

A Comparative Study of Sports Motivation Among First-Year and Second-Year College Students

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Abstract: *This study looks at how sports motivation differs between first year and second-year college students at one of Manila's oldest private universities. The researcher used a carefully designed questionnaire, which was tested for reliability, to gather responses from students aged 17 to 19, with a significant majority being female (74.16%). The results showed that most first-year students were from the College of Engineering, while second-year students were mostly from the College of Pharmacy. Badminton, volleyball, and basketball were the most popular sports among the students. Both first year (53.77%) and second year (54.03%) students said they played sports about once a week, which reflected very high intrinsic motivation and high extrinsic motivation. The study found that sports motivation didn't differ much based on whether students were in their first or second year, their age, or their field of study. However, things like gender, the types of sports they liked, and how often they played did influence their motivation and involvement*

Keywords—Sports Motivation, College Students, Intrinsic Motivation, Extrinsic Motivation

INTRODUCTION

Participating in sports offers many benefits, such as better health, mental growth, and improved social skills (Bailey, 2006; Cole, 2014). In colleges, it's important to understand what motivates students to get involved in sports so that effective programs can be created (Fredricks & Eccles, 2006). Motivation, both internal and external, plays a major role in students' decision to take part in physical activities (Guay et al., 2010; Gredler et al., 2004). Mental strength and mindfulness also impact sports participation, as they help students cope with stress, stay focused, and perform well under pressure (Siegel, 2007; Clough et al., 2002). This study looks at the sports motivation of first- and second-year college students at a private university in Manila, focusing on factors like year level, academic program, gender, and how often they participate in sports.

RELATED LITERATURE

Motivation in Sports

Motivation is an essential element of human personality, and it directs a person's activity that makes it dynamic (Khan & Haider 2011). Motivation is influenced by an individual's psychological needs as explained in the Self Determination Theory by Deci and Ryan in 1985 (Lippit, 2012). Furthermore, the Self Determination Theory, a multi-dimensional theory which states that in addition to competence the fulfillment of these needs which are the need for activity, to be proactively chosen the need for social connection and belonging leads to a high-quality form of motivation, effective functioning, enhanced performances and well-being (Dahl, 2012). Motivation includes a variety of beliefs, perceptions, values, interests, and actions that are all closely related. And as a result, different approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both (Lai, 2011). The

youth compete in and practice sport for so many reasons, which falls into the two major categories of intrinsic and extrinsic motivation. Those who are intrinsically motivated participate in sports for internal reasons, such as enjoyment, whereas those who are extrinsically motivated participate in sports for external reasons, such as material rewards.

Pecson (2008) conducted a study on the academic and athletic motivations of selected sports participants of the Polytechnic University of the Philippines (PUP) using the Student Athletic Motivations towards Sports and Academic Questionnaire. The study involved fifty-seven (57) male and forty-nine (49) female respondents between the ages of sixteen (16) and eighteen (18). The results showed that there was a significant difference between male and female respondents in terms of their levels of motivation in academic, varsity, and career.

Extrinsic Motivation

The reasons why individuals participate in sports can be explained by the levels of motivation, which is first, the extrinsic motivation which pertains to a wide variety of behaviors that are engaged into an end and not for the individual's own sake (Pelletier, et al, 1995). This is best described as being driven by outside stimuli like rewards and pressure. This type of motivation also involves social acceptance and connectedness (Lippit, 2012). Extrinsic Motivation stems from the idea that external and tangible rewards in the form of money, food, sticker, stamps, or grades, will elicit desired behavior or outcome. Self-determined extrinsically motivated behaviors are characterized by choice (Dahl, 2012). An undergraduate study by Aseron (2004) investigated the effect of external rewards on intrinsic motivation of novice basketball players. It determined whether or not controlling rewards affect intrinsic motivation. The Intrinsic Motivation Inventory (IMI) was utilized to assess the participants' subjective experience while shooting ten (10) free throws. Significant differences between the experimental and control groups were found in the four (4)

subscales used in the study in intrinsic motivation (interest/enjoyment, perceived competence, effort/importance, and tension/pressure).

Intrinsic Motivation

Intrinsic motivation is the driving force that comes from within (Cando & Villacastin, 2014). Intrinsic motivation is a motivation that is animated by personal enjoyment or satisfaction. Being able to increase intrinsic motivation in individuals could increase sport retention rates and consequently increase physical activity levels in individuals. Because of intrinsic motivation, activities which allow individuals to experience feelings of competence and self-determination will be engaged in (Pelletier, et al., 1995). Feeling of competence, relatedness and autonomy lead to intrinsic and extrinsic motivation (Lippit, 2012). What tends to happen as athletes advance through levels of competition is that their motivation shifts toward extrinsic rewards such as trophies, scholarships, money, celebrity, or approval. Participation stops being only about the joy of partaking in the sport, a change that most of the time brings a lot of added pressure with (Weinberg & Gould, 2011).

Participation in Sports

Involvement in sports is said to help appreciate teamwork, duty, sacrifice, and dedication. Sports build character and engender the values of good sportsmanship (Sitkowski, 2008). The involvement in sports and related Physical Education activities provide opportunities for students to learn the values of teamwork and the opportunity to apply academic skills in other arenas as part of a well-rounded education. The promotion of sports as a path towards maturity is supported by studies which claim that participation in extracurricular activities affect academic performance, attachment to school, and social development (NHSAW, 2001).

Sports have been broadly recognized as a great foundation for developing one’s character. Positive character traits such as personality and social responsibility are believed to be taught and learned in sport and physical activity setting (Parker & Stiehl, 2004).

Sports involvement and physical activity are known to have many benefits. Some of these are increased self-esteem, self-confidence, social development, cognitive development, and academic achievement (Bailey, 2006). Physical activity also reduces stress, anxiety, depression, and improves learning and memory. These factors lead to higher academic performance (Bailey, 2006; Chomitz, et al., 2009). The setting of sport is seen as a context in which youth can gain experiences and develop competencies which can be used in daily activities (Haudenhuyse, et al., 2013). It is believed that the development of these competencies through sport can lead to positive youth development (Fraser-Thomas, et al., 2005) and

positive health outcomes in youth (Gould & Carson, 2008; Holt, 2007).

METHODOLOGY

Descriptive research was used in this study to systematically describe situations, area, and program of interest factually and accurately. Statistical tests were used to evaluate the connections through the use of descriptive statistics (Hair, 2011). In this study, it was used to provide information about the sports involvement of the college students and their motivation.

Specifically, this study was quantitative research since it involved turning the data from words into numbers. The applicability of this method was due to the fact that the study determined how sports motivation relate with the sports involvement of the college students Hence, the design of documentation and survey gave the researcher the opportunity to illustrate how motivation may be used in designing a guide for school administrators. For this particular study, the main tool for the data gathering was a survey questionnaire. Questionnaire and survey methods were used in investigating the capabilities of different groups. The researcher believed that the descriptive survey was an ideal method that was suited to its nature and objective, the last method used in this study was the comparative method of research. Comparative method of research was used in an attempt to identify and analyze whether or not there was a significant difference in the first year and second year college students sports motivation.

RESULTS AND DISCUSSION

Profile of the First Year and Second Year Student Respondents

Table 1: Frequency and Percentage Distribution of the Age of College Students

AGE	FIRST YEAR		SECOND YEAR		TOTAL	
	F	%	F	%	F	%
17-19 years old	375	97.40	203	52.73	578	75.06
20-22 years old	10	2.60	182	47.27	192	24.94
TOTAL	385	100.00	385	100.00	770	100.00

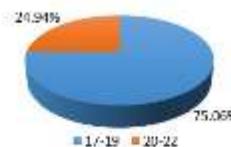


Fig. 1. Percentatge Distribution of the Age of college students

Table 1 and Figure 2 present the distribution of ages among college students, showing both the frequency and percentage of respondents in each age group. Of the 770 student respondents, 578 (75.06%) were within the 17-19 age range, while 192 (24.94%) were in the 20-22 age group. These findings indicate that the majority of respondents were in the

adolescent stage of development, with a smaller proportion in the young adult stage. This distribution can be attributed to the implementation of the K-12 educational system, which extended formal schooling by two years, thereby delaying college enrollment for some students and contributing to the presence of older students within the college demographic.

Table 2: Frequency and Percentage Distribution of the Sex of College Students

SEX	FIRST YEAR		SECOND YEAR		TOTAL	
	F	%	F	%	F	%
Male	158	41.04	141	36.62	199	25.84
Female	227	58.96	244	63.38	571	74.16
TOTAL	385	100.00	385	100.00	770	100.00

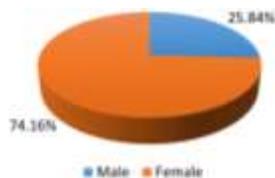


Fig. 2. Percentage Distribution of the sex of college students

Table 2 and Figure 3 display the frequency and percentage distribution of the respondents' sex, highlighting a clear predominance of females over males. Among the freshmen and sophomore groups, 571 students (74.16%) were female, while 199 students (25.84%) were male. This distribution aligns with the 2017 statistics from the Commission on Higher Education (CHED).

Motivation of the First Year and Second Year College Students

Table 3: Motivation of the First Year and Second Year

INTRINSIC MOTIVATION	FIRST YEAR		SECOND YEAR	
	Numerical Interpretation	Verbal Interpretation	Numerical Interpretation	Verbal Interpretation
1. I engage in a sports activity because it is interesting.	3.58	SA	3.46	SA
2. I engage in a sports activity because it is fun.	3.71	SA	3.58	SA
3. I engage in a sports activity because it fills my need for belongingness.	3.01	A	3.15	A
4. I engage in a sports activity for my own good.	3.38	SA	3.32	SA
5. I engage in a sports activity because it improves my playing performance.	3.42	SA	3.32	SA
6. I engage in a sports activity because I feel good doing it.	3.50	SA	3.39	SA
Average	3.43	SA	3.37	SA

*Strongly Agree (SA) 3.26-4.00; Agree (A) 2.51-3.25; Disagree (D) 1.76-2.50; Strongly Disagree (SD) 1.00-1.75

College Students to Get Involved in Sports Activities in Terms of Intrinsic Motivation

Table 3 shows the intrinsic motivation of the respondents. The mean score average of 3.43 of the freshmen was higher than the sophomores' 3.37. All items were given a verbal interpretation of "Strongly Agree," except for Item 3, "I engage in a sports activity because it fills my need for belongingness," which was verbally interpreted as "Agree" by the two groups of respondents. This may mean that they are joining sports not because they want to be part of a group, rather it is more of personal enjoyment or satisfaction. As posited by Pelletier, et al. (1995), being able to increase intrinsic motivation among individuals could increase sport retention rates and consequently increase physical activity levels in individuals. Because of intrinsic motivation, activities which allow individuals to experience feelings of competence and self-determination will be engaged in.

Table 4: Motivation of the First Year and Second Year

EXTRINSIC MOTIVATION	FIRST YEAR		SECOND YEAR	
	Numerical Interpretation	Verbal Interpretation	Numerical Interpretation	Verbal Interpretation
7. I engage in a sports activity because of scholarship.	3.12	A	3.25	A
8. I engage in a sports activity because of the trophies I get.	3.08	A	3.17	A
9. I engage in a sports activity because of social recognition.	2.85	A	2.86	A
10. I engage in a sports activity because of the grade incentive.	2.67	A	2.69	A
11. I engage in a sports activity to be exempted in some activities.	2.70	A	2.75	A
12. I engage in a sports activity because I really love collecting trophies and medals.	2.74	A	2.89	A
Average	2.86	A	2.94	A

*Strongly Agree (SA) 3.26-4.00; Agree (A) 2.51-3.25; Disagree (D) 1.76-2.50; Strongly Disagree (SD) 1.00-1.75

College Students to Get Involved in Sports Activities in Terms of Extrinsic Motivation

Table 4 shows the extrinsic motivation of the respondents. The mean score average of 2.86 of the freshmen was lower than the sophomores' 2.94. All items were given a verbal interpretation of "Agree." The results imply that the respondents were also extrinsically motivated but to a lesser extent as compared to their intrinsic motivation in joining sports activities.

Table 5: Difference between First Year and Second Year College Students in Terms of Sports Motivation

Motivation	Computed T-test Value	Degree of Freedom	Tabular t-test Value	Decision	Interpretation
Intrinsic Motivation	0.51	768	1.071	H ₀ Accepted	Non-Significant
Extrinsic Motivation	0.67	768	1.071	H ₀ Accepted	Non-Significant

Level of significance at 0.05

Table 5 presents the comparison between first-year and second-year college students regarding intrinsic and extrinsic

motivation. Using the t-test at a 0.05 level of significance, the computed t-test values for intrinsic motivation (0.51) and extrinsic motivation (0.67) were both lower than the critical t-test value of 1.971. Consequently, the null hypothesis was accepted, indicating that there was no significant difference in the levels of intrinsic and extrinsic motivation between first-year and second-year college students. The respondents' intrinsic motivation during sports activities was given a verbal interpretation ranging from "Agree" to "Strongly Agree." The results revealed that the students may have a high level of intrinsic motivation, but this may still be further developed. In terms of extrinsic motivation, the respondents consistently gave a verbal interpretation of "Agree," which implies that even though they had a high level of extrinsic motivation, this was not the main reason they were involved in sports.

CONCLUSION

Based on the study results, future researchers may conduct a similar study involving other institutions particularly from public schools and should focus on further developing intrinsic motivation among both freshmen (mean score 3.43) and sophomores (mean score 3.37), as there is potential for improvement. Studies could explore factors that increase personal enjoyment and satisfaction in sports to enhance intrinsic engagement. Additionally, the lower agreement with the statement "I engage in a sports activity because it fills my need for belongingness" suggests that students are less motivated by social connections. Future research could examine how the need for belongingness influences motivation, particularly in team sports. While extrinsic motivation is present (mean scores of 2.86 for freshmen and 2.94 for sophomores), it is less prominent than intrinsic motivation. Research could explore how extrinsic factors, such as recognition or incentives, complement intrinsic motivation and impact sports participation. Finally, given that there were no significant differences between freshmen and sophomores in terms of intrinsic (t-value 0.51) and extrinsic (t-value 0.67) motivation, studies could investigate how these motivations interact over time and whether one becomes more dominant as students' progress in their academic careers.

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