

Examining the Impact of Participating in the School Sports and Selected Variables on School Motivation

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Abstract

The objective of this study is to investigate the impact of participating in the school sports on the school motivation according to selected variables. 1463 secondary school students, 790 of whom were male (54%) and 673 female (46%), participated in the study with an age average of $12,46 \pm 1.23$ years. The school motivation levels of the students were determined via the "School Motivation Scale for the Secondary School Students", which was developed by Kaynak, Özhan and Kan (2017), comprising of 14 articles. The data of the study were analyzed through SPSS 15 package program. The school motivation levels of the students were positively influenced from their participation in school teams, in regular physical activities, in school social activity programs, and their attendance levels to the school ($p < 0.05$). In order to increase the school motivation levels of the secondary school students, it was suggested that they should be encouraged to participate in school teams, they should be motivated for physical activities, they should be invited to school social activity programs, and necessary measures should be taken to minimize their absence from the school.

Keywords: student, school motivation, sedentary, active

1. Introduction

Motivation is a concept, which includes demand, desire, need, drive, and interest (Selçuk, 2000). Motivation is a complex and complicated issue that is correlated with many issues ranging from sports to management. In general, it is defined as the internal situation which arouses, drives, and maintains the behavior (Woolfolk, 1998, Cited by: Altun and Yazıcı, 2010). In another definition, motivation can be defined as "the internal situation that causes the human behaviors and dominates them" (Ertem, 2006). Motivation is a concept which includes all of the processes that stimulate the individual and influence his/her performance in the working environment.

Motivation is defined as fomentation and incentive by the Turkish Language Association (TLA) (TDK, 2018). Motivation is stimulation of an individual with his/her own will and demand in order to achieve a target (Carroll and Alexandris, 1997). According to Meece and Pintrich (2013) "motivation is the power which directs the individual to the behavior, determines the volume of the behavior, and ensures its continuation" (Cited by: Yıldırım and Karakaş, 2018).

Motivation involves the needs, interests, and desires of individuals (Cüceloğlu, 2003). In this context, the school motivation involves the compliance and attendance to the school, and fulfilling the responsibilities concerning the school. The school motivation levels of the students and the motives that stimulate them for the school vary among the students. A cause that motivates a student may not motivate another or may motivate in different levels (Kaynak, Özhan and Kan, 2017).

Increasing the motivation levels influences the academic success in a positive manner (Şenler, 2014, Cited by: Yıldırım and Karakaş, 2018). The reason of failure is generally low level of motivation (Güvendik, 2010, Cited by: Yıldırım and Karakaş, 2018). It will be useful to increase the school motivation levels in order to increase the academic success and make the education process more qualified.

Therefore, there are continuing studies on various issues such as teacher attitudes, teaching methods, teaching technologies, and the physical and social conditions of the school that are considered to have an increasing role in school motivation levels of the students (Yıldırım and Karakaş, 2018).

In this study, it will be investigated whether the selected variables and sport activities of the secondary school students, who continue the trainings in the school teams and participate in sports competition, influence their commitment to the school.

2. Method

2.1 Research Group

1463 secondary school students, 790 of whom were male (54%) and 673 female (46%), participated in the study with an age average of $12,46 \pm 1.23$ years. The participant students were attending to 7 different secondary schools. Among the students, 20,2 % (n_{295}) were fifth grade, 34,7 % (n_{508}) were sixth grade, 20,2 % (n_{295}) were seventh grade, and 24,9 (n_{365}) were eighth grade.

2.2 The Data Collection Tools of the Research

Appropriate identification of research participants is critical to the science and practice of psychology, particularly for generalizing the findings, making comparisons across replications, and using the evidence in research syntheses and secondary data analyses. If humans participated in the study, report the eligibility and exclusion criteria, including any restrictions based on demographic characteristics.

Data collection form was developed by the researcher in order to determine the academic successes and some characteristics of the participant students. There are questions in this form concerning age, gender, grade, participation in the licensed school teams, being sedentary and active, attendance level, and participation in the social activities of the school.

2.3 School Motivation Scale (SMS)

In order to determine school motivation levels of the participants, the "School Motivation Scale for the Secondary School Students", which was developed by Kaynak, Özhan, and Kan (2017), was used. The five-point likert scale is comprised of 14 articles and three sub-dimensions (Goal dimension, Performance dimension, and Commitment to the School dimension). The higher the scores obtained from the scale, the higher the school motivation level of the student. The Cronbach Alpha coefficient of internal consistence of the original scale was determined as 0.84. In this study, the Cronbach Alpha score is 0.83. Students, who were doing daily exercise for one hour in average, were accepted as active, while students, who were not doing sports or doing less than this level, were accepted as sedentary individuals.

2.4 Data Analysis Methods Used in the Research Study

Statistical methods were used in the assessment of the data obtained in the study. The normality of the data was decided according to the results of Kolmogorov-Smirnov test. It was determined that the data sets did not comply with the normal distribution. In the assessment of the data without normal distribution, Mann Whitney U test was used for dual comparisons while Kruskal Wallis Test was used for multi comparisons.

3. Results

Table1. The Analysis of the School Motivation and School Motivation Scale Sub-Dimensions According to the Participation in the Licensed School Teams

School Motivation and Sub-dimensions	Doing Sports With a License	n	Average Level	z	p
School Motivation Score	Yes	499	768,84	-2,403	,016
	No	964	712,93		
Target Dimension Score	Yes	499	733,57	-,110	,912
	No	964	731,19		
Performance Dimension Score	Yes	499	767,54	-2,328	,020
	No	964	713,60		
Commitment to School Dimension Score	Yes	499	765,09	-2,171	,030
	No	964	714,87		

As is seen in the Table 1, the average levels of the school motivations of the students participating in the school teams with a license were determined to be statistically significantly higher compared to those, who did not participate in the school teams ($p < 0.05$). In addition to this, the average levels of the school motivation of the students participating in school teams with a license were determined to be statistically significantly higher (concerning the performance and commitment to the school) compared to those, who did not participate in the school teams ($p < 0.05$). Although the average levels of the school motivation of the students participating in school teams with a license were determined to be higher (concerning the target dimension) compared to the students who did not participate, the difference in between was statistically not significant ($p > 0.05$).

Table 2. The Analysis of the School Motivation and School Motivation Scale Sub-Dimensions According to Being Sedentary or Active

School Motivation and Sub-dimensions	Doing Sports	n	Average Levels	z	p
School Motivation Score	Active	1127	758,62	-4,419	,000
	Sedentary	336	642,72		
Target Dimension Score	Active	1127	756,52	-4,386	,000
	Sedentary	336	649,76		
Performance Dimension Score	Active	1127	757,02	-4,173	,000
	Sedentary	336	648,07		
Commitment to School Dimension Score	Active	1127	748,15	-2,697	,007
	Sedentary	336	677,84		

As is seen in Table 2, the school motivation average levels of the active students were statistically significantly higher compared to the sedentary students concerning the target sub-dimension, performance sub-dimension, and commitment to school sub-dimension ($p < 0.05$).

Table 3. The Analysis of the School Motivation and School Motivation Scale Sub-Dimensions According to Participation in the Social Activities of the School

School Motivation and Sub-dimensions	Participation in Social Activities	n	Average Level	z	p
School Motivation Score	Participating	413	818,59	-4,923	,000
	Not Participating	1050	697,94		
Target Dimension Score	Participating	413	808,00	-4,655	,000
	Not Participating	1050	702,11		
Performance Dimension Score	Participating	413	806,47	-4,253	,000
	Not Participating	1050	702,71		
Commitment to School Dimension Score	Participating	413	801,66	-3,984	,000
	Not Participating	1050	704,60		

As is seen in the Table 3, the school motivation average levels of the students participating in the social activities of the school were statistically significantly higher concerning the target sub-dimension, performance sub-dimension, and commitment to school sub-dimension ($p < 0.05$).

Table 4. The Analysis of the School Motivation and School Motivation Scale Sub-Dimensions According to Absence Level

School Motivation and Sub-dimensions	Absence Level	n	Average Level	df	p
School Motivation Score	0-5 days	887	803,01	3	,000
	6-10 days	363	647,42		
	11-15 days	139	577,31		
	> 16 days	66	480,44		
Target Dimension Score	0-5 days	887	771,09	3	,000
	6-10 days	363	689,82		
	11-15 days	139	642,40		
	> 16 days	66	539,17		
Performance Dimension Score	0-5 days	887	796,40	3	,000
	6-10 days	363	658,02		
	11-15 days	139	576,03		
	> 16 days	66	513,74		
Commitment to School Dimension Score	0-5 days	887	788,12	3	,000
	6-10 days	363	659,03		
	11-15 days	139	618,41		
	> 16 days	66	530,13		

As is seen on Table 4, as the level of absence in the school increases, the average levels decrease at a statistically significant level concerning the school motivation and the target sub-dimension, performance sub-dimension, and commitment to school sub-dimension ($p < 0.05$).

4. Discussion

Commitment and alienation of the students towards the school, which has been a recent issue of concern with an increasing importance in today's education system and upon which various assessments are made and measurements are taken, has become a research topic that interests all of the society. In this study, which, we believe, will contribute to the solution of this problem in our education system, it is aimed at investigating the impact of school sport activities on the school motivation of the secondary education students. Most of the behaviors that individuals display in daily life are

generated from internal and external stimuli. It is observed that some students are eager and some others are not in fulfilling their responsibilities and tasks in education. The most important factor behind this difference among the students is the motivation. Motivation influences the efficiency of the learning environment to a large extent. Because it is an internal effect that arouses, drives, and maintains the motivation. Motivation is one of the most important facts that determine the direction and resolution of the student behaviors in education institutions (Filiz and Demirhan, 2018).

When the results of this study are examined, it is observed that participation in school teams, doing regular exercises, participating in school social activity programs, and having high attendance levels to school influence the school motivation levels of the students positively. In the study conducted by Yanik (2018), it was emphasized that school sport activities conducted in secondary education level can increase the students' sense of belonging to the school, thus increasing their commitment to the school. It was also reported that increasing sense of belonging to the school will help students perceive the school in a more positive way, thus ensure them to reach their goals more simply. In the same study, it was reported that extracurricular activities increased the commitment of the students to the school that the school life had an influence over the life quality in their social life, and thus, it was suggested that providing environments that increase the happiness levels and satisfactions of the students might increase the school life quality. Participation in school sports brings forward some relationships such as being admitted by friends and belonging to a certain group. Thus, students increase the communication skills among their peers. According to the findings of the study conducted on students participating in sports competitions, Bayköse (2018) reported that motivation levels of the students participating in the sport competitions increased and their anxiety levels decreased. According to Ryan (2000), peer group is an important factor influencing the school motivation. The relationships established with the peers increase the desire to attend the school. In addition to that, it was reported that the socialization processes of the students, who have better peer relationships, is faster, and it increases the school motivation (Cited by; Kızıldağ et al., (2011). According to Crosnoe (2011) and Anderman (2002), it is more important than academic goals and even it may be the main goal for the students to be accepted by their peers and to comply with the educational institutions that they are attending. As a result of the study conducted on adolescents by Rask et al., (2009), it was reported that there was a need for the adolescents to increase their perceptions towards the school, to increase their positive attitudes and skills for coping with the negative feelings. Similar to our findings, Robert et al., (2004), concluded that life satisfaction scales of the students, who were participating in the teams of their own school, were higher compared to those not participating. In the suggestions part, the importance of supporting the school sports was emphasized. In line with the results of the study, it is considered that the school sport activities organized by the schools are contributing to the sense of belonging and commitment of students to their schools, and they should be increased and popularized. Participation in school teams, doing regular exercises, participating in school social activity programs, and having high levels of attendance to school influence the school motivation levels of the students positively. In order to increase the school motivation levels of the secondary school students, it is suggested that they should be encouraged to participate in school teams, they should be motivated for physical activities, they should be invited to school social activity programs, and necessary measures should be taken to minimize their absence from the school.

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