



## A Study of Student's Motivation Towards Sports and Academics

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### Abstract

*The purpose of the study was to analyze the student's motivation towards sports and academics. To achieve this, a total of ninety students (men – 45 & women – 45) were selected as subjects at random from the affiliated colleges of Manonmaniam Sundaranar University, Tirunelveli and Tamilnadu Physical Education and Sports University, Chennai. The age of the subjects were ranged from 18 to 28 years. The selected subjects belongs from the three games such as basketball (n=30), football (n=30) and volleyball (n=30). The selected subjects were divided in to three groups according to their game and gender. Each groups consisted of 15 subjects. The academic and athletic motivation was selected as criterion variable and it was measured by using "SANSAQ" questionnaire which was constructed by Gaston Joy Leigh in the year 2005. Student's Motivation towards Sports and Academics (SANSAQ) questionnaire is six point Likert's scale. In the 30 item questionnaire 15 questions are measured academic motivation and remaining 15 questions measured athletic motivation. The static group comparison design was used for this study. All the subjects were tested on selected variables. The data pertaining to the variables were examined by using two way (2 x 3) analysis of variance for each variable selected for this study. If the obtained 'F' ratio was significant, the "simple effect test" was used as a post hoc test to find out the paired mean difference. Whenever 'F' ratio was found to be significant, the Scheffe's test was used as post-hoc test to determine the cell mean differences. The level of significance was fixed at .05 level of confidence for all the cases. It was concluded that, there was no significant difference exists among the men and women basketball, football and volleyball players on academic and athletic motivation. Also significant difference was found among men and women irrespective of three different games such as basketball, football and volleyball on academic motivation. However women basketball players showed better performance in academic motivation and men volleyball players showed better performance in athletic motivation when compared to other players.*

**Keywords:** Motivation, Sports, Academics.

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### Introduction

Academic motivation is a student's desire (as reflected in approach, persistence, and level of interest) regarding academic subjects when the student's competence is judged against a standard of performance or excellence (Silliker & Quik, 1997; Aktop, 2010; Chomits & Slining, 2009). It is a subtype of the general construct of effect motivation, which is defined as the "need" to be successful or effective in dealing with ones environment (Miller & Kerr, 2002). Motivation towards the athletic dream often requires a level of commitment that makes it difficult for student athletes to balance academic and athletic pursuits. On the other hand, research also suggests that participation in intercollegiate athletics can enhance degree attainment, as where contributed to an student's physical and social development (Pascarella & Smart, 1991).

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### Methodology

The purpose of this paper was to analyze the student's motivation towards sports and academics. To achieve this, a total of ninety student athletes (men – 45 & women – 45) were selected as subjects at random from the affiliated colleges of Manonmaniam Sundaranar University, Tirunelveli and Tamilnadu Physical Education and Sports University, Chennai. The age of the subjects were ranged from 18 to 28 years. The selected subjects belongs from the three games such as basketball (n=30), football (n=30) and volleyball (n=30). The selected subjects were divided in to three groups according to their game and gender. Each groups consisted of 15 subjects. The academic and athletic motivation was selected as criterion variables and it was measured by using "SANSAQ" questionnaire which was constructed by Gaston Joy Leigh in the year 2005. Student's Motivation towards Sports and Academics (SANSAQ) questionnaire is a six point Likert's scale. In 30 item questionnaire, 15 questions are measured academic motivation and remaining 15 questions measured athletic motivation. The static group

comparison design was used for this study. All the subjects were tested on selected psychological variable. The data pertaining to the variables were examined by using two way (2 x 3) analysis of variance for each and every variable selected for this study. If the obtained 'F' ratio was significant, the "simple effect test" was used as a post hoc test to find out the paired mean difference. Whenever 'F' ratio was found to be significant the scheffe's test was used as post-hoc test to determine the cell mean differences. The level of significance was

fixed at .05 level of confidence for all the cases.

### Analysis and Interpretation of Data

The data collected on selected variable were analyzed and presented in the following tables. The mean values of men and women in different levels on academic and athletic motivation are graphically represented in the figure I & II.

## Results

**Table I.** The mean and standard deviation on academic and athletic motivation of men and women in three different games

Variables	Groups		Basketball	Football	Volleyball
Academic Motivation	Men	Mean	62.07	58.07	61.33
		SD	5.42	3.73	5.64
	Women	Mean	65.20	56.40	57.47
		SD	3.46	6.19	3.18
Athletic Motivation	Men	Mean	56.87	61.93	66.93
		SD	6.29	2.81	5.74
	Women	Mean	64.20	62.13	64.00
		SD	3.36	6.42	4.93

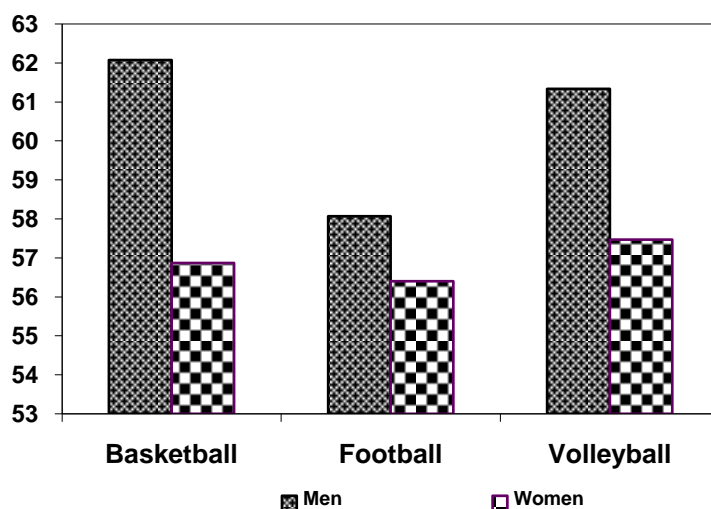
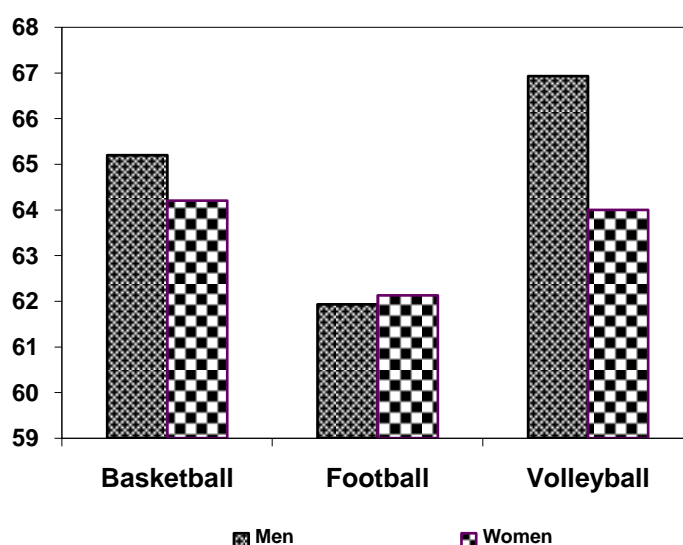
**Table II.** Two-factor ANOVA on academic and athletic motivation of men and women in different games

Variables	Source of Variance	Sum of Squares	df	Mean Squares	Obtained F-ratio
Academic Motivation	A factor (Gender)	288.01	1	288.01	12.76*
	B factor (Games)	96.87	2	48.43	2.15
	AB factor (Interaction) (Gender and Games)	47.76	2	23.88	1.06
	Error I	1896.27	84	22.575	
Athletic Motivation	A factor (Gender)	34.84	1	34.84	1.33
	B factor (Games)	194.87	2	97.43	3.72*
	AB factor (Interaction) (Gender and Games)	37.49	2	18.74	0.72
	Error I	2202.400	84	26.219	

\*Significant at .05 level. Table values required for significance at .05 level with df 1 and 84 & 2 and 84 are 3.95 and 3.10 respectively

Table I & II indicated that, there is no significant difference in the interaction effect [between rows (gender) and columns (games)] on academic and athletic motivation. However, Men volleyball players are

showed better in athletic motivation when compared to other players. Women basketball players are showed better in academic motivation when compared to other players.

**Figure I.** Mean Scores of Men and Women of Different Games on Academic Motivation**Figure II.** Mean Scores of Men and Women of Different Games on Athletic Motivation

### Discussion on Findings

The result of the study indicated that, there is no significant difference in the interaction effect [between rows (gender) and columns (games)] on academic and athletic motivation. However, Men volleyball players are showed better in athletic motivation when compared to other players. Women basketball players are showed better in academic motivation when compared to other players. These results were supported by many of the research findings.

According to the most recent graduation report published by the NCAA, females tend to graduate at high rates than male athletes (“Graduation Rates”, 2001). Generally speaking, female athletes are typically more likely to excel in academics compared to male athletes. Explanation for this finding might be that the opportunities and the pressures traditionally associate with competing in sport for males are not present for females. This seems to be the case despite increasing professionalism of female sports today.

Simons and Colleagues (1999) suggest that female athletes are more success-oriented than male athletes. The authors also suggest that females are less likely to be motivated by the extrinsic rewards associated with male revenue sports and have fewer opportunities to play at the professional level. For female athletes, participation in college sports has also been found to have a positive impact on degree attainment (Ryan, 1989).

Previous studies support the idea that, excessive participation in college sports results in poor academic performance (Lang & Rossi, 1991). Although the results of the do not directly support this conclusion, there may be negative relationship between extreme academic and athletic motivation as one increases the other decreases. In other words, “more time and energy (devoted) to athletics leaves less time and interest in building academic skills (Simons, et al, 1999).

### Conclusion

1. There was no significant difference exists among the men and women basketball, football and volleyball players on academic and athletic motivation.
2. Significant difference was found among men and women irrespective of three different games such as basketball, football and volleyball on academic motivation.
3. Women basketball players showed better performance in academic motivation when compared to other players.
4. Men volleyball players showed better performance in athletic motivation when compared to other players.

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