

THE ANALYSIS OF THE PARTICIPATION MOTIVATION IN LEISURE TIME ACTIVITIES OF UNIVERSITY STUDENTS DOING BADMINTON SPORT

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ABSTRACT

This study was done with the aim of analysis of the involvement motivation in leisure time activities of students participating in Badminton interuniversity competitions according to some variables. The universe of the study is athletes participating in Badminton interuniversity competitions in 2015. The sample group of the study is 375 athletes. Leisure time Motivation Scale was used in order to determine the athletes' involvement motivation in leisure time activities. The statistical analysis of the data obtained in the study was done with SPSS 22.0 software package. Cronbach's alpha coefficient which is used for testing the internal consistency was regarded to test the reliability of the scale. The factor analysis was used for testing the validity of the scale. Frequency, percentage, mean, standard deviation, t-test for two independent samples, ANOVA and Bonferroni multiple comparison tests for the comparison of more than two independent groups were used for the evaluation of the data. The results of the study are that the majority of those surveyed are women and students studying in Physical Education and Sports Department mostly do Badminton sport and the average age is at most 17-19 age range and there was no significant difference between gender and department the athletes study in with the leisure time scale and there was a significant difference among age, external arrangement and amotivation with lower dimension of the leisure time scale.

Keywords: Badminton, Leisure Time, Motivation

BADMİNTON SPORU YAPAN ÜNİVERSİTE ÖĞRENCİLERİNİN BOŞ ZAMAN ETKİNLİKLERİNE KATILIM MOTİVASYONLARININ İNCELENMESİ

ÖZET

Bu çalışma üniversiteler arası Badminton müsabakalarına katılan öğrencilerin boş zaman etkinliklerine katılım motivasyonlarının bazı değişkenlere göre incelenmesi amacı ile hazırlanmıştır. Araştırmanın evrenini 2015 yılı üniversiteler arası badminton müsabakasına katılan sporcular, örneklem grubunu ise 375 sporcu oluşturmaktadır. Sporcuların boş zaman etkinliklerine katılım motivasyonlarını belirlemek amacı ile Boş Zaman Motivasyon Ölçeği (BMÖ) kullanılmıştır. Araştırmada elde edilen verilerin SPSS 22.0 paket programı ile istatistiksel analizleri yapılmıştır. Ölçeğin güvenirliğini test etmek için içsel tutarlılığı sınamada kullanılan Cronbach Alfa değerine bakılmış, ölçeğin geçerliliğini test etmek için ise faktör analizi yönteminden yararlanılmıştır. Verilerin değerlendirilmesinde frekans, yüzde, ortalama, standart sapma, iki bağımsız gruplar için t-testi ve İki'den fazla bağımsız grubun karşılaştırılmasında ANOVA ve Bonferroni çoklu karşılaştırma testlerinden yararlanılmıştır. Araştırma sonucunda araştırmaya katılanların çoğunluğunu kadınlar oluşturduğu, çoğunlukla Beden Eğitimi ve Spor bölümleri öğrencilerinin Badminton sporu yaptığı, yaş ortalaması en fazla 17-19 yaş aralığında olduğu, Boş Zaman Motivasyon ölçeği ile cinsiyet ve okudukları bölümlere göre anlamlı fark olmadığı, yaşları ile Boş Zaman Motivasyon ölçeği alt boyutlarından motivasyonsuzluk ve dışsal düzenleme arasında anlamlı fark olduğu tespit edilmiştir.

Anahtar Kelimeler: Badminton, Boş Zaman, Motivasyon.

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INTRODUCTION

Leisure time is the time which a person has the right freely use after doing life and job related responsibilities (Şahin, 2005). Leisure time is the time when people have a rest, fun or self improvement with their own wishes and desires by avoiding themselves from their compulsory responsibilities (Öztürk, 2015). Leisure time activities are resting, having fun and developing individual knowledge and skills etc. after people fulfill their professional, family and social responsibilities (Tezcan, 1994)

In today's world, scientific and technological developments make life easier and working hours are gradually decreasing and people's leisure time is gradually increasing. Leisure time whose importance of ensuring the integration and inclusion in public is increasing finds itself a place as a right to life (Aytaç, 2003; Güngörmüş, 2007). The concept of leisure time is the time period except for the time allocated for working, sleeping, eating and other necessary things (Kemp and Pearson, 1977). Leisure time should not be seen just a time period but it should be seen a part of life (Broadgurst, 2001)

The concept of motivation is often used in the literature of sports and recreation psychology. Motivation can be defined as an energy that leads a human to a behaviour (Adair, 2013; Şimşek, 2003). Motivation is a purpose that prompts people (Büyük, 2013). Motivation is thing that makes us do something or have a power to do behaviour (Hoy and Miskel, 2010). Both internal and external factors motivate people (Abacı, 2003). Motivation is a relationship of internal external factors. Motivation hosting many routers such as basic needs and experience etc. has

also a feature that can change or develop in time (Recours et al, 2004). Internal and external motivation are effective on promoting people voluntary

behaviours. Internal motivation is related to an instant satisfaction obtained by inheritance. External motivation is related to more rewards or penalties in future (Deci and Ryam, 1985; Papageorgiou et al, 2004). Internal motivation is that people have interest and take action by feeling inherent flavor. External motivation is that people take action to achieve exceptional results (Engin, 2004).

In short, the word of motivation is defined as internal and external stimuli that lead to people do a behaviour (Coroll and Alexandris, 1997). At the same time it is all factors that promote people to certain behaviours in certain situations. The physical activity in leisure time has a major contribution to people's reaching a certain level of motivation by stimulus or incentives (Bucher and Bucher, 1974). The important point of people's participation in physical activity is to determine if people take actions under the influence of internal motivation or external motivation (Recours et al. 2004).

The physical activity in leisure time is an important factor that make people healthy and fit (Mostofsky and Zaichkowsky, 2002). Lots of studies support that physical activity has a number of benefits such as physical, psychological and social aspects (Lloyd et al, 2010; McKenzie, 2010; Pangrazi, 2000 ; Sibley and Etnier, 2003).

The studies done in developed countries such as Australia (Australian Sports Commission, 2005), USA (Butcher et al, 2008) and Europe found that majority of population in these countries has still life and is away from active life in contrast to the results of these studies (Armstrong and Welsman, 2006; Zach and Netz, 2007).

Although in today's world people have more leisure time, it is evident that people can not spend their leisure time in a satisfactory way by relaxing and they are not successful at recreation (Agete et al, 2009; Lu and Kao, 2009). Many studies show that there is a relationship between motivation and participation in recreational activities (Wigfield and Eccles, 2002; Chen, 2005). Moreover, There are a lot of studies on

entertainment boredom. It is concluded that especially adolescents have tendency to do risky behaviours (Wegner and Flisher, 2009).

According to these results, recreation efficiently has a dynamic role in people's life because Turkey is one of the developing countries. It is thought that leisure time activities increase personal adjustment, social cohesion and general happiness satisfaction besides contentment, mental and physical health. It is expected that young people participating in leisure time activities avoid risky behaviours and leisure time activities contribute positively young people to have life motivation. This study was done with the aim of analysis of the involvement motivation in leisure time activities of students participating in Badminton interuniversity competitions.

MATERIALS AND METHODS

Universe and Sample

The universe of the study is athletes participating in Badminton interuniversity competitions in 2015 and 2016. The sample group of the study is 375 athletes in total who were determined randomly as 204 women and 171 men. Each constituent element of universe has equal chance to enter the random sample. So each element has the same level in calculations (Arikan, 2013). In the study survey questionnaires were distributed to 420 students. 375 survey questionnaires returned were subjected to evaluation. According to this result, the rate of return is 89 %.

RESULTS

In this section there are the findings and comments on the problems of the research.

Leisure Time Motivation Scale

The Kaiser-Meyer-Olkin sample adequacy value is 0.892 considering the results of the factor analysis. The sample width is adequate for the implementation of the factor analysis regarding of this value.

Data Collection Tool

Survey technique was used as the data collection tool. Survey questions were evaluated on multiple choice questions and the likert scale. The questionnaire consists of two parts in accordance with the purpose of the study. A personal information form developed by the researcher was used for revealing demographic information of the participants at the first part. Leisure Time Motivation Scale developed by Pelletier et al. was used at the second part. The validity and reliability of the Turkish version of the scale was tested by Mutlu (2008) 6 items in original survey were subtracted because of factor loads of 6 items under 0.40. The Turkish version of the questionnaire consists of 22 items. The scale has sub-dimensions such as amotivation, knowledge and success, stimulus to live, identification/introjection, external regulation. The total internal consistency coefficient of the questionnaire was found as 0.77 (Merry, 2008). In this study, the internal consistency coefficient was calculated as 0.85. One factor structure has been observed and factor loads are given in Table 1.

Data Analysis

SPSS for Windows version 22.0 software packages was utilized for statistical analysis. $p < 0.05$ was considered as statistically significant. Frequency, percentage, mean, standard deviation, t-test for two independent samples, ANOVA and Bonferroni multiple comparison tests for the comparison of more than two independent groups were used for the evaluation of the data.

Additionally the Bartlett sphericity test were found as statistically significant ($p = 0,000$). This is an indicator of the availability and

reliability of the scale. The Turkish version of the survey consists of 22 items and five sub-dimensions.

Cronbach's alpha value used for testing internal consistency was regarded to

testing of the the scale's reliability. The value was calculated as 0.85. The reliability levels of the scale's sub-dimensions are 0.79 for amotivation, 0.80

for knowledge and success, 0.81 for stimulus to live, 0.85 for identification/introjection, 0.80 for external regulation.

Table 1. Basic constituent factor loads in Leisure Time Motivation Scale

Items	Factors				
	1	2	3	4	5
Amotivation					
20) I'm not sure but I think there is no activity I can do very well.	0.73				
21) I do not know why I am doing leisure time activities.	0.78				
22) I am not sure but I think leisure time activities do not suit me.	0.75				
Knowledge and Success					
5) Trying to overcome interesting things, feeling satisfaction.		0.59			
6) I become pleased to learn more about topics that I find attractive.		0.64			
4) Sometimes it provides to be appreciated by other people.		0.77			
7) I feel like going beyond (overcoming) myself by doing interesting activities.		0.69			
8) I feel like going beyond (overcoming) myself by struggling activities.		0.65			
9) I feel pleased by doing complex activities.		0.61			
10) It gives opportunity to understand the depth (better) of topics that I am interested in.		0.65			
Stimulus to Live					
11) It gives completely a sense of relief.			0.55		
12) Leisure time activities make me feel noble.			0.56		
13) I feel free when doing such activities.			0.48		
Identification / Introjection					
14) I see it as a way that I can acquire important skills in other areas.				0.42	
15) I think that I discover myself in other aspects by participating in leisure time activities.				0.55	
16) I see it a way that I can improve my personal progress.				0.50	
17) People really need to participate in leisure time activities to be happy in life.				0.43	
18) I want to have certainly a good mood in my lesiure time.				0.46	
External Regulation					
19) I want to feel myself absolutely busy.					0.48
1) I want to get rid of doing other things.					0.66
2) I want to show that I am a dynamic person.					0.79
3) I don't want to show as a person doing nothing.					0.75

Table 2. Participants' personal information

Variable	Groups	Mean	Percentage(%)
Gender	Female	204	54.4
	Male	171	45.6
Students in department of physical education and sports (PES)	Yes	316	84.3
	No	59	15.7
Age	17-19 age	169	45.1
	20-22 age	116	30.9
	23-25 age	43	11.5
	26 age and above	47	12.5

It's seen that in the research people consist of 54.4 % female (204 people), 45.6 % male (171 people), 84.3 %

mostly PES students and 45.1 % maximum 17-19 the age range (169 people).

Table 3. Averages of participants' leisure time motivation scale sub-dimensions

	N	Mean	Standard deviation
Amotivation	375	2.92	1.15
Knowledge and Success	375	3.64	1.01
Stimulus to live	375	3.72	1.07
Identification / Introjection	375	3.67	0.92
External Regulation	375	2.92	1.16

It is seen that stimulus to live sub-dimension's average (mean:3.72) is the highest level and external regulation su-dimension's average

(mean:2.92) is the lowest level considering the average of Leisure Time Motivation Scale Sub-dimensions (Table 3)

Table 4. Comparison of Leisure Time motivation Scale Scores according to gender

		N	Mean	Std.	t	p
Amotivation	Female	204	2.84	1.11	1.36	0.17
	Male	171	3.01	1.20		
Knowledge and Success	Female	204	3.07	0.96	1.15	0.24
	Male	171	3.57	1.05		
Stimulus to live	Female	204	3.76	1.02	0.70	0.47
	Male	171	3.68	1.11		
Identification/Introjection	Female	204	3.67	0.91	1.70	0.86
	Male	171	3.68	0.92		
External Regulation	Female	204	2.84	1.11	1.36	0.17
	Male	171	3.01	1.20		
Total	Female	204	3.23	0.71	0.28	0.77
	Male	171	3.34	0.77		

The total average of females in the research is mean=3.23 , the total average of males in the research is mean=3.34. There is no statistically significant difference in the total scores of the students according to gender variation (t=0.28, p> 0.05). There is no

statistically significant difference in sub-dimensions of amotivation (t=1.36, p>0.05), knowledge-success (t=1.15, p>0.05), stimulus to live (t=0.70, p>0.05), identification/introjection (t=0.86, p>0.05) and external regulation (t=1.36, p>0.05) according to gender (Table 4).

Table 5. Comparison of Leisure Time motivation Scale Scores according to the department students study.

		N	Mean	Sdt.	t	p
Amotivation	PES student	316	2.94	1.11	0.95	0.34
	Students from other department	59	2.79	1.20		
Knowledge-Success	PES student	316	1.02	0.96	0.68	0.68
	Students from other department	59	3.59	1.05		
Stimulus to live	PES student	316	1.05	1.02	0.92	0.92
	Students from other department	59	3.51	1.11		
Intorduction/Introjection	PES student	316	1.05	0.91	0.12	0.12
	Students from other department	59	3.51	0.92		
External Regulation	PES student	316	1.16	1.11	0.34	0.34
	Students from other department	59	2.79	1.20		
Total	PES student	316	3.35	0.75	1.20	0.23
	Students from other department	59	3.22	0.67		

The total average score from the scale of PES students is= 3.35 and the total average score from the scale of students in other departments is= 3.22 considering participants' departments they study. There is no statistically significant difference in the total scores of the students according to participants' departments they study

($t=1.20$, $p> 0.05$). There is no statistically significant difference in sub-dimensions of amotivation ($t=0.95$, $p>0.05$), knowledge-success ($t=0.68$, $p>0.05$), stimulus to live ($t=0.92$, $p>0.05$), identification / introjection ($t=0.12$, $p>0.05$) and external regulation ($t=0.34$, $p>0.05$) according to gender (Table 5)

Table 6. Comparison of Leisure Time motivation Scale Scores according to age.

	Age	N	Mean	Std.	f	p	Sig.Difference (Bonferroni)
1. Amotivation	(a) 17-19 age	169	2.94	1.27	5.42	0.01*	a-d, b-d
	(b) 20-22 age	116	2.66	0.94			
	(c) 23-25 age	43	2.97	1.00			
	(d) 26 age and above	47	3.45	1.16			
2. Knowledge and Success	(a) 17-19 age	169	3.53	1.09	2.39	0.72	
	(b) 20-22 age	116	3.62	0.95			
	(c) 23-25 age	43	3.77	0.77			
	(d) 26 age and above	47	3.95	0.94			
3. Stimulus to live	(a) 17-19 age	169	3.71	1.16	0.54	0.65	
	(b) 20-22 age	116	3.70	0.95			
	(c) 23-25 age	43	3.65	1.01			
	(d) 26 age and above	47	3.90	1.06			
4. Identification Introjection	(a) 17-19 age	169	3.65	0.99	2.32	0.75	
	(b) 20-22 age	116	3.57	0.84			
	(c) 23-25 age	43	3.71	0.83			
	(d) 26 age and above	47	3.98	0.91			
5. External Regulation	(a) 17-19 age	169	2.94	1.27	5.41	0.01*	a-d, b-d
	(b) 20-22 age	116	2.66	0.94			
	(c) 23-25 age	43	2.97	1.00			
	(d) 26 age and above	47	3.45	1.15			

P<0.05

There is significant difference of participants' scores of amotivation sub-dimension according to age (f=5.42; p<0.05). It's seen that the scores 26 age and above of amotivation sub-dimension (mean=3.45) is significantly higher than the scores of 17-19 age range (mean=2.94) and 20-22 age range (mean=2.66).

There is significant difference of participants' scores of external regulation according to age (f=5.41;

p<0.05). It is seen that the scores of 26 age and above of external regulation sub-dimension (mean=3.45) is significantly higher than the scores of 17-19 age range (mean=2.94) and 20-22 age range (mean=2.66) according to the results of Bonferroni multiple comparison test. It can be said that older university students participating in leisure time activities show themselves better and more dynamic than other people (Table 6).

DISCUSSION

There is no significant difference between gender and participants' scores of sub-dimensions of the leisure time motivation scale as a result of the research. There are similar and different researches with this study in

literature. There were significant difference with gender variation and sub-dimensions of satisfaction and motivation scales in favor of women in the study of Analysis of Motivation and Satisfaction of University Students done by Ağuduman (2014). Women got more average scores

than men in the study of Analysis of Relationships between Leisure Time Life Satisfaction and Socio-demographic Variations with Life Satisfaction done by Gökçe (2008).

There was a comparison between the leisure time scale total scores and sub-dimension scale scores according to gender in Students' Attitudes towards Recreative Activities and the Analysis of Leisure Time Motivations in terms of Some Points done by Kaya (2011). There were no significant difference in total scale score, sub-dimensions average scores of amotivation, knowledge and success, identification and introjection according to gender. It was found that women has higher motivation to participate in leisure time activities than men in Leisure Time Activities Participation Motivation of Teachers Working in Primary Schools in district of Keçiören in city of Ankara done by Altunay (2015).

It was found that amotivation of men is significantly higher than women in the study of Tendency Recreation of Young People in Orphanage and The Effect of Activities on Socializing done by Kaya (2003). It was found that the factor of stimulus to live is the basic factor for women as the motivator for recreational exercise; the factor of knowledge and success is the most motivating factor according to the results of the analysis of participants' gender in the study of The Factors of Motivating People Got Serviced in Private Health- Sport Centers to Recreational Exercises done by Güngörmüş (2007). There was difference according to gender in the study of Attitudues and Behaviours in Changing Social Structure of Gender Differences in Modern Urban Area done by Wilson (1980). The reasons of this results were indicated that some of leisure time activities require physical features and men and women have different socialization experience and

women generally are at homecentric location.

It was concluded that women have difficulty to be participate in recreational activities or they lbecome part of these activities less than men because of factors such as lack of information and money in the study done by Jackson and Henderson (1995). It was found that there is statistically significant difference between frequency of doing sports and gender; male facult members do sports more than female facult members in the study of A Sociological Research on Faculty Members' Leisure Time Activities, A sample of Eastern Anatolia done by Tel and Köksalan (2008). According to the study done by Dumazedier (1991) Gender causes important differences in social attitudues and behaviours. Society gives roles to men and women. These specific roles are marked with a very precise line in traditional societies and limited to customs and traditions. There is difference between women working and women not working in terms of daily leisure time. This leisure time means less time for both women working and having two children.

It was found that there is no significant difference between the Leisure Time Motivation Scale and the department students study. In literature there are studies in the opposite direction with this study. There was significant difference between the scale of sub-dimensions of motivation and satisfaction in the study done by Ağduman (2014). There was significant difference total score of the scale and average scores of sub-dimensions of amotivation, knowledge and success, stimulus to live, identification/ introjection among groups in the comparison with the Leisure Time Scale and average score of sub-dimensions scale in the study done by Kaya (2011). There was difference with motivation and the departments students study , people who have different cultural background in the study done by Li and

friends /1996) and Duda (1986). For example, it is seen that there is difference more jobs which requires more important cooperation in the competition and jobs which requires less important cooperation in the competition.

It was found that there is significant difference with amotivation and external regulation sub-dimensions of the Leisure Time Motivation Scale and age in this study. In literature, there are some researches in the directions of opposite and similar results of this study. There was significant difference the scores of amotivation sub-dimension and age in the study done by Mutlu (2008). It was found that older teachers have less motivation than young teachers in the study of Teachers' Participation Motivation in Leisure Time Activities done by Altunay (2015). It was found that there was statistically significant difference between age groups with total scores and the average scores of subdimensions of amotivation, knowledge and success, identification/introjection in the comparison of the average scores of subdimensions and total scores in the study of Lesiure Time Motivation Scale done by Kaya (2011).

RESULTS

It is found that majority of participants are female and they mostly are studying in Physical Education Sports and Pes students do Badminton sports and the average age ranges 17-19 at most.

It is concluded that the highest average is the average scores of stimulus to live sub-dimension and the lowest average is the average score of external regulation sub-dimension regarding of the average scores of sub-dimensions of Leisure Time Motivation Scale.

It is concluded that total average scores of females is less that males according to gender variation. But this difference doesn't have an effect creating a statistically significant difference.

The total average scores of PES students are higher tha the total average scores of students in other departments according to the department students study. But this difference doesn't have an effect creating a statistically significant difference on the total score.

The scores of participants' amotivation sub-dimension have significant difference according to age ($f=5.42$; $p<0.05$). According to the results of Bonferroni multiple comparison tests amotivation sub-dimension's score (mean=3.45) of 26 age and above is significantly higher than 17-19 age range (mean=2.94) and 20-22 age range (mean=2.66).

The participants' scores of external regulation sub-dimension has significantly difference according to age ($f=5.41$; $p>0.05$). According to the results of Bonferroni multiple comparison test, the 26 age and above participants' scores (mean=3.45) of external regulation sub-dimension have significantly higher than 17-19 age range (mean=2.94) and 20-22 agre range (mean=2.66). It can be said that older university students participate in leisure time activities to show themselves good, hardworking, dynamic to against other people.

SUGGESTIONS

Many researches show that a number of population even in developed countries have still and away from active life . Still life creates first health problems. It can be said that still life is an important problem and researches should be done for this problem's solution.

Older students have less motivation and training programs can be planned according to students' free time for increasing students' motivation.

Older university students participate in leisure time activities to show themselves good,hardworking, dynamic to other people. These students should be informed about the contribution to mental and physical health of the recreation.

A lot of studies show that still life has an another effect on causing adolencents' tendency to do risky behaviours especially in developing

countries.One of the best ways to overcome such problems is to ensure the participation of the children and yprung people in leisure time activities. It is thought that leisure time activities increases satisfaction,mental and physical health, physical health, social cohesion and general happiness; prevents adolencents from doing risky behaviours and contributes life motivation positively.

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