

## **Participation and Motivation in Sports Among individual and Team Athletes**

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**Abstract:** *The main aim of this study is to examine the differences in participation and motivation in sport activities among male and female athletes in Universiti Teknikal Malaysia Melaka. A group of 106 athletes (male: 75 and female 31) were selected from several sports (lawn bowl, basketball, rugby, handball, hockey, volleyball, taekwondo, karate do and pencak silat) through purposive sampling technique. Their age ranged from 18 to 21 years. Data were collected from athletes using Revised Participation Motivation Questionnaire [1]. The results revealed that the latent structure of the types of sports students' motives consisted of six factors (skill development, social, fitness, fun, energy release and popularity). Independent sample t-test was used to test the level of motivation between male and female athlete. Finding revealed that there was no significant difference between male and female athletes in all the components except for popularity.*

**Keynotes:** *participation, motivation, skill development, social, fitness.*

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### **I. Introduction**

Sport is a physical activity that gives participants a chance to experience enjoyment and competition, while at the same time acquiring positive outcomes such as new challenges, social interactions, skill enhancement and increased levels of fitness as well as enhanced physical and mental health [2]. Standard analysis of gender and participation in sport prior to the late 1980s has shown that women were less likely to participate in sport than men and that women were also less interested in sport [3]. However, this common perception appears to have radically changed since the early 1990s. Women are not only participating more in sport than in previous decades, but they are now participating in many sports that have previously been considered as male dominated. Lunn & Layte [3] reported mixed results from studies based on sport and low socio-economic status as poverty was associated with both increasing and decreasing sport participation.

Alexandris et al. [4] stated that motivation is an important factor of individuals' decision-making process and the interaction between motivation and perception of constraints determines, in a large degree, leisure participation. Sports motivation encompasses exhibitionism and competition, both contributing to extrinsic motivation and sociability and playing to the limit, which are factors contributing to intrinsic motivation [5]. Motivation in sport and gender has been linked in many studies. Motivation is an essential aspect of sports that facilitates performance and helps create a positive experience. The motivation of sports participation is multidimensional and includes intrinsic motivation, extrinsic motivation, and amotivation [6] [7] [8] [9]. Individuals that participate for pleasure, fun, enjoyment, or for satisfaction gained directly from the activity itself are driven solely by intrinsic motivation. Someone with intrinsic motivation will participate in an activity voluntarily without any material rewards or external gains, whereas extrinsic motivation is associated with an external focus of influence. Extrinsic motivation refers to behavior prompted by external motivational sources, such as material rewards (eg: money, gifts) or to avoid punishment or criticism by others. Furthermore, amotivation is the lowest form of motivation. Amotivated athletes may no longer identify any good reasons to continue to train or play sports [10]. Differences in motivation for engaging in a physical activity between genders, age, frequency and duration of a physical activity have been found in previous researches [11] [12] [13] [14] [15]. Male athletes are more motivated by intrinsic factors, or in other words by a need for power, competition and challenge, while female students are in majority driven by extrinsic motives, such as body weight control and appearance [12]. Social factors and image were found to be stronger motives for women, and competence and competition were more valued by men [16].

The present study attempted to examine the possibility of differences in the participation motivation of sports among athletes in Universiti Teknikal Malaysia Melaka base on gender and sport events. The study also intended to determine the motivational factors that males and female athletes had for participating in sport. In this study sport was divided into individual and team sports.

## II. Respondents

The respondents in this research were 105 students from the Universiti Teknikal Malaysia Melaka (age 22.4 years). In this project the Revised Participation Motivation Questionnaire [1] has been adopted. This questionnaire has been widely used in several studies of motives to participate in youth sports. The athletes completed the PMQ (Gill et al., 1983) namely, a 30-item list of possible reasons athletes have to participate in sport. A five-point Likert scale was used. Respondents answered the stem “I participate in sport because ..”, indicating their preferences from 1 (“not at all important”) to 5 (“extremely important”). Participation from the athletes was voluntary and consent was implied by filling out the survey. Participants were informed about the objective of the investigation and were informed that they were not obliged to respond to any questions if they were not comfortable doing so. They were also informed that they were free to withdraw at any time without penalty. The questionnaires and surveys were distributed to the participants by the coaches and were collected by the coaches as well. The researcher did not have any contact with the participants and codes were used to classify and categorize all the data collected to ensure confidentiality.

## III. Data analysis

The data were analysed using IBM SPSS Statistics (22.0) software. The results of the participation motivation in sport were presented using descriptive statistics. The basic descriptive parameters were calculated (mean, standard deviation) and independent sample t-test.

## IV. Results

The results of data analysis are shown in table 1. The male athletes scored higher in skill development (Mean = 4.55; SD = 0.40), social status (Mean= 4.41; SD=.62), fitness (Mean =4.41, SD=.50), Fun (Mean = 4.29; SD =.64), energy release (Mean =4.23; SD=.65) and popularity (Mean =4.17; SD=.50). While female athletes scored higher in skill development (Mean = 4.46; SD = 0.51), social status (Mean= 4.40; SD=.62), fitness (Mean = 4.19, SD=.59), Fun (Mean = 4.16; SD =.59), energy release (Mean =4.14; SD=.66) and popularity (Mean =3.81; SD=.59).

**Table 1: Mean and Standard Deviation of participation motivation variables**

Variable	Male		Female	
Skill development	4.55	0.40	4.46	.51
Social	4.41	0.62	4.40	.62
Fitness	4.41	0.50	4.19	.59
Fun	4.29	0.64	4.16	.59
Energy release	4.23	0.65	4.14	.66
Popularity	4.17	0.50	3.81	.59

**Table 2: Independent Sample t-test between Gender**

	Gender	N	Mean	SD	t-value	Sig. Level																																																				
Skill development	male	75	4.55	.40	1.041	.301																																																				
	female	31	4.46	.51			Social	male	75	4.41	.62	.117	.907	female	31	4.40	.62	Fitness	male	75	4.41	.50	1.934	.06	female	31	4.19	.59	Fun	male	75	4.29	.64	.987	.326	female	31	4.16	.59	Energy release	male	75	4.23	.65	0.661	.510	female	75	4.14	.66	Popularity	male	31	4.17	.50	2.532	.013	female
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Table 2 present the independent-samples t-test result between male and female athletes. The results revealed: (i) there were no significant differences between the scores of male athletes ( $M=4.55$ ;  $SD=.40$ ) and female athletes ( $M= 4.46$ ;  $SD=.51$ ) in skill development,  $t(106) = 1.041$ ,  $p > .06$ . (ii) there were no significant differences between the scores of male athletes ( $M=4.41$ ;  $SD =.62$ ) and female athletes ( $M= 4.40$ ;  $SD=.62$ ) in social,  $t(106) = .117$ ,  $p > 0.907$ . (iii) there were no significant differences between the scores of male athletes ( $M=4.41$ ;  $SD=.62$ ) and female athletes ( $M= 4.40$ ;  $SD=.62$ ) in fitness,  $t(106) = 1.934$ ,  $p > .06$ . (iv) there were no significant differences between the scores of male athletes ( $M=4.41$ ;  $SD=.50$ ) and female athletes ( $M= 4.19$ ;  $SD=.59$ ) in fun,  $t(106) = .987$ ,  $p > .326$  in fitness. (v) there were no significant differences between male athletes ( $M=4.23$ ;  $SD=.65$ ) and female athletes ( $M=4.14$ ;  $SD=.66$ ) in energy release,  $t(106) = .661$ ,  $p > 0.510$  and (vi) there were significant differences between male athletes ( $M=4.17$ ;  $SD=.50$ ) and female athletes ( $M=3.81$ ;  $SD=.59$ ) in popularity,  $t(106) = 2.532$ ,  $p < 0.013$ .

## V. Discussion

The aim of this study is to examine the possibility of differences in the participation motivation of sports among athletes in Universiti Teknikal Malaysia Melaka based on gender and sport events. The study also intends to determine the motivational factors that males and females had for participating in sport. In this study, sport is divided into individual and team sport. Motivational factors for sports participation are a central area of research in this study. Results showed that skill development and social activities were the most common motivator for both males and females in individual and team sport. Both males and female athletes cited skill development as their primary motives for participation in both individual and team sport. This finding is in line with previous studies by Frederick and Ryan [17] who reported that competitive sport participants rated skill development as their primary motivator. This is a very positive finding in terms of enhancing physical fitness. Sport can have a positive impact on one's physical health. Dwyer [18] examined college students' motives for participation in sport and found that their motives were improving skills, fitness, fun and challenge. Thus many sport participants, in different situations, would increase skill development, social, fitness, fun, popularity and energy release as major motives for sport participation. However, playing a competitive sport may bring an increasing pressure from coaches, fellow team mates, media and the general public. The current study, supported by the literature, raises the issue of the negative effect of competitive sport on some people, which in turn raises the need for increased awareness of positive physical health for all concerned.

In sport and group activities, people learn to help others, to be consistent with the group, to extend cooperation, to offer forgiveness, to show dedication, to exhibit independence, to display self-confidence, to respect the law, and to form friendship with others. In general, individuals' social growth will be developed through group activities including team sports. Participation in sports and group activities causes an increase to social skills such as accountability, problem solving skills, improved interpersonal relationships, decision-making and social development of students [19] [20].

## VI. Conclusion

Skill development and social activities was the most common motivator for both males and females in individual and team sport. Both males and female athletes cited skill development as their primary motives for participation in both individual and team sport.

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Rosli Saadan" Participation and Motivation in Sports Among individual and Team Athletes  
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