

Motivation: A key factor impelling Student Participation in Sports

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Abstract

Sports participation leads to an all-around development of personality. It touches a person's deepest emotions, impacts his/her social life, provides an opportunity to express one's intellectual abilities, be physically fit, and most importantly which we often overlook sports help to connect intimately with God by being alive in the spirit. The purpose of this research is to identify the various motivational factors that impel students to participate in sports activities. The data was collected through a survey of 100 college students who participate in College Sports activities. The leisure motivation scale was used to examine the motivational factors. For analyzing data, descriptive statistics, Independent Sample t-tests are used. The findings reveal that the Competency /Mastery Factor was the prime motivational factor that encouraged students to take part in sports activities.

Keywords: Motivation, leisure motivation scale, and Independent Sample t-test.

Introduction

A cross-cultural comparison of the motivation for sports activities of sports students in three nations might give us information about the differences in their motivation as well as about their differences compared with the non-sport population. Motivation is a complicated phenomenon that is challenging to simply subsume under a single model. [1] The joy of participating is indeed something many people miss in their life especially when it comes to sports. However, in College, some students give their all to be part of a sports team while others are content with just participating in any recreational games provided by the sports department of the college. So what motivates one may not be a motivating factor for the other. Motives for sports participation differ and a distinction can be made between the intrinsic (the pleasure of participating) and extrinsic (future rewards or punishment) motivation of men and

women when engaging in a sports activity.[2] Without a doubt, one of the important questions in psychology is "What are the motivating factors that influence human behavior?" Why do we generate large amounts of energy for certain activities but not for others? Motivation is the fundamental answer in sports studies. Because motivation is employed to account for people's varying behaviors in sports or athletic conditions [3] Motivation is defined as an energetic behavior directed towards a specific purpose, the sum of efforts made to mobilize various numbers of human groups towards the desired goal, or acting with personal desires and desires to achieve a specific goal of people [4] One of the most distinguishing characteristics of motivation is its individuality. The human being is at the heart of motivation. Individuals are not only defined by their ability, but also by their drive [5]. Motivation is a subjective experience that changes from person to person. The variety of individuals' demands is a significant element in

determining their degree of motivation [6]. According to the Cognitive-Appraisal Theory, motivation is divided into three types depending on the reason for its occurrence. These are Situational and Continuous Motivation, Intrinsic and Extrinsic Motivation, and lastly Integrative and Instrumental Motivation. The forces that motivate individuals from the first moment they are born constitute intrinsic motivation [7] The reason individuals engage in targeted actions is to get pleasure, interest, success, satisfaction, enjoyment, excitement, fun, and happiness from the action [8]. In contrast to intrinsic drive, extrinsic motivation refers to behaviors undertaken to avoid feeling guilty or to get a reward [9]. Situational and Continuous Motivation: The form of motive that emerges as a result of the current moment is referred to as situational motivation. These are discontinuous and transitory motivations. For instance, the motivations we feel when completing assignments that must be done within a certain time frame or while preparing for a test are situational. There can be a multidimensional reason for an individual to participate in any physical activity and sports. Regular physical activity is part of a healthy lifestyle and has been shown to decrease the risk of many chronic health problems, including heart disease, stroke, high blood pressure, type 2 diabetes, osteoporosis, obesity, colon cancer, breast cancer, anxiety, and depression.[10] The first step to supporting learning motivation is to understand the motivation. For the instructors to be effective in the classroom, they should have the knowledge of in-class strategy, and thus, the teacher can control the classroom more easily and can apply appropriate methods and techniques [11] Instrumental and integrative motivation are addressed together. As implied by its name, it is a kind of motivation that views language acquisition as a tool rather than a goal and intends for it to be utilized as such rather than as a means to an end in accomplishing the established objectives [12] When the above is studied, it becomes clear that several elements, such as demands, needs, and emotions, influence an individual's conduct. The first step in promoting motivational learning is to get an understanding of motivation. To be a good teacher, you need to know how to run a classroom. This knowledge

allows you to keep more control over the classroom and use the right tactics and strategies.[13] Individuals who create performance objectives are motivated by the prospect of exhibiting high-level accomplishment and avoiding failure. The objective is not to master the topic, but to acquire certain outcomes, such as good grades or accolades. On the other hand, individuals with learning objectives concentrate on mastering a certain topic in a varied manner. People who are ready to learn don't care about getting anything or being compared to other people; their main goal is to have an unmatched knowledge of the subject at hand. [14] the individual's activities mainly to increase her/his physical or mental performance [15]. Individuals engage in activities primarily to improve their physical or mental performance [15]. The role and relevance of sports cannot be overstated in terms of maintaining a healthy society, integrating with the universe, progressing, and maintaining a socially fair and environmentally sustainable society [16]. Participation in Sports during college greatly enhances the college experience by positively impacting students physically, psychologically, and socially. And this in turn will encourage students to continue participation in sports and other physical activities even as adults.

2. Methodology

2.1 Sample selection

The study's sample group consisted of 100 S. S. Dempo College of Commerce & Economics first-, second-, and third-year students. During the academic year, every student participated in at least one sporting event organized by Goa University or the College Sports department (2015- 16). Before the commencement of data collection, the students were instructed on the aim of the study and ensured the confidentiality of the information they submitted. They were given clear and extensive instructions on how to complete the surveys and were urged to provide truthful replies. The Leisure Motivation Scale (Beard & Ragheb,1983), consisting of 48 test items, was used to evaluate the motivating variables impacting college student participation in sports. Additional outcomes were analyzed

using the Indexation Technique and the Independent Sample T-test.

2.2 Objectives/Significance of the Study

The study looks to investigate the factors that motivate College students both males and females to participate in sports activities.

Hypotheses

The study was designed to test the following hypothesis:

H₀: College students that participate in Inter College/ Inter Class sports have motivational factors that will not differ depending on gender.

Results and Discussion

Table 1: Demographic Profile of the students

VARIABLES		FREQUENCY	PERCENTAGE
AGE	Below 20 years	70	70
	21-30 years	30	30
	Total	100	100
GENDER	Male	58	58
	Female	42	42
	Total	100	100
CLASS	F.Y	27	27
	S.Y	32	32
	T.Y	41	41
	Total	100	100

Table 1 shows the demographic attributes of respondents in terms of age, gender, and class level. From the collected data, it has been found that 70% of respondents have an age below 20 years, while the rest comes between the age of 21 to 30 years. The gender ratio of males and

females is 58 and 42 percent, respectively. Furthermore, most students reported from the third year, which is 41%, followed by the second and the first year with 32% and 27%, respectively.

Table 2: Indexation Technique analysis for Motivational Factors

Motivational Factors	Average Score
Intellectual Factors	1128
Social Factors	967
Competency / Mastery Factors	1401
Stimulus / Avoidance Factors	568

Graphical Representation of Average Score of Motivational factors among students

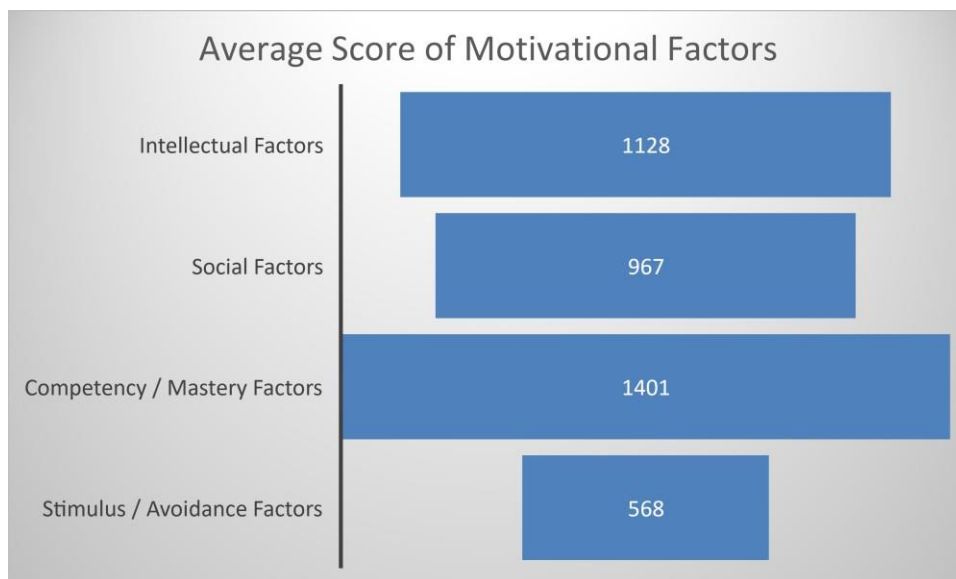


Table 2 revealed the indexing or ranking of motivational factors in the participation of students in sports activities, and the result reported that competency and mastery factors

lead at the top level, followed by the intellectual factors. Stimulus or avoidance factors have very little impact, while social factors contribute better on an average.

Table 3: Independent Sample t-test for Gender and Motivational Factors

MOTIVATIONAL FACTORS	MALE (MEAN)	FEMALE (MEAN)	T-VALUE	DF	P-VALUE
COMPETENCE/MASTERY FACTORS	4.0298	4.1091	.969	98	0.335
STIMULUS/ AVOIDANCE FACTORS	3.3247	3.6786	-2.767	98	0.007*
INTELLECTUAL FACTORS	3.8060	4.1131	-2.326	98	0.022*
SOCIAL FACTORS	3.7759	4.0437	-1.496	98	0.138

As seen in Table 3, on average, male respondents assessed Competence factors more positively ($M=4.0298$, $SE=0.65$) than female respondents ($M=4.1091$, $SE=0.82$). This difference was not significant $t= 0.335$, $p>0.05$. Hence, the null hypothesis has been accepted. Females respondents reported positive results in the context of Stimulus and Intellectual Factors compared to male respondents, with a significant difference having a $P<0.05$. In this case, the null

hypothesis has been rejected. Furthermore, in the case of social factors, results also advocated a positive impact on females, but the null hypothesis was accepted as the difference was found insignificant.

Conclusion:

According to the demographic attributes in terms of age basis, that study revealed the domination of young students aged 20 or below. Gender base domination was reported among male

participants; however, it is very close. Another attribute based upon the level of class of students comes from third years of their course however it is closely followed by the second-and first-year students respectively. Competency, mastery, and intellectuals are the main contributing factors to participation in sports, while social factors have little effect on sports habits among the students. Interestingly it has also been found that competency factors affect the males more than females while females are highly affected by the intellectuals, social and stimulus factors. In conclusion, this research sought to understand the factors that motivate College students, both males, and females, to participate in sports activities. Hence, it can be said that various factors affect and motivate the students for sports activities.

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