

Original Article

**Analysis and examination of the relationship between leisure motivation and academic motivation of students of schools of physical education and sports**

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**Abstract:**

This study is conducted to determine the relationship between leisure motivation and academic motivation of students of schools of physical education and sports.

Study group consists of 140 females and 290 males (N=460) who studies in Sakarya University, School of Physical Education and Sports who had been selected by random sampling method. Personal information questionnaire developed by the researcher, "Leisure Motivation Scale" developed by Pelletier et. al. (1989) and adapted to Turkish language by Mutlu (2008) and "Academic Motivation Scale" developed by Bozanoğlu (2004) were used in the study as data collection tools. Descriptive statistics and Person's correlation test analysis were used for data analysis.

It was determined according to the findings obtained as a result of this study that there is a significant difference between sub-dimensions of academic motivation and leisure motivation scales which are intrinsic motivation to know and accomplish, intrinsic motivation to experience motivation, extrinsic motivation identified and introjected and extrinsic motivation external regulation.

**Key words:** Academic achievement, Motivation,, leisure motivation.

**Introduction**

The concept of leisure is defined as a time period when human being participates in social, cultural and sports activities that s/he enjoys doing and compatible with his/her safe and gains a social personality by interacting with other people (Bucher, 1974). Torkildsen (1992) defines leisure as a complement of activities which arises as a result of physical and spiritual needs of a person and done by a person to meet these needs. If recreation is a need, then Maslow's hierarchy of needs may be considered to be a part of the whole. Leisure points out the following concepts because it has always been associated with them: Leisure satisfaction (Brown & Frankel, 1993, Huang & Carleton, 2003), serious leisure ( Heo & Lee, 2010), leisure satisfaction (Nimrod, 2007), leisure participation (Huang & Carleton, 2003, Poulsen et. al., 2006., Şener et. al., 2007), perceived freedom in leisure ( Poulsen et. al. 2008), leisure behavior motivation (Guinn, 1999). It has been known that leisure activities that have an individually and socially important place, also have an important place in improving life quality as well as overcoming physical and psychological problems (Hamer et. al. 2002). However, a significant portion of society seems not to be informed about leisure activities and at a sufficient level and they seem not to participate in leisure activities (Karaküçük & Gürbüz, 2007; Rhodes & Dean 2009; Tsai, 2005). However, Torkildsen expresses that leisure education has an important place in functioning of educational process (Torkildsen, 1992). The concept of recreation must be canalized to students as a part of education during the educational process and formed and shaped to contribute to leisure motivation of students in academic productivity and the place and position of the recreation must be determined according to this situation (Means, 1973).

Motivation emerges the result of spiritual and contextual variables (Bandura, 1997; Pintrich & Schunk, 1996) as a result of complex dynamics of individual differences. Motivation is usually defined as being an inherent behaviour and an intrinsic motivation which directly activates the individual (Woolfolk, 2004). Achievement motivation is a modern study that had been emerged by the studies of David McClelland. McClelland et. al., defined the achievement motivation as a rewarding for people under appropriate conditions as a result of their studies conducted on the concepts of success and motivation (McClelland, 1961; McClelland and Winter, 1969). Weiner (1986) presents and offers the achievement motivation as the most ambitious attribution theory of emotions. This theory is concerned in features of causal thinking that is perceived with the reasons of success and failure and the subsequent emotional experiences. Another important progress theory of the motivational research is goal orientation theory. The basic reference point of achievement goal orientation theory (Elliot and McGregor, 2001) is expressed as students to determine their academic orientation in accordance with

their various personal goals. Various situations influence academic orientation of students. Socio-economic variables such as status, gender, sufficiency in family education and ethnicity (Casanova et al., 2005; Gayle., 2005; Chee, et al., 2005; Sulaiman, and Mohezar 2006; Whittingham 2006) are accepted as demographic variables but adaptation to school and teacher emerges as an another factor (Mouton and Hawkins, 1996). Some factors such as high school grade point average, school satisfaction and class rank that are some traditional variables related to academic performance (Brookshire, and. Palocsay, 2005; Gayles 2004; Richter, 2006 ;Schniederjans, and Kim 2005; Yousef, 2009) also draws attention. The relations between academic achievement and academic self-concept seem to be strong outside of these variables (Chowdhury & Pati, 1997; Collins, Hanges & Locke, 2004; Wang and Lin, 2008) and achievement motivation and the concept of safe seem to affect academic achievement directly or indirectly according to the findings of many studies (Tella, 2007; Broussard, 2002; Abouserie, 1995., Wilkins, 2006). A successful student is a student who can balance the social and academic aspects of school effectively and a goal-oriented and internally motivated one who is also socially adequate (Ellis and Worthington, 1994; Pintrich and De Groot, 1990; Rench and 1992; Scheuermann, 2000). While many factors that contribute to academic achievement as a result of academic motivation are in evidence, the effect of participation to sports activities in schools, emerges as an important research topic in recent years (Marsh, 1993). Parents have a general opinion that leisure activities and participation in sports activities may decrease academic motivation and achievement in these years. On the other hand, Jergovic (2001) argued that extracurricular activities improve the academic achievement in classes and also Managan (2002) argued that education of character and teamwork in sports activities has a positive effect on success and achievement of students. Coakley (2003) and Foltz (1992) found as a result of their studies at the university level that athletes are in tendency of having higher grade point averages when compared to others who do not involve in sports activities. Brown and Steinberg (1991) found that students participating in sports or the other extracurricular activities spend more time on their home works. Considering the overall objective of our study, the examination and analysis of the subject whether sports and leisure activities have an effect on academic motivation levels of students is requested.

## Method

### *Research Group*

Students studying in Sakarya University, School of Physical Education and Sports constitute the population of this study. A total of 430 voluntary students [140-female (32,6%) and 290-male (67,4%)] of the aforementioned school participated in this study and formed the sampling group. The average age of the participants was found as 22,21±2,16. The sample group is determined among 1325 individuals by random sampling method.

### *Data Collection Tools*

*Personal Information Questionnaire:* This questionnaire includes questions in order to determine and collect data about age, gender, class, educational status of mother and father and income status of the sample group.

*Leisure Motivation Scale:* "Leisure Motivation Scale" (LMS) developed by Pelletier et. al. (1989) was used to determine leisure motivation. The original of the scale consists of 28 items. The scale was adapted to Turkish language by Mutlu (2008). According to the result of the factor analysis conducted, the 6 items which have factor loads lower than 0.40 are removed from the Turkish revision of the questionnaire. The Turkish revision of the questionnaire consists of a total of 22 items and 5 sub-dimensions. These sub-dimensions are 'amotivation', 'to know and accomplish', 'to experience motivation', 'identified and introjected regulations' and 'external regulation'. The coefficient of internal consistency of the questionnaire is stated as 0.77.

*Academic Motivation Scale:* Academic Motivation Scale developed by Bozanoğlu (2004) was used to measure the academic motivation. This scale consists of 20 items and each item of the scale is answered by selecting one of the 5 choices on 5-point Likert type scale (1 = absolutely inappropriate, 5 = absolutely appropriate). The scale items seem to be distributed under three factors that are "self-transcendence", "using information" and "discovery" according to the results of factor analysis conducted. However, it is stated that scoring can be made based on only single factor. The lowest score that can be got from the scale is 20 and the highest score is 100. The highness of the score obtained indicates the highness of academic motivation.

## Analysis of Data

The data obtained was uploaded to computer. Computerized data was processed and analyzed in accordance with the purpose of the study. SPSS 15 (Statistical Packages for the Social Sciences) was used for the analysis of data. Descriptive statistics and Person's correlation test were used for the analysis of data. The level of significance was determined as 0.05 for the analyses.

**Results**

Table 1. Demographic characteristics of the participants

<b>Department</b>	N	%
Teaching	109	25,3
Management	97	22,6
Coaching	108	25,1
Recreation	116	27,0
Total	430	100,0
<b>Income Level</b>	N	%
Low	135	31,4
Medium	248	57,7
High	41	9,5
Very High	6	1,4
Total	430	100,0

It was determined that 32.6% of the participants were female and 67.4% were male. It's stated that 25.3% of them are students in the department of teaching, 22.6% are in the department of management, 25.1% are in the department of coaching and 27% are in the department of recreation. When the research participants are considered by their income level, it's seen that 31.4% of them have a low level of income, 57.7% have a medium level of income, 9.5% have a high level of income and 1.4% have a very high level of income.

Table 2. Descriptive statistics for leisure motivation and academic motivation scores

	N	Interval	Min.	Max.	Mean	Sd
To know and accomplish	430	1-5	1,00	4,50	2,83	0,77
To experience motivation	430	1-5	1,00	5,00	2,82	0,85
Motivation identified and introjected	430	1-5	1,17	4,50	2,98	0,75
External regulation	430	1-5	1,25	4,50	3,04	0,59
Amotivation	430	1-5	1,00	4,67	2,55	0,83
Academic Motivation	430	20-100	22,00	93,00	57,04	11,41

The descriptive statistics values concerning leisure motivation and academic motivation are given.

Table 5. The results of correlation analysis between academic motivation and leisure motivation

	Academic motivation	
2)Amotivation	r	,085
	p	,078
3)To know and accomplish	r	,627**
	p	,000
4)To experience motivation	r	,492**
	p	,000
5) Motivation identified and introjected	r	,586**
	p	,000
6)External regulation	r	-,130**
	p	,007
7)Academic motivation	r	,071
	p	,139

Academic motivation

According to the result of the Pearson correlation analysis conducted in order to determine the relation between leisure motivation and academic motivation, it was determined that academic motivation score had a moderate positive correlation with the sub-dimension of 'to know and accomplish' ( $r=,627$ ); it had a moderate positive correlation with the sub-dimension of 'to experience motivation' ( $r=,429$ ); it had a moderate positive correlation with the sub-dimension of 'motivation identified and introjected' ( $r=,586$ ); and it had a weak negative correlation with the sub-dimension of 'motivation external regulation' ( $r=-,130$ ).

### Discussion

This study is conducted in order to determine the relationship between academic motivations and leisure motivations of students of schools of physical education and sports. Although there is no significant relationship between academic motivation and 'amotivation' which is one of the sub-dimensions of leisure motivation according to the findings of the study; a significant difference was found between the items of 'to know and accomplish', 'to experience motivation', 'motivation identified and introjected' and 'external regulation'.

It was found that there is a positive correlation between increase in the sub-dimension of 'to know and accomplish' and academic motivation for the students of schools of physical education and sports. It can be argued that an increase in academic motivation performances of students can be experienced as a result of students to know, learn or to accomplish something during the ordinary activities and sports activities held within the scope of leisure activities. Akandere et. al. (2010) and Özyalvaç (2010) founded a positive correlation in terms of sub-dimension of 'to know and accomplish' of academic motivation scale for students against sports activities and courses of physical education and sports as a result of their studies that they had conducted in the year of 2010. These studies express that the motivation of individuals increases when they participate in sports activities due to inherent reasons (learning, enjoying) (Bakker et. al. 1990). Astin (1984) stated that participation in sports activities leaves a positive impact on academic motivation. Fortes, Rodrigues, and Tchanchane (2010), Lueptow and Kayser (1973), Herbert et. al. (1999) found that there is no relationship between participation in sports activities and academic motivation. Pascarella, Bohr, Nora and Terenzin, (1995) stated that participation in sports activities leaves negative impacts on cognitive and academic results. Simons et al. (1999) found that scores of students who are involved in sports activities decrease in academic manner. The study of Yankholmes & Lin (2012) that they had conducted on university students has interesting results. They found that they university students cannot devote more time to leisure activities because of the reason that academic studies avert leisure activities.

Considering results of 'to experience motivation', it is seen that there is a positive increase in academic motivation levels of students in accordance with the increasing levels of 'to experience motivation'. Field et. al (2001) expressed as a result of their study in the subject of arousal levels that young people who are involved in sports activities experience less depression, have a less frequent pharmaceutical use, have good relationship with their mothers and have higher grade point averages in academic manner. Ntoumanis (2001) found a positive correlation between the sub-dimensions of 'to experience motivation' and 'life satisfaction' and dimensions of intrinsic motivation as a result of findings of his study. Yerlisu Lapa et al. (2012), Huang and Carleton (2003), Şener et al. found that the sub-dimension of 'to experience motivation' has a positive impact on 'life satisfaction' as a result of findings of their studies.

Another finding of this study shows that there is a positive correlation between the sub-dimension of 'motivation identified and introjected' and academic motivation. Introjection of activities performed by students within the scope of leisure motivation as a result of identification is seen as an expected situation. Ensuring the permanence of the work and the necessity of introjection to achieve goals were found to be known by students. Woolfork (2004) expressed that the emergence and persistence of behavior can be possible with internalization method. A successful student is a student who can balance the social and academic aspects of school effectively and a goal-oriented and internally motivated one who is also socially adequate (Ellis and Worthington, 1994; Pintrich and De Groot, 1990; Renchler, 1992; Scheuermann, 2000). Considering studies conducted by Geri, (2013), Akandere, (2010), Mutlu et al. (2011), participation in sports activities and recreation are seem to be in a positive correlation with academic motivation and sub-dimension of 'motivation identified and introjected' (internalization). According to study of Koenig and Butki (2000) that they conducted on football players, intrinsic motivation scores of football players seems to increase as a result of increase in task orientation scores of them.

Another finding of this study shows that there is a weak negative correlation between 'external regulation' which is a sub-dimension of leisure motivation scale and academic motivation. It is seen that there is a decrease in academic motivation levels of students of schools of physical education and sports parallel to a decrease in external regulation motivations of them. External regulations are usually subject to harmful results. (Deci and Ryan, 1985, Rockafellow and Saules 2006 ). The study of Yazıcı (2009) conducted on teachers shows parallelism with our study. According to the results of the study of Yerlisu Lapa et al. (2012) conducted on teachers of physical education and sports, there has been found a negative correlation between activation frequency of external regulation and life satisfaction. Other than, a positive and closely associated correlation

between internal and external motivation and academic motivation is mentioned. (Afzal et al, 2010; Peklaj-Lepušček, 2006).

As a result, it is seen that there are very different results in literature according to the findings of results that we found. These differences between results obtained from various studies can be considered as normal due to cultural, political and positional differences of countries and regions. However, it is known fact that leisure activities performed by individual as a result of sportive leisure activities have a positive impact on physical and mental progress of individual. More importantly, the person have to reach virtuousness to reach conclusions in academic manner by creating a learning tendency and help of his/her own will and decision after participating in leisure activities.

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