

## Original Article

### Students' motivation to practice sports in school between 9 to 14 years of basic education

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#### Abstract:

Objective: This study aims to investigate the motivations that lead young people to practice and not practice school sport. Methods: The sample consisted of students of both sexes, a total of 496 individuals, with 171 athletes and 325 non-practitioners of School Sports. Instruments applied were the Motivation Questionnaire for Sports Activities (Frias & Serpa, 1991) and the Survey of Motivations for Absence of Sport Activity of Vasconcelos - Raposo and Pereira (1997). Results: The factor analysis for sport on school sports can be seen that there are significant differences in the independent variables: gender factor in "Physical Fitness" at the place of residence, "Status" in echelon formation, "Statutes", "Emotions", "enjoyment", "physical fitness", "technical Development", "Affiliation general" and "specific Affiliation", "teaching cycle", "Status", "emotions", "enjoyment", "physical fitness", "technical Development", "Affiliation general" and "specific Affiliation". Regarding the factor analysis for non sport on school sports, can be seen that there are significant differences in the independent variables: gender Factors "sports Aversion / dissatisfaction", "Aesthetics / incompetence", "Lack of support / conditions" and "disinterest in the physical effort" according to the teaching cycle "disinterest by physical exertion" and "Lack of time". Conclusions: The comparative analysis shows that the variables influence, positively and negatively, in young in sport practice and non-practice.

**Key words:** motivation, school sports, practice; non-practice, physical education.

#### Introduction

From the standpoint of a more operational and integrative model, Dosil J. (2008, p.141) defines motivation as a psychological variable that moves the individual to the realization, guidance, maintenance and / or abandonment of physical and sporting activities and is usually determined by cognitive association that is the subject of different situations (if positive, more motivated; if it is negative, lower motivation if it is neutral, will depend on the cognitive structure that performs the influence of environment and convictions) due a series of factors, individual, social, environmental and cultural..

##### Literature Review

There have been several studies over the years about motivation that contributed to further clarification in this area. Therefore, we will present some that seemed the most relevant.

A first extensive study on motivation for sport was conducted by Sapp & Haubenstricker (1978) with a sample of 579 boys and 471 girls, aged between 11 and 18 years, which concluded that fun, improving skills and health benefits / physical fitness were the main reasons for the sport.

A study developed by Meuris (1977) that integrated 1295 athletes and 217 non-athletes of both sexes, aged between 12 and 18 years, with the objective of identifying the most important reasons for being involved in sports. Thus, according to the data obtained, it was found that the personal reasons (sporting pleasure, health and hygiene, physical and intellectual balance, maintenance of way, and distraction) were more important than social reasons (find others, popularity, etc.) for the practice of sport. In the same study, it was found that only 32.3% of boys and 20.8% of girls said they want to succeed or be champions in the sport they practiced.

Gould, Feltz, & Weiss Petlichkoff (1982) inquired 365 young competitive swimmers aged between 9 and 18 years, about the reasons for participation in their sports activity. The most frequently mentioned responses were: fun, fitness, physical health, improved skills, the "atmosphere" of the team and the challenge. On the other hand, those who had less influence on their participation were: to please parents or best friends, calming stress, be popular and travelling. Also Kesend & Murphy (1989) conducted interviewed athletes from the United States, several modalities that were training for the Olympics, and evidence the main reasons identified for these athletes as important encouraging, their involvement in high performance sport. These were: 1) perceived competence (assessment and improvement); 2) Intrinsic motivation (fun and wish fulfilment); 3)

Recognition; 4) The mode or sport; 5) Self-development and personal growth; 6) Membership and chance of life; 7) Health, fitness and physical activity; and 8) Overcoming adversity.

According to Mussino & Cei (1991) studied the reasons for sport participation of 2598 Italian athletes, ages 9 to 18 years, practitioners of various modalities (basketball, gymnastics, judo, athletics, football, swimming, tennis, volleyball, weightlifting and wrestling). Their responses showed main reasons, in descending order of importance: the pleasure and fun, from physical reasons (e.g. being healthy and getting stronger), social reasons (e.g., being with friends or make new friends), competitive reasons (e.g. competing with others), reasons related to the development or improvement of skills and social visibility (e.g. having bylaws, make money or be popular).

Fraile, A., & Diego, R. (2006) effected a study with the purpose of knowing the motives of European students 12 years of age to participate in school sports. Student were treated resided in the cities of Valladolid (Spain), Porto (Portugal), Rome (Italy) and Tarbes-Pau (France), belonging to a group of countries with a relatively close and similar political, economic and social context. To this end, we applied a questionnaire (based on the Likert scale) was applied to 300 students (boys and girls) in each of these cities. The motivations for the practice of school sports include: Improving the health, being with friends and develop as a person. Although respondents who reported no interest in winning the competitions, together show gender differences, girls recognize themselves less competitive than boys. Thus, they prefer one type of practice most directly to recreational sports and learning new techniques, instead of achieving results.

Sirard, P. & Pate (2006) conducted a study which addressed the motivational factors associated with sports participation in more 1600 students of the 2nd cycle of basic education. The results revealed that the fun was the most important reason for all children. The authors concluded that boys have greater attention by the competitive aspects of the sport, while girls prefer the social aspects.

In a study by Lora, M. & Sañudo, B. (2007) with 156 students , 75 boys and 81 girls from a Spanish primary school (12-16 years) in the rural town of Fuentes de Andalucia in the 2005-2006 school year, with the goal of understanding the motives to practice or not practice physical activity. Found that "fun" is the most important reason for the practice of physical activity reported by both genders, most notably that boys also point out how "being with friends" reason, since the girls indicate the "health and maintenance of physical form. " The "lack of time" and "laziness / lack of willpower", are the most important for non physical activity motives.

Interdonato G. et al (2008) conducted a study that sought to examine the motivational factors of athletes for sports. The sample consisted of 87 athletes (72 boys and 15 girls) with 12.14 ( $\pm$  1.44) years of age and practice time of 3.65 ( $\pm$  2.19) years, fans of basketball, football, gymnastics rhythmic sport, judo, swimming and volleyball. In the statistical analysis, there was the percentage distribution of responses. The results indicated that factors associated with health were considered more important for most athletes. In contrast, variables like "to meet friends" and "slimming" possessed minor.

In another study, Quevedo-Blasco, R. et al. (2009) analyzed students' motivation for physical activity inside and outside the school a sample of 293 adolescents (129 boys and 164 girls, aged to 12 and 18 years) from a secondary school in Andalucia, located in the countryside in the Sierra Sur region of the province of Seville. The results indicated that 83.27% of the sample reported to be quite interested in the discipline of Physical Education, especially to keep physically well. The main reasons for not practicing physical activity outside of school is lack of time, and increased nervousness when performing exercises along with companions of the "fear" of being wrong.

In a very recent study, Lubans D. et al (2010) administered a questionnaire to 249 adolescents, 126 boys and 126 girls, ten secondary schools in New South Wales, Australia, whose average age was 14.1 years. The study concluded that both boys and girls considered school sports as an important opportunity to be physically active also believed that the selection of the fun and activities with friends were the most important reasons for choosing School Sports activities. Students who recognized value to the School Sport also showed high levels of support for their practice. Likewise, it was found that high levels of support from teachers can contribute to improving student outcomes in school sports activities.

Also recent, was a study of Pacheco, L. (2011) where he explored the motivational influence for the sport of girls in higher education. 82 athletes participated in this study in two different universities in Texas analyzed the motivational factors were: being in shape, sportsmanship, fun, recognition, team factors, competition, parental support and external rewards. A quantitative analysis revealed that all factors were important to the participants: be fit, have fun and (the most important) competition. Moreover, a qualitative analysis added two motivational influences: success and responsibility.

In Portugal, were also performed some studies of which we will present the ones that seem the most relevant. In a study by Cruz & Cunha (1990), the motivation for the practice of handball in a group of 29 athletes aged between 14 and 16 years old (juveniles) who participated in the preparation of a regional selection was evaluated. The data obtained showed that the group of athletes selected handball practiced essentially for three reasons: to develop their skills and achieve higher levels of performance, to keep in good physical shape and be physically healthy, and because they liked the team spirit and teamwork.

In another study (Cross et al, 1988) was investigated motivation in 90 current handball players and 19 handball former players, aged 15 to 32 years. The sample included players from three teams from Northern Portugal, vying National Championships Division 1 (2 teams) and 2nd division (first team). Overall, the sample included athletes from three competitive levels: youth, junior and senior. The group of former practitioners consisted of 19 subjects from nine teams aged between 20 and 34 years. In general the results of this study revealed that the current handball players appeared to have grounds relating to capacity development and maintenance, and health promotion / fitness, as well as the opportunities of fun and energy discharge, i.e., reasons intrinsic order. The former handball players attributed motivation to reasons related to friendship, affiliation and guidance to the team.

Fonseca and Soares (1995) investigated the reasons why 155 students practicing handball as a sport in school. The most important reasons cited were, first, those relating to fitness and skills development, and, second, those related to specific and general membership. Moreover, the grounds reasons relating to the status, with emotions and pleasure / leisure time were less decisive.

Dias (1995) conducted a survey in nine clubs in Porto municipality, with 257 athletes of both sexes (118 males and 69 females), aged between 10 and 14 years, with the aim of know the reasons that led practicing a physical activity on a regular basis. The most determinant were: preference for teamwork, concern with getting a team spirit and the taste of belonging to a group, influence of coaches, use of sports equipment, feeling strong emotions and the concern with maintaining physical condition. Factors considered less important were: achievement / status, prestige and have the influence of friends and family.

Investigations made in Portugal under the reasons for sporting, Fonseca (1995) mentions a number of conclusions that we list: i) national athletes indicate multiple reasons for their sport, or do not have an isolated ground but rather a set of reasons as the reason for their sport; ii) the reasons mentioned as most important are usually associated with fun, skill development, to membership and health and fitness; iii) the reasons seen as less important are usually associated with the influence of parents and friends, the release of energy and achievement / status. Rebelo, A. (1999) conducted a study with 278 students (164 male and 114 female) participants in the activities of the School Sport. The most important reasons were the Technical Development, the General Membership and the Physical Form. In this study, boys had significantly higher values with regard to the Statute, Emotions, Enjoyment / Occupation of Free Competition, Technical Development, General Membership and Membership Specific / Team Times.

Cid (2002) investigated "Changing reasons for sporting children and young people" in Portugal using the QMAD. Having a sample of 125 male subjects, students from 10th to 12th grade. It was found that the most important for sporting subjects of this research are reasons intimosly related to intrinsic motivational aspects (keep fit, be in good physical condition and pleasure and fun). In referring to the less important reasons, the results revealed a predominantly extrinsic in nature, and found the main reasons (travel, influence of family and friends, influence of coaches, receive awards excuse to leave the house, be known, be feeling to be important and have to be recognized prestige) which Cid found to be very similar to those that are identified in studies conducted by other investigators.

In another study, Sousa & Fonseca (2004) conducted an investigation in attempting to evaluate a set of intentions of young people continue to play school sports. A sample of 399 students (257 boys and 142 girls) from different schools in the district of Viseu, aged between 10 and 20 years. This study concluded that young: i) fundamentally oriented themselves to the task; ii) perceptionated essentially oriented to mastery motivational climate; iii) felt relatively high levels of pleasure / interest and effort / importance, not feeling pressured or tense during his school sport; iv) presented as key reasons for their decision to practice school sport-related skills development, general membership, fitness, competition and pleasure; v) in general, declared the intention to continue practicing sports school the following year.

Fernandes, R. (2004) conducted a study with 20 swimmers regional level,  $15 \pm 3$  years of age and frequency of training (more than 5 weekly workouts) that filled out the questionnaire QMAD (Serpa, 1990) it was found that athletes are influenced by multiple reasons. In this study we examined whether women find the practice of NPD (Pure Sports Swimming) a form of affirmation, self-confidence and recognition. The results do not come in this sense: the "improvement and skills development", "fitness", "team atmosphere" and "challenge" were the most valued aspects, while the reasons "popular and known to be", "have the feeling to be important" and "excuse to leave the house" are the least valued.

Morouço's (2006) research aimed to discover the reasons for swim practice, applied QMAD to 30 swimmers (16 girls and 14 boys) in nine affiliated clubs of the Swimming Association of the District of Leiria (Portugal), aged between 9:12 years of age Belonging to the level of cadets, obtaining results that indicated Skills Development and the General Membership as the most important motivational dimensions for swimming practice, and as less important, reasons related to the search of becoming better than others.

Also in Portugal, Fernandes's (2005) study aimed to explore the reasons that motivate young people to the practice of korfbal and understand the influence of the different motivations of young people in this sport. The sample consisted of 30 students (15 male and 15 female) from a group of 39 young people nationwide who

play in the 1st and 2nd division, respectively, aged between 15 and 19 years old. We used the QMAD and the results pointed to the existence of a common vector - for boys and girls - as the motivational factors. The factor "Fun" is the most important for young people in general. The reasons related to group work and team fun, fitness and a sense of inclusion in a given reference group in this study were considered the most important by young people studied.

Vasconcelos, Pereira, and Raposo (S / D) conducted a study in which they intended to make a characterization of the motives and motivational factors for participation and non-participation in school sports, children living in Baião (Portugal), taking into account the rural context in which it operates. This paper used two instruments: The QMAD to determine the main motivations for sport and Imaad practice - Survey of Motivations for Absence Sport Activity (which was designed for this research), which aimed to determine the motivations that contribute most for non-participation in sports. The responses indicated the following important reasons: be in good physical condition; Team work; Make new friends; Learn new techniques; Fun; Being with friends; Exercise and keep fit. As less important reasons indicated the pretext to leave the house, spend energies and having the feeling of being important. The reasons that contribute most to the respondents do not practice sport were the lack of sports facilities; Lack of sporting initiatives by the local authority; For health reasons; The sports facilities are far away; Available for practice times are not suitable; Lack of time; There are few possibilities for practice; There are few people interested; Lack of interest / desire; The work does not allow; Lack of trainers / teachers; Lack of information and lack of support, subsidies.

More recently, Veigas et al (2009) conducted a study with the same instruments mentioned in the previous study, with a sample of students of both sexes in schools at Vila Real, a total of 289 respondents, with 182 and 107 non-practicing practitioners in sports activities school. The results showed that the major reasons for the practice "be in good physical condition," to achieve a higher level of fitness, "and" keep fit "and less important" be known "," having the feeling of being important "and" pretext" "Reason?" to leave the house. Being the most important reasons for not practically: "available times of the facilities are not adequate," "lack of sporting initiatives by the local authority" and "have other things to do." Still referring to the independent variables influence, positively and negatively, youth in practice, not sports. Costa, V. et al. (2009) developed a study that had as main objective to characterize the practice of sports young. Northern Interior and North Coast of the country and know what factors lead to the non-practice of young people in these two regions. For this study we considered: Interior North municipalities of Vila Real, Vila Real, Bragança and Vila Flor; North Cost municipalities of Guimarães, Penafiel, Viana do Castelo and Vizela. The study sample consists of 1304 students belonging to the educational levels of the 3rd cycle and secondary public school education in the two regions, of which 572 (43.8%) were male and 732 patients (56.2%) of female. For the present study we used descriptive statistics, including frequency, percentage, mean, standard deviation and to compare means, we used Student's t test. The analysis made of the results obtained highlighted the low level of practice in both regions compared to that found in the European Community. Lack of motivation in these areas may be due to lack of transportation and facilities.

## Method

Our sample consists of elementary school students, was conducted in ten classes of 2nd cycle (225 students) and twelve 3rd cycle (271 students) in a total of 496 respondents, 171 athletes and 325 non-practicing school sports. This study involved 75 male students-athletes (43.9%) and 96 female (56.1%), aged 9 to 14 years old (average 11.53). With regard to place of residence, 19 students (11.1%) are rural and 152 half (88.9%) of the urban environment. For the years of schooling, 54 students (31.6%) attending the 5th year, 43 (25.1%) the 6th year, 27 (15.8%) of the 7 years, 26 (15.2%) the 8 and 21 years (12.3 %) the 9th grade. As for the teaching cycle, 97 students (56.7%) attending the 2nd cycle and 74 (43.3%) third. Regarding the sports tier, 118 (69%) are novice and 53 (31%) are started (more experienced), (see table 1).

Table 1: Sample characteristics of practitioners Sports School students (n = 171)

Independent Variables		n	%
Gender	Men's	75	43.9
	Female	96	56.1
Place of residence	Rural	19	11.1
	Urban	152	88.9
Grade	5th year	54	31.6
	6th year	43	25.1
	7ºano	27	15.8
	8ºano	26	15.2
	9th grade	21	12.3
Teaching cycle	2nd Cycle	97	56.7
	3rd Cycle	74	43.3
Sports ranking	Children	118	69
	Started	53	31

Participants were divided into the following groups: two groups of women basketball team, the ranking of children's and started a total of 40 (23.4%) enrolled students; two groups mixed team badminton (both sexes) at the step child and started a total of 46 (26.9%) students enrolled; three groups of gimmick team sports and all levels in a total of 36 (21.1%) students enrolled; one group of mixed swimming team and all levels with 32 (18.7%) students enrolled and one team group expressive rhythmic activities with 17 (9.9%) students enrolled, (see table 2).

Table 2: Characterization of the sports practicing students in School Sports

What sport practicing in school sports	<i>n</i>	%
Basketball	40	23.4
Badminton	46	26.9
Gimmicks' Sports	36	21.1
Swimming	32	18.7
Expressive Rhythmic Activities	17	9.9

For non-practicing students in school sports, this study had the participation of 325 students, of which 180 (55.4%) were male and 145 (44.6%) females, aged 9 to 17 years (mean 12.25). Regarding the place of residence, 43 (13.2%) are rural students and 282 middle (86.8%) of the urban environment. Of the non-practicing students, 55 students (16.9%) are attending the 5th year, 73 (22.5%) the 6th year, 72 (22.2%) the 7th year, 59 (18.2%) 8th year and 66 (20.3%) the 9th grade. Regarding the teaching cycle, 128 students (39.4%) attending the 2nd cycle and 197 (60.6%) in the third. With regard to sporting activities previously performed, 128 (39.4%) students have practiced school sports and 197 (60.6%) never practiced school sports, (see table 3).

Table 3: Characteristics of the sample of students not practitioners Sports School (n = 325)

Independent Variables		<i>n</i>	%
Gender	Men's	180	55.4
	Female	145	44.6
Place of residence	Rural	43	13.2
	Urban	282	86.8
Grade	5th year	55	16.9
	6th year	73	22.5
	7ºano	72	22.2
	8ºano	59	18.2
	9th grade	66	20.3
Teaching cycle	2nd Cycle	128	39.4
	3rd Cycle	197	60.6
Already practiced School Sports	Yup	128	39.4
	Do not	197	60.6

### Ethical Clearance

It was obtained consent of all subjects, through the Declaration of Helsinki, and the study was approved by the Ethics Committee of the School of Education of Torres Novas, with the number reference 08/2014.

### Instruments

The instruments used in our study went through the application of two questionnaires, composed of parts: introductory section aimed at gathering the biographical data, data on the level of training, years of schooling and data relating to sport athlete. One of the questionnaires was used Motivation for Sports Activities Questionnaire- QMAD, was translated and adapted by Serpa and Frias (1991) a version based on an instrument originally developed by Gill *et al.* Al (1983), called "Participation Motivation Questionnaire" (PMQ).

The QMAD consists of 30 items, which can lead young people to participate in sport using a 5-point Likert, in which a score of 1 corresponds to not important, 2 somewhat important, 3 important, 4 and 5 totally important and very important. These 30 items are grouped into eight factors: Statute - items, 5,14, 19, 21, 25 and 28; Emotions - 4, 7:13, Pleasure -Promotional 16, 29 and 30; Competition - 3, 12, 20 and 26; Physical Form - items 6, 15, 17 and 24, Competency Development - items 1, 10 and 23; General Membership - items 2, 11 and 22 and Specific Affiliate - items 8, 9, 18:27.

The other questionnaire was the Survey of Motivations for Absence Sport Activity - Imaad developed by Pereira and Vasconcelos-Raposo (1997), consists of 39 items, preceded by the following statement "I do not practice sports activities in school sports because ..." . The response scale is the 5-point Likert scale, where 1 corresponds to fully disagree, 2 disagree, 3 neither agree nor disagree, 4 agree and 5 strongly agree. These 39 items are grouped into five factors: sports Aversion / dissatisfaction - items 7, 8, 10, 13, 18, 19, 20, 21, 22, 23,

and 24; Aesthetic / incompetence - 27, 28, 29, 32, 34, 35, 37 and 38; Lack of support / Conditions - 2, 4, 5, 9, 15, 17, 33 and 39; Disinterest in physical exertion - 1, 12, 25, 26 and 36 and lack of time - 3, 6 and 11.

After applied the assessment of internal consistency, Cronbach's alpha, factors in each of the two instruments showed reasonable internal consistency, ranging in QMAD between (0.55 and 0.85) in Imaad between (0.63 and 0.82), as can be seen in tables 4 and 5.

Table 4: Descriptive analysis of the dependent variables QMAD

	<b>Average</b>	<b>D. Standard</b>	<b>Skewness</b>	<b>Kurtosis</b>	<b><math>\alpha</math></b>
Statute	2.87	1.05	0,197	-0.774	0,848
Emotions	3.41	1.01	-0.346	-0.310	0,772
Pleasure	3.90	0.88	-0.667	0,004	0.549
Competition	3.87	0.74	-0.332	-0.627	0,603
Physical Form	4.33	0.63	-0.997	0,256	0,657
Technical Development	4.45	0.58	-1.041	0,718	0,637
General Membership	3.75	0.87	-0.531	-0.030	0,630
Specifies Affiliate	3.63	0.81	-0.140	-0.605	0,661

When performing a descriptive analysis of our sample references QMAD - Table 4, it appears that we have a normal distribution, since the values of Skewness (asymmetry) and Kurtosis (flatness) are within the range] -1, 1 [, except for one factor (Technical Development), which is slightly above this range, (see table 4).

Regarding descriptive analysis of Imaad - Table 5, it can be seen, We are also faced with a normal distribution, since the values of skewness (asymmetry) and kurtosis (flatness) are within the range] -1, 1 [, except for one factor (Aesthetics / incompetence) that is slightly above this range, (see table 5).

Table 5: Descriptive analysis of the dependent variables Imaad

	<b>Average</b>	<b>D. Standard</b>	<b>Skewness</b>	<b>Kurtosis</b>	<b><math>\alpha</math></b>
Sports aversion / dissatisfaction	1.71	0.60	0,882	0,361	0,815
Aesthetics / incompetence	1.65	0.66	1,043	0,653	0,823
Lack of support / conditions	1.68	0.51	0,621	-0.004	0,630
Disinterest in the exertion	1.80	0.71	0,695	-0,025	0,693
Lack of time	2.93	1.12	0,021	-0.775	0,657

#### *Application Questionnaire*

The data collection was carried out personally by the application of the above questionnaires, having been completed by each student after a brief explanation of the study objectives, providing information necessary for the completion of these instruments, and clarifies doubts. Students were informed about the confidentiality of information collected. These data were collected at the beginning of physical education classes, after consent from the school and the teachers who teach this course.

#### *Statistical Analysis*

After completion of the questionnaires by the students passed to the statistical analysis using the program *SPSS v.20* were, after created the database is performed using descriptive statistics (frequencies, mean and standard deviation, Skewness and flatness and internal consistency of the scales, to determine the importance of the reasons for practicing sport and not in school sport.

In tests of difference for comparative analysis of the independent variables under study between factors was applied to the t-test.

#### **Results**

At this point we divide the presentation of the results in two parts: first part: Study 1 - QMAD and second part: Study 2 - Imaad.

#### **Study 1 - QMAD**

According to Serpa (1992), the reasons considered most important are those that have the highest average ( $\geq 4$ ), which corresponds to the reasons *very important and total* in the range of QMAD, regarding the least important are considered those with the lowest average ( $\leq 2$ ), which correspond, on the scale of QMAD, to "little" or nothing important reasons.

Analyzing Table 6, we note that respondents reported as the main reasons for sporting, "*Exercising*" "Being in good physical condition", "Learning new techniques", "Achieve a higher level of fitness", "Improving the technical capabilities", "Keep fit", "Team Spirit," Overcoming Challenges ", " Fun " and "Doing something that is good." Respondents indicated the following reasons as less important: "*Influence of family or close friends,*" "*Having a sense of being important,*" "*Being known*" and "*excuse to leave the house.*" (see table 6).

Table 6: Descriptive analysis on the basis of items QMAD

	N	Average	D. Standard
1 Improve the technical capabilities	171	4.37	, 789
2 Being with friends	171	3.58	1,137
3 Winning	171	3.23	1,312
4 Download energies	171	3.40	1,254
5 Travel	171	3.02	1,420
6 Keep fit	171	4.31	, 941
7 Having strong emotions	171	3.20	1,241
8 Working in teams	171	4.43	, 796
9 (By) Influence of family or close friends	171	2.74	1,357
10 Learn new techniques	171	4.50	, 739
11 Making new friends	171	3.98	1,098
12 Doing something that is good	171	4.20	, 924
Releasing the tension 13	171	3.61	1,149
14 Receiving awards	171	3.47	1,325
15 Exercising	171	4.60	, 699
16 Having something to do	171	3.60	1,272
Tue 17 action	171	3.87	1,111
18 (For) Team spirit	171	4.26	911
19 (As) Pretext to leave home	171	2.37	1,471
20 Log in competition	171	3.80	1,198
21 Having the feeling of being important	171	2.71	1,327
22 Belonging to a group	171	3.70	1,223
23 Achieving a higher level sports	171	4.48	, 762
24 Being in good physical condition	171	4.53	, 762
25 Being known	171	2.72	1,411
26 Overcoming challenges	171	4.24	, 878
27 (For) Influence of coaches	171	3.11	1,410
Being 28 and having recognized prestige	171	2.94	1,394
29 (For) Fun	171	4.20	1,106
30 (Tue) Pleasure in the use of facilities and sports equipment	171	3.88	1,269

Factor analysis of the reasons students practice school sports, we stress the huge importance attached to "Technical Development", The "Physical Form" at the "Pleasure" and "Competition" with minor emphasizes to the "Statute". (See table 7). Comparing the grounds relied on in determining the practice of School Sports, by respondents of both sexes, we conclude that the boys gave more importance to girls' *Status* ", *Emotions* ", *Competition* ", *Physical Form* ", *Technical Development* "and" *specific affiliation*. "On the other hand, it appears that girls attributed greater importance than boys to "Emotions," Pleasure "and" General Membership ". There are statistically significant differences in factor "Physical Form", with boys more importance to this factor (see table 8). From the analysis in Table 9, it appears that the comparison of factors depending on the place of residence, respondents from rural attributed greater importance to all factors for the practice of school sports. However, there are statistically significant differences in status factor, confirming our Hypothesis 1 thus respondents residing in rural areas give greater importance to the residents of the urban environment, the factor "Statute", (see table 9). Regarding table 10, it appears that there are statistically significant differences in terms of levels of training in all factors, confirming our Hypothesis 1, except for the factor "Competition". Thus, it appears that students level child, give utmost importance that "Status", "Emotions", "Pleasure", "Physical Form", "Technical Development", "General Membership" and "Specifies affiliation" (see table 10). As noted in table 11, it turns out that there are statistically significant differences in terms of educational cycle in all factors, confirming our Hypothesis 1, except for the factor "Competition". Thus, it appears that the 2nd cycle students give utmost importance "Status", "Emotions", "Pleasure", "Physical Form", "Technical Development", "General Membership" and "Affiliate Specifies ". The results are similar to those in Table 10, since only differ in the sample of Year 7 students (27 students), (see table 11).

Table 7: Factor analysis of the reasons given by students for the practice of School Sports

	Average	D. Standard
Statute	2.87	1.05
Emotions	3.41	1.01
Pleasure	3.90	0.88
Competition	3.87	0.74
Physical Form	4.33	0.63
Technical Development	4.45	0.58
General Membership	3.75	0.87
Specifies Affiliate	3.63	0.81

Table 8: Comparative analysis of the dependent variable (QMAD) by gender

	<b>Boys</b> (N = 75) M + DP	<b>Girls</b> (N = 96) M + DP	<i>t</i>	<i>P</i>
Statute	2.97 + 1.22	2.79 + 0.90	1,104	0,272
Emotions	3.44 ± 1.12	3.39 ± 0.91	0,314	0,754
Pleasure	3.88 ± 0.94	3.91 ± 0.84	-0.276	0,783
Competition	3.90 ± 0.82	3.84 ± 0.67	0,503	0,616
Physical Form	4.50 ± 0.55	4.23 ± 0.67	2,252	0,026 *
Technical Development	4.54 ± 0.57	4.38 ± 0.58	1,790	0,075
General Membership	3.74 ± 0.94	3.76 ± 0.83	-0.135	0,893
Specifies Affiliate	3.72 ± 0.91	3.57 ± 0.72	1,208	0,229

\* P <0.05, \*\* p <0.01, \*\*\* p <0.001

Table 9: Comparative analysis of the dependent variable (QMAD) depending on the place of residence

	<b>Rural</b> (N = 19) M + DP	<b>Urban</b> (N = 152) M + DP	<i>t</i>	<i>P</i>
Statute	3.41 ± 1.20	2.80 ± 1.01	2,425	0,016 *
Emotions	3.49 ± 1.22	3.40 ± 0.98	0,384	0,702
Pleasure	4.12 ± 0.95	3.87 ± 0, 87	1,186	0,237
Competition	4.05 ± 0.84	3.84 ± 0.72	1,163	0,246
Physical Form	4.34 ± 0.85	4.32 ± 0.60	0,090	0,929
Technical Development	4.49 ± 0.57	4.44 ± 0.58	0,340	0,734
General Membership	4.12 ± 0.76	3.70 ± 0.88	1,974	0,050
Specifies Affiliate	3.90 ± 0.75	3.60 ± 0.81	1,499	0.136

\* P <0.05, \*\* p <0.01, \*\*\* p <0.001

Table 10: Comparative analysis of the dependent variable (QMAD) according to formation steps.

	<b>Children</b> (N = 118) M + DP	<b>Started</b> (N = 53) M + DP	<i>T</i>	<i>P</i>
Statute	3.08 ± 1.09	2.40 ± 0.77	4,667	0.000 ***
Emotions	3.54 ± 0.99	3.12 ± 0.99	2,546	0,012 *
Pleasure	4.08 ± 0.83	3.48 ± 0.85	4,299	0.000 ***
Competition	3.93 ± 0.74	3.73 ± 0.73	1,619	0,107
Physical Form	4.44 ± 0.58	4.08 ± 0.66	3,627	0.000 ***
Technical Development	4.57 ± 0.53	4.18 ± 0.61	4,203	0.000 ***
General Membership	3.93 ± 0.87	3.36 ± 0.77	4,246	0.000 ***
Specifies Affiliate	3.82 ± 0.78	3.22 ± 0.73	4,721	0.000 ***

\* P <0.05, \*\* p <0.01, \*\*\* p <0.001

Table 11: Comparative analysis of the dependent variable (QMAD) according to the learning cycle. (grade school).

	<b>2nd cycle</b> (N = 97) M + DP	<b>3ºCiclo</b> (N = 74) M + DP	<i>t</i>	<i>P</i>
Statute	3.18 ± 1.05	2.46 ± 0.91	4,674	0.000 ***
Emotions	3.56 ± 0.98	3.21 ± 1.01	2,246	0,026 *
Pleasure	4.06 ± 0.85	3.68 ± 0.88	2,797	0.006 **
Competition	3.93 ± 0.74	3.79 ± 0.74	1,183	0,236
Physical Form	4.47 ± 0.58	4.14 ± 0.63	3,599	0.000 ***
Technical Development	4.56 ± 0.55	4.30 ± 0.60	3,040	0.003 **
General Membership	3.95 ± 0.85	3.50 ± 0.84	3,462	0.001 **
Specifies Affiliate	3.86 ± 0.79	3.34 ± 0.75	4,380	0.000 ***

\* P <0.05, \*\* p <0.01, \*\*\* p <0.001

## Study 2 – Imaad

Similar to what happened in students practicing School Sports, we will use the same procedures for non-practicing students.

To select the most important reasons why students do not engage in school sports, and according to Vasconcelos-Raposo (2005) we selected those with a higher average value 3 Logo reasons that contribute most to the respondents do not engage in School Sports were "Lack of time", and "Have other things to do." For the less important reasons why students do not practice Sports School, we selected those with a lower average value 2 Thus, we list the reasons that contribute least to the respondents do not engage in school sports, were "Lack of trainers / teachers", "do not like sports", "Sport is boring / dull / boring", "I do not like coaches / teachers", "Because of the age" and "Because I do not like being in a group", (see table 12). Analysis of the reasons of students that do not practice School Sports underline the importance attributed to lack of time. With minor stress Aesthetics / incompetence (see table 13). In table 14, we compared the reasons invoked as determinants for not practically School Sports by gender, it appears that the only factor "Lack of time" shows no statistically significant results, confirming our Hypothesis 2 There is still that girls have all the factors in higher values. From the analysis in Table 15, it appears that the comparison of factors depending on the place of residence, respondents from urban areas gave more importance to the rural-non-school sports practice, in all factors except the factor "Lack of support / conditions", which was attributed to the countryside. It also appears that there are no statistically significant differences in any of the factors. Regarding Table 16, It appears that students in the third cycle gave more importance to the reasons for not practically School Sports in all factors, there statistically significant differences in factors "Disinterest by physical exertion" and "Lack of time", confirming the our Hypothesis 2. In the comparative analysis of the independent variable depending on the sport, there are no statistically significant differences in any of the Imaad, although respondents who have never practiced School Sports give more importance to the factors "sports Aversion / dissatisfaction", "Aesthetics / incompetence" and "disinterest by physical effort." Respondents who have already practiced give greater importance to the factor "Lack of support / conditions" and "Lack of time". (See table 17)

Table 12: Descriptive analysis on the basis of items Imaad

	N	Average	D. Standard
1 Lack of interest, will	325	1.94	1,162
2 Lack of sports facilities	325	1.55	,886
3 Lack of time	325	3.25	1,461
4 Lack of trainers / teachers	325	1.44	,797
5 Lack of personal equipment	325	1.61	,942
6 The work does not allow	325	2.51	1,422
7 For health reasons	325	1.50	,942
8 do not like sports	325	1.49	,873
9 There are few opportunities for practical	325	1.84	1,017
10 Parents do not allow / support the practical	325	1.66	1,041
11 I have other things to do	325	3.03	1,499
12 Lack of sporting habits	325	1.92	1,138
13 Sport is "boring", "dull" and "boring"	325	1.46	844
14 For economic reasons (lack of money)	325	1.57	,933
15 The sports facilities are far	325	1.71	1,073
16 There are few people interested	325	1.84	1,045
Available 17 hours of the premises are not suitable	325	2.36	1,261
18 For shame of others	325	1.52	,931
19 Clumsiness	325	1.99	1,155
20 The existing arrangements are not like that anymore	325	2.30	1,277
21 I guess I'm not good at playing sports	325	2.07	1,206
22 I do not like coaches / teachers	325	1.46	844
23 know to play	325	1.82	,982
24 do not like to subject myself to the physical effort	325	1.57	,860
25 I have a bad physical condition	325	1.81	1,048
26 The friends also do not practice	325	1.75	1,010
27 I am afraid or fear of harm	325	1.88	1,135
28 I fear cripple me	325	1.83	1,161
29 Lack of information	325	1.62	,880
30 Sport has no benefit	325	1.37	,778
31 Do not want to change my "visual" (stay lean with muscles)	325	1.52	,898
32 Lack of support, subsidies	325	1.55	,886
33 Because of my "visual" (if they are fat or too skinny)	325	1.57	,929
34 Because of the age	325	1.43	,820
35. laziness	325	1.66	1,109
36 Why not feel good to play sports (I feel rejected ...)	325	1.58	,902
37 I do not like physical confrontation	325	1.65	,920
38 Lack of sporting initiatives by school	325	1.58	,935
39 Why not enjoy being in a group	325	1.38	,762

Table 13: Factor analysis of the reasons given by students for not practicing School Sports

	Average	D. Standard
Sports aversion / dissatisfaction	1.71	0.60
Aesthetics / incompetence	1.65	0.66
Lack of support / conditions	1.68	0.51
Disinterest in the exertion	1.80	0.71
Lack of time	2.93	1.12

Table 14: Comparative analysis of the dependent variable (Imaad) by gender

	Male (N = 180) M + DP	Female (N = 145) M + DP	t	P
Sports aversion / dissatisfaction	1.51 ± 0.53	1.96 ± 0.61	-7.058	0.000 ***
Aesthetics / incompetence	1.47 ± 0.60	1.87 ± 0.67	-5.619	0.000 ***
Lack of support / conditions	1.61 ± 0.49	1.77 ± 0.53	-2.893	0.004 **
Disinterest in the exertion	1.60 ± 0.65	2.05 ± 0.70	-5.934	0.000 ***
Lack of time	2.89 ± 1.99	2.98 ± 1.03	-7.717	0,474

\* P <0.05, \*\* p <0.01, \*\*\* p <0.001

Table 15: Comparative analysis of the dependent variable (Imaad) depending on the place of residence.

	Rural (N = 43) M + DP	Urban (N = 282) M + DP	t	P
Sports aversion / dissatisfaction	1.59 ± 0.60	1.73 ± 0.59	-1.348	0,178
Aesthetics / incompetence	1.60 ± 0.72	1.66 ± 0.65	-0.563	0,574
Lack of support / conditions	1.69 ± 0.60	1.68 ± 0.50	0,119	0.906
Disinterest in the exertion	1.70 ± 0.79	1.81 ± 0.69	-0.960	0.338
Lack of time	2.66 ± 1.30	2.97 ± 1.09	-1.499	0,140

\* P <0.05, \*\* p <0.01, \*\*\* p <0.001

Table 16: Comparative analysis of the dependent variable (Imaad) according to the learning cycle.

	2nd cycle (N = 128) M + DP	3ºCiclo (N = 197) M + DP	t	P
Sports aversion / dissatisfaction	1.64 ± 0.60	1.76 ± 0.59	-1.843	0,066
Aesthetics / incompetence	1.60 ± 0.66	1.68 ± 0.66	-0.997	0,320
Lack of support / conditions	1.61 ± 0.53	1.73 ± 0.50	-1.958	0,051
Disinterest in the exertion	1.69 ± 0.64	1.87 ± 0.74	-2.305	0,022 *
Lack of time	2.46 ± 1.10	3.24 ± 1.03	-6.469	0.000 ***

\* P <0.05, \*\* p <0.01, \*\*\* p <0.001

Table 17: Comparative analysis of the independent variable (Imaad) depending on the sport.

	Practiced (N = 128) M + DP	Not practiced (N = 197) M + DP	t	P
Sports aversion / dissatisfaction	1.70 ± 0.58	1.72 ± 0.61	-0.382	0,703
Aesthetics / incompetence	1.60 ± 0.61	1.68 ± 0.69	-1.018	0,309
Lack of support / conditions	1.70 ± 0.47	1.67 ± 0.54	0,657	0,512
Disinterest in the exertion	1.78 ± 0.65	1.81 ± 0.74	-2.295	0.768
Lack of time	3.04 ± 1.15	2.86 ± 1.10	1,442	0,150

\* P <0.05, \*\* p <0.01, \*\*\* p <0.001

### Discussions and conclusions

The investigation performed with elementary school students, aimed to investigate the motivations that lead young people to practice and do not practice the sports school, according to the independent variables of the study. In this sense the research gave us the opportunity to meet the motivational aspects of students, which should be considered by teachers of Physical Education / Sport School and by the school to achieve more success for the practice of school sports. Regarding the motivation for the practice of Sports School (study I - QMAD), the conclusions drawn were as follows:

- Respondents indicated as the most important reasons: "Exercising", "Being in good physical condition", "Learning new techniques", "Achieve a higher level of fitness", "Improving the technical capabilities", "Keep fit", "Team Spirit," Overcoming Challenges ", "Fun" and "Doing something that is good".

- How to least important reasons: "Influence of family or close friends," "Having a sense of being important," "Being known" and "excuse leaving the house."

- The factor analysis of the reasons, we note the importance attached to "Technical Development", the "Physical Form" at the "Pleasure" and "Competition".

- The boys gave more importance to "Statutes", "Emotions", "Competition", "Technical Development" and "specific Affiliate" and there are statistically significant differences in factor "Physical Form".

- Girls gave more importance to "Emotions," Pleasure" and "General Membership".

- Respondents from rural attributed greater importance in all factors, having found statistically significant differences in "Statute".

- Students' level of children's and 2nd cycle of teaching attributed significantly more importance than the level of insiders to "Statutes", "Emotions", "Pleasure", "Physical Form", "Technical Development", "General Membership" and "Affiliate Specifies".

Regarding the motivation for not practically School Sports (study 2 - Imaad), the conclusions drawn were as follows:

- Respondents indicated as the most important reasons: "Lack of time" and "Have other things to do".

- How to least important reasons: "Lack of trainers / teachers", "do not like sports", "Sport is boring / dull / boring", "I do not like coaches / teachers", "Because of the age" and " why not enjoy being in a group."

- The factor analysis of the reasons made, we stress the importance attached to "Lack of time".

- With minor stress the "Aesthetics / incompetence".

- Girls value significantly "Aversion sports / dissatisfaction", "Aesthetics / incompetence", "Lack of support / conditions" and "disinterest by physical effort."

- Respondents from urban areas gave more importance than those of rural areas in all factors, except for the factor "Lack of support / conditions", which was attributed to the countryside. It appears that overall the values were higher in urban relative to the rural areas, which is due to the fact that pupils living in rural areas are more predisposed to outdoor activities in our opinion, due to the conditions in the environment, such as security and space.

- The third cycle students attributed significantly more importance to factors "Disinterest by physical exertion" and "Lack of time".

- In the comparative analysis in terms of sport it is found that respondents who have never practiced School Sports give greater importance to factors "Aversion sports / dissatisfaction", "Aesthetics / incompetence" and "disinterest by physical effort." Respondents who have already practiced give greater importance to the factor "Lack of support / conditions" and "Lack of time".

The lack of time is cited as the main reason for non-participation in sports, which leads us to reflect on the disturbing lack of motivation of non-practicing young. In our opinion, one of the factors that greatly contribute to this lack of motivation has to do with the supply of new forms of employment such as watching television, electronic games and internet. Therefore we think is essential to create strategies and plans of action to raise awareness and spark the interest of young people to sport. On the other hand, we must consider whether we are not filling the agenda of our children with numerous extracurricular activities that leave them time for physical activity in school sports. In summary, think our job as physical education teachers consist in finding strategies to prevent the practice levels lower age groups over time.

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