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FİTNESS MERKEZLERİNDE EGZERSİZ YAPAN BİREYLERİN SPORA GÜDÜLENME DÜZEYLERİNİN BELİRLENMESİ (ADİYAMAN İLİ ÖRNEĞİ)

ÖZ

Bu çalışma, fitness merkezlerinde egzersiz yapan bireylerin spora güdülenme düzeylerinin belirlenmesi amacı ile yapılmıştır. Araştırmanın çalışma grubunu Adıyaman ilindeki fitness salonlarında spor yapan 355 (225'i erkek, 130'u kadın) birey oluşturmaktadır. Katılımcılar çalışmaya gönüllü olarak katılmışlardır. Araştırmada veri toplama aracı olarak Pelletier ve ark. (1995)¹⁹ tarafından geliştirilen ve Kazak (2004)¹⁴ tarafından Türkçeye uyarlaması yapılan Sporda Güdülenme Ölçeği kullanılmıştır. Araştırma verilerinin analizinde bilgisayar istatistik programından yararlanılmış olup, verilerin normal dağılıp dağılmadığını anlamak için Shapiro-wilk testi kullanılmıştır. Katılımcıların bireysel özelliklerini belirlemede betimsel istatistik, iki grup ortalamalarının karşılaştırılmasında bağımsız iki örneklem t testi ve grup sayısı ikiden fazla olması durumunda tek yönlü varyans analizi yöntemi kullanılmıştır. Bu çalışma da, araştırma grubunun spora güdülenme düzeylerinde cinsiyet değişkeni bakımından istatistiksel olarak anlamlı bir fark bulunamazken, katılımcıların genel olarak güdülenme düzeylerinin yüksek olduğu, yaşlarının arttıkça güdülenme düzeylerinin de arttığı, eğitim seviyesi olanların da daha fazla güdülenmeye sahip oldukları yönünde anlamlı bir fark tespit edilmiştir. (p<0.05). Ayrıca uzun süredir spor yapan bireylerin spora güdülenmelerinin yüksek olduğu yönünde anlamlı bir fark tespit edilmiştir. (p<0.05)

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DETERMINATION OF SPORTS MOTIVATION LEVELS OF INDIVIDUALS EXERCISING IN FITNESS CENTERS

ABSTRACT

The determination of sport motivation levels of individuals exercising in fitness centers. Working group of the study consists of 355 (225 male, 130 female) individuals exercising in fitness centers in Adıyaman. Participants participated in the study voluntarily. In order to collect data, Sport motivation scale that had been enhanced by Pelletier and his friends (1995)¹⁹ and its adaptation study for Turkish had been applied by Kazak (2004)¹⁴ was used. The computer statistics program was used in the analysis of the research data and the shapiro-wilk test was used to determine whether the data were nomenclated. At the end of the study, it has been determined that there are not any differences among sport motivation levels of study group in terms of gender variation levels, and that motivation levels are high in general, motivation levels are higher as the age increases, those with high education status have higher motivation, the individuals who are doing sports for a long time have higher sport motivation.

Keywords: Fitness, sport, motivation.

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INTRODUCTION

Human being should consider sports awareness and habit of doing sports as a part of the life in every stage of life, since his/her existence up till today. In short-term holidays, in our daily lives, we can improve our life quality through exercising and sport to maintain our lives and protect our health. Besides, self-confidence of a person increases, work efficiency rises, coping with stress becomes easier, perspective on life changes, communication with people and social relations are improved.

Sports is the main education in developing and raising a healthy generation. Welfare and happiness of people depend, in a sense, perfect and continuous physical and mental health. Sports has a great place in maintaining healthy lives, ensuring physical and mental development. Moreover, sports is an appropriate tool for people in order for them to sustain their relationships in a friendly manner both in their own societies and in other societies²⁹.

An athlete and a team aims to deliver the highest performance in a competition and sustain such performance. Although high performance is a physical process, it encompasses a correct guidance and an appropriate psychological preparation².

Individuals who participate in sports events, wish and aim to reach a certain

Motivation is referred to as a process rather than a result obtained. Motivation phenomenon that occurs in humans, can not be observed directly, but can be

level or improve their performance over their previous one. Individuals are found to exhibit different behaviours aimed at reaching their goals within this process. These behaviours is result in the form of physical and psychological characteristics. A person can improve his/her physical condition by means of appropriate training programs in line with innate capabilities and post-learned behaviours. On the other hand, psychological circumstances which are effective in maximizing physical performance should not be forgotten. Foremost of such circumstances is motivation of the athlete¹.

Motivation is a name derived from the Latin root of "movere" and introduced into English as "to move". It has become an important subject of study in the field of psychology. It can be said that it is a concept that triggers an individual, directs and ensures sustainability of behaviours of the individual¹⁷, steers and energizes the behaviour and that is developed for understanding and explaining the behaviour^{8,10,17}.

The aim of motivation is to inspire ourselves and others for action. It is springing into action. This is a specific action, not an ordinary one. Desire of putting thoughts into practice is at least as important as such thoughts. The motivated person should feature a personal characteristic called "entrepreneurship". This is the intrinsic impulse which pushes the person from inertness to action and evolution. Intrinsically motivated person converts ideas into action and sets goals, gets into action to achieve them²². Here is the state of an individual which is called "motivation"¹².

understood within the process through observation of behaviours shown by the individual^{7,18}.

Motivation in general, refers to a person's going into action in the direction of a certain behaviour or to powers that ensure sustainability of the said behaviour in line with needs and feelings¹⁷.

The concept motivation direction is used to explain whether the motivation is intrinsic or extrinsic or there is no motivation⁹. An athlete is said to be intrinsically motivated if he/she participates in sports for reasons such as pleasure, amusement, achieving success; extrinsically motivated if he/she participates in sports for reasons such as award, praise, and unmotivated if he/she attends sports without depending on neither intrinsic nor extrinsic reasons and does not know why he/she attends⁴.

Intrinsic motivation occurs when participation in an activity occurs in cases of intrinsic motivation such as liking, enjoyment. Pleasure taken in these activities is high. It was found that feelings of succeeding and taking pleasure studied in detail by psychologists play an important role in intrinsic motivation¹¹.

Extrinsic motivation is generation of a behaviour due to an outside effect. These are the effects where the reason for this behaviour is based on a factor apart from the person, such as award, punishment, pressure, request. For example, a child who does not like mathematics does his/her homework for getting a grade²². It occurs as a result of reinforcers (award, pressure, punishment etc.) from outside. The stimulus increasing motivation is given from outside³⁰.

Extrinsic motivation is oriented to behaviours the source of which does not pertain directly to the individual but is associated with the results desired to be achieved. Extrinsically motivated person performs the work because of its results and benefits^{3,20}. It is possible to assert that in extrinsic motivation there are external stimulus from outside such as praise, punishment, award.

Identification, is a process where a person who has created a model for himself/herself makes a part of personality of the other, a part of his/her own personality. It is an important process for mental development. It serves as an intermediate station in the formation of internalization. It also bears the feature of a defence mechanism²⁵.

When we look at unmotivation, there is no spontaneous urge for the person to show the behaviour at this level and so the person can not exhibit the behaviour. They carry inside feelings of failure and being uncontrolled. Motiveless individuals can not establish a connection between their own behaviours and the consequences of these behaviours. They carry inside feelings of failure and being uncontrolled²⁰.

Motivation which is a social phenomenon, is of great importance in exercising. It also plays an important role in determining the underlying reasons for behaviours in exercising and sporting environments. In this study, it was aimed to determine sports motivation levels of individuals exercising in fitness centers.

MATERIAL AND METHODS

The research is a descriptive study conducted in order to determine sports motivation levels of individuals doing sports in fitness centers.

The population of the study was constituted by people who regularly attended all fitness centers, private and public, operating in the province

Adıyaman. The total number of people who were members of the centers is 1280. The sample group of the study consisted of 355 people (225 men, 130 women) randomly selected on a voluntary basis. Information on the personal characteristics of the study group is given in Table 1.

Table 1. Distribution of Personal Characteristics of the Study Group

Variables	Groups	Frequency (n)	Percentage (%)
Gender	Male	225	63.4
	Female	130	36.6
Age	18-28	82	23.1
	29-39	112	31.5
	40 and older	161	45.4
Education	High school	107	30.1
	Undergraduate	222	62.5
	Postgraduate	26	7.3
Number of Years Doing Sports	1-3 years	126	35.5
	4-6 years	107	30.1
	7 years and over	122	34.4

The questionnaire form comprising of two parts was used as data collection tool. The first part of this form consisted of a 4-question personal information form prepared to determine personal characteristics of the study group and Sports Motivation Scale comprising of 28 questions. Sports Motivation Scale was developed by Pelletier et al. (1995)¹⁹ in order to determine the source of motivation of individuals in sportive environment and was adapted into Turkish by Kazak (2004)¹⁴. 28 questions included in the scale were of 7-point Likert-type scale

and included answers from 1-Definitely inappropriate to 7-Completely appropriate. The scale consisted of 6 dimensions and reliability coefficients for sub-dimensions ranged between 0.70 and 0.88¹⁴.

In analysis of the research data, normality tests were applied using the SPSS 22.0 Statistical program and as a result of normal distribution of the data, descriptive statistics; in comparison of paired groups independent sample t-test and in comparison of multiple groups one-way analysis of variance was utilized.

FINDINGS

Table 2. Comparison of Scores of the Research Group Obtained From The Scale, As Per Gender Variable

Sub-Dimensions	Gender	n	Average	Ss.	t	p
To know, to succeed	Male	225	6.11	1.18	-1.262	.208
	Female	130	6.27	1.06		
Receiving stimulus	Male	225	6.05	1.25	-.492	.623
	Female	130	6.12	1.18		
External regulation	Male	225	4.91	1.331	-.784	.434
	Female	130	5.02	1.32		
Introjection	Male	225	5.61	1.51	-1.658	.098
	Female	130	5.88	1.47		
Identification	Male	225	6.16	1.16	-2.210	.028*
	Female	130	6.43	.91		
Unmotivation	Male	225	2.18	1.38	1.122	.262
	Female	130	1.96	1.29		

In Table 2, independent sample t-test results as per gender variable for the scores obtained by the research group from sub-dimensions of the scale are given. Accordingly, only in identification sub-dimension a significant difference was found in

favour of women ($p < 0.05$). Also, motivation level of the research group was found over the average and high whereas unmotivation level was found quite low.

Table 3. Comparison of Scores of the Research Group Obtained From the Scale, As Per Age Variable

Sub-Dimensions	Groups	N	Average	SS	F	p	Difference
To know, to succeed	18-28 ^a	82	6.46	1.01	7.935	.000	c-a c-b
	29-39 ^b	112	6.31	.99			
	40 and older ^c	161	5.91	1.25			
Receiving stimulus	18-28 ^a	82	6.40	1.06	8.065	.000	a-c b-c
	29-39 ^b	112	6.23	.98			
	40 and older ^c	161	5.80	1.39			
External regulation	18-28 ^a	82	5.26	.86	16.735	.000	a-c b-c
	29-39 ^b	112	5.33	.91			
	40 and older ^c	161	4.52	1.62			
Introjection	18-28 ^a	82	6.31	1.16	25.869	.000	c - a c - b
	29-39 ^b	112	6.09	1.21			
	40 and older ^c	161	5.12	1.63			
Identification	18-28 ^a	82	6.34	1.10	2.118	.122	-
	29-39 ^b	112	6.38	.88			
	40 and older ^c	161	6.13	1.19			
Unmotivation	18-28 ^a	82	1.79	1.26	4.201	.016	b-a
	29-39 ^b	112	2.34	1.42			
	40 and older ^c	161	2.01	1.31			

In Table 3, one-way variance analysis results as per age variable for

the scores obtained by the research group from sub-dimensions of the scale

are given. Accordingly, except for the sub-dimension of identification, significant differences were found in other dimensions ($p < 0.05$). Post hoc LSD test was conducted in order to determine between which groups the differences are. The scores obtained by the age group 40 years and older were lower than the other groups in the age

group of 40 years and older according to the sub-dimensions of knowledge, achievement and sub-dimensions. People in the 29-39 age group have higher motivation scores than those in the 18-28 age group in the sub-dimension of stimulus and external regulation and motivation.

Table 4. Comparison of Scores of the Research Group Obtained From the Scale, As Per Education Variable

Sub-Dimensions	Groups	N	Average	SS	F	p	Difference
To know, to succeed	High School ^a	107	5.97	1.21	4.665	.010	c-a
	Undergraduate ^b	222	6.19	1.13			
	Postgraduate ^c	26	6.70	.69			
Receiving stimulus	High School ^a	107	5.87	1.29	4.071	.018	c-a
	Undergraduate ^b	222	6.11	1.20			
	Postgraduate ^c	26	6.59	.91			
External regulation	High School ^a	107	4.74	1.34	2.231	.109	-
	Undergraduate ^b	222	5.01	1.33			
	Postgraduate ^c	26	5.26	1.19			
Introjection	High School ^a	107	5.51	1.48	3.688	.026	c-a
	Undergraduate ^b	222	5.72	1.51			
	Postgraduate ^c	26	6.39	1.35			
Identification	High School ^a	107	6.13	1.11	3.093	.047	c-a
	Undergraduate ^b	222	6.27	1.09			
	Postgraduate ^c	26	6.71	.68			
Unmotivation	High School ^a	107	2.17	1.35	.760	.468	-
	Undergraduate ^b	222	2.05	1.36			
	Postgraduate ^c	26	1.83	1.18			

In Table 4, one-way variance analysis results as per education variable for the scores obtained by the research group from sub-dimensions of the scale are given. Accordingly, no difference was found in external regulation and unmotivation sub-dimensions ($p > 0.05$) whereas significant differences were found in other sub-dimensions ($p < 0.05$). Post

hoc LSD test was conducted in order to determine between which groups the differences are. It was found that, as for knowing, succeeding, receiving stimulus, introjection and identification sub-dimensions, those with postgraduate education received higher scores than those with high school education.

Table 5. Comparison of Scores of the Research Group Obtained From the Scale, As Per Number of Years Doing Sports Variable

Sub-Dimensions	Groups	N	Average	SS	F	p	Difference
To know, to succeed	1-3 ^a	126	5.91	1.32	5.600	.004	b-a
	4-6 ^b	107	6.38	1.03			
	7 and over ^c	122	6.24	.98			
Receiving stimulus	1-3 ^a	126	5.79	1.48	5.775	.003	b-a c-a
	4-6 ^b	107	6.28	1.07			
	7 and over ^c	122	6.19	.98			
External regulation	1-3 ^a	126	4.59	1.58	6.940	.001	b-a c-a
	4-6 ^b	107	5.16	.99			
	7 and over ^c	122	5.11	1.23			
Introjection	1-3 ^a	126	5.24	1.76	12.447	.000	b-a c-a
	4-6 ^b	107	6.19	1.20			
	7 and over ^c	122	5.76	1.31			
Identification	1-3 ^a	126	6.09	1.28	2.747	.066	-
	4-6 ^b	107	6.43	.89			
	7 and over ^c	122	6.28	.99			
Unmotivation	1-3 ^a	126	2.16	1.324	1.951	.144	-
	4-6 ^b	107	1.85	1.22			
	7 and over ^c	122	2.16	1.46			

In Table 5, one-way variance analysis results as per number of years doing sports variable for the scores obtained by the research group from sub-dimensions of the scale are given. Accordingly, no difference was found in identification and unmotivation sub-dimensions ($p>0.05$) whereas significant differences were found in other sub-dimensions ($p<0.05$). Post hoc LSD test was conducted in order to determine between which groups the

differences are. It was found that, in sub-dimensions of knowing and succeeding, those having been doing sports for 4-6 years received higher scores than those having been doing sports for 1-3 years; in external regulation and introjection sub-dimensions, those having been doing sports for 4 years and over achieved higher scores than those having been doing sports for 1-3 years.

DISCUSSION AND CONCLUSION

In this part of the research, evaluation of results regarding the scores of the study group obtained from the sports motivation scale¹⁹ as per variables of gender, age, level of education and

number of years passed doing sports is given.

In analysis of the distribution of the study group participating in the research in terms of the variables handled in the study, it was determined

that 63.4% of the participants were men, 62.5% had an undergraduate education level. In terms of age groups variable, it was found that 23.1% of them were in age group of 18-28 years, 31.5% were in age group of 29-39 years, 45.4% were in age group of 40 years and over. It was found that, out of the participants; 35.5% had been doing sports for 1-3 years, 30.1% for 4-6 years and 34.4% for 7 years and over.

In analysis of comparison of the scores of the study group obtained from the sub-dimensions of the scale as per gender variable, only in identification sub-dimension a significant difference was found in favour of women. Identification also bears the feature of a defence mechanism²⁵. Thus, the fact that women have higher identification scores may be due to the fact that they need more defence than men do. In general, scale sub-dimension scores of the study group with regard to motivation were found to be high whereas unmotivation scores were found to be low. Therefore, it can be said that motivation level of the study group in sports environment is high. Türkay and Sökmen (2014)²⁷ state in their study that there is no difference between sports motivation scores in terms of gender variable, and that in general, motivation levels are high whereas unmotivation levels are low. It was found in the study by Cengiz et al. (2017)⁶ that there was difference only in the factors "to know and to succeed" as per "gender" variable. Kılınç et al. (2011)¹⁵ conclude in their study in which they examine motivation levels of athletes that there is no difference in terms of gender. Sağıroğlu and Ayar (2017) conclude in their study that gender factor is not effective in participation in sports for the purpose of exercising. In the study by Bora and Cengiz (2016)⁵ on participation motivation of student athletes and

communication, the fact that no difference is found shows similarity with the research data.

In another study, Temel (2018)²⁶ different branches of wushu and table tennis stated that there are significant differences in motivation levels of athletes. In addition to Sibley and Bergman (2017)²³ The motivation of motivation factors affecting fitness and crossfit participants was expected between the two groups, and the findings of the research were found to be in this direction.

In comparison of scores obtained from scale sub-dimensions in terms of age variable, it was found that scores obtained by the age group 40 years and older are higher than the other groups as for to know, to succeed and introjection sub-dimensions; those in 40 years and older group achieved lower scores than the other groups as for receiving stimulus and external regulation sub-dimensions, and that as for unmotivation sub-dimension, those in the group of 29-39 years have higher motiveless scores than those in the group of 18-28 years. It is observed that sports motivation levels of people over the age of 29 are higher. Thus, physical breakdown that occurs in individuals as the age goes by, causes resulting in higher sports motivation levels in order to return physical structures of people to the condition of earlier ages or to avoid further deterioration. In the study by Molanorouzi (2015)¹⁶, it is reported that young adults (20-40 years old) regard competition and self motivation more important for participating in physical activities; while on the other hand middle-aged adults (41-64 years old) find participation in physical activities important for appearance, opinions of other people and in psychological aspect. Şirin et al. (2008)²⁴ conclude in their study that as the age increases

motivation shifts to more external reasons. In the study of Cengiz et al. (2017)⁶ differences are discovered in all factors as per "age groups" variable.

In comparison of scores received from scale sub-dimensions as per education variable, it was found that, as for knowing, succeeding, receiving stimulus, introjection and identification sub-dimensions, those with postgraduate education received higher scores than those with high school education. Thus it is seen that people with higher levels of education have higher levels of motivation for participating in sports. This result may arise from the fact that educated people are more aware about benefits of sports and this awareness may be said to be effecting motivation for participation positively.

In comparison of scores obtained from scale sub-dimensions as per variable of number of years passed doing sports, it was found that, in sub-dimensions of to know and to succeed, those having been doing sports for 4-6 years received higher scores than those having been doing sports for 1-3 years;

in external regulation and introjection sub-dimensions, those having been doing sports for 4 years and over achieved higher scores than those having been doing sports for 1-3 years. In parallel with the study, it is stated in studies that lack of physical movement is considered one of the main health problems across the world¹³. It has been revealed in our study that this awareness has been created. The fact that people doing sports for longer time had higher levels of motivation for participation explains why they continue doing this. It is stated that participants with high levels of intrinsic motivation participate in activities for longer times and their levels of commitment to the activity are high^{16,28}.

In conclusion, while no difference was found in levels of sports motivation of the research group in terms of gender variable, it was found that motivation levels were high in general, the higher the ages the higher the motivation levels were, those with a high level of education enjoyed higher levels of motivation and sports motivation levels of individuals who had been doing sports for long time were higher.

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