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Investigation of the Effect of Sports Participation Motivations of Students of Faculty of Sports Sciences on Their Leadership Orientations

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ABSTRACT

In this study, it was aimed to determine the relationship between motivation to participate in sports and leadership orientations of students of the faculty of sports sciences. A relational survey model was used in this study. The study group consisted of students studying in the Faculty of Sports Sciences. The questionnaire part of the study consists of three parts. Firstly, includes demographic information. Secondly, the “Leadership Orientations Questionnaire”, which was developed by Bolman and Deal (1990) and adapted into Turkish by Dereli (2003), is explored. Thirdly, consists of the Participation Motivation Questionnaire, which was developed by Gill et al. (1983) and adapted into Turkish by Oyar et al. (2001). For the determine normality assumption skewness and kurtosis values was used. Skewness and kurtosis values were found to be between ± 2 and it was determined that the data had a normal distribution (George and Malley, 2003). Afterward, an independent samples t-test was used between paired groups, and a one-way analysis of variance was used for paired variables. Moreover, reliability coefficient, frequency and percentage and mean and standard deviation calculations were conducted. Simple regression analysis was used to determine the effect between the dependent and independent variables. The findings, a statistically significant difference was found in the variables of leadership orientation and age, income level, and frequency of weekly sports participation in sports participation motivation. As a result, it was determined that there was a low-level significant and negative relationship between the participants' motivation to participate in sports and their leadership orientations.

Keywords: Leadership, Motivation, Sports



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INTRODUCTION

Sports cover extraordinary efforts that aim to improve the physical and mental health of individuals while encouraging them to compete, get excited, rival, challenge, win, and achieve success in the real sense as well as aiming to maximize personal care (Kılıçaslan, 2015). Sports, which constitute an integral part of modern life, constantly evolve by realizing their importance and place in people's lives day by day (Altınışık et al., 2020). The evolution of sports has taken place in parallel with the advances in sports sciences, which has led people to gain more awareness and participation in sports every day (Ünsal and Ramazanoğlu, 2013). The perspective of sports activities worldwide aims to contribute to the education systems of countries by raising healthy and useful individuals without harming them. In Turkey, it is observed that individuals are encouraged to participate in sports activities by giving importance to their physical and mental health, which is a main goal (Keten, 1993). The term "sports participation" is traditionally used in sports psychology to encourage individuals to be physically active (Acar, 2012). Considering the impact of sports on individuals' lives, sports aim to increase participation in sports by encouraging individuals to be active. Sports positively affect not only physical health but also social and mental well-being. Therefore, encouraging participation in sports is a rather important step to increase the overall well-being of society.

Motivation to participate in sports increases the general health and well-being of individuals by enabling them to choose sports willingly, to do sports regularly, and to adopt healthy lifestyles. For this reason, it is important to strengthen motivation to participate in sports to popularize sports and increase individuals' desire to do sports. The term motivation is a concept derived from the Latin word "movere" which means "to act", "to encourage", or "to move" in Turkish (Richard, 1975). Motivation is the name given to the process of taking action under the influence of an impulse. The term motivation, which is used as "willingness" and "encouragement" in Turkish, means that a person moves towards a goal or takes action (Ataman, 2001). Motivation to participate in sports is a force that encourages individuals to do sports and mobilizes them.

While living as a social being, human beings often need to take part in a group. Leadership becomes an inevitable necessity in the process of achieving and managing the goals of groups. Leadership is a phenomenon that has a long history and has been scientifically studied and conceptualized since the early 20th century (Ağralı Ermiş & Dereceli, 2023). Historically, the concept of leadership can be traced back to the 1300s in writings examining the political and social influence of individuals who influence and mobilize communities. Leadership is a subject that has been studied for many years and has been addressed based on various perspectives (Akbaba & Erenler, 2008). An individual's life performance can significantly affect their physical, mental, and emotional capacity in other areas such as sports activities (Parlak, 2023). Also "School principals' democratic leadership behaviors were found to be a significant predictor of their diversity management skills" (Çayak, 2023). Participation in sports contributes not only to physical health but also to the development of leadership skills. Studies show that sports can play an important role not only in individual health but also in social effects and the development of leadership potential

The main purpose of this study is to investigate the effect of sports participation motivations of students of the faculty of sports sciences on their leadership orientations. In this context, it is important to understand the effect of the motivation of the students of the faculty of sports sciences to participate in sports on their leadership orientations. Thus, the study aims to analyze the effect of students' motivation to participate in sports on their leadership orientations in terms of different variables such as gender, age, department, income level, sports branch, and frequency of doing sports. These analyses can help us to better

understand how the impact of motivation to participate in sports on leadership orientations depends on various factors.

To analyze the problem in detail, answers to the following questions were sought:

- 1) Do sports participation motivations and leadership orientations of students of the faculty of sports sciences differ significantly according to gender variable?
- 2) Do sports participation motivations and leadership orientations of students of the faculty of sports sciences differ significantly according to age variable?
- 3) Do sports participation motivations and leadership orientations of students of the faculty of sports sciences differ significantly according to the department variable?
- 4) Do sports participation motivations and leadership orientations of students of the faculty of sports sciences differ significantly according to the income level variable?
- 5) Do sports participation motivations and leadership orientations of students of the faculty of sports sciences differ significantly according to the Sports branch variable?
- 6) Do sports participation motivations and leadership orientations of students of the faculty of sports sciences differ significantly according to the frequency of doing sports?

METHOD

Research Design

In this study, the relational survey model was used. In this model, a situation or event is directly described and the relationship, effect, and degrees of the variables that cause these situations are determined (Karasar, 2005).

Population and Sample/Study group

The convenience sampling method was utilized while forming the sample group of this study. The participant group consisted of students studying at the Faculty of Sports Sciences in Aydın Adnan Menderes University during the 2023-2024 academic year.

Table 1

Demographic characteristics of the participants

Variable		f	%
Gender	Female	122	48.8
	Male	128	51.2
Age	18-22 years	174	69.6
	23-27 years	59	23.6
	28-32 years	8	3.2
	33 years and above	9	3.6
Department	Coaching	51	20.4
	Teaching	101	40.4
	Recreation	87	34.8
	Management	11	4.4
Income Level	10000 TL and below	150	60.0
	10001-20000 TL	63	25.2
	20001-30000 TL	14	5.6
Sports Branch	30001 TL and above	23	9.2
	Individual Sports	122	48.8
Frequency of Sports	Team Sports	128	51.2
	1 day	41	16.4

	2 days	65	26.0
	3 days	53	21.2
	4 days and above	91	36.4
Total		250	100

Table 1 shows the highest categorical variables of the participants. The gender variable includes male participants (51.2%) while the age variable includes the age range of 18-22 years (55.0%). The department variable includes the teaching department (40.4%) while the sports branch variable includes participants who do team sports (51.2%). Lastly, the frequency of doing sports variable includes participants who do sports 4 days a week or more (36.4%).

Data collection tools

Information Form: A personal information form consisting of six items was prepared by the researchers to obtain information about the personal characteristics of the students.

Participation Motivation Questionnaire (PMQ): The original scale developed by Gill et al. (1983) was validated for the Turkish population after a validity and reliability study conducted by Oyar et al. (2001). The scale, which is used to determine the reasons that are effective in individuals' participation in sports and exercise, consists of 30 items, and the evaluation is made as "extremely important (1)", "moderately important (2)" and "not at all important (3)". Lower scores indicate that the item is of greater importance. Cronbach's alpha internal consistency coefficients for the subscales ranged from 0.61 for skill development to 0.78 for achievement/status. The total scale internal consistency was calculated as 0.86. In the reliability analysis conducted for this study, Cronbach's alpha internal consistency coefficients ranged between 0.47 for friendship and 0.74 for team affiliation. The total scale internal consistency was determined as 0.83.

Leadership Orientations Questionnaire (LAS): The scale used to determine the leadership orientation levels of the participants is the "Leadership Orientations Questionnaire" developed by Bolman and Deal (1990) and the Turkish adaptation and validity and reliability study of the scale was conducted by Dereli (2003). This scale is a 5-point Likert-type scale to evaluate the leadership behaviors of the participants and it is evaluated from never (1) to always (5). The scale consists of 4 subscales and 32 items in total (Dereli, 2003).

Data Analysis

In the study, SPSS 25.0 software was used to analyze the data. Whether the data had a normal distribution was determined by considering the skewness and kurtosis values. As a result of the examinations, it was found that the skewness and kurtosis values were between ± 2 and it was concluded that the data had a normal distribution (George and Malley, 2003). Then, an Independent samples t-test was conducted between paired groups while a one-way analysis of variance (ANOVA) was conducted between two or more groups. Furthermore, reliability coefficient calculations, frequency and percentage calculations, and mean and standard deviation calculations were conducted. Simple regression analysis was used to determine the effect between variables. Analyses were performed at a 95% confidence interval.

FINDINGS

In this section, the relationships between sports participation motivations and leadership orientations of sports science students and various demographic and other variables are examined and analyzed.

Table 2

Reliability Analysis Results for the Scales

Scale	Alpha
PMQ	0.956
LAS	0.848

PMQ: Participation Motivation Questionnaire; LAS: Leadership Orientations Questionnaire

Table 2 shows that both the total scale and all its subscales are highly reliable.

Table 3

Descriptive Statistics of the Scales

Variable	\bar{x}	Sd	Kurtosis	Skewness
PMQ	1.19	0.194	1.710	1.509
LAS	4.06	0.625	-0.569	0.290

PMQ: Participation Motivation Questionnaire; LAS: Leadership Orientations Questionnaire

Table 3 shows that while the participants' motivation to participate in sports is low, their leadership orientation is high.

Table 4

Pearson Correlation Analysis Results between Variables

Variable	1-	2-
1- PMQ	r	1
	p	-
2- LAS	r	-0.221**
	p	0.000

PMQ: Participation Motivation Questionnaire; LAS: Leadership Orientations Questionnaire

Table 4 shows that there is a low level of significant and negative relationship between the participants' motivation to participate in sports and their leadership orientation ($r = -0.221$; $p < 0.05$).

Table 5

Results of Simple Regression Analysis to Determine the Effect of Sports Participation Motivation on Leadership Orientation

Independent Variable	Dependent Variable	β	t	p	F	R ²	Durbin Watson
Constant	Constant	4.91	0.24	20.27	12.77	0.045	2.12
LAS	PMQ	-0.71	0.20	-3.57			

PMQ: Participation Motivation Questionnaire; LAS: Leadership Orientations Questionnaire

In Table 5, as a result of the simple regression analysis conducted to determine the effect of participants' motivation to participate in sports on leadership orientation, it was determined that the rate of explanation of leadership orientation was 4.5% ($R^2 = 0.045$). An increase of 1 unit in the motivation to participate in sports variable causes a decrease of -0.714 in leadership orientation ($\beta = -0.714$).

Table 6

Independent Samples t-test Results of Sports Participation Motivations and Leadership Orientations of Students of Faculty of Sports Sciences According to Gender Variable

Scale	Gender	n	\bar{X}	Sd	t	p
PMQ	Female	122	1.21	0.21	1.292	0.198
	Male	128	1.18	0.16		
LAS	Female	122	4.07	0.63	0.413	0.680
	Male	128	4.04	0.61		

p<0.05* PMQ: Participation Motivation Questionnaire; LAS: Leadership Orientations Questionnaire

In Table 6, it is seen that there is no statistically significant difference in any variable as a result of the t-test between the motivations for sports participation and leadership orientations and the gender variable (p>0.05).

Table 7

ANOVA Analysis Results of Sports Participation Motivations and Leadership Orientations of Students of Faculty of Sports Sciences According to Age Variable

Scales	Age	N	\bar{X}	Sd	F	p	Difference
PMQ	¹ 18-22 years	174	1.19	0.19	0.845	0.470	-
	² 23-27 years	59	1.21	0.19			
	³ 28-32 years	8	1.10	0.11			
	⁴ 33 years and above	9	1.16	0.10			
LAS	¹ 18-22 years	174	4.01	0.64	2.745	0.044*	3>1
	² 23-27 years	59	4.09	0.60			
	³ 28-32 years	8	4.57	0.24			
	⁴ 33 years and above	9	4.31	0.39			

p<0.05* PMQ: Participation Motivation Questionnaire; LAS: Leadership Orientations Questionnaire

In Table 7, a significant difference was found in leadership orientation between motivations for sports participation and leadership orientation and age variable (p<0.05). In the Bonferroni analysis applied to determine the source of the difference, it was determined that the leadership orientations of the participants between the ages of 28-32 were higher than the students between the ages of 18 and 22.

Table 8

ANOVA Analysis Results of Sports Participation Motivations and Leadership Orientations of Students of Faculty of Sports Sciences According to Department Variable

Scales	Department	N	\bar{X}	Sd	F	p
PMQ	Coaching	51	1.20	0.21	0.413	0.744
	Teaching	101	1.20	0.19		
	Recreation	87	1.19	0.19		
	Management	11	1.13	0.09		
LAS	Coaching	51	4.02	0.70	0.378	0.769
	Teaching	101	4.10	0.52		
	Recreation	87	4.02	0.70		
	Management	11	4.13	0.46		

p<0.05* PMQ: Participation Motivation Questionnaire; LAS: Leadership Orientations Questionnaire

In Table 8, no significant difference was found between the motivations for sports

participation and leadership orientations and the department variable ($p>0.05$).

Table 9

ANOVA Analysis Results of Sports Participation Motivations and Leadership Orientations of Faculty of Sports Sciences Students According to Income Level Variable

Scale	Income Level	N	\bar{X}	Sd	F	p	Difference
PMQ	¹ 10000 TL and below	150	1.19	0.18	0.181	0.909	-
	² 10001-20000 TL	63	1.21	0.20			
	³ 20001-30000 TL	14	1.17	0.32			
	⁴ 30001 TL and above	23	1.18	0.12			
LAS	¹ 10000 TL and below	150	3.94	0.61	5.124	0.002*	2>1
	² 10001-20000 TL	63	4.28	0.55			
	³ 20001-30000 TL	14	4.26	0.51			
	⁴ 30001 TL and above	23	4.08	0.74			

$p<0.05$ * PMQ: Participation Motivation Questionnaire; LAS: Leadership Orientations Questionnaire

In Table 9, a significant difference was found in leadership orientation between motivations for sports participation and leadership orientations and the income level variable ($p<0.05$). In the Bonferroni analysis conducted to determine the source of the difference, it was determined that the leadership orientation of the participants with an income between 10001-20000 TL was higher than the students with an income of 10000 TL and below.

Table 10

Independent Samples t-test Results of Faculty of Sports Sciences Students' Motivations for Participation in Sports, Leadership Orientations According to the Variable of Sports Branch

Scale	Sports Branch	n	\bar{X}	Sd	t	p
PMQ	Individual sports	122	1.21	0.20	1.445	0.150
	Team sports	128	1.18	0.17		
LAS	Individual sports	122	4.07	0.61	0.338	0.736
	Team sports	128	4.04	0.64		

$p<0.05$ * PMQ: Participation Motivation Questionnaire; LAS: Leadership Orientations Questionnaire

In Table 10, no significant difference was found between the motivation to participate in sports and leadership orientations and the Sports branch variable ($p>0.05$).

Table 11

ANOVA Analysis Results of the Faculty of Sports Sciences Students' Motivations for Participation in Sports, Leadership Orientations According to the Variable of Weekly Sports Frequency Level

Scale	Sports Frequency	N	\bar{X}	Sd	F	p	Difference
PMQ	1 day	41	1.30	0.23	5.420	0.001*	1>2,3,4
	2 days	65	1.18	0.22			
	3 days	53	1.14	0.14			
	4 days or more	91	1.18	0.16			
LAS	1 day	41	4.03	0.55	0.796	0.497	-
	2 days	65	4.01	0.66			
	3 days	53	4.17	0.47			
	4 days or more	91	4.03	0.70			

$p<0.05$ * PMQ: Participation Motivation Questionnaire; LAS: Leadership Orientations Questionnaire

In Table 11, a significant difference was found between the motivation to participate in sports and leadership orientations and the frequency of weekly sports participation ($p < 0.05$). In the Bonferroni analysis applied to determine the source of the difference, it was determined that the motivation to participate in sports of the participants who do sports 1 day a week is higher than the students who participate 2, 3, 4, and more times a week.

DISCUSSION

In our study, which was conducted to examine the relationship between the variables of gender, age, department, income level, sports branch, and frequency of doing sports, the following results were obtained.

As a result of the analysis, it is seen that there is no statistically significant difference in any variable as a result of the t-test between the participants' motivation to participate in sports and leadership orientations and gender variable. However, some studies in the literature suggest that sports participation motivation and leadership orientations may differ according to gender (Aslan & Uslu, 2014; Bozkurt, 2014; Şirin et al. 2008; Aktop & Akkoyun, 2011). These findings contradict the previous studies that support our study (Kurtyemez, 2021; Aydın, 2016; Çetintaş 2019; Özdenk, 2015; Öztürk, 2017; Semiz, 2011; Hayri, 2010; Cengiz & Güllü, 2018). Factors such as different research methods, sample selection, and measurement tools used can be cited as the source of this contradiction. For example, while some studies focus on a specific group, others may cover a wider population. In addition, differences in the measurement tools used may also lead to conflicting results. Furthermore, cultural differences and changing social norms over time may contribute to the diversity of results.

A significant difference was found in leadership orientation between motivations for sports participation and leadership orientations and the age variable. In the Bonferroni analysis applied to determine the source of the difference, it was determined that the leadership orientation of the participants between the ages of 28-32 was higher than the students between the ages of 18 and 22. Ibicioğlu et al. (2009), in their research on leadership behaviors, found that leadership behavior differed significantly according to the age variable. This finding is consistent with some studies such as Arslan & Uslu (2013), Kurtyemez (2021), Çetintaş (2019), Koçak & Özüdoğru (2012). However, no significant differences were found in studies such as Ermiş & Dereceli (2023), Özdemir et al. (2018), Beltekin and Kuyulu (2019), Sarıkol & Ustaoglu Hoşver (2023), Korkmaz (2017), Direk (2020) & Dereceli et al. At this point, potential factors that may play a role in this difference include sample selection, research methods, and measurement tools used, and the contradictory findings show the multifaceted and complex nature of the effect of age on leadership characteristics.

No significant difference was found between the motivation to participate in sports and leadership orientations and the department variable. When the relevant literature is examined, certain studies that support the results of our study can be mentioned (Hayri, 2010; Aydın, 2016; Sevinç & Kapçak, 2021; Öztürk, 2017). However, studies such as Atar & Özberk (2009), Direk (2020), Cengiz and Güllü (2018) may have obtained results that are different from our study. The reasons for such differences may include some factors such as research methods and measurement tools used.

There was a significant difference in leadership orientation between motivations for sports participation and leadership orientations and the income level variable. In the Bonferroni analysis applied to determine the source of the difference, it was determined that the leadership orientations of the participants with an income between 10001-20000 TL were higher than the students with an income of 10000 TL and below. This finding seems to be consistent with some studies in the existing literature (Çetintaş, 2019; Zengin & Somoğlu,

2022). However, when a study conducted by Sarıkol & Hoşver (2023) was analyzed, unlike the current study, no significant difference was found. This may indicate the complexity and variability of the relationship between income level and leadership orientation.

No significant difference was found between the motivation to participate in sports and leadership orientations and the Sports branch variable. When the literature is examined, the studies conducted by Aydın (2016), Çar (2013) support the results we have obtained. However, in other studies such as Bozkurt (2014), Cengiz & Güllü (2018), different results were obtained and these results do not support the findings of our study. This may indicate the complexity and diversity of the effect of the sports branch variable on motivation to participate in sports and leadership orientations.

A significant difference was found between the motivation to participate in sports and leadership orientations and the frequency of weekly sports participation. In the Bonferroni analysis conducted to determine the source of the difference, it was determined that the motivation to participate in sports of the participants who do sports 1 day a week is higher than the students who participate 2, 3, 4, or more times a week. According to this result, it can be concluded that people who do sports regularly have stronger motivation to participate in sports and it can be thought that participants who do sports frequently have a higher level of commitment to sports. This finding emphasizes the important effect of the frequency of doing sports on the motivation to participate in sports.

Conclusion & Recommendations

In this study, the relationship between various demographic variables and the participation motivation and leadership orientations of sports science students was examined. The findings of the study indicate that demographic variables such as age and income level can significantly influence leadership orientations, whereas variables such as gender, department, and sports branch do not have a significant effect. These results highlight the complexity of the relationship between demographic factors and sports participation motivations and leadership orientations.

While the lack of a significant difference according to the gender variable aligns with some studies, other studies have reported different results. This suggests that factors such as cultural differences, research methods, and sample selection may play a role in these varying outcomes. Similarly, the significant difference found according to the age variable is supported by some studies but contradicted by others, highlighting the multifaceted nature of age's impact on leadership characteristics.

This study aims to examine the effect of sports participation motivations on the leadership orientations of the students of the Faculty of Sport Sciences. The study, which was conducted on university students studying in the field of Sports Sciences, can contribute to the literature thanks to being conducted in different age groups and different departments.

University students can be encouraged to participate in sports through activities to be organized on campuses. Moreover, it may be useful to conduct studies with larger sample groups including different demographic groups, and to conduct similar research in different cultural contexts. In this way, a more comprehensive understanding of the relationship between motivations for sports participation and leadership orientations may be possible. As a recommendation, it is important to use more comprehensive and consistent methods in future research to gain a deeper understanding of these contradictory findings.

Limitations of the Study

The findings of this study should be evaluated and interpreted within the context of certain limitations. The limitations of the research are as follows:

- The study was conducted solely on students from the Faculty of Sport Sciences at a specific university. Therefore, the findings cannot be generalized and may not be applicable to students from other universities or different educational levels.
- The questionnaires used in the study are based on self-reports. The responses given by the participants reflect their own perceptions, which may not fully represent the reality.
- The research was conducted within a specific time frame, and the participants' motivation and leadership orientations may change over time. Consequently, the study does not provide information about the changes in these variables over time.
- The research was carried out in a specific cultural and social context. Similar studies conducted in different cultural and social contexts may yield different results.
- The study examined only certain demographic variables (age, gender, income level, department, sports branch). Other potentially influential demographic or psychosocial variables (e.g., family structure, social support) were not included in the research scope.
- More in-depth and detailed information about the participants' motivation and leadership orientations could be obtained using qualitative research methods.
- Including other potentially influential demographic and psychosocial variables such as family structure, social support, and personality traits in the research could allow for a more comprehensive analysis.

Considering these limitations, it is suggested that future research could provide a broader and more comprehensive perspective.

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Author(s)' statements on ethics and conflict of interest

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