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Investigation Of Motivation Levels In Sport Sciences Faculty Students

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ABSTRACT
This study aimed to determine the motivation status of sports sciences faculty students. Furthermore, it was investigated whether motivation status differs according to gender, individual, and team athlete status. A total of 151 male and 138 female students studying at Ondokuz Mayıs University Yaşar Doğu Sports Sciences Faculty participated in the study. Sport Motivation Scale-SMS was used as a data collection tool in the study. Independent samples t-test was used for the comparison of the groups. In the comparison of the subscale scores of the motivation orientation of female and male students, the motivation subscale scores of males were higher than females ($p=0.012$), while there was no difference between the groups in other subscales ($p>0.05$). In comparing the subscale scores of motivation orientation according to the sports branch, no significant difference was found between team and individual athletes ($p>0.05$). No significant difference was found between the intrinsic and extrinsic motivation of student-athletes according to gender ($p>0.05$). The difference between the motivation levels of males and females can be defined by gender characteristics. The variables that motivate males and females may be different. The lack of difference in other subscales may be attributed to similar social environments and education.

KEYWORDS
Student, Sport, Motivation

1. INTRODUCTION

There are various reasons for people to continue their activities and motivation is one of them. Motive is defined as the power that activates behaviour (Aydın, 2010). Motivation is the orientation towards any event, phenomenon or object in order to obtain and achieve it. Motivation and sport performance are synonymous concepts that can be used together many times (Balcıoğlu, 2003). Motives, which constitute the basis of human behaviour, play a great role in sports as in every environment. Roberts, Treasure and Conroy (2007) explained the motivational process with psychological structures such as directing, regulating and giving power to success behaviour, while Hagger and Chatzisaranti (2007) defined motivation as a dominant, guiding and reinforcing behaviour process. There are two types of motivation in sport: intrinsic and extrinsic. Intrinsic motivation originates from the athlete himself/herself. Athletes with a high level of intrinsic motivation have a great hunger to learn more knowledge and skills, to be more successful and to provide more satisfaction. Extrinsic motivation originates from factors outside the athlete. These factors can be coaches, spectators, other people, external rewards (Doğan, 2005). On the other hand, extrinsically motivated individuals participate in an activity in order to obtain distinguishable results (Lonsdale, Hodge, & Rose, 2008). According to the cognitive appraisal theory, the reasons underlying motivation are analysed in three categories: unmotivation, intrinsic and extrinsic (Kazak, 2004; Moralı et al, 2004). Intrinsic motivation is defined as a person's free participation in an activity because he/she enjoys and is interested in it, and also participation for self-realisation without any reward or restriction (Saç & Par, 2021; Ugurlu et al., 2024; Whelan & Yates, 2024). Athletes with a high level of intrinsic motivation work with enthusiasm, pleasure and ambition to learn more knowledge and skills, to be more successful, to achieve more satisfaction, they want to specialise and become competent in their fields. They do not need to be specially motivated or forced to work. What others think about them is not important. They are in control of their performance (Doğan, 2005).

In extrinsic motivation, factors such as coaches, spectators, etc. come to mind. Extrinsic factors can be material materials such as trophies, money, medals, etc. or non-material resources such as appreciation, praise, etc. (Konter, 1995).

In addition to all these, people cannot be motivated when they cannot perceive the link between their behaviours and the results of their behaviours. These people who cannot be motivated may experience a sense of inadequacy and lack of control (Pelletier et al., 1992). The concept of motivation has an important place in achieving high performance in sports and it is an element that directs the behaviour of individuals. Lack of motivation occurs when the individual cannot establish a relationship between the result and the action and is not affected by this situation. It also occurs when there is no competitive environment and out-of-control expectations are felt (Turhan & Ağaoğlu, 2011). Unmotivated individuals cannot be motivated both internally and externally (Ceylan et al., 2020; Küçük & Ceylan, 2022). In addition, researches reveal that intrinsic motivation is generally more important than extrinsic motivation (Şanlı, 2015). In addition to the good physical performance of taekwondo players, knowing their motivation levels is important in terms of high performance.

In this study, it was aimed to determine the motivation status of sports faculty students. In addition, it was also examined whether there is a difference in motivation status according to gender, individual and team sports.

2. METHOD

2.1 Research Group

A total of 151 male and 138 female athletes with an average age of 22.27-22.39 years and studying at Ondokuz Mayıs University Yaşar Doğu Faculty of Sport Sciences participated in the study.

2.2 Data collection tool

Motivation scale in sport: Sport Motivation Scale-SMS is based on cognitive appraisal theory and was developed by Pelletier, Fortier, Vallerand and Tuson (1995). The validity and reliability study of the scale for Turkish athletes was conducted by Kazak (2004). The scale consists of 28 items in which judgements are made according to seven evaluation steps and includes seven subscales. The subscales of the scale are 1) intrinsic motivation to know, 2) intrinsic motivation to achieve, 3) intrinsic motivation to experience stimuli, 4) extrinsic regulation, 5) internalising, 6) identification and 7) unmotivation. The subscales of knowing, achieving and experiencing stimuli are subscales related to intrinsic motivation, whereas the subscales of external regulation, internalising and identification are subscales related to extrinsic motivation (Şanlı, 2015).The score of the individual for each subscale is found by dividing the total score obtained from the relevant subscale by the number of items in the subscale. Again, intrinsic and extrinsic motivation scores are obtained by dividing the total score obtained from the items in the subscales forming that dimension by the number of items (Kazak, 2004). In this study, Cronbach's alpha values were 88 for intrinsic motivation to know-achieve and 88 for intrinsic motivation to experience stimuli. 88, in intrinsic motivation to experience stimuli. 73, in internalising. 59, in identification. 78, in external regulation. 84, in the sub-scale of amotivation. 78 in the unmotivation subscale.

2.3 Data Collection

Individual and team athletes studying at the Faculty of Sport Sciences participated voluntarily.

2.4 Analysing the Data

22.00 SPSS package programme was used for data analysis. The data obtained from the scale were calculated in accordance with the scoring instructions. While evaluating the data, the suitability of the data to normal distribution was investigated with the "Kolmogorov Smirnov Test" and it was determined that all data fit the normal distribution. Independent groups t-test was applied in the evaluation of the data.

3. FINDINGS

Table 1. Age, height and body weights by sex

	Gender	n	Mean	S.d.
Age (Year)	Male	151	22,27	3,19
	Woman	138	22,39	1,42
Height length (cm)	Male	151	175,72	6,98
	Woman	138	165,52	5,69
Body weight (kg)	Male	151	72,00	9,88
	Woman	138	57,65	5,62

**p<0,001

When Table 1 was analysed, it was found that the average age of women was 22.39 years and 22.27 years for men, the body length of men was 175.72 years and 165.52 years for women, and the body weight of men was 72.00 kg and 57.65 kg for women.

Table 2. Comparison of subscale scores of motivational orientation of female and male students

Motivational Orientation in Sport	Cinsiyet	n	Mean	S.d.	p

Intrinsic motivation to know and achieve	Male	151	5,58	1,13	0,546
	Woman	138	5,80	1,00	
Intrinsic motivation to experience stimuli	Male	151	5,78	1,09	0,563
	Woman	138	5,99	1,02	
Extrinsic to extrinsic motivation	Male	151	4,50	1,36	0,420
	Woman	138	4,91	1,37	
Introjection extrinsic motivation	Male	151	4,83	1,27	0,810
	Woman	138	4,91	1,07	
Extrinsic motivation for identification	Male	151	5,61	1,13	0,830
	Woman	138	5,76	1,14	
Lack of motivation	Male	151	2,83	1,45	0,012
	Woman	138	2,04	0,99	

When the comparison of the subscale scores of motivational orientation of female and male students was examined, no significant difference was found, while a significant difference was found between females and males in the unmotivation subscale ($p<0.05$).

Table 3. Comparison of subscale scores of motivational orientation according to branch

Motivational Orientation in Sport	Branş	N	Mean	S.d.	p
Intrinsic motivation to know and achieve	Team sport	139	5,52	1,11	0,145
	Individual sport	150	5,80	1,04	
Intrinsic motivation to experience stimuli	Team sport	139	5,88	1,03	0,740
	Individual sport	150	5,86	1,09	
Extrinsic to extrinsic motivation	Team sport	139	4,67	1,35	0,725
	Individual sport	150	4,68	1,40	
Introjection extrinsic motivation	Team sport	139	5,04	1,20	0,735
	Individual sport	150	4,74	1,16	
Extrinsic motivation for identification	Team sport	139	5,60	1,12	0,160
	Individual sport	150	5,73	1,15	
Lack of motivation	Team sport	139	2,62	1,32	0,738
	Individual sport	150	2,40	1,33	

In the comparison of the subscale scores of motivational orientation according to the branch, no significant difference was found between the athletes engaged in team and individual sports.

Table 4. Intrinsic and extrinsic motivation of student athletes according to gender differences

	Gender	Mean	S.d.	P
Intrinsic Motivation Sub-dimension	Male	5,65	1,04	0,125
	Woman	5,86	0,96	
Extrinsic motivation Sub-dimension	Male	4,98	1,00	0,127
	Woman	5,20	1,04	

- No significant difference was found between intrinsic and extrinsic motivation of student athletes according to gender difference.

4. DISCUSSION

In the study in which the relationship between the motivation levels of students studying in sports sciences was examined, males were found to have higher scores than females in the motivation sub-dimension. Ersöz et al. (2012) found no difference in the motivational orientations of athletes according to gender in their study, while they found a statistically significant difference according to the type of sport variable. Similarly, Uzun et al (2018) found significant differences in the sub-dimensions of intrinsic motivation to know and achieve, extrinsic motivation for introjection, extrinsic motivation for identification and motivation according to gender in their study. Unlike these studies, Amorose and Horn (2001) found that males had higher intrinsic motivation levels than females in their study. Kingston et al. (2006), in their study, found that the mean external regulation of men was higher than that of women. There are studies that obtained similar results to this finding (Pelletier et al., 1995; Petherick & Weigand, 2002). In our study, when the comparison of the subscale scores of motivational orientation of female and male students was examined, no significant difference was found, while a significant difference

was found between females and males in the unmotivation subscale ($p<0.05$). Kelecek S. (2013) stated that the highest mean value in all participants in his study was in the sub-dimension of "intrinsic motivation to experience stimulus". The highest value of female athletes was found in the sub-dimension of "intrinsic motivation to experience stimulus", while the highest value of male athletes was found in the sub-dimension of "intrinsic motivation to know and achieve". In the sub-dimension of "lack of motivation", the lowest value was obtained for both female and male athletes and for all participants. In our study, the highest score was found in "Intrinsic Motivation to Experience Stimulus" for women and "Intrinsic Motivation to Know and Achieve" for men. In our study, the lowest score was also found in the unmotivation score. The results of the two studies were similar in terms of scoring. Many studies have revealed that athletes participate in sports with both intrinsic and extrinsic motivations (Bakker, 1993). The findings of the studies have shown that intrinsic motives such as fun and competition have a strong effect on sports commitment and continuity. On the other hand, extrinsic motives such as body-related motives and reward were not very effective in sports commitment and continuation. Extrinsic factors were generally the initial factors in athletes' participation in sport (Tiryaki, 2000).

Ersöz et al. (2012) found a difference in the motivational orientations of athletes in the sub-dimension of "experiencing the stimulus" according to the type of sport. In the sub-dimension of "experiencing the stimulus", it was determined that individuals engaged in team sports had higher averages than individuals engaged in individual sports. The concept of intrinsic motivation for experiencing the stimulus refers to participating in the activity to experience entertainment and other stimulating sensations. These stimulating sensations include aesthetic experiences and sensory pleasure as well as fun and excitement (Kazak-Çetinkalp, 2009). Şanlı (2015) found the motivation subscale scores of 314 male students engaged in individual and team sports between 13.02 and 35.95 in different subscale conditions. Erdem (2008) found the scale subscale scores between 2.26 and 5.40 in the study of Development of Motivation Scale in Sports in American Football Athletes. Kelecek et al. (2010) found the scale sub-scores between 2,42 and 5,33 in volleyball players. The results of our study are slightly higher than the results of Kelecek et al. (2010) and Erdem (2008) with 2,40- 5,86. Almagro, Sáenz-López, and Moreno (2010) compared the motivational orientations of football players and basketball players and found that basketball players behaved more self-determined in sport environments than football players and also had higher averages in the sub-dimension of internal regulation to know and achieve. Factors such as excitement about the sport, perception of personal competence, curiosity, research, knowing more, discovering new training techniques, learning training techniques that have not been tried before and discovering new methods while improving performance may cause more motivation because they give pleasure (Kazak, 2004). It is thought to be the reason why our results are higher than other studies. In addition, in our study, no significant difference was found between the intrinsic and extrinsic motivation of student athletes according to gender difference ($p>0.05$).

As a result, the reason why there is no significant difference in the subscales of motivational orientation according to the gender and branch differences of the students studying at the sports faculty can be attributed to the similarity of the education they receive and their sportive levels. It is recommended that this study should be carried out in a larger number of students and in groups with different sportive levels.

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