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## Relationships between motivation type and sport participation among Indian students

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**Abstract**

This study sought to understand the relationship between certain motivation drivers and sport participation. It also explored the gender variable and whether there are differences between male and female athletes in terms of their motivation for participating in sport. A non-probability sample was used and 199 respondents participated. Results indicate that there was a negative correlation between amotivation and sport participation. Furthermore, it was found that there is a positive correlation between intrinsic and extrinsic motivation. A last finding is that there are no significant differences between the gender groups and their motivation for sport participation

**Keywords:** Sport participation, extrinsic motivation, intrinsic motivation, amotivation, gender

### 1. Introduction

Motives for sport 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 sport activity (Alexandris *et al.*, 2002) [1]. Someone who is intrinsically motivated is inspired to participate in sport without being driven by an external incentive. Independence and competence are some of the feelings of individuals when doing activities that are enforced by intrinsic motivation (Kingston *et al.*, 2006) [4].

When a person is intrinsically motivated he will participate for the mere pleasure of the activity (Recours *et al.*, 2004) [8]. From previous research, it is evident that enjoyment causes men to be more intrinsically motivated than women. Studies done in terms of extrinsic motivation reveal that men seem to be more motivated by competition and playing to the limit (Recours *et al.*, 2004:13) [8] than women when participating in sport (Campbell *et al.*, 2008) [2]. In the Indian context little research has been done on the differences of motivation among male and female students to participate in sport and it might be beneficial to explore this as a contribution to knowledge in this area.

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 (Recours *et al.*, 2004) [8]. Claim that sport participation is more closely linked to intrinsic motives, whereas exercise is associated with primarily extrinsic motives. Cited in stated: "Intrinsic motivation can be defined as an individual's need to feel competency and pride in something". Intrinsic motivation inspires participation without external incentives and acts as a driver to participate in sport as a result of beliefs and the value that is found in doing the activity (Tosi *et al.*, 1990) [10]. Independence and competence are enforced by intrinsic motivation (Kingston *et al.*, 2006) [4].

Intrinsic motivation consists of three dimensions, namely, motivation to know, motivation to accomplish and motivation to experience stimulation (Pelletier *et al.*, 1995) [7]. Motivation to know is the fulfilment and pleasure experienced in learning and attempting to understand new concepts within sport participation (Pelletier *et al.*, 1995) [7]. Motivation to accomplish can be defined as: "engaging in an activity for the pleasure and satisfaction experienced when one attempts to reach personal objectives (cited in Alexandris *et al.*, 2002) [1]. A person, who is motivated by experience stimulation will participate in an activity for the purpose of experiencing different sensations, for example fun and excitement (Alexandris *et al.*, 2002) [1]. Both sociability and playing to the limit can be explained by this concept.

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As athletes become more competitive, a change from intrinsic motivation to extrinsic motivation occurs. These athletes participate in sport as a means to personal ends, and diverge from reasons that are perceived as positive by the wider society (cited in Ryska, 2003)<sup>[9]</sup>. Therefore, external rewards can replace intrinsic motivation thereby decreasing self-motivation and regulation (Kingston *et al.*, 2006)<sup>[4]</sup>.

Human behaviour is largely influenced by amotivation and Kingston *et al.* (2006)<sup>[4]</sup> state that amotivation is characterised by a total absence of motivation. Therefore, athletes suffering from amotivation no longer have a reason for sports participation. In their perception, no correlation exists between their actions and the purpose when participating in sport is no longer evident to individuals (Alexandris *et al.*, 2002)<sup>[1]</sup>. Continuous failure in sport results in amotivation.

Males and females do not necessarily participate in sport because of the same motivations. The study performed by cited in Campbell *et al.* (2008)<sup>[2]</sup> indicates that there is little difference between men and women and their perceived benefits when they engage in sport.

Women are more intrinsically motivated than men and display more self-determination when partaking in sport cited in Kingston *et al.*, 2006; Pelletier *et al.*, 1995)<sup>[4, 7]</sup>. Enjoyment is an intrinsic factor because it is concerned with the pleasure of participating in sport. Women have a stronger inclination for sociability when engaging in a sport (Campbell *et al.*, 2008)<sup>[2]</sup> and score higher on sportsmanship than men (Ryska, 2003)<sup>[9]</sup>. Men seem to be more motivated by competition and playing to the limit (Recours *et al.*, 2004)<sup>[8]</sup> than women when participating in sport (Campbell *et al.*, 2008)<sup>[2]</sup>. Therefore, the statement made by Kingston *et al.* (2006)<sup>[4]</sup> specifying that men are more extrinsically motivated than women is reinforced and it can be surmised that women are not as competitive as men.

The objective of this study is to determine whether there are relationships between the types of motivation and sport participation. A further objective is to establish whether there are differences between male and female students at a higher educational institution regarding intrinsic motivation, extrinsic motivation and amotivation in sport participation.

## 2. Method

### 2.1 Sampling

The target population for this study consisted of undergraduate students in the universities of India. Respondents included males and females from various ages and language groups who participate in sport. A non-probability sampling method was used and a total of 225 students were approached to complete the questionnaire.

### 2.2 Instrumentation

The Sport Motivation Scale (Pelletier *et al.*, 1995)<sup>[7]</sup> was utilised to capture data on the motivation for sport participation. The 28 item multiple item rating scale measured three dimensions of motivation, namely intrinsic motivation, extrinsic motivation and amotivation. Scale values ranged from 1 (“Does not correspond at all”) to 7 (“Corresponds exactly”); the higher the mean score, the higher the level of motivation of the motivation type. The Cronbach alpha coefficient for the sub-dimensions of the scale for intrinsic motivation was 0.86; for extrinsic motivation it was 0.82; and amotivation recorded 0.75 and indicated acceptable internal consistency reliability.

There were 52% male and 48% female respondents in the final sample; 75% of the respondents were 1st year students, 12% were 2nd year students and 13% were 3rd year students.

## 3. Results

The first hypothesis focused on the correlation that exists between amotivation and the participation in sport. The two-tailed non-directional hypothesis was tested at a 5% level of significance. Since amotivation was measured at an interval level of measurement and the level of sport participation on an ordinal level of measurement, the assumptions for the parametric significance test – the

Since the p-value is 0.01 the null hypothesis can be rejected and the alternative hypothesis can be accepted. The results given by the above table indicate that there is a positive correlation between participation in sport and amotivation as the correlation coefficient is 0.19. Because amotivation was reverse scored, the linear relationship between these two variables is positive. The coefficient of determination ( $r^2$ ) indicates that the two variables share a 3.61% common variance. This implies that only 3.61% of the variance in the one variable is explained by the variance in the other.

**Table 1:** Correlation between the time spent on sports and level of amotivation

		Time spent on sports	Amotivation
Time Spent on Sport	Correlation Coefficient	1.00	0.19
	Sig (2 tailed)	0.00	0.01
	N	195	193
Amotivation	Correlation Coefficient	0.19	1.00
	Sig (2 tailed)	0.01	0.01
	N	193	197

The implication of these findings is that respondents' scores on the amotivation sub-dimension are negatively correlated with their scores related to the level of sport participation. While the correlation is significant (0.19), a strong association is not present.

The second hypothesis focused on the relationship between extrinsic and intrinsic motivation in the participation of sport. This two-tailed, non-directional hypothesis was tested at a 5% level of significance. Since intrinsic motivation and extrinsic motivation were measured at an interval level of measurement, the appropriate parametric significance test is the Pearson's product moment correlation. This test assumes

that there is a linear relationship between the variables being tested and that both variables have a normal distribution (Diamantopoulus and Schlegelmilch, 2000:203-205)<sup>[3]</sup>. The assumption of linearity was tested through the visual inspection of a scatter plot, while the assumption of normality was assessed through the Kolmogorov-Smirnov test, as well as through visual inspections of histograms and normal probability plots. The assumption for normality was violated for the intrinsic motivation sub-dimension while the scatter plot indicated that the assumption on linearity was not violated.

**Table 2:** Correlation between intrinsic motivation and extrinsic motivation.

	Intrinsic Motivation	Extrinsic Motivation
Correlation coefficient	1.00	0.39
Intrinsic motivation Sig. (2-tailed)	0.00	0.00
N	199	199
Correlation coefficient	0.39	1.00
Extrinsic motivation Sig. (2-tailed)	0.00	0.00
N	199	199

This test indicated that the p-value was smaller than 0.05 and the null hypothesis can be rejected. Therefore, a relationship exists between extrinsic motivation and intrinsic motivation in sport participation. The coefficient of determination ( $r^2$ ) indicates that the two variables share 15.21% common

variance. This implies that 15.21% of the variance in the one variable is explained by the variance in the other. The implications of these findings are that the respondents' scores on intrinsic motivation are positively correlated with the scores of extrinsic motivation.

**Table 3:** T-test for equality of means

	F	Sig	T	DF	Sig (2-tailed) Mean Difference	Mean Difference	Std. Error Difference	95% Confidence interval of the difference	
								Lower	Upper
Intrinsic Motivation	0.00	0.98	0.32	195	0.75	0.04	0.11	-0.19	0.26
Amotivation	3.65	0.06	-0.59	193	0.55	-0.07	0.12	-0.30	0.16
Extrinsic Motivation	0.03	0.86	0.17	195	0.87	0.02	0.14	-0.25	0.30

The third hypothesis focused on the difference between the type of motivation in sport among males and females. This non-directional hypothesis was tested at a 5% level of significance. The assumption for normality was assessed through the Kolmogorov-Smirnov test for normality as well as through a visual inspection of the relevant histograms. The assumption of a normal distribution for the independent sample t-test was satisfied and equal variance also exists. In Table 4 the results of the independent sample t-test are given. The significance value for the Levene's test for equality of variance of all the constructs is higher than 0.05 (Intrinsic motivation = 0.98, amotivation = 0.06 and extrinsic motivation = 0.86). Therefore an equal variance exists in both groups. There is a high significance value for the t-test, indicating that there is no significant difference between the two group means (Intrinsic motivation = 0.75, amotivation = 0.55 and extrinsic motivation = 0.87). The null hypothesis is therefore accepted and there is no significant difference in the type of motivation for sport participation between male and female Sport Science students.

#### 4. Conclusion

The study indicated that there is a positive relationship between extrinsic motivation and intrinsic motivation. Therefore, when extrinsic motivation increases, intrinsic motivation will also increase and vice versa. According to Recours *et al.* (2004:3) <sup>[8]</sup> people participate in sport to prove them rather than for the love of the game and therefore, extrinsic motivation plays a greater part in sport involvement than intrinsic motivation. In order to increase extrinsic motivation a programme that focuses on the results of progression of various athletes in all relevant sport types can be implemented. If amotivation is not addressed and countered, students may cease further participation in sport. The study by (cited in Campbell *et al.*, 2008) <sup>[2]</sup> indicated that there is little difference between men and women and their perceived motivations when they engage in sport. The results of this study echoed that and less attention should be spent on differences between male and female participants

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