



ORIGINAL RESEARCH PAPER

**PECULIARITIES OF SPORT MOTIVATION AND SPORT
SATISFACTION OF YOUNG SPORTSMEN IN
DIFFERENT BRANCHES OF SPORTS**

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Abstract

Background. Some conducted research (Gillet et.al. 2010; Lorimer, 2011) reveals that athletes' satisfaction and motivation have a large impact on their results. Therefore, sport coaches should be aware of the regularities of the expression of motivation characteristic of young athletes and the level of their satisfaction. *Methods.* The sample of the current research included 211 athletes divided into 5 groups. The athletes completed two questionnaires. The questionnaire concerning motivation for sport was devised on the basis of the Sport Motivation Scale (SMS, The Sport Motivation Scale; Pelletier et al., 1995) that is applied in Lithuania (Grajauskas, 2008). The athletes were also asked to fill in the Athlete Satisfaction Questionnaire compiled by Riemer and Chelladurai, which aimed at investigating the athletes' satisfaction with their participation in sports (Riemer, Chelladurai 1998). *Results.* Handball (IM – 4,47, EM – 3,96) and football players (IM – 4,41, EM – 3,93) had the strongest intrinsic motivation, whereas the athletes of individual sport branches had the weakest intrinsic and extrinsic motivation (IM – 4,15, EM – 3,63). Handball players seemed most satisfied with own performance in sport activity. The athletes of martial arts were least satisfied with their individual performance in sports. *Conclusions.* It was determined that athletes with high intrinsic motivation for doing sport activities giving them satisfaction and pleasure tend to evaluate their participation in sport more favourably. The athletes of martial arts were least satisfied with their participation in

sport; therefore, their activity bore no sense for them. This shows the highest level of amotivation, which is associated with the loss of the meaningfulness of the activity.

Keywords: *motivation, satisfaction, amotivation, adolescents.*

Introduction

Under the conditions of great competition, high achievements in sports can be expected only if an athlete is highly motivated for the attainment of the set goal. According to sports psychologists (Malinauskas, 2003a, 2003b; Weinberg, Gould, 2006; Ryan, Deci, 2007), strengthening of motivation is an important part of sport training. Both personal motifs, as well as intrinsic and extrinsic motifs undergo considerable changes from the beginning of sport career to the attainment of high performance (Willimczik, Kronsbein, 2005).

In training young athletes, it is important to consider what motifs should be stimulated and when so that they should help to attain high results. Every person willing to achieve good results should have a strong motivation (Weinberg, Gould, 2006).

When sport activity does not give positive results, the demand for sports is difficult or impossible to be satisfied. This causes despair, negative emotions and continuous stress (Malinauskas, Bukauskas, 2005).

In the process of sport training, athletes themselves perform an important role that determines their success. Their achievements depend on the motivation characteristic of an athlete (Gillet et al., 2010; Abu Samah, Adekalu, Omaras, Ismi, 2013), his/her self-perception (Jackson et al., 2001) and self-satisfaction (Riemer, Chelladurai, 1998). Athletes' self-satisfaction shows a direct connection to the attained results (Lorimer, 2011).

However, an athlete also practices in an environment, which largely determines the attainment of his/her results (Jackson et al., 2001), in which there is a team and a coach, who influences the athlete's satisfaction during trainings and competition, and thus, affects their results in sports (Nazaruddin, 2009).

It has been determined that team interaction is the main role of athletes in attaining the common goal (Turman, 2008; Katz-Navon, Erez, 2005).

Research (Gillet et. al., 2010; Lorimer, 2011) reveals that athletes' satisfaction and motivation have a large impact on their results. Hence, it is important to further explore how to create most beneficial conditions for the development of young athletes' sport performance in different branches of sport seeking for the attainment of the highest results and long-term goals.

Therefore, sport coaches should be aware of the regularities of the expression of motivation characteristic of young athletes and the level of their satisfaction.

Materials and Methods

The sample and sampling

The sample included 211 athletes divided into 5 groups (Football N=52, branches of individual sports N=51, Basketball N=39, Handball N=40, Martial Arts N=29). The average age of athletes was 15.28 ± 1.63 years.

Instruments

The athletes completed two questionnaires: the first questionnaire focused on the motivation for sports, whereas the second dealt with the satisfaction in participating in sport activities.

The Sport Motivation Scale

The questionnaire concerning motivation for sport was devised on the basis of the Sport Motivation Scale (Pelletier et al., 1995) that is applied in Lithuania (Grajauskas, 2008). The scale is composed of 28 questions subdivided into 7 subscales of 4 questions each. The subscales categorise the intrinsic motivation of athletes (IM), extrinsic motivation (EM) and amotivated behaviour: IM – to know, IM – to strive for perfection, IM – to experience, EM – to identify, EM – direct external regulation, EM – subconsciously acknowledged external regulation, amotivation. The respondents were asked to evaluate every statement of the questionnaire using the 5-point Likert scale; the options for answers ranged from “totally disagree” (1) to “totally agree” (5).

The Athlete Satisfaction Questionnaire

The athletes were also asked to fill in the Athlete Satisfaction Questionnaire compiled by Riemer and Chelladurai, which aimed at investigating the athletes' satisfaction with their participation in sports (Riemer, Chelladurai 1998). The Athlete Satisfaction Questionnaire contains 56 items and 15 subscales. These subscales include (a) individual performance, (b) team performance, (c) ability utilization, (d) strategy, (e) personal treatment, (f) training and instruction, (g) team task contribution, (h) team social contribution, (i) ethics, (j) team integration, (k) personal dedication, (l) budget, (m) medical personnel, (n) academic support services, and (o) external agents. These are presented on a uni-dimensional 7-point Likert scale anchored at 1 (not at all satisfied) and 7 (extremely satisfied). Higher scores reflect greater satisfaction (Bray et al., 2005).

Methods of mathematical statistics

Arithmetical mean (**Error! Reference source not found.**) and average standard deviation (SD) were calculated. The statistical data analysis was performed using SPSS 21 software.

Results

Evaluating the expression of the athletes' motifs according to sport branches, it was determined that handball (IM – 4,47, EM – 3,96) and football players (IM – 4,41, EM – 3,93) had the strongest intrinsic motivation that stimulated them to do sports, gave them pleasure and satisfaction, as well as stimulated their extrinsic motivation associated with the attainment of the final goals of the activity, whereas the athletes of individual sport branches had the weakest intrinsic and extrinsic motivation (IM – 4,15, EM – 3,63).

Football players claimed achieving greatest pleasure in discovering new exercises and training methods (IM – to know); yet, the subscales of total involvement into the sport activity and acquisition of interesting experience (IM – to experience) were valued the least among the subscales of intrinsic motivation. The athletes of individual sport branches, basketball players, handball players and athletes of individual sport branches were mostly focused on the performance of tasks that involved new and complicated moves and techniques when describing their personal satisfaction (IM – to strive for perfection). The athletes of individual sport branches and basketball players ascribed least importance to the willingness to get involved into sport activity and acquire interesting experience (IM – to experience), whereas handball players, differently from footballers, considered aspirations for novelties as least important (IM – to know) (Table 1).

The respondents of all sport branches experienced a certain pressure to be physically fit and felt embarrassed when they could not attain this (EM – subconscious acknowledgement of external regulation); however, basketball, football and handball players considered the activity performed for external reasons and contributing to their personal development as least important (EM – to identify). The athletes of individual sport branches and martial arts ascribed least importance to EM – direct external regulation, a subscale of extrinsic motivation. It shows that the athletes of individual sport branches and martial arts do sports for their personal satisfaction rather than a reward or avoidance of criticism.

The greatest amotivation related to the state of helplessness was determined among martial arts athletes (2,44 points) and athletes of individual sport branches, whereas the lowest amotivation was characteristic of football (1,76 points) and basketball players (1,83 points) (Table 1).

Table 1

Expression of the motivation of young athletes in different sport branches for doing sports in different subscales

Sport branch	Indicator	IM – to experience	IM – to know	IM – to strive for perfection	EM – direct external regulation	EM – to identify	EM – subconsciously acknowledged external regulation	Amotivation
Football N=52	Mean	4.31	4.52	4.41	3.86	3.75	4.17	1.76
	Std. Deviation	0.85	0.67	0.78	1.00	1.14	0.90	1.10
Branches of individual sport N=51	Mean	4.09	4.16	4.21	3.42	3.52	3.96	2.11
	Std. Deviation	1.08	0.98	0.96	1.24	1.25	1.07	1.27
Basketball N=39	Mean	4.24	4.36	4.41	3.52	3.35	4.11	1.83
	Std. Deviation	0.81	0.73	0.76	1.23	1.15	1.03	1.05
Handball N=40	Mean	4.49	4.43	4.50	3.89	3.86	4.11	1.91
	Std. Deviation	0.69	0.67	0.62	1.17	1.13	0.92	1.03
Martial arts N=29	Mean	3.98	4.25	4.26	3.65	3.73	3.97	2.44
	Std. Deviation	1.03	0.85	0.85	1.09	1.20	0.99	1.22
Total N=211	Mean	4.23	4.35	4.36	3.67	3.64	4.07	1.98
	Std. Deviation	0.92	0.80	0.81	1.16	1.19	0.98	1.16

The comparison of the research results related to the satisfaction of the athletes with their participation in sport according to sport branches (Table 2) revealed that football players were most satisfied with their personal dedication, team performance, as well as training and instruction. The athletes of individual sport branches were most satisfied with the team integration for the attainment of common goals (Team integration), personal treatment and ethics. Similarly to footballers, the athletes of individual sport branches were dissatisfied with the utilization of their talents and abilities by coaches (Ability utilization). The most valued categories of satisfaction were team integration, training and instruction, and personal dedication. Basketball players demonstrated rather low satisfaction with medical personnel, although handball players were satisfied with this category. Besides, they were also satisfied with training and instruction, as well as personal dedication; however, they were dissatisfied with the same aspects

as other athletes. Among all the respondent groups, handball players seemed most satisfied with own performance in sport activity. Out of 15 categories, they evaluated 9 with a higher rank than the representatives of other sport branches (Table 2). The athletes of martial arts were least satisfied with their individual performance in sports. All the 15 categories were given the least number of points. However, they were quite satisfied with training and instruction, personal treatment and team performance (Table 2).

Table 2

Results of the Athlete Satisfaction Questionnaire according to sport branches

Sport branch	Indicator	Team integration	Team social contribution	Strategy	Medical personnel	Personal dedication	Individual performance	Ability utilization	Ethics	Team task contribution	Budget	External agents	Personal treatment	Team performance	Training and instruction	Academic support services
Football N=52	Mean	5.74	5.72	5.61	5.45	5.97	5.71	5.65	5.35	5.58	5.22	5.32	5.63	5.87	5.79	5.44
	SD	1.16	1.22	1.39	1.46	1.14	1.41	1.37	1.38	1.14	1.50	1.48	1.41	1.22	1.35	1.45
Individual sport branches N=51	Mean	5.64	5.54	5.43	5.18	5.54	5.23	5.14	5.58	5.55	4.80	4.96	5.64	5.56	5.52	5.39
	SD	1.27	1.18	1.71	1.48	1.40	1.74	1.79	1.31	1.29	1.68	1.62	1.69	1.39	1.79	1.63
Basketball N=39	Mean	5.78	5.43	5.44	5.21	5.73	5.52	5.27	5.53	5.38	5.25	5.09	5.54	5.62	5.77	5.31
	SD	1.21	1.38	1.50	1.40	1.12	1.40	1.51	1.32	1.28	1.38	1.80	1.39	1.35	1.22	1.48
Handball N=40	Mean	5.81	5.67	5.78	5.95	5.85	5.81	5.63	5.80	5.69	5.00	5.08	5.78	5.83	6.17	5.33
	SD	1.25	1.23	1.33	0.98	1.22	1.43	1.36	1.13	1.25	1.82	1.56	1.36	1.29	1.22	1.50
Martial Arts N=29	Mean	5.09	5.08	5.29	5.12	5.22	4.98	5.07	4.97	5.13	4.62	4.59	5.54	5.30	5.56	5.03
	SD	1.23	1.11	1.55	1.31	1.44	1.58	1.39	1.18	1.25	1.78	1.78	1.49	1.24	1.58	1.51
Total N=211	Mean	5.64	5.52	5.52	5.39	5.69	5.48	5.37	5.47	5.49	5.00	5.05	5.63	5.66	5.76	5.33
	SD	1.24	1.24	1.51	1.38	1.28	1.54	1.52	1.30	1.25	1.64	1.65	1.48	1.31	1.47	1.52

The research results reveal that the better the climate in a team, the higher the athletes value each other. The better they value each other, the higher is their self-evaluation. The better they value themselves and team members, the better evaluations they give to their coaches. Consequently, the better evaluations are given to team members, coaches and own self-esteem, the better concentration and results are attained by the athletes

(Miškinis, 1998). The potential capacities of the coach and the athlete can best be revealed in a good psychological environment.

It has been determined by other researchers (Helen et al., 2012) that young athletes having strong intrinsic motivation aspire for higher achievements in sport. The high level of intrinsic motivation of school-age athletes is also related to their higher satisfaction with sport performance (Martens, Webber, 2002), greater attention and lower level of early withdrawal from sport (Kingston et al., 2006), better sport performance (Vallerand, 2007), as well as better sport results (Murcia et al., 2008).

Handball and football players demonstrated both higher intrinsic motivation, which determined their aspiration for efficiency and performance, and extrinsic motivation seeking for external evaluation or an attempt to escape punishment (Myers, 2000).

The athletes that were characterised by weaker external motivation experienced anxiety during the competition more often, as well as finished their sport career earlier. Other researchers (Garcia, Streat, 2007) note that teenagers with high intrinsic and extrinsic motivation consider challenges as new tasks that they have to complete. Moreover, they show greater interest in sport performance, have a greater sense of responsibility and duty, as well as faster recover after failures.

The results of our research demonstrate that the athletes of individual sport branches had the lowest motivation of all. The athletes of martial arts showed weak intrinsic motivation, whereas basketball players revealed weak extrinsic motivation.

The obtained results show that intrinsic motivation determines considerable achievements, which determine athletes' satisfaction with own performance and good atmosphere and psychological climate in the team.

A good psychological environment guarantees an athlete's satisfaction with own performance, interpersonal relations, a coach's decisions, as well as eliminates anxiety, fear and other negative emotions, creates a safe and calm mood, and helps to evaluate the possible errors. All the aforesaid factors allow demonstrating creativity and attaining high results in sport (Miškinis, 2000).

The research results reveal that handball players were most satisfied with their sport performance, training and instruction, as well as personal dedication. The lowest level of satisfaction was determined in the group of martial arts athletes, who gave lowest evaluations of all the 15 categories.

Strong motivation helps to reveal the whole potential of an athlete, his/her striving to win, satisfaction with own performance, as well as enthusiasm and aspiration to develop, whereas unfavourable environment

forces to work, creates irritable mood, raises amotivation, stress, and gradual degradation or even suspension of sport activity.

Conclusions

It was determined that athletes with high intrinsic motivation for doing sport activities giving them satisfaction and pleasure tend to evaluate their participation in sport more favourably. The athletes of martial arts were least satisfied with their participation in sport; therefore, their activity bore no sense for them. This shows the highest level of amotivation, which is associated with the loss of the meaningfulness of the activity. It is assumed that there is a connection between motivation (intrinsic, extrinsic and amotivation) and satisfaction with the participation in sport. High motivation and satisfaction have influence on good psychological climate.

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