

# Participation Motivation and Will to Win among Non-Contact Game Players

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Dilsad Ahmed, Ph.D Scholar, Amravati University, India.

## Abstract

The main purpose of the study was to analyze the participation motivation and will to win of various intervarsity non-contact teams game players. To achieve the purpose of the study, 75 men interuniversity non-contact Team game players were selected as subjects of which 25cricker, 25 volleyball and 25softball. Their ages were ranging from 17 to 25 years. The psychological variables namely participation Motivation Inventory developed by Gill D. L, Gross J.B and Huddleston S. was used as tool to measure the individual reason or motivations for participation in physical activity and will to win questionnaire developed by Kumar and Shukla . For statistical analysis and interpretation One-way analysis of variance was used to test the significance of the mean of different team game player's likely cricket, volleyball and softball. The mean difference is tested for significance at the .05 level of confidence. The result of the study shows no significant differences for both the factors, participation motivation and will to win.

**Key words:** Motivation, Non-contact game players.

## Introduction

Physical activity contributes to physical and psychosocial health among youth (e.g., Rowland, 1990; Weiss, 1995), but research shows that the majority of Canadian youth, particularly girls, are not physically active enough to take advantage of these benefits (Craig, Cameron, Russell, & Beaulieu, 2001). Participation in sport, a primary vehicle of physical activity among youth, declines during early adolescence (Craig et al. 2001; Weiss & Petlichkoff, 1989), with particularly low rates found among adolescent girls (Craig et al., 2001; Crocker, Bailey, Faulkner, Kowalski, & McGrath, 1997). One avenue to address the issue of low physical activity rates and the subsequent physical and psychosocial health implications for female adolescents is to investigate how and why girls are motivated to participate in sport activities. Participation motivation encompasses the processes of initiation, continuation, and withdrawal from physical activity (Weiss & Petlichkoff, 1989). Motivation to continue to participate in sport can be described using Harter's (1987, 1999) theory of motivated behaviour. She suggested that perceptions of competence in various domains of the self (i.e. athletic, academic, social, behavioural conduct, and appearance) and social support and positive regard from significant others contribute to perceptions of self-worth, which influences motivation both directly and mediated by affect. This theory has been adapted to the physical activity context described by Weiss and colleagues (see Figure 1; Weiss, 2000; Weiss & Ebbeck, 1996). They proposed that perceptions of physical competence and social support in the activity context predict self-worth, which predicts both sport enjoyment and physical activity behavior. Considerable research supports the link between physical competence perceptions and sport motivation. Descriptive studies cite skill improvement, experiencing success, affiliation, and fun as major motives for youth sport involvement (Weiss & Petlichkoff, 1989). Youth sport participants tend to have higher physical competence perceptions than both nonparticipants (Robert, Kleiber & Duda, 1981) and dropouts (Feltz & Peflichkoff, 1983). Youth who perceive they are successful at sport skills have higher future expectations for

success in sport than those who perceive they are unskilled, leading to higher motivation and continued participation (Klint & Weiss, 1987; Weiss, McAuley, Ebbeck, & Wiese, 1990). There is a growing recognition in the motivation literature that social factors are important, and research suggests a link between peer relationships in physical activity and participation motivation (Klint & Weiss, 1987; Weiss et al., 1990; Weiss & Smith, 2002). Social relationships are complex and varied, but the developmental literature suggests that friendships protect against loneliness (Parker & Asher, 1993), predict positive psychosocial adjustment (for a review, see Hartup, 1996), and are associated with sport enjoyment and commitment (Weiss & Smith, 2002). Three elements have been identified as contributing to the affective experience of friendship: (a) having friends or not, (b) who the friends are, and (c) the quality of friendship (Hartup, 1995, 1996). The simple condition of having friends or not is often used as a measure through which to examine psychosocial outcomes. In such research, assumptions are made that children who have friends are necessarily socially skilled and that friendships always result in positive developmental and psychosocial outcomes (Hartup, 1996). In practice, friendships have both advantages and disadvantages; who the friend is and the quality of their friendship influence outcomes of the relationship (Hartup, 1996). Friendship quality refers to the content, constructiveness, closeness, symmetry, and affective substrates of a dyadic relationship (Hartup, 1996). These qualitative aspects are particularly influential, because they have the potential to influence self-worth, affect, and motivation (Weiss & Smith, 1999). To understand the role of friendship quality in the context of youth sports, Weiss and her colleagues (Weiss, Smith, & Theeboom, 1996) identified 12 dimensions of friendship quality among young adolescents in sport: companionship, pleasant play/association, self-esteem enhancement, help and guidance, prosocial behaviour, intimacy, loyalty, things in common, attractive personal qualities, emotional support, absence of conflicts, and conflict resolution. Empirical scale development efforts combined and dropped particular scales, resulting in six dimensions being retained in the Sport Friendship Quality Scale (SFQS): self-esteem enhancement and supportiveness, loyalty and intimacy, things in common, companionship and pleasant play, conflict resolution, and conflict (Weiss & Smith, 1999). Subsequent work with the SFQS has suggested a moderate association between friendship quality and important motivational constructs of sport enjoyment and commitment in the youth sport context (Weiss & Smith, 2002). While there is evidence to support the links between physical competence, social relationships, and sport motivation, Weiss's (2000) modified model of participation motivation has not been tested in its entirety. Furthermore, empirical evidence in the sport literature suggests self-worth may not be a strong mediator of the relationship between physical self-perceptions/sport friendship quality antecedents and sport motivation outcomes. There is little evidence that physical attractiveness perceptions predict physical activity motivation or participation (Crocker, Eklund, & Kowalski, 2000), but perceptions of attractiveness are consistently found to be a strong predictor of self-worth among adolescent girls (Crocker et al., 2001; Fox, Page, Armstrong, & Kirb)

**Methods**

To achieve the purpose of the study, 75 interuniversity noncontact game players' of which 25 cricket, volleyball and softball were selected as subjects from various colleges and university. Their ages ranges from 18 to 25 years. The psychological variable namely Participation motivation questionnaire PMQ developed by Gill D. L, Gross J.B and Huddleston S. was used as tool to measure individual reason or motivations for participation in physical activity and will to win scale developed by Kumar and Shukla " Manual for adaptation of will to win questionnaire "to measure their level of Win to Win.

**Result**

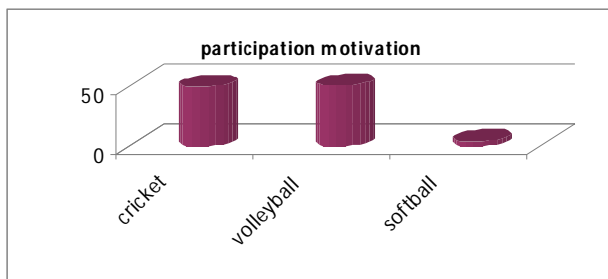
For statistical analysis and interpretation One-way analysis of variance was used to test the significance of the mean of different team game player's likely cricket, volleyball and softball. The mean difference is tested for significance at the .05 level of confidence. To find out the pairwise and Critical difference of mean comparison LSD technique for equal sample was applied.

**Table-I**  
**Summary of ANOVA Table for the factor of Participation Motivation Inventory**

Source of variance	df	SS	MSS	F-value
Treatment	2	38.11	19.05	0.23
Error	72	4263.84	59.22	

\*significant at .05 level

**Figure-1**  
**Graphical Representation of Paired Mean Difference of Participation Motivation of Non-Contact Team Game Players**



Since the calculated F.value 0.23 is less then the tabulated (2, 72) = 3.13, therefore Null Hypothesis is accepted and shows that, there is no significant differences among the non-contact team game players.

**Table-II**  
**Summary of ANOVA Table for the Factor of Will to Win Inventory**

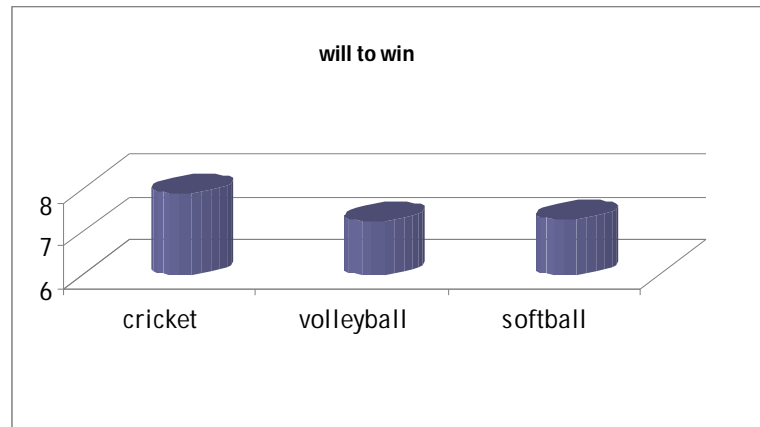
Source of variance	Df	SS	MSS	F-value
Treatment	2	7.28	3.64	2.88
Error	72	91.04	1.26	

\*significant at .05 level

Since the calculated F-value 2.88 is less than the tabulated  $(2, 72) = 3.13$ , therefore Null Hypothesis is accepted and shows that, there is no significant differences among the non-contact team game players.

**Figure-2**

**Graphical Representation of Paired Mean Difference of Will to Win of Non-Contact Team Game Players**



### Conclusion and discussion

The conclusion of the study showed that there is no significant difference in the 'mean' of the factors viz. participation motivation and will to win of the non-contact game players [cricket, volleyball and softball] it may be because of the nature of game.

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