

Differences in Motivation for Participating Sport Activities According to Sport Branches¹

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Abstract

The purpose of this study was to examine the participation motives of youth from different sport branches and examine the differences with respect to different demographic variables. The study was conducted on 85 girls and 202 boys from different sport branches in Turkey. The average age of the participants were 14.29 years (SD=1.1). The “Participation Motivation Questionnaire (PMQ)” (Gill, Gross and Huddleston (1983) was administered on the participants. The reliability and validity of the PMQ was tested by Oyar, Aşçı, Çelebi and Mülazımoğlu (2001). The scale consisted of 30 items and 8 subscales. All items were measured and sorted using a three-point Likert scale. Descriptive statistics and were performed on all variables including means and standard deviations. Independent Samples t-test was also used to determine differences between the scores acquired from the scale and some independent variables. Analysis indicated significant differences in achievement/status ($t= 2.71$; $p < 0.05$), team affiliation ($t= 2.12$; $p < 0.05$) and friendship ($t= 3.81$; $p < 0.01$) subscales between girls and boys. Boys had higher scores than the girls. There were significant differences in achievement/status ($t= 2.52$; $p < 0.01$), team affiliation ($t= 2.33$; $p < 0.01$), energy release/fitness ($t= 2.33$; $p < 0.05$) and competition ($t= 2.50$; $p < 0.01$) subscales with regard to sport experience. Less experienced participants had lower scores than the more experienced. As a result, it can be concluded that based on the mean ratings of each of the 30 participation motives, “improve my skills” and “to raise my sport branch” were the most important participation motives for the participants.

Keywords: Participation Motivation, Youths, Gender

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Spor Dallarına Göre Spora Katılım Motivasyonundaki Farklılıklar

Özet

Bu çalışmanın amacı, farklı spor dallarındaki gençlerin katılım motivasyonlarını incelemek ve demografik değişkenlere göre oluşan farklılıkları belirlemektir. Araştırmanın çalışma grubunu, Türkiye’de farklı spor dallarında sporcu olan 85 kız ve 202 erkek sporcu oluşturmaktadır. Araştırmadaki katılımcıların yaş ortalaması 14.29 ± 1.41 ’ dir. Araştırmada veri toplama aracı olarak, Gill, Gross ve Huddleston (1983) tarafından geliştirilen Katılım Motivasyon Anketi (PMQ) uygulanmıştır. PMQ’nun Türkçeye uyarlamasının geçerlilik ve güvenilirliği, Oyar, Aşçı, Çelebi ve Mülazımoğlu (2001) test edilmiştir. Ölçek 30 madde ve 8 alt ölçekten oluşmaktadır. Ölçekte yer alan maddeler 3’lü Likert tipinde hazırlanan puanlama üzerinden değerlendirilmektedir. Ortalama ve standart sapma dadâhil olmak üzere, tüm değişkenler üzerinde betimsel analiz yöntemleri gerçekleştirilmiştir. Ölçekten alınan puanlar ve bazı bağımsız değişkenler arasındaki farklılıkları belirlemek için t- testi kullanılmıştır. Analizle sonucunda kızlar ve erkekler için başarı/statü ($t=2.71$, $p<0.05$), takıma bağlılık ($t=2.12$, $p< 0.05$) ve dostluk ($t= 3.81$, $p< 0.01$) alt ölçekler arasında anlamlı farklılıklar görülmüştür. Erkekler kızlara göre daha yüksek ortalamaya sahiptir. Başarı / statü($t=2.52$, $p<0.01$), takıma bağlılık ($t=2.33$, $p< 0.01$), enerji harcama/fitness ($t=2.33$, $p< 0.05$) ve rekabet ($t= 2.50$, $p< 0.01$), spor deneyimi gibi alt ölçek ortalamalarında anlamlı farklılıklar çıkmıştır. Daha az deneyimli katılımcılar daha çok deneyimli katılımcılara göre daha düşük puanlar aldı. Sonuç olarak, 30 katılım motiflerinin her birinin ortalama puanına göre, “becerilerimi geliştirmek” ve spor dalımda yükselmek” katılımcılar için en önemli katılım güdülerini oluşturduğu ifade edilebilir.

Anahtar Kelimeler: Katılım motifleri, Gençler, Cinsiyet

Introduction

In popularization of sport activities and in promoting individual participation, motivation or in other words fomentation is an important phenomenon. Recently, there have been numbers of studies reporting significance of physical activities for better health and vitality (Hausenblas *et al.*, 2004; Mostofsky *et al.*, 2002). It was revealed by these studies that regular sport activities and schedule-based exercises have essential contribution to human health. Either this is performance-based or a leisure activity, investigation of basic factors inciting children and youth to participating in sport activities has been attracted researchers oriented on sport activities of youth; and constituted a core research subject.

In these studies, the concept of “participation motivation” was determined as a core phenomenon that is required to be investigated intricately in youths’ sport with its all dimensions. These studies on participation motivation in sport activities revealed that developing and learning relevant skills, entertainment, physical vitality, making friends and success were most significant reasons for participating in sport activities (Gill *et al.*, 1983; Kolt *et al.*, 1999; White *et al.*, 1994). Moreover, other factors effective in motivation for participating in sport activities were reported as follows; situational motives (families, coaches and beneficial institutions), age, gender and socio-cultural factors specific to various cultures (White *et al.*, 1994).

The concept of motivation is frequently used in psychology in the context of sport and recreation. The English word of “motivation” was originated from Latin word of “Movere” that means “making movement”. It can be defined as an energy that determines and steers human behavior (Adair, 2003). That is, motivation is a reason that drives individuals to act for a goal. If definitions suggested regarding motivation are taken into consideration, it is possible to claim that there are three core elements lying beneath the concept of motivation (Tınaz, 2005):

- Hidden ascendancies resting inside of a person and which steer that person to act in certain ways, and initiating a behavior by means of external factors that activate these ascendancies.
- Steering this behavior in order to reach certain goal and target.
- Maintaining this behavior along with perceived goal by the person.

Motivation is the reason of individuals’ actions. It is a factor driving an organism to act in either way. That is, it a factor mobilizing human being. Motivation consisted of psychological and physical factors that cause individuals to act in certain way at certain time (Plotnik, 2009). Koçel (2005) defines motivation as "it is spending an effort and exhibiting a behavior by individuals in order to accomplish a certain goal with their free will". In short, motivation is a general concept that includes will, desire, need, urge and interest. When individuals are motivated, they usually exhibit three characteristics (Plotnik, 2009);

- They are filled with energy to execute a certain action.
- They steer their energy to accomplish a certain goal.
- They have feelings with different at levels regarding accomplishing a goal (Plotnik, 2009).

Again, according to the definition suggested by Vromm, motivation is consisted of opinions, hopes and beliefs of individuals, which mobilize them and determine direction of their actions. That is, it is their desires, needs and fears (Yerlisu, 2012). According to Carroll and

Alexandris (1997), internal and external actuators cause motivation; and reaching at certain motivation level through actuators or urges play significant role in joining a leisure activity or in overcoming obstacles that are faced.

Therefore, especially the concept of being motivated for participating a sport activity is determined as a research subject for further investigation and study; and therefore, the literature includes numerous studies defining reasons which essentially steer individuals to join sport and physical activities and to categorize these reasons (Gill *et al.*, 1983; Gould *et al.*, 1985; Kaya, 2003; Klint *et al.*, 1983; Kolt *et al.*, 1999; Sit *et al.*, 2006; Şirin *et al.*, 2008).

The essence of the motivation concept is motive. Behavioral scientists define motive as an internal strength and power that drives an individual to actions. To be able to talk about the fact that an individual is motivated, in other words, an individual, an athlete, is required to steer on or be steered on a certain goal because of an internal or external purpose or a requirement. If a motive or an urge has gained importance or they are made important for a person, attitude of an athlete toward that activity would differ in an extraordinary way. Briefly, motive represents a power which drives a person for a certain goal. Thus, motive is power with three basic characteristics: mobilizing, maintaining this motion, and directing this toward positive way. On the other hand, motivation is combination of efforts to drive one or more people toward a certain direction continuously (Eren, 2001). Motivation can be defined as a desire and urge that mobilize and steer a behavior. Motivation indicates direction and density of individual's effort. While direction of the effort refers approximation toward or aversion from a situation, density of the effort refers the amount of effort spent. It is also possible to add perseverance, possible action choices and result onto the concepts of effort and density (Roberts, 1995). According to Recours, Souville and Griffet (2004), motivation is the relationship of internal and external factors; and it includes number of prompters inside such as basic needs and experience as well. Motivation can change or develop over the time.

Motivation is considered as a key factor which affects participation of persons into a certain sport branch (Wallhead *et al.*, 2004). Studies in this area try to find answer to questions such as "Why and how do people join in sport activities actively?" The purpose of researches is to find answers for questions concerning reasons that are taken into consideration while participating in an activity. How come while a person prefers playing tennis, another prefers playing football? Why does an athlete walk kilometers of distance alone? Why do athletes spare their 10-20 hours of time a week for running? Why does a parachutist dare to jump down from thousands of feet height (Bakker *et al.*, 1990)

The first tentative study concerning participating in the sport activities was conducted by Aldermen and Wood in 1970s and by Orlick in the same period. The purpose of these researchers was to expose reasons taken into consideration during participating sport activities (Weiss, 1992). These pioneering studies regarding participation motivation for sport activities reported that development and learning skills, entertainment, physical vitality, making friends and success were the most important reasons that have impact on decisions regarding participating in sport activities (Gill *et al.*, 1983). Gould *et al.*, 1985 conducted a study to review current studies in the literature on motivation for participating sport activities and to reveal what should be done in the future to incent participating in these activities. Gould and Carson (2008) stated that studies on participation motivation for sport activities and collected data would assist coaches, administrators and leaders in arranging programs; and thus, coaches would fulfill requirements of individuals participating in sport activities; and all these would contribute psychological and motor development of individuals whose needs are

determined and who are directed to the relevant activities. As Sit and Lindner (2006) were in the pursuit of the same purposes, they conducted a study on students aged 10-13 in Hong Kong. Researchers reported entertainment, physical fitting, friendship and skill development as the most important reasons taken into consideration for participating in sport and physical activities.

In the present study, it was aimed to investigate reasons motivating and tempting youth who exhibit active attendance to various sport branches at the competitive level based on different parameters.

Method

Research Group: The research group was consisted of 85 girl and 202 boy athletes who attend competitions actively in Bocce, Dart, Taekwondo, Tennis, Athletics, Football, Handball, Basketball and Volleyball branches.

Data Collection Tool: In data collection process, the Participation Motivation Scale was utilized. The Participation Motivation Scale for Sport Activities was developed by Gill, Gross and Huddleston (1983); and it was adapted to the Turkish population and its reliability and validity tested by Oyar, Aşçı, Çelebi and Mülazımoğlu (2001). Participation Motivation Scale for Sport Activities is consisted of 30 items and 8 subscales to explain the individuals' reasons to participate in sport activities. In order to determine significance of each independent reasons of respondents regarding participating sport and exercise activities, a three-point Likert Scale was used, which consisted of items as "Very Important", "Less Important" and "Not Important".

Statistical Analysis: Scores of the research group determined according to the Participation Motivation Scale, their averages and standard deviation values were analyzed through descriptive statistic method. In order to determine the difference among scores given by the scale according to the gender and sport experience, t-test was applied to the unrelated samplings. All statistical analyses were conducted in the SPSS 17.0 statistical package software. Statistical significance level was determined at $p < 0.05$ and $p < 0.01$.

Findings

Table 1. Research Group Members’ Motivation Scale Scores for Participating in Sport Activities

Subscales	Research Group (N= 287)	
	Ave.	SD
Achievement/Status	2.68	.35
Team Affiliation/Spirit	2.71	.32
Phy. Act./Spending Energy	2.82	.33
Friendship	2.57	.43
Entertainment	2.62	.42
Competition	2.86	.29
Improving Skills	2.90	.21
Activity /Being Active	2.78	.39

**p<0.05, **p<0.01*

According to the scores of the research group in Participation Motivation Scale, it was determined that whereas the highest score was obtained from the “improving my skills” subscale; the lowest score was obtained from “friendship” subscale. Consequently, it can be concluded that the most efficient factor that incents athletes to participate in sport activities was ‘improving my skills’; and the least efficient factor was “friendship”.

Table 2. Research Group Members’ Motivation Scale Scores for Participating in Sport Activities According to Gender

Subscales	Girls(N= 85)		Male(N=202)	
	Ave.	Sd.	Ave.	Sd.
Achievement/Status*	2.59	.40	2.72	.32
Team Affiliation/Spirit *	2.64	.36	2.73	.30
Phy. Act./Spending Energy*	2.77	.37	2.84	.31
Friendship **	2.43	.54	2.64	.36
Entertainment	2.61	.46	2.62	.40
Competition	2.82	.37	2.88	.24
Improving Skills	2.90	.24	2.91	.20
Activity /Being Active	2.78	.41	2.79	.38

**p<0.05, **p<0.01*

According to the scores of the research group in Participation Motivation Scale based on gender, it was determined that boys athletes have higher scores compared to the girls in terms of Achievement/Status ($t=2.71$, $p<0.05$), Team Affiliation/spirit ($t=2.12$, $p<0.05$) and friendship ($t=3.81$, $p<0.01$) subscale scores.

Table 3. Research Group Members' Motivation Scale Scores for Participating in Sport Activities According to Their Experiences

Subscales	1-4 Years (N= 187)		More than 5 years (Male=100)	
	Ave.	Sd.	Ave.	Sd.
Achievement/Status**	2.64	.35	2.75	.33
Team Affiliation/Spirit	2.68	.33	2.77	.29
Phy. Act./Spending	2.79	.34	2.88	.28
Friendship	2.54	.46	2.64	.35
Entertainment	2.60	.41	2.64	.43
Competition**	2.88	.32	2.92	.20
Improving Skills	2.89	.23	2.93	.18
Activity /Being Active	2.77	.41	2.82	.35

* $p<0.05$, ** $p<0.01$

According to the scores of the research group in Participation Motivation Scale based on their experience in sport, boy athletes presented higher scores compared to the girls in terms of Achievement/Status ($t=2.52$, $p<0.01$), Team Affiliation / Spirit ($t=2.33$, $p<0.01$), Energy Release / Fitness ($t=2.33$, $p<0.05$) and Competition ($t=2.50$, $p<0.01$) subscales.

Discussion

Based on the findings revealed by this study conducted so as to investigate factors which motivate youth who participate in different sport branches at competitive level according to the various parameters, it was determined that less-experienced athletes presented lower scores compared to the ones with more experience. This finding suggests that experience is an important factor which incents youth to participate in sport activities. It was observed that among the 30 participation patterns, 'improving my skills' and 'achievement / status at a sport branch' choices were the most important participation motives. Şirin (2008), in the study that targets to determine motivation levels of girls football players aged 12-15, reported that the most significant factor that trigger girls aged 12, 13 and 14 to participate in sport activities was 'improving my skills'. In this respect, Şirin's study exhibits similarity to the present study. In addition, Şirin (2008) determined that Participation Motivation for Sport Activities of girl football players within the 12-15 age groups does not differ according to their ages. On the other hand, the present study revealed significant differences among girl and boy athletes in terms of "Achievement / Status" ($t=2.71$, $p<0.05$), "Team Affiliation" ($t=2.12$, $p<0.05$) and "Friendship" ($t= 3.81$, $p<0.01$) subscales. It is quite remarkable that in both researches, the

most significant factor affecting individuals to participate in sport activities was found as 'Improving My Skills' factor. In our study, at the second place among the participation motivations of athletes, there is 'Achievement / Status' factor. Şirin (2008) determined "Achievement / Status at a Sport Branch" as the second significant factor in promoting participation of 12-year-old girl football players into the sport activities. When it is viewed from this angle, Şirin's study exhibits parallelism to our study.

Erdoğan *et al.* (2014) investigated participation motivation of secondary school students who play at school teams. It was reported in this study that the most significant participation factor concerning boy students was 'Improving Skill'; and that the least significant factor for both boy and girl students was 'Friendship'. The present study indicated that while the least significant participation factor for girl athletes was 'Friendship'; this was second least significant factor for boy athletes. Furthermore, Erdoğan *et al.* (2014) reported a difference between girl and boy students in terms of "Entertainment" factor. Our study determined significant differences in terms of "Achievement / Status", "Team Affiliation" and "Friendship".

Şirin *et al.* (2008), in their study investigating factor affecting participation motivations of high school students who actively join sport activities, determined that the most important factors affecting participation of students into sport activities as "skill development" and "team affiliation / spirit" factors; the least significant factors were determined as "entertainment" and "friends" subscales. Similarly, while 'entertainment' and 'friends' factors are remarkable as the least significant factor regarding participation in sport activities in our study, the most significant factor elevating motivation in joining sport activities was found as 'improve my skills'. Based on these findings, the parallelism between two studies is remarkable. Whereas in the present study, boys athletes' scores on 'Achievement / Status', 'Team Affiliation', and 'Friendship' subscales were higher than the girls; in the study of Şirin *et al.* (2008), girl students' scores on 'Entertainment', 'Competition' and 'Activity / Being Active' subscales were higher than boy students.

Ekmekçi *et al.* (2010) reported that the most important factor elevating participation of university students in sport activities was 'Improving Skill'; and the least important factor was 'Friendship'. When the fact that 'Improving Skill' was determined as the most significant factor in inciting participation in sport activities; 'Friendship' was determined as the least significant factor in this respect in our study. It is evident that findings of the Ekmekçi's study exhibit parallelism with this study.

Conclusion

Finally, similar to the number of studies in the literature, the present study revealed that "Improving Skills" and "To Rise My Sport Branch" factors were important for youth and they can be key factors in ensuring youth to participate in sport activities; and they were most important participation motivations for athletes. It was also determined in the light of these factors that personal differences should be taken into account in arrangement and application of sportive organizations in order to increase participation into these activities. Based on the research findings, it is possible to conclude that 'Improving Skills' and 'Achievement / Status' factors are the most important motivating factors for athletes.

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