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Investigation of sports participation motivations of children who attend summer sports school in terms of some variables

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Abstract

The aim of the study was to examine the participation motivations of children attending summer sports schools in terms of different variables. For this purpose, "Sport Participation Motivation-II" scales were applied along with the "Personal Information Form" to 153 athletes between the ages of 8-13 who participated in the summer sports schools opened by the Municipality and Youth Sports Directorate in Kahramanmaraş Province in the summer season of 2023. SPSS 26 statistical program was used to analyze the data. In the analysis of the data, along with descriptive statistics, parametric tests in normal distribution, t-test for comparisons between the means of two independent groups, and one-way analysis of variance (ANOVA) statistical method were used for the analysis of more than two groups. As a result of the research, a statistically significant difference was found in the participation motivation of the athletes in terms of the branch variable.

Keywords: Motivation, sport, summer sports schools

1. Introduction

Sports activities that appeal to all age groups have an important place especially in the development of children. Considering the physical, affective and cognitive developments in developmental psychology and the age groups corresponding to these periods, it can be said that the effect of sports on children will be undeniable. It is inevitable that the health conditions of children who are deprived of physical activities and who are directed to inactivity will deteriorate and their psychomotor development will be hindered [1]. It is possible to say that physical activity is of vital importance in this regard, especially considering that motor skills are about exhibiting movement groups with the effect of learning through experience and practices [4]. At the same time, sports appear to be an important factor in the development of a child's self-perception, gaining self-esteem, and making him/her feel valuable [3].

1.1 The Concept of motivation in sports

Motivation, which can also be defined as encouraging or activating the organism, is at the top of the list of factors required to achieve the desired result in the work and operations to be carried out in almost every field. Among these areas is sports motivation, which will also be included in the subject of our study. Generally speaking, motivation is encouraging an individual for certain behaviors. Semerci (2005) Motivation is defined as the force a person needs to perform a behavior [6]. Or in other words, the concept of motivation is mobilization in order to direct it to predetermined goals and thus use the energy in the desired way [7]. Motivation is also effective in putting one's preferences in order and thus taking action mentally and physically. The more motivated the individual is for the behavior he/she will perform, the more accurate and smooth it is seen that he/she progresses towards his/her goal when he/she makes a move for the behavior [8]. Similarly, it has been argued that athletes with a high level of motivation have an easier time grasping skills, learning skills, and grasping new information than others, and they are more resilient and successful in overcoming difficulties [9].

Depending on the source of motivation, the definition of motivation is shaped as intrinsic and extrinsic motivation.

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1.2 Intrinsic motivation

When people take action to achieve a goal, they instinctively prepare themselves to achieve success faster. Intrinsic motivation is the act of those who realize their needs directly at their own will, without any external influence [8]. Individuals exhibit behavior for the pleasure they will get from what will be experienced in the process part of the behavior, and in this case, the individual's internal motivation comes into play. Some factors, such as a sense of accomplishment, are triggers of intrinsic motivation. Although the degree of importance of both intrinsic and extrinsic motivation varies depending on the type of work done or the current situation, Street's (2001) study also stated that intrinsic motivation increases success more and should be valued more in the learning dimension [10]. In another study supporting this idea, it was determined that both intrinsic and extrinsic motivation had positive effects on success, and intrinsic motivation was significantly more effective than extrinsic motivation [11]. It is possible to see in many studies such as skill acquisition, health and feeling good that individuals who have high self-confidence, make the right decisions and understand situations faster than their peers, develop more intrinsic motivation than others. In another study, it was concluded that individuals' motivation sources for participation in sports are effective internal motivation sources [12].

1.3 Extrinsic motivation

In this definition of motivation, the result comes to the fore as individuals focus on what will be achieved at the end of the behavior rather than the behavior they perform and the behavior is carried out for this purpose. In other words, the purpose of the behavior is the result to be achieved and the individual exhibits the behavior while being aware of this [13]. While this result can sometimes be a material and sometimes a moral reward, sometimes a punishment system can be applied to the individual for extrinsic motivation. In this way, the individual is directed to behavior.

1.4 Summer sports schools

Day by day, the idea that sports activities support the development of individuals in many aspects leads to an increase in branching in societies. Sports, which affect individual health and social, economic, cultural and even political phenomena, are supported by both families and the state, making it easier for individuals to access sports [1].

During the periods when schools are open, the Physical Education and Sports course, which is included in the compulsory courses section, is limited to two lesson hours per week, which is insufficient for children who need sports [3]. For summer holidays outside the school term, summer sports schools opened under the leadership of Provincial Directorates of Youth and Sports and Provincial District Municipalities aim to meet the sports needs of children. For this purpose, it was decided to open summer sports schools within the Provincial Sports Centers in every province since 1985 [1, 2]. Provincial Directorates of Youth and Sports aim to create opportunities for access to sports for children and young people, to create infrastructure for sports clubs, and to create a social sports culture [5]. These studies, which cover only summer holidays, generally provide training in various branches, especially football and swimming, within the scope of possibilities [3].

The aim of this research is to examine individuals' motivations for participating in summer sports schools

according to some variables (Age, grade level, sports branch, school type, school team status).

2. Method

2.1 Universe and Sample

The population of the research consisted of individuals between the ages of 8 and 13 who attended summer sports schools in Kahramanmaraş. The sample of the research consisted of 153 individuals who agreed to participate in the study and were given permission by their parents. Since there were not enough female students in the sample group of the study, only male individuals were included in the study.

2.2 Model of the research

The research is a descriptive research in survey model. Survey models are models that aim to describe the past or present situation as it exists. General screening models are screening management carried out in a universe consisting of many elements and on the entire universe or a group of samples or samples to be taken from it in order to make a general judgment about this universe [14].

2.3 Data collection tools

This study focused on the participation motivations of individuals aged 8-13 who participate in summer sports schools. "Personal Information Form" and "Sports Motivation Scale" were used as data collection tools.

The surveys were applied in the areas where training was given and via Google Form, individuals were asked to participate in the research voluntarily, and 153 individuals who were allowed to participate in the study by their parents participated in the study voluntarily. Before the surveys were administered, explanatory information was given by the researcher about filling in the fields related to the survey.

Personal information form

Demographic characteristics of the athletes participating in accordance with the purpose of the research; Variables such as age, branch, grade level and school team status were included.

Sports motivation scale (SMS-II)

Sports Motivation Scale-II, developed by Pelletier and his friends in 2013 and adapted to Turkish by Öcal and Sakallı (2018), consists of 18 items and 6 sub-dimensions. It was applied as a 7-point Likert format, where each item was scored between 1 and 7. Each sub-dimension contains 3 items. If one of the items that make up a sub-dimension does not work, the validity of that sub-dimension may be lost. It was stated that the Cronbach Alpha value was 0.70 and above for all sub-dimensions of the scale [16]. As a result of our Cronbach Alpha test, the Cronbach Alpha value of the scale was found to be 0.57.

2.4 Analysis of data

The collected data were processed in the SPSS 26.0 Package program. To determine whether the data obtained showed a normal distribution, Skewness and Kurtosis values were examined and the distribution was accepted as normal [15]. According to this; According to the independent variables, the difference between the pairs was determined by the Independent Samples T-test, and for more than two comparisons, one-way analysis of variance (ANOVA) was used. In statistical comparisons, their significance was interpreted according to $p < 0.05$ values.

3. Findings

Table 1: Frequency distribution table of data

Variables		N	%
Age	8-9	23	15
	10-11	86	56,2
	12-13	44	28,8
Class Level	5 th and 6 th Grade	67	43,8
	7 th and 8 th Grade	86	56,2
Sports Branch	Football	53	34,6
	Swimming	44	28,8
	Basketball	36	31,5
	Table Tennis	20	13,1
Status of being in the school team	Yes	91	59,5
	No	62	40,5

When the age variable among the demographic characteristics of the summer sports school students who participated in the research was examined in Table 2, it was determined that the highest participation was 56.2% in the 10-11 age option. When the participants were examined in terms of the grade level variable, it was seen that the 7-8 grade options had a

higher rate than the other options, with 56.2%. In terms of the branch variable, it was determined that 34.6% of the participants selected the football option, which was the highest rate. It was observed that the number of participants in the school team was higher with 59.5%.

Table 2: Sports motivation scale T-Test according to class level variable

Sub-Dimensions	Class Level	n	$\bar{x} \pm ss$	t	p
Intrinsic	5 th and 6 th Grade	67	4,65±0,72	-0,03	0,97
	7 th and 8 th Grade	86	4,65±0,86		
Integrated	5 th and 6 th Grade	67	4,37±0,77	-2,39	0,02*
	7 th and 8 th Grade	86	4,68±0,83		
Identification	5 th and 6 th Grade	67	4,77±0,82	-2,32	0,02*
	7 th and 8 th Grade	86	5,09±0,87		
Introjected	5 th and 6 th Grade	67	4,82±0,87	-0,65	0,52
	7 th and 8 th Grade	86	4,90±0,76		
External	5 th and 6 th Grade	67	3,99±1,21	-0,97	0,33
	7 th and 8 th Grade	86	4,17±1,13		
Amotivated	5 th and 6 th Grade	67	4,32±1,19	2,18	0,03*
	7 th and 8 th Grade	86	3,87±1,36		

*Significant at $p < 0.05$ Level

According to the findings obtained from Table 2, it was observed that there was a difference in the sub-dimensions of the motivation in sports scale, integrated, identification and amotivated, in terms of the class level variable ($p < 0.05$). In terms of motivation in sports, it was observed that participants

at the 7th and 8th class levels generally had higher average scores than other participants. When the sub-dimensions were examined in terms of average values, it was seen that the identification sub-dimension had the highest average value.

Table 3: Sports motivation scale T Test according to the variable of being in the school team

Sub-Dimensions	Status of being in the school team	n	$\bar{x} \pm ss$	t	p
Intrinsic	Yes	91	4,74±0,79	1.69	0.09
	No	62	4,52±0,82		
Integrated	Yes	91	4,58±0,83	0.74	0.46
	No	62	4,48±0,79		
Identification	Yes	91	4,92±0,89	-0.46	0.65
	No	62	4,98±0,82		
Introjected	Yes	91	4,82±0,77	-0.80	0.42
	No	62	4,93±0,86		
External	Yes	91	4,33±1,06	3.15	0.01**
	No	62	3,73±1,22		
Amotivated	Yes	91	3,85±1,32	-2.61	0.01**
	No	62	4,39±1,23		

** Significant at $p < 0.01$ level

According to the findings in Table 3, it was observed that there was a difference in the external regulation and amotivated sub-dimensions of the sports motivation scale sub-dimensions in terms of the variable of being on the school

team ($p < 0.01$). When the sub-dimensions were examined in terms of average values, it was seen that the identification sub-dimension had the highest average value. No significant difference could be found in other variables ($p > 0.05$).

Table 4: Motivation scale in sports ANOVA test according to branch variable

Sub-Dimensions	Branch	n	$\bar{x} \pm ss$	F	p
Intrinsic	Football	53	4, 50±0,84	4.20	0.01**
	Swimming	44	4, 95±0,75		
	Basketball	36	4, 42±0,77		
	Table Tennis	20	4, 82±0,67		
Integrated	Football	53	4, 29±0,82	8.80	0.00**
	Swimming	44	4, 96±0,70		
	Basketball	36	4, 26±0,84		
	Table Tennis	20	4, 82±0,56		
Identification	Football	53	4, 82±0,91	3.15	0.03*
	Swimming	44	5, 20±0,82		
	Basketball	36	4, 70±0,81		
	Table Tennis	20	5, 15±0,77		
Introjected	Football	53	4, 91±0,85	1.08	0.36
	Swimming	44	4, 93±0,93		
	Basketball	36	4, 66±0,70		
	Table Tennis	20	4, 98±0,56		
External	Football	53	4, 38±1,09	18.12	0.00**
	Swimming	44	3, 19±1,20		
	Basketball	36	4, 31±0,73		
	Table Tennis	20	4, 90±0,68		
Amotivated	Football	53	4, 43±0,99	10.43	0.00**
	Swimming	44	4, 24±1,47		
	Basketball	36	4, 07±1,04		
	Table Tennis	20	2, 72±1,30		

** Significant at $p < 0.01$ level. *Significant at $p < 0.05$ level

When Table 4 is examined, as a result of the ANOVA test conducted on the sports motivation scale sub-dimensions according to the branch variable, it was seen that there was a difference in all sub-dimensions except the introjection sub-dimension ($p < 0.05$, $p < 0.01$). The highest mean values were found to be in the identification subscale, while the lowest mean values were found to be in the amotivated subscale.

Table 5: Motivation scale in sports ANOVA test according to age variable

Sub-Dimensions	Yaş	n	$\bar{x} \pm ss$	F	p
Intrinsic	8-9	23	4, 97±0,74	4,43	0.01**
	10-11	86	4.48±0.78		
	12-13	44	4.89±0.80		
Integrated	8-9	23	4.26±0.83	2,57	0.80
	10-11	86	4.52±0.77		
	12-13	44	4.73±0.87		
Identification	8-9	23	4.50±0.76	5,23	0.01**
	10-11	86	4.93±0.80		
	12-13	44	5.20±0.95		
Introjected	8-9	23	4.74±0.90	,66	0.51
	10-11	86	4.85±0.79		
	12-13	44	4.97±0.80		
External	8-9	23	4.00±1.29	,49	0.61
	10-11	86	4.04±1.13		
	12-13	44	4.23±1.17		
Amotivated	8-9	23	4.41±1.09	5,89	0.01**
	10-11	86	4.26±1.17		
	12-13	44	3.52±1.50		

** Significant at $p < 0.01$ level

When Table 5 is examined, as a result of the ANOVA test conducted on the sub-dimensions of the motivation in sports scale according to the age variable, it was seen that there was a difference in the sub-dimensions of intrinsic motivation, identification and amotivation ($p < 0.01$). The highest mean values were found to be in the identification subscale, while the lowest mean values were found to be in the amotivation subscale.

3. Discussion and Result

In this study, it is aimed to reveal the participation motivations of individuals participating in Kahramanmaraş Summer Sports Schools according to some variables. For this purpose, the "Sports Motivation Scale" was applied to a total of 153 athletes participating in four different branches of summer sports schools in Kahramanmaraş. The findings obtained in line with the purpose of the research were evaluated statistically and the results were interpreted and discussed.

In the study, it was observed that there was However, no significant difference was found in the subscales of absorption, introjection and extrinsic motivation. difference in the intrinsic motivation, identification and amotivation sub-dimensions of the sports motivation scale sub-dimensions of the summer sports school athletes according to the age variable. However, no significant difference was found in the subscales of absorption, introjection and extrinsic motivation. In a study conducted in 2009, it was stated that the change in age groups affected the motivation of the participants [17]. However, in another study, it was stated that no significant difference was found between motivation in sports and scores obtained from the scale sub-dimensions [18]. Similarly, in studies conducted on female football players between the ages of 12-15, it was concluded that the age variable has no effect on motivation [19]. This may be thought to be due to the similar age of the sample group.

In terms of the participants' grade level variable, a significant difference was found in the scale sub-dimensions of intrinsic motivation, absorption and amotivation. It can be said that participants in the 7th and 8th grades have higher scores than the others. However, it can be said that there is no significant difference on the other three sub-dimensions. Similar to this situation, in a study conducted on sports sciences faculty students, no significant difference was found in the motivation scale scores of grade levels [20]. In a study conducted on a group similar to the study group, it was stated that no significant difference was found between students'

motivation to participate in sports and their grade level ^[21]. When considered from the perspective of developmental psychology, it can be said that the absence of a significant difference is due to the similarity in the cognitive and physical development of the participants. When the sub-dimensions of the motivation in sports scale were examined according to the branch variable, a significant difference was found. Similar to this result, a study conducted in 2021 concluded that athletes' motivation sources vary according to branches ^[22]. In his research on team and individual sports participants, Özasan (2019) stated that the positive motivation scores of the study group were above average ^[23].

While there was a significant difference in the extrinsic motivation and amotivation sub-dimensions according to the variable of being in the school team, no significant difference was found in all other sub-dimensions. When the sub-dimensions were examined in terms of average values, it was seen that the identification sub-dimension had the highest average value. Similar to the results of this study, Arslan *et al.* (2009) could not find any difference in the participation motivations of athletes in school teams ^[24]. It can be said that the reason for this situation is that physical education teachers who coach school teams prioritize winning. When the literature in this field is examined, it can be said that the studies conducted are insufficient.

4. Suggestions

Considering the research results, the result of both this study and similar studies in the literature regarding the branch variable, it can be thought that such an effect of branch choice on motivation in children should be taken into consideration by families, teachers and coaches.

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