Journal of Positive School Psychology http://journalppw.com
2023, Vol. 7, No. 6, 192-206

Parental Motives Regarding Their Children's Participation In Sports (A Case Study Of District Sawabi)

Hasan Akbar[1], Muhammad Shahid Safdar[2], Mashhood[3], Dr Zaufishan Yasin[4], *Mehreen Saba[5], Aamir Mehmood[6]

1 National Race Officer, Pakistan Sailing Federation,
2 Lecturer National University of Science and Technology (NUST), Pakistan,
3 Physical Training Instructor, PAF,
4 Physiotherapist, PAF Hospital Korangi Karachi,
5Lecture Bahauddin Zakariya University – BZU, Multan,
6Manager Pakistan Kabaddi Team Pakistan Kabaddi Federation,
Corresponding Author: Mehreen Saba,

Abstract

The study's main purpose is to access Parental Motives Regarding their Children's Participation in Sports (A Case Study of District Sawabi). The population of the study was all the parents of district Sawabi. The number included in the sample of the study was 517. A simple random sampling technique was used. A self-made Likert type of questionnaire was used for the purpose of data collection. The researcher found that all the motivational factors (physical fitness, enjoyment/ Pleasure, Skill/Mastery, Recognition, Affiliation, Ego/Competitiveness, and Financial Motive) significantly encourage the children to participate in sports activities at the primary school level. The effect of demographic factors was not found on respondents' perception regarding the motivational factors of children for sports participation. The researcher recommended that parents should be encouraged to directly engage children in their physical activity by informing their parents of sports and activities that interest them. Parents should be encouraged to foster friendships with other physically active children. Parents should seek ways to help their children engage in physical activities that they enjoy. Policies can provide subsidies for parents who cannot afford youth sports, thereby increasing access for children to more physical activity opportunities.

Introduction

The value and importance of participation in sports activities has always been universal. Sports provide an opportunity to people from different walks of life, affiliated to different areas, languages, casts, and religions. The essence of sports can be seen on the ground, in mountains, and even in the air and the water surface.

Sports activities are very much necessary for children, adults and also for the senior citizens of every society. The importance and value of sports have always been admitted and acknowledged. Participation in sports and physical activities provides a chance to improve the fitness of its participants, having different ages and particularly children. According to Gallahue (1996), sports participation provides an opportunity for children to develop and improve confidence, self-esteem, and mental and emotional aspects.

Participation of children in sports activities depends upon the concept of parents. If the parents have a clear concept about sports then the children will be able to participate in sports and physical activities, else the level of participation of children may be affected. In a research study, Burstead (2022) concluded that family interests influence children's participation in sports

activities. He further stated that the family is the primary element of social influence that affects the children's sports participation.

Similarly, Burstead (2010) stated that children get exposure from their parents to participate in various physical and sports activities. He further stated that if parents provide a conducive atmosphere for their children to participate in sports and physical activities like jumping, climbing, and playing games, then their children can be easily motivated towards sports and physical activities and reap the benefits of sports. Parents can inspire their children to participate in sports activities through various mechanisms such as fun and enjoyment, physical fitness, skill, and affiliation with others. In the study conducted by Stewart et al. (2003), he illustrated that various parents' motives for their children, sports participation can influence their children's sports. Similarly, according to Mackett and Paskins (2018), children's sports participation is dependent on their parents' perception and vision.

Parents should clearly understand the benefits or outcomes of their children's sports participation. The routine affairs of children are strongly influenced by their parents. Participation in recreational activities or sports activities is a natural need of children. There may be many factors that molded the conception of children as well as parents which attract them towards participation in sports activities. Parental attitude in light of motives behind their children's sports participation is a basic influential factor in this regard (Australian Sports Commission, 2003).

Hence, it is very important to assess parents' motives behind their children's sports participation. Many researchers have begun efforts to identify the factors which molded the beliefs and attitudes of children towards sports and physical activities, and thus affect their participation in them. The researcher will focus on the assumed motives of parents like physical fitness, financial benefits, skill, recognition, and affiliation with others in connection to their children's participation in sports activities. The researcher will make a questionnaire in order to address the situation and then make recommendations in light of the findings. This study was conducted in the vicinity of Swabi District, KPK Province, Pakistan.

Methods and Materials

Research Method

The research method deals with gathering, evaluating and interpreting the required data. Overall, there are quantitative and qualitative methods of analysis. In this exploration, the researcher used a quantitative method of research to collect the required data on a topic under investigation.

Justification for Quantitative Research Methods

Quantitative methods are generally designed to provide summaries of data that support generalizations about the phenomenon being studied. Tsapakidou (2013) confirm that we can summarize vast sources of information through quantitative methods and promote comparisons across categories and concluded time. The quantitative method of study is usually represented in a variable method. Similarly, different formulas are applied for measuring mean, median; mode for testing the hypothesis, the answers of the present study were also provided in the form of numbers and precise measurements on the above argument

The population of the Study

In research, the term population refers to a well-defined compilation of individuals or objects having uniformity in features to which the results are going to be generalized (Frankfort-Nachmias and Nachmias, 2007). The population of this particular research study will comprise all those parents whose children are studying in primary

schools in Swabi District, Khyber Pakhtunkhwa (KP), and Pakistan.

Sample and Sampling

There is a total of 24 Government primary schools in districts Sawbi in which the total number of enrolled students at the primary school level. There are a total is 2692children studying at the primary school level in Swabi (Official Gateway Khyber Pakhtunkhwa, 2014). In this context, a convenient sampling technique will be adopted to elect the sample from the whole population within the locality of Swabi District, KP, and Pakistan. Finally, the researcher selected 517 parents 20% of the total population by applying a total sampling procedure.

Tools for Data Collection

As indicated by Vanek (2012) and Likert, compose scale has been an extremely helpful kind of inquiry looking for data in the state of inquiries upon the general estimation of slant around a specific subject, feeling, and experience. Furthermore to gather particular information on factors that adds to that supposition. The questionnaire was used for the purpose of data collection. The Likert-type questionnaire has five options (strongly disagree, disagree, undecided, agree, and strongly agree). The questionnaire will be made valid and reliable through experts' views (using Cronbach's alpha method).

Development of the Instrument

A professional attitude scale was developed/constructed using the available research material, the study of the scales already used in the field of professional attitudes, and the help and guidance of the research supervisor. In the development of the scale, expert opinion shall also be taken from the sports sciences and physical education experts.

Validity and Reliability

Validity and reliability have been of great importance in any discipline and have taken into account the most important concepts in instrumentation. In evaluating the validity and reliability of a questionnaire or other measuring instruments, researchers need to weigh a number of factors. The researcher used face validity as shown by (8/10) agreement between nine experts in the field of physical education and sports sciences. Although Cronbach Alpha was applied to determine the internal consistency of each item. The questionnaire's reliability coefficient through pilot testing was found to be extremely satisfactory which 0.89 was.

Mode of Data Collection

The questionnaire will be developed with the help of a literature review under the guidance of the research supervisor. After getting the process of validation and reliability of the questionnaire, the final version will be personally distributed among the population for the purpose of collecting data. Means used for distribution may be electronic mailing, delivery, and personal visits. The researcher may use every possible source for data collection. The researcher will inform them, apart from these that their opinions will only be used for academic purposes, but will remain highly confidential. The researcher shall process the correctly filled questionnaires in the data analysis.

Data analysis

The collected data through a questionnaire will be tabulated and analyzed using appropriate statistical tools. The collected data will be carefully tabulated and analyzed by using descriptive and inferential statistics i-e Chi-Square, t-test, and ANOVA, and for the purpose to accept or reject the pre-subscribed hypotheses in SPSS version 24.00. From H01 to H07 will be analyzed using One sample t-Test with testing value 3 and H08 will be analyzed using Mean.

Results

H1: There is significant physical fitness motive of parents regarding their children's participation in sports activities.

Table # 1:

Testing Variable	N	Mean	Std. Deviation	Df	χ^2	Sig.
Physical fitness Motive	487	3.5421	.98577	15	617.131	.000

The above Table is showing the results of the Chi-square that the physical fitness motive (M= 3.54, SD=.985) encourages children/students to participate in sports activities as perceived by the parents. The results of the Chi-square value appeared as χ^2 (487) = 617.13, p = .000 < α=.05 which indicates that the hypothesis physical fitness motive significantly encourages the children/students to participate in sports activities is hereby accepted.

H1: There is a significant fun/excitement motive of parents regarding their children's participation in sports activities.

Table # 2:

Testing Variable	N	Mean	Std. Deviation	Df	χ^2	Sig.
Enjoyment/Pleasure motive	487	3.6177	.94417	19	349.427	.000

The above Table is showing the results of the Chi-square show that the Enjoyment/Pleasure motive (M=3.61, SD=.944) encourages children/students to participate in sports activities as perceived by the parents. The results of the Chi-square value appeared as χ^2 (487) =349.43, p=.000 <α=.05 which indicates that the hypothesis Enjoyment/Pleasure motive significantly encourages the children/students to participate in sports activities is hereby accepted.

H1: There is a significant skill/mastery motive of parents regarding their children's participation in sports activities.

Table # 3:

Testing Variable	N	Mean	Std. Deviation	Df	χ^2	Sig.
Skill/Mastery motive	487	3.5654	1.09380	23	542.536	.000

Table 3 is shows the results of the Chi-square that Skill/Mastery motive (M=3.56, SD=1.09) lead to encourage children/students to participate in sports activities as perceived by the students at the secondary school level. The results of the Chi-square value appeared as χ^2 (487) =542, p=.000 <α=.05 which indicates that the hypothesis Skill/Mastery motive significantly encourages the children/students to participate in sports activities is hereby accepted.

H1: There is no significant recognition motive of parents regarding their children's participation in sports activities.

Table # 4:

Testing Variable	N	Mean	Std. Deviation	Df	χ^2	Sig.
Recognition Motive	487	3.5450	.98102	19	304.992	.000

The above Table is showing the results of Chi-square testing and shows that Recognition Motive (M=3.54, SD=.981) encourages children/students to participate in sports activities as perceived by the parents. The results of the Chi-square value appeared as χ^2 (487) =304.99, p=.000 <α=.05 which indicates that the hypothesis Recognition Motive significantly encourages the children/students to participate in sports activities is hereby accepted.

H1: There is a significant affiliation motive of parents regarding their children's participation in sports activities.

Table # 5:

Testing Variable	N	Mean	Std. Deviation	Df	χ^2	Sig.
Affiliation Motive	487	3.4914	.95401	22	373.257	.000

The above Table is showing the results of Chi-square testing and shows that Affiliation Motive (M=3.49, SD=.954) leads to encouragement of children/students to participate in sports activities as perceived by the parents. The results of the Chi-square value appeared as χ^2 (487) =373.25, p=.000 <α=.05 which indicates that the hypothesis Affiliation Motive significantly encourages the children/students to participate in sports activities is hereby accepted.

H1: There is a significant Ego/competitiveness motive of parents regarding their children's participation in sports activities.

Table # 6:

Testing Variable	N	Mean	Std. Deviation	Df	χ^2	Sig.
Ego/Competitiveness motive	487	3.4916	.92141	25	357.226	.000

The Table 4.17 shows the results of Chi-square testing that Ego/Competitiveness motive (M=3.49, SD=.921) lead to encourage children/students to participate in sports activities as perceived by the parents. The results of Chi-square value appeared as χ^2 (487) =357.22, p=.000 <α=.05 which indicates that the hypothesis Ego/Competitiveness motive significantly encourage the children/students to participate in sports activities is hereby accepted.

H1: There is a significant financial motive of parents regarding their children's participation in sports activities.

Table # 7:

Testing Variable	N	Mean	Std. Deviation	df	χ^2	Sig.
Financial Motive	487	3.5629	.95003	24	331.840	.000

The above Table 7 shows the results of Chi-square testing and shows that Financial Motive (M=3.56, SD=.950) leads to encouraging children/students to participate in sports activities as perceived by the parents. The results of the Chi-square value appeared as χ^2 (487) =331.84, p=.000 <α=.05 which indicates that the hypothesis Financial Motive significantly encourages the children/students to participate in sports activities is hereby accepted.

H_0: There is no significant difference between all the parental motives regarding their children's participation in sports activities.

Table # 8: ANOVA showing the difference between the all parental motives of regarding their children at Primary school behind their sports participation

Motives	Mean	SD	Df	F	Sig.
Physical fitness/health Motive	3.52	.985			
Enjoyment/pleasure motive	3.61	.944			
Skill/Mastery Motive	3.56	1.09			
Recognition motive	3.54	.981	(6, 480)	1.986	..631
Affiliation	3.49	.954			
Ego/Competitiveness motive	3.49	.921			
Financial motives	3.56	.950			

The above Table 8 shows that there is no significant difference between the motives of parents regarding children/students behind their sports participation. Since, the F (6, 480) =1.986, p=.631 >α=.05. Above Table 4.19 depict that Physical fitness/health Motive (M=3.52 SD=.985), Enjoyment/pleasure motive (M=3.61, SD=.944), Skill/Mastery Motive (M=3.56, SD=1.09), Recognition motive (M=3.54, SD=.981), Affiliation (M=3.49, SD=.954), Ego/Competitiveness motive (M=3.49, SD=.921) and Financial motives (M=3.56, SD=.950) were found same to encourage children/students to participate in sports at Primary school level. Hence the hypothesis there is no significant difference between all the parental motives regarding their children's participation in sports activities is hereby accepted.

H1: There is significant difference between the rural and urban parental motives regarding their children's participation in sports activities.

Table # 9:

Motives	Locality	N	Mean	Std. Deviation	df	t	Sig.
Physical Fitness/Health Motive	Rural	284	3.3697	.99011	485	-4.661	.000
	Urban	203	3.7833	.92968			
Enjoyment/Pleasure Motive	Rural	284	3.4824	.97116	485	-3.791	.000
	Urban	203	3.8069	.87277			

Skill/Mastery Motive	Rural	284	3.3893	.97331	485	-2.920	.004
	Urban	203	3.6348	.82471			
Recognition Motive	Rural	284	3.4442	1.03399	485	-3.296	.001
	Urban	203	3.7291	.79125			
Affiliation Motive	Rural	284	3.4030	.93413	485	-5.013	.000
	Urban	203	3.8024	.76306			
Ego/Competitiveness Motive	Rural	284	3.3134	1.02549	485	-5.102	.000
	Urban	203	3.7742	.87050			
Financial Motive	Rural	284	3.2729	.92248	485	-7.351	.000
	Urban	203	3.9745	1.18225			

α=0.05

Table 4.20 is showing the results of the t-test. The t value appeared as t(485)= -4.661, p=.000 <α=.05, which indicates that there is a significant difference between rural and urban students in physical fitness/Health motive. The urban students (M=3.78, SD=.929) assume a better position than rural students (M=3.36, SD=.990) in physical fitness/Health motive behind their sports participation. The t value appeared as t(485)= -3.791, p=.000 < α=.05, which indicates that there is a significant difference between rural and urban students in Enjoyment/Pleasure Motive. The urban students (M=3.80, SD=.872) assume a relatively better position than rural students (M=3.48, SD=.971) in the Enjoyment/Pleasure Motive behind their sports participation. The t value appeared as t (485)= -2.920, p=.004 < α=.05, which indicates that there is significant difference between rural and urban students in Skill/Master Motive. The urban students (M=3.63, SD=.824) assumes are comparatively better position than rural students (M=3.38, SD=3.38) in Skill Mastery Motive behind their sports participation at secondary school level. The t value appeared as t (485) = -3.296, p=.000 < α=.05, which indicates that there is significant difference between rural and urban students in Recognition Motive. The urban students (M=3.72, SD=.791) assumed to greater than rural students (M=3.44, SD=1.03) in recognition Motive behind their sports participation at primary school level. The t value appeared as t(485)= -5.013, p=.000 < α=.05, which indicates that there is significant difference between rural and urban students in affiliation Motive. The urban students (M=3.80, SD=.763) better affiliate then rural students (M=3.40, SD=.934) in affiliation motive behind their sports participation. The above Table 4.20 shows that there is significant difference between rural and urban students in Ego/competitiveness motives behind student's sports participation at primary school level. The urban students (M=3.77, SD=.870) have relatively score better in Ego/competitiveness than rural students (M=3.31, SD=1.02). The above Table 4.20 depict that there is significant difference between rural and urban students in financial motives of students behind their sports participation at primary school level. The urban student (M=3.97, SD=1.18) respond in greater score than rural students (M=3.27, SD=.922) in Financial Motive. Hence, the researcher concluded that there is significant difference between the rural and urban parental motives regarding their children's participation in sports activities. Hence, the alternate hypothesis is hereby accepted.

H_0: There is no significant difference between local and non-local parental motives regarding their children's participation in sports activities

Table # 10:

Motives	Domicile	N	Mean	Std. Deviation	Df	t	Sig.
Physical Fitness/Health Motive	Local	349	3.4635	.98676	485	-2.819	.005
	Non-Local	138	3.7409	.95826			
Enjoyment/Pleasure Motive	Local	349	3.5799	.95914	485	-1.403	.161
	Non-Local	138	3.7130	.90157			
Skill/Mastery Motive	Local	349	3.4458	.92045	485	-1.751	.081
	Non-Local	138	3.6077	.91694			
Recognition Motive	Local	349	3.5284	.98462	485	-1.274	.203
	Non-Local	138	3.6501	.85350			
Affiliation Motive	Local	349	3.5094	.87620	485	-2.385	.017
	Non-Local	138	3.7214	.90349			
Ego/Competitiveness Motive	Local	349	3.4537	.98204	485	-1.842	.066
	Non-Local	138	3.6365	.99964			
Financial Motive	Local	349	3.5449	1.15493	485	-.657	.512
	Non-Local	138	3.6171	.92312			

The above Table 10 showing the results of t-test. The t value appeared as t(485)= -2.819, p=.005<α=.05, which indicates that there is significant difference between local and non-local students in physical fitness/Health motive. The non-local students (M=3.74, SD=.958) assumed to greater than local students (M=3.46, SD=986) in physical fitness/Health motive behind their sports participation at primary school level. The t value appeared as t (485) = -1.403, p=.161 > α=.05, which indicates that there is no significant difference between local and non-local students in Enjoyment/Pleasure Motive. The t value appeared as t (485) = -1.751, p=.081 > α=.05, which indicates that there is no significant difference between local and non-local students in Skill/Master Motive. The t value appeared as t (485) = -1.274, p=.203 > α=.05, which indicates that there is no significant difference between local and non-local students in Recognition Motive. The t value appeared as t (485) = -2.385, p=.017< α=.05, which indicates that there is significant difference between local and non-local students in affiliation Motive. The non-local students (M=3.72, SD=.903) assumed to greater than local students (M=3.50, SD=.876) in affiliation motive behind their sports participation. The above Table 4.21 shows that there is no significant difference between local and non-local students in Ego/competitiveness motives behind student's sports participation. The above Table 4.21 also depict that there is no significant difference between the financial motives of local and non-local students behind their sports participation. Hence, the researcher concluded that there is no significant difference between local and non-local parental motives regarding their children's participation in sports activities. Hence, the alternate hypothesis is hereby accepted. The researcher found that non-local students respond greater score in Physical fitness/health motive and affiliation motives behind their sports participation.

H_0: There is no significant difference between the respondents in respect of social classes in all parental motives behind sports participation.

Table # 11: ANOVA showing the difference between the respondents in respect of social classes in all parental motives behind sports participation

Motives	Social Class	N	Mean	SD	Df	F	Sig.
Physical Fitness/Health Motive	Upper Class	146	3.5805	.97509	(2, 484)	1.249	.288
	Middle Class	295	3.5568	.97457			
	Lower Class	46	3.3261	1.08252			
	Total	487	3.5421	.98577			
Enjoyment/Pleasure Motive	Upper Class	146	3.6945	.94254	(2, 484)	1.813	.164
	Middle Class	295	3.6149	.93141			
	Lower Class	46	3.3913	1.01277			
	Total	487	3.6177	.94417			
Skill/Mastery Motive	Upper Class	146	3.5362	.94784	(2, 484)	2.245	.107
	Middle Class	295	3.5119	.89926			
	Lower Class	46	3.2205	.95224			
	Total	487	3.4916	.92141			
Recognition Motive	Upper Class	146	3.6614	1.09042	(2, 484)	2.598	.075
	Middle Class	295	3.5554	.86260			
	Lower Class	46	3.2981	.97535			
	Total	487	3.5629	.95003			
Affiliation Motive	Upper Class	146	3.6058	.87451	(2, 484)	.299	.741
	Middle Class	295	3.5635	.90084			
	Lower Class	46	3.4928	.86278			
	Total	487	3.5695	.88825			
Ego/Competitiveness Motive	Upper Class	146	3.5160	.99507	(2, 484)	.014	.987
	Middle Class	295	3.5023	.99621			
	Lower Class	46	3.4928	.94800			
	Total	487	3.5055	.98947			
Financial Motive	Upper Class	146	3.5651	.94997	(2, 484)	.229	.795
	Middle Class	295	3.5814	1.17215			
	Lower Class	46	3.4638	1.01222			
	Total	487	3.5654	1.09380			

$\alpha = 0.05$

The above Table is showing the results of single factor analysis of variance (ANOVA) regarding the difference between upper class, Middle class and Lower class respondents in respect of their motives behind sports participation. the F value of all 7 motives appeared greater than the alpha level .05 which indicates that there is no significant difference between the 7 different motives of respondents having different social classes (Physical Fitness/Health Motive= .288, Enjoyment/Pleasure Motive= .164, Skill/Mastery Motive= .107, Recognition Motive= .075, Affiliation Motive= .741, Ego/Competitiveness Motive= .987 and Financial Motive= .795 > α=0.05). Hence, the researcher concluded that the null hypothesis there is no significant difference between the respondents in respect of social classes in all parental motives behind sports participation is hereby accepted.

Discussion

The main purpose of the study was to explore parental motives regarding their children's

participation in sports (A Case Study of District Swabi). Following are the main them which were compared to the other studies' results.

Discussion regarding Physical fitness motive

The researcher found that physical fitness motive significantly encourages the children to participate in sports. The results indicates that majority of the first year and children/students participate in sports activities to be physically fit and look attractive. Since, students respond that they participate in sports activities for the support of a good health, to avoid different kind of diseases, to have good and attractive physique, to strengthen muscles and to improve organic system of the body. The parents expressed that they participate in sports activities to enhance working capacity, and having strong resistance against disease. This result support by the previous studies results i.e. MacPhail et al (2004), Ryan (2000), American College of Sports Medicine. (2013), Hirvensalo and Lintunen, (2011), Silva (2010), Nicholson (2010), Murphy, and Carbone, (2008), Ingledew, and Markland, (2008), Haskell, Lee, Pate, Powell, Blair, Franklin, and Bauman, (2007), Bailey, (2006), Allender, Cowburn, and Foster, (2006), Kilpatrick, Hebert, Bartholomew, (2005), Siedentop, and Van der Mars, (2004), Cavill, Biddle, and Sallis, (2001), Weinberg, , Grove, McKenzie, Jackson, Tenenbaum, Anshel, and Fogarty.

Discussion regarding enjoyment pleasure motive

The researcher found that enjoyment/ pleasure motive significantly encourages the children to participate in sports activities. The results indicates that majority of the children participate in sports activities to be physically fit and look attractive. Since, parents respond that that they participates in sports activities for the promotion of better having fun and enjoyment, to reduce the fatigue and exhaustion, to comparative like playful activities, to feel happy when I participate in amusing activities. The children that they participate the development of interest towards academic activities. This result support by the previous studies results i.e. Sten et al (2003). Tamborini et al (2010). Calvo et al (2010). Alexandris et al (2009). Lonsdale, Hodge, and Ros (2008). Willig, (2008). Lonsdale, Hodge, and Rose, (2008).

Discussion regarding skill Mastery motive

The researcher found that skill/ mastery motive significantly encourages the children/students to participate in sports activities. The results indicate that majority children/students participate in sports activities for skill/ mastery motive. Since, parents respond that they participate in sports activities for individual find out new skills through sports, to feel good when I played well, to learn how to prevent from injuries, to face the taste of win and loss, to learn that how to challenging condition, to learn how to compete well, to improve coordination among the different system of the body, The children that they participate to become master in sports activities. This result support by the previous studies results i.e. Roulin, and Bangerter, (2013). Teixeira et al (2020). Casper, and Andrew, (2008).

Discussion regarding recognition motive

The researcher found that recognition motive significantly encourages the children/students to participate in sports activities. The results indicate that majority of the children/students participate in sports activities for recognition motive. Since parents respond that they participate in sports activities for achieving dignity and prestige, to please those who are important to me in sports, sportsman are respected in our society, to get importance among the people, to recognize social rules through sports. The children/students that they participate

to learn others acknowledgement regarding sports activities. This result support by the previous studies results i.e. Chelladurai, (2014). Coghlan, and Filo, (2013). Chan, Berger, and Van Boven, (2012). Teixeira, Carraça, Markland, Silva, Ryan, (2012). Funk, Jordan, Ridinger, and Kaplanidou, (2011).

Discussion regarding affiliation motive

The researcher found that affiliation motive significantly encourages the children/students to participate in sports activities. The results indicates that majority of the children/students participate in sports activities for affiliation motive. Since, the parents respond that they participate in sports activities to spend time with their friends and sports colleagues, to meet with new friends, to participate in sports activities because it is one of the best way to maintain good relation with friends, to mix in healthy society, to avoid bad company, to save from social evils, and to make social. This result support by the previous studies results i.e. Sønderlund, O'Brien, Kremer, Rowland, Groot, Staiger, and Miller, (2014). Egli, Bland, Melton, and Czech, (2011). Keegan, Spray, Harwood, and Lavallee, (2010). Keegan, Harwood, Spray, and Lavallee, (2009).

Discussion regarding ego/Competiveness Motive

The researcher found that spots as a source of ego/ competitiveness motive significantly encourages the children/students to participate in sports activities. The results indicate that majority of the children/students participate in sports activities for ego/ competitiveness motive. Since, the parents respond that they participate in sports activities to win against others, to test ability against others, to compete against others, to win ribbon and trophies which boost confidence level, to improve ego, to learn how to face alarming situation, for maintain good health through sports, and to earn a new name in the sports world. This result support by the previous studies results i.e. Getz, and Page, (2016). Chelladurai, (2014). Curry et al (2013). Weed, and Bull, (2012). Skille, (2011). Deaner, Masters, Ogles, and LaCaille, (2011).

Discussion regarding financial Motive

The researcher found that sports as a source of financial motive significantly encourages the children/students to participate in sports activities. The results indicate that majority of the children/students participate in sports activities for financial motive. Since, the parents respond that they participate in sports activities to earn money, to make future financially strong, to make independent and to use sports achievements to get other benefits like employment, admission and recognition. This result support by the previous studies results i.e. Veal, (2017). Getz, and Page, (2016). Houlihan et al (2018). Aaltonen, Rottensteiner, Kaprio, and Kujala, (2014). Gibson, Kaplanidou, and Kang, (2012). Filo, Funk, and O'Brien, (2011). Lo, and Jim, (2010). Henriksen, Stambulova, and Roessler, (2010).

Conclusion

On the basis of data analysis, findings and discussion the researcher assumed that, children participate in sports activities hiving different motivations, most of the children participate in sports activities to achieve physical fitness and attraction in the body and to be physically fit, similarly the researcher also assumed from the findings of the study that, the students participate in sports activities for enjoyment and pleasure the this motive was also most dominant that children which participate in sports activities. The researcher also reached at the facts that children participate in sports activities for to gain new skills and for to achieve mastery in those skills as well as children/students participate in sports activities for recognition and affiliation motive. The researcher also assumed that most the children/students participate in sports activities for ego/competitiveness. The researcher found

that financial motive was not very clear on the basis of responses the parents to participate in sports activities as motive. However the researcher concluded that significantly children/students motivated to participate in sports activities.

The researcher concluded that there is significant difference between the rural and urban parental motives regarding their children's participation in sports activities. The researcher concluded that non-local students respond greater score in Physical fitness/health motive and affiliation motives behind their sports participation.

Recommendations for Future Researchers

1. The present study was conducted on motivation of the children behind their sports participation in sports activities some other studies may be conducted regarding "comparative study about the difference between intrinsic and extrinsic motivation of the children/students behind their participation in sports activities."

Policy Implications

1. Policies could be created that provide support for parents, communities, and neighborhood coalitions to work together to provide safe indoor and outdoor spaces for neighborhood children and families to engage in physical activity.
2. Programs that allow parents and their children to engage in physical activity together would reinforce modeling and teach parents how to include physical activity in their family lifestyle while remaining engaging and fun.
3. Helping professionals may encourage parental awareness by developing interventions to remind parents to avoid gender-typing and to increase the number of opportunities for their daughters and sons to engage in physical activity.

References

1. Gallahue, D. L. (2016). Developmental physical education for today's children (3rd ed.). Madison: Brown & Benchmark.
2. Brustad, R. J. (2022). Integrating socialization influences into the study of children's motivation in sport. Journal of Sport & Exercise Psychology, 14, 59-77.
3. Brustad, R. J., & Smith, A. L. (2011). Youth in sport: Phychological considerations. In R. N. Singer, H. A. Hausenblas, & C. M. Janelle (Eds.), Handbook of Sport Psychology (2nd ed., pp. 604-635). New York: Wiley.
4. Brustad, R. J., (2021). The role of family in promoting physical activity. President's Council on Physical Fitness and Sports Washington, D.C. (Series 10, No 3).
5. Stewart (2003).Self-evaluation in young children. Monographs of the Society for Research in Child Development, 5, 71-84.
6. Mackett, R. L., &Paskins, J. (2018). Children's physical activity: The contribution of playing and walking. Child Society, 22, 345-357. http://dx.doi.org/10.1111/j.1099-0860.2007.00113.x
7. Tsapakidou, A., Tsomphanaki, E. Dagouli, K. &Zikopoulou, D. (2013).Greek parents' opnion and attitude, regarding the physical exercise of their children.Canadian center of science and education. Vol. 5, No. 5; 2013.
8. MacPhail, A., Kirk, D. & Kinchin, G. (2004). Sport education: promoting team affiliation through physical education. Journal of Teaching in Physical Education, 23, 106-122.
9. Ryan, Richard; Edward L. Deci (2000). "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions". Contemporary Educational Psychology. 25 (1): 54–67. doi:10.1006/ceps.1999.1020.
10. Silva MN, Vieira PN, Coutinho SR, Minderico CS, Matos MG, Sardinha LB,

Teixeira PJ: Using self-determination theory to promote physical activity and weight control: a randomized controlled trial in women. Journal of Behavioral Medicine. 2010, 33: 11.

11. Nicholls, J.G. (1989). The competitive ethos and democratic education. Cambridge, MA: Harvard University Press.
12. Dworkin, J. B., Larson, R., & Hansen, D. (2003). Adolescents' accounts of growth experiences in youth activities. Journal of Youth and Adolescence, 32 (1), 17-26.
13. Côté, J., Baker, J., & Abernethy, B. (2003). From play to practice: A developmental framework for acquisition of expertise in team sports. In J. Starkes & K. A. Ericsson (Eds.), Expert performance in sports: Advances in research on sport expertise (pp. 89-110). Champaign, IL: Human Kinetics.
14. Alexander, K., & Luckman, J. (1998, November). Teachers' perceptions and uses of the sport education curriculum model in Australian schools. Paper presented at the British Sports Council's Seminar on Sport Education, Loughborough University, UK.
15. Marsh, C. (2000). Hand book for beginning teachers (2nd ed.). Australia: Pearson Education.
16. Korkiakangas EE, Alahuhta MA, Laitinen JH: Barriers to regular exercise among adults at high risk or diagnosed with type 2 diabetes: a systematic review. Health Promot Int. 2009, 24: 416-427. 10.1093/heapro/dap031.
17. Steen, T. A., Kachorek, L. V., & Peterson, C. (2003). Character strengths among youth. Journal of Youth and Adolescence, 32 (1), 5-16.
18. Tamborini, R., Bowman, N. D., Eden, A., Grizzard, M., & Organ, A. (2010). Defining media enjoyment as the satisfaction of intrinsic needs. Journal of communication, 60(4), 758-777.
19. Calvo, T. G., Cervelló, E., Jiménez, R., Iglesias, D., & Murcia, J. A. M. (2010). Using self-determination theory to explain sport persistence and dropout in adolescent athletes. The Spanish journal of psychology, 13(2), 677-684.
20. Alexandris, K., Kouthouris, C., Funk, D., & Giovani, C. (2009). Segmenting winter sport tourists by motivation: The case of recreational skiers. Journal of Hospitality Marketing & Management, 18(5), 480-499.
21. Willig, C. (2008). A phenomenological investigation of the experience of taking part inExtreme sports'. Journal of health psychology, 13(5), 690-702.
22. Lonsdale, C., Hodge, K., & Rose, E. A. (2008). The Behavioral Regulation in Sport Questionnaire (BRSQ): Instrument development and initial validity evidence. Journal of sport and exercise psychology, 30(3), 323-355.
23. Roulin, N., & Bangerter, A. (2013). Students' use of extra-curricular activities for positional advantage in competitive job markets. Journal of Education and Work, 26(1), 21-47.
24. Teixeira, P. J., Marques, M. M., Silva, M. N., Brunet, J., Duda, J. L., Haerens, L. & Hagger, M. S. (2020). A classification of motivation and behavior change techniques used in self-determination theory-based interventions in health contexts. Motivation science, 6(4), 438.
25. Casper, J. M., & Andrew, D. P. (2008). Sport commitment differences among tennis players on the basis of participation outlet and skill level. Journal of Sport Behavior, 31(3).
26. Chelladurai, P. (2014). Managing organizations for sport and physical activity: A systems perspective. Taylor & Francis.
27. Coghlan, A., & Filo, K. (2013). Using constant comparison method and qualitative data to understand participants' experiences

at the nexus of tourism, sport and charity events. Tourism management, 35, 122-131.
28. Chan, C., Berger, J., & Van Boven, L. (2012). Identifiable but not identical: Combining social identity and uniqueness motives in choice. Journal of Consumer research, 39(3), 561-573.
29. Funk, D., Jordan, J., Ridinger, L., & Kaplanidou, K. (2011). Capacity of mass participant sport events for the development of activity commitment and future exercise intention. Leisure Sciences, 33(3), 250-268.
30. Sønderlund, A. L., O'Brien, K., Kremer, P., Rowland, B., De Groot, F., Staiger, P., ... & Miller, P. G. (2014). The association between sports participation, alcohol use and aggression and violence: A systematic review. Journal of science and medicine in sport, 17(1), 2-7.
31. Egli, T., Bland, H. W., Melton, B. F., & Czech, D. R. (2011). Influence of age, sex, and race on college students' exercise motivation of physical activity. Journal of American college health, 59(5), 399-406.
32. Keegan, R., Spray, C., Harwood, C., & Lavallee, D. (2010). The motivational atmosphere in youth sport: Coach, parent, and peer influences on motivation in specializing sport participants. Journal of applied sport psychology, 22(1), 87-105.
33. Keegan, R. J., Harwood, C. G., Spray, C. M., & Lavallee, D. E. (2009). A qualitative investigation exploring the motivational climate in early career sports participants: Coach, parent and peer influences on sport motivation. Psychology of sport and exercise, 10(3), 361-372
34. Getz, D., & Page, S. J. (2016). Progress and prospects for event tourism research. Tourism management, 52, 593-631.
35. Curry, Graham, and Eric Dunning. "The problem with revisionism: how new data on the origins of modern football have led to hasty conclusions." Soccer & Society 14.4 (2013): 429-445.
36. Weed, M., & Bull, C. (2012). Sports tourism: Participants, policy and providers. Routledge.
37. Skille, E. Å. (2011). Sport for all in Scandinavia: sport policy and participation in Norway, Sweden and Denmark. International journal of sport policy and politics, 3(3), 327-339.
38. Deaner, R. O., Masters, K. S., Ogles, B. M., & LaCaille, R. A. (2011). Marathon performance as a predictor of competitiveness and training in men and women. Journal of Sport Behavior, 34(4).
39. Veal, A. J. (2017). Research methods for leisure and tourism. Pearson UK.
40. Kristiansen, E., MacIntosh, E. W., Parent, M. M., & Houlihan, B. (2018). The Youth Olympic Games: a facilitator or barrier of the high-performance sport development pathway?. European Sport Management Quarterly, 18(1), 73-92.
41. Aaltonen, S., Rottensteiner, M., Kaprio, J., & Kujala, U. M. (2014). Motives for physical activity among active and inactive persons in their mid-30s. Scandinavian journal of medicine & science in sports, 24(4), 727-735.
42. Gibson, H. J., Kaplanidou, K., & Kang, S. J. (2012). Small-scale event sport tourism: A case study in sustainable tourism. Sport management review, 15(2), 160-170.
43. Filo, K., Funk, D. C., & O'Brien, D. (2011). Examining motivation for charity sport event participation: A comparison of recreation-based and charity-based motives. Journal of Leisure Research, 43(4), 491-518.
44. Lo, A. Y., & Jim, C. Y. (2010). Willingness of residents to pay and motives for conservation of urban green spaces in the compact city of Hong Kong. Urban Forestry & Urban Greening, 9(2), 113-120.

45. Henriksen, K., Stambulova, N., & Roessler, K. K. (2010). Holistic approach to athletic talent development environments: A successful sailing milieu. Psychology of sport and exercise, 11(3), 212-222.