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Impact of sport motivation on athletes sports participation at the 24th Ghana Universities sports association, Winneba

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Abstract
Motivation in sport is widely accepted as an essential and basic prerequisite in getting athletes to fulfil their potential. This study investigated impact of sport motivation on athletes sports participation at the 24th Ghana Universities Sports Association held in Winneba. The study employed a descriptive survey method. Fifty athletes of 39 male and 11 female were randomly sampled from six sports out of the ten sports of the tournament participated. A revised six factors Sport Motivation Scale (SMS-6) of twenty-four items 5-points likert-scale was administered on the respondents to elicit their perceived impact of sport motivation on their sports participation. The instrument yielded a reliability of 0.78 using Cronbach alpha for the internal consistency. Two hypotheses was tested, with Chi-square (X^2) and independent t-test used to test the hypotheses set at 0.05 significant level. Result shows that amotivation ($X^2 = 28.96$); external regulation ($X^2 = 20.40$) and identified regulation ($X^2 = 28.40$) was statistically significant to athletes sports participation, while introjected regulation, integrated regulation and intrinsic motivation was not statistically significant to athletes sports participation. Thus, assessing differences between the groups the result shows that there was no statistically significant difference in the sport motivation scores for males and females. Hence, motivation is the foundation of all athletic effort and accomplishment. It is recommended that the sports administrators/school authorities, coaches and stakeholders should be educated on the different types of motivational approaches in order to help in sports participation and improve athlete's performance.

Keywords: Athletes, Motivation, Psychological factors, Sports participation, Sport motivation scale-6

Introduction

In games and sports, psychological factors play an important role in determining the performance level (Schilling & Hyashi, 2001; Grange & Kerr, 2010) [22, 11]. Numerous studies have demonstrated the impact of psychological factors on sports performance (Crespo, 2002) [5]. One of this psychological factors on sports performance is motivation. Taylor (1994) [23] treated motivation as the base of a pyramid towards success in sports. While other important factors in this area include 'goal orientation', 'goal setting,' 'motivational climate' (Boyce *et al.,* 2001) [3] and 'burnout' (Gould *et al.,* 1997) [8]. Motivation is a significant influence during sporting activity. Weiss and Chaumeton, (1992) [25] argued that players have multiple motives for continued participation, such as competence, friendship, skill improvement and competition. Though, studies suggest that achievement motivation is most significant predictor of performance and essential to participate in a competition (Carey, *et. al.* 2000; Huschle, *et. al.* 2008) [10]. Within the sporting context motivational factors are important imperative when an attempt to maintain standard is made. Thus, awareness towards sustainment of a performer's motivation has become increasingly examined and investigated in sport, both in participation and competition.

Several motivation theories in the academic area have been adopted in the quest for greater understanding of motivation in sport (Nicholls, 1989; Ames, 1992; Martens & Webber, 2000) [18, 2, 15]. In particular Deci and Ryan (1985) [6] Self Determination Theory (SDT) examines the relationship between intrinsic motivation (participating for enjoyment) and extrinsic motivation (reward, recognition) on behaviour. They identified three needs as the basic of self-motivation; competence, relatedness and autonomy. They suggested that people attain these innate psychological needs that when satisfied facilitate personality integration, social development and persona well-being resulting in optimal function (Ryan & Deci, 2000) [21].

In another vein, Mallett (2005) [12] investigated the effect of a motivational climate, attempting to enhance it through Deci and Ryan's SDT. Motivation is an essential element of human personality. It directs a person's activity and makes it more or less dynamic. Without the desire to succeed other psychological features and abilities do not provide nearly so much influence on performance. Motivation is the foundation of all athletic effort and accomplishment. Without the desire and determination to improve sports performances, all other mental factors, confidence, intensity, focus, and emotions, are meaningless. To be the best athlete, it requires one to be motivated to what it takes to maximize ability and achieve once goals. Motivation, simply is the ability to initiate and persist at a task. Thus, to perform best, must begin the process of developing as an athlete and be willing to maintain once efforts until goals is achieved. Motivation in sports is so important that individual must be willing to work hard in the face of fatigue, boredom, pain, and the desire to do other things. This will impact everything that influences sports performance: physical conditioning, technical and tactical training, mental preparation, and general lifestyle including sleep, diet, school or work, and relationships. Hence, nothing can affect performance as dramatically and drastically as a sudden loss of motivation. Thus, without motivation to succeed athletes cannot survive the challenges of sports

competition and performance outcomes. This study therefore examine the impact of sport motivation on athletes' sports participation at the 24th Ghana University Sports Association (GUSA) held in Winneba.

Hypotheses

The following hypotheses was tested

1. Will there be a statistical significant relationship between sport motivations and athletes' sports participation at the 24th GUSA held in Winneba, Ghana.
2. Will there be a sex statistically significant difference in sport motivation and athletes' sports participation at the 24th GUSA held in Winneba, Ghana.

Methodology

The survey research method was used in this study and information needed was collected through the means of questionnaire. The population for this study comprised of male and female athletes that took part during the 24th Ghana Universities Sports Association held in Winneba. The sample size was made up of 50 University athletes of 39 male and 11 female respondents drawn from the tournament. The respondents were drawn from six sports which include: volleyball, soccer, handball, hockey, basketball and athletics relay team out of the 10 sports participated.

Instrument

A revised six factor Sport Motivation Scale-6 (SMS-6) developed by Mallett, Kawabata, Newcombe, Otero-Forero and Jackson (2007) [13] which was in accordance with Pelletier, Fortier, Vallerand, Tuson, Briere and Blais (1995) [20] developed Sport Motivation Scale (SMS), measuring intrinsic motivation, extrinsic motivation and amotivation in sport participation motives used and administered to measure the perceived sport motivation of university athletes' on sports participation. The questionnaire consists of thirty (30) items including demographic and twenty-eight SMS-6 questions. The SMS-6 items questions based on six sub-scale which include: Amotivation (4 items); External Regulation (4 items); Introjected Regulation (4 items); Identified Regulation (4 items); Integrated Regulation (4 items) and Intrinsic Motivation (4 items) of 5-points likert scale. The instrument reliability score for the SMS-6 obtained 0.78 of Cronbrach alpha for internal consistency.

Data Analysis

SPSS was utilized to analyze the data collected statistically by applying Chi-square test set at 0.05 level of significance.

Result

The result of this study are presented below

Table1: Showing Distribution of Respondents sports participation Frequency and Percent.

Valid Response	Frequency	Percent	Valid Percent	Cumulative Percent
Athletics (relay team)	8	16.0	16.0	16.0
Basketball	8	16.0	16.0	32.0
Handball	8	16.0	16.0	48.0
Hockey	8	16.0	16.0	64.0
Soccer/Football	10	20.0	20.0	84.0
Volleyball	8	16.0	16.0	100.0
Total	50	100.0	100.0	

Table 1 above shows the distribution based on sports discipline with soccer/football having the highest 20% respondents, while other sports discipline have 16%. This was based on the regular starter of the different sports discipline during the competition.

Hypothesis 1

Will there be a statistical significant relationship between sport motivation and athletes' sports participation at the 24th GUSA held in Winneba, Ghana.

Table 2: Showing Sport Motivation of university athletes Chi-Square Tests

	Amotivation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Motivation	Sports Participation
Chi-Square	28.960*	20.400*	19.600	28.400*	15.520	17.320	1.120
df.	13	10	11	13	13	10	5
Asymp. Sig.	.007	.026	.051	.008	.276	.068	.952

Significant p<0.05 level.

The result of table 2 above revealed that there is a statistically significant relationship between Amotivation, external regulation, identified regulation and sports participation, while there is no statistically significant relationship between introjected regulation, integrated regulation and intrinsic motivation exist. This explain the different ways that university athletes are extrinsically motivated behaviour is regulated. Thus, shows that university athletes are more autonomously driven, which involves consciously valuing a goal or regulation so that said action is accepted as personally important.

Hypothesis 2

Will there be a sex statistically significant relationship difference in sport motivation and athletes' sports participation at the 24th GUSA held in Winneba, Ghana.

Table 3: Showing Sport Motivation of respondents' distribution mean and standard deviation.

	N	Mean	Std. Deviation	Std. Error Means
Amotivation Male	39	10.46	3.93	.63
Female	11	12.27	3.82	1.15
External Regulation Male	39	11.74	2.73	.44
Female	11	11.64	2.20	.66
Introjected Regulation Male	39	13.54	5.31	.85
Female	11	12.64	3.04	.92
Identified Regulation Male	39	13.67	3.32	.53
Female	11	15.09	3.39	1.02
Integrated Regulation Male	39	13.62	3.88	.62
Female	11	15.00	3.49	1.05
Intrinsic Motivation Male	39	13.67	2.42	.39
Female	11	14.09	2.736	.83

The result in table 3 above shows that female university athletes were better in mean score of amotivation, identified regulation, integrated regulation and intrinsic motivation than the male counterpart. While the male was only better in mean score of external regulation and introjected regulation than the female. This shows that the impact of sport motivation tends to be more pronounced on female than male university athletes.

Table 4: Showing the independent sample t-test of respondents.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Amotivation	Equal variances assumed	.054	.817	-1.359	48	.181	-1.81119	1.33307	-4.49151	.86913
	Equal variances not assumed			-1.379	16.449	.186	-1.81119	1.31306	-4.58859	.96621
External Regulation	Equal variances assumed	2.982	.091	.119	48	.905	.10723	.89783	-1.69798	1.91243
	Equal variances not assumed			.135	19.578	.894	.10723	.79535	-1.55413	1.76859
Introjected Regulation	Equal variances assumed	.007	.933	.537	48	.594	.90210	1.67990	-2.47557	4.27976
	Equal variances not assumed			.722	28.918	.476	.90210	1.25024	-1.65526	3.45945
Identified Regulation	Equal variances assumed	.013	.909	-1.251	48	.217	-1.42424	1.13824	-3.71283	.86434
	Equal variances not assumed			-1.236	15.835	.234	-1.42424	1.15201	-3.86846	1.01998
Integrated Regulation	Equal variances assumed	.465	.498	-1.066	48	.292	-1.38462	1.29927	-3.99698	1.22775
	Equal variances not assumed			-1.132	17.627	.273	-1.38462	1.22306	-3.95808	1.18885
Intrinsic Motivation	Equal variances assumed	.057	.813	-.499	48	.620	-.42424	.85003	-2.13334	1.28486
	Equal variances not assumed			-.465	14.711	.649	-.42424	.91172	-2.37087	1.52238

p>.05

The result above in table 4 shows significance level of Levene's test of sport motivation as .82; .09; .93; .91; .50 and .81 respectively. This is larger than the cut-off of .05. This means the assumption of equal variances has not been violated, therefore equal variances assumed for the two groups (males/females). Thus, assessing differences between the groups the result shows that there is not a statistically significant difference in the sport motivation scores for males and females. The results above also shows the mean difference between the two groups, along with the 95% confidence interval of the difference showing the lower value and the upper value.

Discussion

Motivation is a crucial factor within the sport and exercise field. Understanding what and how motivation works is equally important. Thus, motivating factors for participating in sports are various (Wann, 1997) [24]. Based on this, the results of findings shows that there was a statistically significant relationship between sports motivation of amotivation, external regulation and identified regulation and sports participation by university athletes. The outcomes of the findings also agrees with Wann (1997) [24] that stimulus seeking involves an enjoyment of the challenges involved in sports. The findings corroborates Pelletier and Vellerand

(1996) [19]; Mageau and Vallerand (2003) [14] that behaviour of governing body has a significant impact on participant motivation, which will have detrimental effect, as the athlete may feel distracted from their own performance. Moreover, the outcome of findings also agrees with Allen (2003) [1] assertion that superfluous pressure may result in discontinuation or encourage drop out. Thus discontinuation is a resultant of many sporting negative experiences but equally a lack of positive experiences. Similarly, the findings supported McCarthy, Jones and Clark-Carter (2008) [16] that unnecessary pressures or negative controlling efforts of coach's will reduce the fun aspect of participating and ultimately stop involvement. Further, Deci, Koestner and Ryan (1999) [7] found that intrinsic motivation is negatively affected when tangible extrinsic motivation is attached to the behaviour. This undermining of intrinsic motivation is postulated to be the result of a perceived decrease in autonomy and competency by the individual receiving the extrinsic reward.

The result on sex effect on the impact of sport motivation on sports participation revealed that there is no statistically significant difference in the sport motivation scores for males and females, though the female university athletes shows a better mean score of amotivation, identified regulation, integrated regulation and intrinsic motivation that the male counterpart. This agrees with Allen (2003) [1] study indicated that adolescent females illustrated that social motivation influenced their enjoyment and interest in sport. The result also corroborate with Ryan and Deci (2000) [21] study stating that individual attain innate psychological needs that when satisfied facilitate personality integration, social development and personal well-beings resulting in optimal function. Similarly, the findings supported Murcia, Gimeno, and Coll (2008) [17] that females are more inclined to identify a motivational climate orientated towards learning. Jones, Mackay, and Peters (2006) [11] noted that the style of the instructor encompassing teaching/communication style and technical ability is of paramount importance for enhancing student motivation to participate. It is implicated within this research that the similarity in gender motivation may be a result of the philosophies of the teachings.

Conclusion

Motivating factors are very important for one to take part in sport. This study revealed the importance of motivation and why this should be included in the scheme of things in any sporting activities. This may assist those who direct and in charge of sports in the university such as administrators/authority and coaches especially to know that the impact of motivation in sports participation of athletes can be acquired. It is possible for athletes to perform excellently well in competition through motivation, which can improve their concentration, confidence, focus, self-control and mental readiness. This affirm that properly motivated athletes have positive impact on sports participation which are contributory ingredients of competition that enhance performance given to athletes during preparation, competition and after competition cumulating to better outcome performance results.

Recommendations

Based on the results of this study, the following recommendations was made:

1. Sports administrators/school authorities, coaches and stakeholders should be educated on the different types of motivational approaches in order to identify the approach most suitable for athlete and sports discipline to improve their participation and performance.
2. The needs to operate significant and positive influence on open coaching behaviours that increases self-esteem having a facilitative effect on interpersonal climate of the team.
3. The needs for interactions, attitude, evaluative feedback in increasing confidence and thereby sustained motivation.
4. Helping athletes generating positive emotions associated with efforts and achieving goals.

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