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A STUDY INTO THE SPORTS PARTICIPATION MOTIVATION OF THE SECONDARY SCHOOL- STUDENTS IN SCHOOL TEAMS IN DIFFERENT TYPES OF SPORTS*

ABSTRACT

This study aims to find out whether there is a difference, based on gender and the types of sports, between sports participation motivation and the motivation scores of the students attending secondary schools in the central districts of Ankara and playing in school teams. 378 students (\bar{x} age= 15.83 ± 0.93), consisting of 278 males (\bar{x} age= 15.85±0.92) and 100 females (\bar{x} age= 15.77±0.95), from 52 different secondary schools (n9.class: 139, n10.class: 118, n11.class: 90, n12.class: 31) voluntarily participated in the study. The study used "The Sports Participation Motivation Questionnaire" (1983), which developed by Gill, Gross and Huddleston and adapted to Turkish by Oyar et al (2001). The questionnaire, consisting of 30 items and 8 subscales including the reasons why individuals participate in sports, was used as the data collection tool. t test was used to analyze the gender difference in sports participation motivation and One-Way Variance Analysis (Anova) was used to determine the difference between the types of sports. Consequently, it was found out that among the girls the most important reason for the participation in sports was "team spirit" and the least important reason was "friendship" and among the boys the most important reason was "skill improvement" while the least important reason was "friendship". The analysis to test the gender differences in sports participation among secondary school athletes, indicated a significant difference between girls and boys in favour of the former group for the subscale "fun". In addition, it was found out there were significant differences between the types of sports in the subscales "success/status", "friendship" and "fun".

Key Words: Participation motivation, school teams, sports, student, gender.

FARKLI BRANŞLARDA OKUL TAKIMLARINDA YER ALAN ORTAÖĞRETİM ÖĞRENCİLERİNİN SPORA KATILIM MOTİVASYONLARININ İNCELENMESİ

ÖZET

Bu çalışmada, Ankara ili merkez ilçelerdeki ortaöğretim okullarında öğrenim gören ve okul takımlarında yer alan öğrencilerin, cinsiyet ve katıldıkları spor dallarına göre spora katılım motivasyonlarını ve motivasyon puanları arasında fark olup olmadığını belirlemek amaçlanmıştır. Çalışmaya, 52 farklı ortaöğretim okulundan (n_{9.sınıf}: 139, n_{10.sınıf}: 118, n_{11.sınıf}: 90, n_{12.sınıf}: 31) 278 (\bar{x} yaş= 15.85±0.92) erkek ve 100 (\bar{x} yaş= 15.77±0.95) kız toplam 378 öğrenci (\bar{x} yaş= 15.83 ± 0.93) gönüllü olarak katılmıştır. "Spora Katılım Güdüsü Ölçeği" Gill, Gross ve Huddleston (1983) tarafından geliştirilmiş ve Oyar ve ark. (2001) tarafından Türk popülasyonuna uyarlaması yapılmıştır. Bireyin spora katılım nedenlerini içeren 30 madde ve 8 alt boyuttan oluşan bu ölçek çalışmada veri toplama aracı olarak kullanılmıştır. Verilerin analizinde, spora katılım motivasyonunun da cinsiyet farklılığını test etmek için t Testi, spor dalları arasındaki farklılığı belirlemek için, Tek Yönlü Varyans Analizi (Anova) kullanılmıştır. Araştırma sonucunda, kız sporcularda spora katılımda en önemli nedenin "takım üyeliği/ruhu", en önemsiz nedenin "arkadaşlık" olduğu; erkek sporcularda en önemli nedenin "beceri gelişimi", en önemsiz nedenin "arkadaşlık" olduğu görülmektedir. Araştırmaya katılan ortaöğretim sporcularının spora katılım motivasyonlarında cinsiyet farklılığında, kız ve erkek sporcular arasında "eğlence" alt boyutunda kız sporcuların lehine anlamlı bir fark gözlenmiştir. Ayrıca "başarı/statü", "arkadaşlık" ve "eğlence" alt boyutlarında branşlar arasında anlamlı farklılıklar gözlenmiştir.

Anahtar kelimeler: Katılım motivasyonu, okul takımları, spor, öğrenci, cinsiyet.

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* Presented as a poster at the 11th International Symposium on
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INTRODUCTION

Sports have been recommended to people of all ages since the positive effects of regular exercising on mental and body health have been well documented through scientific studies¹². Football, basketball, swimming, gymnastics and other activities included in sports programs both in and outside schools are changing lifestyle of most children.

In recent years, studies in sports psychology have focussed heavily on understanding the main reasons that motive the youth and children to participate in sports. Sports orientation takes places when the competition level of an individual is directed to the goal and the achievement of this goal¹⁴. Sports participation gives individuals opportunities to evaluate their own performance, exhibit their skills and think over their personal objectives¹⁰. Besides, among the causes of young athletes participation in sports is also important for body health and performance targets²⁶. Especially, "sports participation motivation" has been determined as a concept that needs to be explored in youth sports and a large number of studies have been conducted to identify the reasons that drive individuals to participate in sports and physical activities and to categorize these reasons^{15, 35}.

Studies on motivation has changed from early mechanical approaches to today's approaches that require knowing and understanding⁶. Modern sports psychologists and researchers have tried to prepare a theoretical basis to better understand sports participation of youth and find out the underlying motives.

Motivation is regarded as a key factor that affects participation of athletes in a certain sport³⁸. First extensive research into sports participation motivation focused mainly on the reasons for participation, attendance and giving up^{3,15,20}. Researchers intended to find

answers to the reasons that are taken into account while participating in an activity. Gould (1982), therefore, carried out an archive study to determine what researches were done in the past and what should be done regarding the participation motivation. Researcher emphasized that researches conducted on sports participation motivation and data from these researches would benefit coaches, directors and leaders to prepare programs, thus allowing coaches to meet the needs of participating individuals and this would contribute to the psychological and motor development of these individuals¹⁷.

Previous studies revealed that generally there were some reasons underlying the participation of children and youth in sports and physical activities. These can be identified as fun (motives to get pleasure/enjoyment from sports participation), physical fitness (motives to be healthy and physically fit), and skill development (motives to improve new skills or master old ones), achievement (motives to accomplish tasks), status (motives to gain status or recognition), being on a team (motives to belong to a team and to get enjoyment from team atmosphere), friendship (motives to be with friends), working off energy (motives to do something to work off energy), situational motivations (being influenced by families, coaches and some beneficial institutions)^{8,22,24,40,46}.

Traditionally, motivation can be categorised in two ways. Extrinsic reasons (social acceptance, rewards, physical challenge) and intrinsic reasons (pleasure from activity, self-recognition, self-satisfaction)^{29,43}. These reasons play a key role in why individuals take part in sports and one of these reasons is usually dominant even though both intrinsic and extrinsic reasons together could have effects on the same person. Researchers assert that intrinsic motivation lead to higher levels of sportsmanship and motivation and less

wearing-out among beginners^{30,31,39}. Those who take up sports due to intrinsic reasons wish to develop new skills, experience the team spirit, increase their self-confidence and exhibit a good example of sportsmanship while more social attitudes are observed among those who start due to extrinsic reasons. Through these reasons, they join sports to raise and improve their social status and make professional career³⁰. In their research, Baker, Whiting and Vander Brug (3) discusses 11 studies involving motives related to sports participation. Of these 11 studies, seven found that intrinsic pleasure was the most important source of motivation in sports participation. Their research sought answers to why individuals take part in sports and discovered that their participation was mostly due to intrinsic reasons (learning, gaining pleasure). Ryan, Frederick, Lepes, Rubio and Sheldon (28) found that extrinsic motives were initially the most important reason for sports participation, but intrinsic motives hold a prominent place in maintaining sports participation. Results of the research indicated that pleasure from competition and fame affected commitment and permanence whereas body-related motives did not affect the commitment to sports so much. Task, ego and social motives play separate roles in motivation^{4,9}. Task motivation is intrinsic and comes out when a participant decides to join an activity in return for pleasure and personal reward⁴. Ego motives are extrinsic and associated with comparing one's own performance to others. Social cohesion motives are extrinsic. They are related to friendship and socialization and linked with sense of belonging, being appreciated and respect resulting from sports participation. Extrinsic motivations are important when starting organized sports and intrinsic motivations gain importance as the athlete grows older.

Researchers who are interested in youth sports focus on two theories. One is the competence theory by Harter and the other is achievement goal theory by Nicholls. Those pursuing the former theory have usually dealt with training of young athletes. What matters here is an individual's self-efficacy, self-perception of success and the control of motivational processes in the target area. Harter's theory deals with a child's perception of self-efficacy and the role of social effects in intrinsic and extrinsic orientation. Harter also deals with other important figures around the athlete and father and mother stand out among these people. These people help the child make a strenuous effort by providing feedback in child's academic, social and physical environment⁵.

It is known that children and young people participate in sports to have fun and to improve their existing skills and learn new ones¹⁵. Young people report recreation and pleasure as the major reason to participate in sports^{11,13,16}. Previous studies revealed that children take part in sports for a variety of reasons. The reasons why people take part in sports are diverse and personal. Scanlan, Stein and Ravizza (34) found that learning and getting pleasure from the games play a central role in participating in youth sports.

Being healthy also plays an important role for children's participation^{7,36}. A number of differences were found while investigating the factors that motivate people to take part in activities involving fun and competition. Those who take up sports especially at later ages to improve their health prefer less complicated activities that require less physical competence. There are gender differences, as well^{25,32}. While women seem to be more eager to participate¹², men, despite being more competitive²¹, appear to attend less often¹³.

This study aims to find out whether there is a difference, based on gender and type

of sports, between sports participation motivation and the motivation scores of students attending secondary schools in the central districts of Ankara and playing in school teams.

METHOD

It is the aim of this descriptive study to find out whether there is a difference, based on gender and type of the sports, between sports participation motivation and the motivation scores of the students attending secondary schools in the central districts of Ankara and playing in their school teams.

STUDY POPULATION

Population of the study included students attending secondary schools in the central districts of Ankara and playing football, basketball, volleyball, handball and doing wrestling and karate in their school teams. A total of 378 students (278 males and 100 females) randomly-selected from this population voluntarily participated in the study. Participants were from 52 different secondary schools (n^{9thclass}: 139, n^{10thclass}: 118, n^{11thclass}: 90, n^{12thclass}: 31) and playing football (n: 79), basketball (n: 22), volleyball (n: 75), handball (n: 68), and doing wrestling (n: 96) and karate (n: 38) in their school teams.

DATA COLLECTION TOOLS

In this study, Sport Participation Motivation Questionnaire (SPMQ) was used to collect data. SPMQ, which was developed by Gill, Gross and Huddleston, is made up of 8 subscales (Skill Development, Team Membership/Spirit, Fun, Friendship, Achievement/Status, Working off Energy, Physical Fitness and

Other Reasons) and 30 items about the major reasons why people participate in sports. The questionnaire consists of 8 subscales (Achievement/Status, Physical Fitness/Working off Energy, Team Membership/Spirit, Friendship, Fun, Competition, Skill Development and Motion/Being Active) and 30 items that are rated as “very important (1)”, “a little important (2)” and “not important at all (3)” in order to find out what reasons drive participants to participate in sports and exercise and how strong these reasons are. Reasons for sports participation were rated on a 3-point scale as follows: Very Important (1), “A Little Important (2)” and “Not Important At All (3)”. **Lower scores from the scale mean higher levels of importance.** Cronbach’s alpha coefficient, as calculated by Gill et al (1983), for the subscales ranged between 78 (Achievement/Status) and 30 (Friendship). Through test-retest method, the reliability of the SPMQ was found to be 68. The questionnaire was translated into Turkish by Çelebi (1993) and its validity and reliability for 9-17 year-old Turkish students was tested by Oyar, Aşçı, Çelebi and Mülazımoğlu (2001). In the study conducted by Oyar et al, the Cronbach’s alpha internal consistency coefficient for the subscales was calculated between 61 (Skill Development) and 78 (Achievement/Status). t test was used to test the gender difference in sports participation motivation and a one-way analysis of variance (Anova) was run to determine if there was a difference between the types of sports. Tukey test was utilized to determine between which types of sports there was a significant difference. The limit for statistical significance was set at p=0.05.

RESULTS

Results from the analyses carried out in accordance with the purpose of the study were presented in the tables below.

Table 1. Sports Participation Motivation Mean Scores and T-test Results by Gender

Subscales	Gender	N	\bar{X}	SS	SD	t	p																																																																																
Achievement/Status	Male	278	1,27	0,32	376	0,184	0,855																																																																																
	Female	100	1,28	0,33				Physical Fitness /Working off Energy	Male	278	1,29	0,29	376	1,129	0,260	Female	100	1,25	0,28	Team Membership/Spirit	Male	278	1,20	0,31	376	1,798	0,073	Female	100	1,14	0,28	Friendship	Male	278	1,41	0,42	376	0,610	0,542	Female	100	1,45	0,43	Fun	Male	278	1,37	0,38	376	2,000	0,046*	Female	100	1,28	0,35	Competition	Male	278	1,28	0,36	376	0,421	0,674	Female	100	1,27	0,35	Skill Development	Male	278	1,11	0,22	376	1,189	0,235	Female	100	1,15	0,27	Motion/Being Active	Male	278	1,28	0,36	376	1,773	0,077
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* p<0,05

Table 1 shows that the most important reason for sports participation is “Team membership/Spirit” ($\bar{X} = 1,14 \pm 0,28$) among girls and “Skill Development” ($\bar{X} = 1,11 \pm 0,22$) among boys while the least important reason is “friendship” for both girls ($\bar{X} = 1,45 \pm 0,43$) and boys ($\bar{X} = 1,41$

$\pm 0,42$). The results of the t test, which was used to test the gender differences in sports participation among secondary school athletes, indicated a significant difference between girls and boys in favour of the former for the subscale “Fun” (t=2,000; p<0,05).

Table 2. Sports Participation Motivation Mean Scores and Analysis of Variance Results by Types of Sports

Subscales	Types of Sports	N	\bar{X}	SS	F	p	Significance
Achievement/Status	Football(A)	79	1,25	0,31	3,202	0,008*	A-F, C-F, D-F, E-F
	Basketball (B)	22	1,24	0,24			
	Volleyball(C)	75	1,27	0,32			
	Handball (D)	68	1,23	0,27			
	Wrestling (E)	96	1,26	0,33			
	Karate (F)	38	1,47	0,41			
Physical Fitness /Working off Energy	Football(A)	79	1,32	0,33	0,742	0,592	
	Basketball (B)	22	1,30	0,36			
	Volleyball(C)	75	1,28	0,31			
	Handball (D)	68	1,22	0,27			
	Wrestling (E)	96	1,27	0,25			
	Karate (F)	38	1,27	0,22			
Team Membersip/Spirit	Football(A)	79	1,16	0,25	1,124	0,347	
	Basketball (B)	22	1,12	0,14			
	Volleyball(C)	75	1,20	0,30			
	Handball (D)	68	1,16	0,32			
	Wrestling (E)	96	1,21	0,33			
	Karate (F)	38	1,27	0,34			
Friendship	Football(A)	79	1,31	0,36	4,809	0,000*	A-C, A-F, D-F, E-F,
	Basketball (B)	22	1,46	0,40			
	Volleyball(C)	75	1,53	0,43			
	Handball (D)	68	1,33	0,37			
	Wrestling (E)	96	1,40	0,42			
	Karate (F)	38	1,64	0,51			
Fun	Football(A)	79	1,37	0,41	3,844	0,002*	B-D, D-F
	Basketball (B)	22	1,53	0,44			
	Volleyball(C)	75	1,32	0,38			
	Handball (D)	68	1,23	0,28			
	Wrestling (E)	96	1,32	0,33			
	Karate (F)	38	1,49	0,42			
Competition	Football(A)	79	1,24	0,35	2,196	0,054	
	Basketball (B)	22	1,22	0,31			
	Volleyball(C)	75	1,32	0,38			
	Handball (D)	68	1,21	0,28			
	Wrestling (E)	96	1,29	0,37			
	Karate (F)	38	1,42	0,41			
Skill Development	Football(A)	79	1,12	0,23	1,129	0,344	
	Basketball (B)	22	1,04	0,11			
	Volleyball(C)	75	1,16	0,28			
	Handball (D)	68	1,11	0,25			
	Wrestling (E)	96	1,11	0,22			
	Karate (F)	38	1,15	0,20			
Motion/Being Active	Football(A)	79	1,33	0,39	2,894	0,104	
	Basketball (B)	22	1,28	0,42			
	Volleyball(C)	75	1,21	0,33			
	Handball (D)	68	1,19	0,27			
	Wrestling (E)	96	1,22	0,31			
	Karate (F)	38	1,39	0,37			

* p<0,05

Table 2 indicates the results of the analysis which was made to test whether there was a significant difference between the types of sports (football, basketball volleyball, handball, wrestling and karate) students participated in as a member of their school teams and their motivation scores regarding achievement/status, physical fitness/working off energy, team membership/spirit, friendship, fun, competition, skill development, motion/being active. Accordingly, the difference between the mean scores of groups was significant for "Achievement/Status" ($F_{(5-372)} = 3,202$,

$p < 0.05$), "Friendship" ($F_{(5-372)} = 4,809$, $p < 0.05$) and "Fun" ($F_{(5-372)} = 3,844$, $p < 0.05$). Tukey test was used for determining groups that showed a difference and the test indicated that "Achievement/Status" was found to be more important to the students in football, basketball, volleyball, handball and wrestling teams when compared to those in the karate teams. Compared to those in karate teams, achievement was more important to the students in football, handball and wrestling teams. Unlike the students in basketball and karate teams, students in the handball team gave more importance to "Fun" ($p < 0.05$).

DISCUSSION AND CONCLUSION

After analyzing the results, it was seen that the most important reason for sports population among girls is "team membership/spirit" and for boys it is "skill development". In line with the previous studies^{20,33,35,47}, it was concluded that skill development is one of the major reasons that drive male students participate in sports. Students in the school teams are mostly chosen from those who possess certain sporting skills or appropriate skill development. The main reason why students prefer "skill development" for sports participation might result from the notion that they want to develop their skills, prove themselves in their school teams and then have a place in a club outside school. This is an indication that participation for both groups is intrinsic. Being intrinsically motivated makes young athletes perceive physical education and sports more positively⁴⁴. The results for girls regarding the subscale "Team Membership/Spirit", however, are supported by the study³⁵ which found out that "Achievement/Status" and "Fun" are among the main factors behind the sports participation. The fact that data were collected from different cultures and age groups might be an explanation for the

difference in results. Also, Wankel (1985) and Koivula (1999) reported in their study that "Fun" is the primary or secondary reason for sports participation. Findings of this study showed that "Fun" was one of the major reasons for sports participation among girls. Like in the previous studies, "Skill Development" was found to be one of the main reasons that encourage male students to participate in sports^{15,35,45,47}. Moreover, a significant difference in favor of girls was observed between girls and boys in the subscale "Fun". This finding is supported by the study by Şirin et al (2008) (37) where "Fun" was found to be a more important element for girls to participate in sports. According to these findings, the motive of "Fun" can be said to be a more important reason for sports participation among girls. For Scanlan et al (1989) (34), "fun" is the most motivational factor in the sports. Those who participate in sports for fun are connected to the sports more closely. Yet, it was discovered that individuals participating just for a gain do not seem to be participating as often as before when they have met this extrinsic need. In many studies conducted on the same age groups in other cultures, having fun was found to be an important motive for sports participation^{18,19,23,41,42}.

Besides, in female and male sportsmen the least important reason of the participation in sports is seems to be “friendship”. These findings are indicated parallel with the findings of Acar (2012) (1).

In our study, a significant difference was observed between the types of sports (football, basketball volleyball, handball, wrestling and karate) students participated in as a member of their school teams and their motivation scores regarding achievement/status, friendship and fun. Our finding is quite distinct from those of Şirin et al (2008) (37) and Arslan and Altay (2009) (2) as the former found a significant difference between sports/games and the motivation scores for competition and friendship and the latter detected it between sports and team membership/spirit. However, it is partly consistent with the results related to other subscales. Yılmaz et al, (2010) viewed in research causes of children's participation in sport according to types of sports participation motivation have found no significant difference⁴⁸.

From the results obtained from this study, it is seen that the basic reason for sports participation among young people is intrinsic. Athletes should be supported to keep doing sports in the future by making arrangements to bring into the forefront the intrinsic factors such as fun, pleasure and the sense of adequacy which play a key role in participating in sports and maintaining it and also by motivating them optimally through extrinsic rewards. Psychological factors also have a very important place in achieving success in sports. Motivation can be considered to be the most important among the factors that affect sporting success. An athlete needs to be prepared physiologically to achieve sporting success by enduring the conditions of lengthy and extensive training and it is also essential to be prepared psychologically for these

conditions. Therefore, it is the motivational orientation that determines whether an athlete will maintain a behavior or not.

The reasons for an athlete to participate in sports should be fully clarified in order to maintain the continuity in sports. Making use of an athlete's motivation in a way to affect his performance positively will definitely secure this continuity. In this regard, it is important for a coach to know his own athletes well and be aware of their needs and interests. Based on their knowledge about their own athletes, coaches and Teachers of Physical Education are likely to play a key role in leading to desired behaviours like participating in sports, getting pleasure from sports and maintaining the sporting activities through their own will; in other words, they can greatly help maintain and increase intrinsic motivation. Participation can be maintained by creating sports environments - taking into account their developmental periods - where athletes will be able meet their needs and interests.

As a result, it is crucial to take into consideration that every child participate in sports and maintain this participation on account of different motives. Another issue is that motives vary according to age, gender, type of sports and the level of experience. Being aware of these motives is really important to coaches, teachers of physical education and parents. Thanks to these motives, coaches, teachers of physical education and parents can help children participate in and continue sports activities. When the positive effects of sports on children are taken into account, there is a need to conduct studies and elucidate theories about sports participation motivation in order to build a health society and prevent the “sedentary lifestyle” – the biggest problem of our time.

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