

Research article



# Effects Of Motivational Factor on The Overall Performance of College Girl Athletes

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## ABSTRACT

This study aimed to govern the effects of motivational factors on the performance of college girl athletes. Regardless of the various health advantages, young ladies' dynamic effort levels have over and over again been seen to be lower than guys. Further demographic variables could impact sports interest. The objective of this study was to find out what provokes female understudies to take part in sports. This was a causal-similar cross-sectional overview. Fitness, ability/dominance, delight, alliance/acknowledgment, group factors, inner self/rivalry, parental help, and superficial prizes were completely researched. The 35-thing Modified Sports Motivation Survey was utilized to study female university competitors (N=86) from two Govt. Girls Colleges of Peshawar. The outcomes showed that all standards meant a lot to members, with significant contrasts in the persuasive part of wellness found by qualification. Although this study is one of the most systematic to date as far as investigating the multi-layered and complex cooperation of motivational factors that affect female college sports support in Pakistan, more investigation is projected to all the more likely to figure out physical activity adherence into adulthood.

**Keywords:** Motivation, University girls, Athletes, Sports participation

## Introduction

According to Castaneda, (2004), for the improvement of the health of an individual physical activity is more important. There are several benefits of physical activities for human body particularly among females because physical activity helps a person to have a good health and enable a person to fight against the vulnerable diseases. In spite of these positive facts and benefits of physical activities, still there are only 31 percent of people in the world, who are involved in physical activities (Hoffman,

**2011**). On the other hands, the people with lazy lifestyle suffer from a lot of physical and health issues. The physical inactivity increases with the increasing age among humans especially it is increasing among females in the developed countries. Furthermore, the physical inactivity is found among most of the university students because they are in transitional period, they suffer a lot from stress and their lifestyle is easily changed during this time. According to the previous literature, the process of physical activities is initiated from the age of 12 years, however there are more students who remain unsuccessful to be physically active in future (**Beam, et al., 2004**).

According to the stats of Pakistan, there are only 16 percent males and 34 percent females physically inactive among the college level. As per the statement of Harrison and Lynch, (2005), the university students are the most important population because they are in the last stage for developing better behaviours and eliminating bad behaviors. At the same times, there are very a smaller number of females involved in physical activities among the college study level. In addition to this, Bird and Williams, (1980) stated that only 19 percent females participate in the physical activities in the 23 countries during their leisure times. However, among the developing countries there are 44 percent females involved in physical activities. Among the females at college level, the athletics is the most important source of physical activities (**Stults-Kolehmainen, 2013**). In addition to this, the females who start participating in athletics from their adolescence are more likely to continue up to college level also. At the same times, there are a lot of benefits of being physically active. On the other hands, it is also found that the participation of Muslim women in athletics is very low (**Ryan & Deci, 2000**).

## **Literature Review**

The themes that are identified through the literature and will be briefly discussed here: the roles of gender in sports, involvement of female athletes in colleges and motivational factors among female athletes in sports.

### **Involvement of college females in Athletics**

According to the study conducted by Castaneda in 2004, which was the first study in the United States collected national data of the community colleges that sponsored or supported the athletics among colleges. The findings of the same study showed that there were 57 percent colleges that have athletic programs including for female students from which 37 percent students participated in these programs.

Furthermore, this study showed that there was 18 percent proportional difference between the participation of male and female students (Halbrook, et al., 2012). In addition, this study found a 2.6 percent proportional difference between the teams of male and female students. At the same times, various other studies were also conducted to find the involvement of female participation in sports at college level but they are specific to a single factor or have lower sample size covering a smaller population (Hutzler, & Barak, 2013).

In addition to this, Garthe and Maughan, (2018), conducted a study to identify the opportunities for female students and their participation among the college students with the sample of 18 colleges in Maryland. In this study Mumford found that 49 percent of the female teams and 51 percent of the male teams were sponsored. In addition to this, there was 29 percent proportional gap between the opportunities provided to the male and female sports teams. Moreover, Hoffman and Horton (2011) found the differences and disparities among male and female college teams' participation in Washington on the basis of provision of tuition wavers and scholarships for athletes. Furthermore, they also found in the same study that there was 19 percent proportionality gap in their 24 institutions sample size. In the same way, Beam et al., (2004) also found the proportionality gap of 19 percent among the sample of 89 colleges in the California.

### **Gender Roles**

During 2005, Harrison and Lynch found that there is greater role of gender in sports. In this study they investigated 148 students at college level on the basis of motivation, gender roles, approval through a fictional article of a newspaper and community. At the end they found that gender has greater influence in sports. This study further explains that there is significant relationship between the feelings of athlete women as athletes and women. At the same times, the female athletes also suffer from keeping their traditional personality as women and athletes because athletics require a person to be aggressive and competitive. On the other hands, the perceptions of other people also affect the roles of gender for the female student athletes. On the other hands, it is also a fact that female athletes are negatively perceived by the people on the basis of their roles even in sports. On the other hands, a study conducted by Bird and Williams in 1980, in which they evaluated 192 adolescent females and 192 males of seven to eighteen years old found that there are stereotypes on the basis of gender roles especially in colleges.

## **Motivation**

The motivation is mostly related with the identification of the reasons and causes of the behaviors of the people. In addition to this, motivation is the most important factor for the development of skills in the field of sports and the performance of the athletes such as many students are motivated from the rewards they get or achieve due to their performances in the field of sports. In addition to this, motivation is a theoretical concept or belief of the individuals for making them differentiate between the failure and success. At the same times, the competitors have equal abilities and skills, but due to the importance of talent, self-confidence and motivation most of the participants win in the games. Meanwhile Guidotti, et al., (2013), stated that the performance of an individual cannot be occurred if there is lack of motivation and ability, because they both play an important role in the performance of an individual. Furthermore, Warner and Dixon, (2015), considered the ability as the machine that cannot perform a task, if there is no application of power. Meanwhile, Almagro, et al., (2015), said that motivation controls the behaviors of the individuals that is combination of various factors.

### **Intrinsic and extrinsic motivation**

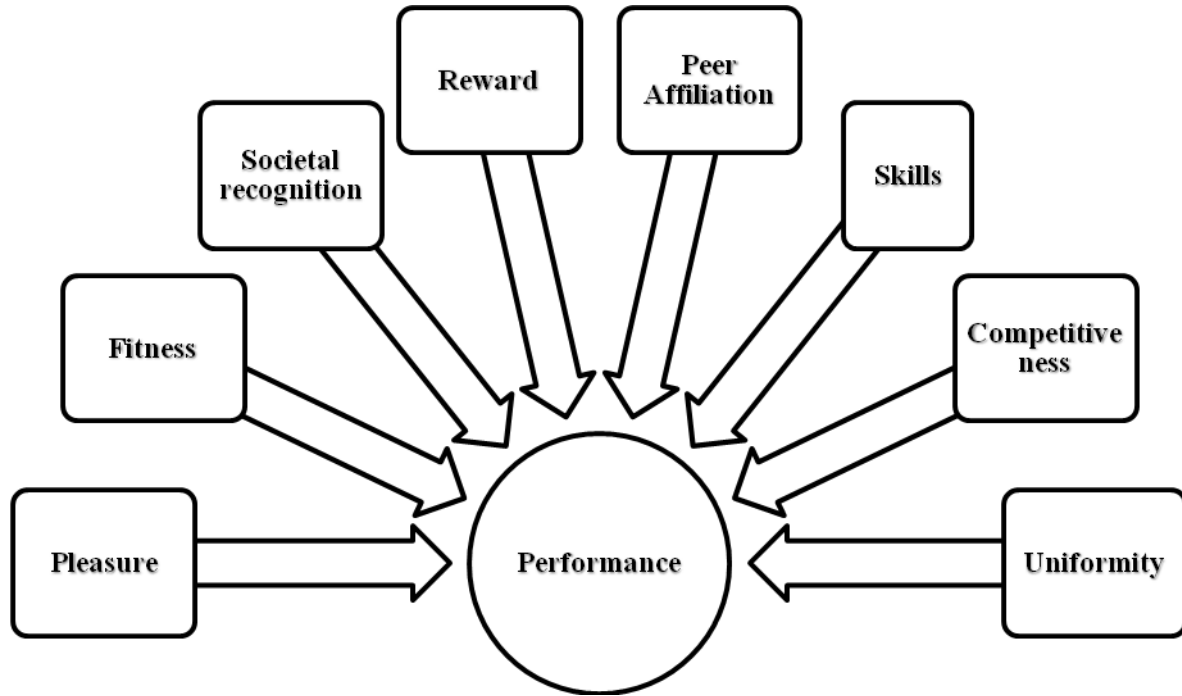
There are many studies, which found intrinsic and extrinsic motivation as the most important factor in the performance and participation of the female students in sports and athletics. At the same times, Chen, (2010), defined the ranges of the motivation and they located the extrinsic and intrinsic motivations at the opposite sides of the ranges of motivation, while placed motivation as the mediating factor in the middle of them. Furthermore, Gillet, et al., (2010), defined intrinsic motivation because the execution of any mission or hobby because the inner or self-pride of the mission itself and extrinsic motivation because the execution of a mission or hobby to accumulate a few special or outside pride within side the form of reward. However, during the middle of the motivation Smith, et al., (2010), found people to execute a task or not intentionally. At the same times, Silva, et al., (2011), conducted a study in the United States with the total sample size of 83 college level students among them there were 57 female students and 36 male students to identify their motivational level for their participation in the sports activity and found that male students considered self-expression and self enhancement as the most important factors. However, female students considered the reward of the performance and self-enhancement as the most important factors of their motivation.

On the other hands, Warner and Dixon, (2015), found that intrinsic motivation plays a vital role for female students to participate in the sports. However, another study conducted by Almagro, et al., (2015), in which they considered all the students' non-athletes and athletes from the colleges. Furthermore, they conducted this study through a questionnaire following the primary design of research, in which they tried to identify the nine various types of the motivation that play an important role in the participation of the female students in sports. This study found that physical fitness and health consciousness was the priority of both male and female athletes but most of the female athletes considered the social factors as the most important in comparison to male athletes. According to the study conducted by Stults-Kolehmainen et al., (2013) who examined total 241 college students among them there were 150 female students and 91 male students from various ten colleges among these colleges there were nine from California and one was from Indiana. They adopted the primary design of research through questionnaire to estimate the motivational factors of the students and their thoughts about the motivation to participate in the field of sports. They found that the thoughts of the both female and male students about motivation were significantly effective to increase the intrinsic motivation among them.

## **Theoretical Framework**

Self-determination theory was presented by Ryan and Deci in 2000, which is widely used by the scholars to define the motivation. According to this theory, there are three main types of regulation with different phases of self-determination from the forms of non-self-determination (such as amotivation, external and introjected) to the types of self-determination regulation (Such as identified, integrated and intrinsic) (**Garthe, & Maughan, 2018**). According to this theory of self-determination the amotivation is the last phase of determination, in which people have very lower level of intentions to act because they are not hopeful for their future and they have very lower-level purpose in their lives. At the same times, they also have pessimistic ideas about their actions that they would not be rewarded for their deeds. Furthermore, the theory of self-determination also presents that such people may also have lower level of competence and autonomy (**O'rourke, et al., (2014)**). Furthermore, the people with intrinsic motivational behaviors are at the highest level of self-determination in comparison to a motivating behavior.

## Conceptual Framework



## Methodology

### Participants

The convenience sampling technique was used for this study. Furthermore, this study only focused on female college athletes who were currently enrolled in the colleges and also actively participating in the field of sports.

### Data collection procedures

For the data collection of this study, the quantitative and self-administered questionnaire was used. The questionnaire was distributed by hand as well as through online to the sample of this study. The data was cross-sectional and mono-method was applied. The data was collected only one time.

### Instrument

The questionnaire was adopted from the “Modified Participation Motivation Survey (Picardo, 2010). This questionnaire had already been used by various studies to estimate the motivation. Furthermore, this questionnaire was found to have validity and reliability in acceptable range particularly among the female athletes at college level. This questionnaire was based on two sections. The first section of this questionnaire was based on 12 items including demographic and experience in sports of the female students at college level information. The second section of this questionnaire was based on 35 items,

which are on five-point Likert scale ranking (such as Not at all important=1, not important=2, Neutral=3, important=4 and very important=5). These items were related with the collection of information based on motivational factors among female athletes at college level and they were distributed in eight categories, which are:

1. Fitness (physically fitness through participation in sports)
2. Skills (problem solving, conflict resolution and other aptitude skills through sports)
3. Enjoyment/pleasure
4. Recognition/affiliation and connectivity with friends
5. Factors related with teams such as uniformity, coaches etc
6. Competitiveness
7. Societal reinforcement
8. Rewards/Accolades/Awards

### Data Analysis

After collecting the data, SPSS 25 was used for the analysis. The demographic data was analyzed using descriptive statistics. The variables' correlations were investigated. The link between the dependent variable (performance of female athletes) and the other variables was then determined using a two-way multi-variate analysis of variance (fitness, competitiveness, reward, societal recognition, and pleasure, affiliation with friends, enjoyment and skill development). Descriptive statistics were used to examine demographic characteristics. Similarly, remaining years of eligibility were divided into three categories: "less than one year," "two years," and "more than two years." The frequency of survey replies was calculated. To investigate group differences and interactions among dependent variables, a two-way multivariate analysis of variance was utilized. The significance level for Alpha was chosen at 0.05.

**Table 1:** Participant demographics

Characteristics	N	%
<u>Age</u>		
17-19	54	62.7
20-23	32	37.2
≥ 24	0	0.0

<b><u>Remaining Years of Eligibility</u></b>		
4	6	6.9
3	25	29.0
2	23	26.7
1	28	32.5
0	4	4.6
<b><u>Prior Sport Participation Experience</u></b>		
≥5 years	79	91.8
4 years	0	0.0
3 years	4	4.6
2 years	3	3.5
<b><u>Parent Sport Experience</u></b>		
Yes	61	74.4
No	21	25.6
<b><u>High School Sport Participation</u></b>		
Yes	82	95.3
No	1	1.1
Not Answered	3	3.5
<b><u>Elementary School Sport Participation</u></b>		
Yes	68	79.0
No	15	17.4
Not Answered	3	3.4

## Results

Every one of the members in this study went to Peshawar government schools and partook in intercollegiate games (ball, Olympic style sports, cross-country, netball, tennis, badminton, table tennis, football, and volleyball). The Modified Sports Participation Survey was finished by 85 (72.7%) of the 120 understudies who were selected to take an interest in the review. Table 1 sums up the segment qualities of qualified people who finished the review (n=86). Because of the enlisting system in school games, members addressed an assorted scope of starting points, foundations, and sports played. Table 2 shows the reaction frequencies for the overview's eight subscales. Table 3 contains further distinct measurements. The instrument's (Modified Participation Motivation Survey) generally speaking trustworthiness was viewed as satisfactory (0.904).



**Table 2:** Response frequencies to subscales

	<b>Fitness</b>	<b>Skill/ Mastery</b>	<b>Enjoyment</b>	<b>Affiliation/ Recognition</b>	<b>Team Factors</b>	<b>Ego/ Competition</b>	<b>Parental Support</b>	<b>Reward</b>
Not at All Important	1	0	0	1	0	0	0	1
Not Important	5	0	0	4	3	1	3	3
Somewhat Important	15	2	3	38	19	5	11	11
Important	15	30	18	30	40	24	20	38
Very Important	46	50	59	9	18	51	47	29

## Discussion

The findings of this examination display those girls participate in sports activities on the collegiate degree for a selection of reasons, which can be corroborated by way of findings from (Pacheco et al., 2012). In evaluation to earlier studies on the parental impact on sports motivation (Keegan et al., 2009; Waldron & Krane, 2005), the members in this have a look at did now not cite parental support as an incentive for sports participation. Those findings mean that female athletes aged 18 to 24 are not strongly driven by means of their dad and mom, probably because of the separation they experienced in university and the developmental degree they may be currently in. This is consistent with different motivating factors described within the research, including duty and independence, which can be related to parental/family structure detachment. In line with a prior take a look at (Horn, 2000), collegiate woman athletes are most influenced by social and health aspects, with competitiveness coming in 2d. According to the findings, the populace's cutting-edge primary motivating influencers may also have moved slightly.

**Table 3:** Mean scores according to eligibility groups

Subscale	Group	Mean	Standard error	95% Confidence Interval	
				Lower Bound	Upper Bound
Physical Fitness	Less than 1 year left	11.57	0.57	9.41	12.46
	2 years left	12.44	0.83	12.99	13.84
	More than 2 years left	14.85	0.64	12.63	15.03
Abilities/ Mastery	Less than 1 year left	24.52	0.41	23.64	24.41
	2 years left	24.54	0.49	24.46	24.51
	More than 2 years left	23.23	0.46	23.39	24.88
Enjoyment/ Pleasure	Less than 1 year left	18.60	0.47	16.61	18.58
	2 years left	17.13	0.66	16.56	18.40
	More than 2 years left	19.57	0.57	17.57	19.59
Recognition	Less than 1 year left	18.76	0.84	17.09	20.40
	2 years left	18.34	1.12	16.12	20.52
	More than 2 years left	18.67	0.95	16.79	20.51
Group Factors	Less than 1 year left	17.09	0.75	15.65	18.56
	2 years left	17.59	0.98	15.69	19.57
	More than 2 years left	17.90	0.81	16.27	19.57
Competitiveness	Less than 1 year left	13.03	0.43	12.26	13.91
	2 years left	13.12	0.56	12.03	14.10
	More than 2 years left	13.27	0.47	12.39	14.22
Parental Help	Less than 1 year left	16.95	0.67	15.63	17.29
	2 years left	14.55	0.89	13.76	17.32
	More than 2 years left	15.44	0.75	15.96	17.90
Superficial Awards	Less than 1 year left	14.55	0.63	13.39	16.71
	2 years left	15.18	0.79	13.57	16.80
	More than 2 years left	14.49	0.71	13.87	15.13

It stood expected that different incentive variables would exist depending on eligibility status. With the exception of fitness, all of the subjects scored the motivating subscales quite similarly. As female athletes advance intellectually, it appears that the necessity of fitness is viewed differently. In conclusion, the remaining years of eligibility appear to influence what inspires them to participate in sports. This is an important result that could help build group-specific therapies.

### Findings and Recommendations

This investigation became one of the maximum in-depth investigations into a couple of and complex interplay of motivational elements that influence collegiate sports activities participation in Pakistan to this point. The findings can be used to guide destiny research into why women participate in sports activities at the collegiate level and the way this could result in multiplied engagement. No matter the constraints referred to above, the findings of this observe provide records at the perceived motivating factors for collegiate players' participation in sports activities.

There are various hints for future studies based totally at the take a look its findings. First, check out motivational differences amongst female collegiate athletes based totally on demographics and eligibility years. 2d, increasing the observe to a larger scale might be charming. Not handiest growth the range of members inside the look at however additionally acquires them from all different degrees,

consisting of junior college. 1/3, with the addition of male participants, the contemporary observe might be used within the future to investigate variations in motivation based on gender.

### Limitations

This examination had various obstacles which can limit the generalizability of its findings. The sample size from the 2 educational establishments was imbalanced. In an ideal global, extra university college students would be concerned. At the same time as the population and features of the individuals have been maximum likely consultant of different universities, warning have to be exercised when generalizing these findings to all athletes. Second, all the individuals had been girl and came from distinctive establishments with comparable social and cultural educational settings. 1/3, the tool may also use a few greater polishing. Its psychometric traits want to be investigated.

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