

Sports Motivation among Individual and Team Sports Persons

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Abstract— *The main aim and objective of the present study is to understand the level of sports motivation among individual and team sports persons. The sample was drawn from the active sports persons studying in first grade colleges in around Holenarsipura town who are in the age group of 18 to 21 years. 60 Individual sports persons (20=College level sports persons, 20 Zone sports persons, 20 University level sports persons) and 60 Team sports persons (20=College level sports persons, 20 Zone sports persons, 20 University level sports persons). Involvement in sports was the major criteria in the selection of the sample. An information schedule was used to collect demographic data. Sports motivation is measured by using sports motivation questionnaire. The two groups differ on Intrinsic Motivation, Amotivation, where as it was found that there is no difference in the level of extrinsic Motivation. The findings are discussed in light of enhancing the sports motivation among college students.*

Indexed Terms- *Motivation, Amotivation, Extrinsic motivation, Individual sports athletes, team sports people*

I. INTRODUCTION

Motivation in sports participation

Motivation in sports can vary significantly between individual and team athletes due to the nature of competition, responsibility, and social dynamics involved. Here's a breakdown of factors that influence motivation in both categories:

The nature of Individual Sports

Intrinsic Motivation: Individual athletes often rely heavily on intrinsic motivation, driven by personal goals, self-improvement, and the joy of the sport itself. They set personal benchmarks and strive for mastery.
Self-Discipline: Motivation stems from the need for self-regulation and discipline. Athletes must maintain rigorous training schedules and personal accountability.

Goal Setting: Setting specific, measurable, attainable, relevant, and time-bound (SMART) goals can enhance motivation. Individual athletes may focus on personal records or qualifying for competitions.

Mental Resilience: The ability to cope with setbacks is crucial. Athletes often develop mental strategies to maintain motivation during tough times.

Support Systems: Coaches, family, and friends play significant roles in providing encouragement, but the ultimate drive often comes from within (Kucukibis, & Gul; 2019).

The nature of Team Sports

Collective Goals: Team athletes are often motivated by shared objectives, such as winning championships or improving team performance. This collective goal fosters camaraderie and accountability (Ustun; 2018).

Social Interaction: The social aspect of team sports can be a major motivator. The bonds formed with teammates can enhance enjoyment and commitment to training.

Competition and Rivalry: The competitive nature of team sports can drive motivation. Rivalries with other teams can spur athletes to push themselves harder.

Coaching Influence: Coaches have a significant impact on team motivation through their leadership styles, communication, and ability to foster a positive team culture.

Role Identification: Players may find motivation in their specific roles within the team, whether as a leader, strategist, or key contributor. Understanding their impact can enhance their commitment.

Common Motivational Factors

Achievement and Recognition: Both individual and team athletes seek validation through awards, titles, and recognition from peers and the public.

Passion for the Sport: A deep love for the game fuels motivation across both categories, driving athletes to train hard and improve continuously.

Performance Feedback: Regular feedback, whether from coaches or performance metrics, helps athletes stay motivated by highlighting progress and areas for improvement.

While individual sports often center on personal ambition and self-motivation, team sports thrive on collective goals and interpersonal dynamics. Both types of athletes can benefit from understanding their unique motivators and leveraging them to enhance performance and enjoyment of their sport.

Studying sports motivation in college students is important for several reasons:

1. **Academic Performance:** Motivation in sports can translate to improved academic performance. Understanding what drives students in sports can help identify similar motivational strategies for their studies.
2. **Mental Health:** Sports participation can enhance mental well-being. Exploring motivation helps in creating programs that promote physical activity as a means to combat stress and anxiety.
3. **Team Dynamics:** Many college students participate in team sports. Studying motivation can improve teamwork and communication skills, fostering a positive environment.
4. **Life Skills:** Sports often teach valuable life skills such as discipline, goal-setting, and resilience. Understanding motivation can help students apply these skills in various aspects of their lives.
5. **Retention and Engagement:** Motivated students are more likely to stay engaged in their studies and extracurricular activities, contributing to a vibrant campus culture.
6. **Career Development:** For those pursuing careers in sports, physical education, or related fields, understanding sports motivation is essential for coaching and leadership roles.

7. **Diversity and Inclusion:** Examining motivation across diverse student populations can help create inclusive programs that encourage participation from all backgrounds.

Overall, studying sports motivation in college students can enhance both their athletic experiences and overall college life, contributing to personal and academic growth. In this context the present study is aimed at studying the level of sports motivation as influenced by the nature of participation i, e whether participating in individual sports or in team sports.

Method

Statement of the Research problem: To study the level of sports motivation among individual and team sports persons

Objectives:

- To study the level of intrinsic motivation between individual sports and team sports persons
- To study the level of extrinsic motivation between individual sports and team sports persons
- To study the level of amotivation between individual sports and team sports persons

Hypothesis:

- There is a significant difference in the level of intrinsic motivation between individual sports and team sports persons
- There is a significant difference in the level of extrinsic motivation between individual sports and team sports persons
- There is a significant difference in the level of amotivation between individual sports and team sports persons

Operational definitions:

Sports motivation: The sports motivation is measured by using the sports motivation scale. This scale assesses people's motivation for engaging in sport's activities. It assesses 7 types of motivation : intrinsic motivation toward knowledge, accomplishment and stimulation, as well as external, introjected and identified regulations, and amotivation.

Individual Sports: Individual sports are also known as solo sports. These are sports that one competes in by

oneself. Individual sports are characterized by the fact that participants do not have teammates to rely on to achieve the main objective.

Team sports: A team sport is a type of sport where the fundamental nature of the game or sport requires the participation of multiple individuals working together as a team, and it is inherently impossible or highly impractical to execute the sport as a single-player endeavour.

Research Design: A descriptive survey research design was employed to study the level of sports motivation among individual and team sports persons. The design was focused to compare the level of intrinsic, extrinsic and amotivation between individual and team sports persons.

Variables:

Independent Variables: The nature of sports participation (Individual/Team sports)

Dependent Variables: The level of sports motivation (Intrinsic/Extrinsic and amotivation)

Sample design: The convenient sample method is used to select and classify the participants.

- Sample Description: A survey method was done to identify participants in and around of Holenarsipura taluk and convenient sampling method was applied for data collection to study the influence of nature of sports participation on the level of sports motivation, the sample was drawn from the active sports persons studying in first grade colleges who are in the age group of 18 to 21 years. 60 Individual sports persons (20=College level sports persons, 20 Zone sports persons, 20 University level sports persons) and 60 Team sports persons (20=College level sports persons, 20 Zone sports persons, 20 University level sports persons). Involvement in sports was the major criteria in the selection of the sample. and the following criteria are used to select the participants

Inclusion criteria:

- Only female were included
- Only 18 to 21 years aged participants were included
- Participants who can read and write Kannada and English

- Participants who were willing to participate only included
- Participants who were studying in B.A, B.Sc and B.Com were included

Exclusion criteria:

- Below 18 and above 21 years age were not included
- Those who cannot read and write Kannada and English were not included

Measures:

- Socio Demographic Sheet: The socio-demographic sheet is developed by the researcher under the guidance of research supervisor, this sheet will be used to collect the demographic and other relevant information from the participants

- The sports motivation Scale (SMS-28):

The sports motivation scale was developed by Pelletier, Fortier, Vallerand, Tuson, Briere, & Blais, (1995). The SMS-28 was developed in order to assess contextual intrinsic and extrinsic motivation from a multidimensional perspective, as well as amotivation. The SMS has been the most often used motivation measure in sport, being employed with a variety of athletes (recreational to elite), age groups (adolescent to senior), and cultures (e.g., Canada, United States, United Kingdom, Bulgaria, Australia, Spain, and New Zealand). In fact, the SMS has been translated and validated in several languages (Pelletier & Sarrazin, 2007). Motivation is assessed as the perceived reasons for participation, or the why of behaviour. At the beginning of the scale, participants are asked, "In general, why do you practice your sport?" The items represent the perceived reasons for engaging in the activity, thus reflecting the different types of motivation. Since 1995, the SMS has been used extensively in sport psychology research. The seven-factor structure has been supported repeatedly (Gillet, Vallerand, & Rosnet, 2009; Li & Harmer, 1996; Shaw, Ostrow, & Beckstead, 2005). The SMS is a multidimensional instrument that assesses different types of intrinsic and extrinsic motivation as well as amotivation. The scale focuses on the why of behaviour and thus items are not confounded with determinants and consequences. It also contains excellent psychometric properties.

Procedure for Data Analysis/Statistical Analysis

Descriptive statistics is used to summarize and organize the data and thus describe it. Keeping in view the objectives and hypotheses of the present study to see the influence of nature of participation (Individual/Team) on the level of sports motivation (Intrinsic/Extrinsic and Amotivation) among under graduate students an independent sample t test was calculated and analysed.

Analysis of results and interpretation

Keeping in view the objectives of the study, descriptive statistical procedures, an independent sample t test was calculated and the results were analyzed and discussed. In order to understand the level of sports motivation in the sample a descriptive statistics i. e Mean, Standard deviation and Graphical representations were used and discussed and to understand the significant the influence of nature of participation (Individual/Team) on the level of sports motivation (Intrinsic/Extrinsic and Amotivation) among under graduate students an independent sample t test was calculated and the results are shown in the following section.

Table 1: Shows the mean, standard deviation and a 't' value on the level of intrinsic motivation between team and individual sports person

Group	Intrinsic Motivation				
	N	Mean	SD	T	P
Team	60	45.62	14.37	.04	NS
Individual	60	45.69	15.01		
Total	120				

Table1 shows the mean score, standard deviation and 't' test on the level of intrinsic motivation between group and individual elite sports person. Individual elite sports persons have obtained greater mean score (M=45.69, SD=15.01) on the level of intrinsic motivation compared to team elite sports person group (M=45.62, SD=15.01). In comparing significant mean differences between groups an independent 't' test was calculated and the obtained $t=0.04, p > .01$ which clearly indicates that there is no significant

difference in the level of intrinsic motivation between team and individual elite sports person.

Hypothesis 1 "Individual sports person and team sports person will differ on the level of intrinsic motivation" is not accepted. A 't' test showed that the type of sports i.e team and individual sports had no significant effect on the level of intrinsic motivation.

Table 2 Shows the mean, standard deviation and a t value on the level of extrinsic motivation between team and individual sports person.

Group	Extrinsic Motivation				
	N	Mean	SD	t	P
Team	60	46.22	13.36	.69	NS
Individual	60	47.23	14.06		
Total	120				

Table 2 shows the mean score, standard deviation and t test on the level of extrinsic motivation between group and individual elite sports person. Individual elite sports persons have obtained greater mean score (M=47.23, SD=14.06) on the level of Extrinsic motivation compared to team elite sports person group (M=46.22, SD=13.36). In comparing significant mean differences between groups an independent 't' test was calculated and the obtained $t=0.69, p > .01$ which clearly indicates that there is no significant difference in the level of Extrinsic motivation between team and individual elite sports person.

Hypothesis 2 "Individual sports person and team sports person will differ on the level of extrinsic motivation" is not accepted. An 't' test showed that the type of sports i.e team and individual sports had no significant effect on the level of extrinsic motivation.

Table 3 Shows the mean, standard deviation and a t value on the level of Amotivation between team and individual sports person.

Group	Amotivation				
	N	Mean	SD	t	P
Team	60	14.66	4.93	.51	NS

Individual	60	14.93	4.99
Total	120		

Team Sports. *World Journal of Education*, 8(3), 12-17.

Table3 shows the mean score, standard deviation and ‘t’ value on the level of A motivation between group and individual elite sports person. Individual elite sports persons have obtained greater mean score ($M=14.93$, $SD=4.99$) on the level of Amotivation compared to team elite sports person group ($M=14.66$, $SD=4.93$). In comparing significant mean differences between groups an ‘t’ test was calculated and the obtained $t=0.51$, $p > .01$ which clearly indicates that there is no significant difference in the level of Amotivation between team and individual elite sports person.

Hypothesis 3 “Individual sports person and team sports person will differ on the level of Amotivation” is not accepted. An independent t statistic showed that the type of sports i.e team and individual sports had no significant effect on the level of Amotivation.

CONCLUSION

- Individual and team sports persons are not different on their level of intrinsic motivation
- Individual and team sports persons are not different on their level of extrinsic motivation
- Individual and team sports persons are not different on their level of amotivation

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