other squadrons and whether this is a result of group think or squadron level leadership. Ryan and colleagues (2009) discussed multiple studies on the subject of motivation and physical performance and noted that leadership and motivation play an important role in athlete performance. Their summary mentions multiple interesting research areas that could be applied to parades and parade performance (Ryan et al., 2009).

Conclusion

The purpose of this study was to examine the relationship between individual motivation and military parade performance. The study found that participants who demonstrated more autonomous motivation during parades performed better, while participants who demonstrated more controlled motivation and amotivation performed worse. The study also found that RMC relies on external regulation via punishment for not performing to motivate the students to perform during parades, with a large body of students feeling unmotivated to perform. This thesis suggests that leadership at RMC should attempt to motivate the cadets via incentives and better parade image to increase their performance during the parades. Further research should be conducted to determine which types of motivation work best at incentivizing participants to perform during parades.

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Appendix A

Measures Employed

Demographic Questions:

1. What gender do you identify as?
    a. Woman
    b. Man
    c. Transgender
    d. Non-binary
    e. I wish to self-identify, _____
2. Which year of study are you in?
    a. I
    b. II
    c. III
    d. IV
3. Do you anticipate graduating this year?
    a. Yes
    b. No
4. What's your enrollment program?
    a. ROTP
    b. UTPNCM
    c. ILOY
    d. other
5. How old are you?
    a. 17-19
    b. 20-22
    c. 23-25
    d. 26 or older

The following questions will ask you about your personal experiences regarding **military-style parades**. This includes parades you participated in for cadets or the military. Please choose the answer that best fits.

1. How many military parades have you participated in prior to today? This does not include practice parades.
    a. None
    b. 1 to 3
    c. 4 to 6

   d. 6 to 10
   e. 10 to 20
   f. More than 20

2. Have you ever needed to exit a parade or parade practice before its full completion (ie. taking a knee, falling out, falling unconscious, being taken out of parade by another individual, etc.)?
   a. No.
   b. Yes, for one parade.
   c. Yes, for two or three parades.
   d. Yes, for four or five parades.
   e. Yes, for six or more parades.

3. Have you ever needed to exit a parade or parade practice before its full completion **but didn't**? Check all reasons that apply to why you didn't fall out.
   a. I wanted to finish it to prove something to myself.
   b. Falling out is seen as weak.
   c. I wanted to avoid scrutiny from my peers.
   d. I wanted to avoid scrutiny from my superiors.
   e. It is my duty to finish every parade I participate in.
   f. I knew I would be rewarded if I stayed in.

if you've <u>never fallen out</u> of parade before, please <u>skip to Part 2</u>. If you have fallen out of parade, please continue with the survey.

4. What was the reason for you exiting the parade(s) before its full completion? Please check all that apply if there were multiple causes either during one parade or during multiple parades.
   a. Fatigue
   b. Sickness (e.g., cold, sore throat, flu, ill stomach)
   c. Dizziness or paling
   d. Dehydration
   e. Physical Injury
   f. Nervousness
   g. No specific cause
   h. I don't know
   i. Other (please specify the reason or if needed give more details about any of the chosen answers above):_____

5. Think of the most recent parade or parade practice that you exited early. What was your position in that parade? Please check all that apply.
   a. Member of the general group of individuals in the parade.
   b. A leadership position. Please specify:_____
   c. Other (please give as much detail as you feel needed):_____

6. With the same parade or parade practice in mind, rate the extent to which you felt it was personally important to you (i.e., involving an award, promotion, a subject of interest to you)
    a. Not important at all
    b. Low importance
    c. Slightly important
    d. Neutral
    e. Moderately important
    f. Very important
    g. Extremely important

7. Now, if you can, think of another parade or parade practice that you exited early. What was your position in that parade? Please check all that apply.
    a. Member of the general group of individuals in the parade.
    b. A leadership position. Please specify:_____
    c. Other (please give as much detail as you feel needed):_____

8. With the same parade or parade practice in mind, rate the extent to which you felt it was personally important to you (i.e., involving an award, promotion, a subject of interest to you)
    a. Not important at all
    b. Low importance
    c. Slightly important
    d. Neutral
    e. Moderately important
    f. Very important
    g. Extremely important

The following statements are concerning your general opinion on military-style parades. Each person's experiences are unique and there are no right or wrong answers, so please respond to every statement with the description that fits best.

	Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**
General Parade Experience					
1. Participating in parades makes me feel proud.					
2. I enjoy participating in parades.					
3. In general, I find parades boring.					
4. In general, I find it difficult to make it through the entire parade.					
5. I find parades useless and a waste of time.					
Physical Factors					
6. I usually take good care of myself before a parade.					
7. In general, I don't consume alcohol or other substances prior to a parade.					
8. I usually prioritize my sleep in the lead up to a parade.					
9. I usually prioritize hydration in the lead up to a parade.					
10. I usually prioritize proper nutrition in the lead up to a parade.					
11. Extreme weather conditions (e.g., high heat and/or humidity) make parades challenging for me.					
Parade Role					
12. My role in a parade impacts my ability to withstand the entire parade.					

13. I feel more pressure to perform well when the parade concerns me personally (i.e., an award, a promotion, a subject of interest to me).					
14. I take my role in parades seriously, no matter my assigned position.					
Contextual Factors					
15. I feel more pressure to perform well when there are spectators.					
16. I feel more pressure to perform well when there are spectators that are important to me, more than the average spectator (e.g., close friends, relatives, colleagues, or any other individuals who came to the parade for you)					
17. I think there is stigma behind not making it through a parade.					
18. Personally, I view exiting a parade early as weak.					
19. I would find it embarrassing to exit a parade for any reason whatsoever.					
20. I would not choose to exit a parade, regardless of the reason.					

Adapted Athlete Subjective Performance Scale (Nahum et al., 2016)

Please rate your performance during today's Dress Rehearsal Parade according to your own opinion. Use the scale between 1-10: 1 = "not at all satisfied" – 10 (fully satisfied).

1. Overall – to what extent are you satisfied with your performance during today's parade.	1	2	3	4	5	6	7	8	9	10
2. To what extent are you satisfied with your contribution to the success of today's parade.										
3. To what extent are you satisfied with how your capabilities were reflected in today's parade.										
4. To what extent are you satisfied with how you contributed to the success of others around you during today's parade.										
5. To what extent are you satisfied with your functioning during challenging moments in today's parade.										
6. To what extent do you think your superiors are satisfied with your performance in today's parade.										

Adapted Self-Stigma Scale (Wade et al., 2006)

Please respond to the following items with **today's Dress Rehearsal Parade in mind.** Each person's experiences are unique and there are no right or wrong answers, so please respond to every statement with the description that fits best.

	Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**
1. I would feel inadequate if I fell out of the parade.					
2. My self-confidence would NOT be threatened if I fell out of the parade.					
3. Falling out of the parade would make me feel less intelligent.					
4. My self-esteem would increase if I didn't fall out of the parade.					
5. My view of myself would not change just because I fell out of the parade.					
6. It would make me feel inferior to fall out of the parade.					
7. I would feel OK about myself if I fell out of the parade.					
8. If I fell out of the parade, I would be less satisfied with myself.					
9. My self-confidence would remain the same if I fell out of the parade.					
10. I would feel worse about myself if I could not remain in the parade.					

Positive and Negative Affect Schedule (PANAS)

Place an "X" in the box that best describes how frequently you have experienced each of the feelings listed below during the Dress Rehearsal Parade you participated in today.

		VERY SLIGHTLY OR NOT AT ALL	A LITTLE	MODERATELY	QUITE A BIT	EXTREMELY
1	INTERESTED	☐	☐	☐	☐	☐
2	DISTRESSED	☐	☐	☐	☐	☐
3	EXCITED	☐	☐	☐	☐	☐
4	UPSET	☐	☐	☐	☐	☐
5	STRONG	☐	☐	☐	☐	☐
6	GUILTY	☐	☐	☐	☐	☐
7	SCARED	☐	☐	☐	☐	☐
8	HOSTILE	☐	☐	☐	☐	☐
9	ENTHUSIASTIC	☐	☐	☐	☐	☐
10	PROUD	☐	☐	☐	☐	☐
11	IRRITABLE	☐	☐	☐	☐	☐
12	ALERT	☐	☐	☐	☐	☐
13	ASHAMED	☐	☐	☐	☐	☐
14	INSPIRED	☐	☐	☐	☐	☐
15	NERVOUS	☐	☐	☐	☐	☐
16	DETERMINED	☐	☐	☐	☐	☐
17	ATTENTIVE	☐	☐	☐	☐	☐
18	JITTERY	☐	☐	☐	☐	☐
19	ACTIVE	☐	☐	☐	☐	☐
20	AFRAID	☐	☐	☐	☐	☐

The Situational Motivation Scale (SIMS)

Read each item carefully. Using the scale below, please circle the number that best describes the reason why you were engaged in today's Dress Rehearsal Parade. Answer each item according to the following scale: 1: *corresponds not all*; 2: *corresponds a very little*; 3: *corresponds a little*; 4:*corresponds moderately*; 5: *corresponds enough*; 6: *corresponds a lot*; 7: *corresponds exactly*.

1. Because I think that the parade is interesting	1	2	3	4	5	6	7
2. Because I am doing it for my own good							
3. Because I am supposed to do it							
4. There may be good reasons to do this parade, but personally I don't see any							
5. Because I think that this parade is pleasant							
6. Because I think that this parade is good for me							
7. Because it is something that I have to do							
8. I do this parade but I am not sure if it is worth it							
9. Because this parade is fun							
10. By personal decision							
11. Because I don't have a choice							
12. I don't know; I don't see what this parade brings me							
13. Because I feel good when doing this parade							
14. Because I believe that this parade is important for me							
15. Because I feel that I have to do it							
16. I do this parade, but I am not sure it is a good thing to pursue it							

Appendix B

Recruitment Email

English

Good day,

You are invited to participate in a research study examining the psychological factors that predict performance in military parades. Participation is voluntary and you will receive no consequences for not participating. In this survey, you will be asked to answer questions about your perceptions of military parades, as well as other psychological instruments such as parade-related stigma , motivation, and others. You are free to skip any questions, and can quit the study at any time without penalty.

The research is being conducted by myself, NCdt Kyslenko for my undergraduate thesis project under the supervision of Dr Jordan Sutcliffe and LCol Lenora Collins of the Department of Military Psychology and Leadership. Should you have any questions or concerns about the ethics of this study, please contact our Undergraduate Research Ethics Board Chair, Dr Cindy Suurd-Ralph (Cindy.Suurd-Ralph@rmc-cmr.ca).

If you are interested in taking part in this study, please click on the link below. The link will first take you to a page where you will have the choice to provide informed consent.

SURVEY LINK TO BE ADDED HERE

Please do not hesitate to reply directly to this email with any questions or concerns you may have.

Thank you in advance for your participation.

NCdt Kyslenko

French

Bonjour,

Vous êtes invité(e) à participer à une étude portant sur les facteurs psychologiques qui prédisent les performances lors des parades militaires. La participation est volontaire et vous ne subirez aucune conséquence si vous ne participez pas. Dans cette enquête, vous devrez répondre à des questions sur votre perception des parades militaires, ainsi qu'à d'autres instruments psychologiques tels que la résilience, la motivation et autres. Vous êtes libre de sauter n'importe quelle question et pouvez quitter l'étude à tout moment sans pénalité.

La recherche est menée par moi-même, NCdt Kyslenko, dans le cadre de mon projet de thèse de premier cycle, sous la supervision du Dr Jordan Sutcliffe et du LCol Lenora Collins du département de psychologie militaire et de leadership. Si vous avez des questions ou des préoccupations concernant l'éthique de cette étude, veuillez contacter la présidente de notre comité d'éthique de la recherche de premier cycle, le Dr Cindy Suurd-Ralph (Cindy.Suurd-Ralph@rmc-cmr.ca).

Si vous souhaitez participer à cette étude, veuillez cliquer sur le lien ci-dessous. Le lien vous conduira d'abord à une page où vous aurez la possibilité de donner votre consentement éclairé.

LIEN DE L'ENQUÊTE À AJOUTER ICI

N'hésitez pas à répondre directement à ce courriel si vous avez des questions ou des inquiétudes.

Nous vous remercions d'avance pour votre participation.

NCdt Kyslenko

Appendix C

Consent Form

English

The purpose of this study is to better understand the predictors of performance in military parades. As a participant, you will be asked to fill out a survey that will ask your perceptions of military parades, parade-related stigma , and motivation. This survey is expected to take approximately 10-15 minutes.

This study is entirely voluntary, and you will experience no consequences for not participating. This research is being conducted by NCdt Kyslenko for his undergraduate thesis project under the supervision of Dr Jordan Sutcliffe and LCol Lenora Collins of the Department of Military Psychology and Leadership. Should you have any questions or concerns about the ethics of this study, please contact our Research Ethics Board student research Chair – Dr Cindy Suurd-Ralph (Cindy.Suurd-Ralph@rmc-cmr.ca).

In collaboration with the Training Wing, participants that complete this survey will be exempt from three inspections during the Fall semester. At the end of the survey, there will be a box for you to include your email in order to receive your exempted inspections.

Strict guidelines will be followed to protect your privacy. The study is completely anonymous, and the researchers will not be able to identify who has completed the study. All data is stored using SSL encryption. Only group data will be reported. All raw data will be destroyed within five years from when the study is published. Only the researchers mentioned in this letter of information, along with the thesis supervisors, will have access to the data.

There are no known risks involved in participating in this research. We hope this research will benefit the field of psychology, the Royal Military College and the Canadian Armed Forces. This research project has received ethical approval by the Royal Military College Research Ethics Board (REB XXXXXXX).

Questions regarding this study should be addressed to NCdt Kyslenko (s30178@rmc-cmr.ca), Dr Jordan Sutcliffe (Jordan.sutcliffe@rmc.ca), or LCol Lenora Collins (Lenora.collins@rmc.ca). Pressing the “Yes” button (below) will be interpreted as providing consent for participation in this research. It will also be interpreted as indicating that you and freely consent to participate in this research.

Thank you for your time and consideration.

Do you consent to participate in this study?
<Yes> or <No>

French

L'objectif de cette étude est de mieux comprendre les facteurs prédictifs de la performance lors des parades militaires. En tant que participant, vous serez invité à remplir une enquête qui vous demandera votre perception des parades militaires, de la résilience et de la motivation. Cette enquête devrait prendre environ 10 à 15 minutes.

Cette étude est entièrement volontaire et vous ne subirez aucune conséquence si vous ne participez pas. Cette recherche est menée par le NCdt Kyslenko dans le cadre de son projet de thèse de premier cycle, sous la supervision du Dr Jordan Sutcliffe et du LCol Lenora Collins du département de psychologie militaire et de leadership. Si vous avez des questions ou des inquiétudes concernant l'éthique de cette étude, veuillez contacter la présidente du Comité d'éthique de la recherche, le Dr Cindy Suurd-Ralph (Cindy.Suurd-Ralph@rmc-cmr.ca).

En collaboration avec l'escadre d'entraînement, les participants qui répondent à cette enquête seront exclus de trois inspections au cours du semestre d'automne. À la fin de l'enquête, une case vous permettra d'indiquer votre adresse électronique afin de recevoir vos inspections exemptées.

Des directives strictes seront suivies pour protéger votre identité. L'étude est totalement anonyme et les chercheurs ne seront pas en mesure d'identifier les personnes ayant participé à l'étude. Toutes les données sont stockées à l'aide d'un système de cryptage SSL. Seules les données de groupe seront rapportées. Toutes les données brutes seront détruites dans un délai de sept ans à compter de la publication de l'étude. Seuls les chercheurs mentionnés dans cette lettre d'information, ainsi que les directeurs de thèse, auront accès aux données.

La participation à cette recherche ne présente aucun risque connu. Nous espérons que cette recherche profitera au domaine de la psychologie, au Collège militaire royal et aux Forces armées canadiennes. Ce projet de recherche a reçu l'approbation éthique du Comité d'éthique de la recherche du Collège militaire royal (REB XXXXXXX).

Les questions relatives à cette étude doivent être adressées audt Kyslenko (s30178@rmc-cmr.ca), au Dr Jordan Sutcliffe (Jordan.sutcliffe@rmc.ca) ou au LCol Lenora Collins (Lenora.collins@rmc.ca). Le fait d'appuyer sur le bouton « Oui » (ci-dessous) sera interprété comme un consentement à la participation à cette recherche. Il sera également interprété comme indiquant que vous comprenez les procédures et que vous consentez librement à participer à cette recherche.

Nous vous remercions de votre temps et de votre attention.

Consentez-vous à participer à cette étude ?
Oui ou Non

Appendix D

Debriefing Form

English

Thank you for participating in this research! The findings will be used to better understand how psychological factors (e.g., parade-related stigma , individual motivation, and performance anxiety) may impact performance in military parades.

If you are interested in obtaining a copy of the overall results of this study, you may contact the primary researcher, NCdt Bohdan Kyslenko, s30178@rmc-cmr.ca and be provided with a written copy of his honours thesis in May 2024.

As stated earlier, your responses to the questionnaires completed are anonymous and you will not be identifiable by anyone other than the supervisors and myself.

If you have any questions or concerns about this research, please contact NCdt Bohdan Kyslenko at s30178@rmc-cmr.ca,), Dr Jordan Sutcliffe (Jordan.sutcliffe@rmc-cmr.ca), or LCol Lenora Collins (Lenora.collins@rmc.ca). If you have any ethical concerns about this study, you may contact the Chair of the Royal Military College Student Research Ethics Board, Dr Cindy Suurd-Ralph (Cindy.Suurd-Ralph@rmc-cmr.ca).

Thank you for your participation!

French

Merci d'avoir participé à cette recherche ! Les résultats seront utilisés pour mieux comprendre comment les facteurs psychologiques (par exemple, la résilience, la motivation individuelle et l'anxiété liée à la performance) peuvent avoir un impact sur la performance lors des parades militaires.
Si vous souhaitez obtenir une copie des résultats globaux de cette étude, vous pouvez contacter le chercheur principal, NCdt Bohdan Kyslenko, s30178@rmc-cmr.ca et recevoir une copie écrite de sa thèse en mai 2024.

Comme indiqué précédemment, vos réponses aux questionnaires remplis sont anonymes et vous ne serez identifiables par personne d'autre que les superviseurs et moi-même.

Si vous avez des questions ou des inquiétudes concernant cette recherche, veuillez contacter NCdt Bohdan Kyslenko à l'adresse s30178@rmc-cmr.ca), Dr Jordan Sutcliffe (Jordan.sutcliffe@rmc-cmr.ca), ou LCol Lenora Collins (Lenora.collins@rmc.ca). Si vous avez des préoccupations d'ordre éthique concernant cette étude, vous pouvez contacter le président du Comité d'éthique de la recherche des étudiants du Collège militaire royal, Dr Cindy Suurd-Ralph (Cindy.Suurd-Ralph@rmc-cmr.ca).

Nous vous remercions de votre participation !

Appendix E

Mental Health Resources

RMC RESOURCES

RMC Duty Staff :

- RMC Duty Officer: 613-483-3024, 613-453-5007 or 613-541-6000 x 6547 - Padre on duty: 613-541-6000 x 6284 or 6204 or 613-541-5330 (specify if at RMC)

Padres at RMC :

- Senior Padre (Roman Catholic): Maj Maria-Cristina Codina
Tel: 613-541-5010 x 4094
Cell: 613-329-3368
Email: Maria-Cristina.Codina@forces.gc.ca

Campus Security Control Centre (CCS) (24/7)

Tel: 613-541-6000 x 666
On Call Station: 613-541-6000 x 6209

33 Health Services Centre – detachment RMC

(Monday to Friday, 7:30 am to 4:00 pm)
Tel: 613-541-5010, p. 6310 prior to arrival
Ambulance (24/7): 613-544-5555
Emergency (24/7): 911

Kingston Police non-emergency line (24/7): 613-549-4660
Military Police (24/7): 613-541-5648

Canadian Forces Sexual Misconduct Response Centre (24/7):

Tel: 1-844-750-1648
Email: DND.SMRC-CIIS.MDN@forces.gc.ca

CFB Kingston Mental Health Services

Tel: 613-541-5010 x 5776
Respect in the CAF Mobile Application (for IOS and Android Users)

DND/CF Ombudsman (Direct source of information; referral and outreach)

Tel: 1-888-828-3626
Email: ombudsman-communications@forces.gc.ca

Member Assistance Program (MAP) -(24/7)

(Confidential short-term professional counselling service)
Tel: 1-800-268-7708

Conflict and Complaint Management Services

1-833-328-3351 (National)

Kingston Office
Tel: 613-541-6000 x 5641
++CCMS Kingston@CFB Kingston@Kingston

COMMUNITY RESOURCES

SUICIDE PREVENTION

1. Suicide Prevention Centre of Canada (24/7/365)
Crisis Service of Canada (tel & SMS)
Tel: 1-888-456-4566 (24/7/365)
SMS: 45645, type "Start" (between 4pm and midnight) Website: https://www.crisisservicescanada.ca/en/

2. Ontario Suicide Hotlines:
http://www.suicide.org/hotlines/international/canada-suicide-hotlines.html
- 1-800-Suicide (phone)
- 1-800-273-TALK (tel)_ dial 1 for military veterans
- 1-800-799-4TTY (phone or text)

- 1-866-4-U-TREVOR_LGBT suicide hotline

3. Good2Talk (24/7) Support Services for Post Secondary students in Ontario :
Tel: 1-866-925-5454
SMS: "Type" GOOD2TALKON at 686868
Web: https://good2talk.ca

Appendix F

Research Ethics Board Letter of Approval

ROYAL MILITARY COLLEGE OF CANADA • COLLÈGE MILITAIRE ROYAL DU CANADA
PO Box 17000, Station Forces • CP 17000, Succursale Forces • Kingston, Ontario • K7K 7B4

Ethics Clearance Letter (Amendment)

File number: REB_Kyslenko_20240512
Project title: Examining the relationship between perceived personal importance and military cadets' performance in a military parade
Principal investigator: Principal investigator: Bohdan Kyslenko
Supervisor: **Dr. Jordan Sutcliffe**; LCol Lenora Collins
Date of original submission: May 15, 2024
Anticipated completion date: Jan 31, 2025
Date of ethical approval: May 13, 2024
Period of approval: 12 months – expiry date: May 13, 2025

Dear OCdt Kyslenko,

This is to inform you that RMC Research Ethics Board (REB) has granted approval for the requested amendment to the above-mentioned project, to communicate with potential participants via email. Please note that you must follow the proper procedures at RMC to contact potential participants via email. Those procedures are separate from REB oversight. We noticed some English wording in the French version of the proposed email (e.g., "Badging"). Please ensure that the correct terms are used in each language to communicate respectfully with the potential participants.

Any other intentional changes to the protocol, prior to the start of data collection must be submitted to and approved by the Chair. Researchers should not proceed with a project if unforeseen changes to the protocol threaten participants' right to informed consent or place participants at a higher risk level than anticipated. Such unforeseen changes to the protocol during the conduct of the research must be communicated within four working days to the REB Chair, as well as the actions taken to protect the dignity of participants.

Any undesirable experience or response (adverse event) from participants during their involvement in the study must also be reported within four working days to the REB Chair, as well as actions taken by the research team to protect the participants. Such adverse event may be emotional, psychological, physiological, or physical in nature.

Best regards,

Nicole Bérubé
Chair, RMC REB
reb-cer@rmc-cmr.ca