

Investigation of Sports Participation Motivations of Physical Education and Sports School Students

Mehmet Yıldırım¹

¹ Faculty of Sport Sciences, Yozgat Bozok University, Yozgat, Turkey

Correspondence: Mehmet Yıldırım, Faculty of Sport Sciences, Yozgat Bozok University, Yozgat, Turkey. E-mail: mehmet2682@hotmail.com

Received: March 27, 2021

Accepted: May 13, 2021

Online Published: July 22, 2021

doi:10.5539/ies.v14n8p43

URL: <https://doi.org/10.5539/ies.v14n8p43>

Abstract

The purpose of this study is to determine the sport participate motivation of the students who are attending physical education and sports college and to compare them according to the demographic variables. The universe of the research is composed of 480 students who are studying different programs in Bozok University Physical Education and Sports School in 2017-2018 academic year. The sample of the research consists of 180 students who are determined using random sampling technique. As a data collection tool in the research, personal information form and Gill et al. (1983) and Oyar et al. (2001) used the Sport Participation Motivation Scale, adapted to the Turkish population. The data were transferred to the SPSS 18 package program for analysis. Frequency and percentage analyzes, t test, Anova analysis and post hoc tests were used in the statistical analysis of the data.

As a result of the analyzes performed, statistically significant differences were determined between the motivations of physical education and sports college students to participate in sports according to the variables of gender, age, department of education and sports branch ($p < .05$). It was determined that male students have higher motivation to participate in sports than female students. Students between the ages of 18-22 have a higher motivation to participate in sports than students between the ages of 23-27. Physical education and sports teaching department students were found to have higher motivation to participate in sports than the students of the coaching education department and the sports management department. Students who are engaged in team sports have higher motivation to participate in sports than students who are engaged in individual sports.

Keywords: motivation, sports, student, physical education

1. Introduction

The word 'motivation' is derived from the Latin word 'movere', which means 'to move', 'to encourage' or 'to motivate' (Richard, 1975). It is a concept which accounts for the way in which a certain individual is treated by other individuals or how an individual feels about a certain task that s/he is supposed to fulfil. The concept of motivation can be also defined as "an individual's own willingness to fulfil a given task" (Koçel, 2003). It plays an important role in the analysis and explanation of individuals' behaviors in sports environments (Hardy et al., 1997). It also heavily influences the development of social environments and behavioral changes such as competition, learning, performance, continuity and coaching behaviors, which makes it one of the most significant research topics for many different sports branches (Duda, 1989; Vallerand et al., 1987).

Along with children's and young individuals' increasing interest in sports, numerous studies focusing on different aspects of sports psychology such as young athletes' personal traits and competition anxiety, coaches' attitudes and behaviors, and the definition and classification of various reasons affecting young individuals' participation in sports and physical activities have been carried out (Gill et al., 1983; Gould, Feltz and Weiss, 1985; Klint and Weiss, 1987). The very first studies on motivation for sports participation revealed that skill development and learning, fun, physical fitness, making friends and success were the most significant factors affecting an individual's motivation for sports participation (Gill et al., 1983).

Some conceptual theories were proposed in order to understand athletes' motivations in detail (Roberts, 1972). These theories generally focus on intrinsic motivation, extrinsic motivation and demotivation behaviors (Deci, 1975; Deci & Ryan, 1985, 1991).

1.1 Intrinsic Motivation

Intrinsic motivation (IM) occurs when an individual motivates him/herself (Nicholas and Robert, 1992) and performs an activity for his/her own joy and satisfaction (Deci, 1975). Intrinsically motivated individuals feel an inner hunger for their own abilities and are usually able to manage themselves in order to achieve a certain goal (Nicholas and Robert, 1992). If an individual is intrinsically motivated, s/he will voluntarily display a certain behavior even if it is hindered by external factors and/or a lack of material (Deci & Ryan, 1985). This is because if an individual learns new things about a certain activity (sports), s/he will find it more interesting and thus feel an inner satisfaction, which will motivate him/her further and encourage him/her continue that activity (Deci, 1975; White, 1959).

1.2 Extrinsic Motivation

Extrinsic motivation is usually initiated by other individuals and it may lead to some positive or negative effects. It may also increase or decrease the likelihood that a behavior will reoccur due to different material or spiritual values (İğdir PDR Kom., 2016, 1-8). Unlike intrinsic motivation, extrinsic motivation often involves a variety of behaviors and efforts directed towards achieving a certain goal rather than the individual's inner happiness. In other words, extrinsically motivated individuals only display behaviors encouraged by an external factor such as a reward, appraisal, approval or compliment (Ryan et al., 1990).

1.3 Demotivation

Demotivation can be compared to the concept of learned helplessness in some ways (Abramson Seligman and Teasdale, 1978). In other words, demotivated individuals cannot perceive the relationship between their actions and behaviors as well as the outcomes of these actions and behaviors. They usually feel themselves unskillful and suffer from a lack of control. Because they are neither intrinsically nor extrinsically motivated, they cannot find a reason for participation in a certain activity and, as a result, they finally decide to quit the sports activity (Deci and Ryan, 1985).

Gould (1982) states that studies focusing on motivation for sports participation will help coaches and sport managers in designing sports curricula, meet the needs of participants in sports activities and contribute positively to the psychological and motor development of participants motivated for a certain sport activity. Similarly, in addition to young athletes, Gill and Williams (1996) stressed the importance of the determination and analysis of various motivations among adults for a physical activity. Thus, these studies will contribute to more productive sports curricula which will respond to adults' motivations for sports participation and help them achieve their individual goals in relation with these activities.

The present study aims to determine levels of motivation for sports participation among students at a school of physical education and sports and compare their motivations based on different demographic variables. The following research questions will be answered:

- What are motivations for sports participation among students at a school of physical education and sports?
- Are there any statistically significant differences between the participants' mean sub-dimension scores in terms of gender? ($p < 0.05$).
- Are there any statistically significant differences between the participants' mean sub-dimension scores in terms of age? ($p < 0.05$).
- Are there any statistically significant differences between the participants' mean sub-dimension scores in terms of department? ($p < 0.05$).
- Are there any statistically significant differences between the participants' mean sub-dimension scores in terms of sports branch? ($p < 0.05$).

2. Method

2.1 Study Group

The universe of the study consists of athletes studying at Yozgat Bozok University School of Physical Education and Sports in the 2017-2018 academic year. The sample of the study consists of 180 students selected using convenience sampling method.

2.2 Data Collection Tools

Two different data collection tools were used in the present study. A "Personal Information Form" was used to obtain information about the participants' demographic data, while Sports Participation Motivation Questionnaire (PMQ) was used to determine their levels of motivation for participation in sports activities.

2.2.1 Sports Participation Motivation Scale

Developed by Gill et al. (1983), sports participation motivation questionnaire (PMQ) is a 30-item scale consisting of 8 sub-dimensions (achievement/status, physical fitness/working off energy, team membership/spirit, friendship, fun, competition, skill development, and motion/being active). Because the scale is scored as “Important (1)”, “Less Important (2)”, Not At All Important (3)”, a lower score points to a more important item. The questionnaire was translated into Turkish by Çelebi (1993) to test its reliability on university students. The reliability coefficient of the scale was calculated as 0.91. However, Çelebi (1993) did not calculate reliability coefficients of sports participation motivation scale sub-dimensions. Oyar et al. (2001) performed a reliability analysis for scale sub-dimensions and calculated Cronbach alpha internal consistency between 0.61 (skill development) and 0.78 (achievement/status). In the present study, internal consistency coefficient of the scale was calculated as 0.79.

2.3 Data Analysis

SPSS 18 package program was used for the analysis of the obtained data. Frequency analysis was used to describe the participants’ demographic features. Mean and standard deviation analysis were used to determine the most important sports motivation questionnaire items and sub-dimensions. T test was used to find statistically significant differences among the participants’ levels of motivations for sports participation in terms of gender. Finally, ANOVA was used to find statistically significant differences among the participants’ levels of motivation for sports participation in terms of sports branch.

3. Results

Table 1. The participants’ demographic features

		N	%
Gender	Female	73	40.6
	Male	107	59.4
Age	18-22	159	88.3
	23-27	21	11.7
Department	Physical Education and Sports Teaching	63	35.0
	Coaching Education	74	41.1
	Sports Management	43	23.9
Sports Branch	Individual Sports	76	42.2
	Team Sports	104	57.8

According to Table 1, 73 (40.6%) of the participants were female, while 107 (59.4%) of them were male. 159 (88.3%) participants were aged between 18 and 22, while 21 of them (11.7%) were aged between 23 and 27. 63 (35.0%) participants studied at the department of physical education and sports teaching, 74 (41.1%) participants studied at the department of coaching education and, finally, 43 (23.9%) participants studied at the department of sports management. 76 (42.2%) participants were engaged in individual sports, while 104 of them (57.8%) were engaged in team sports.

Table 2. The findings related to the sub-dimensions of PMQ

	N	Min	Max	Mean	Sd
Achievement/Status	180	1.00	2.20	1.29	.287
Physical Fitness/Working off Energy	180	1.00	2.00	1.26	.259
Team Membership/Spirit	180	1.00	2.75	1.25	.346
Making Friends	180	1.00	3.00	1.47	.432
Friendship	180	1.00	2.25	1.22	.320
Competition	180	1.00	2.33	1.18	.286
Skill Development	180	1.00	2.00	1.07	.181
Motion/Being Active	180	1.00	2.00	1.07	.227

The participants’ mean PMQ sub-dimension scores are given in Table 2. It can be observed that Motion/Being Active and Skill Development ($\bar{x}=1.07$) are the most important sub-dimensions, whereas the least important sub-dimension was friendship ($\bar{x}=1.70$).

Table 3. T test findings related to the participants' mean PMQ sub-dimension scores in terms of gender

Sub-dimensions	Gender	N	\bar{x}	Sd	t	p
Achievement/Status	Female	73	1.33	.276	1.733	.085
	Male	107	1.26	.292		
Physical Fitness/Working off Energy	Female	73	1.32	.273	2.653	.009
	Male	107	1.22	.241		
Team Membership/Spirit	Female	73	1.32	.413	1.979	.050
	Male	107	1.21	.286		
Friendship	Female	73	1.54	.459	1.863	.065
	Male	107	1.42	.408		
Fun	Female	73	1.20	.302	-0.888	.376
	Male	107	1.24	.332		
Competition	Female	73	1.17	.283	-0.378	.706
	Male	107	1.19	.289		
Skill Development	Female	73	1.06	.171	-0.267	.790
	Male	107	1.07	.188		
Motion/Being Active	Female	73	1.06	.203	-0.650	.516
	Male	107	1.08	.242		

Table 3 indicates that there were statistically significant differences between the participants' mean physical fitness/working off energy and team membership/spirit sub-dimension scores in terms of gender ($p < .05$). A statistically significant difference was found in favor of male students in physical fitness/working off energy ($\bar{x}=1.22$) and team membership/spirit sub-dimensions.

Table 4. T test findings related to the participants' mean PMQ sub-dimension scores in terms of age

Sub-dimension	Age	N	\bar{x}	Sd	t	p
Achievement/Status	18-22	159	1.28	.282	-.534	.594
	23-27	21	1.32	.331		
Physical Fitness/Working off Energy	18-22	159	1.26	.263	.200	.842
	23-27	21	1.25	.229		
Team Membership/Spirit	18-22	159	1.26	.351	.470	.639
	23-27	21	1.22	.315		
Friendship	18-22	159	1.46	.432	-0.380	.704
	23-27	21	1.50	.442		
Fun	18-22	159	1.21	.312	-1.797	.074
	23-27	21	1.34	.366		
Competition	18-22	159	1.18	.289	-0.121	.904
	23-27	21	1.19	.270		
Skill Development	18-22	159	1.06	.177	-1.663	.098
	23-27	21	1.13	.203		
Motion/Being Active	18-22	159	1.05	.205	-2.515	.013
	23-27	21	1.19	.334		

It can be understood from Table 4 that statistically significant differences were found between the participants' mean motion/being active sub-dimension scores in terms of age. It is observed that there was a statistically significant difference in favor of the participants aged between 18 and 22 in motion/being active sub-dimension ($\bar{x}=1.05$; $p < .05$).

Table 5. ANOVA analysis findings related to the participants' mean PMQ sub-dimension scores in terms of department

Sub-dimensions	Department	N	\bar{x}	Sd	F	p
Achievement/Status	Physical Education and Sports Teaching	63	1.25	.246	2.899	.058
	Coaching Education	74	1.27	.260		
	Sports Management	43	1.38	.367		
Physical Fitness/Working off Energy	Physical Education and Sports Teaching	63	1.23	.231	.807	.448
	Coaching Education	74	1.28	.262		
	Sports Management	43	1.29	.290		
Team Membership/Spirit	Physical Education and Sports Teaching	63	1.24	.322	.085	.918
	Coaching Education	74	1.26	.348		
	Sports Management	43	1.27	.385		
Friendship	Physical Education and Sports Teaching	63	1.36	.442	3.180	.044*
	Coaching Education	74	1.54	.440		
	Sports Management	43	1.51	.380		
Fun	Physical Education and Sports Teaching	63	1.21	.309	.052	.949
	Coaching Education	74	1.22	.297		
	Sports Management	43	1.23	.377		
Competition	Physical Education and Sports Teaching	63	1.16	.266	.442	.644
	Coaching Education	74	1.18	.276		
	Sports Management	43	1.21	.332		
Skill Development	Physical Education and Sports Teaching	63	1.05	.170	2.434	.091
	Coaching Education	74	1.05	.137		
	Sports Management	43	1.12	.246		
Motion/Being Active	Physical Education and Sports Teaching	63	1.00	.062	4.402	.014*
	Coaching Education	74	1.10	.251		
	Sports Management	43	1.11	.305		

* $p < .05$, ** $p < .01$.

It can be observed in Table 5 that there were statistically significant differences between the participants' friendship and team motion/being active sub-dimension scores in terms of their departments ($p < .05$).

Table 6. Multiple comparison test findings related to the difference between the participants' mean PMQ sub-dimension scores in terms of department

	Department		Mean Score Differences	Standard Error	p
Friendship	Physical Education and Sports Teaching	Coaching Education	-.175	.073	.018
		Sports Management	-.108	.044	.015
Motion/Being Active	Physical Education and Sports Teaching	Coaching Education	-.100	.038	.010
		Sports Management	-.108	.044	.015

According to Table 6, a statistically significant difference was found between students studying at the department of physical education and sports teaching and sports management in friendship and motion/being active sub-dimensions ($p < .05$). This difference is in favor of students studying at the department of physical education and sports teaching, thus indicating their higher level of motivation for sports participation.

Table 7. T test findings related to the participants' mean PMQ sub-dimension scores in terms of sports branch

Sub-dimensions	Sports Branch	N	\bar{x}	Sd	t	p
Achievement/Status	Individual Sports	76	1.31	.303	.834	.406
	Team Sports	104	1.27	.276		
Physical Fitness/Working off Energy	Individual Sports	76	1.24	.224	-1.137	.257
	Team Sports	104	1.28	.281		
Team Membership/ Spirit	Individual Sports	76	1.41	.423	5.521	.000
	Team Sports	104	1.14	.219		
Friendship	Individual Sports	76	1.44	.463	-.823	.412
	Team Sports	104	1.49	.410		
Fun	Individual Sports	76	1.25	.322	1.149	.252
	Team Sports	104	1.20	.318		
Competition	Individual Sports	76	1.16	.280	-.841	.401
	Team Sports	104	1.19	.292		
Skill Development	Individual Sports	76	1.08	.193	.809	.420
	Team Sports	104	1.06	.172		
Motion/Being Active	Individual Sports	76	1.06	.221	-.464	.643
	Team Sports	104	1.08	.232		

It can be seen in Table 7 that statistically significant differences were found between the participants' mean team membership/spirit sub-dimension scores in terms of sports branch. A statistically significant difference was found in favor of the participants engaged in team sports in team membership/spirit sub-dimension ($\bar{x}=1.14$; $p<.05$).

4. Discussion

73 (40.6%) participants were female, while 107 (59.4%) participants were male. 159 (88.3%) participants were aged between 18 and 22, whereas 21 participants (11.7%) were aged between 23 and 27.63 (35.0%) participants were students of physical education and sports teaching, 74 (41.1%) participants were students of coaching education, and 43 (23.9%) students were students of sports management. 76 (42.2%) participants stated that they were engaged in individual sports, while 104 of them (57.8%) stated that they were engaged in team sports.

The analysis of students' levels of motivation for sports participation demonstrated that skill development ($\bar{x}=1.07$) and motion/being active ($\bar{x}=1.07$) were considered as the most important sub-dimensions by the participants. It can be inferred from this finding that young individuals attempted to develop their existing skills thanks to the most suitable to them and they tried to discover new fields of interest by gaining in-depth information about various sports activities that they participated in. The findings of the present study overlap with those of Stern et al. (1990), Gould et al. (1985), Brodtkin and Weis (1990), Klint and Weiss (1987), Ekmekçi et al. (2010), Aygün and Yetim (2015) and Yıldırım (2017).

The findings of the present study indicated that some statistically significant differences were observed between the participants' mean physical fitness/working off energy and team membership/spirit sub-dimension scores in terms of gender ($p<.05$). It was also observed that male participants' levels of motivation for sports participation were higher compared to female participants in both sub-dimensions. It can be suggested that these participants were aware of the fact that balanced and regular physical activities contributed to the improvement of muscles and joints as well as increasing physical endurance, and thus they continued to participate in sports activities in order to relieve their daily stress, discover new pursuits and socialize themselves with other people. These findings overlap with those of Gill et al. (1983), Gould et al. (1985) and Oyar et al. (2001), Korur, Kara, Öncü, and Gürbüz (2013), Yüksel and Bayar (2015), and Altıntaş and Koruç (2014).

A statistically significant difference was found between the participants in motion/being active sub-dimension in terms of age ($p<.05$). It was observed that age was inversely proportional to the participants' levels of motivation for sports participation. It can be stated that in parallel with ageing, external factors gain importance in individuals' motivation for sports participation. If an individual receives an extrinsic reward (appraisal, money etc.) along with an intrinsic reward (the feeling of achievement), s/he may expect these rewards again in the long run, which is likely to be a more motivational effect compared to intrinsic motivation. In this respect, it is important to offer extrinsic motivations in a suitable manner. This finding overlaps with those of Brodtkin and Weis (1990), Gould, Feltz, and Weiss (1985), Stern, Bradley, Prince, and Stroh (1990), Şirin, Çağlayan, Çetin, and İnce (2008).

It was found in the present study that there was a statistically significant difference between the participants in

friendship and motion/being active sub-dimensions in terms of department ($p < .05$). It was demonstrated that students of physical education and sports teaching had a higher level of motivation for sports participation compared to those studying at coaching education. Although there may be different procedures at different universities, students of sports management usually start studying at this department following the university exam without any skill exam. On the other hand, students of physical education and sports and coaching education are enrolled in these departments after they pass a skill exam held by the related university. Therefore, it is very likely that students at these two departments, i.e. physical education and sports and coaching education, have been more actively engaged in sports in the last few years, which enables them to experience feelings competition and ambition more intensely, thus increasing their levels of motivation for sports participation. However, no other studies were found to overlap with this finding of the present study.

It was observed in the present study that there were statistically significant differences between the participants' in team membership and spirit sub-dimension ($p < 0.05$). It was found that the participants who were engaged in team sports had a higher level of motivation for sports participation compared to those engaged in individual sports. It can be argued that athletes who are engaged in team sports are more willing to be a part of a certain team and meet other people as their new team members. In addition, these athletes may be positively influenced by their coaches' constant emphasis on the importance of team membership, which contributes to their sense of responsibility positively. This finding overlaps with those of Şirin, Çağlayan, Çetin, and İnce (2008), and Altıntaş and Kuruç (2014).

References

- Abramson, L. Y., Seligman, M. E. P., & Teasdale, J. D. (1978). Learned helplessness in humans: Critique and reformulation. *Journal of Abnormal Psychology, 87*, 49-74. <https://doi.org/10.1037/0021-843X.87.1.49>
- Altıntaş, A., & Kuruç, B. P. (2014). Determining Participation Motivation of Young Athletes with Regard to Gender and Sport Type. *International Journal of Science Culture and Sport*, Special Issue 1, 61-67. <https://doi.org/10.14486/IJSCS73>
- Aygün, M., & Yetim, A. A., (2015). Ankara ilindeki 16-20 yaş arası buz hokeycilerin branşa katılım nedenleri. *Journal of Research in Education and Society, 2*(1), 1-11.
- Brodkin, P., & Weis, M. R., (1990). Developmental differences in motivation for participating in competitive swimming. *Journal of Sport and Exercise Psychology, 12*, 248-263. <https://doi.org/10.1123/jsep.12.3.248>
- Çelebi, A. M. (1993). *Orta Doğu Teknik Üniversitesi fiziksel aktivite kulüplerinde bulunan lider tipleri*. Yayımlanmamış Yüksek Lisans Tezi, ODTÜ, Ankara.
- Deci, E. L. (1975). *Intrinsic motivation*. New York: Plenum Press. <https://doi.org/10.1007/978-1-4613-4446-9>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum. <https://doi.org/10.1007/978-1-4899-2271-7>
- Deci, E. L., & Ryan, R. M. (1991). A motivational approach to self: Integration in personality. In R. Dientsbier (Ed.), *Nebraska symposium on motivation* (Vol. 38, Perspectives on motivation, pp. 237-288). Lincoln: University of Nebraska Press.
- Duda, J. L. (1989). Goal perspectives and behavior in sport and exercise settings. In C. Ames, & M. Machr (Eds.), *Advances in motivation and achievement*. Greenwich, CT.
- Düren, A. Z. (2000). *2000'li yıllarda yönetim*. İstanbul: Alfa Basım Yayım Dağıtım.
- Ekmekçi, R., Arslan, Y., Ekmekçi, A., & Ağbuğa, B. (2010). Üniversite öğrencilerinin spora bakış açılarının ve spora katılım güdülerinin belirlenmesi. *New World Science Academy, 5*, 104-114.
- Gill, D. L., Gross, J. B., & Huddleston, S. (1983). Participation motivation in youth sports. *International Journal of Sport Psychology, 14*, 1-14.
- Gill, D., & Williams, L. (1996). Competitive orientations and motives of adult sport and exercise participants. *Journal of Sports Behavior, 19*(4), 307-319.
- Gould, D. (1982). Sport psychology in the 1980s: Status, direction and challenge in youth sport research. *Journal of Sport Psychology, 4*, 203-215. <https://doi.org/10.1123/jsp.4.3.203>
- Gould, D., Feltz, D., & Weiss, M. (1985). Motives for Participating in competitive youth swimming. *International Journal of Sport Psychology, 4*, 203-215.
- Hardy, L., Jones, G., & Gould, D. (1997). *Understanding Psychological Preparation for Sport: Theory and*

Practice of Elite Performers. Chichester, West Sussex: John Wiley and Sons.

- Klint, A. K., & Weiss, M. R. (1987). Perceived competence and motives for participating in youth sports: A test of Harter's competence motivation theory. *Journal of Sport Psychology*, 9, 55-65. <https://doi.org/10.1123/jsp.9.1.55>
- Koçel, T. (2003). İşletme Yöneticiliği. İstanbul: Beta Yayınları.
- Korur, N. E., Kara, F. M., Öncü, E., & Gürbüz, B. (2013). *Gençlerin Spora Katılım Güdülerinin İncelenmesi*. 2. Rekreasyon Araştırma Kongresi, 31 Ekim-3 Kasım, Aydın.
- Nicholas, J. G., & Robert G. C. (1992). *The general and the specific in the development and expression of achievement motivation, Motivation, Sport and Exercise*. Human Kinetics Books
- Oyar, B. Z., Aşçı, H. F., Çelebi, M., & Mülazımoğlu, M. (2001). Spora Katılım Güdüsü Ölçeğinin Geçerlik ve Güvenirlik Çalışması. *Hacettepe Spor Bilimleri Dergisi*, 12(2), 21-32.
- Richard, M. (1975). *Motivation and Work Behaviour*. McGraw-Hill Series in Management.
- Ryan, R. M., Connell, J. P., & Grolnick, W. S. (1990). When achievement is not intrinsically motivated: A theory of self-regulation in school. In A. K. Boggiano, & T. S. Pittman (Eds.), *Achievement and motivation: A social-development perspective*. New York Cambridge University Press.
- Şirin, E. F., Çağlayan, H. S., Çetin, M. Ç., & İnce, A. (2008). Spor Yapan Lise Öğrencilerinin Spora Katılım Motivasyonlarına Etki Eden Faktörlerin Belirlenmesi. *Niğde Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi*, 2(2), 98-110.
- Stern, H. P., Bradley, R. H., Prince, M. T., & Stroh, S. E. (1990). Young children in recreation sports: Participation motivation. *Clinical Pediatrics*, 29, 89-94. <https://doi.org/10.1177/000992289002900205>
- Vallerand, R. J., Deci, E. L., & Ryan, R. M. (1987). Intrinsic motivation in sport. *Exercise and Sport Sciences Review*, 15, 389-425. <https://doi.org/10.1249/00003677-198700150-00015>
- White, R. W. (1959). Motivation Reconsidered: The concept of competence. *Psychological Review*, 66, 297-333. <https://doi.org/10.1037/h0040934>
- Yıldırım, M. (2017). Üniversite Takımlarında Mücadele Eden Sporcuların Spora Katılım Motivasyonlarına Etki Eden Faktörlerin Belirlenmesi (Eskişehir Osmangazi Üniversitesi Örneği). *Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Dergisi*, 18(1), 41-51. <https://doi.org/10.17494/ogusbd.330632>
- Yüksel, H. S., & Bayar, O. (2015). Ortaokul ve Lise Öğrencilerinin Spora Katılım Güdülerinin Çeşitli Değişkenlere Göre İncelenmesi (Konya İli Örneği). *Ankara Üniversitesi Spor Bilimleri Fakültesi*, 13(2), 121-128. https://doi.org/10.1501/Sporm_0000000276

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).