

## Examination of University Students' Participation Motivation in Sports

Burak GÜRER<sup>1</sup>, Eyup YILDIRIM<sup>2\*</sup>, Uğur ABAKAY<sup>1</sup>, Melike ESENTAŞ<sup>3</sup>, M. Fatih UGURLU<sup>4</sup>

1- Gaziantep University School of Physical Education and Sports

2- Firat University Faculty of Sport Sciences

3- Batman University School of Physical Education and Sports

4- Adiyaman University School of Physical Education and Sports

\*Corresponding Author, Email: eyildirim@firat.edu.tr

### Abstract

This study is carried out in order to determine participation motivation of the students who attended athletic tournaments in sports. Students' participation motivation in sports is compared in terms of students' different demographic features. 436 students (208 females, 228 males) from 56 different universities constitute the sample group of the study. "Participation Motivation Questionnaire" which is adapted into Turkish by Oyar and colleagues is used to gather research data. Percentage, frequency, Independent Sample T test and One Way Anova are used to analyse data. As a result, it is stated that the participation motivation of the university students who attended our study is, in general, high; team athletes at achievement and status, males at sub-dimension of friendship, 21-23 age groups at sub-dimension of team affiliation, entertainment, competition, activity have more desire and the students who receive education at the department of sports science have more participation motivation at all sub-dimensions except for sub-dimension of activity.

**Key Words:** Sport, Student, Motivation

### Introduction

Sport is a tool that consumes the individuals' potential energy mentally and physically in the most effective way; that enables healthy relationships to be built on the individual and society; that takes people to happiness balancedly in some situations; that reintegrates individuals who believe in discipline, social peace, and legalism into society. (Güven, 1999). Doing sports makes contribution to many personal characteristics. The subjects such as reasons for doing sports, desire for gaining success always catch attention of researchers. Especially in recent years, motivation and success are the most under-researched subjects both on visual and printed media.

It is very clear that the relationship between motivation and sports is very important in sports. It is normal to be unsuccessful or have less success in a situation which there is no motivation and achievement motive. Individuals show tendency to look for peaceful and satisfying places and to move away from stressful and miserable situations. Human beings learn, remember, think, need and want. They take action for food need when they are hungry, for water need when they are thirsty, for need of being approved by others, for need of being successful and they act to reach these aims (Arkonaç, 1998). The needs that are not met can be considered as a performance variable because they cause motivation to be lost (Rowley, 1996; Gökçe 2011). From this point of view, we can draw a conclusion as athletes' needs that are not satisfied reflect badly on their performances. According to Maslow (1943), to meet higher level needs is bound to meet basic and lower level needs. Maslow (1943) classified needs of an individual into five levels as physiological, security, love- belonging, esteem and self-actualization. When this hierarchy is considered, it can be said that social needs gain importance at 3rd level. Sport responds to many feelings at this range of needs. It is thought that sports organizations contribute to athletes' motivation and development and provide a different kind of motive. Motivation at the organizations is an activation process to fulfil individual's needs by establishing an environment, impressing and encouraging.

According to another description, it is described as a driving force that affects individual's arousal, individual's being directed and prosecution of these behaviours to arise current behaviours in workplace environment. In other words, motivation can be defined as the orientation of humans' behaviours in intended direction (Kavrakoğlu, 1993). Thus, we can say that motivation is an essential factor for participating in sports.

It is known that children and the young participate in sports for entertainment, to improve skills and learn new skills (Gill and colleagues 1983). The youth indicates entertainment and enjoyment as the main reason to participate in sports (Dwyer, 1992; Gill, 1983). In recent years, to indicate the main reasons which lead children and the young to participate in sports constitutes the fundamental point in the area of sport psychology. Orientation to sports consists of combination of orientation individual's competition level to winning and orientation to target (Gill and Deeter, 1988).

It comes to mind that these feelings and thoughts affect participating in sport critically. Moreover, one of the important needs of the individuals is action. This need can be met thanks to sport activities and positive developments occur at organism. Sport gained social and economical qualifications and started to address large mass. Sport became a social institution and interest to sport increased day by day. This situation affected also the motivation at sport and this concept gained also social and biological dimensions apart from psychological aspect (Başer, 1998).

There are many factors that cause people to participate in sports. These factors can be ranked considering individuals' needs; thus the reasons to participate in sports can be different from person to person. In this point of view, answers to following questions are searched in this study which is conducted to determine university students' participation motivation in sports.

1. Does the university students' participation motivation in sports differentiate in terms of branch status (individual/team)?
2. Does the university students' participation motivation in sports differentiate in terms of gender?
3. Does the university students' participation motivation in sports differentiate in terms of age?
4. Does the university students' participation motivation in sports differentiate in terms of year of sports?
5. Does the university students' participation motivation in sports differentiate in terms of scientific area which is studied?

### Materials and Methods

The study is a descriptive research which is conducted on the purpose of examining university students' participation motivation in sports. The students who attended Football, Basketball, Handball, Volleyball, Badminton, Judo, Wrestling and Taekwondo branches and compete at intercollagiate athletic tournaments participated in with random method.

#### Population and Sample

22125 individuals who attended athletic tournaments which are organized by Turkish University Sports Federation in 2013-2014 school year constitute the population of our study and 436 university students (208 females, 228 males) constitute the sample group. In this study, sample size is calculated as reliability is considered as 95% and deviance amount is considered as  $\pm 5$ . While sample size is being calculated, the formula at Erkuş' book (2005) is used. It is considered that sample group represent the universe. Personal characteristics that are discussed in the study belonging to study group are given at Table 1.

**Table 1. Personal Characteristics Belonging to Study Group**

Variables	Groups	n	%
Status	Individual	214	49.1
	Team	222	50.9
Gender	Female	208	47.7
	Male	228	52.3
Age	18-20 aged	188	43.1
	21-23 aged	212	48.6
	24-26 aged	26	6.0
	27 aged and over	10	2.3
Year of Sports	1-3 years	74	17.0
	4-6 years	134	30.7
	7-9 years	130	29.8
	10 years and over	98	22.5
Department	Sports Science	344	78.9
	Other	92	21.1

N=436

**Data Collection Tool**

"Personal Data Form" is used to gather information about independent variables of the study. Questions in the form are about students' gender, age, year of sports and department. Participation Motivation Questionnaire (PMQ) that is developed by Gill, Gross and Huddleston (1983) and is adapted into Turkish by Oyar and colleagues (2001) is used. Assessment instrument consists of 30 items and 8 sub-scales (Achievement, Physical Appropriateness, Team Affiliation/Spirit, Friendship, Entertainment, Competition, Improving Skills, Activity/ Being Active) which includes in individual's participation reasons in sports. Students' reasons for participating in sports are evaluated as "Very Important (1), "Somewhat Important (2)" and "Not At All Important(3)" out of triple scale. Low scores that are gathered from assessment instrument show high participation motivation. Coefficient of internal consistency of assessment instrument is determined as  $\alpha=.88$  for this study.

**Analysis of Research Data**

Gathered data in the study was coded to computer environment and statistical analysis was carried out by the help of SPSS 22.0 package programme. Kolmogorov-Smirnov and Shapiro-Wilk normality tests were performed in order to determine whether research data shows a normal distribution or not. It was given a look to Kurtosis-Skewness values for data sets that do not show a normal distribution and it is assumed that datas showed normal distribution because the values are between  $+2/-2$ . Independent samples test from parametric tests was used for paired groups at statistical analyses and One Way Anova was used for multiple groups. LSD test was used to determine between which groups the difference is in multiple groups.

**Results**

**Table 2. Comparison of the Scores That Study Group Had from Participation Motivation Scale in terms of Different Branches**

	<b>Branch</b>	<b>N</b>	<b>Average</b>	<b>SS</b>	<b>t</b>	<b>p</b>
Skill	Individual	214	1.1028	.20637	1.098	.273
	Team	222	1.0811	.20656		
Team Affiliation	Individual	214	1.1706	.33145	.284	.776
	Team	222	1.1622	.28469		
Entertainment	Individual	214	1.2220	.29734	.121	.904
	Team	222	1.2185	.30663		
Friendship	Individual	214	1.3458	.38470	1.219	.223
	Team	222	1.2973	.44247		
Achievement Status	Individual	214	1.2654	.32749	2.459	.014
	Team	222	1.1946	.27236		
Physical Appropriateness	Individual	214	1.2093	.26485	-510	.609
	Team	222	1.2234	.30883		
Competition	Individual	214	1.1963	.32925	-357	.722
	Team	222	1.2072	.31087		
Activity/ Being Active	Individual	214	1.1994	.36216	1.617	.107
	Team	222	1.1502	.26809		

In Table 2, the comparison of the scores that study group had from sub-dimensions of participation motivation scale in terms of different branches is given. According to this, it is obtained that there is difference in favor of team athletes at sub-dimension of achievement and status ( $p<0.05$ ).

**Table 3. Comparison of the Scores That Study Group Had from Participation Motivation Scale in terms of Different Gender**

	Gender	N	Average	SS	t	p
Skill	Female	208	1.0962	.20552	.614	.671
	Male	228	1.0877	.20779		
Team Affiliation	Female	208	1.1731	.32615	.439	.661
	Male	228	1.1601	.29145		
Entertainment	Female	208	1.2380	.32112	1.177	.240
	Male	228	1.2039	.28270		
Friendship	Female	208	1.3846	.45108	3.079	.002
	Male	228	1.2632	.37146		
Achievement Status	Female	208	1.2442	.30577	.981	.327
	Male	228	1.2158	.29936		
Physical Appropriateness	Female	208	1.2327	.27538	1.121	.263
	Male	228	1.2018	.29860		
Competition	Female	208	1.2308	.33438	1.810	.072
	Male	228	1.1754	.30403		
Activity/Being Active	Female	208	1.1603	.30729	-.883	.378
	Male	228	1.1871	.32826		

In Table 3, comparison of the scores that study group had from participation motivation scale in terms of different gender is given. According to this, it is seen that there is difference in favor of males at sub-dimension of friendship ( $p < 0.05$ ).

**Table 4. Comparison of the Scores That Study Group Had from Participation Motivation Scale in terms of Different Age**

		K.T.	SD	K.O	F	p	Significant Difference
Skill	Intergroup	.158	3	.053	1.238	.295	
	Intragroup	18.394	432	.043			
	Total	18.552	435				
Team Affiliation	Intergroup	1.319	3	.440	4.749	.003	2-1
	Intragroup	40.000	432	.093			
	Total	41.319	435				
Entertainment	Intergroup	1.473	3	.491	5.563	.001	2-1
	Intragroup	38.139	432	.088			
	Total	39.612	435				
Friendship	Intergroup	1.970	3	.657	3.882	.009	2-1
	Intragroup	73.076	432	.169			
	Total	75.046	435				
Achievement Status	Intergroup	1.676	3	.559	6.334	.000	2-1
	Intragroup	38.108	432	.088			
	Total	39.784	435				
Physical Appropriateness	Intergroup	.325	3	.108	1.311	.270	
	Intragroup	35.716	432	.083			
	Total	36.041	435				
Competition	Intergroup	.963	3	.321	3.187	.024	2-1
	Intragroup	43.498	432	.101			
	Total	44.461	435				
Activity/Being Active	Intergroup	2.803	3	.934	9.777	.000	2-1
	Intragroup	41.283	432	.096			
	Total	44.086	435				

Groups; 1.group 18-20 aged, 2.group 21-23 aged, 3.group 24-26 aged, 4.group 27 aged and over

In Table 4, comparison of the scores that study group had from participation motivation scale in terms of different age is given. Accordingly, there is significant difference at sub-dimension of team affiliation, entertainment, friendship, achievement/status, competition, activity ( $p < 0.05$ ). According to LSD test results which is used to determine between which groups the difference is, it is found that 21-23 age groups desire more team affiliation than 18-20 and 24-26 age groups at sub-dimension of team affiliation, 21-23 age groups desire more entertainment than 18-20 age groups at sub-dimension of entertainment, 21-23 age groups desire more friendship and entertainment than 18-20 and 27 aged and over groups at sub-dimension of friendship and achievement/status, 21-23 age groups desire more competition than other groups at sub-dimension of competition, 21-23 age groups desire more activity than 18-20 age groups at sub-dimension of activity.

**Table 5. Comparison of the Scores That Study Group Had from Participation Motivation Scale in terms of Different Year of Sports**

		K.T.	sd	K.O	F	p	Significant Difference
Skill	Intergroup	.650	3	.217	5.225	.001	1-3, 1-4
	Intragroup	17.903	432	.041			
	Total	18.552	435				
Team Affiliation	Intergroup	.838	3	.279	2.980	.031	2-3
	Intragroup	40.482	432	.094			
	Total	41.319	435				
Entertainment	Intergroup	.556	3	.185	2.049	.106	
	Intragroup	39.057	432	.090			
	Total	39.612	435				
Friendship	Intergroup	2.410	3	.803	4.777	.003	1-4
	Intragroup	72.636	432	.168			
	Total	75.046	435				
Achievement Status	Intergroup	.239	3	.080	.871	.456	
	Intragroup	39.545	432	.092			
	Total	39.784	435				
Physical Appropriateness	Intergroup	.430	3	.143	1.739	.158	
	Intragroup	35.611	432	.082			
	Total	36.041	435				
Competition	Intergroup	.369	3	.123	1.206	.307	
	Intragroup	44.091	432	.102			
	Total	44.461	435				
Acting/Being Active	Intergroup	.476	3	.159	1.573	.195	
	Intragroup	43.609	432	.101			
	Total	44.086	435				

Groups; 1.group 1-3 years, 2.group 4-6 years, 3.group 7-9 years, 4.group 10 years and over

In Table 5, comparison of the scores that study group had from participation motivation scale in terms of different year of sports is given. Accordingly, it is observed that there is significant difference at sub-dimension of improving skills, team affiliation and friendship ( $p < 0.05$ ). According to LSD test results which is used to determine between which groups the difference is, it is found that the ones who do sports for 1-6 years desire more skills than the ones who do sports for 7 and over years at sub-dimension of improving skills, the ones who do sports for 4-6 years desire more team affiliation than the ones who do sports for 7 and over years at sub-dimension of team affiliation, the ones who do sports for 1-3 years desire more friendship than the ones who do sports for 10 and over years and also the ones who do sports for 4-6 years desire more friendship than the ones who do sports for 7 and over years at sub-dimension of friendship.

**Table 6. Comparison of the Scores That Study Group Had from Participation Motivation Scale in terms of Different Department**

	Department	N	Average	SS	t	p
Skill	Sports	344	1.0698	.19127	-3.856	.000
	Science					
	Other	92	1.1739	.23945		
Team Affiliation	Sports	344	1.1453	.28690	-2.394	.018
	Science					
	Other	92	1.2446	.36873		
Entertainment	Sports	344	1.1977	.28216	-2.665	.009
	Science					
	Other	92	1.3043	.35515		
Friendship	Sports	344	1.2674	.38034	-4.725	.000
	Science					
	Other	92	1.5217	.47734		
Achievement Status	Sports	344	1.1884	.27886	-5.075	.000
	Science					
	Other	92	1.3826	.33761		
Physical Appropriateness	Sports	344	1.1919	.28763	-3.627	.000
	Science					
	Other	92	1.3087	.27080		
Competition	Sports	344	1.1764	.30635	-3.007	.003
	Science					
	Other	92	1.2971	.35102		
Activity/Being Active	Sports	344	1.1609	.32090	-1.762	.080
	Science					
	Other	92	1.2246	.30506		

In Table 6, comparison of the scores that study group had from participation motivation scale in terms of different department is given. According to this, while there is no difference at sub-dimension of activity ( $p>0.05$ ), there is difference in favor of the students who study at sports sciences at all other sub-dimensions ( $p<0.05$ ).

### Discussion and Conclusion

In this part, it is given place to evaluation of data gathered at the end of this study that is conducted on the purpose of determining university students' participation motivation in athletic tournaments. First of all, a classification as individual and team is done by branch status that the students in the study attended. It is obtained that the students who are interested in team sports have higher participation motivation at sub-dimension of achievement and status in terms of branch status. Also, it can be said that the students have high participation motivation at all sub-dimensions.

It is found that there is statistically difference at the comparison of the scores that study group had from participation motivation scale in terms of different branch (Table 2). The ones who do team sports participate in sports for more achievement and status. In this result, it can be said that the ones who do team sports have more and this can also have an effect. Frederick and Ryan (1993) compared the ones who do individual sports and team sports and came through that the ones who participate in sports as a group enjoy more. This pleasure taken from sport can be thought as a trigger factor.

When we compare the participation motivation of study group in terms of different gender (Table 3), we can see that there is difference in favor of males at sub-dimension of friendship ( $p<0.01$ ). It can be said that females have more desire than males to make friends. It can be said that participation motivation of both of the groups are high at all other sub-dimensions. White and Duda (1994) touched upon that males are more competitive than females because of social gender factor in their study about athletes. This situation supports our results. It can be thought that competition environment provides opportunity for males to communicate more and so to make contribution to make friends. Sociological part of the sport provides more communication. It is a fact that making friends in such an environment is inevitable. The studies show that the ones who frequently do sports participate in physical activities more (Kilpatrick and colleagues 2005). Sport contributes to making friends.

In terms of different ages, we can say that there are several differences at students' participation motivation (Table 4). 21-23 age groups desire more team affiliation than 18-20 and 24-26 age groups at sub-dimension of team affiliation. This difference can be associated with the reason that younger adults become enthusiastic about playing at school team and the older adults get bored of playing school team. Soyer and colleagues (2010)

suggested in their study that achievement motivation and team affiliation affect sportive success in a positive way. It is stated that 21-23 age groups desire more entertainment than 18-20 age groups at sub-dimension of entertainment, 21-23 age groups desire more friendship and entertainment than 18-20 and 27 aged and over groups at sub-dimension of friendship and achievement/status, 21-23 age groups desire more competition than other groups at sub-dimension of competition, 21-23 age groups desire more activity than 18-20 age groups at sub-dimension of activity. Thus, it can be said that participation motivation of 21-23 age groups are higher. It is quite clear that motivation and team affiliation are very important especially in sports. It will not be wrong to say that motivation is higher at participation in sports at younger ages. Besides, it can be said that playing at teams can be an entertaining factor.

Several differences were found on students' participation motivation as to year of sport (Table 5). It can be said that the ones who do sports for shorter time have, in general, more participation motivation. The desires related to subjects at sub-dimensions of the individuals who do sports for a long time were met before and this situation can cause individuals who do sports for a long time to have less desire than the individuals who do sports for a short time. The difference between two groups can be explained like that. However, participation motivation of the ones who do sports for longer time are also high. This situation can be explained by motive hypothesis suggested by Bacanlı (1999), Sabuncuoğlu and Tüz (2005). Motives do not totally disappear when they are met and this is a three-step circular process. In the first step, the organism experiences deficiency that it feels as a need, in the second step; the need on the organism stimulates it and acts to fulfil the need and in the third step; relief phase starts when the deficiency is fulfilled. However, this relief phase is not the last because it is very normal to feel, again, the need that is because of deficiency on the organism and normally the process will return the beginning again (Bacanlı 1999). Except for this, different results were found in various studies. Frederick and Ryan (1993) revealed that athletes prefer individual sports as main activity. Participation motivation of the ones who do sports for a long time is more and this can be associated with the benefits that they achieved in sports are more.

Binary nomenclature was used because study group receives education at department of sport sciences and other science departments (Table 6). While participation motivation of the ones who study at sports sciences is higher at 7 sub-dimensions, there is no difference at sub-dimension of activity. Nevertheless, it is found that activity motive of both groups is high. Studying at department of sport sciences requires being always included in sports. Frederick and Ryan (1993) touched on that type of sports which the individual is interested in has a positive affect on participation motivation. According to this, studying at a department related to sports keeps the motivation up. It is known that motivation is the most important one among the factors that affects sportive success. To reach sportive success, both the athletes should be physically ready by putting up with long, tiring and busy training conditions and also they should be psychologically ready for these difficulties.

As a result, it is stated that the participation motivation of the university students who attended our study is ,in general, high; team athletes at achievement and status, males at sub-dimension of friendship, 21-23 age groups at sub-dimension of team affiliation, entertainment, competition, activity have more desire and the students who receive education at the department of sports science have more participation motivation at all sub-dimensions except for sub-dimension of activity.

#### **Conflict of interest**

The authors declare no conflict of interest

#### **References**

- Arknaç S.A, 1998. Psychology- The Science of Mind Processes Alfa Press, İstanbul.
- Bacanlı H, 1999. Educational Psychology- Development and Learning. 2. Edition. Nobel Press and Distribution; Ankara.
- Başer E, 1998. Applied Sports Psychology, 3. Edition, Bağrgan Publishing House, Ankara.
- Çelebi M, 1993. Leader Types at Physical Activities Clubs of METU (Middle East Technical University). Unpublished Master's Thesis. Ankara
- Dwyer J.J.M, 1992. Internal Structure of Participation Motivation Questionnaire Completed by Undergraduates. Psychological Reports, 70, 283-290.
- Erkuş A, 2005. Scientific Research Cyclical. Seçkin Press. Ankara.
- Frederick C.M, Ryan R.M, 1993. Differences in motivation for sport and exercise and their relations with participation and mental health. Journal of Sport Behavior. 16(3):124-146.
- Gill D.L, Gross J.B, Huddleston S, 1983. Participation motivation in youth sports. International Journal of Sport Psychology. 14: 1-14.
- Gill D.L, Deeter T.E, 1988. "Development of the sport orientation questionnaire", Research Quarterly for Exercise and Sport, 59(3):191-202.

- Gökçe F, 2011. Motivation Levels of Teachers According to Hierarchy of Needs. The Journal of Uludağ University Faculty of Education. 24 (2):317-334
- Güven Ö, 1999. Sports Culture at Turks. AKM Presidency Publications. Ankara.
- Kavrakoğlu İ, 1993. Things Brought by Total Quality Management. The Booklet of Quality Safety and International Standarts Symposium, İrfan Press, İstanbul.
- Kilpatrick M, Hebert E, Bartholomew J, 2005. College Students' Motivation for Physical Activity: Differentiating Men's and Women's Motives for Sport Participation and Exercise, Journal of American College Health. 54(2):87-94.
- Maslow A, 1943. A theory of human motivation. Psychology Review, 50.
- Rowley J, 1996. Motivation and academic staff in higher education, Quality Assurance in Higher Education. 4:11-16.
- Oyar Z.B, Aşçı H.F, Çelebi M, Mülazımoğlu Ö, 2001. Validity and Reliability Study of Participation Motivation Questionnaire, Hacettepe Journal of Sports Sciences, 12(2):21-23.
- Sabuncuoğlu Z, Tüz M 2005. Organizational Psychology. 5. Edition. Furkan Offset. Bursa.
- Soyer F, Can Y, Güven H, Hergüner G, Bayansalduz M, Tetik B, 2010. Examination of the Relationship between Success Motivation at Athletes and Team Synergy. Journal of International Human Sciences. 7(1):225-239.
- White S.A, Duda J.L, 1994. The relationship of gender, level of sport involvement, and participation motivation to task and ego orientation. International Journal of Sport Psychology. 25(1):4-18.