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Understanding motivating factors for college students involvement in club sports

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Understanding motivating factors for college students involvement in club sports

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Abstract

College club sports offer many positive benefits to students. Some of those benefits include: (a) an opportunity for college students to belong to highly organized and skilled teams; (b) development of good time management skills with multiple commitments, such as balancing time between a sport and school; (c) establishing an understanding of what it takes to be committed to something and the effort needed to be successful; (d) development and improvement of athletic skills; (e) social opportunities; and (f) an extension of one's identity development. On average, 78% of college campuses offer club sports through the Rec Sports Department (Nirsa precor sport, 2010). Club sport athletes participate in their sports with minimal fan support and limited opportunities for athletic scholarships for their participation. However, participation in club sports serves a significant role in the lives college students in various ways. Examining the motivating factors for participation will help explain why so many college students participate in club sports. This examination will rely on the results of a questionnaire completed by college students who participate in club sport programs.

UNDERSTANDING MOTIVATING FACTORS FOR COLLEGE STUDENTS
INVOLVEMENT IN CLUB SPORTS

Submitted
in Partial Fulfillment
of the Requirements for the Degree
Master of the Arts

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CHAPTER I

INTRODUCTION

College club sports offer many positive benefits to students. Some of those benefits include: (a) an opportunity for college students to belong to highly organized and skilled teams; (b) development of good time management skills with multiple commitments, such as balancing time between a sport and school; (c) establishing an understanding of what it takes to be committed to something and the effort needed to be successful; (d) development and improvement of athletic skills; (e) social opportunities; and (f) an extension of one's identity development. On average, 78% of college campuses offer club sports through the Rec Sports Department (*Nirsa precor sport*, 2010). Club sport athletes participate in their sports with minimal fan support and limited opportunities for athletic scholarships for their participation. However, participation in club sports serves a significant role in the lives college students in various ways. Examining the motivating factors for participation will help explain why so many college students participate in club sports. This examination will rely on the results of a questionnaire completed by college students who participate in club sport programs.

Understanding why college students participate in club sports has evolved into an important research topic. This is because numerous positive benefits and developments derive from participation in sports such as: physical, psychological, emotional and social elements. Evidence indicates that the level of physical activity declines from high school to college, and activity patterns in college populations are generally insufficient to improve health and fitness (Kilpatrick, Herbert, & Bartholomew, 2005). The concept that

many college students do not develop exercise habits is alarming. “Exercise has so many benefits. In the short-term, a good workout boosts brain chemicals (called endorphins) that improve mood. Exercising also burns calories and helps avert weight gain – which is critical as people get older” (Jenkins, 2010). Research has also shown psychological skills derive from participation in athletics. Relaxation training, positive thought control, self-regulation, imagery, concentration, energy control, self-monitoring, and goal setting are all traits that strengthen due to participation in athletics (Zizzi, Deaner & Hirschhorn, 2003). Many of these traits translate to emotional intelligence as well. These same traits have been correlated with work group cohesion, job performance, role conflict, and job satisfaction (Zizzi, et al., 2003). Finally, social skills can be enhanced through participation in sport programs. “Teammates and coaches have a significant impact on the personal and social development of participants involved in sports (Holt, 2007, p. 42).

An examination of motivating factors can provide student affairs and recreational sports professionals with information to help strengthen participation in campus recreation. This information has the possibility of reaching out to college students who may not routinely engage in physical activity. Student affairs and recreational sports professionals can incorporate the found motivating factors to strengthen and appeal to a broad-based range of college students in the development of physical activity opportunities. Next, student affairs and recreational sports professionals can add to the quality of program development from the information found in the research. These professionals may be introduced to a new way of thinking about why college students participate in club sports. This may result in improving the marketing of

club sports programs to cater to a wider array of college students. This may also result in improving the leadership of student affairs and recreational sports professionals by adding to the body of knowledge about their understanding of motivating factors for participation in club sport programs. Finally, this information may facilitate an improved club sport environment for greater participation and may result in added positive benefits for participating college students.

The purpose of this study was to investigate the motivating factors for college students' participation in club sports. The key motivational independent variables include: (a) family/coach influence, (b) affiliation/peer influence, (c) personal enjoyment/fun, (d) personal achievement, (e) skill development, (f) fitness, and (g) energy release (Passer, 1982). A secondary purpose of the study will be to examine whether or not there are differences between males and females to help explain their reasons for participation in club sports. The club sport population to be studied will be drawn from a sample of college students who participate in club sports at a comprehensive sized institution located in the Midwest.

Statement of the Problem

The purpose of this study was to investigate the motivating factors for college students' participation in club sports. A secondary purpose of the study will be to examine whether or not there are differences between males and females to help explain their reasons for participation in club sports.

Research Questions

The main theme of this study is to determine what motivates college students to participate in club sports. The extensive literature review that follows will break this primary question into sub-problems to thoroughly assess all aspects that this broad theme creates. Fortunately, a survey has already been developed and proven to effectively measure motivating factors for participation in sport programs. The questionnaire consisted of a list of 30 possible reasons for participating in sports. The questionnaire was designed to include all possible reasons respondents might give for participating in sport programs (Gill, Gross, & Huddleston, 1983). Relying on a proven survey instrument will validate the findings and help shed light on the main research question within this study.

Hypotheses

The following hypotheses were developed for this study. For the purpose of statistical testing the hypotheses have been stated in the null form. They are:

1. There will be no statistically significant variables of interest that influence college students to participate in club sports.
2. There will be no statistically significant differences between males and females that influence them to participate in club sports.

Significance of the Study

There are numerous positive outcomes that derive from college students becoming involved with a student organization, such as club sports. "It is pretty common knowledge that if college students get involved right away on campus, they're more

likely to be happy at college...They're also more likely to graduate" (Johnson, 2010).

Due to the wide variety of club sports, there are many opportunities for college students to become involved with this form of extracurricular activity. Being involved in a club sports also creates the opportunity for college students to participate in physical activity and maintain an active lifestyle. Finally, being involved with a club sport can teach participants valuable life lessons. Physical education allows students to have a holistic and active lifestyle and at the same time learn life skills from valuing the essence of winning and losing (Hellison, 2011).

Student affairs professionals have the enormous task of retaining college students. "A college degree has replaced the high school diploma as a mainstay for economic self-sufficiency and responsible citizenship...Unfortunately, too many students who begin college leave before completing degrees. Only half (51%) of students who enroll completed their bachelor's degrees..." (Kuh, Cruce, Shoup, & Kinzie, 2008, p. 540). Students leave college for a mix of individual and institutional reasons, one being poor psycho-social fit (Braxton, Hirschy, & McClendon, 2004, p. 33). Therefore, this study can help illustrate what are the motivating factors for why college students become involved in club sports. This information can help student affairs professionals and recreational sports professionals enhance club sports programs, add to the body knowledge of college students' participation motivation information and promote positive activities for students to be involved with while in college.

Delimitations

This study was delimited to:

1. Club sport participants at the University of Northern Iowa in Cedar Falls, Iowa.

Specifically club sport participants were involved with the following programs:

- (a) Archery, (b) Bowling, (c) Capoeira, (d) Men's Volleyball, (e) Panther Pacers, (f) Swimming, (g) Tae-Kwon-Do, (h) Men's Ultimate Frisbee, (i) Women's Rugby, and (j) Women's Volleyball.

Limitations

The following limitations are identified for this study:

1. The participants were volunteers.
2. Ten University of Northern Iowa Club Sport teams participated in this study.

Assumptions

This study was conducted under the following assumptions:

1. The participants in the study answered the questions honestly.
2. The participants in the study followed the directions given for completing the questionnaire.
3. The participants were able to understand and comprehend the questionnaire.
4. The measuring instrument was valid.

Definition of Terms

The following terms are defined to give the interpreter of this study a better understanding of their use within this study:

Benefit: Something that promotes well-being; an advantage (Merriam-Webster, 2014).

Capoeira: An Afro Brazilian martial art created by African slaves in Brazil, dating back to the 1700's. (UNI Student Organizations, 2014).

Club Sports: Athletic sport in which a college sponsors one team for recreational or competitive purposes not through the NCAA but possibly through other leagues (NIRSA, 2014).

College Student: A student enrolled in a college or university (Merriam-Webster, 2014).

Comprehensive size institution: A high quality and diverse educational experience, purposefully guiding students to find and develop their strengths and prepare them for success after college. Developed outstanding programs in business, humanities, arts, sciences and social and behavioral sciences; advanced degrees are available in many programs. Institution's size is just under 12,200 students, which allows it to offer the faculty, facilities and academic choices of a large university, while retaining a friendly, small-college atmosphere. (UNI College Portrait, 2014).

Motivation: The act or process of giving someone a reason for doing something (Merriam-Webster, 2014).

Panther Pacers: A group of runners who get together to run on Tuesdays, Thursdays, and Sundays. The runs are normally 3 to 5 miles and people of all abilities are welcome. (UNI Student Organizations, 2014).

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this study was to investigate the motivating factors for college students' participation in club sports. The study examined the following motivational variables that are possible factors that help explain college students' participation in club sports: (a) family/parental influence, (b) affiliation/peer influence, (c) personal enjoyment/fun, (d) personal achievement, (e) skill development, (e) fitness and (f) energy release. This study also examined if there are any influences differences between males and females for participation in club sports.

Passer's (1982) work took on the issue that there was very limited research that examined the issue of youth sport psychological issues prior to his research. "Passer's study focused on two lines of research that were interrelated in significant ways: psychological stress and participation motivation" (Passer, 1982, p. 232). Passer developed these motivational factors by looking at three youth sport studies, one conducted with male hockey players (Alderman & Wood, 1976), another with male and female swimmers (Gould, Feltz, Weiss, & Petlichkoff, 1981) and the third with male and female athletes from 10 sports (Gill, et al., 1980). From these studies, Passer grouped participation motivation into six participation motives: (a) affiliation, (b) skill development, (c) excitement/challenge, (d) success/status, (e) fitness, and (f) energy release. Also within Passer's work is a four-stage model of stress developed from previous research. It is proposed within Passer's study that future research examining the role of participation motivation be considered when examining responses to various

stressors. Passer's work was innovative and contributed to the body of knowledge of participation motivation and encouraged future research around this topic. The participation motivation factors that derive from Passer's work will guide the flow and structure of this literature review.

Two other factors have been accounted for and added to expand the review, they include: family/parental influence and gender differences. Lastly, two variables have been adjusted for this literature review: excitement/challenge has been removed and been replaced with personal enjoyment and success/status has been removed and been replaced with personal achievement. These changes were made in Denison's (1994) work. Within this project, Denison examined participation motivation for stable versus transient youth populations. Denison expanded the view on the motives for participation in sport programs. Therefore, the literature review will revolve around the following eight factors that influence participation in clubs sport programs: (a) affiliation, (b) skill development, (c) personal enjoyment, (d) personal achievement, (e) fitness, and (f) energy release, (g) family/parental influence and (h) gender differences.

Gill, Gross and Huddleston (1983) played an important role in the examination of motivational factors for club sports participation. Gill et al. developed the first effective model for measuring participation motivation in sport programs. Gill et al. asked 750 participants to indicate the reasons for participating in sport programs. This resulted in the creation of a questionnaire of 30 possible reasons for participating in sports. Gill et al. then used their instrument to examine participation motivation in youth sports. The

study had 720 boys and 418 girls fill out their questionnaire at the 1979 Iowa Summer Sports School.

The study resulted in exploring participation motivation in youth sports and to initiate the development and testing of a participation motivation measure. The most notable finding was the importance placed on skill development by youth sport participants. The developed questionnaire was noted as a preliminary step as an instrument for participation motivation measure. A factor analysis resulted in encouraging outcomes in that the items generally grouped together in logical and distinct factor patterns. Since its inception Gill et al.'s Club Sports Participation Questionnaire has been used by numerous researchers as a tool to help examine participation motivation topics. Therefore, Gill et al.'s instrumentation was the primary measure for participation motivation in club sports programs within this study.

College Club Sports

College club sports are athletic sport programs in which a university or college sponsors a team for recreational or competitive purposes not regulated through the NCAA but possibly through other leagues (NIRSA). An estimated 2 million student athletes compete in college club sports (Pennington, 2008). The variety of club sports often is often related to the size of the school. Meaning larger schools offer a wider variety of club sports programs. College club sport program have the capability of offering college athletes the ability to play at a competitive level, without the level of commitment required for a sport governed by the NCAA. (Pennington, 2008).

College club sports are operated, maintained and ran in various ways depending on the school. “With no single national governing body for all club sports, teams operate differently from institution to institution. Most are overseen by a student activities association...Typical university financing is a few thousand dollars...Each sport generally has a national governing body...” (Pennington, 2008, p. B. 11). With this information, it is evident that college students place value in their club sport participation. Often times, the life of club sports programs are placed in the hands of college students and are dependent upon them to function.

Another driving force in the spirit of the modern college student is a factor often cited when explaining the growth of club sports. “With the new technologies, they are savvier and communicate far better: email, Facebook, all that. They can rally support for a cause in a flash. New club sports teams sprout up on this campus every semester” (Pennington, 2008, p. B. 11). This level of devotion and passion illustrates participating college students’ commitment to club sports programs. The following information in this literature review will describe possible motivating factors that explain participation motivation in club sports programs.

Affiliation

The sense of belonging to a group and affiliating with others should be considered a motivational factor for participation in sports programs. Gill et al. (1983) found that affiliation ranked sixth out of nine motivators for Iowa Summer Sports School participants (N= 1138). The development of feelings of identity, the sense of belonging to a team, and the growth of social skills are experiences that sport, if properly conducted,

is well placed to offer (Siedentop, 1994). The idea that there are so many social benefits from participation in sport programs must be realized and valued as a motivating factor for their participation.

Siedentop's (1994) work focuses on the concept of sport education. Sport education is a curriculum and instruction model designed to provide authentic, educationally rich sport experiences for students participating in school physical education (Siedentop, 1994). This model and work is based around extensive research; one of the key features derived from sport education is affiliation. According to Siedentop (1994), the development of team affiliation can also support the establishment and maintenance of rules and routines and assist in the identification of teams' and individuals' accountability. Siedentop acknowledges that team membership can create problems such as disagreements and teammates struggling to work with other team members. Siedentop (1994) suggests that sport participants mature through experiences such as dealing with disagreements and problems among their peer group.

The concept of affiliation can play an important role in the lives of college students during this period of their lives. Cauffman and Steinberg's (2000) study shows that college students may be more easily swayed towards behavior than adults. Their study examines the influence of three psychosocial factors (responsibility, perspective, and temperance) on maturity of judgment in a sample of over 1,000 participants ranging in age from 12 to 48 years. One of the findings suggests compared with adults, many college students are susceptible to psychosocial functioning and self-reliance, which allows the groups they affiliate with to have a certain amount of influence over their

lives. Therefore, this finding depicts that affiliation amongst college students can play a significant influencing life factor. However, there have been no studies found by the researcher that specifically examines what role affiliation plays as a motivating factor for college students' participation in club sport programs.

Skill Development

Sport skill development is the next motivating factor to be examined. Gill et al. (1983) found that both boys ($N= 720$) and girls ($N= 418$) ranked improving skills as the most important motivator for their participation in youth sport programs. However, other studies offer contradictory findings to the importance of skill development as a motivating factor. Klint and Weiss (1987) study tested the notions, based on a competence motivation theory by Harter (1979), that perceptions of competence are related to particular motives for sport participation. Within this study, the participants consisted of gymnasts ($N= 67$) 8 to 16 years old who participated in the developed Physical, Social, and Cognitive subscales (Harter, 1979) to examine their motives for participating in gymnastics. The study resulted in the participants ranking learning new skills as the most important, improving present skills as the third important and competing at a higher level as eighth out of a possible 32 reasons for sport participation. These ambiguous findings do not make a clear point in explaining whether or not the pursuit of skill development is a definite motivating factor for youth participation in sport programs.

However, the Expert Performance theory developed by Ericsson and Charness (1994) illustrates what occurs when people participate in human endeavors, including

sports, for skill development. The theory disputes the common belief that expert performance reflects innate abilities and capacities. Their study suggests that expert performance is predominantly developed through deliberate practice. Their theory revolves around extensive research and suggests that deliberate practice is not simply training of any type, but rather a minimum of 10 years of engaging in deliberate practice in order to be conditioned to perform at optimum levels. Baker and Cote (2003) applied the deliberate practice theory specifically to adults who participate in sport programs. This research consisted of 28 participants with a median age of 27 years old and examined whether if deliberate practice played a role in their continued participation in sport programs. Fifteen participants were considered expert decision makers and thirteen participants were experienced but considered non-expert athletes. Experts accumulated more hours of sport practice, spending on average some 13 years and 4,000 hours on concentrated skill development. The results also conveyed that skill development and striving for improvement were the most important factors for why these athletes still continue to participate in sport programs.

A study done by Haines (2001) examined undergraduate student benefits from university recreation. The goal of this research was to produce current data that supports the notion that university recreation positively influences the undergraduate college experience. To measure this importance, the study used the Quality and Importance of Recreational Services which is a survey owned by National Intramural-Recreational Sport Association. This survey was designed to be used by institutions interested in assessing the impact of recreational sports activity on student recruitment, retention,

satisfaction, educational development, and involvement (Lindsey & Sessoms, 2006). This study was conducted at The Ohio State University where there were 67 sport clubs and this study consisted of (N= 374) participants. The results of this study showed that 75% of the surveyed participants benefited from campus recreation in the following categories: feeling of physical well-being, sense of accomplishment, fitness, stress reduction and skill development (Lindsay & Sessoms, 2006). Skill development being found as one of the most important benefits from university recreation in this study adds to the notion that skill development should be considered as an important motivating factor for college students' participation in club sports.

Personal Enjoyment

Research studies have indicated that personal enjoyment ranks as one of the most important motivating factors for participation in sport programs. Gill et al. (1983) found that fun was considered by the respondents (N= 1138) as the second most important reason for participating in youth sports programs. Along with the notion of having fun, is the concept of intrinsic motivation, which appeals to individuals. Research done by Deci and Ryan (1985) specifies the factors in social contexts that produce variability in intrinsic motivation. This theory argues that interpersonal events and structures (example, rewards, communications and feedback) which produce feelings of competence during action which enhances intrinsic motivation and personal enjoyment when participating in activities.

Another study done by Csikszentmihalyi (1975) focuses on the term 'flow' and contributes to personal enjoyment as a motivating factor. Flow is a deeply enjoyable

state of being absorbed in something. People who experience flow report losing track of time and losing all self-consciousness about their ability to perform the task (Csikszentmihalyi, 1975). Flow is the mental state of being fully immersed in a feeling of energized focus, full involvement, and personal enjoyment in the process of the activity (Csikszentmihalyi, 1975). In summation, flow is characterized by complete absorption in what one does due to personal enjoyment (Csikszentmihalyi, 1975). This study suggests that personal enjoyment and fun have the potential to be very influential factors for participation in sport programs.

A study conducted by MacDonald, Cote, Eys and Deakin (2011), examined the role of enjoyment and motivational climate in relation to personal development of team sport athletes. Participants ($N= 510$) athletes between the ages of 9 to 19 participated in the Sources of Enjoyment in Youth Sport Questionnaire, which is a questionnaire that measures six dimensions of personal enjoyment. The results from this study indicated that personal enjoyment in sport programs were most strongly predicted by affiliation with peers, self-referenced competency, effort expenditure, and a task climate. Results also suggest personal enjoyment can be enhanced when an environment that encourages peer affiliation and personal achievement can result in positive outcomes for sport participants. As the research suggests, personal enjoyment and fun should be viewed as a major influencing factor for participation in sport programs.

Personal Achievement

The concept of personal achievement being a motivational factor was addressed in the Gill et al. (1983). The literature shows differing results in the category of personal

achievement between males and females. Males ($N= 720$) ranked personal achievement higher than females ($N= 418$). Youth seem to rank personal achievement as not that important of a motivating factor for participation in a sport program. For example, McCarthy, Jones and Clark-Carter's (2008) study focused on the developmental progression of sources of enjoyment among youth sport participants. Participants ($N= 152$) aged 8 to 15 years, self-report measures of enjoyment, sources of achievement, perceived sport competence and task goal orientation were recorded. The results indicated that personal achievement ranked as the lowest factor to help explain participation motivation.

Personal achievement being recognized as a motivating factor seems to evolve over the transition from childhood to adulthood. As Ogles and Masters (2000) study illustrates, personal achievement ranks higher for people in adulthood. This study focused on explaining participative motives of older versus younger adult male marathon runners; the subjects were runners older than 50 ($N= 104$) and younger adults ages 20 to 28 ($N= 110$). The participants ages 20 to 28 ranked personal achievement as the most important motivating factor out of the tested five motivating factors for participation in their sport. Older participants (runners older than 50) ranked personal achievement as not as important ranking this motivating factor as fourth out of five factors. The results from this study suggests that college aged people tend to rank personal achievement as an important factor when it comes to explaining why they partake in a particular sport.

According to the previously mentioned studies, personal achievement is not a critical motivational factor for youth participation in sport programs (McCarthy, Jones &

Clark-Carter, 2008). However, personal achievement evolves to a very important factor in early adulthood and again tapers off into not as important motivating factor in later life (Ogles & Masters, 2000). This information suggests that personal achievement will more than likely be ranked by college students as an important factor for their participation in club sports. However, due to the variance of the ranking of personal achievement in this literature review; it will be interesting to see how personal achievement is ranked by college students for their participation in club sports.

Fitness

Physical activity is required in many sports which results in improved strength, cardiovascular and respiratory levels. Gill et al.'s (1983) study found that participants ($N= 1138$) ranked physical fitness as the third most important participation motivational factor. Another study by Brodtkin and Weiss (1990) examines the developmental differences in motives for participating in competitive swimming across the lifespan. This study consisted of six age groupings based on cognitive criteria identified in the literature: younger and older children, and young, middle, and older adults. The participants ($N= 100$) completed the Participating Motivation Questionnaire which was modified by Gould, Feltz, and Weiss (1985). One of the findings indicated that health/fitness motives were rated highest by young and middle adults and lowest by older children and older adults. These findings suggest that fitness is a significant participation motivation factor in the lives of college students.

Adding to the notion of fitness, is a study conducted by Ryan, Fredrick, Lepas, Rubio, and Sheldon (1997), which focused on motivating factors for college students partaking in physical fitness. The results indicated that the participants rated body-related motives as their primary factors for participation. The researchers used the Motivation for Physical Activity Measure; this scale is composed of three factors (enjoyment, competence, and body-related) in its coverage of possible motives for physical activity. The findings within the research suggest that fitness is a motivator for participation in sport programs.

Energy Release

Energy release results from participation in sports programs and will be examined as participation motivation factor within this study. Gill et al. (1983) found that energy release is a reason that the Iowa Summer School participants ($N= 1138$) played sports, but the results of the questions relating to energy release were not as significant as the other previously mentioned motivating factors. Gould et al.'s (1985) study examined motives for participating in competitive youth swimming. The participants consisted of ($N= 365$) aged 8 to 19 years, with differing levels of skill and experience varied in their participation objectives. The participants also completed the participation motivation inventory developed by Gill et al. (1983). The results found that energy release was a determining factor in youth sport participation, but not as significant when compared to other reasons for participation in swimming. Energy release was not ranked in the top 14 factors that influence participation within this study.

Barber, Sukhi and White's (1999) study of the participant motivation and competitive anxiety in youth sports had similar findings regarding energy release. The participants (N= 62) completed the Participation Motivation Inventory which included the factor of energy release. The results from this study indicated that energy release was ranked sixth out of seven factors for reasons for their participation in sport programs.

Fit for Duty, a textbook by Hoffman and Collingwood (2007), has a section that takes on the notion of energy release. Exercise can serve as a release. It can release tension and anxiety and exercising on a regular basis increases emotional well-being. Active individuals report less stress in their lives. Exercise serves more effective than tranquilizers for reducing anxiety associated with prolonged stress by allowing energy release (Hoffman & Collingwood, 2007). This suggests that energy release serves as an outlet for people and that energy release is a positive outcome that derives from participation in sports. The researcher could not find any applicable information on the role energy release plays to people of college age. Therefore, these findings suggest that energy release is not a critical motivational factor for sports participation for most people. However, the data from the present study did include some participants who listed energy release as a reason for their participation. This indicates that energy release must be considered a participation motivation factor and that more research in this area must be done to fully understand this motivational factor.

Family/Parental Influence

Family and parental influence in the participation of sport programs will be examined as a motivational factor that contributes to participation. Gill et al. (1983)

conducted a study at the Iowa Summer Sports School which included boys ($N= 720$) ages 9 to 18 and girls ($N= 418$) ages 8 to 18 in nine sports. It was determined that family influence ranked sixth out of the top nine reasons for sports participation. It should be mentioned that these findings may be flawed as they were reported as “parents and close friends want me to play”. Within this review, parental influence and peer influence are considered two separate variables that contribute to the influence of participation motivation.

Existing research has shown that parents and family can influence a child’s motivation, perceived competence, and enjoyment of sports (Brustad, Babkes, & Smith, 2001). This study examined youth in sports and the various psychological considerations that impact participation. The theories tested within the study include the social cognitive approach (people do not learn new behaviors solely by trying them, but rather, it is dependent upon the replication of the actions of others); expectancy-valued based approaches (suggests that attitudes are developed and modified based on assessments about beliefs and values); achievement goal theory (people have goals of learning are thought to be a key factor influencing the level of a person’s intrinsic motivation and achievement); and competence motivation theory (achievement motivation based on a person’s feelings of personal competence) (Brustad, et al., 2001). The results indicated that older children and adolescents (beginning at about age 12), rely more on peers for participation motivation, although parents are still important (as cited in Brustad, et al., 2001). “Research exists that indicates that children’s perceptions of parental influence are more strongly related to children’s psychological and affective outcomes than are

parents' own self-reports of their beliefs and behaviors" (Brustad, et al., 2001, p. 618). Encouraging families to model and support participation in sport activities is one of the key strategies for increasing physical activity levels in youth (HHS, 1996; HHS & U.S. Department of Education, 2000). Parental influence in particular can impact how long a child stays involved in a sport as well as how a child views their own abilities within the sport. The notion that parents play a role in how long children participate in a sport is interesting in the examination of college students' participation in club sports. It can be assumed that college students did not have negative experiences with their parents and family or that this factor did not matter to them in their decision in participating in a club sports during their college years.

Children look to parents for information in competitive sport environments regarding judgment on ability and decisions about future participatory behavior (Weiss & Ferrer-Caja, 2002). This line of research suggests that parents have the ability to play an important role regarding an individual's development in a particular sport. The above research depicts evidence that parents and family have the ability to contribute to an individual's overall views of sport participation. Thus, family and parental influence must be accounted for in the examination of motivating factors for college students' participation in club sports.

Gender Differences

The role of gender difference is an additional component this research will examine. This means analyzing to see if there are any significant differences for participation in club sports programs for each gender. Gill et al. (1983) examined gender

differences to a basic extent by listing what was ranked as the most important factors by girl participants and boy participants. Both boys and girls gave improving skill the highest ranking. This research project is going to examine this issue further by examining all the motivating factors and seeing if there is any significance in gender typing.

A study done by Koivula (1999) has already examined the differences in motivation due to gender typing in sport participation. The study measured gender differences by using the Bem Sex Role Inventory (BSRI), this is a measure of masculinity-femininity and gender roles. It assesses how people identify themselves psychologically (Bem, 1974). The BSRI measured gender differences on motives given explicitly for sport participation and physical exercise. Respondents (N= 440) had a mean age of 26. Results of the study indicate that body-related and social factors are stronger motives for women, and that competition and competence motives are more valued by men.

A study conducted by Eccles and Harold (1991) examined gender differences in sport involvement. The participants (N= 3,000) was a two-year longitudinal study that explored the transition from elementary to junior high school and examined the participants self-perception, values, and sport activity choices before and after this transition. The results indicated clear gender differences for reasons for sport involvement and gender differences seem to be a consequence more of gender-role socialization. Some examples of the conclusions from this study suggest: “Already by first grade, girls have a more negative assessment of their general athletic ability than do

boys...boys see sport as equally or more important than the other domains..." (Eccles & Harold, 1991, p. 29). This study suggests that there are evident issues on how different genders perceive sport programs and indicate that this issue should be considered when examining participation motivation for sport programs.

Another study by Kilpatrick, Hebert, and Bartholomew (2005) examined the lack of physical activity in the college population. This study compares motivations for sport participation versus exercise among college students. Results indicate that participants (N= 223) were more likely to report intrinsic motives for their participation in physical activity. Gender-based analyses revealed that a motive for women is weight management; compared to men who are more highly motivated by performance and ego-related factors. This information adds to the body of knowledge of gender differences of participation motivation in sports programs. There were no studies found by the researcher that specifically examines what role gender differences play amongst college students' participation in club sports programs. Therefore, gender differences will be considered as a factor and this study will contribute to its further understanding as a variable in participation motivation research.

Summary

The literature indicates that skill development is the most important motivating factor for college student participation in club sports. The literature also suggests that affiliation, excitement/ challenge, success/status, fitness, energy release, family/parental influence and gender influence all contribute to motivational factors for college students'

participation in club sports; however they are not as important as the skill development factor.

Student affairs and recreational sports professionals should review this information as it helps illustrate the motivational factors for college student's participation in club sports. A better understanding of these motivational factors could assist professionals in their implementation of club sports programs. There has not been any research found that examines the participation motivational factors for college students participation in club sports.

CHAPTER III

METHODOLOGY

This study focused on examining the motivating factors for college students' participation in club sports. Chapter III presents information regarding the methodology used in this study. The chapter is subdivided into several sections which describe: (a) research design, (b) research participants, (c) instrumentation, (d) procedures for collecting data, and (e) data analysis.

Research Design

The research design for this study was descriptive experimental. There was no control group and the independent variables were not manipulated in this experimental design. College students' participation in club sports served as the dependent variable for this research project. The following served as the independent variables examined in this study: (a) family/parental influence, (b) affiliation/peer influence, (c) personal enjoyment/fun, (d) personal achievement, (e) skill development, (f) fitness, and (g) energy release.

Research Participants

The subjects in this study included college students who participate in club sports. The participants were volunteers who participate in a club sports program at the University of Northern Iowa located in Cedar Falls, Iowa. The subjects consisted of Freshman (n = 44), Sophomores (n = 44), Juniors (n = 35), Seniors (n = 16) and Graduate Students (n = 3). These subjects were drawn from University of Northern Iowa club sports teams. The researcher made contact with the heads of each Club Sports Team.

The following club sports teams had this many participants: (a) Archery (n = 15), (b) Bowling (n = 8), (c) Capoeira (n = 6), (d) Men's Volleyball (n = 12), (e) Panther Pacers (n = 33), (f) Swimming (n = 9), (g) Tae-Kwon-Do (n = 11), (h) Men's Ultimate Frisbee (n = 15), (i) Women's Rugby (n = 18), and (j) Women's Volleyball (n = 15).

Instrumentation

The research instrument used in this study was the Club Sports Participation Questionnaire (Appendix A). The survey was a modified version of the Iowa Sports School Questionnaire developed by Gill et al. (1983). Gill et al. used a three point Likert-type scale which revolved around three potential responses: (a) Very Important = 1, (b) Somewhat Important = 2, (c) Not at all Important = 3. This instrument was developed by Gill et al. because in 1983 there was little empirical information to help explain youth motives for participation in sports. Therefore, the Gill et al. study developed a standard of measure of participation motivation in youth sports that may be used in a variety of research projects such as this one. The questionnaire was developed based on information from two pilot projects administered to participants at a summer sports school. The questionnaire was designed to include all possible reasons respondents might give for participating in youth sport programs.

In the Club Sports Participation Questionnaire, a four point Likert-type scale was used. The four points include: (a) Very Important = 1, (b) Somewhat Important = 2, (c) Not Very Important = 3, and (d) Not at all Important = 4. This modification to the Gill et al. instrument yielded one score (range 1 to 4) for each of the 31 questions. A response

of very important (equal to 1) is considered high as opposed to a response of not very important (equal to 4) being low.

The specific questions in the survey were grouped by independent variables, with the purpose of representing possible reasons for participation in club sports. The questionnaire consisted of two set of questions. The first part of the questionnaire requested demographic information from the subjects. Subjects were asked to indicate their gender, year in school and the club sports they participate in.

The second section of the questionnaire requested information regarding the motivating factors that influenced individuals to participate in club sports. Subjects were asked to read each item carefully and determine whether or not a particular item described was a factor for their participation in club sports. Subjects were then asked to mark an "X" in the box that indicated the importance of each statement.

All but four questions on the Gill et al. (1983) survey were used in this study. The questions that were removed include: (a) I like to travel, (b) I like the challenge, and (c) My parents like to watch me play. The question "My parents and close friends want me to play" was changed to two questions because of the variable groupings: (a) family/parental influence and (b) affiliation/peer influence. Changing this question to two different questions changed the 30 question survey to a 31 question survey for this study.

Gill et al. (1983) employed eight independent variables including: (a) achievement/status, (b) team, (c) fitness, (d) energy release, (e) skill development, (f) friends, (g) fun, and (h) others. All thirty possible motivational factors for participating

in youth sports that were found in the Gill et al. survey were categorized within the eight independent variables. Achievement and status included: (a) win, (b) feel important, (c) be popular, (d) gain status, and (e) do something I'm good at. The team variable included: (a) teamwork, (b) team spirit, and (c) being on a team. Fitness factors included: (a) stay in shape, (b) get exercise, and (c) be physically fit. Energy release factors included: (a) get rid of energy, (b) release tension, (c) something to do, (d) travel, and (e) get out of the house. Skill development factors included: (a) improve skills, (b) learn new skills, and (c) higher level. The friend factors included: (a) be with friends and (b) make new friends. Participation for fun reasons included: (a) be with friends, (b) action and (c) excitement. Finally, miscellaneous factors included: (a) parents/close friends, (b) coaches, and (c) equipment/facilities.

The variable groupings for this study also were changed to meet the needs for this particular study. The new seven variable groupings used in this study included: (a) family/parental influence, (b) affiliation/peer influence, (c) personal enjoyment/fun, (d) personal achievement, (e) skill development, (f) fitness, and (g) energy release. The specific questions assigned to each of these variable groups were similar to Gill et al. (1983). The "other" or miscellaneous variable found in the Gill et al. study was removed; therefore the three questions assigned to that variable were distributed to other variables. Those distributions are as follows: (a) "My parents want me to play" and "I like the coaches" were moved to the variable family/parental influence, (b) "My close friends want me to play" was moved to affiliation/peer influence, and (c) "I like the equipment and facilities" was moved to the personal enjoyment/fun variable. The family/parents

variable was increased by the addition of the following: (a) “My parents like my sport”, “My brother or sister want me to play”, and (c) “My parents like to watch me play”. The team variable was also removed leaving the questions: (a) I like the teamwork, (b) I like the team spirit, and (c) I like being on a team. These questions were placed in the affiliation/peer variable.

Previous work employing the Gill et al. (1983) three point Likert-type scale has shown a high degree of reliability and validity for the use of this instrument. Gill et al., using Cronbach’s alpha for each of the grouped factors, found a medium to high level of reliability (.30 to .78). Gould et al. (1985) also used the three point Likert-type scale in their research. Using Cronbach’s alpha as a measure of reliability, they reported scores for the grouping of .30 to .78, with a mean score of .59. The pilot test conducted for their instrument, included a test, re-test, reliability measure of .68. Finally, Klint and Weiss (1987) also using Cronbach’s alpha to test for reliability found levels among nearly all groupings (.53 to .86).

The four point Likert-type scale used in this study revolved around Denison’s (1994) study. The pilot test for Denison’s study tested participants in two sixth grade classes at the Malcolm Price Laboratory School located on the campus of the University of Northern Iowa. The participants (N= 18) were given the Youth Sports Questionnaire after they had completed an Informed Consent form. A high degree of reliability (.96) was found in Denison’s study.

Procedures for Collecting Data

Permission to conduct the research study was granted by the University of Northern Iowa's Institutional Review Board team. Permission to conduct the research study was also granted by the Associate Director of the University of Northern Iowa's Wellness and Recreation Center and the Sport Clubs Coordinator. The researcher then contacted the club sports heads to inform them about the study. The researcher then planned a time and place to meet with the club sports teams who participated in the study. Initially, subjects were read the Recruitment Script (Appendix B) which explained the purpose of the research and that the participation was voluntary. The subjects were then asked to complete University of Northern Iowa Graduate College's Oral Informed Consent Form (Appendix C). In all cases the questionnaire was distributed prior to club sports practice or meeting. The purpose of the consent form was to allow a choice for participation in the study and to educate the subjects on their involvement in the study. Specifically, the consent form informed subjects that there was no risk to their involvement and that the results would be confidential. Subjects were informed that the researcher would only ask information concerning the subject's year in school, gender, and club sports they participate in. After the subjects consented to participate in the study, they were given the Club Sports Participation Questionnaire (Appendix A). Verbal instructions for correct completion of the survey were given prior to the distribution of the survey to the subjects by the researcher. Upon completion, subjects were instructed to place their completed surveys into an envelope. When all subjects

completed their participation in the study, the researcher collected the envelope to ensure there was no tampering with the survey responses.

Data Analysis

The data was analyzed using numerous procedures. First, the subjects' means were calculated. Second, an analysis of the subjects' means scores based on the various club sports was completed. This was done by relying on T-Tests to determine the importance of specific participation motivational factors. Finally, an analysis of the two gender groups was completed. The T-Tests ran tested the participant's means and gender differences for participation motivation in club sports.

To determine the significance of the main effects of the independent variables on factors influencing participation, mean values were computed for each of the motives for all of the subjects. Following, the mean values were ranked according to the computed means. This organized the data by ranking the motives which most important to those which ranked least important. A series of multivariate of analyses of variance (ANOVAs) were calculated to compare the mean scores of the motivating factors that influence participation in club sports with the independent variables. Finally, a dichotomous test was run to determine if gender influences any particular motivating participation factors. The following hypotheses were tested using the ANOVA procedure:

1. There will be no statistically significant variables of interest that influences college students to participate in club sports.

2. There will be no statistically significant differences between males and females that influence them to participate in club sports.

Summary

The purpose of Chapter III was to present the methods that were used in the study. A sample was drawn of subjects from ten University of Northern Iowa Club Sports Teams. The instrument used to collect the data was a modified version of the one developed by Gill et al. (1983). The questionnaire requested demographic information, along with information pertaining to factors influencing participation in club sports programs. Three procedures for analyzing data were developed. Descriptive statistics were used to present information concerning demographic statistics and ANOVAs were calculated to test the hypotheses.

CHAPTER IV

RESULTS

The purpose of this study was to investigate the motivating factors for college students' participation in club sports. Chapter III presents information regarding the methodology used in this study. The study examined the following variables as possible motivating factors for college students' participation in club sports: (a) affiliation, (b) skill development, (c) personal enjoyment, (d) personal achievement, (e) fitness, and (f) energy release, (g) family/parental influence and (h) gender differences. Chapter IV is designed to present the results of the Club Sports Participation Questionnaire.

The chapter is divided into three sections: (a) Summary of Returns, (b) Participation Motivation, and (c) Participation Motivation for Gender.

Summary of Returns

The Club Sports Participation Questionnaire was distributed to a total of 145 individuals. Of this total number, there were 142 responses that were usable. Three individuals decided not to participate in the study. The following club sports teams were represented by participants' responses: (a) Archery (n = 15), (b) Bowling (n = 8), (c) Capoeira (n = 6), (d) Men's Volleyball (n = 12), (e) Panther Pacers (n = 33), (f) Swimming (n = 9), (g) Tae-Kwon-Do (n = 11), (h) Men's Ultimate Frisbee (n = 15), (i) Women's Rugby (n = 18), and (j) Women's Volleyball (n = 15).

Participation Motivation

This section presents the responses of the participants and reflects the factors that influence participant motivation in club sports. Table 1 presents the calculated mean

scores of the respondents. The table is organized to present the mean scores of how the participants ranked the motivating factors as an explanation for their participation in club sports. The Likert scale included a four point rating scale, with the following values: (a) Very Important = 1, (b) Somewhat Important = 2, (c) Not Very Important = 3, and (d) Not at all Important = 4. As can be seen in the results of Table 1, the top three motivational factors with the highest mean scores for the total population (N = 142) are: “I like to have fun” (M = 1.17), “I like to meet new friends” (M = 1.31), and “ I like to get exercise” (M = 1.33). Comparatively, the three motivational factors with the lowest mean scores for the total population (N = 142) are: “My siblings want me to play” (M = 3.24), “My parents want me to play” (M = 3.03), and “ I want to be popular” (M = 2.97).

Table 1. *Mean Scores for Questionnaire Items*

<u>Question</u>	<u>N</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std. Deviation</u>
I want to improve my skills	142	1	4	1.54	.691
I want to be with my friends	142	1	4	1.43	.657
I like to win	142	1	4	2.07	1.040
I want to get rid of energy	142	1	4	2.07	.904
My parents like my sport	142	1	4	2.54	1.089
I want to stay in shape	142	1	4	1.43	.757
I like the excitement	142	1	4	1.36	.623
I like the teamwork	142	1	4	1.58	.792
My parents want me to play	142	1	4	3.03	1.010
My friends want me to play	142	1	4	2.68	1.027
I want to learn new skills	142	1	4	1.79	.906
I like to meet new friends	142	1	3	1.31	.561
I like to do things I'm good at	142	1	4	1.59	.809
I want to release tension	142	1	4	1.70	.815
I like rewards	142	1	4	2.02	.978
I like to get exercise	142	1	4	1.35	.686
I like to have something to do	142	1	4	1.43	.657
I like the action	142	1	4	1.51	.751
I like the team spirit	142	1	4	1.62	.769
I like to get out in the public	142	1	4	1.89	.961
I like to compete	142	1	4	1.82	1.013
I like to feel important	142	1	4	2.10	.970
I like being on a team	142	1	4	1.65	.801
I want to go onto a higher level	142	1	4	2.00	.968
I want to be physically fit	142	1	4	1.39	.630
I want to be popular	142	1	4	2.97	.891
My brother or sister	142	1	4	3.24	.891
I like the coaches	142	1	4	2.21	1.044
My parents like to watch me play	142	1	4	2.56	1.139
I like to have fun	142	1	4	1.17	.461
I like to use the equipment or facilities	142	1	4	2.18	1.119

Note: (a) Very Important = 1, (b) Somewhat Important = 2, (c) Not Very Important = 3, and (d) Not at all Important = 4.

Participation Motivation by Gender

In this section the information is presented concerning the responses of the participants regarding the factors that influence participant motivation when categorized by gender differences. Table 2 presents the calculated mean scores between male and female participants. The table is organized to present the mean score results as ranked by both male and female. As one can see viewing the results of Table 2, the top three motivational factors that were described as the most important motivating factors for the total population (N = 70) for males included: “I like to have fun” (M = 1.11), “I like to meet new friends” (M = 1.34), and “I like the excitement” (M = 1.37). The top three most important motivating factors for the total population (N = 72) for females included: “I like to have fun” (M = 1.23), “I like to get exercise” (M = 1.23), and “I like to meet new friends (M = 1.28). On the other end, the motivating factors that were ranked the three least important factors for total population (M = 70) for males included: “My brother or sister want me to play” (M = 3.23), “My parents want me to play” (M = 2.99), and “I want to be popular” (M = 2.89). The three least important factors described by females were: “My brother or sister want me to play” (M = 3.28), “My parents want me to play” (M = 3.10), and “I want to be popular” (M = 3.08). Finally, the four motivational factors that had the largest discrepancies between males and females were: “I want to improve my skills” males (M = 1.39) compared to females (M = 1.69) which is a .30 difference, “I want to learn new skills” males (M = 1.64) compared to females (M = 1.94) which is a .30 difference, “I want to stay in shape” males (M = 1.57)

compared to females ($M = 1.30$) which is a .27 difference, and “I want to go onto a higher level” males ($M = 1.87$) compared to females ($M = 2.14$) which is a .27 difference.

Table 2. *Mean Scores for Questionnaire Items by Gender*

<u>Question</u>	<u>Gender</u>	<u>N</u>	<u>Mean</u>	<u>Std. Deviation</u>	<u>Std. Error Mean</u>
I want to improve my skills	Male	70	1.39	.644	.077
	Female	72	1.69	.709	.084
I want to be with my friends	Male	70	1.39	.644	.077
	Female	72	1.48	.673	.080
I like to win	Male	70	1.96	.930	.112
	Female	72	2.20	1.129	.134
I want to get rid of energy	Male	70	1.99	.876	.105
	Female	72	2.17	.926	.134
My parents like my sport	Male	70	2.63	.995	.119
	Female	72	2.46	1.169	.139
I want to stay in shape	Male	70	1.57	.861	.103
	Female	72	1.30	.612	.073
I like the excitement	Male	70	1.37	.641	.077
	Female	72	1.35	.612	.073
I like the teamwork	Male	70	1.64	.799	.096
	Female	72	1.54	.790	.094
My parents want me to play	Male	70	2.99	1.028	.123
	Female	72	3.10	.973	.116
My friends want me to play	Male	70	2.64	1.064	.127
	Female	72	2.75	.982	.116
I want to learn new skills	Male	70	1.64	.852	.102
	Female	72	1.94	.939	.111
I like to meet new friends	Male	70	1.34	.611	.073
	Female	72	1.28	.512	.061
I like to do things I'm good at	Male	70	1.51	.676	.081
	Female	72	1.68	.922	.109
I want to release tension	Male	70	1.74	.829	.099
	Female	72	1.68	.807	.096
I like rewards	Male	70	1.94	.899	.107
	Female	72	2.11	1.049	.125
I like to get exercise	Male	70	1.49	.756	.090
	Female	72	1.23	.590	.070
I like to have something to do	Male	70	1.47	.653	.078
	Female	72	1.39	.665	.079
I like the action	Male	70	1.44	.694	.083
	Female	72	1.59	.803	.095
I like the team spirit	Male	70	1.71	.854	.102
	Female	72	1.54	.673	.080
I like to get out in the public	Male	70	1.90	.965	.115
	Female	72	1.89	.964	.114
I like to compete	Male	70	1.73	.931	.111
	Female	72	1.93	1.087	.129
I like to feel important	Male	70	2.16	.958	.114
	Female	72	2.06	.984	.117

*Table
Continues*

I like being on a team	Male	70	1.73	.850	.102
	Female	72	1.58	.750	.089
I want to go onto a higher level	Male	70	1.87	.947	.113
	Female	72	2.14	.975	.116
I want to be physically fit	Male	70	1.44	.651	.078
	Female	72	1.35	.612	.073
I want to be popular	Male	70	2.89	.910	.109
	Female	72	3.08	.841	.100
My brother or sister	Male	70	3.23	.871	.104
	Female	72	3.28	.881	.105
I like the coaches	Male	70	2.13	.977	.117
	Female	72	2.31	1.103	.131
My parents like to watch me play	Male	70	2.64	1.036	.124
	Female	72	2.51	1.229	.146
I like to have fun	Male	70	1.11	.363	.043
	Female	72	1.23	.540	.064
I like to use the equipment or facilities	Male	70	2.07	1.068	.128
	Female	72	2.30	1.164	.138

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

Introduction

The purpose of this study was to investigate the motivating factors for college students' participation in club sports. The secondary problems that were identified for this study included the participation motivation for gender differences. This chapter is organized in three sections including: (a) discussion, (b) recommendations, and (c) conclusions. The discussion section presents how the findings of this study either support or contradict the findings of previous studies. The recommendations section discusses the possible uses for the findings of this study. The conclusion section reveals the findings of this study. The conclusion section also reveals the findings in a way that support or contradict the hypotheses of this study.

Discussion

The results from this study reveal that personal enjoyment was ranked the most important reason for college students' participation in club sports. Personal enjoyment was ranked as the number one motivator for both male and female participants. It should also be noted that results indicate that affiliation and fitness were ranked as important reasons for participation.

Personal enjoyment was found to be the highest mean score for participation motivational factor for college students in club sports. These findings are similar to Gill et al. (1983) which found that personal enjoyment was considered by the respondents (N = 1138) as the second most important reason for participating in youth sports programs.

The least likely motivational factor within this study for participation in college club sports is family and parental influence. Family and parental influence ranked seventh out of a possible seven factors much like the Gill et al. study which found parental influence ranked sixth out of a possible nine factors.

The results of this study approximate the findings of MacDonald, et al. (2011), which examined the role of personal enjoyment and motivational climate in team sport athletes. The results from the MacDonald et al. study indicated that personal enjoyment in sport programs were most strongly predicted by affiliation with peers, self-referenced competency, and effort expenditure. Results also suggest personal enjoyment can be enhanced when an environment that encourages peer affiliation and personal achievement can result in positive outcomes for sport participants. As the research suggests, personal enjoyment and fun should be viewed as a major influencing factor for participation in sport programs.

Affiliation was the second highest mean score for participation motivation for both male and female participants. This supports the findings of Cauffman and Steinberg's (2000) study which focused on the important role affiliation can play in the lives of college students. Their study shows that college students may be more easily swayed towards behavior than adults who are not in college. The main result suggests, many college students are susceptible to psychosocial functioning and self-reliance, which allows the groups they affiliate with to have a certain amount of influence over their lives. Therefore, this finding depicts that affiliation amongst college students can play a significant influencing factor for participation motivation in club sports programs.

An interesting finding from this study is that for both male and female participants “I like to have fun,” was found to be the number one motivational factor out of 31 possible factors. Males ranked “I like to meet new friends” as the second most important motivating factor, followed by “I like the excitement” as the third most important motivating factor. Female participants ranked “I like to get exercise” as the second most important motivating factor, followed by “I like to meet new friends” as the third most important motivating factor. Both male and females ranked “My brother or sister want me to play” as the least important motivating factor for their reasons for participation in club sports.

Recommendations

Participation motivation research in college club sports should continue. Many studies have been conducted and mentioned within the literature review of this study were found to contradict each other. This may be because the vast array of variety of different sports that were examined in the studies. Also many of the studies within the literature review examined various age groups such youth populations, college populations and adult populations.

As the literature review for this study was being conducted, it became apparent that there had not been a study conducted in the area of participation motivation with the major focus of the study being centered on college club sports. The results from this study should add to the body of knowledge of college campus recreation, however more studies need to be conducted that focus on this population. There are a number of reasons why the study of factors related to the motivational elements in college club

sports is important. First, athletes may be able to realize their motivation for participating. Next, club sports programs can improve and increase in participation. This may result for college students to participate in physical activity and maintain active lifestyles. Last, more research in college club sports participation motivation can help student affairs professionals and recreational sports professionals, enhance club sports programs and promote positive activities for students to be involved with while in college.

This study did not focus on age differences as a variable within the populations for participation motivation. In college, there can be a wide discrepancy between ages from traditional freshman, non-traditional freshman and can widen when considering ages of graduate students. It would be interesting to conduct a study using the same survey instrument but to focus in on age as a variable and its impact on participation motivation in club sports. This type of study may allow further generalizations gender differences, age and the participation motivational factors that influence involvement in college club sports.

Conclusions

The following conclusions have been developed from the results of the study:

1. Personal enjoyment was found to be the most important participation motivational factor regardless of gender differences.
2. Family and parental influence was found to be the least important participation motivational factor regardless of gender differences.

3. There are gender differences for participation motivation for college students' participation in club sports. Both men and women ranked personal enjoyment as the most important participation motivational factor. However, males ranked affiliation as the second most important factor followed by personal achievement as the third most important factor for their participation in college club sports programs; compared to females, who ranked fitness as the second most important factor followed by affiliation as the third most important factor for their participation in college club sports programs.

4. Males placed more value on personal achievement for a reason for their participation motivation in club sports; females placed more value on fitness for their participation motivation in club sports.

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Appendix A

Club Sports Participation Questionnaire

CLUB SPORTS PARTICPATION QUESTIONNAIRE

Date: _____

Sex: Male _____ Female _____

Year in School: _____

Club Sport: _____

Below are some reasons that people give for participating in sports. Read each item carefully and decide if that item describes a reason why you participate in your club sport. Mark an "X" on the line to indicate the importance of each statement.

	Very Important	Somewhat Important	Not Very Important	Not at all Important
1. I want to improve my skills:	_____	_____	_____	_____
2. I want to be with my friends:	_____	_____	_____	_____
3. I like to win:	_____	_____	_____	_____
4. I want to get rid of energy:	_____	_____	_____	_____
5. My parents like my sport:	_____	_____	_____	_____
6. I want to stay in shape:	_____	_____	_____	_____
7. I like the excitement:	_____	_____	_____	_____
8. I like the teamwork:	_____	_____	_____	_____
9. My parents want me to play:	_____	_____	_____	_____
10. My friends want me to play:	_____	_____	_____	_____
11. I want to learn new skills:	_____	_____	_____	_____
12. I like to meet new friends:	_____	_____	_____	_____
13. I like to do things I'm good at:	_____	_____	_____	_____
14. I want to release tension:	_____	_____	_____	_____
15. I like rewards:	_____	_____	_____	_____
16. I like to get exercise:	_____	_____	_____	_____
17. I like to have something to do:	_____	_____	_____	_____
18. I like the action:	_____	_____	_____	_____
19. I like the team spirit:	_____	_____	_____	_____
20. I like to get out in public:	_____	_____	_____	_____

	Very Important	Somewhat Important	Not Very Important	Not at all Important
21. I like to compete:	_____	_____	_____	_____
22. I like to feel important:	_____	_____	_____	_____
23. I like being on a team:	_____	_____	_____	_____
24. I want to go onto a higher level:	_____	_____	_____	_____
25. I want to be physically fit:	_____	_____	_____	_____
26. I want to be popular:	_____	_____	_____	_____
27. My brother or sister want me to play: :	_____	_____	_____	_____
28. I like the coaches:	_____	_____	_____	_____
29. My parents like to watch me play:	_____	_____	_____	_____
30. I like to have fun:	_____	_____	_____	_____
31. I like to use the equipment or facilities:	_____	_____	_____	_____

**Thank you for participating in the Club Sports Participation Questionnaire.
Your Participation is greatly appreciated!**

Modified version of: Gill, D.L., Gross, J.B., & Huddleston, S. (1983) Iowa Sports School
Questionnaire.

Appendix B
Recruitment Script

RECRUITMENT SCRIPT

Hello, my name is _____ and I am conducting research as part of a research study. I am studying the motivating factors for college-students involvement in club sports. This research is completely voluntary and you can choose to stop at any time throughout the questions. If you choose to complete the survey, it will take about 10 minutes and there will be no follow-up dates. Please answer the questions honestly.

I will now hand out the consent forms. Please read and sign one copy of the consent form. The other consent form is for you to keep for your records. After you have completed the consent form, please turn it in to me and pick up a questionnaire to fill out. After you have finished completing the questionnaire, please bring it up to me and I will put it in a separate, confidential envelope. Then you are free to go.

**PLEASE ANSWER THE QUESTIONS HONESTLY. INFORMATION PROVIDED
WILL BE KEPT CONFIDENTIAL.**

Are there any questions? Thanks for your time!

Appendix C
Informed Consent

UNIVERSITY OF NORTHERN IOWA: INFORMED CONSENT

Project Title

Understanding motivating factors
for college-students involvement in club sports

Name of Investigator

Ryan Houselog

Invitation to Participate

You are invited to participate in a research study conducted through the University of Northern Iowa. The following information is provided to help you make an informed decision about whether or not to participate.

Nature and Purpose

The purpose of this study was to investigate the motivating factors for college students' participation in club sports. This study begins to gather more information on intrapersonal motivating factors as to why college-students participate in club sports.

Explanation of Procedures

Involvement in this study includes a one-time completion of a short questionnaire about what motivates college-students to be involved with club sports. Completion of this questionnaire should take about 10 minutes. Also included is a section which asks for your age, gender, and past club sports playing experience.

Discomfort and Risks

There are no foreseeable risks to participation in this research study outside of those of everyday life.

Benefits and Compensation

There will be no direct benefits to participating in this research study. Your decision to participate or not in this research study will have no bearing on your relationship with the University of Northern Iowa.

Confidentiality

Information obtained during this study which could identify you will be kept confidential. The questionnaires are anonymous; you do not need to put your name on the questionnaire. The summarized findings with no identifying information may be published in an academic journal or presented at a scholarly conference.

Right to Refuse

Your participation is completely voluntary. You are free to withdraw from participation at any time or to choose not to participate at all, and by doing so, you will not be penalized.

Questions

If you have questions about the study or desire information in the future regarding your participation or the study generally, you may contact Ryan Houselog at the School of Health, Physical Education, and Leisure Services, University of Northern Iowa, 563-590-3833 or ryan.houselog@gmail.com, or Dr. Christopher Kowalski, at the School of Health, Physical Education, and Leisure Services, University of Northern Iowa, 319-273-3528 or christopher.kowalski@uni.edu. You can also contact the Office of the Human Participants Coordinator, University of Northern Iowa, at 319-273-6148, for answers to questions about the rights of research participants and the participant review process.

Agreement:

I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.

By completing the attached survey, I hereby agree to participate in this project.

_____ I Agree to participate

_____ I do not agree to participate